



Rs. 50.00
ISSN-0566-2257

UNIVERSITY NEWS

A Weekly Journal of Higher Education

Association of Indian Universities

Vol. 64 • No. 10 • March 09-15, 2026

S A Kori

The VBSA Bill, 2025: A Paradigm Shift in Higher Education Governance in India

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Arvind S Luhar

Recruitment in Indian Colleges and Universities: Is the Process Truly Impartial?

G P Sudhakar

National Education Policy–2020 : Considerations for Curriculum Planners

Asha Sagar Lipare

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In This Issue	
CONTENTS	PAGE
Articles	
The VBSA Bill, 2025: A Paradigm Shift in Higher Education Governance in India	3
SHERNI: Fostering Inclusivity and Excellence for Women in Indian Research	5
Recruitment in Indian Colleges and Universities: Is the Process Truly Impartial?	11
National Education Policy-2020: Considerations for Curriculum Planners	15
Contemporary Issues in Education: Challenges and Opportunities in the 21 st Century	20
Convocation Address Manipal Academy of Higher Education (MAHE)	24
Campus News	27
Theses of the Month Social Sciences	31
Advertisement	36

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The VBSA Bill, 2025: A Paradigm Shift in Higher Education Governance in India

S A Kori*

The Viksit Bharat Shiksha Adhishthan (VBSA) Bill, 2025, represents a significant milestone in *Hon'ble Prime Minister Shri Narendra Modi ji's* vision to reform and modernise India's higher education system. This historic reform promises to not only elevate academic standards but also to inspire a new era of innovation and inclusivity in the pursuit of knowledge across the nation.

The VBSA Bill, 2025, serves as a cornerstone for advancing the education pillar of Viksit Bharat, aiming to harness India's demographic dividend to bolster economic power by 2047. This transformative initiative aims to revolutionise higher education with enhanced autonomy for institutions, a dynamic credit system, and strong industry partnerships to develop essential skills and foster innovation. Ultimately, it aims to empower young people to make meaningful contributions to a prosperous India on the global stage.

The Bill is a significant reform in the governance and regulation of higher education in India. Aligned with the transformative vision of the National Education Policy (NEP) 2020, the Bill aims to revamp a regulatory system that has been criticised for its fragmentation, procedural rigidity, overlapping jurisdictions, and limited institutional autonomy. This legislation aims to establish a regulatory framework that is both streamlined and robust, embodying the principle of being "light but tight." This approach aims to strike a balance between flexibility and essential oversight, fostering an educational environment that encourages innovation while upholding quality and accountability. Proposing a unified, transparent, and outcome-oriented regulatory framework, the VBSA Bill seeks to modernise higher education governance, enhance academic quality, and improve the global competitiveness of Indian institutions in an increasingly knowledge-driven world.

One of the Bill's most notable features is the establishment of a single apex regulatory authority that will replace multiple existing bodies, such as the University Grants Commission (UGC), the All India Council for Technical Education (AICTE), the National Council for Teacher Education (NCTE), NAAC, NBA, and NCERT. This consolidation addresses long-standing concerns regarding regulatory duplication, inconsistent norms, and conflicting mandates that have often hindered institutional growth and innovation. A unified regulator is expected to streamline decision-making, reduce compliance costs, and create coherence in policy implementation across universities and colleges. Importantly, the Bill aims to balance consolidation with accountability, ensuring that regulatory authority is not excessively centralised.

To achieve this goal, the VBSA adopts a functional separation of responsibilities, operating through three distinct councils dedicated

**Vice Chancellor, Central University of Andhra Pradesh, Ananthapuramu, Andhra Pradesh-515701. E-mail: vc.cuap@gmail.com*

to regulation, accreditation, and standard-setting. This tripartite structure enhances transparency and objectivity by clearly delineating roles and preventing conflicts of interest. The regulatory council focuses on ensuring minimum compliance and institutional integrity, the accreditation body evaluates quality and performance, and the standards council formulates academic and professional benchmarks. This arrangement follows international best practices and enhances the credibility of India's higher education quality assurance mechanisms.

A significant change introduced by the Bill is the shift from a control-based regulatory system to a trust-based, performance-driven model. At the heart of this transformation is the idea of graded institutional autonomy. Under this concept, institutions that demonstrate sustained academic excellence and strong governance are granted increased freedom in their educational, administrative, and financial matters. High-performing universities and colleges are empowered to design innovative curricula, determine fee structures within prescribed norms, introduce new programmes, and enter into international academic collaborations without seeking prior government approval. This autonomy is expected to foster institutional differentiation, encourage experimentation, and enhance responsiveness to emerging disciplines and labour market needs.

Complementing autonomy is the introduction of performance-linked financing, a major departure from uniform, input-based funding models. Under this framework, public funding is tied to clearly defined outcomes, including teaching quality, research output, innovation, student progression, governance standards, and social impact. Connecting various forms of support to measurable performance indicators, the Bill promotes accountability, incentivises continuous improvement, and ensures more efficient use of public resources. Such an approach also encourages institutions to align their strategic priorities with national development goals.

In keeping with the multidisciplinary and learner-centric vision of the NEP 2020, the VBSA Bill facilitates seamless academic credit transfer across institutions and disciplines, including between STEM fields, social sciences, humanities, and vocational studies. This flexibility supports holistic education, interdisciplinary learning, and customised academic pathways that cater to diverse learner interests and career aspirations. It also enhances student mobility and reduces barriers to lifelong learning. The proposed

framework thus reimagines higher education as a dynamic and inclusive ecosystem rather than a rigid, siloed structure. Its strong focus on accreditation, data-driven evaluation, and outcome-based governance promotes evidence-based policymaking and encourages institutions to engage in self-reflection.

The Bill aims to enhance autonomy and provide performance incentives, which are expected to revitalise the research ecosystem, encourage innovation, and facilitate meaningful global academic collaborations. Faculty members will benefit from increased academic freedom, professional mobility, and institutional flexibility, while students will enjoy improved quality, greater choice, and enhanced employability.

Importantly, the Bill prioritises equity, inclusivity, and balanced regional development. By promoting uniform quality standards and incentivising institutional improvements across different regions, it seeks to reduce disparities in access to quality higher education. The framework ensures that marginalised and underrepresented social groups are not excluded from the benefits of these reforms, thereby aligning educational development with broader goals of social justice and national integration.

Compared to earlier regulatory arrangements, the VBSA represents a more integrated, transparent, and adaptive governance model. By clearly separating regulatory, accreditation, and standard-setting functions, it minimises duplication and conflict while enhancing institutional trust. Its facilitative and outcome-oriented approach enables higher education institutions to respond more effectively to changing societal needs, technological advancements, and global academic trends.

The Viksit Bharat Shiksha Adhishthan Bill of 2025 has the potential to transform India's higher education landscape. By championing excellence, fostering accountability, igniting innovation, and embracing inclusivity, this landmark legislation plays a pivotal role in the nation's ambitious vision of cultivating a knowledge-driven, globally competitive, and fully developed India, which we aspire to achieve as Viksit Bharat. If executed with careful consideration, transparency, and genuine engagement with all stakeholders, the VBSA framework could mark a significant leap toward realising the visionary aspirations outlined in the National Education Policy 2020. This bill is not just a legislative measure; it is a beacon of hope for a brighter, more empowered future in education. □

SHERNI: Fostering Inclusivity and Excellence for Women in Indian Research

Apeksha Shrivastav*, J N Gautam** and Jitendra Shrivastava***

Academic research has increased by 54% in India. INFLIBNET addresses this with SHERNI, the She Research Network, which was established on March 11, 2024. SHERNI provides a comprehensive online platform for networking, resource access, and cooperation for female researchers. There are 88,221 profiles with substantial research results on them. We have discussed the architecture of SHERNI in detail, including how the functions for managing profiles, project submissions, and resource access are easily integrated and have a user-friendly design. Despite significant advancements in women's access to higher education, teaching and leadership positions still do not fairly represent the diversity of these possibilities. Suggestions have been made to improve the benefits of SHERNI. The platform is preparing to stimulate research innovation in India. (Abstract).

India's academic research landscape has been changing daily in recent years. Indian scientific research output increased by 54%, with an average rise of 22%, according to the Research Insight Database. Yet behind all of these expansions and advances, INFLIBNET, the Information and Library Network, has taken the lead in establishing research and scientific platforms in India. INFLIBNET has become a repository of research and innovation in India by gradually providing us with a plethora of research tools and platforms to support researchers and their work. This time, by creating the SHERNI: She Research Network, INFLIBNET made a significant contribution to the empowerment of women in the academic field. In India, INFLIBNET has become a key institution that supports these revolutionary initiatives. Understanding how important it is to encourage and assist female researchers. SHERNI targets the promotion and support of women researchers from different knowledge disciplines through building

a strong network that would empower and upscale their contributions to academia and research.

SHERNI: She Research Network

SHERNI, an effort with a Tagline "Sheros in research, innovation, and intelligence" was introduced by INFLIBNET on March 11, 2024. This network is designed to support Indian women scientists working in a variety of professions to interact, collaborate, and gain confidence. It will showcase the knowledge and perspectives of female scientists and faculty members and provide assistance to them. It provides an opportunity for collaborative knowledge exploration and the development of a robust professional network among female intellectuals. Currently, 1,22,977 faculty and scientist profiles are associated with it, displaying 25,973 patents and 11,71,983 publications. 1,22,977 have been granted access. 87696 in gold Open Access (OA), 12,957 in green OA, 18,947 in bronze OA, and 88,68,401 citations in the resource impact (Table-1).

Table-1: Experts in Different Subject Categories

Agricultural Sciences	5004
Arts & Humanities	16115
Biological Sciences	5262
Chemical Sciences	5264
Engineering & Technology	44373
Medical & Health Sciences	16899
Physical Sciences	10316
Social Sciences	26010

Architecture of SHERNI Platform

The architecture of the SHERNI platform explains how the platform's numerous components work together to provide an integrated and seamless experience for researchers, scientists, and faculty (Figure-1). We'll look at its structure in depth to discover how it enables safe access, manages resources efficiently, and allows users to collaborate effectively. This understanding allows us to appreciate how user-friendly interfaces, solid authentication mechanisms, extensive research libraries, and powerful analytics all work together

*Research Scholar, Jiwaji University, Gwalior-474001 (Madhya Pradesh) Email: apekshashrivastava48@gmail.com

** Professor, Jiwaji University, Gwalior- 474001 (Madhya Pradesh). Email: jngautam1@yahoo.com

***Professor, M.L.B. Arts & Commerce College, Gwalior Email: profjitendrashrivastava@gmail.com

to promote academic activity. Furthermore, knowing the architecture enables us to recognise the opportunity for continual development based on user input and data-driven insights, ensuring that it stays a valuable tool for the academic and research communities.

Architecture Model of SHERNI Platform

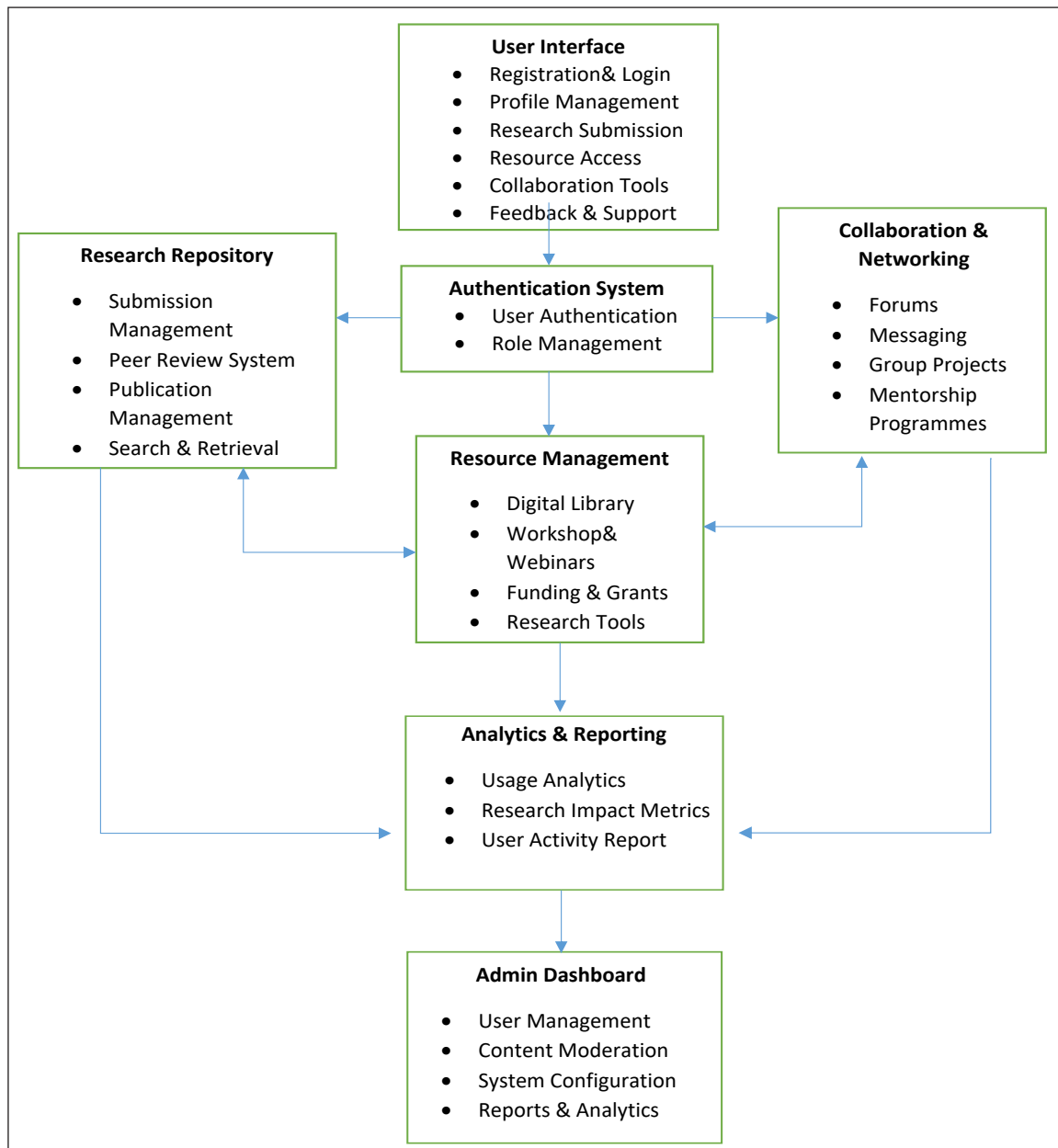
SHERNI is designed to make the experience of researchers, scientists, and faculty members easy. Here is a detailed look at how they work with the platform and how each component of the platform fits together seamlessly.

User Interface (UI)

Faculty, scientists, and researchers sign on to the SHERNI platform user interface. They are now capable of:

New users can register themselves on VIDWAN as a female, which will automatically link to SHERNI by entering their information, and current users can log in using their login credentials. After checking in, the platform creates security access tokens to allow for secure and verified access. It functions:

Fig 1: SHERNI Architecture



- After logging in, users are welcomed with a personalised dashboard tailored to their function, making it simple for them to utilise all of the platform's capabilities.
- Users also have the freedom to update and modify their personal data. A researcher can alter their phone number, research interests, or even their academic background.

Research Project Submission

Researchers can submit their scholarly papers using this facility.

Submission Procedure

- A user may upload any academic material, including research papers and patents. He will include information in his contributions, such as Title, Abstract, Authors, and Keywords, to facilitate easy searching.

Processing and Storage in the Research Repository

- After that, the work is processed and kept accessible to others by being kept in the Research Repository. Every paper that is submitted, for example, is added to the searchable database, expanding the pool of available information.

Access to Resources

Users may access a variety of resources by using the Resource Access function.

Resource Search

- Use keywords, authors, or certain themes to look for articles, patents, books, and other resources.

Find after Access

- The resource can be accessed, downloaded, or used in another way once it has been located. For instance, it would be simple for a faculty member to find and download papers in the category if he needed to access recent research publications.

Collaboration Tools

These tools offer strong cooperation and interaction features for collaboration. With the Collaboration Tools, a user may participate in forums, send and receive messages, and join group projects. Every collaborative activity is documented and archived, enabling ongoing communication. These tools, for example, allow scientists engaged in a collaborative research project to instantly communicate information and thoughts.

Feedback and Support

It includes a feature of feedback and support, which ensures that users can easily give their feedback and support.

Feedback Provision

- A user shall have the capability to give their suggestion on the experience or problems faced during usage.

After Feedback

- The support team analyses this feedback and takes the necessary actions to bring appropriate changes and development to the platform. For instance, if users report many bugs, the technical team will be more careful to fix the bugs.

Authentication System

It provides secure access to all users within the Authentication System.

User Authentication

- Log-in authentication via verification of the user's credentials and management of session tokens for security purposes.

Post-authentication

- Based on their roles and permissions, the features available on the platform are made available to the authenticated user. For example, a researcher can submit papers, while the admin can reset the roles of users.

Research Repository

The Research Repository provides a core for storing and systematically organising scholarly work.

Managing Publications

- Publications of all kinds submitted to the repository are stored and systematically organised for easy retrieval.

After Management

- Efficiently searchable and accessible by the user. Suppose a researcher wants to find out previous studies in their field; they will be able to quickly locate relevant papers.

Patent and Other Resources

- Besides publications, the repository also handles other resources, like patents, to ensure broad coverage in scholarly work.

Collaboration and Networking

This feature enhances professional networking and collaboration among its users.

Communication Tools

- The tools provide facilities for messaging, forums, and discussion boards among the participants.

After Networking

- The activities above help professional networks in knowledge sharing and working together on research projects. For instance, a faculty can get in touch with other experts in their field, which at some point might lead to another collaboration.

Resource Management

Resource Management ensures that resources are allocated and used effectively, and that their usage can be monitored.

Resource Allocation

- The system is responsible for allocating resources, be they datasets or computational tools.

After Allocation

- Resources are optimally used in relevance to the user's needs and project requirements. In the case of a research project requiring large datasets, these can be efficiently allocated.

Monitoring Resources

- The platform keeps track of resource usage to come up with optimised management strategies.

Analytics and Reporting

Analytics and reporting provide insight into the usage of the platform and the impact of research.

Analyse the Use

- The system analyses the use of the platform and all its resources.

After Analysis

- Generate insights to enhance the user experience and resource management. For example, administrators are able to see which features are used most by their users and thus make relevant improvements.

Impact Reporting

- This takes measures of research impact using metrics such as citations and downloads.

Reports Following

- Impact reports are produced to measure the efficacy of the platform. This information is very useful for the users, as well as the administrators of this platform.

Admin Dashboard

Admin Dashboard provides complete control and monitoring for the administrator.

System Performance Monitoring

- The real-time performance of the platform is available to be monitored by the administrators.

Post-monitoring

- In a very short period of time, problems can be detected and resolved for smooth operation.

Administrative controls

- Facility to manage user roles, resources, and settings of the platform.

Post-control Tweak

- Changes are reflected throughout the platform, ensuring order and efficiency.

The SHERNI platform architecture promotes interactivity and efficiency among researchers, scientists, and professors. All components, from registration and profile management to study submission and collaboration, are designed to work together seamlessly. It promotes effective resource management and professional networking while also providing vital insights through analytics and reporting, all while assuring safe and regulated access. The architecture guarantees that each phase adds to a sturdy and user-friendly system, increasing the overall experience for everybody.

Women's Participation in Higher Education

The current state of women's representation in research, the higher education system, and faculty at all levels bodes well for future developments that might bring about gender parity in India. At the All-India level, the Gross Enrolment Ratio (GER) for females is 28.5, marginally higher than the GER for boys, which is 28.3, as per AISHE 2021–2022. Scheduled Tribes have a female GER of 20.9, which is somewhat lower than the male GER of 21.4, while Scheduled Castes have a female GER of 26.0 compared to a male GER of 25.8. The Gender Parity Index for all of India comes out to 1.01, which is close to parity, while it comes out to 1.01 and 0.98 for the

SC and ST categories, respectively. This illustrates the equal involvement of women.

Despite being under-represented in the teaching profession compared to their male counterparts, there has been some progress, with 77 female instructors for every 100 male teachers throughout the whole country of India. In terms of particular classifications, SCs make up 61, STs make up 78, and OBCs make up 73. The trend of women participating in research is also growing; from 0.48 lakh in 2014–15 to 0.99 lakh in 2021–22, women's PhD enrolment grew, adding to the overall 81.2 per cent growth in PhD enrolment. Apart from that, there has been progress towards gender equity in 26 States/UTs where the GER of females is higher than that of males. Despite these advances, there is still a long way to go until there is complete gender parity in higher education at all levels, as seen by the under-representation of female faculty.

Why SHERNI Matters

The representation of women in academia is a worldwide issue, and India should not regress in its efforts to support the advancement of women in the country. The SHERNI initiative by INFLIBNET addresses a glaring concern for gender parity and inclusivity in the academic and research landscape of India. While there is recognisable progress in female enrolment and involvement in higher education, existing gaps prevail in faculty representation, research opportunities, and leadership positions. SHERNI will address these deficiencies by providing a specialised forum to assist and empower women researchers from many fields.

Improving the Representation

- Increasing female participation in prominent academic and scientific fields is crucial. SHERNI therefore provides opportunities for women to take on leadership roles, resulting in more balance and diversity in the academic environment.

Providing Resources and Support

- Women researchers often prioritise access to resources, mentorship, and financial assistance. SHERNI serves as a one-stop shop for women in science, offering simple access to academic materials, mentorship programs, networking events, and funding possibilities, allowing them to

overcome some of the hurdles to their professional growth.

Building a Network

- One of the biggest obstacles facing women in research is isolation. As a result, SHERNI fosters a close-knit community among female academics and offers a forum for cooperation, information exchange, and peer support. It fosters the development of connections between women via the sharing of experiences and teamwork on research projects, with an emphasis on those that will advance their academic and professional careers.

Gender Equity

- SHERNI is firmly positioned to contribute to national and international activities to enhance gender balance in research and education. SHERNI is striving to meet the larger goal of attaining gender parity and fostering an inclusive atmosphere where all researchers may have equal opportunity to succeed by focusing on the very specific issues women experience in these fields.

Empowering Future Generations

- SHERNI also sets precedence for the future by supporting current women researchers. Young women entering the field can find successful role models that motivate them to sustain and carry on careers in research and academia, thus sustaining the cycle of gender equity and empowerment.

Addressing Systemic Challenges

- Women in research often confront prejudices, rejection of merit, and limited prospects for development. SHERNI is continuously trying to change regulations, raise awareness, and implement initiatives that specifically address the needs of women researchers.

Our Recommendations

- i. Establish partnerships with academic institutions, research organisations, and professional bodies to promote the platform. Create awareness through advertising and organise seminars to provide hands-on exposure to the platform's benefits and features.
- ii. Regularly showcase women researchers' success stories on the platform and build awards and recognition programs to honour excellent accomplishments. This will assist in increasing

the visibility of women in research and encourage others.

- iii. Create active discussion forums, interest groups, and frequent networking events (both virtual/online and on-site/in-person) to link female researchers, academics, and industry experts.
- iv. Create a formal mentorship program that leverages complex algorithms to link mentees with mentors based on research interests and career ambitions, as well as online progress tracking tools and procedures for scheduling regular check-ins.
- v. Establish a comprehensive campaign to this end by launching monthly webinars featuring top women researchers, skill-building seminars, mentorship circles, unique research funds, and networking events to motivate and support female students pursuing research careers.
- vi. Use AI-driven suggestions to deliver appropriate resources, mentors, and events based on individual users' profiles. Provide personalised dashboards to users so that they may view just the information that is most important to them.

Conclusion

SHERNI will undoubtedly play a major role in reshaping India's academic environment in order to achieve more gender parity. In order to close the large and apparently unbridgeable gender gap that exists in the nation's higher education and research, INFLIBNET has built a powerful platform for women researchers. Regarding SHERNI's response to these same issues—fostering cooperation, providing crucial resources to encourage female researchers, and honouring their accomplishments—much gratitude is owed.

It has the capacity to spark revolutionary change that would improve the standard of research and innovation in India overall, as well as boost the engagement of women.

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Recruitment in Indian Colleges and Universities: Is the Process Truly Impartial?

Arvind S Luhar*

यदा गुणं त्यजेत् वित्तं, विद्या हि विक्रयाय च।

तदा गुरुकुलं न स्यात्, भवति हाटसंभवः॥

‘When merit is abandoned for money, and knowledge is sold for profit, then the Gurukula (school) ceases to be — and a marketplace arises instead’

When the recruitment of teachers is compromised, society pays the highest price not immediately, but through the slow erosion of values, knowledge, and trust in its institutions. The long-term consequence of unfair teacher recruitment is the degradation of educational standards and ethical values, leading to a society where mediocrity replaces merit and compliance overshadows critical thought.

In recent years, the integrity of the recruitment process in Indian colleges and universities has come under increasing scrutiny. While regulations laid out by the University Grants Commission and various state higher education departments aim to ensure transparency and meritocracy, numerous reports suggest a widening gap between policy and practice. In several instances, vacancies are advertised in lesser-known or low-circulation newspapers, effectively restricting access to information for a wider pool of eligible candidates. A common practice involves colleges or universities proposing names of ‘favourable experts’ for selection committees. These experts, often under implicit or explicit obligation to the institution, compromise the objectivity of the selection process. As a result, merit is sidelined, and nepotism or favouritism prevails, which severely affects the quality of education and institutional credibility. Such practices, though technically compliant with procedural norms, undermine the principles of openness, equal opportunity, and fair competition that underpin transparent recruitment in higher education.

“Every dishonest appointment is a theft from the nation’s intellectual capital.” A 2023 survey published in Economic and Political

Weekly observed that over 60% of early-career academics believed that faculty appointments were often influenced more by personal networks than academic credentials. Further, several high-profile cases, such as the NAAC accreditation bribery case (2025), and arrests of education officials in Uttar Pradesh, Odisha, and Andhra Pradesh, have exposed how corruption and favouritism are deeply entrenched, even in the most fundamental academic processes. Review of literature reveals that, from politically influenced appointments to allegations of nepotism, caste-based favouritism, and financial improprieties, recruitment practices in many higher education institutions raised serious concerns regarding fairness, transparency, and institutional accountability in recruitment.

“When education is corrupted, politics becomes a business; and when politics is corrupted.” When society begins to accept corruption as a part and parcel of life, it experiences a gradual erosion of its collective moral compass. What once provoked outrage becomes routine, and unethical practices are justified as necessary means to achieve personal or institutional goals. In such an environment, education loses its transformative purpose and becomes a mechanical process focused on credentials rather than character. Politics turns transactional, where influence outweighs integrity, and merit becomes negotiable. Over time, this normalisation of corruption reshapes values, weakens institutions, and undermines public trust in governance and academia alike.

The failure of a fair and transparent recruitment process in Indian colleges and universities exemplifies this broader societal decay. It is not merely an administrative lapse but a reflection of deeper structural, political, and cultural distortions. Political interference compromises objectivity, nepotism limits diversity, and bureaucratic inefficiency creates space for manipulation. Moreover, when society tolerates such practices, it perpetuates a cycle in which mediocrity is rewarded and excellence is marginalised. The consequences extend far beyond individual appointments; they influence the quality of education, the moral

**Professor and Head, Department of Commerce, Ismail Yusuf College of Arts, Science & Commerce, Jogeshwari (East), Mumbai – 400060 (Maharashtra). E-mail: drluhararvind@gmail.com*

development of students, and the ethical foundation of future generations.

Restoring integrity to the recruitment process is not only an institutional necessity but a moral imperative. A society that wishes to progress must uphold merit, fairness, and accountability in education, for the character of its teachers ultimately defines the integrity of the nation.

“A policy may set the direction, but only integrity can drive the journey.” The National Education Policy (NEP) 2020 promises to redefine India’s higher education landscape through transparency, accountability, and merit-based governance. NEP-2020 Recommendations, along with reform goals, are presented in Table 1. When examined through the lens of recruitment impartiality, the policy appears more visionary than operational. It rightly identifies that the quality of education is directly proportional to the quality of faculty, yet its mechanisms to ensure fair recruitment remain largely rhetorical. Moreover, NEP 2020 underestimates the socio-political realities of Indian universities, where informal networks and patronage often override merit. Its call to eliminate *ad hocism* and ensure long-term recruitment stability, which remains unfulfilled in many states, where temporary and contractual appointments continue unchecked. In essence, NEP 2020 provides a moral vision but lacks operational muscle. Unless supported by legally binding recruitment standards, transparent selection mechanisms, and real-time public accountability, the dream of impartial recruitment will remain a policy slogan rather than a systemic reality.

Table 1: NEP 2020 Proposes for Fair Recruitment

NEP Guideline	Reform Goal
Transparent, merit-based hiring	End nepotism and favouritism
Institutional autonomy with accountability	Balance freedom with oversight
Rigorous selection of leadership	Prevent political interference
Eliminate <i>ad hocism</i>	Improve job security and planning
Role of regulatory bodies	Monitor and enforce fair recruitment

“When education becomes a numbers game, learning becomes collateral damage.”

As long as the UGC-NET and SET qualifications were strictly enforced, there remained a healthy balance between the number of vacant teaching positions and the availability of suitably qualified candidates. However, in an effort to increase the Gross Enrolment Ratio (GER) in higher education, the government facilitated the proliferation of self-financed colleges and universities. This shift led to a significant mismatch between the number of vacant teaching positions and the availability of qualified candidates.

To address this gap, the UGC revised the eligibility criteria for teacher recruitment, expanding them to include NET, SET, and PhD qualifications. The flow of eligible candidates further increased when the criteria were broadened to accept NET/SET/PhD qualifications, alongside the introduction of multiple-choice questions (MCQs) in the NET and SET examinations.

While UGC regulations make no distinction in pay structure between government-sanctioned (granted) posts and self-financed positions, in practice, self-financed institutions offer significantly lower salaries. Despite the growing number of qualified candidates, the number of government-sanctioned teaching posts has not increased proportionately. In fact, many of these posts have remained unfilled for extended periods, with temporary or ad-hoc appointments.

Following the implementation of the 6th and 7th Pay Commissions, salaries for teachers in granted posts in colleges and universities have reached several lakhs annually. In stark contrast, equally qualified teachers employed in self-financed institutions often receive meagre compensation, highlighting a serious disparity in the treatment and remuneration of academic professionals.

“When jobs become privileges, fairness becomes the first casualty.” With a large pool of qualified teachers competing for a limited number of government-sanctioned (granted) posts known for their excellent pay and benefits, a highly competitive and often desperate environment has emerged. Understandably, many aspirants are driven by the hope of securing a stable and rewarding academic career. However, this imbalance between the high supply of eligible candidates and the limited availability of granted positions, combined with weak regulatory enforcement, creates fertile

ground for political interference, favouritism, and corruption in the recruitment process.

Table 2: Reasons for System Failure

Cause	Impact
Political Interference	Undermines merit-based recruitment
Nepotism/Favouritism	Limits diversity and equal opportunity
Bribery/Corruption	Makes hiring a transactional process
Weak Regulation	Enables manipulation without consequences
<i>AdHocism</i>	Disrespects due process and long-term planning
Lack of Grievance Redressal	Silences dissent, enables abuse

कदाचित् सरकारेण समाजस्य दीर्घकालिकहितस्य रक्षणार्थं कठोराणि निर्णयानि कर्तव्यानि, अल्पकालिकक्लेशस्य मूल्येन अपि। (Sometimes, governments must take tough decisions to protect the long-term interests of society, even at the cost of short-term discomfort.) On 6th October 2025, the Government of Maharashtra introduced new faculty recruitment rules for university-level teaching positions, building upon the UGC's July 2018 notification, to enhance transparency and meritocracy in the selection process. Under the revised framework, 75% weightage is allocated to Academic, Teaching, and Research (ATR) credentials (Table 3), while the remaining 25% is reserved for the interview, forming the basis of the final merit list (Table-4).

Table 3: Weightage for Pre-Interview / Bio Data Credentials (75%)

Sr. No.	Parameters	Marks		
		Assistant Professor	Associate Professor	Professor
A	Academic Records			
	A.1 Graduation	11 80% & above = 11 60% - 79.99% = 9 55% - 59.99% = 7 45% - 54.99% = 4	8 80% & above = 8 60% - 79.99% = 6 55% - 59.99% = 5 45% - 54.99% = 3	7 80% & above = 7 60% - 79.99% = 5 55% - 59.99% = 4 45% - 54.99% = 2
	A.2 Post Graduation	18 80% & above = 18 60% - 79.99% = 16 55% - 59.99% = 14 (50% instead of 55% for reserve category candidate)	15 80% & above = 15 60% - 79.99% = 13 55% - 59.99% = 11 (50% instead of 55% for reserve category candidate)	13 80% & above = 13 60% - 79.99% = 11 55% - 59.99% = 9 (50% instead of 55% for reserve category candidate)
	A.3 PhD & M.Phil	20 M.Phil+PhD = 20 PhD = 20 M.Phil: 60% & above = 5, 55% - 59.99% = 3	18 M.Phil+PhD = 18 PhD = 18 M.Phil: 60% & above = 4, 55% - 59.99% = 3	17 M.Phil+PhD = 17 PhD = 17 M.Phil: 60% & above = 4, 55% - 59.99% = 3
	A.4 NET / SET	6 NET with JRF = 6 NET = 4 SET = 3 JRF/NET/SET = 6	4 NET with JRF = 4 NET = 3 SET = 2 JRF/NET/SET = 4	3 NET with JRF = 3 NET = 2 SET = 1 JRF/NET/SET = 3
B	Approved teaching experience	5 One mark per year	5 One mark per year over and above the minimum requirement	5 One mark per year over and above the minimum requirement
C	Research aptitude & Innovation skills			
	C.1 Publications (Journal indexed under SciFinder, WoS, Scopus) No other publication will be considered.	6 1 per research paper for a single author. For multiple authors: First author 0.5 Marks, and the rest 50% will be distributed proportionally among all.	6 Over and above the minimum requirement, 1 per research paper for a single author. For multiple authors: First author 0.5 Marks, and the rest 50% will be distributed proportionally among all.	6 Over and above the minimum requirement, 1 per research paper for a single author. For multiple authors: First author 0.5 Marks, and the rest 50% will be distributed proportionally among all.

Sr. No.	Parameters	Marks		
		Assistant Professor	Associate Professor	Professor
	C.2 Books / IPR / MOOCS	6 Reference Book = 2 Edited / Chapter = 1 IPR Granted = 2	8 Reference Book = 2 Edited / Chapter = 1 MOOCS = 2 IPR Granted = 2	8 Reference Book = 2 Edited / Chapter = 1 MOOCS = 2 IPR Granted = 2
	C.3 Awards (International organisation, GoI, State Govt., Govt-recognised national level bodies)	3 International / National = 3 State = 2	3 International / National = 3 State = 2	5 International / National = 3 State = 2
	C.4 PhD guidance	-	3 1 mark per award	5 1 mark per award
	C.5 Projects funding	-	5 INR up to 2 Lac = ½ INR 2 – 5 Lac = 1 INR 5 – 10 Lac = 2 INR 10 – 25 Lac = 3 INR 25 – 50 Lac = 4 INR 50 Lac + = 5	6 INR up to 5 Lac = ½ INR 5 – 10 Lac = 1 INR 10 – 25 Lac = 2 INR 25 – 50 Lac = 3 INR 50 – 75 Lac = 4 INR 75 – 1 Crore = 5 INR 1 Crore + = 6
	Total	75	75	75

Source: Compiled from 6th October 2025, the Government of Maharashtra resolution, refer original GR for more clarity.

Table-4: Interview Performance (25%)

Sr. No.	Parameters	Marks
1	Subject knowledge & awareness of recent developments	15
2	Language proficiency and ICT skills	5
3	Logical reasoning & future plans	3
4	Extension & NEP knowledge	2
	Total	25

As per the new rules, only candidates scoring 50 marks or above in the ATR evaluation are eligible to proceed to the interview stage. A noteworthy feature of the policy is the differentiated scoring based on the institution from which a candidate has earned their degree. Candidates with qualifications from premier institutions such as IITs, IIMs, NITs, or from foreign universities ranked in the top 200 of QS, THE, or ARWU global rankings will be awarded full marks for the ATR component. Degrees obtained from state or central universities will receive 80% of the maximum ATR score, while those from UGC-approved institutions will be granted 60%.

प्राज्ञानि समययुक्तानि निर्णयानि विलम्बेन अपि शुभफलानि जनयन्ति। (Wise and timely decisions,

even if late, lead to good outcomes). In line with the Governor's recommendations, the State Government has lowered the interview weightage in faculty recruitment from 40% to 25%. This is a commendable step toward reducing the scope for corruption and favouritism in the appointment process. However, to further strengthen fairness and transparency, the government should consider implementing additional measures such as an online application system, application tracking mechanisms, a neutral panel, video or audio recording of interviews, mandatory conflict of interest declarations by panel members, and provisions for candidate feedback and appeals. □

To Our Readers

Knowledgeable and perceptive as they are, our contributors must not necessarily be allowed to have the last word. It is for you, the readers, to join issues with them. Our columns are as much open to you as to our contributors. Your communications should, however, be brief and to the point.

Dr Sistla Rama Devi Pani, Editor

National Education Policy–2020 : Considerations for Curriculum Planners

G P Sudhakar*

Curriculum Development in higher education, keeping in mind the National Education Policy –2020 (NEP–2020), will be interesting and tough, as the policy envisages a revolutionary paradigm shift. Curriculum development will have to address different cohorts over the next few years. Assuming the NEP--2020 curriculum is implemented in schools starting around 2033, the first batch of those who have completed primary and secondary education under the new policy will enter HEI around 2042. From now to that date, higher education institutions will have to offer different things at different times in keeping with the input students, regardless of the previous system or one that does not have prerequisites going back to primary and secondary education.

The rush to implement the policy for political considerations is pushing curriculum development to the back burner, while change can happen only when genuine changes are brought about in the curriculum. Paying lip service to the intent and spirit of the policy may make the policy ineffectual. For example, one prominent first-mover state has issued water-tight guidelines for a 4-year undergraduate programme. These guidelines or the fixed curriculum force universities to follow a set path. The only thing from the new policy is about a very weak four year option, and the curriculum has no intent or way to implement the essential changes which include for example lifelong learning, multidisciplinary programmes, credit based courses for projects in the areas of community engagement and service, environmental education and value-based education, creative combinations of disciplines for study, pedagogy with increased emphasis on communication, discussion, debate, and research, development of capacities that promote student wellness such as fitness, good health, psycho-social well-being, and sound ethical grounding, and the big one, student centred learning (Min of HRD, Govt of India , 2020). The reason for this weak and half-hearted implementation include among other things, not having clarity on what these mean from

a curriculum perspective, difficulty in embracing change at the higher echelons of public sector higher education, rushed implementation or time pressure and the presence of deliberate or unintended saboteurs.

This article attempts to provide a basic understanding of some of the terms used in the new education policy from the perspective of how they can find a place in the curriculum of a programme in any HEI. This is neither a complete list of actionable suggestions in the National Education Policy nor all the possibilities under each of the expressions discussed here. The idea is to provide an example to kick-start both discussions and innovation about bringing the spirit of the national education policy into the higher education curriculum.

The Low-Hanging Fruits – Fitness, Good Health and Psycho-social Wellbeing

Lifelong Learning

Life-long learning is a transformation in the students that can be brought about if we consciously incorporate this into the curriculum. “The basic premise of lifelong learning is that it is not feasible to equip learners at school, college, or university with all the knowledge and skills they need to prosper throughout their lifetimes. Therefore, people will need to continually enhance their knowledge and skills in order to address immediate problems and to participate in a process of continuous vocational and professional development. The new educational imperative is to empower people to manage their own learning in a variety of contexts throughout their lifetimes -Sharples, 2000, p. 178; see also Bentley, 1998 (London., 2011)”. “Change and learning occur throughout our lives. They occur in work and career. Indeed, we spend our early lives in educational settings that give us life skills, but ultimately prepare us for a career. The question is whether we also learn how to learn so that we are prepared to face change, and create positive change for ourselves and others (London., 2011)”. Indian HEIs still have a long way to go in terms of transferring life skills; however, the concept, need for, and tools for lifelong learning can be provided. For example, an institute can consider

**Adjunct Professor, Centre for Educational and Social Studies, Bangalore. E-mail: gp.sudhakar@gmail.com*

incorporating lifelong learning (in phase 1) in the curriculum, thus:

1. Add a talk on the difference between school and college with emphasis on taking responsibility for learning and what it means in the orientation programme.
2. Add a workshop on lifelong learning and learning how to learn in Semester 1.
3. Add a project based on independent internet research in Sem2.
4. Add learning a simple hands-on skill in Semester 4 as a fun activity
5. Open-book evaluation for one course in Sem4.
6. Add self-assessment with faculty feedback discussion in one course during Sem 4.
7. Attend one industry conference/seminar connected with the domain of the career during the programme.
8. Career planning workshop in Sem 8.

The literature on lifelong learning and how it can be made a habit among students, with many possible interventions in the curriculum, is very rich and vast. Only very few examples are mentioned here to clarify how one can use a curriculum to incorporate lifelong learning. There are many who feel that lifelong learning is more about learning ‘in life’ or ‘situational’, and others who feel that, rather than taking on the self-concept of ‘learner for life’, students will be better off becoming ‘critical learners’. The new Education Policy hopes students will be trained to handle and face the future, which will be different from the present, and be able to steer their careers and learning on their own. When the learning experience is fun and without fear, learning and retention are both better. On the other hand, if the learning experience at the HEI was filled with fear, fixed mindset, etc., then it can result in aversion to or avoidance of learning in later life. Most teachers are not aware of the lifelong impact of their work on their students.

Learner Centred Curriculum

In the introduction to the policy document, the following is mentioned about pedagogy: “Pedagogy must evolve to make education more experiential, holistic, integrated, inquiry-driven, discovery-oriented, learner-centred, discussion-based, flexible,

and, of course, enjoyable (Min of HRD, Govt of India, 2020)”. The policy also hopes that the “Pedagogy will have an increased emphasis on communication, discussion, debate, research, and opportunities for cross-disciplinary and interdisciplinary thinking (Min of HRD, Govt of India, 2020)”. This calls for substantial changes in the role of the students and faculty members. This means that, considering the present preference of faculty members for the lecture mode to transfer information and the students’ expectations of teachers to spoon-feed them to gain marks in the examination, substantial training is required for both, if learner centred curriculum has to succeed. The Namibian example of trying to implement learner-centred curriculum in a developing country (O’Sullivan, 2004) and the challenges of current teacher professional capabilities, student backgrounds and culture are essential reading for anyone who wants to bring this western concept to our higher education. This study discusses moving from learner-centred to learning centred as being more appropriate for a developing country. Even as this recommendation of the policy will take time to implement, it is worthwhile to understand what it will mean, especially concerning the teacher and student roles and thereby the design of the curriculum.

Box 1: Principles of Student-centred Learning

Six Principles of Student-centred Learning (Brandes & Ginnes, 1986). (McLean, 2010)

1. The learner takes full responsibility for his/her learning.
2. Involvement and participation by the student are necessary for learning.
3. The relationship between learners is more equal, promoting growth and development.
4. The teacher becomes a facilitator and resource person.
5. The learner experiences confluence in his/her education (i.e. affective and cognitive domains are integrated).
6. The learner sees himself/herself differently as a result of the learning experience (i.e. develops a higher conception of learning).

In connection with curriculum design under a ‘learner-centred’ model, six principles have been proposed by Brandes and Ginnes in 1986 as cited in ‘Twelve Tips to Designing and Implementing a Learner-centred Curriculum’ (2010) (Box-1).

“Writers such as Brindley (1984) and Nunan (1988) have suggested that curriculum design can be seen as a negotiative process between teachers and students. In this view, decisions regarding the content and form of teaching can be made at the classroom level via consultation between teachers and learners. This differs from traditional approaches to curriculum design, where these decisions are made by ‘outside’ experts such as needs analysts or course planners. Nunan (1989: 19) expresses this in the following terms: While a learner-centred curriculum will contain similar elements and processes to traditional curricula, a key difference will be that information by and from learners will be built into every phase of the curriculum process. Curriculum development becomes a collaborative effort between teachers and learners, since learners will be involved in decisions on content selection, methodology and evaluation (Tudor, 1993).”

While a completely learner-centred curriculum will take some time for preparation, which will include a change in mindsets of both faculty and students, pedagogical elements that involve students can more easily be incorporated into the present curriculum, for example, some of the suggestions in the policy include inquiry-driven, discovery-oriented, learner-centred, discussion-based, flexible, and, of course, enjoyable pedagogy. This clearly also recognises how boring, one-sided, preachy, and rote-oriented the present pedagogy is. ‘Discussion-based’, for example, can replace a lecture without many issues and may be a good place to start.

While both teachers and students have to change their current expectations and roles, it will be the teacher who will have to initiate the change. For example, teachers will have to learn the best ways to bring about a transfer of responsibility for learning to the students. Once implemented, it will be learning for both teacher and taught in a friendly, open way of joint discovery. Learner-centred curriculum “is more a philosophy than a practical plan of action. (Brooke, 1982)” We may not be ready for a ‘learner-centred approach’ as it will involve a lot of training and change of mindsets. The ideal approach would probably be starting with a ‘learning centred’ approach, which is about making effective decisions and choices in curriculum and pedagogy that will enhance learning. With time and involvement of students, one can move towards more of a learner-centred approach; in the meantime, the faculty can curate or create content and plan pedagogy in such a way as to maximise learning.

Credit-based Courses and Projects

Today, most of the evaluation is summative and tests memory more than anything else. Live projects, community engagement and service can provide a real-life experience and can even change perspectives among students. This actually ties in neatly with learner-centred curriculum, incorporating lifelong learning and psychosocial wellbeing. Reality observed, and the lived experience in a community engagement/service project is as close to real life as one can get as a student. Many community engagement projects are part of the curriculum in many institutions already, though, unfortunately, credits are not assigned to them. Some credits for teaching or tutoring students in a nearby government school, or 10 weekends at a hospital providing service to the patients or caregivers, can be documented and provided as credits. The difficulty many institutions face in this area is the integrity of the students and faculty members. This is a problem that the entire system has to work to solve, keeping in mind that only trust begets trust. Building rubrics for such activity can be built and an evaluation can be conducted. This is one suggestion of the new education policy that will probably be implemented in most new curricula; however, regulators and public sector universities will need to devise a clear and transparent evaluation of student contribution/effort.

Environmental education has been incorporated in many curricula based on AICTE/UGC recommendations; however, it is purely as an essential course to transfer some facts. The opportunity is make it work to create environmentally conscious citizens. Local environmental projects and compulsory field visits can add value to this course, which is presently offered mostly to meet regulatory requirements. Embedding Sustainability education/mindset into the curriculum has become popular around the world in recent years.

Value-based Education and Sound Ethical Grounding

Curriculum that will infuse enthusiasm, build character, transform personality and create global citizens is no easy task. “Value education refers to planned educational actions aimed at the development of proper attitudes, values, emotions and behaviour patterns of the learners. Value education is the education that is concerned with the transformation of an individual’s personality (Sood, March 2016,)”.

“A global crisis is facing humanity at the dawn of the 21st century. Our current system of education has been based on the material and economic needs of an industrial model of society. The rate of change in the scientific, technical, economic, social and political arenas has been rapid and education has been challenged to keep up with the expansion of knowledge and societal needs. There is increased evidence of a self-centred approach to life and there has been a loss of a sense of purpose and increased hopelessness amongst children and youth, with many failing to find fulfilling lives, an increase in addictions, violence and lawlessness. Value-based education is the crucial key to solving this crisis. It has the capacity to bring about the change in attitudes needed to ensure peace and sustainable development (Nadda, 2017).”

In the concluding paragraph to a refreshing article, Prof Barnett states, “Here, then, lie profound challenges for the curriculum that of engaging both with being and with a world of super complexity. Knowledge and skills are not redundant, but they need to be augmented with dispositions and qualities, both of which – given principled curricula and pedagogies – may be enhanced through adept processes of knowing and understanding. Knowing and being (and becoming) are linked – but in ways that we have barely begun to comprehend. This comprehension cannot itself simply be a technical matter, or even purely a philosophical matter, for working out the connection between knowing and being/becoming requires a thinking through of the kinds of human being that we want our students to become, and that is partly a matter of our value choices (Barnett, 2009)” His explanations of dispositions and qualities and how they influence the person’s becoming’ is worth reading for anyone who wants to really incorporate value-based education in the curriculum. Thankfully for us, our rich heritage and literature provide us with significant guidance on what qualities and dispositions our graduates should ideally be endowed with. The challenge is making the transformation happen. This is another instance where looking at an institute’s curriculum and the program curriculum will help. Every interaction in the institution and the experience thereof can potentially lead to the understanding of values. It will need a holistic view of the entire operations and a detailed curriculum to identify opportunities to provide a value-based education. The point is, an institution cannot, for

example, have multiple classroom sessions on honesty and have a corrupt admissions policy, for example. Only the lived values can actually be transferred.

How this important and generally missing component can be added to the curriculum is not difficult to understand. There are some institutions in India that have already done significant work in this domain, for example, the Amrita Vishwavidya, Chinmaya Mission, Sri Sathya Sai Institute of Higher Learning, and many other institutions that have adopted Aurobindo’s integral education. None of these is in the public sector. An in-depth study of the curriculum of these institutions and their experiences in implementing the curriculum can be an excellent guide for adding value education into the curriculum.

Research

The National Education Policy-- 2020 discusses Research at various levels and in different contexts. Insofar as Higher Education curriculum development is concerned, we can consider the following points from the policy:

- a. Research based Specialization in different programs.
- b. Pedagogy to have an increased emphasis on communication, discussion, debate, research, and opportunities for cross-disciplinary and interdisciplinary thinking.
- c. Research-based internships.
- d. 4-year undergraduate degree ‘with Research’ if a student does a rigorous research project.

These are some specific mentions in the policy; however, research for evaluation, research as part of environmental education, community engagement and other such opportunities are implied and not stated.

A research-based curriculum involves the students as researchers and faculty as guides in active research projects. The well-accepted need for graduates to have skills like creativity, critical thinking and problem solving has led to the need for incorporating such competencies in the curriculum. One of the good ways to do that is to have research-based components in the curriculum.

A good place to start is to have research projects that are planned much in advance to enable the learner

to benefit from the learning and the research to make a positive contribution. This will be win-win-win for the student – Institution- Society.

The National Education Policy—2020 calls for many changes in the curriculum for higher education, as it does for many facets of higher education, starting with a shift in paradigm. This article is only representative of what changes need to be made. Curriculum development calls for a new look at what is to be taught and how it will be taught. Will Indian Higher Education Institutions rise to the challenge? What timelines can be expected? Are there some already ahead in the race?

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University News Form IV (See Rule 8)

- | | |
|---|--|
| 1. Place of Publication | : New Delhi |
| 2. Periodicity of Publication | : Weekly |
| 3. Printer's Name | : Dr. Sistla Rama Devi Pani |
| Whether Citizen of India | : Yes |
| (in Foreigner, state the country of origin) Address | : Association of Indian Universities, AIU House,
16 Comrade Indrajit Gupta March, (Kotla Marg)
New Delhi 110 002 |
| 4. Publisher's Name | : Dr. Sistla Rama Devi Pani |
| Whether Citizen of India | : Yes |
| (If Foreigner, state the country of origin) Address | : Association of Indian Universities, AIU House,
16 Comrade Indrajit Gupta March, (Kotla Marg)
New Delhi 110 002 |
| 5. Editor's Name | : Dr. Sistla Rama Devi Pani |
| Whether Citizen of India | : Yes |
| (If Foreigner, state the country of origin) Address | : Association of Indian Universities, AIU House,
16 Comrade Indrajit Gupta March, (Kotla Marg)
New Delhi 110 002 |
| 6. Name and addresses of individuals
who own the newspapers and partner
or shareholders holding more than one
per cent of the total capital. | : Association of Indian Universities, AIU House,
16 Comrade Indrajit Gupta March, (Kotla Marg) |

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Contemporary Issues in Education: Challenges and Opportunities in the 21st Century

Asha Sagar Lipare*

Education systems worldwide are experiencing rapid transformation in response to globalisation, technological innovation, demographic shifts, and rising social expectations. These developments have created a range of contemporary issues that influence how students learn, how teachers teach, and how institutions function. This paper examines major educational challenges, including technology integration, digital inequality, inclusive education, curriculum and assessment reforms, globalisation, teacher professional development, and student mental health. Each issue is explored in relation to both its opportunities and potential risks. The paper argues that high-quality education in the 21st century requires equity, innovation, flexibility, and strong collaboration between policymakers, institutions, teachers, families, and communities. The conclusion emphasises that continuous research and reflective practice are essential to ensuring that education remains responsive, ethical, and inclusive in a rapidly changing world (Abstract).

Education is central to human development, social progress, and economic growth. Around the world, it is increasingly recognized not only as a pathway to employment but also as a fundamental human right and a tool for social justice. However, the 21st century has transformed the educational landscape. Digital technologies, labour-market restructuring, migration, changing demographics, and global policy pressures have reshaped both the purpose and practice of education (UNESCO, 2015).

Traditional education systems focused largely on memorisation, standardised examinations, and teacher-centred instruction. While these systems built strong academic foundations, they are no longer sufficient in an era that requires creativity, adaptability, critical thinking, collaboration, and emotional resilience. At the same time, persistent inequalities continue to affect educational access and outcomes. Learners from low-income backgrounds,

rural areas, minority groups, and students with disabilities often face systemic barriers.

Thus, contemporary issues in education are complex, interconnected, and global. Understanding them is essential for policymakers, educators, researchers, and society as a whole. This paper reviews and critically analyses key issues and explores strategies to build inclusive, resilient, and future-ready education systems.

Technology and Digital Learning

Expansion of Digital Tools in Education

Technological innovation has profoundly changed how knowledge is produced, accessed, and shared. Digital platforms, interactive software, artificial intelligence (AI), augmented reality, and virtual classrooms increasingly support teaching and learning. Students are no longer confined to physical classrooms; they access information online, collaborate virtually, and learn independently at their own pace (OECD, 2020).

Digital learning offers flexibility, immediate feedback, multimedia resources, and personalised instruction. It supports remote and blended learning models and allows students in geographically remote areas to access expert teaching. Moreover, AI-driven tools can analyse learner progress and tailor instruction to individual needs.

Impact of the COVID-19 Pandemic

The COVID-19 pandemic accelerated digital transformation globally. Within weeks, millions of schools shifted to online learning. This experience highlighted technology's potential but also revealed serious challenges, including infrastructure gaps, lack of teacher preparation, and difficulties in student engagement.

The Digital Divide

Not all learners benefit equally. Students without devices, stable internet, or supportive learning environments face significant disadvantage. This digital divide threatens to reproduce social inequality if not addressed through targeted investment and policy action (UNESCO, 2020).

*Assistant Professor, Department of BBA, Camp Education Society's Dr. Arvind B. Telang Senior College of Art's, Science and Commerce, Nigdi, Pune- 411033 (Maharashtra). E-mail: ashalipare4415@gmail.com

Pedagogical Transformation

The teacher's role is shifting from knowledge transmitter to facilitator of learning. Effective technology integration requires purposeful pedagogy, not merely replacing textbooks with screens. Students also need guidance in digital citizenship, online safety, and responsible information use.

Equity, Inclusion, and Access to Education

Persistent Inequalities

Despite strong global commitments to 'Education for All', many learners still lack equal opportunities. Educational outcomes are strongly influenced by socioeconomic status, gender, language background, disability, culture, and location.

Inclusive Education Philosophy

Inclusive education promotes the participation of all learners in mainstream classrooms wherever possible. Rather than viewing diversity as a problem, it recognises it as a valuable resource that enriches learning environments (UNESCO, 2020). Inclusive schools adopt flexible curricula, differentiated instruction, and supportive learning environments.

Cultural and Linguistic Diversity

Global migration has increased cultural diversity in classrooms. Teachers, therefore, require intercultural competence to support multilingual learners, prevent prejudice, and create culturally responsive learning spaces.

Structural and Policy Barriers

Barriers to inclusion often stem from insufficient funding, limited teacher preparation, inaccessible infrastructure, and systemic bias. Addressing these requires coordinated policy, community engagement, and sustained investment.

Curriculum and Assessment Reform

Limitations of Traditional Assessment

High-stakes examinations dominate many education systems. These exams often reward memorisation rather than understanding, creating pressure for students and teachers to focus on short-term performance instead of deep learning (Black & Wiliam, 2018).

Competency-based Learning

Modern reforms emphasise competencies such as creativity, critical thinking, digital literacy, and communication. These skills better reflect real-world demands.

Alternative Assessment Approaches

More holistic assessment strategies include:

- Portfolios,
- reflective journals,
- project-based learning,
- peer assessment, and
- formative feedback.

These methods encourage student engagement and provide richer information about learning progress.

Table 1: Major Contemporary Issues in Education

Issue	Description	Key Stakeholders Affected	Evidence/Support
Digital Learning & Technology Integration	Growth of online and AI-based learning tools	Students, Teachers, Institutions	OECD (2020)
Digital Divide	Unequal access to internet & devices	Rural & low-income learners	UNESCO (2020)
Inclusive Education & Equity	Ensuring participation of marginalised groups	Disadvantaged learners	UNESCO (2020)
Assessment Reform	Movement away from rote learning	Students, Teachers	Black & Wiliam (2018)
Teacher Development	Need for continuous training	Educators & systems	Darling-Hammond (2017)
Student Mental Health	Stress, anxiety, and well-being concerns	Learners & families	WHO (2022)
Globalisation & Policy Pressure	Competition & privatisation trends	Governments & institutions	Altbach (2015)

Balancing Accountability and Innovation

Systems must ensure fairness and academic standards while also supporting innovation. This balance remains a key policy challenge.

Table 2: Traditional vs Contemporary Assessment

Feature	Traditional Assessment	Contemporary Assessment
Focus	Memory recall	Skills & application
Method	Written exams	Projects/portfolios
Timing	End-term	Continuous
Orientation	Teacher-centred	Learner-centred
Measure	Marks	Holistic growth

Teacher Professional Development and Status

Central Role of Teachers

Teacher quality is one of the strongest predictors of student success. Yet teachers worldwide face overcrowded classrooms, administrative burdens, low pay in some regions, and emotional stress (Darling-Hammond, 2017).

Need for Lifelong Professional Learning

Rapid technological and social change requires teachers to continually update their knowledge. Effective professional development is:

- collaborative,
- practical,
- reflective, and
- ongoing.

Supporting Teacher Well-being

Teacher burnout is rising. Supportive leadership, mentoring, and recognition contribute to retention and job satisfaction.

Student Mental Health and Well-Being

Increasing Mental-Health Concerns

Adolescents today face academic stress, social comparison, loneliness, bullying, and uncertainty about the future. The WHO (2022) reports that many mental-health conditions begin during adolescence.

Role of Schools

Schools now serve not only as academic environments but also as emotional support systems. Support strategies include:

- counselling services,
- social-emotional learning,

- life-skills education, and
- anti-bullying programs.

Whole-School Approach

Effective mental-health support requires collaboration between teachers, families, psychologists, and community organisations.

Table 3: Key Factors Influencing Student Mental Health

Factor	Description	School Response
Academic Pressure	Heavy workload & expectations	Balanced assessment
Social Media	Online comparison & cyberbullying	Digital citizenship
Family Stress	Economic & emotional strain	Counselling support
Transition Stress	Exams & career uncertainty	Guidance programs
Lack of Support	Weak relationships	Inclusive school climate

Globalisation and Education Policy

Internationalisation of Education

Globalisation has increased cross-border study, academic mobility, and global rankings (Altbach, 2015). This fosters exchange of knowledge and innovation.

Marketisation and Competition

In some systems, education has become increasingly market-driven. While competition can encourage innovation, it may deepen inequality.

Balancing Global and Local Needs

Education must respond to global realities while respecting local cultures, languages, and values.

Opportunities for Innovation

Contemporary challenges also create powerful opportunities. These include:

- blended and flexible learning models,
- interdisciplinary curricula,
- student voice and participation,
- real-world problem-solving projects, and
- school-community partnerships.

Education can become more human-centred, creative, and socially responsive.

Table 4: Opportunities and Risks of Technology in Education

Positive Outcomes	Risks/Challenges	Implications for Practice
Flexible learning access	Unequal digital access	Invest in infrastructure
Personalized learning	Over-reliance on devices	Balance technology use
Interactive content	Cyber-safety risks	Teach digital ethics
Global collaboration	Teacher skill gaps	Continuous training
Data-driven insights	Privacy concerns	Data protection policies

Table 5: Features of a Future-Ready Education System

Dimension	Description
Inclusion	Equal opportunity for all learners
Technology Integration	Ethical & purposeful digital use
Life Skills Focus	Critical thinking, creativity, and collaboration
Student Well-Being	Emotional & social support
Teacher Development	Continuous professional learning
Community Engagement	Shared responsibility for education

Discussion

The issues discussed are deeply interconnected. For example, technology can support inclusion but may also create inequality. Assessment reform can reduce stress but requires teacher training. Globalization expands opportunity but risks cultural loss.

Therefore, holistic reform is needed — involving policy, school leadership, teacher capacity building, infrastructure development, and community partnership. Research must guide decision-making, and learners' voices should be included in educational design.

Conclusion

Contemporary issues in education reflect broader global transformations. Technology, globalisation, inclusion, assessment reform, teacher development, and mental health are central to current educational debates. To meet these challenges, education systems must be flexible, inclusive, ethical, and learner-centred.

The future of education depends on our ability to innovate while protecting equity and

human dignity. When education is responsive and compassionate, it becomes a powerful driver of social justice, empowerment, and sustainable development.

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The Journey beyond Comfort Zone

Bikram Singh Bedi, Vice President, Asia Pacific Strategic Initiatives, Google Cloud, delivered the Convocation Address at the 33rd Convocation Ceremony of Manipal Academy of Higher Education (MAHE) on November 22, 2025. He said, “*Aspire for knowledge. Stay humble in success. Stay hopeful in setbacks. And stay connected – to this institution, to each other, to your values, and to the problems that matter.*” Excerpts

When I received the invitation to speak here today, I was overwhelmed. Not just with honour, but with memories. I walked these same corridors, sat through the same gruelling exams, and survived on the famous Bun Masala at the Carts, and yes, I too once was where you are now – excited, nervous, probably wondering what comes next, and maybe even questioning if you are truly ready for what lies ahead.

I have asked myself that same question at least five times in my career. And each time, the honest answer was “probably not” – but I went ahead anyway.

And that Question was about Reinventing Myself

Today, I stand before you as someone who has built large technology businesses multiple times in India and other parts of the Asia Pacific. But here is what my LinkedIn profile probably does not tell you: each of these roles daunted me at first.

When I left a comfortable VP position at Oracle to set up AWS India in 2012, cloud computing was barely understood in India. When I said “cloud,” people looked at the sky. Enterprises were sceptical. “Why would we put our data on someone else’s computer?” they asked. I had no playbook, no precedent, and honestly, no certainty that it would work.

But we built it. From scratch. And in the process, we did not just build a business – we built India’s cloud ecosystem.

Then, after seven successful years at AWS, I did something that made everyone think I had lost my mind: I joined a e-groceries startup called Grofers, now you know them as Blinkit. From enterprise cloud computing to delivering groceries, not too many people have tried this transition!

People would ask me, “Why?” And in my mind, the answer was simple: because I have learned that growth lives at the edge of your comfort zone.

Here is what I want you to understand: Manipal did not just teach us engineering or medicine or management. It taught us something far more valuable – it taught us how to learn, how to adapt, and how to solve problems we have never seen before.

You see, I have spent 30 years in technology, and here is the secret: the technologies I work with today did not exist when I graduated. Cloud computing, artificial intelligence, security, and data analytics– none of these were in any curriculum. But the ability to break down complex problems, to think systematically, to collaborate across differences – those skills that Manipal gave us? Those are timeless.

Remember your first programming assignment? Your first cadaver dissection, your first market survey?? You probably had no idea where to start. But you figured it out. Remember when your project did not work the night before submission? You debugged until sunrise. That persistence, that resourcefulness, that ability to learn what you do not know – that is what will carry you forward, not just the equations, or textbooks, or code.

I also want to share with you five truths from my thirty-plus years at the frontier of technology. First: Your career is not a ladder; it is a jungle gym.

Many of you have a linear plan in mind: first job, then promotion, then senior role, then management. Let me tell you what actually happens: opportunities come from unexpected directions. My journey took me from IBM to a telecom startup to Oracle to AWS to a grocery startup to Google Cloud. I have worked in enterprise software, built cloud

ecosystems, managed supply chains, moonlighted, and even made movies for Doordarshan, and now I am helping enterprises deploy AI responsibly.

Each transition felt risky. Each required learning an entirely new domain. But here is the thing: every experience is compounded. Nothing is wasted.

Your first job will not define your career. What will define your career is your willingness to reinvent yourself every few years, to move into areas that demand new learning and fresh perspectives. If you are curious and uncomfortable. That is where growth really happens.

Second: Technical or subject matter brilliance will get you hired; human skills will make you indispensable.

Throughout my career, I have hired hundreds of people. You know what I have learned? Technical skills are table stakes. A lot of people are smart. Lots can code. What separates the ordinary from the extraordinary is the ability to communicate, to collaborate, and to build trust.

When I was building out the cloud ecosystem in India, my biggest challenge was not technology – it was trust. Indian start-ups and enterprises needed to believe that this new model was safe, that we understood their concerns, and that we would be there when things went wrong. That required empathy, communication, and the ability to translate complex technical concepts into business value.

At Google Cloud, working with the C-suite of India's largest conglomerates, what matters most is not how much you know, but how well you listen. Can you understand their business challenges? Can you build genuine relationships? Can you make them trust you with their most critical systems?

I have seen brilliant engineers plateau because they could not explain their ideas clearly. I have seen average engineers become exceptional leaders because they invested in understanding people.

Do not stop developing these human skills. They matter more than any textbook you master. In fact, as AI becomes more capable, your uniquely human abilities – creativity, empathy, judgment, relationship-building – will become your greatest competitive advantage, whatever field you may be in.

Third: Embrace the pivot and the ambiguity that comes with it.

I have pivoted multiple times in my career, and here is what that experience taught me: the fundamentals of building a great business transcend industries. Whether you are delivering cloud services or vegetables, you need to understand your customers, build exceptional teams, execute with discipline, and solve real problems.

Working for a start-up gave me operational muscle I never would have developed staying in my comfort zone. It taught me how startups think, how to move fast with limited resources, and how to make decisions with incomplete information. Do not be afraid to take the ambiguous and unconventional path. Some of your most valuable learning will come from the detours, not the highway.

Fourth: Failure is not the opposite of success; it is the tuition fee for wisdom.

You are graduating from a prestigious university. Most of you will be used to succeeding. But let me tell you: out there, you will fail. I have had products that went down, strategies that did not work.

Partnerships that fell apart. Hires that did not pan out.

Early in my career, I took on a turnaround assignment for an underperforming business. I was confident I could fix it quickly. I failed. Spectacularly. For months, nothing worked. It was humbling and, honestly, humiliating.

But that failure taught me more than any success ever has. It taught me to listen before prescribing solutions. It taught me that sustainable change takes time. It taught me humility.

Every failure is data. Every setback is feedback. The question is not whether you will fail – you will – but whether you will have the courage to extract the lesson and try again with greater wisdom.

Fifth: Build things that matter, with people who care.

Here is something I have learnt after building billion-dollar businesses: the revenue number is not what keeps you going during the hard times. What keeps you going is the belief that your work matters.

When I started in the cloud world, what drove me was not just growing a business – it was democratizing access to world-class infrastructure for Indian startups who could not afford their own data centres. It was watching a small team in Bengaluru or Delhi build something that scaled to millions of users because they had access to the same tools as Silicon Valley.

Now, as I work on AI deployment, what excites me is not the technology itself – it is the potential to impact billions of lives and the responsibility to do it safely, thoughtfully, and inclusively.

You will have choices in your career. Some will offer more money, some more prestige, and some more stability. But I urge you to also ask: Does this matter? Will this work create genuine value? Will I be proud to explain this to my children?

And choose your teams carefully. I have been fortunate to build high-trust teams where people feel psychologically safe to take risks, to admit mistakes, to bring their authentic selves to work. Those teams do not just perform better – they innovate more, stay longer, and find more joy in the work.

You know there is something special about being from Manipal. We come from different states, different cultures, and different languages. Yet here, we became family. We learnt here that innovation happens at the intersection of diverse perspectives. We learnt that the best solutions emerge when different minds collaborate with respect and curiosity.

Take that spirit with you. In your workplaces, in your communities, be the bridge-builder. Be the one who brings people together. Be the one who sees potential where others see obstacles. India's greatest strength is its diversity – learn to harness it.

You are graduating at an extraordinary moment in history. Artificial intelligence is reshaping every industry. India is rising on the global stage. The questions you will be asked to solve are not just technical or medical or management related – they are ethical, they are social, they are human.

Do not just build or use technology. Do it responsibly. Do not just ask, “Can we build this or

can we use this?” but also ask, “Should we build this or should we use this?” Use your skills not just for personal success, but for societal progress.

India needs you. With the youngest population in the world, with our diverse talent, with our entrepreneurial spirit, we have a unique opportunity to shape how technology evolves globally. But we need engineers and doctors and managers who are not just brilliant but thoughtful. Not just ambitious, but ethical. Not just skilled, but wise.

As you leave Manipal today, remember this: you are not just carrying a degree; you are carrying the hopes of your parents who believed in you, the knowledge from faculty who invested in you, and the dreams of the friends who walked beside you.

The foundation has been laid. Now it is time to build.

My advice to you? Reinvent yourself often. Stay curious always. Build with purpose. Lead with empathy. Accept failure. And never, ever stop learning.

The world is waiting for your impact. Not someday. Today!!

I have had the privilege of being at the frontier of technology for over three decades. But I will tell you honestly: I am more excited about what your generation will achieve than anything my generation has done. Because you have something we did not – you have the wisdom to ask different questions, the courage to challenge old assumptions, and the tools to create solutions we could not have imagined.

Aspire for knowledge. Stay humble in success. Stay hopeful in setbacks. And stay connected – to this institution, to each other, to your values, and to the problems that matter.

Manipal gave us roots. Now it is time to grow wings.

Congratulations, Class of 2025. Go do something extraordinary. Make us proud. Make yourselves proud. And do not forget to visit – Bacchus Inn because the Gobhi Manchurian still tastes exactly the same.

Thank you, and God bless!

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CAMPUS NEWS

International Conference on Indian Academic Issues

A two-day International Conference on ‘Indian Academic Issues : A Global Academic Dialogue’ was organised by Sri Balaji University, Pune, in collaboration with the Society of Indian Academics in America (SIAA), recently. The event provided a vibrant platform for deliberating contemporary challenges and opportunities in higher education, economics, sustainability, governance, technology, and inclusive development, with participation from academicians, research scholars, policy thinkers, and professionals from India and abroad.

During the Inaugural Session, Dr. Rashmi Mahajan, Deputy Director, Balaji Institute of International Business (BIIB), delivered the formal welcome address, followed by an introduction to Sri Balaji University’s multidisciplinary academic ecosystem. Prof. G K Shirude, Vice Chancellor, stressed in his address that Indian academic issues must be examined through socio-economic, socio-cultural, political, technological, and managerial lenses. Linking the event theme to India’s demographic dividend and the India Vision 2047, he underscored the relevance of employment, entrepreneurship, Indian Knowledge Systems, NEP-2020, digital technologies, ESG, and equality. He further highlighted the critical role of organisations such as SIAA in enabling sustained knowledge exchange between Indian scholars and overseas Indian academics, strengthening India’s higher-education ecosystem.

Prof. Kishore Kulkarni, Distinguished Professor of Economics, Metropolitan State University of Denver (MSUD) and President of SIAA, explained how SIAA connects Indian-origin scholars worldwide through monthly webinars, conferences, and collaborative research initiatives. He noted that more than ten US-based scholars travelled to Pune specifically for this event, reflecting the depth of Indo-US academic engagement, and outlined SIAA’s plans to finance collaborative projects, support India-focused studies, and mentor younger scientists.

The Keynote Address delivered by Prof. Janine Davidson, President of MSUD, provided a

compelling global and policy-oriented framework. Drawing on her experience as a military pilot, Pentagon official, and former Under Secretary of the US Navy, she reflected on how public investment in higher education shaped her own career and how post-war global cooperation expanded opportunity. Addressing current geopolitical and funding uncertainties, she noted pressure on higher education and research funding in the US, while emphasising that universities remain open, collaborative spaces of intellectual freedom. Using data, she highlighted the substantial contribution of Indian students and professionals to the US economy and expressed concern about the recent decline in Indian student mobility, reaffirming that US universities continue to welcome international scholars. She concluded that academia remains one of the most durable bridges between India and the United States, vital for global stability, innovation, and mutual understanding.

Across three parallel tracks, the conference hosted paper presentations by faculty members, research scholars, and professionals. Dr. Dhanmanjiri Sathe examined India’s planning trajectory through landmark blueprints (Visvesvaraya, Bombay, Roy, Gandhian, and NPC plans), drawing on Ambedkar’s and W. Arthur Lewis’s ideas to show how capital-intensive industrialisation shaped employment and caste outcomes, positioning planning as both an economic and social project.

Prof. Vijaykumar Kulkarni used national datasets (AISHE, UGC, NSS) and policy dashboards (NEP, RUSA, NAAC, NIRF) to reveal urban-rural and digital divides, proposing indices (Equity Gap, Gender Parity, Digital Readiness, Policy Implementation) that demonstrate how state capacity determines reform success.

Dr. Anand Kulkarni introduced a National Optimism Index, linking optimism to health, productivity, innovation, leadership, and resilience. India’s strengths in confidence, generosity, and resilience contrast with weaker inclusion, innovation, and governance, offering a new lens beyond GDP.

Dr. S A Katre presented ‘n-th Roots of a Power Series,’ contributing to analytic function theory

and underscoring the conference's commitment to fundamental theoretical research alongside applied scholarship.

Ms Bhumika Mistry and Dr Pallavi Kudal (SBUP) delivered a bibliometric review (2000–2025) of 252 Scopus-indexed studies, showing how ESG, green finance, and climate-risk management have become central to financial stability. They identified three clusters—resilience frameworks, sustainable finance mechanisms, and ESG-driven investment—and highlighted India and China as emerging focal points.

Ms. Pragya Tripathi, Uka Tarsadia University, reviewed 42 sources to assess how digital literacy affects PHC service delivery in South Gujarat, noting challenges among older staff and tribal regions and recommending local-language training, peer support, and mobile-first, voice-enabled tools to improve health equity.

The highlight of the Special Invited Session was 'Sustainability and Academics: An Indian Perspective' by Dr. Ravindra Utgikar, Chief Sales Officer, Wilo India. He argued that ESG—long associated with corporations—now belongs at the heart of education, research, and community engagement. Citing the QS World University Sustainability Rankings, he showed how Indian universities are embedding ESG into curricula and institutional practices, discussed challenges and solutions, and called for collaboration among academia, industry, society, and policymakers to develop future-ready professionals for sustainable development.

The event concluded with a Valedictory Session featuring a review by Prof. Kishore Kulkarni, Best Paper Awards, presenter feedback, and a formal vote of thanks. Participants commended the academic rigour, diversity of themes, and collaborative spirit.

International Conference on Sustainable Development

A two-day International Conference on 'Sustainable Development towards a Greener Future' is being organised by the Department of Civil Engineering, Faculty of Technology, Kalinga University, Raipur, Chhattisgarh from March 31-April 01, 2026 through hybrid mode. The event aims to provide a Comprehensive platform for

professionals, academics, researchers, policymakers, and industry experts to discuss, share, and explore the latest advancements, applications, and potential Impacts of a greener future on sustainable development. The event will provide insights into the United Nations' Sustainable Development Goals (SDGs), focusing on how emerging technologies can contribute to achieving these goals. This includes addressing global challenges such as poverty, hunger, clean water and sanitation, affordable and clean energy, decent work, and climate action. The themes of the event are:

Track 1: Innovative Technologies for Sustainable Agriculture and Food Security

- AI and IoT in Precision Agriculture for Enhanced Productivity.
- Genetic Engineering for Resilient Crops and Food Security.
- Biotechnology for Converting Agricultural Waste into Renewable Energy.

Track 2: Sustainable Innovations for Global Health Advancement

- Wearable Health Technologies for Real-time Monitoring and Preventive Care.
- Sustainable Production of Biopharmaceuticals and Eco-friendly Pharmaceuticals.
- Biotechnological Solutions for Accessible and Green Healthcare.

Track 3: Advanced Solutions for Water Management and Sanitation

- IoT-Driven Smart Water Monitoring and Distribution Systems.
- AI for Predictive Maintenance of Water Infrastructure.
- Sustainable Desalination and Water Treatment Technologies for Remote Regions.

Track 4: Transformative Energy Technologies for a Sustainable Future

- Renewable Energy Systems and Innovative Energy Storage Solutions.
- Nanotechnology for Clean and Efficient Energy Production.
- Smart Grids and Renewable Energy Integration for Energy Optimisation

Track 5: Technological Innovations for Resilient and Sustainable Development

- Smart Manufacturing and the Role of Industry 4.0 in Sustainability.
- Composite and Advanced Materials for Sustainable Infrastructure.
- 3D Printing and Digital Twins for Eco-friendly Industrial Optimisation.

Track 6: Technology-driven Governance and Justice for Sustainable Development

- Blockchain for Transparent Governance and Anti-corruption Efforts.
- AI for Predicting and Preventing Conflicts in Resource Distribution.
- Digital Platforms for Strengthening Legal and Social Justice Systems.

Track 7: Innovative Educational Technologies for Sustainable Learning

- Integrating Technology in Education for Promoting Sustainability Awareness.
- Sustainable Pedagogies for 21st Century Learning.
- AR/VR Technologies in Promoting Hands-on Sustainability Learning.

For further details, contact the Organising Secretary, Dr. Akshit Lamba, Assistant Professor, Department of Civil Engineering, Faculty of Technology, Kalinga University, Naya Raipur-492101, Chhattisgarh, Mobile Number : 07000684394, E-mail: icsdgf2026@kalingauniversity.ac.in. For updates, log on to : www.kalingauniversity.ac.in/events/

International Conference on Biomanufacturing, Bio-Innovation and Environment Sustainability

A two-day International Conference on 'Biomanufacturing, Bio-Innovation and Environmental Sustainability' is being organised by the Department of Biotechnology, University Institute of Biotechnology (UIBT), Chandigarh University, Mohali, Chandigarh, Punjab from April 10-11, 2026. The event brings together researchers, academicians, industry experts, and policymakers from around the world to discuss recent advancements and emerging trends in biotechnology. It provides an interdisciplinary platform for knowledge

exchange, research collaboration, and innovation in biomanufacturing, environmental sustainability, and bio-based solutions. The themes of the event are:

Biomanufacturing

- Sustainable Bioprocessing and Green Manufacturing.
- Industrial Enzyme Production and Applications.
- Fermentation Technology and Scale-Up Processes.
- Synthetic Biology in Biomanufacturing.
- Bio-based Materials and Biopolymers.
- Downstream Processing and Purification Technologies.
- Biorefineries and Circular Bioeconomy Models.

Bio-Innovation

- Cutting-edge Biotechnological Innovations.
- Translational Research and Start-up Ecosystems.
- Advances in Biomedical Devices and Diagnostics.
- Genomics, Proteomics, and Bioinformatics in Innovation.
- CRISPR and Genome Editing Tools.
- Biotechnological Entrepreneurship and IP Management.
- AI and Digital Tools in Biotech R&D.

Environment

- Bioremediation and Waste Management.
- Environmental Biotechnology for Pollution Control.
- Valorisation of Agricultural and Industrial Waste.
- Climate Change and Carbon Capture Technologies.
- Bioenergy and Biofuels: Biodiesel, Bioethanol, and Biogas.
- Sustainable Water and Wastewater Treatment.
- Ecosystem Restoration through Microbial/Biotech Tools.

Special/Interdisciplinary Themes

- Regulatory and Ethical Aspects of Biotechnology.
- Green Chemistry in Biotechnological Applications.
- Biotechnology in Sustainable Development Goals (SDGs).

- One Health: Integration of Human, Animal, and Environmental Health.
- Education, Skill Development and Capacity Building in Biotechnology.
- Functional Food and Nutraceutical Development.

For further details, contact Convenor, Dr. Swati Sharma / Dr. Vikas Kumar, Associate Professor, Chandigarh University, Gharuan, Mohali, Chandigarh, Punjab, Mobile Number : 09815517728/ 07018173757. For updates, log on to: www.cuchd.in/conference/icbbes-26/

International Conference on AI, Data Science, Cyber Security and Smart Manufacturing for Sustainable Development

A two-day International Conference on 'AI, Data Science, Cyber Security and Smart Manufacturing for Sustainable Development' is being organised by the Vikrant University, Gwalior, Madhya Pradesh from May 23-24, 2026 through hybrid mode. The event will bring together global researchers, professionals, and industry experts to explore the latest advancements in technology and management. It focuses on integrating emerging technologies to address critical societal challenges, with a particular emphasis on sustainable development. The various Tracks of the event are:

Track 1: Artificial Intelligence, Machine Learning, Blockchain, and Cybersecurity for Secure Social Systems

- AI in Healthcare and Telemedicine.
- Machine Learning for Smart Cities.
- AI Applications in Agriculture and Food Security.
- Ethical AI and Responsible Use.
- AI for Disaster Management and Mitigation.
- Blockchain in Financial Services and FinTech.
- Cybersecurity for Critical Infrastructure
- Blockchain for Supply Chain Management.
- Digital Identity and Secure Authentication.
- Blockchain Applications in Governance and Public Services.

Track 2: Integrated Technologies in Energy, Infrastructure, Robotics, and Smart Mobility

- Renewable Energy Technologies.
- Energy Storage and Management Systems.
- Smart Grid and Microgrid Innovations.
- Energy-Efficient Devices and Systems.

- IoT in Smart Transportation Systems.
- Smart Home and Building Automation.
- Robotics in Manufacturing and Industry 4.0.
- Medical Robotics and Surgical Automation.
- Electric and Autonomous Vehicles.
- Intelligent Traffic Management Systems.

Track 3: Data Science and Digital Transformation for Societal Good

- Data-Driven Decision Making in Public Policy.
- Big Data in Healthcare and Genomics.
- Predictive Analytics for Environmental Sustainability.
- Data Privacy and Ethics in Big Data.
- Digital Transformation in Education and E-Learning.
- IT Solutions for Efficient Healthcare Management.
- Cloud Computing and Virtualization in Business.

Track 4: Emerging Technologies and Ethical Implications in Agriculture, Food Security, and Policy

- Precision Agriculture and Smart Farming.
- Agri-Tech for Water and Resource Management.
- Post-Harvest Management and Food Supply Chain.
- ICT Solutions for Farmer Empowerment.
- Technology Policy and Regulation for Sustainable Development.
- Ethical Considerations in Emerging Technologies.
- The Role of Technology in Achieving the UN Sustainable Development Goals (SDGs).

Track 5: Social, Policy, and Ethical Impacts of Emerging Technologies

- Gender and Diversity in Tech Innovation.
- Social Entrepreneurship and Innovation Ecosystems.
- Ethical and Social Implications of Robotics.
- Mobility-as-a-Service (MaaS) Platforms.
- Sustainable Urban Mobility Planning.

For further details, contact the Convenor of the event, Vikrant University, Gwalior-47400, Madhya Pradesh, E-mail: icades@vikrantuniversity.ac.in. For updates, log on to: www.vikrantuniversity.ac.in/events/ 

THESES OF THE MONTH

SOCIAL SCIENCES

A List of doctoral theses accepted by Indian Universities
(Notifications received in AIU during the month of Jan-Feb 2026)

Accountancy

1. Parmar, Mehul Sureshkumar. **An evaluative study on accounting practices and applicability of forensic accounting for selected Indian companies.** (Dr. Gaurangkumar Barot), School of Commerce, Gujarat University, Ahmedabad.

Anthropology

1. Jimmy, Sonam. **Sexual minority Sexual minority in agony: An anthropological study on perceptions, issues and concerns of LGBT Community in Arunachal Pradesh.** (Prof. Sarit Kr Chaudhuri), Department of Anthropology, Rajiv Gandhi University, Itanagar.
2. Sahu, Sandeep Kumar. **Kamar Janjati mein aajivika ke sadhan ka manavshashtriya adhyayan: Chattisgarh Rajya ke Gariyaband Jile ke vishesh sandarbha mein.** (Dr. Mitoo Das and Prof. Rashmi Sinha), School of Social Sciences, Indira Gandhi National Open University, New Delhi.

Commerce

1. Amin, Deepakkumar Kantilal. **Analysing the changing pattern of FPIs with reference to self-sustainability of Indian stock market during post recessionary period.** (Dr. Hemal Pandya), School of Commerce, Gujarat University, Ahmedabad.
2. Ansari, Nasim. **Pineapple cultivation in North Bengal: An empirical study of entrepreneurial potentials and problems.** (Dr. Jamaluddeen), Department of Commerce, University of North Bengal, Darjeeling.
3. Giri, Tarun. **Madhya Pradesh ke vikas me rajasvoan ka prabhav ek vishleshanatmak adhyayan (2019-20 se 2022-2023 tak).** (Dr. L N Sharma and Dr. S K Bharal), Department of Commerce, Samrat Vikramaditya Vishwavidyalaya, Ujjain.
4. Gupta, Aanchal. **A comparative study on corporate governance in private sector bank: A case study on ICICI and Axis Bank.** (Dr. Ritika Moolchandani and Dr. Sanjay Kumar Saini), Department of Commerce, Bhagwant University, Ajmer.

5. Gurung, Prasid. **Economic, environmental and socio-cultural sustainability of micro enterprises in the hospitality industry of the Hill Regions of North Bengal.** (Dr. Soumitra Sarkar), Department of Commerce, University of North Bengal, Darjeeling.
6. Khan, Mohd Aqib. **Impact of converged International Financial Reporting Standards (IFRS) on earnings management: A study of Indian companies.** (Prof. Mohi Ud Din Sangmi), Department of Commerce, University of Kashmir, Srinagar.
7. Kher, Rachana. **Ujjain Jile mein poha udhyogon ke labhadayka ka adhyayan (2018-2023).** (Dr. S K Bharal), Department of Commerce, Samrat Vikramaditya Vishwavidyalaya, Ujjain.
8. Malemnganbi, Nameirakpam. **Financial technology and bank performances in Manipur: A case study of Imphal East and Imphal West Districts.** (Prof. Ningombam Jayanti), Department of Commerce, Dhanamanjuri University, Imphal.
9. Malhotra, Dipika. **Mahila uddhyamita vikas mein vanijya shiksha ke yogdan ka adhyayan (Ujjain Jile ke asangthit udhamiyo ke vishesh sandarbha me 2019-2024).** (Dr. Tabassum Patel), Department of Commerce, Samrat Vikramaditya Vishwavidyalaya, Ujjain.
10. Manjula Devi, K. **A study on occupational stress and its impact among employees working in private insurance in Karnataka.** (Dr. Bhupendra Bahadur Tiwari and Dr. Musaib Ahmad Shariff), School of Economics & Commerce, CMR University, Bengaluru.
11. Mohanty, Udayana. **Financial literacy and financial wellbeing of tribal youths: A study on selected aspirational Districts of Odisha.** (Dr. Prakash Chandra Swain and Dr. Giridhari Sahoo), KIIT School of Economics and Commerce, Kalinga Institute of Industrial Technology, Bhubaneswar.
12. Pandya, Pankti Atulbhai. **A study on investment literacy of teachers of government colleges, grant-in-aid colleges and universities of Saurashtra Region.** (Dr. Manish B Raval), Department of Commerce, Saurashtra University, Rajkot.

13. Rudramuni, P B. **Performance evaluation of crop insurance schemes: A case study of Chitradurga District.** (Dr. Venkatesh S), Department of Commerce, Kuvempu University, Shankaraghatta.
14. Saima Nazir. **Demerger and shareholders wealth: Evidences from Indian corporates.** (Dr. Khalid Ashraf Chisti), Department of Commerce, University of Kashmir, Srinagar.
15. Shah, Rima Sureshkumar. **An analytical study of customer experience towards augmented reality in e-Commerce.** (Dr. Kundan M Patel), Faculty of Social Sciences and Humanities, Ganpat University, Mehsana.
16. Shekhawat, Renu. **A study of government health insurance schemes in Rajasthan.** (Prof. Ruchi Jain), Department of Financial Studies, IIS (Deemed to be University), Jaipur.
17. Yadav, Sushma. **Exploring central bank digital currency adoption among consumers in Indian through UPI interoperability: An extended UTAUT 2 model based study.** (Dr. Vidhi Bhargava and Dr. Lalit Gupta), Amity College of Commerce, Amity University, Gurugram.
5. Lwesya, Francis Bernard. **Inclusive business models for farmers upgrading in agri-food global value chains in Africa: The case of Cocoa in Tanzania economy.** (Prof. Jyoti Achanta), Department of Business Economics, Maharaja Sayajirao University of Baroda, Vadodara.
6. Maske, Manish Annasaheb. **A comparative study of financial and operational performance among public, private and foreign banks in India.** (Dr. Nandkumar Baburao Bodhgire), School of Social Sciences, Swami Ramanand Teerth Marathwada University, Nanded.
7. Rashmi Kumari. **Socio economic condition of waste pickers involved in Waste Management Practices (WMPs): With reference to Jharkhand.** (Dr. Maurvi Vasavada), Faculty of Social Sciences and Humanities, Ganpat University, Mehsana.
8. Rastogi, Sonam. **The impact of foreign aid on economic growth of developing countries.** (Prof. Ashir S Mehta), Department of Economics, Maharaja Sayajirao University of Baroda, Vadodara.
9. Sharma, Savera. **Investigating farm and non-farm linkages and entry barriers in rural non farm sector in Bihar.** (Dr. Aviral Pandey), School of Educational Training & Research, Aryabhatta Knowledge University, Patna.

Economics

1. Gaikwad, Gangagauri Laxman. **Maharashtrateel MNREGA yojne antargat Ahmadnagar ani Amravati Jilhyateel mahilancha vadta sehbhag: Ek chikitsak abhyas (isvi 2006-2016).** (Dr. S S Patange), School of Social Sciences, Swami Ramanand Teerth Marathwada University, Nanded.
2. Joseph, Binu. **Symmetric and asymmetric relationship between oil price, gold price and stock price: A case study of Bombay Stock Exchange.** (Dr. Rajeshwari U R), Department of Economics, Christ (Deemed to be University), Bengaluru.
3. Kampaundi, Felix Chicoh. **The role of financial service providers in financial inclusion in Malawi.** (Prof. Shradha H Budhedeo), Department of Business Economics, Maharaja Sayajirao University of Baroda, Vadodara.
4. Kumar Pradip. **Financial inclusion and SHG bank linkage program: An analytical overview with special reference to Bhagalpur District (Bihar).** (Dr. Kumari Sudama Yadav), Department of Rural Economics and Co-Operative Management, T M Bhagalpur University, Bhagalpur.

Education

1. Abda Shabnam. **A study of parental encouragement, educational interest and achievement motivation of tribal secondary school students with reference to gender and parental education.** (Dr. Mohammad Iqbal Mattoo), Department of Education, University of Kashmir, Srinagar.
2. Balwinder Kaur. **A study of personality traits as related to adjustment and academic performance of the children of working and non-working mothers.** (Dr. Pratap Singh Rana), Department of Education, Bhagwant University, Ajmer.
3. Gousia Jan. **Inferiority complex, dependence proneness and academic procrastination of university students.** (Dr. Aasia Maqbool), Department of Education, University of Kashmir, Srinagar.

4. Kanabar, Mehulkumar Kiritikumar. **Construction and standardisation of science ability test for secondary school students.** (Dr. Nitin Raval), Faculty of Education, Swaminarayan University, Gandhinagar.
5. Lalhmingangi, R. **Educational challenges faced by stakeholders of secondary schools during Covid-19 pandemic in Mizoram and Meghalaya.** (Dr. Lalmuanzuali), Department of Education, Mizoram University, Aizawl.
6. Mahesh Kumar. **Covid ke yug mein e-learning ke prati mahavidyalaya ke snatak chatroan (Kala, vigyan aur varijaya) ke abhivritti ka ek tulnatamak adhyayan: Rajasthan Rajya ke Jhunjhunu Jile ke vishesh sandarbh mein.** (Dr. R K S Arora), Department of Education, Bhagwant University, Ajmer.
7. Malsawmtluanga, H T. **A study of linkage between theory and practical aspects of Science at secondary schools of Mizoram.** (Dr. Vanlalruatfela Hlondo), Department of Education, Mizoram University, Aizawl.
8. Namrta. **Shikshak shiksha aur shiksharthi tridhruviye prakriya mein Rashtriya Shiksha Niti 2020 ka prabhav.** (Dr. Rashmi Mehrotra), Department of Education, Teerthanker Mahaveer University, Moradabad.
9. Phor, Manju. **Parental involvement and perceived teacher's competency as determinants of cognitive dissonance, meta-cognitive skills and logical thinking among children with special needs.** (Dr. Poonam), Department of Education, Bhagat Phool Singh Mahila Vishwavidyalaya, Khanpur Kalan.
10. Ray, Sushil Kumar. **Madhubhani Jile ke uchh madhyamik viddhyaliyoan ke chatroan ka unki bhavnatamak buddhi aur samajik vyavahar ke sambandh mein ek adhyayan.** (Dr. Pratap Singh Rana), Department of Education, Bhagwant University, Ajmer.
11. Sailash Kumar. **A study of theoretical knowledge and understanding of students through inclusive education.** (Dr. Neeru Verma and Dr. S P Tripathi), Department of Education, Bhagwant University, Ajmer.
12. Susmita Sachin. **Effectiveness of science teaching through blended learning at upper primary level.** (Prof. Satish Pathak), Department of Education, Maharaja Sayajirao University of Baroda, Vadodara.
13. Thakkar, Shruti Bharatbhai. **A study of relationship between helicopter parenting and self regulated learning of secondary school students.** (Dr. Nisha Patel), Department of Education, Gujarat University, Ahmedabad.
14. Vachhiyat, Farhinbanu Mohammed Afzal. **Effectiveness of STEAM based programme on students conceptual understanding and critical thinking.** (Dr. Sudhir Tandel), Department of Education, Indian Institute of Teacher Education, Gandhi Nagar.
15. Vanlaldinpuia. **Parental involvement study habits and academic achievement among high school students of Mizoram and Meghalaya: A comparative study.** (Dr. Lalmuanzuali), Department of Education, Mizoram University, Aizawl.

Journalism & Mass Communication

1. Koickakudy, Mitul Joseph. **Understanding political memes: Themes, modes and composition in the context of 2021 Kerala Assembly Election.** (Dr. Meljo Thomas), Department of Media Studies, Christ (Deemed to be University), Bengaluru.
2. Pathak, Akhilesh. **Impact of mass media on stock market: Fluctuations and changes in market sentiments.** (Prof. Pooja Rana and Prof. Vikas Dogra), Amity School of Communication, Amity University, Gurugram.
3. Shailendra Phani Kumar, B J. **Environmental communication strategies in civil society formations: A phenomenological study of Marupakkam and PMANE.** (Dr. Meljo Thomas), Department of Media Studies, Christ (Deemed to be University), Bengaluru.

Law

1. Bhakta, Monika. **An analytical study on existing justice delivery system in India: Recent trends and modern jurisprudential approach.** (Dr. Viswadeepak Bhatnagar), Department of Legal Studies, Sangam University, Bhilwara.
2. Bharadwaj, Manashweta. **Management of contract labour and outsourcing in the State of Jharkhand: An empirical study.** (Prof. B C Nirmal and Dr. Rabindra Kumar Pathak), Faculty of Law, National University of Study and Research in Law, Ranchi.
3. Bhuvaneswari, S. **A study on contemporary challenges pertaining to protection of digital commercially valuable data in the era of data mining in India.** (Prof. R Haritha Devi), Department of Law, Tamil Nadu Dr Ambedkar Law University, Chennai.

4. Choubey, Shantanu Braj. **Excessive executive compensation in corporate governance: A critical study with reference to agency versus inequality problem.** (Dr. Manoranjan Kumar and Dr. Shivani Mohan), Faculty of Law, Chanakya National Law University, Patna.
 5. Dutta, Deborisha. **Extent and extant of corporate criminal liability with special focus on corporate manslaughter under Indian law.** (Dr. Sujata Roy), Department of Law, West Bengal National University of Juridical Sciences, Kolkata.
 6. Goyal, Pardeep. **The taxation of firms under Indian Income Tax Act, 1961.** (Dr. Saurabh Garg), Faculty of Law, Tanta University, Sri Ganganagar.
 7. Hitkari, Sachin. **International commercial arbitration in India: A comparative study with France and Singapore.** (Prof. Alok Kumar), Department of Law, Himachal Pradesh National Law University, Shimla.
 8. Jain, Baishali. **Overlapping of pharmaceutical trademarks and International Non-proprietary Names (INNs) in India: A critical study of legal and policy measures.** (Prof. S C Roy), Faculty of Law, Chanakya National Law University, Patna.
 9. Mishra, Akhilesh. **A critical analysis of the legal provisions & intricacies involved in the service law to safeguard the employees in India.** (Dr. Prasenjit Kundu), Department of Legal Studies, Dr Ram Manohar Lohiya National Law University, Lucknow.
 10. Modi, Umangkumar Champaklal. **Laws relating to road safety in India with reference to rights based approach.** (Dr. Ghanshyam Solanki), Faculty of Law, Maharaja Sayajirao University of Baroda, Vadodara.
 11. Niharika. **Secularism in India: A juridical analysis.** (Prof. Ajay Kumar Bhatt and Prof. Aditya Tomar), Amity Law School, Amity University, Gurugram.
 12. Parmar, Poojaben Chimanlal. **A critical evaluation of the legal framework of credit co-operative societies in the State of Gujarat with special reference to the impact of Covid-19.** (Dr. Anand H Chauhan), Department of Law, Saurashtra University, Rajkot.
 13. Shiwali. **Violence against women in India: A socio legal study.** (Dr. Sanjaya Choudhury), Department of Law, Bhagwant University, Ajmer.
 14. Shriwastwa, Vijay Kumar. **Role of forensic science in criminal administration of justice.** (Dr. Om Prakash), Department of Legal Studies, Sangam University, Bhilwara.
 15. Singhal, Anshul. **Right to privacy in cyberspace: A critical study.** (Prof. Nishtha Jaswal), Department of Law, Himachal Pradesh National Law University, Shimla.
 16. Srivastava, Neha. **The challenges and perspective of international investment disputes with special reference to India.** (Dr. Prasenjit Kundu), Department of Legal Studies, Dr Ram Manohar Lohiya National Law University, Lucknow.
 17. Sugandha. **Exploring gender dimensions in intellectual property rights: The Patents Act 1970 and the geographical indications of goods (Registration and Protection) Act 1999.** (Dr. G P Pandey), Faculty of Law, Chanakya National Law University, Patna.
 18. Tiwari, Rohit. **An analytical study on corporate insolvency under the Insolvency and Bankruptcy Code, 2016.** (Dr. B R N Sarma), Faculty of Law, Chanakya National Law University, Patna.
 19. Yuvraj Harikrishnan, V H P. **A study on legal aspects of forest conservation and deforestation.** (Dr. Sanjaya Choudhury), Department of Law, Bhagwant University, Ajmer.
- Library & Information Science**
1. Madhu, S. **Content evaluation of library websites of pharmacy college listed in NIRF.** (Dr. B U Kannappanavar), Department of Library and Information Science, Kuvempu University, Shankaraghatta.
 2. Sunil. **On-Line searching behavior of the users of National Law University (NLU) libraries of North India: A study.** (Dr. Joginder Singh), Department of Library and Information Science, Kurukshetra University, Kurukshetra.
 3. Zorinpuia. **Reading habits in electronic environment: A study of selected colleges in Mizoram.** (Dr. Lalngaizuali and Prof. R K Ngurtinkhuma), Department of Library and Information Science, Mizoram University, Aizawl.
- Management**
1. Aggarwal, Vipul. **Impact of technology adoption on Human Resource Management (HRM) policies: A study specific to Gujarat police.** (Dr. Mehal Pandya), B K School of Professional and Management Studies, Gujarat University, Ahmedabad.

2. Deb, Goutam. **Adoption behaviour towards online health information portal in Tripura.** (Dr. Nirmalya Debnath), Department of Business Management, Tripura University, Suryamaninagar.
3. Dimple. **A study of technostress and its impact on faculty performance in higher educational institutions.** (Dr. Swati Punjani), School of Leadership and Management, Manav Rachna International Institute of Research and Studies, Faridabad.
4. Ghosh, Soma Dwijodas. **A study on impact of financial and non-financial incentives on the performance of Gujarat CBSE private school teachers in last decade.** (Dr. Ashish Rami), Faculty of Commerce and Management, Swaminarayan University, Gandhinagar.
5. Goel, Rahul. **Utilisation of digital marketing options by small and micro entrepreneurs with special reference to South Odisha.** (Dr. K K Veluri and Dr. Sarbesh Mishra), School of Management Studies, GIET University, Gunupur.
6. Gupta, Priya. **Job satisfaction in higher education: A comparative study of public and private university teachers in Rajasthan.** (Dr. Poonam Madan), Department of Management Studies, IIS (Deemed to be University), Jaipur.
7. Joshi, Anand. **Green finance incentives: An empirical analysis of the Indian banking sector.** (Prof. Vipin Jain), Faculty of Commerce and Management, Teerthanker Mahaveer University, Moradabad.
8. Khanna, Roma. **Impact of life balance on attrition rate of academicians in higher education.** (Prof. Raghuvir Singh and Prof. Vipin Jain), Faculty of Commerce and Management, Teerthanker Mahaveer University, Moradabad.
9. Lodhi, Yagya Kumari. **A study on the existing supply chain model of vegetable (Tomato, onion and potato) farmers in Chhattisgarh.** (Dr. Amisha Shah), Department of Management, Gujarat Vidyapith, Ahmedabad.
10. Mandloi, Chinmaya. **Climate finance in India: A critical analysis of climate change risk and policy recommendation.** (Prof. Sunil Mishra), Faculty of Management Studies, Medi-Caps University, Rau, Indore.
11. Mohapatro, Debasis. **An empirical analysis on investors perception toward stock trading: With reference to state of Odisha.** (Dr. Y Soma Sekhar Patro), School of Management Studies, GIET University, Gunupur.
12. Panda, Madhu Chhanda. **The professional identity perspective: A study on HIV/AIDS counsellors in Odisha.** (Dr. Brajaballav Kar), School of Management, Kalinga Institute of Industrial Technology, Bhubaneswar.
13. Sandhya, K S. **Development of analytical organizational effectiveness model.** (Dr. Arti Arun Kumar), School of Business and Management, Christ (Deemed to be University), Bengaluru.
14. Shah, Chiragkumar Mitrasen. **A study of users behaviour with specific reference to use of mobile payment options and adoption of technology.** (Dr. Maurvi Vasavada), Faculty of Management Studies, Ganpat University, Mehsana.
15. Shekhar, Kanupriya. **Evaluating the impact of diversity and inclusion programs on employee engagement, retention and performance in IT sector.** (Dr. Sanjay Srivastava), School of Leadership and Management, Manav Rachna International Institute of Research and Studies, Faridabad.
16. Verma, Ayushi. **Emotional intelligence impact on employee engagement, team performance and organizational commitment in the Malwa Region, with the mediating effect of trust.** (Prof. Sunil Mishra), Faculty of Management Studies, Medi-Caps University, Rau, Indore.

Physical Education & Sports

1. Gupta, Anubhav. **Impact of yogic and recreational practices on psychological state of orphaned children.** (Dr. Manu Mishra), Department of Physical Education, Teerthanker Mahaveer University, Moradabad.
2. Kaji, Azazbhai Yusufbhai. **Study of the effects of DLSS School training program on personality, body composition and dynamic fitness aspects of players of various sports.** (Dr. Arvind Rami), Department of Physical Education, Gujarat Vidyapith, Ahmedabad.
3. Nimavat, Jigneshkumar Manharlal. **A study of the effects of circulatory, respiratory endurance and physical fitness aspects of player's through circuit training and interval training.** (Dr. Harish B Raba), Department of Physical Education, Saurashtra University, Rajkot.

4. Sinojiya, Vinkalkumar Nitinbhai. **A study of the effects of minor games and traditional dance training on body composition and psychological aspects on obese women.** (Dr. Jagdishchandra K Savalia), Department of Physical Education, Gujarat Vidyapith, Ahmedabad.

Political Science

1. Dadhich, Abhishek. **Exploring the political foundations of Indian modernity: A study with special reference to the idea of multiple modernities.** (Prof. Lajwanti Chatani), Department of Political Science, Maharaja Sayajirao University of Baroda, Vadodara.

Psychology

1. Chettri, Alisha. **Individual differences in pride in late adolescents early adulthood and late adulthood.** (Prof. Nutankumar S Thingujam), Department of Psychology, Tripura University, Suryamaninagar.
2. Jain, Somya. **Psychological correlates of marital satisfaction: A moderated mediated study.** (Dr. Megha Arya), Department of Psychology, IIS (Deemed to be University), Jaipur.
3. Joseph, Jasmine. **Development and validation of training on single session therapy: A mixed methods evaluation study psychology.** (Dr. Santhosh K R), Department of Psychology, Christ (Deemed to be University), Bengaluru.
4. Sahai, Siddharth. **Impact of Hindustani classical music on the mental well-being of middle aged professionals from urban centres of North India.** (Dr. Priyanka Tiwari), Department of Applied Psychology, Manav Rachna International Institute of Research and Studies, Faridabad.
5. Saihmingliana, Marcus. **Religiosity correlates to ambivalent sexism, personality traits and cultural identity.** (Prof. Zoengpari), Department of Psychology, Mizoram University, Aizawl.

Public Administration

1. Monika. **Role of e-Governance in Panchayati Raj Institutions: Comparative analysis of Haryana.** (Dr. Rajesh Kumar), Department of Public Administration, Kurukshetra University, Kurukshetra.

Social Work

1. Chaudhary, Ashok Kumar. **Anusuchit jatiyoan ke virudh ghatit atyacharoan ke prakarti karan evam nivaran ke upayoan ka adhyayan: Madhya Pradesh ke Satna Jile ke vishesh sandarbh mein.** (Dr. Dhanraj Dongre), Department of Social Work, Dr B R Ambedkar University of Social Sciences, Indore.
2. Pachaha, Mangu Singh. **Pravasith anusuchit janjatiyoan ke samajik evam arthik isthiti ka adhyayan: M P ke Jhabua Jile ke vishesh sandarbh mein.** (Dr. Dhanraj Dongre), Department of Social Work, Dr B R Ambedkar University of Social Sciences, Indore.

Sociology

1. Makvana, Nitin Bhupat. **Social structure of Talpada Koli Caste in Saurashtra Region.** (Dr. Bharat M Kher), Department of Sociology, Saurashtra University, Rajkot. □

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2	Pedagogy Subjects	04	SC- 01 ST- 01
3	Health And Physical Education	01 (Prat Time)	VJ(A)- 01 OBC-01
4	Performing Arts (Music/Dance/Theatre) Fine Arts	01 (Prat Time)	EWS-01 SEBC-01

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NOTIFICATION

FACULTY RECRUITMENT

ASSOCIATE PROFESSOR ASSISTANT PROFESSOR

Online applications are invited from eligible candidates for appointment as Associate Professor in the School Of Pedagogical Sciences and Assistant Professor in the various Schools of Mahatma Gandhi University, Kottayam, Kerala.

Qualifications: As per UGC Regulations 2018

Sl. No.	Posts	Department	No. of posts
1	Associate Professor	School of Pedegogical Sciences	1
2	Assistant Professor	Various Schools	9

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BHAKTA KAVI NARSINH MEHTA UNIVERSITY - JUNAGADH

Employment Notification – (SECOND ATTEMPT)

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Sr. No.	Advt. No.	No. of Post	Category	Posts & Subject
01	02/2026	01	PwD (B, LV)	Professor, Sociology (Second Attempt)
02	03/2026	01	ST	Professor, Zoology (Second Attempt)
		01	ST	Associate Professor, Chemistry (Analytical) (Second Attempt)
Date of commencement of online application				28/02/2026
Last date of online application				20/03/2026
Last date of receipt of hardcopy of online application form along with enclosures				24/03/2026

Date:28/02/2026
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Application are invited from eligible candidates for the following posts:

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Ref.: Advertisement No.: 1) PAHSUS/Estab./TP-1/2024/212, dtd. 24/07/2024, 2) PAHSUS/Estab. /TP-2/2024/213, dtd.24/07/2024, 3) PAHSUS/Estab./2024/214, dtd.24/07/2024, 4)PAHSUS/ Estab./2024/215, dtd. 24/07/2024, 5) PAHSUS/Estab./2024/235, dtd. 25/09/2024, 6) PAHSUS/ Estab./2025/262-265, dtd. 16/07/2025, 7) PAHSUS/Estt/TP-1/2025/276, dtd. 18/10/2025, 8) PAHSUS/ Estt/TP-2/2025/277, dtd. 18/10/2025, 9) PAHSUS/Estt/SP-1/2025/278, dtd.18/10/2025, 10) PAHSUS/Estt/SP-2/2025/279, dtd. 18/10/2025, 11) PAHSUS/Estt/SP-4/2025/281, dtd. 18/10/2025. <u>Corrigendum to the Advertisement for the Various Aided Teaching and Statutory Posts</u> It is hereby notified to all the concerned that the last date of submission of application forms for the posts of 1) Professor 2) Associate Professor 3) Dean 4) Director of Knowledge Resource Centre 5) Director of Innovation, Incubation and Linkages as advertised vide above referred 1 to 9 is hereby extended up to 20 March, 2026 (up to 5.00 p. m.). All are therefore, requested to note that the last date of submission of form is Friday, 20 March, 2026 (up to 5.00 p.m.). The recruitment process will be as per the provisions of the Government Resolution dated 06/10/2025 for Sr. No. 11 and Government Resolution dated 11/02/2026 for Sr. No. 1 to 2 and 7 to 10. Further details can be downloaded from the University website sus.ac.in under the link of Recruitment/Employment Opportunities. Note: 1) Candidates who have previously submitted applications, need not to apply again, but they can submit the additional documents and should compulsory submit the given new proforma and send the same to registrar@sus.ac.in 2) With reference to Advertisement Nos. 1 and 2, the advertisement that had earlier been cancelled on 18/10/2025 has now been reinstated. Further action will be taken by considering the applications previously submitted by the candidates. Accordingly, the concerned candidates are not required to pay the application fee again. However, it is mandatory to submit details of any additional educational qualifications, research work, and experience certificates and send to office email registrar@sus.ac.in for additional information and new proforma visit to www.sus.ac.in		
Ref. No. : PAHSUS/Estt./2026/287 Date : 26 February, 2026		Sd/- (Dr. Atul Lakde) I/c Registrar





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The interested professionals may share their CVs alongwith a vision statement and covering letter addressed to The Search Committee, Sankalchand Patel University at searchcom@spu.ac.in.

The last date to apply is 20-03-2026. For more details, please visit the University website www.spu.ac.in

Registrar
For Search Committee

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B.	Assistant Professor				
1.	Perspective in Education		02	01	SC-01
2.	Pedagogy Subject	Mathematics	01	01	-
		Science	01	01	-
		Social Sciences	01	01	-
		Languages	01	01	-

Note:

1. Apply giving full particulars **within 15 days** from the date of publication of this advertisement to the undersigned.
2. For detailed information about posts, qualifications and other terms and conditions, please visit University website: **www: unishivaji.ac.in**

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Date :- 09/03/2026

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Advt. No.- E-II/02/2026(DR) Dated February 26, 2026

ONLINE applications are invited from the Indian Nationals for filling up the following Group-'A' Non-Academic Posts on Direct Recruitment basis: -

Sl. No.	Name of the Post(s)	Cadre	No. of vacancies		Pay Matrix & pay Level as per 7 th CPC	Age limit in years
			UR	Total		
1.	Chief Security Officer	Security	01	01	12	50
2.	Medical Officer	Hospital	01	01	10	45
3.	Medical Officer (Psychiatry)		01	01	10	45
4.	Career Counsellor	Office of Career Services	01	01	10	45
5.	Superintending Engineer	Estate & Works	01	01	13	55

How to apply:

For qualification, experience, general instructions etc., kindly visit the Institute website, viz. <https://home.iitd.ac.in/jobs-iitd/index.php> (Group- 'A', 'B' & 'C' positions under Non-Academic positions tab) and <https://recruit-iitd.nielit.in/>. The last date for submission of application through ONLINE MODE is **08.04.2026**.



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ONLINE applications are invited from the Indian Nationals for filling up the **Backlog vacancies** of the following Non-Academic posts on Direct Recruitment basis: -

Sl. No.	Name of the Post(s)	Cadre	No. of Backlog vacancies				Group	Pay Matrix & pay Level as per 7 th CPC	Age limit in years
			UR	ST	Total	PwBD			
1.	Assistant Executive Engineer (Civil)	Estate & Works	01	–	01	01 position reserved for PwBD HI (D,HH)	A	10	45
2.	Junior Engineer (Electrical)		01	–	01	01 position reserved for PwBD LD (OL,CP,LC,Dw, AAV)	B	6	35
3.	Application Analyst	CSC (Core)	01	–	01	01 position reserved for PwBD MI (ASD(M), SLD, MI)	B	6	35
4.	Assistant Administrative Officer	Administration	–	01	01	01 position reserved for PwBD VI (B, LV)	B	6	35
5.	Administrative Assistant		–	01	01	–	C	5	30
6.	Accounts & Audit Assistant	Accounts/ Audit	–	01	01	01 position reserved for PwBD VI (B, LV)	C	5	30
Total			03	03	06				

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For qualification, experience, general instructions etc., kindly visit the Institute website, viz. <https://home.iitd.ac.in/jobs-iitd/index.php> (Group- 'A', 'B' & 'C' positions under Non-Academic positions tab) and <https://recruit-iitd.nielit.in/>. **The last date for submission of application through ONLINE MODE is 08.04.2026.**

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WANTED

Applications are invited for the post of Principal (Granted) to be filled in Nanded Education Society's People's College, Nanded Dist. Nanded (Maharashtra). Eligible candidates should submit their application along-with all necessary documents **within Fifteen days** from the date of publication of the advertisement by registered post only. This advertise is published as per NOC Letter JDHENanded/NOC/2025/47 Dated: 28.02.2026

Sr. No.	Name of the Post	Name of College	No. of Post	Reservation
1	Principal	People's College, Nanded	01	Unreserved

Educational Qualification:

A. Eligibilities: -

1. A Master's Degree with at least 55% marks (or an equivalent grade a point scale wherever grading system is followed) by a recognized University.
2. A Ph.D. Degree in concerned/allied/relevant discipline (s) in the institution concerned with evidence of published work and research guidance.
3. Professor/Associate Professor with a total experience of fifteen years of teaching/research in Universities, College and other Institutions of Higher Education.
4. A minimum of 10 research publication in peer reviewed or UGC listed journals.
5. A minimum of 110 research score as per Appendix II, Table 2 of UGC regulations 2018.
6. Academic Eligibility and other rules regulations as per UGC Regulation 18 July, 2018 and Govt. Resolution No Misc2018/C.R.56/UNI-1 Date 08 March 2019.
7. The vacant post is being filled subject to the decision of Hon'ble High Court Petition No. 12051/2015.

B. Tenure: -

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

Salary & Allowances: -

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

NOTE:-

1. Prescribed application form is available on the University website (www.srtmun.ac.in)
2. No T.A/D.A. will be paid to attend the interview.
3. Eligible Candidates those who are already in service should submit their application through proper channel.
4. All attested Xerox Copies of certificates and other relevant documents should be attached with the application form.
5. The original certificates must be provided at the time of interview.

Correspondence Address:

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