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SUBJECT : APPOINTMENT OF VICE-CHANCELLOR, GOA UNIVERSITY

The Search-cum-Selection Committee constituted by Hon'ble Governor of Goa and Chancellor of Goa University, to recommend suitable names for the post of Vice-Chancellor of Goa University, hereby invites applications from distinguished academicians fulfilling qualifications and experience prescribed for the post of Vice-Chancellor of Goa University as per Goa University Statute SA-6(1)(b)(i), reproduced below:-

"A person possessing the highest level of competence, integrity, morals and institutional commitment shall be appointed as Vice-Chancellor. The person to be appointed as a Vice-Chancellor should be a distinguished academician, with a minimum of ten years' of experience as Professor in a University or ten years' of experience in a reputed research and/or academic administrative organization **with proof of having demonstrated academic leadership**."

The term of office, service conditions, powers and duties of the post as prescribed under Statute SA-6 of the Statutes of the Goa University can be accessed on the Goa University **website : www.unigoa.ac.in.**

The applications should be made in the prescribed proforma which is available on the website **www.lokbhavan.goa.gov.in**. Completed applications should be submitted by email to **vcgu-chancellor@goa.gov.in. The last date for submission is 05.00 p.m. on 25.05.2026**. Applications received thereafter shall not be entertained.

Shortlisted candidates may be invited for personal interaction with the Search-cum-Selection Committee.

Sd/-
Chairman,
Search-cum-Selection Committee

Date : 22nd April, 2026

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Promoting Entrepreneurship and Start-ups in Higher Education Institutions

H Sudarsana Rao*, P R Bhanu Murthy and Vaishali Ghorpade*****

Promoting entrepreneurship in higher education is critical for realising India's goal of an Atmanirbhar (self-reliant) Bharat through innovation. This paper examines the context, strategies, and outcomes of fostering start-ups within universities, focusing on policy frameworks (e.g., AICTE and UGC startup policies, NISP 2019) and institutional practices. We conduct a literature review and analyse case studies, notably JNTUA's entrepreneurship initiatives (EDP cell, incubation centre, and state innovation hub partnership). The findings indicate that dedicated funding, mentorship, and industry linkages significantly enhance start-up creation from campuses. We compare incubation models, funding sources, and performance metrics, identifying barriers such as limited seed capital and regulatory inertia. Based on these insights, we recommend measures including mandatory innovation funds (≥1% budget), integration of entrepreneurship in academic programs, and strengthening of industry-academia partnerships. A phased implementation roadmap is provided to guide HEIs. By systematically integrating support for student and faculty start-ups, universities can become engines of innovation and economic growth in India. (Abstract)

India's Higher Education system is extensive, comprising over 1.4 million schools, approximately 10,500 engineering institutes, and about 39,000 colleges[4]. With a large youth cohort entering the workforce, policymakers emphasise converting students into innovators. As Education Minister Dharmendra Pradhan noted, the nation's 'talented *YuvaShakti'* (youth power) must drive technology and entrepreneurship to build a *samriddh* and self-reliant Bharat[2]. The National Education Policy 2020 likewise stresses skill development and entrepreneurship, aiming to produce job-creators rather than job-seekers[5][1]. Reflecting this vision, the central government launched Startup India and institutional initiatives (e.g. AICTE's 2016 Student Startup Policy) to catalyse campus start-ups. The latter targets creating 100,000 student-led tech start-ups and one million jobs over ten years[6]. These measures have spurred activity: by October 2025, DPIIT had recognised nearly 198,000 start-ups under Startup India[7], indicating a robust entrepreneurial surge. However, realising the *Atmanirbhar* goals requires further strengthening of university innovation ecosystems. This paper

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explores how HEIs can promote entrepreneurship through strategic institutional support. We review policy and academic literature, then analyse case studies—highlighting JNTUA's initiatives—to identify effective practices. Finally, we offer recommendations and an implementation roadmap for HEIs to become engines of innovation and economic growth.

Literature Review

Analyses of entrepreneurship in HEIs highlight the need for supportive culture and infrastructure. Ramanan, et al. (2021) note that India historically lacked "a holistic innovation and entrepreneurial ecosystem" in schools and universities[8]. Global studies suggest that entrepreneurship education is most effective when it is experiential and ecosystem-driven: standalone courses are insufficient without incubators, mentorship, and industry links. In India, research indicates that entrepreneurship education can improve graduates' start-up intentions and employment outcomes, but barriers exist, such as limited seed funding, a lack of entrepreneurial training for faculty, and rigid curricula. The National Innovation and Startup Policy (NISP) and other frameworks respond to these insights by prescribing dedicated Innovation Councils, IPR and funding support, and streamlined governance in HEIs. Overall, literature converges on the idea that universities must embed entrepreneurship into their mission, breaking silos between departments and collaborating with industry and government.

Policy and Institutional Context

A supportive policy framework underpins entrepreneurship in Indian HEIs. At the national level, the AICTE's Student Startup Policy (2016) was launched to create 100,000 tech-based student start-ups and generate one million jobs in a decade[6]. The Ministry of Education's NISP 2019 provides detailed guidelines for universities: each institute should formulate an I&E policy, set up institutional IICs/ED cells, and create a dedicated 'Innovation Fund' (at least 1% of annual budget) to support start-ups[3]. The policy also encourages raising external funds from diverse sources (DST, DBT, AICTE, Startup India, CSR contributions, etc.) to reduce reliance on public funding[9]. Importantly, NISP advises all HEIs to establish pre-incubation and incubation facilities (Innovation Councils, Startup Cells, etc.) accessible 24×7 to students and faculty [10]. The New Education Policy 2020 further emphasises entrepreneurship education across disciplines [5]. To incentivise innovation, the Atal Ranking of Institutions on Innovation Achievements (ARIIA) systematically ranks universities on parameters like budget allocation, infrastructure, start-ups supported, intellectual property, and governance [11], encouraging institutions to compete on innovation outcomes.

At the state level, initiatives complement national schemes. Andhra Pradesh, for example, established the Ratan Tata Innovation Hub (RTIH) in Anantapur under the 'One Family-One Entrepreneur' program. RTIH serves as a central incubator with JNTUA and other campuses as spokes, aiming to nurture regional start-ups. In January 2026, the district collector inaugurated a World Bank-funded entrepreneurship training program at RTIH (on the JNTUA campus), aimed at strengthening local start-ups and MSMEs[12]. He emphasised that the hub "supports entrepreneurs at every stage from ideation to market success"[13]. These policy measures create a supportive environment, but their impact depends on effective implementation at individual HEIs.

Case Studies: JNTUA and Other Initiatives

JNTUA's Initiatives

Jawaharlal Nehru Technological University, Anantapur (JNTUA) has actively built an entrepreneurial ecosystem. The College of Engineering established an Entrepreneurship Development Program (EDP) Cell in 2008 to promote entrepreneurial thinking[14]. This cell regularly organises workshops and events: for example, a July 2022 "Idea to Business and Incubation" workshop drew about 200 participants[15]. In parallel, JNTUA launched a Skill Development & Incubation Centre in 2018 (for training in software and innovation skills), which co-hosts events like 'Innovator's Day' with over 100 students presenting projects (reportedly 125 participants in 2022[16]). The university leadership has forged industry linkages: in January 2015, Prof. V. Sankar (then VC) collaborated with the AP State Council of Higher Education and Kochi's Sunrise Startup Incubation Centre to conduct a "Startup Bootcamp Pre-Launch" workshop on campus[17]. Such programs expose students to entrepreneurial mindsets and cross-institutional networks.

JNTUA also integrates with state and central programs. It serves as the Anantapur "spoke" of RTIH, linking students to the broader Andhra Pradesh innovation ecosystem. The RTIH on JNTUA campus provides mentoring and investor connections; in early 2026, a World Bank–funded training brought 70+ entrepreneurs to JNTUA's facilities[12]. Moreover, promising ideas from these programs feed into initiatives like the 'Future Founders Programme' at RTIH. While specific metrics on JNTUA's startup outputs are not publicly available, anecdotal evidence (e.g. the tech startup *Ambigo* incubated on JNTUA premises) suggests growing activity. These efforts exemplify a multi-pronged incubation model: institutional cell (EDP/SDIC), integration with a state hub (RTIH), and external collaborations. They highlight how HEIs can leverage resources to support students and faculty in commercialising innovations.

Other HEI Examples

Nationally, many universities follow similar models. Indian Institutes of Technology host *Institute Innovation Councils* and Technology Business Incubators (TBIs), with notable outputs in areas like biotechnology and clean tech. For instance, the IIT Madras Incubation Cell has produced dozens of startups. The Atal Incubation Centres (AICs) at institutions like IIIT Hyderabad provide government-backed incubator infrastructure. In Kerala, the Kerala Startup Mission partners with universities to promote entrepreneurship. These cases reinforce that successful incubation often involves dedicated space, seed funding, mentorship, and curricular integration.

Methodology

This paper is a qualitative analysis based on secondary sources. We reviewed policy documents (AICTE, NISP 2019, NEP 2020), government reports, and media articles (e.g. press releases, news items) to understand the policy context. We also examined institutional publications (JNTUA bulletins, newsletters) and credible secondary sources (e.g. NITI Aayog articles, academic journals) for evidence on entrepreneurship activities. The case study on JNTUA is descriptive, drawing on documented events and programs. No primary data (surveys or interviews) were collected; insights are synthesised from existing information and expert analyses. Wherever possible, we cite official or peer-reviewed sources to support claims. Table 1 provides the details on the comparison of HEI Incubation Models, Table 2 shows the funding sources, and Table 3 provides a comparison of metrics for success.

Table 1: Comparison of HEI Incubation Models

Incubation Model	Description	Examples
University-led Incubator	A dedicated incubator operated by the university. Multidisciplinary space managed by the institution's innovation cell or R&D park.	Tech Business Incubators (TBIs) at IITs; IEDCs in universities.
Public–Private AIC	Atal Incubation Centres (AICs) run in partnership with industry/NITI. Often supported by AIM grants.	AIC @ IIIT Hyderabad; AIC @ National Institute of Technology, Tiruchirappalli.
Departmental/Student Cell	Smaller-scale entrepreneurship cells at the department or college level, focusing on awareness and ideation.	EDP Cell at JNTUA College of Engineering; Institute Innovation Councils (IICs) chapters.
State Hub & University Spoke	A central state-funded incubator hub linked with multiple universities as "spokes." Facilitates regional startup networks.	Ratan Tata Innovation Hub (AP) with JNTUA and JNTU-Kakinada as spokes[18].
Student/Club-driven Initiatives	Student-run startup clubs or competitions that build entrepreneurial skills (less formal incubation).	Hackathons, entrepreneurship clubs in colleges, startup challenges (e.g., JNTUA IIC Startup Challenge).

Table 2: Comparison of Funding Sources for HEI Start-up Support

Funding Source	Description	Examples
Government Grants	Central and state government grants, soft loans, or seed funds dedicated to startups and innovation.	NISP/UGC Innovation grants; DST TBI/SEED grants; Startup India Seed Fund Scheme.
University Funds	Institutional budget allocations (innovation funds) and internal revenue dedicated to incubators or startups.	University innovation fund (e.g. ≥1% of budget as per NISP[3]).
Corporate/CSR	Contributions from industry under Corporate Social Responsibility or sponsorships for incubation activities.	CSR grants (e.g. Infosys-CII Incubation partnership); industry-funded labs.
Private Investment	Venture capital, angel networks, and founders' own investment in early-stage projects.	Angel network investments; university angel conclaves.
Other (Loans, Alumni)	Bank loans, crowdfunding, alumni donations, and revenue from services (e.g. tech consulting).	Start-up loans (PMEGP scheme); alumni angel funds, and accelerator services revenue.

Table 3: Comparison of Metrics for Success

Metric	Description/Measure	Example Indicator
Start-ups Incubated	Number of start-ups formed or supported by the HEI.	Total start-ups graduated from the incubator (e.g. 50 start-ups).
Funds Raised	Equity or debt funding obtained by those start-ups.	Cumulative funding raised (e.g. ₹10 crore).
Jobs Created	Number of employment opportunities generated by the start-ups.	Total jobs (e.g. 150 direct jobs in start-ups).
Patents/IPRs	Intellectual property outputs (applications or grants).	Patents filed (e.g. 5 patents); tech licenses executed.
Revenue/Valuation	Aggregate revenue or valuation of the start-ups.	Combined annual revenue (e.g. ₹2 crore).
Participants Trained	Students/faculty trained in entrepreneurship programs.	Number of attendees in workshops/ courses (e.g. 500 trained).
Industry Collaborations	Formal partnerships with industry (internships, projects).	MOUs signed (e.g. 3 industry partnerships).
Survival Rate	Percentage of start-ups still active after 3–5 years.	e.g. 80% survival at 5 years.

These metrics align with parameters used in rankings like ARIIA[11]. HEIs should track and report such indicators to assess their impact.

Recommendations

Based on the analysis and best practices, the following recommendations are proposed for HEIs:

Allocate Dedicated Innovation Funds

Institutions should mandate a portion (e.g. ≥1%) of annual budgets for supporting startups and innovation[3]. This may include seed grants for student projects, prototyping grants, and covering operational costs of incubation cells. Transparent "Innovation Funds" with clear disbursement processes will ensure sustained financing.

Establish and Empower Incubation Cells

Each HEI must establish pre-incubation/ innovation cells (IICs, EDCs) and full incubators as separate, autonomous units (ideally Section-8 companies or societies)[10]. These units should be 24×7 accessible, staffed with experienced entrepreneurs or mentors, and offer services (mentoring, legal/IPR support, networking) for equity or nominal fees[19]. Reducing bureaucratic hurdles and granting the cell autonomy will speed decision-making and attract external partners.

Integrate Entrepreneurship into Curriculum

Curricula should include elective courses on entrepreneurship, innovation management, and design thinking at all levels. Faculty should receive training (FDPs) to deliver such courses. Pedagogical innovations (project-based learning, live startup projects) can help students apply their learning. Institutes may offer academic credit or recognition for student start-up work.

Cultivate Industry and Alumni Linkages

Formalise partnerships with industry for internships, joint research, and corporate mentorship. Engage alumni entrepreneurs as mentors, judges, and investors. Institutions should facilitate "Demo Days" and invite investors for seed funding. Collaboration with state innovation hubs (e.g. RTIH in AP) and national networks (AIM, startup networks) broadens exposure.

Encourage Faculty and Research Commercialisation

Provide incentives for faculty and students to pursue startups (e.g., counting startup creation in performance appraisals, sabbaticals for entrepreneurs). Simplify IPR policies: allow faculty and student founders to retain a share of equity, with clear guidelines on revenue-sharing with the institution[10]. Establish technology transfer offices to license campus innovations.

Organise Training and Competitions

Regularly host hackathons, ideathons, incubation bootcamps, and start-up challenges (as JNTUA does[17]) to stimulate ideation. Provide entrepreneurship training and mentorship programs (potentially via government schemes or NGOs). These activities raise awareness and build skills across disciplines.

Leverage Government Schemes

Actively apply for central and state schemes (e.g. UGC Innovation Council grants, AICTE seed fund, NITI's AIM/Startup India funds) and ensure compliance with criteria to receive funding. Track and report outcomes (startups created, funds raised) to qualify for future grants and rankings (e.g. ARIIA).

Inclusive and Sustained Culture

Promote entrepreneurship across all departments, not only engineering. Encourage participation by women and disadvantaged students (She-Box portal for women entrepreneurs). Celebrate success stories and include entrepreneurship in convocation speeches and campus events.

Implementation of these measures should be monitored via the metrics above. Institutions like JNTUA, by combining funding, training, and ecosystem engagement, can significantly enhance start-up creation.

Implementation Roadmap

A phased roadmap helps translate policy into action. A suggested timeline is:

- ***Phase 1 (0–6 months): Foundation***

  Form an Innovation & Entrepreneurship (I&E) Task Force led by the VC. Draft an I&E Policy aligned with NISP/NEP. Allocate an initial budget (e.g. seed fund). Appoint coordinators for the incubator/IIC and industry liaison. Identify existing lab/office space for an incubation centre. Begin awareness campaigns (seminars, guest lectures on entrepreneurship).

  Phase 2 (6–18 months): Infrastructure and Curriculum

  Establish or upgrade pre-incubation facilities (idea lab, makerspace) and hire/incorporate mentors or staff. Launch entrepreneurship courses and workshops in the academic calendar. Formalize MoUs with industry partners and alumni mentors. Seed the first cohort of student projects (design, prototyping grants).

  Phase 3 (18–36 months): Program Launch and Scale-up

  Open the incubator to students and faculty with a structured program (application, selection, incubation). Offer mentorship, networking and initial funding to selected teams. Organize demo days or investor meets. Evaluate progress via key metrics. Iterate on processes (streamline approvals, increase funding as needed).

  Phase 4 (3–5 years): Evaluation and Expansion

  By year 5, assess outcomes (start-ups launched, funds raised, jobs created). Use ARIIA/NAAC frameworks to benchmark progress. Strengthen successful elements (e.g. expand incubator space, add specialised verticals). Share best practices with other institutions (e.g. JNTUA hosting

regional startup events). Secure continuous support from university governance and alumni.

Conclusion

Fostering entrepreneurship and start-ups in HEIs is vital for India's goal of a self-reliant, innovation-driven economy. This study reviewed policy frameworks and academic insights and examined JNTUA's efforts as a model. Key lessons include the importance of institutional commitment (funding, policies, incubation infrastructure) and broad collaboration (industry, government, alumni). By adopting dedicated innovation funds[3], integrating entrepreneurship into education [5], and leveraging state hubs (e.g. RTIH[18]), universities can dramatically increase startup creation. The proposed recommendations and roadmap provide a practical pathway: with coordinated effort, HEIs can bridge the gap between knowledge and enterprise. As one student entrepreneur in our example predicted, empowering *YuvaShakti* to innovate will indeed "pave the way for strengthening Bharat's capabilities" on the global stage[2]. In sum, a sustained, ecosystem approach in higher education can transform students' ideas into ventures, fueling India's growth as a self-reliant, knowledge-based economy.

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Institutional Mapping of Shanti Swarup Bhatnagar Prize Winners from 1958-2022

J N Dash*

The institutional affiliations of Shanti Swarup Bhatnagar (SSB) Prize winners reveal a substantial change in the pattern of prize-producing institutions over time. Some institutions, such as IISc Bengaluru, TIFR Mumbai, IIT Kanpur, IIT Mumbai, and NCL Pune, have consistent winners. However, some institutions that had a good number of winners before 1997 have marked a decline in the number, such as AIIMS Delhi, JUK, DU, CUK, BARC, NGRI, CDRI, BHU, UMC, MKU, DMRL, IARI, and PUC. Before 1997, several state universities had recipients; however, after 2010, none of them was reported.(Abstract)

The contribution of the Council of Scientific and Industrial Research (CSIR) is significant in stirring India's Science and Technology (S&T) ecosystem. CSIR has been giving the prestigious SSB prize, which is named after its founding director, Dr Shanti Swarup Bhatnagar. The prize was awarded in seven major scientific disciplines, including Biological Sciences, Chemical Sciences, Earth, Atmosphere, Ocean, and Planetary Sciences, Engineering Sciences, Mathematical Sciences, and Medical Sciences, for outstanding research from 1958[1]. From 2024, the name of the award is changed to *Vigyan Yuva* - Shanti Swarup Bhatnagar (VY-SSB)[2] award for those below 45 years of age, under *'Rastriya Vigyan Puraskar'*.

Aim and Methodology

This work aims to chart the distribution of SSB Prize winners by their institutional affiliations. The affiliations of researchers during the time of winning were collected from the news and announcements published by the CSIR and the website of the Bhatnagar awardee; however, there are several cases where the institutional affiliation or address is updated on the website of the SSB, and also revised in the handbook published by the CSIR[3]. This is due to the change of place of the awardee, and in case of expiry, where no address is found. Therefore, the scholarly publications of the winner during the year of awarding were searched for correct affiliation, e.g., the affiliation of *Ramanujan Srinivasan* (awarded in 1981) was not found on the website, also in the handbook of awardees, the publications were checked, and the name of the institution was collected[4]. In some cases, the institution›s newsletter, the website of institutions, personal news, and obituaries of recipients published in journals are used for verification purposes[5-9]. There are cases when the winner shifted to another institution in the year of winning; in such cases, the affiliation in their paper in the preceding year of winning is taken. So data is collected with maximum care to ensure error-free. A total of 597 winners from 1958 to 2022 (65 years) were grouped according to their affiliating institution. The institutions were further aggregated as per their parent/funding agency, and the data are presented in Table 1. All units of institutions were considered individually; for example, TIFR has different units in different locations, and all were taken separately.

Analysis

All the institutions are categorised into three groups; winners from centrally funded institutes, state-funded institutes, and other institutes, which include private-funded, publicsector companies, international institutes like ICGEB, ICRISAT, and hybrid-funded ones, both by public and private, like CMI. In Table 1, the number of winners from the respective institutions from 1997 onwards, along with the total number of winners, is presented. The study reported that from 1960 to 1969, the state universities› share was 30% of the total awardees, reaching nil during 2010-2012[10]. Here, it is observed that the last five recipients were from 3 state universities between 1997 and 2006. After that, no recipients are from state-funded institutes. However, the study of institutions generating Nobel Prizes revealed that universities stood out as the most productive type, followed by governmental research institutions[11]. Some institutions have a significant number of recipients before 1997, such as AIIMS Delhi, JUK, DU, CUK, BARC, NGRI, BHU, UMC, MKU, DMRL, IARI, and PUC. Later,

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they had no winners except the first five, where only one recipient in each case had been after 1997. The total number of awardees in biological sciences is 105, chemical sciences 102, earth and planetary sciences 54, engineering sciences 85, mathematical sciences 78, medical sciences 68, and physical sciences 105. IISc topped in biological, chemical, and engineering sciences, with numbers 23, 23, and 17, respectively. TIFR Mumbai is ranked first in mathematical and physical sciences, with 21 and 26, respectively. In medical sciences, the top number is 14 received by AIIMS Delhi. PRL has the highest number of winners for Earth sciences, i.e., 8. There were 28 state universities or institutions with at least an awardee; after 1997, only three state institutions have won.

Table 1. Number of Winners of Shanti Swarup Bhatnagar Prize from Various Institutions/Universities during 1958-2022

Department of Higher Education, Govt. of India	NRt≥1997	TNR
Indian Institute of Science, Bengaluru	48	94
Indian Institute of Technology, Kanpur	17	25
Indian Institute of Technology, Mumbai	14	19
Indian Institute of Technology, Delhi	6	14
Indian Institute of Technology, Kharagpur	7	9
Jawaharlal Nehru University, New Delhi	5	10
University of Hyderabad, Hyderabad	3	9
Banaras Hindu University (BHU), Varanasi	0	8
Delhi University, Delhi	1	8
Indian Institute of Technology, Chennai	5	6
Inter-University Centre for Astronomy & Astrophysics, Pune	3	4
Indian Institute of Technology, Roorkee	0	3
Indian Institute of Science Education & Research, Kolkata	2	2
Indian Institute of Science Education & Research, Pune	2	2
Indian Institute of Technology, Gandhinagar	1	1
North Eastern Hill University, Shillong	0	1
Indian Institute of Management, Kolkata	1	1
Department of Atomic Energy, Govt. of India		
Tata Institute of Fundamental Research (TIFR), Mumbai	28	64
Bhabha Atomic Research Centre (BARC), Mumbai	1	12
Institute of Mathematical Sciences, Chennai	4	8
National Centre for Biological Sciences, TIFR, Bengaluru	6	6
Harish-Chandra Research Institute, Allahabad	5	6
National Centre for Radio Astrophysics, TIFR, Pune	1	3
CAM-TIFR Centre for Applicable Mathematics, Bengaluru	1	1
Tata Memorial Centre, Mumbai	1	1
Advanced Centre for Treatment, Research and Education in Cancer, Navi Mumbai	1	1

Department of Higher Education, Govt. of India	NRt≥1997	TNR
Institute of Physics, Bhubaneswar	1	1
National Institute of Science Education and Research, Bhubaneswar	1	1
Saha Institute of Nuclear Physics, Kolkata	1	1
CSIR-laboratories/Institutes, Govt. of India		
National Chemical Laboratory, Pune	9	16
Centre for Cellular & Molecular Biology, Hyderabad	5	7
Central Drug Research Institute, Lucknow	1	7
National Institute of Oceanography, Goa	3	6
National Geophysical Research Institute (NGRI), Hyderabad	0	6
Indian Institute of Chemical Technology, Hyderabad	3	5
Institute of Genomics and Integrative Biology, Delhi	4	4
Indian Institute of Chemical Biology, Kolkata	2	4
National Physical Laboratory, Delhi	1	4
Institute of Microbial Technology, Chandigarh	3	3
National Institute for Interdisciplinary Science and Technology, Thiruvananthapuram	2	2
4PI-Fourth Paradigm Institute (formerly CMMACS), Bengaluru	1	2
Central Leather Research Institute, Chennai	0	2
National Metallurgical Laboratory, Jamshedpur	0	2
North East Institute of Science and Technology, Jorhat	1	1
Central Food Technology Research Institute, Mysore	0	1
National Botanical Research Institute, Lucknow	0	1
Central Medicinal and Aromatic Plants, Lucknow	0	1
Central Mechanical Engineering Research Institute, Durgapur	0	1
National Aeronautical Laboratory, Bengaluru	0	1
Department of Science and Technology, Govt. of India		
Jawaharlal Nehru Centre for Advanced Scientific Research, Bengaluru	12	12
Indian Association for the Cultivation of Science, Kolkata	5	11
Raman Research Institute, Bengaluru	4	7
Bose Institute, Kolkata	1	3
Indian Institute of Astrophysics, Bengaluru	0	2
Sree Chitra Tirunal Institute for Medical Sciences and Technology, Thiruvananthapuram	1	1
Wadia Institute of Himalayan Geology, Dehradun	0	1
Department of Biotechnology institutes, Govt. of India		
National Institute of Immunology, New Delhi	7	8
Centre for DNA Fingerprinting and Diagnostics, Hyderabad	4	4
National Centre for Cell Science, Pune	3	3

Department of Higher Education, Govt. of India	NRt≥1997	TNR
Regional Centre for Biotechnology, Faridabad	1	1
Ministry of Statistics and Programme Implementation, Govt. of India		
Indian Statistical Institute, Kolkata	7	10
Indian Statistical Institute, Delhi	1	6
Indian Statistical Institute, Bengaluru	3	3
Department of Space, Govt. of India		
Physical Research Laboratory (PRL), Ahmedabad	4	10
Vikram Sarabhai Space Centre, Thiruvananthapuram	2	3
Indian Space Research Organisation (ISRO), Bengaluru	0	2
Space Application Centre (SAC), Ahmedabad	0	2
National Atmospheric Research Laboratory, Tirupati	1	1
Ministry of Health & Family Welfare, Govt. of India		
All India Institute of Medical Sciences (AIIMS), New Delhi	1	14
National Institute of Mental Health and Neuro-Sciences, Bengaluru	1	2
Postgraduate Institute of Medical Education and Research, Chandigarh	1	2
Sanjay Gandhi Postgraduate Institute of Medical Sciences, Lucknow	1	2
ICMR-National Institute of Cholera and Enteric Diseases, Kolkata	1	1
Other Govt of India Institutions		
Indian Agricultural Research Institute, ICAR, Delhi	0	4
Defence Metallurgical Research Laboratory, DRDO, Hyderabad	0	3
National Institute of Pharmaceutical Education and Research, Mohali	1	1
Indian Institute of Tropical Meteorology, Pune	1	1
National Centre for Earth Science Studies, Thiruvananthapuram	0	1
Geological Survey of India, Kolkata	0	1
Indian Institute of Sugarcane Research, Lucknow, ICAR	0	1
National Sugar Institute, Kanpur	0	1
State Institutes/Universities		
University of Calcutta, Kolkata (UCK)	1	7
Jadavpur University, Kolkata (JU)	3	6
University of Madras, Chennai (UMC)	0	5
Panjab University, Chandigarh (PUC)	0	4
Madurai Kamarajan University (MKU), Madurai	0	4
University of Mumbai, Dept. Chem. Technology	0	3
Punjab Agricultural University, Ludhiana	1	2
PG Medical Institute, Kolkata	0	2
King George's Medical University, Lucknow	0	2
KEM Hospital Mumbai	0	2

Department of Higher Education, Govt. of India	NRt≥1997	TNR
Jammu University, Jammu	0	1
Andhra University, Visakhapatnam	0	1
Presidency College, Chennai	0	1
Nizam's Institute of Medical Sciences, Hyderabad	0	1
Madaras Med. college (now Chennai Medical College), Chennai	0	1
University of Kerala, Thiruvananthapuram	0	1
Baroda Medical College, Baroda	0	1
Ahmednagar College, Ahmednagar	0	1
Haffkine Institute, Mumbai	0	1
University of Rajasthan, Jaipur	0	1
University of Allahabad, Prayagraj	0	1
Himachal Pradesh University, Shimla	0	1
Bharathidasan University, Tiruchirapalli	0	1
Karnataka University, Dharwad	0	1
University of Roorkee, Roorkee	0	1
MP Shah Medical College, Jamnagar	0	1
Calcutta School of Tropical Medicine, Kolkata	0	1
S P Pune University, Pune	0	1
Other Organisations		
Chennai Mathematical Institute (CMI)	1	1
Bharat Electronics Limited (BEL)	0	1
Fertilizer Corporation of India	0	1
Hindustan Antibiotics Ltd	0	1
CIBA PVT (currently Novartis)	0	1
Alchemie Research Centre, Thane	0	1
International Institute		
International Centre for Genetic Engineering and Biotechnology (ICGEB), New Delhi	5	5
International Crop Research Institute for Semi-Arid Tropics (ICRISAT), Hyderabad	1	1
Public Institute		
LV Prasad Eye Institute, Hyderabad	4	4
Microsoft India, Bangalore	3	3
Ramakrishna Mission, Deemed University, Howrah	1	1
Christian Medical College (CMC), Vellore	0	1
NRt≥1997 =No. recipients 1997 onwards, TNP- Total number of recipients		597

Conclusion

There has been a noticeable shift in the pattern of SSB award winners—from a group of long-established institutions to a newer set of institutions, most of which were established in the last decades of the twentieth century. Institutions such as IISc, TIFR, and IITs have established their continuing credibility. An analysis of the awards shows that, during the 1960s and 1970s, innovations in agriculture and equipment received significant recognition. In more recent decades, however, the focus has shifted towards modern technologies in fields such as biotechnology, biomedical sciences, physics, and chemistry. The recent VY-SSB expanded its domain to include Agricultural Sciences, Environmental Sciences, Space Science and Technology, and Technology and Innovation[12]. This will encourage the researchers related to the domain highly relevant to the progress of society.

Notably, researchers from a few privately funded institutions, such as the LV Prasad Eye Institute, Hyderabad, and Microsoft India, Bangalore, have several recipients. Microsoft India has winners in mathematics only. This study will be helpful for policymakers, researchers, and scholars in making decisions in various research planning and implementation.

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Cognitive Capital in Higher Education: A New Paradigm for Knowledge Creation and National Development

Ismail Thamarasseri*

The global transition from industrial economies to knowledge-driven societies has fundamentally altered the nature of production, value creation, and development. In earlier industrial paradigms, economic growth was largely dependent on physical capital, labour, and material resources. However, contemporary economies are increasingly shaped by the dynamics of the Knowledge Economy, where knowledge, innovation, and intellectual capabilities serve as the primary drivers of productivity and competitiveness (Powell & Snellman, 2004). In this evolving context, higher education institutions have assumed a critical role as centres for knowledge generation, dissemination, and application.

Within this shifting landscape, the concept of *Cognitive Capital* emerges as a significant theoretical advancement. Cognitive Capital refers to the cumulative value generated through the interaction of human intelligence and intelligent systems, particularly in environments shaped by Artificial Intelligence (AI). Unlike traditional notions such as Human Capital, which primarily emphasise individual skills and competencies, Cognitive Capital extends to encompass collective intelligence, machine learning capabilities, and adaptive knowledge systems. It reflects a paradigm in which knowledge is not merely an output of economic activity but becomes the central unit of production and innovation (Peters, 2018).

The relevance of Cognitive Capital is particularly pronounced in the domain of higher education. Universities are no longer confined to producing graduates; they are increasingly expected to cultivate cognitive capacities that enable learners to engage with complex, technology-mediated environments. This includes fostering critical thinking, creativity, problem-solving, and the ability to collaborate with intelligent systems. In this regard, higher education becomes a key site for the generation and amplification of Cognitive Capital, contributing directly to national development.

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The purpose of this article is to examine the role of higher education in building Cognitive Capital as a strategic resource for national progress. By linking cognitive capacity building with educational transformation, the article seeks to highlight how universities can function as engines of innovation and knowledge economies, thereby supporting sustainable and inclusive development.

Conceptualising Cognitive Capital

Cognitive Capital may be defined as the aggregate value generated through the dynamic interaction of human cognition, digital intelligence, and adaptive knowledge systems. It represents a shift in understanding knowledge not merely as an outcome of economic activity, but as a central productive force in itself. In contemporary knowledge-driven contexts, particularly within the Knowledge Economy, Cognitive Capital emerges from the continuous feedback loop between human intelligence and technologically mediated systems, including AI. This recursive interaction enhances the capacity of individuals and institutions to generate, process, and apply knowledge for innovation and problem-solving.

Cognitive Capital extends and reconfigures earlier theoretical constructs such as Human Capital and Intellectual Capital. Human Capital traditionally emphasises the skills, education, and competencies embodied in individuals that contribute to economic productivity (Becker, 1993). Intellectual Capital, on the other hand, focuses on the intangible assets of organisations, including knowledge, relationships, and structural processes (Edvinsson & Malone, 1997). While both frameworks recognise the value of knowledge, they remain largely confined to human or organisational dimensions. Cognitive Capital transcends these boundaries by incorporating machine intelligence, algorithmic learning, and networked knowledge systems, thereby reflecting a more integrated and distributed form of intelligence.

A key feature of Cognitive Capital is the recognition of knowledge as a *unit of production*. Unlike industrial economies, where labour and capital were primary inputs, knowledge in this

framework functions as both input and output, continuously evolving through use and interaction (Powell & Snellman, 2004). This reconceptualisation gives rise to the notion of "cognitive GDP," which refers to the total thinking and problem-solving capacity of a society. Cognitive GDP captures not only human intellectual contributions but also the augmenting role of intelligent systems in expanding collective cognitive capabilities.

Thus, Cognitive Capital provides a comprehensive lens to understand how value is created in contemporary societies, where the synergy between human and machine intelligence becomes the principal driver of innovation, productivity, and sustainable development.

The Rise of the Knowledge Economy

The transition from labour-based to knowledge-based economies marks a defining shift in the structure of modern societies. Traditional industrial systems were largely dependent on physical labour, natural resources, and capital-intensive production. In contrast, the contemporary Knowledge Economy is characterised by the centrality of knowledge, information, and innovation as primary drivers of economic growth and competitiveness. In this new paradigm, the capacity to generate, disseminate, and apply knowledge has become more significant than the mere accumulation of physical assets (Powell & Snellman, 2004).

One of the key features of the Knowledge Economy is the increasing role of innovation as a continuous and systemic process. Innovation is no longer confined to research laboratories or specialised industries; rather, it permeates all sectors, including education, healthcare, governance, and services. The rapid expansion of digital technologies has further accelerated this transformation by enabling the creation, storage, and dissemination of vast amounts of data. Data, in this context, functions as a critical resource that informs decision-making, enhances productivity, and fosters new forms of value creation. Digital systems, including cloud computing, big data analytics, and networked platforms, have thus become integral to the functioning of knowledge economies (Castells, 2010).

Within this evolving landscape, the role of AI has become increasingly prominent. AI technologies are transforming knowledge production by enabling machines to process complex datasets, identify patterns, and generate insights at unprecedented speeds. This has significant implications for research, innovation, and learning processes, as AI systems augment human cognitive capabilities and facilitate more efficient problem-solving. Moreover, AI-driven tools are reshaping how knowledge is created and accessed, contributing to the emergence of intelligent and adaptive knowledge ecosystems.

The rise of the Knowledge Economy thus signifies not only a structural economic shift but also a transformation in the nature of work, learning, and innovation. In this context, higher education institutions play a pivotal role in equipping individuals with the cognitive skills and digital competencies required to thrive in an increasingly knowledge-intensive and technology-driven world.

Higher Education as a Generator of Cognitive Capital

Higher education institutions play a pivotal role in the creation and amplification of Cognitive Capital by functioning as dynamic hubs of knowledge production, dissemination, and application. In the context of the evolving Knowledge Economy, universities are no longer confined to their traditional mandate of imparting disciplinary knowledge; rather, they are increasingly recognised as critical ecosystems where ideas are generated, refined, and translated into societal value. Through academic networks, research collaborations, and knowledge-sharing platforms, universities contribute significantly to the expansion of collective cognitive capacity.

The core functions of higher education—teaching, research, and extension—serve as foundational pillars in this process. Teaching facilitates the development of cognitive skills such as critical thinking, creativity, and problem-solving. Research drives innovation by generating new knowledge and advancing intellectual frontiers. Extension activities, including community engagement and industry partnerships, ensure that knowledge is applied in real-world contexts, thereby enhancing its social relevance and impact. Together, these functions create a synergistic environment that fosters the continuous growth of Cognitive Capital.

In this changing landscape, higher education must move beyond the conventional objective of degree production towards the cultivation of cognitive capabilities. The emphasis is shifting

from credentialing to capacity building, where learners are equipped not only with subject knowledge but also with the ability to learn, adapt, and innovate in complex and technology-mediated environments. The integration of AI and digital tools further enhances this transformation by enabling personalised and adaptive learning experiences.

Moreover, the development of Cognitive Capital necessitates a strong commitment to interdisciplinary and lifelong learning. Complex global challenges increasingly require knowledge that transcends disciplinary boundaries, making interdisciplinary approaches essential. At the same time, the rapid pace of technological change demands continuous learning beyond formal education. Universities, therefore, must evolve into flexible and inclusive learning spaces that support lifelong learning pathways.

In essence, higher education institutions are central to building Cognitive Capital, as they nurture the intellectual and adaptive capacities required for innovation, societal progress, and sustainable national development.

The Human–Machine Feedback Loop in Education

The emergence of the human–machine feedback loop represents a transformative development in contemporary education, redefining how knowledge is created, accessed, and applied. This loop is characterised by the continuous interaction between human intelligence and AI systems, wherein each enhances the capabilities of the other. Human cognition provides context, creativity, and ethical judgment, while AI contributes computational power, pattern recognition, and scalability. Together, they form a synergistic relationship that significantly expands the boundaries of learning and knowledge production (Luckin et al., 2016).

In educational contexts, this interaction is increasingly facilitated through AI-enabled learning environments. These environments integrate intelligent tutoring systems, learning analytics, and data-driven platforms that monitor learner behaviour, assess performance, and provide real-time feedback. Such systems enable a shift from standardised instruction to more responsive and learner-centred approaches. As a result, education becomes more efficient, inclusive, and aligned with individual learning needs, thereby contributing to the development of Cognitive Capital.

A key outcome of this transformation is the emergence of personalised, adaptive, and accelerated learning. AI systems can tailor content, pace, and assessment strategies based on individual learner profiles, allowing students to progress according to their abilities and preferences. This not only enhances learning outcomes but also fosters deeper engagement and motivation. Moreover, the capacity of AI to process vast amounts of data enables learners to access diverse knowledge resources instantly, thereby accelerating the learning process and expanding cognitive horizons (Holmes et al., 2019).

The most significant implication of the human–machine feedback loop lies in its compounding effect. As humans learn from AI-generated insights and AI systems learn from human inputs, the cycle of knowledge enhancement becomes increasingly rapid and self-reinforcing. This recursive process creates a powerful engine for innovation and problem-solving, far surpassing traditional educational models in its capacity to generate value.

Thus, the integration of human and machine intelligence in education not only transforms learning processes but also plays a crucial role in the continuous expansion of Cognitive Capital in knowledge-driven societies.

Cognitive Capital and National Development

Cognitive Capital is increasingly recognised as a critical determinant of national development in the 21st century. The link between cognitive capacity and economic growth lies in the ability of individuals and institutions to generate, apply, and diffuse knowledge for productive purposes. In the contemporary Knowledge Economy, economic competitiveness is shaped not merely by the availability of physical resources but by the quality of human thinking, innovation, and problem-solving capabilities (Powell & Snellman, 2004). Nations that invest in enhancing their cognitive capacity are better positioned to achieve sustained growth, technological advancement, and global relevance.

The development of Cognitive Capital is closely associated with the emergence of innovation ecosystems and knowledge societies. Innovation ecosystems comprise networks of universities, industries, research institutions, and government agencies that collaboratively generate and apply knowledge. Within such ecosystems, the integration

of AI and digital technologies accelerates the creation and dissemination of knowledge, fostering a culture of continuous innovation (Castells, 2010). Knowledge societies, in turn, are characterised by widespread access to information, lifelong learning opportunities, and the active participation of citizens in knowledge creation processes.

In the Indian context, the relevance of Cognitive Capital is particularly significant in light of national development priorities such as digital transformation and self-reliance. Initiatives aligned with visions like *Atmanirbhar Bharat* and the expansion of digital infrastructure underscore the importance of building a knowledge-driven economy. The emphasis on innovation, entrepreneurship, and technology-enabled governance reflects a broader shift towards leveraging cognitive resources for inclusive and sustainable development.

Higher education institutions play a central role in this process of nation-building. As key sites for knowledge creation and skill development, universities contribute to the formation of a cognitively skilled workforce capable of addressing complex societal challenges. Through research, innovation, and community engagement, higher education fosters the development of Cognitive Capital that directly supports national goals. Furthermore, policy frameworks such as the National Education Policy 2020 emphasise multidisciplinary learning, digital integration, and research orientation, thereby reinforcing the role of higher education in advancing India's cognitive and developmental aspirations.

In essence, Cognitive Capital serves as a foundational resource for national progress, linking education, innovation, and economic development in a mutually reinforcing cycle.

Policy Implications for Indian Higher Education

The emergence of Cognitive Capital necessitates a comprehensive reorientation of policies governing Indian higher education. As the Knowledge Economy increasingly prioritises innovation and intellectual capabilities, universities must redesign their curricula to foster higher-order cognitive skills such as critical thinking, creativity, and problem-solving. This shift requires moving beyond content-centric approaches towards competency-based learning frameworks that emphasise inquiry, analysis, and application. Embedding interdisciplinary perspectives and experiential learning opportunities can further strengthen students' cognitive adaptability in complex, real-world contexts.

A key policy priority is the integration of AI and digital technologies into teaching–learning processes. AI-enabled platforms, learning analytics, and digital resources can enhance access, personalisation, and efficiency in education. However, such integration must be guided by inclusive policies that address issues of digital equity and infrastructure, ensuring that technological advancements benefit all sections of society.

Faculty development is another crucial dimension in building Cognitive Capital. Teachers must be equipped with digital competencies and pedagogical skills necessary for technology-enhanced learning environments. Continuous professional development programmes, training in digital pedagogy, and exposure to innovative teaching practices are essential to enable faculty to effectively engage with emerging educational technologies. In this regard, the role of educators evolves from knowledge transmitters to facilitators of learning and cognitive development.

Institutional reforms and governance structures must also adapt to support the creation of Cognitive Capital. Universities require greater autonomy, flexibility, and accountability to innovate in curriculum design, research, and partnerships. Strengthening collaborations between academia, industry, and government can foster vibrant knowledge ecosystems that enhance both academic and societal outcomes.

Importantly, these policy directions align closely with the vision articulated in the National Education Policy 2020, which emphasises multidisciplinary education, digital integration, research orientation, and holistic development. The policy provides a robust framework for transforming higher education into a system capable of generating Cognitive Capital at scale.

In sum, strategic policy interventions focused on curriculum innovation, technological integration, faculty empowerment, and institutional reform are essential for positioning Indian higher education as a key driver of Cognitive Capital and national development.

Challenges and Ethical Considerations

While the development of Cognitive Capital offers significant opportunities for transforming higher education, it also raises critical challenges and ethical concerns that must be carefully addressed. One of the foremost issues is the persistence of the digital divide, which creates disparities in access to technology, connectivity, and digital resources. In the context of the Knowledge Economy, unequal access to digital infrastructure can exacerbate existing socio-economic inequalities, limiting the ability of disadvantaged learners to participate fully in knowledge creation and cognitive development (Van Dijk, 2020).

Another concern relates to the potential over-reliance on technological systems, particularly AI in educational settings. While AI can enhance efficiency and personalisation, excessive dependence may undermine essential human capacities such as critical thinking, reflective judgement, and ethical reasoning. Education, therefore, must strike a balance between leveraging technological advancements and preserving the centrality of human intellect and agency.

Data privacy and algorithmic bias constitute additional ethical challenges. AI-driven educational platforms often rely on large volumes of learner data to generate insights and personalise learning experiences. However, the collection, storage, and use of such data raise concerns regarding confidentiality, consent, and security. Moreover, algorithmic systems may inadvertently reproduce biases present in training data, leading to unequal or unfair outcomes in learning assessment and opportunities (O'Neil, 2016). Addressing these issues requires robust regulatory frameworks, transparency in algorithmic processes, and ethical oversight mechanisms.

Finally, the growing integration of technology in education underscores the need for a human-centred approach. While Cognitive Capital emphasises the synergy between human and machine intelligence, it is essential to ensure that education remains grounded in human values, inclusivity, and social responsibility. A human-centred educational model prioritises not only cognitive development but also emotional intelligence, ethical awareness, and civic engagement.

In conclusion, the effective development of Cognitive Capital depends on the ability of higher education systems to navigate these challenges thoughtfully. By addressing issues of access, balance, ethics, and human values, institutions can ensure that technological advancements contribute to equitable and sustainable educational outcomes.

Way Forward: Building Cognitive Capital Ecosystems

The effective development of Cognitive Capital requires the creation of robust and inclusive ecosystems that integrate the efforts of academia, industry, and government. Such collaborative frameworks are essential in the context of the Knowledge Economy, where innovation and knowledge production are increasingly distributed across institutional boundaries. Universities must actively engage with industry partners to align academic programmes with emerging skill requirements, while government policies should facilitate research collaborations, funding mechanisms, and regulatory support. This tripartite synergy can accelerate the translation of knowledge into practical solutions and socio-economic value.

Investment in digital infrastructure is another critical component in building Cognitive Capital ecosystems. Reliable connectivity, access to digital tools, and the development of data-driven platforms are essential for enabling equitable participation in knowledge creation processes. The integration of AI, cloud computing, and advanced analytics into educational and research environments enhances both the scale and efficiency of cognitive production. However, such investments must be inclusive, ensuring that rural and marginalised communities are not excluded from the benefits of digital transformation.

Promoting a strong research and innovation culture within higher education institutions is equally important. Universities must encourage interdisciplinary research, support early-stage innovation, and create environments that foster creativity and critical inquiry. Establishing incubation centres, innovation hubs, and research clusters can further strengthen the capacity of institutions to generate new knowledge and technologies. In this regard, fostering a culture that values experimentation and intellectual risk-taking is essential for sustaining long-term cognitive growth.

Finally, the development of Cognitive Capital ecosystems must be supported by open knowledge

systems and global engagement. Open access to research, collaborative learning platforms, and international academic partnerships enable the free flow of ideas across borders. Such openness not only enhances the visibility and impact of research but also contributes to the collective advancement of global knowledge societies.

In conclusion, building Cognitive Capital ecosystems requires coordinated efforts, sustained investment, and a commitment to openness and collaboration. By strengthening these dimensions, higher education systems can play a transformative role in advancing innovation, inclusivity, and national development.

Conclusion

The transition towards Cognitive Capital marks a profound shift in the foundations of economic and social development. As the Knowledge Economy continues to evolve, the ability to generate, apply, and continuously enhance knowledge has emerged as the defining resource of nations. Cognitive Capital, rooted in the dynamic interplay between human intelligence and AI, repositions knowledge as the primary unit of production and innovation, surpassing traditional reliance on physical and financial capital.

In this transformative context, higher education institutions assume a central and strategic role. Universities are not merely sites of knowledge transmission but are increasingly becoming engines of cognitive capability building. Through their core functions of teaching, research, and societal engagement, they cultivate critical thinking, creativity, and problem-solving capacities essential for navigating complex and technology-driven environments. By fostering interdisciplinary learning, integrating digital technologies, and promoting research and innovation, higher education serves as the principal driver in the creation and expansion of Cognitive Capital.

Looking ahead, India stands at a critical juncture where investments in cognitive capacity can significantly shape its developmental trajectory. With a growing emphasis on digital transformation, innovation, and self-reliance, the country has the potential to emerge as a leading knowledge society. Realising this vision requires sustained commitment to strengthening higher education systems, bridging digital divides, and fostering inclusive and ethical use of technology.

In conclusion, the future of national development will increasingly depend on the ability to build and harness Cognitive Capital. By positioning higher education at the core of this transformation, India can create a resilient, innovative, and knowledge-driven society capable of addressing the challenges and opportunities of the twenty-first century. Cognitive Capital is not merely an emerging concept but a strategic necessity, positioning higher education at the forefront of India's transformation into a global knowledge leader.

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Adult Education and Lifelong Learning in *Viksit Bharat:* A Policy Perspective on the National Education Policy—2020

Rahul Yadav* and Mohit Yadav**

India's ambition to become a fully developed nation by 2047, captured in the Viksit Bharat vision, rests heavily on a population that can read, write, and navigate the digital world. Yet around 252 million adults in India today remain functionally illiterate (NSO, 2018; NITI Aayog, 2023). These individuals either missed out on schooling entirely or dropped out long before acquiring fundamental skills. Bridging this gap is not simply a matter of social justice; it is a precondition for sustainable economic growth, healthy democracy, and India's standing in the global community.

The National Education Policy -2020 marks a turning point in how India thinks about adult learning. For the first time in Indian education history, an entire chapter of a national policy document, Chapter 21, is wholly dedicated to adult education and lifelong learning, framing them as mainstream national priorities rather than marginal welfare activities (Ministry of Education, 2020). Building on this foundation, the government introduced the New India Literacy Initiative (NILP) in February 2022, which aims to reach five crore adult non-literates by 2027 through the ULLAS mobile application. Within just eighteen months of launch, the programme had registered 1.17 crore learners and mobilised 73 lakh volunteers across every state and union territory (MoE, 2023).

This paper traces the intellectual evolution of lifelong learning as a concept, reviews the institutional history of adult literacy efforts in India from 1978 to the present, and analyses how NEP 2020 aligns with both the Viksit Bharat agenda and the United Nations' Sustainable Development Goal 4 (SDG 4). It concludes with evidence-informed recommendations for making India's adult education system more equitable, relevant, and effective. (Abstract)

A nation's progress is ultimately measured not by infrastructure or GDP alone, but by the quality of life its people enjoy and the opportunities available to every citizen. India's goal of achieving developed-nation status by 2047, enshrined in the *Viksit Bharat* vision, requires that all citizens, not solely children attending school, can participate fully in economic, civic, and social life. This makes adult education one of the most critical and often underestimated components of the national development agenda.

The numbers are stark. According to National Statistical Office data and NITI Aayog analyses, approximately 252 million adults in India lack the functional literacy needed to read a bus route sign, complete a government form, utilise a mobile banking application, or understand a health advisory (NSO, 2018; NITI Aayog, 2023). These adults are not a small or distant population; they are farmers, construction workers, domestic workers, mothers, and fathers whose limited literacy shapes the trajectory of their children, their communities, and ultimately the nation.

NITI Aayog's India@100 framework, the strategic blueprint for Viksit Bharat, calls for universal high human development, broad-based economic growth, technological leadership, and equity across gender, caste, and geography by 2047 (NITI Aayog, 2023). These objectives cannot be achieved as long as a large segment of the adult population continues to be excluded from participation in the knowledge-based economy. Research consistently demonstrates that adult literacy creates compound benefits: children of literate parents perform better in school, women with literacy skills enjoy greater autonomy and health outcomes, farmers with reading ability can follow extension advisories and access better markets, and literate citizens participate more actively in democratic processes (Verma, 2021; Singh, 2019; UNESCO Institute for Lifelong Learning (UIL), 2022).

NEP–2020 is the most sweeping reform of India's education system since the Kothari Commission Report of 1964-66. Importantly, Chapter 21 of the directive focuses exclusively on adult education and lifelong learning, framing adult illiteracy as a critical national development issue that requires continuous state support and

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investment, rather than treating it as a peripheral welfare concern (MoE, 2020). The policy envisions a continuum of learning opportunities for adults from foundational reading and arithmetic to digital competencies, vocational instruction, financial literacy, health education, and civic participation, closely reflecting global frameworks recommended by UNESCO, 2015.

The government's response, the New India Literacy Programme, launched in February 2022, operationalises these ambitions. With a total outlay of Rs.1,037.90 crore spread over five years, and the ULLAS mobile application as its delivery backbone, NILP aims to reach five crore adult non-literates aged 15 and beyond by 2027 (MoE, 2022; PIB, 2022). By December 2023, the programme had already enrolled 1.17 crore learners and activated 73 lakh volunteers, making it India's most technology-driven adult literacy initiative to date (MoE, 2023).

This paper pursues three objectives: first, to clarify what adult education and lifelong learning mean in a twenty-first century context; second, to trace the institutional evolution of adult literacy programmes in India across four decades; and third, to examine how NEP- 2020, the Viksit Bharat aspiration, and the SDG 4 framework converge and what structural reforms are still needed to deliver on their collective promise.

Adult Education and Lifelong Learning in the Twenty-First Century

The notion that education does not and should not end with childhood has been gaining intellectual and policy ground for more than half a century. The Faure Commission Report of 1972, titled 'Learning to Be', was among the earliest authoritative statements that 'education is a lifelong human enterprise, not simply a preparatory phase for adult life' (Faure, et al., 1972). Two decades later, the Delors Commission's landmark report 'Learning: The Treasure Within introduced four foundational pillars of education learning to know, learning to do, learning to be, and learning to live together that persist to frame how governments and international bodies conceptualise education systems (Delors, et al., 1996).

In the contemporary context, the case for lifelong learning has become more urgent, not less. The World Economic Forum (2020) projects that roughly half of the global workforce will need significant reskilling within five years, driven by automation, artificial intelligence, and the transformation of entire industries. The rise of the gig economy, digital service platforms, and the green transition means that workers who stop learning risk swift obsolescence. The COVID-19 pandemic further intensified the disruption by suddenly disconnecting many adults from the limited educational opportunities and learning support systems they previously accessed.

Several theoretical frameworks help explain why adults learn differently from children, and why programmes designed for children consistently fail adults. R.H. Dave (1976) described, '*lifelong education as an integrated process that supports personal fulfilment, social engagement, and professional development across every stage of life*'. Peter Jarvis (2004) emphasised that '*adults interpret recent information through the filter of lived experience, they do not absorb knowledge in the abstract, but rather situate it within what they already know and have done*'.

Malcolm Knowles (1980) formalised these insights into the theory of andragogy, the practice and art of teaching adults. He identified five defining characteristics of adult learners: they are increasingly self-directed and prefer to take ownership of their learning; they bring rich life experience that should be treated as a resource somewhat than ignored; they learn most effectively when the subject matter connects to their current roles and responsibilities; they are oriented toward solving concrete problems rather than absorbing abstract content; and their motivation is predominantly internal, driven by personal objectives rather than external rewards like grades or certification. These principles carry profound implications for programme design: adult literacy initiatives cannot simply recycle primary school pedagogies. They must respect the intelligence, experience, and practical priorities of adult learners.

Jack Mezirow (1991) added a deeper dimension, arguing that the most meaningful adult learning involves what he termed perspective transformation, a shift in the fundamental assumptions through which people understand their lives and their place in the world. For marginalised adults in India, particularly women, Dalit communities, and tribal populations, becoming literate can indeed be transformative in exactly this sense: it can open pathways to reclaiming personal dignity, exercising rights that were nominally always theirs, and participating in civic and economic life on equal terms (Freire, 1970; Ghosh, 2020; and Verma, 2021).

Brazilian educator Paulo Freire's critique of what he called the 'banking framework' of education remains particularly relevant for designing adult literacy programmes in India. Freire (1970) argued that treating learners as passive receptacles into which instructors deposit information not only fails to produce lasting literacy but also actively reinforces the social circumstances that created illiteracy in the first place. His alternative, grounded in dialogue, critical reflection, and learning that connects directly to learners' social realities, has influenced progressive adult literacy efforts in India, including aspects of the Total Literacy Campaign movement (Biswal, 2017; Kumar, 2010).

Adult Literacy Missions in India: An Institutional History

From NAEP to NLM: Laying the Foundation

India's organised engagement with adult literacy began with the National Adult Education Programme (NAEP) of 1978, introduced under Prime Minister Morarji Desai. The programme set an ambitious target of making 100 million people between the ages of 15 and 35 literate within five years (Aggarwal, 2000). However, NAEP's ambition was not matched by institutional capability: volunteer instructors received minimal training, learning materials were inadequate, and crucially, there was no provision to help newly literate adults sustain and build on their skills once the programme concluded. The final reach fell short at approximately three crore adults.

The National Literacy Mandate (NLM), formally inaugurated on 5 May 1988 under Prime Minister Rajiv Gandhi, represented a substantially more structured approach. The NLM introduced a working definition of functional literacy that went beyond the mechanical ability to read and write, encompassing the capacity to use these skills meaningfully in one's daily life and to contribute to society's development (NLM, 1993). It operated through a sequenced structure of Total Literacy Campaigns, Post-Literacy Campaigns, and Continuing Education Centres. Official figures credited the NLM with covering over 127 million adults by 2009, though independent assessments consistently found these numbers to be inflated. Proper learning assessments were rarely conducted, and many declared 'literates' reverted to illiteracy within months because there were no reading materials or follow-up support to reinforce newly acquired competencies (Ramachandran, 2004; and Kumar, 2010).

The *Saakshar Bharat* programme (2009-2012) attempted to address the NLM's gaps through a sharper geographic focus targeting 410 districts with persistently low literacy rates, and a particular emphasis on women's literacy. It covered approximately 77 lakh adults. However, the initiative continued to rely heavily on volunteers without adequate supervision or quality controls, and independent evaluations noted that learning outcomes often did not match the volume of coverage claimed (Jeffery & Jeffery, 2013).

Viewed throughout four decades, India's adult literacy programmes reveal a clear arc of evolution. The NAEP (1978-1988) relied on mass volunteerism and reached around three crore adults, but produced limited, durable literacy. The NLM (1988-2009) introduced functional literacy objectives and district-level infrastructure, claiming coverage of 12.7 crore adults, but suffered from assessment gaps. *Saakshar Bharat* (2009-2012) sharpened the geographic and gender focus but maintained structural reliance on volunteers. The current NILP/ULLAS initiative (2022-2027) represents a qualitative leap: it incorporates five learning components, technology-mediated delivery, digital certification aligned with the National Skills Qualifications Framework, and a five-crore adult objective backed by dedicated central government funding (GoI, 1988; Department of Education, 2009; MoE, 2012; MoE, 2022; and Biswal, 2017).

The New India Literacy Programme (2022–2027): The Post-NEP Mission

The Union Cabinet approved the New India Literacy Programme on 15 February 2022, providing Rs. 1,037.90 crore over five years (PIB, 2022). The programme targets five crore adult non-literates aged 15 and above, with explicit priority for women, Scheduled Caste and Scheduled Tribe communities, religious minorities, persons with disabilities, and migrant worker groups consistently underserved by earlier initiatives (MoE, 2022).

The NILP is architecturally distinct from its predecessors in covering five learning components rather than focusing narrowly on basic reading. The first component, foundational literacy and numeracy, provides the core skills of reading, writing, and arithmetic. The second, critical life competencies, equip adults with the digital, financial, legal, and health literacy they need to

navigate everyday life in contemporary India. The third, basic education equivalency, enables adults to earn formal NIOS school certificates, giving their learning recognised credentials. The fourth, vocational skills development, connects literacy to local livelihood prospects. The fifth, continuing education in arts, science, sport, and culture, reflects an expansive vision of adult development that goes beyond purely economic utility.

The programme's technological centrepiece is the ULLAS mobile application, developed and operated by the National Institute of Open Schooling (NIOS). ULLAS manages learner registration, delivers audio-visual educational content in regional languages, coordinates volunteer activity, conducts formative assessments, and issues digitally verifiable certificates that are formally acknowledged under the National Skills Qualifications Framework (NIOS, 2023; Sinha & Misra, 2023). By December 2023, ULLAS had 1.17 crore registered learners and 73 lakh active volunteers across all states and union territories (MoE, 2023).

A key structural improvement of the NILP is its deliberate linkage with the Jan Shikshan Sansthan (JSS) vocational training network and Skill India initiative. This connection is designed to ensure that newly literate adults have a visible and accessible pathway from foundational learning to marketable skills and better livelihoods, which research consistently identifies as the primary motivation for adult learners and the most powerful protection against dropout and relapse (Maddox, 2010; Nair, 2018; and MSDE, 2022).

India's adult literacy rate has enhanced substantially over the decades from approximately 43.6% in 1981 to 77.7% in 2021, based on Census, NSO, and NFHS-5 data (IIPS & ICF, 2021). However, national averages mask severe disparities. Female literacy in Bihar (53.3%), Rajasthan (57.6%), and Uttar Pradesh (59.3%) remains well below the national average of 70.3%, underscoring that the challenge is most acute precisely where additional policy endeavour and resources are most needed.

Two institutions form the backbone of India's formal lifelong learning architecture. The National Institute of Open Schooling, established in 1989, is the world's largest open schooling system with over 3.4 crore cumulative enrolments, offering flexible learning from primary to senior secondary level as well as vocational programmes for those outside the structured school system (Panda & Mohan, 2019). Indira Gandhi National Open University (IGNOU), with approximately four million active learners across more than 3,000 study centres, extends lifelong learning into higher education, embodying the Open and Distance Learning model that NEP 2020 sees as essential to achieving a 50% Gross Enrolment Ratio in higher education by 2035 (MoE, 2020; and IGNOU, 2023).

NEP—2020 and *Viksit Bharat*: A Shared Strategic Vision

Chapter 21 of NEP- 2020 is the most substantive and clearly articulated policy statement on adult education that India has produced since independence (MoE, 2020). Its opening paragraph directly acknowledges that over 130 million adults have never attended any form of formal schooling and frames this not as a welfare challenge for marginalised populations, but as a developmental challenge with implications for the entire nation's progress. This framing matters: it signals a shift in political understanding from treating adult education as charity to treating it as an investment.

The curriculum framework outlined in Chapter 21 (Para 21.2) moves well beyond the older NLM conception of literacy as the ability to sign one's name, read a simple sentence, and do basic sums. NEP 2020 calls for adults to advance financial literacy the ability to manage household finances and access formal banking and insurance services; digital literacy the ability to operate smartphones, use mobile applications, and engage safely with the internet; legal literacy awareness of fundamental rights, key laws, and mechanisms for accessing justice; civic literacy understanding of democratic institutions, government programmes, and entitlement schemes; and health literacy understanding of nutrition, hygiene, reproductive health, and the healthcare system. This expanded conception of functional literacy is directly aligned with what UNESCO (2015) recommends in its global framework for adult learning.

NEP-2020 (Paras 21.3 to 21.6) is unusually specific for a policy document, concerning implementation mechanisms. It explicitly mandates the use of digital platforms and mobile applications as primary delivery channels, the conversion of school buildings into evening adult learning centres, and the large-scale mobilisation of volunteers from the National Service Scheme, National Cadet Corps, and Nehru Yuva Kendra Sangathan. Para 21.6 calls for assessment and

accreditation systems that provide adult learners with portable, officially recognised certificates, a gap that the ULLAS application's digital certification characteristic directly addresses (Bhattacharya & Sen, 2022; Kapoor, 2022).

The Viksit Bharat vision, as articulated in NITI Aayog's India@100 framework, sets targets for 2047 that map directly onto the goals of adult education: universal literacy, quality education for all age communities, a comprehensively skilled workforce, and gender and social equity across all development indicators (NITI Aayog, 2023). These targets are simultaneously objectives of SDG 4, the United Nations' goal of ensuring inclusive, quality education and lifelong learning opportunities for all by 2030. India's progress on SDG 4 is therefore an intermediate benchmark on the path to Viksit Bharat (United Nations, 2015; and MoSPI, 2023).

The alignment is detailed and specific. SDG objective 4.1, which calls for free, equitable, quality education, is addressed through NEP 2020 Chapters 3, 6, and 21 and the ULLAS platform. SDG target 4.3, on equal access to vocational and higher education, is tackled through the National Skills Qualifications Framework, Skill India, and IGNOU's expansion. SDG target 4.4, focused on growing the number of adults with relevant skills for employment, is tackled through NILP's vocational component, PMKVY, and the *Jan Shikshan Sansthan* network. SDG target 4.5, on eliminating gender and social disparities, is directly addressed by NILP's explicit prioritisation of women and marginalised communities, tracked through NFHS-5 and subsequent surveys. SDG objective 4.6, which specifically commits signatory nations to ensure that nearly all youth and a substantial majority of adults achieve functional literacy and numeracy by 2030, is addressed by the NILP's five-crore target and ULLAS certification architecture. SDG target 4.7, on education for sustainable development and worldwide citizenship, is addressed through NILP's critical life skills component (United Nations, 2015; MoE, 2020; MoSPI, 2023; and UNESCO, 2022).

Digital Literacy as a Core Twenty-first Century Competency

NEP–2020 (Para 21.3) recognises that functional literacy in contemporary India must include the capability to participate in digital life. Being able to operate a smartphone, navigate government service portals, conduct mobile banking transactions, evaluate online information critically, and use digital platforms for commerce or communication is no longer a luxury skill; it is a survival skill in the India of 2024 and beyond (Prasad & Rao, 2021; Kumar & Singh, 2022). Telecom Regulatory Authority of India data from 2023 show over 80 crore internet users and 120 crore mobile subscriptions, meaning the infrastructure for digital adult education is, in principle, more accessible than ever before.

Three major government initiatives constitute India's digital adult education infrastructure. The ULLAS application integrates foundational literacy with fundamental digital competencies in a single platform. The network of Common Service Centres under the Digital India programme brings internet access and e-governance services to the panchayat level. And the *Pradhan Mantri Gramin Digital Saksharta Abhiyan* (PMGDISHA), which targets six crore rural citizens for basic digital literacy training, had covered over four crore beneficiaries by March 2023 (MeitY, 2023; Chauhan, 2023). ULLAS and PMGDISHA are complementary, not competing, programmes: ULLAS builds the foundational skill of reading, whereas PMGDISHA develops the capacity to apply that skill in digital contexts.

As of December 2023, NILP's progress against its 2027 targets shows encouraging momentum. Foundational literacy and numeracy had reached 1.17 crore learners. Critical life competencies training has covered approximately 90 lakh participants. Vocational skills development has benefited around 45 lakh beneficiaries. Basic education equivalency enrolments through NIOS had reached approximately 30 lakh adults (MoE, 2022; MoE, 2023; and NIOS, 2023). Reaching the comprehensive five-crore target will require maintaining this momentum over four more years, a challenge that will test institutional resolve and budget consistency.

Challenges and Barriers in Scaling Lifelong Learning

India's adult education system is constrained by deep-rooted structural challenges that cannot be resolved through policy design alone without consistent political commitment and adequate financial support. Recognising these barriers with clarity is an essential first step toward finding meaningful solutions.

The most fundamental constraint is underfunding. Adult education currently receives less than one per cent of India's total education budget, well below the UNESCO-recommended floor of at least

three per cent for adult and non-formal education (Tilak, 2020; and CAG, 2021). This resource gap translates immediately into weak infrastructure, poor teaching materials, inadequately trained instructors, and monitoring systems that are too thin to generate reliable data. No programme can deliver standard outcomes consistently when it is chronically under-resourced.

Geography compounds the funding problem. The adults most in need of literacy support are concentrated in precisely those locations where services are hardest to deliver: remote villages, forested and hilly terrain, and densely populated urban slums where structured institutions have historically been weak. State-level data from NFHS-5 illustrate the depth of geographic concentration: female literacy rates of 53.3% in Bihar, 57.6% in Rajasthan, and 59.3% in Uttar Pradesh contrast starkly with rates above 90% in Kerala and Mizoram (IIPS & ICF, 2021). Closing these gaps requires differentiated strategies, not uniform national programmes.

A recurring pedagogical failure in Indian adult literacy initiatives has been the use of primary school materials and methods for adult learners. Adult illiterates are not simply grown-up children who missed school; they are people with decades of practical knowledge, established cognitive patterns, and pressing daily responsibilities. Relying on children's primers, passive learning approaches, and content that does not relate to adults' real-life experiences leads to expected outcomes: increased dropout rates, quick loss of acquired skills, and growing scepticism within communities about the usefulness of returning to formal education (Rogers, 2004; Hanemann, 2015). Research by Maddox (2010) on literacy programmes across South Asia found that adults disengage quickly when they cannot see an immediate connection between learning content and their actual lives. He describes this as the 'literacy as social practice' insight that literacy only acquires meaning when it is embedded in the practices, relationships, and contexts of everyday living.

Social and cultural barriers present additional difficulties, particularly for women. In many communities, adult illiteracy carries a stigma that creates shame and reluctance to participate in learning programmes. For women, participation is further constrained by heavy domestic workloads, restrictions on movement outside the home, family disapproval, and lack of childcare. Programmes that schedule classes in the evening, require women to travel to distant centres, or fail to tackle family attitudes toward women's education will continue to see low female participation regardless of technical design quality (Prins, 2020; Jeffery & Jeffery, 2013).

Volunteer-dependent delivery, the model utilised by every major Indian adult literacy programme since NAEP, has inherent quality limitations. While volunteers bring the programme physically closer to communities and decrease costs, they typically lack formal training in adult pedagogy, have inconsistent availability, and tend to exit the programme when competing demands from their own studies or careers increase. The NILP's plan to deploy NSS students and college volunteers is promising in scale, but will solely produce learning outcomes if volunteers receive substantial andragogical training, ongoing supervision by professional educators, and meaningful forms of recognition for their service (Acharya, 2022; and Kumar, 2019).

Finally, India lacks a reliable and independent system to assess whether its adult literacy programmes are genuinely resulting in sustained literacy among learners. The Comptroller and Auditor General (2021) found that earlier missions declared millions of people literate based entirely on programme records, without any external verification of learning outcomes, resulting in severely inflated coverage statistics that masked persistently weak learning outcomes. The ULLAS platform's built-in digital assessments are a genuine improvement, but they must be complemented by independent third-party learning surveys conducted by neutral agencies, and by qualitative studies examining what actually changes in people's lives after programme participation.

Recommendations

Based on the evidence discussed in this paper, along with insights from adult education practices in similar countries, the following recommendations are put forward to improve the effectiveness of adult education in India.

First, India needs a dedicated National Lifelong Learning Authority, a statutory body with its own budget line, the legal mandate to coordinate across the ministries of Education, Skill Development, Labour, Women and Child Development, and Tribal Affairs, and accountability to Parliament for measurable outcomes (Hasan & Sharma, 2022; and

UNESCO, 2023). The current fragmentation of adult education throughout multiple departments with no single coordinating body is a structural weakness that has contributed to programme inconsistency and inefficiency for decades.

Second, the budget allocated to adult and non-formal education must be raised to at least two per cent of the total education budget, moving toward the UNESCO (2023) global benchmark of three per cent. Increased funding should be directed towards building and maintaining proper learning infrastructure at the community level, developing high-quality, contextually appropriate teaching materials in regional and tribal languages, training and fairly compensating a professional adult educator workforce, and building a robust monitoring and evaluation system (Tilak, 2020).

Third, adult education curricula must be co-designed with community members and grounded in the actual occupational, health, and social realities of learners. Content must be provided in mother tongues as NEP 2020 explicitly recommends, and updated regularly based on learner feedback and outcome data (Mohanty, 2019; and Freire, 1970). Programmes that begin with what adults already know and care about their livelihoods, their children's health, and their land rights consistently produce stronger and more durable learning outcomes than those that impose a standardised curriculum from outside.

Fourth, the transformative potential of ULLAS and other digital platforms can only be realised if the adults who most require them can actually access them. This requires coordinated infrastructure investment by the Ministry of Education, MeitY, and telecom providers to extend reliable last-mile connectivity to underserved areas. For learners without smartphones or internet access, which includes many in the lowest-literacy districts, alternative delivery methods, including interactive voice response telephone services and community radio, must be developed and funded alongside app-based solutions (Kapoor, 2022; and World Bank, 2021).

Fifth, the persistent gap between learning to read and actually improving one's economic situation must be addressed through structured convergence between NILP and other government programmes. Formal linkages with MGNREGS, Self-Help Group networks, the *Pradhan Mantri Kaushal Vikas Yojana*, and agricultural extension services would allow newly literate adults to see and access an evident pathway from literacy to livelihood improvement. Research demonstrates that when this connection is visible and proximate, dropout rates fall significantly and the long-term impact of literacy programmes multiplies (Srivastava, 2021; and NITI Aayog, 2023).

Sixth, India must establish a credible, autonomous outcomes-focused monitoring system for adult education. This system should include large-scale independent learning assessments at regular intervals, qualitative studies documenting what changes in people's daily lives after programme participation, third-party initiative evaluations, and transparent public reporting of results. Robust, honest data are essential not only for accountability but for enabling the continuous programme improvement that any effective adult education framework must sustain over time (CAG, 2021; Rao & Mehta, 2023).

Conclusion

The relationship between adult education and national development is not a theoretical proposition; it is an empirically documented reality across countries and contexts, and it is the organising premise of India's National Education Policy- 2020. A nation that aspires to global technological leadership, social equity, democratic vitality, and economic self-reliance by 2047 cannot realistically achieve these ambitions while leaving a fifth of its adult populace unable to read a medicine label, access a government entitlement, or operate a digital payment system. The Viksit Bharat vision is, at its core, a vision of human development and human development requires that every citizen, regardless of age, geography, gender, or social background, has meaningful access to the learning prospects needed for a dignified and productive life (NITI Aayog, 2023; and UIL, 2022).

The trajectory traced in this paper from the National Adult Education Programme of 1978 through the National Literacy Mission, SAAKSHAR BHARAT, and now the New India Literacy Programme with its ULLAS digital platform reflects genuine institutional learning and progressive sophistication in initiative design. Each generation of adult literacy policy has built on the lessons and the failures of its predecessor. The NILP and ULLAS represent a genuine qualitative advance: they combine the scale of mobile technology with a multi-component curriculum, digital certification,

and linkage to vocational training. This is more than any previous programme offered.

But technology and directive design alone cannot determine outcomes. The real impact of NILP will depend on the quality of learning that happens inside communities, on whether curriculum content is genuinely relevant to the lives of learners, whether volunteers are well-trained and consistently backed, whether newly literate adults find visible paths to better livelihoods, and whether there is sustained political commitment to fund and improve the programme through budget cycles and changes of government. These are the factors that have determined the achievement or failure of adult literacy programmes throughout India's post-independence history.

India stands at a genuinely significant moment. The convergence of a comprehensive policy framework in NEP 2020, the world's most extensive mobile internet infrastructure, a large and motivated capability volunteer workforce, and binding international commitments under SDG 4 creates conditions that no previous generation of policymakers could draw upon. If these conditions are seized with institutional seriousness through an adequately resourced coordinating authority, honest monitoring, community-centred curriculum design, and sustained budget commitments, India has a realistic opportunity to attain what no previous programme has fully delivered: enduring literacy and learning for every adult citizen. That achievement would be not simply an educational milestone, but the essential human foundation on which the *Viksit Bharat* of 2047 must be built.

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Harnessing Technology for Societal Impact

Umesh V Waghmare, Professor, Theoretical Sciences Unit, Jawaharlal Nehru Centre for Advanced Scientific Research, Bangalore delivered the Convocation Address at the 4th Convocation Ceremony at Dr. Shyama Prasad Mukherjee International Institute of Information Technology (IIIT), Naya Raipur, Chhattisgarh on April 08, 2026. He said, *"Be ambitious in setting your goals, and do not be afraid of failures or setbacks. We learn a lot from failures if we go with an open mind. Your critical thinking and balanced technology-flavoured scientific temper that got sharpened at IIIT are key to tackling the challenges. Creative thinking, too, involves the hard work of considering several new ideas, trying them out and picking a few to be pursued till the end."* Excerpts

I am exalted to be with you today at the fourth convocation of the International Institute of Information Technology, Naya Raipur. In this very special event, hundreds of bright young minds, passionate about modern technologies, nurtured in the vibrant education, research and social ecosystem of IIIT graduates, enter the next phase of their lives. With a strong foundation in practical knowledge, skill development, experiential learning and entrepreneurship, they are thus enabled to shape our nation by inventing and implementing sustainable solutions for societal problems with the use of computers, electronic communication, and information technologies. I perceive this as a significant accomplishment by the graduating students, their supportive family and friends, faculty and staff of IIIT-NR and the fellow students who contribute to the making of this beautiful ecosystem. I congratulate all of you with a sense of appreciation for your hard work and dedication to the cause of society. International Institute of Information Technology, Naya Raipur, is the youngest of the five IIITs. It is impressive to see what it has already achieved in the last 10 years, innovating in the space of education in modern information technologies with strong connections with industry and regional strengths in agriculture and forestry. It is indeed an important effort of the government of Chhattisgarh in partnership with NTPC and the industry. It is rather timely as there is a revolution happening since the development of foundational models like the large language models reported in 2021. This work enabled AI-driven protein structure prediction, solving a 50-year-old challenge, and was recognised by half of a Nobel prize in 2024. This shows how powerful the recent developments in information or data sciences are, and the tremendous scope for the graduates today to make a difference using the knowledge they gained at IIIT Naya Raipur. With the alarming and remarkable rate at which the data (or information) is growing today, artificial intelligence and machine learning (AI-ML) are reaching a vast population in the world and thus opening up huge opportunities. It cuts across disciplines and has the potential to unify them with the transfer of knowledge. Data is wealth. Your education at IIIT empowers and enables you to make the best of the data for societal development. A small fraction of young students can get admission into IIITs, and have the advantage of the rich experience of education they impart. This adds to your responsibility to be a great citizen and compassionately give back to society. This is achievable with whatever you choose to do in the near and distant future, whether it is a career in academia, industry, a startup, finance or social work. It is heartening to see that the IIIT NR has an Institutional Social Responsibility Centre that must have made an imprint on your minds. We live in a world that is quite imperfect. You will encounter lots of gaps and problems, but remember that your education here has enabled you to do well wherever you go and whatever you choose to do. Some of you have received medals and awards for excellence in your performance at IIIT; please remember that these are important accomplishments, but they constitute small steps towards achieving many more things. Even otherwise, each of you is unique in your abilities and has a different timeline for growth and achieving excellence.

There is no Superman in the real world. On the other hand, each of you has tremendous potential that is waiting to be tapped. It is thus good to stick to your mission and continue to work patiently. It is rather important to find what type of work or career you feel truly passionate about. It is never too late to think about this, as this may

even change with time. Conscience tells what one should do, while intuition tells what one could do. Listen to your inner voice; have the courage to follow a less-travelled path and take up something you really love. Once you decide what you wish to do, commit wholeheartedly and pursue it with dedication. There is no alternative to hard work for anyone. Many small, tedious, boring steps have to be climbed to reach the summit. Be ambitious in setting your goals, and do not be afraid of failures or setbacks. We learn a lot from failures if we go with an open mind. Your critical thinking and balanced technology-flavoured scientific temper that got sharpened at IIIT are key to tackling the challenges. Creative thinking, too, involves the hard work of considering several new ideas, trying them out and picking a few to be pursued till the end.

There are many challenging societal problems waiting to be addressed by professional technologists and scientists, which include human diseases and cost-effective health, water and hygiene, climate change, renewable energy, cybersecurity, sustainable agriculture, ecology, development and inclusive growth. Many of these problems cut across the boundaries between states, countries and continents, and their solutions require concerted efforts of people from different scientific disciplines, cultures and other dimensions of diversity. Effective communication, cooperation and collaboration are hence key to tackling many of these challenges, essential particularly in India, where the fraction of gross domestic product spent on research is relatively weaker.

In research, effective communication of one's work through publications, seminars, or patents strongly influences its impact. It is even more important in the translation of research into solutions to tackle societal challenges, such as rural development, emphasised at IIIT. The classes you took in Humanities and Social Sciences at the IIIT would thus be relevant and useful. It is much needed to think and work together in small as well as large teams, without worrying about individual gains or losses. Remember that everyone's contribution, however small, does matter in achieving a fair, sustainable society. The science and technology landscape in India (and the world) is rapidly evolving, with growing emphasis on translational research. The cycle of (a) universities rendering education and creating knowledge, (b) some of such knowledge translating into the creation of resources like products and jobs, and (c) these resources feeding back support into universities, governs the sustenance and growth of the knowledge ecosystem. You, as an alumnus of this young IIIT-NR, can play an important role by giving back. In India, the National Education Policy 2020 is expected to open up new opportunities in the Indian Academia. Recent initiatives of National Missions, the newly founded Anusandhan National Research Foundation, will impact research in science and technology, and how industry and academia increasingly work together. These should open up exciting opportunities for the graduates today, in addition to other jobs and avenues of employment. Be a leader who will lead by example, who will take people together despite the differences in their background, religion or other attributes. Learn from the people with diverse backgrounds, inhale and exhale the air of equality and be generously inclusive of those with weaker backgrounds. When you see darkness in a place, light a lamp rather than complaining about it. Leave no space for division and hate, and make friends. Your years at IIIT-NR, with its diverse and vibrant academic ambience, fellow students and faculty, have shaped you in the process of learning to learn by doing. They will have a permanent imprint on your life, as the learning process never ends. Congratulating you again, the graduating class, I wish you an exciting and fulfilling journey along the paths that you take. I wish IIIT-NR flourishing years of growth with a strong vision. Jai Hind.

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International Conference on Agri-Tech, Plant and Health Sciences at Sanskriti University, Mathura

A three-day International Conference on 'Agri-Tech, Plant and Health Sciences' (ICAPHS–2026) was organised by the Sanskriti University, Mathura, Uttar Pradesh from April 24-26, 2026. The various dignitaries, Chancellor, Dr Sachin Gupta and Vice Chancellor, Dr M B Chetti, Sanskriti University, Dr N S Rathore, Former Vice Chancellor, Maharana Pratap University of Agriculture and Technology, Udaipur, Former DDG (Engineering) and DDG (Education) ICAR, Vice Chancellor, Sri Karan Narendra Agriculture University (SKNAU), Jobner, Jaipur, Vice Chancellor, Mohanlal Sukhadia University (MLSU), Udaipur, and Vice Chancellor, GGTU, Dr A K Singh, Vice Chancellor, Rani Lakshmi Bai Central Agricultural University (RLBCAU), Jhansi, Uttar Pradesh. Other representatives from ICMR were present during the Inaugural Session. This was followed by the welcome address and release of the conference Souvenir, marking the formal inauguration. In their addresses, the dignitaries emphasised interdisciplinary research, innovation, and collaboration for addressing global challenges in agriculture, health, and sustainability, with Dr N S Rathore highlighting institutional partnerships and Dr A K Singh stressing agricultural advancements for food security.

At the outset of the technical sessions, distinguished keynote speakers and delegates from both international and national institutions were warmly welcomed and felicitated by the organising committee in recognition of their significant contributions to their respective fields and their presence at the conference.

The first technical session on 'Food Security and Sustainable Agriculture' was moderated by Dr. Sweety Ahalawat, with Dr. A K Singh as Chairperson and Dr. K K Singh as Co-Chairperson. The session commenced with keynote presentations by eminent international experts. Dr. Shrishail S. Navi, Iowa State University, USA, delivered a lecture on 'Managing Major Soybean Diseases and their Economic Implications in Global Trade'. This was followed by Prof. Madhurababu Kunta from Texas A&M University-Kingsville, USA, who discussed the current status and management of Citrus Huanglongbing in Texas. Dr. Edgar H Nieto-Lopez from Iowa State University, Ames, USA, further contributed with his presentation on species identification of *Cercospora* leaf blight and purple seed stain in soybean. The session included six oral presentations covering diverse aspects of sustainable agriculture, such as pesticide dynamics, biological control, and crop stress tolerance. The keynote speakers and distinguished delegates were formally felicitated for their valuable contributions, followed by interactive discussions. The session concluded with a formal vote of thanks.

The Session on 'Allied Sciences and Biomedical Integration' was conducted under the moderation of Dr. Kaminee Sahu, with Prof. Syed Ziaur Rahman as Chairperson and Dr. M Mohanan as Co-chairperson. The session commenced with a welcome address and introduction of the speakers. Prof. Syed Ziaur Rahman, Chairman, Department of Pharmacology, JNMCH, Aligarh, delivered a keynote lecture on 'Recent Advances in Allied and Pharmacological Sciences, highlighting translational research and clinical applications. Dr. Kaminee Sahu, School of Pharmacy and Research Centre, Sanskriti University, presented her lecture on 'Stimuli-responsive Drug Delivery Systems for Controlled Release Applications'. The session featured six oral presentations addressing topics such as anti-psoriasis therapies, vitamin D deficiency, microbiome dysbiosis, and environmental toxicology. The keynote speakers and participating delegates were duly felicitated. The session concluded with remarks from the Chair and a formal vote of thanks.

The Session on 'Nutritional Biochemistry, Molecular Nutrition and Omics Approaches' was moderated by Dr. Sweety Ahalawat, with Dr. B L Patil, ICAR-IIHR, Karnataka as Chairperson and Dr. Praveen Prakash, Head, Plant Physiology, BHU, Varanasi as Co-chairperson. The session commenced with a welcome address, followed by keynote lectures from distinguished experts. Dr. Basavaprabhu L Patil, Scientist, ICAR–Indian Institute of Horticultural Research (IIHR), Karnataka, delivered a comprehensive lecture on 'Plant Viral Diseases and their Biotechnological

Management, Emphasising Molecular Tools for Effective Disease Control'. This was followed by Dr. Yogendra Kaushik, Progressive Farmer, who spoke on organic farming. The session comprised nine oral presentations covering key areas such as high-throughput phenotyping, genomic selection, drought stress tolerance, and bioinformatics-driven approaches. The keynote speakers and delegates were formally felicitated by the organising committee. The session concluded with remarks from the Chair and a formal vote of thanks.

The Session on 'Human Nutrition and Health' was moderated by Dr. Kaminee Sahu, with Dr. Raghuram Bhatta as Chairperson and Dr. Kundan Kumar Chaubey as Co-chairperson. The session commenced with a welcome address, followed by keynote lectures. Dr. Ebrahim Noroozi from McGill University, Macdonald Campus, Food Science Department, Canada delivered a lecture on 'Occupational Health and Safety in the Food and Beverage Industry', emphasising workplace safety standards and regulatory compliance. This was followed by Dr. Raghuram Bhatta, Pro Vice Chancellor, Sanskriti University, who presented on 'Human Nutrition and Health, Highlighting the Role of Balanced Nutrition and Preventive Healthcare Strategies'. The session included five oral presentations covering obesity management, medicinal plant validation, integrative healthcare, and functional food development. The keynote speakers and delegates were felicitated for their valuable contributions. The session concluded with remarks from the Chair and a formal vote of thanks.

Subsequently, Technical Session on 'Food Science, Food Safety and Quality Assurance' was moderated by Dr. Vijaya Tomar, with Dr. Madan Pal as Chairperson and Prof. Saraswati Ghosh as Co-chairperson. The session commenced with a welcome address, followed by keynote lectures. Dr. Zeeshan Ahmad, Research Scientist, Wayne State University, Michigan, USA, presented on ferroptosis in bacterial endophthalmitis, providing valuable insights into cellular mechanisms. This was followed by Dr. Pravin Prakash, Head, Department of Plant Physiology, Institute of Agricultural Sciences, Banaras Hindu University, Varanasi, who delivered a lecture on the 'Role of Melatonin in Improving Postharvest Shelf Life and Mitigating Stress Responses in Crops'. The session included four oral presentations focusing on crop modeling, veterinary sciences, and food processing technologies. During the session, Dr. Vijaya Tomar was formally felicitated by Dr. N S Rathore and Dr. M B Chetti in recognition of her contributions and effective moderation. The keynote speakers and delegates were also felicitated. The session concluded with remarks from the Chair, appreciation of participants, and a formal vote of thanks.

The Technical Session on 'Innovation, Technology and Future Food Systems' was moderated by Dr. Kaminee Sahu, chaired by Dr. Siddayya S., Professor and Head, Institute of Agri-Business Management, UAS, Bengaluru, and co-chaired by Dr. Gangadhar Hugar. The session commenced with a welcome note followed by a series of keynote lectures. Dr. Avinash Gopa from Avyagraha Research and Analytics LLP, Ballari, Karnataka, presented an AI-powered decision support system for sustainable sericulture. Dr. Sharan Angadi, Director, Foundation for Advanced Training in Plant Breeding ATPBR, discussed the strategic role of crop breeding and seed innovation in ensuring future food security. Prof. Madan Pal from the IARI, New Delhi, elaborated on physiological strategies for enhancing climate resilience in crops, while Prof. Kadambot Siddique from the University of Western Australia, Australia, highlighted sustainable crop residue management practices. He was felicitated by the Vice Chancellor for his kind gesture of taking the trouble to travel all the way from Australia and visiting Sanskriti University to attend ICAPHS. Dr. Siddayya was also felicitated by the Vice Chancellor for chairing the session and delivering a keynote talk. He was also awarded the 'Best Academician Award' for his contributions in improving the quality of Agriculture Education, student mentoring, and improving the examination system. Dr. Suriya Rahman from Imam Abdulrahman bin Faisal University, Dammam, Saudi Arabia, contributed insights into bio-nanotechnology for combating drug-resistant infections. The session featured six oral presentations focusing on machine learning applications, crop genetics, remote sensing, and nutritional interventions. All keynote speakers and participating delegates were felicitated. The session concluded with closing remarks and a formal vote of thanks. The event concluded on a successful note, with all technical sessions conducted seamlessly, showcasing diverse interdisciplinary research and innovation.

International Conference on Environmental Research and Innovation

A two-day International Conference on 'Environmental Research and Innovation for Sustainable Engineering' is being jointly organised by the Algal EcoTechnology and Sustainability (AETS) Group and Sustainable Waste Utilisation to Enhance Economy Lab (STWUTEE Lab), Indian Institute of Technology Indore, Madhya Pradesh from August 07-08, 2026. The event brings together researchers, engineers, policymakers, and industry professionals worldwide to advance environmental science and sustainable engineering. The Themes of the event are:

River and Wetland Restoration

- Hydrogeochemistry and Natural Contaminant Dynamics.
- Risk Assessment and Exposure Pathways.

Wastewater Treatment* and *Resource Recovery

- Biological and Nature-based Treatment Systems.
- Resource Recovery and Wastewater Valorisation.

Environmental Policy, Governance and Sustainability

- Climate Policy, Carbon Management and Net Zero Pathways.
- Sustainability Assessment, ESG and SDG Integration.

Solid Waste Management* and *Circular Economy

- Solid Waste Characterisation and Material Flow Analysis.
- Waste Processing and Treatment Technologies.

Emerging Contaminants

- Occurrence and Characterisation of Emerging Contaminants.
- Environmental Fate, Transport and Transformation.

Other Allied Areas in Sustainable Engineering

- Life Cycle Assessment and Carbon Footprint.
- Remote Sensing, GIS and Geospatial Technologies.

For further details, contact Convenor, Dr. Mayur Shirish Jain, Department of Civil Engineering, Indian Institute of Technology Indore-453552, Madhya Pradesh, Phone No: 08359038280, E-mail: *enrise@iiti.ac.in*. For updates, log on to: *www.enrise.iiti.ac.in*

National Conference on Next-Generation Innovations

A two-day National Conference on 'Next-Generation Innovations in Drug Discovery' is being organised by the Department of Biotechnology, National Institute of Technology Raipur, Chhattisgarh from August 27-28, 2026 through hybrid Mode. The event aims to bring together researchers, academicians, scientists, students, and industry professionals to share cutting-edge developments in pharmaceutical and biomedical sciences.

Computational and AI-Driven Drug Discovery

- Computational Approach in Drug Discovery (CADD).
- Artificial Intelligence and Machine Learning in Pharma.
- Molecular Docking, Dynamics, and QSAR Modelling.

Advanced Therapeutic Approaches

- Advanced Biologics and Immunotherapy.
- Genetic and Nucleic Acid Therapies.
- Pharmacogenomics and Precision Medicine.

Drug Delivery and Nanotechnology

- Nanotechnology and Advanced Drug Delivery Systems.
- Nanoparticle-based Formulations and Targeting.

Traditional and Integrative Medicine

- Plant-based Therapy and Phytochemicals.
- Ayurvedic Approach and Ethnopharmacology.
- Industry and Strategic Trends.
- Strategic and Industrial Trends in Pharma R&D.
- Drug Repurposing and Regulatory Affairs.

For further details, contact Dr. J Satya Eswari, Associate Professor, Department of Biotechnology, National Institute of Technology Raipur, Raipur–492010, Chhattisgarh, Mobile No: 08919640943, E-mail : *ngidd2026_biotech@gmail.com.* For updates, log on to: *https://www.nitrr.ac.in/conference.php* ❑

AIU Invites EoI/Proposals for Collaboration for Organising

ANVESHAN- Student Research Conventions – 2026-27

Association of Indian Universities organises ***Anveshan*-Student Research Convention** every year to identify and nurture the young talents and budding researchers in the member universities/institutions. In these Conventions, Innovative Research Projects are invited from the students (Undergraduate to Ph. D level), and assessed by a group of experts in the field on a set of well-laid criteria. The best Research Projects are conferred with certificates and awards. The Projects are invited from the following disciplines:

i) Basic Sciences & Applied Sciences.

ii) Engineering and Technology.

iii) Agriculture and allied fields.,

iv) Health Sciences and allied fields.

v) Social Sciences, Humanities, Commerce, Business Management, and Law.

vi) Interdisciplinary Research.

The Conventions are to be held at two levels, i.e., *Zonal and International*. The duration of each convention is of *two days* (may be extended to 3rd day depending upon the Number of Projects Entry received). These events are to be conducted in the current Financial Year i.e. before **March 31, 2027**.

AIU invites proposals from member universities/institutions for collaboration in organising these Conventions in Four Zones **-** *East, West, North, South and One International Level Convention*. Interested Member universities/institutions may send their Expression of Interest (EoI) along with a proposal duly endorsed by the Vice Chancellor/Head of the Institutions to AIU at the following address:

Dr Amarendra Pani, Joint Director & Director (i/c), Research Division, Association of Indian Universities, AIU House, 16/ Comd. Indrajit Gupta Marg, New Delhi – 110 002, E-mail: *anveshan.aiu@gmail.com*

The proposals are required to be submitted latest by **May 31, 2026.** The Event will be finalized on mutually convenient dates and terms and conditions laid down by AIU. For any further query please contact on: 011-23230059, Extn-202/217, E-mail: *anveshan.aiu@gmail.com.* The details can also be downloaded from the AIU Website: *www.aiu.ac.in*

N.B.: AIU is not a Funding Organization. All these events are AIU activities for which Collaboration from member Universities/Institutions are solicited. Primarily, the events will be conducted under the banner of AIU and on the basis of the guideline provided by the AIU. The details of terms and conditions will be communicated on selection of the Proposal. Mere submission of EoI/Proposals does not qualify for the final selection of the Host University. AIU reserves the right to select the Host Universities on discretion. **Proposal must be sent to AIU with the Approval /Endorsement of Vice Chancellor/ Head of the Institution.**

ASSOCIATION OF INDIAN UNIVERSITIES

EXPRESSIONS OF INTEREST

Association of Indian Universities, an apex-level representative organisation of universities and other Higher Education Institutions, invites Expressions of Interest (EoI) from its member universities for hosting a series of Zonal Conferences on the theme: *'Strategic Integration of Artificial Intelligence (AI) in Higher Education: Opportunities, Challenges and Implications'.*

Artificial Intelligence (AI) is rapidly transforming the landscape of higher education, influencing teaching-learning processes, research, innovation, and institutional governance. In alignment with the vision of the National Education Policy—2020, there is an increasing need for a structured, collaborative, and ethical approach towards integrating AI across higher education institutions in India.

To address these emerging opportunities and challenges, AIU proposes to organise a series of conferences across various Zones such as *North, South, East, West Zones* of the country and the final one at the National Level. These conferences aim to provide a platform for academic leaders, faculty members, policymakers, industry experts, and researchers to engage in meaningful dialogue, share best practices, and develop actionable strategies.

Key Themes of the Conference

- AI-enabled teaching and learning,
- Curriculum transformation and future skills,
- AI in research and innovation,
- Institutional governance and data-driven decision-making, and
- Ethical, social, and equity dimensions of AI.

Role of Host Institutions

Selected universities will host the zonal conferences in coordination with AIU and will be responsible for:

- Organising the conference and managing logistics,
- Facilitating participation from relevant stakeholders, and
- Preparing and submitting a detailed report of the proceedings.

Financial Support

AIU will provide financial assistance of:

- **₹2,00,000** to each host university for zonal conferences
- **₹3,00,000** for the National Level Conference (where applicable)

Submission Details

Interested universities may submit their Expression of Interest, indicating:

- Preferred zone,
- Proposed two set of dates,
- Institutional preparedness and relevant experience, and
- Details of Nodal/ Coordinating Officer.

The EoI should be submitted within **May 20, 2026** via email to:

Dr Amarendra Pani
Joint Director & Director (i/c), Research Division
Association of Indian Universities
AIU House, 16 Comd. Indrajit Gupta Marg, New Delhi – 110 002
E-mail: *researchaiu@gmail.com*

Host institutions will be selected based on Institutional capacity, Regional representation and Alignment with the objectives of the initiative. The allocation of the event to the university will be based on terms and conditions as laid down by AIU.

THESES OF THE MONTH

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

Accountancy

1. Vaghela, Jigarkumar Laljibhai. **Exploring the inter-relationship of corporate governance practices, accounting conservatism and corporate performance for selected Indian listed firms**. (Dr. C R Marvadi), School of Commerce, Gujarat University, Ahmedabad.

Business Administration

1. Nirmalraj, R J T. **Influence of medical tourism destination and medical service quality on re-visit intention**. Department of Business Administration, Hindustan Institute of Technology and Science (Deemed to be University), Chennai.

Commerce

1. Bhat, Mushtaq Ahmad. **Impact of supply chain cost management on competitive advantage: A study of select Indian companies**. (Prof. Mohi Ud Din Sangmi), Department of Commerce, University of Kashmir, Srinagar.
2. Bhatia, Deepa Keshav. **An empirical study on brand preference and customer satisfaction of selected household durables in selected cities of Gujarat**. (Dr. Kalpesh D Naik), Department of Commerce & Business Management, Maharaja Sayajirao University of Baroda,Vadodara.
3. Dantani, Akash Sureshbhai. **A study on the impact of Goods and Service Tax (GST) on middle income earners with reference to Panchmahls and Dahod District**. (Dr. Shivubhai C Vala), Department of Commerce, Saurashtra University, Rajkot.
4. Drakshayani, B A. **A comparative study on service quality towards online banking services among public and private sector banks**. (Dr. Rajeena Syed), School of Economics & Commerce, CMR University, Bengaluru.
5. Gill, Preeti. **Participation of women in financial decision making: An empirical study**. (Dr. Subhash Chand), Department of Commerce, Kurukshetra University, Kurukshetra.
6. Himani. **Role of digital financial services in financial inclusion**. (Dr. Subhash Chand), Department of Commerce, Kurukshetra University, Kurukshetra.
7. Kumawat, Sangeeta. **An empirical study on permission marketing and privacy concerns among selected youth in the State of Rajasthan, India**. (Dr. Vilas Z Chauhan), Department of Commerce & Business Management, Maharaja Sayajirao University of Baroda,Vadodara.
8. Nair, Shreya Sunil. **Influence of innovation on financial performance: Evidence from Indian companies**. (Dr. Natchimuthu N), Department of Commerce, Christ (Deemed to be University), Bengaluru.
9. Parmar, Umesh. **An empirical study on the impact of GST on business and consumer practices with special reference to Rajasthan State**. (Dr. Jatin Yadav), Faculty of Commerce, Bhagwant University, Ajmer.
10. Patel, Saurabh Kiritkumar. **Performance evaluation of the leading health insurers in India**. (Dr. Bhavesh Lakhani), Department of Commerce, Gujarat University, Ahmedabad.
11. Sahu, Ragubir. **Impact of audit committee characteristics on financial reporting quality-Indian Panorama**. (Dr. Rajat Deb), Department of Commerce, Tripura University, Suryamaninagar.
12. Yadav, Priyanka. **Impact of ESG linked executive compensation on financial performance of Indian listed companies**. (Dr. Vidhi Bhargava and Dr. Anuja Pandey), Amity College of Commerce, Amity University, Gurugram.
13. Yankson, Michael Kwesi. **An analysis of training and development need identification and training and development practices adopted by selected banks of Ghana**. (Dr. Sushilkumar M Parmar), Department of Commerce & Business Management, Maharaja Sayajirao University of Baroda,Vadodara.

Economics

1. Das, Moitreyee. **Community based tourism development: A tool for sustainable tourism with special emphasis on Chakrasila Wildlife Sanctuary, Assam**. (Dr. Pranti Dutta), Department of Economics, Assam Don Bosco University, Guwahati.

2. Goklani, Rajani Jagdishkumar. **A study of the performance and prospects of MSME sector in India**. (Dr. Archana Fulwari), Department of Business Economics, Maharaja Sayajirao University of Baroda,Vadodara.

3. Roy, Sukanti. **Women empowerment for economic development: A study of tribal married women in Tripura**. (Prof. Subhrabaran Das), Department of Economics, Tripura University, Suryamaninagar.

4. Varghese, Clerin. **Sustainable development goals and profiling E wash in Agaram Town Panchayat Dindigul District Tamil Nadu**. (Dr. S Ramaswamy), Department of Economics, The Gandhigram Rural Institute (Deemed to be University) Gandhigram, Dindigul.

Education

1. Banerjee, Riya. **Academic preparation of senior secondary school students for admission to professional and technical programmes: A study**. (Dr. Niradhar Dey), School of Education, Indira Gandhi National Open University, New Delhi.

2. Bindu, T P. **Impact of working memory and attention on bilingual and multilingual UG students**. (Dr. A Jahitha Begum), Department of Education, The Gandhigram Rural Institute (Deemed to be University) Gandhigram, Dindigul.

3. Iyarkkaiyamma. **Value based curricular inputs evidences from teachers perception content analysis and case study at primary level**. (Dr. A Jahitha Begum), Department of Education, The Gandhigram Rural Institute (Deemed to be University) Gandhigram, Dindigul.

4. Kachhap, Savitri. **Effect of constructivist approach on achievement in mathematics at secondary level**. (Prof. Harishankar Singh), Department of Education, Babasaheb Bhim Rao Ambedkar University, Lucknow.

5. Kalaivani, P. **Construction validation and effectiveness of EDGROWVERS application in enhancing geography achievement among eighth standard tribal school students**. (Dr. N Devaki), Department of Education, The Gandhigram Rural Institute (Deemed to be University) Gandhigram, Dindigul.

6. Kohilapriya, R. **Enhancing writing competence in English through executive control skills among UG students**. (Dr. A Jahitha Begum), Department of Education, The Gandhigram Rural Institute (Deemed to be University) Gandhigram, Dindigul.

7. Meenakshi, V. **Improving assessment skills of prospective teachers through higher order thinking skills**. (Dr. A Jahitha Begum), Department of Education, The Gandhigram Rural Institute (Deemed to be University) Gandhigram, Dindigul.

8. Neetu Rani. **Varishth madhyamik star ke vidyarthiyoan ke shaikshanik tanav ka sav-prabhavkarita, samajik samarthan aur shaikshanik uplabdhi ke sambandh mein adhyayan**. (Dr. Sushma Gupta), Department of Education, Kurukshetra University, Kurukshetra.

9. Panchal, Niharika Prabhubhai. **Construction and standardization of Gujarati language creativity test for the secondary school students**. (Dr. Gunjan Shah), Faculty of Education, Swaminarayan University, Gandhinagar.

10. Sharma, Riya. **Effect of yogic practices on emotional intelligence and self concept of secondary school students**. (Prof. Harishankar Singh), Department of Education, Babasaheb Bhim Rao Ambedkar University, Lucknow.

11. Sharma, Shilpa. **Mathematical anxiety among secondary school students in relation to their gender and type of school**. (Dr. Kalindi Lal Chandani), Faculty of Education, Bhagwant University, Ajmer.

12. Shyam Krishna, T P. **Study of the effects of socio cultural and economic factors on academic achievement of higher secondary students in Bharatpur Division (Raj)**. (Dr. Manish Bhatnagar), Department of Education, Jain Vishva Bharati Institute, Ladnun, District Nagaur.

13. Solanki, Jaswantsinh Harmansinh. **Effectiveness of a blended learning strategy to teach economics at higher secondary level**. (Dr. Jaishree Das), Department of Education, Maharaja Sayajirao University of Baroda,Vadodara.

14. Swarupdasji, Swami Harikrushna. **A comparative study of personality traits of students with high and low achievement**. (Dr. Gunjan Shah), Faculty of Education, Swaminarayan University, Gandhinagar.

15. Tomar, Pooja. **The operation of shadow education targeting aspirants of entrance examination: A case study in the context of concerns expressed by India's NEP (2020)**. (Dr. Anjuli Suhane), School of Education, Indira Gandhi National Open University, New Delhi.

16. Verma, Manisha Rani. **A study of the effectiveness of open educational resources on teaching-learning process**. (Prof. Bharti Dogra), School of Education, Indira Gandhi National Open University, New Delhi.

Home Science

1. Gupta, Monika. **Safety and security concerns for primary school children**. (Dr. Richa Verma), Department of Home Science, Dayalbagh Educational Institute, Agra.

2. Jadon, Priya. **Impact of interventions on the performance of self help groups in Agra District**. (Prof. Sangita Saini and Prof. Pramod Kumar), Department of Home Science, Dayalbagh Educational Institute, Agra.

3. Pattnayak, Chinmayee. **Impact of nutrition education programme on nutritional status and nutrition knowledge of college going girls in urban and rural areas of Odisha**. (Dr. Ila Joshi), Department of Media Education, IIS (Deemed to be University), Jaipur.

4. Saiyed, Shohrat Saiyedali. **Preservation and advancement of handloom heritage of Gujarat through integration of CAD**. (Dr. Reena Bhatia), Department of Clothing and Textiles, Maharaja Sayajirao University of Baroda,Vadodara.

5. Soni, Neha Harendra. **Impact of customized nutrition intervention and personalized counseling to achieve nutrition targets in Diabetic Kidney Disease (DKD) patients at tertiary care hospital of Rural Vadodara**. (Prof. Komal Chauhan), Department of Foods and Nutrition, Maharaja Sayajirao University of Baroda,Vadodara.

Journalism & Mass Communication

1. Birjais Zahira. **Pattern of resistance writing by women: A study of select women writers of Indian sub-continent**. (Prof. Syeda Afshana), Department of Media Education, University of Kashmir, Srinagar.

2. Preeti. **Kala, sanskritik evam sahityik patrakarita: Ek anusheelan (Jaipur ke pramukh Hindi dainik samacharpatro ke sandarbh mein)**. (Dr. Ruchi Goswami), Department of Journalism & Mass Communication, IIS (Deemed to be University), Jaipur.

3. Sharma, Geeta. **Assessing the efficacy of AI-generated versus human generated images in online advertising: A comparative study**. (Dr. Ruhi Lal), Department of Journalism & Mass Communication, Manav Rachna International Institute of Research and Studies, Faridabad.

Law

1. Agarwal, Vipin. **Issues and challenges towards the implication of international trade law after globalization: A study of specific treaties**. (Dr. Shreejaya Patil), School of Legal Studies, Sangam University, Bhilwara.

2. Agrawal, Aditya. **Sovereignty, surveillance and suspicion: A genealogical study of India's counter-terrorism laws and democratic accountability**. (Dr. Pankaj Umbarkar), Faculty of Law, Hidayatullah National Law University, Raipur.

3. Badgaiyan, Shriya. **A timer to forget: The quest for a legislative framework on right to be forgotten in India**. (Dr. Deepak Kumar Srivastava and Dr. Y Papa Rao), Faculty of Law, Hidayatullah National Law University, Raipur.

4. Bagchi, Sayantani. **Constitutionalism in action: The interplay between constitution, constitutional conventions and political norms**. (Prof. Shameek Sen), Faculty of Law, The West Bengal National University of Juridical Sciences, Bidhannagar, Kolkata.

5. Chaubey, Avatar. **Protection of migrant workers: A critical study with specific consideration to Bundelkhand Region**. (Dr. Om Prakash), School of Legal Studies, Sangam University, Bhilwara.

6. Choudhury, Joyjit. **Role of central armed police forces in combating cross-border crimes: A study of the Indian legal framework with special reference to the situation in North Bengal Region of West Bengal**. (Prof. Rathin Bandyopadhyay), Department of Law, University of North Bengal, Darjeeling.

7. Gondhalekar, Priya Saurabh. **Legal regulation of artificial intelligence in India**. (Dr. Ashok P Wadje), Department of Law, Maharashtra National Law University, Chhatrapati Sambhajinagar.

8. Gupta, Sakshi. **A study on digital markets in India: Challenges from competition law perspective**. (Prof. K V S Sarma and Dr. Tanaya Tarai), Faculty of Law, Maharashtra National Law University, Chhatrapati Sambhajinagar.

9. Nayak, Khyati. **Efficacy and effectiveness of the Indian corporate insolvency regime: A critical analysis with special reference to the real estate sector in Delhi (NCR) and Mumbai (MMR)**. (Prof. Kondaiah J), Department of Law, Maharashtra National Law University, Chhatrapati Sambhajinagar.

10. Nazar, S. **Right to guardianship and maintenance under Indian legal system compared to Sharia: A critical study**. (Dr. N Binu and Dr. Sanjaya Choudhury), Faculty of Law, Bhagwant University, Ajmer.

11. Ojha, Pranav Anand. **The protection of traditional culture expression in India: A critical study**. (Prof. K V S Sarma and Dr. Tanaya Tarai), Faculty of Law, Maharashtra National Law University, Chhatrapati Sambhajinagar.

12. Pandey, Shailesh Kumar. **Evaluating the effectiveness of the right to free legal aid among the Scheduled Tribes of Chhattisgarh: An empirical study**. (Dr. Balwinder Kaur), Faculty of Law, Hidayatullah National Law University, Raipur.

13. Parmar, Swati Singh. **The neutrality of state consent and sovereignty in cases of intervention by invitation in international legal theory**. (Prof. Yogendra Kumar Srivastava), Faculty of Law, Hidayatullah National Law University, Raipur.

14. Pooja Kumari. **Expanding horizons of constitutional morality in India: A comparative study with special reference to United Kingdom**. (Dr. Preety Jain), Department of Law, Kurukshetra University, Kurukshetra.

15. Priya Kumari. **Public private partnership in addressing climate change: A critical study**. (Prof. K V S Sarma and Prof. Kondaiah J), Faculty of Law, Maharashtra National Law University, Chhatrapati Sambhajinagar.

16. Rathi, Priyanka. **Taxable amount under Indian Goods and Services Tax and European Union Value Added Tax laws: A comparative analysis with special reference to taxability of liquidated damages**. (Dr. Anindhya Tiwari), Faculty of Law, Hidayatullah National Law University, Raipur.

17. Sharma, Paluck. **Constitutional validity of criminalizing marital rape in India: A socio-legal study**. (Dr. Kiran Kori and Dr. Ayan Hazra), Faculty of Law, Hidayatullah National Law University, Raipur.

18. Sheena, C S. **Caste based reservation policy as to employment and education in India: A critical study**. (Dr. N Binu and Dr. Sanjaya Choudhury), Faculty of Law, Bhagwant University, Ajmer.

19. Siji Kumar, G. **A critical study on the statutory dispute redressal mechanisms envisaged under ELE Act, 2003 in reducing cases before conventional courts: A Kerala Perspective**. (Dr. N Binu and Dr. Antima Baldwa), Faculty of Law, Bhagwant University, Ajmer.

20. Singh, Shashank Shekhar. **Convergence in the practice of legal aid to improve access to justice: A study in special reference to Purvanchal Region of Uttar Pradesh**. (Dr. Viswadeepak Bhatnagar), School of Legal Studies, Sangam University, Bhilwara.

21. Swami, Aparna. **Rights of prisoners in India: A study with special reference to right to free legal aid**. (Dr. Reetika Bansal), Department of Law, Maharishi Markandeshwar (Deemed to be University), Ambala.

22. Thiruppathi, A. **Indian taxation policy related to transfer pricing in the new international economic order: A critical study**. (Prof. K S Sarwani and Dr. P Brinda), School of Excellence in Law, The Tamil Nadu Dr Ambedkar Law University, Chennai.

23. Verma, Subhash Chander. **Constitutional safeguards to the backward classes in India: A study of changing dimensions and judicial developments**. (Dr. Dalip Kumar), Department of Law, Kurukshetra University, Kurukshetra.

Library & Information Science

1. Balachandran, S. **A VPN based strategy to manage library management systems and exchange library repositories**. Department of Library and Information Science, Hindustan Institute of Technology and Science (Deemed to be University), Chennai.

Management

1. Ali, Afsar. **Strategic performance evaluation in FMCG sector: An empirical study**. (Dr. Sumaira), Department of Management Studies, University of Kashmir, Srinagar.

2. Dharitri, Basumatary. **Impact of corporate governance on firm performance**. (Dr. Ashok Kumar Sar), KIIT School of Management, Kalinga Institute of Industrial Technology, Bhubaneswar.

3. Dhiman, Shallu. **Impact of ethical practices on organisational commitment and job performance of employees after mergers and acquisitions in Indian public sector banks**. (Dr. Sultan Singh), Department of Management, Maharishi Markandeshwar (Deemed to be University), Ambala.

4. Gurucharan Singh. **Exploring the potential of smart hotels for Indian market: A generation Z prospective**. (Dr. Rakesh Sharma), Department of Hotel Management, Maharishi Markandeshwar (Deemed to be University), Ambala.

5. Jakhar, Deepak. **A study on talent management practices in selected District central co-operative banks in Haryana**. (Dr. Rachin Suri), Department of Management, Maharishi Markandeshwar (Deemed to be University), Ambala.

6. Mahapatra, Somalee. **Issues and challenges of biomedical waste management practices in dental healthcare institutions**. (Prof. Manoranjan Dash and Prof. Aurolipy), Department of Management, Siksha O Anusandhan (Deemed to be University), Bhubaneswar.

7. Mathur, Dhiraj. **Resource mobilization by micro, small and medium enterprises in India: An exploratory research**. (Dr. Piyush Kumar and Dr. Pradeep Kumar Hota), L M Thapar School of Management, Thapar Institute of Engineering and Technology (Deemed to be University), Patiala.

8. Meena Kumari, D H. **A study on behaviour of stock market investors with reference to Rayalaseema Region of Andhra Pradesh**. (Dr. G Krishna Mohan), School of Management Studies, Jawaharlal Nehru Technological University Anantapur, Ananthapuramu.

9. Nagaveni, R. **A study on the impact of behavioural finance on selecting investment avenue by salaried women investors in the Rayalaseema Region of Andhra Pradesh**. (Dr. B C Lakshmanna and Dr. M L S Deva Kumar), School of Management Studies, Jawaharlal Nehru Technological University Anantapur, Ananthapuramu.

10. Naik, Sathesh B. **Evaluation of growth and development of micro small and medium enterprises in Anantapur District of Andhra Pradesh**. (Dr. Madala Subba Rao and Dr. T Narayana Reddy), Faculty of Management, Jawaharlal Nehru Technological University Anantapur, Ananthapuramu.

11. Reddy, Konga Subba. **Impact of social media on brand image of online stores: A study with special reference to Andhra Pradesh**. (Dr. T Narayana Reddy), School of Management Studies, Jawaharlal Nehru Technological University Anantapur, Ananthapuramu.

12. Saini, Sumit. **An exploration of antecedents and consequences of spiritual intelligence on organizational commitment and effectiveness**. (Dr. Rajan Sharma), Department of Management, Kurukshetra University, Kurukshetra.

13. Sangisetty, Rajyalakshmi. **An empirical study on socio-economic empowerment of women entrepreneurs through micro finance: With special reference to Anantapuramu District of Andhra Pradesh**. (Dr. Madala Subba Rao), School of Management Studies, Jawaharlal Nehru Technological University Anantapur, Ananthapuramu.

14. Sindu, Bharathi S K. **Innovative work behaviour and strategic flexibility in the relationship between human resource practices and job satisfaction among physicians in multispeciality hospitals**. (Dr. Sujatha S), Department of Management Studies, SRM Institute of Science and Technology, Kattankulathur, Chennai.

15. Srivastava, Monika. **A study on characteristics of Millennials in Indian context**. (Dr. Manish Dhingra), Faculty of Commerce and Management, Rama University, Kanpur.

16. Surya, S M. **A study on the strategic human resource management practices on the performance effectiveness of cooperative hospitals in Kerala**. (Dr. B Tamilmani), Department of Cooperation, The Gandhigram Rural Institute (Deemed to be University) Gandhigram, Dindigul.

Physical Education & Sports

1. Sangwan, Naveen. **Investigating the body composition and fitness status of elementary school students**. (Dr. Rohit), Department of Physical Education, Chaudhary Ranbir Singh University, Jind.

Political Science

1. Bharat. **Designing, pilot testing and implementing the Brahmavakya module as a tool for religious nonviolent peacebuilding: With reference to ancient India's Jain, Buddhist and Hindu meditation texts on soteriology**. (Dr. Vandana Kundalia), Department of Non Violence and Peace, Jain Vishva Bharati Institute, Ladnun, District Nagaur.

2. Jha, Pinku. **Ideas of welfare in the Mahabharata (including the Bhagavad Gita) and their impact on the political thought of select modern Indian thinkers**. (Prof. Amit Dholakia), Department of Political Science, Maharaja Sayajirao University of Baroda,Vadodara.

3. Sharma, Nitu. **Dimension of socio ethical studies of Panchatantra and its impact on the Indian value system**. (Dr. Vandana Kundalia), Department of Non Violence and Peace, Jain Vishva Bharati Institute, Ladnun, District Nagaur.

Psychology

1. Chacko, Alice. **A study on emotional maturity and interpersonal relationship among catholic consecrated women: An intervention study**. (Dr. Maria Choudhury and Dr. Sabiha Alam Choudhury), Department of Psychology, Assam Don Bosco University, Guwahati.
2. Harpal Singh. **Construction and standardization of an aptitude test for counselling psychology**. (Dr. Hardeep Lal Joshi), Department of Psychology, Kurukshetra University, Kurukshetra.

Social Work

1. Francis, Christina. **Parent mediated home interventions for families having children with specific learning disabilities**. (Dr. Mathew P M), Department of Social Work, Christ (Deemed to be University), Bengaluru.
2. Kuriakose, Alen. **Development of an intervention model for students with specific learning disabilities in higher education**. (Dr. Hemalatha K), Department of Social Work, Christ (Deemed to be University), Bengaluru.
3. Turak, Adnan Abdulrehman. **An action-linked study of implementation of anti-corruption laws in selected sectors of governance: Social work perspective**. (Dr. Leena Mehta), Department of Social Work, Maharaja Sayajirao University of Baroda,Vadodara.

Sociology

1. Bajpai, Suyash Sagar. **Impact of corporate retailing and e-commerce in small cities and towns: A study in economic sociology (With special reference to Chhatarpur District)**. (Dr. Shashikant Awasthi and Dr. Mamta Bajpai), Department of Sociology, Maharaja Chhatrasal Bundelkhand University, Chhatarpur.
2. Bashir, Andleeb. **Women empowerment in Kashmir: A study of skill development programmes**. (Dr. Humaira Showkat), Department of Sociology, University of Kashmir, Srinagar.
3. Roy, Ajay Kumar. **Quality of life of elderly in rural Bihar role of health and social security**. (Prof. B K Pattanaik), School of Extension and Development Studies, Indira Gandhi National Open University, New Delhi.

Tourism & Hospitality Services

1. Antony, Neenu. **HRM challenges in tourism sector: A study on mental health and employee wellbeing**. (Dr. Joby Thomas), Department of Tourism Management, Christ (Deemed to be University), Bengaluru.
2. Bhat, Waseem Ahmad. **Impact of entrepreneurial ecosystem on rural tourism entrepreneurial intention: Exploring the mediating role of self-efficacy**. (Dr. Reyaz Ahmad Qureshi and Dr. Zubair Ahmad Dada), Department of Tourism, Hospitality and Leisure Studies, University of Kashmir, Srinagar.

Physical Education & Sports

1. Kriti Raj. **A comparative study of physiological and psychological variables of school level volleyball players through yogic asanas and pranayams**. (Dr. Gaganendu Dash and Dr. Manamohan Rout), KIIT School of Sports and Yogic Sciences, Kalinga Institute of Industrial Technology, Bhubaneswar.
2. Mohapatra, Chandan Kumar. **A comparative study of the selected yogic asanas and kriyas on the shooting ability of college level archers**. (Dr. Gaganendu Dash and Dr. Manamohan Rout), KIIT School of Sports and Yogic Sciences, Kalinga Institute of Industrial Technology, Bhubaneswar.
3. Surya Prakash. **Modulation in Functional Magnetic Resonance Imaging (FMRI), serum cortisol and psychological parameters in chronic alcoholics following meditation**. (Dr. Pratap Sanchetee), Department of Yoga and Science of Living, Jain Vishva Bharati Institute, Ladnun, District Nagaur. ❑

Swami Brahmanand Sanskrit Prabodhini's

SWAMI BRAHMANAND MAHAVIDYALAYA

Tapobhoomi, Kundaim, Ponda-Goa. 403115
Contact No. 9130066362/9130022353
Email: sbrahmavid.goa@gmail.com

VACANCIES

Application along with full bio-data, is invited by **The Secretary, Swami Brahmanand Sanskrit Prabodhini, Tapobhoomi, Kundaim, Ponda-Goa. 403115**, for its Swami Brahmanand Mahavidyalaya (Grant-in-aid College) from qualified and eligible candidates for the following posts so as to reach the undersigned **within 21 days** from the date of publication of this advertisement**:**

Sr. No	Post	Number of Vacancies
1	College Librarian	01 (UR) (Regular)
2	College Director of Physical Education	01 (UR) (Regular)
3	Jr. Stenographer	01 (UR) (Regular)

Qualifications, Pay Scale, Eligibility criteria and other service conditions for the above posts are as prescribed by UGC, Goa University and Government of Goa and other competent authorities.
Note: - For more details visit our website **www.brahmanandmahavidyalaya.in** and refer Goa University Statutes.
Date: 28/04/2026

Secretary
Swami Brahmanand Sanskrit Prabodhini

ATMIYA UNIVERSITY

(Established under the Gujarat Private University Act 11, 2018)

"Yogidham Gurukul", Kalawad Road, Rajkot - 360005. (Gujarat)

INVITES APPLICATIONS FOR APPOINTMENT OF

Dean

- Faculty of Science
- Faculty of Business and Commerce
- Faculty of Transformative Education (Consciousness Development / Indian Knowledge Systems / Sustainability / Humanistic Education)

Director

- Center for Student & Customer Initiatives (including Career progression & placements)

Academic Positions

(Professor / Associate Professor / Assistant Professor)

- Computer Science, Computer Engineering, Electronics and Communication, Pharmacy, Management, Commerce, English, Psychology, Economics, Liberal Studies

Administration

- Chief Finance & Accounts Officer
- Senior HR Executive
- Developer(Experience in ASP.NET MVC, Flutter)
- Quality Assurance tester (Experienced)

Co-ordinators & Support Staff

- Co-ordinator - Alumni Relations
- Laboratory Technician (Pharmacy)

- ✓ **Qualifications** as per **UGC** / related Regulatory Body norms.
- ✓ **Salary** will be commensurate with qualification, experience & performance.
- ✓ Interested candidates can apply online through career section of the university website within 15 days after the publication of the advertisement.
- ✓ For further details refer to the University website.

www.atmiyauni.ac.in

Advt. No. AU/HR/RE/001/2026

- Registrar

AGNEL INSTITUTE OF ENGINEERING AND MANAGEMENT

Formerly known as Agnel Institute of Technology & Design (AITD)

Agnel Technical Educational Complex, Assagao, Bardez, Goa – 403507

Tel: 9975797916 E-mail: principal@aiemgoa.ac.in Website: www.aiemgoa.ac.in

The management invites applications for the following positions:

Sr. No.	Department	Designation	No. of Posts	Nature of Appointment
01	Computer Engineering	Professor	01	Regular
		Associate Professor	01	Regular
02	Management Studies	Professor	01	Regular
		Associate Professor	01	Regular
		Assistant Professor	02	Regular

ESSENTIAL REQUIREMENTS:

- For Sr. No 1 and 2: Qualifications are strictly as per AICTE norms. For further details, kindly visit: **www.aicte.gov.in**
- 15 years Residence/Domicile Certificate in Goa issued by the competent authority (Office of Mamlatdar).

The application form may be downloaded from our website: www.aiemgoa.ac.in. Interested candidates are requested to send hard copies of their applications along-with self-attested copies of all relevant certificates and a recent photograph to "THE PRINCIPAL" within 15 days from the release of this advertisement to the above-mentioned address.

Sd/-
Fr. Agnelo Gomes
Director, ATEC

Thakur Educational Trust's (Regd.)

THAKUR RAMNARAYAN COLLEGE OF ARTS & COMMERCE

NAAC Accredited & ISO 21001:2018 Certified

Thakur Ramnarayan Educational Campus, S.V. Road, Dahisar (East), Mumbai - 400 068
Tel: 022 2828 1200 | Fax: 022 2828 1300 | www.trcac.org.in

MINORITY

APPLICATIONS ARE INVITED FOR THE FOLLOWING POST FROM THE ACADEMIC YEAR 2026-27:

SELF-FINANCE

Sr. No.	Cadre	Subject	Total No. of Post	Posts Reserved for
1.	**Principal**	-	01	01 – OPEN

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

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

"Qualifications, Pay Scales and other requirements are as prescribed by the UGC Notification dated 18th July, 2018, Government of Maharashtra Resolution No. Misc-2018/C.R.56/18/UNI-1 dated 8th March 2019 and University circular No. TAAS/(CT)/ICD/2018-19/1241, dated 26th March, 2019 and revised from time to time"

The Government Resolution & Circular are available on the website: mu.ac.in.

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

Applications with full details should reach to the **SECRETARY, THAKUR EDUCATIONAL TRUST'S, THAKUR RAMNARAYAN COLLEGE OF ARTS & COMMERCE, Thakur Ramnarayan Educational Campus, S.V. Road, Dahisar (E), Mumbai – 400068**, **within 15 days** from the date of publication of this advertisement. **This is University approved advertisement.**

Sd/
SECRETARY

Disha Bahuddeshiy Sevabhavi Sanstha's,

(Minority)

Peoples College of Forensic Science & Cyber Security, Disha College of Social Work, Matoshri Ramai College of Social Work

WANTED

Applications are invited from the eligible candidates for the posts of Principal/ Asst. Professor/ Librarian /Director of Phy.Edu./ Clerk in DBS Santhas **(1)** Peoples College of Forensic Science & Cyber Security, Shendra Parisar, Chatrapati Sambahajinagar (MS), **(2)** Disha College of Social Work, Shendra Parisar, Chatrapati Sambahajinagar (MS), **(3)** Matoshri Ramai College of Social Work, Badnapur, Jalna (MS) (All College posts are Full time /11 month Temporary and Permanent non-grant basis). The applications should reach us **within 15 days** from the date of this advertisement to the **Secretary, DBS Santhas, Jalna, C/OS.B. Suryawanshi `Pradnya` Samarth Nagar, Near New Civil Hospital, old Jalna (MS) - 431213**

Sr. No.	Post/Subject (Teaching)	No. of Post	Sr. No.	Post/ Subject (Teaching)	No. of Posts
01	**Principal**	**02**			
Assistant Professor UG/PG					
01	**Forensic Science**	**04**	**07**	**Social Work**	**12**
02	**Forensic Cyber / Cyber Security**	**03**	**08**	**English**	**02**
03	**Forensic Physics**	**02**	**09**	**Physical Director**	**02**
04	**Forensic Chemistry**	**02**	**10**	**Librarian**	**03**
05	**Forensic Psychology**	**01**	**11**	**Marathi**	**02**
06	**Forensic Biology**	**01**	**12**	**Low (CHB)**	**02**
Post /Subject (Non-Teaching)					
01	**Accountant**	**02**	05	**Clerk**	**04**
02	**Office Superintendent**	**03**	06	**Paharekari**	**04**
03	**Gardner**	**02**	07	**Peon**	**04**
04	**Vehicle Driver**	**02**	08	**Lab Assistant**	**04**

Educational qualifications, reservation, experience, pay & service conditions are as per the norms of UGC/Govt. of Maharashtra/ Dr. B.A.M.U Chh. Sambhajinagar/DBS Sansthas. Reserved candidates should forward one copy of application to the Asst. Registrar (Special Cell) Dr. B.A.M.U. Chh.Sambhajinagar (MS). No TA/DA will be paid.

Dr. Sushil Suryawanshi
Secretary
Disha Bahuddeshiy sevabhavi Sanstha, Jalna

Kisan Shikshan Prasarak Mandal, Hadolti's
Manjara Mahavidyalaya, Kanheri Road, Latur

WANTED

Applications are invited for the post of **Principal** to be filled in **Kisan Shikshan Prasarak Mandal, Manjara Mahavidyalaya, Kanheri Road, Latur. Dist. Latur.** (permanent non grant) (Maharashtra). Eligible candidates should submit their application along with all necessary documents **within 15 days** from the date of publication of the advertisement on the following address:

Sr. No.	Name of the Post (Designation)	No. of Post	Reservation
1	**Principal**	**One (01) Full Time**	**Unreserved**

A) Educational Qualifications:-

1. Ph.D. Degree **2.** Professor/Associate Professor with a total experience of fifteen years of teaching/research/ administration in Universities, Colleges and other institutions of higher education. **3.** A minimum of 10 research publication in peer reviewed or UGC listed journals. **4.** A minimum of 110 research score as per Appendix 11,Table-2 of UGC Regulations 2018.

B) Tenure :-

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

Salary & Allowances :-

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

Note:-

1. Prescribed application from is available on the University **website : (www.srtmun.in). 2.** No T.A.D.A. will be paid to attend the interview. **3.** Eligible Candidates should submit their application through proper channel. **4.** Attested Xerox Copies of S.S.C. Certificate, Degree Mark Sheet, etc. should be attached with the application form.

Secretory
Kisan Shikshan Prasarak Mandal, Manjara Mahavidyalaya,
Kanheri Road, Latur. Tq. Latur Dist. Latur. Mob. No. 9699505547 /9422071328

|| Vidya Evam Dhanam ||
Shree Hanuman Shikshan Prasarak Sanstha's
Sameer Gandhi Kala Mahavidyalaya, Malshiras

Tal- Malshiras, Dist- Solapur
(Affiliated to Punyashlok Ahilyadevi Holkar Solapur University, Solapur)
UNAIDED (NON-MINORITY)

Applications are invited from eligible candidates for the following **Posts of Principal & Assistant Professor:**
Officially Contact- 8888766543, 7767870107

Sr. No	Subject Designation	Total Vacant Post	Reservation
1	**Principal**	1	Open
2	Assistant Professor–English	1	SC- 02 (Female-01) ST- 02 (Female-01) VJ-A- 01 NT-B- 01 NT-D-01 SBC-01 OBC-05 (Female-01) EWS-02 (Female-01) SEBC-04 (Female-01) Open-04 (Female-01)
3	Assistant Professor–Hindi	1	
4	Assistant Professor–Economics	1	
5	Assistant Professor–Geography	2	
6	Assistant Professor–Political Science	1	
7	Assistant Professor–Psychology	1	
8	Assistant Professor–Commerce	3	
9	Assistant Professor–Chemistry	3	
10	Assistant Professor–Computer Science	3	
11	Assistant Professor–Botany	3	
12	Assistant Professor–Zoology	1	
13	Assistant Professor–Physics	1	
14	Assistant Professor–Mathematics	1	
15	**Director of Physical Education**	1	
Total Posts		**24**	

Note-: For detailed information regarding the posts, qualifications, and other terms and conditions, please visit the college website: **https://vkscsgac.in** and refer to the **'Recruitment Principal and Assistant Professor'** section on the home page.

Place: Malshiras
Date: 04.05.2026

General Secretary
Shri Hanuman Shikshan Sanstha
Malshiras

Radheya Charitable Trust
D.B.college of Pharmacy and Research, Mahalangra, Latur
(Approved by PCI, New Delhi, Recognised by Govt. of Maharashtra, DTE, Mumbai and Affiliated to Dr. Babasaheb Ambedkar Technological University, Lonere)

(Permanent Non-Grantable)

RECRUITMENTS

Applications are invited from the eligible candidates for the following Permanently Non-Grantable positions

Sr. No.	Subject/Department	Principal	Professor	Associate Professor	Assistant Professor
Course : B. Pharmacy					
01	Pharmaceutics	01	01	02	03
02	Pharmaceutical Chemistry (Including Pharma. Analysis)		01	02	03
03	Pharmacology		01	01	03
04	Pharmacognosy		01	01	01
05	Pharmacy Practice and related subject		01	01	01
06	Librarian				01
Total		**01**	**05**	**07**	**12**

Sr. No.	Position	Total Vacancies	SC	ST	DT/ VJ	NT-B	NT-C	NT-D	SBC	OBC	SEBC	EWS	OPEN
Course : B. Pharmacy													
1	Principal	01	-	-	-	-	-	-	-	-	-	-	01
2	Professor	05	01	-	01	-	-	-	-	01	01	-	01
3	Associate Professor	07	01	01	01	-	-	-	-	01	01	0	02
	सर्वसाधारण	06	01	01	01	-	-	-	-	01	01	0	01
	महिला	01	-	-	-	-	-	-	-	-	-	-	01
4	Assistant Professor + Librarian	12	02	01	01	01	-	-	-	02	01	01	03
	सर्वसाधारण	09	01	01	01	01	-	-	-	01	01	01	02
	महिला	03	01	-	-	-	-	-	-	01	-	-	01

1. Educational Qualifications, Experience, Pay Scale etc. applicable for the respective post is as per the norms specified by AICTE/PCI/COA, Govt. of Maharashtra and Dr. Babasaheb Ambedkar Technological University (DBATU), Lonere, Dist. Raigad and as modified from time to time.
2. Those who are in service should apply through proper channel.
3. In case of the post of Principal, the appointment is on tenure basis for a period of Five years or date of superannuation, whichever may be earlier, and may be extended by one more year.
4. Application received after the last date will not be considered. The College will not be responsible for any delay including postal delay, if any.
5. Incomplete applications or applications without the attested copies of supporting documents will not be entertained.
6. No TA-DA will be paid for attending the interview.
7. The applications giving full particulars and attested copies of all the supporting documents should reach to the under- signed **"The President/ Principal", Radheya Charitable Trust's, D.B.College of Pharmacy and Research, Latur-413513,** within 21 (Twenty One) days from the date of publication of advertisement.
8. महाराष्ट्र शासनाकडून वेळोवेळी निर्गमित करण्यात येणाऱ्या शासन निर्णय/आदेशानुसार विविध मागास प्रवर्ग, प्राविण्य प्राप्त खेळाडू, अनाथ, दिव्यांग, अस्थिव्यंग, मेंदूचा पक्षाघात, कुष्ठरोग मुक्त, शारीरिक वाढ खुंटणे, आम्ल हल्लाग्रस्त, स्नायू विकृती इत्यादींसाठी पदे आरक्षित राहतील.

.Place: Mahalnagra
Date: 14/03/2026

President,
Radheya Charitable Trust

Kisan Shikshan Prasark Mandal, Udgir Dist. Latur

WANTED

Applications are invited for the post of Principal (Granted) to be filled in **Kisan Shikshan Prasarak Mandal's Shivaji Mahavidyalaya, Udgir Dist. Latur (M.S.).** 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 advertisement is published as per NOC Letter JDHENanded/NOC/2026/58 Dt.10.03.2026.

Sr.	Name of the Post	Name of College	No of Post	Reservation
01	PRINCIPAL	Shivaji Mahavidyalaya, Udgir Tq. Udgir Dist. Latur	One	Unreserved

Educational Qualifications:

A. Eligibilities :-

1) A Master's Degree with at least 55% of the marks (or an equivalent grade in a point scale wherever grading system is followed) by a recognized University.
2) A Ph.D Degree in concerned/allied/relevant disciplines in the institution concerned with evidence of published work and research guidance.
3) Professor/Associate Professor with a total experience of fifteen years of teaching/research/ administration in Universities, College and other 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. Misc 2018/C.R.56/UNI-I Date 8 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 and 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 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.

Address for Correspondence : **The Secretary, K.S.P.Mandal's Shivaji Mahavidyalaya, Udgir Tq. Udgir-413517 Dist. Latur (Maharashtra)**

President
K.S.P.Mandal,Udgir

Secretary
K.S.P. Mandal,Udgir

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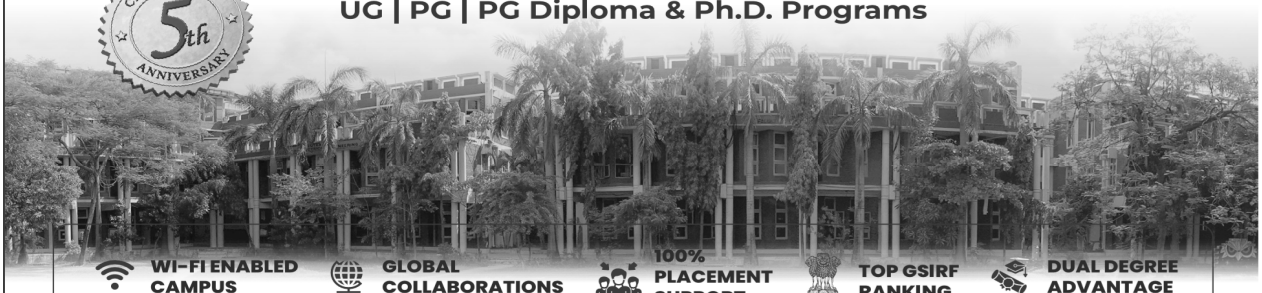

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APPLICATION PROCESS

Scan the QR code, or visit official Website → Click on Admissions for academic year 2026 → If new registration get an email verification. Explore 65+ Programs in 8 Constituent Institutes → Fill the application form by following the guidelines

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SARVAJANIK UNIVERSITY, SCET CAMPUS, OPP. METAS ADVENTIST HOSPITAL, DR. R. K. DESAI MARG, ATHWALINES, SURAT-395001, GUJARAT

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SARVAJANIK UNIVERSITY

Dr. R.K. Desai Marg, Athwalines, Surat-395 001, Gujarat-India

RECRUITMENT NOTIFICATION

Notification No.: SU/2026-ADV-0002

Sarvajanik University (SU) invites "Online applications" for the following positions at its constituent colleges and the University:

A. Teaching Positions:
- Principals (Last Date to apply : 10th June, 2026)
- Associate Professor
- Assistant Professors
- Contractual Assistant Professors
- Professor of Practice

B. Non-Teaching Positions (Contractual):
- Laboratory Assistant
- Clerk
- Assistant Librarian
- Medical Officer
- Attendant

For Teaching positions, applicants must meet eligibility as per AICTE/UGC/BCI/COA/SU norms.

Last Date to apply (Except Principal): 15th May, 2026

www.sarvajanikuniversity.ac.in

For more details visit here:

Place: Surat
Date: 27/04/2026

Sd/-
I/C Registrar

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I. Applications are invited from eligible candidates for the following Teaching Posts on a contract basis for a period of one year for the academic year 2026-2027:

Sr No.	Name of Post	No. of Posts	Essential, Educational Qualification and Working Experience
1	**PRINCIPAL cum PROFESSOR**	**1**	M.Sc. (Nursing) having total 15years experience with M.Sc. (Nursing) out of which 10 years after M.Sc. (Nursing)) in collegiate program. Ph.D. (Nursing) is desirable.
2	**VICE PRINCIPAL**	**1**	M.Sc. (Nursing) having total 12 years experience with M.Sc. (Nursing) out of which 10 years teaching experience after M.Sc. (Nursing). Ph.D. (Nursing) is desirable
2	**PROFESSOR**	**1**	M.Sc. (Nursing) having total 12 years experience with M.Sc. (Nursing) out of which 10 years teaching experience after M.Sc. (Nursing). **01- Obstetrics and Gynaecological Nursing** Ph.D. (Nursing) is desirable
3	**ASSOCIATE PROFESSOR**	**2**	M.Sc. (Nursing) having total 8 years experience with M.Sc. (Nursing) including 5 years teaching experience. **01 - Medical Surgical Nursing** **01 - Psychiatric Nursing** Ph.D. (Nursing) is desirable.
4	**ASSISTANT PROFESSOR**	**5**	M.Sc. (Nursing) with total 3 years teaching experience. **02- Medical Surgical Nursing** **02 - Community Health Nursing** **01 - Obstetrics and Gynaecological Nursing** Ph.D. (Nursing) is desirable.
5	**TUTOR**	**16**	M.Sc. (Nursing) preferable, B.Sc. (Nursing)/ P.B.B.Sc. (Nursing) with 1 year experience for B.Sc. Nursing Programme **M.Sc. Nursing (Tutor)** **02 - Paediatric Nursing** **01- Psychiatric Nursing** **01 - Obstetrics and Gynaecological Nursing** **B.Sc. (Nursing)** **12- B.Sc. Nursing (Tutor)** B.Sc. (Nursing with total 1 year clinical /teaching experience

II. Applications are invited from eligible candidates for filling up the below-mentioned Non-Teaching post in the Nursing Department on a contract basis for a period of one year for the academic year 2026-2027.

Sr. No.	Name of Post	No. of Post	Essential, Educational Qualification and Working Experience
1	**Librarian**	**1**	Master's degree in Library Science/Information Science (MLISc)

For all the above Posts:

- Applicants should compulsorily produce valid 15 years Residence Certificate in Goa. Knowledge of Konkani is essential.Knowledge of Marathi is desirable
- Age limit shall not exceed 45 years for Assistant Professor and tutor posts.
- Age limit shall not exceed 50 years for Principal, Professor and Associate Professor posts.
- Attractive salary as per norms based on experience & credentials of teachers.
- Applications for the above posts stating full name, address, age with date of birth, SSC Marksheet, HSSC marksheet, professional educational qualification with marks & percentage, experience, along with certified photocopies of Qualification certificates, Experience certificates, Valid employment card, Birth certificate and other relevant certificate issued by competent Authorities, shall reach office **Email: shribhumikanursingcollegeparye@gmail.com** before closing hours on 9th May 2026. Candidates already employed should forward their application through proper channel.

III. Applications are invited from eligible candidates for Teaching posts in Non-Nursing courses (part-time/external faculty) for the following disciplines in the B.Sc. Nursing/GNM programme for the academic year 2026-2027.

Sr. No.	Name of Post	Nature of Post	Number of Post
1	ASSISTANT PROFESSOR IN ENGLISH	Lecture Basis	1
2	ASSISTANT PROFESSOR IN ANATOMY	Lecture Basis	1
3	ASSISTANT PROFESSOR IN PHYSIOLOGY	Lecture Basis	1
4	ASSISTANT PROFESSOR IN SOCIOLOGY	Lecture Basis	1
5	ASSISTANT PROFESSOR IN PSYCHOLOGY	Lecture Basis	1
6	ASSISTANT PROFESSOR IN BIOCHEMISTRY	Lecture Basis	1
7	ASSISTANT PROFESSOR IN NUTRITION AND DIETETICS	Lecture Basis	1
8	ASSISTANT PROFESSOR IN COMPUTER/HEALTH INFORMATICS & TECHNOLOGY	Lecture Basis	1
9	ASSISTANT PROFESSOR IN MICROBIOLOGY	Lecture Basis	1
10	ASSISTANT PROFESSOR IN PHARMACOLOGY	Lecture Basis	1
11	ASSISTANT PROFESSOR IN PATHOLOGY	Lecture Basis	1
12	ASSISTANT PROFESSOR IN GENETICS	Lecture Basis	1
13	ASSISTANT PROFESSOR IN PHYSICAL EDUCATION	Lecture Basis	1

**The above teachers should have postgraduate qualification with Teaching experience in respective discipline.

For all the above Lecturer Posts: -

- Applicants should compulsorily produce valid 15 years Residence Certificate in Goa. Knowledge of Konkani is essential. Knowledge of Marathi is desirable.
- Application for above mentioned lecturer posts should reach the office **Email: shribhumikanursingcollegeparye@gmail.com** on or before 09th May, 2026 by 1.00 PM.

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- Innovation, Technology, and Digital Entrepreneurship
- Entrepreneurship Education and Capability Development
- Cognitive, Behavioral, and Psychological Aspects of Entrepreneurship
- Inclusive Entrepreneurship and Social Innovation
- Sustainability, ESG, and Responsible Entrepreneurship
- Family Management Ventures
- Emerging Perspectives and Cross-Cutting Research
- Leadership, HR, and Work Behaviour in Entrepreneurial Ecosystems

Submissions on topics beyond those listed above are also welcome

The **3rd Doctoral Colloquium**, scheduled for **February 23, 2027**, will provide doctoral students with an opportunity to present and discuss their research with senior academicians.

Important Dates and Deadlines:

Extended Abstract (approximately 2000 words)	:	August 7, 2026
Decisions on the acceptance of Extended Abstracts	:	August 14, 2026
Paper Development Workshop for Conference Paper	:	August 28, 2026
Full Paper Submission	:	November 13, 2026
Acceptance of Full Paper	:	November 27, 2026
Last Date for Registration	:	December 31, 2026

For Registration

Please upload your contributions at https://easychair.org/conferences/?conf=bice2027 or send your contributions to conference@ediindia.org.

Selected papers will be appreciated based on merit.

For details regarding submission guidelines, conference registration and other administrative aspects, please contact:

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