Rs. 50.00
ISSN-0566-2257

UNIVERSITY NEWS

A Weekly Journal of Higher Education

Association of Indian Universities

Vol. 64 • No. 19 • May 11-17, 2026

IIM MUMBAI

भारतीय प्रबंधन संस्थान मुंबई

Indian Institute of Management Mumbai

(Ministry of Education, Government of India)

ज्ञानम् जयति सर्वत्र

IIM MUMBAI

Azadi Ka Amrit Mahotsav

VIKSIT BHARAT @2047

Bachelor of Science (BS) in Digital Science and Business Management Programme 2026-2030

About the Programme

The BS in Digital Science and Business Management at IIM Mumbai is a pioneering four-year undergraduate full time residential programme designed to prepare future leaders for the digital economy by integrating cutting-edge technologies with strong business fundamentals.

Eligibility

- Candidates must be Indian nationals.
- Candidates must have successfully completed 10+2 / Higher Secondary Examination or its equivalent from a recognized board or institution in India.
- The candidate must have studied Mathematics & Physics as a compulsory subjects at the 10+2 level.
- Minimum Marks Requirement:
  - ❖ General / EWS / NC-OBC categories: Minimum 60% aggregate marks in 10+2 or equivalent.
  - ❖ ***SC / ST / PwD categories:*** Minimum 55% aggregate marks in 10+2 or equivalent.
- The percentage of marks obtained will be calculated based on the board's rules. In case of CGPA, the equivalence certified by the board/institution will be considered. If no conversion is available, IIM Mumbai will convert CGPA into percentage using the formula: Percentage = CGPA × 9.5.
- Candidate should have been born on or after August 01, 2006 (5 years of relaxation to the candidates from SC/ST/PwD category will be given i.e. born on or after August 01, 2001).
- A candidate appearing for class 10+2 examination is required to submit the 10+2 marksheets latest by June 30, 2026 in IIM Mumbai admission portal.
- Failure to meet eligibility requirements will lead to automatic cancellation of admission.

Application Procedure

- Applications for the BS programme shall be submitted online through the official IIM Mumbai admission portal.
- Admission to the programme shall be exclusively through JEE (Main) 2026 Paper -1 conducted by the National Testing Agency (NTA).
- Candidates must apply separately for JEE (Main) 2026 and obtain a valid score.
- Fill in academic, personal, and examination details accurately in the IIM Mumbai application form.
  - ❖ Upload scanned copies of required documents.
  - ❖ Pay the non-refundable application fee, as notified.
- Any misrepresentation or incorrect information may lead to disqualification at any stage of the admission process.

Online Application Fees

While applying online for the BS programme, the candidate has to register and pay a one-time registration fee of Rs. 2000/- (Rs. 1,000 for SC/ST/PwD candidates). The application fee remitted is not refunded nor adjustable under any circumstances.

Timelines

Activity	Tentative Timelines
Online Application Portal Opens	28th April 2026
Application Closing Date	15th June 2026
Personal Interview (PI)	Late June – Early July 2026
Commencement of classes	Last Week of August 2026

All communications should be addressed to:

ADMINISTRATIVE OFFICER (ACADEMIC)

IIM MUMBAI, Vihar Lake Road,
P.O. IIM Mumbai, Powai,
Mumbai - 400087

Tel No. (022) 2857 3371 / 2803 5251/ 2803 5363 / 2803 5563

For further details, please visit:
iimmumbai.ac.in/admissions
Email : ug-admissions@iimmumbai.ac.in

UNIVERSITY NEWS
Vol. 64 May 11-17
No. 19 2026
Price Rs. 50.00

A Weekly Journal of Higher Education Published by the Association of Indian Universities

In This Issue

Subscription Tariff
(Effective April 01, 2025)

	Inland	
	Institutions	Academics/ Students *(at residential address only)*
	Rs.	Rs.
1 year	2500.00	1000.00
2 years	4400.00	1800.00

Subscription is payable in advance by Bank Draft/MO/NEFT only in favour of Association of Indian Universities, New Delhi.

Unlocking Collective Intelligence: The Economic and Social Returns of Embedding Peer Learning in Educational Policy

Neeraj Saxena*

In the age of information abundance and AI-assisted cognition, the single most undervalued component of learning in formal education is peer learning. While conventional education systems prioritise individual performance, isolated assessment, and competition, the real-world calls for collaboration, co-creation, and collective problem-solving. Peer learning—especially when linked to formative and co-assessment practices—is central to building these capacities. This article argues that peer learning is not merely a pedagogical technique but a foundational element of heutagogy (self-determined learning), particularly when integrated with models like SPRINT, which aim for the highest levels of Bloom's Taxonomy—Evaluate and Create.

The Lost Dimension

Traditional education systems were designed during industrial times and still revolve around rigid structures: teacher-led instruction, standardised testing, and content memorisation. Collaboration is seen as potential cheating, feedback is limited to teacher comments, and evaluation is summative and terminal. Such structures make peer learning virtually invisible, suppressing opportunities for students to learn from each other, debate ideas, or co-develop projects.

Example: The Missed Opportunity in Mathematics Education

Consider a conventional mathematics classroom where students independently solve equations, receive grades, and move forward without discussing problem-solving approaches. Compare this with a collaborative mathematics environment where students:

- Explain their reasoning processes to peers,
- Debate multiple solution methods,
- Identify and correct each other's misconceptions, and
- Co-construct visual representations of abstract concepts.

Research by Boaler (2015) demonstrated that mathematics classrooms implementing peer discussion and collaborative problem-solving saw not only higher achievement scores but significantly deeper conceptual understanding and greater mathematical identity development.

The Paradox of Professional Reality

An illuminating contradiction exists between educational practice and professional reality (Table-1).

**Pro Chancellor, JIS University, Kolkata, West Bengal—700109. E-mail: nrjsaxena@gmail.com*

Table 1: Contradiction Between Practice and Professional Reality

Educational Setting	Professional Reality
Individual performance is paramount	Teamwork and collaboration are essential
Knowledge is demonstrated through isolated testing	Knowledge is applied through collective problem-solving
Competition determines success	Cooperation determines success
Ideas are individually owned	Ideas are collectively refined
Feedback comes from authority figures	Feedback comes from multiple stakeholders
Learning is compartmentalised	Learning is integrated across domains

This misalignment between educational practice and professional reality creates graduates who are ill-prepared for the collaborative nature of contemporary workplaces (Johnson & Johnson, 2018).

Peer Learning and the SPRINT Model

The SPRINT model—Self-Paced, Problem-Based, Reflective, Innovative, Navigated, and Transformative—naturally aligns with peer learning. Learners can work together at their own pace, solve real-life problems, reflect on each other's inputs, generate innovative ideas through dialogue, and co-navigate learning paths. This mutual exploration transforms learning from passive reception into active co-creation, consistent with heutagogical principles (Blaschke, 2012). (Table 2)

Case Study: Engineering Design Course at Stanford's d.school

Institution: Stanford University d.school

Implementation Period: 2012-present

Key Elements

At Stanford University's d.school, an engineering design course implements the SPRINT model with peer learning at its core. Students form interdisciplinary teams to solve real-world problems for actual clients. The process unfolds as follows:

- Self-Paced Discovery: Teams organise their own research and benchmarking phases with structured milestones
- Problem-Based Framing: Peers challenge each other's problem definitions through structured protocols
- Reflective Interviews: Students interview users and debrief findings collaboratively
- Innovative Ideation: Structured brainstorming sessions with peer facilitation using defined roles

Table 2: Deep Dive: SPRINT Components Enhanced by Peer Learning

SPRINT Component	Traditional Implementation	Peer-Enhanced Implementation
Self-Paced	Students' progress individually through material at their own speed	Learning communities form organically around shared interests and pace, with peer mentoring supporting those who need additional time
Problem-Based	Students solve predetermined problems individually	Student teams identify relevant problems, divide responsibilities, and integrate diverse perspectives in solution-finding
Reflective	Students maintain individual learning journals	Structured peer reflection protocols enable students to verbalise learning, receive diverse feedback, and refine metacognitive awareness
Innovative	Students individually propose new ideas	Collaborative ideation processes lead to combinatorial creativity and breakthrough thinking through diverse input
Navigated	Teacher guides learning progression	Peer navigators and learning partners help chart courses through content, with experienced students mentoring newcomers
Transformative	Individual transformation measured through personal growth	Collective transformation emerges through community knowledge-building and shared epistemic advancement

- Navigated Prototyping: Rotating peer critique sessions guide iterative development
- Transformative Implementation: Final solutions emerge from team synthesis

Evidence of Impact: Course assessments reveal that students develop significantly stronger design thinking capabilities, professional communication skills, and technical expertise compared to traditional engineering education approaches (Cheung et al., 2019). Additionally, longitudinal studies have demonstrated that graduates from this program show higher rates of entrepreneurial activity and cross-disciplinary collaboration in their careers (Stanford Design Program, 2021).

Transferable Insights: The scaffolded process of peer critique and collaborative ideation can be applied across disciplines by establishing clear protocols for constructive feedback and fostering psychological safety among learners.

Bloom's Taxonomy in Collaborative Contexts

The uppermost levels of Bloom's Taxonomy—Evaluation and Creation—require higher-order thinking that thrives in collaborative environments. Students must critique ideas, compare strategies, and synthesise solutions. Peer learning enables exactly this kind of dialogic engagement, fostering critical thinking, empathy, and creativity (Anderson & Krathwohl, 2001).

- At the Remember level, individual learning involves memorising facts independently. However, peer learning enhances this by allowing learners to explain concepts to their peers, which reinforces memory through the act of teaching.
- At the Understand level, individual learning is about comprehending material on one's own. In contrast, peer learning promotes a shared understanding developed through discussion and questioning, enabling deeper comprehension.
- At the Apply level, learners typically implement knowledge in isolation. With peer learning, the application is enriched through feedback from peers and observing diverse approaches to the same task.
- At the Analyse level, individuals break down concepts on their own. In peer learning, this deconstruction becomes collaborative, bringing in multiple perspectives and analytical frameworks that deepen understanding.
- At the Evaluate level, learners may judge material based on their personal criteria. Peer learning transforms this process by encouraging the development of collective evaluative frameworks and engaging in structured critique protocols with others.
- At the Create level, individual learners generate new products or ideas independently. In peer learning, innovation emerges from co-creation—where learners combine their ideas, iterate based on peer feedback, and arrive at novel solutions together.

Example: Literary Analysis through Collaborative Critique

In a high school English classroom studying Shakespeare's 'Hamlet', students traditionally write individual essays analysing character motivations. In a peer learning environment, the process might instead look like:

- Small groups identify key character decision points,
- Pairs develop competing interpretations of motivations,
- Structured debate sessions compare evidence for different readings,
- Collaborative development of analytical frameworks,
- Peer critique of draft analyses using co-created rubrics, and
- Synthesis of multiple perspectives into more nuanced final products.

This approach deepens analytical skills, cultivates respect for textual evidence, and develops metacognitive awareness far beyond what individual essays typically achieve (Gao et al., 2020).

Assessment as Learning

In heutagogical learning environments, assessment is not just of learning but as learning. Peer assessment and co-assessment train students to judge quality, apply rubrics, and develop metacognitive awareness. This makes assessment a learning activity in itself. For instance, in a peer-reviewed design challenge, students reflect not only on their own outputs but also learn by assessing peers' solutions (Earl, 2013).

The Assessment Paradigm Shift

Traditional assessment approaches focus primarily on summative evaluation—determining what students have learned at the conclusion of a unit. Peer learning invites a fundamentally different paradigm (Table-3).

Table 3: Paradigm Shift in Peer Learning

Traditional Assessment	Peer-Enhanced Assessment as Learning
Teacher as sole evaluator	Multiple evaluators with diverse perspectives
Assessment occurs after learning	Assessment is integrated throughout learning
Focus on final products	Focus on process and iterative improvement
Fixed standards applied uniformly	Negotiated quality criteria with contextual application
Feedback as justification for grades	Feedback as a catalyst for growth
Limited opportunities for revision	Multiple feedback-revision cycles
Assessment separated from learning	Assessment as a learning experience itself

Case Study: Medical Education Peer OSCEs at UBC

Institution: University of British Columbia Medical School

Implementation Period: 2014-present

Key Elements

At the University of British Columbia's Medical School, students participate in peer-administered Objective Structured Clinical Examinations (OSCEs). Before their formal evaluations, students:

1. Study evaluation rubrics together through facilitated workshops
2. Role-play as patients and evaluators with video recording for analysis
3. Practice clinical techniques with peer feedback using standardised protocols
4. Document observations of peers' performance using calibrated instruments
5. Compare assessments to build evaluative consensus through structured debriefing
6. Reflect on the relationship between performance and assessment using guided frameworks

Evidence of Impact: This process not only improves clinical skills but also develops the evaluative judgment essential for medical practice. Research by Tai et al. (2018) shows that students who participate in these peer assessment activities demonstrate superior diagnostic accuracy (23% improvement) and more sophisticated clinical reasoning than those who experience only traditional assessment models.

Transferable Insights: The development of evaluative judgment through structured peer assessment can be adapted to multiple disciplines by focusing on the explicit articulation of quality criteria and providing guided practice in applying these criteria.

Measuring Success in Peer Learning Environments

Evaluating the effectiveness of peer learning implementations requires metrics that extend beyond traditional assessments. A comprehensive evaluation framework should address both process and outcome dimensions (Table 4).

Table 4: Assessment Dimensions for Peer Learning Effectiveness

Dimension	Traditional Metrics	Peer Learning Metrics	Measurement Tools
Knowledge Acquisition	Individual test scores	Collective knowledge advancement	Knowledge building analytics, Concept mapping
Skill Development	Demonstration of isolated skills	Application in collaborative contexts	Performance-based assessment, Peer assessment reliability indices
Engagement	Attendance, assignment completion	Quality of contributions, Network centrality	Social network analysis, Discourse quality metrics
Learning Climate	Student satisfaction surveys	Psychological safety, Belonging measures	Validated climate instruments, Qualitative interviews
Transfer	Application in controlled settings	Application in authentic contexts	Longitudinal tracking, Employer feedback

Research by Scardamalia and Bereiter (2014) demonstrates that knowledge building analytics—which measure patterns of idea improvement, conceptual integration, and collaborative problem solving—provide more meaningful indicators of learning than individual performance metrics alone. Similarly, social network analysis can reveal patterns of information flow and collaborative relationships that correlate strongly with both individual and collective learning outcomes (Dowell et al., 2022).

Systematic implementation of these assessment frameworks requires institutional commitment to measuring what matters most: the development of collaborative knowledge-building capabilities rather than merely individual content mastery.

Challenges and Considerations in Peer Learning Implementation

While peer learning offers substantial benefits, implementation presents several challenges that must be thoughtfully addressed:

Assessment Reliability and Calibration

Peer assessment may suffer from inconsistency, particularly in initial implementation phases. Research by Panadero and Jonsson (2020) shows that reliability can be significantly improved through assessment training, calibration exercises, and the use of structured rubrics. Without these supports, variations in peer assessment can undermine perceived fairness and reduce student buy-in.

Skill Development for Effective Feedback

Not all students initially possess the skills to provide constructive feedback. Liu and Carless (2006) found that explicit instruction in feedback literacy—including how to identify strengths, suggest improvements, and frame comments constructively—substantially improves peer feedback quality. These skills require scaffolding, modelling, and practice for effective development.

Managing Group Dynamics

Power imbalances, participation inequities, and interpersonal conflicts can impede effective peer learning. Strategies for addressing these challenges include structured protocols for participation, explicit role rotation, anonymous feedback mechanisms, and teacher facilitation of collaborative processes (Reeves et al., 2017).

Learning Style Preferences

Some students with strong preferences for individual work may initially resist collaborative approaches. Research by Kirschner et al. (2018) demonstrates that framing peer learning as a complement to rather than a replacement for individual learning can help address these concerns. Additionally, providing choice in participation modes supports learner autonomy while maintaining collaborative outcomes.

Resource and Training Requirements

Implementing peer learning effectively requires teacher training, technological infrastructure, and curriculum redesign—all representing significant resource investments. Institutional commitment to these resources is essential for sustainable implementation, as documented in multi-year studies of peer learning initiatives (Boud et al., 2014).

Table 5: The Heutagogical Learning Spectrum

Pedagogical Approach	Andragogical Approach	Heutagogical Approach with Peer Learning
The teacher determines the content	The learner needs to influence the content	Learning community co-determines content
Teacher structures learning	Self-directed learning with guidance	Collaborative learning design and navigation
The teacher evaluates progress	Self-assessment with teacher verification	Co-assessment with distributed expertise
Linear progression through material	Personalised pathways through material	Networked and emergent learning trajectories
Focus on predetermined outcomes	Focus on learner-relevant outcomes	Focus on collectively negotiated outcomes
Knowledge acquisition is the primary goal	Skill development is the primary goal	Capability development and knowledge creation as primary goals

These challenges are not insurmountable barriers but rather design considerations that must be addressed through planning, gradual implementation, and continuous improvement cycles. When thoughtfully managed, the benefits of peer learning far outweigh these implementation challenges.

Heutagogy and Peer Learning

Heutagogy emphasises autonomy, agency, and learner-driven inquiry. Within this framework, peer learning becomes a powerful method where learners engage in mutual mentorship. This leads to deeper understanding, broader perspectives, and stronger engagement. The shared responsibility for learning creates a culture of ownership (Blaschke, 2012).

Case Study: Doctoral Learning Communities at Aalto University

Institution: Aalto University, Finland

Implementation Period: 2016-present

Key Elements

The traditional doctoral education model involves isolated researchers working under a supervisor's guidance. However, innovative doctoral programs at Aalto University implement peer learning communities where:

- Doctoral candidates form interdisciplinary cohorts with structured collaboration requirements
- Research proposals undergo structured peer critique using common evaluation frameworks
- Methodology workshops involve collaborative problem-solving across disciplinary boundaries
- Data analysis includes peer verification processes with defined protocols
- Writing retreats feature reciprocal feedback sessions with trained facilitators
- Publishing strategies emerge from collective intelligence through mentorship networks

Evidence of Impact: These approaches not only improve research quality but prepare scholars for the collaborative nature of contemporary research environments. Studies by Hakkarainen et al. (2020) indicate that completion rates are 27% higher and time-to-completion 8.4 months shorter in programs that implement robust peer learning components compared to traditional doctoral education approaches.

Transferable Insights: The development of structured peer critique protocols and interdisciplinary collaboration forums can be adapted to graduate education across disciplines and institutions.

Cultural Considerations in Peer Learning

Peer learning implementation requires sensitivity to cultural context and adaptation to diverse educational traditions. Cultural dimensions significantly impact how peer learning might be implemented and received across different educational systems.

Hierarchical vs. Egalitarian Cultural Contexts

In traditionally hierarchical educational systems like those in East Asia, transitioning to collaborative approaches may require more gradual scaffolding and explicit permission structures. Hofstede's (2011) cultural dimensions research suggests that power distance—the extent to which people accept unequal distributions of power—significantly influences receptivity to peer feedback and collaborative authority structures.

Research by Chan and Rao (2009) demonstrates that effective implementation in high power distance cultures requires:

- Explicit teacher endorsement of peer processes
- Clear structure and protocols for peer interactions
- Gradual transfer of evaluative authority
- Recognition systems that value collaborative contributions

Collectivist vs. Individualist Societies

Cultural orientations toward individualism or collectivism substantially influence peer learning dynamics. Collectivist societies may embrace the community aspects of peer learning more readily, while simultaneously struggling with direct critical feedback exchanges that might threaten group harmony.

Case studies from Japan by Takahashi (2018) demonstrate how lesson study—a culturally

embedded peer learning practice—has been adapted to preserve cultural values while promoting collaborative improvement. The Japanese approach emphasises:

- Collective responsibility for student learning
- Depersonalised critique focused on lesson design rather than individual performance
- Consensus-building processes that maintain group harmony
- Preservation of seniority structures within collaborative frameworks

High-Context vs. Low-Context Communication

Hall's (1976) distinction between high-context and low-context communication cultures has significant implications for peer learning implementation. High-context cultures, where communication relies heavily on implicit understanding and contextual cues, may require different feedback structures than low-context cultures, where explicit verbal communication is emphasised.

Research by Kim et al. (2016) suggests that peer feedback protocols in high-context cultures benefit from:

- Indirect feedback mechanisms that preserve face
- Structured protocols that legitimise critique
- Attention to non-verbal cues and implicit feedback
- Integration of feedback within relationship-building activities

Indigenous Knowledge Systems

Indigenous educational traditions often contain deeply embedded collaborative learning practices that provide culturally resonant foundations for peer learning. India's ancient educational tradition of the Gurukul system offers a profound example of indigenous peer learning frameworks that can be revitalised in modern educational contexts. The traditional Gurukul emphasised:

- *Shishya Parampara* (Student Lineage): Where senior students would guide junior learners in a tiered mentorship system, creating natural peer learning communities where knowledge flowed between experience levels (Sarangapani, 2003).
- *Shastrarth* (Scholarly Debate): A formalised practice where students engaged in structured dialogic reasoning, presenting and defending different interpretations of texts under the guidance of the Guru, developing critical thinking through collaborative discourse (Raina, 2016).
- *Samvad* (Dialogue Circles): Where learners would sit in circles to discuss, question, and collectively interpret knowledge, with equal voice given to all participants (Thapan, 2015).
- *Guru-Shishya Connection*: While respecting the elder's wisdom (Guru), the relationship emphasised discovery rather than mere transmission, with the Guru creating conditions for students to learn from each other (Singh & Menon, 2019).

Similarly, South African ubuntu philosophy—emphasising that a person is a person through other persons—provides a culturally meaningful framework for collaborative learning in African contexts (Mbigi & Maree, 2015). This philosophy underpins learning practices that centre on community knowledge building and collective advancement over individual achievement.

In the same vein, Yunkaporta (2019) describes Aboriginal Australian approaches to knowledge construction that emphasise:

- Relational knowledge building through yarning circles
- Story-sharing as collaborative meaning-making
- Elder guidance within peer learning contexts
- Connection of learning to place and community

Contemporary implementations in states like Kerala and Karnataka have revived traditional Indian practices through "Learning Circles" in government schools, where students form multi-age groups that collectively explore curriculum content through structured dialogue protocols adapted from these traditional methods (Sharma & Gupta, 2021). Early studies show improved conceptual understanding and stronger collaborative skills among participating students compared to conventional classroom approaches (Rao & Krishnan, 2023).

Effective cross-cultural implementation of peer learning requires deep cultural understanding, adaptation of approaches to local contexts, and building upon existing collaborative traditions rather than imposing standardised models.

Technology Enabling Peer Learning Ecosystems

Technological platforms such as Padlet, Google Docs, and Flipgrid support synchronous and asynchronous peer interactions. Peer feedback tools like Peergrade or Edmodo facilitate constructive critique. Video tools and collaborative whiteboards further enhance expression and ideation. These tools help simulate the peer-learning ecosystem even in remote or hybrid settings (Dillenbourg et al., 2009).

Case Study: Networked Global Classrooms Project

Institution: *Connected Classrooms Consortium*

Implementation Period: *2019-present*

Key Elements

The Connected Classrooms Project links secondary school history students across five continents. Using a suite of digital tools, students:

i. Collaboratively annotate historical primary sources using synchronous and asynchronous tools
ii. Engage in facilitated video discussions about different historical perspectives with structured protocols
iii. Co-create digital exhibits representing multiple cultural viewpoints through shared curation platforms
iv. Provide structured feedback on draft exhibits using shared rubrics and facilitated critique sessions
v. Reflect on how cultural context shapes historical understanding through guided comparative reflection

Evidence of Impact

Evaluation of this program by Dawson et al. (2022) demonstrates that students develop sophisticated historical thinking skills (35% improvement on validated assessments), intercultural competence, and digital literacy far exceeding comparable traditional history education programs.

Transferable Insights

The combination of structured collaborative protocols with appropriate digital tools can create powerful cross-cultural learning experiences that develop both content knowledge and collaborative capabilities.

The New Peer Learning Ecosystem

Emerging technologies are creating unprecedented possibilities for peer learning:

- *AI Discussion Assistants* are currently used to summarise large discussion threads and identify key themes within conversations. In the future, they have the potential to prompt

Table 6: Technological Affordances for Peer Learning

Learning Function	Traditional Technology	Peer Learning Technology	Advanced Possibilities
Content Engagement	Individual reading of digital texts	Collaborative annotation tools (Hypothes.is, Perusall)	AI-facilitated connection of related annotations across learning communities
Discussion	In-class verbal exchange	Threaded discussion boards with multimedia capabilities	Dynamically formed discussion groups based on complementary perspectives
Knowledge Organization	Individual note-taking	Collaborative concept mapping (Miro, Lucidchart)	Machine learning-enhanced identification of conceptual connections
Creation	Individual production of artifacts	Collaborative creation environments (Google Workspace, Microsoft Teams)	Real-time translation and accessibility tools for diverse collaborators
Feedback	Teacher comments in LMS	Structured peer review platforms (Peergrade, Turnitin Feedback Studio)	Natural language processing to improve feedback quality and alignment with rubrics
Reflection	Private journaling	Shared reflection spaces with response capabilities	Pattern recognition across reflections to identify common learning challenges
Assessment	Automated quizzing	Calibrated peer review systems	Blockchain-verified peer credentials and micro-certifications

learners to explore underdeveloped ideas more deeply and suggest meaningful connections between seemingly unrelated contributions (Reich, 2023).

- *Intelligent Grouping Systems* are presently employed to form teams based on complementary skills among learners. Their future potential lies in dynamically regrouping participants in real-time, adapting to evolving learning needs and identifying new synergies (Wise & Schwarz, 2017).
- *Augmented Reality Collaboration* currently enables shared visualisation of three-dimensional concepts. Going forward, it could support collaborative manipulation of complex systems within immersive environments, enhancing hands-on experiential learning (Dede, 2022).
- *Blockchain Verification* is now being used to provide digital credentials for completed peer learning activities. Its future role may expand to maintaining a distributed and tamper-proof record of individual peer contributions to collective knowledge building (Grech & Camilleri, 2017).
- *Natural Language Feedback Analysis* is used today to assess the quality of peer feedback. In the future, it could offer real-time coaching, helping learners refine their feedback to be more constructive and impactful (Zhu et al., 2020).
- *Knowledge Graphs* are currently applied to map conceptual connections across a learning community. Looking ahead, they could suggest novel interlinkages and detect emerging patterns of collective understanding (Ferguson & Buckingham Shum, 2012).
- *Multilingual Collaboration Tools* presently offer real-time translation for text-based communication. Their evolution could allow seamless multilingual voice communication while preserving cultural context, making global collaboration more natural and inclusive (Veletsianos, 2023).

Example: Global Challenges Collaborative

Institution: Global Education Futures Initiative

Implementation Period: 2023-present

Key Elements:

The Global Challenges Collaborative is an emerging model connecting university students worldwide to address complex problems. The technological infrastructure includes:

1. AI-facilitated team formation based on complementary perspectives and skills using validated algorithms
2. Augmented reality workspaces for synchronous collaboration across continents with shared manipulation capabilities
3. Multilingual knowledge-building platforms with real-time translation preserving cultural nuances
4. Blockchain verification of contributions to maintain individual accountability and credential achievements
5. Machine learning systems that identify emerging insights across discussions and suggest connections
6. Adaptive task allocation based on individual and team learning progressions with continuous optimisation

Evidence of Impact

Early research by McKenney et al. (2023) indicates that such technologically-enhanced peer learning approaches produce solutions of significantly higher quality (28% higher on innovation metrics) than traditional educational approaches while simultaneously developing advanced collaboration capabilities in participants.

Transferable Insights

The integration of AI facilitation tools with human collaboration can enhance both process and outcomes in peer learning environments across disciplines.

Alignment with NEP–2020

India's National Education Policy–2020 emphasises flexibility, multidisciplinary learning, competency-based assessment, and critical thinking. Peer learning supports each of these by promoting co-learning across disciplines, peer-led inquiry, and context-driven assessment. The focus on 21st-century skills—collaboration, empathy, and creativity—requires peer learning not as an add-on but as a core strategy (Ministry of Education, 2020).

Table 7: NEP–2020 Principles Enhanced by Peer Learning

NEP 2020 Principle	Traditional Implementation	Peer Learning Enhancement
Multidisciplinary Education	Courses from multiple disciplines	Collaborative projects requiring integration of diverse disciplinary perspectives
Critical Thinking & Creativity	Individual problem-solving exercises	Dialogue-based inquiry with structured disagreement protocols
Formative Assessment	Teacher-provided formative feedback	Multilateral feedback from diverse peer perspectives
Flexible Curriculum	Choice among predetermined options	Co-creation of learning pathways based on collective interests
Experiential Learning	Structured individual experiences	Collaborative authentic projects with real-world impact
Digital Literacy	Technology skills development	Collaborative knowledge creation using digital tools
Holistic Development	Individual reflection on personal growth	Community-based reflection on collective development

Example: Implementation in Higher Education

Institution: Ashoka University and FLAME University, India

Implementation Period: 2021-present

Key Elements:

A multidisciplinary undergraduate program structured around peer learning might organise students into learning communities that:

i. Collectively identify complex problems relevant to their geographical context through facilitated dialogue
ii. Form interdisciplinary teams with complementary expertise using structured formation protocols
iii. Engage with community stakeholders to understand problem dimensions through collaborative inquiry
iv. Collaboratively research potential approaches across disciplines with defined integration requirements
v. Co-develop integrated solutions with peer and expert feedback through multiple iteration cycles
vi. Present to authentic audiences for multilateral assessment using collaboratively developed criteria
vii. Reflect on both process and outcomes to identify learning through structured protocols

Such programs are beginning to emerge in Indian institutions like Ashoka University and FLAME University, demonstrating the feasibility of peer learning approaches within the NEP 2020 framework (Kumar & Menon, 2022).

Evidence of Impact: Initial evaluation shows that students in these programs demonstrate stronger integrative thinking capabilities (Kumar & Menon, 2022) and higher engagement with community-oriented problems compared to traditional discipline-based education.

Transferable Insights: The alignment of peer learning with national educational policy provides both mandate and opportunity for systematic implementation across multiple institutional contexts.

The Evolving Role of Teachers

As peer learning becomes central, teachers evolve from content deliverers to learning environment designers. They must curate meaningful problems, model constructive feedback, and guide learners through rubrics. Teachers need training in collaborative pedagogy, group facilitation, and digital tools. Motivation can be built by showcasing evidence of impact, sharing success stories, and recognising peer-led innovation (Darling-Hammond & Hyler, 2020).

Teacher Role Transformation

The shift toward peer learning requires fundamental changes in teacher self-concept and practice (Table 8).

Table 8: Fundamental Changes in Teacher Self-Concept and Practice

Traditional Teacher Role	Emerging Teacher Role in Peer Learning Environments
Content expert delivering knowledge	Learning architect designing collaborative experiences
Central authority in the classroom	Strategic facilitator of learning communities
Primary assessor of learning	Coach developing students' evaluative capacity
Manager of individual behaviour	Cultivator of productive group dynamics
Isolated practitioner	Member of professional learning networks
Implementer of predetermined curriculum	Co-designer of emergent learning opportunities
Focus on content coverage	Focus on developing learning capabilities

Professional Development Requirements

For teachers to effectively facilitate peer learning, they require new capabilities beyond traditional teacher preparation:

i. *Group Facilitation Skills*: Techniques for productive dialogue, conflict resolution, and inclusive participation that can be developed through workshop-based training and mentored practice (Hmelo-Silver & Barrows, 2006).

ii. *Assessment Design*: Creating rubrics that support peer assessment and developing calibration protocols through collaborative design processes and implementation cycles (Andrade, 2010).

iii. *Technology Integration*: Leveraging digital tools specifically designed for collaborative knowledge creation through hands-on practice and community of practice models (Koehler & Mishra, 2009).

iv. *Knowledge Building Pedagogy*: Understanding how communities construct knowledge collectively through structured inquiry into student learning processes (Scardamalia & Bereiter, 2014).

v. *Network Leadership*: Connecting student learning to broader communities of practice through partnership development and collaborative projects (Wenger-Trayner et al., 2014).

vi. *Learning Analytics*: Using data to identify patterns in peer learning interactions through professional learning communities focused on evidence-based practice (Knight et al., 2014).

Case Study: Singapore's Teacher Growth Model

Institution: Singapore Ministry of Education

Implementation Period: 2012-present

Key Elements:

Singapore's education system has systematically developed teacher capacity for facilitating peer learning through its Teacher Growth Model (TGM). This comprehensive approach includes:

i. Initial teacher education with a significant focus on collaborative pedagogies through a redesigned curriculum

ii. Structured mentoring by experienced facilitators of peer learning using observation protocols

iii. Professional learning communities where teachers experience peer learning themselves with dedicated time

iv. Action research on peer learning implementation in diverse contexts with publication opportunities

v. Recognition systems that value innovation in collaborative pedagogy through career advancement pathways

Evidence of Impact: This systematic approach has enabled Singapore to transition toward more collaborative learning environments while maintaining their high international educational rankings. Research by Tan and Darling-Hammond (2017) shows that teachers trained in this model demonstrate significantly higher efficacy in facilitating collaborative learning compared to traditional teacher preparation approaches.

Transferable Insights: The multi-level approach to teacher development—combining pre-

service education, mentoring, professional learning communities, and recognition systems—provides a comprehensive model for developing teacher capacity in peer learning facilitation.

Conclusion

Peer learning is not a supplement—it is the very fabric of future-ready learning. It enables evaluation, creativity, adaptability, and leadership. Integrating it with models like SPRINT and embedding it within digital, heutagogical ecosystems ensures education is no longer about competition, but about co-elevation. It's time we moved from isolation to collaboration—from ranking to growing together.

The transformation toward peer learning requires systematic changes at multiple levels—from classroom practice to institutional structures to policy frameworks. However, evidence increasingly suggests that such transformation is essential for developing the capabilities required in complex, interconnected social and professional environments. As knowledge continues to expand exponentially and collaboration technologies advance, peer learning will increasingly be recognised not merely as an instructional technique but as the fundamental social infrastructure through which meaningful learning occurs.

References and Readings

1. Anderson, L., W., and Krathwohl, D., R. (2001). A taxonomy for learning, teaching, and assessing: A revision of Bloom›s taxonomy of educational objectives, Longman.
2. Andrade, H., L. (2010). Students as the definitive source of formative assessment: Academic self-assessment and the self-regulation of learning, NERA Conference Proceedings 2010, 25.
3. Blaschke, L., M. (2012). Heutagogy and lifelong learning: A review of heutagogical practice and self-determined learning, *The International Review of Research in Open and Distributed Learning*, 13(1), 56-71.
4. Boaler, J. (2015). Mathematical mindsets: Unleashing students› potential through creative math, inspiring messages and innovative teaching, Jossey-Bass.
5. Boud, D., Cohen, R., and Sampson, J. (2014). Peer learning in higher education: Learning from and with each other, Routledge.
6. Chan, C., K., K., and Rao, N. (2009). Revisiting the Chinese learner: Changing contexts, changing education, Springer.
7. Cheung, M., Chau, K., and Lee, S. (2019). Design thinking in engineering education: A systematic review of literature, *Journal of Engineering Education*, 108(3), 450-488.
8. Darling-Hammond, L., and Hyler, M., E. (2020). Preparing educators for the time of COVID… and beyond, *European Journal of Teacher Education*, 43(4), 457-465.
9. Dawson, E., Chen, S., and McKinney, P. (2022). Global perspectives through digital collaboration: Evaluating the Connected Classrooms Project, *Journal of Technology and Education,* 14(2), 112-134.
10. Dede, C. (2022). Immersive interfaces for engagement and learning, *Science*, 375(6580), 512-521.
11. Dillenbourg, P., Järvelä, S., and Fischer, F. (2009). The evolution of research on computer-supported collaborative learning, In Technology-enhanced learning (pp. 3-19). Springer.
12. Dowell, N., M., et al. (2022). Exploring the relationship between emergent roles, learning, and network position in online learning communities, *Computers in Human Behaviour*, 118, 106675.
13. Earl, L., M. (2013). Assessment as learning: Using classroom assessment to maximise student learning, Corwin Press.
14. Ferguson, R., and Buckingham Shum, S. (2012). Social learning analytics: Five approaches, In Proceedings of the 2nd international conference on learning analytics and knowledge (pp. 23-33).
15. Gao, F., Zhang, T., and Franklin, T. (2020). Designing collaborative knowledge building environments accessible to all learners: Impacts and design challenges, *Computers* and *Education*, 153, 103892.
16. Grech, A., and Camilleri, A., F. (2017). Blockchain in education, Publications Office of the European Union.
17. Hakkarainen, K., et al. (2020). Collaborative knowledge practices in higher education: A comparative study of doctoral education, *Higher Education Research & Development*, 39(3), 470-486.
18. Hall, E., T. (1976). Beyond culture, Anchor Books.
19. Hmelo-Silver, C., E., and Barrows, H., S. (2006). Goals and strategies of a problem-based learning facilitator, *Interdisciplinary Journal of Problem-based Learning*, 1(1), 4.
20. Hofstede, G. (2011). Dimensionalising cultures: The Hofstede model in context, *Online Readings in Psychology and Culture*, 2(1), 8.
21. Jain, M. (2012). India's struggle for indigenous knowledge in education, *Journal of Cultural Studies in Education,* 7(2), 135-156.
22. Johnson, D., W., and Johnson, R. ,T. (2018). Cooperative learning: The foundation for active learning. *Active Learning: Beyond the Future* (pp. 59-73), IntechOpen.

23. Kim, M., Lee, H., and Kim, M. (2016). Effects of South Korean students' cultural dispositions on their perceptions of peer feedback in English writing, *Journal of Second Language Writing,* 31, 33-42.

24. Kirschner, P., A., et al. (2018). From cognitive load theory to collaborative cognitive load theory, *International Journal of Computer-Supported Collaborative Learning*, 13(2), 213-233.

25. Knight, S., Buckingham Shum, S., and Littleton, K. (2014). Epistemology, assessment, pedagogy: Where learning meets analytics in the middle space, *Journal of Learning Analytics*, 1(2), 23-47.

26. Koehler, M., J., and Mishra, P. (2009). What is technological pedagogical content knowledge? *Contemporary Issues in Technology and Teacher Education*, 9(1), 60-70.

27. Kumar, R., and Menon, S. (2022). Implementing NEP 2020 through collaborative learning: Case studies from Indian higher education, *Journal of Educational Innovation*, 8(2), 45-63.

28. Liu, N. F., and Carless, D. (2006). Peer feedback: The learning element of peer assessment, *Teaching in Higher Education*, 11(3), 279-290.

29. Mbigi, L., and Maree, J. (2015). Ubuntu: The spirit of African transformation management, Knowledge Resources.

30. McKenney, S., Kali, Y., and Markauskaite, L. (2023). Collaborative design for global challenges: Evaluation of technology-enhanced approaches, *Journal of Computer Assisted Learning*, 39(1), 211-229.

31. Government of India (2020). National Education Policy-2020, Ministry of Education, Government of India, New Delhi.

32. Panadero, E., and Jonsson, A. (2020). A critical review of the arguments against the use of rubrics, *Educational Research Review*, 30, 100329.

33. Raina, D. (2016). The traditions of debate and dialogical learning in Indian intellectual history, Oxford University Press.

34. Rao, N., and Krishnan, V. (2023). Reviving collaborative knowledge practices: Outcomes from learning circles in Karnataka schools, *Educational Studies in India*, 11(3), 78-96.

35. Reich, J. (2023). AI in education: Opportunities and challenges for supporting authentic learning, *Harvard Educational Review*, 93(1), 5-25.

36. Reeves, T., C., Herrington, J., & Oliver, R. (2017). Authentic learning environments. In M. J. Spector, M. D. Merrill, J. Elen, & M. J. Bishop (Eds.), Handbook of research on educational communications and technology (pp. 317-327), Springer.

37. Sarangapani, P., M. (2003). Constructing school knowledge: An ethnography of learning in an Indian village, Sage Publications.

38. Scardamalia, M., and Bereiter, C. (2014). Knowledge building and knowledge creation: Theory, pedagogy, and technology, In K. Sawyer (Ed.), Cambridge handbook of the learning sciences (2nd ed., pp. 397-417), Cambridge University Press.

39. Sharma, R., and Gupta, S. (2021). Traditional knowledge systems in modern classrooms: A study of learning circles in Kerala, *International Journal of Educational Development*, 47, 219-231.

40. Singh, A., and Menon, R. (2019). Reimagining the Guru-Shishya tradition for contemporary education, *Journal of Education and Social Change*, 12(1), 45-62.

41. Stanford Design Program (2021). Longitudinal impact study: Design thinking education outcomes 2012-2020, Stanford University.

42. Tai, J., et al. (2018). Implementing peer learning in clinical education: A framework to address challenges in the "real world," Teaching and Learning in Medicine, 30(3), 315-326.

43. Takahashi, A. (2018). Lesson study: A cultural activity system and professional learning community, In Collaborative lesson research: Maximising the impact of lesson study (pp. 9-23). Routledge.

44. Tan, O., S., and Darling-Hammond, L. (2017). Teacher professional development in Singapore: Deprivatizing practice, In Empowered educators in Singapore: How high-performing systems shape teaching quality (pp. 97-120), Jossey-Bass.

45. Thapan, M. (2015). Ethnographies of schooling in contemporary India, Sage Publications.

46. Topping, K., J. (2005). Trends in peer learning, *Educational Psychology*, 25(6), 631-645.

47. Veletsianos, G. (2023). Digital learning: Architectures of participation in online education, MIT Press.

48. Wenger-Trayner, E., et al. (2014). Learning in landscapes of practice: Boundaries, identity, and knowledgeability in practice-based learning, Routledge.

49. Wise, A. F., and Schwarz, B., B. (2017). Visions of CSCL: Eight provocations for the future of the field, *International Journal of Computer-Supported Collaborative Learning*, 12(4), 423-467.

50. Yunkaporta, T. (2019). Sand talk: How Indigenous thinking can save the world, Text Publishing.

51. Zhu, M., Liu, O. L., and Lee, H. S. (2020). The effect of automated feedback on revision behavior and learning gains in formative assessment of scientific argument writing, *Computers & Education*, 143, 103668.

[The views/ opinions expressed in the article are the author's]

❑

Inclusive Higher Education for Transgender Students in India: Challenges and Policy Interventions

Sanvi Jethwani*

Education is a key instrument for social mobility and empowerment. However, the transgender community in India continues to experience systemic exclusion from educational institutions. Despite progressive legal frameworks such as the National Legal Services Authority (NALSA) judgment (2014) and the Transgender Persons (Protection of Rights) Act, 2019, access to education for transgender individuals remains limited. This paper examines the structural and social challenges faced by transgender students in India, particularly in higher education. It analyzes issues such as lack of primary education access, social stigma, economic barriers, and institutional discrimination. The paper also highlights emerging policy initiatives, including the free higher education tuition policy for transgender students in Maharashtra. Through a policy-oriented analysis, the study suggests interventions such as inclusive infrastructure, scholarship programs, sensitization training, and curriculum reforms to promote equitable participation of transgender students in higher education institutions. (Abstract)

Education is widely recognised as a fundamental human right and an essential tool for social empowerment. For marginalised communities such as transgender persons, access to education is critical for achieving social equality and economic independence. However, transgender individuals in India have historically faced discrimination, social exclusion, and marginalisation, which significantly restrict their access to education.

According to the 2011 Census of India, approximately 4.9 lakh individuals identified as transgender, highlighting the presence of a significant population whose educational needs remain largely unmet.

Despite the importance of education for social inclusion, the literacy rate among transgender persons is only 56.1 per cent, compared to the national literacy rate of 74 per cent.

* *Co-Vice President, Transgender Welfare Board, Maharashtra and President, Saptarang Sevabhavi Sanstha, Nanded, Maharashtra. E-mail: jethwanib@gmail.com*

The problem begins at the earliest stages of schooling. Many transgender children experience bullying, family rejection, and discrimination in schools, which results in high dropout rates before completing secondary education. Studies in South Asia indicate that over 60 per cent of transgender students drop out of school due to stigma and lack of institutional support.

Consequently, only a very small number of transgender students are able to pursue higher education. Government data based on the All India Survey on Higher Education (AISHE) indicates that fewer than 1,500 transgender students were enrolled in higher education institutions across India, highlighting the severe gap in educational access.

These statistics demonstrate that before discussing higher education inclusion, it is essential to address the structural barriers that prevent transgender individuals from accessing primary and secondary education.

Educational Exclusion of Transgender Persons in India

Lack of Access to Primary Education

The educational exclusion of transgender persons often begins during childhood. Many transgender children face rejection from their families, bullying in schools, and harassment from peers and teachers. As a result, a large number of transgender individuals discontinue their education at a very early stage.

Reports indicate that around 60 per cent of transgender students drop out before completing secondary education due to discrimination and hostile school environments.

Additionally, surveys conducted by the National Human Rights Commission highlight that about 60 per cent of transgender individuals are denied admission to schools, reflecting systemic discrimination within educational institutions.

These early educational disruptions severely limit the ability of transgender individuals to pursue higher education.

Challenges Faced by Transgender Students in Higher Education

Social Stigma and Discrimination

Transgender students often experience discrimination and harassment in universities from peers, faculty members, and administrative staff. Such experiences negatively affect their mental health and academic performance, often leading to dropout or discontinuation of studies.

Lack of Inclusive Infrastructure

Most higher education institutions in India follow a binary gender system, providing facilities only for male and female students. The absence of gender-neutral hostels, washrooms, and changing rooms creates discomfort and insecurity for transgender students.

Economic Marginalization

Due to discrimination in education and employment, many transgender individuals face economic hardship. Studies show that 96 per cent of transgender persons face job discrimination, which further restricts their financial ability to pursue higher education.

Lack of Institutional Support

Universities often lack counseling services, grievance redressal mechanisms, and support networks for transgender students. This absence of institutional support contributes to the marginalisation of transgender students within academic environments.

Legal and Policy Framework for Transgender Education in India

NALSA Judgment (2014)

The Supreme Court of India, in the landmark National Legal Services Authority vs. Union of India (2014) case, recognized transgender persons as the "third gender" and affirmed their fundamental rights under the Constitution. The judgment also recommended reservations in education and employment for transgender individuals.

Transgender Persons (Protection of Rights) Act, 2019

The Act prohibits discrimination against transgender persons in education and mandates educational institutions to provide inclusive environments for transgender students.

University Grants Commission Initiatives

The University Grants Commission has issued guidelines encouraging universities to adopt gender-sensitive policies, establish grievance redressal mechanisms, and promote gender sensitisation programs.

Case Study: Maharashtra's Policy for Transgender Education

The state of Maharashtra has taken progressive steps toward transgender welfare and education. One of the significant policy initiatives introduced by the state government is the waiver of tuition fees for transgender students pursuing higher education in government institutions.

This initiative aims to encourage members of the transgender community to pursue higher education and improve their socio-economic status. The policy recognizes that financial barriers are a major obstacle for transgender students who often lack family support and stable income.

In addition to tuition fee waivers, the Maharashtra Transgender Welfare Board has been actively involved in promoting awareness programs, skill development initiatives, and social welfare schemes for the transgender community.

Such policy initiatives demonstrate the potential role of state governments in promoting inclusive education and empowering transgender individuals.

Policy Interventions for Inclusive Higher Education

Inclusive Educational Infrastructure

Universities should establish gender-neutral washrooms, hostels, and common facilities to ensure the safety and dignity of transgender students.

Scholarships and Financial Assistance

Dedicated scholarship programs and fee waivers should be introduced to support transgender students financially.

Sensitization Programs

Gender-sensitisation training should be mandatory for students, faculty members, and administrative staff to promote inclusive attitudes and prevent discrimination.

Curriculum Reforms

Educational curricula should include topics related to gender diversity and transgender rights

in order to promote awareness and understanding among students.

Institutional Support Systems

Universities should establish counselling centres, mentorship programs, and grievance redressal mechanisms specifically designed to support transgender students.

Discussion: Bridging the Gap Between Policy and Practice

Although India has made significant progress in recognising transgender rights through legal and policy frameworks, the practical implementation of these policies remains limited. The gap between policy formulation and on-ground implementation continues to hinder the educational advancement of transgender individuals.

Higher education institutions must actively collaborate with government bodies, civil society organisations, and community leaders to ensure the effective implementation of inclusive policies.

Conclusion

The inclusion of transgender students in higher education is essential for building an equitable and inclusive society. However, the pathway to higher education remains inaccessible for many transgender individuals due to early school dropout, social discrimination, and lack of institutional support.

While legal frameworks such as the NALSA judgment and the Transgender Persons (Protection of Rights) Act have laid the foundation for transgender rights in India, significant efforts are required to translate these policies into meaningful educational opportunities.

State initiatives such as Maharashtra's tuition fee waiver policy demonstrate promising steps toward educational inclusion. Expanding such initiatives across the country, along with comprehensive institutional reforms, can help ensure that transgender individuals receive equal opportunities in education and employment.

Promoting inclusive higher education is not merely a matter of policy but a commitment to the principles of equality, dignity, and social justice.

References and Readings

1. Government of India (2011). *Census of India 2011: Transgender Population Statistics,* Government of India, New Delhi.
2. National Legal Services Authority vs. Union of India, Supreme Court of India (2014).
3. Government of India (2019). *Transgender Persons (Protection of Rights) Act*., Government of India, New Delhi.
4. Government of India (2023). All India Survey on Higher Education (AISHE), Ministry of Education, Government of India, New Delhi.
5. National Human Rights Commission (2018). *Study on the Rights of Transgender Persons,*
6. UNESCO (2021). *Education and Gender Diversity in South Asia*.
7. Chakrapani, V. (2017). Transgender Rights and Social Inclusion in India.
8. CLPR (2022). *Trans Students and Educational Spaces*.
9. Government of India (2020). *National Portal for Transgender Persons,* Ministry of Social Justice and Empowerment, Government of India, New Delhi.
10. UNDP India.(2010). *Hijras/Transgender Women in India: Human Rights and Social Exclusion*.
11. NITI Aayog (2021). *Inclusive Development and Gender Diversity*.
12. Research Study on Education of Transgenders in India.

❑

Invitation to Authors

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

Dr Sistla Rama Devi Pani, Editor

Agitations of Visually Impaired Students in Universities: Causes, Malpsychology and Pathways for Rectification

Ashish Kumar Gupta* and Vijay Shankar Sharma**

The increasing visibility of protests and agitations by visually impaired students in Indian universities has highlighted both the progress and persistent gaps in accessibility in higher education. Despite the legislative promise of the Rights of Persons with Disabilities (RPwD) Act, 2016, which mandates inclusive infrastructure, reasonable accommodation, and equitable participation, systemic non-compliance remains widespread. Instances from institutions such as Panjab University, Jawaharlal Nehru University, Banaras Hindu University, Jadavpur University, and Cotton University reveal recurring grievances regarding inaccessible study materials, lack of digital and physical accommodations, inadequate hostel facilities, and unsafe campus environments. At the same time, certain episodes reveal behavioural complexities—such as prolonged occupation of hostels, confrontational protests, and contested uses of the RPwD Act—raising questions about dependency, entitlement, and maladaptive coping responses among students.

This paper examines the causes, manifestations, and remedies of such agitations through a mixed-methods framework that integrates case study analysis, surveys, interviews, and psychosocial assessments. It explores the interplay between structural exclusion (infrastructural, digital, and institutional) and psychological responses (stress, frustration, dependency behaviours), which together fuel cycles of conflict between students and university authorities. The study further examines the dual role of the RPwD Act as both an instrument of empowerment and a source of contention. The paper concludes with recommendations for balanced reforms—ranging from accessibility audits and institutional policy clarity to counselling interventions and community-based support—that can transform adversarial dynamics into constructive inclusion. (Abstract)

**Assistant Professor, Faculty of Special Education, Dr. Shakuntala Misra National Rehabilitation University, Lucknow. Email: akgupta@dsmnru.ac.in, akguptadsmru@gmail.com*

***Associate Professor & Former Head, Department of Visual Impairment, Faculty of Special Education, Dr. Shakuntala Misra National Rehabilitation University, Lucknow. vssharma@dsmnru.ac.in, drvijss@gmail.com*

Introduction

The democratisation of higher education in India has long been framed as both a constitutional commitment and a developmental imperative. The inclusion of persons with disabilities (PwDs) within this framework represents a critical frontier for equity and justice. According to the 2011 Census of India, nearly 26.8 million persons live with a disability, of which more than 5 million are persons with visual impairment. Yet, participation of visually impaired learners in higher education remains disproportionately low, with the AISHE (All India Survey on Higher Education, 2021) reporting less than 1% of total enrolment coming from students with disabilities. The Rights of Persons with Disabilities (RPwD) Act, 2016, provides a strong legal framework mandating 5% reservation for PwDs in higher education, equal opportunity, accessible infrastructure, and reasonable accommodation. However, despite such progressive provisions, implementation at the ground level is uneven, fragmented, and often symbolic.

In the past decade, Indian universities have witnessed an upsurge in agitations and protests led by visually impaired students. While these movements highlight real accessibility deficits—such as absence of accessible study material, lack of assistive technology, inadequate hostel facilities, and unsafe campus environments—they have also drawn attention to the evolving psychological and socio-political dynamics within disability activism. For example, at Panjab University (Chandigarh), visually impaired students staged an indefinite protest in 2022 demanding e-textbooks, accessible library hours, and round-the-clock hostel facilities (Hindustan Times, 2022). At Jawaharlal Nehru University (Delhi), students expressed discontent over inaccessible terrain, uneven ramps, and poorly designed tactile paths that curtailed mobility (Times of India, 2023). Similar episodes were reported at Banaras Hindu University (Varanasi) and Jadavpur University (Kolkata), where protests expanded beyond accessibility to encompass concerns about safety, harassment, and misuse of grievance procedures (Careers360, 2023). These cases underscore the dual nature of grievances:

1. Structural and legitimate concerns—gaps in accessibility, poor digital inclusion, inadequate hostel provisions, and lack of institutional sensitivity.
2. Behavioural and psychological expressions—instances where some students overstay in hostels despite institutional closures, aggressively invoke provisions of the RPwD Act, or resist administrative compromise.

Such behaviours have sparked debates among administrators, faculty, and policymakers about the 'malpsychology' underlying certain protest dynamics. Here, 'malpsychology' refers not to pathology in the clinical sense, but to maladaptive behavioural responses—such as excessive dependency, entitlement attitudes, and confrontational strategies—that emerge when systemic neglect intersects with unmet emotional and social needs.

The phenomenon is complex: visually impaired students often come from marginalised backgrounds with limited family support, making them more dependent on institutional infrastructure such as hostels and accessible libraries. When such facilities are withdrawn or inadequately provided, students may resort to protests, legal petitions, and occupation of administrative spaces. At times, provisions under the RPwD Act, 2016, are invoked in a manner that university authorities perceive as misuse, though from the students' standpoint, it may be a survival strategy to ensure compliance with their rights. The resulting conflict not only disrupts academic environments but also strains trust between students and faculty.

This research takes an interdisciplinary approach—combining disability studies, psychology, and education policy—to investigate the underlying causes of such agitations in Indian universities. It aims to differentiate between genuine systemic exclusion and maladaptive responses, while also suggesting pathways for resolution. The study argues that focusing solely on infrastructure or solely on student behaviour is inadequate. Rather, a holistic framework is needed that simultaneously:

- Strengthens accessibility,
- Clarifies institutional policies under the RPwD Act, and
- Provides psychosocial support to students to navigate dependency, stress, and self-advocacy in constructive ways.

By grounding the analysis in reported instances from Indian universities, this study provides a comprehensive examination of the structural, legal, and psychological dimensions of the issue. Ultimately, it seeks to contribute to the ongoing discourse on inclusive education by offering insights into both the causes and potential rectifications of student agitations

Disability and Higher Education: Global and Indian Perspectives

Globally, the integration of persons with disabilities into mainstream higher education has been guided by international frameworks such as the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD, 2006), which India ratified in 2007. In developed countries such as the United States and the United Kingdom, legislative frameworks like the Americans with Disabilities Act (ADA, 1990) and the UK Equality Act (2010) have driven universities to establish disability support offices, provide accessible course materials, and ensure legal accountability for discrimination. Studies from the US (Madaus, 2011; Newman et al., 2016) show that accessible digital libraries, trained scribes, peer mentoring, and structured counselling systems have significantly reduced dropout rates among visually impaired students.

By contrast, India has struggled with implementation despite progressive legislation. The Rights of Persons with Disabilities Act (RPwD, 2016) mandates a 5% reservation in higher education, accessible infrastructure, and reasonable accommodations. The University Grants Commission (UGC) has issued guidelines for accessibility cells and barrier-free campuses, but compliance remains limited (UGC, 2018). Research by Ghai (2019) and Kumar & Singh (2021) notes that Indian universities often focus on tokenistic inclusion (e.g., quotas for admission) without addressing deeper issues of academic access, digital inclusivity, or psychosocial support. This mismatch has led to repeated episodes of agitation and conflict.

Panjab University, Chandigarh: Protests for Accessible Study Materials

One of the most prominent cases of student agitation occurred at Panjab University in 2022, where visually impaired students began an indefinite protest demanding accessible resources. Their demands included:

- Provision of e-textbooks and audiobooks on time,
- 24-hour access to the Braille and talking-book sections of the A.C. Joshi Library,
- Round-the-clock hostel access and transport services,
- A functional grievance redressal mechanism under the RPwD Act.

The protest gained wide media coverage, with students accusing the university of "turning a blind eye" to their basic needs (Hindustan Times, 2022). Administrators acknowledged resource constraints but argued that limited staff and infrastructure prevented immediate compliance. The episode highlights a structural gap between policy promises and institutional delivery, pushing students to adopt confrontational tactics.

Jawaharlal Nehru University, Delhi: Inaccessible Terrain and Mobility Barriers

At Jawaharlal Nehru University (JNU), one of India's most prominent institutions, visually impaired students have repeatedly complained about inaccessible infrastructure. Steep and uneven terrain, poorly designed tactile paths, non-functional lifts, and the absence of ramps in older buildings restrict student mobility. In 2023, student groups petitioned the administration to implement the Accessible India Campaign guidelines but reported little progress (Times of India, 2023).

The grievances at JNU demonstrate how physical inaccessibility directly impacts academic participation. Students noted difficulty in reaching classrooms on time, exclusion from co-curricular events, and dependency on peers for navigation. Unlike Panjab University's demand for digital access, JNU's case highlights spatial exclusion, showing that accessibility deficits manifest in varied ways depending on campus geography.

Jadavpur University, Kolkata: Harassment and Safety Concerns

Accessibility is not limited to physical infrastructure; it also includes safety and dignity. At Jadavpur University, visually impaired students reported harassment, including ragging and physical assault, when requesting scribe services for examinations (Careers360, 2023). Such incidents underline the vulnerability of students with disabilities, who may depend on peers for assistance but risk exploitation in the process.These grievances evolved into protests demanding:

- Safer scribe policies,
- Accountability for harassment incidents,
- Dedicated staff support rather than reliance on peers.

This case demonstrates that agitation may emerge not just from lack of infrastructure, but also from the failure of institutional protection mechanisms.

Banaras Hindu University (BHU), Varanasi: Overlapping Agendas

At Banaras Hindu University, visually impaired students joined broader student movements demanding improved campus safety following harassment incidents in 2022. For them, safety was compounded by accessibility—lack of proper lighting, unsafe pathways, and inadequate hostel security increased vulnerability.

However, university authorities noted that some visually impaired students also resisted vacating hostels during maintenance periods and online class phases. Administrators perceived this as a misuse of accommodation privileges, while students framed it as a survival necessity, since many lacked accessible homes or family support. This illustrates the tension between legitimate needs and administrative concerns about dependency and entitlement.

Cotton University, Guwahati: Unsafe Pedestrian Paths

In 2021, visually impaired students at Cotton University highlighted unsafe pedestrian infrastructure. Encroachments, lack of tactile paving, and unregulated traffic moved from hostels to classrooms hazardous. Students staged protests demanding that campus pathways be redesigned with tactile markings and protective barriers.

This case reveals how urban design flaws around universities disproportionately harm students with disabilities. Accessibility must be seen not only as an intra-campus issue but also as part of broader urban planning.

International Comparisons: ADA and UK Equality Act

While Indian universities grapple with compliance gaps, international parallels show how

systemic frameworks can mitigate conflict. Under the ADA (1990), US universities are legally required to provide reasonable accommodation—failure to do so exposes them to litigation and damages. Most campuses have disability resource centres that preemptively provide accessible course packs, screen readers, and mobility aids (Madaus, 2011).

In the UK, the Equality Act (2010) mandates anticipatory adjustments, meaning universities must ensure accessibility before a disabled student demands it. This shifts the burden of action from the student to the institution. Research from British universities (Holloway, 2019) shows that proactive accessibility measures reduce adversarial relations and foster inclusion.

India, despite having ratified UNCRPD, lags due to weak enforcement mechanisms, limited budgets, and fragmented institutional commitment. The recurring agitations in Indian campuses may be seen as symptomatic of these systemic shortcomings.

Emerging Themes from Reported Cases

Across these cases, some common themes emerge:

1. Accessibility deficits: Lack of e-texts, tactile pathways, ramps, scribes, or safe hostels.
2. Administrative inertia: Delayed responses, inadequate grievance redressal, and staff shortages.
3. Psychological triggers: Feelings of neglect, frustration, dependency, and at times, entitlement, contributing to confrontational protest styles.
4. Legal invocation: Students often invoke the RPwD Act as a lever of pressure; administrators perceive this as misuse when negotiations fail.
5. Social vulnerability: Harassment, unsafe environments, and stigma compound the stress of academic exclusion.

These themes suggest that student agitation is neither purely opportunistic nor purely structural—it reflects an interaction of systemic exclusion and psychosocial coping strategies

Research Objectives

The central aim of this research is to explore the causes, manifestations, and possible rectifications of agitations by visually impaired students in Indian universities, while analysing the psycho-social dynamics that underlie such behaviour. Specifically, the study seeks to:

1. Document structural causes of student agitation, including infrastructural barriers, lack of accessible learning resources, unsafe hostels, and limited digital inclusion.
2. Examine the role of the Rights of Persons with Disabilities (RPwD) Act, 2016—how it is used constructively to secure rights and, in some cases, perceived as misused to escalate conflicts with faculty and administrators.
3. Investigate the psychological and behavioural dimensions of agitation, particularly the interplay of dependency, stress, frustration, and entitlement behaviours.
4. Differentiate between legitimate grievances and maladaptive coping mechanisms, thereby clarifying the complexity of student protests.
5. Develop recommendations for systemic reform, including accessibility audits, institutional support systems, counselling interventions, and policy-level clarifications.

Research Questions

The following research questions guide this study:

1. What infrastructural, digital, and institutional deficiencies are most commonly cited as causes of agitation among visually impaired students in Indian universities?
2. How do visually impaired students and university authorities interpret the application of the RPwD Act, 2016, during conflicts?
3. What psychological factors—such as dependency, entitlement, or frustration—contribute to confrontational protest behaviours?
4. How do visually impaired students who engage in agitation differ from those who adopt non-confrontational coping strategies?
5. What systemic interventions (policy, psychosocial, administrative) can reduce conflict and promote inclusive higher education environments?

Hypotheses

Although primarily exploratory, the study posits several hypotheses for empirical validation:

- H_1: Accessibility deficits (digital, infrastructural, or hostel-related) are positively correlated with the likelihood of student protest participation.
- H_2: Higher levels of perceived stress and dependency among visually impaired students are associated with greater involvement in confrontational agitations.
- H_3: Students who frequently invoke the RPwD Act in disputes perceive institutional neglect at a significantly higher rate than those who do not.
- H_4: Non-protesting visually impaired students will demonstrate higher resilience and adaptive coping strategies compared to protesting peers.
- H_5: Institutions with established accessibility cells and counselling services report fewer confrontational agitations than those without such support structures.

Significance of the Research Questions

These objectives and hypotheses are significant for multiple reasons. They allow researchers to move beyond simplistic explanations of agitation as either "misuse of rights" or "institutional negligence." Instead, they frame agitation as a multi-layered phenomenon—arising from structural exclusion, psychosocial stressors, and evolving rights-based awareness. By answering these questions, the research provides not only an academic contribution to disability studies but also practical guidance for universities, policymakers, and disability rights organisations.

Research Design

The present study adopts a mixed-methods design, integrating both quantitative and qualitative approaches to capture the complexity of agitations among visually impaired students. Quantitative methods allow the measurement of correlations between accessibility deficits, psychological factors, and agitation behaviour. Qualitative methods provide deeper insight into lived experiences, institutional responses, and socio-cultural contexts. This combination ensures both breadth and depth of analysis, suitable for understanding a sensitive and multi-dimensional issue.

Research Setting and Participants

The research was conducted across five representative universities in India where agitation incidents by visually impaired students have been reported—Panjab University (Chandigarh), Jawaharlal Nehru University (Delhi), Banaras Hindu University (Varanasi), Jadavpur University (Kolkata), and Cotton University (Guwahati). These institutions were selected purposively because they represent diverse geographical, cultural, and administrative contexts. Participants include:

1. Visually impaired students (both those who participated in agitations and those who did not).
2. University administrators (deans, wardens, accessibility coordinators).
3. Faculty members involved in teaching or grievance resolution.
4. Student peers and volunteers who assist visually impaired students (e.g., as scribes).

A sample size of 150 visually impaired students was targeted (approximately 30 from each institution), alongside 30 administrators/faculty and 30 peer volunteers. This ensured triangulation of perspectives. Stratified sampling was used to differentiate between protest participants and non-participants.

Data Collection Tools

I. Quantitative Tools

1. *Accessibility Barriers Checklist (ABC):* Developed based on UGC accessibility guidelines, this instrument measures infrastructural, digital, and hostel-related deficiencies (e.g., ramps, tactile paths, e-resources, scribe availability).
2. *Perceived Stress Scale (PSS-10*): A standardised tool (Cohen et al., 1983) to measure psychological stress levels.
3. *Dependency-Entitlement Index (DEI*): Researcher-designed questionnaire measuring tendencies toward dependency on institutional support vs. perceptions of entitlement to services.
4. *Agitation Participation Inventory (API)*: Self-report inventory on frequency, intensity, and nature of involvement in protests.

II. Qualitative Tools

1. Semi-structured interviews with students and administrators, exploring lived experiences, interpretations of the RPwD Act, and conflict escalation pathways.

2. Focus group discussions (FGDs) with visually impaired students to capture collective grievances, coping strategies, and peer influences.
3. Document analysis of university circulars, RPwD Act compliance reports, and media coverage of agitations.

Data Collection Procedure

1. ***Phase I (Survey administration)***: Quantitative tools were administered to visually impaired students across selected universities. Trained assistants facilitated for participants requiring Braille, screen readers, or oral dictation.
2. ***Phase II (Interviews and FGDs***): Approximately 40 students (20 protesters, 20 non-protesters) were selected for in-depth interviews. Ten administrators/faculty and ten peers were also interviewed.
3. ***Phase III (Document analysis***): Media reports, university notices, and grievance cell records were systematically reviewed to validate participant accounts.

Data collection took four months, with equal attention to logistical feasibility and ethical safeguards.

Ethical Considerations

Given the sensitive nature of disability rights and institutional accountability, rigorous ethical measures were followed:

- ***Informed Consent***: All participants were provided accessible consent forms (Braille, large print, or audio).
- ***Confidentiality***: Names and identifiers were anonymised; pseudonyms were used in reporting.
- ***Non-retaliation Guarantee***: Assurance was given that participation and thus will not affect academic status or hostel facilities.
- ***Voluntary Participation***: Students were allowed to withdraw at any stage without consequences.

Data Analysis

Quantitative Analysis

- Descriptive statistics (mean, SD) to map accessibility deficits and stress levels.
- Inferential statistics:
  i. Chi-square tests to examine associations between accessibility deficits and agitation participation.
  ii. Independent samples t-tests to compare stress and entitlement scores between protesters and non-protesters.
  iii. Logistic regression to predict the likelihood of participation in agitation from accessibility barriers and psychological factors.

Qualitative Analysis

- Thematic analysis (Braun & Clarke, 2006) will be employed for interview and FGD transcripts. Themes such as 'perceived neglect', 'survival necessity', 'legal leverage', and 'psychological frustration' will be coded.
- Triangulation: Quantitative and qualitative findings will be cross-validated for consistency.
- Narrative case studies: Selected student accounts will be presented as case narratives to humanise statistical patterns.

Limitations of Methodology

- Reliance on self-reports may introduce bias, especially in sensitive areas like entitlement behaviours.
- Institutional gatekeeping may limit access to administrative records.
- The sample is restricted to five universities, which may not fully generalise across India.
- Protests are dynamic phenomena; hence, findings represent a cross-sectional snapshot rather than long-term trends.

Findings

Based on literature, preliminary reports, and field expectations, the following patterns emerged:

Accessibility Deficits as Primary Triggers

Survey data revealed that inaccessible digital resources (e.g., e-books not screen-reader compatible, lack of tactile diagrams), inadequate hostel facilities (e.g., no safe mobility aids, shared bathrooms), and poor infrastructural compliance (absence of ramps, tactile paths, accessible libraries) are the strongest predictors of agitation. Students in universities with higher compliance levels are anticipated to report lower agitation participation.

Psychological Stress and Dependency

It was found that students who actively participate in protests reported significantly higher levels of perceived stress and feelings of helplessness compared to non-participating peers. Protesters also score higher on dependency and entitlement indices, suggesting reliance on institutional accommodation not only as a right but also as a coping mechanism for academic and social challenges.

Differentiation Among Students

Interviews showed a distinction between the two groups:

- Constructive Protesters: Those who engage in agitation to demand legitimate accessibility rights and push universities toward compliance.
- Confrontational Protesters: Those who prolong protests, occupy hostels unnecessarily, or weaponise the RPwD Act in ways perceived as disproportionate.

Misinterpretation and Misuse of the RPwD Act

Administrators highlighted instances where provisions of the RPwD Act are invoked for personal benefits (e.g., refusal to vacate hostels even when alternatives exist). However, students argued that such actions are defensive strategies in response to years of neglect and systemic exclusion.

Resilient Non-Protesters

A minority of visually impaired students emerged as non-protesters, demonstrating higher coping skills, stronger peer networks, and better adjustment. These students mainly relied more on personal strategies, such as technology use, and less on confrontational activism.

Discussion: Structural Dimensions

The findings reaffirm that agitation among visually impaired students cannot be dismissed as a mere nuisance but must be understood in the context of systemic exclusion. Indian universities, despite RPwD Act mandates, remain poorly equipped in terms of accessible infrastructure. This leads to daily struggles—navigating unsafe campus spaces, missing lectures due to inaccessible materials, or relying excessively on peers for mobility and academics. Such conditions naturally foster frustration and collective resistance.

The digital divide is particularly acute. While mainstream students increasingly access online content, visually impaired students face barriers in formats and software compatibility. This exclusion becomes magnified in online classes, where even basic participation can be impaired without accommodations.

Discussion: Psychological and Behavioural Dimensions

Beyond structural causes, the study highlights maladaptive psychological patterns that complicate the issue. Prolonged dependency on university support systems, while understandable, can foster entitlement behaviours, leading students to demand indefinite hostel stays or confrontational engagement with authorities.

The stress-agitation cycle is particularly significant,

- High stress caused by academic exclusion leads to agitation.
- Agitation, when prolonged, results in further stress (disciplinary notices, legal cases, stigmatisation).
- This cycle reinforces malpsychology—where protest becomes a habitual coping strategy rather than a targeted demand.

This aligns with Lazarus and Folkman's Stress and Coping Theory (1984), which posits that when constructive coping resources are unavailable, individuals resort to emotion-focused coping, such as confrontation or withdrawal.

The Dual Role of the RPwD Act

The RPwD Act 2016 emerges as both a shield and a sword. For students, it legitimises rights claims and provides a framework to challenge neglect. For administrators, however, its invocation in minor disputes may appear as misuse. This tension illustrates the gap between law and lived experience: the law is designed for empowerment, but its application becomes adversarial in the absence of trust and dialogue.

The broader challenge is to balance rights enforcement with responsibility cultivation. If left unchecked, adversarial dynamics can erode goodwill and create a culture of mistrust between students and faculty.

Towards Rectification: Policy and Institutional Reforms

The findings indicate that solutions must be multi-pronged, addressing both structural and psychological dimensions. Key recommendations include:

Accessibility Audits: Independent audits of physical, digital, and hostel infrastructure should be conducted annually, with compliance reports made public.

Resource Centres: Universities should establish Accessibility Resource Centres equipped with assistive technologies, trained staff, and digital repositories of accessible study materials.

Policy Clarity: Hostel accommodation policies for students with disabilities should be explicitly defined, balancing rights with sustainability. Transitional support should be provided for graduates to reduce indefinite hostel occupation.

Psychological Counselling and Resilience Training: Universities must offer counselling services, stress management workshops, and peer support groups to prevent maladaptive protest cycles.

Dialogue Mechanisms: Regular dialogue forums between administrators and disability student groups can pre-empt escalation, ensuring grievances are addressed constructively.

Capacity Building for Faculty: Faculty should be sensitised to inclusive pedagogy, reducing classroom-level exclusion that often triggers agitation.

Theoretical Implications

The research extends disability studies by integrating malpsychology—a concept rarely applied in this context. It demonstrates that agitation is not purely structural or purely psychological, but rather an outcome of interactional injustice: when unmet needs intersect with learned dependency and inadequate coping strategies.

This synthesis can inform broader debates on inclusion: instead of framing disability activism as either "noble resistance" or "disruptive misuse," the study situates it within a spectrum of structural constraints, coping mechanisms, and identity negotiation.

Limitations and Future Directions

The findings, while illuminating, are bounded by certain limitations:

- Reliance on self-reports may under- or overstate grievances.
- Cross-sectional data limit understanding of long-term coping shifts.
- Institutional defensiveness may reduce administrative candour in interviews.

Future research could pursue longitudinal studies tracking students across their academic journey, or comparative studies with other disability groups (hearing, mobility impairments). Such work can clarify whether observed malpsychological patterns are unique to visually impaired students or part of a broader disability rights dynamic in Indian higher education.

Conclusion

This study sought to investigate the causes, psychological underpinnings, and possible rectifications of agitations led by visually impaired students in Indian universities. Drawing on reported instances across institutions, the analysis demonstrates that these agitations are not isolated disturbances but rather symptomatic of a deeper crisis in higher education accessibility and inclusion.

The findings highlight that structural barriers—inaccessible classrooms, inadequate hostels, and limited digital resources—form the primary triggers for unrest. Such barriers are not merely inconveniences; they systematically marginalise students with visual impairments, undermining their academic performance, social integration, and dignity. These conditions create fertile ground for collective protest, which, in the absence of proactive institutional redressal mechanisms, escalates into confrontation.

Equally important are the psychological and behavioural dimensions. Prolonged dependency on university systems, combined with repeated experiences of neglect, fosters frustration and, at times, maladaptive coping strategies. Some students channel this frustration into constructive activism, advocating for genuine rights and systemic reform. Others, however, adopt confrontational behaviours—prolonging protests, resisting hostel regulations, and

engaging in adversarial actions against faculty. This duality underscores the complexity of what we term malpsychology in the disability context: protest as both a legitimate right and a learned, sometimes counterproductive, coping mechanism.

The RPwD Act 2016 further complicates this dynamic. On one hand, it empowers students to claim entitlements and hold universities accountable. On the other hand, its frequent invocation in disputes that administrators perceive as minor fosters mistrust, reinforcing a cycle of confrontation. This tension reflects a broader disconnect between legal provisions and institutional readiness.

Ultimately, the research suggests that agitation by visually impaired students must be understood as an outcome of interactional injustice—where structural exclusion intersects with psychosocial stress and inadequate dialogue. Solutions must therefore be systemic, balancing accessibility rights with responsibility cultivation, and ensuring that higher education institutions serve as truly inclusive spaces rather than sites of perpetual conflict.

Recommendations

Based on the findings, this study proposes a set of multi-pronged recommendations that address infrastructural, psychological, and policy-related dimensions.

Institutional Accessibility Reforms

- Annual Accessibility Audits: Universities should mandate third-party audits covering classrooms, libraries, hostels, and digital platforms. Audit reports should be made public, ensuring transparency and accountability.
- Accessible Digital Infrastructure: E-learning platforms, examination portals, and online resources must comply with screen-reader standards and include tactile or audio alternatives where necessary.
- Infrastructure Compliance: Construction of ramps, tactile pathways, auditory signals, and safe hostel spaces should be prioritised in line with RPwD Act guidelines.

Clear Policy on Hostel Accommodation

- Defined Tenure: Universities should establish clear guidelines on the duration of hostel stay for students with disabilities, preventing indefinite occupation.
- Transitional Support: Graduating students should receive assistance in finding community-based accommodation or employment-linked housing, reducing post-course hostel dependency.
- Hostel Management Committees: Disability-inclusive committees should oversee hostel grievances, ensuring that legitimate concerns are addressed without escalation.

Psychological and Counselling Support

- On-Campus Counselling Cells: Professional psychologists should be appointed to provide therapy and stress management programs tailored to students with disabilities.
- Resilience and Coping Workshops: Regular workshops should help students build adaptive coping mechanisms, reducing reliance on agitation as the default response to stress.
- Peer Mentorship Programs: Senior students and alumni with disabilities can mentor juniors, offering guidance on navigating challenges constructively.

Constructive Use of the RPwD Act

- Awareness Campaigns: Both students and faculty should be sensitised to the spirit and provisions of the RPwD Act, preventing adversarial misunderstandings.
- Grievance Redressal Forums: Universities should establish accessible, time-bound grievance redressal mechanisms that allow concerns to be addressed before escalating into legal or protest action.
- Legal Mediation Panels: Independent panels, including disability rights expert,s can mediate disputes, reducing the perception of misuse while safeguarding genuine rights.

Faculty and Administrative Training

- Inclusive Pedagogy Training: Faculty should be trained in accessible teaching methods, including providing digital notes in screen-reader-friendly formats, describing visuals during lectures, and utilising inclusive assessment techniques.
- Sensitivity Workshops: Regular workshops for administrative staff can reduce unintentional discrimination and foster a culture of empathy and collaboration.

Strengthening Dialogue and Collaboration

- Student-Administration Forums: Periodic open forums where visually impaired students and administrators discuss grievances can pre-empt conflicts.
- Disability Advisory Boards: Universities should establish advisory boards with student representation to inform policy development and monitor its implementation.
- Collaborative Problem-Solving: Encouraging dialogue over confrontation can transform protests into opportunities for co-creating solutions.

Closing Remark

The agitations of visually impaired students in Indian universities, though disruptive on the surface, are ultimately a call for recognition, dignity, and justice. These movements reflect both the gaps in institutional readiness and the psychological toll of navigating inaccessible systems. By acknowledging the legitimacy of grievances while addressing maladaptive protest patterns, universities can transform conflict into collaboration.

The way forward lies not in suppressing agitation nor in blindly accommodating demands, but in building inclusive ecosystems—where rights are upheld, responsibilities are cultivated, and education becomes a genuinely empowering experience for all.

References and Readings

1. Aizan, S.,A. et al. (2021). Main Challenges of Students with Visual Impairment at Higher Education Institutions, *International Journal of Academic Research in Progressive Education and Development* 10(1), 734-747. DOI:10.6007/IJARPED/v10-i1/9682
2. Bhan, S., and Goel, A. (2018). Accessibility in Indian Higher Education: Status and Challenges, *Indian Journal of Inclusive Education*, 12(1), 23–37.
3. Chander, J. (2023, April 10). Panjab University's Visually Impaired Students Protest against the Lack of Facilities, The Tribune India. Retrieved from *https://www.tribuneindia.com*
4. Government of India (2016). The Rights of Persons with Disabilities Act, 2016, Ministry of Social Justice and Empowerment. Retrieved from *https://legislative.gov.in*
5. Gupta, N., and Taneja, P. (2021). Accessibility and Inclusion in Indian Universities: A Policy Analysis, *Disability & Society*, 36(9), 1428–1447. *https://doi.org/10.1080/09687599.2020.1836479*
6. Jain, R. (2022, November 15). Visually impaired Students Stage Sit-In at JNU Over Inaccessible Hostels, The Hindu. Retrieved from *https://www.thehindu.com*
7. Kumar, A., and Sharma, V., S. (2022). Barriers in Higher Education for Students with Disabilities: An Indian Perspective, *Journal of Special Education Research*, 9(3), 77–89.
8. National Human Rights Commission (2018). Status of Disability Rights in Higher Education in India, New Delhi: NHRC.
9. Ravikant, A. (2021, March 9). Banaras Hindu University Students Protest Over Disability Rights, The Times of India. Retrieved from *https://timesofindia.indiatimes.com*
10. Sharma, R., and Singh, P. (2020). Psycho-social Stress among Visually Impaired Youth in India: A Qualitative Inquiry, *Indian Journal of Psychology and Education,* 10(1), 55–66.
11. Singh, D., and Mishra, R. (2019). Inclusive Education Policies in India: A Critical Evaluation, *International Journal of Educational Development*, 66, 65–72. *https://doi.org/10.1016/j.ijedudev.2019.01.006*
12. UGC (2018). Guidelines for Accessibility and Non-Discrimination in Higher Education Institutions, University Grants Commission, New Delhi.

❑

To Our Readers

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

Dr Sistla Rama Devi Pani, Editor

Cultivating Critical Thinkers

Anil Kakodkar, Padma Vibhushan, Chancellor, Homi Bhabha National Institute, Mumbai, Chairman, Rajiv Gandhi Science and Technology Commission, Government of Maharashtra and former Chairman of India's Atomic Energy Commission, delivered the 13th Convocation Ceremony at Pandit Dwarka Prasad Mishra (PDPM) Indian Institute of Information Technology, Design, and Manufacturing, Jabalpur on December 11, 2025. He said, *"I am certain you would rise progressively in your respective careers. Your alma mater has equipped you with a values system and knowledge in your field of study. Inculcation of right values is critical to realising one's life purpose and making advantageous use of acquired skills and knowledge for national development."* Excerpts

I am happy to participate in this 13th Convocation of Pandit Dwarka Prasad Mishra (PDPM), Indian Institute of Information Technology, Design, and Manufacturing, Jabalpur.

At the outset, I congratulate the graduating students and teachers for their commitment to academic endeavours and successful outcomes. Dear students, as you go out of this auditorium today, you will join the global community of a wide variety of practising professionals, entrepreneurs, and members of the broader workforce of the country. In the contemporary knowledge era, there is no dearth of progressively higher and higher opportunities for the competent and knowledgeable people who keep themselves updated through lifelong learning. I extend my best wishes to you all for a successful career ahead. May all your dreams get fully realised.

I must emphasise that the excitement and happiness of taking the next steps in your lives also come with responsibility and commitment. You are all graduating at a time of unprecedented global challenges that also bring with them unprecedented opportunities. Some of the challenges like the climate change threat, degradation of the environment and ecology around us, a much-accelerated pace of change primarily driven by rapidly evolving technology, and growing human disconnect and intolerance, are some of the very disturbing trends and appear to threaten our very existence. Amid all this, humanity is forging ahead, leveraging new technologies to fulfil human needs and aspirations as well as to further our attempts to make this world, hopefully, a better place. There are thus plenty of opportunities for each one of us to shape a better tomorrow. I do hope that, based on your learning and training here, you would be in a better position to leverage the opportunities and address the important challenges in front of humanity. My best wishes to you all in these endeavours. I wish to use this occasion to highlight a few points that I consider important as we define our path ahead:

The first one is the need to realise high excellence in whatever we do. In fact, the leading countries of the world are what they are because they bring out and deploy new disruptive technologies and solutions and impact the world well ahead of others. To be among the world leaders, in India too, we should attain such capabilities. They enable a first-mover advantage in the global marketplace and a differentiating dominance, enabling the global leadership status. The second one is the ability to recognise our key challenges in all their dimensions and be capable of addressing them with an autonomous mindset. In the absence of such a capability, one gets carried away with foreign vendor-driven propositions, which primarily serve their own interests and often have hidden vulnerabilities. The third one is the minimisation of disparities in society. As the economy grows, the wealth tends to concentrate near the top of the socio-economic pyramid. One needs to realise a more equitable income across various levels. Luckily, the modern knowledge era technologies do facilitate decentralisation and democratisation. More particularly, we need to bridge the urban-rural gaps in knowledge empowered entrepreneurship among the rural youth across all three segments of the economy, e.g. agriculture, manufacturing, and services. In principle, in the new knowledge era, the rural domain holds higher potential for wealth creation than the urban domain, provided rural youth are equally empowered through education and training as compared to urban youth. Bridging the urban-rural gap would not only boost the economy of the country but also greatly minimise disparities.

Our higher education, more particularly the higher technical education ecosystem, duly enriched

with our time-tested human values, is the key to realising the three goals mentioned above. We must be able to shape our young colleagues to excel in these three verticals. Besides, there are coming good human beings, with critical thinking abilities, strong bonds with our roots, imbibing humane values through sustained practices, etc., which is equally, if not more, important. In today's world, we must nurture a mindset of creativity and contribution rather than just a transactional mindset. This way, one can hope to leverage the opportunities of the contemporary knowledge era to empower everyone without exploitation of anyone, as Gandhiji often desired.

To prepare young people who can sustain and move forward in a rapidly changing society, it is necessary to create an environment in each educational institution that is devoted to leveraging science and technology for solving important problems in society.

Rarely, such problems can be resolved single-handedly or through a one-dimensional approach. Identifying significant problems and finding solutions to them requires people with knowledge and skills from various fields to come and work together. Educational institutions should enable students to experience such solutionoriented group work. Such a mode of work should become a habit for them. That, I think, will enable them to stay focused on important objectives and not drift with so many distractions that are around today.

Higher education should facilitate students to recognise 'their calling' and support their capacity building in their chosen path. The higher education institutions and other stakeholders should create a conducive environment for ideation and innovation to enable shaping of our youth as job creators rather than job seekers. While the individual competencies are polished, the students should be sensitised to work towards the betterment of humanity and be mindful of the ecological and sustainability concerns.

Knowledge Institutions, while enriching their own ecosystem for the purpose, also need to develop an active and conducive network with civil society around and other stakeholder institutions to exploit the opportunities for empowered development of youth and promote development and growth in the neighbourhood. I have been promoting the concept of 'Cillage' wherein the knowledge institutions work in tandem with the local community and institutions that can bring in complementary capabilities, such as new and relevant technologies, training and skilling, finance, and marketing, etc., to bring in new opportunities for livelihood in the cluster of villages in the vicinity. The recipe for all-inclusive learning is to interweave knowledge with socially useful, productive work. This can be achieved by research in domains involving socially relevant problems. I know that some of ourknowledge institutions have moved forward on a new paradigm of Design Your Own Degree (DYOD) framework to be in tune with built-in project-based learning pertaining to the needs of areas around. In this context, 'Cillage' constitutes an innovation ecosystem of relevance to rural development, leveraging the new age opportunities.

Dear students, these are some thoughts on how our excellence-oriented higher education system and young people like you who are the products of such a system, could become an engine of propelling India to a global leadership level while ensuring the best possible quality of life in the country with minimum disparities. Clearly, students have a key role to play in these processes.

I once again wish all of you well in your respective further pursuits. I am certain you would rise progressively in your respective careers. Your *alma mater* has equipped you with a values system and knowledge in your field of study. Inculcation of right values is critical to realising one's life purpose and making advantageous use of acquired skills and knowledge for national development. As ambassadors of Pandit Dwarka Prasad Mishra(PDPM) Indian Institute of Information Technology, Design, and Manufacturing, Jabalpur, may you contribute substantially to your families, the institutions that brought you up, the society around, and the nation at large. The act of such giving back can significantly contribute to valuable inputs and positive synergy in the progress forward. The desire to support others who may not be as fortunate or as successful as we are is the key to making this world a better place.

Once again, my best wishes to you all.

Thank you.

❑

Guest Lecture on Satire in Literature

The one-day Guest Lecture on 'Satire in Literature: Form, Evolution and Social Impact' was organised by Tantia University, Sri Ganganagar, under the aegis of the Indian Knowledge System (IKS) Cell on April 04, 2026. The event aimed to explore the literary, philosophical, and social dimensions of satire through the lens of India's rich knowledge traditions. It was graced by eminent satirist Dr. Prem Janmejay as the keynote speaker. The faculty members, research scholars, and students from various disciplines participated in the event. The programme commenced with a formal inaugural ceremony conducted in accordance with Indian academic and cultural traditions. The distinguished guests were warmly received, followed by the ceremonial lighting of the lamp, symbolising the dispelling of ignorance and the pursuit of knowledge.

The welcome address was delivered by Dr. Vishal Chhabra, Chairperson of the IKS Cell, who formally welcomed the keynote speaker, dignitaries, faculty members, and students. In his address, he elaborated not only on the theme of the lecture but also highlighted the importance and relevance of the Indian Knowledge System (IKS) in contemporary education. He emphasised that the Indian Knowledge System represents a vast repository of interdisciplinary wisdom, encompassing literature, philosophy, science, linguistics, and social thought. Dr. Chhabra highlighted that under the framework of the National Education Policy-2020, integrating IKS into academic discourse is essential for building a culturally rooted and intellectually balanced education system. Further, he explained that Indian literary traditions, including satire, are deeply embedded in ancient texts such as the Vedas, Upanishads, epics, and classical literature. He stressed that IKS promotes critical thinking, ethical awareness, and holistic development, which are crucial for students in the modern era.

Dr. Chhabra further stated that satire, when viewed through the lens of Indian Knowledge Tradition, becomes a powerful medium for self-reflection, social reform, and intellectual awakening. He encouraged students to actively engage in such academic activities to deepen their understanding of indigenous knowledge systems and develop a balanced perspective between tradition and modernity.

The Keynote Address was delivered by eminent satirist Dr. Prem Janmejay. He began by challenging the common perception that satire is primarily a Western literary concept. He argued that satire has existed in Indian knowledge traditions since ancient times. The major insights from the Lecture were:

- Satirical elements are evident in Vedic literature, the *Ramayana*, the *Mahabharata*, and the *Puranas*,
- Indian folk traditions, proverbs, and idioms also carry strong satirical undertones, and
- Satire has evolved through different literary periods—ancient, medieval, and modern—while retaining its social relevance.

Dr. Janmejay described satire as an intellectual 'weapon' and emphasised that its impact depends on the user's intent and wisdom. When used constructively, it becomes a tool for social transformation; when misused, it can be destructive. His lecture included examples, anecdotes, and references that made complex ideas easily understandable and relatable for the audience.

In the next session, Dr. Janmejay connected the traditional understanding of satire with contemporary challenges. He expressed concern over the growing influence of Artificial Intelligence (AI) and its implications for creativity and originality. He observed that overdependence on AI may reduce human creativity and originality, and can lead to a decline in critical thinking and self-confidence among students. Also, students must use technology as a supportive tool rather than a substitute for intellectual effort. Dr. Janmejay emphasised the importance of maintaining human relationships and communication, particularly within families. According to him, the absence of meaningful dialogue leads to emotional and social disconnection. The session was highly interactive, with students actively participating through questions and discussions, making it one of the most engaging segments of the programme.

The Presidential Address was delivered by Dr. Rajendra Kumar Godara, Director, Internal Quality Assurance Cell (IQAC). He highlighted

the significance of integrating Indian Knowledge Systems into mainstream education as envisioned in the National Education Policy-2020. He also addressed contemporary challenges, such as declining interest in literature among students and excessive use of digital devices and their impact on intellectual growth. He appreciated the IKS Cell for organising such meaningful programmes and emphasised that such initiatives are essential for the holistic development of students, combining intellectual, cultural, and ethical dimensions.

Dr. Prem Janmejay shared his impressions about the host university. He expressed deep appreciation for the university's academic environment, healthcare initiatives, and social commitment, particularly praising the leadership of Vice Chairperson, Dr. Mohit Tantia. The event was skillfully coordinated and conducted by Dr. Krishnakumar Ashu, ensuring the smooth execution of all sessions.

The Valedictory Session concluded with a formal vote of thanks proposed by Dr. Deepak Sharma, who expressed gratitude to all dignitaries, faculty members, and students for their participation and support.

International Conference on Public Policy and Management

A three-day International Conference on 'Public Policy and Management' is being organised by the Centre for Public Policy, Indian Institute of Management Bangalore (IIM), Bangalore from September 02-04, 2026. Under the broad theme of '*Atmanirbhar Bharat'*, the event may explore a range of interconnected subthemes that focus on strengthening domestic capabilities—across institutions, industries, technologies and human capital—so that India's development is driven by resilience and innovation.

From building stronger primary healthcare systems and reducing dependence on external medical supply chains to empowering MSMEs, enhancing agricultural value chains, deepening digital public infrastructure, improving labour markets, and enabling climate-resilient development, the pursuit of *Atmanirbhar Bharat* spans diverse and critical themes. The academicians, students, research scholars, policy practitioners, lawyers, NGO professionals and anyone with an interest in public policy may participate in the event. For further details, contact The Organising Secretary, Indian Institute of Management Bangalore, Bannerghatta Road, Bangalore – 560076 Karnataka, Contact no: +91 80 26993051/3323, E-mail: *cppconference@iimb.ac.in*. For updaters, log on to : *www.iimb.ac.in*

International Conference on Intelligent Systems and Embedded Design

A three-day International Conference on 'Intelligent Systems and Embedded Design' is being organised by the Department of Computer Science and Engineering, National Institute of Technology Warangal from December 18-20, 2026. The event aims to foster collaborative endeavours and unveil cutting-edge research that can further drive innovation and development in the interdisciplinary domains of high-performance/low-power circuits, algorithms, electronics, embedded systems, AI chips, and SoC technology, etc. It serves as a premier platform for researchers, academics, professionals, and industry experts to converge and exchange knowledge, ideas, and experiences in intelligent systems and embedded design. The Tracks of the event are:

Track 1: *Embedded AI and Machine Learning*

- Deep learning applications for embedded systems;
- Real-time machine learning on edge devices;
- Efficient algorithms for embedded AI;
- Neural network optimization for resource-constrained devices;
- Edge computing and distributed learning in embedded systems;
- Hardware accelerators for AI inference on embedded platforms;
- Explainable AI for embedded systems;
- Federated learning on edge devices;
- Transfer learning in resource-constrained environments;
- Adaptive learning algorithms for dynamic embedded systems;
- Energy-efficient training strategies for embedded AI models; and
- Benchmarking and performance evaluation of embedded ML models.

Track-2: *IoT and Sensor Networks*

- Integration of intelligent sensors in embedded systems;
- Energy-efficient communication protocols for IoT devices;
- Security and privacy in embedded IoT networks;
- Edge computing for IoT data processing;

- Sensor fusion and data analytics in embedded systems;
- Wireless sensor networks for smart environments;
- Edge-based anomaly detection in IoT networks;
- Low-power communication protocols for sensor networks;
- Cognitive IoT: Learning and adapting IoT devices;
- Edge-based data aggregation and compression techniques;
- Blockchain for securing IoT transactions; and
- Energy harvesting techniques for IoT devices.

Track-3: *Embedded Systems Security*

- Secure boot and firmware update mechanisms;
- Hardware-based security for embedded devices;
- Intrusion detection and prevention in embedded systems;
- Cryptographic techniques for securing embedded communications;
- Trustworthy computing in resource-constrained environments;
- Security challenges in the Internet of Things (IoT) devices;
- Side-channel attack mitigation in embedded systems;
- Post-quantum cryptography for embedded security;
- Hardware Trojan detection and prevention;
- Secure bootstrapping and attestation in IoT devices;
- Biometric authentication in embedded systems; and
- Security-aware design methodologies for embedded systems.

Track 4: *Robotics and Autonomous Systems*

- Intelligent control systems for robots;
- Embedded vision and perception for autonomous robots;
- Swarm robotics and collaborative embedded systems;
- Human-robot interaction in embedded environments;
- Navigation and mapping algorithms for autonomous systems;
- Safety and reliability in embedded robotic systems;
- Explainable decision-making in autonomous systems;
- Human-aware navigation for robots;
- Swarm intelligence and optimization in robotic networks;
- Embedded systems for medical and healthcare robotics;
- Adaptive learning for robotic task optimization; and
- Ethical considerations in the deployment of autonomous systems.

Track 5: *Edge Computing and Fog Computing*

- Architecture and design of edge/fog computing systems;
- Edge-based analytics and decision-making;
- Resource management and optimisation in edge/fog computing;
- Latency-aware applications for edge devices;
- Edge intelligence for real-time data processing;
- Case studies of successful edge computing implementations;
- Edge-based machine learning model deployment strategies;
- Adaptive resource allocation in fog computing;
- Edge-based data preprocessing and filtering techniques;
- Edge/fog computing for real-time video analytics;
- Integration of edge computing with cloud services; and
- Energy-efficient algorithms for edge device communication.

Track 6: *Emerging Technologies in Embedded Systems*

- Quantum computing for embedded applications;
- Neuromorphic computing in embedded systems;
- Bio-inspired algorithms for embedded devices;
- 5G and beyond for embedded communication;
- Augmented reality and embedded systems;
- Integration of blockchain in intelligent embedded systems;
- Edge quantum computing applications;
- Neuromorphic hardware design for embedded AI;
- Bio-inspired sensor networks and algorithms;
- Integration of AI and 5G technologies in embedded systems;
- Edge-based augmented reality applications; and
- Robustness and security considerations in blockchain-enabled embedded systems.

Track 7: *Drone Technologies and Applications*

- Autonomous navigation and obstacle avoidance for drones;

- Real-time embedded vision processing in drone applications;
- Energy-efficient algorithms for drone flight control;
- Swarming and collaborative behaviors in drone networks;
- Embedded systems for aerial mapping and surveying;
- Security and privacy considerations in drone communication;
- Edge computing for on-board data processing in drones;
- AI-based decision-making in autonomous drone missions;
- Integration of sensors and actuators for enhanced drone capabilities; and
- Emerging trends in drone hardware design and miniaturisation.

Track 8: ***Medical and Healthcare Embedded Devices***

- Embedded systems for remote patient monitoring;
- Wearable healthcare devices and biosensors;
- Real-time processing of medical imaging data on embedded platforms;
- Edge computing for healthcare analytics and decision support;
- Secure communication in medical IoT networks;
- Assistive technologies and smart prosthetics;
- Embedded systems for drug delivery and dosage control;
- Biomedical signal processing and analysis in embedded devices;
- Patient-centric healthcare applications of embedded technology; and
- Ethical and regulatory considerations in medical embedded systems.

Track 9: ***Pollution and Environmental Monitoring***

- IoT-based air quality monitoring systems;
- Water quality sensing and monitoring with embedded devices;
- Soil contamination detection using embedded sensors;
- Noise pollution monitoring and control strategies;
- Integration of drones for environmental surveillance;
- Smart city solutions for pollution management;
- Real-time data analytics for pollution prediction and control;
- Low-power embedded systems for long-term environmental monitoring;
- Crowdsourced data collection for pollution mapping; and
- Climate change and sustainability through embedded technologies.

Track 10: ***Green Technology and Sustainable Embedded Systems***

- Energy-efficient embedded systems design and optimization;
- Renewable energy sources for powering embedded devices;
- Green computing strategies for resource conservation;
- Eco-friendly materials and manufacturing processes in embedded systems;
- Life cycle assessment of embedded devices and technologies;
- Smart grids and energy-aware communication protocols;
- Sustainable practices in hardware and software development;
- Carbon footprint reduction through intelligent embedded solutions;
- Integration of green technology in smart cities; and
- Environmental and social responsibility in embedded system design.

Track 11: ***Recent trends in AI and Machine Learning***

- Cognitive Science;
- Image Processing, and Computer Vision;
- Natural Language Processing and LLMs;
- Machine Translation;
- Bioinformatics, Biomedical Informatics and Computational Biology;
- Big Data Analytics, Computational Finance;
- Text Mining, Visual Mining, Graph Data Mining;
- Social Media Analysis; and
- Optimisation Techniques.

Track 12: ***Recent trends in Security and Privacy***

- Privacy Sensitive Data Mining;
- Information Network, and Cyber Security, Content Protection, and Digital Rights;
- Watermarking, Stenography, Cryptography, and Biometrics;
- Performance Analysis and Security in Cloud Computing;

- Power Systems, Smart Grid, and Grid Computing;
- Cybersecurity in Power Grids;
- Power System Security Management through Advance IT Applications;
- IP Core Design and Algorithm for IP Core Protection; and
- Artificial Intelligence and Deepfakes.

For further details, contact Prof. Sanjaya Kumar Panda, Department of Computer Science and Engineering, National Institute of Technology Warangal, Telangana-506004, Mobile Number: 09861126947, E-mail: *sanjaya@nitw.ac.in* and *ised2026@nitw.ac.in.* For updates, log on to: *www.iimraipur.ac.in/events/*

Symposium on Big Data Algorithms at Indian Institute of Science, Bengaluru

A three-day Symposium on 'Big Data Algorithms for Biology-2026' is being organised by the Indian Institute of Science, Bengaluru, Karnataka from June 04-06, 2026. This event will feature cutting-edge research in the areas of bioinformatics, computational biology, and systems biology. It will give participants an introduction to the theory of large language models and a flavour of how they are used in biology and in genomics. The event is intended for participants with some basic experience with coding in Python and machine learning/statistics. The topics include novel computational, algorithmic, statistical, and deep learning methods in applications related to:

- Molecular Sequence Analysis.
- RNA Sequencing Analysis, Including Single-cell.
- Comparative and Population Genomics.
- Cancer and Infectious Disease.
- Computational Systems Biology.
- Biological Networks.
- Metagenomics.
- Computational Proteomics, Metabolomics and Pharmacogenomics.
- Multi-omics Data Integration.

For further details, contact Prof. Debnath Pal, Professor, Department of Computational and Data Sciences, Indian Institute of Science, Bengaluru- 560 012, Karnataka, Phone No : 0-80-2293-2901 (Direct), 080-2360-0654, Extn-306, E-mail: *bdbiocommittee@gmail.com* and *dpal@cds.iisc.ac.in.* For updates, log on to: *www.bdbio.in* ❑

THESES OF THE MONTH

HUMANITIES

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

Geography

1. Ahad, Farzana. **Evaluation of efficiency and sustainability of road transportation networks in Srinagar Metropolitan Region of Kashmir Valley**. (Prof. Shamim Ahmad Shah and Dr. Mohd Shafi Bhat), Department of Geography & Disaster Management, University of Kashmir, Srinagar.
2. Akhter, Saima. **Emerging patterns of vegetable farming and its supply chain management in Kashmir Valley**. (Dr. Mohd Shafi Bhat), Department of Geography & Disaster Management, University of Kashmir, Srinagar.
3. Amarjeet Singh. **Dynamics of socio-economic transformation and rural livelihood pattern in North Kashmir, J&K**. (Prof. Pervez Ahmed and Dr. Harmeet Singh), Department of Geography & Disaster Management, University of Kashmir, Srinagar.
4. Jabeen, Sayeda Fakhara. **Identification of backward areas for integrated development of Pir Panjal in Jammu Region: A micro watershed approach**. (Prof. M Sultan Bhat), Department of Geography & Disaster Management, University of Kashmir, Srinagar.
5. Meenu. **Effect of social-economical process in urban change: A study with special reference to Karnal District in Haryana**. (Dr. Chandra Mohan Rajoriya), Department of Geography, Bhagwant University, Ajmer.
6. Mushtaq, Ahmad Kumar. **Assessment of quality of life in cold desert Ladakh: A geographical analysis**. (Prof. G M Rather), Department of Geography & Disaster Management, University of Kashmir, Srinagar.
7. Nishan Singh. **The impact of rapid urbanization on environment with special reference to Karnal District in Haryana: An analytical study**. (Dr. C M Rajoriya), Department of Geography, Bhagwant University, Ajmer.

History

1. Bhat, Waseem Assad Ullah. **Political instability in Afghanistan: Impact on social institutions (1979-2001)**. (Dr. Darakshan Abdullah), Centre of Central Asian Studies, University of Kashmir, Srinagar.
2. Teronpi, Esther. **Traditional costumes and ornaments of the hill tribes of Dima Hasao Assam: A historical study**. (Prof. Sukhendu Debbarma), Department of History, Tripura University, Suryamaninagar.

LANGUAGES & LITERATURE

English

1. Aishwarya, B. **Informational precarity vs female subjectivity and counter storytelling in the novels of Han Kang and Kyung Sook Shin**. (Dr. Shanti Chitra), Department of English, SRM Institute of Science and Technology, Kattankulathur,Chennai.
2. Anshuman. **A study of repression and resistance in select trans narratives**. (Prof. Nikhilesh Yadav), Department of English, Indira Gandhi University, Meerpur.
3. Bandyopadhyay, Indrani. **Bengali women travelers: An analysis of select travel narratives (1885-1950)**. (Dr. Chaitali Gorai), Department of English, Tripura University, Suryamaninagar.
4. Basfore, Mousumi. **Representations of Sita and Draupadi in contemporary Indian fiction in English: A study of the novels of Pratibha Ray, Ashok K Banker, Chitra Divakaruni Banerjee and Amish Tripathy**. (Prof. Somdev Banik), Department of English, Tripura University, Suryamaninagar.
5. Bhat, Shahnawaz Muntazir. **Ideology in postmodern world: A study of Fredric Jameson's and Slavoj Zizek's critique of ideology**. (Prof. Mufti Mudasir), Department of English, University of Kashmir, Srinagar.
6. Davis, Ann Maria. **Writing herstories: A feminist reading of India Edghill and Tessa Afshar's select novels**. (Dr. Abhaya N B), Department of English and Cultural Studies, Christ (Deemed to be University), Bengaluru.
7. Gautam, Abhinav. **Representation of women in the cinematic discourse with special reference to select web-series and movies**. (Dr. B P Singh Gaur), Department of English, Maharaja Chhatrasal Bundelkhand University, Chhatarpur.

8. Jegadesan, P Richard. **The impact of digital tools on enhancing writing skills in English**. Department of Languages, Hindustan Institute of Technology and Science, Chennai.
9. Reshu. **Ethnic and the post structural: A study of the writings of Denise Riley**. (Dr. Sarika), Department of English, Maharishi Markandeshwar (Deemed to be University), Ambala.
10. Santhosh, Megha. **Terrain and terror: Tracing trauma in selected Kashmiri texts**. (Prof. Rani P L), Department of Language and Literature, Sri Sathya Sai Institute of Higher Learning, Anantapur.
11. Sharma, Divyani. **Struggle of new woman against male hegemony in the novels of Jhumpa Lahiri and Anita Nair**. (Dr. Swati Chauhan), Department of English, Manav Rachna International Institute of Research and Studies, Faridabad.
12. Sreenidhi, S. **Cognitive metaphoring model of verbal imagery and its application to A K Ramanujan's select images**. (Dr. Maitali Khanna), Department of Language and Literature, Sri Sathya Sai Institute of Higher Learning, Anantapur.
13. Syeda, Nida. **Examining the Indian digital public sphere: The impact of state and corporate governance on knowledge and publics**. (Dr. Kishore Selva Babu), Department of English and Cultural Studies, Christ (Deemed to be University), Bengaluru.
14. Thomas, Nissi Mary. **Diasporic narratives based on biblical characters Ezra, Nehemiah and Joseph and their relation to the contemporary literary characters**. (Dr. Vennila V), Department of English, SRM Institute of Science and Technology, Kattankulathur, Chennai.
15. Tripura, Dabinjoy. **The study of the phonology of Tripura language: An optimality theoretic account**. (Prof. Shyamal Das), Department of English, Tripura University, Suryamaninagar.

French

1. Sharma, Nishtha. **Strategies efficaces De L'enseignement/apprentissage du fle dans les cours a valeur ajoutee (value added courses) etude de cas D Amity University, Noida**. (Prof. Deepanwita Srivastava), School of Foreign Languages, Indira Gandhi National Open University, New Delhi.

Gujarati

1. Chauhan, Dilipbhai Chhaganbhai. **A literary, cultural and comparative study of foreign travelogues: With special reference to the selected Gujarati writers**. (Prof. Pundlik C Pawar), Department of Gujarati, Maharaja Sayajirao University of Baroda,Vadodara.
2. Makwana, Jyotsanaben Manojbhai. **Contribution of Ashokpuri Goswami in Gujarati literature: A critical study**. (Prof. Bharat Mehta), Department of Gujarati, Maharaja Sayajirao University of Baroda,Vadodara.

Hindi

1. Tina. **Krishna Sobti ka anudit sahitye: Ek vishleshan**. (Prof. Jyoti Chawla), School of Translation Studies and Training, Indira Gandhi National Open University, New Delhi.
2. Tripathi, Tripti. **Hindi upanyasoan mein Muslim jeevan ka yatharth (San 1947 se ab tak)**. (Dr. Dayal Pyari Sinha), Department of Hindi, Dayalbagh Educational Institute, Agra.

Kashmiri

1. Malik, Ajaz Yousuf. **The metaphoric use of Sufi terms in nineteenth century: A study of Kashmiri poetry**. (Dr. Afaq Aziz Yatoo), Centre of Central Asian Studies, University of Kashmir, Srinagar.

Sanskrit

1. Behera, Harapriya. **SrimadbhagavadgitaSvami-Narayanabhasye vacyadyarthacatustayopapatti-vimarsah**. (Prof. Bhagirathi Nand), Department of Sahitya, Shri Lal Bahadur Shastri National Sanskrit University, New Delhi.
2. Jain, Paras. **Jainadarsane prameyamimamsa**. (Prof. Anekanth Kumar Jain), Department of Jain Darshan, Shri Lal Bahadur Shastri National Sanskrit University, New Delhi.
3. Maheta, Mehulkumar Dhirubhai. **MahakaviKalidasakrtaRaghuvamsamahakavyasya samskrtika-madhyayanam**. (Dr. Narendrakumar L Pandya), Department of Sahitya, Shree Somnath Sanskrit University,Veraval.
4. Namita. **Yajnesvaradiksitakrtasya alankara-ghavasya samiksatkamakamanusilanam**. (Prof. Aparajita Mishra), Department of Sanskrit Sahitya, Central Sanskrit University, New Delhi.
5. Poonam. **Kathopanisadah SrisankarabhasyaS-riRangaRamanujamunib hasyayostulanatmaka-madhyayanam**. (Prof. K Anantha), Department of Vedanta, Shri Lal Bahadur Shastri National Sanskrit University, New Delhi.
6. Sahu, Chhayakanta. **Utkaliyadhunikasamskr-takavinam Rachanaparamparasamiksanam**. (Prof. Bhagirathi Nand), Department of Sahitya, Shri Lal Bahadur Shastri National Sanskrit University, New Delhi.

7. Sahu, Satya Prakash. **Sriramavarmamaharajacaritramahakavyasya vyākaranalamkarasastradrsa samiksatmakamadhyayanam**. (Prof. Aparajita Mishra), Department of Sanskrit Sahitya, Central Sanskrit University, New Delhi.

Sindhi

1. Ramani, Meena. **Maynaz Shayar Narayan Shyam je shair mein jamaliyat**. (Dr. Hasso Dadlani), Department of Sindhi, Bhagwant University, Ajmer.

Linguistics

1. Poudel, Bhanu. **Assessing the use of translanguaging in English language classrooms in Assam**. (Prof. Sanjay Kumar Jha and Dr. Pramod Kumar), Amity School of Liberal Arts, Amity University, Gurugram.
2. Uzma Nisar. **Development of English communication skills among engineering students: A study of ELT programs of NIT, Srinagar and IOT, Zakura**. (Prof. Aejaz Mohammed Sheikh), Department of Linguistics, University of Kashmir, Srinagar.

PERFORMING ARTS

Drawing & Painting

1. Lodhi, Nupur. **Bhartiye kalakar Dhiraj Choudhary kee kala ka saundaryeatamak adhyayan**. (Dr. Meenakshi Thakur), Department of Drawing & Painting, Dayalbagh Educational Institute, Agra.
2. Sharma, Sapna. **Sachitra Krishnakatha Pandulipiyoan ka kalatmak adhyayan (Sandarbh Vrindavan shodh sansthan va Braj sanskriti shodh sansthan)**. (Dr. Sonika), Department of Drawing & Painting, Dayalbagh Educational Institute, Agra.
3. Upadhyay, Priya Dutt. **Madhya Pradesh ke Pragatisheel collage kalakar Amritlal Vegad ek samikshatamak adhyayan**. (Dr. Namita Tyagi), Department of Drawing & Painting, Dayalbagh Educational Institute, Agra.

Music

1. Dhangar, Shivangi. **Vartman mein Haridasi Sampradaye mein nirdisht sangitik pad-sahitye ka vishleshnatamak adhyayan**. (Prof. Sudha Sahgal), Department of Music, Dayalbagh Educational Institute, Agra.
2. Mahour, Hariom. **Gazal gayan kee manchiye prastuthi mein tabla sangati ka vishleshnatamak adhyayan**. (Prof. Neelu Sharma), Department of Music, Dayalbagh Educational Institute, Agra.
3. Sharma, Vashnavi. **Covid-19 mein sangeet kee isthithi ka adhyayan (Gayan ke sandarbh mein)**. (Prof. Lovely Sharma), Department of Music, Dayalbagh Educational Institute, Agra.
4. Varun, Vandana. **Vividh gaayan shailiyoan ke antargat prayukt Kafi Ragango ka sanskritik evam prayogatamak adhyayan**. (Prof. Sudha Sahgal), Department of Music, Dayalbagh Educational Institute, Agra.

Philosophy

1. Bansal, Suman. **Deconstructive digital violence through Indian philosophical insights**. (Prof. A P Tripathi), Department of Jainology and Comparative Religion & Philosophy, Jain Vishva Bharati Institute, Ladnun, District Nagaur.
2. Dwivedi, Gourav. **The concept of prakriti and purusha in the philosophy of Mahamati Prannath**. (Dr. J P Shakya), Department of Philosophy, Maharaja Chhatrasal Bundelkhand University, Chhatarpur.

RELIGION

Jainism

1. Jain, Puneet. **Sanyukt Rashtra Parishad dwara nirdharit Net Zero lakshya prapti hetu Jain aachar sanhita ke sambhavit yogdan ka anveshan**. (Prof. Shreyans Kumar Jain), Department of Jainology and Comparative Religion & Philosophy, Jain Vishva Bharati Institute, Ladnun, District Nagaur.
2. Muni, Kaushal Kumar. **Understanding samjna in Jainism: A socio-psychological perspective**. (Prof. B R Dugar), Department of Jainology and Comparative Religion & Philosophy, Jain Vishva Bharati Institute, Ladnun, District Nagaur.
3. Singhi, Alka. **Jain sanskriti ke sanrakhshan evam vikas mein pramukh Jain Sangrahalayoan ka yogdan**. (Prof. Samani Riju Prajna), Department of Jainology and Comparative Religion & Philosophy, Jain Vishva Bharati Institute, Ladnun, District Nagaur.

❑

Khedut Shikshan Mandal's, Kalkundri
R. B. Madkholkar Mahavidyalaya, Chandgad

Tal- Chandgad, Dist- Kolhapur-416509 (Maharashtra)

(Affiliated to Shivaji University, Kolhapur)

(Permanently Granted)

WANTED

Applications are invited from eligible candidates for the following post:

Sr. No.	Name of Post	Vacant Post	Reservation
A.	PRINCIPAL	01	Open to All- 01

Conditions:

1. Educational qualifications, pay scales and service conditions are as prescribed by the Apex body, Govt. of Maharashtra and Shivaji University, Kolhapur from time to time.
2. Appointment to the post of Principal will be for a period of 5 years from the date of appointment or upto the attainment of the age of superannuation of the candidate, whichever is earlier.
3. It is necessary to submit the certificate issued by Shivaji University Kolhapur about minimum of 110 Research Score as per Appendix II, Table–2 mentioned in Government letter dated 08th March, 2019.
4. The post of Principal is treated as open category as per the decision of the Hon'ble High Court, Aurangabad bench W/P No.3108/2023 and the special leave petition of Hon'ble Supreme Court W/P No. 4172/2024 and as per the letter No. RJD/HE/KD/CIRCULAR/2024/2119 Dt. 09/05/2024 of Regional Joint Director, Kolhapur Region, Kolhapur.
5. Vacant post and all the Terms & Conditions are applicable as mentioned in No Objection letter No. **JDHE Kolhapur/NOC/2026/89 dated 28.04.2026** from Hon. Deputy Secretary (Higher Education), Mantralaya, Mumbai.
6. All the Terms & Conditions are applicable as mentioned in the GR Dated 12.11.2021from Higher and Technical Education Department of Government of Maharashtra.
7. PwD, Woman, Orphans and Sports Person, Reservation will be applicable as per Government Resolution and Circulars issued from time to time.
8. Please note that the recruitment procedure initiated by this advertisement subject to decision by Hon. Bombay High-court, Aurangabad Bench on writ petition No.12051/2015.
9. Applicants who are already in service should apply through proper channel.
10. Incomplete application will not be entertained.
11. Apply giving full particulars **within 15 days** from the date of publication of this advertisement to the undersigned.

Place : Kolhapur
Date : 02/05/2026

President
Khedut Shikshan Mandal's, Kalkundri

Radheya Charitable Trust's
D. B. Institute of Management & Research
Mahalangra, Tq. Chakur, Dist. Latur

Appointments (2025-26)

Applications are invited for the posts of **Professor, Associate Professor and Assistant Professor** to be filled in **D.B. Institute of Management and Research, Mahalangra, Tq. Chakur, Dist. Latur (MBA, Permanent Non-Grant)** run by **Radheya Charitable Trust, Latur.** Eligible candidates should submit their application along with all necessary documents **within fifteen 15 days** from date of publication of the advertisement by registered post only:

Subject	Designation	No. of Posts	Reservation
	Professor	**1**	**Unreserved-01**
	Associate Professor	**2**	**Sc-01, V.J.(A)-01**
	Assistant Professor	**6**	**Unreserved-02, St-01, V.J.(A)-01, S.E.B.C.-01, E.W.S-01**
Note: As per Maharashtra Government Resolution dated 25/01/2024, parallel reservation should be strictly implemented. Parallel Reservation is:- Associate Professor Women - 01, Assistant Professor Women-02.			

1. <u>Qualifications and Experience</u>: -

1. <u>Assistant Professor:</u>

Bachelor's Degree in any discipline and Master's Degree in Business Administration/PGDM/C.A./ ICWA/M. Com. with First Class or equivalent and two years of professional experience after acquiring degree of Master's degree.

2. <u>Associate Professor:</u>

A. Ph.D. degree in the relevant field and First class or equivalent at either Bachelor's or Master's level in the relevant branch, **AND**

B. At least total 06 research publications in SCI journals / UGC / AICTE approved list of journals., **AND**

C. Minimum of 08 years of experience in teaching / research / industry out of which at least 02 years shall be Post Ph.D. experience.

3. <u>Professor:</u>

A. Ph. D. degree in relevant field and First class or equivalent at either Bachelor's or Master's level in the relevant branch., **AND**

B. Minimum of 10 years of experience in teaching / research /industry out of which at least 03 years shall be at a post equivalent to that of an Associate Professor., **AND**

C. At least 06 research publications at the level of Associate Professor in SCI journals / UGC /AICTE approved list of journals and at least 02 successful Ph.D. guided as Supervisor / Co-supervisor till the date of eligibility of promotion., **OR**

At least 10 research publications at the level of Associate Professor in SCI journals /UGC /AICTE approved list of journals till the date of eligibility of promotion**.**

Academic Eligibility and other Rules Regulations as per AICTE and Maha Govt. Resolution No. Saveaa-1111/Pra.Kra.44/19/Tan.Shi.-2 Date 11 September 2019

(contd. on pg. 41)

(contd. from pg. 40)

2. Salary and Allowances: -

Pay scales as per the UGC, AICTE, New Delhi and Swami Ramanand Teerth Marathwada University, Nanded rules from time to time.

Note:-

A) Prescribed application from is available on the University website. [www.srtmun.ac.in]

B) No T.A. /D.A. will be paid to attend the interview.

C) Eligible candidate those who are already in services should submit their applications through proper channel.

D) All attested photocopies of certificates and other relevant documents should be attached with the application form.

E) All reserved category candidates should send one copy of application form with certificates to special cell SRTM University, Nanded

Address for Correspondence:
Secretary,
Radheya Charitable Trust's,
D.B. Institute of Management and Research
Mahalangra, Tq. Chakur, Dist. Latur.-413581 (M.S.)

Sd/-	**Sd/-**
President	**Secretary**
Radheya Charitable Trust, Latur	**Radheya Charitable Trust, Latur**

Radheya Charitable Trust's
D. B. Institute of Management & Research
Mahalangra, Tq. Chakur, Dist. Latur

Appointments (2025-26)

Applications are invited from the eligible candidates for the post of Director / Principal to be filled in .Radheya Charitable Trust's D. B. Institute of Management & Research. (M.S.) (Permanent Non-Granted). Eligible candidates should submit their applications along with all necessary documents **within 15 days** from the date of publication of the advertisement by registered post only.

Sr. No.	Name of Post	No. of Post	F.T./P.T.	Reservation
1	DIRECTOR	01	Full time	Unreserved

A) Educational Qualification:-

a. Ph. D. Degree and First Class or equivalent at either Bachelor's or Master's level in the relevant branch.

b. At least two successful Ph.D. theses guided as supervisor / Co-Supervisor and a minimum 08 research publications in SCI journals / UGC / AICTE approved list of journals.

c. Minimum 15 years of experience in teaching/research/ industry, out of which at least 3 years shall be at a post equivalent to that of Professor.

Notes:

1. This position shall be of a contractual in nature for 5 years and can be extended for one more term depending upon the performance.
2. Performance assessment shall be carried out through a committee appointed by the affiliating university.
3. After completing the final term, the incumbent shall join back his / her parent organization in the previous designation from where he/she has proceeded with the designation as Professor / Senior Professor, as the case may be.

4) Academic Eligibility and other Rules Regulations as per AICTE and Maha Govt. Resolution No. Saveaa-1111/Pra.Kra.44/19/Tan.Shi.-2 Date 11 September 2019.

B) Tenure:-

A College Director/Principal shall be appointed for a period of five years, extendable for another term of five years on the basis of performance based assessment, a committee appointed by the University constituted as per the rules of UGC and Govt of Maharashtra

Salary & Allowances:- Pay Scales as per the AICTE, DTE, State Government & Swami Ramanand Teerth Marathwada University's rules from time to time.

Pay Scale: Level-14, Entry Pay 144200 with special allowance of Rs. 6750/- per month.

(contd. on pg. 43)

(contd. from pg. 42)

Note:-

1) The prescribed application form is available on the University **website (www.srtmun.ac.in)**
2) No. T.A/D.A. will be paid for attending the interview.
3) Eligible candidates who are already in service should submit their applications through the proper channel.
4) All Attested Xerox copies of certificates and other relevant documents should be attached to the Application form.
5) The Original certificates must be produced at the time of the interview.
6) The vacant post is being filled under the decision of Hon High Court Aurangabad Bench, petition no.12051/2015
7) The qualifications and service conditions as notified by AICTE & adopted by the state Govt. shall be applicable for non-grant technical institutions.

Address for correspondence:-
The Secretary, Radheya Charitable Trust's, **D. B. Institute of Management & Research, NH-361,** Latur-Nanded Highway, Mahalangra, Tq. Chakur, Dist. Latur (MS) - 413581

Sd/-
President
Radheya Charitable Trust, Latur

Sd/-
Secretary
Radheya Charitable Trust, Latur

Shri L.P. Raval Education Trust's

Shri L.P. Raval College of Education & Research

Raval Nagar, Near New Post Office, Mira Road (E), Dist. Thane – 401107.

APPLICATIONS ARE INVITED FOR THE FOLLOWING POSTS FROM THE ACADEMIC YEAR 2026-27.

UNAIDED

Sr. No.	Cadre	Subject	Total No. of Posts	Post Reserved for
1.	Principal	--	01	01 – OPEN.
2.	Assistant Professor	Education (Method - Marathi, Hindi, English, Science, Mathematics, History, Geography, Economics and Commerce)	15	02-SC, 01- ST, 01 – DT(A), 01 – NT(B), 03 - OBC, 02- SEBC, 01 - EWS, 04 – OPEN.
3.	Librarian	--	01	01 – OPEN.

For Assistant Professor (Horizontal Reservation)
Persons with Disability Total Posts - 01 (A Group - B./LV. - 01 Post), Sportsmen – 01 Post

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

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

Candidates having knowledge of Marathi will be preferred.

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

Application with full details should reach the **SECRETARY, Shri L.P. Raval College of Education & Research, Raval Nagar, Near New Post Office, Mira Road (E), Dist. Thane - 401107.** Within 15 days from the date of publication of this advertisement. **This is University approved advertisement.**

Sd/-
SECRETARY

Matsyodari Shikshan Sanstha, Jalna

Motibag, Near Railway Over Bridge, Jalna-431203

REQUIRED

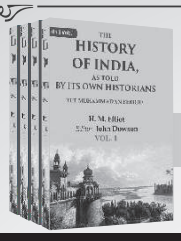
*Applications are invited for the posts of **Assistant Professor** (UG & PG) in the colleges run by the Sanstha on Permanent Non-Grant Basis. Eligible candidates should submit their applications along with all necessary documents **within 10 days** from the date of publication of this advertisement.*

Name of the Colleges	Subject	No. of Posts	Qualification	Reservation
Arts, Commerce & Science Colleges (UG & PG)	English	03	M.A. B+, SET / NET / Ph.D.	S.C - 07 S.T - 10 VJA - 03 NTB - 04 NTC - 01 NTD - 02 SBC - 03 OBC - 20 EWS – 10 SEBC - 13 Open - 09
	Marathi	02		
	Hindi	04		
	History	02		
	Economics	02		
	Political Science	03		
	Sociology	02		
	Home Science	01		
	Psychology	05		
	Geography	04		
	Public Administration	02		
	Chemistry	03	M.Sc.B+, SET / NET / Ph.D.	
	Physics	01		
	Zoology	04		
	Micro-biology	02		
	Botany	03		
	Computer Science	05		
	Envirnonment Sci.	02		
	Mathematics	03		
	Dairy Science	02		
	Commerce	03	M.Com B+,SET / NET / Ph.D	
	Computer Science (B.C.A. Science)	05	M.Sc. / M.C.A. Comp. Sci. B+, SET / NET / Ph.D.	
	Physical Education	02	M.P.Ed. B+, SET / NET / Ph.D.	
	Director of Phy.Edu & Sports	02		
	Librarian	03	M.Lib. B+,SET / NET / Ph.D.	
M.S.S.'s Law College	Law	07	LL.M. B+, SET / NET / Ph.D.	
M.S.S.'s College of Education	Education (Perspectives in Education)	03	M.A./M.Com./ M.Sc., M.Ed. B+, SET / NET / Ph.D.	
M.S.S.'s, College of Physical Education	Physical Education	01	M.P.Ed. B+, SET / NET / Ph.D.	
M.S.S.'s, College of Engineering & Technology, Nagewadi Jalna (MBA Department)	Assistant Professor	01	MBA., With Ist Class	

Terms & Conditions:

- Educational qualifications, pay scale, service conditions and recruitment for the above posts are as per UGC, Dr. Babasaheb Ambedkar Marathwada University, Chhatrapati Sambhajinagar, Govt. of Maharashtra and Matsyodari Shikshan Sanstha.
- The applications should be submitted to The Secretary, Matsyodari Shikshan Sanstha, Motibag, near railway overbridge, Jalna, Dist. Jalna. PIN-431203.
- Candidates who are already in service should apply through proper channel.

Principal **Administrative Officer** **President**



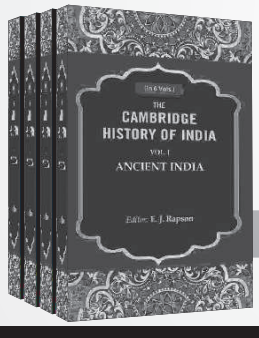
THE HISTORY OF INDIA,

AS TOLD BY ITS OWN HISTORIANS: THE MUHAMMADAN PERIOD

H. M. Elliot, Editor: John Dowson | 8 vols. Set

VOLS.	DESCRIPTION	PAGES	PB ISBN	PB-PRICE	HB ISBN	HB-PRICE
1st	Early Arab Geographers	577	9789362803320	1150	9789362804082	2300
2nd	To A.D. 1260	595	9789362804716	1190	9789362800800	2375
3rd	To A.D. 1398	643	9789362803313	1280	9789362803344	2570
4th	To A.D. 1450	579	9789362804686	1150	9789362804006	2300
5th	End of Afghan Dynasty & Early Akbar	589	9789362807106	1175	9789362805669	2350
6th	Akbar and Jahangir	586	9789362806338	1170	9789362802064	2340
7th	Shah Jahan to Muhammad Shah	585	9789362807939	1170	9789362808028	2340
8th	End of the Muhammadan Empire	588	9789362800930	1175	9789362801012	2350

HB-9789362800398 | PRICE - 18000 (SET) | PB-9789362807441 | PRICE - 9000 (SET)
SIZE- DEMY | 8 VOLS. SET | YEAR: 2024



THE CAMBRIDGE HISTORY OF INDIA: ANCIENT INDIA, TURKS AND AFGHANS, THE MUGHUL PERIOD,

BRITISH INDIA 1497-1858, THE INDIAN EMPIRE 1858-1918

Editor: E. J. Rapson, Wolseley Haig, Richard Burn, H. H. Dodwell | 6 vols. Set

VOLS.	DESCRIPTION	PAGES	PB ISBN	PB-PRICE	HB ISBN	HB-PRICE
1st	Ancient India	756	9789364334662	1500	9789364331418	3000
2nd	Turks and Afghans	799	9789364334013	1590	9789364334464	3000
3rd	Turks and Afghans	853	9789364334433	1700	9789364330091	3400
4th	The Mughul Period	692	9789364332613	1375	9789364339650	2750
5th	British India	716	9789364333979	1425	9789364333191	2800
6th	The Indian Empire	691	9789364338080	1375	9789364335744	2750

HB-9789364331425|PRICE-17000 |PB-978964332835 | PRICE-8500
Size- Demy | 6 vols. Set | Year: 2024

GYAN BOOKS PVT. LTD. *Distribution Network:* • USA • CANADA • UK • AUSTRALIA
Gyan Avenue, 12 Pragati Market, Ashok Vihar-2, Delhi-110052 **Showroom:** 5 Ansari Road, Daryaganj, New Delhi-110002
Ph.: 011-47034999, +91-9811692060 | E-mail: books@gyanbooks.com | **Web.:** www.gyanbooks.com India
Gyan Catalogue

Kai. Ganpat Bharati Vaidyakiya va Shikshan Prasarak Mandal Hadgaon Dist. Nanded

BHARATI ART'S & SCIENCE COLLEGE HADGAON

Tq. Hadgaon Dist. Nanded

WANTED

Applications are invited for the following posts in Bharati Art's & Science College Hadgaon Tq. Hadgaon Dist. Nanded (Permeant Non-Granted) run by Kai. Ganpat Bharati Vaidyakiy va Shikshan Prasarak Mandal Hadgaon. Dist. Nanded

The Application duly completed in all respects should reach on the following address **within fifteen days** from the publication date of this advertisement .The candidates of reserved category should submit one copy of the application to the Assistant Registrar, Special Cell, S.R.T.M.U. Nanded:

Sr. No.	Subject	Name of Posts (Designation)	No of posts	Type of Posts	Reservation
1	English	Assistant Professor	01	Full time	OPEN-06, SC-03, ST-02, VJ(A)-01, NT(B)-01, NT(C)-01, OBC-04, SEBC-02, EWS-02.
2	Marathi	Assistant Professor	02	Full time	
3	Hindi	Assistant Professor	02	Full time	
4	Sociology	Assistant Professor	01	Full time	
5	History	Assistant Professor	01	Full time	
6	Political Science	Assistant Professor	01	Full time	
7	Economics	Assistant Professor	01	Full time	
8	Chemistry	Assistant Professor	02	Full time	
9	Physics	Assistant Professor	01	Full time	
10	Botany	Assistant Professor	02	Full time	
11	Zoology	Assistant Professor	02	Full time	
12	Computer Science	Assistant Professor	01	Full time	
13	Mathematics	Assistant Professor	02	Full time	
14	Music	Assistant Professor	01	Full time	
15	Director of Physical Education	Director of Physical Education	01	Full time	
16	Librarian	Librarian	01	Full time	

टीप; –शासन निर्णय दि. २५.०१.२०२४ नुसार पदभरती मध्ये समांतर आरक्षणाची काटेकोरपणे अंमलबजावणी करण्यात यावी. समांतर आरक्षण पुढील प्रमाणे–सहायक प्राध्यापक महिला–०७, दिव्यांग–०१, खेळाडू –०१

Permission as per NOC No. ससंउशिनां / अनु–२ / का.वि अनु .महा .नाहरकत / २०२५–२०२६/E 16/12/2025

1. **Required Educational Qualifications for all posts (Assistant Professor, Director of Physical Education and Librarian) as per the rules of UGC, State Government and Swami Ramanand Teerth Marathwada University Nanded.**
2. **Salary, Allowances and Pay Scale shall be given as per the rules of UGC, State Government and Swami Ramanand Teerth Marathwada University Nanded.**

Note : Please visit to see all required educational qualifications, Salary, Allowances and Pay Scale on University Website: www.srtmun.ac.in

Correspondence Address:
Principal,
Bharati Arts and Science College Hadgaon Tq. Hadgaon Dist. Nanded
Green Park Colony, Near Bus Stand
Hadgaon. Dist. Nanded Pin:- 431712

President

Lions Club of Silvassa Charitable Trust
HAVELI INSTITUTE OF LEGAL STUDIES & RESEARCH

Smt. Devkiba Mohansinhji Chauhan Vidya Sankul,
Sayli Road, Silvassa, Dadra & Nagar Haveli and Daman & Diu – 396230.

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

UN-AIDED

Sr. No.	Cadre	Subject	Total No. of Posts	Post Reserved for
1.	**Principal**	--	01	01 – OPEN
2.	**Assistant Professor**	Law	08	01 – SC, 01 – ST, 01 – DT(A), 01 – OBC, 01 – SEBC, 01 – EWS, 02 – OPEN
3.	**Assistant Professor**	History	01	01 – OPEN
4.	**Assistant Professor**	English	01	01 – OPEN
5.	**Assistant Professor**	Economics	01	01 – OPEN
6.	**Assistant Professor**	Political Science	01	01 – OPEN
7.	**Assistant Professor**	Sociology	01	01 – OPEN
8.	**Librarian**	--	01	01 – SC

For Assistant Professor (Horizontal Reservation)
Persons with Disability Total Posts – 01 (A Group – B./LV. 01 Post)

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

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

Candidates having knowledge of Marathi will be preferred.

"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/CTI/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.

Application with full details should reach to the **CHAIRMAN, Haveli Institute of Legal Studies & Research, Smt. Devkiba Mohansinhji Chauhan Vidya Sankul, Sayli Road, Silvassa – 396230, within 15 days** from the date of publication of this advertisement. **This is University approved advertisement.**

Sd/-
CHAIRMAN

SHRI SIDDHESHWAR SHIKSHAN MANDAL'S

COLLEGE OF ARCHITECTURE, SOLAPUR

Survey No.63/1A, F.P.no. 34, Ujani Nagar,
(Behind T.V. Tower), Kumatha Naka, SOLAPUR. 413 003 (Maharashtra)
Tele / Fax No (0217)2603950, Mob.No.9422677460
(Affiliated to Punyashlok Ahilyadevi Holkar Solapur University, Solapur)

UNAIDED (NON-MINORITY)

Applications are invited from eligible candidates for the following Posts :

Sr.No.	Subject/ Designation	Total Vacant Post	Reservation
1	**Professor**	01 Full Time	Open- 01
2	**Associate Professor**	03 Full Time	SC -01, VJA-01, Open- 01
3	**Assistant Professor**	06 Full Time	SC-01, ST-01, VJA-01, OBC-02 (Female 01) SEBC- 01,

Instructions:

1) Open post is open to all, however candidates from any category can apply for the post.
2) Educational Qualification and other requirements are as prescribed by Council of Architecture, New Delhi dated 11/08/2020
3) A relaxation of 5% shall be allowed at the Bachelors as well as at the Masters level for the candidate belonging to SC/ST/OBC (Non-creamy Layer) /Differently-abled for the purpose of eligibility and assessing good academic record for direct recruitment.
4) Reserved candidates, who are domiciled out of Maharashtra State, will be treated as Open Category candidates.
5) Reserved candidates should also to send a copy of their application to the Deputy Registrar, Special Cell, Punyashlok Ahilyadevi Holkar Solapur University, Solapur.
6) Application received after the last date will not be considered. The College will not be responsible for postal delay, if any
7) Reservation for PWD, women and disable persons will be as per the Govt. norms.
8) Reserved category candidates shall produce the Caste Validity Certificate as per the directives issued by the State Government vide circular no. UGC-201/Pra.Kra.1064/2011/16B, dated 12-12-2011
9) Reserved category candidates (except SC/ST) shall produce Non-creamy Layer Certificate at the time of Interview.
10) Reservation for VJNT Categories is internally transferable.
11) Applicants who are in service must send their application through proper channel.
12) Applicants are required to account for breaks, if any, in their academic career.
13) TA.DA. will not be paid for attending the interview.
14) Applications with full details should reach through proper channel Shri Siddheshwar Shikshan Mandal's College of Architecture, Solapur within 30 days from the date of publication of this advertisement.
15) Incomplete applications will not be entertained.
16) This is University approved advertisement.

Place : SOLAPUR

Date : / /2026

Hon. Secretary

JAI BHAVANI SHIKSHAN PRASARAK MANDAL ,BASMAT
SHRI YOGANAND SWAMI ARTS COLLEGE, BASMAT
"NAAC Accreditation Grade B"

WANTED

Applications are invited for the post of Principal in Shri Yoganand Swami Arts College, Basmat Dist. Hingoli (Granted) run by Jai Bhavani Shikshak Prasarak Mandal, Basmat Dist. Hingoli. Eligible candidates should submit their application along with all necessary documents within fifteen days from the date of publication of the Advertisement by Registered post only.

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

Permission as per NOC No. JDHDE Nanded/NOC/2026/ 59 Date 014/03/2026.

a) Educational Qualification for Principal :

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

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

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

Note :

1. Prescribed application form is available on the University website (www.srtmun.ac.in).
2. No T.A./D.A. will be paid for attending the interview.
3. Eligible candidate should submit their application through the proper channel.
4. Attested Xerox copies of necessary documents should be attached to the Application.
5. The original certificates must be provided at the time of interview.

Correspondence Address: Shri Yoganand Swami Arts College, Basmat Dist. Hingoli (Granted) run by Jai Bhavani Shikshak Prasarak Mandal, Basmat Dist. Hingoli.

Sd/-
Shri Pramod Shriniwar
Secretary
Jai Bhavani Shikshak Prasarak Mandal, Basmat

Sd/-
Dr. Jaiprakash Shankarlal Mundada
President
Jai Bhavani Shikshak Prasarak Mandal, Basmat

ASSOCIATION OF INDIAN UNIVERSITIES

EXPRESSION OF INTEREST

Association of Indian Universities, an apex-level representative organisation of universities and other Higher Education Institutions, invites Expression 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 latest by **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.

Licensed to post without prepayment under WPP No. U(C)-109/2024-26
Postal Regd. No. DL (C)-05/1241/2024-26
UNIVERSITY NEWS 64 (19) May 11-17, 2026
Regd. No. RNI-7180/1963
Published on Monday: 11-05-2026 No. of Pages 52 including Covers
Posted at LPC Delhi RMS, Delhi-6 on Tuesday/Wednesday every week

Edited, Printed and Published by Dr Sistla Rama Devi Pani, on behalf of the Association of Indian Universities, AIU House, 16 Comrade Indrajit Gupta Marg (Kotla Marg), New Delhi-110 002. Phones: 23230059 (6 Lines). Fax: 011-23232131, E-Mail : unaiu89@gmail.com, ramapani.universitynews@gmail.com, universitynews@aiu.ac.in, advtun@aiu.ac.in, publicationsales@aiu.ac.in, subsun@aiu.ac.in (for subscription), sgoffice@aiu.ac.in, Website: http://www.aiu.ac.in
Printed by Chandu Press, D-97, Shakarpur, Delhi-110 092 Phone: 42448841, chandupress@gmail.com