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ASSOCIATION OF INDIAN UNIVERSITIES



NOTIFICATION FOR SUBMISSION OF PROPOSALS UNDER THE

Academic and Administrative Development Centre (AADC) Initiative



The Association of Indian Universities (AIU), the premier representative body of universities and higher education institutions in India, invites proposals and Expressions of Interest (EOI) from its member universities and associate autonomous colleges for the establishment of Academic and Administrative Development Centre (AADC) under its flagship initiative launched in 2022.

About AADC

The AADC initiative is a forward-looking programme introduced by AIU to strengthen the academic and administrative ecosystem of Indian higher education. The Centres aim to enhance the professional capacities of faculty and administrative staff in universities and other Higher Education Institutions (HEIs).

These centers will focus on:

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- ▶ Facilitating research collaborations.
- ▶ Digital Literacy and E-Governance
- ▶ Conducting programmes on effective university governance & administration through technological advancements.

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Association of Indian Universities (AIU)
AIU House, 16 Comrade Indrajit Gupta Marg,
New Delhi – 110002

Email: aadc@aiu.ac.in

Phone: 011-23230059 (Ext. 228)

For detailed guidelines, please visit: www.aiu.ac.in

Last date for submission:
May 31, 2026

General Terms & Conditions

- ✓ Each approved center shall be designated as AIU-[University Name] Academic and Administrative Development Centre (AIU-AADC).
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- ✓ Universities will be selected based on the quality of proposals and available infrastructure.
- ✓ AIU will extend financial support of ₹1,00,000 per selected university for the year 2026-27.
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 - b) The remaining ₹50,000 upon submission of a Utilization Certificate
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 - (a) Identifying resource persons
 - (b) Assisting in the design and development of course content.
 - (c) Supporting the academic structure and delivery model
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- ✓ After completion of each programme, the host university is required to submit a comprehensive report to AIU for:
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AIU encourages all eligible member universities to actively participate in this impactful initiative aimed at transforming higher education through continuous professional development and capacity building. Let us join hands to build a stronger, more innovative, and future-ready academic landscape for India.

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Universities Must Reinvent Themselves or Risk Irrelevance

Raghavendra P Tiwari*

Across the world, universities are undergoing a quiet but decisive and rapid transformation. The archaic model of higher education organised around rigid disciplines, fixed degrees and lecture-centred instruction is steadily losing relevance. In the knowledge economy, universities are no longer judged by how many students they enrol or how efficiently they transmit existing knowledge. Their real test lies in their ability to *generate ideas, nurture innovation and shape the intellectual foundations of society*.

For India, this transformation is not merely a global academic trend; it is a national imperative. A country aspiring to become a developed economy by mid-century cannot rely on an outdated higher education system. The vision outlined in the National Education Policy—2020 rightly recognises this challenge. But policies, however visionary, do not transform institutions on their own. Real change will occur only when universities themselves are willing to rethink the architecture of higher education.

The first challenge is to dismantle the rigid disciplinary silos that still dominate Indian campuses. The most significant breakthroughs of the twenty-first century are occurring at the intersections of disciplines where artificial intelligence meets medicine, where climate science meets economics, and where technology engages with ethics and public policy. Yet many Indian universities continue to operate as fragmented departmental empires. Such structures may have served the needs of an earlier era, but they are ill-suited to an age defined by complexity and uncertainty. A future-ready university must encourage intellectual cross-pollination, allowing students to combine engineering with philosophy, economics with data science, or agriculture with environmental science. Multidisciplinarity is not an academic luxury; it is the foundation of modern problem-solving.

Equally urgent is the need to rethink the curriculum itself. In an era where information is available instantly on digital platforms, the purpose of higher education cannot be limited to memorising content. Yet much of Indian higher education remains trapped in examination-driven pedagogy that rewards recall rather than understanding. Universities must embed internships, live projects, entrepreneurial training and experiential learning into every programme. A degree without demonstrable skills is increasingly losing its value in a rapidly evolving labour market.

If India seriously intends to become a knowledge power, universities must also rediscover their role as *centres of research*

*Vice Chancellor, Central University of Punjab, Bathinda

and innovation. Too often, academic research remains confined to journals with little connection to societal or technological impact. What India needs is a vibrant research ecosystem where universities collaborate with industry, start-ups and government to produce solutions for real-world challenges. The creation of the *Anusandhan National Research Foundation* is an important step in this direction. But funding mechanisms alone cannot build a research culture. Universities themselves must cultivate an environment where curiosity, experimentation and interdisciplinary inquiry are actively encouraged.

Technology is also reshaping the very nature of learning. Artificial intelligence, digital platforms and virtual laboratories are redefining how knowledge is shared and created. Universities that fail to integrate these technologies into teaching and research risk becoming obsolete. At the same time, students must be trained to navigate the ethical and societal implications of emerging technologies. In the coming decades, *AI literacy and digital competence will be as fundamental as basic numeracy.*

Another transformation that universities must confront is the shift toward lifelong learning. The traditional model where individuals acquire a degree in their early twenties and rely on it for the rest of their careers is rapidly fading. Technological disruption means that professional skills can become outdated within years. Universities must therefore evolve into centres of continuous learning, offering modular courses, micro-credentials and professional programmes that allow individuals to reskill throughout their lives.

Equally important is bridging the long-standing gulf between universities and industry. Academic institutions cannot remain insulated from the economic realities surrounding them. Strong partnerships with industry through joint research laboratories, innovation hubs and apprenticeship programmes can help align education with the needs of the economy. When universities and industries collaborate meaningfully, the result is not merely improved employability but a stronger national innovation ecosystem.

Indian universities must also become far more globally engaged. Knowledge today circulates

through international networks of research and collaboration. Yet many Indian campuses remain inward-looking. Expanding international partnerships, attracting global talent and encouraging faculty exchanges will enrich intellectual life and strengthen the nation's academic standing.

None of these reforms, however, will succeed without empowering the people who form the intellectual core of universities, the faculty. Teachers must be encouraged to move beyond the narrow role of lecturers and evolve into mentors, innovators and public intellectuals. This requires sustained investment in professional development, incentives for interdisciplinary research and greater academic autonomy. A university system that fails to invest in its faculty ultimately undermines its own future.

Universities must also rediscover their responsibility toward the societies around them. A great university does not exist in isolation from its region. Through rural innovation programmes, policy research and community engagement, universities can play a direct role in solving local problems for promoting regional development.

Ultimately, all these transformations depend on one decisive factor: *visionary governance.* Universities require leadership that is agile, transparent and willing to experiment. Strategic planning, data-driven decision-making and participatory governance must replace bureaucratic inertia. Without administrative reform, academic reform will remain incomplete.

The stakes could not be higher. The universities of the future will not be judged by the number of degrees they distribute but by the *ideas they generate, the innovations they nurture and the societal transformations they inspire.* India's demographic advantage and economic ambitions will mean little if its higher education system remains trapped in outdated structures.

The coming decade, therefore, demands more than incremental reform. It requires a bold reimagining of the purpose and structure of Indian universities. If institutions act with urgency and imagination, the universities of 2035 can become the *intellectual engines of a confident, innovative and knowledge-driven India.* □

Global Conflict and Higher Education Resilience: Examining the Effects of Middle Eastern Crises on India

Akshi*, Garima Pathania** and Shaurya Vir Singh Pathania***

The persistent conflicts within the Middle East have precipitated considerable geopolitical, economic, and social upheavals, thereby impacting nations globally and their respective higher education institutions. This study provides a critical evaluation of the repercussions of Middle Eastern conflicts on Indian higher education, with a focus on key areas such as student migration patterns, academic collaborations, and economic ties. The results demonstrate that geopolitical instability yields three adverse outcomes: interruptions in the flow of international students, setbacks in research partnerships, and financial strains stemming from oil price volatility and inflationary pressures.

The adaptive policy responses and institutional strategies enable organisations to withstand challenges through their digital education programs, their various collaborative efforts and their systems for handling crises. The research also identifies new opportunities, such as the return of skilled professionals, India's growth as a centre for education, and the rise of hybrid learning methods.

The research results demonstrate how global conflicts affect educational systems, which shows that educational institutions must develop strategic plans and new policies to maintain their operations while competing globally. (Abstract)

Context of Middle Eastern Conflicts

The Middle East's geopolitical landscape is a cauldron of persistent conflict, fuelled by a tangle of historical grievances, territorial disputes, ideological divides, and foreign military involvement. The Arab-Israeli conflict, the Syrian Civil War, and the Iraq War have all reshaped the region's political structure and its economic prospects [1]. These conflicts, in turn,

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stem from colonial histories, sectarian rivalries, and strategic competition, all of which converge on the region's oil resources, a linchpin of global economic interests.

The Middle East's geopolitical significance increases because of its vast oil reserves, which attract global powers such as the United States and Russia and regional countries like Iran and Saudi Arabia to the area. The ongoing instability has created humanitarian emergencies, which force people to flee their homes and create economic problems because of unpredictable oil market fluctuations [2]. The region produces effects that extend to global markets, migration patterns and international relations structures, thus affecting remote economies and international systems.

Importance to India

India maintains essential economic, cultural and strategic links with the Middle East, which makes the region essential for its national security interests. The Gulf countries host a large Indian diaspora, which increases remittance payments to India, thereby strengthening its economy. The Middle East provides India with crucial energy resources because it supplies most of India's crude oil needs, which ensures both energy security and economic stability.

India established strong diplomatic and educational ties with regional countries, which enabled both academic exchange programs and student mobility and collaborative research projects. Geographic proximity and shared cultural ties between India and the Middle East led to a large number of Indian students pursuing their higher education studies in Middle Eastern universities [3]. The region experiences direct economic, educational and institutional partnership impacts from its existing instability. The Middle East holds strategic importance for India because it supports both the national development progress and the educational development plan.

Research Problem and Objectives

The ongoing conflicts in this manner in the Middle East have a particular effect on the operations

of global institutions, which depend on stable international relations here. The educational system in India experiences three major problems because of these interruptions, which include decreased student mobility, interrupted academic partnerships and financial constraints that affect educational funding and accessibility. The research study intends to conduct a detailed assessment of the Middle Eastern crises that affect Indian higher education. The research focuses on student migration patterns and institutional partnerships and legislative responses, while the research team assesses coping mechanisms and new chances that have emerged during the investigation. The research aims to present a detailed analysis of the difficulties and possible solutions that exist within the Indian higher education system.

Synopsis of Middle Eastern Conflicts

Principal Conflicts

The Middle East has always been a conflict-ridden area because of multiple territorial disputes and ideological rivalries, which have attracted foreign military involvement. The Israel–Palestine conflict, which involves two nations making competing claims, has proven to be an enduring source of instability that affects the entire region. The humanitarian situation in Gaza has reached a critical point, while the battles there have caused political tensions to increase between neighbouring countries [4].

The Syrian Civil War started as a domestic political conflict but has transformed into an international conflict between multiple regional and global powers. The Iraq War and its consequences destabilised Iraq, which resulted in both insurgency and sectarian violence, while extremist groups started to appear.

The Yemeni Civil War presents a critical emergency that features a battle between government forces and Houthi fighters, along with major foreign military involvement [5]. The conflict has produced one of the worst humanitarian emergencies that exists in the world today. The Middle East conflicts demonstrate how local disputes can create regional crises, which lead to permanent political, social and economic instability in the region.

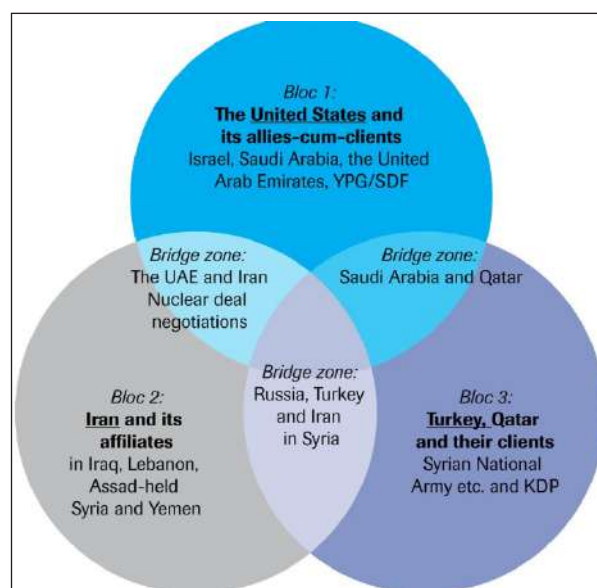
Geopolitical Dynamics

The Middle East geopolitical landscape experiences its fundamental changes through

power struggles, which international and regional states engage in. Through their military actions, their formation of strategic partnerships, and their diplomatic work, the United States and Russia maintain their major power status. The United States has traditionally endorsed Israel and sustained a robust military presence, but Russia has supported regimes like Syria, thereby expanding its regional influence.

The ongoing conflict between Iran and Saudi Arabia leads to increased sectarian and political tensions, which become visible through their proxy wars in Yemen, Syria and Iraq [6]. The region experiences operational issues because two different power factions create a broken system, which connects conflicts through their strategic partnerships and ideological conflicts.

Figure 1: The Geopolitics of Regional Conflict



Source: <https://www.clingendael.org/pub/2022/the-middle-east-in-conflict-2010-2021/4-the-geopolitics-of-regional-conflict/>

Economic and Social Instability

The enduring strife in the Middle East has sparked significant economic and social upheaval, with repercussions felt worldwide. The most severe impact is the widespread displacement of individuals, leading to millions of refugees and internally displaced persons dispersed across the area. Syria, Iraq, and Yemen continue to face humanitarian crises, and their populations are still battling to secure fundamental needs and services [7].

The region's political instability triggers economic repercussions, influencing global oil markets through price fluctuations that impact nations reliant on energy imports. Disruptions in the oil supply chain could trigger global inflation, with developing countries likely to be the most affected. Moreover, international sanctions, often aimed at specific countries, can worsen existing economic problems. These sanctions often discourage foreign investment and limit trade, which then worsens existing economic problems.

Structure and Global Linkages of the Indian Higher Education System

Synopsis of Indian Higher Education

The higher education system in India stands as one of the largest systems in the world because it operates through a system of multiple educational institutions, which include central universities, state universities, private institutions and specialised schools like the Indian Institutes of Technology and the Indian Institutes of Management. The University Grants Commission serves as the main authority that governs the system that has expanded substantially to fulfil rising needs while boosting its international standing.

Internationalisation has become the main focus of policy development in recent times, particularly through the National Education Policy 2020, which identifies global cooperation and foreign university participation and international student exchange as primary goals [8]. The growing number of private institutions has created new educational opportunities, which have produced fresh approaches to teaching and learning in educational institutions. Despite existing problems with educational quality and university facilities, India is moving toward international educational standards through its higher education system, which fosters research activities and skill development and worldwide academic research partnerships.

Figure 2: Economic and Political Factors Drive the Oil Strategy of Gulf Arab States

	Gulf Oil Strategy Phases		
	Arab Nationalism Fever	Oil for Security	Prosperity via Balanced Relations
Era	1950s – Mid 1970s	Mid 1970s – Mid 2010s	Mid 2010s - Present
Features	- National independence - Small population - Simple economic structure - Relatively low economic dependence on oil - Nationalizing oil companies - Arab oil embargo - Relatively high oil revenues	- Rising population - Growing economy - Rentier states with highly subsidized social programs - Rising economic dependence on oil - Increasing threats & conflicts in the Gulf region	- Increasing population - Growing domestic social pressure - Continuous oil sector dominance in the economy - Increasing global oil producers & competitors - Institutionalizing climate change - Rising of alternative energy technologies - Altering priorities of major world actors
Drivers	- Middle East region's conflicts - Elites' Arab nationalism aspirations	- Domestic political stability - Regional threats on GCC national securities	- Oil market share - Monetizing oil assets - Maintaining economic prosperity - Gulf region leadership
Oil Strategy	Political pressure tool	National security maintenance instrument	Shielding economic interests

Source: <https://www.bakerinstitute.org/research/how-economic-and-political-factors-drive-oil-strategy-gulf-arab-states?>

International Student Mobility

Student migration between India and the Middle East demonstrates robust socio-economic and cultural connections. Indian students pursue higher education in Gulf nations because they find it more affordable and closer to their home country, which has a large population of Indian immigrants [9]. India attracts students from Middle Eastern countries who want to study affordable yet high-quality programs, which include medicine, engineering, and management disciplines.

Geopolitical stability establishes the conditions for this mobility. The Middle East conflicts create travel and visa processing obstacles that affect institutional operations and lead to decreased enrollment and restricted academic exchange between the two regions.

Influence of Middle Eastern Conflicts on Indian Higher Education

Disruptions in Student Mobility

The Middle East conflicts create barriers that stop students from crossing borders to study abroad, which universities need for their international programs. The Israel–Palestine conflict and the Syrian Civil War create higher tensions, which lead to travel warnings, aeroplane cancellations and visa

processing delays, which create major problems for Indian students who wish to study or currently study in those areas. Families choose either to delay their plans or transfer their support, or bring their family members back home because they have insurance problems, their schools have closed down, and their safety needs to be protected.

The Middle Eastern nations show a decline in their inbound travel to India. The Gulf states face political unrest, which decreases their financial support for scholarships and sponsorships, leading to fewer Indian students entering medical, engineering and management programs [10]. The document verification and embassy processing requirements create administrative hurdles that become worse during emergencies and cause admissions delays, which increase student attrition rates.

Indian institutions encounter fluctuations in planning for admissions, housing capacity, and programme delivery. The unpredictability of the situation requires colleges to develop contingency plans that include credit transfer programmes and hybrid onboarding and emergency academic support to help students who face these challenges.

Economic Impact

The Middle East experiences instability, which creates economic shocks that affect India through its oil markets. Oil supply chain disruptions result in higher global prices, which increase import expenses and create inflationary effects in the domestic market. Fiscal tightening processes that follow lead to budget cuts, which affect all public expenditures, including support for higher education facilities, research funding and scholarships.

Rising home costs reduce available money for spending, which results in lower family financial resources needed for studying abroad. Gulf economic instability creates risks for diaspora families who rely on remittance payments, which limit their ability to spend on education. Private educational institutions rely on tuition payments for their financial stability, a dependence that can be destabilised by fluctuations in fee collection and international student enrollment.

The economic interdependencies between these areas illustrate how political instability influences Indian educational systems, specifically through its effects on tuition costs, student enrollment figures, and the financial well-being of universities.

Research and Academic Collaboration

International political tensions pose risks to the academic collaborations between Indian and Middle Eastern universities. Faculty members' ability to participate in research collaborations and academic conferences, and to share their work, depends on the strength of diplomatic relationships and the ease of travel.

Security issues force the reallocation of funds, while the lack of travel access and permit delays create obstacles for these operations. The Indian Institutes of Technology and Jawaharlal Nehru University are forging academic connections throughout West Asia. However, the persistent regional conflicts are likely to impede the execution of their Memoranda of Understanding. Data sharing and field research activities in affected areas face significant obstacles that restrict research activities in energy policy, migration studies and conflict resolution. Academic institutions may start to establish steadier partnerships, which will result in decreased academic collaboration with Middle Eastern countries. The different types of research methods used in this study increase research adaptability while creating difficulties for researchers who want to build academic networks with particular geographic regions.

Psychological and Social Impact

The academic community suffers from psychological and social disturbances, which result from conflicts and structural disruptions. Indian students in affected regions experience heightened anxiety, which relates to their safety and academic progress, and future career possibilities. The war in Ukraine makes Indian families afraid of studying in foreign countries that have been affected by the conflict [11].

Middle Eastern students in Indian universities face academic and health challenges because they experience stress from geopolitical conflicts in their home countries. Universities need to improve their counselling services, peer-support systems and inclusive campus policies to reduce these impacts. Support for mental health is a crucial element that helps organisations maintain stability during times of global instability.

Policy Responses and Institutional Adaptation

Government Policies

The Indian government has implemented a multifaceted policy strategy to alleviate the effects

Table 1: Impact Assessment Matrix

Impact Dimension	Short-Term Effects	Long-Term Effects	Institutional Response
Student Mobility	Travel bans, visa delays	Reduced international enrollment	Hybrid learning, credit transfer
Economic	Oil price rise, inflation	Budget constraints, fee pressure	Financial aid restructuring
Research	Project delays	Shift in collaboration regions	Diversified partnerships
Social	Student anxiety	Reduced study-abroad preference	Counseling & support systems

Source: Author Generated

of Middle Eastern wars on higher education. The Ministry of External Affairs publishes emergency evacuation plans together with travel guidelines that protect Indian students who find themselves in dangerous situations. The preservation of educational and migration pathways between Saudi Arabia and the United Arab Emirates remains intact through diplomatic relations, which both countries maintain despite their current conflicts [12].

The university has created scholarship programs that allow students to study abroad while also establishing procedures for handling student visa applications and supporting students who need to return to school after an absence. International educational institutions now adopt crisis management systems as part of their policy frameworks, which protect them from unexpected challenges. The government has established proactive governance measures that ensure educational stability while protecting national security interests.

Institutional Strategies

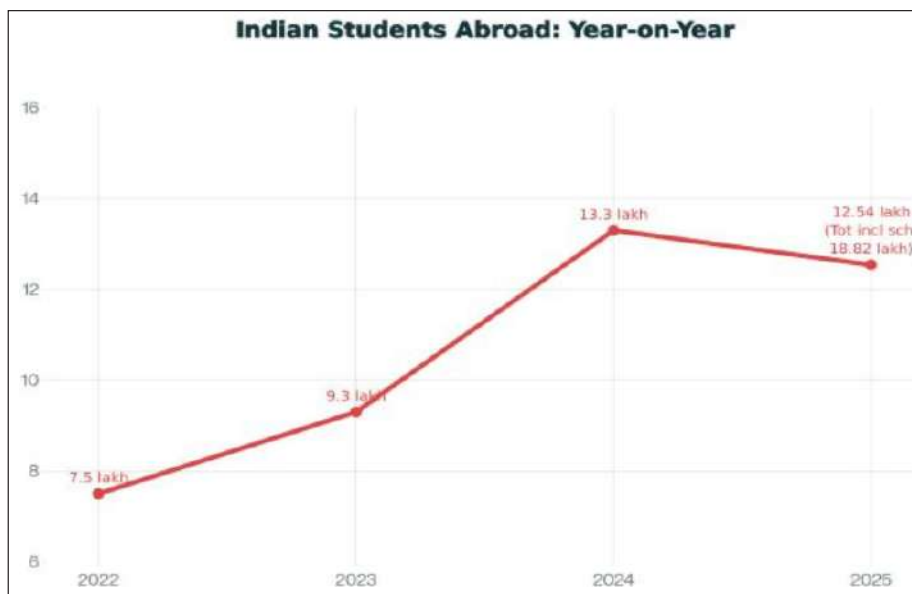
Indian higher education institutions developed adaptive methods that enable them to manage interruptions that arise from geopolitical conflicts. Universities are progressively implementing hybrid and online learning approaches to support displaced or returning students. The University of Delhi and the Indian Institutes of Technology

improved their digital systems to provide continuous academic services for their students [13].

Colleges are expanding their international partnerships to include European and Southeast Asian countries, and North American countries, while excluding conflict-affected regions. The institution developed credit transfer systems with flexible admission requirements and international student assistance programs to strengthen its institutional strength. The solutions provide immediate disruption relief while they create permanent structural changes, which will transform India's higher education system.

The National Education Policy-2020 establishes a crucial foundation that enables educational transformation throughout India. The programme

Figure 3: Indian Students Prefer to Study Abroad



Source: <https://indianexpress.com/article/education/study-abroad/drop-in-number-of-indians-pursuing-higher-education-abroad-gulf-countries-dominate-school-enrollment-data-10403781/>

wants to establish complete educational programs that combine multiple fields of study to develop students' abilities in critical thinking and creative thinking. The policy establishes vocational education and skill development as essential elements that educational programs must implement to meet current employment market requirements. The NEP-2020 policy requires educational institutions to implement technological solutions that will improve their Teaching methods.

The strategy connects India's education system with global standards, which create a protected framework that withstands geopolitical threats while supporting innovative research, inclusive educational activities and academic excellence in an evolving international environment.

Opportunities Arising from the Crisis

Reverse Brain Gain

The geopolitical instability in the Middle East has unintentionally led to a reverse brain gain for India. Indian students and professionals who return from conflict zones possess international experience, together with multiple skills and academic backgrounds that can benefit local educational institutions. Universities are progressively utilising this talent pool through their lateral admissions process, their research programs and their development of skill-oriented programs [14].

The reverse mobility mechanism helps India recover lost international opportunities while strengthening its knowledge-based economy. The system will improve innovation capacity through its operation, which will create new academic fields and decrease dependence on international educational systems.

Growth of Indian Institutions

Indian higher education institutions now attract international students from Middle Eastern countries because traditional educational institutions no longer exist. India attracts international students because it offers low-cost education and English language training and produces better worldwide university rankings.

The educational institutions are working to upgrade their facilities and create international offices, and provide additional services for student assistance in order to meet the new requirements.

The development of international campuses, together with policies that support foreign student admission, has created opportunities for institutional growth. As a result, India has the potential to transform from being an overseas student provider into a regional educational centre.

Expansion of Digital and Hybrid Education

The development of digital and hybrid educational systems has accelerated because geopolitical conflicts create barriers to physical learning spaces, which still permit students to study without interruption. The SWAYAM platform, together with the National Programme on Technology Enhanced Learning system, enables students who live in remote areas to access high-quality educational resources that exist beyond geographical boundaries [15]. Hybrid learning systems enable universities to sustain international participation through their virtual classrooms, their online collaborative programs and their ability to form remote partnerships. The current challenges that higher education faces will find solutions through this process, which creates an educational system that supports different learning needs and develops teaching methods for various learning environments.

Conclusion and Prospective Outlook

Synopsis of Principal Discoveries

The analysis shows that Middle Eastern conflicts create multiple effects that influence Indian higher education because they affect student movement, economic stability, research partnerships and university development. Geopolitical instability precipitates educational disruptions, thereby affecting individual student development and the operational functions of educational institutions.

This research elucidates the influence of international political developments on educational systems, specifically through the analysis of regional conflicts that generate secondary effects extending to distant nations. The system's continued functionality is sustained by governmental and institutional organisations implementing adaptive solutions to address existing challenges, such as mobility interruptions and funding restrictions.

Long-Term Consequences

The evolving geopolitical climate is likely to reshape how higher education functions worldwide

over the coming years. India is in a strong position to emerge as a leading educational hub, leveraging its young population, enacting new policies, and strengthening its institutions. To succeed, it will need to strategically diversify its academic partnerships and reduce its dependence on regions experiencing conflict.

The National Education Policy 2020's emphasis on digital education and globalisation provides a solid foundation for long-term growth. These developments point to a more independent and globally integrated higher education system.

Prospective Research Avenues

The study should focus on measuring how students move through schools, studying how geopolitical conflicts impact educational systems and evaluating how effective government programs perform. The study of different countries will provide valuable information about various resilience methods, which will help create universal standards for higher education institutions that need to respond to emergencies.

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Dr Sistla Rama Devi Pani, Editor

Implementing National Education Policy—2020 in Maritime Education: Opportunities, Alignment and the Way Forward

Sujit Kumar Pathak*, Amritha CS**, Akhil Bose*** and Vijesh P V****

India's commitment to SDG 4 of the 2030 Agenda for Sustainable Development aims to ensure universal access, equity, quality, and lifelong learning in education. Achieving this goal requires closing the gap between current learning outcomes and desired standards through major reforms. A key reform, the National Education Policy–2020 (NEP–2020), seeks to develop an education system that reaches global excellence while also preserving and promoting India's cultural, ethical, and traditional wisdom. This National Education Policy–2020 is the first of its kind in the 21st century to address the country's changing developmental needs. This policy suggests revising and overhauling all aspects of the education system, including its regulation and governance, to create a new system. It reflects the goals of 21st-century education, including SDG 4, while building on India's traditions and values. India has always been a great contributor to the maritime history and shipbuilding technology of ancient times. The stitched vessel INSV Kaundinya, using fifth-century indigenous technology, has just completed a 17-day voyage from Porbandar, Gujarat, to Muscat, Oman in January 2026. The National Maritime Heritage Complex (NMHC) is a project near Lothal, Bhavnagar district, Gujarat, which will exhibit India's maritime heritage.

The International Maritime Organisation (IMO) is the global standard-setting authority for the safety, security and environmental performance of international shipping and is a specialised agency of the United Nations. The shipping industry regulatory framework creation is facilitated by the IMO (*International Maritime Organisation, n.d.*). The issue of minimum standards of competence for

seafarers was met by the adoption of the Standards of Training, Certification and Watchkeeping (STCW) in 1978. Later, it was revised and updated in 1995 and 2010. With the rapid globalisation and with a mutual recognition of maritime education and training, 81 universities have joined together to form the International Association of Maritime Universities. Maritime institutions should work to equip seafarers with the knowledge and skills necessary for the modern digital ecosystem onboard a ship. Indian maritime education and training for undergraduate programmes is currently in the process of alignment with the National Education Policy–2020. Several initiatives undertaken by the Directorate General of Maritime Administration, such as *SagarMeyYog* (seafarer wellbeing), *SwachhSagar*, and *SagarMeySamman* (gender inclusion), align with the objectives of NEP 2020. However, there are still considerable obstacles to fully aligning with the policy. Currently, around 3.5 lakh Indian seafarers are working on various types of ships around the globe.

Maritime education in India must comply with international training standards while remaining firmly grounded in Indian values. This article examines the undergraduate programmes offered by maritime institutions across the country.

Figure 1 presents the challenges that need to be addressed across the pillars of the innovation ecosystem. There isn't a strong system in place for day –zero investment in the sector yet. To close this gap, a high-impact angel network for early-stage start-ups must be created by leveraging the financial and intellectual resources of shipping professionals through an ideation-stage seed fund.

- The absence of faculty development programs is crucial to upskilling instructors and maintaining their relevance in the dynamic shipping sector.
- The engineering and technological facets of the maritime industry have been the focus of Indian maritime institutions like IMU, NTCPCW, CEMS, and CICMT. Institutions must work in the area of emerging technologies.

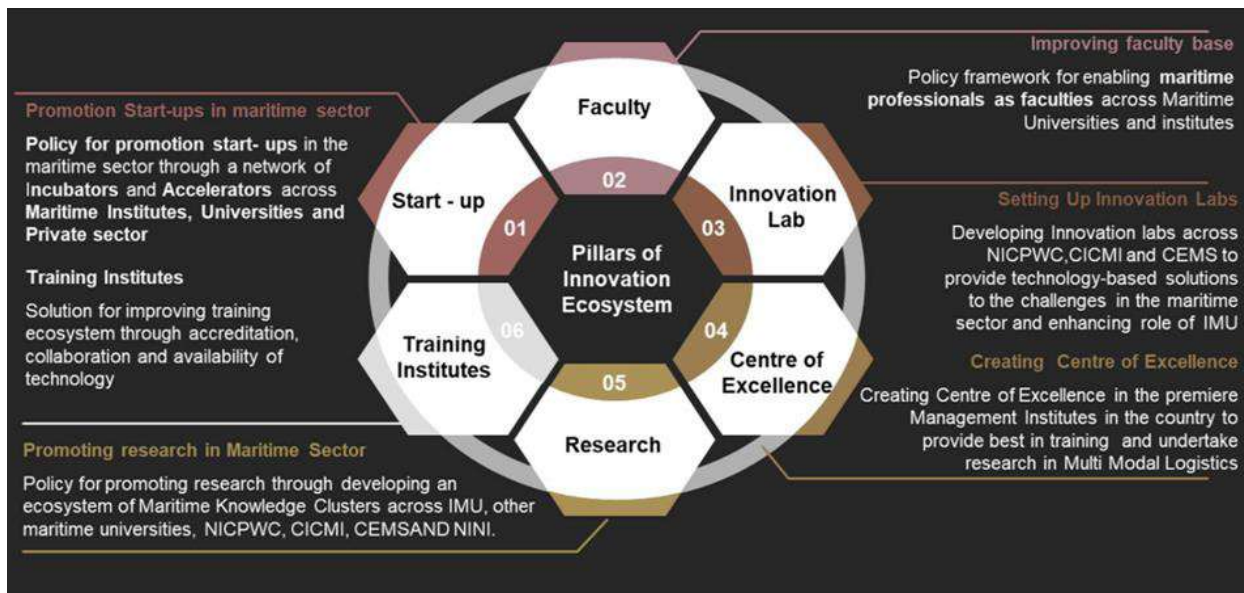
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Figure 1: Pillars of India's Maritime Innovation Ecosystem



- With the goal of integrating all multimodal connectivity projects and closing gaps to enable the smooth movement of people, goods, and services, the Indian government has created a National Master Plan that shows the economic zones and the infrastructure links needed to support them.

provide holistic, multidisciplinary education and training across diverse domains of maritime studies, including navigation, marine engineering, maritime law, and maritime management, in alignment with national education priorities.

Maritime Education in India

Formal maritime education in India commenced with the establishment of the first training ship, Dufferin, in December 1927, marking the foundation of structured and institutionalised maritime training. The introduction of marine engineering education was followed by the establishment of the Directorate of Marine Engineering Training (DMET) in Kolkata, now the Indian Maritime University (IMU), Kolkata Campus. In response to the expanding needs of the maritime sector, several private maritime institutions emerged during the 1990s, contributing to capacity building and workforce development. Subsequently, the Indian Maritime University was established in 2008 as a Central University under the Ministry of Ports, Shipping and Waterways, with a mandate to

Figure 2: Domains and Fields of Maritime Training Institutes

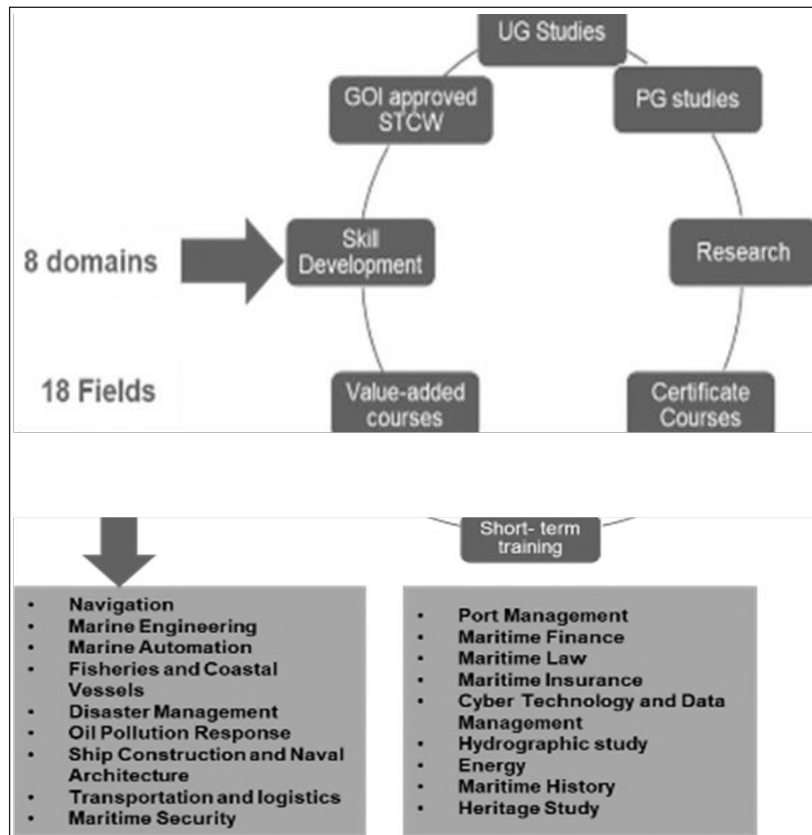


Figure 2 shows the domains and fields of Maritime training institutes in India; eight core components make up an extensive educational framework that meets industry needs: undergraduate and graduate studies, doctoral research, and specialised certificate programs. In addition, the education framework includes a number of value-added modules, Government of India (GOI) approved STCW courses, and targeted skill development programmes for specific industries that complement traditional types of education.

The Merchant Shipping Act 2025, Part IV, says that the Directorate General of Maritime Administration, which is also known as the DGMA, is in charge of education and training. The aim is to develop and sustain a high-quality human resource management catering to the needs of the global, including national maritime industry, for competent seafarers and also to ensure good governance by adhering to the highest standards of integrity, quality and efficiency in the delivery of shipping services through constant innovation, technology, upgradation and value addition. (DGMA). Currently, there are thirty-six maritime training institutes affiliated to various universities across India for undergraduate courses like B.Sc. Nautical Science and B. Tech Marine Engineering (DGMA).

Table 1 illustrates that there are 36 institutions across India that provide undergraduate courses in the maritime sector. Out of these 36 institutions, twenty are situated in the southern part of India, and ten are in the northern part. Tamil Nadu state has the most (16 institutions) number of maritime institutions in India, and Maharashtra is the second most populous state, having 08 maritime institutes. West Bengal and Kerala are coming in third and fourth position in the table with 04 and 03 institutes respectively. Maritime companies and higher education institutes have to create courses on sustainability for highly digital ships (Karahalios, 2025). Virtual training is really important for awareness in maritime hazardous environments. (Tarkkanen et

al., 2023). The training that happens on the ship is usually about routine and daily operations. The things that people learn from this training can be very different from one ship to another (Cooke & Stone, 2013). Maritime companies and higher education institutes need to focus on sustainability for highly digital ships.

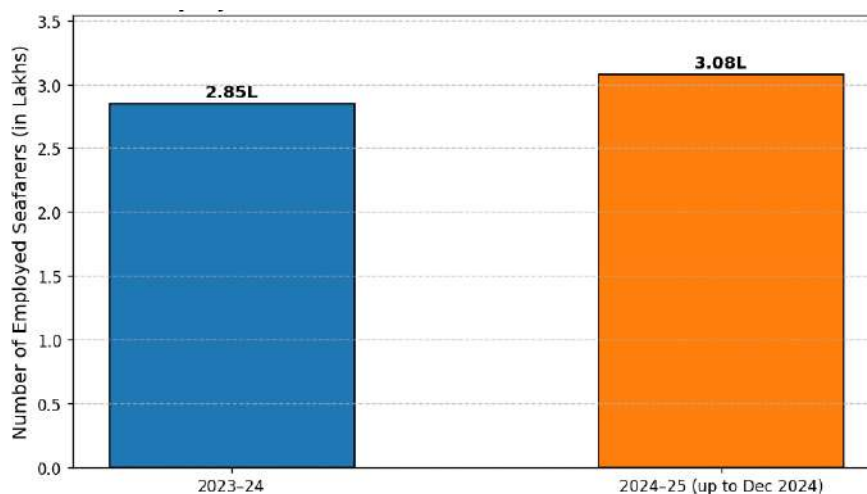
Figure 3 shows the employment of Indian seafarers over the last two years. Over the past year, the number of Indian seafarers has grown from 2.85 lakh in 2023–24 to 3.08 lakh by December 2024. This increase continues a broader trend that began in 2014–15, when the workforce stood at 1.17 lakh. By 2024–25, employment had grown to 3.08 lakh, marking an impressive 263% rise. Furthermore, government initiatives have significantly boosted the participation of women in the sector, with their numbers increasing tenfold since 2014.

Figure 4 presents the three strategic components that will be aligned to attract the foreign students who are planning an outreach to offer admission and align the MoU with other countries. The second one is streamlining admission to align the maritime institutes with a single window for admission. The third is continuous evolution in teaching standards by getting standardised from NAAC and other globally accepted agencies.

Challenges for Implementation

India's MIV 2030 & MAKV 2047 vision documents present various challenges for India. MAKV 2047 envisions India to be a developed

Figure 3. Employment of Indian Seafarers (2023-24 to 2024-25)



Source: Final Annual Report 2024-25 (MoPSW)

Table 1: List of Institutes Providing Undergraduate Maritime Courses in India

Sl. No.	Name of the Institute	City	State
1	AMET Institute of Science and Technology	Chennai	Tamil Nadu
2	AMET University	Chennai	Tamil Nadu
3	BP Marine Academy – Panvel	Navi Mumbai	Maharashtra
4	Chitkara University, School of Maritime Studies	Rajpura	Punjab
5	Coimbatore Marine College	Coimbatore	Tamil Nadu
6	Euro Tech Maritime Academy	Kochi	Kerala
7	GKM College of Engineering and Technology	Chennai	Tamil Nadu
8	GKM Institute of Marine Sciences and Technology	Chennai	Tamil Nadu
9	HIMT College	Kalpakkam	Tamil Nadu
10	Haldia Institute of Maritime Studies & Research	Haldia	West Bengal
11	Indian Maritime University, Kolkata Campus	Kolkata	West Bengal
12	Indian Maritime University, Navi Mumbai Campus	Navi Mumbai	Maharashtra
13	Indian Maritime University, Kochi Campus	Kochi	Kerala
14	Indian Maritime University, Chennai (NIPM/NMA)	Chennai	Tamil Nadu
15	Indian Maritime University, Mumbai Port Campus	Mumbai	Maharashtra
16	International Maritime Academy	Chennai	Tamil Nadu
17	International Maritime Institute	Greater Noida	Uttar Pradesh
18	Jeyanthinather Academy of Marine Studies	Thoothukudi	Tamil Nadu
19	KunjaliMarakkar School of Marine Engineering	Kochi	Kerala
20	Maharashtra Academy of Naval Education & Training	Pune	Maharashtra
21	Mangalore Marine College and Technology	Mangaluru	Karnataka
22	Mohammad Sathak Engineering College	Kilakarai	Tamil Nadu
23	Noorul Islam Centre for Higher Education	Kanyakumari	Tamil Nadu
24	PSN College of Engineering and Technology	Tirunelveli	Tamil Nadu
25	R.L. Institute of Nautical Sciences	Madurai	Tamil Nadu
26	Samundra Institute of Maritime Studies	Lonavala	Maharashtra
27	Centurion University of Technology & Management	Jatni	Odisha
28	Seacom Marine College	Howrah	West Bengal
29	Seven Islands Maritime Training Institute	Khopoli	Maharashtra
30	Southern Academy of Maritime Studies	Chennai	Tamil Nadu
31	Sri Venkateshwara College of Engineering	Sriperumbudur	Tamil Nadu
32	TS Rahaman	Mumbai	Maharashtra
33	The Neotia University	Kolkata	West Bengal
34	Tolani Maritime Institute	Pune	Maharashtra
35	U.V. Patel College of Engineering	Mehsana	Gujarat
36	Vels Academy of Maritime Education and Training	Chennai	Tamil Nadu

Figure 4. Areas to be Aligned to Attract Foreign Students

Planning & outreach	Streamlining admission	Continuous evolution in teaching standard
1. Identify existing facilities of the select institute 2. Student survey for various countries 3. Align MoU with countries 4. Offer admission	1. Align Maritime institutes with study in India partnership-single window for admission 2. Standardize admission criteria	1. Introduce new courses 2. Standardization by getting accreditation from NAAC and/ or any globally reputed agency 3. Partnership with global & reputed programs 4. IORA & BIMSTEC student & faculty collaboration

nation by 2047. The documents elaborate on global best practices, current status and well-defined key performance indicators (KPIs). They also adopt a sectoral approach to shipping, enabling a holistic and integrated development of the maritime sector of the country. Maritime educational institutions must create an identity with a world-class appeal so as to draw international students through high-quality education and training using technology, multiculturalism, diversity, and inclusion. Currently, the curriculum does not facilitate structured academic collaboration through student and faculty mobility or exchange programmes with world-class maritime institutes. The current curriculum does not have the flexibility to support multiple exit and entry pathways, which requires students to take the entire course to get a degree. NEP 2020, on the other hand, recommends various entry and exit points with relevant certification at each stage.

The MAKV 2047 document notes a significant absence of a research and innovation ecosystem in the maritime sector. Currently, the nation does not have any dedicated maritime incubation centres, and therefore, the country must set up such facilities, keeping in view the global best practices of developed maritime nations like Singapore. As a result, much maritime technology is brought in from overseas, officials and industry participants say. The Indian Maritime University (IMU) has set up the specialised centre for research known as the Centre for Policy Research in Maritime Studies (C-PRiMeS). Furthermore, the Ministry of Ports, Shipping and Waterways supports the Centre of Excellence in Maritime and Shipbuilding (CEMS) skill development initiative.

Currently, marine institutes in India have affiliations with several universities in the country and therefore need coherent up-skilling of the faculty members and instructors to ensure quality standards. The STCW Convention prescribes competency-based training with clearly defined and rigid learning outcomes. India's maritime education does not allow students to pursue a choice-based credit system due to limited curricular flexibility. Consequently, young learners' potentials are confined to narrow academic boxes, limiting

opportunities to cultivate their in-built skills and enhance their knowledge. The existing strategy does not correctly emphasise cognitive/functioning ability, problem-solving ability and creativity, which restricts promotion and opportunities for an alternative career. Understanding the quality of maritime education and training (MET) on the efficiency and safety of the maritime transport operations is vital (Nikitakos et al., 2017).

Integrating Maritime Education with Skill Development

The Ministry of Skill Development and Entrepreneurship (MSDE) has trained 1.63 crore candidates under *Pradhan Mantri Kaushal Vikas Yojana* (PMKVY).

- 5.05 lakh individuals enrolled through Jan Shikshan Sansthan (JSS).
- 8.7 lakh apprenticeships facilitated under the National Apprenticeship Promotion Scheme (NAPS).
- 14.4 lakh candidates enrolled in Industrial Training Institutes (ITI).
- Over 18 lakh candidates trained and assessed under PM Vishwakarma Yojana reflect the government's commitment towards Skilling its youth.

Maritime education is about imparting practical knowledge to the seafarers that involves skills like painting, welding, fitting, plumbing, and hydraulic work. Presently, there is insufficient trained manpower for the Indian shipyards. The infrastructure and the expertise of the various maritime institutes can be utilised to bridge this gap. Leading shipbuilding countries like Korea

and Japan are facing an acute shortage of trained manpower in their shipyards. This is the right time for India to take a positive step in this direction. The course curriculum for the specific skill development requirement can be designed with the best practices across the globe. The Ministry of Ports, Shipping and Waterways of India has also initiated various projects for the development of this sector. The indigenous manufacturing of the Indian merchant vessel will supplement the government's Make in India Scheme. The NEP 2020 calls for convergence of skills and academic streams.

Strategic Plan

Indian Maritime University has developed a strategic plan for academic, research, training and support (2025-2050). The plan focuses on emerging technology, research innovation, and interdisciplinary approaches to build sectoral competencies, allowing to align with the global and national development priorities. The strategic plan has 5 pillars:

- Pillar 1: Align with Global and National Development Priorities
- Pillar 2: Evolve as a Research and Innovation University
- Pillar 3: Build Sectoral Competencies in Traditional and Emerging Technologies
- Pillar 4: Build the IMU Brand
- Pillar 5: Strengthen Regional and Global Partnerships

The other Private maritime universities and institutes also need to develop a strategic plan and align with the Indian Maritime University to support the nation's development goals.

Conclusion

In recent years, maritime institutions have begun to move beyond single-stream programmes by integrating interdisciplinary approaches, in alignment with the objectives of NEP 2020. The curriculum, therefore, needs to adopt a multidisciplinary and holistic framework, incorporating domains such as social sciences, digital technologies, environmental studies, renewable energy, polar studies, hydrography, coastal engineering, disaster management, artificial intelligence, machine learning, the

Internet of Things, and green shipping. In addition, the curriculum should consciously address multiculturalism and diversity, as seafarers operate in globally diverse work environments, while simultaneously fostering a strong appreciation of India's rich cultural heritage and values. Technology platforms like SWAYAM/DIKSHA for online training of teachers should be developed so that standardised training programmes can be administered to large numbers of teachers within a short span of time (SWAYAM, n.d.). Associating with various technology institutions like IIT Madras, IIT Kharagpur, NCPOR Goa, INCOIS, CEMS, GATI Sakti University, etc. A centralised digital repository should be established to support the development of coursework, learning games and simulations, as well as augmented reality and virtual reality-based educational resources. Student-friendly resources like mobile applications and gamified content about Indian shipping and maritime heritage should be created in several languages with unambiguous user instructions to promote cultural pride and fun-based, experiential learning. To guarantee the smooth distribution of e-content to students, a strong and dependable backup system needs to be implemented. In order to give all maritime institutions nationwide access to digital resources, a national e-library should also be established. Government programs like the National Service Scheme (NSS) and the National Cadet Corps (NCC) should be included in the curriculum to encourage social responsibility, personality development, and national integration. Exchange programs for faculty and students can greatly increase academic horizons, foster knowledge sharing, and improve multicultural understanding. India must set up maritime incubation centers throughout its maritime universities in order to foster a robust culture of research and innovation. Additionally, as essential ecosystem stakeholders, shipping and technology companies should actively participate in the establishment of domain-specific think tanks and centres of excellence for various verticals. The Ministry of Environment, Forest and Climate Change, the Ministry of Electronics and Information Technology, the Ministry of Skill Development and Entrepreneurship (MSDE), the Ministry of Earth Sciences, the National Centre for Polar and Ocean Research (NCPOR), Goa, the Indian Institute of Tropical Meteorology (IITM), Pune, the National Institute of Disaster

Management (NIDM), the Ministry of New and Renewable Energy (MNRE), and the Ministry of Environment, Forest and Climate Change should all be involved in collaborative and interdisciplinary research. The Ministry and other suitable funding sources will need to provide significant financial support for such an integrated approach.

Inconsistencies and lower standards in undergraduate maritime education and training have been exacerbated by the abundance of affiliating universities. Faculty members at maritime institutions must routinely take part in structured faculty development programs to stay up to date on new knowledge and skill requirements in order to address this. The Directorate General of Maritime Affairs (DGMA) currently uses the extensive inspection framework described in the DG Shipping Training Manual, Volume I, to evaluate the calibre of maritime training facilities. In addition to incorporating the National Assessment and Accreditation Council's (NAAC) accreditation standards, this regulatory framework must be in line with NEP 2020's tenets. The STCW Convention and Code's competency requirements for seafarers should be incorporated into the NAAC accreditation framework. In light of this, a unique and focused set of accreditation standards must be created especially for maritime educational institutions nationwide. This strategy would incorporate the fundamental ideas of NEP 2020 and guarantee a more practical framework for quality assurance. According to NEP 2020, all universities are

anticipated to become multidisciplinary by 2040, with thousands of students enrolled in order to maximise the use of resources and infrastructure and to promote thriving multidisciplinary academic communities. Recognising the transitional nature of this reform, institutions are required to initiate plans to become multidisciplinary by 2030 and progressively expand enrolments to the desired levels thereafter.

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Blossoming of Open, Distance, Online and Digitally Delivered Learning in Indian Education System: A Tour d'horizon!

Nishith Nagar*

“Learn without limits as knowledge is just a click away”.

‘Efficacious fostering’ of Open, Distance, Online and Digitally delivered learning (henceforth ODOL) has carved out a niche in the Indian Education arena, thus accelerating the pace of learning through openness, flexibility, accessibility, affordability, inclusiveness, and life-long learning opportunities. Initially, in the 1960s, Delhi University introduced the concept of distance learning through the “*School of Correspondence Courses and Continuing Education*”. Later on, other universities followed suit, i.e. University of Allahabad, University of Rajasthan, Punjabi University, Meerut University and Mysore University, to name a few. Further, in the eighties, the flexible education gained momentum, and Dr B.R. Ambedkar Open University, Hyderabad, was established in 1982 by the State of Andhra Pradesh. In 1985, the Government of India, through an Act of Parliament, laid the foundation of Indira Gandhi National Open University (IGNOU). Currently, we have sixteen State Open Universities and one National Open University in India. This comprehensive and more adaptable model of education i.e. shifting from traditional brick and mortar classrooms to kicking off the voyage into the world of online education is undoubtedly considered a watershed moment of an epoch repute in the domain of distance education, by offering a wide array of fully online and blended degree programmes, diplomas, and certifications, thus breaking the shackles from elite and privileged few learners of cosmopolitan cities to concentrating more on inclusive education and focusing on marginalized learners having rural backgrounds.

ODOL-Ushering in a Golden Era in Education.

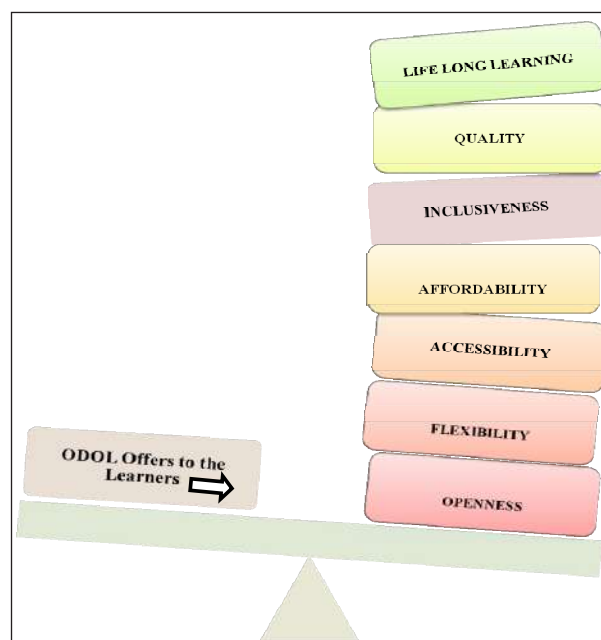
The pictorial representation in Fig. 1 unveils how the ODOL has shaped the educational landscape and played a crucial role in the expansion of distance learning, and has grown into a full-fledged mainstream alternative. Further, online

and blended learning is no longer a “fallback or an alternate option” for learners; in fact, a lifeline for working professionals, homemakers, rural learners, marginalised communities and numerous others, thus highlighting the nation’s firm commitment to inclusive as well as equitable education and skill development.

Open and Distance Learning Regulatory Framework 2017

The University Grants Commission took up the responsibility of the Open & Distance Learning System in India from the Distance Education Council of India (DEC), which was earlier handled by IGNOU. In the year 2013, the DEC was disbanded, and the UGC was given the responsibility for coordinating the various activities related to ODL since 2013 through the Distance Education Bureau, a wing of the UGC. With the launch of new sets of regulations pertaining to the ODL system in India in 2017, it became mandatory for every single Open University to follow the rule book and parameters laid down under ODL regulations 2017. A few salient features of the rule book are as follows:

Fig 1: Pictorial Representation of the Development of ODOL in India



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- **Quality:** Major emphasis is on quality with respect to teaching & self-learning materials, quality of academic counselling, quality of student support services, quality of audio-video supplementary study materials, etc.
- **Programme:** Includes certificate programmes, Diploma, Degree at graduate and post graduate levels as well as post graduate diploma.
- **NAAC:** Every Open University has to undergo NAAC assessment.
- **Open & Distance Learning:** Flexible lifelong learning opportunities through various modes viz. video lectures, print form, audio recordings, electronic media, interactive study materials etc.
- **Learner Support Centre's:** Mandatory for Open Universities to establish Learner Support Centre's in Higher Educational Institutions recognised by the Government (Central or State) and affiliated to a university.
- **Conduct of Examinations:** As per the rule book, the University can only conduct their Term End Examinations in Government-recognised schools, Higher Educational Institutions recognised by Government (Central or State) and affiliated to the University under CCTV surveillance and biometric attendance.
- **Learner Support Services:** Teaching Learning Process to be flawless. Counsellors should be drawn from HEI's with a handful experience and fulfilling the UGC qualification norms. It is imperative for Open Universities to take Programme approval for each course from the UGC.
- **Blended Learning:** Education Methodology to be a mix of ODL and Online methods together with laboratory, practicals, etc.
- **Self Learning Materials:** Study materials both in printed form as well as Audio/Video contents to be provided to the learners.
- **Mandatory Disclosure on the University Website:** Binding to disclose the location of the study centre, prospectus, and general guidelines related to admission and conduct of examinations, fee structure, and number of learners admitted etc. for all the stakeholders.
- **Establishment of CIQA:** Centre for Internal Quality Assurance cell in the University to

ensure quality in their programs and institutional compliance.

- **Online Redressal of the Grievances:** Focus on Online Redressal of the Grievances of the Learners in a time-bound manner.

The above ODL regulations played a decisive role in terms of credibility, quality and acceptability amongst the Learners towards the distance learning mode. Transcending the barriers to pursue education in conventional mode due to different constraints, the ODL system provides a silver lining at the fag end of the underpass to many (particularly women learners) to access higher education and get educated. Further, with massive learner enrollments year over year, *ODOL is certainly solving the twin challenges faced by the Government, firstly Sustainable Development Goal number 4, "Education for one and all, equality in education and parity in education" through inclusive education and achieving Gross Enrollment Ratio (GER) of 50% by 2035 as per the mandate of National Education Policy (NEP) 2020.*

Sharp Decline in GER in Hinterland and Recent Trends

As per survey reports published by the Ministry of Statistics & Programme Implementation (MoSPI, Government of India, New Delhi) and Press Information Bureau~ India, it is learnt that there is a sharp decline in GER in rural and remote areas of the country, as learners (especially female learners) encounter tremendous challenges to pursue a physical mode of education. Reasons are numerous, i.e., shortage of educational institutes in the vicinity, learners involved in domestic work, financial constraints, commuting and /or accommodation issues, etc. Under such conditions, the ODOL system comes to the rescue of such learners by providing them flexibility, cost effectiveness and accessibility to pursue courses of their choice, medium of study (eliminating vernacular barrier) and providing enormous opportunities to them to get the better of such encumbrance and empowering them to onboard their academic pursuits at their discretion. With the current GER pegged at 28.4% as per the All India Survey on Higher Education (AISHE), a conclusion may be drawn that ODOL, as well as state-specific strategies, is playing a prominent role in the significant adoption of academia amongst learners and meeting their educational aspirations. Further, the AISHE report published by the Ministry of

Education significantly highlights that women and female learners are enrolling in ODOL programmes thus removing the hindrance of lifelong learning with their existing commitments, if any.

ODOL ~ A Boon for Learners at Large!!

In a fast-moving digitalised world, where nothing is stagnant, ODOL system has promoted adaptability amongst the learners and has redefined and reshaped their attitude towards education and learning experiences, as an ongoing journey. Lifelong learning is an active process that empowers learners to thrive in an ever-changing world. ODOL plays a crucial role in promoting inclusive and universal access to education.

- *ODOL has made academia within reach of many, irrespective of all age groups and backgrounds, ensuring that any type of barriers, such as geographical, economic, or physical, do not deter learning opportunities. In fact, it has made quality education freely available to all.*
- *Another significant advantage of ODOL is its ability to go beyond the constraints of physical location.* As is well known, rural and backward areas face tremendous challenges in reaping the benefits of quality academia. With a robust Open and Distance learning system in place, even nomadic herders can access education from their temporary residence and even on the go.
- Another challenge for the majority of learners residing in remote areas was to bear the cost of education. The *ODOL system provides economical and cost-effective courses, thus mitigating these financial constraints for such learners.* Exorbitant tuition fees, commutation expenses, hostel fees, etc., are no longer a deterrent.
- For divyangjan, visiting traditional brick-and-mortar institutions can be a daunting task. *ODOL system eliminates physical barriers and offers flexible and lifelong learning options to divyangjan, ensuring that their needs are fulfilled and they are not left behind to pursue education of their choice.*
- *One more flexibility in the ODOL system is with respect to completion of courses at the learners' own pace and terms.* With the creation of the

Academic Credit Bank, learners are in a position to continue their studies from where they left off because their previous credits are now deposited in a bank. Such flexibility is bound to smooth out the process of learning and also strengthen the gross enrolment ratio as well.

- *ODOL has made holistic and diverse learning possible.* Learners located at different places can connect and collaborate through different forums and infuse amongst themselves, the essence of shared learning through an exchange of ideas, discussions and feedback. They may also connect with their mentors for support in chasing their academic goals and dreams.
- In an era of cutthroat competition, ongoing growth on the professional front is very crucial and critical. Professionals need to be on their toes to compete with their peer groups. *With the help of online certificate course(s), professionals can groom their existing skills; enlighten new ones through SWAYAM, NPTEL, DIKSHA & MOOC platforms.* These platforms enable the professionals to pursue course of their choice and job domain while still being employed, enabling them to narrow down the gap between their current competencies and develop new sets of skills, expertise and abilities as their profession demands. This is bound to help them in future job prospects and switching jobs.

Focus of ODOL and why ODOL is the Future?

The four 'A's of ODOL, viz. *Availability, Affordability, Accessibility and Assurance* (Figure 2) have set in motion the learners' interest and boosted traffic towards the ODOL system in India. The methodology not only attracts (working professionals, homemakers, etc.) but also retains the learners as well.

The Four 'A's resonates well to build flexible learning platforms for the learners, at the same time strategising on digital tools like Artificial Intelligence, Data Analytics, App-based learning, etc., to improve the channels of delivering e-learning, thus leveraging technology for enhanced productivity and meet learners' needs and demand.

Figure 3 depicts the clear-cut 'Focus of ODOL', which shall continue to empower, grow, innovate and thrive as an underlying force in offering high-

Figure 2: Four 'A's of ODOL

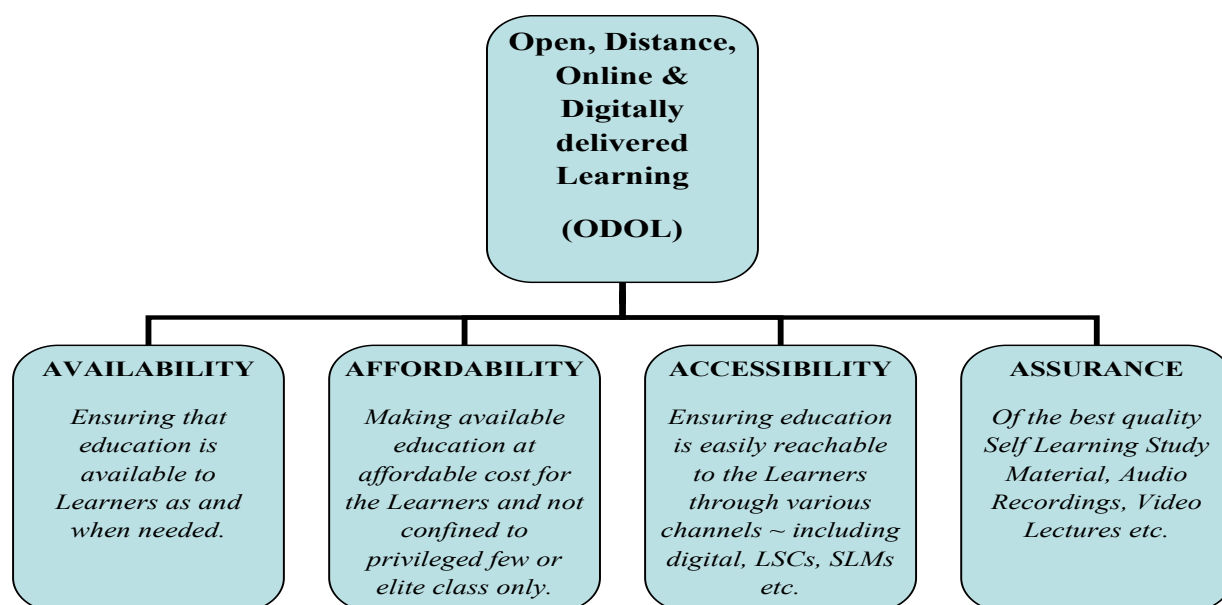
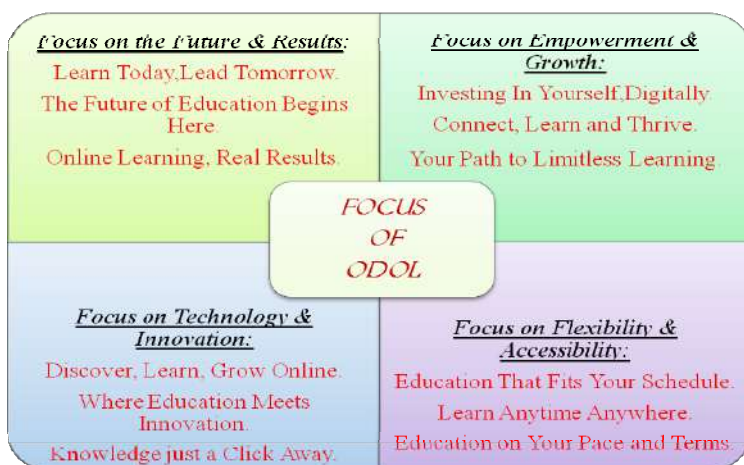


Fig. 3: Focus of ODOL



Way Forward

'Digital boom in the Education Sector - a great platform to launch Open, Distance and Online Learning'.

With rapid shifts in technological advancements like the internet, the internet of things, smartphones, tablets, etc. The ODOL system got tremendous thrust & encouragement for transmitting education to secluded places too. Learners are now in a position to access self-learning materials, audio-video content, even submit assignments online, attend webinars, and online counselling, etc., through the internet. This has further

quality education to a larger demographic. As per the Ministry of Communications (Press Information Bureau, April 2024), New Delhi, India, about 95.15% villages in India are under the ambit of the Internet. The digital divide no longer remains a significant barrier for the marginalised communities, remote areas and disadvantaged backgrounds to pursue higher education. ODOL came as a breather for many learners to chase their educational dreams, otherwise gone/missed out due to financial, social, relocation, time constraints, etc., to name a few. On the job, professionals, female learners, as well as learners in far-flung remote areas account for a higher percentage of enrollments and registrations.

elevated and enhanced the distance learning standards and platforms. With the advent of Mobile Learning Apps, Learning Management System Portal (LMS), Digital Libraries, Web-based Software Learning Platforms, facilitating user-friendly interface and interactions in a remote learning environment, learners enjoy seamless, flexible, structured learning experiences on their own terms and conditions, round the clock (24*7), thus fully benefiting from ODOL programmes. ODOL education system has made education accessible for learners of all ages, breaking the time and place barrier constraints and strives to create equal opportunities for learners regardless of

gender as well as socio-economic status. It has put in motion the student support services and needs at the centre stage as well. Further, UGC, being the regulatory body for HEIs offering ODOL mode; it is acting as a hawk eye and catalyst in maintaining the quality of disseminating knowledge and education amongst the learners. *It is mandatory for all such HEI's to follow ODL regulations 2017 meticulously since they are framed to provide high-standard education, safeguard the educational interests of learners and enhance students' educational attainment and comprehensive academic experience.* Further, UGC, through the online portal, is keeping track of the students' grievance redressal mechanism to avoid negative effects on the learners' educational journey and pursuit of knowledge. In essence, ODL regulations ensure that a learner's educational journey is a holistic and dynamic process of acquiring knowledge, honing abilities, and growing as an individual, shaped by choices and experiences throughout life. In a nutshell, HEI's offering of the ODOL system of education in India plays a decisive role in moulding the learners' future by providing flexible, reliable and affordable learning opportunities for their all-round development as well as strengthening the quality and global standing of the Indian Higher Education Institutes.

Recommendations

The evolution of the ODOL system of education in India has transformed the lives of many by unlocking the infinite learning opportunities and making education accessible on demand without borders. This paradigm shift has also gained greater acceptance by University Grants Commission approvals, allowing HEIs to offer open, distance and online learning in recognised disciplines as a major thrust towards digital education.

- Adaptable, agile and customised learning journeys.
- Contextual, AI - driven and dynamic content delivery.
- Dynamic and responsive assessment.
- Amplified, elevated and optimised collaboration.
- Continuing Professional & skill development.

- Ethical aspects, implications, concerns and factors.
- Availability, reachability, and universality.
- Investigation, inquiry, study, exploration, and examination.

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Breaking Barriers: The Journey to Integrative Intelligence

Chandrika Tandon, Business Leader, Humanitarian, Grammy-Award Winning Musician, delivered the Convocation Address at the 61st Convocation Ceremony at the Indian Institute of Management Ahmedabad (IIMA), Gujarat on March 28, 2026. She said, “*Be the light that radiates...and makes your corner of the planet better, and as you do that, a wonderful thing will start to happen - the universe will conspire to help you succeed.*” Excerpts

What an honour to be here today. Thank you, everyone, on stage for giving me this wonderful opportunity!

It feels like I have come full circle today.

50 years ago, I stood here just like one of you as a proud alum, class of the PGP class of 1975. Full of questions. Full of possibility.

When I returned to campus recently for our memorable 50th reunion and again now.... I felt young again.

I vividly remember my DJ music room, the late nights I studied, sang, and hung out, and I remember with deep gratitude the people who shaped me here in incredibly special ways;

- Prof Bhattacharyya...who opened doors for me to explore the world. My hero. His wife's coat allowed me to brave my first-ever view of snow and a New York winter.
- Prof Kalra... whom I had the pleasure of meeting again, who made me understand the depths of everything I did not know and kept me grounded and humble.
- Prof Mohan Kaul, who asked me to sing a French song in my IIMA interview, and Prof Sambrani, who introduced me to Chekhov and showed me that business leaders can be multidimensional even in a top business school
- And so many others who challenged our foundations and worked tirelessly to shape us
- And my classmates, PGP 75...who shared that journey with me and held my hand whenever I needed it. And it was a lot

And today...We are all here together. We share the same DNA. This beloved institution will be a part of you and me. Forever.

Congratulations...class of 2026, to each one of you. And to your proud families...who have supported you, stood by you, and are so proud of you

You are going out into a world of opportunity. We all did. But we had to battle floods. You will deal with tsunamis - Yes, it is the age of Artificial Intelligence. We do not have to debate its importance. Its domain knowledge is breathtaking. It gives you answers. Fast. Precise. Scalable. It is no longer about knowing more.

So, what is a way to think about the journey in this world? I offer four meta-themes,

- Insight: getting out of your bubble to see more connections. consequences, people, and yourself.
- Intention: executing right with clarity and commitment.
- Inner stillness where you still the chatter and summon the resilience to lead with humanity.
- Impact where you deeply assess your mark on the world every day, in every decision.

I call this Integrative intelligence. Mastering this has changed my life in dramatic ways.

Insight: Simply Said - You Need To Get Out of Your Bubble, Whatever It Is. Explore Strategically. Think Critically. Do Not Get Stuck on A Single Path. Learn About The World Far From You Continuously.

50 years ago, my life was not the story I ever thought I would write

If I had followed tradition, I should not be here. My earliest memories were of my mother collecting my trousseau, one stainless steel spoon at a time. As the oldest child, I was meant to be married by 18. However, I had different ideas. I went on a bona fide Hunger strike first to go to college, and having perfected my striking technique, went on a second one to come to IIMA. The nun from my convent school and my college professor went on a pleading mission with my mom.

My path was already different, shaped by a vision of much more for myself based on the hundreds of poems I memorised and the 37 plays of Shakespeare

I read as a child, courtesy of my grandfather. My dwelling was narrow. But my world vision was vast.

At every stage from then on, my path was nothing I could ever imagine. I was in the middle of the worst civil war in Lebanon at barely 20.

And then I went to McKinsey, hired in NYC with purely my IIMA degree - first for McKinsey 50 years ago.

- I went into the boardroom without the beautiful academic cushion of 2 or 3 years.
- My team was brainiacs all around; mostly Harvard Baker Scholars, and I had just come out of IIMA with a reverence for HBS whose cases we had devoured.
- I had never seen snow or driven a car, and
- Most of the clients I worked with around the world and in small-town America had never met someone like me. I was a woman, and India at that time was still about sacred cows and red dots. Finding common ground and building personal bonds required a great deal of thought.
- I immersed myself in the culture and traditions, and history of my adopted country
- My most stylish clients took me shopping for clothes.
- My clients in the South taught me southern ways of speaking, and over time, we built a deep friendship
- Of course, my calling card had to be that I excelled in my work. I made sure of that.

The same burning desire led to my firm, Tandon Capital.

- At McKinsey, I had developed a template for restructuring.
- I was a partner with fantastic clients and a career. But I wanted to apply my framework in the rapidly deregulating financial service industry and invest in it as an equity play.
- I was only left to follow this dream, which was again outside my bubble
- My firm was born, which specialised in restructuring financial service firms and investing in their success. At one point, I was a disclosable SEC event, as stock prices would rise if there was a hint of my association with any company
- We created billions of dollars of market value for shareholders. I did not do too badly either.

- Starting a company with all my savings, a young child, and a husband who was starting his company was foolishness - but a dream that could not be denied. Again, so different from my skill set.

Now it's even more complex

There is a great convergence happening. Many of these new paths have yet to be born. I had dinner with a Nobel Prize winner recently, and his Nobel was in the field of immunotherapy. I asked him what major advancements had helped his research, and he promptly said 'computational biology' – a field that was barely known a few years ago.

Traditional industries are changing in unrecognisable ways. The music industry, from CDs to streaming to SUNO. Creative souls must become tech-savvy.

Yet we have come from a tradition of specialisation. Most of us came to business school with domain excellence. But some machine is going to outdo you in domain excellence or come close.

Insight, then, must be your USP – Explore strategically; think critically

- Your vision must extend beyond time and space.
- So, you must master asking thoughtful outside-in questions about multiple areas. Choose them carefully.
- The more multidimensional your vision, the more your opportunities to break through and see connections.
- You cannot rest inside your bubble. Period.

Breakthroughs do not happen in the lanes. They happen at the intersections.

But While Insight Might Open The World, You Need The Intention To Choose and Commit, However Challenging.

Let me tell you about my crisis of spirit- The most important, expansive thing that happened in my life.

- It was a Friday about 25 years ago. I was flying back from a big deal negotiation in Europe. We had almost closed it, and all that remained was for me to sign the contract. I settled in the plane reading "Autobiography of a Yogi." I started crying an hour into it. It was not from sorrow. But something had awakened.
- I started asking important questions of myself: What is success? What is enough? What were my

happiest moments? If I died today, would I have lived a useful life? Would I have regrets?

- This led me to the realisation that whatever else I did, I wanted to incorporate music much more intentionally into my life and really reengineer my outer and inner worlds to be more aligned.
- I had spent a lifetime reworking companies with strategies and implementation milestones. Now I became my most important client. The project was me. This decision completely rewrote my trajectory.

Executing on this intention was so difficult at every level

- Finding a teacher who will take me on my schedule was impossible.
- I begged a teacher to give me classes at 6 am so I could wake up at 330.
- Drive to Wesleyan for 2 hours and return home after a two-hour class just in time to wake up my daughter. This is a small example. It required brute planning.
- I had to redo my business life and travel schedules completely to align my agenda with my aspirations. But my zest for my vision was so strong that I saw no boundaries. No barriers. I was simply going to overcome it.
- Even today, I come back bleary-eyed from a heavy business dinner and will go to my Zoom music class at 10 pm with my teacher in India to simply practice my scales.
- Balance is not something I think about. Focusing on my priorities is what I do

Pivots are hard. But it is even harder when the ground shifts beneath your feet and you do not have other skills.

Eighteen months ago, we were in the middle of a major visual animation project:

- two years of work, thousands of dollars.
- And halfway through...AI changed everything. The images were better, faster, and much cheaper -the work of two West Coast PhDs.
- What followed was chaos. This was not just about technology. It was about economics, it was about people. The CEO had to rethink his whole life, people who had worked together for years with obsolete skills.
- And it had all happened in days.
- And even for me as a customer, the ethical

dilemma was, do I continue with honouring the moral obligation vs the economic one? Short answer. I did. Many will not. Welcome to the world of greys.

The second reason I mentioned my story, my foray into music, is you must bring creativity into your life.

- This is not a call to pick up an instrument or become wandering minstrels.
- But most of the traditional disciplines, like engineering or even business, reward linear thinking.
- Now there are no lines. You will be in a constant beta mode.
- In the new world, you will need less analysis but more imagination, the ability to see what does not exist. And the multidimensional person will have the upper hand.

Insight gives you perspective. But you need intention to move from an accidental to an intentional life.

The Third I - Inner Stillness - To Me is the Most Important Part of My Journey Over The Last 25 Years.

It is not a topic we ever spoke about in business schools before because managing your mind was a private matter. But now, well-being and human flourishing are key topics in every circle I am involved with.

For me, Music led me to meditation.

- I had a master teacher. One day, noticing how disturbed I was, he sent me to the other room to sing just the SA till 'he said stop.' I did. Shaky at first but increasingly resonant.
- A strange thing happened. I dissolved. The music and the purity of my notes were beyond anything I had ever experienced. And the transcendence I felt was magical.

Who would not want that feeling again? So, I decided to explore meditation, deep meditation. Started with minutes to hours, to ten-day-long retreats. It felt like I expanded so much.

- Increased calmness, a very new feeling. My stress reduced exponentially. It is not that my life did not have problems. I had many, but my reactions changed.
- With calmness came clarity of thought. And

without sounding woo woo, I could hear a lot of answers before I even thought of the questions.

- Third, my creativity soared. The ideas and music for a major oratorio, Shivoham, came to me during a ten-day Vipassana retreat where your phones or Kindles were not allowed.
- But finally, and most importantly, I developed a deep sense of compassion and confidence in myself, and a sense of connectedness to all beings. I viscerally experienced what *Vasudhaiva Kudumbakam* means. That moment I made the commitment to serve the world every day, even if it was a random act of kindness.

We all have cracks in our boats. But if you do not work to strengthen your own, how can you carry anyone through rough waters? Will you be confident enough to express doubt? Humble enough to learn? Pick up yourself and your team after a fall? Keep your ethical and moral compass clearly pointing even when grey is the colour of the day? These are the questions you must think about.

In the world of Artificial Intelligence, Integrative intelligence is about becoming “wholly” human. That will define true Leadership.

Impact is the Fourth Area Where Your Goal in Some Measure is To Leave Your Corner of The Planet A Better Place

All my life was an obsession with impact.

- In my early years, I would think hard about the impact my work had on clients.
- But after this awakening, the lens with which I viewed impact completely changed. It was no longer about me or anything narrow but a purpose much higher and bigger than me.
- To understand the purpose, all you must do is think of people like Ravi Mathai who planted a banyan tree called IIMA, and we proudly stand in its shade.
- It is the exact calculus I went through to invest in the NYU Tandon School of Engineering or the AI school at IIMA, or the Boyd Tandon School of Business at MCC.

My music, too is all about healing impact. In a profound way, it healed me; and I want to share it. It has led me to deep research into Sanskrit mantras and texts, and I work with the core meanings of key texts and contemporary global artists to create pieces that all can sing. My Grammy was in this space as well. I

continue to get thousands of emails from people about their healing experiences

You do not need to start late or at the top.

- I went to NYU Stern School of Business 26 years ago and begged to be involved in any job I could help them in as I wanted to use my business skills to serve. That evolved into a large, deep role over many years with Board positions and so on, but that was not my goal.
- But that has expanded in so many ways- I am in a continuous learning environment. And I get to contribute to many different areas like health, STEM, global strategy, and creative ventures. It is a wide-ranging involvement in many schools. I have grown enormously as a result.
- So dear IIMA graduates. Start with your school, your college, IIMA. Start small. Start now. Do it to serve, to learn, but leave your ego out of it. I promise you so much joy.

Insight; Intention; Inner Stillness; Impact -My Four Mantras of Integrative Intelligence.

All of us in this beautiful square won a biological lottery – we are born in a great land where insight and inner stillness were the gift of our sages to the entire world. Why would you not adopt the best of these practices?

If you had asked me 50 years ago what my life would be, every answer I gave you would have been wrong... And even small success goals I set for myself were sometimes hollow victories. And you have no idea either. All you can do is fully prepare your own boat, hoping you will sail along the waters singing jolly songs.

But for that you have work to do. To think. To question. To define success and meaning on your own terms and act on it. To become the most expanded version of yourself you can be.

Be the light that radiates...and makes your corner of the planet better and as you do that, a wonderful thing will start to happen - the universe will conspire to help you succeed.

I leave you with my version of an Irish blessing.

“May the path rise up to meet you,
Quiet courage light your way,
Blessings ease the storms that greet you,
And pure wisdom guide you each day.
And pure wisdom guide you each day.”

□

CAMPUS NEWS

Capacity Building Programme at Central University of Jharkhand, Ranchi

A two-week Capacity Building Programme on 'Quantitative and Qualitative Research Methods in Social Sciences' was organised for the Social Science Faculty Members by the Department of Education in collaboration with the Department of Economics and Development Studies, Central University of Jharkhand (CUJ), Ranchi, recently. The event was sponsored by the Indian Council of Social Science Research, New Delhi. The programme aimed to strengthen the research capacities of social science faculty members by providing them with comprehensive exposure to contemporary quantitative and qualitative research paradigms, tools and methodologies, and emerging interdisciplinary perspectives of quantitative and qualitative research. A total of 34 participants from different universities and colleges across twelve Indian states attended the event. The participants represented diverse disciplines within the social sciences and their allied fields like Education, Economics, History, Political Science, Global Affairs, Statistics, Anthropology and Tribal Studies, Journalism and Mass Communication, Visual Arts, Sanskrit, English and Korean, etc. A total of twenty-one resource persons from different leading institutions of the country, including Central University of Jharkhand, contributed to the event.

The Inaugural Session was graced by the presence of Prof. C B Sharma, Vice Chancellor, Vinoba Bhave University, Hazaribagh, Jharkhand and Prof. Santosh K Panda, National Fellow, National Institute of Educational Planning and Administration (NIEPA), New Delhi, as esteemed guests. In the inaugural address, Prof. C B Sharma stressed the importance of truth in research, highlighting the need for methodological training in research to promote authenticity and integrity in research. He stated that a researcher should reflect deeply on the purpose, process, and societal relevance of his/her work.

Prof. Santosh K Panda, in his inaugural remarks, highlighted the importance of research for societal development from multidimensional perspectives. He explained its relevance to the Academic Performance Indicator (API) in educational institutions. He also linked research to global and national academic

priorities by referring to the World Happiness Index and the National Credit Framework.

The Presidential Address of the session was delivered by Prof. Kshiti Bhushan Das, Vice Chancellor, Central University of Jharkhand, Ranchi. Prof. Das, in his address, emphasised the indispensable need for capacity-building programmes in research to equip scholars and teachers for the evolving academic landscape. Emphasising that research is driven by passion, curiosity, and critical inquiry, he remarked that every teacher must view himself/herself as a researcher.

The programme enlightened and enriched the participants on the latest perspectives of quantitative and qualitative research methods in the social sciences through forty-eight academic sessions. Quantitative research methods, such as descriptive and experimental research, meta-analysis, and causal inference, as well as qualitative research methods, including grounded theory, phenomenology, symbolic interactionism, ethnography, narrative inquiry, content analysis, naturalistic inquiry, decolonial perspectives of research, etc. were the focal points of discussion in the many sessions of the programme. Extensive emphasis was placed on data analysis using parametric and non-parametric statistics, supported by statistical and analytical software like SPSS, STATA, EViews, JAMOV, and JASP, along with reference management tools such as Zotero and digital and AI-based research tools in many academic sessions of the programme.

The qualitative research data management, coding, scaling, and analysis had a special place in the academic sessions of the event. Mixed-method research was specifically focused on during the academic sessions of the programme. Sessions on research reporting, research publication, research proposal writing, research grant preparation, and promotion of research culture, including critical reflections on the Indian Knowledge System in research with reference to the perspectives of quantitative research and qualitative research in the programme, provided participants with a holistic understanding of contemporary research practices. Some of the sessions of the programme further emphasised the effective use of library and e-library resources, complemented by a guided library visit to

the Central University of Jharkhand library, which familiarised participants with the academic support services available in the university library.

In an academic session, Prof. Kshiti Bhusan Das, Vice Chancellor, Central University of Jharkhand, engaged the participants with research-oriented interactions, and he appreciated their representation from diverse disciplines, institutions, and states across the country. He remarked that this kind of programme fosters academic excellence by promoting interdisciplinary dialogue and a deeper understanding of social realities. In addition to academic deliberations and interactions, the programme offered hands-on learning through participant-led PowerPoint presentations on research issues, and field exposure-based activities (conducted in anthropological research sites at Patratu valley and Hundru fall of Ranchi) that connect theory with practice. The academic engagement of the event was further complemented by cultural evening(s), an evening notably graced by Padma Shree, Padma Bhushan and Grammy Awardee Pt. Vishwa Mohan Bhatt, whose captivating performance added a distinguished cultural dimension to the programme. These academic and cultural engagements together enriched the participants' learning experiences and contributed significantly to the holistic success of the programme.

The Valedictory Session was graced by the Chief Guest, Prof. P C Agarwal, Joint Director, National Council of Educational Research and Training (NCERT), New Delhi. Shri K Koshala Rao, Registrar, Central University of Jharkhand, delivered the presidential address marking the successful completion of the two-week capacity-building programme. In his valedictory address, Prof. P C Agarwal emphasised the importance of continuous professional development of the teachers, underscoring that a teacher must constantly update knowledge and competencies to remain relevant in an ever-evolving academic environment. With these insightful remarks, the programme was concluded successfully, marking a significant milestone for sustained academic engagement and scholarly capacity building of social science faculty members. Prof. Tapan Kumar Basantia, Dean, School of Education, Central University of Jharkhand, Ranchi served as the Course Director of the event, while Dr. Sanhita Sucharita, Assistant Professor, Department of Economics and Development Studies, served as the Co-course Director. The programme not only

strengthened participants' research competencies but also led to the development of a vibrant research culture aligned with contemporary academic and societal needs.

National Conference on Next-generation Innovations

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

Computational and AI-Driven Drug Discovery

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

Advanced Therapeutic Approaches

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

Drug Delivery and Nanotechnology

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

Traditional and Integrative Medicine

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

For further details, contact the Organising Secretary, Dr J Satya Eswari, Associate Professor, Department of Biotechnology, National Institute of Technology Raipur, G.E. Road, Raipur – 492010, Chhattisgarh, Mobile No: 08919640943, E-mail: ngidd2026biotech@gmail.com. For updates, log on to: <https://www.nitr.ac.in/conference.php>

International Conference on Recent Trends in Materials Science and Technology

A three-day International Conference on ‘Recent Trends in Materials Science and Technology’ is being organised by the Department of Chemistry, Indian Institute of Space Science and Technology (IIST), Thiruvananthapuram, Kerala, in collaboration with Materials Research Society of India (MRSI), Thiruvananthapuram Chapter from November 19–21, 2026. The theme of the event is ‘Next-Generation Materials: Bridging Science, Technology, and Society’. The Areas of the event are:

- Nanomaterials and Sensors.
- Energy Storage and Conversion Materials.
- High-temperature Materials.
- Computational Chemistry.
- Metal Organic Frameworks (MOFs).
- Materials for Aerospace and Defence.
- Metals, Alloys and Optoelectronic Materials.
- Polymers, Blends and Composite Materials.
- Quantum Materials.
- Smart, Functional and Biomaterials.
- Sustainable Materials and Green Processes.
- AI and ML in Materials Science.

For further details, contact the Convenor of the event, Department of Chemistry, Indian Institute of Space Science and Technology, Valiamala P.O., Thiruvananthapuram -695 547, Kerala, Telephone: +91-471-2568541, E-mail: icmst2026@iist.ac.in. For updates, log on to: <https://events.iist.ac.in/icmst2026/>

International Conference on Smart Technologies

A two-day International Conference on ‘Smart Technologies for Energy, Sustainability and Industry’ is being organised by the Department of Electrical Engineering, School of Engineering, Manipal University Jaipur, Rajasthan from July 22-23, 2026. The event aims to bring together leading academic scientists, researchers, and research scholars to exchange and share their experiences and research results on all aspects of future-ready innovations and ideas. As global energy systems transition toward sustainability, the integration of renewable energy sources, Electric Vehicles (EVs), and Battery Energy

Storage Systems (BESS) is becoming increasingly crucial. The event will provide a platform for exploring emerging technologies, strategies, and policies that enhance grid resilience, efficiency, and reliability. The Tracks of the event are:

Track 1: *Smart Grids and Green Energy*

- Clean and Sustainable Energy.
- Active Distribution Network Management.
- Energy Storage.
- Advanced Power Apparatus.
- Condition Monitoring and Power System Asset Management.
- Data Analytics and IoT for Power Systems.
- Optimisation for Future Grids.
- Cyber and System Security in Power Grids.
- Power System Protection and Stability.
- Power System Planning & Reliability.
- Power System Restructuring.
- Demand Side Management.
- Renewable Energy Integration.
- Electric Vehicle Technologies.

Track 2: *Smart Technologies for Industries*

- Smart factory and Industry 5.0.
- Data analytics and management.
- Power Converters and Drives.
- Power Electronics for Hybrid and Electric Vehicles.
- Internet of Things (IoT) in Industries.
- Bidirectional Power Converters.
- Power Quality.
- Multilevel Inverter Topologies.

Track 3: *IOT and Automation*

- Developments in Automation and Control.
- Instrumentation and Control Components.
- Embedded systems.
- Analytical and Virtual Instrumentation.
- Biomedical Instrumentation and Applications.
- Process Control and Instrumentation.
- Linear and Nonlinear Control Systems.

- Sampled-Data Control Systems and Digital Control.
- Advanced Control Techniques.
- Automated Guided Vehicles.
- Industrial robotics and Smart manufacturing.
- Smart Industrial Waste Management.
- Agriculture 4.0.
- Farm Automation.

Track 4: *Signal Processing and Intelligent Systems*

- Signal Processing for Smart Grid and Energy Systems.
- Audio and Speech Processing in Human-Machine Interfaces.
- Image and Video Processing in Automation, Robotics, and Surveillance.
- Signal Processing for Electric Vehicles and Battery Monitoring.
- Machine Learning-Driven Signal Processing Techniques.
- Sensor Signal Processing for IoT Applications.
- Biomedical Signal Processing in Industrial Safety and Monitoring Systems.
- Wireless Signal Processing for Industry 5.0 Communication.
- Data Compression and Signal Reconstruction.
- Real-Time Signal Processing in Cyber-Physical Systems.

Track 5: *Advanced Computing and Intelligent Technologies*

- Artificial Intelligence and Machine Learning.
- Computational Intelligence.
- Big Data Analytics.

- IoT Architectures and Protocol.
- Natural Language Processing.
- Cryptography and Data Security.
- Cyber-Physical Systems.
- Smart City Applications.
- Computer Vision and Pattern Recognition.
- Data Science and Big Data Analytics.
- Software Engineering and Programming Languages.
- Quantum Computing.

Track 6: *Materials Science and Engineering*

- Nanoscience and Nanotechnology.
- Biomaterials.
- Advanced Materials.
- Solar Energy Materials.
- Composite Materials.
- Structural and Functional Materials.
- Optical Materials.
- Sustainable Materials.
- Sustainable Development Goals.
- Green Economy and Environmental Sustainability.
- Global Climate Change Impacts and Sustainable Practices.
- Sustainable Consumption and Production Policies.

For further details, contact the Programme Chair, Dr. Neeraj Kanwar, Head, Department of Electrical Engineering, School of Engineering, Manipal University Jaipur, Rajasthan- 303007, E-mail: stesi2026.muj@gmail.com. For updates, log on to: www.jaipur.manipal.edu/events/ □

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

UGC Must be Placed in Suspended Animation

H A Ranganath*

The *Viksit Bharat* Shiksha Adhishtan Bill, 2025 (VBSA Bill) has been accepted (not rejected) by the Parliament. The Bill is referred to JPC, with a timeline to submit suggestions after due consultations. This process is in progress. One of the key provisions of the VBSA bill is to replace multiple regulators, namely UGC, AICTE and NCTE, with a new Regulatory framework. Therefore, the system is in a 'transition phase'. Despite this, since January 2026, UGC has been coming out with new guidelines, amendments, regulations, etc., which have serious consequences.

- 1) Promotion of Equity in Higher Education Institutions Regulations, 2026, notified on January 13, 2026. The objective is to eradicate discrimination only on the basis of religion, race, gender, place of birth, caste, or disability, particularly against the members of scheduled castes and scheduled tribes, socially and educationally backward classes, economically weaker sections, persons with disabilities, or any of them, and to promote full equity and inclusion amongst the stakeholders in higher education institutions. On January 29, 2026, the Supreme Court of India stayed the implementation of the University Grants Commission (Promotion of Equity in Higher Education Institutions) Regulations, 2026. The Court deemed the regulations "*prima facie* vague" and potentially "divisive" or "regressive," as they excluded general category students from protection, risking misuse and social tension.
- 2) On April 21, 2026, UGC notified (Institutions Deemed to be Universities) Amendment

Regulations, 2026. This will empower autonomous and constituent colleges of state universities to apply for "deemed-to-be-university" status. Also, Colleges may apply to become off-campus centres of existing deemed-to-be-universities. This amendment facilitates easier transitions to university status with huge relaxation of and compromising the quality benchmarks (NAAC accreditation, etc.). The only requirement is a no-objection letter from the state government. One important consequence would be the poaching of state universities and colleges, both public and private. These regulations are currently active and represent a major shift in how state-run institutions can move toward deemed status. This may help in getting a greater number of Deemed Universities in India, but certainly not to raise the standards of Deemed Universities.

Like this, during this transition period, over 20 notifications are issued by UGC. In addition to these, during 2023 to 2025, that is, after NEP 2020 was declared, wherein it was clearly mentioned that multiple regulators will be replaced by a new Regulatory regime, UGC has brought out many new regulations and policies (UGC website). The new Regulator will have to resolve these before taking up its agenda. As of now, the office of the Chairman and the Secretary of UGC are with in-charge personnel. Therefore, it is better to keep the UGC under 'suspended animation' to avoid further unwanted complications in the ecosystem of Higher Education.

□

*Former Chairman, Board of Governors IIIT Kurnool, Former Director NAAC; Former Vice Chancellor, Bangalore University.

THESES OF THE MONTH

SCIENCE & TECHNOLOGY

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

AGRICULTURAL & VETERINARY SCIENCES

Entomology

1. Nayak, Priyanka. **Multidimensional impact of host plant combinations on eri silkworm (*Samia ricini* Donovan) under Odisha condition.** (Prof. Bijoy Kumar Mishra), Department of Entomology, Siksha O Anusandhan (Deemed to be University), Bhubaneswar.

Forestry

1. Barma, Maria Deb. **Phytoremediation potential of some aquatic macrophytes for treatment of wastewater in Tripura.** (Prof. Sabyasachi Dasgupta), Department of Forestry and Biodiversity, Tripura University, Suryamaninagar.

BIOLOGICAL SCIENCES

Biochemistry

1. Ambreena Farooq. **Antioxidant and anti-inflammatory activity of *Koenigia tortuosa* (D Don) T M Schust and reveal and characterization of lead molecule(s).** (Dr. Showkat Ahmad Ganie, Dr. Abdul Wajid Bhat and Dr. Aijaz Hassan Ganie), Department of Biochemistry, University of Kashmir, Srinagar.
2. Singh, Sushmita. **Modulation of dysregulated pathways in Huntington's disease by DNA aptamers and small molecules.** (Dr. Ravi Vijayvargia), Department of Biochemistry, Maharaja Sayajirao University of Baroda, Vadodara.

Biotechnology

1. Panda, Subhasmita. **Genetic characterization and genotype identification of *Orientia tsutsugamushi* causing scrub typhus in Eastern Indian population.** (Prof. Rachita Sarangi and Dr. Subrat Kumar Swain), Department of Biotechnology, Siksha O Anusandhan (Deemed to be University), Bhubaneswar.

Botany

1. Quazi, Azra Parveen. **Ecophysiological studies of selected species of Pteridophytic flora of Bassi Wild Life Sanctuary (Rajasthan).** (Prof. Gunmala Gualia), Department of Botany, Sangam University, Bhilwara.
2. Sharma, Dipashree. **Fungal composition in *Camelia Sinensis* (L) O Kuntze: A study from plantations and tea processing factories in Tripura.** (Dr. Panna Das), Department of Botany, Tripura University, Suryamaninagar.

Microbiology

1. Venkata, Anand Parnandi. **Molecular pathobiology of *Candida* inter-species interactions.** (Dr. Rajesh Patkar), Department of Microbiology, Maharaja Sayajirao University of Baroda, Vadodara.

Zoology

1. Falak Mushtaq. **Developing DNA barcodes for identification of predominant syrphid fly of Kashmir Valley and its economic importance.** (Prof. Md Niamat Ali and Prof. Akhtar Ali Khan), Department of Zoology, University of Kashmir, Srinagar.
2. Hatkar, Prachi Sachchidanand. **Community structure and distribution patterns of macrobenthos assemblage in seagrass meadows in critical dugong habitat in the Gulf of Kutch, Gujarat.** (Prof. K D Vachhrajani and Prof. K Sivakumar), Department of Zoology, Maharaja Sayajirao University of Baroda, Vadodara.
3. Iqra Gulzar. **Studies on insect pests of wheat in agroecosystem of Kashmir with special emphasis on silicon augmented plant resistance against predominant insect herbivores.** (Prof. Tariq Ahmad and Dr. Irfan Rashid), Department of Zoology, University of Kashmir, Srinagar.
4. Lubna Rashid. **Analysis of human wildlife conflict for conservation planning in South Kashmir.** (Dr. Samina Amin Charoo), Department of Zoology, University of Kashmir, Srinagar.

EARTH SYSTEM SCIENCES

Environmental Science

1. Bhatt, Monark Jitendrabhai. **Development of recyclable adsorbents for efficient removal of pollutants from water.** (Prof. Sonal Thakore), Department of Environmental Studies, Maharaja Sayajirao University of Baroda, Vadodara.

Geology

1. Khamniungan, Sujang. **Petrological studies of ultramafic rocks and associated chromite and magnetite ores of the Naha Hill Ophiolite in parts of Noklak District, Nagaland, India.** (Dr. Kakoli Gogoi), School of Sciences, Indira Gandhi National Open University, New Delhi.

2. Rohitash Kumar. **Morphological characteristics of tidal networks and their spatio temporal patterns using geospatial data in parts of the Gulf of Kachchh, Gujarat.** (Prof. Benidhar Deshmukh), School of Sciences, Indira Gandhi National Open University, New Delhi.

ENGINEERING SCIENCES

Civil Engineering

1. Akin, C. **Investigations on lopezite and sewage sludge ash for enhanced engineered cementitious composite material.** Department of Civil Engineering, Hindustan Institute of Technology & Science, Chennai.
2. Amit Kumar. **Multiscale modelling of elastic Moduli and creep of cementitious materials.** (Prof. Shashank Bishnoi), Department of Civil Engineering, Indian Institute of Technology Delhi, New Delhi.
3. Najeem, A Mehna. **Experimental investigation on the performance of sustainable bricks with industrial sludges.** Department of Civil Engineering, Hindustan Institute of Technology & Science, Chennai.
4. Panchal, Satyam Laxmanbhai. **Comparative analysis of evolutionary, metaheuristic and hybrid algorithms for optimization of reservoir operation.** (Dr. T M V Suryanarayana), Department of Civil Engineering, Maharaja Sayajirao University of Baroda, Vadodara.
5. Polimetla, Ravi Prasad. **Experimental studies on ternary blended self compacting concrete and simulation modelling.** (Dr. B Ramesh Babu and Dr. C Sashidhar), Department of Civil Engineering, Jawaharlal Nehru Technological University Anantapur, Ananthapuramu.
6. Singh, Pranjal. **A High Resolution Site Characterization (HRSC) based framework for contamination assessment at MSW dumpsites.** (Prof. G V Ramana and Prof. Manoj Datta), Department of Civil Engineering, Indian Institute of Technology Delhi, New Delhi.
7. Sinha, Shipra. **Physical and numerical modelling of tunnel intersections under impact and blast loads.** (Prof. K S Rao and Prof. T Chakraborty), Department of Civil Engineering, Indian Institute of Technology Delhi, New Delhi.
8. Velivela, Ramesh. **An investigation on seismic response of framed elevated water tank stagings with rigid links: An analytical approach with experimental validation.** (Dr. B Panduranga Rao and Dr. V Ravindra), Department of Civil Engineering, Jawaharlal Nehru Technological University, Kakinada.

Computer Science & Engineering

1. Delsi Robinsha, S. **Amdelix: Data driven Intelligent Interoperable IOTArchitecture – (IIOTA) with Machine Reasoning (MR) for smart city applications.** (Dr. Amutha B), Department of Computer Science & Engineering, SRM Institute of Science and Technology, Kattankulathur, Chennai.
2. Deo, Satya. **Customized deep learning framework for automated multi-document text summarization.** (Dr. Prasant Kumar Pattnaik and Dr. Debajyoty Banik), KIIT School of Computer Engineering, Kalinga Institute of Industrial Technology, Bhubaneswar.
3. Kulshrestha, Sudhir Kumar. **Comparative analysis of extreme programming and dynamic system development method for cloud based software.** (Dr. Komal Alwani), Faculty of Computer Science and Engineering, Bhagwant University, Ajmer.
4. Preeti. **An efficient technique for deepfake detection using cross frame artifacts and discriminative features.** (Dr. Sandhya Rani), Department of Computer Science & Engineering, Maharishi Markandeshwar (Deemed to be University), Ambala.

Electrical & Electronics Engineering

1. Gadhvi, Vishal Karsan. **Hybrid distributed generation allocation optimally by using CPF and IOT.** (Dr. Vijaykumar B Gadhavi), Faculty of Engineering, Swaminarayan University, Gandhinagar.
2. Lavanya, Komma. **Design and implementation of a suitable controller for multilevel inverter FED PMSM drive.** (Dr. K Alice Mary and Dr. G Saraswathi), Department of Electrical & Electronics Engineering, Jawaharlal Nehru Technological University, Kakinada.
3. Malika, Binaya Kumar. **Optimal placement and sizing of distribution generation in smart distribution system planning.** (Prof. Binod Kumar Sahu and Prof. Pravat Kumar Rout), Department of Electrical Engineering, Siksha O Anusandhan (Deemed to be University), Bhubaneswar.
4. Pagidela, Yamuna. **Performance enhancement in hybrid AC/DC microgrid with ESS using ANN controller.** (Dr. N Visali), Department of Electrical & Electronics Engineering, Jawaharlal Nehru Technological University Anantapur, Ananthapuramu.
5. Resma, K K. **Investigation of performance and loss analysis in wide-bandgap semiconductor device based power converters.** (Dr. R Femi), Department of Electrical & Electronics Engineering, SRM Institute of Science and Technology, Kattankulathur, Chennai.

6. Satpathy, Anshuman. **Distributed generation control architecture towards improved power quality and grid stability for active distribution network.** (Prof. Niranjan Nayak and Dr. Snehamoy Dhar), Department of Electrical Engineering, Siksha O Anusandhan (Deemed to be University), Bhubaneswar.
8. Panda, Archana. **Study and development of triboelectric nanogenerator for energy harvesting and smart applications.** (Dr. Kunal Kumar Das and Dr. Basanta Kumar Panigrahi), Department of Electronics & Communication Engineering, Siksha O Anusandhan (Deemed to be University), Bhubaneswar.

Electronics & Communication Engineering

1. Alugonda, Rajani. **ECGD-Net: Deep learning-based ECG signal denoising with MIEMD filtering for reliable cardiac monitoring using CNN and mRMR.** (Dr. K Satya Prasad), Department of Electronics & Communication Engineering, Jawaharlal Nehru Technological University, Kakinada.
2. Bhupathi, Ajay Kumar. **Design and performance analysis of compact polarization-insensitive metamaterial absorbers for next generation wireless communication systems.** (Dr. Y Ramakrishna and Dr. A Mallikarjuna Prasad), Department of Electronics & Communication Engineering, Jawaharlal Nehru Technological University, Kakinada.
3. Gatram, Mahesh. **Design and performance analysis of wideband microstrip antennas using metamaterials for wireless applications.** (Dr. K Rajasekhar), Department of Electronics & Communication Engineering, Jawaharlal Nehru Technological University, Kakinada.
4. Gnanaselvam, R. **Evaluation and optimization of coverage enhancement methods for NB-IoT and LoRa.** (Dr. Vasanthi M S), Department of Electronics & Communication Engineering, SRM Institute of Science and Technology, Kattankulathur, Chennai.
5. Kambham, Premchand. **Ultra wideband dual polarized antenna for electronic warfare applications.** (Dr. A Jhansi Rani and Dr. K Rama Devi), Department of Electronics & Communication Engineering, Jawaharlal Nehru Technological University, Kakinada.
6. Mallimoggala, Srinivas. **Enhancing aerospace battery longevity: Framework and strategies for health management.** (Dr. K Rama Devi), Department of Electronics & Communication Engineering, Jawaharlal Nehru Technological University, Kakinada.
7. Palleti, Venkata Kusuma. **Design of improved U-NET and hybrid classification models for accurate brain tumor diagnosis.** (Dr. S Chandra Mohan Reddy), Department of Electronics & Communication Engineering, Jawaharlal Nehru Technological University Anantapur, Ananthapuramu.
9. Patnaik, Vijaya. **Detection of Covid-19 using hybrid classifiers.** (Dr. Asit Kumar Subudhi and Dr. Monalisa Mohanty), Department of Electronics and Communication Engineering, Siksha O Anusandhan (Deemed to be University), Bhubaneswar.
10. Pedada, Chandra Sekhar. **Algorithm's for improving Physical Layer Security (PLS) in 5G wireless communications.** (Dr. T S N Murthy), Department of Electronics & Communication Engineering, Jawaharlal Nehru Technological University, Kakinada.
11. Savalam, Chandrasekhar. **Fault tolerant digital parallel filters based on multibit error correcting codes.** (Dr. A V N Tilak), Department of Electronics & Communication Engineering, Jawaharlal Nehru Technological University, Kakinada.
12. Yadavalli, Murali Krishna. **EEG artifact source separation models for single-channel EEG using subspace method integrated with unsupervised learning methods.** (Dr. P Vinay Kumar), Department of Electronics & Communication Engineering, Jawaharlal Nehru Technological University, Kakinada.

Mechanical Engineering

1. Arun Kumar, G. **Experimental evaluation of hydrogen-enriched biodiesel in a single cylinder diesel engine and its influence on the performance, combustion and emission characteristics.** Department of Mechanical Engineering, Hindustan Institute of Technology & Science, Chennai.
2. Fathimunnisa Begum. **Experimental investigation of usage of nano additives in enhancement of performance of thermal systems.** (Dr. N Ravi Kumar and Dr. V Ramachandra Raju), Department of Mechanical Engineering, Jawaharlal Nehru Technological University, Kakinada.
3. Mahesh, N. **Aerodynamic and flow induced vibrations characteristics of flow past 2D and 3D geometries enhanced with control surfaces.** (Dr. Basanta Kumar Rana and Dr. Atal Bihari Harichandan), KIIT School of Mechanical Engineering, Kalinga Institute of Industrial Technology, Bhubaneswar.
4. Mishra, Ipsita. **Performance analysis of conventional and modified solar parabolic trough collector.** (Dr. Pragyan Senapati), Department of Mechanical Engineering, Siksha O Anusandhan (Deemed to be University), Bhubaneswar.

5. Mote, Mangesh Laxman. **Development and experimental investigation of aluminium based metal matrix composite using coconut and bagasse ash (AL/SIC/A).** (Dr. Anilkumar Sathe and Dr. Mangesh Phate), Department of Mechanical Engineering, MIT Art, Design and Technology University, Pune.
6. Neeraja, Pilli. **Characterize and optimize the parameters of friction welded stainless steel and mild steel used in automotive.** (Dr. Ajit Kumar Senapati and Dr. Swarna Latha Moora), Department of Mechanical Engineering, GIET University, Gunupur.
7. Raghavendra, Ugraram. **Numerical investigation and optimization of conventional IC engine into oxy-fuel combustion engine to reduce exhaust emissions.** (Dr. R Meenakshi Reddy and Dr. B Chandra Mohana Reddy), Department of Mechanical Engineering, Jawaharlal Nehru Technological University Anantapur, Ananthapuramu.

MATHEMATICAL SCIENCES

Mathematics

1. Jamadar, Irshad Sikandar. **An intelligent approach for prediction of breast cancer with mathematical techniques.** (Dr. Krishna Kumar), Department of Applied Sciences and Humanities, MIT Art, Design and Technology University, Pune.
2. Nanduri, Sujatha. **Performance analysis of queues with single and multiple fractional order servers.** (Dr. G V S R Deekshitulu), Department of Mathematics, Jawaharlal Nehru Technological University, Kakinada.
3. Patel, Yogeshkumar Kanubhai. **On summability of Fourier series.** (Prof. R G Vyas), Department of Mathematics, Maharaja Sayajirao University of Baroda, Vadodara.
4. Priyadarsini, Dibyajyoti. **Numerical methods for solving non-linear partial differential equations arising in physical models.** (Dr. Prakash Kumar Sahu and Dr. Mitali Routaray), KIIT School of Applied Sciences, Kalinga Institute of Industrial Technology, Bhubaneswar.
5. Rini Dominic, D. **Graph layout problems in interconnection networks and its applications.** Department of Mathematics, Hindustan Institute of Technology & Science, Chennai.
6. Shelly. **The generalized deterministic inventory models in respect of cost, demand, deterioration and backlogging.** (Dr. Rajender Kumar), Department of Mathematics, Indira Gandhi University, Meerpur.

Statistics

1. Ahad, Nuzhat. **Characterization and estimation of extended Maxwell Boltzmann and power function distributions.** (Prof. Sheikh Parvaiz Ahmad and Dr. Javaid Ahmad Reshi), Department of Statistics, University of Kashmir, Srinagar.

MEDICAL SCIENCES

Nursing

1. Pradhan, Rashmimala. **Effect of multi disciplinary nursing intervention on interdialytic weight gain, anxiety, depression and quality of life among chronic haemodialysis patients.** (Prof. Pravati Tripathy and Prof. Deba Prasad Kar), Department of Nursing, Siksha O Anusandhan (Deemed to be University), Bhubaneswar.

Pharmaceutical Science

1. Biradar, Kalyani B. **Pharmacological evaluation of *Erythrina Variegata* Linn (Var alba) for organ protective and antioxidant activity.** (Dr. Punit R Rachh), Faculty of Pharmacy, Bhagwant University, Ajmer.
2. Gorde, Vikas Daguji. **Formulation and evaluation of bilayer drug delivery system to improve therapeutic efficacy.** (Dr. Punit R Rachh and Dr. Someshwar D Mankar), Faculty of Pharmacy, Bhagwant University, Ajmer.
3. Isteyaq Shareef. **Development and validation of new analytical method for the estimation of sulphonamides in the bulk and pharmaceutical dosage forms.** (Prof. Kumaraswamy Gandla), Department of Pharmacy, Chaitanya (Deemed To Be University), Himayatnagar, Hyderabad.
4. Kadam, Apeksha Satish. **Development and evaluation of herbal therapeutics and their formulation for polycystic ovarian syndrome.** (Dr. Rajashree C Mashru), Faculty of Pharmacy, Maharaja Sayajirao University of Baroda, Vadodara.
5. Mendhekar, Seema Yuvraj. **Pharmacognostic, phytochemical and pharmacological evaluation of *Trapa Natans* Linn formulation.** (Dr. Punit R Rachh), Faculty of Pharmacy, Bhagwant University, Ajmer.
6. Moharana, Alok Kumar. **Exploration of potential of MBZM-N-IBT against virus and inflammation.** (Prof. Bharat Bhusan Subudhi), Department of Pharmacy, Siksha O Anusandhan (Deemed to be University), Bhubaneswar.

7. Rahangdale, Mrunal Ganesh. **Design and development of nano drug delivery systems for treatment of lung cancer.** (Prof. Krutika Sawant), Faculty of Pharmacy, Maharaja Sayajirao University of Baroda, Vadodara.
8. Reddy, Uppuganti Abhilash. **Formulation *in vitro* and *in vivo* evaluation of Self Micro Emulsified Drug Delivery System (SMEDDS) of some selected drugs.** (Dr. Srujana M), Department of Pharmacy, Chaitanya (Deemed To Be University), Himayatnagar, Hyderabad.
9. Shah, Zahida. **Evaluation of anti-inflammatory and anti-asthmatic activities of Bunium persicum and Adiantum capillus venteris using different experimental models.** (Prof. Sabeeha Shafi and Prof. Mohammad Afzal Zargar), Department of Pharmaceutical Sciences, University of Kashmir, Srinagar.
10. Shelke, Pravin Vitthal. **Development and standardization of antihypertensive transdermal drug delivery systems.** (Dr. Punit R Rachh and Dr. Someshwar D Mankar), Faculty of Pharmacy, Bhagwant University, Ajmer.
11. Yadav, Manoj Kumar. **Activity guided isolation and characterization of bioactive constituents from *Polyalthia Longifolia*.** (Dr. Vikas Chandra Sharma), Faculty of Pharmacy, Bhagwant University, Ajmer.
5. Yazhini, Crescentia S. **Design and development of luminescent metal-organic framework-based sensors for the detection of antibiotics present in water and wastewater.** (Dr. Neppolian Bernaurdshaw), Department of Chemistry, SRM Institute of Science and Technology, Kattankulathur, Chennai.

Physics

1. Dar, Athar Ahmad. **Broadband spectral study of very high energy blazars.** (Prof. Naseer Iqbal and Dr. Sunder Sahayanathan), Department of Physics, University of Kashmir, Srinagar.
2. Das, Subhendu. **Density functional calculations of physical properties of different type of perovskite compounds and their alloys.** (Prof. Surya Chattopadhyaya), Department of Physics, Tripura University, Suryamaninagar.
3. Jyoti. **Structural and magnetic properties of nano structured mixed ferrites.** (Dr. Sunil Rohilla), Department of Physics, Chaudhary Ranbir Singh University, Jind.
4. Mer, Pinalben Chandrakantbhai. **Study of charged particle interaction with molecules of applied interest.** (Dr. Chetan G Limbachiya), Department of Applied Physics, Maharaja Sayajirao University of Baroda, Vadodara.
5. Patwa, Rahul. **Structural and spectroscopic study of nanocomposites of metal oxides for photo catalytic applications.** (Dr. Sunil Rohilla), Department of Physics, Chaudhary Ranbir Singh University, Jind.
6. Rahman, Farhana Yasmin. **Investigation of resistive switching phenomena in natural plant extracts assembled onto thin films.** (Prof. S A Hussain), Department of Physics, Tripura University, Suryamaninagar.
7. Sukhvinder Kumar. **Study of transport and nonlinear optical properties for nanostructures with rashba spin orbit interaction.** (Prof. Anand Kumar and Dr. Manoj Kumar), Department of Physics, Chaudhary Ranbir Singh University, Jind.
8. Utadiya, Subhash Khimabhai. **Physical, chemical and thermal characterization of technical and biological specimen using digital holographic interferometry.** (Dr. Arun Anand), Department of Applied Physics, Maharaja Sayajirao University of Baroda, Vadodara.

□

PHYSICAL SCIENCES

Chemistry

1. Jha, Praveenkumar. **Colouration and functional finishing of textiles using natural resources.** (Dr. Bharatkumar Hiralal Patel), Department of Textile Chemistry, Maharaja Sayajirao University of Baroda, Vadodara.
2. Jithin Rafi. **Electrochemical sensors for the detection of pharmaceutical compounds using metal-organic frameworks.** (Dr. Neppolian Bernaurdshaw), Department of Chemistry, SRM Institute of Science and Technology, Kattankulathur, Chennai.
3. Joy, Kiran. **Preparation and evaluation of polycaprolactone/chitosan based composite scaffolds for bone tissue engineering.** Department of Chemistry, Hindustan Institute of Technology & Science, Chennai.
4. Pragya Kumar. **Synthesis and characterization of novel electrolytes for application in supercapacitors.** (Prof. Kamalika Banerjee and Dr. Yogesh Kumar), School of Sciences, Indira Gandhi National Open University, New Delhi.

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

**Maharashtriya Mandal's
Maharashtriya Mandal Commerce College Pune**
(Affiliated to Savitribai Phule Pune University Pune,
Approved by Govt. of Maharashtra and NAAC Accredited)
Veer Savarkar Nagar, Gultekadi, Pune, Maharashtra 411037.
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(Permanent Non Grant)

Sr. No	Course	Post / Subject	No. of Post	Post Reserved for the Category
1	B.Com	Principal	01	Open – 1 (Open to all)

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- Ph.D. degree
- Professor/Associate Professor with a total service/ experience of at least fifteen years of teaching/research in Universities, Colleges and other institutions of higher education.
- A minimum of 10 research publications in peer-reviewed or UGC-listed journals.
- A minimum of 110 Research Score as per Appendix II, Table-2

Tenure:

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

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Secretary
Maharashtriya Mandal



RENOTIFICATION

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(Affiliated to M.G. University, Kottayam, Kerala).

Ernakulam 682 018, Kerala. 8330833332 | manager@alberts.edu.in

Applications are invited from eligible candidates (PwD) for the appointment to the following posts, subject to the provisions and approval of M.G University, Kottayam, the Govt. of Kerala, and in accordance with UGC Regulations, 2018 (as amended).

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- Librarian (1 Post)- PwD Category 'A' (Blindness & low vision)

Age, Qualification & Scale of Pay: As per Govt. of Kerala /UGC/University rules; No Application Fee.

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Sd/-
Manager

18/05/2026



CENTRAL UNIVERSITY OF RAJASTHAN



CURAJ/R/F.174/Rectt./2026/4502

Date: 20.04.2026

**26 Teaching Positions
(Direct Recruitment)**

Online applications are invited for **26 Teaching Positions (under Direct Recruitment)** in Department of Computer Science, Mathematics, Chemistry, Sports Bio-Sciences, Sports Psychology, Computer Science and Engineering, Biomedical Engineering, English, Hotel and Tourism Management, Economics, Public Policy, Law and Governance and Health Sciences in the University.

Applications are invited till **04 June, 2026 (11:59 PM)**

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Association of Indian Universities



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DAYALBAGH EDUCATIONAL INSTITUTE
(Deemed to be University)
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ADMISSION NOTICE FOR SESSION 2026-27

The Dayalbagh Educational Institute is a Deemed to be University under Section 3 of the University Grants Commission Act, 1956 as per Notification No. F.9-3/78-U-3 dated 16.5.1981 issued by the then Ministry of Education & Culture, Government of India. The Institute has seven faculties, viz., Arts, Commerce, Education, Engineering, DEI Homoeopathic Medical College and Hospital, Faculty of Integrated Medicine (AYUSH), Science and Social Sciences besides a Technical College and a centre offering certificate level modular programmes. Online applications are invited for admission to various programmes/courses listed in the DEI Prospectus (available on DEI website) for the session 2026-27.

Dayalbagh Educational Institute offers a wide variety of Academic Programmes in the area of training and research, professional development, skilling and agro-ecology.

Note: Please refer to the Institute prospectus on official website <https://www.dei.ac.in> for details of (i) Eligibility Criteria (ii) No. of Available Seats (iii) Admission Criteria (iv) Mode of Selection (v) Fee details (vi) Reservation Policy and (vii) Procedure for applying for admission etc.

The last date for submission of online applications complete in all respect shall be as mentioned below:

- For Diploma/All Undergraduate/B.Voc./B.F.A./B.Arch. & B.Tech. Courses: - **5th June 2026**
- For B.Ed./M.Ed./M.Voc./All Postgraduate & Postgraduate Diploma Courses: - **5th June 2026**

Vocational Certificate Programmes:

- Online Applications shall start from: **10th June 2026**
- The last date for Online Submissions: **10th July 2026**

Schedule of the Admission Tests / Interviews shall be notified separately on the DEI website (www.dei.ac.in).

Address for Correspondence : The Registrar, Dayalbagh Educational Institute, (Deemed to be University) Dayalbagh, AGRA-282 005

Email Id: admission-information@dei.ac.in

Website: www.dei.ac.in

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INSTITUTE FOR SOCIAL AND ECONOMIC CHANGE (ISEC)

Dr V.K.R.V. Rao Road, Nagarabhavi PO: BENGALURU-560 072 (Karnataka), India

Tel: 91-080-23215468/5592/5519; Fax: 080-23217008

Web: www.isec.ac.in

AN ALL INDIA INSTITUTE FOR INTER-DISCIPLINARY RESEARCH & TRAINING IN THE SOCIAL SCIENCES

DOCTORAL PROGRAMME - 2026-27

Applications are invited from the eligible candidates for the Doctoral Programme 2026-27. The prescribed application form and information brochure can be downloaded from the ISEC website: www.isec.ac.in.

The candidates can submit application online and also send completed **Hard copy of the Application** with requisite attachments to the following address on or before **12th June 2026 upto 5.30 PM.**

The Registrar
Institute for Social and Economic Change
Dr. V K R V Rao Road
Nagarabhavi P.O.
Bengaluru-560 072 (Karnataka)

For detailed information visit our website: www.isec.ac.in

12th May 2026

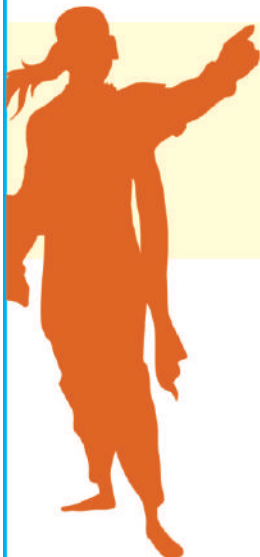
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INDIAN INSTITUTE OF TEACHER EDUCATION, GUJARAT

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IITE is inviting applications for Chanakya Awards for Teacher Education



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चाणक्य

■ Applications are invited from

06th May 2026 to 31st May 2026

■ Kindly refer to the website: www.iite.ac.in
for details and online application.

Anjuman Dard Mandane Talim-O-Tarakki Trust Mahad

DARDMAND LAW COLLEGE

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

UN-AIDED

Sr. No.	Cadre	Subject	Total No. of Posts	Post Reserved for
1	Principal	--	01	01 – OPEN
2	Assistant Professor	Law	06	06 – OPEN
3	Librarian	--	01	01 – OPEN

The posts for the reserved category candidates will be filled 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 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.

Applications with full details should reach the CHAIRMAN, *Anjuman Dard Mandane Talim-O-Tarakki Trust Mahad Dardmand Law College*, located at **Kamble, Mahad, Raigad** via mail (Email id: dlawmahad@gmail.com) within 15 days from the date of publication of this advertisement.

This is University approved advertisement.

Sd/-
CHAIRMAN



Gourishankar Education Society's Satara College of Pharmacy, Satara

(Approved by PCI, Recognized by DTE Mumbai (Government of Maharashtra)
and Affiliated to Dr. Babasaheb Ambedkar Technological University)

Plot No. 1539, Behind Spicer India Ltd, New Additional MIDC, Degaon, Satara, Maharashtra 415004
Website: www.satarapharmacy.org • Email id: ph6395@dbatu.ac.in • Contact Number: 9420751146

(Permanently Non- Granted)

Recruitments

Applications are invited from the eligible candidates for the various positions on permanently Non- granted basis. The application with supporting documents should reach to the undersigned, Chairman **Gourishankar Education Society's Satara College of Pharmacy, Satara**, Plot No. 1539, Behind Spicer India Ltd, New Additional MIDC, Degaon, Satara, Maharashtra 415004 **within 21 (twenty one) days** from the date of publication of this advertisement. Applications with incomplete information or documents, or received after the due date will not be considered

The details about the vacant positions, reservations, Education Qualifications, Experience and other requirements, pay Scale, terms and conditions and the procedure for application is available on the college website www.satarapharmacy.org and university website (www.dbatu.ac.in).

Place: Satara
Date: 18/05/2026

Sd/-
Chairman
**Gourishankar Education Society's
Satara College of Pharmacy, Satara**

UGC-DAE Consortium for Scientific Research

University Campus, Khandwa Road, Indore-452 001 (M.P.)
(www.csr.res.in)

[Advertisement No. 07-2026]

The UGC-DAE Consortium for Scientific Research (UGC-DAE CSR) is an autonomous institution established by the UGC, New Delhi with headquarters at Indore and Centers at Indore, Mumbai, Kolkata and Kalpakkam. This Consortium also has a Node at Institute of Physics (IoP), Bhubaneswar. Each Centre is headed by a Centre-Director. The UGC-DAE CSR coordinates research from scientists / teachers from all Indian Universities on major facilities like Dhruva reactor, Synchrotron, Cyclotron etc. established by the Department of Atomic Energy. In addition, the Centers are also having many advanced research facilities including in the areas of condensed matter physics or allied areas.

Applications are invited for the following posts: -

Sl. N.	Post	No. of Posts	Category	Pay Level
1.	SCIENTIST-D	One	UR	Level-11 (As per 7CPC).

Applications will have to be submitted through online providing all the particulars about the candidates. For details, eligibility and other terms & conditions, please see our **website (www.csr.res.in)**. The online portal will become active on **11/05/2026 at 11:00 AM**. Last date of online application submission is **05/06/2026 up to 05:00 PM**. For further details, please visit our **website: www.csr.res.in**.

[RECRUITMENT CELL]

UGC-DAE Consortium for Scientific Research

University Campus, Khandwa Road, Indore-452 001 (M.P.)
(www.csr.res.in)

[Advertisement No. 08-2026]

Inviting Applications for CENTRE-DIRECTOR

The UGC-DAE Consortium for Scientific Research (UGC-DAE CSR) is an autonomous institution established by the University Grants Commission (UGC), New Delhi, with its headquarters in Indore and centres in Indore, Mumbai, Kolkata, and Kalpakkam. This consortium also has a node at Bhubaneswar. A Centre Director heads each Centre.

UGC-DAE CSR invites applications for the post of Centre Director for its Mumbai Centre. This post is in the pay band Level 14 plus other allowances as per the rules. The gross salary at present, at the minimum of the scale, is Rs.2,85,500/- inclusive of all allowances.

The UGC-DAE CSR has a mandate to enable university scientists to use the accessible big-science facilities of DAE. The CSR has also established and continues to develop various state-of-the-art experimental research facilities that university scientists are encouraged to utilise. The Mumbai Centre supports research in universities and colleges across the nation by providing specialised training to advanced in-house characterisation facilities, as well as making the neutron diffraction studies using the Dhruva Reactor at BARC, accessible to them. The Mumbai Centre also provides access to the various state-of-the-art experimental facilities of BARC like Nuclear Analytical-Positron and Spectroscopic Facilities, Pulse Magnetic Field and Electromagnetic Welding Related Facilities, Material Science and Characterization Facilities (MSD & Chem Grp), Accelerator Related Facilities, which are undoubtedly the best in the country. Research students from across the country use these facilities extensively. The scientists at the Mumbai Centre conduct research in the frontier areas of condensed matter physics and materials science, guiding their own PhD students as well as visiting research students with their expertise. For more information, please visit our **website at www.csr.res.in**.

The Centre Director, who will be an expert in condensed matter physics and materials science, will provide general guidance and encouragement to the Centre's scientific activities and university users and support the broad mission to enhance the impact of university research.

- S/he should be a researcher of high standing and reputation, with journal publications showing a high standard of independent research activities.
- S/he must have at least 20 years of research experience after obtaining a PhD and must presently have a position which is at level 13 or equivalent pay scale.
- S/he should be an Indian citizen and preferably below 55 years of age (**as on 12-June-2026**).

The **last date** for receiving applications is **12-June-2026**. In absentia considerations from any person will not be honoured. Please visit our **website www.csr.res.in** for details on how to apply and other relevant information.

[RECRUITMENT CELL]



**INVITATION FOR
NOMINATIONS**

**SUN PHARMA SCIENCE
FOUNDATION
RESEARCH FELLOWSHIPS-2026**

&

**SUN PHARMA SCIENCE
FOUNDATION
SCIENCE SCHOLAR
FELLOWSHIPS-2026**

We invite Heads of Research Institutions, Universities, Medical and Pharmaceutical Colleges of India to nominate eligible candidates for:

- (a) **Sun Pharma Science Foundation Research Fellowships-2026**
and
(b) **Sun Pharma Science Foundation Science Scholar Fellowships-2026**

The Sun Pharma Science Foundation Research Fellowships are for excellence in original research in Medical and Pharmaceutical Sciences. There are three Fellowships of Rs.5,00,000/- (Rupees Five lakhs) each; two in Medical Sciences – (Basic Research and Clinical Research), and one in Pharmaceutical Science.

The sponsored work of Indian Scientists, both in India and abroad, together with their bio-data, research achievements, Fellowships received in the past and papers published, along with justification for nomination and citation on the research work, may be submitted online on Sun Pharma Science Foundation's website www.sunpharmasciencefoundation.net

Sun Pharma Science Foundation Science Scholar Fellowships: There are four Fellowships - two each in Bio-Medical Sciences and Pharmaceutical Sciences for Rs.100,000/- each, and an additional amount of Rs. 100,000/- to attend international conference.

Indian nationals under the age of thirty (as on May 15, 2026), who have completed at least 1st year of MD or PhD in Biomedical or Pharmaceutical Sciences are eligible to apply. Those who have completed their MD, or PhD and above the age of thirty, as on date May 15, 2026 are not eligible to apply. The applicant should have completed a Research Project and should be willing to present his/her research work in front of knowledgeable assessors.

The applicants should submit:- (1) detailed CV with photograph (2) copy of their detailed research work (3) letter from the supervisor certifying that the research work under reference has actually been done by the applicant (4) a citation (brief summary) on his/her research work. (5) forwarding letter from the Head of the Department or Institution, giving justification for nominating the applicant (6) A voluntary declaration from the applicant that they would work in the public or private funded academic/research based organizations for a minimum period of two years after completion of his/her studies. The applicant should also submit the following testimonials.

- Aggregate marks obtained in PCB/PCM in Class XII, and Bachelor's/ Master's Degree
- Proof of age
- Copies of the publications, if any
- Merits/Fellowships/Scholarships received, if any
- A letter stating that the project submitted for the fellowship has received ethical clearance,
- A statement duly signed by the nominee and the supervisor/co-author that the thesis has no-conflict of interest academically or financially.

The applicants should submit their nominations online at Sun Pharma Science Foundation's website www.sunpharmasciencefoundation.net from **May 15, 2026 to July 15, 2026**. Also required to send a print copy of the nomination, to the office of the Foundation **by July 31, 2026**.

Detailed nomination procedures of the Fellowships are available on Sun Pharma Science Foundation's website.

For further information, please contact :

The Office of Sun Pharma Science Foundation

8C, 8th Floor, Hansalaya Building, 15-Barakhamba Road, Connaught Place, New Delhi : 110 001 (India)

Tel.(91-11) 23721414; 23721415 : E-mail : sunpharma.sciencefoundation@sunpharma.com

Website : <https://www.sunpharmasciencefoundation.net>



INDIRA GANDHI INSTITUTE OF DEVELOPMENT RESEARCH

(An Advanced Research Institute Established by the Reserve Bank of India)
Deemed to be University

Gen. A.K. Vaidya Marg, Film city Road, Santosh Nagar, Goregaon (E), Mumbai: 400 065

Advertisement for Teaching and Non-Teaching Positions

Indira Gandhi Institute of Development Research (IGIDR) invites applications for Teaching and Non-Teaching positions from eligible Candidates

Advt No: IGIDR/Faculty/2026/01 Dated : 12.05.2026

Rolling Advertisement for Faculty Positions

Professor Associate Professor

Advt No: IGIDR/Faculty/2026/02 Dated: 12.05.2026

Rolling Advertisement for Special Recruitment drive for SC/ST/NC-OBC/EWS/PwBD

Assistant Professor (Regular/Contract/Visiting)

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Non-Teaching

Advt No: IGIDR/NT/2/2026 Dated: 12.05.2026

PART A

POSITIONS ON A REGULAR BASIS / DEPUTATION FOLLOWED BY ABSORPTION

S.N.	Name of the Position	Pay Level (7th CPC)	Total Vacancy	Maximum Age (as on closing date)
1	P.S. to Director	Level 07 (₹44,900–1,42,400)	1	35 years
2	Human Resource Officer	Level 10 (₹56,100–1,77,500)	1	40 years
3	Academic & Student Affairs Officer	Level 10 (₹56,100–1,77,500)	1	40 years
4	Assistant System Analyst cum Software Engineer	Level 10 (₹56,100–1,77,500)	1	40 years
5	Assistant Administrative Officer (Hr & Administration)	Level 07 (₹44,900–1,42,400)	1	35 years
6	Account Assistant	Level 06 (₹35,400–1,12,400)	1	35 years
7	Assistant (HR)	Level 06 (₹35,400–1,12,400)	1	35 years

PART B

POSITIONS ON CONTRACT BASIS / DEPUTATION BASIS

S.N.	Name of the Position	Pay Level (7th CPC)	Total Vacancy	Maximum Age (as on closing date)
1	Research Grants & Project Officer	Level 10 (₹56,100–1,77,500)	1	40 years
2	Assistant Administrative Officer (Students & Academic Affairs)	Level 07 (₹44,900–1,42,400)	1	35 years
3	Placement Officer	Level 07 (₹44,900–1,42,400)	1	35 years
4	Assistant Electrical Engineer	Level 07 (₹44,900–1,42,400)	1	35 years
5	Library Assistant	Level 04 (₹25,500–81,100)	1	35 years

IMPORTANT DATES

- **Application Window Opens:** 15th May 2026
- **Last Date:** 08th June 2026 (EOD)
- The eligibility of candidates with regard to age, qualification, and experience shall be determined as on the closing date of the application.

Application should be made ONLY through the Institute's website. For detailed information on qualification and experience, please visit the Institute website <http://www.igidr.ac.in/careers/>

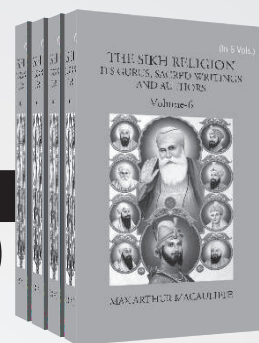
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THE SIKH RELIGION: ITS GURUS, SACRED WRITINGS AND

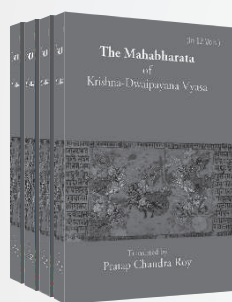
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Invites Nominations and Applications for the Position of Vice-Chancellor

JAIN (Deemed-to-be University), Bengaluru has established itself as a premier multidisciplinary institution at the intersection of rigorous research, professional education, and holistic student development. Situated within Bengaluru's vibrant academic and industrial ecosystem, the University is committed to fostering academic excellence, institutional integrity, and transformative societal impact.

The Role

As the principal academic and executive officer, the Vice-Chancellor will provide the vision and leadership necessary to navigate the University's next phase of evolution. The role demands an eminent academician who combines intellectual depth with astute administrative judgment to enhance institutional coherence and global standing.

Key Responsibilities

- **Academic Leadership:** Define the strategic direction by enhancing program quality, interdisciplinary coherence, and learning outcomes.
- **Curricular Innovation:** Modernise pedagogy to ensure curricula remain rigorous and responsive to shifting professional contexts.
- **Research Excellence:** Cultivate a robust research ecosystem by incentivizing faculty scholarship, interdisciplinary inquiry, and external funding.
- **Governance & Compliance:** Strengthen institutional governance through transparent policies and meticulous adherence to regulatory frameworks.
- **Faculty Development:** Build institutional capacity through strategic recruitment, mentorship, and performance frameworks.
- **Strategic Growth:** Balance ambitious institutional expansion with long-term academic sustainability and excellence.
- **External Engagement:** Deepen meaningful partnerships with global academic networks, industry leaders, and international stakeholders.

The Candidate

The Search Committee seeks a distinguished leader with:

- A formidable record of scholarship and significant contributions to the higher education landscape.
- Proven expertise in academic administration, institutional planning, and curriculum development.
- A comprehensive understanding of Indian and international regulatory and accreditation frameworks.
- Sound judgment in balancing academic priorities with complex administrative mandates.
- The ability to inspire and mentor a diverse faculty body while fostering a culture of meritocracy.
- Exceptional communication skills and the gravitas to engage effectively with internal and external stakeholders.

Eligibility

Candidates must fulfil the eligibility criteria as prescribed under the **University Grants Commission (UGC) Regulations, 2023**, and subsequent amendments.

Applications and Nominations

Prospective candidates are invited to submit their credentials via the official portal at

jainuniversity.ac.in/careers or by emailing hr@jainuniversity.ac.in

Submissions must include:

- » A comprehensive Curriculum Vitae. » A recent passport-size colour photograph.
- » A Strategic Vision Statement (500 - 1,000 words) outlining a five-year growth roadmap for JAIN (Deemed-to-be University).
- » **Subject Line:** Application for the Position of Vice-Chancellor

Timeline: All submissions must be received within 15 days of the publication of this advertisement.

Sd/-
Registrar
JAIN (Deemed-to-be University), Bengaluru

+91 90711 85532

3790-28

AIU Invites EoI/Proposals for Collaboration for Organising ANVESHAN- Student Research Conventions – 2026-27

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

- i) *Basic Sciences & Applied Sciences.*
- ii) *Engineering and Technology.*
- iii) *Agriculture and allied fields.,*
- iv) *Health Sciences and allied fields.*
- v) *Social Sciences, Humanities, Commerce, Business Management, and Law.*
- vi) *Interdisciplinary Research.*

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

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

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

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

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



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