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# UNIVERSITY NEWS

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# 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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# Creating an Ecosystem for Research, Innovation and Quality Education

**Urvashi Kuhad* and R C Kuhad****

Research and Development (R&D) initiatives enhance the exposure of students in academic institutions towards real-world problems and also create opportunities for working on the state-of-the-art R&D infrastructure. These initiatives bridge the gap between theoretical knowledge and practical applications and help in building a very strong academia-industry ecosystem. R&D in academic institutions, hence, increases the exposure of students beyond the boundaries of our traditional education system and propels them to the forefront of global education. This equips them for cutting-edge research, interdisciplinary collaboration, intellectual contributions, and to meet the demands of a knowledge-driven society.

A number of Indian Institutions are engaged in research (academic and sponsored) and have made this an essential part of their curriculum. Higher Educational Institutions are expected to carry out quality research and integrate the same in academics to ensure quality education. Moreover, the Higher Education Institutions (HEIs) are also expected to create practical linkages with a focus on specific areas of research and collaborate to create synergies in the areas of core competencies. Also, it is desired to create a system of preservation/conservation of earlier research outputs and link them with the latest cutting-edge research to build a structured development system/process.

Largely speaking, researchers in our country undertake new research problems instead of building on earlier research studies done by others, which can have more ramifications. We, as a nation, still lack a talent pool of scientific knowledge-based manpower, along with a second line of researchers, teachers, and managers. This could be because of an apparent lack of coordination among educators, researchers and industrialists in catering to the market demands and needs of the population in general. Research and innovation in any discipline play a major role in shaping and enabling researchers at an individual and collective/group level to ensure the greatest good of the greatest number. To achieve this, in a country like ours, there is a need to create opportunities and avenues for young minds/students/researchers. Moreover, to attract a greater number of students/persons/citizens to think about innovative research and skill-based education, we need to develop a learner friendly/ free thinking /people-user centric ecosystem. This can only be possible by understanding the relationship between education, research, innovation, employment, and skill development, which is missing from the conventional

** Department of English, RLA College, University of Delhi, Benitojuarez Road, New Delhi-110021*

*** Former Member, UGC, MoE, Govt. of India, New Delhi and Former Vice Chancellor, Central University of Haryana, Mahendargarh, Haryana. Currently, Pro-chancellor, SGT University, Gurugram, Haryana-122505. E-mail: prochancellor@sgtuniversity.org*

education system. This necessitates opening up new vistas of knowledge, skills, value, and employment-based education and accountability procedures, for which we need to develop a robust and self-sustaining learning-enabled research ecosystem, which involves academic, research, and industrial institutions/public partnerships.

Establishing research groups or centres is a critical component of building a strong research culture at universities and HEIs. Additionally, establishing an IPR cell is more instrumental in motivating faculty and students to file patents, which leads to an increase in innovation and commercialisation of research. Such innovations also contribute to developing a research-based curriculum, integration of research activities into courses and programmes, and creation of a supportive research culture, which is essential for encouraging research excellence. Promoting undergraduate research, just like 4-year Undergraduate programme opportunities, is an integral aspect of developing a research culture, which enables students to think critically and apply theoretical concepts to real-world problems.

Creating a research ethics committee is an essential step towards ensuring that research conducted by faculty, staff, and students adheres to ethical principles and guidelines. Communicating research findings to the wider community can be achieved through various channels, such as academic publications, conference presentations, popular media outlets, and social media.

## UGC Initiatives to Promote Research and Innovation

UGC has launched several initiatives to promote research and innovation in academia, some of which are discussed here.

### Establishment of Research and Development Cells in HEIs

NEP–2020 envisages the promotion of quality research within the Higher Education system. Research and innovation are essential aspects of enhancing quality education in Higher Education Institutions. An establishment of a Research and Development Cell (RDC) in HEIs enables the attainment of targets of *Atmanirbhar Bharat* and is expected to play a pivotal role in catalysing the multidisciplinary/ trans-disciplinary and translational research culture mandated in NEP 2020. UGC has brought out Guidelines for the establishment of RDC in universities and colleges on 14.03.2022, which will serve as a clear road map for establishing RDC with its objectives and functions. RDC creates a conducive environment for enhanced research productivity and encourages collaboration across industry, government, community-based organisations, and agencies at the local, national, and international levels. It facilitates greater access to research through the mobilisation of resources and funding. A total of 1603 (universities-305, colleges-1298) R&D Cells have been established in higher educational institutions so far.

### Curriculum and Credit Framework for Undergraduate Programmes

The Curriculum and Credit Framework for Undergraduate Programmes is a tool to implement holistic and multidisciplinary education. It provides an opportunity to focus on the chosen major and minor courses as per the student's choice. With the introduction of these Guidelines on 12.12.2022 by the UGC, Universities now offer a Four-Year Undergraduate Programme so that students can study one or more specialised areas of interest and also develop capabilities across a range of disciplines, including sciences, social sciences, arts, humanities, languages, as well as professional, technical and vocational subjects.

### Guidelines on Sustainable and Vibrant University-Industry Linkage System for Indian Universities

The NEP–2020 aims to create a seamless bridge between academia and the industry, fostering innovation, employability and economic growth. UGC launched its Guidelines on Sustainable and Vibrant University-Industry Linkage System for Indian Universities on 9th January, 2024. Creation of R&D clusters, creation of the Industry Relations Cell (IRC) at a University/ Institute/College, creation of the University Relations Cell (URC) in an industry are some of the major steps to be taken to enhance industry-academic partnerships.

### Guidelines for Internship/Research Internship for Undergraduate Students

To improve employability skills, UGC has introduced guidelines that help various aspects of Professional & Research Internships for undergraduate students. It aims to integrate

workshops with the workplace, understanding the world of work, develop research aptitude, provide exposure to emerging technologies, enhance entrepreneurial capabilities, stimulate collaborative influence and help enhance professional competency among learners. The Guidelines create two categories of internships- one for enhancing employability and one for research. It was launched on 2nd February, 2024.

Academia and researchers are the prime resources in any country for generating new knowledge and its conversion to wealth. However, it has largely been realised that an effective institutional mechanism in academia for the purpose of translating R&D output into technological wealth is a big impediment.

*This necessitates the creation of an ecosystem* for Technology Development across universities, which will provide a platform to network researchers to connect with other institutes, national laboratories and industries. The major focus should be *on providing an enabling ecosystem, processes and support system for technology development and its diffusion. This will certainly achieve the objective of empowering our youth for quality research and innovation.*

## Empowering Youth Engaged in STEM

Young scientists, marked by their enthusiasm, creativity, and a strong desire for discovery, play a crucial role in steering the course of scientific progress. The empowerment of our emerging generation of young scientists and researchers is essential for attaining excellence in Research and Development (R&D).

In the year 2021-22, Gross Enrolment Ratio (GER) in higher education for the age group 18-23 years is estimated as 28.4, as compared to 23.7 in 2014-15. Female GER has increased to 28.5 in 2021-22 from 22.9 in 2014-15. Of the total enrolment in 2021-22, the number of students enrolled in 'Science, Technology, Engineering and Mathematics' (STEM) for UG, PG, Ph.D. and M.Phil. levels is 98,49,488 (25.6%). There could be several ways in which youth participation in STEM can be encouraged:

### *Motivation of Teachers Teaching Science at the School Level*

Efforts should be made to assess the motivation level of school teachers. This is important because if the teachers are demotivated or lack enthusiasm, then they are going to communicate that lack of motivation and enthusiasm to students. For this, some performance-linked incentives, awards, fellowships, grants, and projects should be given to school teachers who engage in and develop new and interesting pedagogy of imparting Science and Mathematical Science education. Also, teachers formulating new and innovative experiments and activities demonstrating principles of science and mathematics should be rewarded.

### Motivation for Students Studying Science

At present, the common perception amongst students is that while it is most laborious and involves maximum effort to study Science, it is more financially rewarding to be in the field of business or finance. The gestation period for a person studying science is also much more than a person doing a management, finance, commerce, economics or information and communication technology course. Thus, this aspect needs to be looked into, as to what avenues are available for scholars of science. For this, the following can be thought of:

**a. *Setting up of Region-Specific/State-Wise Research Labs***

In order to ensure that India becomes a global leader in the Knowledge Economy, we must look at the infrastructure we have created to nurture Science, Mathematical Sciences and Engineering. It would be a worthwhile exercise to compare the percentage of GDP/budget allocated for setting up new R&D labs between 2000-2010, 2010-2020 and the percentage set apart during the last half a decade. A similar comparison may also be made with the growth in population during these periods to evaluate the number of people per such R&D incubation facility. A case in point could be to see how many new CSIR or ICAR labs have been added in the past two decades, vis-à-vis as compared to the previous two decades or the two decades preceding that and compare that with the requirement of current population growth.

**b. Monitoring of Existing Research and Incubation Facilities**

There should be a procedure in place to identify thrust areas of each R&D facility. While researchers at such institutes should be encouraged to work in new fields, it is important that each such institute has a specific

direction. This will help in creating world-class research facilities in the specific thrust areas. A monitoring mechanism must also be in place to observe the output of these research institutes vis-à-vis the funding in specific areas.

**c. Setting up of Technology Incubation Centres and Science Education Innovation Centres**

In order to promote a scientific temper amongst the population of our country and to develop sustainable technologies for the betterment of people, technology incubation centers and science education innovation centers must be set up. Researchers, faculty members at school, UG and PG level must be involved in developing such centers. The main purpose of these centers should be to contribute towards the development of new and innovative teaching pedagogy, particularly application-based teaching methodology. Also, these centers must be involved in the development of region-specific solutions for sustainable community development in areas of basic civic amenities, energy requirements, vocations and local trades, including local handicrafts. Unless there is a link between the development of science and the overall development of the country, the inclination to be involved in science will not be paramount.

**d. Activity-based Learning and Hands-On Training at UG and PG Levels**

Though the curriculum at the school level now involves activity-based learning pedagogy, the same is completely lacking at the UG and PG levels. For this, a thorough revision of the curricula needs to be done, where a national policy can be formulated for all Universities, colleges, and educational institutes. The lab work should be directly related to what students are studying so that theory and its experimental or practical realisation are experienced by the students firsthand. Also, the curricula must involve the study of new and emerging areas so that students are inclined to pursue research in these areas.

**Motivation of Faculty Members/Scientists Teaching Sciences, Mathematical Sciences and Engineering at UG and PG level or doing Research**

At present, there is no set procedure for the appointment of faculty positions or as scientists. Different universities, colleges and institutes follow distinct procedures for selection. There is no uniform procedure. This leads to long waiting periods for people involved as faculty members or as researchers. It is a major demotivation and builds frustration amongst the young talent pool, which in the long run adversely affects the motivation of students to pursue these areas of education. A national policy needs to be formulated where a set of selection procedures should be put in place so that people do not have to spend long years to become permanent.

**Conclusion**

To conclude, we must encourage and exhort our students to develop the ability to analyse the existing knowledge base and apply it to useful purposes to create a better, more sustainable world, as the future belongs to them. It is the need of the hour that we now work toward sustainable development to ensure a happier tomorrow for our future generations. Where we together turn our classrooms into laboratories of ideas, our campuses into engines of innovation, and our youth into torchbearers of *Viksit Bharat*.

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## 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

# Benefits of Internationalising Higher Education and Its Assessment Using Porter's Diamond Model

**Soumyabrata Chakraborty***

*The Internationalisation of Higher Education (IHE) has emerged as a strategic priority for India, driven by policy reforms, expanding global partnerships, and evolving academic frameworks. This paper evaluates India's preparedness for deeper global engagement by demonstrating how Higher Education Institutions (HEIs) can apply Porter's Diamond Model (PDM) analysis as a complementary tool to assess and strengthen their internationalisation readiness. Through an assessment of demand conditions, factor conditions, institutional strategies, supporting industries, government initiatives, and global "chance" events, the paper highlights the opportunities and challenges that influence India's internationalisation trajectory. The analysis demonstrates that India is well-positioned to expand its global academic footprint, provided that HEIs adopt strategic, collaborative, and innovation-driven approaches.*

*The paper also outlines actionable pathways for HEIs, including the University Cluster Pilot Study (UCPS), establishing Indian campuses of foreign universities, launching dual-degree programs, enhancing credit mapping, and upgrading academic and physical infrastructure.*

*By integrating insights from PDM, the paper illustrates how Indian HEIs can strategically plan their foray into internationalisation, fix important gaps, boost global competitiveness, and strengthen India's place in international education.* (Abstract).

## Introduction

In the era of globalisation, Internationalisation of Higher Education (IHE) has become a strategic necessity, driven by growing demand and evolving academic paradigms. (Knight, 2003) redefined IHE as *'the process of integrating an international, intercultural, or global dimension into the purpose, functions, or delivery of post-secondary education'*. Proactive government initiatives and favourable regulatory frameworks have accelerated efforts by Higher Educational Institutions (HEIs) in India to establish international partnerships and collaborations. The National Education Policy-2020 represents a significant step in this direction, incorporating explicit provisions to facilitate IHE.

With increasing emphasis on globalisation, enhanced policy support, and structured guidelines from regulatory bodies such as the UGC, Indian HEIs are actively expanding their global outreach to attract international researchers, faculty, and students. Studies by (Sajna, 2019; Wadhwa & Jha, 2014) underscore the critical role of policy-making in shaping initiatives and trends that drive effective internationalisation strategies.

The mobility of inbound scholars in India dates back to ancient centres of learning such as Takshashila and Nalanda Universities, where intellectuals from diverse regions travelled to India to acquire and disseminate knowledge. This tradition persists in contemporary academia, as highlighted by (Li et al., 2023), whose findings suggest that knowledge sharing enhances teaching quality, strengthens institutional collaborations, and enriches pedagogical methodologies. As India aspires to be a Vishwa Guru (Global Leader in Knowledge) and Vishwa Bandhu (Global Academic Partner), fostering international academic engagement across geographical boundaries is essential to realising this vision.

India's global academic reputation will be significantly enhanced when it is recognised as a prominent educational hub equipped with state-of-the-art infrastructure and a highly skilled faculty, capable of addressing the educational aspirations of a growing global community. This paper explores the benefits of IHE and evaluates India's readiness for global engagement using Porter's Diamond Model (PDM). By analysing the structural and strategic factors that shape India's competitiveness, the paper provides insights into how Indian HEIs can leverage internationalisation to enhance academic quality, research output, and global visibility.

**Registrar, Birla Institute of Technology and Science (BITS) Pilani, Vidya Vihar Campus, Pilani-333031, Rajasthan. E-mail: s.chakraborty@pilani.bits-pilani.ac.in*

## The Strategic Imperative for IHE in India

IHE is a strategic necessity for India, given its young and rapidly expanding human capital. As global industries increasingly demand a highly skilled workforce, India has the opportunity to leverage its demographic advantage by equipping students with future-ready skills aligned with international standards. A robust educational framework that emphasises global competencies will not only enhance India's economic prospects but also empower Indian professionals to integrate seamlessly into international labour markets.

Beyond economic benefits, the globalisation of higher education is instrumental in addressing critical global challenges, such as climate change, pandemics, geopolitical and religious conflicts. Students exposed to multicultural environments and diverse perspectives develop empathy, intercultural awareness, and religious tolerance, fostering global harmony and reducing ideological divisions.

### *The Need for Skilling, Upskilling and Reskilling of a Global Workforce*

From an employability perspective, students who undergo internationally aligned training become more adaptable, innovative, and globally employable. The rise of multinational corporations, digital transformation, and seamless global connectivity has diminished national boundaries and geographic constraints, enabling cross-border employment opportunities. Indian universities that implement globalisation-focused academic frameworks stand to benefit significantly in terms of enhanced national and international rankings, attracting high-value collaborations, research funding, and world-class talent.

### *Initiatives to Reverse Brain Drain and Strengthen India's Research Ecosystem*

There has been a steady outbound mobility of Indian Students to USA, Canada and Europe. (Kritz, 2016) examines country differences in outbound student mobility and analyses factors associated with student outflows or inflows. The Anusandhan National Research Foundation (ANRF), set up in 2024, has been playing a crucial role in strengthening India's research ecosystem and fostering global academic collaborations. To further advance these objectives, ANRF has appointed a dedicated CEO who is responsible for expanding India's research footprint, enhancing talent retention strategies, and positioning India as a leading destination for research-driven education. This leadership initiative is expected to drive cutting-edge innovations, high-impact research, and international partnerships, further solidifying India's role in global academia.

India has also launched various strategic initiatives to reverse brain drain and attract top researchers back to the country through prestigious fellowships and research grants.

### *Prestigious Fellowships and Research Grants offered by the Indian Government*

The Government of India has launched several initiatives, including those given below, to enhance the country's global academic reputation, ensuring it remains a hub for scientific advancements and higher education excellence.

- *Ramalingaswami Re-entry Fellowship (Department of Biotechnology (DBT))* – Supports expatriate Indian researchers returning to the country.
- *Ramanujan Fellowship (Department of Science and Technology (DST))* – Provides funding for exceptional scientists relocating to India.
- *J.C. Bose Fellowship (DST)* – Recognizes outstanding scientists with research incentives.
- *Prime Minister's Early Career Research Grant (PM ECRG)* – Encourages young researchers to establish independent research programmes in India.
- *National Postdoctoral Fellowship (N-PDF by All India Council for Technical Education (AICTE))* – Provides funding for advanced studies in Indian institutions.
- *VAJRA (Visiting Advanced Joint Research) Faculty Scheme (ANRF)* – Attracts overseas scientists to collaborate with Indian researchers.
- *INSPIRE Faculty Fellowship (DST)* – Supports emerging faculty members in science and technology disciplines.
- *GIAN (Global Initiative of Academic Networks) Program (Ministry of Education)* – Facilitates global academic exchange by inviting international faculty to teach and collaborate within Indian universities.

***Macroeconomic Impact of Globalisation of Higher Education***

IHE plays a crucial role in shaping India's social and economic landscape. A higher Gross Enrolment Ratio (GER) ensures better workforce readiness by equipping students with relevant skills, aligning them with global industry standards. The emphasis on upskilling initiatives enhances employment opportunities and contributes to wage growth, making Indian graduates more competitive in the international labour market. Additionally, India's emergence as a preferred global education hub attracts increased foreign investment inflows, fostering economic development.

At the national level, India's standing in global rankings is set to improve significantly. With a projected rise in its nominal Gross Domestic Product (GDP), India is poised to move from its present 5th to 3rd place in the world. With the improvement in the performance of India in higher education rankings and research output, the country is poised to solidify its academic stature on the world stage. Higher academic and research rankings serve as a catalyst for attracting international collaborations, funding, and scholarly partnerships, further strengthening India's position in the global knowledge economy.

India's commitment to education reform and internationalization will not only elevate its academic reputation but also enhance its socioeconomic and geopolitical influence worldwide. By fostering an environment conducive to global academic engagement, India is taking significant strides toward becoming a leading destination for higher education, research, and innovation.

## India's Readiness for Global Academic Expansion

India is now better prepared than ever to connect with the world in higher education. Strong governmental policies, renewed focus on improving infrastructure, and growing global interest in the Indian academic ecosystem. With a favourable demographic strength, technological advancements, and a rapidly improving regulatory environment, the country is well-positioned to expand its academic reach internationally.

## Policy and Regulatory Support for Internationalisation

India stands at the threshold of transforming its higher education system through extensive reforms, favourable policies, and infrastructural advancements that enable IHE. Various government-led initiatives, technological advancements, and collaborative frameworks are positioning India as a global hub for academic excellence and cross-border education. The NEP, 2020, alongside regulatory support from the UGC, has introduced mechanisms to facilitate global partnerships, attract foreign institutions, and enable Indian universities to expand internationally. Additionally, the designation of select universities as Institutions of Eminence (IoEs) under the 'IoE, deemed to be Universities' guidelines and subsequent amendments framed by the UGC (2017, 2022) provides them with greater autonomy to engage in transnational partnerships, recruit foreign faculty, and expand globally. These policy-driven privileges ensure India's top institutions maintain a strong presence within the international academic landscape.

India's regulatory framework has undergone significant evolution to enhance global integration within higher education. The NEP-2020 actively promotes internationalisation through various key provisions:

- ***Global Collaborations*** – Encourages faculty and student exchanges, joint research initiatives, and Memorandums of Understanding (MOUs) with leading foreign universities.
- ***Foreign Campuses*** – Enables high-performing Indian universities to establish offshore campuses while facilitating top 100 globally ranked foreign universities to set up branches in India.
- ***Credit Transfer*** – Allows students to integrate international coursework into Indian degree programs through recognition of credits acquired abroad.
- ***International Students Office*** – Mandates dedicated offices within Indian HEIs to facilitate international student engagement and academic coordination.
- ***Diversity and Cultural Integration*** – Promotes "Internationalisation at Home" by enriching the learning experience of all students, including those who do not study abroad, through global and intercultural perspectives embedded in the curriculum. Encouraging campus diversity, fostering cross-cultural awareness, and integrating international academic frameworks strengthen global engagement. A dedicated focus on the

Indian Knowledge System, encompassing Indian culture, Yoga, AYUSH (Ayurveda, Yoga, Unani, Siddha, and Homoeopathy), Indology, and Folk Arts, presents a unique opportunity to attract foreign students, enhancing India's role in global education.

To advance these objectives, the UGC formulated the *Guidelines for IHE* in July 2021. Furthermore, through its *Regulations on Academic Collaboration between Indian and Foreign Higher Education Institutions to Offer Twinning Programmes, Joint Degrees, and Dual Degree Programmes* (2022), along with the *Regulations for Setting Up and Operation of Campuses of Foreign Higher Educational Institutions in India* (2023), the UGC aims to establish India as a leading hub for transnational education and global research collaborations.

***Infrastructure Support***

Several Indian states are actively facilitating the establishment of new campuses for both foreign and Indian universities by offering administrative support, subsidised land allocations, single-window clearances and other incentives. Notable initiatives such as 'The GIFT City' in Gujarat, 'Model Economic Township' by Reliance Industries Limited in Haryana and similar initiatives by the State Governments of Telangana, Andhra Pradesh and Uttar Pradesh have significantly encouraged international institutions to invest in academic infrastructure, reinforcing India's position as a key global hub for higher education collaborations.

***Technological and Institutional Advancements Facilitating IHE***

Beyond policy support, technological innovations are revolutionising higher education, making global learning opportunities more accessible to Indian students. The rapid advancement of digital infrastructure, data centers, high-speed internet, and breakthroughs in Information and Communication Technology (ICT) have further catalysed the integration of IHE into academic frameworks. These advancements have also led to interconnected campuses and the rapid increase in cross-border virtual classrooms. These advancements enable seamless faculty exchanges, collaborative research efforts, and student mobility programs, reinforcing India's commitment to global educational integration. As a result, universities across India are increasingly adopting hybrid teaching models, AI-driven learning environments, and interdisciplinary collaborations, ensuring Indian institutions remain competitive in the evolving global academic landscape.

***University Cluster Pilot Study: A Model for Globalised Learning***

One of the key structural advancements supporting internationalisation is the University Cluster Pilot Study (UCPS), a pioneering initiative by the Association of Indian Universities **(**AIU) and EdifyOnline, USA. UCPS is a shared academic ecosystem where students can learn from foreign faculty and engage in global coursework (*Amarendra Pani* 2024). UCPS facilitates institutional collaboration by integrating digital classrooms, the use of Learning Management Systems (LMS), faculty mobility programs, and student exchange models, making cross-border education more streamlined and effective.

As part of this initiative, EdifyOnline, USA, has played a crucial role in developing innovative learning platforms, including Noodle, an LMS tailored for international academic partnerships. Noodle enhances virtual faculty mobility by allowing Indian students to experience high-quality international lectures within an integrated digital framework, thereby eliminating geographical limitations. The adoption of EdifyOnline's UCPS model by various universities strengthens India's commitment to fostering globally interconnected education, making internationalisation more accessible and impactful.

***Think Tanks and Domain Experts***

The National Institution for Transforming India (NITI) Aayog has initiated survey-based studies to assess India's preparedness for IHE, recommending strategic interventions to scale global collaborations. The AIU continues to advocate for international academic partnerships, particularly through faculty exchange programs, student mobility initiatives, and joint research projects in collaboration with domain experts like Acumen and EdifyOnline, USA. Meanwhile, institution-led discussions on best practices, policy interventions, and international education trends are further reinforcing India's role as an emerging leader in global higher education.

With a robust regulatory framework, cutting-edge technological advancements, and institutional cooperation, India is poised to accelerate its internationalisation agenda and establish itself as a premier academic destination. The collective efforts of government agencies, universities, and private stakeholders ensure that India's higher education landscape remains globally competitive, innovative, and strategically aligned with international standards. The basic tenets of IHE are given in Figure 1 below:

## Evaluating India's Readiness for IHE Using Porter's Diamond Model

India's higher education sector is undergoing a transformative shift, driven by policy reforms, global collaborations, and technological advancements. To assess India's preparedness for IHE, one way could be to use Porter's Diamond Model (PDM). PDM provides a structured framework that evaluates four key determinants—Demand Conditions, Firm Strategy & Rivalry, Factor Conditions, and Related & Supporting Industries, alongside two influential variables that are Chance and Government. These elements collectively shape India's ability to integrate into the global academic landscape and position itself as a preferred destination for international education.

## Chance: External Global Factors Favouring India's Higher Education Growth

Several unforeseen global developments have created favourable conditions for India's higher education expansion.

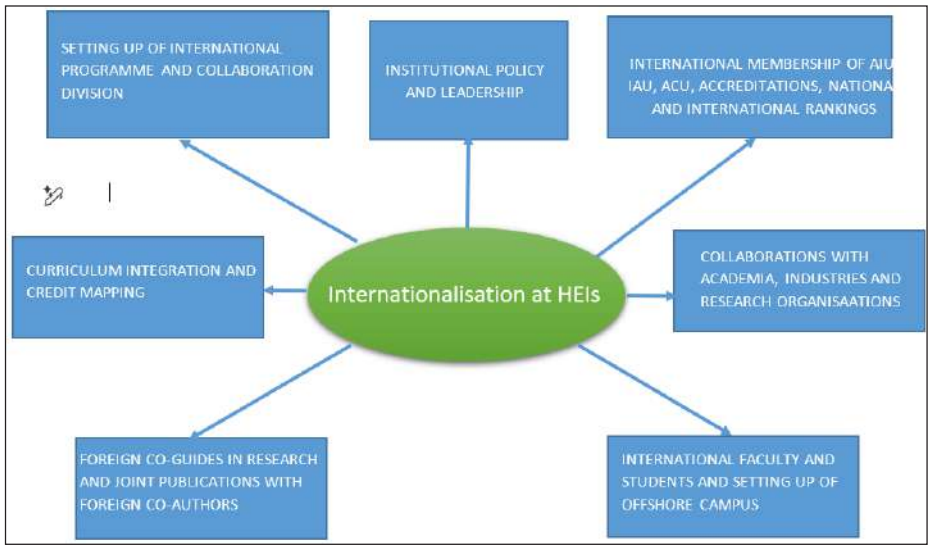
- Financial Crisis in Western HEIs – Universities in the United States and the United Kingdom are facing severe funding shortages, leading to department closures and reduced research investments. This presents an opportunity for India to attract international students and faculty seeking stable academic environments.
- Visa Restrictions for Indian Students in the US and Canada – Stricter visa policies have limited Indian students' access to Western universities, prompting them to explore alternative destinations, including India's expanding higher education ecosystem. Recent calls for deportation of international students from the USA due to visa compliance issues have negatively affected student admissions to foreign countries.
- India's Strengthened Global Image – India's successful G20 Presidency, its role as a first responder during COVID-19, and its 'Vishwa Guru' positioning have enhanced its global reputation, making it a more attractive destination for academic collaborations and student mobility.

## Government: Policy Reforms Driving Internationalisation

India's government-led initiatives have played a pivotal role in fostering IHE through regulatory frameworks and institutional support.

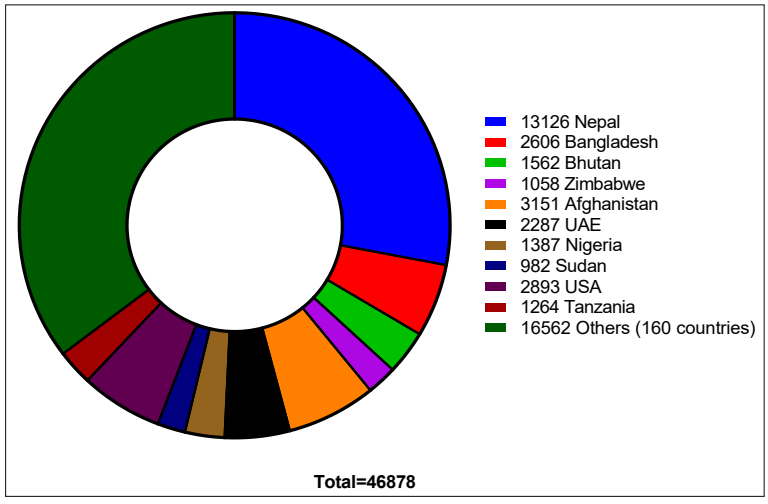
- National Education Policy (NEP) 2020 – NEP emphasises global collaborations, faculty exchanges, and offshore campuses, enabling Indian universities to expand internationally.
- UGC Guidelines for Internationalisation – The UGC has streamlined ranking and accreditation processes, facilitating academic collaborations with foreign institutions and the establishment of offshore campuses.
- Ease of Doing Business in Higher Education – India has simplified regulatory procedures

**Figure-1**: **Basic Tenets of Internationalisation of Higher Education by any HEI**



for setting up foreign university campuses, as seen in the IIT Abu Dhabi (UAE) and IIT Zanzibar (Tanzania, Africa) initiatives.

**Figure 2: Country-wise Enrolment of Foreign Students in India in 2021-22 (Adapted from the AISHE Report 2021-22)**




### Demand Conditions: Rising Interest in Indian Higher Education

India's higher education sector is witnessing growing demand from both domestic and international students.

- *Inbound Student Mobility*: The All India Survey on Higher Education (AISHE) 2021-22 reports a steady rise in international students enrolling in Indian institutions. However, the Inbound mobility remained poor, with the inflow of foreign students mainly restricted to our neighbouring countries and Africa. The details are given in Figure 2.
- *Interest in Indian Knowledge Systems*: Foreign students are increasingly drawn to India's rich academic traditions, including Ayurveda, Yoga, and Indology.
- *Improved Infrastructure & Capacity*: Indian universities have expanded their facilities, enhancing their ability to accommodate international students.
- *Globalisation of Markets & Workforce Demand*: The rise of multinational corporations has increased the demand for globally skilled graduates, reinforcing India's role as a higher education hub.

### Firm Strategy, Structures, and Rivalry: Competitive Academic Landscape

India's higher education institutions are adopting innovative strategies to enhance global competitiveness.

- *National & International Rankings*: Institutions are competing for higher rankings, fostering academic excellence and global recognition.
- *Multi-Campus Institutions*: Universities are expanding multi-campus models, enabling cross-border collaborations.
- *University Cluster Pilot Study (UCPS)*: UCPS promotes shared academic ecosystems, allowing students to engage with international faculty at lower costs.
- *Online & Open Distance Learning (ODL)*: MOOCs, Language Management Systems (LMS) like Noodle (for UCMS) and Moodle facilitate global learning experiences.
- *AI, ICT & Satellite Communication*: Universities are leveraging advanced technologies to deliver content globally, overcoming geographical barriers.

### *Factor Conditions: Strengthening India's Academic Infrastructure*

India's higher education ecosystem is supported by strong factor conditions, including human capital, physical resources, knowledge assets, and financial investments.

- ***Human Resource Advantage***: India's young, English-speaking workforce is well-positioned for global employment.
- ***Expanding University Network***: Both public and private universities are modernising campuses, expanding facilities, and recruiting internationally qualified faculty.
- ***Knowledge Resources & Gross Enrolment Ratio (GER)*:** India's higher education system is set to experience significant expansion, with the GER projected to reach 50% by 2035, as outlined in the NEP, 2020. This anticipated growth reflects India's commitment to widening access to higher education, strengthening academic infrastructure, and fostering a globally competitive knowledge ecosystem.
- ***Investments in Higher Education***: Significant government funding through agencies such

as ANRF, DST, DBT, Council of Scientific and Industrial Research (CSIR), and Indian Council of Social Science Research (ICSSR) is accelerating cutting-edge research, technological advancements, and innovation-driven academic initiatives. These financial commitments are strengthening India's research ecosystem, fostering global collaborations, and driving transformative developments in higher education.

- ***Infrastructure Development***: Universities are investing in world-class infrastructure and research facilities, improving national and international rankings.

***Related and Supporting Industries: Strengthening Academic Ecosystems***

India's higher education sector is supported by government-backed initiatives and industry collaborations.

- ***National Academic Depository (NAD):*** Enhances transparency and security in managing student records, certificates, and academic credentials, ensuring easy verification and accessibility.
- ***Academic Bank of Credits (ABC):*** Provides students with the flexibility to accumulate and transfer credits across institutions, promoting mobility and lifelong learning opportunities.
- ***Regulatory Bodies & Accreditation Frameworks***: Institutions such as the UGC, AICTE, National Institutional Ranking Framework (NIRF), AISHE, National Board of Accreditation (NBA), Pharmacy Council of India (PCI), Bar Council of India (BCI), and Medical Council of India (MCI) play a crucial role in maintaining academic standards and ensuring compliance with national and international benchmarks.
- ***Industry-Academia Collaborations***: Increased funding for research in agriculture, healthcare, defence, quantum computing, AI, and education is fostering innovation and strengthening India's role in global knowledge exchange.

## Result of the Analysis of India's Efforts for IHE using PDM

Based on the PDM analysis, it is clear that India's four determinants and two variable factors are reinforcing each other, creating a favourable environment for internationalisation. The government's proactive policies, rising global demand, competitive academic strategies, and strong institutional support are accelerating India's integration into the global higher education ecosystem. This aligns with the proposal by (Tsiligiris, 2018), advocating the use of an adapted PDM by countries like India as an analytical framework to strategically evaluate their attractiveness as host nations for exporting higher education. As India continues to expand its academic footprint, it is well-positioned to emerge as a leading destination for international education and research collaborations. Figure 3 shows the diagrammatic representation of the results of the evaluation of India's readiness by using PDM.

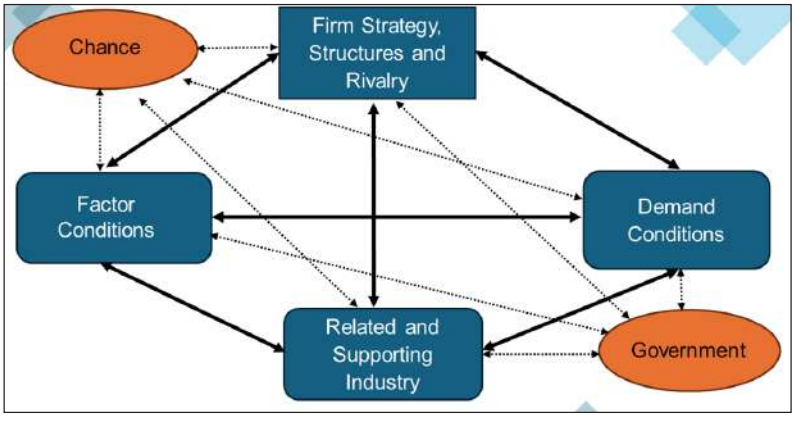
## Effect of IHE on Rankings

The impact of national and international rankings due to the renewed focus and stress on Internationalisation has resulted in increased competition for faculty, students, funding and international standing (T. Chan et al., 2016). This impact over time and the dependency on rankings, which consider internationalisation as a key evaluation metric, have to be analysed and studied. An analysis of improvement in the national (NIRF) and international (QS and THE) rankings of any HEI owing to its impetus on internationalisation needs to be studied to establish a positive correlation between internationalisation efforts and improvements in rankings.

## Conclusion

India stands at a pivotal moment in its

**Figure 3: Analysis of India's Preparedness on IHE by Porter's Diamond Model**



higher education journey. With strong policy support, technological advancements, and a favourable global environment, Indian HEIs have unprecedented opportunities to expand their global presence. Porter's Diamond Model demonstrates that India possesses the structural and strategic strengths needed to become a leading destination for international education. By embracing internationalisation, Indian HEIs can enhance academic quality, strengthen research ecosystems, improve employability, and contribute to India's emergence as a global knowledge leader.

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## To Our Readers

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

Dr Sistla Rama Devi Pani, Editor

# Netiquettes for Effective Online Classrooms

**Biju Dharmapalan***

Generation Alpha—children born after 2010—are the first generation to grow up completely immersed in the digital world. Tablets, smartphones, smart classrooms, artificial intelligence, and social media are not new technologies for them; they are simply part of everyday life. However, in spite of the fact that modern children have high levels of skill in using digital tools, there is no guarantee that such children are knowledgeable of the social conventions and codes of conduct that allow them to navigate the online space in a responsible way. Classrooms in the twenty-first century are no longer confined to four walls; today, learning is being conducted on screens, appliances, and electronic platforms. Generation Alpha spends a significant share of its time online, attending virtual classes, working on projects, watching educational videos, or playing with peers using social platforms. However, good knowledge of technology is not a sure way to responsible behaviour. Although most students are able to use the devices properly, not many are taught how to behave in the digital space.

This is where *digital etiquette—or "netiquette"*—becomes crucial. Netiquette refers to the set of informal rules that guide polite and responsible behaviour in online communication environments such as emails, video calls, chat platforms, and social media. By teaching digital etiquette early, educators can help students become responsible digital citizens who use technology thoughtfully and respectfully.

## Preparing for an Online Meeting: First Impressions Matter

One of the most important lessons teachers can impart is how students should present themselves in online meetings or virtual classrooms. Students should understand that an online class is not fundamentally different from a physical classroom. Just because they are attending from home does not mean they can treat it casually. Students should be sensitised to:

- Dress neatly and avoid overly casual clothing.
- Sit in a quiet, well-lit space free from distractions.
- Maintain proper posture rather than lying down or slouching.

These habits cultivate professionalism and discipline, preparing students for future academic and professional interactions where virtual meetings are commonplace.

## The Importance of Camera Position and Visual Presence

A frequently overlooked aspect of digital etiquette is how students appear on camera.

Teachers should guide students on basic visual presentation practices, such as:

- Positioning the camera at *eye level* rather than pointing upward or downward.
- Ensuring that their *face is clearly visible and properly lit.*
- Avoiding distracting backgrounds or cluttered environments.
- Keeping the device stable instead of holding it in their hands.

These simple practices improve communication and create a more respectful virtual learning atmosphere.

## Managing Microphones and Avoiding Disruptions

Online meetings are left precariously out of control when participants fail to consider basic guidelines required in a microphone manner. The following practices should then be instilled by the instructors:

- Speak with muted microphones (when not talking).
- Do away with distractions such as talking, watching TV, or listening to music.
- Use platform-specific features, e.g. the raise hand feature, before speaking.

How much time and attention other people have is a key part of netiquette, especially in collaborative digital spaces, where interruptions bother all participants.

**Dean, Academic Affairs, Garden City University, Bengaluru and Adjunct Faculty at the National Institute of Advanced Studies, Bangalore, E-mail: bijudharmapalan@gmail.com*

### Pause and Reflect Before Posting and Sending Messages

The need to think before posting material on social media is one of the most significant aspects of digital etiquette; these messages spread quickly and may endure forever. The students should gain an insight that:

- Bad-tempered or rushed messages cause harm to the recipients.
- The online comments can be abused to produce the wrong reading when it comes to a lack of context.
- Digital content is often challenging or toxic to recall after it has been broadcast.

Considerate communication reduces the risk of miscommunication and encourages responsible behaviour in digital spaces.

### Make Use of Simple and Complimentary Words

Netiquette emphasises the need for proper discourse. The teachers are expected to motivate students to:

- Use proper grammar and orthography in every opportunity.
- Do not type using all capital letters, as this is an aspect that is usually viewed as yelling.
- Do not use emojis or colloquial expressions when speaking with a stranger. * Be respectful of different opinions (with online interaction).

### Value Privacy and Personal Information

Another necessary feature of digital etiquette is a subtle understanding of privacy and security. Students should be taught to eliminate:

- Introducing personal information like addresses or phone numbers in the open chat rooms.
- Reproduction of photos or screenshots of fellow students without their direct agreement.
- Revealing passwords and authentication information to third parties.

Protecting personal information is vital because online environments can expose users to risks such as cyberbullying, scams, and identity theft.

### Understanding that Digital Footprints are Permanent

A digital footprint is a record of everything a person does online. The records mentioned above include posts, comments, downloads, as well as engagements on numerous platforms. Students need to understand that their online actions shape their online identity. Future universities, employers, and anyone who would consider collaborating with them could assess their online footprints. Teaching students about how to act in a respectful and responsible manner online allows them to develop a favourable online image.

### Avoiding Cyberbullying and Practising Empathy

Cyberbullying is one of the worst things about the internet age. People sometimes act in ways they would never do in person because they think they are anonymous when they talk online. Teachers should stress that:

- Every screen has a real person behind it.
- Jokes or words that hurt might have big effects on your feelings.
- All digital encounters should be guided by kindness and understanding.

Getting students to help each other and report bad behaviour can make the internet a safer place.

### Respecting Intellectual Property

The range of content on the internet is vast; however, it is upon students to understand that they cannot access all of it and use or reproduce it at will. Teachers need to emphasize the importance of:

- crediting like the authors and sources used when using information; - not reproducing the work of another person;
- adhering to copyright laws in sharing of pictures, videos, or articles.

Knowledge of intellectual property law will enable one to act ethically in the academic setting as well as online.

### Practising Responsible Participation

Netiquette also involves being mindful of others' time and attention. It is advisable for students to refrain from spamming discussion forums,

overwhelming chat boxes with irrelevant comments, or interrupting others during discussions.

The most effective method of online learning is when participants engage in a deliberate and respectful manner.

**Developing Responsible Digital Citizens**

Ultimately, digital etiquette pertains to cultivating responsible digital citizens. As the internet becomes integral to education, employment, and social engagement, students must acquire the skills to navigate digital environments ethically.

Educators are pivotal in navigating Generation Alpha through this transition. Teaching how to etiquette oneself- camera placements, microphone etiquette, how to interrelate with those around them in a polite way and how to keep their privacy, teachers can help students develop habits that benefit them throughout their lives. Despite technological advances, one rule will always remain consistent: respectful behaviour is the basis of valuable human interaction, face-to-face or online. When teachers teach digital etiquette today, they are not simply imposing classroom rules; they are making the small digital community more responsible, respectful, and thoughtful. ❑

## Announcement

**Edited Volume**
**on**
***Shaping Self-Reliant Bharat through Knowledge and Innovation***

An Edited Volume titled ***'Shaping Self-Reliant Bharat through Knowledge and Innovation'*** is being published**.** The publication will feature the contributions from eminent educationists on the aforementioned theme. Readers of the University News are also invited to contribute to the Volume by submitting papers/articles on the above theme by **July 31, 2026**. All submissions will be subject to the approval of the Editorial Committee of the University News. The contributions are invited on the following Subthemes:

- ***Integrating Traditional Wisdom in Curriculum and Research.***
- ***Promoting Sustainability and Social Responsibility in Higher Education Institutions.***
- ***Fostering Entrepreneurship and Startups in Higher Education Institutions.***
- ***Creating AI and Quantum-enabled Higher Education Institutions.***
- ***Advancing Self-Reliant Bharat through Swadeshi, Economic Patriotism, and Techno-nationalism.***
- ***Any Other Relevant Subthemes.***

Your expertise and vision in the field of higher education, along with your ideas and strategies, will greatly enrich the upcoming publication. Manuscripts of papers/articles should be approximately 3,000-4,000 words in MS Word format, following APA style for citations and adhering to general publication norms. Please submit your manuscripts by **July 31, 2026** to the Editor, University News, through E-mail: *ramapani.universitynews@gmail.com, unaiu89@gmail.com* and *universitynews@aiu.ac.in.*

# Towards Responsible AI Integration in Education: Ethical Perspectives and Accountability Frameworks

**Nandini Banerjee*, Madan Singh Deupa** and Susmita Rakshit*****

*Artificial Intelligence (AI) has emerged in the education sector at a fast pace, facilitating personalisation, efficiency, and innovative learning and teaching approaches, but its implementation generates urgent ethical challenges. This research seeks to investigate how education's framing of AI is constituted in contemporary literature, determine dominant ethical issues, uncover potential for ethical use, and suggest guiding frameworks. Employing thematic analysis of peer-reviewed articles, policy reports, and institutional publications, the study mapped out on a systematic basis the dominating narratives regarding AI ethics. Five overarching themes appeared: academic honesty, data privacy and surveillance, bias and fairness in algorithms, tension between innovation and ethics, and the function of governance and policy structures. The results uncover that AI is invariably imagined as a two-edged sword, promising efficiency and scalability while at the same time posing the threats of bias, inequity, and loss of human values. The argument draws attention to the point that narratives that are efficiency-focused normally dominate ideas of justice, equity, and accountability, suggesting the necessity of imagining AI as a socio-technical system and not as a neutral technology. The research concludes that it is necessary to integrate ethical guarantees, governance frameworks, and human-based values into AI implementation to ensure that technology operates in favor of equity and integrity instead of destroying the ethical foundations of education* (Abstract).

## Introduction

The twenty-first century has seen the widespread diffusion of Artificial Intelligence (AI) across a wide range of fields, and education is no exception. AI now supports intelligent tutoring systems, adaptive learning software, plagiarism detection software, automated grading systems, and generative writing aids. AI has the potential to mimic human-level decision-making. It can scan enormous data sets, forecast student performance, tailor content presentation, and offer feedback in real time. For example, intelligent tutoring systems such as Carnegie Learning can adjust pace and style to accommodate each learner, whereas generative models like ChatGPT can generate essays, solutions to problems, or even computer program code in an instant.

Although these opportunities are groundbreaking, they have very serious ethical implications. The application of AI in learning raises concerns regarding academic integrity (when students use AI to produce work without accreditation), data protection and privacy (since AI needs enormous amounts of data from students), algorithmic bias and fairness (since AI systems tend to carry over biases from their training data), and the educator–student relationship (since AI takes over roles traditionally played by instructors). In addition, there exists a challenge across the globe to make sure that AI technologies never increase the digital divide between technology-rich and technologically poor areas.

Academics and policymakers alike increasingly emphasise the importance of incorporating ethical values into AI integration. UNESCO advocates for a human-centric approach in which technology must complement human capacities instead of substituting them. Likewise, fairness, accountability, transparency, and inclusivity as necessary principles for AI in the education sector are also emphasised. Nevertheless, despite such appeals, there is no agreement on what responsible AI use in schools looks like.

Nofirman et al. (2025) sought to empirically examine and contrast teachers' and high school students' attitudes toward the ethical issues and proper application of AI in education. The results showed that there was a broad split in attitudes, with teachers showing more concern over academic integrity and data privacy, whereas students

**Assistant Professor, Department of Education, Kazi Nazrul University, Asansol- 713340, West Bengal. E-mail: nandinibanerjee11@gmail.com*

*** Head, Central Department of Education, Far Western University, Nepal. E-mail: madan.deupa@fwu.edu.np*

****Research Scholar, Department of Education, Kazi Nazrul University, Asansol-713340, West Bengal.*

were more concerned over AI as an instrument of efficiency. Both groups nonetheless showed a common interest in having straightforward, explicit ethical rules. There is a glaring disconnect between student and teacher views on AI ethics education.

Mhlanga (2023) was thriving on objectives such as providing a comprehensive analysis of the ethical and responsible use of ChatGPT in education, and to prompt additional research and discourse on the significant topic. The chapter established that using ChatGPT in learning necessitates respect for privacy, fairness and absence of discrimination, transparency of the utilisation of ChatGPT, and several other aspects.

A comprehensive study discusses the complex ethical implications of AI in contemporary education, which seeks to balance innovation and responsibility. Ethical concerns in education involving AI cover a broad spectrum of issues, among others, such as data privacy and protection, bias and fairness in algorithms, learner autonomy and agency, transparency and accountability, and the fair allocation of AI-facilitated resources and opportunities (Abbas, 2023).

Kathala et al. (2024) throw light on the essential role of ethical and responsible AI in creating the inventors of tomorrow who will drive technological progress. Based on cross-disciplinary insights, this paper proposes an all-encompassing framework prioritising collaboration, ethical literacy, inclusive design, governance arrangements, and ongoing assessment. Strategies to integrate AI ethics into STEM education are highlighted to develop key decision-making skills among students. We also offer policy suggestions to enable the ethical adoption of AI within the education sector

Tubella (2024) contributes to dealing with some of the challenges to bring AI ethical progress to the public discussion, education and hands-on learning by examining the strategies from the literature and by conducting in-depth interviews of 11 experts in five countries to assist in formulating educational approaches, competencies and necessary resources for the successful implementation of Trustworthy AI in higher education and to reach students across all fields. The results are framed in the format of recommendations both for teachers and policy incentives, bringing the guidelines to higher education teaching and practice, so that Europe's future generation of youth can deliver an ethical, secure and pioneering AI made in Europe.

Therefore, in this article, the researchers explore the recent trends in the arena of ethical and responsible AI in education by performing a thematic analysis of academic literature on AI ethics in education. Through systematic analysis, it flags both the benefits and challenges of AI, providing some direction for ethical incorporation.

## Objectives

In this research on the responsible and ethical application of Artificial Intelligence (AI) in education, these objectives were carefully structured to both seize the challenges and opportunities inherent in the adoption of AI:

i. To conduct a systematic thematic analysis of what exists currently in the literature regarding AI ethics in education

ii. To identify the prevailing ethical concerns raised in schools

iii. To explore promising AI prospects that are harmonious with responsible and ethical practices.

iv. To consider the way in which thematic patterns reflect the tension between innovation and ethics

v. To propose models and guidelines for responsible AI implementation in education.

Together, these objectives constitute an equally weighted agenda by examining challenges critically while also envisioning directions for ethical and responsible AI application in education.

## Research Design

The study used thematic analysis as its exclusive methodological approach. Thematic analysis is especially well adapted to combine disparate qualitative data and to uncover repeated patterns of meaning from different sources. As the objective of the study was to map ethical arguments and proposals on responsible practice regarding AI in education, the method enabled systematic, open, and reproducible questioning of policy briefs, empirical research, and practitioner recommendations.

## Data Selection and Collection Process

The critical corpus included publications between 2018 and 2025, encompassing the recent

surge in AI uses in education. An initial search was conducted on four leading academic and professional databases: Google Scholar, Scopus and Web of Science. The search terms utilised words like 'AI ethics in education', 'responsible AI learning', 'academic integrity', 'privacy AI classrooms', and 'algorithmic bias education'.

***Sources Consulted***: Peer-reviewed journals, educational technology-related papers, and institutional reports.

***Search Databases***: Google Scholar, Scopus, Web of Science.

***Keywords Used***: 'AI ethics in education', 'responsible AI learning', 'privacy in AI classrooms', 'academic integrity', 'algorithmic bias education'.

***Inclusion Criteria***: Publications focusing on the ethical implications of AI use in school, higher education, and lifelong learning are included.

***Exclusion Criteria****:* Articles on purely technical AI models without reference to education or ethics are excluded.

## Data Analysis

- ***Familiarisation*****:** The researchers read and re-read each complete text, taking analytical memos to record repeated ideas, conceptual framings, and illustrative examples.
- ***Coding Initial Codes*****:** Text passages describing ethical issues, advantages, proposals for governance, and pedagogical consequences were coded. Codes varied from semantic markers (e.g., "risk of plagiarism," "consent to data") to more interpretive labels (e.g., "culture of surveillance," "teacher agency").
- ***Identification of Themes:*** Connected codes were grouped into potential themes through repeated comparison; codes for monitoring, proctoring, and data storage, for instance, merged into a larger "Privacy & Surveillance" theme.
- ***Reviewing Themes*****:** Candidate themes were checked against the whole dataset to confirm internal consistency and uniqueness. Overlapping themes were merged or redefined; marginal codes were re-examined or absorbed into richer categories.
- ***Defining and Naming Themes*****:** Each final theme was assigned a clear operational definition and boundary conditions, and exemplar references from the corpus were given.
- ***Producing the Report*****:** The thematic map and interpretive commentary were prepared with cross-referencing to source material and with attention to how themes mapped onto the study objectives.

## Findings of the Study

The thematic analysis produced five core themes that summarise the ethical and responsible application of AI in education. Each theme is expanded below with literature-based supporting evidence.

### *Academic Integrity and Authenticity of Learning*

One of the most significant ethical issues revealed was the compromise of academic honesty (Sharma, 2023; Nwozor, 2025; Elom, 2025). Students' use of generative AI tools like ChatGPT, Jasper, or Writesonic means that they can produce essays, reports, and even research papers with hardly any effort involved. Likewise, problem-solving software like Photomath offers quick solutions without engaging the mind. But over-reliance on AI can make education a transactional activity instead of a developmental experience. And plagiarism checkers are usually not able to detect AI-generated work, posing challenges to assessment integrity.

But on the other hand, AI can provide scaffolding for learners, such as grammar correction, brainstorming, or guiding initial problem-solving steps. Thus, the challenge lies not in banning AI outright but in designing assessments that reward creativity, reasoning, and higher-order thinking - areas where AI assistance is limited.

### *Data Privacy and Surveillance Concerns*

EdTech relies heavily on big data analytics. Learning management systems monitor log-in time, completion rate, keystrokes, and even gaze in certain proctoring tools. While they help measure engagement, they have fundamental issues with student autonomy and privacy (Huang, 2023). Ethical integration necessitates informed consent, data minimisation, and transparency in data use (Patel, 2024). Students and parents must have a clear understanding of how data is gathered, why, and for what duration it will be kept. Responsible AI design necessitates conformance to international standards like the General Data Protection Regulation.

### *Algorithmic Bias, Fairness, and Equity in Access*

A common thread throughout the literature was algorithmic bias (Boateng & Boateng, 2025; Khan, 2023). AI platforms are only as impartial as their training data. Whenever datasets are biased towards specific languages, regions, or cultural environments, the results perpetuate systemic inequalities. For example, voice recognition AI tends to perform poorly on regional accents, putting learners from rural or minority linguistic backgrounds at a disadvantage. Adaptive learning systems may actually classify marginalised group students as "low-performing" based on biased measures. Equity also applies to access to AI technologies. Children from under-resourced schools or low-income nations might not have stable internet connectivity, hence left behind in the AI revolution. This creates a digital divide, increasing the disparity between affluent and disadvantaged learners. Responsible AI should thus prioritise fairness, inclusivity, and accessibility. Multilingual platforms, culturally representative datasets, and low-bandwidth solutions are essential to make AI available to all learners.

## Contradiction between Innovation and Ethics

The results suggest that AI in education is always framed by an essential contradiction between technological innovation and moral responsibility (Tabish, 2023; Ray & Ray, 2024). Throughout the literature under examination, innovation is often seen to be a double-edged sword holding out the promise of efficiency, personalisation, and enhanced learning, while also creating threats of bias, inequality, and the loss of human-centric values. Thematic analysis indicates that this tension is frequently expressed as a balancing act between responsibility and progress. On the one hand, the impulse for efficiency and scale identifies the transformative power of AI-driven systems in educational contexts. On the other hand, worries about fairness, justice, and the protection of ethical standards expose the social and moral challenges inherent within AI adoption.

## Policy, Governance, and Ethical Frameworks

Lastly, the literature again referred to the lack of strong regulatory frameworks for AI in education (Chan, 2023; Kaliisa et al., 2025). While there are institutions experimenting with local policies, there is no one solution that is universally agreed upon. UNESCO (2023) calls for a human-centric AI strategy based on fairness, accountability, transparency, and explainability. Policy frameworks ensuring AI is aligned with democratic and educational values are also emphasised. Institutional implementation remains patchy, however.

## Discussion

Thematic analysis conducted in this research emphasises a fundamental contradiction: "though Artificial Intelligence has immense potential to revolutionise education, it also presents equally compelling ethical issues."

### *Academic Integrity: Redesigning Learning and Evaluation*

The academic integrity theme highlights the most apparent disruption that AI has had on education. Essay-writing, math problem-solving, and coding assistance tools call into question the validity of traditional exams and assignments. Teachers worry that the use of AI can undermine students' own critical thinking abilities and encourage academic cheating. But the findings also underscore that AI necessitates a revisit of old-fashioned pedagogical models. Old-fashioned memorization-type or recall-based assessment processes are most susceptible to exploitation, while project-based, inquiry-type, and problem-focused ones are more suited to realistic learning. Accordingly, instead of projecting AI as a threat to intellectual integrity, this issue indicates that it can serve as an incentive for pedagogical transformation. AI identifies loopholes in existing systems of evaluation and provides a chance to re-design tests that test creativity, critical thinking, and application of knowledge in real life.

### *Privacy: Balancing the Surveillance-Education Scale*

Privacy is one of the most delicate ethics issues associated with the use of AI in education. Intelligent tutoring environments, learning analytics tools, and proctoring tools tend to need access to students' individual information from demographics to patterns of behavior. While such information can facilitate robust insight into learning requirements, performance deficits, and individualised support, the same process threatens to turn students into objects of monitoring. There are concerns about secretive data-handling processes, without informed consent, and commoditising learner data. This conflict is most apparent in online education platforms,

where remote proctoring has triggered international controversy regarding student autonomy and dignity. The discourse proposes that the future is in open policies with a focus on the rights of students, informed consent procedures, and data use boundaries. Privacy cannot be an add-on; it must be incorporated as a principle to shape the design and deployment of AI systems in the education sector.

***Equity: AI as a Divider or Equaliser***

Equity is both the hope and risk of AI adoption. On the one hand, AI systems have vast possibilities of tailoring learning, aiding disabled learners, and overcoming resource disparities by ensuring high-quality learning materials reach individuals at scale. On the other, differences in infrastructure, digital device access, and bias in AI models have the potential to widen the digital divide. For example, if AI systems are optimised for English or dominant cultural settings alone, students belonging to marginalised or non-dominant linguistic communities might be subjected to systemic disadvantage. The analysis directs attention to the necessity of multilingual, bias-mitigated, and culturally adaptive AI systems. Equity does not come from offering AI tools but through inclusive designing of them and making sure that any learner, irrespective of socio-economic background or place of origin, is able to access and avail benefits from them. This involves focused investment, ethical design, and continuous tracking of bias and exclusion.

***Tension between Innovation and Ethics***

The findings demonstrate that AI in learning is perceived comprehensively from the perspective of competition between technological advancement and ethical responsibility. Innovation proves to be a two-faced phenomenon, increasing efficiency, customisation, and scalability while, at the same time, generating risks like bias, inequality, and loss of human values. This ambivalence indicates that the implementation of AI must be evaluated not only based on technical merit but also in terms of its social and ethical implications. There is a common thread in the literature that speaks to the imbalance between efficiency and justice, and the drive for speedy progress can ignore considerations of fairness, inclusion, and transparency. The results underscore that AI in education must be conceptualised as a socio-technical system, not a value-free tool. In order to progress toward accountable and ethical AI, there needs to be continuous conversation to harmonize technological innovation with accountability systems that protect equity and maintain human-centric values.

***Governance: Policies as Ethical Anchors***

Lack of explicit, enforceable policies is still a key obstacle to ethical use of AI in education. Without governance, potential risks like data misuse, algorithmic bias, and unequal access are likely to remain unchecked. The discussion shows that most institutions and countries are in the nascent stages of formulating guidelines, sometimes catching up with the fast rate of technology uptake. Governance calls for synergy at local, national, and global levels. Institutions need to formulate their own practice codes alongside integration into general frameworks, e.g., those suggested by UNESCO. Governance cannot be restricted to reactive regulation but needs to actively foresee upcoming dangers while protecting innovation. Moral violations in education have wide-ranging implications, not merely for individual students but also for public trust in education systems. Strong institutional direction, cross-sector collaboration, and open accountability mechanisms are necessary.

Combined, these themes confirm that accountable AI integration in education should always be human-centred, equity-oriented, and policy-supported. AI in education cannot leave the future to market forces or technical efficiencies. Rather, teachers, policymakers, developers, and learners must collectively co-design spaces where innovation is shaped by ethics, accountability, and inclusivity. AI should augment, not diminish, the fundamental values of education—justice, equity, respect, and human development.

## Conclusion

The use of AI in learning is inevitable and revolutionary. However, as this thematic analysis indicates, ethical application cannot be taken for granted; it needs to be purposely designed. Academic integrity, privacy, fairness, teacher autonomy, and governance models constitute the five pillars of sound AI uptake. The future of AI in education lies not in its technological potential alone but in the ethical imagination of educators, policymakers, and learners. By embedding responsibility at every stage, design, deployment, and usage, education can harness AI's power while safeguarding its

moral core. In this way, AI will not replace teachers or diminish human learning, but instead become a partner in building inclusive, fair, and human-centred education systems for the future.

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# Inspiring Icons and Future Leaders

**C P Radhakrishnan, Hon'ble Vice President of India delivered the Convocation Address at the 37th Convocation Ceremony of Ranchi University, Ranchi on March 15, 2024 as the then Governor of Jharkhand. He said, *"Learning is a lifelong journey as you step into the next chapter of your life. Success requires hard work, resilience, and a willingness to embrace new opportunities. Failure is not a setback but a chance to learn and grow; as our former President and the 'Missile Man', Bharat Ratna Dr. A.P.J. Abdul Kalam once said, "Don't rest after your first victory; if you fail, there's always room to try again." This world remembers those who live for others. I hope you make your alma mater proud through your services to society."* Excerpts**

*I touch and salute the holy feet of Bhartmatha.*
*Johar! Namaskar!*

I warmly greet everyone here today at the 37th convocation ceremony of Ranchi University, Ranchi. Heartiest congratulations to all the degree recipients! Today is a momentous occasion, celebrating your hard work and dedication. I also extend my greetings to the dedicated teachers and mentors who have guided you on this journey and to the parents whose support has been invaluable.

Dear students, remember that learning is a lifelong journey as you step into the next chapter of your life. Success requires hard work, resilience, and a willingness to embrace new opportunities. Failure is not a setback but a chance to learn and grow; as our former President and the 'Missile Man', *Bharat Ratna* Dr. A.P.J. Abdul Kalam, once said, "Don't rest after your first victory; if you fail, there's always room to try again."

In today's world, we are living in a knowledge-based society. Knowledge is not only necessary but also essential for human progress and development. It empowers us to make a difference, both personally and professionally. Let us remember the words of Swami Vivekananda, who emphasised the importance of education for the holistic development of individuals. He believed that education should be accessible to all, regardless of their social status or background. Swamijee advocated for a system that empowers individuals to break free from poverty and inequality.

A university bears a significant responsibility for preparing the youth of a nation by furnishing them with quality education. Throughout history, the progress of human civilisations attests to the notion that the advancement of any nation hinges upon the competence of its educated populace. A nation with ambitions of global leadership must boast citizens who are intellectually astute, physically robust, ethically upright, culturally rooted, and spiritually harmonious. Hence, universities are pivotal in nurturing well-rounded individuals capable of steering their nation toward a prosperous and enlightened future.

As a nation, India has been known to the world for producing the best teachers, philosophers, astronomers, mathematicians, scientists, linguists, etc., who have contributed significantly to the uplift of humanity in all walks of life since ancient times. The entire world is looking towards India as a nation with tremendous potential to enrich the lifestyle of humankind. The revelation of yoga to the world as a gift from India is well known to all. We can cite several examples to establish that India has much more to contribute to improving the world.

Ranchi University has a rich and glorious history. It has produced many scholars in the past. I hope that the University continues to impart quality education to its students. The students graduating today will always draw inspiration from our rich intellectual tradition. With the great initiative of our Hon'ble Prime Minister Shri Narendra Modi Ji, the National Education Policy 2020 has been introduced in our country, emphasising the revival of the Indian Knowledge System. Under his visionary leadership, we are marching toward the goal of '*vikasit bharat@2047'*.

My Dear Students, you all know that today, many Indians hold top positions in different organisations worldwide. Sundar Pichai (CEO, Google), Satya Nadella (CEO, Microsoft), and

many others serve as youth icons in India and abroad. One day, you may prove your ability like these successful CEOs from our land, following their footprints and taking inspiration to excel in life. Young generations are the most potent agency for bringing transformation to society. Our former President, *Bharat Ratna*, Dr. A.P.J. Abdul Kalam, said, "All of us do not have equal talent. But we all have an equal opportunity to develop our talents." Our dreams of turning the motherland into the world's mightiest nation rest on your shoulders.

My dear students, you should all be proud of the rich culture of your country. Wherever you go, remember your civilisation and culture. Strive to do good for yourself, your family, and society. Ensure that your efforts educate at least one child from an underprivileged background. Many people earn money, but what is the use of such wealth if it only brings happiness to oneself and one's family? This world remembers those who live for others. I hope you make your alma mater proud through your services to society.

Ultimately, we are all in one, so no one can stop us from achieving our dream of making India the mightiest nation in the world. Our most respected Hon'ble Prime Minister and visionary leader of the world today has already set the goal of *Viksit Bharat@2047*, and now it is our responsibility to transform this vision into reality. Your dreams must stand aligned with this noblest goal. I hope all of your dreams come true. My blessings are always there with all of you.

Jai Hind!


**AIU Publication on**

**IMPLEMENTING NATIONAL EDUCATION POLICY–2020: A ROADMAP**

**By**

**Dr (Ms) Pankaj Mittal & Dr Sistla Rama Devi Pani**

***'Implementing National Education Policy—2020: A Roadmap'*** edited by Dr (Ms) Pankaj Mittal and Dr S Rama Devi Pani is a step towards getting to understand the concept of NEP and its rollout expectations from the side of the practitioners of education. It is a collection of essays by some of the greatest thinkers in the field of Indian higher education. Each essay in the book examines one or more of the critical topics and provides solutions and methods to overcome the issues involved in the implementation of NEP—2020. The book generates a corpus of new ideas that are significant for reforming the Indian higher education system to align with the Policy. The book aims to provide a roadmap to the government as well as the universities to gear themselves towards becoming more responsive to the Policy which in turn can secure the present and future demands of higher education. The Book is available at the AIU Website*:* *www.aiu.ac.in*

For further details, contact the Editor at E-mail : ramapani.universitynews@gmail.com

# CAMPUS NEWS

## Celebration of Convocation Ceremony at IIM Sirmaur

The Convocation Ceremony of the Indian Institute of Management (IIM) Sirmaur, Himachal Pradesh was celebrated on April 19, 2026, at its Dhaula Kuan campus, representing a significant milestone in the Institute's decade-long journey of academic excellence, global engagement, and nation-building. Shri Siddharth Sharma, Chief Executive Officer (CEO), Tata Trusts, graced the occasion as the Chief Guest and delivered the Convocation Address. Shri Ajay S. Shriram, Chairman, Board of Governors, IIM Sirmaur, presided over the ceremony. The ceremony commenced with the academic procession, followed by the formal declaration of the convocation opening by the Chairperson of the Board of Governors.

Dr. Prafulla Y Agnihotri, Director, IIM Sirmaur, presented the Institute's annual report for the academic year 2025–26, highlighting key achievements across academic programmes, research, global collaborations, placements and institutional development. He noted that the Institute currently offers a comprehensive portfolio of programmes, including the flagship MBA, MBA in Tourism Management, MBA in Tourism, Travel and Hospitality Management (TTHM), PhD in Management, Bachelor of Management Studies, and specialized executive programmes such as the Executive MBA and Executive MBA in Digital Transformation and Analytics. A key highlight of the year was the continued progress of the Postgraduate Programme for Executives in Leadership in Smart Manufacturing (PGPEX-LSM), offered in collaboration with RWTH Aachen University, Germany. The graduation of its first batch this year reflects the Institute's commitment to aligning management education with national priorities such as 'Make in India' and the vision of '*Viksit Bharat* 2047'.

The Director emphasised the Institute's strong placement performance despite a challenging economic climate. Over 400 firms engaged with the Institute during the year, translating into a record breadth of opportunities. Approximately 220 companies participated in final placements, extending over 250 offers, with an average CTC of ₹15.9 LPA and a highest CTC of ₹30 LPA. Prominent recruiters included MG Motors, Dabur, EY, Tech Mahindra, Taj Hotels, and Amul. Addressing the graduating students, Dr. Agnihotri emphasised the importance of social responsibility, resilience, and lifelong learning. He encouraged them to remain grounded, value the sacrifices of their families, and contribute meaningfully to society while pursuing excellence in their professional journeys. Following the Director's address, Shri Ajay S. Shriram addressed the gathering, highlighting the central role of nurturing talent in advancing nation-building. Reflecting on the evolving business environment, he underscored the importance of resilience, adaptability, and values-driven leadership.

This convocation holds special significance as it marks the graduation of the inaugural batches of several programmes, including the PhD, Executive MBA, Executive MBA (DTA), MBA (TTHM), and the first batch of PGPEX-LSM participants. Shri Ajay S. Shriram conferred degrees upon the graduating students in the presence of proud family members and faculty. A total of 215 MBA, 49 MBA (Tourism Management), 17 MBA (Tourism, Travel and Hospitality Management), 31 Executive MBA, 18 Executive MBA (Digital Transformation and Analytics), 8 PGPEX-LSM participants and 2 PhD scholars graduated this year. Academic excellence was recognised through prestigious awards, with Mr. Keshav Jaswal receiving the Chairman's Gold Medal for securing first rank in the MBA programme, and Mr. Yash Munot being awarded the Director's Gold Medal for second rank. Mr. Yash Munot was also honoured with the Gold Medal for Best All-Round Performance. In area-wise distinctions, Mr. Govind Garg received the Gold Medal for Academic Proficiency in Finance, while Mr. Pratham Kedia was awarded the Gold Medal for Academic Proficiency in Marketing. Among executive programmes, Mr. Kunal Gupta received the Chairman's Gold Medal in the Executive MBA, and Ms. Gunjan Kapoor

was awarded the Director's Gold Medal in the Executive MBA (DTA) programme. In MBA (Tourism Management), Mr. Aekkus Bir Singh Ahuja was recognised for the best academic performance.

Following the conferment of degrees, Shri Siddharth Sharma delivered the Convocation Address. Congratulating the graduating students, he described the occasion as a defining transition from academic life to leadership in the real world and urged them to approach this journey with purpose and humility. He emphasised the importance of doing one's best in every task, regardless of scale, and cautioned against both overconfidence and underconfidence, encouraging students to remain grounded while believing firmly in their abilities. Highlighting the broader role of business in society, he noted that enterprise is deeply rooted in philanthropy and ethics, and emphasised the importance of social responsibility and meaningful contribution. Drawing from the work and legacy of Tata Trusts, he shared insights on sustainable development and long-term impact, including efforts across sectors such as aviation, hospitality, and climate action, with a vision towards achieving net-zero emissions in the coming decades. He concluded by inspiring the graduates to dream big and define success not merely by professional achievements, but by the positive impact they create in the lives of others.

The event concluded with a sense of pride and celebration, marking ten years of IIM Sirmaur's journey in shaping responsible leaders. As the Institute steps into its next decade, it remains steadfast in its commitment to academic excellence, global engagement, and nation-building

## Nirwan University, Jaipur Hosts '51 Days to Go' Countdown to International Day of Yoga 2026

The Ministry of Ayush, Government of India, initiated '100 Days Countdown Programme' leading up to the International Day of Yoga (IDY) 2026. In preparation for this nationwide event, Nirwan University Jaipur was selected as one of the esteemed institutions across the country to host the official '51 Days to Go' Countdown Programme. The event was organised under the joint aegis of the Ministry of Ayush, Government of India, and Morarji Desai National Institute of Yoga by the Department of Ayurveda, Naturopathy and Yogic Sciences, Nirwan University, Jaipur. It was conducted from 7:00 AM to 7:45 AM in accordance with the guidelines of the Ministry of Ayush and MDNIY. It featured Common Yoga Protocol practices, collective yoga sessions, and wellness-oriented activities. The event attracted an overwhelming participation of nearly 1,400 individuals, including students, principals from nearby government and private schools, ASHA workers, Anganwadi workers, village Sarpanches, students from various yoga and naturopathy centers, university students, faculty members, and local community members. The large-scale participation transformed the programme into a remarkable people-centric wellness movement promoting collective health consciousness and social harmony. The event commenced in a spiritually vibrant and enthusiastic atmosphere in the presence of distinguished guests, university dignitaries, academicians, yoga experts, social representatives, and members of the community. Renowned yoga expert Yogacharya Sh. Dhakaram graced the occasion as the Chief Guest and inspired participants with his motivating message on the importance of Yoga in modern life.

The Common Yoga Protocol session was under the guidance of Dr. Yashpal Singh and Mr. Pawan Kumar Soni. Dr. Kapil Kesari effectively demonstrated various yoga practices during the session, which included yogic exercises, breathing techniques, meditation, and group yoga activities. These activities aimed to promote physical fitness, mental well-being, emotional balance, and healthy lifestyle practices. The Chairman of Nirwan University, Jaipur, Dr. S L Sihag, congratulated the entire university family for the successful organisation of the prestigious national-level programme and appreciated the dedicated efforts of the organising team.

Prof. S L Godara, Vice Chancellor of the University, stated that yoga is an invaluable part of Indian culture and serves as the foundation for a healthy body, peaceful mind, and empowered life. He emphasised that such programs are crucial for promoting holistic health awareness and strengthening the values of Indian Knowledge Systems among the youth and society.

Dr. C M Rajoriya, Registrar, announced that the programme saw enthusiastic participation from

various schools, yoga centers, and members of the public from Jaipur and the surrounding areas. This engagement strengthened the university's outreach activities within the community. The programme emerged as a significant wellness initiative for the university and played a crucial role in raising awareness about yoga as a global movement for health, harmony, and humanity, especially in the lead-up to International Day of Yoga 2026.

### Executive Development Programme on Mine Electrical Drives Technology and Safety Challenges

A five-day Executive Development Programme on 'Mine Electrical Drives Technology and Safety Challenges' is being organised by the Department of Electrical Engineering, Indian Institute of Technology (Indian School of Mines), Dhanbad, Jharkhand from August 17-21, 2026. The programme is designed to address various aspects of electrical drives technology, safety issues for minors, and preventive maintenance of machinery used in both underground and open-cast mines. Besides the huge production, safety is the first and foremost choice for the miners, and the smart preventive maintenance of machinery is the vaccine for production. Also, the realisation of the vast potential of its applications in various dimensions of its functioning has been considered. The following modules will be offered in the programme:

- Introduction to Power Semiconductor Devices, Power Electronics Converters.
- Classical and Solid-State Electrical Drives in Mining Applications and Control Techniques.
- Man-winding Systems: Mechanical and Electrical– Case Studies.
- Health Monitoring of Mining Equipment for Preventive Maintenance.
- Importance and Scope for Innovation on Mine Machinery Failures and Analysis.
- Challenges in Men and Material Transport Systems in Mines.
- Changing Regulatory Framework with Reference to Occupational Safety, Health and Working Conditions.
- Indian Electricity Act, Regulation, Standards and the National Electric Code Applied to Mines.
- Case Studies on Electric Shock Hazards, Fatal Accidents and its Prevention.
- Flameproof Enclosure, Intrinsic Safety, Lightning and its Possible Protection.
- Electric Vehicles Used in Mines.
- Neutral Grounding and Equipment Earthing Practices for Safe Operation of Mining Equipment– Case Studies.
- Importance of Electrical and Mechanical Safety Audit in achieving Zero Accident– Case Studies.
- IoT and AI-based Approaches for Monitoring of Mine Safety.
- Emergency Lighting, Cap-lamp Charging and Communication Systems for Mines- Present and Future.

For further details, contact the Programme Coordinator, Department of Electrical Engineering, Indian Institute of Technology (Indian School of Mines), Dhanbad– 826004, Jharkhand, Phone No: 0326-2235623 (O), Mobile No: 6205256447/9471154739 (WhatsApp), E-mail: *nitai@iitism.ac.in / pradip@iitism.ac.in.* For updates, log on to: *https://www.iitism.ac.in/faculty-details?faculty=nitai*

### Conference on One Nation, One Tax

A two-day Conference on 'One Nation, One Tax: GST Reforms and Entrepreneurial Growth in India' is being organised by the Saveetha School of Law, Saveetha Institute of Medical and Technical Sciences, Chennai, Tamil Nadu from June 18-19, 2026. The event is sponsored by the Indian Council of Social Science Research (ICSSR), Southern Regional Centre (SRC).

The implementation of the Goods and Services Tax (GST) on July 01, 2017, introduced the concept of 'One Nation, One Tax', transforming India's indirect taxation system into a unified structure. By subsuming multiple central and state taxes, GST has simplified tax compliance, reduced inter-state trade barriers, and strengthened market integration. With over 1.4 crore registered taxpayers—most of them MSMEs—the reform has encouraged business formalisation, enhanced digital compliance through the Goods and Services Tax Network (GSTN), and improved transparency.

While more developed states have leveraged GST to enhance competitiveness and expand market access, less developed and rural regions continue to face challenges such as compliance costs and limited digital infrastructure. The Subthemes of the event are:

- GST and MSME Development across Indian States.
- GST and the Start-up Ecosystem.
- Inter-State Trade, Logistics, and Supply Chain Efficiency under GST.
- Compliance Challenges for Micro and Small Entrepreneurs.
- GST Composition Scheme and Micro Enterprises.
- GST, Financial Inclusion, and Access to Credit.
- Women, Rural, and Marginal Entrepreneurs under GST.
- Post-GST Reforms and Sustainable Entrepreneurship.

For further details, contact the Convenor, Dr. S. Thangamayan, Associate Professor, Saveetha School of Law, Saveetha Institute of Medical and Technical Sciences, Chennai, Tamil Nadu-600116, Mobile No: 07010576374, E-mail: *icssrsrc-ssl@gmail.com.* For updates, log on to: *www.saveetha.com/events/*

**Training Course on Communication in Health Care Management**

A three-day Training Course on 'Communication in Health Care Management for Medical and Allied Health Professionals' is being organised by the Department of Management Sciences, National Institute of Health and Family Welfare, Munirka, New Delhi from August 17-19, 2026. The health care professionals include Medical Officers, Dentists/ Nursing Officers/ Paramedical Officers, and other related health professionals may participate in the event.

The care of patients involves different health professionals who use communication as a primary tool for gathering information in order to diagnose, counsel, rehabilitate and build a therapeutic alliance with patients. Despite communication being an important part of the health system management, it is often neglected. There is an inevitable need to use effective communication approaches to support and strengthen the delivery of health care services. It is widely accepted that an effective communication approach in the healthcare system would help to foster teamwork, boost confidence in decision-making and improve working relationships. The Course Contents are:

- Introduction to Communication in Health Care Management.
- Types of Communication (Intrapersonal, Interpersonal, Group, and Public Unit).
- Elements, Techniques and Appropriate Therapeutic Uses of Communication.
- Patient-Caregiver Communication.
- Listening Techniques and Communication Strategies for Health Care Professionals.
- Communication during Medical Emergencies.
- Communication among Medical Teams (Health Care Groups &Health Care Organisations).
- Self-management Tools in Health Care: Helping People Communicate with Themselves.
- Digital Application in Healthcare Communication.

For further details, contact the Course Coordinator, Prof. Mihir Kumar Mallick, Professor and Head, Department of Management Sciences, National Institute of Health and Family Welfare, Baba Gangnath Marg, Munirka, New Delhi-110067, Telephone: 011-26107773, 26165959, 26166441, Ext: 368/ 219/340, E-mail: *mgtscience@nihfw.org / drmihir@nihfw.org.* For updates, log on to: *www.nihfw.ac.in/events/* ❑

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# Student Column

# AI Data Centre: A Nerve Centre to Redefine the Digital Transformation of India

**Mehar Satsangi***

India has achieved the pinnacle of success due to its robust digitally data-driven digital infrastructures widely spread across every corner of our nation, and most importantly expanding vertical and horizontal horizons of frugal innovations in the field of semiconductor (Vikram 3201), quantum (Quantum Random Number Generator), space (Mission Drishti launched by Indian startup GalaxEye), recent historic fast breeder reactor making a big breakthrough in 3-stage nuclear program. These innovations show the capability of our home-grown innovations along big data generators, which could function as strong predictive models for next-generation technologies like the sixth industrial digital revolution.

The rapid enhancement in the ranking of the Global Innovation Index position places our nation on the map of frugal innovations among the global leaders. The index shows the strength of emerging innovation clusters like Bengaluru and Maharashtra, and escalating Unicorns.

India's data center ecosystem is evolving into a powerful engine of digital transformation, driven by both global technology leaders and domestic institutions. The emerging AI data centers pave the way for resilience and resounding architecture of our nation's strength. Global leaders like Google, Uber and India's industry giants like Adani, Reliance have eye on establishing AI integrated data centers to meet the demand and supply chain of frugal innovations leading to product and process developments.

## Case study- Digitally Data-enabled Data Centres

*(a) Biological Data Centre*

Our nation has emerged as the technology resource for the largest amount of data for the genome. India stands unique in creating a huge pioneering GenomeIndia project, which constitutes the largest, most competitive, and comprehensive database of varieties of gene data sequencing, approximately 10,000+ genomes from diversified populations, leading to the identification of 44 million+ new-age genetic variants in our nation. This huge, massive dataset covers over 135 million total variants of the genome, which are uniquely included in the biological database of India.

This, in fact serves as a nerve centre for boosting young researchers and scholars to conduct extraordinary research in the field of pharmaceuticals, healthcare, and the biomedical domain. It proves the strength of our nation's robust bio data centre resilience in research ecosystems.

*(b) Semiconductor Data Centre*

The launch of the Indian Semiconductor Mission paved the way to establish pathbreaking semiconductor manufacturing plants across different valleys in India. These manufacturing plants are rapidly working to innovate, fabricate, and tape out semiconductor chips for different potential applications ranging from automotive, healthcare, agriculture, nuclear and space ecosystems. There are many opportunities for the collection of a variety of real-time industrial data from research, design, manufacturing, and testing of semiconductor chips. So, there is a need to create semiconductor data centres to cater to the needs of the demand and supply chain.

## India's Home-grown Data Centre for Building a *Vibrant Viksit Bharat*@2047

Uber, in partnership with the Adani Group, is preparing its homegrown first India data center, aiming to process millions of real-time mobility requests with ultra-low latency. Google, alongside AdaniConnex, is planning to build a giant gigawatt-scale AI-ready campus in Visakhapatnam, Andhra Pradesh. The primary vision of the projects is designed to integrate our nation's subsea cable connectivity and renewable energy for hyperscale workloads catering to potential applications such as fintech, healthcare, and smart cities. This will strengthen our nation's data usage and management capabilities along with global leaders.

Reliance Industries is joining hands with global pioneering leaders like NVIDIA to construct a robust and resilient 1 GW hyperscale facility in Jamnagar,

**II Year Student, DEI Prem Vidyalaya Girls' Intermediate College Dayalbagh, Agra*

Gujarat. This multi-collaborative data project would bring enormous tangible outcomes to triple and magnify India's current capacity and serve as a data centre hub to train various advanced AI models and algorithms.

Alongside these private sector milestones, the Government of India has laid strong foundations in the policy frameworks and establishment of data centres across PAN India. The Data Centre Policy recognises digital infrastructural facilities as critical potential infrastructure, unlocking financing and incentives while mandating sustainability and stability.

The National Informatics Centre (NIC), which acts as a focal centre for many Government of India IT operations, operates a distributed network of government-supported data centers across multiple locations in Delhi, Hyderabad, Pune, and Bhubaneswar, supporting a variety of highly significant data management activities like Aadhaar, e-governance portals, and public sector applications, flagship programs like Digital India and the Smart Cities Mission. These data centers have a strong vision and mission to deliver highly secure community-based citizen services, traffic management, and digitally enabled utilities using advanced digital transformation technologies like Industrial Internet of Things (IIoT). The pathbreaking Government of India initiatives, such as the Jal Jeevan Mission, use IoT digital sensors connected to cloud platforms to facilitate smartly optimising the water supply management across many villages in India. Indian Meteorological Department under the Mission Mausam program harnesses the potential of data collected across multiple locations in India through Automatic Weather Stations established in rural and urban regions to address the challenges of weather and disaster management.

Data centres are emerging in India in many financial domains that secure the data with highly protected cybersecurity-enabled technologies. A notable domestic example is the data centre established by Canara Bank, which underscores the role of banking and financial institutions in this data centre ecosystem. Canara Bank smartly and securely operates an innovative facility to support its day-to-day core banking functions like digital payments, customer secured multi-transactions enabled by highly secured cybersecurity walls and frameworks. This center ensures continuous and uninterrupted banking services for millions of customers across India and worldwide, enabling real-time, secure financial transactions, fraud detection, and most importantly, compliance with India's Data localization laws.

**Skilling Opportunities in Data Science – A Successful Case Study**

The emerging data centre in India has paved the way for an increase in the talent pool and many opportunities for reskilling and upskilling through online programs integrated with industry internships.

- Indian Institute of Technology, IIT Madras, has opened new avenues for an online undergraduate program in Data Science. The students can pursue a dual degree, which meets the objectives of UGC notifications, which allow students from different science streams to pursue a dual degree along with a regular degree. The basic requirements are mathematics and English, along with other subjects in $10^{th}$ / intermediate.
- The highlights of the program at IIT Madras are multiple entry-exit options ranging from a foundation course, diploma, B.Sc. (Hons) and finally the B.S. degree. The students will receive enormous opportunities to pursue an internship at Wadhwani School of Data Science and AI, established as the Centre of Excellence (Centre for Responsible AI) at IIT Madras. This internship provides unique features of firsthand experiential learning in collaboration with industry partners. In addition to the above, the Centre also offers post-doctoral fellowships for students.
- C-DAC under MeitY, in collaboration with NASSCOM, offers FutureSkills Prime online course on Big Data for undergraduate students. The students will be provided access to advanced tools and techniques in the form of a virtual lab available at C-DAC, Greater Noida.

**Way Forward – *Viksit Bharat*@2047**

Together, these live classical macro implementations from Uber's real-time mobility infrastructure to Google's AI hyperscale campus, Reliance's AI Training Hub, Microsoft's Enterprise Cloud Expansion, and Canara Bank's Financial Data Center clearly demonstrate and illustrate how India is moving ahead from traditional to modern digital transformation, along with building a robust, sustainable, and globally competitive and competent digital data centre infrastructure. This leads to the convergence of global investment, Government Vision, and domestic innovation, positioning our nation not just as a participant, but as a global leader, ensuring digital sovereignty, creation of a talent pool, and smart growth for the future *Viksit Bharat*@2047 and *Aatma Nirbhar Bharat.* ❑

# THESES OF THE MONTH

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

## AGRICULTURAL & VETERINARY SCIENCES

### Agronomy

1. Sachin. **Performance of wheat based intercropping systems under different nutrient management practices**. (Dr. Janardan Singh), Department of Agronomy, CSK Himachal Pradesh Krishi Vishvavidyalaya, Palampur.

### Animal Husbandry

1. Verma, Laxmi Narayan. **A study of production performance and management practices of crossbred cattle in Jaipur District of Rajasthan**. (Prof. Jitendra Balyan and Prof. Satya Prakash), Department of Livestock Production and Management, Sangam University, Bhilwara.

### Food Science & Nutrition

1. Rasaily, Shrijana. **Metabolomic phenolic profiling in silico and in vitro antiviral and anti inflammatory assessment of Indian heritage pigmented rice varieties and in vitro therapeutic evaluation of developed fermented beverage and nutraceutical mix**. (Prof. N Srividya), Department of Food and Nutritional Sciences, Sri Sathya Sai Institute of Higher Learning, Anantapur.

### Food Science & Technology

1. Sai Dharshini, S. **Harnessing the potential of Indian millets: Optimization and development of RTE foods with evaluation of quality characteristics, nutrient analysis and shelf life**. (Dr. M Srijaya and Dr. Meena M), Department of Food and Nutritional Sciences, Sri Sathya Sai Institute of Higher Learning, Anantapur.

### Plant Pathology

1. Pandey, Manoj Kumar. **Pathological studies and management of stemphylium blight disease caused by stemphylium vesicarium in onion (*Allium cepa* L)**. (Dr. Rudra Pratap Singh), Department of Plant Pathology, Bhagwant University, Ajmer.
2. Singh, Sonu. **Variability and management of *Sclerotinia sclerotiorum* (Lib) de bary causing stem rot of Indian mustard (*Brassica juncea* (L) Czern and Coss)**. (Dr. Rudra Pratap Singh), Department of Plant Pathology, Bhagwant University, Ajmer.
3. Swain, Dibyajyoti. **Characterization of paddy straw mushroom *Volvariella* species, quality spawn production, yield and integrated management of coprinus species**. (Prof. Kartik Chandra Sahu), Department of Plant Pathology, Siksha O Anusandhan (Deemed to be University), Bhubaneswar.

## BIOLOGICAL SCIENCES

### Bio Sciences

1. Datta, V M Darshan. **In silico approaches to unravel the role of SNPs and PTMs on protein function and point mutations in protein engineering**. (Prof. S Venketesh and Dr. Subbarao Kanchi), Department of Biosciences, Sri Sathya Sai Institute of Higher Learning, Anantapur.

### Biotechnology

1. Gangmei, Disianliu. **Species delineation and evaluation of ethnomedicinally important *Kaempferia* L (Zingiberaceae) species of Northeast, India and its *In-vitro* propagation as a conservation strategy**. (Dr. Huidrom Sunitibala Devi and Dr. Selva Kumar), KIIT School of Biotechnology, Kalinga Institute of Industrial Technology, Bhubaneswar.
2. Loveleen Kaur. **Bioremediation of 4 chloro 2 methylphenoxy acetic acid and 2, 4 dichlorophenoxyacetic acid by bacteria of contaminated soil**. (Prof. D R Modi), Department of Biotechnology, Babasaheb Bhim Rao Ambedkar University, Lucknow.
3. Singh, Garima. **Studies on major facilitator superfamily proteins from mycobacterium species**. (Dr. Yusuf Akhter), Department of Biotechnology, Babasaheb Bhim Rao Ambedkar University, Lucknow.
4. Thakur, Rahul. **Analysis of metal induced toxicity in yeast model harboring human peroxiredoxins**. (Prof. Adesh K Saini), Department of Biotechnology, Maharishi Markandeshwar (Deemed to be University), Ambala.

### Botany

1. Javid, Wasim. **Genetic diversity of genus cotoneaster in Kashmir Himalaya**. (Prof. Aijaz Ahmad Wani), Department of Botany, University of Kashmir, Srinagar.

2. Moonisah Aftab. **A study on biochemical and molecular aspects of flower senescence in liliaceae**. (Prof. Inayatullah Tahir and Prof. Aijaz Ahmad Wani), Department of Botany, University of Kashmir, Srinagar.

3. Ramoliya, Dharaben Ghanshyambhai. **Stem anatomy and foliar micromorphology of the tribe merremieae (Convolvulaceae)**. (Prof. K S Rajput), Department of Botany, Maharaja Sayajirao University of Baroda,Vadodara.

**Microbiology**

1. Nandha, Mausamy Chhabilbhai. **Isolation and characterization of plant probiotic bacteria and study of its bioactive compounds and probiotic properties**. (Dr. Rachana Shukla), Department of Microbiology, Gujarat University, Ahmedabad.

2. Prajapati, Anjali Vijaybhai. **Microbial remediation of metal pollutants from domestic solid waste**. (Dr. Devayani R Tipre), Department of Microbiology, Gujarat University, Ahmedabad.

**Zoology**

1. Dar, Tanveer Ahmad. **Taxonomic study of calliphoridae (Insecta: Diptera) in Kashmir with implications on human health and domestic animals**. (Dr. Altaf Hussain Mir), Department of Zoology, University of Kashmir, Srinagar.

2. Irene, Monica J. **Ecotoxicological assessment of microplastic contamination in Bangalore's freshwater lakes: Implications for aquatic ecology with a focus on *Oreochromis niloticus***. (Dr. Majesh Tomson), Department of Life Sciences, Christ (Deemed to be University), Bengaluru.

3. Nisha. **Bacteriological assessment of surface and ground waters in Kurukshetra and role of silver and zinc nanoparticles as antibacterial agents**. (Dr. Anita Bhatnagar), Department of Zoology, Kurukshetra University, Kurukshetra.

## EARTH SYSTEM SCIENCES

**Environmental Science**

1. Naorem, Twinkle Devi. **Comparative account on influence of organic and chemical fertilizer on growth and yield of rice and methane emission in field conditions**. (Prof. Angom Sarjubala Devi and Dr. R S Khoiyangbam), Department of Environmental Science, Mizoram University, Aizawl.

**Geoinformatics**

1. Jain, Monika. **Identification of potential water harvesting sites for watershed management using remote sensing and GIS: A case study of Suwana Block, Bhilwara (Rajasthan)**. (Dr. Lokesh Kumar Tripathi), Department of Geoinformatics, Sangam University, Bhilwara.

## ENGINEERING SCIENCES

**Biotechnology**

1. Rumysa Saleem. **Fabrication and characterization of modified polyurethane nanofibers for tissue engineering applications**. (Dr. Faheem Arjamend Sheikh), Department of Nanotechnology, University of Kashmir, Srinagar.

**Civil Engineering**

1. Patel, Monal Deepakbhai. **Flood forecasting and mapping of flood inundation and prioritization for Panam River Basin**. (Dr. Falguni Parekh), Department of Civil Engineering, Maharaja Sayajirao University of Baroda,Vadodara.

2. Pujary, Anubha. **Critical assessment of ferrochrome slag as green aggregate in concrete manufacturing**. (Prof. Chittaranjan Panda and Dr. Nibedita Pradhan), Department of Civil Engineering, Siksha O Anusandhan (Deemed to be University), Bhubaneswar.

**Computer Science & Engineering**

1. Aqeel, Adel Yaseen. **A model for secure electronic healthcare record management**. (Dr. Kalyani Patel), Department of Computer Science, Gujarat University, Ahmedabad.

2. Bobra, Anjali Ravi. **Efficient energy management of virtual machines of data center in cloud environment**. (Dr. Bhavesh R Patel), Department of Computer Science, Ganpat University, Mehsana.

3. Gupta, Chetan. **Enhanced intrusion detection system using crow search and ant colony approaches for improved accuracy and precision**. Department of Computer Science & Engineering, Jaypee University of Engineering and Technology, Guna.

4. Mandal, Sumanta Kumar. **Performance analysis of motor imagery EEG signal classification based on some physical movements**. (Dr. Ajay Kumar Jena and Dr. M Nazma B J Naskar), KIIT School of Computer Engineering, Kalinga Institute of Industrial Technology, Bhubaneswar.

5. Marri, Satyanarayanareddy. **Approaches for handling issues in heterogeneous networks**. (Dr. P Chenna Reddy), Department of Computer Science & Engineering, Jawaharlal Nehru Technological University Anantapur, Ananthapuramu.

6. Naaz, Malika Falak. **Behaviour analysis through machine leaning techniques**. (Dr. Komal Alwani and Dr. K K Goyal), Department of Computer Science, Bhagwant University, Ajmer.

7. Nayak, Geetanjali. **Intelligent framework for identification and analysis of neurological disorders during pregnancy**. (Dr. Neelamadhab Padhy and Dr. Tusar Kanti Mishra), Department of Computer Science & Engineering, GIET University, Gunupur.

8. Negi, Anagha Ankur. **Design and development of crop planning strategies using machine learning**. (Dr. Hetal Bhavsar), Department of Computer Science & Engineering, Maharaja Sayajirao University of Baroda,Vadodara.

9. Panda, Rabinarayan. **Design and implementation of deep learning techniques for character recognition of handwritten odia script**. (Dr. Sachikanta Dash Dr. Sasmita Padhy), Department of Computer Science & Engineering, GIET University, Gunupur.

10. Pati, Siba Prasad. **Computational intelligence based optimization techniques for text summarization**. (Dr. Rasmita Rautray), Department of Computer Science & Engineering, Siksha O Anusandhan (Deemed to be University), Bhubaneswar.

11. Priyanka. **Design and implementation of aspect based recommender system for human resource**. (Prof. Vishal Verma), Department of Computer Science & Applications, Chaudhary Ranbir Singh University, Jind.

12. Sangeetha, G. **Design of an enhanced deep learning framework for MRI based brain tumor classification using super-resolution and edge-aware segmentation techniques**. (Dr. Vadivu G), Department of Computer Science & Engineering, SRM Institute of Science and Technology, Kattankulathur, Chennai.

13. Sharma, Monika. **Secure and robust IOT based framework for healthcare system**. (Dr. Amit Kumar Bindal), Department of Computer Science & Engineering, Maharishi Markandeshwar (Deemed to be University), Ambala.

14. Sharma, Priyanka. **Design and development of electronic health record framework using blockchain, cloud and artificial intelligence**. (Dr. Tapas Kumar and Dr. S S Tyagi), Department of Computer Science & Engineering, Manav Rachna International Institute of Research and Studies, Faridabad.

**Electrical & Electronics Engineering**

1. Arulvendhan, K. **Reconfigurable compensation topology for constant current constant voltage controlled wireless charging system**. (Dr. K N Srinivasan), Department of Electrical & Electronics Engineering, SRM Institute of Science and Technology, Kattankulathur, Chennai.

2. Shaik, Mohammed Ali. **Performance analysis of RF energy harvesting assisted techniques under mixed fading environments for smart and sustainable wireless communication applications**. (Dr. Sudhansu Sekhar Singh), KIIT School of Electronics Engineering, Kalinga Institute of Industrial Technology, Bhubaneswar.

3. Srinivas, D. **Optimal placement of EV charging stations and distributed generations in radial distribution systems**. (Dr. M Ramasekhara Reddy), Department of Electrical and Electronics Enginering, Jawaharlal Nehru Technological University Anantapur, Ananthapuramu.

**Electronics & Communication Engineering**

1. Anand, Sakshi. **Efficient framework for denoising compression and classification of multi-spectral satellite imagery**. (Dr. Rakesh Sharma), Department of Electronics & Communication Engineering, National Institute of Technology, Hamirpur.

2. Behera, Hirak Keshari. **Bandwidth and gain enhancement of circularly polarized microstrip patch antenna**. (Prof. Laxmi Prasad Mishra), Department of Electronics & Communication Engineering, Siksha O Anusandhan (Deemed to be University), Bhubaneswar.

3. Ladha, Akanksha. **Design and analysis of frequency reconfigurable 5G antenna for wireless applications**. (Dr. Archana Agrawal and Dr. Ritesh Kumar Saraswat), Department of Electronics & Communication Engineering, Sangam University, Bhilwara.

4. Mahalakshmi, P. **Design and analysis of high gain ratrace coupler based retrodirective antenna for autonomous applications**. Department of Electronics & Communication Engineering, Hindustan Institute of Technology & Science, Chennai.

5. Nagaraj, S. **Design and analysis of low power multiplier using ECRAAL logic**. (Dr. Sreeramareddy G M and Dr. S Arunamastani), Department of Electronics & Communication Engineering, Jawaharlal Nehru Technological University Anantapur, Ananthapuramu.

6. Shilpa, B. **Automated liver tumor detection using deep learning for accurate segmentation and boundary localization**. (Dr. Glan Devdhas George and Dr. T Y Satheesha), School of Engineering and Technology, CMR University, Bengaluru.

**Electronics and Instrumentation Technology**

1. Mir, Nazish. **Design of efficient lightweight symmetric encryption algorithms for the internet of things**. (Prof. M Tariq Banday and Dr. M Rafiq Beigh), Department of Electronics & Instrumentation Technology, University of Kashmir, Srinagar.

**Genetic Engineering**

1. Karthikeyan, M. **Development of an apta sensor for the detection of vibrio cholerae O139 in environmental samples**. (Dr. Rathinasabapathi), Department of Genetic Engineering, SRM Institute of Science and Technology, Kattankulathur, Chennai.

**Mechanical Engineering**

1. Ayyanar, C. **Self-healing efficiency study of advanced encapsulated PDMS composites**. (Dr. Sumit Pramanik), Department of Mechanical Engineering, SRM Institute of Science and Technology, Kattankulathur, Chennai.
2. Chandan Kishor. **Segregation, flow properties and usability of construction materials using power plant solid waste**. (Dr. Himanshu Chawla, Dr. Sayan Sadhu andDr. S S Mallick), Department of Mechanical Engineering, Thapar Institute of Engineering and Technology (Deemed to be University), Patiala.
3. Ganesh, K. **Investigation of property changes in aluminium alloy (A357) during heat treatment process**. (Dr. S Sudhakar Babu and Dr. K Hemachandra Reddy), Department of Mechanical Engineering, Jawaharlal Nehru Technological University Anantapur, Ananthapuramu.
4. Kavar, Niravkumar Savjibhai. **Performance optimization and efficiency enhancement of centrifugal pumps in industrial application**. (Dr. Dilipbhai M Patel), Faculty of Engineering, Swaminarayan University, Gandhinagar.
5. Kotte, Bhavanarayana. **Thermal performance analysis of impingement cooling by change of fluids- an experimental investigation**. (Dr. Santosh Kumar Nayak and Dr. Purna Chandra Mishra), KIIT School of Mechanical Engineering, Kalinga Institute of Industrial Technology, Bhubaneswar.
6. Kullayappa, P. **Synthesis and property evaluation of Cu-based shape memory alloy**. (Dr. A Ramesh and Dr. B Chandra Mohana Reddy), Department of Mechanical Engineering, Jawaharlal Nehru Technological University Anantapur,Ananthapuramu.
7. Shah, Krunal Pankajkumar. **Performance analysis of internal combustion engine by laser surface texturing and titanium nitride coating on piston ring**. (Dr. Dilipbhai M Patel), Faculty of Engineering, Swaminarayan University, Gandhinagar.
8. Venkatesh, G. **Experimental and numerical investigations of heat transfer characteristics in a wedge shape channel with different pin fin configurations**. (Dr. R Meenakshi Reddy), Department of Mechanical Engineering, Jawaharlal Nehru Technological University Anantapur, Ananthapuramu.
9. Viajayram, Girishkumar P. **Study on parametric modelling and optimization of mechanical properties of 3D printed recycled PLA components**. (Dr. K Devaki Devi), Department of Mechanical Engineering, Jawaharlal Nehru Technological University Anantapur, Ananthapuramu.

**Textile & Fiber Engineering**

1. Parmar, Priti Mrugeshkumar. **Study the thermal insulating properties of natural fiber for technical uses**. (Prof. Someshwar S Bhattacharya), Department of Textile Engineering, Maharaja Sayajirao University of Baroda,Vadodara.

## MATHEMATICAL SCIENCES

**Mathematics**

1. Anjali. **On the convergence of iterative algorithms for solutions of fixed point and monotone inclusion problems**. (Dr. Seema Mehra and Dr. Renu Chugh), Department of Mathematics, Maharshi Dayanand University, Rohtak.
2. Arshdeep Kaur. **Lie classical symmetries and qualitative analysis of nonlinear partial differential equations**. (Dr. Rajeev Budhiraja), Department of Mathematics, Maharishi Markandeshwar (Deemed to be University), Ambala.
3. Bhuvaneswari, S. **Mathematical predictive analytics and optimization of Indian stock market economics using neutrosophic time series computation and data modelling**. Department of Mathematics, Hindustan Institute of Technology & Science, Chennai.

4. Daliparthi, Bhanu Prakash. **Dynamics and control of additional food provided prey-predator systems: A deterministic and stochastic study with reference to holling types-III/IV responses incorporating mutual interference and intraspecific competition**. (Dr. Krishna Kiran Vamsi Dasu), Department of Mathematics and Computer Science, Sri Sathya Sai Institute of Higher Learning, Anantapur.

5. Das, Mousami. **On some types of ideal convergence in credibility theory**. (Prof. B C Tripathy), Department of Mathematics, Tripura University, Suryamaninagar.

6. Maheswari, M. **Mathematical approaches to noise-driven behavior in electrical circuits**. Department of Mathematics, Hindustan Institute of Technology & Science, Chennai.

7. Saini, Shalu. **Similarity solutions and bifurcation analysis of nonlinear partial differential equations**. (Dr. Rajeev Budhiraja), Department of Mathematics, Maharishi Markandeshwar (Deemed to be University), Ambala.

8. Soibam, Davita Devi. **Weakly nonlinear stability analysis of darcy benard convection: Effects of free surface and convective boundary conditions**. (Dr. Pradeep G Siddheshwar), Department of Mathematics, Christ (Deemed to be University), Bengaluru.

9. Sudharani, L. **Study of cosmological scenarios in spacetime geometry**. (Dr. Venkatesha), Department of Mathematics, Kuvempu University, Shankaraghatta.

10. Yograj Singh. **Enhanced multi-criteria decision making methods in pythagorean fuzzy environment with innovative measures and applications**. (Dr. Dinesh Chandra), Department of Mathematics, Jaypee Institute of Information Technology, Noida.

**Statistics**

1. Atkotiya, Nisarg Kishorchandra. **Comparative and analytical study of various data mining algorithms on big data**. (Dr. Achyut C Patel), Department of Statistics, Saurashtra University, Rajkot.

2. Dev, Amit. **Markov approach for cost benefit analysis of repairable systems**. (Dr. S C Malik), Department of Statistics, Maharshi Dayanand University, Rohtak.

3. Malik, Sushil. **Fuzzy reliability analysis of non-series parallel systems**. (Dr. S C Malik), Department of Statistics, Maharshi Dayanand University, Rohtak.

## MEDICAL SCIENCES

**Biotechnology**

1. Lalrokimi. **Antimicrobial potential of endophytic actinobacteria associated with selected traditional medicinal plants against clinical MDR pathogens**. (Dr. Esther Lalnunmawii and Dr. Zothanpuia), Department of Biotechnology, Mizoram University, Aizawl.

2. Sumit. **Development of electrochemical immunosensor for the diagnosis of scrub typhus**. (Dr. Ankur Kaushal), Department of Biotechnology, Maharishi Markandeshwar (Deemed to be University), Ambala.

**Pharmaceutical Science**

1. Patel, Ami Ghanshyambhai. **Formulation, optimization and evaluation of novel drug delivery systems for anti-migraine drugs**. (Prof. Krutika Sawant), Faculty of Pharmacy, Maharaja Sayajirao University of Baroda,Vadodara.

2. Riyazunnisa, D. **Pharmacological evaluation of nephroprotective activity of traditional medicinal plants in chemically induced renal damage in rats**. (Dr. K Somasekhar Reddy and Dr. S V Satyanarayana), Department of Pharmacology, Jawaharlal Nehru Technological University Anantapur, Ananthapuramu.

**Physiotherapy**

1. Chavhan, Dinesh Gulab. **Effect of proprioceptive neuromuscular facilitation patterns and techniques on functional ability in individuals with spinal cord injury**. (Dr. Amita Mehta), Department of Physiotherapy, Maharashtra University of Health Sciences, Nashik.

## PHYSICAL SCIENCES

**Chemistry**

1. Das, Bijoy Krishna. **Synthesis of phytofabricated metal nanoparticles, their characterization and studies of biological potentiality**. (Prof. Utpal Chandra De), Department of Chemistry, Tripura University, Suryamaninagar.

2. Dhillon, Ashish Kumar. **Plasmonic hybrid nanostructures: Unifying semiconductor and organic molecules for advanced spectroscopic and electrochemical applications**. (Prof. Soumik Siddhanta), Department of Chemistry, Indian Institute of Technology Delhi, New Delhi.

3. Nadia Hassan. **Exploring unconventional micro-heterogenous media for chemical and electrochemical transformations**. (Prof. Mohsin Ahmad Bhat and Dr. M A Khuroo), Department of Chemistry, University of Kashmir, Srinagar.

4. Parmar, Niraliben Arvindkumar. **Functionalized macrocyclic host: Synthesis characterization and applications**. (Dr. Keyur D Bhatt and Dr. Ajay Kumar Gupta), Faculty of Science, Ganpat University, Mehsana.

5. Pradhan, Rupesh Kumar. **Physicochemical properties of amino acids upon interaction with aqueous carbohydrate solutions at different temperatures**. (Dr. Sulochana Singh), Department of Chemistry, Siksha O Anusandhan (Deemed to be University), Bhubaneswar.

**Physics**

1. Bernard, Lalroliana. **An ab initio investigation of copper sulvanites: Bulk and layered nano structure**. (Prof. Lalhriatzuala and Prof. Shivraj Gurung), Department of Physics, Mizoram University, Aizawl.

2. Joselyn, Elizabeth Abraham. **Tailoring carbonized polymer dots for multifunctional applications**. (Dr. Manoj B), Department of Physics & Electronics, Christ (Deemed to be University), Bengaluru.

3. Joshi, Tithi Jitendrakumar. **Micro-scale structuring as a route to modification in mechanical properties of biopolymer composites and hydrogels for biomedical applications**. (Dr. Debjani Bagchi), Department of Physics, Maharaja Sayajirao University of Baroda,Vadodara.

4. Lalbiaktluanga. **Evaluation of gasoline quality in Aizawl and content of aromatic and oxygenate compounds**. (Dr. Hranghmingthanga), Department of Physics, Mizoram University, Aizawl.

5. Mohit Kumar. **Optimization of electron bunch quality in laser wakefield acceleration in bubbles domain**. (Prof. H K Malik and Prof. Sandeep Kumar), Department of Physics, Indian Institute of Technology Delhi, New Delhi.

6. Mondal, Sneha. **Experimental insightsintopiezocatalytic CuBi2O4/Bi2O3 and MoS2/C3N5 heterostructures for hydrogen production**. (Dr. Ganesh Vattikondala), Department of Physics, SRM Institute of Science and Technology, Kattankulathur,Chennai.

7. Pati, Jayashree. **Exploring layered and mixed polyanionic cathode materials for stable sodium-ion batteries**. (Prof. R S Dhaka), Department of Physics, Indian Institute of Technology Delhi, New Delhi. ❑

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## SHREE RAYESHWAR INSTITUTE OF ENGINEERING & INFORMATION TECHNOLOGY

Shivshail' Karai, Shiroda, Goa 403 103

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| Position | Electronics & Computer Engineering | Computer Engineering | Information Technology | Mechanical & Automation Engineering | Basic Science & Humanities | | | | |
|---|---|---|---|---|---|---|---|---|---|
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| Principal (Regular Basis) | 01 | | | | | | | | |
| Professor (Regular Basis) | 01 | 01 | 01 | 01 | -- | -- | -- | -- | -- |
| Associate Professor (Regular Basis) | 02 | 02 | 02 | 01 | -- | -- | -- | -- | -- |
| Assistant Professor (Regular Basis) | 01# | 01 | 01 | 01 | 01 | -- | -- | -- | -- |
| Assistant Professor (Contract Basis) | 02# | 04 | 04 | 01 | 01 | 01 | 01 | 01 | 01 |
| Assistant Director-Physical Education (Regular Basis) | 01 | | | | | | | | |
| Laboratory Assistant (Regular Basis) | 01 | 01 | 01 | -- | | -- | -- | -- | -- |

**ESSENTIAL REQUIREMENTS FOR REGULAR POSITIONS :**

1. Minimum of 15 years of residence in Goa. 2. Knowledge of Konkani. 3. Knowledge of Marathi shall be desirable

**Eligibility, Qualifications & Pay Scale:**

- As per AICTE guidelines & regulations, 01st March 2019. For further details, kindly visit **www: aicte-india.org**
- # - Candidate with Masters Degree in Computer Engineering/ Information Technology will be preferred.
- Laboratory Assistant : Diploma in relevant discipline/subject.

In the event of candidates for the post of Professor and Associate Professor are not available and/or not found suitable, the advertised posts shall be filled at level of **Assistant Professor** on contract basis.

Candidate may download Application Form from the college **website: www.ritgoa.ac.in.** Filled application along-with attested copies of testimonials, certificates should reach to the Administrative Office of the Institute or email soft copies of filled applications with enclosures to **recruitments@ritgoa.ac.in within 15days** from the date of publication of this advertisement. Incomplete Application and/or application without enclosures will not be accepted and rejected without giving any notice.

**Secretary**

# भारतीय शिक्षक प्रशिक्षण संस्थान
# Indian Institute of Teacher Education

A State Public University Established by Government of Gujarat

Ramkrushna Paramhans Vidya Sankul, Nr. Mahatma Mandir, Sector-15, Gandhinagar

## PG Admission 2026

| COURSE | SUBJECT/SUBJECT OF PEDAGOGY OFFERED |
|---|---|
| M.A./M.SC.-M.ED. (INTEGRATED) 3 YEAR | Mathematics, Physics Chemistry, Botany, English |
| B.ED-M.ED. (INTEGRATED) 3 YEAR | Mathematics, Science, Accountancy, English |
| M.ED. | Education |
| M.SC. | Mathematics, Physics, Chemistry, Botany |
| M.A. | English |

- Please visit University's website for admission brochure and details.
- GCAS Registration is mandatory for All PG Admissions.
- Last date to Apply online : 28th May, 2026.
- i3T Examination Date: 31st May, 2026.

**Website: www.iite.ac.in | For any Query Email : admission2026@iite.ac.in**

**Registrar, IITE**

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# Dr. Babasaheb Ambedkar Open University

(Established by Government of Gujarat)

**"Jyotirmay" Parisar, Dr. BAOU Marg, Sarkhej - Gandhinagar Highway, Chharodi Ahmedabad – 382481**
**Email: micro.credentials@baou.edu.in | Website: www.baou.edu.in**

## Invitation for Expression of Interest (EOI) for Development of Micro-Credential Courses

Dr. Babasaheb Ambedkar Open University (BAOU), Ahmedabad invites Expressions of Interest (EOI) from Universities, Academic Institutions, Industry Experts, Professionals, Training Organizations, Startups, and Subject Experts for development of innovative, industry-aligned, and skill-based Micro-Credential Courses.

Proposals are invited in emerging and multidisciplinary areas such as Artificial Intelligence & Machine Learning, Data Science, Cyber Security, Digital Marketing, Entrepreneurship, Healthcare, Green Skills, Vocational Education, Employability Skills, Indian Knowledge System (IKS), and other contemporary domains. The courses should support flexible learning, employability, lifelong learning, and NEP 2020 objectives through online/blended delivery modes.

Interested applicants may submit proposals in the prescribed format available on the University website.

**For details and proposal format please visit : www.baou.edu.in\microcredentials**

**Date: 22-05-2025** **Registrar**

# JAWAHARLAL NEHRU TECHNOLOGICAL UNIVERSITY KAKINADA

**KAKINADA-533003, Andhra Pradesh (India)**

**(Established by Andhra Pradesh Act No. 30 of 2008) NAAC 'A+' Accredited**

## LIMITED RECRUITMENT NOTIFICATION FOR ASSISTANT PROFESSORS/ ASSISTANT LIBRARIAN (ACADEMIC NON-VACATION) BACKLOG VACANCIES

(Notification No. 1/JNTUK/Asst. Prof. Backlog/2026 Dt.15.05.2026)

Applications in the prescribed format are invited online for the following Backlog Vacancies in various departments on direct recruitment basis.

Part – A (ST Backlog vacancies)

| Cadre | ST |
|---|---|
| Assistant Professor | 01 |
| Of the above, horizontal reservation | 01 (Women) |

Part – B (BC Backlog vacancies)

| Cadre | BC-A |
|---|---|
| Assistant Professor | 01 |
| Of the above, horizontal reservation | 01 (Women) |

| Cadre | BC-A |
|---|---|
| Assistant Librarian | 01 |
| Of the above, horizontal reservation | 01 (Women) |

The detailed information of the above posts relating to qualifications, experience, pay scales, reservation, link for submission of filled-in online application etc., can be obtained from the University website: **www.jntuk.edu.in** or **https://apuniversitiesrecruitment.apcfss.in**

The online application process will commence from **18.05.2026.**

The last date for submission of online application is **08.06.2026 (by 5.00pm IST).**

The last date for the submission of hard copy of application (already submitted online) along with the self-attested relevant documents is **15.06.2026 (by 5.00pm IST).**

NOTE: The University reserves the right to fill or not to fill any of the post(s) without giving any reason whatsoever.

University Call Center: 0884-2300900 from 10:00 AM to 05:00 PM

**Sd/- Registrar**

# JAWAHARLAL NEHRU TECHNOLOGICAL UNIVERSITY KAKINADA

**KAKINADA-533003, Andhra Pradesh (India)**

**(Established by Andhra Pradesh Act No. 30 of 2008) NAAC 'A+' Accredited**

## RECRUITMENT NOTIFICATION FOR ASSISTANT PROFESSOR REGULAR VACANCIES

(Notification No. 2/JNTUK/Asst. Prof./Regular/2026 Dt.15.05.2026)

Applications in the prescribed format are invited online for the following Regular Vacancies of Teaching positions in various Departments on direct recruitment basis.

| Regular Vacancies | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Position | OC | EWS | BC-A | BC-B | BC-C | BC-D | BC-E | SC-I | SC-II | SC-III | ST | Total |
| Assistant Professor | 19 | 03 | 03 | 03 | 01 | 02 | 01 | 01 | 03 | 02 | 03 | 41 |

The detailed information of the above posts relating to qualifications, experience, pay scales, reservation, link for submission of filled-in online application etc., can be obtained from the University website: **www.jntuk.edu.in** or **https://apuniversitiesrecruitment.apcfss.in**

The online application process will commence from **18.05.2026.**

The last date for submission of online application is **08.06.2026 (by 5.00pm IST).**

The last date for the submission of hard copy of application (already submitted online) along with the self-attested relevant documents is **15.06.2026 (by 5.00pm IST).**

NOTE: The University reserves the right to fill or not to fill any of the post(s) without giving any reason whatsoever.

University Call Center: 0884-2300900 from 10:00 AM to 05:00 PM

**Sd/- Registrar**

# JAWAHARLAL NEHRU TECHNOLOGICAL UNIVERSITY KAKINADA

**KAKINADA-533003, Andhra Pradesh (India)**

**(Established by Andhra Pradesh Act No. 30 of 2008) NAAC 'A+' Accredited**

## LIMITED RECRUITMENT NOTIFICATION FOR ASSOCIATE PROFESSOR BACKLOG VACANCIES

(Notification No. 3/JNTUK/Assoc. Prof./Backlog/2026 Dt.15.05.2026)

Applications in the prescribed format are invited online for the following Backlog Vacancies of Teaching positions in various Departments on direct recruitment basis.

**Part – A (ST Backlog vacancies)**

| Cadre | ST |
|---|---|
| Associate Professor | 03 |
| Of the above, horizontal reservation | 02 (Women) |

**Part – B (BC Backlog vacancies)**

| Cadre | BC-C |
|---|---|
| Associate Professor | 02 |
| Of the above, horizontal reservation | 02 (Women) |

The detailed information of the above posts relating to qualifications, experience, pay scales, reservation, link for submission of filled-in online application etc., can be obtained from the University website: www.jntuk.edu.in or https://apuniversitiesrecruitment.apcfss.in

The online application process will commence from **18.05.2026.**

The last date for submission of online application is **08.06.2026 (by 5.00pm IST).**

The last date for the submission of hard copy of application (already submitted online) along with the self-attested relevant documents is **15.06.2026 (by 5.00pm IST).**

NOTE: The University reserves the right to fill or not to fill any of the post(s) without giving any reason whatsoever.

University Call Center: 0884-2300900 from 10:00 AM to 05:00 PM

**Sd/- Registrar**

# JAWAHARLAL NEHRU TECHNOLOGICAL UNIVERSITY KAKINADA

**KAKINADA-533003, Andhra Pradesh (India)**

**(Established by Andhra Pradesh Act No. 30 of 2008) NAAC 'A+' Accredited**

## RECRUITMENT NOTIFICATION FOR ASSOCIATE PROFESSOR AND PROFESSOR REGULAR VACANCIES

(Notification No.4/JNTUK/Assoc. Prof. & Professor/Regular/2026 Dt.15.05.2026)

Applications in the prescribed format are invited online for the following Regular Vacancies of Teaching positions in various Departments on direct recruitment basis.

| Position | OC | BC-A | SC-I | Total |
|---|---|---|---|---|
| Associate Professor | 02 | 01 | 01 | 04 |
| Professor | 02 | -- | 01 | 03 |

The detailed information of the above posts relating to qualifications, experience, pay scales, reservation, link for submission of filled-in online application etc., can be obtained from the University website: **www.jntuk.edu.in** or **https://apuniversitiesrecruitment.apcfss.in**

The online application process will commence from **18.05.2026.**

The last date for submission of online application is **08.06.2026 (by 5.00pm IST).**

The last date for the submission of hard copy of application (already submitted online) along with the self-attested relevant documents is **15.06.2026 (by 5.00pm IST).**

NOTE: The University reserves the right to fill or not to fill any of the post(s) without giving any reason whatsoever.

University Call Center: 0884-2300900 from 10:00 AM to 05:00 PM

**Sd/- Registrar**

# Indian Institute of Teacher Education Gandhinagar

## SEARCH-cum-SELECTION COMMITTEE invites APPLICATIONS FOR THE POST OF VICE-CHANCELLOR

Applications are invited for the post of Vice-Chancellor of Indian Institute of Teacher Education, Gandhinagar, Gujarat. The essential qualifications and experience etc. required for the post of Vice Chancellor are available on the University website, **www.iite.ac.in.**

Interested individuals have to submit a detailed resume in the prescribed format (to a maximum of 50 pages) available on the university website. Institutions/ Peers may also nominate suitable candidates. Nominations/ Applications have to be sent in the prescribed format (two hard copies as well as a soft copy by E-mail) to the Registrar at the address given below so as to reach on or before **15/06/2026**. Applications received after the last date shall not be entertained.

Registrar
**Indian Institute of Teacher Education,**
Ramkrushna Paramhans Vidhya Sankul, Nr. Mahatma Mandir,
KH-Road, Sector 15, Gandhinagar, Gujarat (382016),
E-mail-searchcommittee@iite.ac.in

**Date: 13/05/2026**

**CHAIRMAN,**
SEARCH-cum-SELECTION COMMITTEE

## Nana Vanjare Vidyanagari
## New Education Society, Lanja's
## SHRIRAM KUSUMTAI SADASHIV VANJARE COLLEGE , LANJA
**Dist. Ratnagiri - 416701**

APPLICATIONS ARE INVITED FOR THE FOLLOWING CLOCK HOUR BASIS POSTS FOR THE ACADEMIC YEAR 2026-27

**AIDED**

| Sr. No. | Cadre | Subject | Total No. of C.H.B. Posts | Category |
|---|---|---|---|---|
| 1. | Assistant Professor | Marathi | 02 | 2 -OPEN |
| 2. | Assistant Professor | Economics | 02 | 2- OPEN |
| 3. | Assistant Professor | Chemistry | 01 | 1- OPEN |
| 4 | Assistant Professor | Botany | 01 | 1- OPEN |
| 5. | Assistant Professor | Commerce | 02 | 2- OPEN |
| 6. | Assistant Professor | Mathematics | 02 | 2- OPEN |
| 7. | Assistant Professor | Political Science | 02 | 2- OPEN |

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

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.

**"Qualifications, Pay Scales and other requirements are as prescribed by the UGC Notification dated 18th July 2018, Government of Maharashtra Resolution No. Misc-2018/C.R.56/18/UNI-1 dated 8th March, 2019 and University Circular No. TAAS(CT)/ICD/2018-19/1241 dated 26th March, 2019, Higher & Technical Department Government Resolution No. Arth s-2022/Pra.k.105/[1]Mashi/3, dated 27th March, 2023, University Circular No. CTAUì/01/2024-25 dated 24/04/2024 and Higher & Technical Department Government Resolution No. SankirnÃ-2021 Pra.k.181/21/Vishi-1 dated 17 October, 2022, University Circular No. CTAUì/03/2024-25, dated 26/04/2024 for filling the post on clock hour basis, revised from time to time." The Government Resolution & Circular are available on the website: mu.ac.in.**

Application with full details should reach the **PRINCIPAL, Nana Vanjare Vidyanagari, New Education Society, Shriram Kusumtai Sadashiv Vanjare College, Lanja, Dist. Ratnagiri - 416701 Maharashtra within 15 days** from the date of publication of this advertisement. This is University approved advertisement.

Sd/-
PRINCIPAL

## SANT GADGE BABA AMRAVATI UNIVERSITY, AMRAVATI

**NO.SGBAU/8/C- 951/2026 . Date:19/05/2026**

**Mehkar Education Society, Mehkar, Dist. Buldana**

**M.E.S. Arts and Commerce College,**

**Mehkar, Dist. Buldana.**

# WANTED

Applications are invited for full time Regular Post as per following details in the faculty of Science & Technology /Humanities/Commerce & Management/Interdisciplinary Studies.

## Vacancies for Grant- in - aid Courses / Programmes

| S.N. | Name of the Post | Subject/Course | No. of Post | Category as per NOC on dt.08- 05- 2026 |
|---|---|---|---|---|
| 01 | Principal | ---- | 01 | Open |

For qualifications/Experience/Pay Scale and other details/conditions, visit university **website: www: sgbau.ac.in** and College website**: www: mesacc.ac.in.**

Applications on plain paper with necessary documents giving complete bio-data along-with attested copies of certificates and testimonials should be sent to President /Secretary, M.E.S. Arts and Commerce College**,** Mehkar, Dist. Buldana Pin.443301 **within 15 days** from the date of publication of this advertisement.

**President/Secretary**
Mehkar Education Society, Mehkar, Dist. Buldhana.

## DAKSHIN SOLAPUR TALUKA SHIKSHAN MANDAL'S.
## V. G. SHIVDARE COLLEGE OF ARTS, COMMERCE AND SCIENCE, SOLAPUR

**Jule Solapur – 1, Vijapur Road, Solapur – 413 004**

**☏: (0217) 2303411 ● Email: vgs.biotechnology@rediffmail.com**

**Visit us at: www.vgscollege.com**

**Kannada Linguistic Minority Institute**

(Affiliated to Punyashlok Ahilyadevi Holkar Solapur University, Solapur)

## MINORITY – PERMANENT NON-GRANTABLE

Applications are invited for the Post of PRINCIPAL from the Academic Year 2026-27:

| Sr. No. | Designation | Total Vacant Post |
|---|---|---|
| 1 | Principal | 01 (Open) |

**Instructions:**

**1.** The above post is open to all. However, candidates from any category can apply for the post. **2.** Educational Qualifications, Service Conditions & Pay Scale will be applicable as per existing rules prescribed by, the UGC Notification dated 18th July 2018, Govt. of Maharashtra Resolution No. Misc 2018/ C.R.56/18 UNI -1 dtd. 8th March 2019 and University Circular No. PAHSUS/ Estt/7th pay/2019/2285/dtd. 25th March 2019. **3.** Candidates should submit their Academic Research Score (Academic Performance lndicator) report with related documents (only for the post of Principal). **4.** A relaxation of 5% shall be allowed at the Bachelors as well as at the Masters Level for the candidates belonging to SC/ST/OBC (Non-Creamy Layer)/Differently-abled for the purpose of eligibility and assessing good academic record for direct recruitment. **5.** Applications received after the last date will not be considered. The College will not be responsible for postal delay, if any. **6.** Applicants who are in service must send their application through proper channel. **7.** Applicants are required to account for breaks, if any, in their academic career. **8.** Incomplete applications will not be entertained. **9.** T.A., D.A. will not be paid for attending the interview. **10.** Applications with full details should reach to the Chairman, Dakshin Solapur Taluka Shikshan Mandal's V.G. Shivdare College of Arts, Commerce and Science, Jule Solapur -1, Vijapur Road, Solapur 413004 **within 30 days** from the date of publication of this advertisement. Incomplete applications will not be entertained. **11.** This is University approved advertisement.

Place:- Solapur
Date:- / /2026

**R.V. Shivdare**
**Chairman**

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## Contributors

1. ***Prof. Abhijit Dutta,*** Vice Chancellor, Sikkim University.
2. ***Dr. Amit Ganatra,*** Provost (Vice Chancellor), Parul University, Vadodara, Gujarat
3. ***Prof (Dr.) Ankur Kulkarni,*** Vice Chancellor, SAGE University, Indore
4. ***Prof. Anusha C Koti,*** Assistant Professor of Law at KLE Law College, Bengaluru
5. ***Bhavana Devi***, Tekcham, Research Scholar, Manipur University
6. ***Prof. (Dr.) Debashis Bandyopadhyay,*** Vice Chancellor, KISS- DU, Bhubaneswar
7. ***Dr. Dhanawantri L. Singha***, Assistant Professor, Rabindranath Tagore University, Assam
8. ***Dr. Hidam Ajit Meetei, Assi. Prof.,*** Ancient Hist. and Archaeology Dept., Manipur University
9. ***Dr. J. M. Vyas,*** Vice Chancellor, National Forensic Sci. University, Gandhinagar, Gujarat
10. ***Prof. Javed Musarrat,*** Vice Chancellor, Integral University, Lucknow
11. ***Dr. Jayanthi V,*** Vice Chancellor, Sapthagiri NPS University, Bengaluru
12. ***Prof. K. K. Aggarwal,*** President, South Asian University (SAU), New Delhi
13. ***Prof. (Dr.) K P Yadav,*** Vice Chancellor, Mats University, Raipur, Chhattisgarh
14. ***Prof. (Dr.) K. Prathapan,*** Vice Chancellor, D. Y. Patil Agriculture & Technical University
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23. ***Dr. Mohammad Samir Hussain,*** Post Doctoral Fellow, Manipur University
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28. ***Dr. Priyesh P. Gandhi,*** Vice Chancellor, Sigma University, Vadodara
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32. ***Dr. Rajeev Manhas and Pratibha,*** Dep. Lib. & Head, BabaFarid Univ. of Health Sci., Punjab
33. ***Ms. Rajeswari H,*** Principal, JSS Law College (Autonomous), Mysuru, Karnataka
34. ***Prof. (Dr.) Rajul K. Gajjar,*** Vice Chancellor, Gujarat Technological University
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38. ***Prof. (Dr.) Sudhir Kumar Sharma,*** Director, Swarnim Gujarat Sports University, Gujarat
39. ***Prof.(Dr.) Surender Kashyap,*** Vice Chancellor, Atal Medical & Research University, HP
40. ***Dr. Tankeshwar Kumar,*** Vice Chancellor, Central University of Haryana, Mahendergarh
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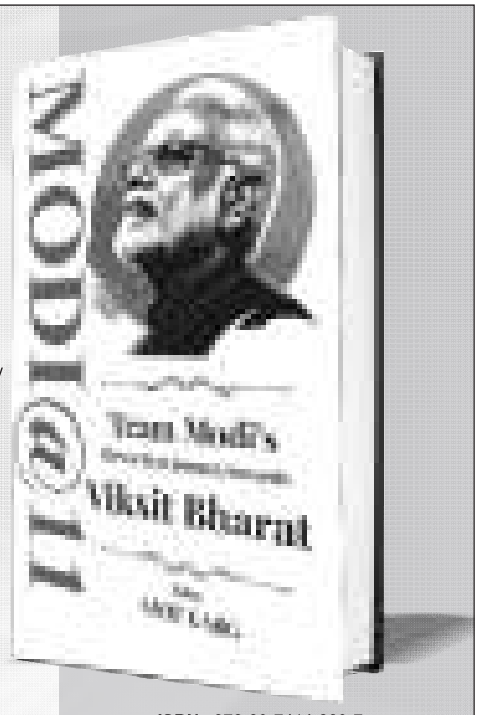


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# ASSOCIATION OF INDIAN UNIVERSITIES

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:

- Training faculty for online/blended teaching-learning methodologies.
- Developing e-content and leveraging technology for continuous assessment and evaluation.
- Quality Assurance & Accreditation
- Facilitating research collaborations.
- Digital Literacy and E-Governance
- Conducting programmes on effective university governance & administration through technological advancements.

### Proposal Submission Details

AADC PROPOSAL

Interested member universities/HEIs/Associate Autonomous colleges are invited to submit their EOI and detailed proposal in the **prescribed proforma** duly endorsed by the Head of the Institution, to the following address:

**Ms. Ranjana Parihar**
Joint Secretary
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).
- ✓ AADC will offer short-term capacity-building programmes for faculty, administrators, and other stakeholders in online, offline or hybrid modes.
- ✓ 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.
  - a) An advance of ₹50,000 will be released at the time of the launch for the first programme.
  - b) The remaining ₹50,000 upon submission of a Utilization Certificate
- ✓ Each AADC Centre is expected to conduct a minimum of five (05) programmes during one academic calendar year, **with at least one programme held in physical mode and one for non teaching staff.**
- ✓ AIU will provide academic guidance, including:
  **(a)** Identifying resource persons
  **(b)** Assisting in the design and development of course content.
  **(c)** Supporting the academic structure and delivery model
  **(d)** Programme themes and logistics will be finalized in collaboration with the host university
- ✓ After completion of each programme, the host university is required to submit a comprehensive report to AIU for:
  **(a)** Archiving **(b)** Possible publication in the University News **(c)** Uploading on the AIU website

**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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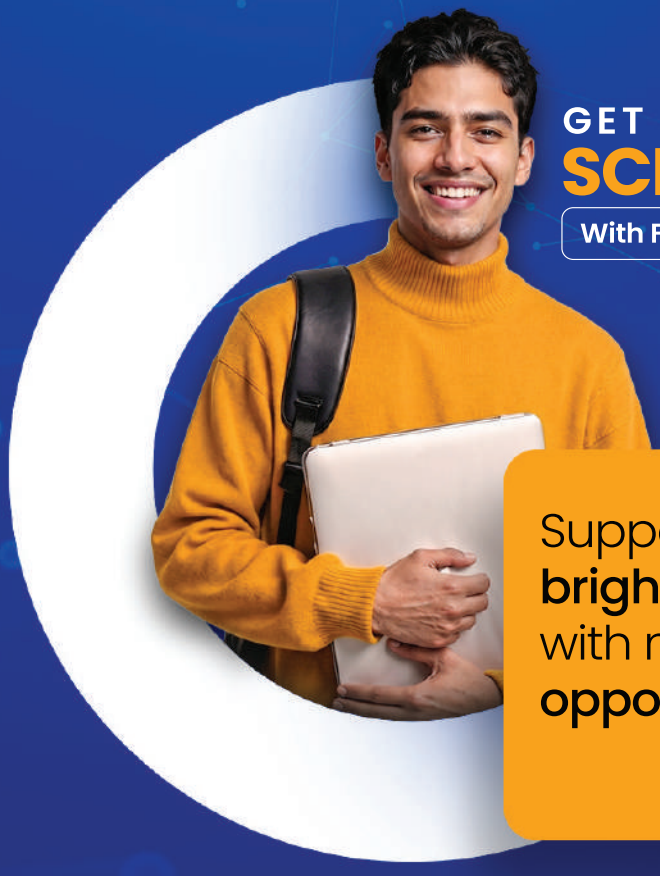

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+91 02692 238001 | +91 63588 19009 | admission@cvmu.edu.in | www.cvmu.edu.in

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

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