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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 15, 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.

- Embedding Indian Knowledge Systems (IKS) into Curricula & Faculty Development.
- Interdisciplinary Research Linking Ancient Wisdom with Modern Science & Technology.
- Futuristic Dimensions of IKS.

Promoting Sustainability and Social Responsibility in Higher Education Institutions.

- Research and Innovation in HEIs for Sustainable Development Goals.
- University Social Responsibility (USR) for Promoting Swadeshi.
- Futuristic Digital and Technological Pathways to Sustainability.

Fostering Entrepreneurship and Startups in Higher Education Institutions.

- Education for Increasing Entrepreneurship Mindset in Students.
- Establishing Incubation and Innovation Centres to promote Techno-Nationalism.
- University-Industry Collaboration for Startup Development.

Creating AI and Quantum-enabled Higher Education Institutions.

- Integrating AI and Quantum Technologies into Higher Education Curriculum, Pedagogy and Governance.
- AI-Driven Indigenous Research and Product Development.
- Global Regulatory Framework for AI and Ethics in AI.

Advancing Self-Reliant Bharat through Swadeshi, Economic Patriotism, and Techno-nationalism.

- Redesigning Educational Ecosystem to Promote Swadeshi.
- Promoting Research and Development in Indigenous Technologies.
- Economic Patriotism Leading to Economic Indigenisation.

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 15, 2026** to the Editor, University News, through E-mail: ramapani.universitynews@gmail.com, unaiu89@gmail.com and universitynews@aiu.ac.in.

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Ethics and Artificial Intelligence in Higher Education: Significance for India

Suresh Garg* and Moumita Das**

With the impetus of the NEP-2020 on technology-based teaching-learning, the higher education scenario in India is poised to transform itself into an AI-driven educational system. The higher education institutions HEIs are now increasingly designing and developing AI-based future-ready campuses to enable them to leapfrog into global competitiveness and provide education through an efficient administration.

The term Artificial Intelligence or AI refers to the technology that enables machines (computers) to simulate human cognitive processes, such as learning, problem-solving, pattern recognition and decision-making, among others. Essentially, AI is a tool that enables humans to automate tasks for enhanced efficiency and productivity. AI is being used in the educational system for teaching-learning and administrative tasks worldwide¹. From an administrative standpoint, AI tools, such as Learning Management Systems, chatbots, agentic AI, etc., are used for the smooth running of the institutions. AI is being leveraged at all levels of administration, such as filtering applications during admissions, content delivery, student support, proctored examinations, learning analytics, campus safety and resource management. The use of AI in HEIs, although useful, poses several ethical issues. Globally, universities that are pioneers in using AI list the issues as academic dishonesty, data privacy breaches, inaccurate information generated, bias, toxicity, etc. Academic dishonesty or misconduct implies the usage of AI tools by researchers to generate academic content inappropriately and unethically. Data privacy breaches in institutions imply the potential harvesting of faculty and student data by unwanted third parties. Biased content in the research findings, to generate hate and toxicity in society, could be produced through the abuse of AI tools. The mechanism for coping with these issues is still evolving in these premier institutions, such as MIT, Stanford, Princeton, Cornell, etc., with policies and guidelines being framed for acceptable use of AI in academia. The underlying support is provided by the robust AI ecosystem in these countries, including the USA, UK, EU, Japan, China and Australia that have national AI regulations in place².

Realising its importance, the Government of India convened a five-day global meeting in January, 2026 of AI experts to discuss the impact of AI on humans so that sooner than later, India could share the high technological table with the global leaders and technology giants in the field. During the summit, the issue of investment in the AI-related industry was highlighted for countries of the Global

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South. In case of India, it was quite pertinent because we are the leaders in software development. Indian Prime Minister was of the opinion that AI shall set the agenda for global good and shared to benefit the world. Presenting India's vision, he highlighted that AI should be built on ethical guidelines. He argued for a MANAV-based vision, where M stands for moral and ethical systems, A for accountable governance, N for National sovereignty, A for Accessible and inclusivity and V for Valid means. He presented the MANAV vision as a vital link for human welfare in an AI-driven world of the 21st century³.

AI in Indian Education

In India, many primary, secondary and higher secondary schools, especially privately funded, are using AI assistants, AI tutors and generative AI to create engaging content and lesson plans, grade assessments, and hence reduce workload. AI-based research engines are used to generate customised study paths for students. AI is used to transcribe classroom lectures in real-time to enhance clarity for comprehension. AI is also being used for inclusive learning that enables students with visual impairment or those who prefer auditory learning to listen to the texts being read aloud. Gamification, collaborative learning, immersive learning, etc., are increasingly being used in schools to enhance motivation and learning among the students. Compared to schools, the adoption of AI in the conventional HEIs in India has unfortunately been slow. However, it picked up speed after COVID-19 and was pushed by NEP-2020. The main users of AI are perhaps the institutions that offer online classes or in the Open and Distance Learning (ODL) system. The premier conventional institutions, such as the IITs, mostly use technology in teaching-learning in the form of Learning Management Systems (LMS), such as Moodle, for their online courses⁴. (The newer version of Moodle with integrated AI tools is named Moodle AI, and is now being used to enable the integration of large language models (LLMs) to enhance the teaching-learning experience). The SWAYAM programme offered by the Government of India through an online platform uses technology in the form of videos, texts, tests and quizzes, and a discussion forum. It uses a chatbot to recommend courses to the beginners. In the future, generative AI, such as ChatGPT, etc., is speculated to be integrated into SWAYAM for a better teaching-learning ecosystem⁵. Most of the Indian HEIs are

already using AI tools, such as plagiarism detectors, proctoring software, generative AI and chatbots.

Although the HEIs are using a wide variety of AI tools, at the policy level, as compared to other countries, AI policies in universities in India are still at a nascent stage⁶. However, the government is committed to establishing an AI ecosystem with the India AI Mission⁷, which is expected to develop an overarching AI policy for the country. To enable this, a governance framework will be needed that includes ministries, departments, regulatory bodies and other public institutions, which will work in coordination to develop and implement the AI policy. The Ministry of Education is one of the key players to suitably modify its policies to bring AI under its ambit. Accordingly, the HEIs need to rethink their institutional policies and guidelines and make suitable modifications. Before we delve into the policy considerations, let us take a cursory look at the underlying ethical considerations.

Ethical considerations

Ethics covers moral principles and rules for proper behaviour so that one can distinguish right from wrong⁸. Honesty, integrity, transparency, and openness to the viewpoint of others are the hallmarks of an ethical person. In educational institutions, where teaching, research and learning activities are carried out, the faculty and students need to be aware of the ethical considerations and must practice them when they are using AI in their classrooms or research.

A faculty member uses AI tools openly available on the Internet primarily to create course content, generate test and quiz questions, and develop lesson plans. The important consideration in this case concerns the academic integrity of the faculty, who must provide their own insights into AI-generated content. Academic integrity may simply be put as honesty in one's work, acknowledging others' work properly, and giving credit where one has used other people's ideas or data⁹. There could be scenarios where the AI-generated content could be devoid of the necessary quality required for teaching. For example, it could contain false information, or it might have a racial, gender or societal bias due to a faulty algorithm, which might have far-reaching negative consequences on the minds of the students. A faculty, by exercising their discernment, must filter out such unwanted content at all times. Furthermore, the faculty, in their wisdom, must

enrich the content with their own understanding of the subject matter.

The faculty also carries out research and therefore must follow the ethical guidelines at all times, including when using AI. AI is a helpful tool in literature review, data analysis and writing. Perhaps AI might be helpful in refining the research questions as well. However, AI-enabled data fabrication, falsifying or skewing results, violation of privacy and confidentiality, etc., are some of the unethical practices that must be avoided at all costs. Just as in teaching, the faculty has to offer gainful insights and originality in their research work. Similarly, a student must also be aware of the ethical considerations while using AI for learning and research. They need to be informed about the dos and don'ts by the faculty. Suitable guidelines about students' dos and don'ts need to be put in place by the universities for ethical compliance.

With the increasing use of AI for administrative purposes, the universities are in possession of huge data. Examples of such data include personal information, face surveillance data, scores, credits, digital badges, etc., and even behavioural data collected through LMS and analytics¹⁰. The digital footprints left behind after each step of teaching-learning lead to the visibility of unseen social behaviours, which may lead to privacy concerns. Such behavioural data coupled with profiles pose privacy concerns that must be dealt with ethically. Thus, the use of such data for administrative purposes must be taken into the ambit of ethics.

AI Policy in HEIs

As students are increasingly turning to generative AI tools for coding, exams, etc., raising ethical concerns¹¹ premier institutes in India, such as the Indian Institute of Technology (IIT) Delhi and the Indian Institute of Science (IISc), Bangalore, have constituted committees to develop guidelines on the use of AI tools ethically^{12, 13}.

The guidelines of IIT, Delhi, for instance, emphasise the following for the faculty and students: (i) full disclosure of AI use to ensure transparency, (ii) ownership of content and ensuring plagiarism-free content by authors, and (iii) maintaining data privacy by users. For the institution, the guidelines recommend (i) promoting fair use of AI tools through awareness programmes, (ii) integration of modules on the use of AI in faculty development

programmes, and (iii) acquiring an institute license for accurate versions of AI tools to ensure equitable access and data privacy. Furthermore, the guidelines also recommend that the course instructors should develop a plagiarism policy on the use of AI tools in the academic tasks carried out by students to discourage indiscriminate application, such as submitting AI-generated work without personal inputs.

The IISc, Bangalore guidelines provide a detailed overview of diverse scenarios that enrich the recommendations. The guidelines recommend plausible use cases of AI tools, such as solving complex problems, personalised and immersive learning experiences, language assistance, and course administration. On the assumption that AI tools do not generate meaningful content, the guidelines recommend that technology is no substitute for teachers and AI tools can at best serve as virtual teaching assistants in the institute. The guidelines permit the use of AI tools by the faculty to update learning outcomes, pedagogy and assessments. The guidelines point out that faculty may need to consider a combination of (a) new forms of "AI-proof" assessments (which may be difficult to create), and (b) manual processes such as proctored or oral examinations¹⁴.

Recognising that AI is a powerful tool for research, the guidelines recommend: (i) Full disclosure of the AI tool used, with precise and transparent attribution in appropriate places in the publication or thesis; (ii) ensure originality and plagiarism-free content; (iii) do not enter, contribute, or otherwise input sensitive, confidential, or restricted information into open generative AI tools.

Many other HEIs are coming up with their institutional AI policies^{15, 16} under which students are permitted to use AI tools for brainstorming, research assistance, drafting assistance, learning concepts, data analysis and visualisation under the supervision of the faculty. Students are prohibited from submitting AI-generated content as original work, plagiarised work or fake data. Faculty are encouraged to use AI tools, but with the proviso of "However, faculty cannot use GenAI tools alone for grading or evaluation, without any personal involvement". In some HEIs, the AI policy ensures data privacy with the provision that "Staff cannot process sensitive information without any

authorization¹⁷.” The accepted levels of AI tool usage in academic work, such as literature review, coding, drafting and overall content generation, are also highlighted in the draft policies of certain universities¹⁸.

AI policies are also being framed in the HEIs that publish their own journals¹⁹. The National Law University Delhi has put in place an AI-Generated Content Policy for its journals²⁰. It highlights that authorship shall solely rest on human authors and emphasises, among others, (i) full disclosure of AI tools used in the research through an AI use statement, (ii) author responsibility for accuracy and plagiarism-free content, and (iii) conditions of generative AI use.

Conclusion

Higher education institutions in India are transforming rapidly into AI-based campuses with the intent of catering to global standards of education. The use of AI tools in the HEIs is gaining traction and momentum with the gen next turning to AI technology for their learning needs. HEIs are beginning to grapple with ethical issues arising out of AI use that call for AI policies to be implemented. Since this is an emerging scenario in India, such AI policies are few and far between. However, considering the swiftness at which AI tools are being adopted, it becomes imperative for the HEIs to formulate AI policies after a careful consideration of all possible scenarios of AI usage in the institution, and implement them. Clarity on the policy of the institution will not only direct and train the students on the dos and don'ts of AI usage but also serve as a guiding force for the faculty and administration to adhere to the ethical practices of AI use.

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When Knowledge Became a Search Box: Rethinking Learning in Indian Higher Education

Maharaj Singh*

Across generations in India, students learned by chanting multiplication tables, reciting literary poems, and practising Sanskrit grammar patterns such as dhātu-rūpa. These routines built fluency, attention, and cultural continuity, but they were also reinforced by examinations that rewarded recall over reasoning. Over the last three decades, technology has steadily shifted learning: calculators and computers have reduced time spent on routine computation, and online databases have transformed how scholars find and review literature. Generative AI now accelerates this shift by making explanation, drafting, translation, and summarisation instantly available. This essay argues that higher education should move from memory-heavy assessment to learning that makes thinking visible: students should memorise some foundations, understand more deeply, and verify everything. It proposes practical steps for Indian universities: curriculum modules on AI literacy and verification; assessment redesign (open-resource tasks, oral defences, portfolios); clear academic integrity policies with transparent disclosure of tool use; and faculty development focused on assignment design. The goal is not to choose between tradition and technology, but to preserve the best disciplined practice while preparing students for a world where knowledge is abundant, and judgment is the scarce skill (Abstract).

The Sounds of Learning

From multiplication-table rhymes, literary poems, and Sanskrit dhātu-rūpa to AI models: what has changed, and what still matters, is the matter to ponder.

Walk into many Indian classrooms of earlier decades, and you could hear learning before you could see it: the rhythmic chorus of multiplication tables (“two twos are four”), the recitation of literary poems learned line by line, and in many schools the disciplined practice of Sanskrit grammar - declensions and verb forms, including *dhātu-rūpa*

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(root-based verb conjugation patterns). For many of us, these sounds are not just nostalgia. They represent an older idea of education: knowledge as something you carry inside you, sharpen through repetition, and prove through recall.

That older idea is now being questioned more sharply than ever - not only by students, but also by teachers, parents, employers, and universities. What is the value of memorising when a phone can produce answers in seconds? And now, what is the value of memorising when a generative AI model can draft an essay, solve a problem, translate a paragraph, or generate a poem on demand?

To ask these questions honestly, we should avoid a simple “old versus new” story. Rote learning was not entirely misguided. It served real purposes in a system with limited access to books, large classes, and a high-stakes examination culture. Technology did not simply replace memory; it steadily changed what memory is needed for. Generative AI has accelerated that change, creating a moment in which higher education must rethink what it means to learn - and what it means to assess learning.

What Memorisation Did Well (And Why it Lasted)

Rote learning is often dismissed as mindless repetition, but its persistence suggests it offered real benefits. The first benefit was fluency. A student who instantly knows basic multiplication facts can focus on the structure of a problem rather than on small calculations. The same is true for language: students who internalise core grammar patterns and vocabulary can read and write with more confidence and less hesitation. The second benefit was cognitive efficiency. When the mind does not have to rebuild foundational facts each time, it has more capacity to reason, connect ideas, and solve novel problems. In modern educational psychology, this is often described as reducing working-memory load (Sweller, 2011). The third benefit was discipline and cultural continuity. Poems and shlokas created a shared classroom culture. They also trained attention: to recite accurately, students

had to listen, rehearse, and make self-corrections. In the best cases, memorisation was not a substitute for thinking; it was a training ground for it. Finally, memorisation often served as “compression”. Instead of holding many details separately, learners stored a compact pattern. The table “ $9 \times 7 = 63$ ” is a tiny piece of compressed knowledge that later unlocks faster algebra, mental estimation, and error detection.

When Memorisation Became the Destination: Recall Without Meaning

The uncomfortable question many students have asked quietly is: to what extent was rote learning a waste of time, or time that could have been used for understanding? The honest answer is that memorisation becomes wasteful when it is treated as the end rather than the means. Memorising tables is useful because it supports problem-solving. But memorising long “model answers” in humanities and social sciences, reproducing definitions without comprehension, or writing standard paragraphs in science without being able to interpret evidence can produce the appearance of learning without its substance. Students may become skilled at examination performance - spotting expected phrases and reproducing them - instead of being skilled at thinking, questioning, and applying ideas. This is why many university teachers notice a familiar pattern: students can state a definition, but cannot use it; they can recite a theorem, but cannot explain why it matters; they can write a paragraph, but cannot defend its claim when asked a follow-up question. The learning is fragile because it was not built on understanding.

How Examinations Reinforced Rote Learning

Rote learning did not dominate only because teachers preferred it; it also spread because examinations rewarded what was easiest to check at scale. In many settings, large class sizes and limited evaluation resources made it practical to test recall. If the question asks “define” or “write a note”, the safest strategy is reproduction. If marking schemes depend on key phrases and fixed points, originality becomes risky. If exams are time-bound and syllabi are large, understanding can feel like a luxury. In a competitive environment, students learn to optimise for the examination. Over time, the exam becomes the curriculum, and students learn to ask not “why” but “what will be asked?” The result is not only

educational; it is emotional: anxiety rises, curiosity shrinks, and students hesitate to experiment. This is precisely why reform efforts, including India’s National Education Policy 2020, emphasise moving from recall-heavy testing toward competency, conceptual clarity, and higher-order skills (Ministry of Education, 2020).

Technology’s Long Arc: From Chalkboard to Calculator to Computer

It is tempting to describe AI as a sudden revolution, but learning has been shifting for decades. Visual presentation tools made many concepts easier to grasp: geometry constructions, chemical reactions, anatomy diagrams, and data patterns often become clear when learners can see them. A graph can teach in seconds what a paragraph struggles to convey. Calculators and computers further changed the balance. Once routine computation became cheap and fast, the educational value shifted toward modeling, interpretation, and reasoning. The calculator did not make mathematics irrelevant; it pushed mathematics toward questions of meaning: What does the result imply? Is it plausible? What assumptions were made? Educational guidance has repeatedly emphasised a balanced approach - building conceptual understanding while using calculators appropriately (NCTM, 2011).

Computers added another shift: students could explore simulations, analyze data, and learn programming. A task that might take hours by hand could be done in minutes, allowing more time for interpretation and communication - at least in principle. In practice, however, the same exam pressures sometimes simply replaced handwork with software output, without increasing conceptual understanding.

Information Retrieval: From Library Shelves to Online Databases

A similar transition occurred in research. Many scholars remember when literature reviews involved long hours scanning journal issues, indexes, and abstract volumes, writing down references, and photocopying articles. The work was slow, but it taught careful reading and patience. Finding five key papers could take days; finding fifty could take weeks. Online databases have transformed this process. Keyword search, citation tracking, and digital archives allow researchers to build literature

reviews faster and more comprehensively. The skill shifted from physically finding the paper to judging credibility, methods, and relevance. Retrieval became easier, and judgment became more important. In many ways, this transition foreshadowed today's challenge. When information becomes accessible, educational value shifts from "having" information to "using" information wisely.

Three Short Vignettes: The Old Classroom, The Tool Age, and The AI Age

Vignette 1 (Mathematics): A student in Class 7 chants tables daily and becomes quick at mental arithmetic. Years later, in a university statistics course, the same student uses software to compute a confidence interval. The software gives a number, but the student's fluency still matters; they can estimate whether the output is reasonable and can catch a typing error because the result looks implausible. The point is not that tables replace software; tables provide a reality-check that makes software safer. Vignette 2 (Poetry and language): A student memorises an English poem. Memorisation alone does not make them a strong writer, but it gives them rhythm, vocabulary, and a sense of how meaning can be carried through sound. In the AI era, a student can ask a model to "write a poem in the style of X" and get something polished. Yet the student still needs taste and judge: what makes the poem sincere, what makes it original, and what makes it appropriate for the context? Tools can generate, but they cannot fully teach voice.

Vignette 3 (Research): A PhD scholar once spent days in a library compiling references. Today, they can search databases in minutes, and an AI tool can summarise papers quickly. The benefit is obvious: broader coverage and faster synthesis. The risk is also obvious: shallow reading. If the scholar trusts summaries without checking methods, sample size, limitations, and context, the literature review becomes fast but weak. The tool can accelerate work, but it cannot replace scholarly judgment.

Now AI: Beyond Search To "Answer Engines"

Generative AI takes the retrieval revolution further. It does not simply return links; it generates drafts, explanations, translations, outlines, and examples. For a student, this can feel like having an always-available tutor. For a researcher, it can feel like having an assistant that summarises and

drafts. However, AI is not a human learner in the traditional sense. It is best understood as a pattern-based system trained on large volumes of text. It can be impressively fluent, but fluency is not the same as truth. AI can make confident mistakes, invent citations, and miss context. This is why UNESCO has emphasised a human-centred approach with safeguards related to accuracy, equity, privacy, and academic integrity (UNESCO, 2023).

In addition, large language models can reflect social and cultural biases present in data, and their outputs may reinforce stereotypes or overconfident claims. Scholars have urged caution about treating generated text as knowledge rather than as a starting point for verification (Bender et al., 2021). The educational question therefore shifts: when answers are cheap, what is learning for? The answer is not to know less; it is to know differently.

What has Changed: From Recall to Reasoning and Verification

One way to see the change is to compare what used to be scarce with what is scarce now. In the earlier system, information was scarce, and recall was valuable. Today, information is abundant, and attention is scarce. Answers are abundant, and verification is scarce. Text is abundant, and originality of thinking is scarce. This means that correct recall is less valuable as a standalone skill - unless it supports thinking. At the same time, foundations still matter. Students who cannot estimate, reason, or catch obvious errors will be misled by AI. Basic numeracy, conceptual clarity, and language competence are still necessary, perhaps more so now, because they are the filters that protect us from automated mistakes.

Higher education can use this moment to rebalance its goals. Instead of rewarding only the final answer, it can reward the process: assumptions, reasoning steps, evidence, limitations, and reflection. This is also consistent with the revised Bloom's taxonomy view that higher-order goals (analyse, evaluate, create) depend on but go beyond lower-order goals (remember, understand) (Anderson & Krathwohl, 2001).

Why Self-Testing Matters: The Difference Between Re-Reading and Retrieving

One of the most valuable lessons from cognitive science is that feeling familiar with material is not the

same as being able to retrieve and use it. Re-reading a chapter can feel productive, but it often creates an illusion of mastery. Testing yourself - trying to recall without looking - strengthens memory and understanding more reliably. This is sometimes called the testing effect or retrieval practice (Roediger & Karpicke, 2006). This point matters because the AI era may tempt students into passive learning: reading generated summaries, copying generated explanations, and mistaking fluency for mastery. Universities can counter this by building retrieval practice into teaching: short quizzes, low-stakes oral explanations, frequent practice problems, and reflective prompts that require students to produce understanding from memory, not merely to recognise it on a screen. In other words, the goal is not to eliminate memorisation. The goal is to turn memorisation into intelligent practice - practice that supports reasoning and application (Box-1).

Box 1. For Students: Using AI to Learn (Not Just to Submit)

- Use AI to generate practice questions and self-quizzes, then answer without looking.
- Ask for explanations in multiple ways but rewrite them in your own words and include your own examples.
- Verify key facts, formulas, and citations using textbooks, official documents, or peer-reviewed sources.
- Keep a simple disclosure note: AI used for outlining/grammar; final claims verified and revised by me.

What has Not Changed: Foundations, Attention, and Responsibility

Tools do not remove the need for foundations; they change which foundations matter most. Fluency in basics reduces cognitive load and helps students detect errors. Strong reading skills are necessary to evaluate sources. Clear writing is still essential, because communication is the vehicle of knowledge. Equally important, education has always been about responsibility. Students should learn to take ownership of their claims, cite evidence, and acknowledge limitations. In an AI-enabled world, responsibility expands; learners must also manage uncertainty, disclose tool use, and protect privacy when using digital systems.

***Dhatu-rupa* and Pattern Learning: An Indian Lens on Modern Debates**

The tradition of learning Sanskrit *dhatu-rupa* is an instructive example because it is explicitly about patterns. Students learn how roots transform across tense, person, and number; they learn regularities and exceptions; they develop sensitivity to sound and structure. In modern terms, it is a systematic way of internalising a grammar model. AI models also learn patterns, but the difference is scale and intention. Human learners practice patterns to gain mastery and meaning; AI systems learn patterns to predict and generate. When used wisely, AI can support Sanskrit and language learning by generating practice items, quizzes, and explanations, or by helping students compare forms across roots. But the learner must verify authoritative texts and teachers. Otherwise, the tool can reinforce errors with high confidence. The broader lesson is that pattern learning is still valuable, but the role of the learner is shifting from memorising everything to building a strong internal model and using tools to extend it.

A Balanced Learning Model: Memorise Some, Understand More, Verify Everything

The most practical path forward is neither “return to rote” nor “hand everything to AI.” A balanced approach is a layered learning model that combines disciplined practice with deep understanding and responsible tool use. Layer 1: memorise some foundations that reduce cognitive load - basic numeracy facts, key formulas, essential vocabulary, and core grammar structures. Layer 2: prioritise conceptual understanding - explain ideas in one’s own words, apply them in new contexts, and interpret evidence. Layer 3: teach tool literacy explicitly - how to use calculators, software, and AI responsibly, including prompting, source-checking, and documenting one’s process. This model aligns with the spirit of India’s National Education Policy 2020, which emphasises foundational literacy and numeracy alongside higher-order skills such as critical thinking and problem solving (Ministry of Education, 2020).

From Single-Authored Work to Tool-Assisted Work: Redefining Authorship

One reason AI feels disruptive is that it touches work that universities have long treated as the student’s “own”: writing, problem-solving,

and explanation. But higher education has already lived through similar transitions. Calculators changed arithmetic. Statistical software changed data analysis. Spell-check changed writing. AI continues this trend, but in a more visible way: it can generate substantial text and code. The solution is not to pretend tools do not exist. The solution is to redefine what we are assessing. In the AI era, authorship is less about typing every sentence and more about intellectual ownership: framing the question, selecting evidence, checking claims, refining arguments, acknowledging limitations, and taking responsibility for the final output. A student who uses AI to brainstorm a structure but then writes, verifies, and cites appropriately may be learning well. A student who submits generated text without understanding or verification is not. The difference is not merely moral; it is educational.

What Should Change in Indian Higher Education

If AI is already in students' hands, universities should design systems that make learning deeper rather than merely faster. Four areas matter most: curriculum and pedagogy, the examination system, transparency and academic integrity, and faculty development. Curriculum should include AI literacy and verification: what AI can do, where it fails, how bias and hallucination arise, and how to check claims. Pedagogy should move toward problem-based learning in local and disciplinary contexts. Students should practice evaluating sources and evidence, not only producing text.

Assessment should be redesigned to make thinking visible. This does not require abandoning exams, but it does require changing what exams reward: more application and synthesis, fewer reproduction prompts. Open-resource tasks can test understanding in a world where resources are always available. Oral components - even brief viva-style explanations - can confirm understanding. Portfolios can show drafting, feedback, and revision.

Academic integrity policies should be clear and teachable. Students need explicit guidance: what AI use is allowed (e.g., brainstorming, grammar support, practice questions) and what is not (submitting generated text as original without contribution and verification). A disclosure norm - "AI used for X; verified by Y" - reduces secrecy and helps instructors assess fairly. Finally, faculty development is essential. Many instructors want

to protect standards but lack time and support to redesign assessments. Universities can help through short workshops, shared assignment templates, and communities of practice that exchange what works (Box 2).

Box 2. For Teachers: Small Assignment Redesigns that Make Thinking Visible

- Require a short "explain your choice" paragraph for each major decision (method, source, interpretation).
- Add a 3–5-minute viva or recorded explanation for major submissions.
- Use local cases, campus/community data, or current issues that require context and cannot be answered generically.
- Grade process explicitly: assumptions, steps, limitations, and reflection, not only the final answer.

A Practical Assessment Menu (Examples that work in Most Disciplines)

Universities often ask, "What should we do on Monday morning?" The easiest starting point is to redesign a few assessments so that students cannot succeed by copying. The goal is not to trap students; the goal is to reward thinking. Example options include: (1) a short oral defense where the student explains key choices; (2) open-resource exams with questions that require application to a new scenario; (3) portfolios with drafts and reflection, showing how the work evolved; (4) local data or local case studies that require context; (5) multi-step problems where partial credit depends on reasoning, not only final answers; and (6) peer review tasks where students must evaluate each other's arguments using a rubric. These approaches also reduce the pressure to police every sentence, because they make learning visible in ways that are difficult to outsource completely (Box 3).

Box 3. Assessment Ideas in the AI era (Choose 2-3 per course)

- Open-resource exam with novel scenarios (application and synthesis).
- Portfolio with drafts and revisions, including a short learning reflection.
- Oral defence or poster presentation with Q&A.
- Peer review using a rubric that emphasises evidence and logic.

Equity, Language, and Privacy

In India, the AI transition also raises questions of equity. Tools can democratize support by providing tutoring, translation, and feedback to students who lack other resources. At the same time, access is uneven: devices, bandwidth, and language quality vary. If universities assume all students can use AI equally, new inequalities may emerge. A responsible strategy includes multilingual support, low-bandwidth alternatives, and explicit teaching about privacy and data protection. Students should learn not to paste sensitive personal or institutional data into public tools. OECD guidance also emphasises guardrails for effective and equitable use, including privacy and governance considerations (OECD, 2023). Box 4. Provides a Policy Checklist for university leaders, which can also help guide the faculty to impart AI-based teaching.

Equity also involves language. If students can think in their strongest language but are forced to write only in a second language without support, AI will be tempting as a bridge. Universities can respond by supporting bilingual scaffolds: allowing idea generation in one language and carefully guided translation and editing into another, with disclosure and learning-focused feedback.

Box 4. For University Leaders: Policy Checklist

- Publish a clear AI use policy with examples of allowed and disallowed use, plus a disclosure template.
- Provide faculty development on assessment redesign and verification practices.
- Support multilingual and low-bandwidth access; avoid creating tool-based inequities.
- Offer privacy guidance: what data should not be entered into public AI tools; encourage approved platforms where possible.

Conclusion: Preserving Discipline, Building Judgment

The classroom may sound different now - less chanting, more clicking, more prompting. But the purpose of higher education should remain: not simply to produce graduates who can answer, but graduates who can understand, justify, and lead.

India's memorisation traditions trained attention and fluency. Those qualities remain valuable. The AI age demands additional qualities: curiosity, critical reasoning, ethical responsibility, and verification skills. When knowledge becomes abundant, judgment becomes a scarce skill. The way forward is not to choose between tradition and technology, but to combine the best disciplined practice with the best of modern tools. Memorise what frees the mind, understand what builds the mind, and verify what protects the mind.

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Restricting Psychology and Allied Disciplines in ODL: A Step Contradicting the Vision of NEP–2020

Swaraj Basu*

Rationale behind Open and Distance Learning

The Open and Distance Learning (ODL) system has emerged as a vital component of India's higher education landscape in making education accessible, inclusive, and flexible for a diverse population. As the demand for higher education continues to grow, ODL has proven to be an effective alternative to the conventional classroom-based system. The most significant advantage of ODL is its reach to marginalised groups, including working professionals, women with household responsibilities and differently-abled individuals who may find it difficult to attend regular classes. The pioneers of distance education in India viewed this mode not merely as an alternative to face-to-face classroom learning but as a transformative instrument to break the rigidities of the conventional education system. At a time when access to higher education was limited to a small section of society—mostly urban, economically privileged, and institutionally connected—distance education offered a radical rethinking of who could learn, how, when, and from where.

The vision of ODL was institutionalised and given legislative strength through the establishment of the Indira Gandhi National Open University (IGNOU) by an Act of Parliament in 1985. The IGNOU Act, 1985 laid the foundation for a new, inclusive, and learner-centric model of education designed to democratize access without compromising on quality. The IGNOU Act, 1985, was a visionary piece of legislation that created the first national Open University in India with the explicit purpose to: *“advance and disseminate learning and knowledge by a diversity of means, including the use of any communication technology, and to provide opportunities for higher education to a large segment of the population.”*

A common misconception about distance education has been that it offers lower quality compared to conventional modes. The pioneers firmly rejected this notion, and IGNOU was established with

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the mandate to ensure that ODL maintains academic rigour and credibility. This was achieved through:

- Well-designed, peer-reviewed course materials
- Continuous assessment and term-end examinations
- Regional centers and study centers for learner support
- Capacity building and training for faculty and academic counsellors
- Emphasis on lifelong learning and skill-based education

Through such systems, IGNOU and other ODL institutions have proved that quality and accessibility are not mutually exclusive. The integration of Information and Communication Technology (ICT) has further enhanced the reach and effectiveness of ODL. Online platforms, video lectures, and virtual classrooms have made it easier for learners to access study materials anytime, anywhere. This has blurred the traditional boundaries of the classroom and brought education into the digital age. One of the most significant advantages of digital education is the removal of geographical and temporal barriers. Through online platforms, students can now access:

- Video lectures
- E-books and digital libraries
- Recorded webinars and tutorials
- Online assignments and quizzes

This enables self-paced and flexible learning, especially for those who cannot attend conventional classes due to work, distance, health issues, or personal responsibilities. Learners in remote villages now have access to the same materials as students in urban universities—an achievement previously unimaginable. Digital tools enable a blended approach to learning, combining online and offline resources. Students can:

- Attend live online classes (synchronous learning)
- Revisit recorded content (asynchronous learning)
- Participate in discussion forums, peer learning, and collaborative projects
- This multimodal delivery appeals to different learning styles and makes education more

engaging, interactive, and learner-friendly. ICT has transformed the way educational content is designed and delivered:

- High-quality video lectures produced by subject matter experts
- Use of animations, simulations, and virtual labs to explain complex concepts
- AI-enabled platforms that offer personalised learning paths and feedback
- Real-time performance tracking and assessments

These technological innovations significantly contribute to deeper learner comprehension and improved academic outcomes, thereby narrowing the quality gap between ODL and conventional face-to-face education. The integration of robust digital platforms—when aligned with high-quality self-learning materials and a well-structured learner support system—has enhanced both the credibility and effectiveness of ODL. Furthermore, these advancements have rendered higher education more affordable, accessible, and scalable, enabling institutions to reach and serve large and diverse learner populations across geographical boundaries. This is exemplified by the success of national initiatives such as the IGNOU and the SWAYAM platform, which have demonstrated the potential of ICT-enabled education to transform the higher education landscape in India.

The National Education Policy (NEP) 2020's focus on flexibility is a decisive step toward creating a learner-centric, inclusive, and future-ready higher education system. It reimagines traditional educational structures by incorporating modular formats, interdisciplinary choices, technology integration, and mobility of credits and learners. In doing so, it strongly resonates with the principles enshrined in the IGNOU Act, 1985, which first institutionalised the idea that higher education must be made available to all—anytime, anywhere, and through multiple modes of delivery. As India aims to achieve a 50% Gross Enrollment Ratio (GER) by 2035, such flexible and technology-driven approaches will be indispensable for reaching learners across the spectrum and democratising access to quality education. NEP-2020 explicitly acknowledges the importance of ODL and online learning in expanding access to higher education, especially in underserved and remote areas. The policy calls for the development of high-quality digital infrastructure, virtual labs,

e-learning content, and blended learning models that combine the strengths of face-to-face and online modalities. This integration aligns perfectly with the long-standing vision of IGNOU to reach learners “at their doorsteps,” using technology as a primary enabler. The policy of inclusive access through technology underscores the need to bridge the digital divide and make flexible education accessible to all learners, including those in rural and disadvantaged regions. Initiatives such as SWAYAM, DIKSHA, and enhanced support for institutions like IGNOU are pivotal in realising this vision of equity-driven flexibility.

A Blanket Ban That Undermines the Spirit of Open and Distance Learning

In the backdrop of the philosophy and thought behind ODL and the vision of NEP 2020, when one reads the recent notification of the University Grants Commission (UGC) banning programmes in Psychology and other allied health care education, one gets puzzled seeing the demise of the very philosophy of NEP 2020. In its 592nd meeting held on July 23, 2025, the UGC took a significant policy decision with far-reaching consequences for higher education in India. Acting on the recommendations of the 24th Distance Education Bureau (DEB) Working Group, the Commission resolved to prohibit all Higher Education Institutions (HEIs) from offering healthcare and allied programmes, including Psychology as a specialisation, through ODL and Online modes, effective from the academic session of July-August 2025. While the rationale for this decision appears rooted in the intent to maintain academic quality and uphold the standards prescribed under the National Commission for Allied and Healthcare Professions (NCAHP) Act, 2021, the approach—a blanket ban across disciplines and delivery modes—raises several critical concerns. It risks not only marginalising large sections of aspiring learners but also contradicting the core principles of the NEP-2020 and the long-standing vision of ODL in India.

The Government of India, through NEP-2020, has emphasised the need for a flexible, inclusive, and technology-driven education system that accommodates diverse learners, promotes multimodal delivery, and expands access to underserved populations. The same policy acknowledges ODL and online learning as essential pillars for achieving a 50% Gross Enrollment Ratio (GER) by 2035. However, the blanket prohibition of entire disciplines from being

offered through ODL or online modalities stands in stark contradiction to this vision. By disallowing fields such as Psychology, Microbiology, Food and Nutrition Science, Biotechnology, and Clinical Nutrition & Dietetics, the decision directly impacts learners who rely on non-traditional modes of education—including working professionals, rural students, women with domestic responsibilities, and individuals who cannot afford full-time on-campus education.

Historically, ODL was designed to overcome the very barriers this policy now reinforces. The IGNOU Act, 1985, enshrined the principle of democratizing education through flexible, technology-enabled, and learner-friendly systems. Over the decades, IGNOU and similar institutions have successfully delivered programs in these disciplines while maintaining academic standards, assessment integrity, and learner support. A blanket ban, rather than instituting discipline-specific quality frameworks or hybrid models with regulated practical components, reflects an overly cautious and bureaucratic response to legitimate quality concerns. It also overlooks the capacity of modern digital platforms, virtual labs, internships, and blended learning environments to meet many of the pedagogical requirements of these disciplines. Of particular concern is the inclusion of Psychology, a discipline that is only partially clinical and largely social-scientific in many of its subfields. Numerous specialisations within psychology—such as educational psychology, organisational behaviour, counselling, or developmental psychology—do not necessitate hands-on clinical training in hospital settings and have been effectively delivered via ODL and online formats for years. Treating Psychology as entirely clinical, without a nuanced understanding of its academic diversity, severely curtails opportunities for thousands of learners.

A Regressive View of Practical Education in the Age of Technology

The recent regulatory stance that application- and practical-based education is not feasible through ODL and Online modes raises serious concerns about the future scope and relevance of alternative education delivery systems in India. By applying a narrow interpretation of what constitutes “practical” or “hands-on” learning, such logic threatens to undermine the legitimacy and potential of science and technology education through digital platforms. If the inability to conduct practical components

in person becomes the primary criterion for disqualifying a programme from being offered in ODL or Online mode, this rationale could soon be extended to a wide array of science disciplines—from physics and chemistry to computer science, environmental science, and beyond. Such a trajectory would represent a severe contraction of educational opportunity at a time when technology is expanding learning access in unprecedented ways.

The assumption that practical education cannot be delivered through ODL or Online modes is not only outdated but increasingly inaccurate. In recent years, advancements in educational technology have given rise to:

- Virtual labs and simulations (e.g., Amrita Virtual Lab, OLABs)
- Remote-access laboratories
- Augmented and Virtual Reality (AR/VR) tools for immersive science learning
- Gamified learning platforms for experimental skill-building
- Online collaborative projects with peer interaction and mentorship

These tools are being successfully used around the world and increasingly within India to deliver science education that is both interactive and experiential. Denying the capacity of ODL to deliver practical content ignores the evolution of digital pedagogy and ed-tech innovation. The logic of excluding application-based disciplines from ODL also contradicts NEP 2020, which explicitly encourages the integration of technology, the blending of learning modes, and the expansion of digital education to improve GER and inclusion. It also goes against India’s current trajectory of becoming a digital-first knowledge economy, where the future of learning is hybrid, modular, and tech-enabled. Globally, top universities—including MIT, Stanford, and others—have been offering MOOCs and online degrees in science and engineering, integrating remote lab work, AI-driven assessments, and virtual practicums. Indian regulators need to think carefully about the path of over-regulation based on outdated models of education; the country deserves a more innovative approach to fulfil its own national goals. By removing science and application-based disciplines from the purview of ODL and Online learning, regulators are effectively closing doors on millions of aspirants, further deepening educational inequity. Such regressive policies disproportionately affect:

- *Learners from rural and remote areas* who cannot access urban laboratories
- *Working professionals* seeking upskilling in science and applied disciplines
- *Women learners* who may face mobility constraints
- *Economically disadvantaged students* for whom digital access is the only viable path
- Rather than discrediting ODL for its supposed lack of practical components, regulators should:
 - **Encourage blended models** where theory is delivered online and practical training is arranged locally or in short contact programs
 - **Invest in virtual and remote lab infrastructure** accessible to all learners
 - **Develop guidelines for quality assurance** in science education through ODL
 - **Promote partnerships between digital universities and physical institutions** for hybrid learning pathways

Such steps would align regulation with technological realities, learner needs, and national educational priorities. To claim that application- and practical-based education is not viable through ODL or Online mode is to ignore the vast possibilities offered by modern educational technologies. Extending this logic could lead to the exclusion of science education from the ODL ecosystem altogether—an outcome that is not only impractical and regressive but also misaligned with India's aspirations for inclusive, technology-driven, and globally competitive higher education. In the age of AI, virtual labs, and global digital classrooms, what is needed is not restriction, but reinvention—a regulatory approach that enables innovation while ensuring quality, access, and equity for all learners.

Instead of an outright ban, the Commission could consider:

- **Programme-specific Regulations** that distinguish between purely clinical, lab-intensive, and theory-based components.
- **Blended Learning Models** where practical training is offered through partner institutions, workshops, or internships.
- **Robust Quality Assurance Mechanisms**, including regular audits, accreditation, and technology-integrated assessment systems.

Such measures would uphold the quality and credibility of healthcare and allied education without undermining accessibility, equity, and innovation—the very pillars of NEP-2020. While concerns about professional standards in healthcare education are valid, the UGC's blanket ban on offering allied health programmes and Psychology through ODL and online modes undermines decades of progress in democratizing education in India. It reflects a regressive shift away from the inclusive, learner-centric, and flexible ethos articulated in both the NEP-2020 and the IGNOU Act, 1985. At a time when digital learning is being globally embraced as a tool of empowerment and expansion, such a sweeping prohibition sends conflicting signals about the government's commitment to educational reform. A more nuanced, balanced, and evidence-based approach is urgently needed—one that safeguards both quality and accessibility, and keeps the spirit of ODL and online education alive and thriving in India's educational future.

Conclusion: Toward a Futuristic and Inclusive Policy Framework

As India aspires to become a global knowledge hub in the 21st century, education policy must remain dynamic, forward-looking, and aligned with the possibilities enabled by technological advancement. The current moment—shaped by rapid digital transformation, AI-powered learning platforms, virtual labs, and hybrid pedagogies—demands that regulations embrace innovation rather than restrict it. Policies must be crafted with flexibility, adaptability, and inclusivity at their core—reflecting not only current capabilities but also anticipating future modes of teaching and learning. Blanket prohibitions based on outdated notions of how education must be delivered risk undermining the potential of ODL and online education to democratize access, foster lifelong learning, and bridge longstanding educational divides. A robust regulatory framework should therefore balance quality assurance with technological openness, enabling institutions to experiment, evolve, and scale without fear of arbitrary limitations. As the NEP 2020 envisions a flexible, multidisciplinary, and technology-integrated education system, the path forward must focus on facilitation, not restriction. In doing so, India can ensure that its education system remains relevant, resilient, and responsive to the changing needs of learners and the future of work—fulfilling both the spirit of equity and excellence that has long guided the vision of ODL in the country. □

The Academic Research-Industry Nexus Framework: A Video-Mediated Digital Architecture for Strengthening University-Industry Collaboration in India

Manoj Praveen G*

Universities and industry are increasingly intertwined as engines of innovation, skills development, and regional competitiveness. Research highlights that well-designed linkages accelerate technology transfer, commercialisation, and graduate employability, but they are complex to build and sustain. Nsanzumuhire and Groot (2020) suggest that University–Industry Collaboration (UIC) primarily operates through three interrelated forms: educational collaboration involving industry participation in curriculum design, internships, training and joint supervision; research collaboration through joint R&D projects and scholarly publications; and academic entrepreneurship manifested in patents, licensing, spin-offs and start-up ventures. They further argue that University–Industry Collaboration faces several major barriers. These include misalignment barriers arising from differences in goals, timelines and expectations between universities and industries; motivation-related barriers such as lack of incentives and rewards; capability-related barriers due to inadequate skills and infrastructure; governance barriers caused by weak policies and poor coordination mechanisms; and contextual barriers linked to economic, cultural and policy constraints that shape the collaboration environment.

University–industry collaborations are important for generating knowledge and research funds, but they are difficult to manage, especially in protecting intellectual property and capturing value from inventions (O'Dwyer et al., 2022). When scientists are more motivated, research partnerships work better, and universities are more successful in owning, protecting, and commercialising academic patents. According to a systematic bibliometric analysis of the Web of Science core collection, the scholarly output and citation rates regarding university spin-offs (USOs)

have experienced exponential growth over the last decade (2014–2023), maintaining a robust upward trajectory despite the global disruptions caused by the COVID-19 pandemic (Sánchez et al., 2024).

The Government of India (GOI) has formally repositioned the national innovation system towards socially accountable knowledge production by embedding university–industry technology transfer within its higher education, intellectual property and research funding frameworks. The National IPR Policy (2016) and National Education Policy (2020) explicitly mandate the commercialisation and translation of publicly funded university research for public benefit rather than for market profitability alone. This policy orientation aligns with the Mode 2 knowledge production paradigm and the Triple Helix model, which conceptualise innovation as a socially situated, problem-driven and inter-institutionally co-produced activity (Etzkowitz & Leydesdorff, 2000). This orientation is operationalised through dedicated institutional mechanisms including Technology Transfer Offices, Technology Innovation Hubs under NM-ICPS (National Mission on Interdisciplinary Cyber-Physical Systems), and the I-STEM (Indian Science, Technology and Engineering facilities Map) portal, which structurally integrate industry linkages into academic research ecosystems. The successful transfer of indigenous vaccines, diagnostics and agri-technologies to industry further evidences that GOI's innovation architecture is intentionally designed to facilitate the societal deployment of university research.

The India Science, Technology & Innovation (ISTI) Portal and India Science Channel serve as a centralised digital gateway that facilitates university–industry linkage by hosting comprehensive repositories of academia–industry partnerships, ongoing research, and developed technologies, while utilising its 24x7 video platform to showcase collaborative innovations and technology transfer success stories. The specific initiative on the ISTI Portal for university–

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industry linkage is the “Academia Industry Partnerships” section, which acts as a centralised repository and gateway for collaborative schemes. Within this framework, a prominent program is SAHAJ (Scientific Infrastructure Access for Harnessing Academia University Research Joint Collaboration), which provides industry, startups, and entrepreneurs with access to the high-end equipment and scientific infrastructure of academic institutions.

Despite the existence of multiple national policy initiatives, institutional mechanisms and funding architectures designed to promote university–industry technology transfer, a persistent structural connection would be a reliable R&D support for the Indian innovation ecosystem. University research remains largely dissemination-oriented, while industry demand articulation remains fragmented, informal and episodic. A nationally standardised digital mediation layer that continuously aligns university research outputs with evolving industry problem spaces could become a strong backbone for the research–industry nexus. Addressing this gap through a dedicated digital intervention holds substantial promise for enhancing the societal relevance, responsiveness and translational efficiency of university research.

Design of an Innovative Framework

This paper proposes a policy-oriented conceptual framework aimed at strengthening India’s university–industry technology transfer ecosystem by introducing a permanent digital mediation layer. While existing national innovation policies emphasise collaboration between universities and industry, the operational interface between academic knowledge production and industrial demand articulation remains largely episodic, informal and institution-specific. The present framework conceptualises innovation as a systemic, continuous and digitally mediated dialogue process rather than a linear transfer of research outputs. It builds upon two earlier works: the first one, a two-way matching model (Zhao and Shi, 2025), connecting university R&D outputs (supply) and industry technology needs (demand) and a second, the Model of a Triple Helix of University Industry Government Relations (Etzkowitz & Leydesdorff, 2000).

Zhao and Shi (2025) suggested a strategic framework for university–industry collaboration

designed to bridge the gap between academic research and industrial needs. It centres on a two-way matching platform that uses data-driven algorithms and expert reviews to pair university innovations with specific company needs. Zhao et al. conceptualise a bidirectional matching platform to reduce supply–demand mismatch at a regional collaboration level. In this work, the present framework generalises and elevates this into a national-scale institutional architecture, transforming platform logic into a new helix of innovation governance.

Whereas the Triple Helix III model conceptualises innovation as emerging from overlapping interactions among universities, industry and government (Etzkowitz & Leydesdorff, 2000), the present framework extends this model by introducing a permanent digital mediation layer to enable continuous synchronisation between academic research and industry demand. This framework advances Triple Helix III by introducing an AI-enabled digital mediation infrastructure as a fourth systemic helix that operationalises Leydesdorff’s reflexive overlay of communications into a permanent, scalable and self-learning national innovation coordination layer. While Triple Helix III theorises the emergence of hybrid institutional networks, the proposed framework provides the missing digital institutional architecture required to operationalise a knowledge-based economy at national scale.

The Academic Research- Industry Nexus Framework

This paper proposes the Academic Research-Industry Nexus (ARIN) Framework, a policy-oriented digital governance architecture designed to institutionalise continuous synchronisation between university research ecosystems and industry demand systems(Figure-1). To operationalise continuous and meaningful dialogue between universities and industry, the present framework proposes a national-level digital mediation architecture designed to systematically align academic knowledge production with evolving industrial demand. It is structured around a unified knowledge environment that organises university research outputs in machine-interpretable form, formalises industry problem articulation into standardised video representations, and employs intelligent mediation mechanisms to dynamically synchronise both domains. Through

this architecture, academic research capabilities and industrial needs are continuously indexed, interpreted, and aligned, thereby creating a self-learning innovation ecosystem capable of supporting socially relevant and translational deployment of university research.

The digital repository primarily relies on standard twenty-minute videos formalised for the adaptation of research outputs into an industry scenario. These videos are presented by the researchers themselves and supported by additional diagrams, photographs or clips of animations to ensure semantic clarity.

Components of the Framework

The proposed framework consists of three integrated digital subsystems:

University Research Results Repository (URRR): This subsystem represents a national, discipline-wise indexed digital repository that houses structured representations of university research outputs, in the form of twenty -minute videos narrated by the researcher highlighting the industrial application possibilities. These videos will be further meta-tagged with associated publications, patents, prototypes, datasets, software tools and related literature. Further, each research output will be semantically tagged with metadata such as application domains, technology readiness levels and social relevance indicators, enabling machine interpretability and translational usability.

Industry Needs Classification System (INCS): This subsystem provides a standardised digital environment for the articulation and

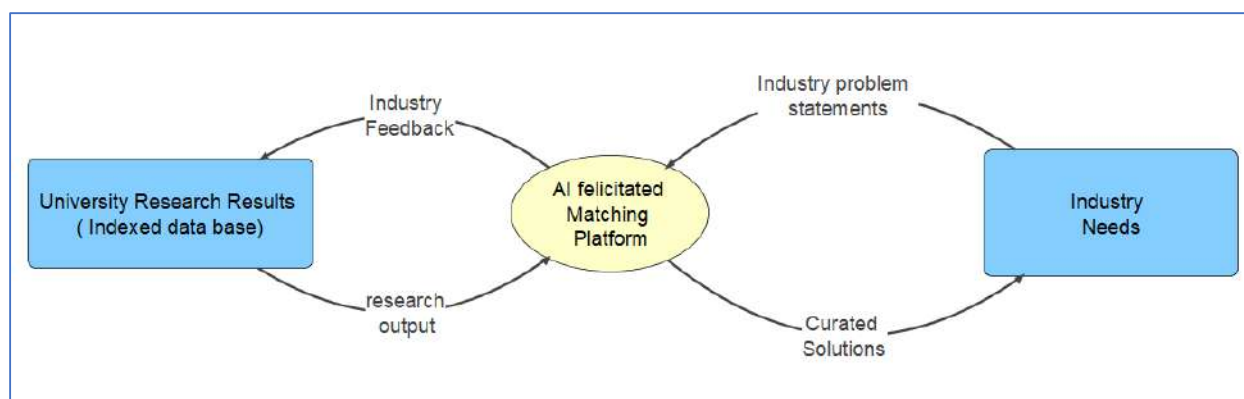
classification of industry problem statements and technological requirements. Industry needs are organised sector-wise and technology-wise and are tagged with deployment context, urgency, scalability and expected social impact. This system formalises industrial demand articulation into a machine-readable format, thereby enabling systematic matching.

AI-Facilitated Matching Platform (AIFMP): Functioning as the core mediation layer, the AI platform continuously processes inputs from both subsystems to perform semantic similarity analysis, readiness mapping and relevance scoring. It curates potential solution portfolios, facilitates structured dialogues between universities and industries, and supports feedback integration from industry deployment experiences back into the university repository.

URRR - A Digital Repository

The University Research Results Repository (UPRRR) should be an indexed digital repository of videos made by researchers, doctoral fellows and academic scholars that would disseminate their research findings and assert the relevance of their research to industry linkage possibilities. Those researchers who wish to connect with industry or who want to disseminate their research findings to the public would be invited to give a 20-minute presentation to assert the seed value of their research to the stakeholders. The presentations will be video-graphed in a standardised format in the studio at various EMMRCs associated with reputed universities designated as nodal centres across the nation. The IQAC and the IIC (Institution's Innovation Council) of the University should

Fig 1. Theoretical framework for Academic Research- Industry Nexus (ARIN)



collaborate to bring together the academia and the infrastructure to develop and vet the videos at the regional level. Each video will have 4 sections: i) An introductory part that tells the outline of the methodology of research, ii) An explanation part of the major findings and the seed value of the finding, iii) The claim of the possibilities of industry connects and entrepreneurship possibilities, and iv) an epilogue that hints at the necessary mandates for connecting with the researcher. This shall be accompanied by written summaries, structured abstracts, infographics, and datasets with metadata associated with each video.

All the videos will be edited for a uniform and coherent presentation style of presentation. The finished videos will be hosted on a server and will be catalogued on the basis of pertinent parameters like subject, potential client base and ‘ready to use’ levels. Every video will be accompanied by a standardised metadata sheet (discipline, keywords, Technology Readiness Level, sector, social impact) and an auto-generated transcript, enabling accurate semantic search and AI-based matching.

This deliberate emphasis on video leverages its unique capacity to convey personal credibility, enthusiasm, and tacit knowledge—nuances of tone, confidence, and contextual insight that are often lost in text-based formats and that play a critical role in building the interpersonal trust essential for sustained university–industry collaboration. Moreover, video enables dynamic demonstration of prototypes, simulations, laboratory processes, or field trials, allowing researchers to visually illustrate functionality, scalability challenges, and real-world performance in ways that static descriptions or images cannot adequately capture. Such rich, first-hand presentations directly address persistent information asymmetries by providing industry stakeholders with an accessible, engaging, and substantively informative overview of research potential. While supplementary textual and visual materials enhance discoverability, searchability, and AI-driven matching, the video format remains central to transforming academic knowledge from dissemination-oriented outputs into compelling, industry-relevant propositions that facilitate meaningful dialogue and translational partnerships.

The aspirant scholars would apply for the opportunity for video dissemination through

a national portal at the MoE’s Innovation Cell (MIC) with a synopsis of their work. An expert panel at a regional level designated at the nodal centres would examine the worth of the work in the context of industrial linkage and would call for an interview and training on presenting the work in an effective mode that would engage the potential stakeholders. The aspirant scholars could be charged with a nominal fee for recording their presentation in the studio of EMMRC associated with the nodal centre.

INCS- A Template for Defining Industry Demands

INCS addresses how industries communicate unmet technological challenges, embedding semantic keywords and disciplinary tagging, and incorporating readiness and impact indicators within each problem statement. Through these design features, industrial requirements are transformed from tacit, organisation-specific concerns into clearly defined, searchable and prioritizable digital demand signals, thereby enabling systematic matchmaking, interdisciplinary solution discovery and translational research alignment within the proposed digitally mediated research–industry nexus.

Clear Problem Posting Format: Industries will be given a simple online form to clearly explain their problem—what exactly is not working, what improvement they are expecting, how urgent it is, and by when they need a solution. This helps convert real industrial difficulties into clearly written problem statements that universities can understand and respond to.

Keyword and Discipline Tagging: Each industry problem will be tagged with keywords and suggested academic disciplines (such as physics, chemistry, computer science, education, management, etc.), so that the system can automatically identify which university departments and researchers may be able to help solve it.

Readiness and Impact Information: Industries will also indicate whether they are looking for a ready-to-use solution, a prototype, or an early-stage research idea, and will briefly state how the solution could benefit society or the market. This helps researchers understand how practical the problem is and what kind of solution is expected.

AIFMP – AI-facilitated Matching Platform

To move beyond static repositories and episodic collaboration mechanisms, the framework incorporates an AI-Facilitated Matching Platform (AIFMP) as its central digital mediation and governance layer. While URRR and INCS structurally formalise research supply and industry demand, respectively, AIFMP operationalises their continuous synchronisation through intelligent coordination, learning and policy alignment functions. Rather than serving merely as a technical matching tool, the platform is conceptualised as an institutional brain that orchestrates collaboration processes, interprets readiness gaps, captures feedback, and aligns research–industry engagements with national development priorities. Through these integrated meta-functions, AIFMP transforms university–industry interaction into a self-learning, socially responsive and policy-steerable innovation governance infrastructure.

Intelligent Semantic Matching and Readiness Mapping

AIFMP functions as an intelligent matching engine that goes beyond basic keyword searches to identify meaningful connections between university research capabilities and industrial problems. By using semantic analysis, it can recognise interdisciplinary solution pathways that may not be immediately obvious, thereby expanding the range of possible academic contributors to a given industrial need. In addition, the platform assesses the maturity of potential solutions and maps readiness gaps, recommending translational steps such as prototype development, pilot testing and field validation. This enables industries to understand not only which research outputs are relevant, but also how close they are to real-world deployment and what support is required to bridge remaining gaps.

Collaboration, Orchestration and Learning Feedback

Beyond matching, AIFMP orchestrates the entire lifecycle of university–industry collaboration. It facilitates initial dialogue, supports co-design and pilot implementation, and tracks validation and deployment outcomes. Feedback from industry adoption experiences is systematically captured and reintegrated into the platform, allowing the system to learn from both successful and unsuccessful

collaborations. Over time, this creates an institutional memory that improves future matching quality, refines research directions, and transforms episodic collaborations into a continuous, self-learning innovation ecosystem.

Policy Alignment and Social Impact Governance

AIFMP also serves as a governance interface that aligns research–industry collaborations with national and regional development priorities. It classifies and prioritises engagements in strategic sectors such as healthcare, agriculture, sustainability and digital technologies, thereby enabling policymakers to steer public research investments toward high-impact domains. In parallel, the platform tracks indicators of social and economic benefit, ensuring that innovation outcomes are assessed not only in terms of commercial success but also in terms of public value creation. Through this governance role, AIFMP embeds social relevance and policy responsiveness into the digitally mediated research–industry nexus.

Conclusion

University–industry linkages constitute a central pillar of contemporary innovation systems, influencing firm competitiveness, graduate employability and regional development when supported by trust, absorptive capacity and enabling governance structures. However, effective linkage requires more than formal instruments such as technology transfer offices and contractual arrangements; it demands relational alignment, structured intermediation and digitally enabled governance models that integrate university, industry and government roles into a continuous innovation dialogue. The proposed digitally mediated research–industry nexus framework responds directly to this need by institutionalising a permanent, AI-ready coordination layer that transforms episodic collaboration into a self-learning national knowledge infrastructure.

The framework is strongly aligned with the National Education Policy (2020), particularly its emphasis on nurturing incubation centres, strengthening industry–academia linkages, promoting interdisciplinary research across sciences, humanities and social sciences, and fostering creativity, critical thinking and translational innovation ecosystems (Para 11.12). By embedding these policy aspirations within a digitally governed, AI-mediated coordination

architecture, the framework offers a nationally scalable pathway for transforming dispersed academic knowledge into socially relevant and economically impactful innovation outcomes.

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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

National Seminar on Reimagining Teacher and Teacher Education

A two-day National Seminar on 'Reimagining Teacher and Teacher Education as per the Vision of National Education Policy- 2020: Perspectives from Indian Knowledge Traditions to Global Discourses on Education' was organised by the Department of Education, Central University of Jharkhand, Ranchi, recently. The seminar was sponsored by the Indian Council of Social Science Research (ICSSR), New Delhi, Indian Council of World Affairs (ICWA), New Delhi and Maulana Abul Kalam Azad Institute of Asian Studies (MAKAIAS), Kolkata. The event witnessed the participation of more than 200 scholars, teacher educators, researchers, policymakers, students and many other academicians from 15 different states and Union Territories across India, reflecting its wide national outreach and academic significance.

During the inaugural session, Mr. K Koshala Rao, Registrar, Central University of Jharkhand, Ranchi delivered the welcome address of the event. The session was graced by Prof. Subhash Chandra Panda, former Principal, Regional Institute of Education (RIE), National Council of Educational Research and Training (NCERT), Bhubaneswar and former Consultant, National Council for Teacher Education (NCTE), New Delhi. He emphasised the need for teachers to be sensitive to global educational challenges while remaining rooted in India's intellectual and cultural heritage. He stressed that teacher education should go beyond technical training and focus on developing critical thinking, ethical values and contextual understanding. Prof. Panda further highlighted the significance of andragogical methods in enriching students' knowledge and relating theoretical knowledge to real-world examples that foster problem-solving and critical thinking.

The session was further enriched by the presence of Dr. Sanjeev Kumar, Senior Research Fellow and representative of the Indian Council of World Affairs (ICWA), New Delhi, who highlighted the global dimensions of educational reforms and the transformative role of NEP- 2020 in preparing learners for an interconnected world.

Prof. Gurmeet Singh, former Vice Chancellor of Pondicherry University and representative of Maulana Abul Kalam Azad Institute of Asian Studies (MAKAIAS), Kolkata, elaborated on innovative Dimensions of NEP- 2020 and its emphasis on holistic and skill-based learning.

Outlining the academic objectives of the seminar, Convener, Prof. Tapan Kumar Basantia, Dean, School of Education, Central University of Jharkhand, highlighted the objectives and relevance of the seminar in the context of NEP-2020 implementation with special reference to the integration of Indian Knowledge Traditions with global educational perspectives.

In the presidential address, Prof. R K Dey, Vice Chancellor (I/C), Central University of Jharkhand, underscored the historic opportunity provided by NEP- 2020 to re-envision teacher and teacher education by integrating Indian Knowledge Traditions with modern pedagogical innovations. He reaffirmed the university's commitment to promoting academic excellence through national seminars' interdisciplinary collaborations and research-oriented initiatives.

The plenary sessions were addressed by eminent academicians and experts from leading institutions across the country. Key speakers included Professor Karanam Pushpanadham, Head, Department of Educational Administration, MS University of Baroda, who provided insights on 'Reimagining Teacher and Teacher Education for *Viksit Bharat@2047*'; Professor Vijayan K from the Department of Teacher Education and the Department of Curriculum Studies and Development, NCERT, New Delhi, discussed the theme 'The Four-Year Integrated B.Ed. Programme: Redefining Teacher Education for the 21st Century'; Professor Sridipa Sinha, Department of Education, University of Calcutta, Kolkata addressed on the theme 'From Rote Learning to Lifelong Learning: Holistic Education and 21st Century Skills in NEP- 2020'; Dr. Ajay Kumar Nayak, Pro Vice Chancellor, Centurion University of Technology and Management, Bhubaneswar highlighted on the topic 'From Degree Holders to Employable Graduates: The Role of Teachers under NEP- 2020'; and Prof. Partha Sarathi Mallik, Head, School of Education, Gangadhar Meher University, Sambalpur spoke on

the theme ‘Theoretical Perspectives on Technology Integration in Teacher Education: Design, Processes, and Contexts’. The plenary sessions offered rich academic insights and set a strong intellectual foundation for the subsequent technical deliberations.

The event comprised nine technical sessions spread over two days, focusing on a wide range of themes aligned with the vision of NEP- 2020. Delegates presented papers addressing contemporary issues in education, leading to meaningful academic dialogue and interdisciplinary engagement. A cultural programme was also organised during the event by the students of the Department of Education, Central University of Jharkhand, highlighting the significance of NEP- 2020 and Indian Knowledge Traditions through various artistic expressions and adding a vibrant cultural dimension to the academic proceedings.

The valedictory session commenced with the presentation of the seminar report by Prof. Tapan Kumar Basantia, who highlighted the major academic deliberations, thematic engagements, and outcomes of the two-day event. This was followed by feedback from the participants, who shared their reflections on the academic richness of the deliberations and the overall organisational effectiveness of the seminar. The session was thereafter graced by Padma Shri Shri Ashok Bhagat, eminent social worker and Founder Secretary of Vikash Bharati, Bishunpur, Gumla, Jharkhand, who highlighted the transformative role of education in social development and the responsibility of teachers in promoting equity, inclusion, and ethical values, particularly in marginalised contexts.

During the presidential address, Prof. Kshiti Bhusan Das, Vice Chancellor, Central University of Jharkhand, emphasised the need for sustained academic dialogue, interdisciplinary collaboration, and research-oriented initiatives for the effective implementation of NEP- 2020. Certificates were subsequently distributed to the participants, followed by a vote of thanks proposed by Prof. Vimal Kishor, Head, Department of Education, Central University of Jharkhand, acknowledging the contributions of all dignitaries, speakers, and participants. The event concluded with a renewed academic commitment to reimagining teacher and teacher education in alignment with NEP-2020 and the national vision of *Viksit Bharat@2047*.

International Workshop on Breaking and Securing AI

A five-day International Workshop on ‘Breaking and Securing AI: Adversarial Attacks, Deepfakes, and Healthcare Systems’ is being organised by the Department of Computer Science and Engineering, NIT Raipur in collaboration with SUNY Polytechnic Institute, USA and National Sun Yat-sen University (NSYSU), Taiwan from June 22-26, 2026. The event is sponsored by the Scheme for Promotion of Academic & Research Collaboration (SPARC). It is designed to dissect the dual nature of Artificial Intelligence: Its Immense Potential and its Critical Vulnerabilities. The following participants may attend the event.

- **Academic Researchers:** Faculty members, Ph.D. scholars, and M.Tech students specialising in CSE, IT, MCA or AI-driven healthcare.
- **Industry Professionals:** Engineers and data scientists working in Cybersecurity, MedTech, or Generative AI safety.
- **International Collaborators:** Research partners and students interested in the SPARC project’s global security initiatives.

Programme Contents

- **Foundations of Secure AI:** Understanding the ‘Breaking and Securing’ Paradigm and Taxonomy of Adversarial Threat Modeling.
- **Deepfake Generation and Forensics:** Analysing GAN-based Synthetic Media Creation and Spatial-temporal Detection Techniques.
- **Adversarial Robustness in MedTech:** Securing Medical Imaging and Automated Diagnostic Systems Against Malicious Data Manipulation.
- **Privacy and Trust in Healthcare AI:** Implementing Federated Learning, Differential Privacy, and Blockchain for Clinical Data Integrity.
- **Defensive AI and Hands-on Labs:** Practising Explainable AI (XAI) and Defensive Training through Simulated Attacks in a Laboratory Setting.

For further details, contact the Coordinator, Prof. Naresh Kumar Nagwani, Professor, Department of Computer Science and Engineering, National Institute of Technology Raipur, Chhattisgarh, through Mobile No: 7003171408, E-mail: pchandrarak.cs@nitrr.ac.in. For updates, log on to: www.nitrr.ac.in/events/

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 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, Regulations, 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.
- Exposure to advanced mine-research laboratories.

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 (Office), Mobile No: 06205256447 (Calling)/09471154739 (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>

International e-Conference on Women

A two-day International e-Conference on 'Women in Engineering, Education, and Sciences' is being organised by the Department of Electrical Engineering, National Institute of Technology Hamirpur from 20- 21 August, 2026. The event serves as a platform featuring the role of women in engineering, women in diversity, equity and inclusion, leadership, empowering women through pedagogical skills, education and outreach. The Tracks of the event are:

Track 1 : Role of Women in Engineering

- Women engineers: civil, mechanical, electrical, computer science and many more.....

Track 2 : Women in Diversity, Equity and Inclusion

- Education skills and economic empowerment.
- Workplace equity and policy.
- Psychological empowerment.
- Access to opportunities and resources (economic and social access).
- Autonomy (Power to control her own life).
- Ability to influence social change (collective power).
- Right to determined choices.

Track 3 : Leadership and Representation

- Leadership and team management with pedagogical skills.

- Women in leadership, breaking barriers and building pathways.
- Advancing women into executive and board roles.
- Sponsorship vs Mentorship for women's career growth.
- Women leading in diversity in education transformations.

Track 4: Empowering Women through Pedagogical Skills

- Enhancing pedagogical skills through lesson, course and class planning.
- Empowering women engineers through legal framework special reference to Posh Act.
- Effective pedagogical technologies for women in engineering.

Track 5: Education and Outreach

- Soft skills as the backbone of sustainable human capital.
- Advancing research and innovation in the contemporary landscape.
- Redefining work-life balance from the perspective of women in engineering.
- Empowering women in *Viksit Bharat @2047*.
- Perspective of the new education policy and its implementation.

For further details, contact the Organising Secretary, Dr. Gargi Khanna, Electronics and Communication Engineering Department, National Institute of Technology Hamirpur, Hamirpur, Himachal Pradesh-177005, Mobile Number, 98058

70101, E-mail: weesnith@gmail.com. For updates, log on to: www.nith.ac.in/workshops-conferences

Workshop for Young Researchers

A four-day Workshop for Young Researchers on 'Climate Change and Energy: Introducing Climate and Energy Policy to Early Researchers' is being organised by the Divecha Centre for Climate Change, Indian Institute of Science (IISc), Bengaluru, Karnataka from August 04-07, 2026. Undergraduates (3 years and above), students at the postgraduate level and beyond (MA, M.Sc, MTech), and doctoral scholars (in their early research years) from ecology, environmental science, economics, sociology, law and public policy may participate in the event. The Themes of the event are:

- *Energy, Emissions and Climate Change.*
- *Life Cycle Emissions of Energy and Consumption.*
- *India's Electricity Sector: Governance and Institutions.*
- *Renewable Energy and Integration.*
- *Just Transition: Climate Mitigation and Development Objectives.*
- *Energy Access and Equity.*
- *Introduction to Energy Data and Basics of Energy Modelling.*

For further details, contact the Organising Secretary, Divecha Centre for Climate Change, Indian Institute of Science (IISc), Bengaluru, Karnataka-560012. E-mail: office@dcc.iisc.ac.in. For updates, log on to: <http://dcc.iisc.ac.in/> □

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

When Similarity Isn't Plagiarism: Rethinking Academic Misconduct

Chaitali Moitra*

Across India's higher education sector, digital tools have reshaped how originality of writing is assessed. Similarity checking software is now embedded in academic integrity processes, and a report's percentage score has become a focal point for students, educators, and administrators alike. Yet this number is often misunderstood—treated as a definitive measure of plagiarism rather than what it truly is: a signal for further evaluation. In fact, a study by Awasthi et al. (2024) in the *International Journal for Educational Integrity* found that students often believe a high similarity score automatically equates to plagiarism, even when the overlap comes from correct citations or widely used academic expressions.

Similarity does not automatically equal misconduct. When these concepts are blurred, institutions risk unfair outcomes for students and undermine academic standards. A similarity score or percentage is a starting point for human judgment, rather than a verdict. Especially in an AI-enabled learning environment, it's essential to adopt deeper, more contextual approaches that fairly assess student work.

Understanding the Gap Between Similarity and Plagiarism

Similarity checking tools compare submissions against vast collections of journals, websites, and student work, highlighting matched passages and producing a similarity index based on the text overlap. These systems are invaluable in supporting consistent academic review and flagging potential plagiarism.

However, problems arise when institutions place too much weight on this percentage and assume that low similarity guarantees originality while high similarity represents plagiarism. This misconception can lead to false positives, disadvantaging students and weakening confidence in genuine, authentic work. Here are several examples highlighting why similarity scores alone shouldn't determine misconduct or originality:

- ***Properly cited quotations*** can raise similarity but demonstrate good scholarly practice.
- ***Standard academic language*** appears across countless papers without implying plagiarism.
- ***Paraphrased material with attribution*** may resemble sources yet remain ethically sound.
- ***Contract Cheating or AI-generated Work***, by contrast, can look "original" on a report but violate institutional policy.

Recommendations for Institutions

To strengthen both integrity and equity, there's an opportunity for institutions to refine their approach to student work:

- ***Use Reports as Learning Tools*** by encouraging students to review them during drafting to improve citation and paraphrasing.
- ***Apply Structured Review Processes*** that filter out references and quotations before evaluating remaining content in context.
- ***Clarify Expectations around AI***, defining where it supports learning and where it crosses ethical boundaries.
- ***Design Assessments that Reduce Misconduct***, such as oral exams, applied projects, and localised case studies.
- ***Embed Integrity Education*** into curricula, so students see ethical scholarship as a shared responsibility.

Supporting Fair Evaluation with the Right Tools

Plagiarism is a violation of trust. Similarly, however, it is just an indicator. With AI changing how students create and learn, protecting the credibility of Indian scholarship means assessing writing in context—recognising ability and intent, not just surface similarity.

By providing educators with rich insights into student writing and opportunities for formative feedback, Turnitin helps institutions move beyond simple percentages towards more consistent, evidence-based decisions that safeguard both student and academic interests. □

*Regional Director – South Asia, Turnitin

THESES OF THE MONTH

HUMANITIES

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

Geography

1. Barman, Anindita. **Status of socio economic conditions of women betel nut workers in Jalpaiguri District, West Bengal.** (Prof. Ranjan Roy), Department of Geography and Applied Geography, University of North Bengal, Darjeeling.
2. Chahal, Disha. **Crop diversification and cultivation of kinnow for sustainable livelihood in Sirsa District of Haryana.** (Dr. Krishna Kumar), School of Sciences, Indira Gandhi National Open University, New Delhi.
3. Chowdhury, Parangama. **Socio economic conditions and associated livelihood vulnerability among cycle rickshaw pullers and e-rickshaw drivers in Siliguri Municipal Corporation, West Bengal.** (Dr. Arindam Basak), Department of Geography and Applied Geography, University of North Bengal, Darjeeling.
4. Kapdi, Gopalbhai Lalaji. **Impact of Banas dairy on Banaskantha District, Gujarat.** (Dr. Jaymal Rangiya), School of Sciences, Gujarat University, Ahmedabad.
5. Roy, Nabanu. **A study of rural periodic market centres and their role in the transaction of agricultural commodities in Jalpaiguri District, West Bengal.** (Prof. Ranjan Roy), Department of Geography and Applied Geography, University of North Bengal, Darjeeling.
6. Saha, Ratna. **Sustainability of small tea growers Farrukhabad Gharana.** (Prof. Maitreyee Choudhury), Centre for Himalayan Studies, University of North Bengal, Darjeeling.
7. Sharma, Dipak. **Problems and prospects of organic farming in Arunachal Pradesh: A study on profitability in comparison to inorganic farming.** (Prof. Sailajananda Saikia), Department of Geography, Rajiv Gandhi University, Itanagar.
8. Tarh Julie. **Socio-economic empowerment and role of women in agriculture: A case study of Nyishi Tribe, Arunachal Pradesh.** (Prof. Tage Rupa Sora), Department of Geography, Rajiv Gandhi University, Itanagar.

History

1. Ansari, Asin Md. **Communication system and agricultural development in North Bengal: A changing scenario in the socio-economy of the region (c 1833-1947 A D).** (Dr. Sujit Ghosh), Department of Lifelong learning and Extension, University of North Bengal, Darjeeling.
2. Barman, Mampi. **A biographical study of Upendra Nath Barman: Ideas and activities (1898-1988).** (Dr. Dahlia Bhattacharya), Department of History, University of North Bengal, Darjeeling.
3. Da, Nay Mein. **Ecology and Buddhism: A study of Theravada Buddhist perspective.** (Prof. V M Ravi Kumar), Department of History, Babasaheb Bhim Rao Ambedkar University, Lucknow.
4. Pooja. **Domestic workers in colonial and post colonial Delhi from 1911 to 1959.** (Prof. Shiv Kumar Mishra and Prof. Shashi Bhushan Upadhyay), School of Social Sciences, Indira Gandhi National Open University, New Delhi.

LANGUAGES & LITERATURE

English

1. Alexander, Aneetta. **Human and virus: A cultural discourse on Indian HIV/AIDS narratives.** (Dr. Sharon J), Department of English and Cultural Studies, Christ (Deemed to be University), Bengaluru.
2. Gupta, Aditi. **Unruly women: Analysing social psychoanalytical dimensions of female rage in select psychological thrillers by Gillian Flynn and Paula Hawkins.** (Dr. Rolla Das), Department of English and Cultural Studies, Christ (Deemed to be University), Bengaluru.
3. Hmingsangzuali. **Dynamics of culture and morality in select novels of Lalhmingliana Saiawi.** (Prof. Margaret L Pachuau), Department of English and Culture Studies, Mizoram University, Aizawl.
4. Joshi, Aman Rakeshkumar. **Multi-dimensional study of Girish Karnad's plays.** (Dr. Rachanaba Vaghela), Department of English, Swaminarayan University, Gandhinagar.

5. Kantha. **A study on social and cultural hybridity in the novels of V S Naipaul.** (Dr. Deepak Mudgal), Department of English, Bhagwant University, Ajmer.
 6. Khushboo Rani. **Crisis of faith and the dynamics of corruption in the novels of Arun Joshi.** (Dr. Awdhesh Kumar Jha), Department of English, T M Bhagalpur University, Bhagalpur.
 7. Mudit Kumar. **Tribal outcry in the novels of Mahasweta Devi.** (Dr. Suresh Kumar), Department of English, Bhagwant University, Ajmer.
 8. Nara, Monika. **A critical study on novels of Romen Basu and their major concerns with post ninety novels.** (Dr. Suresh Kumar), Department of English, Bhagwant University, Ajmer.
 9. Parakh, Surbhi. **Thematic concerns in Sangam poetry: A poetic analysis of select works.** (Dr. Hitkaran Singh and Dr. Kirti Jha), Department of English, Sangam University, Bhilwara.
 10. Patadia, Kunjan Kantilal. **Evaluating teaching and learning of English during the Covid-19 pandemic in universities of Gujarat.** (Prof. Charul Jain), Department of English, Maharaja Sayajirao University of Baroda, Vadodara.
 11. Rajak, Jeetendra. **Gendered space in public discourse: A study of selected works of Indian columnists.** (Prof. Nivedita Maitra and Prof. Rashmi Singh), Department of English and Other European Languages, Dr Harisingh Gour Vishwavidyalaya, Sagar.
 12. Rathore, Meenal. **A study of problems and barriers of oral English communication in English teachers of North Gujarat.** (Dr. Nitesh Solanki), School of Languages, Gujarat University, Ahmedabad.
 13. Ray, Aparna. **An insight into eco-criticism in the selected works of Rabindranath Tagore.** (Dr. Hitkaran Singh), Department of English, Sangam University, Bhilwara.
 14. Saharan, Shikha. **Negotiating feminism through myth: A study of selected works of Amish Tripathi, Chitra Banerjee, Kavita Kane and Pratibha Ray.** (Dr. Neelam Hooda), Department of English, Maharshi Dayanand University, Rohtak.
 15. Shahin Akbar. **Theme of sin and expiation in the major tragedies of Arthur Miller.** (Dr. Md Jawed Akhtar), Department of English, T M Bhagalpur University, Bhagalpur.
 16. Sharma, Ranjana. **A critical study on post independence Indian short stories in English and their impact on the modern era.** (Dr. Suresh Kumar), Department of English, Bhagwant University, Ajmer.
 17. Tyagi, Sonia. **A comparative study on the influence of English teaching method with reference to listening, speaking and writing for the learners of Ghaziabad.** (Dr. Suresh Kumar), Department of English, Bhagwant University, Ajmer.
- ### Gujarati
1. Makwana, Jay Mukeshkumar. **A critical study of selected ecocentric novels.** (Prof. Bharat Pandya), Department of Gujarati, Maharaja Sayajirao University of Baroda, Vadodara.
 2. Shinde, Mayurkumar Ashokbhai. **A cultural study of some Gujarati diaries written in 19th century.** (Prof. Rajesh Pandya), Department of Gujarati, Maharaja Sayajirao University of Baroda, Vadodara.
- ### Hindi
1. Chaudhary, Babeeta Jagdishprasad. **Gujarat ke samkaleen mahila upanyaskaroan ke upanyasoan ka samajshashtriye adhyayan (Sudha Srivastava, Pranav Bharati, Neelam Kulshreshtha).** (Dr. Dhiraj Vanker), School of Languages, Gujarat University, Ahmedabad.
 2. Tripathi, Surya Kant. **Samkaleen Hindi kathalochana: Prakriya evam pratiman (San 1980 se aghtan).** (Prof. AP Tripathi and Dr. Naunihal Gautam), Department of Hindi, Dr Harisingh Gour Vishwavidyalaya, Sagar.
 3. Vishnuswami, Ridhhibahen Pravinbhai. **Udhay prakash ke kahani sahitye mein chitrit samajik yatharth.** (Dr. A V Nandaniya), Department of Hindi, Saurashtra University, Rajkot.
- ### Kashmiri
1. Khan, Shahbaz Ahmad. **Twentieth century Kashmiri ghazal in the light of metaphors and symbols.** (Dr. Afaq Aziz Yatoo), School of Social Sciences, University of Kashmir, Srinagar.
- ### Sanskrit
1. Anuj. **Vyakaranbhushansarabhimatspoatsiddhantsayah darshnantariyesiddhantah seh paryalochanatamakmakamadhyayanam.** (Dr. Bhavprakash Gandhi), School of Languages, Gujarat University, Ahmedabad.
 2. Paul, Kaushik. **Vālmikisamvardhanam iti nātakasya kāvyaśāstrīyānuśīlanam.** (Prof. Sachidanand Tiwari), Department of Sahitya, Central Sanskrit University, New Delhi.

3. Ravaiya, Pratibhabahen Dhirubhai. **Siddhahem-shabhdanushashnasye brihadvritto nirdishtatan swa-paramtanan vishleshshanam.** (Dr. Madhaviben Upadhyaya), School of Languages, Gujarat University, Ahmedabad.
4. Sarkar, Shibnath. **Mahākavi Manoharalā lāryaviracitasya keśavācāryacaritasya sāhityakamanuśilanam.** (Prof. Vijaypal Shastri), Department of Sahitya, Central Sanskrit University, New Delhi.
5. Tiwari, Lakshman Jee. **Rasābhivyakta Kālidās avarnitatiraścāmadānam.** (Dr. Neeraj Tiwari), Department of Sahitya, Central Sanskrit University, New Delhi.
6. Tripathi, Amarendu. **Delhi Saltanatkalīn Sanskrit abhilekhoan ka sanskritik evam rajnaitik adhyayan.** (Prof. Kaushalya), School of Humanities, Indira Gandhi National Open University, New Delhi.

Sindhi

1. Sharma, Jayesh Durgadas. **Role of translation in the development of Sindhi literature in British rule (1843-1947): An analytical study.** (Prof. Harish Kumar), School of Translation Studies and Training, Indira Gandhi National Open University, New Delhi.

Linguistics

1. Akash Kumar. **A sociolinguistic and descriptive analysis of Khortha: An endangered language of Jharkhand.** (Dr. Bablu Ray), Department of Linguistics, Dr Harisingh Gour Vishwavidyalaya, Sagar.
2. Obadia, Yohana Mbilinyi. **The impact of the contact of Kiswahili language with Kinga language of Tanzania.** (Dr. Jagdish Joshi), School of Social Sciences, Gujarat University, Ahmedabad.

PERFORMING ARTS

Drama

1. Rohit, Manishkumar Maganbhai. **Mohan Rakesh na natako na mukhya stree patro no samajik-rajkiya ane manovaigyanik drishtikon pratye na vishesh sandarbha sathe bahuparimaniya pariprekshya ma tulnatmak adhyayan.** (Dr. Trilok Singh Kulwant Singh Mehra), Department of Dramatics, Maharaja Sayajirao University of Baroda, Vadodara.

Music

1. Chowdhury, Sruti Roy. **Evolutionary analysis of Jhumur sangeet of West Bengal with perspective of its effect on society and literature in modern period.** (Dr. Utpal Biswas), Department of Music, Tripura University, Suryamaninagar.
2. Jasakiya, Janakkumar Tribhuvanbhai. **Baroda sansthan ke vividh kalakaroan ka sangeet shikshan mein yogdan.** (Dr. Ashwini Kumar Singh), Department of Music, Maharaja Sayajirao University of Baroda, Vadodara.

Tabla

1. Dhodi, Dipesh Mahesh. **Tabla ke avistaarsheel bandishoan mein nihit saundarya.** (Prof. Gaurang Bhavsar), Department of Tabla, Maharaja Sayajirao University of Baroda, Vadodara.
2. Kalavant, Azamali Kadarkhan. **The contribution of Ut Munir Khan in tabla with special reference to the Laliyana tradition of the Farrukhabad Gharana: An analytical study.** (Dr. Kedar Ravindra Mukadam), Department of Tabla, Maharaja Sayajirao University of Baroda, Vadodara.

Philosophy

1. Chourasia, Manohar Lal. **Anatmvadi pariprekshiyē mein paryavarniyē-sehastitav-vikasvad ka samikshatamak adhyayan.** (Prof. A D Sharma), Department of Philosophy, Dr Harisingh Gour Vishwavidyalaya, Sagar.
2. Rathore, Chintaman. **Samajik samrasta ke mul-nayak: Maryada purshottam Shriram.** (Dr. Shailendra Kumar Sharma), Department of Philosophy, Samrat Vikramaditya University, Ujjain.

□

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AIDED

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2	Assistant Professor	Political Science	01	01 – OPEN
3	Assistant Professor	Chemistry	02	02 – OPEN
4	Assistant Professor	Zoology	01	01 – OPEN
5	Assistant Professor	Sociology	01	01 – OPEN

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

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Candidates having knowledge of Marathi will be preferred.

“Qualification, Pay Scales and other requirement are as prescribed by the UGC Notification dated 18th July, 2018, Government of Maharashtra Resolution No. Misc-2018/C.R.56/18/UNI-1, dated 8th March, 2019 and University Circular No. TAAS/(CT)/ICD/2018-19/1241, dated 26th March, 2019, Higher & Technical Department Government Resolution No. अर्थसं-२०२२/प्र. क्र. १०५/(१)/मशी-३, दिनांक २७ मार्च, २०२३, University Circular No. सिटीएयु/०१/२०२४-२०२५, दिनांक २४/०४/२०२४, and Higher & Technical Department Government Resolution No. संकीर्ण-२०२१/प्र. क्र. १८१/२१/विशी-१, दिनांक १७ ऑक्टोबर, २०२२, University Circular No. सिटीएयु/०३/२०२४-२०२५, दिनांक २६/०४/२०२४ 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.

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Date: 01/06/2026

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Sr. No	Name of the Post	Department	Number of Post	Reservation
01	Professor	Pharmaceutics (1) Pharmaceutical Chemistry (1) Pharmacology (1) Pharmacognosy (1)	04	Open-1 SC-1 VJ(A)-1 OBC-1
02	Associate Professor	Pharmaceutics (2) Pharmaceutical Chemistry (2) Pharmacology (1) Pharmacognosy (1) Pharmacy Practice (1)	07	Open-2 SC-1 ST-1 VJ(A)-1 OBC-1 SEBC-1
03	Assistant Professor	Pharmaceutics (5) Pharmaceutical Chemistry (4) Pharmacology (3) Pharmacognosy (2)	14	Open-4 SC-2 ST-1 VJ(A)-1 NTB-1 OBC-3 SEBC-1 EWS-1

Note: As per Government Resolution dated 25.01.2024 parallel reservation is as follows: Professor (Female)-01, Associate Professor (Female) - 02, Assistant Professor (Female) - 04, Person with Disability (PwD) - 01, Sports Person -01)

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Note:

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Secretary

SANT GADGE BABA AMRAVATI UNIVERSITY, AMRAVATI.

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Application on plain paper giving complete bio-data along-with attested copies of certificates and testimonials should be sent to the **President / Secretary, Vidarbha Shikshan Prasarak Mandal, G.S. Science, Arts & Commerce College, N.H.No.6, Nandura Road, Khamgaon Dist. Buldana (M.S.) Pin 444312** within 15 days from the date of publication of advertisement. Interview cards will be sent separately.

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4	Assistant Librarian	1

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

UN-AIDED

Sr. No.	Cadre	Subject	Total No. of Posts	Post Reserved for
1	Principal	-	01	01-Open
2	Assistant Professor	Education (Education in English, Hindi, Geography, Science Methods Health and Physical Education, Fine Arts, Performing Arts.)	11	2-SC,1-ST,1-DT(A), 03-OBC,02-SEBC, 1-EWS, 01-Open
3	Librarian	-	01	DT(A)-01

For Assistant Professor (Horizontal Reservation)

Sportsmen – 01 Post & Women-03 Posts

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

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Candidates having knowledge of Marathi will be preferred.

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Application with full details should reach the CHAIRMAN, DEEP EDUCATION SOCIETY'S A.G.S. COLLEGE OF EDUCATION (B.Ed.), Survey No. - 151, Next to Saidham Complex, Saravali, Bolsar (W), Dist. - Palghar 401 501 **within 15 days** from the date of publication of this advertisement. This is University approved advertisement.

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CHAIRMAN

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MMS

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			OPEN	SC	ST	DT (A)	NT (B)	OBC	SEBC	EWS
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2.	Professor	01	01	--	--	--	--	--	--	--
3.	Associate Professor	04	01	01 SC/ST		01	--	01	--	--
4.	Assistant Professor	10	01	02	01	01	01	02	01	01
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Candidate having knowledge of Marathi will be preferred.

The Education Qualification, Experience & pay- scale for the post of Director, Professor, Associate Professor, Assistant Professor & Librarian are as prescribed by the University of Mumbai, AICTE & DTE from time to time.

Please refer University Circular No. मशिमाक/वशीमाक/तंत्रशिक्षण/११/२०२०-२०२१ दिनांक ११ जानेवारी, २०२१ for qualification and experience at the time of interview.

Applicants who are already employed must send their application through proper channel.

Applicants are required to account for breaks, if any, in their academic career.

Application with full details should reach the **HON. CHAIRMAN, SAS INSTITUTE OF MANAGEMENT STUDIES, Opp. G.R. Engineering Company, MIDC, Bolsar (West), Pin Code- 401 501 within 15 days** from the date of publication of this advertisement. **This is University approved advertisement.**

CHAIRMAN
Deep Education Society's
SAS Institute Management Studies (MMS)

**DEEP EDUCATION SOCIETY'S
DEEP'S DEGREE COLLEGE.**
Opp. G.R. Engineering Company, MIDC, Boisar (W), Pin – 401 501.

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

UN-AIDED

Sr. No.	Cadre	Subject	Total No. of Post	Posts Reserved for
1.	Principal	--	01	01- OPEN
2.	Assistant Professor	Management	02	01 – SC , 01 – OPEN
3.	Assistant Professor	Commerce	02	01 – SC , 01 – OPEN
4.	Assistant Professor	B.Sc.in Hospitality Studies	04	01- SC/ST, 01 - DT(A), 01 - OBC, 01- OPEN
5.	Assistant Professor	Data Science	03	01-SC/ST, 01-DT(A), 01- OPEN
6.	Librarian	--	01	01-SC/ST

**For Assistant Professor (Horizontal Reservation)
Sportsmen-01 Post & Women -03 Post**

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

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

Candidates having knowledge of Marathi will be preferred.

“Qualification, Pay Scales and other requirement are as prescribed by the UGC Notification dated 18th July, 2018, Government of Maharashtra Resolution No. Misc- 2018/C.R.56/18/UNI-1, dated 8th March, 2019 and University circular No. TAAS/(CT)/ICD/2018-19/1241, dated 26th March, 2019 and University circular CONCOL/15/ of 2013-2014 dated 15th October, 2013 revised from time to time.”
The Government Resolution & Circular are available on the website: mu.ac.in.

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

Application with full details should reach to the CHAIRPERSON, Deep's Degree College, Opp to GR Engineering Company, Next to Saidham Complex Saravali, MIDC, Boisar(West), Pin Code- 401 501. within 15 days from the date of publication of this advertisement.
This is University approved advertisement.

Sd/-
CHAIRPERSON

**Swami Brahmanand Sanskrit Prabodhini's
SWAMI BRAHMANAND MAHAVIDYALAYA**
Tapobhoomi, Kundaim, Ponda-Goa. 403115
Contact No. 9130066362/ 7507771750
Email: sbrahmavid.goa@gmail.com

VACANCIES

Application along-with full bio-data, is invited by The Secretary, Swami Brahmanand Sanskrit Prabodhini, Tapobhoomi, Kundaim, Ponda-Goa. 403115, for its Swami Brahmanand Mahavidyalaya (Grant-in-aid College) from qualified and eligible candidates for the following posts so as to reach the undersigned **within 15 days** from the date of publication of this advertisement:

Sr. No	Post	Number of Vacancies
1	Assistant Professor In Sanskrit	02 (UR) (Regular)

Qualifications, Pay Scale, Eligibility criteria and other service conditions for the above post are as prescribed by UGC, Goa University and Government of Goa and other competent authorities.

Note: - For more details, visit our website: www.brahmanandmahavidyalaya.in and refer Goa University Statutes.

Date: - 03-06-2026

**Managing Committee
Swami Brahmanand Mahavidyalaya**

Sonopant Dandekar Shikshan Mandali's
SONOPANT DANDEKAR ARTS, V. S. APTE COMMERCE AND
M. H. MEHTA SCIENCE COLLEGE, PALGHAR

Late Shivaraj Dada Tiwari Marg, Palghar, Dist – Palghar 401 404.

APPLICATIONS ARE INVITED FOR THE FOLLOWING **CLOCK HOUR BASIS** POSTS FOR THE ACADEMIC YEAR 2026-2027:

AIDED

Sr. No.	Cadre	Subject	Total No. of CHB Posts	Category
1	Assistant Professor	Botany	04	04-OPEN
2	Assistant Professor	Chemistry	14	14-OPEN
3	Assistant Professor	Commerce	03	03-OPEN
4	Assistant Professor	Economics	01	01-OPEN
5	Assistant Professor	Physics	02	02-OPEN
6	Assistant Professor	Rural Development	02	02-OPEN
7	Assistant Professor	Zoology	08	08-OPEN
8	Assistant Professor	Mathematics	05	05-OPEN
9	Assistant Professor	English	01	01-OPEN
10	Assistant Professor	Philosophy	01	01-OPEN

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

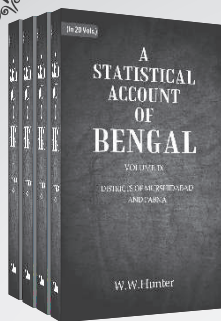
Reservation for women will be as per **University Circular No. BCC/16/74/1998 dated 10th March, 1998**. **4% reservation shall be for the persons with disability as per University Circular No. Special Cell/ ICC/2019-20/05 dated 5th July, 2019.**

Candidates having knowledge of Marathi will be preferred.

“Qualification, Pay Scales and other requirement are as prescribed by the UGC Notification dated 18th July, 2018, Government of Maharashtra Resolution No. Misc-2018/C.R.56/18/UNI-1, dated 8th March, 2019 and University Circular No. TAAS/(CT)/ICD/2018-19/1241, dated 26th March, 2019, Higher & Technical Department Government Resolution No. अर्थसं-२०२२/प्र.क्र.१०५/(१)/मशि-३, दिनांक २७ मार्च २०२३, University Circular No. सीटीएयु/०१/२०२४-२०२५, दिनांक २४/०४/२०२४, and Higher & Technical Department Government Resolution No. संकीर्ण-२०२१/प्र.क्र.१८१/२१/विशि-१, दिनांक १७ ऑक्टोबर, २०२२, University Circular No. सीटीएयु/०३/२०२४-२०२५, दिनांक २६/०४/२०२४ 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, S. D. ARTS, V. S. APTE COMMERCE, M. H. MEHTA SCIENCE COLLEGE, PALGHAR, Late Shivaraj Dada Tiwari Marg, Palghar, Dist.- Palghar 401 404** within 15 days from the date of publication of this advertisement. **This is University approved advertisement.**

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