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Ganapati D Yadav

2047 and the Vision of a Developed India: Can It Be Achieved Without Core STEM Disciplines?

Santhosh Areekkuzhiyil and Prajisha Kayalatt

Reimagining Universities as Innovation-Driven Townships: Bridging Knowledge, Entrepreneurship, and Employment in India

Kushagri Singh

The Ideal Faculty in Higher Education: Characteristics, Skills, and Pathways to Excellence

Suneel Kumar Bhat

Information-Seeking Behaviour in Crises: A Conceptual Framework Based on the 2025 Pahalgam Terrorist Attack, Jammu and Kashmir, India

Diksha and Kartar Singh

The Opportunity Cost of Doctoral Education: Evidence from Case Studies

Sanjay Malhotra

Embracing Growth: Lessons from a Journey
– Convocation Address

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.

In This Issue	
CONTENTS	PAGE
Articles	
2047 and the Vision of a Developed India: Can It Be Achieved Without Core STEM Disciplines?	3
Reimagining Universities as Innovation-Driven Townships: Bridging Knowledge, Entrepreneurship, and Employment in India	7
The Ideal Faculty in Higher Education: Characteristics, Skills, and Pathways to Excellence	10
Information-Seeking Behaviour in Crises: A Conceptual Framework Based on the 2025 Pahalgam Terrorist Attack, Jammu and Kashmir, India	12
The Opportunity Cost of Doctoral Education: Evidence from Case Studies	20
Convocation Address	28
Indian Institute of Technology, Kanpur	
Campus News	31
Theses of the Month	34
Science & Technology	
Advertisement	39

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2047 and the Vision of a Developed India: Can It Be Achieved Without Core STEM Disciplines?

Ganapati D Yadav*

Recently, several prominent media outlets reported that 71 out of the top 100 JEE rankers have chosen IIT Bombay. IIT Madras, on the other hand, attracted students and parents by offering them free air travel. Other IITs also announced various incentives to attract top JEE scorers. The name “IIT” carries immense prestige and global reputation. All Indians take pride in these institutions. But a closer look at this situation reveals that such a trend may not be conducive to realising the long-term national dream of “Developed India @2047.” It shows how Indian students and parents are increasingly influenced by the lure of “ranks” and “brands.” So what about the thousands of other engineering and science institutes across the country?

If only a few IITs are deemed superior while the rest are considered second-tier, it could severely impact the overall knowledge ecosystem of the country. To build a “Developed India,” every meritorious student must receive high-quality education, research opportunities, and career prospects — not just those admitted to elite institutions. Another worrying trend is that the vast majority of today’s JEE Advanced toppers opt for Computer Science Engineering (CSE), because society and parents tend to undervalue other engineering disciplines.

Most IIT graduates see an MBA or a management career as their ultimate goal, rather than pursuing careers in manufacturing, research, or technology. How much does the nation benefit from IIT-trained engineers in core sectors? The so-called “cream” of society — those who gain admission into prestigious IITs — receive intensive, publicly funded training in core engineering and technology, costing the exchequer crores of rupees. Yet many of them shift to finance, consulting, or management rather than core engineering or manufacturing roles. This not only causes a talent drain in critical sectors but also fosters a mindset that devalues manufacturing and engineering jobs. As a result, such vital roles are left to individuals with limited access to quality education, leading to a social misperception about what constitutes “respectable” or “valuable” work. This raises an important question: Who will sustain, lead, and grow our industries?

During my three-year tenure on the Aditya Birla Scholarship selection panel, I observed that most nominations came from top IITs, BITS Pilani, key IIMs, and national law schools. And nearly all the engineering nominees were from CSE departments.

I raised the concern that it appears as though talent is concentrated only in one branch, neglecting gifted students from other disciplines.

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This narrow definition of merit endangers the diversity and balance of the education system. Two IIT directors confessed that none of the top 500 JEE rankers was enrolling in any branch other than CSE in their institutes. They asked me if I had any suggestions to reverse this trend.

Today, the situation is such that if students don't get CSE at one of the top seven IITs, they prefer NITs or BITS Pilani over the other 18 IITs. Other engineering branches are considered inferior, a very unfortunate situation. The rising hype around Artificial Intelligence (AI) further feeds the misconception that any engineering degree apart from CSE is useless.

This lopsided view must be corrected immediately. Otherwise, the depth, diversity, and richness of our technical education and knowledge systems will suffer. Increasingly, prestige and salary are given more importance than competence and capability. News headlines glorifying crore-plus salaries of CSE graduates during campus placements feed this frenzy. But are students from other branches less talented? Not at all. The competition for CSE seats at IITs creates a false narrative that intelligence, success, and career opportunities exist only within that one field. So what about students in other branches or those in other public and private institutions? Are they to remain overlooked?

It is our collective responsibility to communicate that "quality" is not limited to CSE or high-paying jobs alone. Only then can we foster a balanced, inclusive, and forward-looking knowledge ecosystem in India. India has set a target of becoming a \$30 trillion economy by 2047, when our population will reach approximately 1.67 billion. Standards of living, life expectancy, and overall prosperity are expected to rise. Projections estimate a per capita GDP of \$30,000. At that point, clean energy, smart and ultra-functional materials, and environmental protection will be critical priorities. The world will have advanced beyond imagination — with robotic companions, instant communication, and instant access to any product or service.

Mental health issues will be more prevalent. People may live beyond 100 years. Vertical farming, new-age medicines, and nutritionally complete foods will become common. Electronics will dominate every sphere. The integration of cyber and physical systems will be driven by 6G, 7G, and Industry 6.0. AI will be used across all sectors — but some fundamental

challenges will remain. Hence, dreaming about this future is not enough; we must also ask hard questions and seek answers through research and innovation.

Recently, India became a \$4 trillion economy, placing us fourth globally. To reach the \$30 trillion target, we will need a 70% Gross Enrolment Ratio (GER) in higher education, which will require a massive expansion of colleges and universities. Manufacturing must grow to contribute at least 25% to GDP. The service sector should account for 70%, and the automobile sector should grow by 10%. India should build a \$500 billion pharma and biotech industry. Labour force participation should reach 65%, with at least 50% women's participation. India must secure at least a 10% global share in professional and fintech services.

All of this is not achievable solely through CSE. Another major issue is that most engineering graduates ultimately migrate to management or finance roles, often in banks. Meanwhile, people who work in manufacturing tend to come from small colleges, diploma programs, or ITIs/B.Sc. backgrounds. Under such circumstances, how will we realise "Developed India"?

To become a developed nation and achieve a \$30 trillion economy by 2047, India must confront major challenges in manufacturing, technology, energy, infrastructure, manpower, and trade. Currently, manufacturing contributes just 15–17% to GDP due to a fragmented MSME ecosystem, dependency on imports for key components, and lack of large-scale contract manufacturing.

To enhance industrial capacity, we must expand "Make in India," strengthen PLI schemes, promote component-level high-tech manufacturing, and streamline logistics and regulations. Simultaneously, India's R&D spending is less than 0.7% of GDP. Issues like brain drain, weak innovation ecosystems, and limited academia-industry collaboration also pose serious hurdles.

Therefore, we must increase R&D investment to at least 2% of GDP, launch deep-tech missions in AI, biotechnology, quantum computing, and space, and establish public-private innovation hubs to foster IP creation. The green energy transition is equally important. This involves reducing dependence on fossil fuels, investing in green hydrogen and battery infrastructure, and modernising the national grid.

To reduce logistics costs and last-mile connectivity challenges, projects like PM Gati Shakti,

Bharatmala, multimodal logistics, and smart cold-chain infrastructure are essential. Simultaneously, India's vast labour force must be equipped for Industry 4.0+, 5.0, and 6.0 to prevent unemployment and displacement. The government should promote skill-based education, launch national reskilling programs in STEMM and digital tech, and strengthen apprenticeship models.

India must diversify its trade partnerships, secure access to critical technologies, and position itself as a credible alternative to China. It must lead in digital governance and trade diplomacy within the Global South. By 2047, India must become one of the top three global economies, with a \$30 trillion GDP. It must be a leader in strategic technologies like AI, EVs, and electronics and a global standard-setter in digital public infrastructure and climate action. Realising this vision will require visionary policies, consistent implementation, and public-private partnerships. The next two decades will define India's global role, and we must begin laying the foundation now, decisively and swiftly.

In this journey, core engineering and fundamental science disciplines are crucial. Mechanical, electrical, civil, chemical, and electronics engineering must play a central role in building smart infrastructure, automation, process industries, and clean energy solutions. Emerging interdisciplinary fields like robotics, materials science, and biomedical engineering must also be promoted to drive innovation in production, healthcare, and sustainability.

Likewise, advances in physics, chemistry, mathematics, and biology will fuel breakthroughs in semiconductors, biotech, space research, and quantum computing. Educational and research institutions must integrate these disciplines and align collaborative research with national priorities through innovation ecosystems. India must cultivate a scientific mindset and engineering excellence across society to emerge as a knowledge-driven, self-reliant, and globally competitive economy by 2047.

Achieving this goal will require transformative reforms in education, research, innovation, smart industries, healthcare, food security, water management, and sustainable energy — aligned with the UN's Sustainable Development Goals (SDGs). Strong policies, a vibrant startup culture, world-class institutions, and effective leadership are essential.

AI is a tool, and a powerful one, but it cannot replace the manufacturing sector.

The current student-parent obsession with short-term gains reflects a lack of vision and threatens the nation's long-term interests. Future challenges like national security, environmental sustainability, public health, and climate change cannot be solved by software engineering alone. Future warfare will involve drones, advanced missiles, biosensors, satellite systems, biocompatible materials, and climate-resilient infrastructure. Addressing these will require interdisciplinary collaboration and technical prowess.

To eliminate poverty and malnutrition, we need nutritional crops, smart agriculture, and technological innovation. This will require revolutionary research in mechanical, chemical, electrical and electronics, civil and structural, aerospace, materials science and engineering, biotechnology, physics, biology, environmental science, climatology, food technology, nutraceuticals, and nanotechnology.

Empowering these sectors through skilled manpower, investment in research, and policy support is vital for building a Developed India. A truly developed India must respect excellence across all fields and offer equal opportunity to all. This demands interdisciplinary education, a curiosity-driven system, and innovation-oriented academic structures.

Both central and state-run institutions, as well as many private ones, are high-quality and respected by academia and industry. Hence, quality should not be judged by institutional name alone, but by student capability.

Solutions are possible. To expand industry and promote startups, it is essential to spark student interest in diverse technical and industrial fields. Early exposure to research, design, manufacturing, and entrepreneurship at the school and college levels can accelerate India's progress toward becoming a developed nation.

In my view, the semester system is now outdated. A trimester model would provide more practical training, industrial exposure, financial support, and dual-degree options. Students could pursue a major in one subject and minors in AI, business, or arts, gaining interdisciplinary skills. This approach can be implemented across arts, commerce, science, engineering, medical, and humanities — and aligns well with the NEP 2020 exit flexibility (1-year certificate, 2-year diploma, 3-year bachelor's, 4-year honours, 5-year master's).

Students can pursue minors in AI, ML, Python, OpenAI, Blockchain, Deep Learning, Management, and Finance, thereby strengthening their career profiles. Educational institutions should implement the “Major-plus-Minor” degree model aligned with the AI era. While AI is powerful, it is not a substitute for production.

Faculty should be granted one trimester per year for industrial immersion or research. Non-PhD faculty should pursue doctoral work during this time. This would improve research orientation and close the industry-academia gap. Alumni from all disciplines should be invited to conduct career talks, which should be streamed on YouTube for broader access. Every field has inspirational entrepreneurs, researchers, and professionals whose insights can be invaluable for students. Their talks should highlight changes, opportunities, and innovation in their fields.

The CSR fund should be increased from 2% to 3%, with at least 1% allocated to higher education research. This can fund infrastructure, fellowships, and contingencies.

Under a new “Student Internship Responsibility (SIR)” policy, companies with annual revenues over ₹1 crore should engage interns equivalent to 10% of their workforce and contribute 0.5% of their profit to the SIR fund. Students in engineering and science should gain hands-on experience in local industries, MSMEs, R&D institutions, and government agencies, promoting creativity, innovation, and practical engagement in national development.

Industry-academic co-investment and IPR sharing are essential to promote innovation. Innovation hubs, incubators, and trimester-based systems should be implemented for startups.

NEP 2020 mandates multidisciplinary universities, flexible curricula, industry linkages, women’s empowerment, and “One Nation, One Research Source”, which are essential for building Developed India.

Centrally and state-funded institutions currently face 20–30% faculty shortages, which hinders GER goals. *Ad-hoc* hires reduce education and research quality. NEP funding should be tied to timely

faculty recruitment. One solution is to engage PhD scholars as teaching assistants and interns. Faculty should pursue their PhD during optional trimesters to enhance qualifications.

Mandatory UG research trimesters can boost innovation, employability, and inter-institutional collaboration. Ethics, professionalism, value education, and Indian Knowledge Systems (IKS) should be integrated into all programs to build socially responsible professionals.

Students should have institutional logins and ORCID access to databases, journals, and datasets. Training in IPR and evaluation practices must be provided, even for non-STEMM students. Faculty must undergo regular upskilling. Curricula should include sustainability laws and ESG awareness.

All girls should receive unrestricted education up to the PhD level, regardless of socioeconomic or regional background. Those who can afford it should sponsor the education of one girl student. This must be seen as a collective responsibility, not just ethical, but a forward-looking social investment that can transform India economically, socially, and demographically.

Sustainable transformation demands educational and policy reforms. I firmly believe that achieving a *Viksit Bharat@2047* requires industry participation beyond CSR and foundational policy reforms in the education sector. Education must not be merely about high-paying jobs but should serve as the foundation for increasing national productivity.

Therefore, the entire education system must be restructured to foster innovation, skill development, and societal relevance. In this effort, not just CSE, but all engineering branches (mechanical, civil, chemical, electrical, electronics), basic sciences, and humanities must play a critical role in shaping policy, industry, and society.

An inclusive, integrated, and values-based educational approach is essential for India’s development.

Disclaimer: *The views expressed are the author’s personal views.* □

Reimagining Universities as Innovation-Driven Townships: Bridging Knowledge, Entrepreneurship, and Employment in India

Santhosh Areekkuzhiyil* and Prajisha Kayalatt**

Universities have historically functioned as institutions dedicated to knowledge creation, teaching, and academic research. However, in the contemporary knowledge economy, higher education institutions are increasingly expected to play a more active role in innovation, entrepreneurship, and regional economic development. In recent policy discussions, Indian leadership has emphasised the transformation of universities into dynamic ecosystems that integrate creativity, research, industry collaboration, and employment generation. This article examines the concept of university townships as an emerging model for linking higher education with innovation-driven economic growth in India. Drawing on theoretical frameworks such as the Triple Helix Model and cluster-based innovation systems, the paper analyses how university–industry–government collaboration can foster entrepreneurial ecosystems within academic spaces. The study argues that university townships have the potential to bridge the long-standing gap between academic knowledge and economic productivity by promoting research commercialisation, startup incubation, and interdisciplinary innovation. The article further explores policy implications, institutional challenges, and the prospects of integrating universities into regional development strategies. [Abstract]

Introduction

Universities have traditionally been regarded as centres of learning dedicated to the generation and dissemination of knowledge. For centuries, higher education institutions functioned primarily as spaces for intellectual inquiry, scholarly debate, and disciplinary research. However, the changing dynamics of the global knowledge economy have redefined the role of universities, expanding their responsibilities beyond education and research to include innovation, entrepreneurship, and

economic development. Scholars such as Henry Etzkowitz and Loet Leydesdorff (1995 and 2000) argue that modern universities operate within a complex network of interactions involving governments and industries. Their collaborative framework, known as the *Triple Helix Model*, highlights the increasing interdependence between academic institutions, industry actors, and public policy in the creation of innovation ecosystems.

In the Indian context, recent policy discourse has emphasised the need to transform universities into dynamic hubs of innovation and economic activity. In particular, the vision articulated by the Hon'ble Prime Minister, Shri Narendra Modi, during discussions on education and skills development highlights the importance of converting university campuses into integrated ecosystems that combine academic learning with entrepreneurship, creativity, and employment generation. This paper explores the emerging concept of *university townships* as a strategic approach to linking higher education with innovation-driven economic development. It examines how such ecosystems can facilitate knowledge transfer, startup creation, and industry collaboration within the Indian higher education landscape.

Universities and the Evolution of Innovation Ecosystems

The role of universities in economic development has been widely examined in the literature on innovation systems and regional development. Traditional universities focused primarily on teaching and research. However, contemporary scholarship emphasises the emergence of the entrepreneurial university, which actively participates in technological innovation and commercialisation. Research by Michael E. Porter on industrial clusters highlights the importance of geographic concentration in fostering innovation and competitiveness. According to cluster theory, innovation tends to flourish when firms, research institutions, and skilled labour are located within proximity, allowing for knowledge spillovers and collaborative experimentation.

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Globally, several innovation ecosystems have emerged around major universities. The technology cluster associated with Stanford University in Silicon Valley illustrates how university-based research can generate transformative technological industries. Similarly, the innovation ecosystem surrounding Massachusetts Institute of Technology has contributed significantly to the development of startups and technology firms in Cambridge, Massachusetts.

These examples demonstrate that universities can function as anchor institutions within broader innovation ecosystems.

The Concept of University Townships

The idea of university townships represents an extension of the entrepreneurial university model. A university township integrates academic infrastructure with research facilities, technology parks, startup incubators, residential communities, and industry collaboration centres within a unified ecosystem. Such integrated spaces aim to create environments where students, researchers, entrepreneurs, and industry professionals can interact continuously. This interaction encourages the exchange of ideas, interdisciplinary experimentation, and the commercialisation of research outputs. University townships typically include:

- Research laboratories and technology centres
- Startup incubation and acceleration programmes
- Industry collaboration hubs
- Technology parks and innovation districts
- Residential and social infrastructure for students and professionals

By combining educational and economic activities within a single ecosystem, university townships enable knowledge to move rapidly from academic research to real-world applications.

Universities as Centres of Creativity and Innovation

Creativity and innovation have become central drivers of economic development in the twenty-first century. Universities play a crucial role in cultivating these capabilities by bringing together scholars from diverse disciplines and research traditions. According to Richard Florida, innovation

ecosystems thrive in environments that attract a “creative class” composed of scientists, engineers, designers, artists, and entrepreneurs. Universities serve as key institutions in developing this creative workforce through interdisciplinary learning, collaborative research, and exposure to emerging technologies. However, fostering creativity within universities requires institutional frameworks that encourage experimentation and collaboration beyond traditional academic boundaries. Innovation labs, research parks, and interdisciplinary research centres can provide such platforms.

Entrepreneurship and Start-up Ecosystems in Universities

Entrepreneurship education has become a critical component of modern higher education systems. Universities are increasingly expected to cultivate entrepreneurial mindsets among students and researchers. Research by Donald F. Kuratko suggests that effective entrepreneurship education combines theoretical knowledge with experiential learning through startup incubation, mentorship programmes, and industry engagement. Many global universities have established startup ecosystems that support student entrepreneurs. These ecosystems typically include incubators, venture capital networks, mentorship programmes, and industry partnerships. Such initiatives encourage students to transform innovative ideas into viable business ventures. In the Indian context, the development of university townships could significantly strengthen entrepreneurship ecosystems by providing the necessary infrastructure and institutional support for startup creation.

University Townships and Regional Economic Development

Universities play a vital role in regional innovation systems by generating knowledge, producing skilled human capital, and facilitating technology transfer. Research by David B. Audretsch highlights the importance of knowledge spillovers, whereby research outputs from universities contribute to the creation of new firms and technological innovations.

University townships can enhance these knowledge spillovers by creating physical and institutional proximity between researchers, entrepreneurs, and industry actors. This proximity encourages collaborative research projects, technology commercialisation, and the development

of startup ecosystems. In addition to technological innovation, university townships can also support emerging sectors such as digital media, design, and creative industries. These sectors often combine artistic creativity with technological innovation, generating new forms of economic activity and employment.

Policy Implications for India

The transformation of universities into innovation-driven ecosystems requires supportive policy frameworks and institutional reforms. Higher education policies must encourage interdisciplinary research, industry collaboration, and entrepreneurial initiatives within universities.

The vision of transforming universities into innovation ecosystems aligns with the broader educational reforms introduced under the National Education Policy-2020, which emphasises multidisciplinary learning, research excellence, and innovation-driven development.

Policy initiatives that support the development of university townships could include:

- Funding for research parks and innovation infrastructure
- Incentives for university–industry collaboration
- Support for start-up incubation and venture funding
- Flexible regulatory frameworks for research commercialisation

Such measures can help integrate universities more closely with regional and national economic development strategies.

Challenges and Institutional Constraints

Despite their potential benefits, university townships face several structural challenges. Traditional academic institutions often operate within rigid administrative frameworks that may discourage entrepreneurial initiatives. Key challenges include:

- Limited funding for research and innovation
- Weak institutional linkages between universities and industries
- Regulatory constraints within higher education systems

- Insufficient mechanisms for technology transfer and commercialisation

Addressing these challenges requires collaborative efforts from universities, governments, industries, and entrepreneurial networks.

Conclusion

The transformation of universities into innovation-driven ecosystems represents a significant shift in the role of higher education institutions within modern societies. Rather than functioning as isolated centres of knowledge, universities are increasingly expected to contribute directly to economic development, technological innovation, and entrepreneurship. The concept of university townships offers a promising framework for integrating academic research, industry collaboration, and startup ecosystems within a unified institutional environment. By fostering knowledge spillovers, entrepreneurial initiatives, and interdisciplinary research, such ecosystems can help bridge the gap between academic knowledge and economic productivity.

For India, the development of university townships could play a critical role in nurturing innovation-driven growth and creating new opportunities for employment and entrepreneurship. If supported by appropriate policy frameworks and institutional reforms, universities can emerge as central actors in shaping the future of the country's knowledge economy.

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The Ideal Faculty in Higher Education: Characteristics, Skills, and Pathways to Excellence

Kushagri Singh*

One may assume that a Higher Education Faculty Member only stands before the class and delivers lectures. There is really much more to it than that. An ideal faculty member is eager to teach, learn, adapt, socially engage, and build warm relationships with students (Smith, 2020). His or her main responsibility may be to teach. However, his impact goes beyond promoting students' academic development or improving the school's standing by providing it with more funding. They serve as educators, scholars, and role models every day.

What makes the finest teachers on campus is a love for teaching and the desire to learn. The characteristics of fine teaching are what set successful teaching faculty apart from the rest. To inspire students, they must be enthusiastic about encouraging people to succeed in class. These dedicated educators' trademarks are their techniques of inspiring students, encouraging them to develop, and raising their knowledge. Successful educators stay updated with the most recent developments in their respective fields and are always looking for new teaching methods or innovative pedagogy. This flexibility ensures that their lectures will always remain fascinating and relevant to students and will be tailored to their needs and capabilities. A truly outstanding teacher is accomplished by combining subject expertise with modern, interactive teaching techniques that attract students (Brown, 2018; Taylor, 2017).

Teachers in institutions of higher education must master strong communication abilities. The learning process becomes more accessible to students when teachers convert complex subjects into simpler forms (Williams, 2021). Listening remains equally vital because teachers must focus on their students' requirements. Effective construction of empathetic environments requires teachers to display both empathy and thorough comprehension of their students. Students come to university with diverse personal histories or backgrounds, so teaching professionals must provide mentoring services when their students require guidance (Miller, 2016).

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Professionalism, together with integrity, constitute essential requirements for all educational personnel. Teachers serving as role models already have the responsibility to demonstrate academic integrity together with ethical conduct (Davis, 2015). Professional behaviours build positive interactions among faculty members as well as between students and also with members of the broader academic world, thus fostering respectful collaboration. The fundamental qualities of successful university educators consist of commitment to teaching combined with professionalism.

The profession requires educators to have strong professional qualifications in addition to the previously mentioned essential qualities. The delivery of precise, up-to-date information by Faculty Members to students demands domain knowledge at a premium level. The acquisition of professional knowledge happens through educators undergoing extensive study together with ongoing educational development (Smith, 2020). Students must develop a deep knowledge of educational methods that explain classroom strategies and tactics to succeed as teachers. Educators' provision of curricula, examinations, and diverse teaching methods serves students with different learning styles (Johnson, 2019). For educators, research abilities are also essential. Scholarly endeavours are highly valued at universities, where Faculty Members are expected to contribute to their fields (Brown, 2018). This entails carrying out top-notch research, disseminating findings, and obtaining funding. Their expertise is enhanced, and professional progress is supported by their involvement in academic forums and collaborations with colleagues (Taylor, 2017).

The current digital reality requires learners to master technological capabilities. The faculty needs to understand multiple instructional tools for their teaching and administrative duties (Williams, 2021). Three main benefits include digital course delivery, digital curriculum design, and learning management system utilisation for better learning. Due to their responsibilities to connect with each group member, faculty need interpersonal competencies and dispute-resolution expertise (Miller, 2016).

Faculty Members need to pursue training opportunities to advance in their duties. Academic staff hold professional doctorates or master's degrees since most institutions need PhD or master's credentials to fill their full-time tenure positions (Smith, 2020). Educators need to enrol in various professional development programs, research workshops and courses to advance their teaching methodologies as well as research techniques through continuous educational initiatives. The direction provided by peer support groups and mentoring programs helps students learn better through cooperative settings (Johnson, 2019).

The many daily workplace challenges academics face, such as time management and work-life balance (Brown, 2018), become manageable because the academic profession offers rewarding advancement opportunities. Higher education institutions support faculty members through tool provision and create professional development cultures while facilitating peer relationships. By promoting the professional development of faculty members, academic institutions can ensure that their teachers are well-equipped to support student learning and growth. (Williams, 2021).

A highly dedicated teaching professional who possesses broad areas of strength makes the ideal candidate for higher education faculty positions. The diverse range of qualities that includes teaching enthusiasm, learning ability, and top-level research and communication skills enables them to deliver substantial student and institutional impact (Taylor, 2017). Temperamental faculty members must dedicate themselves to continuous professional growth to meet their current performance standards. Higher education institutions need to provide support that helps faculty members develop their motivational leadership skills for training the next generation of students. Higher education institutions will thrive based on their professorial quality and commitment to excellence. The development of academic faculty members and their well-being requires focused financial investments, according to Miller (2016).

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Information-Seeking Behaviour in Crises: A Conceptual Framework Based on the 2025 Pahalgam Terrorist Attack, Jammu and Kashmir, India

Suneel Kumar Bhat*

Terrorist attacks create urgent demands for credible, actionable information while simultaneously disrupting communication infrastructure and fostering uncertainty. This conceptual paper examines information-seeking behaviour during the 22 April 2025 Pahalgam attack in Jammu & Kashmir, India, which resulted in 26 casualties. Drawing on established crisis information behaviour models—including Wilson's Information Behaviour Model and the Risk Information Seeking and Processing (RISP) framework—and analyzing publicly available media reports, this paper proposes a theoretical framework for understanding how different actors engage in information seeking during terrorist incidents in conflict-sensitive zones. The framework addresses source selection patterns, trust dynamics, verification challenges, and barriers to effective information access. Based on this analysis, the paper offers recommendations for improving crisis communication infrastructure and highlights implications for library and information science professionals working in conflict-affected regions. (Abstract)

Introduction

When terrorist violence erupts, the disruption extends beyond physical harm to encompass informational chaos. Fear, confusion, and rapidly evolving circumstances create vacuums where rumours, misinformation, and uncertainty flourish. Understanding how people search for, filter, trust, and act upon information becomes crucial not only for individual safety but also for maintaining social stability, coordinating responses, and fostering public confidence in institutions.

On 22 April 2025, militants attacked tourists in the Baisaran Valley near Pahalgam in Jammu & Kashmir, India. The assault resulted in 26 deaths and multiple injuries. Initial responsibility claims by The Resistance Front (TRF), linked to Lashkar-e-Taiba, were subsequently retracted, generating confusion (Ministry of Home Affairs, 2025). The Indian

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government launched “Operation Mahadev” while diplomatic tensions with Pakistan escalated sharply.

This case presents unique characteristics valuable for information behaviour scholarship: it occurred in a contested, conflict-sensitive region with historical institutional distrust; victims included domestic tourists from diverse linguistic and cultural backgrounds; mountainous terrain with unreliable communication infrastructure complicated response efforts; high political stakes intensified narrative contestation; and local intermediaries (pony-handlers, guides) played critical information mediation roles.

Objectives

This conceptual paper aims to:

1. Develop a theoretical framework for understanding information-seeking behaviour during terrorist incidents in conflict zones
2. Analyse how source selection, trust, and verification operate under crisis conditions
3. Identify barriers to effective information seeking in resource-constrained, contested environments
4. Propose actionable recommendations for library and information science (LIS) professionals, crisis communicators, and policymakers

Scope and Limitations

This paper presents a conceptual framework informed by publicly available information, including government press releases, media reports, and academic literature on crisis communication. It does not present primary empirical data from survivors or witnesses. The framework is designed to guide future empirical research and to inform immediate policy interventions.

Literature Review and Theoretical Foundation

Crisis Communication in Terrorism Contexts

Terrorism presents distinctive communication challenges: asymmetric violence, strategic deployment of fear, narrative warfare, and stakes

involving public confidence (United Nations Office of Counter-Terrorism, 2023). Terrorist acts aim not merely to inflict casualties but to generate fear, disrupt normalcy, and dominate public discourse. Effective communication by authorities must counter this through factual transparency, rumour management, clear guidance, and trust rebuilding (Seeger, 2006).

Information Behaviour Models in Crisis Contexts

Wilson's Information Behaviour Model provides a foundational scaffold. Information needs arise from problems or gaps, and seeking behaviour is mediated by personal, situational, source, and environmental factors (Wilson, 1999). During crises, these mediating influences—emotional stress, risk perception, urgency, social pressure—intensify dramatically.

The Risk Information Seeking and Processing (RISP) Model posits that perceived information insufficiency, affective responses (fear, anxiety), social norms, and cognitive heuristics shape search behaviour (Griffin, Dunwoody, & Neuwirth, 1999). Information seeking increases when people perceive gaps between their current knowledge and what they need to manage risk.

Coping Theory suggests that under threat, individuals oscillate between monitoring (actively seeking information) and blunting or avoidance (turning away from distressing information) to manage anxiety (Miller, 1987).

Trust and Verification Under Crisis

Trust in institutions and media often proves fragile in conflict zones. Historical state suppression, perceived bias, censorship, or corruption weaken default acceptance of official accounts. Under such conditions, rumours and misinformation find fertile ground (Vosoughi, Roy, & Aral, 2018). Starbird and Palen (2010) documented how crowdsourced information during disasters both aids and complicates official response.

Information Seeking in Conflict Zones

Research on information behaviour in Indian contexts reveals the importance of interpersonal networks, community mediators, and localised trust structures (Mehra & Srinivasan, 2007). In conflict-affected regions like Kashmir, institutional distrust, communication blackouts, and security restrictions create unique information ecologies (Duschinski

& Ghosh, 2017). The digital divide remains pronounced in rural and mountainous areas, with intermittent connectivity, limited digital literacy, and linguistic diversity complicating information access (Dutta, 2009).

Role of Libraries in Crisis

Libraries serve vital roles during crises by providing verified information, supporting community resilience, and serving as trusted neutral spaces (American Library Association, 2019). In conflict zones, libraries occupy a unique position as politically neutral institutions that can maintain public trust when government agencies face legitimacy challenges (Lor & Britz, 2007). During crises, information professionals can curate and verify sources, provide information literacy training, serve as community information hubs, archive documentation for accountability, and bridge digital divides (Jaeger et al., 2006; Vårheim, 2014).

Conceptual Framework: Crisis Information-Seeking Behaviour

Drawing upon insights from the reviewed literature, this study develops a Crisis Information-Seeking Framework that explains how individuals perceive, seek, evaluate, and act upon information during emergencies. The framework outlines seven interconnected and partially overlapping stages that reflect the dynamic and iterative nature of information behaviour under threat. The process begins with the Trigger Event or Threat Perception, when individuals suddenly become aware of potential danger and recognise the need for immediate, reliable information. This leads to a state of Uncertainty and Information Insufficiency, where the gap between what individuals know and what they need to know generates cognitive discomfort and prompts information seeking. Subsequently, Motivation to Seek or Avoid Information is influenced by emotional and psychological factors such as anxiety, coping style, perceived risk, and urgency. Individuals who adopt active coping strategies engage in information search, while others may avoid distressing information to manage anxiety. Once motivated to seek, individuals proceed to Source Selection, where they evaluate potential information channels based on perceived trustworthiness, accessibility, credibility, and social influence.

The next phase involves Verification and Cross-Checking, where individuals critically compare data from multiple sources to ensure accuracy before acceptance. This evaluative process leads to Information Use and Action, as verified information is applied to make informed decisions—such as evacuation, seeking medical help, or alerting others. Finally, the framework culminates in Feedback and Adjustment, representing an ongoing cycle where individuals reassess new information, modify actions, and update perceptions as the situation evolves.

Moderating Factors Influencing the Framework

The effectiveness of each stage within the framework is shaped by several moderating factors operating across psychological, social, technological, institutional, and cultural levels. Emotional state—including fear, anxiety, and trauma—affects individuals’ capacity for rational processing and evaluation. Social pressures and peer influence play a vital role in validating or challenging information, as family and community networks provide reassurance and shape decision-making. Infrastructure constraints, such as disrupted connectivity or difficult terrain, restrict information flow and access, particularly in remote or resource-limited areas. Political and institutional legitimacy also determines trust in official sources; transparent and credible authorities encourage compliance, while perceived bias or censorship fosters scepticism. Furthermore, prior experience and information literacy enhance individuals’ ability to assess information quality and respond effectively under pressure. Finally, cultural and linguistic diversity influences how messages are interpreted, transmitted, and acted upon, underscoring the need for context-sensitive crisis communication strategies.

Context: The 2025 Pahalgam Attack

Event Overview

On 22 April 2025, between approximately 1:00 and 2:30 PM, armed militants entered the Baisaran Valley, a meadow region several kilometers from Pahalgam town. The attackers carried AK-47 and M4 rifles, wore military-style attire, and operated with communication devices. The militants segregated male tourists, compelling them to recite the Islamic declaration of faith (kalima) to identify non-Muslims before executing

them. The attack resulted in 26 deaths—25 tourists from various Indian states and one local pony-handler who attempted resistance (Ministry of Home Affairs, 2025).

Information Environment Challenges

Several factors complicated information flows:

- ***Terrain and Infrastructure:*** The valley is accessed via forested paths with minimal security presence and unreliable mobile connectivity, creating communication dead zones.
- ***Narrative Contestation:*** TRF initially claimed responsibility, citing objections to demographic changes, then subsequently denied involvement, creating confusion.
- ***Political Sensitivity:*** Jammu & Kashmir remains disputed territory with complex insurgency-counterinsurgency dynamics and deep-seated institutional distrust.
- ***Linguistic Diversity:*** Tourists from multiple Indian states spoke different languages, complicating communication during chaos.
- ***Local Mediation:*** Pony-handlers and guides played crucial roles in rescuing injured tourists and facilitating communication.

Conceptual Analysis: Information-Seeking Patterns During the Attack

Information-seeking behaviour during the Pahalgam terrorist attack followed a dynamic and sequential pattern shaped by fear, uncertainty, and the availability of communication channels.

Immediate Shock and Frantic Search

In the initial moments, the sudden sound of gunfire disrupted the tourists’ sense of safety and triggered a state of panic. Many individuals initially misinterpreted the noises as accidental or harmless, which delayed immediate response. As the realisation of danger set in, widespread fear prompted frantic efforts to obtain reliable information. People used all available means—mobile phones, messaging applications, and direct verbal exchanges—to understand what was happening and how to respond. However, network congestion, poor connectivity, emotional shock, and lack of familiarity with the terrain severely hindered effective communication and decision-making.

Shift to Authoritative and Media Sources

As survivors moved towards areas with better connectivity, information-seeking behaviour shifted from informal exchanges to more authoritative and media-driven sources. Individuals increasingly relied on government announcements, police updates, and televised or online news for situational awareness. Yet, these channels presented their own challenges, including delayed updates, inconsistent casualty figures, and cautious official communication that often left gaps for rumours to spread. Mainstream and social media platforms also provided rapid updates, but the competition to publish information quickly sometimes compromised accuracy, further complicating the public's trust in available information.

Verification and Cross-Checking

Faced with conflicting narratives, individuals began engaging in verification and cross-checking behaviours to establish truth and credibility. Many compared news across multiple sources, consulted local residents or guides for firsthand insights, and relied on eyewitness accounts from fellow survivors. Repetition of information across different independent channels served as a heuristic cue for trust. Nevertheless, the tension between speed and accuracy, combined with limited real-time fact-checking mechanisms, made verification difficult and often left individuals uncertain about which sources to trust.

Information Use and Iterative Adjustment

Once a reasonable level of confidence was achieved, individuals translated acquired information into concrete actions. They sought safer locations, contacted family members, provided assistance to others, or waited for official rescue operations. Information flow was not static; it evolved through feedback loops, as people continuously adjusted their decisions in response to new updates or verified information. This iterative process highlights the adaptive and fluid nature of information behaviour during crises.

Source Hierarchies and Trust Patterns

A clear hierarchy of trust in information sources emerged. Official channels such as government and police updates were valued for their legitimacy and coordination capacity, but delays and perceived censorship weakened confidence. Mass media

provided wide coverage and accessibility, yet its tendency towards sensationalism undermined credibility. Social media and messaging platforms offered immediacy but carried the risk of misinformation, while local intermediaries such as guides and pony-handlers proved vital for real-time, context-specific updates. Ultimately, individuals' trust and source preferences were influenced by prior experience, emotional state, language ability, and information literacy, reflecting the complex interplay of human judgement under extreme uncertainty.

Barriers To Effective Information Seeking

Information-seeking behaviour during crises such as the Pahalgam attack is shaped by several interrelated barriers that constrain individuals' ability to access, verify, and act upon credible information.

Infrastructure and Technological Barriers

Mountainous terrain, disrupted power supply, and network congestion often result in connectivity gaps at the very moment when timely information is most needed. In addition, limited digital literacy, particularly among older or rural populations, exacerbates these challenges by restricting individuals' capacity to navigate digital platforms effectively.

Institutional and Systemic Barriers

Institutional and systemic constraints impede information flow and credibility. Delays in official communication, inconsistent messages across government agencies, and occasional censorship contribute to public uncertainty and the spread of rumours. In conflict-sensitive regions such as Jammu and Kashmir, perceived bias or opacity in official channels further undermines institutional trust and discourages reliance on authoritative sources.

Cognitive and Emotional Barriers

Cognitive and emotional factors play a crucial role in shaping information behaviour. Under extreme stress, individuals experience fear, anxiety, and confusion, which impair their ability to process and evaluate information rationally. Information overload can paralyse decision-making, while avoidance behaviours may emerge as coping mechanisms to reduce psychological distress. Confirmation bias also influences individuals to

trust information that aligns with pre-existing beliefs, regardless of its accuracy.

Social and Cultural Barriers

Social and cultural barriers hinder comprehension and collective coordination. The diversity of languages spoken among tourists and residents can complicate information exchange, while varying literacy levels restrict access to official advisories or complex media content. Moreover, tourists unfamiliar with local customs, geography, and communication protocols often experience social isolation, which limits their access to trustworthy interpersonal sources.

Information Environment Barriers

The broader information environment itself presents significant obstacles. Deliberate disinformation campaigns, the persistence of rumours despite authoritative correction, and the competitive pressures of modern media ecosystems all contribute to confusion and mistrust. Political polarisation further complicates the public's ability to discern credible narratives, reinforcing divisions and weakening collective response during emergencies.

Implications For Library and Information Science

Libraries as Crisis Information and Community Support Centres

In conflict-prone or disaster-affected regions, libraries can function as neutral and trusted spaces for verified information dissemination. They can act as community gathering points, information literacy training hubs, and repositories for documenting local experiences and official communications. By providing safe environments for information exchange and social support, libraries strengthen community resilience and foster collective trust during emergencies.

Information Professionals as Verification and Literacy Facilitators

Library and Information Science (LIS) professionals possess specialised skills in evaluating sources, organising information, and offering multilingual and digital literacy services. During crises, they can operate as information verification hubs, guiding communities in assessing the reliability of information, countering misinformation, and promoting ethical and critical use of digital platforms.

Their expertise in fact-checking and rapid source validation is invaluable for maintaining information integrity in volatile contexts.

Developing Infrastructure for Crisis-Ready Library Services

Libraries should enhance both their physical and digital infrastructure to ensure service continuity during emergencies. Essential measures include maintaining emergency power backups, multiple communication modes (radio, satellite, print), and secure storage for vital documents. Digital systems must include offline repositories, SMS-based services, and mobile-friendly platforms to sustain access when connectivity is disrupted. Library collections should incorporate multilingual emergency materials, mental health resources, legal guidance, and crisis communication protocols to meet diverse community needs.

Strengthening Collaboration and Information Network

Effective crisis response requires robust partnerships between libraries and key stakeholders such as civil defence authorities, health services, local media, educational institutions, and community leaders. Through coordinated efforts, libraries can integrate into broader crisis communication systems, ensuring that verified information reaches all population segments. Collaborative initiatives also enhance preparedness, promote inter-institutional learning, and establish libraries as central components of community crisis infrastructure.

Recommendations for Crisis Communication Policy

Recommendations for Government and Security Agencies

Ensure Rapid, Transparent, and Reliable Communication

Government and security agencies must prioritise the timely release of verified information through transparent communication practices. Even when data are provisional, clearly labelling updates and providing estimated verification timelines enhance public confidence and minimise the spread of rumours or misinformation during crises.

Adopt Multi-Channel and Inclusive Dissemination Strategies

Effective crisis communication requires the use of diverse and accessible platforms, including SMS

alerts, multilingual radio broadcasts, public address systems, verified social media accounts, and printed materials distributed through libraries and community centres. This multi-channel approach ensures that accurate information reaches populations across linguistic, geographic, and technological divides.

Develop Local Mediator Networks and Rumour Monitoring Systems

Governments should identify and train trusted local intermediaries—such as guides, shopkeepers, religious leaders, and librarians—to serve as reliable communicators in areas where official channels may be delayed. Additionally, establishing dedicated rumour monitoring teams and partnerships with fact-checking organisations can help detect, verify, and counter misinformation swiftly, thereby strengthening public trust and crisis management effectiveness.

Recommendations for Media Organisations

Media organisations hold a central responsibility in shaping public perception, managing information flow, and maintaining trust during crises. Their role can be articulated through the following key recommendations:

Ensure Accuracy and Responsible Reporting

Journalistic integrity requires that all information be rigorously verified before publication. Media professionals must clearly distinguish between confirmed facts and unverified claims, avoiding speculation and sensationalism. Reports should emphasise clarity, context, and factual precision to prevent misinformation and public panic during rapidly evolving situations.

Adopt Strong Ethical and Editorial Standards

Media organisations should uphold ethical principles by protecting the privacy and dignity of survivors, refraining from broadcasting graphic or distressing content, and exercising discretion in sensitive reporting. Responsible journalism involves balancing the public's right to know with respect for victims, communities, and the integrity of ongoing security operations.

Promote Transparency, Accountability, and Timely Corrections

Maintaining public trust depends on transparent editorial practices and prompt correction of errors.

Media houses must establish clear correction policies and openly acknowledge inaccuracies when they occur. By prioritising accountability and accuracy, the media can strengthen credibility and contribute constructively to crisis communication and public reassurance.

Recommendations for Civil Society and Non-Governmental Organisations

Civil society groups and non-governmental organisations (NGOs) play a pivotal role in strengthening crisis communication and ensuring community resilience during emergencies. Their contribution can be summarised in the following three key recommendations:

Establish Inclusive and Reliable Information Systems

NGOs should develop verified, accessible, and multilingual information channels—such as emergency hotlines, local information hubs, and community radio networks—to reach diverse populations. These systems must combine factual updates with psychosocial support to help communities manage fear, reduce anxiety, and prevent the spread of rumours. Ensuring inclusivity for marginalised, rural, or linguistically diverse groups enhances trust and ensures equitable access to life-saving information.

Strengthen Information Literacy and Local Mediation Capacity

Building the community's capacity to identify, verify, and interpret information is essential in crisis contexts. NGOs can organise information literacy programmes and digital safety workshops to empower citizens to evaluate the credibility of online and offline content. Equally important is the creation of trained local mediator networks—comprising teachers, librarians, religious leaders, and other trusted figures—who can serve as credible intermediaries between authorities and the public, particularly in remote or conflict-prone areas.

Promote Collaboration, Transparency, and Documentation

Effective crisis communication requires collaboration between NGOs, government agencies, media organisations, and independent fact-checking bodies. Civil society should advocate for transparent information-sharing policies and work to counter misinformation

through verified data dissemination. In addition, systematic documentation of survivor experiences and community responses contributes to public accountability, institutional learning, and the development of long-term strategies for resilience and crisis preparedness.

Framework For Future Empirical Research

This conceptual framework requires empirical validation through:

Retrospective Interviews and Surveys: Semi-structured interviews with survivors, guides, first responders, officials, and journalists using trauma-informed consent procedures

Digital Trace Analysis: Social media content analysis, network analysis of information diffusion, temporal analysis of rumor emergence, sentiment analysis

Media Content Analysis: Systematic coding of news reports and official bulletins, timeline reconstruction, frame analysis of competing narratives

Participatory Methods: Community workshops, participatory mapping of information flows, photovoice or digital storytelling with survivors

Ethical Considerations: IRB approval with trauma-informed protocols, informed consent with withdrawal options, anonymity safeguards, psychological support referrals, community consultation, cultural sensitivity, avoiding re-traumatization

Conclusion

The 2025 Pahalgam terrorist attack underscores that in modern conflicts, information constitutes a central battleground. During violence, people rapidly seek clarity, security, and direction—but they do so under stress, with limited infrastructure, in environments saturated with competing narratives.

This conceptual framework suggests information seeking during terrorist incidents follows a temporal arc: initial chaotic search, turn to institutional and media sources, verification cycles, and action. Source selection reflects trust, proximity, speed, and interpretive power; yet multiple barriers—connectivity constraints, fear, emotional overload, and narrative confusion—impede effective seeking.

For library and information science professionals, libraries in conflict-prone regions must evolve from passive repositories to active crisis communication nodes. This requires investment in information literacy education, infrastructure resilience, community partnerships, and professional training in crisis contexts. For crisis practitioners and policymakers, findings emphasise that rapid, transparent, multi-modal communication; trained local mediator networks; systematic rumour monitoring; and feedback channels constitute core security infrastructure, not optional enhancements.

For scholars, the Pahalgam case invites deeper theorisation of how terrorism, narrative warfare, trust, and information behaviour intersect under duress. Future empirical work using real-time trace data, localised network mapping, and comparative cases will enrich understanding and improve crisis response capabilities.

In contested zones where violence remains possible, investing in information infrastructure and literacy may prove as vital as physical security measures. The lives saved may depend not only on barriers and weapons but on timely, trusted, actionable information reaching those who need it most.

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The Opportunity Cost of Doctoral Education: Evidence from Case Studies

Diksha* and Kartar Singh**

The Doctor of Philosophy (PhD) degree is considered the highest academic degree. This degree is perceived as an investment in human capital that promises long-term academic and professional returns. However, pursuing this degree also involves significant opportunity cost in terms of forgone earnings, delayed labour market entry, psychological opportunity cost, and social and personal opportunity cost. This particular study tries to examine the opportunity cost of doing a PhD in the context of India through a qualitative comparative analysis of 3 cases of doctoral scholars enrolled in central universities located in Delhi. These cases show diverse circumstances such as a fellowship-supported scholar in the education subject, a self-financed scholar having very minimal financial support, and a CSIR-sponsored fellowship-supported scholar pursuing a PhD in the chemistry subject. These costs are weighted against the expected return of doctoral education, including opportunities for academic careers, intellectual satisfaction and long-term earning potential. This study argues that Opportunity Cost is not merely a financial construct, but it involves a multidimensional phenomenon affecting research productivity, equity in access, and long-term career outcomes. The findings of the study show that although fellowships provide financial support, doctoral scholars experience sustainable income gaps compared with potential academic employment. The opportunity cost of pursuing a PhD extends beyond economic considerations to delayed marriage, personal responsibilities of parents, health impacts from intensive research work, and concerns related to fertility timing. Despite many challenges, scholars pursued a doctoral degree due to intellectual motivations and aspirations for academic careers. The study shows that doctoral education should be understood not only as an academic pursuit but also a complex economic and social decision involving multiple opportunity costs. (Abstract)

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Introduction

According to the Human Capital theory, Education is considered an investment decision taken by rational individuals to seek higher returns in terms of lifetime earnings and utility (Becker, 1993). Pursuing doctoral education is also seen as an investment with higher returns by the individuals; however, it represents a deviation from typical investment logic due to its extended duration, uncertain returns, and higher economic and psychological opportunity costs. In a country, to develop a knowledge base, research capacity and innovation within higher education systems, doctoral education plays a very crucial role. Society and the higher education system heavily rely on doctoral scholars to contribute to academic research and generate new theoretical insights as well as advanced disciplinary knowledge.

According to the AISHE annual report 2021-22, in recent decades enrolment in PhD programmes has been increased 81.2 percent in 2021-22 from 2014-15 in India. Female enrolment has almost doubled in the same period. This data shows higher interest towards doctoral education by the postgraduates and expansion and strengthening of the Indian research and development domain. In 2021-22, a total of 32,588 students were awarded PhD. There has been a push to increase the Gross Enrolment Ratio (GER) of higher education with the implementation of NEP 2020. Aggarwal (2021) argues that the institutional research support has not kept pace with the rising cost of living in metro cities like Delhi and Bengaluru. In March 2026, India Today published data indicating the single-person cost of living, excluding rent, is approximately Rs 27,300 per month. This sets a grim stage for scholars funded at sub-market rates.

Despite the higher academic value and social importance, pursuing a PhD course also involves sustainable personal and economic trade-offs. Person opting for a PhD course often spend several important years of their adulthood in academic training rather than entering the job and labour market. During this period, they may face limited income, delayed career

progression, and uncertainty in future employment opportunities.

Opportunity cost provides a useful framework to analyse these trade-offs. Menkiw (2018) defined opportunity cost as the value of the next best alternative that is sacrificed to make a decision. Research examining doctoral education has highlighted that pursuing a PhD often leads to delayed earnings during early career stages because individuals spend more time in academic training compared with those who enter the workforce earlier (Benjamin, Miloucheva & Vigezzi, 2025). Furthermore, the expansion of doctoral programs has created increasing competition in academic labour markets. In many cases, the number of PhD graduates exceeds the number of available academic positions, creating uncertainty regarding long-term career outcomes (Jamal et al., 2024). This study explores a critical and under explored question that what is the opportunity cost of pursuing a PhD? Through three comparative case studies of doctoral scholars in Delhi. This study provides a comprehensive framework of the opportunity costs involved in doctoral education and their implications for individuals and policy.

Research Objectives

The specific objectives of this study are:

1. To examine the opportunity cost in the context of PhD education through selected case studies.
2. To explore the economic, psychological, career, and social trade-offs experienced by doctoral scholars during their PhD.
3. To gauge how doctoral scholars sustain creative inquiry and theory building in their respective research fields despite the opportunity cost associated with pursuing a PhD.

Research Methodology

This study is qualitative in nature, and a multiple case study approach is employed to investigate the opportunity costs associated with scholars pursuing a doctoral degree in central universities located in Delhi, India. This study adopts the case study method because the concept of opportunity cost involves individual experiences that are shaped by economic conditions, individual personal responsibilities, disciplinary demands, and social expectations; these factors cannot be fully captured through purely quantitative analysis. Through purposive sampling,

three PhD scholars were selected as the sample of this study; these cases reflect diversity in terms of career employment, background, availability of financial support in terms of fellowship, and discipline of the doctoral degree. This study utilised semi-structured interviews together with data on the following key themes:

- Educational background prior to admitting in PhD
- Employment opportunities available prior to admitting in PhD
- Fellowship income and financial circumstances during PhD
- Perceived opportunity costs associated with pursuing the PhD
- Expectations regarding post-doctoral career options

The collected data were analysed using thematic analysis, focusing on several dimensions of doctoral experience such as:

- Financial support during doctoral education
- Potential alternative employment opportunities
- Career delays associated with doctoral education
- Personal and social challenges faced by doctoral scholars

The cases are analysed comparatively to identify patterns in opportunity costs associated with pursuing doctoral education. The time frame for the estimated opportunity cost is taken as an average of 5 years.

Opportunity Cost and Educational Investment

In the economics of education, educational decisions of pursuing any course are analysed as an investment choice in which individuals compare expected returns with associated costs. Opportunity cost represents the benefits individuals sacrifice when they make any choice of pursuing education over alternative career paths.

Opportunity Cost

From a human capital perspective, Gary Becker linked opportunity cost with investment in education. According to Becker (1993), the cost of education includes both direct expenses and the indirect cost in the form of earnings forgone while individuals

are studying. For higher education, opportunity cost refers to earnings and work experience that students sacrifice to pursue their education.

Simply, Opportunity Cost is taken as the value of the next best alternative forgone when a particular choice is taken, or a decision is made. The concept of opportunity cost is based on the concept of scarcity, where resources like time, money, and effort are limited and must be allocated among competing uses (Robbins, 1932; Mankiw, 2021). It is also defined as the real cost of any choice by the classical economists, emphasising that true cost is not merely monetary expenditure but the value of what is sacrificed (Marshall, 1890). Opportunity cost is not limited to explicit monetary expenditure; Rather, it encompasses the value of all foregone alternatives.

In the context of doctoral education, opportunity cost is reflected as earnings foregone during the period of study, delayed labour market participation or experience lost during the period of study, delayed promotions and career progression, and the alternative career path not pursued due to completing their doctoral studies (Benjamin et al., 2025). According to Mincer (1974), delayed earnings reduce lifetime income streams despite higher eventual wages. Jacob Mincer developed an earnings function as given below:

$$\ln w = \ln w_0 + \rho s + \beta_1 x + \beta_2 x^2 + \epsilon$$

Where s represents years of schooling; x represents experience in the labour market. Doctoral education contributes to the increase of the schooling component (s) but, on the other hand, reduces or delays the accumulation of labour market experience (x). Therefore, it creates a structural imbalance in early career earnings trajectories.

Doctoral Education as High-Risk Investment

Investment in doctoral education is associated with uncertain returns. This return is dependent on several factors, such as Field of specialisation; it has been seen that the STEM and engineering domains provide higher returns compared to social science and humanities, due to the high demand and skill-oriented nature of the disciplines. The second factor is institutional reputation; a person pursuing a PhD from institutions like IITs and IISc gets higher returns

compared to other institutions; to mitigate this factor, this study took a sample from two central universities located in Delhi and having almost the same institutional reputation. The third factor comprises labour market conditions: if the labour demand in a particular field is high, then returns associated with the PhD in that field are also high, vice versa. The fourth factor is availability of academic positions; typically, after doing a PhD, an individual wants to join the labour market in an academic position of assistant professor or full-time researcher. If the availability of such positions is high in the job market, then the returns a person gets are also high. Thus, the decision to engage in research and pursue doctoral education resembles an investment under conditions of risk and imperfect information.

Structure of Higher Education and Research in India

With the largest population of youth, India has one of the largest higher education systems in the world. UGC Annual Report 2023-24 mentions that the number of universities has gone up to 1153 universities, and Indian higher education comprises 57 Central universities, 482 State Public universities, 478 State Private Universities, and 136 Deemed to be universities. Despite its scale, the research ecosystem faces several structural challenges in India, such as low enrolments compared to undergraduate and postgraduate levels. AISHE data represents enrolment expansion at the doctoral level, but compared to undergraduate and postgraduate levels, it is very low. Research funding in India is largely mediated through government agencies such as UGC, CSIR, ICSSR, and DST. However, Stipends for research scholars, recently revised, often remain modest compared to entry-level salaries in the private and government sectors. Institutional disparity exists between elite institutions like IITs, IISc, Central Universities, Institutions of Eminence and State Universities in terms of infrastructure, funding, and research capacity and outcomes. This may influence both cost and the returns of research engagement in a particular higher education institute.

Detailed Case Description

This study is based on three PhD scholars pursuing their doctoral education from the central universities located in Delhi. All three scholars were

purposely selected who resides in Delhi with their parents to eliminate the additional rental cost.

CASE-I: Doctoral Scholar with UGC NET/JRF fellowship

The first case is of a doctoral scholar in the field of Education who receives financial support through the UGC Junior Research Fellowship (JRF) and Senior Research Fellowship (SRF). The fellowship structure is as follows:

- JRF: ₹37,000 per month (first two years)
- SRF: ₹42,000 per month (next three years)

Additionally, the scholar is Male and residing in Delhi and receives House Rent Allowance (HRA) of ₹11,100 per month as part of the scholarship and an additional contingency amount approx. 10,000 per annum. Although this fellowship provides financial assistance, it remains lower than the salary of an Assistant Professor in India, which typically ranges from ₹80,000 to ₹1,00,000 per month.

Academic Background

He has done graduation degree in Economics and Education (B.Ed.), along with a post-graduation in Economics and Education (M.Ed.). This scholar devoted nine years of his life after completing schooling. In the field of education, it often takes an additional 4 years and additional qualifications like B.Ed., M.Ed. or MA Education before anyone becomes eligible for a permanent academic position. Because of this, anyone pursuing doctoral education in the education subject must spend a few more years in terms of opportunity cost to get a stable career or academic position in this discipline. This scholar had many career options before entering doctoral education, like entering the job market just after graduation as a fresher in MNC and other companies, after B.Ed. option of becoming a government and private Trained Graduate Teacher (TGT), and after M.Ed., this scholar may pursue his career as Post Graduate Teacher (PGT) in government and private schools.

Family and Personal Life

This scholar is a single child, which adds another layer of responsibility and expectation within the family. His parents are supportive of his education, but there is a constant underlying concern

about her future security and life stability. This scholar faces continuous pressure regarding settling down and marrying on time, as marriage is seen as an important milestone in Indian society. The scholar also reported experiencing social pressures related to delayed marriage, partly due to financial instability and uncertainty regarding career prospects.

Expectation Regarding Career Options after PhD

This scholar aspires to enter academia as an Assistant Professor, but due to limited availability of permanent positions, he is also open to contractual teaching roles, research positions or post-doctoral opportunities as immediate steps.

CASE-II: Doctoral Scholar, Self-financing her Education with a Small Amount of Non-JRF Fellowship

The second case involves a doctoral scholar in Education who receives a small institutional fellowship of ₹8,000 per month, beginning after the first year of the PhD and continuing for four years. This limited financial support results in significant economic opportunity cost compared with potential teaching salaries.

Family and Personal Life

The scholar also faces substantial family responsibilities, including caring for her mother with some severe health issues. This responsibility is continuous and directly affects how she manages her time and priorities.

Career Aspiration

Due to financial and future labour market entry uncertainty, alongside her PhD, the scholar has begun preparing for Post Graduate Teacher (PGT) recruitment examinations and has successfully cleared the preliminary stage of the Kendriya Vidyalaya Sangathan (KVS) examination. This reflects her effort to secure a stable and predictable career path. This case demonstrates how doctoral scholars often pursue alternative career options alongside their doctoral research.

Expectation Regarding Career Options after PhD

This scholar's expectations are more practical and security-oriented; she values academic research work, but her immediate goal is to secure a PS position in a government school for financial stability and a stable career option that can support her financial, social and personal status. Assistant

Professor remains a possibility, but this is considered uncertain and long-term.

CASE-III: Doctoral Scholar, with CSIR fellowship

The third case involves a doctoral scholar in Chemistry; a discipline requiring extensive laboratory work. The research work requires long hours and often unpredictable hours in the laboratory experiments. Experiments need continuous monitoring and sometimes repeated trials, which makes her work routine physically intensive and time-consuming. The scholar reported experiencing very long working days, which have negatively affected her health. Although the scholar receives JRF and SRF fellowships like Case 1, laboratory research requires long hours of experimentation and data analysis.

Family and Personal Life

The scholar is newly married, and this brings additional expectations and responsibilities as early years of marriage are often expected to be a time for building relationships and family bonding. However, given the demanding nature of her research, she finds it difficult to balance laboratory research with personal life, which has created challenges within her marriage. This situation affected her physical and mental health; despite these challenges, she remains committed to her research work and continues to engage actively in experiments and academic learning.

Expectation Regarding Career Options after PhD

The researcher is strongly inclined towards her research work and academic field with the aspiration 4 postdoctoral research position and eventually a faculty role or full-time permanent researcher. The scholar is open to opportunities in research labs, industry positions, or project-based roles. Across all three cases, participants also mentioned concerns related to fertility timing, as prolonged doctoral training may influence decisions regarding starting families.

Analysis and Discussion

Opportunity Cost for Doctoral Degree

The economic opportunity cost for a doctoral scholar refers to the income scholars forgo to pursue doctoral studies instead of entering professional employment. Fellowships provide financial support to some extent, but they are

generally lower than professional salaries, and the experience gained by professional employment is missing; the opportunity for higher salaries based on experience is sacrificed under this situation. The following is the theory of the opportunity cost of a PhD:

$\text{Opportunity Cost of PhD} = \text{Foregone Earnings} - \text{Expected Future Returns}$
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The following are the major types of opportunity costs that a doctoral scholar pays to pursue a PhD course:

Economic Opportunity Cost

Economic opportunity cost refers to the income scholars forgo while pursuing doctoral studies instead of entering professional employment. Although fellowships provide financial support, they are generally lower than professional salaries.

Career Opportunity Cost

Doctoral education delays entry into the labour market and reduces the number of years scholars accumulate professional experience during early adulthood.

Time Opportunity Cost

Completing a PhD typically requires four to six years, representing a substantial investment of time that could otherwise be spent developing professional careers.

Social Opportunity Cost

Doctoral scholars may experience delayed financial independence and face social expectations related to marriage and family responsibilities.

Psychological Opportunity Cost

Uncertainty about career prospects, financial instability, and demanding research environments may cause psychological stress for doctoral scholars.

These different forms of opportunity cost, as mentioned in Table 1, illustrate that pursuing a PhD is not merely an academic decision but also a complex life choice involving multiple trade-offs.

To calculate the opportunity cost, the following formula has been used:

$$\text{OC} = (\text{Potential Market Wage} \times 5 \text{ years}) - (\text{Stipend} \times 5 \text{ years})$$

Where OC denotes Opportunity Cost

To calculate opportunity cost, “Best alternatives” must be established first. For master’s graduates, the best alternative is an academic position of postgraduate teacher and assistant professor. Potential market wages are equivalent to foregone earnings if doctoral education has not been opted. In all three cases, scholars are eligible for the academic position of an Assistant Professor, as they all qualified for the NET, which is the eligibility criterion for Assistant Professor. The average income of an Assistant Professor in India lies between Rs. 80,000 and Rs. 1,00,000; for the comparative analysis, Rs. 80,000 is taken as the income of an Assistant Professor as the early participant of the labour market.

In this analysis, potential market wages of PGT are also estimated, as PGT is the other alternative that all three can opt for as their career after having a post-graduate degree. The average salary of PGT at Government and Private School is lies between Rs. 60,000 and 90,000 approx. So, for the comparative analysis, Rs. 60,000 is taken as the amount of PGT income. Additionally, Case second opted for PGT as her alternative career option, so it is important to compare the income of PGT with the fellowship amount scholars earn. The fellowship amount or the financial assistance from the institution is considered as the stipend in the above equation, which ranges between Rs. 8000 (for Case 2) and 37000 (starting

2 years) to 42,000 (remaining 3 years) for the JRF holders.

Economic opportunity cost varies significantly across cases. Scholars with full fellowships experience lower opportunity cost than those with minimal institutional funding. Case 2 faces the highest opportunity cost, exceeding ₹44 lakh compared with potential Assistant Professor earnings. Even fellowship-supported scholars sacrifice ₹18–24 lakh in potential income during the PhD period. This whole analysis does not take HRA, contingency and any other amount into consideration for the estimation and comparison of the opportunity cost.

Comparative Analysis of Three Cases

The comparative analysis of the 3 cases reveals that the opportunity cost of pursuing doctoral education is both multidimensional and unevenly distributed across scholars. Career delay is a common feature across all 3 cases (Table 2); analysis also shows that every scholar experiences delayed entry into the labour market, and the intensity of the economic opportunity cost varies significantly. Case 2 faces a very high economic burden, reflects inadequate financial support and greater vulnerability compared to the relatively moderate conditions of Case 1 and Case 3 JRF and SRF holders.

Table 2 also highlights how a personal circumstance intersects with academic trajectories. Family responsibilities are particularly high in case to, suggesting that low financial security increases

Table1: Estimated Opportunity Cost (Economic)

Case	Funding Type	Total Stipend Income During PhD excluding HRA (In Rs.)	Potential Income if Assistant Professor excluding HRA (In Rs.)	Potential Income if PGT excluding HRA (In Rs.)	Opportunity Cost Vs Assistant Professor (In Rs.)	Opportunity Cost Vs PGT (In Rs.)
Case 1 (Education –JRF/SRF)	JRF + SRF + HRA	24,00,000	48,00,000	42,00,000	24,00,000	18,00,000
Case 2 (Education ₹8kStipend)	Institutional Fellowship	3,84,000	48,00,000	42,00,000	44,16,000	38,16,000
Case 3 (Chemistry –JRF/SRF)	JRF + SRF + HRA	24,00,000	48,00,000	42,00,000	24,00,000	18,00,000

Table 2: Comparative Analysis of Opportunity Cost across Cases

Dimension	Case 1	Case 2	Case 3
Funding type	JRF/SRF	Institutional fellowship	JRF/SRF
Economic opportunity cost	Moderate	Very High	Moderate
Career delay	Yes	Yes	Yes
Family responsibilities	Moderate	High	Moderate
Health impact	Low	Moderate	High
Marriage and fertility concerns	Present	Present	Present

external pressure. In contrast, health impact and marriage issues are most severe in Case 3; this reflects that disciplinary differences shape the form of opportunity cost. Moreover, marriage and fertility concerns are present across all cases, indicating that doctoral education consistently affects personal life decisions regardless of funding type. Overall, this analysis reveals that doctoral education is not a uniform experience but a differentiated process shaped by structural and personal inequalities.

Recommendations and Policy Implications

Increment in the Stipend Amount

The stipend of a PhD fellowship must be matched with the prevailing wages of the labour market, thereby reducing the economic burden of the PhD scholars.

Reducing Career Uncertainty

The academic recruitment process needs to be streamlined with career pathways for doctoral scholars. Expansion in post-doctoral opportunities and implementing transparent hiring helps to reduce prevailing uncertainty in long-term career opportunities of doctoral scholars.

Promotion of Equity and Inclusiveness

Focused support is essential for equitable access to provide research opportunities for EWS and marginalised scholars.

Findings and Conclusions

PhD education involves significant opportunity costs, particularly in terms of foregone earnings, delayed labour market entry, and personal trade-offs during the doctoral period. The magnitude of opportunity cost varies across funding structures. Scholars receiving JRF/SRF fellowships experience relatively lower economic pressure, while those with minimal institutional funding face higher financial constraints. The decision to pursue a PhD cannot be

understood solely in economic terms. Intellectual aspirations, academic identity, and the desire to contribute to knowledge production play important roles in shaping this decision. Despite these costs, doctoral scholars remain strongly engaged in creative inquiry and theory-building within their respective research fields. This indicates that intellectual curiosity and commitment to knowledge creation play a crucial role in sustaining doctoral engagement.

PhD education represents a long-term investment in human capital and knowledge production, where the time and resources invested contribute to research capacity, academic development, and theoretical advancement. Overall, the findings suggest that while the PhD journey involves sacrifices and trade-offs, it is sustained by scholars' intellectual motivation and societal value of research, justifying the investment in doctoral education. These findings highlight the need to view doctoral education as both an economic investment and a personal intellectual commitment.

Importantly, regardless of differences in institutions, courses, and discipline, the overall level of earnings during the PhD is significantly low and substantially below the average earnings of individuals with a master's degree working full time. This gap reveals the significant opportunity cost associated with pursuing Doctoral education for PhD scholars. The evidence reflects the considerable trade-offs that students must make to pursue doctoral education and training, not only in terms of economic costs, but also getting low income during adulthood, considered as prime working years. This financial sacrifice is a central component of the doctoral experience, but other than that, other factors contribute to actual opportunity cost, such as social expectations, family responsibility, delayed marriages, marriage issues due to lack of time and academic commitment, delayed fertility and family planning, poor mental and physical health, academic

stress and uncertainties about career and academic position, etc.

Research remains essential for national development and global competitiveness; the high private cost in terms of opportunity costs, economic and non-economic, associated with doctoral education acts as a deterrent for many potential scholars. Ultimately, the decision to pursue research must be understood not merely as an individual choice, but as a reflection of broader structural and policy conditions. Ensuring that this choice is both viable and rewarding is critical for the future of India's knowledge economy.

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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

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Embracing Growth: Lessons from a Journey

Sanjay Malhotra, Governor of the Reserve Bank of India, delivered the Convocation Address at the 58th Convocation Ceremony at the Indian Institute of Technology, Kanpur on June 23, 2025. He said, “Continue your quest for knowledge. Remember that learning is for life. The moment one is not learning, it is a signal that one is not growing; one is not advancing. It is knowledge which will keep you ahead of others. Its importance cannot be overemphasised. I urge you all, as Stephen Covey said, to continuously sharpen your saw and cut the grass under your feet.” Excerpts

Today marks the culmination of an exciting chapter for the graduating students, where you have not only learnt new things – academic and extra-curricular – but have also had an enjoyable and memorable experience. I extend very warm congratulations to all the graduating students. Please give yourselves a huge round of applause.

To the parents and guardians, this moment belongs as much to you as it does to your children and wards. Your innumerable sacrifices, continuous support, unconditional love and unwavering encouragement have laid the foundation upon which these young achievers now stand. I know this is an emotional and proud moment for you. I have myself experienced these emotions when my sons graduated – one from IIT Bombay and the other from IIT Guwahati. My warmest congratulations to you as your ward steps into a new chapter in life.

Dear graduates, it is a special day for you as you enter a new and exciting phase of life. It is an equally special day for me and doubly so. First, this institute has had a transformational impact on me, my life and my thoughts. I remember with nostalgia my years at IIT. I still vividly remember my first day at IIT when my mother came to drop me off with another batchmate. I recollect my days at Hall III and then Hall I, the healthy rivalry between Hall II and Hall III, phatta cricket, bulla, the various celebrations at Red Rose Restaurant on the campus and Chung Fa restaurant in the city, movies at L7, DEC 10 of which we were so proud, the iconic library, Culfest and the many friends that I made and treasure till date. The steel trunk which carried my belongings to IIT and which my loving wife has preserved till date is still with me. I still have my Wilson tennis racket, with which I religiously played every evening at the clay courts on campus. IITK has a special place in my heart. This convocation ceremony is even more special as I did not attend our convocation ceremony; in fact, we did not have a proper convocation ceremony, perhaps the

only batch not to have it. So, it's an honour to be back here after thirty-six long years in a new and privileged role and be a part of the convocation ceremony today. Thank you, IIT, for this honour. Times have changed a lot since I graduated. But there are certainly lessons which endure time. As a fellow alumnus, roll number 85213, who has experienced life after campus, I will speak about four learnings from my journey.

Learning for Life

Many of you would have got your dream jobs. Others, who plan to pursue further studies, would get them soon. With a degree from a prestigious institute and a good job in hand, please don't think that you have arrived. The moment you think you have arrived, you will stagnate. The moment you believe you know everything, you will stop growing.

This is just the beginning, only the first step. The degree has only laid a solid foundation, and will take you thus far. You will need to build from here. You will need to learn when you change sectors, move across organisations within a sector, take up different roles within an organisation and even within the same role in an organisation. Technology is advancing at a lightning speed. What you learnt yesterday would be outdated tomorrow as new ideas and tools emerge daily.

I can assure you that the institute has prepared you well for your life ahead. It has not only imparted to you knowledge which will be of immense use but, more importantly, equipped you with the most important tool – the tool of self-learning.

Like other IAS officers, I worked in diverse fields like urban management, land resources, industries, power, health, taxation, banking, finance, etc. Many of them were general management, but many were highly technical and specialised, which had a steep learning curve. The IITK emphasis on basic sciences and core engineering subjects, its importance to the fundamentals of a subject, its priority to deriving

the formulae rather than merely memorising and applying them, its attention to problem-solving from first principles, and various other methods of problem solving have held me in good stead. IIT gave me the necessary tools for self-learning. I am sure it has given you too the same tools.

So, continue your quest for knowledge. Remember that learning is for life. The moment one is not learning, it is a signal that one is not growing; one is not advancing. It is knowledge which will keep you ahead of others. Its importance cannot be overemphasised. I urge you all, as Stephen Covey said, to continuously sharpen your saw and cut the grass under your feet.

Question the Status Quo

My second learning pertains to the period between 2003 and 2006, when I was working in the United Nations. I was managing a project to improve productivity in the hand tools clusters in India. We hired a Total Quality Management expert for some of our interventions. He had long and diverse experience across organisations.

He challenged the forging units there to reduce the time taken in changing a die from about eight hours to less than an hour. All of them, including the most advanced, productive and efficient forging units, vehemently denied the possibility of reducing the time. When he failed after many days of trying to convince them to improve, he suggested some changes, including installation of a video camera. This was tried in a unit. These small changes reduced the time to five hours. When asked, the supervisor, apart from other things, explained that the work started on time, as scheduled; no one was late; no one took an unscheduled tea break; all required equipment was pre-arranged and kept ready for use; there was no wastage of time. The small changes and videography did the trick as everyone was being watched. What followed was a series of improvements, or what are called kaizens, not only in the exchange of dies, but also various other processes – forging, grinding, electroplating, packaging, etc, as every process was questioned. We ended up reducing costs by about 10%.

I learnt to question the status quo. I learnt that there is always scope for improvement. This helped me improve efficiency in various organisations and departments that I worked in. It helped in reducing the processing time of files. I reduced turnaround times for applications. It helped me make changes in laws,

rules and procedures for the benefit of citizens and government alike, as I questioned the status quo.

As Albert Einstein famously said, “The important thing is not to stop questioning.” When you question the status quo and ask questions, you open the door to new ideas and fresh perspectives. It is fuel for innovation; it drives you to explore, experiment, and create something better. So, no matter where you are in life or your career, never stop questioning the status quo and improving.

Pursue Virtuous Karma

The third learning pertains to my tenure as Secretary, Department of Personnel in the Government of Rajasthan in 2007-08. Promotions from the state civil service to the IAS were plagued with disputes and court cases. For almost 20 years, no one was promoted to the IAS. My predecessors did not take up this issue as they thought it would be an exercise in futility, as some aggrieved officer would approach the doors of the judiciary. When I was given responsibility for this department, I took up the gauntlet. I studied all the disputes and judicial pronouncements meticulously; decided on claims of seniority and promotion, without fear or favour; finalised and published the seniority lists; and, after spending months on this mammoth exercise, sent the proposals to UPSC for promotion. Just when we were about to convene the meeting for promotion, one officer again approached the court and got a stay. Months of my hard work were. Even though many officers commended me for the hard work and getting the matter so close to finalisation, I was disappointed.

I had to leave for Princeton for my master's within a few days and could not pursue the case in the courts. After I returned, I was put in a different department. In a few years, the court lifted the stay. I was asked if I would be interested in giving finishing touches to the work I had initiated. Once bitten, twice shy, I did not take up the challenge this time. The work was completed by another officer. In recognition of his efforts, he was conferred the state award for civil service.

I realised I did not follow my karma as I feared failure. I realised I needed to follow my karma boldly and decisively without bothering about the results.

Without going into details of my journey thereafter, today, as I look back, I can confidently say that it is karma that largely determines outcomes and

results. It is the path that one chooses that broadly determines the destination. Today, I appreciate how true Steve Jobs was when he said, “You can’t connect the dots looking forward; you can only connect them looking backwards.” Right now, you may not fully grasp how your karma - each late-night lab session, each frustrating bug, and each decision that you take - will impact your journey. You may not appreciate how delayed gratification, the hallmark of all great leaders, will deliver bigger success over the longer term for the instant rewards foregone. But trust me, over time, the dots will connect and it will be in large measure due to your karma.

Trust

My last learning is from the student days in IIT, when we were always short of money and under debt. Food at the mess was as good as it could be. We relied heavily on the hostel canteen. A samosa at that time cost 35 paise and a bottle of Thums Up 2 rupees and 25 paise. The canteen was managed by a person called Lala. Lala was loved by everyone. He would serve us till late at night and very generously gave us credit. Even outside hostel, we got credit from the juice vendor, the shops in the Shopping Centre, etc. This may not be surprising. Lala knew us, recognising us as hostellers. Other vendors too recognised us as students from the campus. What was surprising though was that we got credit even from some shopkeepers in Kanpur, who did not know us at all. Why did these shopkeepers give credit to us? It is because of their trust in the IIT students.

It is because people do business with people they trust. Trust is the foundation on which any relationship is built, whether it is marriage, friendship, or at the workplace-between the CEO and the employees, or between a company and its consumers.

It is trust in a person that makes him a leader; it is trust which makes people follow a leader. Integrity and ethics are paramount to develop trust. It is not easy to gain trust.

To earn trust, a leader must have the courage to take difficult decisions. He must act in the interest of the employees and other stakeholders. He must be willing to accept responsibility. He must lead by example. He must possess the humility to learn from his mistakes. He must be just, transparent and respectful. Trust takes time to build. But it is easy to lose trust. To be a successful person, a successful leader, graduating students, try to gain trust and having gained it, preserve trust.

Your Time to Shine

To conclude, dear graduating students, as you leave this campus today, have confidence in yourself. Dream big, but more importantly, act on those dreams. Make IIT Kanpur proud. Make your parents proud. Make India proud. But most importantly, make yourselves proud - proud by living lives of character, ethics and humility; lives filled with purpose, service and impact. As you step into tomorrow, carry with you the spirit of this institution, carry with you the love of your families, and carry with you the dreams of a billion Indians who believe in your potential.

Your journey of transformation began here at IIT Kanpur. Now, transform the world as leaders who are trustworthy; who continue learning for life; who question the status quo and who pursue virtuous karma.

May God bless you with all the very best in your journey ahead.

Thank you.

Jai Hind.



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

CAMPUS NEWS

Seminar on Empowering the Nation's Youth

The One-day Seminar on 'Empowering the Nation's Youth to Live an Addiction-free Life' was organised by the Principal K. M. Kundnani College of Pharmacy, Cuffe Parade, Mumbai in collaboration with the Student Council, Department of Lifelong Learning, KMKCP, Mumbai and Hetero Healthcare Ltd., recently. The event aimed to empower the students to live an addiction-free life by providing a deeper understanding of addiction, including the science behind it and how it affects the brain. The event explored the psychology of tobacco dependency and raised awareness about the dangers of tobacco use and its long-term health consequences. The session also offered expert strategies to help individuals quit smoking and tobacco habits, along with free guidance and support resources to assist them throughout their journey. The event began with the introduction of the guests and speakers by Ms Nimarta Gill. The guests were welcomed by presenting floral greetings. The Guest Speaker, Mr Rohann Bokdawala, Psychiatrist, delivered the talk, addressing various forms of addiction prevalent among the youth, such as cigarette smoking, cannabis use, tobacco chewing, and the rapidly growing trend of vaping. He explained how these substances create psychological and physical dependency, their harmful effects on health, and provided guidance on overcoming addiction. Mr Bokdawala elaborated on multiple psychological techniques and therapeutic approaches, including the use of nicotine patches, one of which—a unique 3-day nicotine transdermal patch—is developed by Hetero Healthcare, the only company manufacturing this product. Following his insightful talk, a question-and-answer session was conducted where students actively participated and raised queries regarding toxicity, health hazards, and possible alternatives to smoking.

Adding to the session, Mr Devendra Morajkar, General Manager, Healion Division, also shared his insights on the importance of early intervention and awareness in curbing substance abuse. The Teacher In-Charge, Dr Mrinal Sanaye, further emphasised the importance of pharmacy students being well-informed and actively involved in promoting anti-tobacco initiatives to improve community health. As a token of appreciation, a memento was presented to

Mr. Rohann Bokdawala on behalf of K M K College of Pharmacy by Dr Mrinal Sanaye. The session concluded with a vote of thanks from Ms Nimarta Gill, acknowledging the efforts of the organisers, the speakers, and the audience who helped make the event successful.

International Workshop on Next-Gen Quantum Intelligence

A five-day International Workshop on 'Next-Gen Quantum Intelligence: AI for Network Optimisation and Entanglement' is being organised by the National Institute of Technology Raipur, Raipur, Chhattisgarh from July 06-10, 2026. The event is sponsored by the Scheme for Promotion of Academic and Research Collaboration (SPARC), Govt. of India. The faculty members, students (UG/PG/Ph.D.) and industry persons may participate in the event. The event offers a rigorous and comprehensive exploration of next-generation quantum communication and computational paradigms. The curriculum is systematically designed to bridge foundational quantum theories with cutting-edge technological advancements, providing a robust platform for intellectual exchange. It primarily emphasises integrating modern AI to address complex challenges in quantum infrastructure. The Topics of the event are:

- Introduction to Quantum Computing.
- Quantum Communication Fundamentals.
- Quantum Entanglement and Teleportation.
- Graph Neural Networks (GNNs).
- AI for Network Optimisation.
- Large-scale Quantum Systems.
- Quantum Error Correction.
- Quantum Cryptography and Security.
- IoT and Quantum Networks.
- Hands-on Training (Daily).
- Case Studies: Quantum in the Real World.
- Future Trends in Quantum AI.
- International Research Collaboration.

For further details, contact the Coordinator, Dr. Chandrashekar Jatoth, Associate Professor, National Institute of Technology Raipur, G. E. Road, Raipur – 492010, Chhattisgarh through Mobile No.: +91-88977-41409, E-mail: jchandrashekar.it@nitrr.ac.in. For updates, log on to: www.nitrr.ac.in/events/

National Seminar on INDO-US Relations at the Crossroads

A two-day National Seminar on ‘INDO-US Relations at the Crossroads’ is being organised by the Department of Political Science and Public Administration, Annamalai University, Tamil Nadu from July 10-11, 2026. The event aims to provide an academic platform for a comprehensive and critical exploration of one of the most pivotal bilateral relationships in contemporary global politics and the emerging world order. The faculty members, researchers, members of civil society organisations, and think tanks may participate in the event to evolve a structured academic discourse on the historical, political, economic, and strategic dimensions of the bilateral relationship.

The India–United States partnership has undergone a remarkable evolution, transitioning from tentative engagement in the pre-Cold War era to periods of estrangement during the Cold War, and subsequently to a phase of deepening cooperation in the post-Cold War period. In recent decades, the two nations have significantly expanded their collaboration across diverse domains, including defence, trade, technology, education, and climate change, underscoring a growing convergence of strategic interests between the world’s largest democracy and its most powerful economy. Yet, this partnership faces a range of emerging challenges. Recent global developments—such as the Russia–Ukraine conflict, China’s assertive posture in the Indo-Pacific, energy and oil diplomacy, and taxation and trade disputes—have introduced new complexities, raising critical questions about the sustainability and future trajectory of Indo–US relations. The Subthemes of the event are:

- Historical Evolution of Indo–US Relations: From the Pre-Cold War to the Post-Cold War Period.
- Political, Economic, Cultural, Diplomatic, and Trade Relations.
- Democracy, Human Rights, and Shared Values.
- Indo–US Nuclear, Strategic, and Defence Cooperation.

- Technology and Innovation Partnerships.
- Indo–Pacific Strategy and Regional Security Dynamics.
- Cooperation in Good Governance, Artificial Intelligence, Cyber Security, Space, Semiconductors, and Digital Governance.
- Cooperation in Combating Cyber Warfare, Terrorism, and Fundamentalism.
- Energy Security and Climate Change Diplomacy.
- The China Factor in Indo–US Relations.
- The Role of Soft Power in Promoting Indo–US Relations.
- Education and Knowledge Exchange.
- US Taxation Policies and Their Impact on Indo–US Relations.
- The Role of the Diaspora in Promoting Bilateral Relations.
- Challenges and the Future Trajectory of Indo–US Relations.

For further details, contact the Organising Secretary, Dr. D. Devanathan, Professor, Department of Political Science and Public Administration, Annamalai University, Annamalai Nagar-608002, Tamil Nadu through Mobile No: 099949 09774, E-mail: drddeva@gmail.com. For updates, log on to: www.annamalaiuniversity.ac.in/events/

Capacity Building Programme for In-Service Social Science Faculty Course Director

A two-week Capacity Building Programme for In-Service Social Science Faculty Course Director is being organised by the A. K. Dasgupta Centre for Planning and Development, Visva-Bharati, Santiniketan, West Bengal, in collaboration with the Institute for Educational and Developmental Studies (IEDS), Noida. The event is sponsored by the Indian Council of Social Science Research (ICSSR), New Delhi from July 17-30, 2026. The permanent employees working as Assistant Professor or equivalent positions in UGC-recognised universities, deemed universities, colleges, institutions of national importance, ICAR or ICSSR research institutes, or other recognised institutions may participate in the event. The participants must be from Social Science disciplines and preferably below the age of 35. The course aims to strengthen methodological rigour, academic writing, and

theoretical grounding among young faculty through expert lectures, interactive sessions, hands-on workshops, policy case discussions, field visits, and peer discussions. The topics of the event are:

- the significance of Indian Knowledge Systems–based lectures with training in research ethics, design, and scholarly communication;
- application of decolonial frameworks, as components of methodological and epistemic justice in social science research;
- practical exposure to use of Open Educational Resources like SWAYAM & MOOCS;
- quantitative methods and econometric techniques for policy-relevant data analysis;

- statistical packages for parametric and non-parametric analysis;
- qualitative analysis; and
- field visits & case studies.

For further details, contact and Contact Course Director, Prof. Bidhan Chandra Roy, Head, Department of Agricultural Economics, Visva-Bharati, Santiniketan, West Bengal-731235 through Mobile No: 08250895078 / 08988035004, E-mail: pa2cp.akdc@visva-bharati.ac.in. For updates, log on to: <https://akdcentrevisvabharati.org>



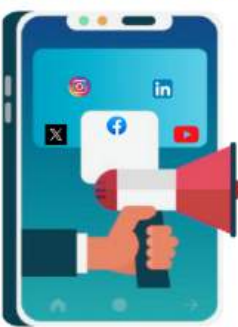


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THESES OF THE MONTH

SCIENCES & TECHNOLOGY

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

AGRICULTURAL & VETERINARY SCIENCES

Agronomy

1. Ankur Kumar. **Effects of integrated nutrients on crop growth, productivity and soil health in wheat (*Triticum aestivum* L).** (Dr. Manoj Kumar), School of Agriculture and Environmental Sciences, Shobhit Institute of Engineering & Technology (Deemed to be University), Meerut.

Entomology

1. Dash, Shubhasree. **Geospatial, bioecological and host plant interaction studies of *Spodoptera frugiperda* Smith in Odisha.** (Prof. Bijoy Kumar Mishra and Dr. Rajasekhara Rao Korada), Department of Entomology, Siksha O Anusandhan (Deemed to be University), Bhubaneswar.

Plant Pathology

1. Pandey, Manoj Kumar. **Pathological studies and management of stemphylium blight disease caused by *Stemphylium vesicarium* in onion (*Allium cepa* L).** (Dr. Rudra Pratap Singh), Department of Plant Pathology, Bhagwant University, Ajmer.
2. Sonu Singh. **Variability and management of *Sclerotinia sclerotiorum* (Lib) de bary causing stem rot of Indian mustard (*Brassica juncea* (L) Czern and Coss).** (Dr. Rudra Pratap Singh), Department of Plant Pathology, Bhagwant University, Ajmer.

BIOLOGICAL SCIENCES

Biochemistry

1. Deepika Kumari. **Characterization of ERMES complex in the opportunistic fungi *Cryptococcus neoformans*.** (Dr. Ritu Pasrija), Department of Biochemistry, Maharshi Dayanand University, Rohtak.
2. Parmjeet Kaur. **Development of sustainable approaches for the synthesis of biologically relevant molecules.** (Dr. Vikas Tyagi), Department of Chemistry & Biochemistry, Thapar Institute of Engineering and Technology (Deemed to be University), Patiala.

Biotechnology

1. Madan, Ayush. **Studies on the cytotoxic effects of gold and silver nanoparticles on human cells with special reference to chromosomal aberrations.** (Prof. Rajiv Dutta), School of Biotechnology & Life Sciences, Shobhit Institute of Engineering & Technology (Deemed to be University), Meerut.

Botany

1. Goswami, Mohitgiri Arvindgiri. **Comparative genomics and functional analysis of plastomes of selected potential therapeutically important plants.** (Dr. Hitesh Solanki), Department of Botany, Gujarat University, Ahmedabad.
2. Jeetendra Singh. **Phytocatalytic and adsorptive removal of pollutants from Sewage Treatment Plant (STP) wastewater using integrated approaches pertinent to Dayalbagh Region.** (Dr. Santendra Kumar Soni), Department of Botany, Dayalbagh Educational Institute, Agra.
3. Khan, Ariba. **Phytochemical and ecophysiological studies of some selected plant species of Solanaceae family, Menal Forest Rajasthan.** (Dr. Shahdab Hussain), Department of Botany, Sangam University, Bhilwara.
4. Mehta, Prity. **Development of fertilizer from dairy waste and its effect on soil properties, growth and yield of *Sorghum bicolor* L.** (Dr. Sanjay Yadav), Department of Botany, Dayalbagh Educational Institute, Agra.
5. Pradeep Kumar. **Screening, host range studies and characterization of begomovirus of *Luffa acutangula* in South India.** (Dr. Nafeesa Begum), Department of Botany, Kuvempu University, Shankaraghatta.
6. Sharma, Kanhaiya Lal. **Phytochemical studies of some selected endangered angiospermic plant species of South Central Rajasthan.** (Dr. Shahdab Hussain), Department of Botany, Sangam University, Bhilwara.

7. Sharma, Nishi. **Development of probiotic TOFU products using selected soybean varieties and lactobacillus strains.** (Dr. Santendra Kumar Soni), Department of Botany, Dayalbagh Educational Institute, Agra.
8. Shrikhandia, Pallaki. **A study on the cultivation, biochemical characterization and bioevaluation of Cordyceps militaris (L) Fr.** (Prof. Abdul Hamid Wani and Prof. Mohd Yaqub Bhat), Department of Botany, University of Kashmir, Srinagar.
9. Toppo, Prabha. **Biodiversity and bioprospecting of endophytic fungi associated with some important medicinal plants of Terai Duars Region of North Bengal.** (Dr. Piyush Mathur), Department of Botany, University of North Bengal, Darjeeling.

Microbiology

1. Sharma, Ritu. **Comparative study of lignin ZnO nanocomposite and bacterial strains for decolorisation of dyes.** (Dr. Neeraj Kumar), Department of Microbiology, Kurukshetra University, Kurukshetra.

Zoology

1. Trivedi, Krupali Ashishkumar. **Modulation of metastasis in cancer cell line by some active components of *Ocimum sanctum* Linn.** (Dr. Devendrasinh Jhala), Department of Zoology, Gujarat University, Ahmedabad.

EARTH SYSTEM SCIENCES

Environmental Science

1. Bharti, Chanda. **Evaluation of salt tolerant endophytic diazotrophs with ACC deaminase activity for enhancing the yield of *Oryza sativa* L under saline conditions.** (Prof. Naveen Kumar Arora), Department of Energy and Environment, Babasaheb Bhim Rao Ambedkar University, Lucknow.
2. Jena, Ananya. **Design and development of green-synthesised zero-valent nanomaterial-based deinococcus radiodurans R1 bio-nano conjugated systems for enhanced recovery of europium.** (Dr. Naresh Kumar Sahoo), Department of Chemistry, Siksha O Anusandhan (Deemed to be University), Bhubaneswar.

Geology

1. Laltanpuia, ZD. **Landslide hazard, vulnerability and risk assessment of Aizawl Municipal Area, Mizoram India using geospatial techniques.** (Prof. K Srinivasa Rao and Dr. Tapas R Martha), Department of Geology, Mizoram University, Aizawl.

ENGINEERING SCIENCES

Architecture & Planning

1. Rahigude, Ravindra Vitthal. **Circular economy and emerging development trends in the built environment case of Pune Region, Maharashtra, India.** (Dr. Doreshor Khwairakpam and Dr. Sujata Karve), Amity School of Architecture & Planning, Amity University, Gurugram.

Biochemical Engineering

1. Narula, Kritika. **Engineering of synthetic bio-receptors for rapid detection of Staphylococcus Aureus.** (Prof. Prashant Mishra), Department of Biochemical Engineering and Biotechnology, Indian Institute of Technology Delhi, New Delhi.

Biotechnology

1. Bharathi, A Arunmozhi. **Structural and functional genomic analysis of coal microbiome and machine learning-based recovery of novel Metagenome-Assembled Genomes (MAGs).** (Dr. Lilly M Saleena), Department of Biotechnology, SRM Institute of Science and Technology, Kattankulathur, Chennai.

Civil Engineering

1. Maganti, Tejeswara Rao. **An investigation on the development of an innovative concrete for structural components for housing projects in smart cities.** (Dr. B T Krishna), Department of Civil Engineering, Jawaharlal Nehru Technological University, Kakinada.
2. Randeep. **An experimental assessment of stabilised rammed earth block in unreinforced and reinforced conditions.** (Prof. Sanjay Kumar Srivastava and Prof. V Soami Das), Department of Civil Engineering, Dayalbagh Educational Institute, Agra.

Computer Science & Engineering

1. Bhagat, Surendra Nath. **Extraction and representation of knowledge using rough and soft set theory.** (Dr. Premansu Sekhar Rath and Dr. Anirban Mitra), Department of Computer Science & Engineering, GIET University, Gunupur.
2. Dalai, Sasanka Sekhar. **Advanced computer-aided diagnosis for cancer detection using transfer learning and deep learning frameworks.** (Dr. Bharat Jyoti Ranjan Sahu), Department of Computer Science & Engineering, Siksha O Anusandhan (Deemed to be University), Bhubaneswar.

3. Das, Santanu. **Forgery detection in video.** (Dr. Mrinal Kanti Bhowmik), Department of Computer Science & Engineering, Tripura University, Suryamaninagar.
4. Gupta, Chetan. **Enhanced intrusion detection system using crow search and ant colony approaches for improved accuracy and precision.** (Dr. Amit Kumar), Department of Computer Science & Engineering, Jaypee University of Engineering and Technology, Guna.
5. Gupta, Pradeep. **Plant disease identification using deep learning approaches.** (Dr. Rakesh Singh Jadon), Department of Computer Science & Engineering, Madhav Institute of Technology & Science, Gwalior.
6. Jena, Alok Kumar. **Sentiment analysis of public domain reviews using machine learning technique.** (Dr. Kakita Murali Gopal and Dr. Abinash Tripathy), Department of Computer Science & Engineering, GIET University, Gunupur.
7. Jyoti Rani. **Dynamic PDP scheme for critical data integrity and logistic map based fragile watermarking with dual security for image integrity in cloud computing.** (Dr. Rajender Nath), Department of Computer Science, Kurukshetra University, Kurukshetra.
8. Kausar, Fizhan. **A framework for prediction of abnormalities of growing children with congenital kidney disorders using AI techniques.** (Dr. Ramamurthy B), Department of Computer Science, Christ (Deemed to be University), Bengaluru.
9. Mathur, Shruti. **A model for code mixed language using deep learning for sentiment analysis.** (Dr. Gourav Kumar Shrivastava), School of Engineering and Technology, SAGE University, Indore.
10. Naaz, Malika Falak. **Behaviour analysis through machine learning techniques.** (Dr. Komal Alwani and Dr. K K Goyal), Department of Computer Science, Bhagwant University, Ajmer.
11. Panda, Bhavani Sankar. **Regression based technique for effective detection of stationary image.** (Dr. Kakita Murali Gopal and Dr. Rabi Narayan Satapathy), Department of Computer Science & Engineering, GIET University, Gunupur.
12. Pattanayak, Ajit Mohan. **Advanced AI models for real-time stock price prediction and trading strategy optimization.** (Dr. Aleena Swetapadma and Dr. Biswajit Sahoo), KIIT School of Computer Engineering, Kalinga Institute of Industrial Technology, Bhubaneswar.
13. Pavithra, P S. **Enhanced IIOT intrusion detection using an optimized ensemble probability regularized neural network.** (Dr. Durga Devi P), Department of Computer Science & Engineering, SRM Institute of Science and Technology, Kattankulathur, Chennai.
14. Rautaray, Jyotirmayee. **Study of different approaches towards automatic text summarization: Techniques, challenges and evaluation.** (Dr. Sangram Panigrahi and Prof. Ajit Kumar Nayak), Department of Computer Science & Engineering, Siksha O Anusandhan (Deemed to be University), Bhubaneswar.
15. Singh, Sadhana. **Automated multimodal classroom interaction analysis based on flanders and Galloways interaction models.** (Dr. Lotika Singh and Prof. Nandita Satsangee), Department of Physics and Computer Science, Dayalbagh Educational Institute, Agra.
16. Varshney, Saiyam. **Efficient resource optimization in cloud fog computing environment using soft computing techniques.** (Prof. Gur Mauj Saran Srivastava), Department of Physics and Computer Science, Dayalbagh Educational Institute, Agra.

Electrical & Electronics Engineering

1. Bharti, Arpita. **Intelligent V2G system for EV charging station powered by solar and grid.** (Dr. Rajeev Kumar Chauhan), Department of Electrical Engineering, Dayalbagh Educational Institute, Agra.
2. Mahesh Kumar, D. **Comparative analysis of optimization algorithms for optimal placement of DGS and capacitors with network reconfiguration in radial distribution system.** (Dr. S Suresh Reddy and Dr. P Sujatha), School of Engineering and Technology, Jawaharlal Nehru Technological University Anantapur, Ananthapuramu.
3. Parajuli, Santosh. **Design and analysis of a single-conductor wireless power transfer system.** (Prof. Ankur Gupta), Centre for Applied Research and Electronics, Indian Institute of Technology Delhi, New Delhi.
4. Sengar, Shweta. **Intelligent load forecasting for grid based renewable energy systems using hybrid neural networks and evolutionary algorithms.** (Dr. Aniket Kumar), School of Electrical, Electronics & Mechanical Engineering, Shobhit Institute of Engineering & Technology (Deemed to be University), Meerut.

5. Sreedhar, T. **Enhancement of comprehensive operational methodologies in power distribution system.** (Dr. N V Ramana), Department of Electrical & Electronics Engineering, Jawaharlal Nehru Technological University, Kakinada.
6. Upadhyay, Rishabh. **Design and development of FPGA based digital protection relays for smart microgrid.** (Prof. D Bhagwan Das), Department of Electrical Engineering, Dayalbagh Educational Institute, Agra.

Electronics & Communication Engineering

1. Neenavath, Veeraiah. **Optimal energy efficient multi path routing and intrusion detection in adhoc networks.** (Dr. B T Krishna), Department of Electronics & Communication Engineering, Jawaharlal Nehru Technological University, Kakinada.
2. Rao, Venkateswara N. **Performance analysis of automatic modulation recognition using pattern recognition methods for next generation adaptive radio systems.** (Dr. B T Krishna), Department of Electronics & Communication Engineering, Jawaharlal Nehru Technological University, Kakinada.
3. Prasad, K H K. **Biomedical signal classification using machine learning techniques.** (Dr. B T Krishna), Department of Electronics & Communication Engineering, Jawaharlal Nehru Technological University, Kakinada.
4. Sharma, Vaishali. **Deep learning applications for image forensics and solar panel fault detection.** (Dr. Shruti Kalra), Department of Electronics & Communication Engineering, Jaypee Institute of Information Technology, Noida.

Mechanical Engineering

1. Panda, Durga Sankar. **Impacts of covid-19 pandemic on Indian micro, small and medium enterprises: Challenges and preparedness for future exigencies.** (Dr. Sushanta Tripathy and Dr. Diptikanta Das), KIIT School of Mechanical Engineering, Kalinga Institute of Industrial Technology, Bhubaneswar.
2. Raguman, A Abdul. **Design and thermal analysis of biomass-derived coolant for uniform temperature distribution of PEM fuel cell: An experimental study.** (Dr. Praveena V), Department of Mechanical Engineering, SRM Institute of Science and Technology, Kattankulathur, Chennai.
3. Srinivasarao, Mylapalli. **Experimental investigation of a CI engine fueled with tamarind biodiesel blends with magnetite nanoparticles.** (Prof. Ch Srinivasarao and Prof. A Swarna Kumari), Department of Mechanical Engineering, Jawaharlal Nehru Technological University, Kakinada.

MATHEMATICAL SCIENCES

Mathematics

1. Baithalu, Rupa. **On optimizing heat transfer rate of various nanofluids using a statistical technique.** (Prof. Satyaranjan Mishra), Department of Mathematics, Siksha O Anusandhan (Deemed to be University), Bhubaneswar.
2. Choudhary, Priya. **Performance modelling of some engineering systems.** (Dr. Shikha Bansal), Department of Mathematics, SRM Institute of Science and Technology, Kattankulathur, Chennai.
3. Gusai, Sunilgar Laxmangar. **Discussion on some topics of current interest in graph theory.** (Dr. V J Kaneria), Department of Mathematics, Saurashtra University, Rajkot.
4. Jamina Banoo. **On the zeros, extremal properties and maximum modulus set for polynomials.** (Dr. Mohammad Ibrahim Mir), Department of Mathematics, University of Kashmir, Srinagar.
5. Katara, Mohit. **Fuzzy relational optimization and its applications.** (Dr. Antika Thapar), Department of Mathematics, Dayalbagh Educational Institute, Agra.
6. Saxena, Smriti. **Solving fuzzy graph coloring problem using coded and uncoded techniques.** (Dr. Antika Thapar and Dr. Richa Bansal), Department of Mathematics, Dayalbagh Educational Institute, Agra.

MEDICAL SCIENCES

Biotechnology

1. Agarwal, Sweta. **Exploring the importance of biomaterials and a typical Ca^{2+} ion channels in tissue functions and their implication in bone tissue engineering.** (Dr. Luna Goswami), KIIT School of Biotechnology, Kalinga Institute of Industrial Technology, Bhubaneswar.
2. Manjeet. **Development of biosensor for detection of P-multocida causing bovine hemorrhagic septicemia.** (Dr. Hari Mohan and Dr. Jagriti Narang), Department of Medical Biotechnology, Maharshi Dayanand University, Rohtak.
3. Nayak, S P Ramya Ranjan. **Indole 3-acetic acid as an independent biomarker and therapeutic target of cardiovascular dysfunction in chronic kidney disease: Elucidation of pathophysiology mechanism and interventional strategies.** (Dr. Jesu Arockia Raj A), Department of Biotechnology, SRM Institute of Science and Technology, Kattankulathur, Chennai.

Dentistry

1. Nelogi, Santosh Yamanappa. **Effect of magnetized iron oxide nanoparticles on osteogenic potential and cytomorphology of osteoblast cell line for enhanced peri-implant bone tissue engineering: An in vitro study.** (Dr. Anandkumar G Patil), Department of Prosthodontics, KLE Academy of Higher Education and Research, Belagavi.

Pharmaceutical Science

1. Bgheal, Princ. **A comparative study to evaluate the safety and efficacy of etoricoxib and piroxicam in pharmacotherapy of osteoarthritis in tertiary care hospital Kanpur.** (Dr. Nilam Nigam), Faculty of Medical Sciences, Rama University, Kanpur.
2. Mazin, Aboobaida Abdalla Abdelaziz. **Investigation of Grewia obtusa against anticancer and antitubercular activities.** (Dr. P Ramalingam), Faculty of Pharmaceutical Sciences, Jawaharlal Nehru Technological University Anantapur, Ananthapuramu.
3. Senthil Kumar, K. **Conception and evaluation of potential ophthalmic delivery of antibacterial drug.** (Dr. D Dhachinamoorthi and Dr. Yajaman Sudhakar), Department of Pharmaceutical Sciences, Jawaharlal Nehru Technological University, Kakinada.
4. Shukla, Saurabhkumar Kaushikkumar. **Development and validation of analytical methods for the simultaneous estimation of antihypertensive agents in their dosage form.** (Dr. Ravikumar Patel), Faculty of Pharmacy, Swaminarayan University, Gandhinagar.
5. Zala, Kalubha Shivubha. **Evaluation of efficacy of Salidroside and Trichostatin A on simvastatin induced myopathy in rats.** (Dr. Jigneshkumar Dineshkumar Modi), Faculty of Pharmacy, Swaminarayan University, Gandhinagar.

Physiology

1. Mohapatra, Dipti. **Implementation of competency based medical education in undergraduate medical curriculum and its effectiveness on first phase MBBS.** (Prof. Arati Mohanty and Prof. Prakash Kumar Sahoo), Department of Physiology, Siksha O Anusandhan (Deemed to be University), Bhubaneswar.

PHYSICAL SCIENCES

Chemistry

1. Bhatt, Abhilasha. **A study on green synthesis of metal oxide nanoparticles using aegle marmelos extract for photocatalytic treatment of textile effluent.** (Dr. Preeti Mehta), Department of Chemistry, Sangam University, Bhilwara.

2. Durgi, Nikita Kush. **Synthesis of π conjugated organic fluorophores and their applications in fluorescence imaging.** (Dr. Prasad Pralhad Pujar), Department of Chemistry, Christ (Deemed to be University), Bengaluru.
3. Goswami, Gunjan. **A study on chemical characterization, mutagenic properties and cytotoxic impact of PM1 aerosols at sub urban and urban sites.** (Dr. Anita Lakhani and Dr. Amla Chopra), Department of Chemistry, Dayalbagh Educational Institute, Agra.
4. Kaushik, Parul. **Synthesis characterization and biological evaluation of nitrogen containing heterocyclic compounds.** (Dr. Ravinder kumar), Department of Chemistry, Maharishi Markandeshwar (Deemed to be University), Ambala.
5. Kusum. **Spectrophotometric methods of microdetermination of iron and cerium.** (Dr. Amita Garg), Department of Chemistry, Maharishi Markandeshwar (Deemed to be University), Ambala.
6. Lalhruaitluangi, Melody. **Nanocomposite materials in the development of electrochemical sensors for pharmaceuticals and heavy metal ions.** (Prof. Diwakar Tiwari), Department of Chemistry, Mizoram University, Aizawl.
7. Mishra, Aishwarya. **The study of solute-solvent interaction in aqueous and alcohol water mixture by UV visible absorption and Raman spectroscopic technique.** (Dr. Himansu Mohapatra), Department of Chemistry, Siksha O Anusandhan (Deemed to be University), Bhubaneswar.
8. Zote, Lalrinawma. **Characterization of betel nut (*Areca Catechu*) and tobacco (*Nicotiana Tabacum*) of Mizoram.** (Prof. Muthukumaran R), Department of Chemistry, Mizoram University, Aizawl.

Physics

1. Aysha Rani. **Augmenting the dielectric, electrical and electro-optical properties of liquid crystals using nano-inclusions.** (Prof. Alok Sinha), Department of Physics, Indian Institute of Technology Delhi, New Delhi.
2. Bairwa, Durgesh. **Investigation of various machine learning techniques to forecast photo voltaic power output in Bhilwara.** (Prof. Gunmala Gugalia and Prof. Vinesh Agarwal), Department of Physics, Sangam University, Bhilwara.

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CENTRAL UNIVERSITY OF RAJASTHAN





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Registrar

**ANJUMAN-I-ISLAM'S
AKBAR PEERBHOY COLLEGE OF EDUCATION**
 Plot No. 15, Sector – 10/A, Vashi, Navi Mumbai

MINORITY INSTITUTIONS

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

UNAIDED

Sr. No.	Cadre	Subject	Total No. of Posts	Post Reserved for
1.	Assistant Professor	Education (Education in Hindi/Geography Methods)	2	2-OPEN

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

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

Candidates having knowledge of Marathi will be preferred.

Qualifications, Pay-Scale and other requirements are prescribed by the UGC Notification dated 18th July, 2018, Government of Maharashtra Resolution No. Misc-2018/C.R.56/18/UNI-1 dated 08th March, 2019 and University Circular No. TAAS/(CT)/ICD/2018-19/1241 dated 26th March, 2019 & revised from time to time”.

The Government resolution and circular are available on the website: mu.ac.in.

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

Applications with full details should reach the **HON. GENERAL SECRETARY, ANJUMAN-I-ISLAM, AKBAR PEERBHOY COLLEGE OF EDUCATION, PLOT NO. 15, SECTOR 10/A, VASHI, NAVI MUMBAI – 400 703, OR by mail to principal@akbarpeerbhoyvashi.org within 15 days** from the date of publication of this advertisement. **This is University approved advertisement.**

Sd/-
HON. PRESIDENT

**Shri Shivaji Shikshan Prasarak Mandal, Barshi's
College of Education, Barshi, Dist. Solapur**

(Affiliated to Punyashlok Ahilyadevi Holkar Solapur University, Solapur)

Non-Minority Colleges



Applications are invited for the post of PRINCIPAL from the academic year 2026-27:

Sr. No.	Designation	Total Vacant Posts
1	PRINCIPAL	01 (One) Open

- 1) The above posts are open to all, however, candidates from any category can apply for the post.
- 2) Educational Qualifications, Service conditions & Pay Scale will be applicable as per existing rules prescribed by the UGC Notification dated 18th July, 2018, Govt. of Maharashtra Resolution No. Misc-2018/C.R.56/18 UNI-1 dt.8th March, 2019, University Circular No. PAHSUS/Estt/7th Pay/2019/2285 dt. 25th March, 2019 and the National Council for Teacher Education (NCTE) Notification 2014.
- 3) Candidate should submit their Academic Research Score (Academic Performance Indicator) report with related documents (Only for the post of PRINCIPAL):
- 4) A relaxation of 5% shall be allowed at the Bachelors as well as at the Masters' level for the candidate belonging to SC/ST/OBC (Non-creamy Layer) / Differently-abled for the purpose of eligibility and assessing good academic record for direct recruitment.
- 5) Reserved candidates, who are domiciled out of Maharashtra State, will be treated as Open Category candidate.
- 6) Reserved candidates should also send a copy of their application to the **Deputy Registrar, Special Cell, Punyashlok Ahilyadevi Holkar Solapur University, Solapur.**
- 7) Applications received after the last date will not be considered. The College will not be responsible for postal delay, if any.
- 8) Reservation for women and disabled person will be as per the Govt. norms.
- 9) Reserved category candidates shall produce the Caste Validity Certificate as per the directives issued by the State Government vide Circular No.BCC-201/Prs.Kra.1064/2011/16B dated 12.12.2011.
- 10) Reserved category candidates (except SC/ST) shall produce Non-Creamy layer Certificate at the time of interview.
- 11) Applicants who are in service must sent their application through proper channel.
- 12) Applicants are required to account for breaks, if any, in their academic career.
- 13) Incomplete applications will not be entertained.
- 14) T.A., D.A. will not be paid for attending the interview.
- 15) Applications with full details should reach to the General Secretary, Shri Shivaji Shikshan Prasarak Mandal, Barshi-413411, Dist.Solapur **within 30 days** from the date of publication of this advertisement. Incomplete applications will not be entertained.
- 16) This is University approved advertisement.

(For application form visit Website-www.ssspmbbarshi.org)

Place :- Barshi
Date :- / /2026

General Secretary
Shri Shivaji Shikshan Prasarak Mandal,
Barshi, Dist.Solapur

**SHRI SHIVAJI SHIKSHAN PRASARAK MANDAL, BARSHI'S
RAJARSHI SHAHU LAW COLLEGE, BARSHI, DIST. SOLAPUR**

(Affiliated to Punyashlok Ahilyadevi Holkar Solapur University, Solapur)

Non-Minority Colleges



Applications are invited for the post of PRINCIPAL from the academic year 2026-27:

Sr. No.	Designation	Total Vacant Posts
1	PRINCIPAL	01 (One) Open

- 1) The above posts are open to all, however, candidates from any category can apply for the post
- 2) Educational Qualifications, Service conditions & Pay Scale will be applicable as per existing rules prescribed by the UGC Notification dated 18th July, 2018, Govt. of Maharashtra Resolution No. Misc-2018/C.R.56/1/ UNI-1 dt.8th March, 2019, University Circular No. PAHSUS/Estt/7th Pay/2019/2285 dt.25th March, 2019 and BAR COUNCIL OF INDIA Circular No.BCI:1:2017(LE/Circular No.1) dt.2nd January, 2017.
- 3) Candidate should submit their Academic Research Score (Academic Performance Indicator) report with related documents (Only for the post of PRINCIPAL):
- 4) A relaxation of 5% shall be allowed at the Bachelors as well as at the Masters' level for the candidate belonging to SC/ST/OBC (Non-creamy Layer) / Differently-abled for the purpose of eligibility and assessing good academic record for direct recruitment.
- 5) Reserved candidates, who are domiciled out of Maharashtra State, will be treated as Open Category candidate.
- 6) Reserved candidates should also send a copy of their application to the **Deputy Registrar, Special Cell, Punyashlok Ahilyadevi Holkar Solapur University, Solapur.**
- 7) Applications received after the last date will not be considered. The College will not be responsible for postal delay, if any.
- 8) Reservation for women and disabled person will be as per the Govt. norms.
- 9) Reserved category candidates shall produce the Caste Validity Certificate as per the directives issued by the State Government vide Circular No.BCC-201/Prs.Kra.1064/2011/16B dated 12.12.2011.
- 10) Reserved category candidates (except SC/ST) shall produce Non-Creamy layer Certificate at the time of interview.
- 11) Applicants who are in service must sent their application through proper channel.
- 12) Applicants are required to account for breaks, if any, in their academic career.
- 13) Incomplete applications will not be entertained.
- 14) T.A., D.A. will not be paid for attending the interview.
- 15) Applications with full details should reach to the General Secretary, Shri Shivaji Shikshan Prasarak Mandal, Barshi-413411, Dist.Solapur **within 30 days** from the date of publication of this advertisement. Incomplete applications will not be entertained.
- 16) This is University approved advertisement.

(For application form visit Website-www.ssspmbbarshi.org)

Place :- Barshi
Date :- / /2026

General Secretary
Shri Shivaji Shikshan Prasarak Mandal,
Barshi, Dist.Solapur

Patpanhale Education Society's
PATPANHALE ARTS, COMMERCE & SCIENCE COLLEGE, PATPANHALE

At & Post-Patpanhale, Tal-Guhagar, Dist-Ratnagiri, Pin – 415724.

Email ID- scp523@yahoo.in

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



Sr. No.	Cadre	Subject	Total No. of CHB Posts	Category
1	Assistant Professor	Marathi	01	01 – OPEN
2	Assistant Professor	English	02	02 – OPEN
3	Assistant Professor	Accountancy	02	02 – 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 person with disability as per University Circular No. Special Cell/ICC/2019-20/05 dated 05th July, 2019.

Candidates having knowledge of Marathi will be preferred.

“Qualifications, Pay Scale 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 अर्थसं-२०२२/प्र.क्र. १०५/(१)/मशि-३, दिनांक २७ मार्च, २०२३, University Circular No. सीटीएयू/०१/२०२४-२०२५, दिनांक २४-०४-२०२४ and Higher & Technical Department Government Resolution No. संकीर्थ-२०२१/प्र.क्र. १८१/२१/विशी-१, दिनांक १७ ऑक्टोबर, २०२२, University Circular No. सीटीएयू/०३/२०२४-२०२५, दिनांक २६/०४/२०२४ for filling the post on clock hour basis, revised from time to time”. The Government Resolution & Circulars are available on the website: mu.ac.in.

Applications with full details should reach the **Principal, Patpanhale Education Society's Patpanhale Arts, Commerce & Science College, At & Post -Patpanhale, Tal- Guhagar, Dist- Ratnagiri, Pin – 415724** within 15 days from the date of publication of this advertisement. This is University approved advertisement.

Sd/-
Secretary,
Patpanhale Education Society.

Sd/-
Principal,
Patpanhale Arts, Commerce & Science College

Invites Applications for Vice Chancellor, Gurugram

In accordance with Section 17 of the Haryana Private Universities Act, 2006 and UGC Regulations, 2018 (as amended), applications are invited for the position of **Vice-Chancellor, IILM University, Gurugram**.

Eligibility

- Ph.D. with a minimum of 10 years' experience as Professor in a University System; **or**
- 10 years' experience in an equivalent position in a reputed academic, research, or academic administrative institution.
- Proven academic leadership, research accomplishments, and higher education administration experience.
- Age as per applicable UGC Regulations.

Tenure & Service Conditions: The tenure, salary, allowances, and service conditions shall be governed by UGC Regulations, University Statutes, and the Haryana Private Universities Act, 2006.

Appointment Process: The appointment shall be made by the Chancellor from a panel recommended by the duly constituted Vice-Chancellor Search-cum-Selection Committee.

Application Requirements : Applicants should submit:

- Prescribed application form duly filled.
- Relevant credentials and testimonials.
- Statement of Vision for IILM University, Gurugram.

Submission

Email application with supporting documents and send one hard copy mentioning:

“Application for the Post of Vice-Chancellor – IILM University, Gurugram”

Email: registrar@iilm.edu

For detailed notification and application format, visit:

<https://iilm.edu/gurugram/application-for-the-post-of-vice-chancellor-iilm-university/>

Apply within 15 days of publication of this advertisement.

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IILM University reserves the right to shortlist candidates, relax eligibility criteria in exceptional cases, or withdraw this advertisement without assigning any reason.

HAJI OMAR MOOSA EDUCATION TRUST R.B LAW COLLEGE

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

UN-AIDED

Sr. No.	Cadre	Subject	Total No. of Posts	Post Reserved for
1	Principal	--	01	01 – OPEN
2	Assistant Professor	Law	06	SC/ST – 01, DT(A) – 01, OBC – 01, SEBC/EWS – 01, OPEN – 02
3	Librarian	--	01	01 – OPEN

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

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

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

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

Applications with full details should reach the CHAIRMAN, HAJI OMAR MOOSA EDUCATION TRUST R.B LAW COLLEGE BHIWANDI, located at Narpoli Bhiwandi Dist Thane via mail (Email id: rblawthane@gmail.com /986090353/9867799053) **within 15 days** from the date of publication of this advertisement.

This is University approved advertisement.

Sd/-
CHAIRMAN

Devrukh Shikshan Prasarak Mandal's

**NYA. TATYASAHEB ATHALYE ARTS, VED. S R. SAPRE COMMERCE &
VID. DADASAHEB PITRE SCIENCE COLLEGE DEVRUKH,**

(AUTONOMOUS)

TAL. SANGAMESHWAR, DIST- RATNAGIRI - 415 804

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

AIDED

Sr. No.	Cadre	Subjects	Total No. of CHB Posts	Category
1	Assistant Professor	English	04	04-OPEN
5	Assistant Professor	Commerce	01	01-OPEN

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

Reservation for the 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.

"Qualifications, 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 & Circulars are available on the website: mu.ac.in.

Applications with full details should reach the **PRINCIPAL, Devrukh Shikshan Prasarak Mandal's, NYA. TATYASAHEB ATHALYE ARTS, VED. S. R. SAPRE COMMERCE & VID. DADASAHEB PITRE SCIENCE COLLEGE DEVRUKH, Tal. Sangameshwar, Dist. - Ratnagiri – 415 804** within 15 days from the date of publication of this advertisement. **This is University approved advertisement.**

Sd/-
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Dnyanvardhini Trust's
SONUBHAU BASWANT COLLEGE OF ARTS & COMMERCE,
N. P. Vasa Marg, Savroli Road, Shahapur, Dist. Thane – 421 601.

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



Sr. No.	Cadre	Subject	Total No. of CHB Posts	Category
1	Assistant Professor	History	03	03- OPEN
2	Assistant Professor	Commerce & Business Law	05	05- OPEN
3	Assistant Professor	Marathi	02	02- OPEN
4	Assistant Professor	Hindi	02	02- OPEN
5	Assistant Professor	English	04	04- OPEN
6	Assistant Professor	Mathematics & Statistical Techniques	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 05th July, 2019.**

Candidates having knowledge of Marathi will be preferred.

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

Remuneration of the above post will be as per University Circular No. TAAS(CT)/01/2019-2020, dated 02nd April, 2019 & University Circular No. CTAU/23/2021-22 dated 25th January, 2022.

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

Application with full details should reach the **PRINCIPAL, DNYANVARDHINI TRUST'S SONUBHAU BASWANT COLLEGE OF ARTS & COMMERCE, N. P. Vasa Marg, Near Govt. Godown, Savroli Road, Shahapur, Dist. Thane – 421 601** within 15 days from the date of publication of this advertisement. This is University approved advertisement.

Shri. D. G. Bhopatrao,
Secretary,
Executive Committee.

Dr. S. L. Gaikwad,
I/C Principal,
S. B. College, Shahapur.

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 GOKULA KRISHNAN Ball Badminton ICF	 MOHAMMED KAMIL Cricket ICF	 SUJITH KUMAR Basketball Southern Railways	 SREE LAKSHMI Volleyball South Central Railways	 SWETHA Basketball ICF
 CHAITHRA Volleyball Eastern Railways	 MALAISELVI Volleyball Southern Eastern Railways	 PAULIN PRISHA Volleyball ICF	 KARTHIKA Volleyball Hindu Religious & Charitable Endowments	 SRI SARAVANAN Fencing JA -Tamil Nadu Govt.
 GOKUL PANDIYAN Athletics VAO-Tamil Nadu Govt.	 KRISHNA BARATHI Weightlifting Indian Army	 JEYAPRIYA Volleyball Western Railways	 KIRUTHICK KUMAR Judo Indian Army	 PALAK SHARMA Diving Western Railways



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SHIKSHAN VIKAS MANDAL'S**SHRI S.H.KELKAR COLLEGE OF ARTS, COMMERCE & SCIENCE,****Smt. Neerabai Jagannath Parkar Vidyanagari, Devgad, Dist – Sindhudurg Pin – 416 613**

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

AIDED

Sr. No.	Cadre	Subject	No. of Posts	Posts Reserved for
1	Assistant Professor	Botany	01 CHB	OPEN - 01
2	Assistant Professor	Geography	01 CHB	OPEN - 01
3	Assistant Professor	Commerce	02 CHB	OPEN - 02
4	Assistant Professor	Zoology	02 CHB	OPEN - 02
5	Assistant Professor	Chemistry	04 CHB	OPEN - 04
6	Assistant Professor	Physics	02 CHB	OPEN - 02
7	Assistant Professor	Marathi	01 CHB	OPEN - 01
8	Assistant Professor	Mathematics	02 CHB	OPEN - 02
9	Assistant Professor	Economics	02 CHB	OPEN - 02
10	Assistant Professor	Rural Development	02 CHB	OPEN - 02
11	Assistant Professor	English	01 CHB	OPEN - 01
		Total Posts	20	

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

Candidates having knowledge of Marathi will be preferred.

“Qualifications, 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-I 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/०१/२०२४-२५, 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 and Circulars are available on the website : mu.ac.in.

Applications with full details should reach **THE PRINCIPAL, SHIKSHAN VIKAS MANDAL'S SHRI S.H. KELKAR COLLEGE OF ARTS, COMMERCE & SCIENCE, Smt. Neerabai Jagannath Parkar Vidyanagari, Devgad, Dist- Sindhudurg - 416 613** within 15 days from the date of publication of this advertisement. **This is University approved Advertisement.**

Sd/-

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