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Announcement

EDITED VOLUME

on

Shaping Self-Reliant Bharat through Knowledge and Innovation

An Edited Volume titled '*Shaping Self-Reliant Bharat through Knowledge and Innovation*' is being published. The publication will feature the contributions from eminent educationists on the aforementioned theme. Readers of the University News are also invited to contribute to the Volume by submitting papers/articles on the above theme by **July 15, 2026**. All submissions will be subject to the approval of the Editorial Committee of the University News. The contributions are invited on the following Subthemes:

Integrating Traditional Wisdom in Curriculum and Research.

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

Promoting Sustainability and Social Responsibility in Higher Education Institutions.

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

Fostering Entrepreneurship and Startups in Higher Education Institutions.

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

Creating AI and Quantum-enabled Higher Education Institutions.

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

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

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

Any Other Relevant Subthemes

Your expertise and vision in the field of higher education, along with your ideas and strategies, will greatly enrich the upcoming publication. Manuscripts of papers/articles should be approximately 3,000-4,000 words in MS Word format, following APA style for citations and adhering to general publication norms. Please submit your manuscripts by **July 15, 2026** to the Editor, University News, through E-mail: ramapani.universitynews@gmail.com, unaiu89@gmail.com and universitynews@aiu.ac.in.

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Cognitive Offloading and the Enrollment Reversal: Understanding Higher Education's Existential Crisis

Neeraj Saxena*

Two seemingly mundane observations reveal a civilizational rupture in higher education: first, that artificial intelligence can now generate both questions and answers with equal facility; second, that humans increasingly trust AI's memory more reliably than their own biological recall. Together, these observations expose not merely the obsolescence of examination systems, but the structural incoherence of the entire knowledge-storage-and-certification paradigm upon which modern universities were built. This article argues that Indian higher education faces not an incremental challenge but an existential inflection point, requiring immediate transformation of assessment, credentialing, and pedagogical architecture within the 2025-2035 critical window—beyond which enrollment collapse may become irreversible. [Abstract]

The Inflection Point We Failed to Notice

On an ordinary morning in February 2026, I encountered a word puzzle game on my mobile device. Within seconds, a choice presented itself that would have been inconceivable just three years ago: should I strain my mental faculties to solve this puzzle, or should I simply ask an AI assistant to provide the solution?

The ease of this choice was startling enough. But a second realisation emerged through the day that proved far more unsettling. During multiple interruptions in my work— phone calls, meetings, administrative tasks—I found myself losing the thread of my thinking. Yet when I returned to my AI assistant, the conversation history was perfectly preserved. Not only could I resume exactly where I had left off, but I found myself trusting the AI's memory of our exchange more confidently than my own biological recall.

These two observations might appear trivial, even banal. A puzzle game solved by algorithm. A conversation history maintained by software. Yet together, they illuminate a transformation so fundamental that it renders the entire architecture of modern higher education structurally obsolete.

The first observation reveals that we have crossed the threshold where artificial intelligence can generate both questions and answers with equal— and often superior— facility compared to human cognition. The second observation demonstrates that humans are not merely capable of offloading memory and contextual information to AI systems; we are actively doing so, with increasing confidence and decreasing hesitation.

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For an education system built entirely upon the assumptions that (a) humans must store information in biological memory, (b) humans must retrieve this information on demand, (c) humans must process this information to solve problems, and (d) humans must produce answers to demonstrate understanding—these observations are not challenges to be managed. They are extinction events to be survived.

Understanding the Technical Inflection Point: 2022-2023

To understand the urgency of our predicament, we must identify precisely when the ground shifted beneath us. The technical inflection point occurred between late 2022 and early 2023, with the public release of large language models that demonstrated genuine reasoning capability rather than mere pattern matching.

Prior to this threshold, artificial intelligence systems could retrieve information, perform calculations, and match patterns. They were tools—sophisticated, certainly, but fundamentally instruments that required human direction and judgment. The examination system could accommodate such tools, just as it had accommodated calculators, spell-checkers, and internet search engines.

But something qualitatively different emerged in late 2022. These new AI systems could not merely answer questions; they could generate questions of comparable or superior quality to those crafted by human educators. They could not merely solve problems; they could identify which problems were worth solving. They could not merely process information; they could synthesize insights across domains in ways that demonstrated understanding rather than mere correlation.

The critical threshold was not “AI can do homework”—that capability existed years earlier in limited forms. The critical threshold was “AI can perform the entire cognitive pipeline that education was designed to develop, and it can do so more reliably than most humans.”

More precisely, we crossed the point where *AI became more reliable at answering questions than humans are at verifying those answers*. This is the true inflection point for education.

Consider what this means for a traditional examination. A student can now generate a perfect

answer to any examination question using AI— not by cheating or gaming the system, but by leveraging a tool that performs the exact cognitive function the examination was designed to test. The examiner, meanwhile, cannot reliably determine whether the answer represents the student’s understanding or the AI’s output, because the AI’s reasoning process has become indistinguishable from competent human reasoning.

The examination system has not become slightly outdated, requiring minor adjustments. It has become fundamentally incoherent. We are testing for capabilities that machines now perform better than humans, using assessment methods that cannot distinguish between human and machine performance.

The Cognitive Offloading Acceleration

The second observation— my increased confidence in AI’s memory over my own biological recall— reveals an even more profound transformation. This is not about AI capability alone; it is about human behavior change in response to AI capability.

Cognitive scientists have long studied “cognitive offloading”— the human tendency to use external aids (writing, calculators, smartphones) to reduce mental effort. But what we are witnessing now is *cognitive offloading acceleration*: the rapid restructuring of human cognitive habits around AI assistance, driven not by necessity but by demonstrated superior reliability. Three characteristics distinguish this new phase:

First: Confidence Displacement

I do not grudgingly accept AI memory because my biological memory has failed me. I actively prefer AI memory because it has proven more reliable. This is not compensating for human limitation; it is rationally choosing the superior option.

Second: Habit Reformation

Within months of regular AI interaction, my cognitive strategies have restructured. I no longer invest effort in remembering conversation threads or maintaining complex context across interruptions, because I trust the AI to preserve this information more faithfully than my own mental processes could.

Third: Generational Acceleration

These behavioural changes occurred in someone (myself) whose cognitive habits were formed entirely in the pre-AI era. For students currently in higher education– and especially for those entering university in the next five years– AI assistance is not an adaptation but a baseline assumption. They have no memory of cognitive life without AI support.

The implications for education are staggering. We are training students to develop cognitive capabilities– memorisation, information retention, context maintenance, recall under pressure– that they are simultaneously learning to trust machines to perform more reliably. We are certifying competencies that our students are rationally choosing not to use.

This is not hypothetical future speculation. This is documented present reality. Every student with a smartphone and internet access is experiencing this cognitive offloading acceleration. Every faculty member using AI writing assistants is experiencing it. Every administrator using AI for analysis and planning is experiencing it.

The question is not whether this transformation is occurring. The question is whether our education system will acknowledge this reality or continue operating as though 2023 never happened.

The Unified Diagnosis: Complete Pipeline Externalisation

My two observations– AI generating both questions and answers, and humans trusting AI memory over biological recall– appear to address separate domains. In fact, they illuminate two faces of the same structural collapse.

Traditional education assumed a four-stage cognitive pipeline:

Input Stage: Information is received through instruction

Storage Stage: Information is retained in biological memory

Processing Stage: Stored information is retrieved and manipulated

Output Stage: Processed information is demonstrated through assessment

My first observation (the word puzzle) reveals that AI has externalized the output stage. Students

can now generate examination answers, essay responses, problem solutions, and creative work using AI that performs indistinguishably from competent human output. Assessment of output no longer reliably measures human capability.

My second observation (memory after interruption) reveals that AI has externalized the *storage stage*. Students no longer need to invest cognitive effort in retaining information in biological memory when external memory systems are more reliable, more comprehensive, and more rapidly searchable.

But the implications extend beyond these two stages. If AI can generate output, it can also perform the *processing stage*– the retrieval, manipulation, and synthesis of information that transforms raw knowledge into answers and solutions. And if AI can maintain perfect context and memory, it is equally handling significant portions of the *input stage*– organizing, categorizing, and making sense of incoming information streams.

In other words, *the entire cognitive pipeline that education was designed to develop has been externalized to AI systems*. Education assumed it was training students to perform these functions internally, with biological cognition. But students are now performing these functions externally, with digital cognition.

This is not about AI being a “tool” that students use, any more than outsourcing is about hammers and wrenches. This is about AI replacing the entire cognitive architecture that schools were built to develop.

What Dies With This Transformation

Before we can discuss what education must become, we must honestly acknowledge what has died. The cognitive offloading acceleration has rendered obsolete not just specific practices, but entire categories of educational objectives.

Memory as a Learning Outcome

Universities can no longer justify asking students to memorize information. When external memory (AI) is more reliable, more comprehensive, and more rapidly accessible than biological memory, investing cognitive effort in memorization becomes irrational. Students know this. They are already choosing AI memory over biological memory in their daily lives.

Recall as Evidence of Learning

Traditional examinations test recall— the ability to retrieve stored information under time pressure. But if students rationally delegate memory to AI systems, testing recall measures a capability students have deliberately chosen not to develop. It's like testing students' ability to perform long division when calculators are universally available.

Problem-Solving as Individual Performance

When AI can solve problems more reliably than most humans, demonstrating individual problem-solving ability in isolation becomes meaningless. The relevant capability is not solving problems without AI, but solving problems effectively with AI— identifying which problems matter, formulating good questions, verifying AI-generated solutions, and making wise judgments about what to do with those solutions.

Grades as Proxies for Capability

Traditional transcripts document grades in courses, with the implicit claim that high grades correlate with job-ready capabilities. But employers looking at a transcript showing “Data Structures: A-” or “Strategic Management: A” have no way of knowing whether the student can actually build a data structure or lead a strategic initiative. The grade claims mastery of knowledge storage and recall— exactly the capabilities that AI has externalised.

The Enrollment Reversal: Markets Price in Obsolescence

The cognitive offloading acceleration helps explain what might otherwise seem paradoxical: enrollment in higher education is collapsing globally despite universal access.

For two centuries, education policy operated on an unquestioned assumption: remove barriers to access, and enrollment will rise. Build more universities, offer more scholarships, create online programs, and students will come. This assumption shaped every policy intervention for 200 years. And it worked— until AI changed the fundamental economics.

Now enrollment is contracting— not because access is restricted, but because students are rationally rejecting what universities offer. Universities have empty seats they're desperate to fill. Students have

loans available, online options proliferating, and open admissions policies. Yet enrollment declines year after year in developed nations, with India facing a crisis of “unemployability” despite 50+ million enrolled students.

Students are Responding Rationally to Value Destruction

When they observe that: - Universities spend 80% of curriculum time developing Remember-Understand-Apply skills - AI has externalized exactly these cognitive functions - Job markets increasingly value Evaluate-Create capabilities that traditional transcripts don't document - Degrees certify mastery of obsolete competencies

They correctly conclude that the investment (4 years of time, significant financial resources) yields insufficient return. The enrollment reversal is the market's verdict on institutions that ignore cognitive offloading acceleration.

Over the past months, I have documented several AI-induced reversals in education: the pedagogical reversal (problem-first learning becomes superior to sequential prerequisite-based learning), the skills hierarchy reversal (market value inverts from 80% lower-order to 93% higher-order cognitive skills), and the assessment reversal (continuous competency evidence becomes essential as examinations measure obsolete capabilities). But the enrollment reversal may be the most consequential, because it determines whether universities survive to implement other transformations.

The Trust Crisis: What Transcripts Actually Document

The disconnect between what education certifies and what employers need becomes brutally clear when we compare traditional (Figure 1) and evidence-based transcripts (Figure-2).

What This Documents

Mastery of Remember-Understand-Apply skills— storing algorithmic knowledge in biological memory, recalling it during examinations, applying standard solutions to textbook problems.

What Employers Need

Evidence of Evaluate-Create capabilities— can this person identify real problems worth solving, architect novel solutions, build and deploy working

Fig-1: Traditional Transcript: Computer Science Graduate

Traditional Transcript (Computer Science Graduate)	
Data Structures:	A-
Algorithms:	B+
Database Systems:	A
Software Engineering:	A
Machine Learning:	B+
GPA: 3.7/4.0	

Fig-2: Evidence-Based Transcript: Same Graduate

Evidence-Based Transcript (Computer Science Graduate)	
Innovation & Entrepreneurship (Level 6)	
→	Founded “EcoTech Solutions” - secured ₹40 lakh seed funding
→	Blockchain-verified: Company registration, funding documents
→	3 team members hired, 2 enterprise clients acquired
AI & Machine Learning (Level 5)	
→	Deployed ML model achieving 95% accuracy in production environment
→	Verified by: GitHub commits, deployment logs, client testimonial
→	Model processed 1M+ transactions with <0.1% error rate
Research & Publication (Level 6)	
→	First-author publication: “Quantum-Inspired Algorithms for NP-Hard Optimization”
→	Peer-reviewed: Nature Communications (Impact Factor: 14.9)
→	Cited 23 times within 18 months of publication

systems, learn independently when confronted with unfamiliar challenges?

Employer Question

Can this person actually build anything, or did they just memorise what someone else built?

What This Documents

Proven Evaluate-Create competencies—identifying problems worth solving (quantum algorithm optimization), creating novel solutions (publishable research), evaluating real-world impact (production deployment metrics), demonstrating entrepreneurial capability (funded venture).

What Employers See

Exactly what this person can deliver— not what they memorised, but what they built, published, deployed, and led.

Employer Response

This is someone we want to hire.

The first transcript shows what courses were passed. The second proves what problems were solved. Employers look at traditional transcripts and see no evidence for the skills they actually need— and crucially, no evidence that students can perform the Evaluate-Create functions that AI cannot externalise. Students sense this disconnect before enrolling. The enrollment reversal is their rational response.

The 2025-2035 Critical Window

Based on current enrollment trends, institutional financial projections, and technology adoption timelines, we may have only 3-7 years to demonstrate transformation before systemic collapse becomes irreversible. This 2025-2035 window represents the last decade where transformation is possible while institutional infrastructure remains largely intact.

Why This Decade Matters

For developed nations:

- University closures accelerating 2025-2030
- Merger wave among struggling institutions
- Government bailouts masking fundamental obsolescence
- Alternative credentials (bootcamps, micro-credentials, direct apprenticeship) gaining mainstream acceptance

For India specifically:

- Demographic dividend expires 2035-2040
- Last chance to convert young population into competitive advantage
- If universities don’t transform by 2030, enrollment decline and unemployment crisis converge catastrophically
- *Viksit Bharat 2047* goals require an Evaluate-Create workforce, not Remember-Understand-Apply graduates who compete unsuccessfully with AI

The Evidence is Already Here

United States: Undergraduate enrollment down 8-15% since 2010 peak, with community colleges

experiencing 37% decline. Liberal arts programs contracting severely, small private colleges closing at accelerating rates. Cases of different countries:

United Kingdom: Domestic applications declining 2023-2024, multiple universities facing financial distress, several institutions on verge of bankruptcy despite international student subsidies.

China: Graduate unemployment at crisis levels (youth unemployment reached 21.3% before government stopped reporting), millions of highly educated graduates in non-graduate employment, “lying flat” movement as direct response to education’s broken promises.

India: 50+ million enrolled but employers report endemic “unemployability,” engineering graduates working in non-engineering roles, demographic dividend at risk of becoming demographic disaster as education produces credentials without capabilities.

This is not speculation about future challenges. This is current reality that institutions are choosing to ignore.

What Won’t Work: False Solutions to Fundamental Obsolescence

Let us be clear about what will not address cognitive offloading acceleration or reverse enrollment decline:

Making Education Cheaper

Students don’t want cheaper access to worthless credentials. When the product itself has lost value—when it certifies capabilities that AI has externalized—price reductions don’t restore demand.

Improving Access

Supply is not the constraint. Universities have empty seats. Online programs proliferate. Open admissions policies expand. Yet enrollment contracts. Access abundance combined with value collapse drives enrollment reversal, not access scarcity.

Adding “AI Courses”

Inserting AI content into 10% of curriculum while maintaining the same examination-based assessment, grade-based transcripts, and Remember-Understand-Apply pedagogical focus leaves 90% of the system optimised for obsolete capabilities.

Students correctly recognize cosmetic change that doesn’t address structural obsolescence.

Better Marketing

One cannot market an obsolete product indefinitely. When students can directly observe that AI performs the cognitive functions universities claim to develop, better branding and recruitment campaigns cannot overcome rational value assessment.

More Scholarships

Financial aid does not fix fundamental value destruction. Free access to obsolete education remains obsolete education. The Indian evidence is dispositive: despite relatively low costs and extensive scholarship programs, unemployability remains endemic because credentials don’t document Evaluate-Create capabilities.

What Must Change: Comprehensive Transformation

The enrollment reversal reverses— and cognitive offloading acceleration gets addressed—only when institutions fundamentally transform what they develop, how they assess it, and how they document it.

Complete Curriculum Inversion

Current: 80% of curriculum time on Remember-Understand-Apply skills that AI has externalised

Required: 80% on Evaluate-Create capabilities that remain uniquely human

This means: - Problem-first learning: Students encounter real challenges before theoretical foundations-AI-enabled exploration: Use AI to accelerate learning, not prohibit its use - Wisdom cultivation over knowledge accumulation: Focus on judgment, discernment, ethical reasoning - Character formation: Develop conscience, commitment, conviction that AI cannot replicate.

Evidence-Based Transcripts

Current: Grades claiming mastery of memorisation and recall

Required: Blockchain-verified competency portfolios proving demonstrated capabilities

Evidence- Based transcripts document: - Real problems solved, not textbook exercises completed Measurable impact achieved,

not grades earned - Verifiable competencies demonstrated, not courses passed - Independent validation from employers, clients, research community— not self-reported institutional grades

Continuous Competency Assessment

Current: Terminal examinations testing recall under time pressure

Required: Ongoing documentation of problem-solving in authentic contexts

This requires: - Portfolio development throughout education, not examination at endpoint - Real-world validation, not artificial test conditions - Demonstrated application over theoretical knowledge - Industry partnership for authentic challenge sources

Cognitive Elevation Focus

Current: Optimise for information storage and retrieval (externalised to AI)

Required: Develop higher-order thinking that AI cannot replicate

Focus on: - Formulating quality questions, not just answering given questions - Critical verification of AI-generated solutions - Wisdom extraction from information abundance - Purpose-finding and meaning-making - Ethical judgment in AI-augmented contexts

Living Transcripts

Current: Static document listing courses and grades at graduation

Required: Dynamic portfolio updated continuously, accessible to employers in real-time

Living Transcripts

Update as new competencies are demonstrated
- Include verified evidence links (publications, deployments, company registrations, client testimonials) - Enable employer verification of specific capabilities - Document learning trajectory, not just terminal state

The Question-Assessment Reversal

One implication of cognitive offloading acceleration deserves special attention: the reversal in what we should assess.

Traditional education assessed students' ability to answer questions. But when AI can generate

better answers than most humans, this assessment becomes meaningless. What becomes uniquely valuable— and therefore what we must assess— is the ability to formulate quality questions.

AI dominates answer generation. Question formulation remains uniquely human. The best questions require:

- Deep understanding of context and purpose (why does this matter?)
- Discernment about what's worth knowing (which questions are productive?)
- Creativity in problem identification (what questions haven't been asked?)
- Wisdom in prioritisation (which questions should we pursue first?)

This represents a complete inversion of educational assessment. We should evaluate students not on reproducing predetermined answers, but on generating questions that reveal understanding, identify genuine problems, and guide productive inquiry.

This question-assessment reversal aligns perfectly with evidence-based transcripts. Instead of documenting "student correctly answered 85% of questions," transcripts should document "student identified previously unrecognised problem in quantum algorithm optimisation, formulated research questions that led to Nature Communications publication."

What This Means for Stakeholders

For University Leaders

Empty seats are not a marketing problem or a demographic anomaly. Students are correctly pricing in cognitive offloading and skill obsolescence. We face a binary choice:

Path 1 - Transform: Invert curriculum to Evaluate-Create focus, replace grades with evidence-based portfolios, implement problem-first learning, partner with industry for authentic challenges. Result: Enrollment stabilises then recovers as trust rebuilds.

Path 2 - Status Quo: Continue teaching Remember-Understand-Apply skills, maintain grade-based transcripts, add superficial "AI content," insist nothing fundamental has changed. Result: Accelerating enrollment decline leading to closure within 5-10 years.

There is no middle path. The cognitive pipeline externalisation is too complete.

For Policymakers

Universal access policies succeeded. The product itself is now obsolete. Policy must shift from expanding access to mandating transformation:

- Require evidence-based transcripts from all degree-granting institutions by 2028
- Mandate curriculum inversion: minimum 60% Evaluate-Create focus by 2027
- Fund transformation infrastructure: portfolio platforms, industry partnerships, faculty development
- Establish verification standards for competency documentation
- Recognise that demographic dividends become demographic disasters when education produces unemployable graduates

The National Education Policy 2020 provides the framework. Implementation urgency must match the 2025-2035 window reality.

For Employers

Traditional transcripts document obsolete skills. You have the power to force transformation faster than any policy:

- Demand evidence-based portfolios from all applicants
- Stop accepting grades as proof of capability
- Partner with universities to provide authentic problem sources
- Validate specific competencies rather than accepting degrees as general qualification signals
- Make hiring criteria explicit: “Show us what you’ve built, published, deployed– not what courses you passed”

Your hiring requirements will transform universities more effectively than any regulatory mandate.

For Students

You are not irrational for questioning enrollment. Your scepticism about traditional education’s value is economically rational given cognitive offloading acceleration. Demand evidence before investing time and resources:

- Ask universities: “What percentage of your curriculum develops Evaluate-Create capabilities?”
- Require: “Show me evidence-based transcripts from recent graduates and their employment outcomes”
- Investigate: “What real problems will I solve during my education, not just what textbooks will I study?”
- Verify: “How do employers validate the competencies your degrees claim to certify?”

If institutions cannot provide compelling answers, choose alternatives. Bootcamps, apprenticeships, direct employment with structured learning, and entrepreneurship may yield better returns than traditional degrees optimised for obsolete capabilities.

The Urgency: Why 2025-2035 May Be the Last Window

The confluence of three timelines creates the 2025-2035 critical window:

Enrollment Timeline

Based on current trends, universities face a financial crisis by 2028-2030 as enrollment decline accelerates. Institutions that haven’t begun transformation by 2027 may lack resources to implement it.

Generational Timeline

Students entering university in 2025-2030 were born 2007-2012. They are the last cohort with partial pre-AI cognitive development. Students entering after 2030 will have formed all cognitive habits in the AI age. If we don’t transform education for the 2025-2030 cohort, we lose institutional knowledge of how to educate the post-2030 generation.

Technology Timeline

Brain-computer interfaces and direct knowledge transfer technologies may emerge in the 2030-2040 timeframe. If we haven’t transformed education before that threshold, traditional learning becomes completely obsolete– not just examination systems, but the entire concept of education-as-information-transfer.

These timelines converge around 2030. Institutions that begin transformation now (2026) have 4-5 years to implement, demonstrate results,

(contd. on pg. 14)

Learning in a Connected World: From *Vidyā* to *e-Vidyā*

Shubhankar Mishra*

I vividly recall my childhood lessons, when I was taught dutifully that knowledge and education are among the most profound gifts one can cultivate over a lifetime. Among them, a Sanskrit shloka, once memorized without fully grasping its depth, now resonates with striking clarity: “*Vidyā dadaati vinayam, vinayād yāti pātratām; pātratvāt dhanam āpnoti, dhanāt dharmam tataḥ sukham.*” It unfolds a timeless chain: knowledge fosters humility, humility leads to worthiness, worthiness brings prosperity, prosperity nurtures righteousness and righteousness culminates in true happiness. In those formative years, education quietly became my compass, shaping dignity, instilling discipline and guiding my sense of purpose and direction in life.

Vidyā as Inner Transformation

Vidyā, traditionally regarded as profoundly transformative, is derived from the Sanskrit root *vid*, meaning ‘to know,’ and signifies knowledge, insight, and illumination. Likewise, *Śikṣhā*, from the root *śās*, meaning ‘to discipline,’ extends this understanding into the domains of self-regulation, ethical formation and character building. Taken together, these concepts make it clear that learning is not the mere accumulation of information but a disciplined evolution toward clarity, humility and ethical consciousness.

With time, this understanding deepened. Education, I came to realise, does not merely enable livelihood; it transforms the very way we perceive ourselves and the world. It refines judgment, sharpens ethical awareness, nurtures critical inquiry and empowers individuals to participate responsibly in society. In its truest sense, education is not the acquisition of knowledge alone, but the gradual refinement of being toward a more aware, responsible and reflective human consciousness.

Vidyā to *e-Vidyā*: Reimagining Learning in the Digital Age

While navigating and advancing in the digital era, particularly in the post-COVID context, I have often reflected upon these early lessons. Technology has come to play a vital role in reshaping the educational landscape, not only in India but across

the world. While the essence of *Vidyā* remains timeless, the mechanisms through which knowledge is created, disseminated and accessed have been transformed on an unprecedented scale, reshaping not only education but the very architecture of learning itself.

Today, almost every sphere of human activity is being reshaped by digital technologies, reflected in the prefix ‘e’ in terms such as e-invitation, e-commerce, e-cart, e-Pathshala, and e-Vidya. While ‘e’ denotes electronic delivery, it increasingly signals a deeper shift in how workstyles and knowledge systems are organised, mediated and experienced.

Global Vision for Education

UNSDG 4 calls for inclusive and equitable quality education for all, with technology as a key enabler. UNESCO defines technology as the knowledge, skills and creative processes used to apply tools and systems to solve problems and improve human life.

Globally, countries are using digital technologies to expand access, improve learning outcomes and support lifelong learning.

India’s Digital Education Vision

India’s digital education initiatives align with the global movement toward connected and inclusive education, while remaining rooted in its own educational philosophy and developmental priorities.

India’s approach reflects a structured national vision built on interconnected policy initiatives. Education is no longer defined by access to devices or connectivity alone, but by the integration of teachers, classrooms, infrastructure, content, assessment and pedagogy into a unified learning ecosystem. When these elements align, technology becomes a catalyst for active learning, collaboration, creativity and deeper engagement.

The National Education Policy (NEP) 2020 provides the overarching vision for technology-enabled, equitable and inclusive education. Building on this, the National Curriculum Framework for the Foundational Stage (NCF-FS) 2022 and the National Curriculum Framework for School Education (NCF-SE) 2023 translate policy into classroom practice. The National Digital Education Architecture (NDEAR) enables interoperable and scalable digital services,

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while complementary initiatives promote creativity and future-ready digital skills.

The journey from *Vidyā* to *e-Vidyā* reflects continuity rather than a shift in purpose. It extends India's commitment to democratizing knowledge and ensuring learning reaches every learner, regardless of context. Here, the 'e' in *e-Vidyā* goes beyond electronic delivery to signify the expanding horizons of education from traditional '*Gurukula systems*' to digital, AI-enabled and immersive learning environments, while the core purpose remains intact: the pursuit of knowledge, wisdom and holistic development.

The Digital Reconfiguration of Learning

To operationalize the vision of the National Education Policy (NEP) 2020, India has developed a set of national digital initiatives that strengthen planning, monitoring, learner support and teacher preparation. The Unified District Information System for Education Plus (UDISE+) functions as a comprehensive school data platform, enabling real-time, evidence-based decision-making. In parallel, the 'Rashtriya Vidya Samiksha Kendra' (RVSK), integrated with programmes such as PM POSHAN, supports data-driven monitoring of educational outcomes through dashboards and analytics. Complementing these systems, the Automated Permanent Academic Account Registry (APAAR) assigns each learner a unique digital identity, ensuring secure and portable academic records across their educational journey. The list of initiatives is extensive and continues to evolve.

Towards Equitable and Scalable Learning Ecosystems:

While advancing digital education, PM *e-Vidya* (launched in May 2020 under *Atmanirbhar Bharat Abhiyan*) was introduced to ensure continuity of learning during COVID-19. It integrates television, radio, and digital platforms, including DIKSHA and SWAYAM, enabling multimodal access through 'One Class-One Channel' (200 DTH channels), radio services, and digital resources across diverse contexts.

DIKSHA (Digital Infrastructure for Knowledge Sharing) is a national platform for school education offering curriculum-aligned e-content, QR-coded textbooks, audiobooks, virtual labs, and teacher training resources. It enables multilingual access, offline usability, and ICT integration in classrooms. Under PM *e-Vidya*, DIKSHA functions as a unified platform for States and UTs to create, share, and

access digital learning resources across school levels. It further supports personalised learning through its LMS and AI-enabled features such as intelligent search, translation tools and 'Ask DIKSHA,' along with accessibility support through Indian Sign Language (ISL) content and assistive tools.

SWAYAM (Study Webs of Active Learning for Young Aspiring Minds) is India's national MOOCs platform offering school to postgraduate courses through video lectures, readings, assessments and discussion forums. It enables flexible, credit-based, lifelong learning through a four-quadrant model: video lectures, readings, discussions, and assessments.

To support and facilitate *Divyang learners*, NCERT, in collaboration with the Indian Sign Language Research and Training Centre (ISLRTC), develops ISL-based textbooks, dictionaries, and learning resources. Over 5,000 audiobook chapters have been uploaded on DIKSHA, and an ISL dictionary of around 10,000 words has been developed. Additionally, more than 1,000 live sessions on inclusive teaching practices have been conducted with mandatory ISL interpretation.

A key initiative, Kitab Ek Padhe Anek (KEPA), aligned with NEP 2020, uses technology to reduce language and accessibility barriers for learners with disabilities. It offers interactive audio-visual and touch-based textbooks enabling self-paced multimodal learning, with QR codes linking to ISL and other digital resources.

Another key initiative, PRASHAST, is a mobile-based screening tool developed by NCERT to identify early signs of 21 disabilities under the RPwD Act, 2016, enabling timely intervention and inclusive education. It is a teacher-led, collaborative tool for early identification without labelling or diagnosis, supporting equitable access to support systems, and is used by over 15 lakh users across schools.

Other Major Initiatives

Complementing national initiatives, key digital platforms collectively strengthen teaching and learning across contexts. *e-Pathshala*, developed by NCERT and CIET, provides free access to e-textbooks, multimedia resources, teacher handbooks and supplementary materials for students, teachers and parents, enabling inclusive learning through multilingual content, translation, text-to-speech and offline access and hosting over 500 digital books and extensive audio-visual resources with over 21.73 crore users and 60 lakh downloads.

In the same ecosystem, *Rashtriya e-Pustakalaya* extends access to a national digital library for children and adolescents, promoting reading across 23 languages and diverse genres, with features such as offline access, text-to-speech, and personalised reading, all freely available to learners, educators, parents, and researchers, in alignment with NEP 2020.

Further, e-Jaadui Pitara, the digital extension of NCERT's foundational learning kit, strengthens early childhood education through play-based, multilingual and interactive resources, enabled by AI tools such as Teacher Tara, Parent Tara and Katha Sakhi, powered by Bhashini and accessible via mobile apps, WhatsApp, Telegram and IVRS, and by March 2026 it had recorded over 0.4 million downloads and 3.4 million interactions, thereby expanding foundational learning access and enabling collaborative content creation among teachers, parents and communities. Together, these platforms form an interconnected ecosystem that enhances accessibility, engagement and learner-centred digital education in India.

Some Key Challenges

Despite expanded digital access, ensuring meaningful learning outcomes remains a persistent challenge, requiring stronger pedagogical integration and sustained teacher support.

The rapid expansion of digital learning during the COVID-19 pandemic highlighted that access alone is insufficient; effective learning depends on robust pedagogy, teacher capacity and learner engagement in digital environments.

Addressing these challenges, robust frameworks such as PRAGYATA (Guidelines for Digital Education, 2020) provide structured guidance through an eight-step cycle: Plan, Review, Arrange, Guide, Yak (communicate), Assign, Track and Appreciate. However, their effectiveness depends on consistent classroom-level adoption, teacher preparedness and contextual adaptation. The framework also addresses implementation gaps through guidance on screen-time management, cyber safety and student well-being, aligning digital education with NEP-2020 goals of being purposeful, inclusive and outcome-oriented.

Similarly, NISHTHA (National Initiative for School Heads' and Teachers' Holistic Advancement) strengthens teacher and leadership capacity, but sustained impact depends on continuous professional development, effective translation into classroom

practice and system-wide support for competency-based, experiential and inclusive pedagogy.

Cultivating Safe Digital Culture

As classrooms become increasingly digital, safety is as critical as access. Every online interaction generates sensitive data, making it essential to define how it is collected, used and stored. Risks such as data misuse, cyberbullying and online exploitation place cyber safety at the centre of digital education. Ensuring privacy, safety and trust is therefore integral to a sustainable digital education ecosystem, particularly as it expands across schools.

The Digital Personal Data Protection (DPDP) Act, 2023 provides the legal framework for data protection, but effective safeguarding depends on robust systems, accountability and responsible governance. It establishes safeguards for personal data, especially for children, through provisions on consent, accountability and responsible data use, thereby strengthening confidence in digital platforms and reinforcing the ethical foundation of technology-enabled learning.

Mental Well-being and Psychosocial Support

True learning thrives in a supportive environment where learners receive care beyond the classroom. Mental well-being is central to effective education, strengthening focus, motivation, emotional balance and engagement.

While digital education expands access, its effectiveness depends on learners' physical and emotional well-being. In high-pressure digital environments, psychosocial support is essential to help students manage stress, reduce anxiety and build resilience.

The 'Manodarpan' initiative provides structured psychosocial support for students, teachers and families. Anchored by an NCERT cell, it offers advisories, guidance and self-help resources. A 24×7 toll-free helpline with trained counsellors provides tele-counselling for emotional and stress-related concerns, while webinars and SAHYOG sessions through PM e-Vidya and digital platforms extend nationwide access to mental health support.

Artificial Intelligence and the Future of Learning

If the twentieth century expanded access to education, artificial intelligence is positioned to redefine personalised learning in the twenty-first.

Emerging technologies, particularly AI, are reshaping teaching and learning through personalised learning pathways, adaptive assessments, intelligent tutoring systems, multilingual content generation and early identification of learning gaps. These capabilities make learning more responsive to individual needs while supporting teachers in data-informed pedagogical decisions.

Generative AI further expands these possibilities through dynamic content creation, real-time translation, personalised feedback and multilingual learner support. Used responsibly, AI complements rather than replaces teachers, enabling them to focus on mentorship, creativity, critical thinking and socio-emotional development. As India advances toward a digitally empowered knowledge society, AI strengthens the vision of inclusive, equitable and learner-centred education under NEP–2020.

Way Forward: Kartavya Path

The journey from *Vidyā* to *e-Vidyā* (PM e-Vidya) reflects continuity rather than replacement. While tools and platforms have evolved, the purpose of

education remains constant: to nurture knowledge, wisdom, character, creativity and human potential. In this sense, *e-Vidyā* represents not the digitisation of education but the democratisation of knowledge.

Guided by the wisdom of Vidyā and the spirit of ‘Vasudhaiva Kutumbakam’, PM e-Vidya and allied initiatives reaffirm that technological change expands the reach and possibilities of education without altering its core purpose.

Aligned with NEP–2020’s principles of access, equity, quality, affordability and accountability, these initiatives integrate technology into teaching and learning in a thoughtful, ethical and learner-centred manner, preparing students for a rapidly evolving digital world.

We must remember that learning is a source of illumination that strengthens individuals and societies. Through digital education, access is extended to the unreached, advancing the core goals of education and enabling an inclusive, equitable and connected future—*Padhiye Kabhi bhi, Kahin bhi*. □

(contd. from pg. 10)

and build evidence for broader adoption. Institutions that delay past 2027–2028 may find transformation impossible as resources contract and institutional capacity degrades.

Conclusion: The Choice Before Us

AI didn’t break higher education. AI revealed that higher education was already broken—optimised for a world of information scarcity that no longer exists, certifying capabilities that machines now perform more reliably than humans.

The two observations I began with— that AI can generate both questions and answers, and that humans confidently trust AI memory over biological recall— are not isolated curiosities. They are symptoms of complete cognitive pipeline externalisation.

Education assumed students must develop internal capabilities for information storage, retrieval, processing, and output. AI has externalised all four stages. Students are rationally restructuring their cognitive habits around this new reality. The enrollment reversal is their market verdict on institutions that refuse to acknowledge this transformation.

We have perhaps 5–7 years to respond. The 2025–2035 window may be the last opportunity for transformation before collapse becomes irreversible. Institutions that recognise cognitive offloading acceleration, acknowledge complete pipeline externalisation, and transform to develop uniquely human Evaluate–Create capabilities will survive and thrive. Those that treat this as a curriculum adjustment problem while enrollment collapses around them face extinction.

The question is not whether higher education will transform. The question is whether Indian universities will lead this transformation—leveraging our demographic advantage, building on NEP 2020 foundations, and establishing global models for AI-age education— or whether we will follow other nations into crisis, losing our competitive window precisely when it matters most for Viksit Bharat 2047.

The cognitive offloading acceleration is not slowing down. The enrollment reversal is not reversing on its own. The 2025–2035 window is not extending.

The choice is ours. The time is now. □

Strengthening Provident Fund Governance in Higher Education Institutions: A Model Approach from BITS Pilani

Ashish Gupta*

With increased oversight by the Employees' Provident Fund Organisation (EPFO), exempted establishments-particularly those in the education sector-must adopt forward-looking strategies to ensure regulatory compliance, safeguard employee interests, and enhance governance. Drawing from the recent EPFO Workshop held at PDUNASS, New Delhi (May 2025) and based on the practices implemented at BITS Pilani, this article offers a detailed, replicable model for improving the performance of private PF trusts while retaining their exemption.[Abstract]

Introduction

Exempted establishments under Section 17 of the EPF Act enjoy the flexibility to manage their own Provident Fund Trusts. However, with this autonomy comes the responsibility of meeting or exceeding the benefits offered by EPFO. Recent audits and workshops have highlighted common gaps in governance, digital reporting, and investment practices. BITS Pilani has emerged as a leading example in demonstrating compliance readiness, multi-campus coordination, and member-focused service.

Key Areas of Reform and Implementation

Governance and Regulatory Compliance

BITS Pilani, as an exempted establishment under the EPF Act, 1952, has undertaken structured initiatives to strengthen the governance of its Provident Fund Trust in alignment with evolving EPFO regulations. A key component of this framework is the institutionalisation of regular Board of Trustees (BoT) meetings, which are held quarterly at a minimum. These meetings serve as formal platforms for reviewing investment performance, approving fresh investment proposals, discussing audit findings, and assessing regulatory compliance status across campuses.

All major financial and operational decisions, including investment, interest declarations, and appointment or rotation of auditors, are documented through detailed minutes. This ensures transparency,

accountability, and institutional memory. The Trust's governance processes are aligned with the EPFO's Six-Parameter Performance Evaluation Matrix, which assesses exempted establishments on key metrics such as fund remittance timelines, interest declaration, claim settlement, and audit discipline. BITS Pilani actively tracks its monthly performance score, ensuring that all components are met proactively to avoid compliance flags.

The Trust also ensures strict adherence to accounting and audit norms prescribed by EPFO. Books of accounts are maintained in accordance with statutory requirements and are subjected to annual third-party audits conducted by registered chartered accountants. To support inspections and internal reviews, the Trust maintains a digitally accessible audit trail covering at least the last three financial years, including reports, working papers, investment justifications, and UAN-wise summaries of member transactions.

This comprehensive governance approach reflects BITS Pilani's commitment to upholding the highest fiduciary standards in managing employee retirement benefits while maintaining full eligibility for exemption under the EPF Act.

Digital Recordkeeping and Monitoring

Recognising the critical role of transparent and accessible data in regulatory compliance, BITS Pilani has established a centralised digital documentation and compliance monitoring system for its Provident Fund Trust. This system leverages secure cloud-based storage infrastructure, ensuring all PF-related documents across campuses are digitised, standardised, and readily accessible to authorised personnel. The platform is structured to support real-time tracking of key documentation including:

- Monthly PF remittance challans and returns (ECRs),
- Member-wise passbook summaries and UAN mappings,
- Audit reports from internal and statutory auditors, and
- Contractor compliance records, including wage sheets, UANs, and PE Portal reports.

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Each campus maintains its own digitally organised sub-directory while following a uniform naming and filing convention coordinated by a central PF governance cell at Pilani Campus. This ensures that all documentation is harmonised for consolidated reporting and EPFO inspections. To further enhance operational oversight, BITS Pilani has developed and deployed an internal digital compliance dashboard. This dashboard tracks:

- Statutory filing due dates (returns, investments, audits),
- Alerts for delayed remittances or document uploads,
- Contractor-wise compliance status across campuses,
- Surplus fund utilisation and investment category limits.

The dashboard generates automated alerts to designated HR and finance officers before critical deadlines, thereby reducing manual dependency and ensuring institutional compliance across a geographically dispersed ecosystem.

In addition, the Trust undertakes periodic sample verification of interest credit calculations, particularly during the interest finalisation cycle. These validations are conducted UAN-wise and are supported by system-generated audit trails, which are preserved as part of the annual compliance file.

Furthermore, Board of Trustees resolutions approving interest rates for each financial year are digitally archived, along with the actuarial basis or surplus computation used. These resolutions, duly signed and timestamped, form an essential part of the audit documentation submitted to the EPFO during inspections or reviews. Through this integrated approach, BITS Pilani not only ensures full compliance with EPFO's digital documentation expectations but also fosters data-driven decision-making, accountability, and institutional readiness for external scrutiny.

Investment Pattern and Risk Control

BITS Pilani, through its Exempted Provident Fund Trust, has adopted a disciplined and transparent investment management framework aligned with the investment pattern notified by the Ministry of Labour and Employment (MoLE). The Trust ensures that all contributions received from employees and the institution are deployed prudently in accordance with

the latest MoLE circulars, across permitted categories such as Government Securities (G-Secs), State Development Loans (SDLs), PSU Bonds, Corporate Bonds (AA and above), InvITs, and equity-linked ETFs.

To support technical compliance and enhance portfolio management capabilities, the Trust engages a SEBI-registered investment advisor, currently Darashaw & Co., who provides ongoing advice on sectoral exposure, credit risk, interest rate trends, and reinvestment strategies. All investment proposals are routed through the advisor and reviewed by the designated internal investment team before being placed before the Board of Trustees (BoT) for final approval.

In line with best practices and EPFO guidelines, BITS Pilani maintains a DEMAT account with NSDL for holding all marketable securities, including G-Secs and equity-linked units. This ensures full traceability, transparency, and ease of reconciliation during audits or regulatory reviews.

A key feature of the investment governance structure is the maintenance of an Equity Income Stabilisation Reserve (EISR). This reserve is periodically funded from equity gains and is retained to cushion potential shortfalls in years when market-linked instruments underperform. The EISR acts as a strategic risk mitigation tool and allows the Trust to offer a stable declared interest rate aligned with or above the EPFO benchmark.

To ensure continuous oversight, a monthly investment tracker is maintained and monitored by the Finance and Investment Cell. This tracker includes:

- Category-wise investment allocation vs. limits,
- Instrument-wise maturity timelines,
- Interest accruals and receipts,
- Redemptions due or delayed,
- Credit rating movements of issuers,
- Exposure to sensitive instruments like Basel III Tier-1 perpetual bonds, which are subjected to additional scrutiny due to their loss-absorption clauses.

The investment tracker is presented quarterly to the Board of Trustees and reviewed for any deviation from the approved policy or regulatory thresholds. Immediate rectification measures are initiated in case of any breaches, in consultation with the investment advisor.

By maintaining this robust and compliant investment mechanism, BITS Pilani ensures that its EPF Trust corpus is not only secure and efficiently deployed, but also delivers sustainable returns to its employees while meeting the fiduciary and regulatory obligations expected of an exempted Trust.

Surplus Fund Utilisation

As a responsible and fully exempted Provident Fund Trust, BITS Pilani adheres to a member-first principle in the management and utilisation of all surplus funds accrued during the financial year. These surpluses—arising primarily from prudent investment returns, cost-efficient fund management, and earnings above EPFO-declared interest rates—are intended solely for the benefit of EPF subscribers employed across all campuses of BITS Pilani.

As of the financial year ending 31 March 2025, the Trust reported a cumulative surplus, which includes allocations to the Equity Income Stabilisation Reserve (EISR) and unutilized surplus in the Income and Expenditure (I&E) Account. The EISR functions as a buffer against potential volatility in equity-linked returns, enabling the Trust to maintain interest rate parity with EPFO even during years of subdued market performance.

The surplus in the I&E Account is strictly reinvested in MoLE-approved asset classes, ensuring that no portion of the employee corpus is left idle. These reinvestments are made in instruments such as G-Secs, SDLs, high-rated bonds, and ETFs, which continue to yield member-benefiting returns in compliance with statutory guidelines. Importantly, no administrative or operational expenses—including staffing, advisory, or trustee-related costs—are ever charged against these reserves. This ensures that the entire surplus directly contributes to enhancing member entitlements.

BITS Pilani adopts a transparent and controlled process for the utilisation of surplus:

- The Board, through a formally adopted resolution, approves the quantum of interest to be credited to members.
- This declared interest rate is systematically credited into all member passbooks, and a sample verification process is conducted by the Finance & Audit team to validate correct application of rates across UAN-linked accounts.

All surplus-related decisions are properly minuted, and detailed disclosures are maintained for

review during EPFO compliance audits or statutory inspections. The documentation includes interest computation sheets, fund deployment status, and reserve movement summaries.

By following this transparent, compliant, and member-centric approach, BITS Pilani not only honours the fiduciary trust placed in it by its employees but also upholds the long-term sustainability and credibility of its exempted Provident Fund Trust.

Principal Employer Responsibilities and Contractor Compliance

As a multi-campus institution committed to statutory compliance and ethical workforce management, BITS Pilani has implemented a robust contractor compliance mechanism to meet its obligations as a Principal Employer (PE) under Section 8A of the EPF Act, 1952. This mechanism is designed to ensure that all contractual employees engaged through outsourced agencies are duly covered under the Provident Fund (PF) framework, with zero tolerance for coverage lapses.

The cornerstone of this framework is the mandatory registration of all active contractors on the EPFO's Principal Employer (PE) Portal. Each contractor is required to submit a monthly digital return through the portal, including:

- UAN-wise contribution data,
- Wages paid,
- Number of covered employees, and
- A declaration of full PF compliance for the reporting month.

BITS Pilani has implemented a centralised verification and tracking system across its campuses—Pilani, Goa, Hyderabad, and Mumbai. At each campus, a designated compliance officer is tasked with:

- Reviewing contractor submissions on the PE Portal,
- Cross-verifying UANs with attendance and wage records, and
- Flagging any anomalies or gaps in coverage.

The institution maintains a campus-wise contractor compliance matrix, which is updated monthly and submitted to the central PF Governance Cell. This matrix includes:

- Contractor name and contract period,
- Number of deployed workers,

- Status of UAN generation and linking,
- PF remittance timelines, and
- Comments on discrepancies, if any.

As a policy, no contractor invoice is cleared for payment unless full PF compliance is documented and verified. In cases of delay or default, the Accounts Department places the payment on hold and issues a compliance notice to the contractor. Persistent non-compliance can lead to contract suspension or blacklisting, as per the terms outlined in BITS Pilani's standard contracting agreements.

BITS Pilani also takes additional steps to educate contractors about their EPF obligations through onboarding sessions and compliance orientation, especially during the initial stages of engagement.

By enforcing this rigorous and transparent system, BITS Pilani ensures that all contractual workers—regardless of their employment channel—receive the statutory social security benefits they are entitled to. This commitment to zero-gap coverage and proactive compliance upholds the institution's role as a model Principal Employer and demonstrates its alignment with both EPFO expectations and the spirit of labour welfare laws.

Employee-Centric Innovations

At BITS Pilani, ensuring timely support and transparent communication with employees regarding their Provident Fund (PF) accounts is a core component of Trust governance. To facilitate this, the Institute has developed and implemented an in-house PF grievance redressal system, fully integrated into its Enterprise Resource Planning (ERP) platform. Through this system, employees across all campuses can:

- Log PF-related queries—such as delays in contributions, interest credit status, passbook discrepancies, or UAN/KYC issues—via their secure login.
- Track the real-time status of submitted queries until resolution.
- Access and download their PF passbooks directly, which reflect up-to-date contributions and accrued interest.
- Receive automated notifications regarding key PF milestones—such as monthly credit of contributions, interest declaration, and KYC compliance reminders.

To ensure accountability and speed in resolution, BITS Pilani follows a formal grievance escalation

matrix, wherein queries unresolved within defined timeframes are automatically routed to higher-level officers in HR or the Trust Office. Each campus has designated officers responsible for first-line resolution, and unresolved cases are reviewed monthly by the central PF Governance Cell.

Additionally, periodic employee feedback is collected and reviewed to identify systemic issues and improve service delivery. Suggestions or concerns raised through feedback are discussed in governance meetings and may lead to procedural enhancements or system updates.

This integrated approach ensures that employees are not only well-informed about their PF entitlements but also feel supported and confident in the institution's commitment to transparency, accessibility, and timely resolution.

Management of Inoperative Accounts

As part of its commitment to financial discipline and member-centric governance, the BITS Pilani Provident Fund Trust has established a structured mechanism to monitor and manage inoperative PF accounts. These typically arise in cases where employees have exited service, without completing PF claims formalities, resulting in their PF contributions lying in the BITS EPF Trust over an extended period.

The Trust conducts periodic reviews of its member database to identify accounts showing inactivity—defined by no contributions for a continuous period of 36 months or more. These accounts are flagged for further verification with support from campus HR units.

Efforts are then made to contact the rightful claimants through multiple channels—email, phone, and when possible, via former supervisors or addresses on file. Employees are encouraged to submit claim forms, update KYC, or initiate transfers to avoid permanent transfer to the Sr. Citizen Welfare Fund to Govt.

This process is also monitored as part of the Trust's internal compliance dashboard, and the year-end summary of inoperative accounts is submitted to the Board of Trustees for review and to the EPFO if required during compliance audits. Through this proactive and compliant approach, BITS Pilani ensures that employee savings remain protected, and there is transparency in reporting and fund utilisation, even in cases where employee follow-through is delayed.

EDLI Coverage and Equivalence

In addition to operating as an exempted establishment under the Employees' Provident Fund Scheme, BITS Pilani also ensures full compliance with the Employees' Deposit Linked Insurance (EDLI) Scheme, through the statutory route or by maintaining an equivalent or superior insurance arrangement as permitted under EPFO norms.

To fulfil this requirement, the BITS EPF Trust has engaged with a reputed insurance provider to offer a group life insurance policy that provides coverage equivalent to or greater than what is mandated under the EDLI Scheme administered by the EPFO. This policy guarantees that all eligible employees are financially protected in the event of death during service, ensuring support to their nominees or legal heirs without administrative delays.

The insurance premium for this coverage is paid annually by the Institute, and there is no deduction from the employee's wages. The coverage amount is structured in accordance with the latest EPFO-mandated limits, which currently allow a benefit of up to Rs.7 lakh, and BITS Pilani ensures that any revision in the EPFO's coverage ceiling is correspondingly reflected in its insured sum.

To maintain audit transparency and regulatory preparedness, copies of the insurance policy document, annual premium payment receipts, and benefit summaries are kept on record. These documents are submitted to auditors and made available to EPFO officials during compliance inspections or exemption renewals.

This initiative reflects BITS Pilani's commitment to maintaining comprehensive employee welfare coverage and reinforces its role as a socially responsible and legally compliant exempted institution.

EPFO Pension Scheme: Structure, Challenges, and Institutional Response at BITS Pilani

The Employees' Pension Scheme (EPS), 1995, administered by the Employees' Provident Fund Organisation (EPFO), plays a vital role in ensuring long-term social security for employees in the organized sector. While institutions like BITS Pilani are exempted from maintaining Provident Fund (PF) balances in the central pool, the pension component remains a non-exempt function. Thus, all eligible employees are mandatorily enrolled under EPS, and the employer's contribution of 8.33% of pensionable

wages is directly deposited into EPFO's Pension Fund.

At BITS Pilani, all statutory pension obligations are met with utmost diligence. Pension contributions are deposited monthly without delay, and employee service records are maintained in a UAN-linked, digitized format for seamless reconciliation. Each of BITS Pilani's campuses—Pilani, Goa, Hyderabad, and Mumbai—follow a unified reporting structure to ensure continuity of service data and prevent fragmented contributions, especially in the case of inter-campus transfers.

Institutional Challenge: The Higher Pension Debate

In light of the Hon'ble Supreme Court's 2022 ruling allowing eligible employees to opt for pension on actual wages beyond the Rs. 15,000 statutory ceiling, many institutions across India saw a surge in employee applications under the EPS "higher pension" window. BITS Pilani was no exception—several employees submitted formal requests to be considered for pension on their full wages.

However, the Regional Provident Fund Commissioner-I, Jaipur, vide order dated 28 January 2025, rejected these applications. The grounds cited were:

- The existing Trust Rules at BITS Pilani capped contributions to the Pension Fund at the prescribed wage ceiling.
- There was no history of pension contributions being made on higher wages.
- The Trust had not made any formal representation or commitment to EPFO to contribute on actual wages.

The Trust is currently assessing the legal, administrative, and actuarial implications of facilitating higher pension contributions, should national policy evolve in that direction. Meanwhile, the institution maintains a posture of proactive compliance and transparent communication, reinforcing its commitment to employee welfare.

A Replicable Mechanism for Other Exempted Trusts

While many private institutions consider surrendering their EPFO exemption status due to increased compliance pressures, BITS Pilani has demonstrated that a structured, institution-wide approach can ensure continued exemption while improving member services and governance standards.

The following framework—adapted and implemented by BITS Pilani—can serve as a replicable model for other exempted establishments:

Establish a Central PF Governance Cell

BITS Pilani has constituted a central compliance cell to coordinate all PF-related matters across its Pilani, Goa, Hyderabad, and Mumbai campuses. This cell standardizes policies, tracks statutory timelines, and ensures timely filings and disclosures.

Designate Campus Nodal Compliance Officers

Each campus has a dedicated PF compliance team, who is responsible for handling monthly returns (ECR), maintaining UAN records, preparing audit responses, and coordinating with the central PF cell.

Engage Qualified Investment Advisors

The Trust has appointed Darashaw & Co., a SEBI-registered investment advisor, to guide all investment decisions, portfolio allocations, and reinvestment strategies. Quarterly reviews with the Board of Trustees help ensure compliance with MoLE investment norms.

Automate Contractor PF Compliance

Contractor payments are processed only after verification of EPFO PE Portal data. BITS Pilani has linked contractor compliance status to payment approvals, ensuring that wage sheets and UAN-wise PF deposits are uploaded and verified before invoices are cleared.

Implement Digital Monitoring Dashboards

A centralised digital dashboard tracks key parameters such as interest credit schedules, audit readiness, fund deployment status, and contractor compliance. This enhances accountability and reduces risk of non-compliance.

Run a Transparent Grievance Redressal Mechanism

The in-house ERP platform allows employees to raise, track, and resolve PF-related queries in a structured way. Escalation matrices and performance dashboards ensure grievances are addressed within defined timeframes.

Maintain Comprehensive, Audit-Ready Records

BITS Pilani maintains all key PF records—returns, investments, resolutions, passbooks, surplus utilisation notes, etc.—in digitally accessible, audit-ready formats. The Trust also conducts mock audits

twice a year to test preparedness and identify any gaps.

Monitor Inoperative Accounts and EDLI Compliance

Inactive member accounts are reviewed quarterly, and efforts are made to trace and settle them. Additionally, the institution ensures equivalent coverage under the EDLI Scheme through an annually renewed group life insurance policy, with audit documentation available.

By adopting this structured governance and compliance framework, BITS Pilani has successfully retained its EPF exemption while continuing to deliver superior benefits to its employees. Institutions seeking to overcome compliance challenges should view this as a blueprint for sustaining exemption without compromising regulatory trust or employee welfare.

Conclusion

BITS Pilani's proactive and institutionally committed approach to EPF Trust governance serves as a compelling example of how exempted establishments can transform regulatory compliance from a routine obligation into a driver of organisational excellence. Through a combination of structured oversight, cross-campus coordination, digital recordkeeping, transparent financial management, and member-first service delivery, BITS Pilani has successfully positioned itself as a benchmark institution in managing an Exempted Provident Fund Trust.

Rather than viewing EPF compliance as a burden, the Institute has embraced it as an opportunity to build trust, integrity, and financial prudence into its administrative ecosystem. This has resulted in enhanced operational efficiency, stronger audit preparedness, improved employee satisfaction, and continued retention of its exemption status under the EPF Act.

Other academic institutions and private trusts managing their own PF corpus can draw significant inspiration from the BITS Pilani model. By replicating its governance mechanisms—such as the creation of a central compliance cell, use of expert investment advisors, integrated ERP grievance systems, and robust digital dashboards—these entities can not only meet regulatory expectations but also deliver tangible benefits to their employees while reinforcing their commitment to transparency, accountability, and long-term sustainability. □

Evaluating the Landscape of Higher Education Quality: An Analysis of NAAC Accredited Universities in Northern India

Pravish Prakash* and Parul Sen**

This study analyses higher education quality in Northern India by examining NAAC-accredited universities across regional, institutional, and performance dimensions. Using NAAC and NIRF data, it maps accreditation grades state-wise, highlights disparities among Central, State, Private, and Deemed universities, and explores links between accreditation and rankings. Results show strong clusters in Uttar Pradesh and Delhi but underrepresentation in Himachal Pradesh and Jammu & Kashmir. Central universities, though fewer, consistently achieve high grades, while State and Private universities dominate numerically with mixed outcomes. Statistical tests confirm a significant association between university type and accreditation grade. A weak negative correlation ($p \approx -0.301$) between NAAC scores and NIRF ranks indicates accreditation does not always align with performance rankings. The study calls for region-specific interventions and integrated evaluation methods to address gaps and enhance higher education quality in Northern India. [Abstract]

Introduction

Quality assurance has become a cornerstone of higher education governance in India, with the National Assessment and Accreditation Council (NAAC) serving as the premier agency responsible for evaluating institutional performance through structured frameworks and grading systems. Since its establishment, NAAC has significantly shaped the quality landscape of universities by promoting accountability, institutional planning, curricular reforms, and stakeholder trust. Accreditation outcomes not only influence academic reputation and funding opportunities but also play a role in employability and global benchmarking, positioning NAAC grades as a crucial measure of institutional standing.

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Despite these contributions, prior studies have consistently highlighted challenges such as uneven regional distribution of accredited institutions, the burden of uniform benchmarks on newer or rural universities, and instances of superficial compliance. While national-level analysis trace the broad impacts of NAAC on Indian higher education, there is comparatively little focus on state- or region-specific accreditation patterns. This has led to an important research gap in understanding how accreditation outcomes vary across regions and how they intersect with institutional types and performance rankings.

Against this backdrop, the present study seeks to critically examine the distribution of NAAC grades in Northern India. It also analyses the association between NAAC grades and university types and investigates the relationship between accreditation scores and performance rankings such as the National Institutional Ranking Framework (NIRF). By highlighting regional disparities and institutional differences, this study aims to provide analytical insights that could inform policy recommendations for strengthening accreditation outcomes and enhancing the overall quality of higher education in the state and region.

Review of Literature

The role and impact of the National Assessment and Accreditation Council (NAAC) on Indian higher education have been widely explored by several scholars. Agrawal and Jain (2024) highlighted NAAC's contribution to achieving Sustainable Development Goal 4 (Quality Education), emphasising its framework of seven criteria and its role in fostering accountability, innovation, and inclusivity while also pointing out gaps such as regional disparities and superficial compliance. Gautam (2024) evaluated how NAAC accreditation raised institutional reputation, accountability, and employability but stressed the need for more systematic evaluation. Jagadeesha and Nandeesh (2024) underlined NAAC's mandate in creating a culture of "quality consciousness" through periodic assessment, leading to better

planning, teaching standards, and societal contributions. Pathak (2023) demonstrated how accreditation improved governance, curriculum, employability, and stakeholder trust, positioning NAAC as pivotal for institutional reputation and funding. Prakash et al. (2023) traced NAAC's evolution over decades, from star grading to the Revised Accreditation Framework (RAF), showing how each phase strengthened accountability and transparency. Singh and Kshirsagar (2023) found that NAAC fostered curricular reforms, innovative pedagogy, and institutional interaction, particularly when paired with strong internal improvement cultures. Soti (2023) showed that accreditation positively influenced curriculum design, faculty development, and student outcomes across regions, stressing qualitative metrics for sustained standards. Kumar (2021), using large-scale empirical data, found accreditation status to be a key driver of admissions, global benchmarking, and employability, while Dhatri (2020) highlighted how NAAC accreditation supported institutional planning, funding, accountability, and international recognition. Finally, Thakur (2020) detailed NAAC's accreditation process, its challenges for newer and rural institutions, and the role of UGC initiatives in promoting wider participation. Collectively, these studies concluded that NAAC accreditation has been instrumental in elevating the quality, accountability, competitiveness, and sustainability of higher education in India, though systemic and contextual challenges remain.

Prior research has emphasized its contribution to curriculum reforms, faculty development, infrastructure, governance, employability, institutional reputation, and international recognition. However, studies have also identified persistent gaps, including regional disparities in accreditation outcomes, inadequate stakeholder participation, superficial compliance, and challenges for newer or rural institutions in meeting uniform benchmarks. In relation with the present study, there is no study found which tried to find out the state-wise distribution, association between NAAC grades and university types and correlation between accreditation scores (NAAC grades) and performance rankings (NIRF).

Research Objectives

1. To analyze the state-wise distribution of NAAC grades in Northern India.

2. To examine the distribution and association between NAAC grades and university types in Northern India.
3. To examine the correlation between accreditation scores (NAAC grades) and performance rankings (NIRF).

Hypothesis

- H_{01} : There is no association between university type and NAAC grades.
- H_{11} : There is an association between university type and NAAC grades.
- H_{02} : There is no monotonic association between NAAC accreditation ranks and NIRF performance ranks of universities.
- H_{12} : There is a monotonic association between NAAC accreditation ranks and NIRF performance ranks of universities.

Method of the Study

The data for the present study was collected using the Accreditation status of Universities and Colleges link available on the official website of the National Assessment and Accreditation Council and filters such as Institution Type, Select State and Institution sub-type. On the basis of the collected data of the state-wise list of NAAC-graded universities, the NIRF rank data was collected for the year 2025 from the official website of the National Institutional Ranking Framework.

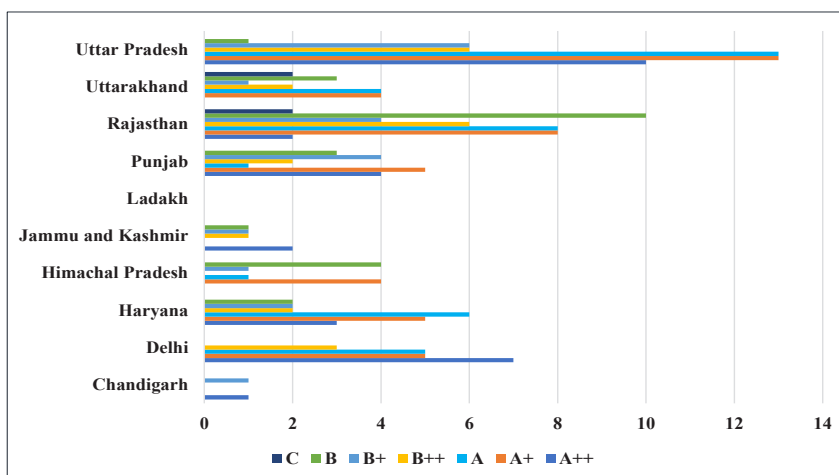
Data Analysis and Interpretation

Table 1 and Figure 1 present the distribution of NAAC grades among universities across different states and union territories. Uttar Pradesh leads with the highest number of top NAAC grades, particularly 10 institutions rated A++, followed by 13 graded A+ and 13 graded A. Delhi also shows strong performance with multiple universities rated in the top three NAAC categories: 7 at A++, 5 at A+, and 5 at A. Other states like Punjab, Haryana, and Rajasthan have a varied spread of high to moderate grades, with notable numbers of institutions in the A++ to B+ range. In contrast, smaller regions such as Chandigarh and Jammu and Kashmir show fewer institutions with high NAAC grades but still contribute notably to the quality landscape. The overall distribution suggests that while certain regions, especially Uttar Pradesh and Delhi, have a concentration of highly accredited universities,

others have a more moderate or lower-grade presence, reflecting regional disparities in higher education quality accreditation. This information highlights the uneven geographical spread of higher-quality institutions as measured by NAAC grades across India.

The distribution of universities by type and NAAC grades in Table 2 and Figure 2 indicates significant variations in accreditation outcomes among Central, State, Private, and Deemed universities. Out of the total 181 universities assessed, the largest share belongs to Private institutions (77), followed by State universities (58), Deemed universities (31), and Central universities (15). Private universities show the highest counts under grade A (17) and A+ (25), though they also record notable numbers in lower categories such as B (14) and B+ (9). State universities display a wide spread across all grades,

Figure 1: State-wise Distribution of NAAC Grades



with relatively higher representation in A++ (15) and B++ (11), highlighting both excellence and mediocrity within this category. Central universities are relatively fewer in number, yet they concentrate largely in the higher grades (A++, 9; A+, 4; A, 2) and show no presence in lower brackets. Deemed universities present a moderate distribution, with stronger performance in A (9) and A+ (7), but some

Table 1: State-wise Distribution of NAAC Grades

Sr. No.	States & Union Territories	A++	A+	A	B++	B+	B	C
1.	Chandigarh	1	0	0	0	1	0	0
2.	Delhi	7	5	5	3	0	0	0
3.	Haryana	3	5	6	2	2	2	0
4.	Himachal Pradesh	0	4	1	0	1	4	0
5.	Jammu and Kashmir	2	0	0	1	1	1	0
6.	Ladakh	0	0	0	0	0	0	0
7.	Punjab	4	5	1	2	4	3	0
8.	Rajasthan	2	8	8	6	4	10	2
9.	Uttarakhand	0	4	4	2	1	3	2
10.	Uttar Pradesh	10	13	13	6	6	1	0
Total		29	44	38	22	20	24	4

Table 2: Distribution of University Type and NAAC Grades

Sr. No.	University Type	NAAC Grades							Total
		A	A+	A++	B	B+	B++	C	
1.	Central	2	4	9	0	0	0	0	15
2.	State	10	10	15	6	4	11	2	58
3.	Private	17	25	2	14	9	8	2	77
4.	Deemed	9	7	4	3	6	2	0	31
Total		38	46	30	23	19	21	4	181

presence in B and B+ categories as well. Overall, the table suggests that while Central universities consistently secure higher NAAC grades, Private universities dominate in numbers with a mixed performance, State universities reflect the most diverse grade spread, and Deemed universities largely maintain middle to upper-level standings.

Table 2.1 indicates the Contingency Table of Chi-square Test of Independence between University type and NAAC Grades. Here, the calculated chi-square is greater than the tabulated chi-square, i.e. $49.998 > 28.869$, so we reject the null hypothesis, i.e. H_{01} and accept the alternate hypothesis, i.e. H_{11} . The calculated Chi-square value is 49.998, which is considerably higher than the tabulated critical value of 28.869 at 18 degrees of freedom and a 5% level of significance. This indicates an association between university type (Central, State, Private, Deemed) and NAAC grades.

Table 3 provides the Distribution for Spearman's Rank Correlation between NAAC and NIRF rank. The Spearman rank correlation formula is given as:

$$\rho = 1 - \frac{6\sum d_i^2}{n(n^2 - 1)}$$

Where, n = number of observations = 33 (Table 3)

d_i^2 = Sum of squared differences = 7784 (Table3)

$$\rho = 1 - \frac{6 \times 7784}{33(1089 - 1)} = 1 - \frac{46704}{33 \times 1088} = 1 - \frac{46704}{35904} = 1 - 1.301 = -0.301$$

The Spearman rank correlation coefficient $\rho \approx -0.301$ indicates a weak negative correlation between the NAAC accreditation ranks and the

universities' NIRF performance ranks. Statistically, it suggests that as the NAAC grade rank increases, there is a slight tendency for the NIRF rank to decrease, meaning higher accreditation does not strongly correspond with higher NIRF performance rankings. Since the coefficient is closer to zero than to -1, the association is weak and implies that other factors may also influence the relationship between accreditation and performance rankings.

Key Findings

1. Uttar Pradesh leads Northern India with the maximum number of highly accredited universities, recording 10 institutions rated A++, and 13 each in A+ and A categories.
2. Delhi shows strong concentration in top NAAC grades with 7 A++, 5 A+, and 5 A-rated universities, highlighting its academic quality.
3. Rajasthan, Punjab, and Haryana present a mixed spread of high to moderate NAAC grades, with both strong performers and weaker institutions represented.
4. Smaller regions like Chandigarh and Jammu & Kashmir contribute fewer institutions but still display select high-quality universities.
5. The overall geographical distribution reveals regional disparities, with some states achieving strong accreditation clusters while others remain underrepresented.
6. Among university types, Private universities dominate numerically (77), showing both excellence at A/A+ levels and weaknesses at B and below.

Table 2.1: Contingency Table of Chi-square Test of Independence between University type and NAAC Grades

Sr. No.	University Type	(O _i - E _i) ² /E _i						
		A	A+	A++	B	B+	B++	C
1.	Central	0.419	0.009	17.066	1.906	1.575	1.740	0.331
2.	State	0.389	1.524	3.018	0.255	0.716	2.710	0.402
3.	Private	0.043	1.507	9.076	1.816	0.104	0.098	0.052
4.	Deemed	0.95396	0.098	0.252	0.224	2.317	0.709	0.685
Total		1.805	3.139	29.413	4.201	4.712	5.257	1.471
Calculated Chi-square (χ^2) = 1.805 + 3.139 + 29.413 + 4.201 + 4.712 + 5.257 + 1.471 = 49.998								
Degree of Freedom (df) = (4-1) * (7-1) = 3*6 = 18								
Level of Significance = 0.05								
Tabulated Chi-square at df = 18 and α = 0.05 is:								
Tabulated Chi-square = 28.869								

Table 3: Distribution for Spearman's Rank Correlation between NAAC and NIRF Ranks

Sr. No.	Universities	NAAC Rank	NIRF Rank	d_i	d_i^2
1.	Jawaharlal Nehru University	6	1	5	25
2.	Jamia Millia Islamia	6	2	4	16
3.	University of Delhi	5	3	2	4
4.	Birla Institute of Technology and Science	6	4	2	4
5.	Aligarh Muslim University	5	5	0	0
6.	Chandigarh University	5	6	-1	1
7.	Amity University	5	7	-2	4
8.	Thapar Institute of Engineering and Technology	6	8	-2	4
9.	Lovely Professional University	6	9	-3	9
10.	University of Kashmir	6	10	-4	16
11.	Panjab University	6	11	-5	25
12.	Babasaheb Bhimrao Ambedkar University	6	12	-6	36
13.	Delhi Technological University	5	13	-8	64
14.	University of Petroleum and Energy Studies	4	14	-10	100
15.	Jamia Hamdard (Hamdard University)	5	15	-10	100
16.	Graphic Era Deemed to be University	5	16	-11	121
17.	King George Medical University, Lucknow	6	17	-11	121
18.	University of Jammu	6	18	-12	144
19.	Shiv Nadar University	4	19	-15	225
20.	Manipal University Jaipur	5	20	-15	225
21.	Banasthali Vidyapith	2	21	-19	361
22.	Madan Mohan Malaviya University of Technology Gorakhpur	4	22	-18	324
23.	Shoolini University of Biotechnology & Management Sciences	5	23	-18	324
24.	Central University of Punjab	5	24	-19	361
25.	Chitkara University	5	25	-20	400
26.	Maharishi Markandeshwar (Deemed to be University)	6	26	-20	400
27.	Sharda University	5	27	-22	484
28.	Central University of Rajasthan	6	28	-22	484
29.	Sant Longowal Institute of Engineering and Technology	4	29	-25	625
30.	Guru Gobind Singh Indraprastha University	6	30	-24	576
31.	Manav Rachna International Institute of Research and Studies	6	31	-25	625
32.	University of Lucknow	6	32	-26	676
33.	Indraprastha Institute of Information Technology, Delhi	3	33	-30	900
Sum of squared differences (d_i^2)					7784

7. State universities (58) demonstrate the most diverse spread, including significant representation in A++ as well as lower grades.
8. Central universities (15) concentrate mostly at higher levels, with 9 in A++, 4 in A+, and no representation in lower ranges, showing consistency in quality.
9. Deemed universities (31) occupy middle-to-upper grade levels, with notable representation in A and A+.
10. Chi-square analysis indicates a calculated value (49.998) greater than the tabulated value (28.869), leading to rejection of the null hypothesis and confirming a statistically

significant association between university type and NAAC grades.

11. Spearman rank correlation ($\rho \approx -0.301$) reveals a weak negative relationship between NAAC accreditation ranks and NIRF performance ranks, implying that higher NAAC grades do not necessarily equate to better NIRF rankings.
12. The weak correlation suggests that additional determinants beyond accreditation influence overall performance rankings, highlighting complex multidimensional factors in higher education quality assessment.

Conclusion

The study examined the state-wise distribution of NAAC-accredited universities in Northern India, the relationship between accreditation outcomes and university types, and the link between NAAC grades and NIRF rankings. Results show strong clusters of high-quality universities in Uttar Pradesh and Delhi, while regions like Chandigarh, Jammu and Kashmir, and Himachal Pradesh remain underrepresented, highlighting persistent regional imbalances. Central universities, though few, consistently achieve high grades due to stable structures, while State universities show uneven outcomes across grades. Private universities contribute the largest share but with mixed quality, and Deemed universities hold middle-to-upper grades. A chi-square test confirmed a significant association between university type and accreditation outcomes, indicating the role of institutional structures in shaping quality.

Further analysis revealed a weak negative correlation ($\rho \approx -0.301$) between NAAC grades and NIRF rankings, suggesting accreditation does not guarantee strong ranking performance since other factors like research, outreach, and innovation weigh heavily in NIRF. These findings stress the need for policy interventions in weaker states to promote balanced regional growth, tailored support for State and Private universities, and leveraging Central universities as models. They also call for better alignment between accreditation and multidimensional ranking criteria, ensuring higher education policies address both national quality benchmarks and global competitiveness.

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The Spirit of Law: A Commitment to Justice and Integrity

Justice Bhushan Ramkrishna Gavai, Hon'ble Chief Justice of India delivered the Convocation Address at the 22nd Convocation Ceremony at the NALSAR University of Law, Hyderabad on July 12, 2025. He said, *"At the same time, the law is changing fast, with new emerging areas like artificial intelligence and data privacy. Of course, be cognizant of these latest developments. But keep your foundations strong. Because in the legal profession, the strongest minds are not those that chase every trend, but those who can explain a fundamental concept with clarity, precision, and insight, even years after law school."*

Excerpts

Thank you for inviting me to the 22nd Convocation of NALSAR University of Law, Hyderabad. Since its founding in 1998, NALSAR has carved a distinct and influential place for itself — not just in India, but across South Asia — as one of the leading institutions for legal education and scholarship.

What sets this University apart is not only its academic rigour, but its commitment to the spirit of law. The Vice Chancellor shared with me how the University nurtures this spirit through its vibrant ecosystem of research and engagement, from centres focusing on disability rights, gender justice, and tribal rights, to those exploring law and technology, climate change, and constitutional governance.

The success of this approach is visible in the journeys of your alumni. Many of them have gone on to become designated Senior Advocates in the High Court of Telangana and the Supreme Court of India. Others are pioneering legal academics, public policy leaders, social justice lawyers, and internationally recognised research scholars. Dear graduating students, today, you don't just receive a degree. You are becoming part of a living tradition of impact and integrity.

This is a day of celebration, not just for you, but for your families, your teachers, and for the many people whose sacrifices and silent labour made your journey possible. I offer you my heartfelt congratulations. Convocations are supposed to be grand. Full of wise words and best wishes. But today, allow me to offer something else: not grand wisdom from the mountaintop, but a conversation. Let me share a few thoughts with realism and practicality. The legal profession is many things. It is noble. It is important. But it is never easy. Never. There is no straight path to the profession.

There are no guaranteed returns. This profession demands that you constantly prove yourself: to the court, to your client, to your peers, and often, to yourself. It demands. And it keeps demanding.

You will be measured constantly, not just by judges and clients, but often by your own inner voice. You will question your path. You will be questioned. You will be overlooked. You will feel invisible. And yet, you will keep showing up. Because that's what law demands: your presence, your persistence, your belief. In those moments you will also find flashes of clarity, purpose, and meaning.

The journey of a lawyer has been aptly described by Thomas Grant, who wrote a book titled *"The Mandela Brief: Sydney Kentridge and the Trials of Apartheid"*, published in 2024. The book deals with the cases fought by Sydney Kentridge against Apartheid in South Africa, including the treason trial of Nelson Mandela and the other leading members of the African National Congress. Grant wrote, and I quote:

"Life as a barrister is arduous. It requires constant application and concentration. There are moments of stress, anxiety, even dread. It involves sacrifice of the evenings and weekends... Being an effective advocate requires not just stamina but nimbleness; every relevant fact in the case must be there at the forefront of your mind; every document must be at your fingertips."

Let me speak now of something we rarely speak of in such grand ceremonies: mental health. This profession can be isolating and emotionally taxing. The hours are long. The expectations, high. The culture, sometimes ruthless. You will feel pressure not just to succeed, but to appear successful.

Many hide their struggles. I urge you not to. Find your community. As celebrated author, Bell Hooks, wrote, “*Rarely, if ever, are any of us healed in isolation. Healing is an act of communion.*” So I urge you: Share your fears.

Furthermore, as Audre Lorde once said, “*Caring for myself is not self-indulgence, it is self-preservation, and that is an act of political warfare.*” In this profession, self-care is not a luxury. It is a strategy.

But even mental health cannot be spoken of without recognising the structural barriers that exist in our profession. Structural inequality hides in silence. In the subtle comments. In the internship that never comes. In the doors that are hard to open.

Let me quote a study here. In the United States, leading law professors conducted a joint study analysing the careers of lawyers for over twenty years.

Now published as a book titled, “*The Making of Lawyers’ Careers: Inequality and Opportunity in the American Legal Profession*” in 2023, it reveals, and I quote:

“*Where lawyers begin in practice is significantly influenced by law school attended. And where lawyers begin their careers heavily shapes their later career paths.*”

This is also true for the current trends in India after the inception of globalization. A student from a National Law School in a metro city may be seen as “better placed” than one from a smaller university, not necessarily because of skill, but because of perception. This is unfair. But it is real. We need to confront it, not accept it. As Malcolm Gladwell reminds us, “*Who we are cannot be separated from where we are from.*” And yet, the profession often tries to separate the two.

But two things can keep young students from any college on a forward path in this struggle. The first is being grounded in the basics of law and being consistent in learning. Many of you will enter litigation, others academia, the corporate world, public policy, judicial services, or civil society. Wherever you go, remember this: there is no shortcut to knowing the law. There is no alternative to knowing the basics well. The Constitution,

the Contract Act, the Code of Civil Procedure, the criminal law, and other core subjects are not optional subjects. They are your daily bread. They are what allow you to argue with clarity, to advise with confidence, to teach with conviction, and to serve with integrity.

At the same time, the law is changing fast, with new emerging areas like artificial intelligence and data privacy. Of course, be cognizant of these latest developments. But keep your foundations strong. Because in the legal profession, the strongest minds are not those that chase every trend, but those who can explain a fundamental concept with clarity, precision, and insight, even years after law school.

You don’t need to be everywhere. You need to be solid where you are. Have faith in yourself. As Martin Luther King Jr. said, and I quote,

“*Faith is taking the first step even when you don’t see the whole staircase.*”

The second thing to be kept in mind is mentorship. To learn from the experience of others, who have been there before you. In a profession as demanding as the law, mentorship can be a game-changer. Not everything can be found in books or judgments. Some lessons are passed on in conversation, in encouragement, in the gentle correction of a first draft, or in the reassurance after a difficult day in court.

Let me say this with honesty: I am here today not just because I worked hard. Yes, effort mattered. But so did the fact that someone opened a door for me. Someone saw something in me before I could see it in myself. That act of belief, of support, of sharing wisdom changed my life.

And so, I appeal to all the seniors in this room—lawyers, judges, professors, professionals—be that person. Be the one who writes a recommendation, who explains a case, who tells a young graduate that they belong even when the room says otherwise. Mentorship is not a favour. It is a responsibility.

And to the graduates, seek mentors not for their power, but for their integrity. And one day, become mentors yourselves. That is how we build not just careers, but a community of care within the profession, one that uplifts, not one that intimidates.

Let me now speak of a sensitive subject: the pressure to pursue a master's degree abroad. It has become a symbol. A brand. A passport to validation. If you wish to go — go. It broadens your horizons. It teaches you how the world thinks. But please, go with scholarship and funding. Go with purpose. Not pressure. I see young graduates or lawyers taking loans of 50 to 70 lakhs for this. Do not put yourself or your family under the burden of loans amounting to 50–70 lakhs just for a foreign degree. A foreign degree alone is not a stamp of your worth. Don't take this decision in a reflex of thought or under peer pressure. What happens next? Years of debt. Anxiety. Career decisions made under financial burden. Do not mistake urgency for progress.

50-70 lakhs is a big amount. In fact, a small portion of it can be used as an investment to start your independent practice or build a chamber. And later, when you are stable, go abroad for studies. There is no age bar to learn. Go abroad not to escape, but to expand. As Kahlil Gibran once wrote, *“Work is love made visible.”* So, love your work enough to build it before you brand it.

I also feel that this growing trend of going abroad also reflects a structural issue: it signals a lack of confidence in the state of post-graduate legal education and research in our own country. We must ask: Why do so many feel they have to cross oceans to find intellectual stimulation, academic mentorship, or a meaningful platform for their research?

Furthermore, it is not that talent does not want to return. Many who study abroad come back with renewed passion and fresh perspectives. But when they return, they often find our institutions unwelcoming, under-resourced, or closed to new ideas. There are few structured pathways for post-doctoral research, limited funding for early career scholars, and opaque hiring processes that discourage even the most committed. This must change. If we want to keep our best minds, or bring them back, we must build nurturing academic environments, offer transparent and merit-based opportunities, and most importantly, restore dignity and purpose to legal research and teaching in India.

It is not just enough to celebrate India's legal legacy. We must invest in its future. And that future depends on how we treat our researchers,

our young faculty and lawyers, our returning scholars. We need to invest not only in institutions but in imagination, in mentorship programmes, research fellowships, policy labs, local innovation ecosystems, and ethical workplaces that make our best minds want to stay, or return.

This is also important because our country and our legal system are facing unique challenges. Delays in trials can sometimes go for decades. We have seen cases where someone has been found innocent, after spending years in jail as an undertrial. Our best talent can help us resolve the problems that we are facing.

To borrow the words of Jed S. Rakoff, a senior federal district judge in the United States from his book *“Why the Innocent Plead Guilty and the Guilty Go Free: And Other Paradoxes of Our Broken Legal System”*: *“even though I conclude that our legal system is in bad need of fixing, I remain cautiously optimistic that my fellow [citizens] will rise to the challenge.”*

Before I conclude, let me offer you my final words of advice, not as a Chief Guest, but as a guardian. Never ignore the five things in life: friends and family, books, hobbies, health, and imagination.

Friends and family are your anchor. They support you even in the darkest of times, often without asking for anything in return. When ambition tires you out or the world turns indifferent, it is they who remind you who you are.

Books are not just sources of knowledge. They are mirrors and windows.

They teach you to think, but more importantly, they teach you to feel and to remain humble. As Hisham Matar writes in his recent book *My Friends* (2024), and I quote:

“... we ask of writers what we ask of our closest friends: to help us mediate and interpret the world... Like Montaigne, you believe that the very presence of books in your room cultivates you, that books are not only to be read but to be lived with.”

Health deserves your conscious attention. Make active choices. Read about it. Speak to professionals. Take it seriously. As Dr. Rajiv Mehta, a senior psychologist based in Delhi, notes

in his book *“Rewire, Rework, Reclaim: How to Manage Stress”* (2024), and I quote:

“The idea of regular medical check-ups has still not become a routine part of our daily lives. We often go to the doctor only when a problem crops up, which leads to unpleasant consequences at times.”

Prevention is not a luxury. It is a responsibility to yourself and those who care for you.

To those who are quiet, introverted, or anxious, I see you. The legal profession often feels loud, but strength is not always measured in decibels. It lies in clarity, in insight, in depth. As Susan Cain reminds us in her book titled *“Quiet”*, and I quote:

“Spend your free time the way you like, not the way you think you’re supposed to.”

There is no single mould for what a lawyer should be. Make room for your own rhythm. There is enough space in this profession for many ways of being.

There is also room for imagination in law.

It is not a dry craft. It is a living, evolving space of ideas, emotions, and hope. Sigmund Freud, in his book *“The Interpretation of Dreams”*, once observed, and I quote:

“Unexpressed emotions will never die. They are buried alive and will come forth later in uglier ways.”

So don’t suppress your dreams. But also, don’t let them consume you. Use the law as a canvas — to shape, to reform, to express, to heal.

And when it all feels too heavy — the deadlines, the decisions, the expectations— remember what John Gray wrote in an interesting book titled *“Feline Philosophy”*, and I quote:

“Whereas cats live by following their nature, humans live by suppressing theirs.”

So, it’s okay to take a pause in life, sometimes. It’s okay to be uncertain. You don’t always have to prove yourself. Sometimes, just being is enough. With these words, I end my address.

Thank you.



CAMPUS NEWS

Academic Event on Intellectual Property Rights

The one-day Academic Event on ‘Intellectual Property Rights in Mathematics: Issues, Opportunities, and Awareness’ was organised by the Department of Mathematics, Pt. LMS Campus, Sri Dev Suman Uttarakhand University, Rishikesh, recently. The event was held to enhance awareness, understanding, and academic responsibility among students and faculty regarding the role and importance of Intellectual Property Rights (IPR) in Mathematics. The programme witnessed participation from faculty members, research scholars, undergraduate students, and several academic stakeholders of the campus.

The programme was inaugurated by Prof. M S Rawat, Director, Pt. LMS Campus, Rishikesh, emphasised the importance of integrating intellectual property awareness into academic culture. He highlighted the growing participation of the Mathematics Department in national and international academic activities and appreciated the department’s consistent efforts toward academic excellence.

The Keynote Session was led by Mr. Yassir Abbas, NIPAM Officer under the National Intellectual Property Awareness Mission (NIPAM), Government of India. His presence added significant value to the event, as NIPAM is one of India’s most prominent initiatives promoting IP education among students, faculty, innovators, and research communities. Mr. Abbas delivered the lecture covering the dimensions on i) understanding IPR in the context of mathematical research, ii) distinction between ideas, expressions, and protectable innovations, iii) protection mechanisms such as patents, copyrights, trademarks, and design rights, iv) ethical dimensions of knowledge creation, plagiarism avoidance, and research integrity, v) opportunities for safeguarding mathematical models, algorithms, and computational methods, and vi) Case examples of mathematics-based intellectual contributions that transformed into technologies.

He clarified common misconceptions such as ‘Mathematical theorems cannot be patented’ vs

‘Mathematical algorithms within technological processes can be protected’.

The session helped participants understand how the discipline of mathematics increasingly intersects with applied sciences, engineering solutions, artificial intelligence, and industry innovations. The interactive session witnessed active participation from research scholars who engaged with the speaker on issues such as whether pure mathematical results can be protected, how to document mathematical innovations, the role of universities in encouraging IP filings, and challenges in algorithm-based patent applications. Their questions enriched the academic discourse and highlighted the growing interest in IPR among young mathematicians.

Prof. Anita Tomar, Head, Department of Mathematics and the Convenor of the event, in her welcome address, underlined the evolving landscape of mathematics in the 21st century. She emphasised the growing intersection of mathematics with computational sciences, data-driven technologies, and artificial intelligence, noting that this convergence has expanded the scope for innovation as well as the need for responsible knowledge creation. She explained that safeguarding intellectual contributions is becoming increasingly important, especially when mathematical models, algorithms, and analytical frameworks often translate into patents, software tools, and high-impact research outcomes. Prof. Tomar highlighted the pivotal responsibility of academic institutions in cultivating an ethical research culture, nurturing originality, and supporting young scholars in understanding their rights and duties as creators. Reflecting on the creative essence of the discipline, she remarked, “Mathematics is not just the language of logic—it is the foundation of creativity, discovery, and technological transformation.” She encouraged the participants to embrace a mindset that blends critical thinking with innovation, ensuring that their contributions are both meaningful and ethically grounded.

Prof. N K Joshi, Vice Chancellor, Sri Dev Suman Uttarakhand University, conveyed his warm wishes and appreciated the Mathematics

Department for organising such a relevant academic initiative.

The session concluded with a formal Vote of Thanks by Dr. Gaurav Varshney, who acknowledged the contribution of the resource person, faculty members, student volunteers, and the entire organising team. The event was coordinated by Dr. Pawan Joshi, Ms. Monica Sati, and Prof. Deepa Sharma. The session successfully achieved its objective of sensitising the academic community about the importance of Intellectual Property Rights in Mathematics. The event contributed significantly to promoting responsible academic conduct, innovation, and intellectual awareness among participants. The event ended on a positive note and proved to be intellectually enriching for all participants.

Faculty Development Programme on Advanced Applied Data Science and Research

A five-day Faculty Development Programme-cum-Workshop on 'Advanced Applied Data Science and Research' is being organised by the Machine Intelligence and Data Science (MINDS) Lab, Indian Institute of Information Technology Kottayam, Kerala from July 13-17, 2026. The event provides participants with a comprehensive understanding of modern AI and data science techniques, from data preprocessing to generative AI and predictive analytics. It integrates theoretical concepts, practical applications, and research methodologies to foster innovation and high-quality research. The Topics of the event are:

- Foundation to AI and Evolution of Data Science.
- Data Pre-processing and Feature Engineering.
- Advanced Machine Learning Techniques.
- Deep Learning Architectures and Applications.
- Generative AI and Large Language Models.
- Research Methodology for Data Science.

For further details, contact the programme Coordinator, MINDS Lab, Indian Institute of Information Technology Kottayam, Valavoor P.O, Pala, Kottayam, Kerala- 686635 through Phone No: 0482-2202165 and E-mail: victorpaul@iiitkottayam.ac.in. For updates, log on to : www.minds.iiitkottayam.ac.in

Workshop on Machine Learning, Linear Algebra and Natural Language Transformation

A three-day Workshop on 'Machine Learning, Linear Algebra and Natural Language Transformation (MANTRA-2026)' is being organised by the Departments of Information Technology and Applied Sciences, Indian Institute of Information Technology Allahabad, Uttar Pradesh during July 20-22, 2026 through hybrid mode. The event aims to explore the deep interconnection between mathematical foundations and intelligent language technologies. It will focus on how concepts of Linear Algebra power Machine Learning algorithms and enable efficient Natural Language Translation systems. The workshop will provide participants with theoretical insights, computational techniques, and practical applications in multilingual AI, data representation, neural networks, and language processing. The Topics of the event are:

- Vector Spaces and Linear Transformations.
- Matrix Operations and Decompositions.
- Eigenvalues, Eigenvectors and Applications.
- Singular Value Decomposition (SVD).
- Optimisation Fundamentals for Machine Learning.
- Regression and Classification Algorithms.
- Neural Networks and Deep Learning Foundations.
- Word Embeddings and Vector Representations.
- Sequence Models and Transformers.
- Machine Translation Systems.
- Large Language Models (LLMs).
- Multilingual NLP and Low-resource Languages.
- Prompt Engineering and Generative AI.
- Recent Trends in Artificial Intelligence and Natural Language Processing (NLP).

For further details, contact the Coordinator, Dr. Amit Kumar, Assistant Professor, Department of Information Technology, Indian Institute of Information Technology, Allahabad-211015, Uttar Pradesh, through Mobile No: 06393741546 and E-mail: mantra@iiita.ac.in. For updates, log on to: www.mantra.iiita.ac.in

International Conference on Environmental Research and Innovation

A two-day International Conference on ‘Environmental Research and Innovation for Sustainable Engineering’ is being jointly organised by the Algal EcoTechnology and Sustainability (AETS) Group and Sustainable Waste Utilisation to Enhance Economy Lab (STWUTEE Lab), Indian Institute of Technology Indore, Madhya Pradesh from August 07-08, 2026. The event brings together researchers, engineers, policymakers, and industry professionals worldwide to advance environmental science and sustainable engineering. The Themes of the event are:

River and Wetland Restoration

- Hydrogeochemistry and Natural Contaminant Dynamics.
- Risk Assessment and Exposure Pathways.

Wastewater Treatment and Resource Recovery

- Biological and Nature-based Treatment Systems.
- Resource Recovery and Wastewater Valorisation.

Environmental Policy, Governance and Sustainability

- Climate Policy, Carbon Management and Net Zero Pathways.
- Sustainability Assessment, ESG and SDG Integration.

Solid Waste Management and Circular Economy

- Solid Waste Characterisation and Material Flow Analysis.
- Waste Processing and Treatment Technologies.

Emerging Contaminants

- Occurrence and Characterisation of Emerging Contaminants.
- Environmental Fate, Transport and Transformation.

Other Allied Areas in Sustainable Engineering

- Life Cycle Assessment and Carbon Footprint.
- Remote Sensing, GIS and Geospatial Technologies.

For further details, contact Convenor, Dr. Mayur Shirish Jain, Department of Civil Engineering, Indian Institute of Technology Indore-453552, Madhya Pradesh, Phone No: 08359038280, E-mail: enrise@iiti.ac.in. For updates, log on to: www.enrise.iiti.ac.in

Conclave on Paradigms of Rural Reconstruction

A two-day Conclave on ‘Paradigms of Rural Reconstruction: Driving Sustainability, Productivity, and Green Growth’ is being jointly organised by the Department of Lifelong Learning and Extension (REC), Palli Samgathana Vibhaga, Visva-Bharati, Sriniketan, West Bengal, IPL Centre for Rural Outreach (ICRO) and IPL Foundation, New Delhi from July 11-12, 2026. The event is designed to foster discourse among students, researchers, agrarian stakeholders, and industry and administrative executives. The event operationalises a quadruple-helix model—uniting academia, industry, community, and governance—to translate empirical research into actionable rural development strategies. Central to the agenda is the fortification of agrarian and youth capacities, the deployment of climate-resilient agricultural frameworks, and the co-creation of sustainable ecosystems. The Broad Themes of the Conclave are:

- Rural Reconstruction- A Heritage Experiment for Sustainable Rural Development.
- Innovation-led Productivity for Green Growth.
- Improve Productivity and Efficient Technologies.
- Access to Knowledge of Soil Health and Increase Food Production with Technological Upgrades.
- Institutional Strengthening; ESG and Green Finance.

For further details, contact the Organising Secretary, Dr. Subhrangsu Santra, Associate Professor, Department of Lifelong Learning and Extension (REC), Visva-Bharati, Santiniketan, West Bengal-731235 through Phone No: 91(3463)262751 to 262756 (6 lines). For updates, log on to: www.visvabharati.ac.in/events/



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

THESES OF THE MONTH

SCIENCE & TECHNOLOGY

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

AGRICULTURAL & VETERINARY SCIENCES

Biotechnology

1. Ghorpde, Bhausaheb Babanrao. **Association mapping for yield and yield attributing traits in soybean (*Glycine max* L Merr).** (Dr. Purnima Shrivastava and Dr. B L Jat), Department of Biotechnology, Bhagwant University, Ajmer.

Forestry

1. Vanlalmalsawmropuia, H. **Reproductive and seed biology of *Garcinia lanceifolia* Roxb in Mizoram.** (Dr. Nagaraj Hegde and Dr. Kewat Sanjay Kumar), Department of Forestry, Mizoram University, Aizawl.

BIOLOGICAL SCIENCES

Biotechnology

1. Dharani Shree, K. **Bioprospecting seed borne metabolites, endophytic bacteria and their metabolic synergy in butterfly pea with anti diabetic and plant growth potential.** (Dr. Manjunatha B T), Department of Life Sciences, Christ (Deemed to be University), Bengaluru.

Botany

1. Laltlanhlui. **Studies on species diversity and systematic implications of seed coat morphology of *Ericaceae* in Mizoram, India.** (Dr. Khomdram Sandhyarani Devi), Department of Botany, Mizoram University, Aizawl.
2. Lone, Haris Yousuf. **A study on biochemical and molecular aspects of flower senescence in select ephemerals.** (Prof. Inayatullah Tahir and Prof. Aijaz Ahmad Wani), Department of Botany, University of Kashmir, Srinagar.
3. Mahadik, Sunita Pandurang. **A study on the use of Plant Growth Promoting Fungi (PGPF) to enhance salinity stress tolerance in finger millet.** (Dr. Kumudini Belur Satyan), Department of Botany, Jain (Deemed-to-be University), Bangalore.
4. Patel, Shiv Poojan. **Study of ethnomedicinal phytochemical and antioxidant property in some plants of family *apiaceae*.** (Dr. Amita Arjariya), Department of Botany, Maharaja Chhatrasal Bundelkhand University, Chhatarpur.

5. Rasray, Bilal Ahmad. **Ecological studies on the alpine vegetation of Kashmir Himalaya.** (Prof. Anzar A Khuroo), Department of Botany, University of Kashmir, Srinagar.

6. Rather, Rameez Nazir. **Identification of scab resistance genes from apple (*Malus X Domestica* Borkh) germplasm for management of apple scab.** (Prof. Aijaz Ahmad Wani and Prof. Mehraj-ul-Din Shah), Department of Botany, University of Kashmir, Srinagar.

7. Sarkar, Kushankur. **Ecological perspectives and therapeutic assessment of selected ethnomedicinal plants of sacred groves of Uttar and Dakshin Dinajpur Districts of West Bengal, India.** (Prof. Monoranjan Chowdhury and Dr. Chandrani Choudhuri), Department of Botany, University of North Bengal, Darjeeling.

8. Zahara Sultan. **Studies on rhizospheric mycobiome of two important medicinal plants, *Trillium govanianum* Wall ex D Don and *Prunella vulgaris* L growing in Kashmir Valley.** (Prof. Mohd Yaqub Bhat and Prof. Abdul Hamid Wani), Department of Botany, University of Kashmir, Srinagar.

Microbiology

1. Sheth, Juhi Parag. **Developing methods and means to reduce, process and reuse waste resources at various levels of its generation with special attention to green waste resources using Nisarguna concept in local community of Rajkot District of Saurashtra Region, Gujarat, India.** (Dr. Valentina Umrana), Department of Biosciences, Saurashtra University, Rajkot.

Zoology

1. Chauhan, Ankita. **A comparative study on foraging behavior of the jungle babbler (*Turdoides Striata*) and the large grey babbler (*Argya Malcolmii*).** (Dr. Reshma Bhatnagar), Department of Zoology, Dayalbagh Educational Institute, Agra.
2. Dubey, Vaidehi. **DNA barcoding of Indian Sarus Crane (*Grus antigone antigone*) and its conservation prospects.** (Prof. Sant Prakash), Department of Zoology, Dayalbagh Educational Institute, Agra.

3. Dubey, Vinodinee. **Biochemical and molecular studies to investigate the synergistic anticancer effect of a combination of phosphodiesterase -5 inhibitors and Sorafenib against hepatocellular carcinoma.** (Dr. Raj Kumar Koiri), Department of Zoology, Dr Harisingh Gour Vishwavidyalaya, Sagar.
4. Gupta, Archi. **Computational modeling and experimental validation of deformable lipid vesicles for non-invasive delivery.** (Dr. Amla Chopra), Department of Zoology, Dayalbagh Educational Institute, Agra.
5. Hemlata. **Foraging behaviour of *Acridotheres Ginglyaninus*.** (Dr. Reshma Bhatnagar), Department of Zoology, Dayalbagh Educational Institute, Agra.
6. Mir, Irfan Ahmad. **A study on insecticide resistance in cabbage aphid *Brevicoryne brassicae* (Hemiptera: Aphididae) infesting major cruciferous crops of Kashmir.** (Prof. Tariq Ahmad and Prof. Barkat Hussain), Department of Zoology, University of Kashmir, Srinagar.
7. Rana, Krishna. **Neuroprotective effect of hesperidin on pyrethroid pesticide induced oxidative stress response and β amyloid toxicity in *Caenorhabditis Elegans*.** (Dr. Priyanka Gautam), Department of Zoology, Dayalbagh Educational Institute, Agra.
8. Singh, Ruchi. **Characterization and bioprospects of silk protein from spiders of semi arid habitat.** (Prof. Sant Prakash and Prof. Alka Prakash), Department of Zoology, Dayalbagh Educational Institute, Agra.
9. Yadav, Anurag. **Avifaunal diversity mapping and habitat conservation management in the Taj Trapezium Zone (TTZ).** (Prof. Sant Prakash), Department of Zoology, Dayalbagh Educational Institute, Agra.

EARTH SYSTEM SCIENCES

Atmospheric Science

1. Sharma, Puneet. **Aerosol-cloud interactions over the South Asian monsoon region: A modeling study.** (Prof. Dilip Ganguly and Prof. Gazala Habib), School of Interdisciplinary Research (SIRe), Indian Institute of Technology Delhi, New Delhi.

Geoinformatics

1. Sheikh, Aneaus. **Current and future habitat suitability of three flagship wildlife species in Dal Lake Catchment, Kashmir Himalaya.** (Dr. Irfan Rashid and Dr. Samina Amin Charoo), Department of Geoinformatics, University of Kashmir, Srinagar.

ENGINEERING SCIENCES

Chemical Engineering

1. Rajput, Priyank. **High-pressure Colloidal Hydrogen Aphrons (CHAs): A study on generation, storage, stability and release.** (Prof. Ashok N Bhaskarwar), Department of Chemical Engineering, Indian Institute of Technology Delhi, New Delhi.

Civil Engineering

1. Dhanunjaya, E. **Analytical modelling of wave damping behaviour of porous rock structure barriers placed on impermeable bottom bed.** (Dr. E Sanjeeva Rayudu), Department of Civil Engineering, Jawaharlal Nehru Technological University Anantapur, Ananthapuramu.
2. Gurappa, Dakka. **Development of fiber reinforced geopolymer composite using lathe steel scrap.** (Dr. Dushyanth V B), Department of Civil Engineering, Jain (Deemed-to-be University), Bangalore.
3. Karre, Archaneswar Kumar. **Experimental investigation on strength and durability properties of concrete with waste foundry sand and m-sand as fine aggregate.** (Dr. K Rajasekhar and Dr. C Sashidhar), Department of Civil Engineering, Jawaharlal Nehru Technological University Anantapur, Ananthapuramu.
4. Parveen Kumar. **Advancing crash frequency modelling and hazardous roadway segment identification using spatial frequency domain analysis.** (Prof. Geetam Tiwari and Prof. Sourabh Bikas Paul), Transportation Research and Injury Prevention Centre, Indian Institute of Technology Delhi, New Delhi.
5. Singla, Ritika. **Crack remediation in cementitious composites using self healing strategies.** (Dr. Shruti Sharma and Dr. Rafat Siddique), Department of Civil Engineering, Thapar Institute of Engineering and Technology (Deemed to be University), Patiala.

Computer Science & Engineering

1. Arya, Laxmi Verma. **Design and development of decision support based hybrid recommender system.** (Prof. Preetvanti Singh), Department of Physics and Computer Science, Dayalbagh Educational Institute, Agra.
2. Desai, Meghna Tarun. **Optimizing and analyzing feature selection for GAIT cycle detection in pathological GAIT using machine learning.** (Dr. Viral Vinodbhai Kapadia), Department of Computer Science & Engineering, Maharaja Sayajirao University of Baroda, Vadodara.

3. Desai, Tanvi Ashokbhai. **Study, design and development of machine learning based model for predictive analysis of personality using sentiment analysis.** (Dr. Divyakant Thakarshibhai Meva), Department of Computer Science, Marwadi University, Rajkot.
 4. Dhurgham, Alimohammed. **An improved deep neural network based feature attention mechanism for text classification.** (Dr. Kalyani Patel), Department of Computer Science, Gujarat University, Ahmedabad.
 5. Kaushik, Venus. **Development of an artificial intelligence based system for identifying crop and vegetable diseases.** (Dr. Kalpana Sharma), Department of Computer Science, Bhagwant University, Ajmer.
 6. Lalasa, M. **A multimodal temporal hybrid deep learning model for cervical cancer detection.** (Dr. Jyothi Thomas), Department of Computer Science & Engineering, Christ (Deemed to be University), Bengaluru.
 7. Mahar, Alap. **Use of artificial intelligence in deepfake video analysis and detection.** (Dr. Pushpneel Verma and Dr. Ajit Singh), Department of Computer Science & Engineering, Bhagwant University, Ajmer.
 8. Naveen. **Machine learning approach to predict happiness index.** (Dr. Anupam Bhatia), Department of Computer Science & Applications, Chaudhary Ranbir Singh University, Jind.
 9. Panchal, Brijeshkumar Yogeshbhai. **Context aware spell checker for Gujarati language using deep learning based hybrid models.** (Prof. Apurva Shah), Department of Computer Science & Engineering, Maharaja Sayajirao University of Baroda, Vadodara.
 10. Panda, Archana. **Machine learning-based framework towards detection and classification of Parkinson's disease using multiple medical data.** (Dr. Prachet Bhuyan), KIIT School of Computer Engineering, Kalinga Institute of Industrial Technology, Bhubaneswar.
 11. Parthiban, M. **A modified compartmental model for analyzing Covid-19 outbreak data against healthcare capacity.** (Dr. Franklin Vinod), Department of Information Technology, SRM Institute of Science and Technology, Kattankulathur, Chennai.
 12. Pradhan, K.N. **A novel method for network security using data mining techniques.** (Dr. Siddappa M), Department of Computer Science & Engineering, Jain (Deemed-to-be University), Bangalore.
 13. Selvapattu, Sheeba. **Design of an efficient image retrieval model for privacy preservation and security for cloud computing users.** (Dr. Manju Bargavi S K), Department of Computer Science & Information Technology, Jain (Deemed-to-be University), Bangalore.
 14. Smitha, B A. **Sentiment analysis on social media posts for students opinion mining.** (Dr. Raja Praveen K N), Department of Computer Science & Engineering, Jain (Deemed-to-be University), Bangalore.
- Electrical & Electronics Engineering**
1. Deepa, V P. **An enhanced intrusion detection system for IoT networks using machine learning approach.** (Dr. Sukumar R), Department of Electronics Engineering, Jain (Deemed-to-be University), Bangalore.
 2. Dutta, Oshin. **Optimizing deep learning models for resource constrained environments.** (Prof. Sumeet Agarwal and Prof. Prathosh A P), Department of Electrical Engineering, Indian Institute of Technology Delhi, New Delhi.
 3. Kantanavar, Pratibha. **Performance enhancement of wireless connectivity in fixed & portable stations within a wireless Gigabit Local Area Network.** (Dr. Hariprasad S A and Dr. Gopalakrishna K), Department of Electronics Engineering, Jain (Deemed-to-be University), Bangalore.
 4. Nithya, S. **A context based approach for 3D hyperspectral image compression and reconstruction.** (Dr. Shweta Gupta), Department of Electronics Engineering, Jain (Deemed-to-be University), Bangalore.
 5. Sharma, Manoj. **Novel retaliation strategies against artillery threats.** (Prof. Subrat Kar and Prof. Sumantra Dutta Roy), Department of Electrical Engineering, Indian Institute of Technology Delhi, New Delhi.
 6. Shravani, Chapala. **Power quality improvement in distributed generation system with UPQC.** (Dr. Narasimham R L and Dr. G Tulasi Ram Das), Department of Electrical & Electronics Engineering, Jawaharlal Nehru Technological University, Kakinada.
- Electronics & Communication Engineering**
1. Kharei, Pichingla. **Modeling and performance analysis of GaN based High Electron Mobility Transistor (HEMT).** (Dr. Achinta Baidya and Prof. Niladri Pratap Maity), Department of Electronics & Communication Engineering, Mizoram University, Aizawl.

2. Reddy, Baireddy Sreenivasa. **Brain tumor segmentation using hybrid and deep learning techniques.** (Dr. Anchula Sathish), Department of Electronics & Communication Engineering, Jawaharlal Nehru Technological University Anantapur, Ananthapuramu.

Material Science and Engineering

1. Gaur, Divya. **Designing microgel-based programmable synthetic vesicles as biomimetic cellular models.** (Prof. Bijay Prakash Tripathi), Department of Material Science, Indian Institute of Technology Delhi, New Delhi.

Mechanical Engineering

1. Chandrhasa, C N. **Development of high performance nano bio composite for orthopaedic implant application.** (Dr. Beemkumar N and Dr. Arunkumar T), Department of Mechanical Engineering, Jain (Deemed-to-be University), Bangalore.
2. Lohith Kumar, P. **Performance enhancement of solar dryer integrated with heat pump and thermal energy storage system.** (Dr. Beemkumar N), Department of Mechanical Engineering, Jain (Deemed-to-be University), Bangalore.
3. Tagore Kumar, P. **Wire arc additive manufacturing of Al-5%Mg alloy examination of functional properties with arc correction length in porosity and application.** (Dr. V Jaya Prasad), Department of Mechanical Engineering, Jawaharlal Nehru Technological University, Kakinada.

MATHEMATICAL SCIENCES

Mathematics

1. Chalana, Archana. **A study on optimum solution of fuzzy game theory in real life.** (Dr. Vinod Kumar Sharma), Department of Mathematics, Tanta University, Sri Ganganagar.
2. Chalavadi, Chaitra Chooda. **Study on geometries of compact objects in spacetime.** (Dr. Venkatesha), Department of Mathematics, Kuvempu University, Shankaraghatta.
3. Mohammed Abid. **Inventory models and supply chain with two-warehouse using soft computing techniques.** (Dr. Ajay Singh Yadav), Department of Mathematics, SRM Institute of Science and Technology, Kattankulathur, Chennai.
4. Pal, Mahendra Pratap. **Numerical study on nonlinear flow of nanofluids in corrugated tubes.** (Prof. Lokendra Kumar), Department of Mathematics, Jaypee Institute of Information Technology, Noida.

MEDICAL SCIENCES

Ayurveda

1. Doifode, Santosh Madhukar. **A comparative study of phytochemical and Jwaraghna (Antipyretic) activity of different plant parts of Sarivadwaya (Hemidesmus Indicus R BR and Cryptolepis Buchanani Roem and Schult) and Sariva substitute Decalepis Hamiltoni W and A.** (Prof. Yogini Ramchandra Kulkarni), Faculty of Ayurved, Maharashtra University of Health Sciences, Nashik.
2. Koralli, Anil. **Development of quality control standards for Erandamula Niruha Basti Dravya.** (Dr. Pradeep Grampurohit and Dr. S S Jalapure), Faculty of Ayurveda, KLE Academy of Higher Education and Research, Belagavi.

Biotechnology

1. Soni, Naina. **Investigating proteome guided diagnostic and therapeutic approach for Japanese encephalitis.** (Dr. Rashmi Rameshwari), Department of Biotechnology, Manav Rachna International Institute of Research and Studies, Faridabad.

Diet & Nutrition

1. Sai Laavanya, J. **Effect of multi seed bar on muscle markers, physical fitness and nutritional status among selected female volley ball and badminton athletes.** (Dr. Silambu Selvi), Department of Clinical Nutrition and Dietetics, SRM Institute of Science and Technology, Kattankulathur, Chennai.

Homeopathy

1. Dewanshu, Dewesh Kumar. **Comparative study of Calcarea Carbonica 30CH and 200CH in the treatment of hypothyroidism.** (Dr. Sant Kumar Singh), Department of Homeopathy, Tanta University, Sri Ganganagar.
2. Rusia, Manoj Kumar. **In vitro assessment of the efficacy of homeopathic medicine of plant origin against a streptococcal infectious diseases.** (Dr. Muktesh Arora), Department of Homeopathy, Tanta University, Sri Ganganagar.
3. Shahi, Pawan Kumar. **Effectiveness of Chionanthus virginicus mother tincture in migraine in adolescence: An observational and prospective study.** (Dr. Abhijit Chattopadhyaya), Department of Homeopathy, Tanta University, Sri Ganganagar.

Optometry

1. Yadav, Rakesh Kumar. **Vision screening and intervention to improve spectacle utilization and vision related quality of life among school going myopic children.** (Dr. Ashish Chander), Department of Optometry, Teerthanker Mahaveer University, Moradabad.

Pathology

1. Dhoot, Sheetal Vijaykumar. **Role of plasma exchange in post renal transplant antibody mediated rejection.** (Dr. Hansa Goswami), Department of Pathology, Gujarat University, Ahmedabad.

PHYSICAL SCIENCES

Chemistry

1. Boriwal, Bhumika. **Comparative study of synthesis and characterization of homo and co polymer of some substituted N phenylmaleimides.** (Prof. Preeti Mehta), Department of Chemistry, Sangam University, Bhilwara.
2. Kakki, Bomngam. **Determination of nornicotine, nitrate and nitrite in selected commercial and indigenous tobacco products available in Mizoram.** (Prof. Muthukumaran R), Department of Chemistry, Mizoram University, Aizawl.
3. Patil, Kiran Sangram. **Synthesis and applications of 1,2-bis and 1,1,2-tris-alkyl boronate esters.** (Dr. Shubhankar Kumar Bose), Department of Chemistry, Jain (Deemed-to-be University), Bangalore.
4. Prajapati, Lokesh. **Green synthesis of nickel oxide nanoparticles and their application in the removal of heavy metals from wastewater generated in the industrial area of Deoli, Rajasthan.** (Dr. Pankaj Sen), Department of Chemistry, Sangam University, Bhilwara.
5. Rasaniya, Pankaj. **Wastewater treatment of soya oil industry with zinc oxide nano particles in incorporated bio organic charcoal.** (Prof. Rajeev Mehta), Department of Chemistry, Sangam University, Bhilwara.
6. Ray, Lipsa. **Green engineered nanoparticles and their composites: Biomedical and packaging applications.** (Dr. Jasaswini Tripathy and Dr. Shuvendu Singha), KIIT School of Applied Sciences, Kalinga Institute of Industrial Technology, Bhubaneswar.
7. Sanmugapriya, R. **Diaryl ketones as effective corrosion inhibitors for mild steel in an acidic medium.** (Dr. Arockia Selvi J), Department of Chemistry, SRM Institute of Science and Technology, Kattankulathur, Chennai.
8. Sathvara, Jigneshkumar Prakashbhai. **Mono and Binuclear Zinc (II) Complexes of Acyl Pyrazolone ligands: Synthesis, spectral characterization, crystal structure and application.** (Prof. R N Jadeja), Department of Chemistry, Maharaja Sayajirao University of Baroda, Vadodara.
9. Subash, M. **Multifunctional role of non-thermal plasma in agricultural applications: Seed surface modification and pollutant resistant wastewater reuse.** (Dr. Natarajan B), Department of Chemistry, SRM Institute of Science and Technology, Kattankulathur, Chennai.

Physics

1. Nazira Nazir. **Nuclear structure studies using symmetry restored mean field models.** (Dr. Sheikh Javid Ahmed and Prof. Manzoor Ahmad Malik), Department of Physics, University of Kashmir, Srinagar.
2. Rijin, N T. **The effect of particle irradiation on the GaN HEMT devices.** (Dr. Dinesh Kumar Sharma), Department of Physics, Jain (Deemed-to-be University), Bangalore.
3. Ritika. **Analysis and design of tunable microwave microstrip devices using soft computing.** (Dr. Ashok Jangid), Department of Physics and Computer Science, Dayalbagh Educational Institute, Agra.
4. Saifi, Anam. **Study of ultrafast photo response of organic materials for all optical computing.** (Prof. Sukhdev Roy), Department of Physics and Computer Science, Dayalbagh Educational Institute, Agra.
5. Verma, Rajni Kant. **Synthesis and characterization of thin films for gas sensing.** (Dr. Ashok Jangid), Department of Physics and Computer Science, Dayalbagh Educational Institute, Agra.

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Founded by Mahatma Gandhi in 1920

GUJARAT VIDYAPITH

AHMEDABAD

Ashram Marg, Navrangpura, Ahmedabad-380009

Employment Notification No. 05/2026-27



Applications are invited from eligible candidates for various regular posts in different categories at the Krishi Vigyan Kendras (KVKs) managed by Gujarat Vidyapith, namely Ambheti, Dethli and Randheja, as detailed below:

Name of Post	Randheja	Dethali	Ambheti
Subject Matter Specialist	02	01	02
Programme Assistant (Computer)	01	-	-
Stenographer Grade-III	01	-	-
Driver	01	-	-
Skilled Support Staff	02	01	01

Online applications may be submitted through the Gujarat Vidyapith websites from 19.06.2026 to 19.07.2026.

The detailed advertisement is available on the aforesaid website.

www.gujaratvidyapith.org

18/06/2026

Last date to apply online: 19/07/2026

Registrar

Yashwantaro Chavan School of Social Work, Jakatwadi, Satara.

Sharadashram, Jakatwadi, Satara
(Maharashtra)- 415002

(A unit of Bhartiya Bhatake Vimukta Vikas va Sanshodhan Sanstha, Satara)

(Affiliated to Shivaji University, Kolhapur)

WANTED

Applications are invited from eligible candidates for the Post of Principal:

Sr. No.	Name of the Post	Total Post	Reservation
1	Principal	1 FT	Open to all - 01

Note: For detailed information about posts, qualifications and other terms and conditions, please visit University website: www.unishivaji.ac.in.



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Sr. No	Name of Post	Vacant Post	Unreserved Post
1	Principal	01	01 (Open to all)

Note: For detailed information about post, qualifications and other terms and conditions, please visit college website: www.chowgules.ac.in

1) Apply giving full particulars **within 30 days** from the date of publication of this advertisement to the undersigned.

Place: Margao
Date: 15/06/2026

President

CES's Parvatibai Chowgule College of Arts & Science (Autonomous), P.O Fatorda,
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web address : www.mplaw.org

REQUIRED

Applications are invited from the eligible candidates for the following Post:

Sr.No.	Name of the Post	No of Post	Full Time	Category
01	Assistant Professor in Law exclusively for LL.M. on Contract / Consolidated Pay Basis (Permanently Non-Grant basis)	02	Full Time on Contract / Consolidated Pay Basis (Permanently Non- Grant)	1 Open 1 S.C. (Maharashtra Domicile)

Qualification : LL.M. - NET / SET / Ph.D./ as per UGC / Govt./ University Rules /

Tenure & Pay scale: Contract / Consolidated Pay Basis on Permanently Non-Grant as per university circular No. Acad./Affil./ARW/2024-25/3957-63 Dt. 25/07/2024.

NB : The application along with attested copies of all the relevant certificates including date of Birth Certificate and Domicile Certificate (if applicable) should reach at

'The Principal, M. P. Law College, Behind Nirala Bazaar, Samarth Nagar Road, Chhatrapati Sambhaji Nagar - 431001' on or before 06/07/2026 till 05:00 pm.

Candidates already in service should send their application through proper channel.

No TA/ DA will be paid.

Dr. Aparna Kottapalle Principal
Adv. Dhananjay Kulkarni Secretary
Adv. Dr. Kalplata Patil- Bharaswadkar President



BHAKTA KAVI NARSINH MEHTA UNIVERSITY - JUNAGADH

Employment Notification – (THIRD ATTEMPT)

Bhakta Kavi Narsinh Mehta University invites Online Applications for Recruitment of the following **Teaching Posts**. Candidates are advised to visit university **website** www.bknmu.edu.in for details of posts, minimum qualifications, category, experience, pay scale, general terms & conditions and other details before applying online on website. Applications received after due date will not be considered.

Sr. No.	Advt. No.	No. of Post	Category	Posts	Subject
01	04/2026	01	PwD (Group: A, B, C, D & E)	Professor	Sociology
02		01		Associate Professor	Commerce
03		01		Assistant Professor	Chemistry (Organic)
04	05/2026	01	ST	Professor	Zoology
05		01	ST	Associate Professor	Chemistry (Analytical)
Date of commencement of online application					18/06/2026
Last date of online application					08/07/2026
Last date of receipt of hardcopy of online application form along with enclosures					13/07/2026

Date: 15/06/2026
Junagadh

Registrar

DR. L. H. HIRANANDANI COLLEGE OF PHARMACY
CHM College Campus, Opp. Railway Station, Ulhasnagar – 421 003.Dist. – Thane.

(Minority Education Institution)

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

UN-AIDED

Sr. No.	Cadre	Subject	Total No. of posts	Category
1.	Assistant Professor	Pharmaceutics	03	03-OPEN (Horizontal Reservation- Women-01 Post)
2.	Assistant Professor	Pharmacology	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. The Educational Qualifications, Experience & pay-scale for the post of Assistant Professor are as prescribed by the University of Mumbai, AICTE from time to time.

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

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

Applications with full details should reach to the PRINCIPAL, Dr. L. H. Hiranandani College of Pharmacy, CHM College Campus, Opp. To Ulhasnagar Railway Station, Ulhasnagar, Dist. Thane 421 003 within 15 days from the date of publication of this advertisement. This is University approved advertisement.

Sd/-
PRINCIPAL

Yogeshwari Shikshan Sanstha, Bhogalwadi's
COLLEGE OF EDUCATION, KARI

Tq. Dharur, Dist. Beed (MS) (Permanent Non-Granted) NCTE and Govt. of Maharashtra Approved

WANTED

Applications are invited from the eligible Candidates for the following posts with all the required photocopies of documents. The application duly completed in all respects should reach on the following address **within 15 days** from the date of Publication of the Advertisement by Registered post to **The President, Yogeshwari Shikshan Sanstha, Bhogalwadi, C/o College of Education, Kari, Tq. Dharur, Dist. Beed (MS).**

Sr. No.	Name of the Posts	Subjects	No. of Posts	Qualification	Reservation
1	Principal	--	00	P.G. in Arts/Social Science/Humanities/ Commerce/ Science with 55% marks, M.Ed. with 55% marks, Ph.D. in Education, 15 Years Teaching Experience	Open
2	Assistant Professor	Perspective in Education	03	P.G. in Relevant Subject with Min. 55% marks, M.Ed. from recognized university with Min. 55% marks, SET/NET/ Ph.D.	SC - 00 ST - 01 VJ(A) - 00 NT(B) - 01 NT(C) - 01 OBC - 02 EWS - 01 OPEN - 01 SEBC - 02
3	Assistant Professor	Pedagogy Subjects (Math, Science,)	03		
4	Assistant Professor	Health and Physical Education	00		
5	Assistant Professor	Performing Art	01		
6	Assistant Professor	Fine Art	01	M. Lib. SET/NET/ Ph.D.	
7	Librarian	--	01		

Note:- 1) Pay Scales as per norms of UGC, NCTE, Govt. of Maharashtra & Dr. B.A.M. University, Aurangabad rules from time to time. 2) Eligible candidates those who are already in service should submit their application through proper channel. 3) Reserve category candidates should submit one copy of application to the Dy. Registrar, Special Cell, Dr. B. A. M. University, Aurangabad. 4) There is remission of 5% marks for SC, ST and Physically Challenged categories. 5) 30% Reservation for Women & 3% Physically Challenged. 6) TA & DA will not be paid for attending the interview.

Address: The President, Yogeshwari Shikshan Sanstha, Bhogalwadi, C/o College of Education, Kari, Tq. Dharur, Dist. Beed (MS).

President
Yogeshwari Shikshan Sanstha
Bhogalwadi, Tq. Dharur, Dist. Beed

Secretary
Yogeshwari Shikshan Sanstha
Bhogalwadi, Tq. Dharur, Dist. Beed

Sahyadri Bhahuudheshiy Sevabhavi Sanstha
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Affiliated by SNDT Women's University, Mumbai
Zari, Post-Vishnupuri Tq-Loha Dist- Nanded-431606.

Offline Application are invited from eligible Indian citizens and Overseas Citizens of India (OCIs) in the prescribed format for the positions of the following vacancies of full time Principal (01) Librarian (01) and Director of Physical Education (01) & Assistant Professor (20) in the Suman Madhav Mahila Mahavidyalay, Zari, Nanded.

(Permanent Non-Granted Basis)

WANTED

Sr. No.	Posts	Subject	No of Posts	Nature of Posts	Category
1	Principal	--	01	Full time	Open
2	Librarian	--	01	Full time	Open
3	Physical Education Teacher	--	01	Full time	Open
4	Assistant Professors	English	01	Full time	Open
		Hindi	01	Full time	Open
		Economics	01	Full time	Open
		History	01	Full time	Open
		Chemistry	04	Full time	Open-01, SC-01, ST-01, OBC-01
		Botany	02	Full time	Open-01, SC-01
		Zoology	02	Full time	Open-01, SC-01
		Microbiology	04	Full time	Open-01, SC-01, ST-01, OBC-01
		Physics	02	Full time	Open-01, SC-01
		Mathematics	02	Full time	Open-01, SC-01

Qualifications – As Per UGC, Government of Maharashtra and SNDT Women's University, Mumbai.

- Qualifications, Services Conditions and Pay Scale will be as per the existing rules of the Govt. of Maharashtra, U.G.C. and SNDT Women's University, Mumbai.
- Preference will be given to Differently-abled (Physically and Visually) as per Govt. rules.
- Principal shall be appointed for a period of five-year tenure.

Note

Eligible candidates should send their applications—including two passport-sized photographs, a detailed bio-data, and photocopies of all educational documents—to the address below. Application deadline: **within 15 days** of the advertisement's publication. To apply via One Hard Copy, Send your resume to **President Sahyadri Bhahuudheshiy Sevabhavi Sanstha Zari, Post Vishnupuri, Dist-Nanded Pin-431606. (MH)**

- For more information about the advertisement, please visit the college

website.- <https://sumanmadhav.org.in/>

(Secretary)

Sahyadri Bhahuudheshiy Sevabhavi Sanstha Zari,Nanded

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Permanent Non-Grantable RECRUITMENT

Sr No	Subject / Department	Principal	Professor	Associate Professor	Assistant Professor
1	Pharmaceutics	01	01	01	02
2	Pharmaceutical Chemistry (Incl. Pharma Analysis)		01	01	03
3	Pharmacology		01	01	02
4	Pharmacognosy		01	01	01
5	Pharmacy Practice & Related Subject		-	01	01
6	Librarian				01
Total		1	4	5	10

Sr No	Position	Total Vacancies	SC	ST	DT / VJ	NT-B	NT-C	NT-D	SBC	OBC	SEBC	EWS	OPEN
1	Principal	01	-	-	-	-	-	-	-	-	-	-	01
2	Professor	04	01	-	01	-	-	-	-	01	-	-	01
3	Associate Professor	05	01	-	01	-	-	-	-	01	01	-	01
4	Assistant Professor + Librarian	09+01=10	01	01	01	-	-	-	-	02	01	01	03
5	सर्वसाधारण	08	01	01	01	-	-	-	-	01	01	01	02
6	महिला	02	-	-	-	-	-	-	-	01	-	-	01

Conditions:

- Educational Qualifications, Experience, Pay Scales etc. available for the post is as per the norms specified by AICTE/DTE, Govt. of Maharashtra and Dr. Babasaheb Ambedkar Technological University, Lonere, Dist-Raigad and as modified from time to time.
- Those who are in service should apply through proper channel.
- In case of the post Principal, the appointment is on tenure basis for period of five year or date of superannuation, whichever may be earlier, and may be extended by one more year.
- Applications received after the last date will not be considered. The institute will not be responsible for any delay including postal delay, if any.
- Incomplete applications are without the attested copies of supporting documents will not be entertainment.
- No T.A. D.A. will be paid for attending the interview.
- The applications giving full particulars and attached copies of all the supporting documents should reach to the undersigned 'The President, Yashoda Shikshan Prasarak Mandal, Barshi, Dist-Solapur, 413401' within 21 days from the date of publication of this advertisement.
- महाराष्ट्र शासनाकडून वेळोवेळी निर्गमित करण्यात येणाऱ्या शासननिर्णय/आदेशानुसार महिला, विविध मागास प्रवर्ग, प्राविण्य प्राप्त खेळाडू, अनाथ, दिव्यांग, अस्थिव्यंगता, मेंदूचा पक्षाघात, कुष्ठरोग मुक्त, शारीरिक वाढ खुंटणे, आम्ल हल्लाग्रस्त, स्नायू विकृती इत्यादींसाठी पदे आरक्षित राहतील.

President



श्री चित्रा तिरुनाल आयुर्विज्ञान और प्रौद्योगिकी संस्थान

SREE CHITRA TIRUNAL INSTITUTE FOR MEDICAL SCIENCES AND TECHNOLOGY

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Advt. No. P&A.II/16/DIR/SCTIMST/2026

Date: 11.06.2026

NOTIFICATION

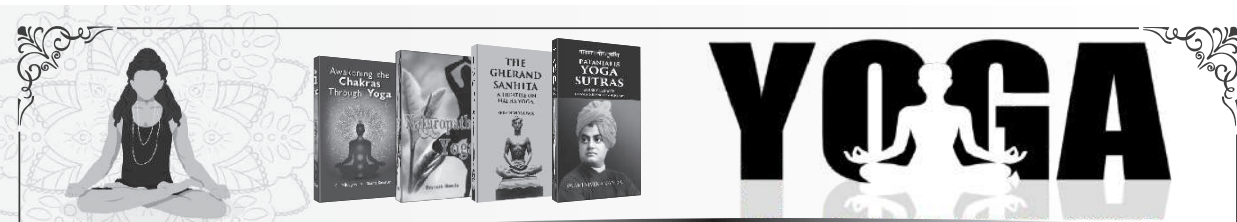
Applications are invited from Indian Nationals for the post of DIRECTOR, who will be the Academic Head and Chief Executive Officer of Sree Chitra Tirunal Institute for Medical Sciences and Technology, Trivandrum, which is a Body corporate, and an Institution of National Importance established by an Act of the Parliament (Act 52 of 1980) under the Ministry of Science & Technology, Government of India.

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Sd/-
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Eligibility

- Ph.D. in Management or a related discipline from a reputed institution.
- Minimum 15 years of academic experience, including 3–5 years in a senior leadership role (Dean/Director/HoD).
- Strong record of research, publications, and academic administration.
- Experience in accreditation, faculty leadership, and stakeholder engagement.
- Industry exposure and corporate networking will be an added advantage.

Key Responsibilities

- Provide strategic leadership for BBA, MBA and allied programmes.
- Lead faculty recruitment, development and performance management.
- Promote research, innovation and industry collaborations.
- Strengthen placements, executive education and corporate partnerships.
- Drive accreditation, rankings and quality initiatives.
- Enhance institutional visibility nationally and internationally.

How to Apply

Submit the prescribed application form, detailed CV and supporting credentials to:

Email: registrar@iilm.edu

Subject: Application for Director – School of Management

Apply within 15 days of publication of this advertisement.

IILM UNIVERSITY

16–18, Knowledge Park II, Greater Noida, Uttar Pradesh
1 Knowledge Centre, Golf Course Road, Gurugram, Haryana

www.iilm.edu

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



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Scan to apply

RV University is a multidisciplinary institution committed to academic excellence, innovation, research, sustainability, and global engagement. With campuses in Bengaluru and Mysuru, RVU offers an intellectually vibrant ecosystem that empowers faculty and professionals to create meaningful impact through teaching, research, and industry collaboration. Be a part of a future-focused university shaping changemakers, leaders, and lifelong learners.

RV University invites applications for the following key positions at **Bengaluru & Mysuru**

Academic Leadership Positions

1. Dean – School of Pure & Applied Sciences (Mysuru)

Eligibility: Ph.D. in any discipline of Pure or Applied Sciences with a minimum of 15 years of teaching/research experience, of which at least 3 years should be at the level of Professor or equivalent. Proven academic leadership and research excellence required.

2. Dean – School of Psychology & Behavioural Sciences (Mysuru)

Eligibility: Ph.D. in Psychology with minimum 15 years of teaching/research experience including at least 3 years at Professor/Associate Professor level. Strong academic leadership and clinical/industry exposure preferred.

3. Dean – School of Law (Bengaluru)

Eligibility: Ph.D. in Law with NET/SET. Candidates with strong academic credentials and research publications are encouraged to apply. Min of 15 yrs of teaching experience of which at least 3 years as Professor & Dean / Principal of Law School.

Faculty Positions

4. Faculty Members – School of Business (Bengaluru), School of Computer Science & Engineering (Bengaluru), School of Allied & Healthcare Professions (Bengaluru), School of Management (Mysuru) & School of Engineering (Mysuru): Assistant Professor / Associate Professor / Professor | **Eligibility:** Ph.D. in Management/Business, Computer Science, Electronics & Communications, Allied Health Sciences with strong academic record and research publications.

5. Faculty Members – School of Law (Bengaluru): Assistant Professor / Associate Professor / Professor

Eligibility: Ph.D. in Law with NET/SET. Candidates with strong academic credentials, research publications, and practice/teaching experience are encouraged to apply.

Administrative Positions

6. Assistant / Deputy Registrar (Legal) (Bengaluru)

Eligibility: LLB/LLM with minimum 8–10 years of experience in legal matters, preferably in higher education institutions. Strong knowledge of UGC, AICTE regulations and university governance is essential.

7. Director – International Relations (Bengaluru)

Eligibility: Master's degree with 8–12 years of experience in international collaborations, MoUs, student exchange and global partnerships. Experience in higher education sector is highly desirable.

8. Director – Corporate Relations (Bengaluru)

Eligibility: Master's degree with 12–15 years of experience in building strong industry partnerships with Corporates, MNCs and PSUs, driving campus placements, internships, research collaborations and enhancing industry engagements.

Interested candidates may log on to <https://rvu.edu.in/careers> to apply



APPLY NOW

Last date of Application
10 July, 2026

**Intake
August 2026**

Admissions open for

Ph.D Program



Research Disciplines

**Technology & Engineering | Pharmacy | Science | Management Studies
Medical Sciences | Humanities | Computer Science & Applications**

Research Areas

Artificial Intelligence | Internet of Things | Computer Vision | Machine Learning | Deep Learning | RF and Microwave | Antenna Design | VLSI | Image and Video Processing | Non Communicable Diseases | Nursing | Allied and Healthcare science | Applied Mathematics | Applied Physics | Microbiology | Enzymology | Nano-biotechnology | Organic Chemistry | Industrial engineering | Magnetorheological materials | English & Communication | Library and information Science | Cloud Computing | Fog Computing | Security and Block chain | Data Science | Allied Areas of Management and many more...

Admission Process

- ✓ Applicants have to clear CHARUSAT Doctoral Entrance Test(CDET). CDET will be in 2 sections, Research Methodology and Domain. 50% score is mandatory in each section to pass CDET.
- ✓ Candidates who have qualified in National level examinations such as UGC-NET, UGC-JRF, UGC-NET for PHD, GATE, CSIR, GPAT or any other such examinations are directly eligible for Personal Interaction.
- ✓ Short-listed candidates will be called for personal interaction by a University Committee to present their proposed research work.
- ✓ Final list of selected candidates for PhD Admission will be displayed on CHARUSAT Website.

Eligibility Criteria

- ✓ Candidates shall have, a Master's degree or a professional degree declared equivalent to the Master's degree by the corresponding statutory regulatory body, with at least **60%** marks in aggregate or its equivalent grade or an equivalent degree.
- ✓ Candidates with 4 years Bachelor's degree with Research and having 75% marks are also eligible for PhD admission provided he/she must have cleared PhD entrance exam as per NEP2020 Guideline.

**Date of CHARUSAT Doctoral Entrance
Test (CDET) : 18 July, 2026**



ADMISSION
FOR Ph.D 2026

thecharusat

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