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Prakash Divakaran

Contemporary Issues in Higher Education in General and Indian Higher Education in Particular

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Vocational Skilling for Enhanced Employability: A Sine Qua Non for the Bright Future of India

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Roots and Wings : Finding Balance between Progressive Expansion and *Dharmic* Convergence

– **Convocation Address**

Announcement

EDITED VOLUME

on

Shaping Self-Reliant Bharat through Knowledge and Innovation

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

Integrating Traditional Wisdom in Curriculum and Research.

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

Promoting Sustainability and Social Responsibility in Higher Education Institutions.

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

Fostering Entrepreneurship and Startups in Higher Education Institutions.

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

Creating AI and Quantum-enabled Higher Education Institutions.

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

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

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

Any Other Relevant Subthemes

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

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Contemporary Issues in Higher Education in General and Indian Higher Education in Particular

Prakash Divakaran*

Higher education is undergoing a global paradigm shift, driven by rapid technological change, globalisation, rising student expectations, and the need for employability. Rapid technological advancements, evolving teaching strategies, budgetary constraints, and growing demands for diverse viewpoints and responsibilities have all contributed to a significant global transformation in the higher education landscape. The integration of digital learning, challenges in maintaining quality assurance, rising student debt, and the increased emphasis on employability and skills-oriented education are some of the contemporary issues affecting higher education globally that are examined in this research study. This study aims to provide a thorough understanding of the current situation through an investigation of both international trends and issues particular to India. Furthermore, it suggests institutional and policy changes to enhance the sustainability, equality, as well as efficiency of higher education in India and abroad. The Indian higher education system is dealing with a number of challenges, such as a lack of faculty, complicated regulations, socioeconomic disparities in educational access, and inadequate infrastructure. The purpose of private institutions and the need for research-oriented education in India are both thoroughly examined in this paper. In the Indian context, these challenges are magnified by issues such as regional disparities, outdated curricula, lack of industry linkages, and infrastructural deficits. This article explores the key global and Indian-specific issues in higher education, providing an analytical perspective on reforms and future pathways. [Abstract]

Introduction

Higher education is pivotal in shaping a country's social, economic, and cultural landscape. With globalisation, digital transformation, and the fourth industrial revolution, the traditional model of higher education is being challenged. In India, where the higher education system is the third largest in the world (after China and the USA), issues such as accessibility, quality, equity, and employability are at the forefront of discourse. Advanced education is a critical component of a nation's development, as it fosters innovation and expands opportunities for societal advancement. It serves a critical role in the development of human resources, the promotion of analytical reasoning, the enhancement of scholarly inquiry, and the acceleration of economic and technological progress. In the 21st century, higher education systems worldwide are undergoing substantial and unprecedented transformations. A multiplicity of

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intersecting factors global interconnectedness, rapid advancements in digital technology, fluctuations in employment rates, economic restructuring, shifts in demographics, and the progression of societal norms propel the transformations we observe. The increased importance of information in the economy has resulted in a greater demand for proficient graduates and research contributions, which has prompted higher education institutions to reevaluate their traditional roles and strategies.

Educational institutions globally are currently facing a variety of obstacles. These include concerns about the preservation of quality educational standards, ensuring equal opportunities for all socio-economic demographics, achieving financial sustainability in a time of diminishing public resources, and ensuring that educational programs remain relevant to the needs of the modern world. Additionally, the rapid integration of educational technologies and online learning platforms has prompted inquiries about the disparities in digital access, student engagement, faculty preparedness, and digital infrastructure. The COVID-19 pandemic, which necessitated the abrupt transition to remote learning in educational institutions worldwide, substantially exacerbated these challenges. This transition not only expedited the adoption of digital tools but also exposed the persistent disparities in access to technology and education, which specifically affect marginalised and under-resourced communities.

The environment in India is characterised by a dual nature of substantial challenges and potential. India's higher education system is both comprehensive and diverse, with over 1,000 universities and over 40,000 colleges that cater to an educational community of well over 40 million. This remarkable magnitude demonstrates the nation's commitment to expanding educational opportunities. Nevertheless, the discipline continues to face persistent obstacles that impede its progress and effectiveness. Ancient teaching methods, stringent regulations, a lack of focus on interdisciplinary research and development, a lack of qualified teachers, an uneven geographic distribution of institutions, and inadequate physical and digital infrastructure are some of the primary issues.

Additionally, socio-economic disparities frequently manifest as disparities in educational access and outcomes, which are particularly detrimental to students from rural regions,

marginalised communities, and disadvantaged backgrounds. The National Education Policy (NEP) 2020, in particular, has articulated an integrated and determined vision for the future of higher educational institutions in India. Nevertheless, the challenge of implementation remains a substantial obstacle. The NEP-2020 offers a heightened emphasis on technological advancement and research, encouragement of multidisciplinary learning, improved quality benchmarks, and enhanced flexibility. However, the actual circumstances will require ongoing investment, comprehensive reform, and collaboration among stakeholders for them to connect these policy ambitions.

The purpose of this research paper is to assess and evaluate the current obstacles that higher education is encountering on a national and international scale, with a particular emphasis on India. This research endeavors to enrich the current discourse by meticulously examining significant trends, challenges, and policy responses, with a focus on the opportunity for higher education systems to modify themselves in order to become more adaptable, inclusive, and prepared for the future.

Global Issues in Higher Education

Digital Disruption and Online Learning

The COVID-19 pandemic has accelerated the global shift towards online and blended learning modalities by compelling educational institutions to abandon physical campuses and fast adapt to digital platforms. This transformation allowed educational systems to maintain continuity during the crisis and, in many cases, expanded access to learning opportunities across geographic and socio-economic divides. According to UNESCO (2021), this digital shift highlighted the benefits and drawbacks of technology-enhanced learning. The capacity of digital tools to enhance educational access is demonstrated, enabling learners to acquire resources and instruction remotely. Online platforms facilitated personalised learning, asynchronous instruction, and collaboration across time zones, which were previously limited in traditional classroom settings.

UNESCO (2021) indicated that the epidemic exposed and intensified existing digital inequalities. Access to gadgets, dependable internet connectivity, and digital literacy differed significantly within

and between countries, disproportionately affecting students from low-income, rural, or marginalised locations. Millions of students were forced to miss out on educational activities during school closures as a result of these disparities, which led to significant variations in learning outcomes. The rapid shift raised considerable concerns regarding academic integrity in digital environments. The absence of effective proctoring systems and reliance on unsupervised assessments contributed to the occurrence of unethical behaviors, such as plagiarism and cheating. UNESCO highlighted the importance of establishing ethical standards and technological measures to ensure fairness and integrity in online learning settings. UNESCO (2021) promoted the reimagining of the educational system's future with the utilisation of technological benefits, alongside investments in inclusive infrastructure, equitable access, digital skills, and ethical standards. The aim is not solely to digitise education, but to improve its resilience, inclusivity, and sustainability in the post-pandemic context.

Internationalisation

Knight (2015) emphasises that establishing consistent academic excellence in varied country settings is a significant problem. Educational programs delivered beyond borders may not receive the same level of inspection as domestic programs, raising worries about their integrity and effectiveness. The lack of established international criteria causes substantial differences in the quality of cross-border initiatives. Knight(2015) emphasises that the restricted recognition of degrees and credentials acquired through global education is an additional challenge. Curriculum, certification standards, and regulatory framework differences between countries frequently present problems for graduates seeking employment or higher studies on a global scale. This lack of recognition can reduce the value of cross-border education for students while also preventing the creation of a truly global labour market. Knight (2015) highlights the phenomenon of brain drain, which occurs when competent students and professionals from developing countries seek education in higher-income nations but fail to return home. International education provides those who have vital skills and exposure; unfortunately, it frequently leads to the permanent migration of the skilled workforce, worsening talent shortages and hampering development in their home nations. Knight (2015) also advocates for an ethical and

strategic framework for internationalisation that balances institutional interests, global equity, and sustainability. This includes improving international collaboration on quality certification procedures, developing mutual recognition agreements, and enacting policies that encourage resource circulation rather than migration.

Employability and Skills Gap

The World Economic Forum (2020) emphasises a substantial discrepancy between the skills that conventional higher education institutions offer and those that are necessary for the rapidly evolving job market in the forthcoming Future of Jobs Report. Employers are increasingly pursuing graduates who possess practical, job-relevant abilities, such as digital literacy, analytical thinking, problem-solving, and adaptability, in addition to academic knowledge, as technological advancements transform industries. The analysis suggests that institutions frequently fail to adapt courses to correspond with changing demands. Numerous academic programs are primarily theoretical, with minimal integration of practical training, experiential learning, or industrial partnerships. Graduates who possess degrees but lack the competencies required for immediate employability in dynamic employment markets are the result of this imbalance.

According to the World Economic Forum (WEF) (2020), by 2025, fifty per cent of the workforce will necessitate reskilling, with critical thinking, creativity, and technological proficiency emerging as essential competencies in numerous sectors. Nevertheless, a significant number of educational institutions continue using antiquated paradigms that do not prioritise these competencies. The discrepancy between education and employment causes graduates to be underemployed or unemployed, while businesses struggle to find qualified applicants. The study argues for stronger collaborations between academics, industry, and politics to change curricula that are adaptive, interdisciplinary, and future-oriented. This includes the integration of experiential learning, the promotion of continuous education pathways, and the preparation of students with technical and interpersonal skills that are in alignment with current and emerging labour market trends.

Equity and Inclusion

Despite a significant increase in global enrolment rates in recent years, this progress has

not resulted in equitable access to quality education for all, particularly in underprivileged areas. According to the OECD's (2019) Education at a Glance report, educational disparities persist based on socioeconomic status, geographic location, ethnicity, and immigration background. The analysis suggests that students from vulnerable households are more likely to enrol in schools with inadequate resources, have limited access to qualified educators, and experience lower academic standards. Despite enrolment, these students usually suffer worse instructional quality, learning resources, extracurricular activities, and support networks than their more fortunate peers. Furthermore, financial constraints continue to be a significant barrier, particularly in seeking early childhood and higher education.

The OECD emphasises that learners from marginalised populations are less likely to pursue advanced education, which leads to the perpetuation of limited economic opportunities and social mobility. This exacerbates societal imbalances and erodes the potential for inclusive economic growth. In addition, institutional barriers such as linguistic difficulties, discrimination, and insufficient inclusive teaching techniques exacerbate the discrepancies. According to the OECD (2019), increasing enrolment alone is insufficient; attaining fair opportunities and superior learning outcomes for all requires targeted policies, inclusive teaching approaches, and significant investment in educational equity.

Sustainability and Funding

Altbach, P. G., & Salmi, J. (2011) investigate the complex challenges that higher education institutions face in their pursuit of world-class status. A fundamental tension they identify is the need for financial viability while also ensuring that education stays affordable and accessible to students. This simultaneous demand creates a significant challenge, particularly for public universities in developing and transitional economies. Altbach, P. G., & Salmi, J. state that many institutions rely heavily on public funding, which is usually insufficient, inconsistent, or susceptible to political constraints. Financial constraints can stymie expenditures in critical areas such as research infrastructure, faculty development, and international collaboration, all of which are essential for academic quality.

Simultaneously, measures to diversify funding sources, such as raising tuition or encouraging

corporate collaborations, endanger affordability and equity of access. When public funding is insufficient, accountability frequently shifts to students and families, disproportionately affecting individuals coming from low-income families and perpetuating educational inequality. Altbach, P. G., & Salmi, J. assert that achieving greatness in higher education requires a balanced financial approach that includes long-term public investment, smart tuition controls, and innovative funding sources such as competitive grants, endowments, and industry collaboration. Without such a framework, educational institutions must choose between financial survival and their social responsibility to provide inclusive, high-quality education.

Issues in Indian Higher Education

Quality vs Quantity

India's higher education system is one of the largest in the world, with around 1,300 universities and over 45,000 colleges, according to the latest UGC data (UGC, 2025). This signifies a considerable enhancement in access and capacity, although it obscures substantial structural and qualitative challenges that hinder the global competitiveness of Indian institutions. Despite the plethora of universities, only a few consistently appear in worldwide rankings, such as the QS World University Rankings or the Times Higher Education (THE) Rankings. This inconsistency signifies fundamental systemic issues affecting quality, innovation, and research productivity. Many institutions in India continue to suffer from inadequate infrastructure, including outdated laboratories, restricted internet access, overcrowded classrooms, and insufficient facility maintenance. These limitations adversely affect the quality of instruction and the educational experiences of pupils.

Faculty shortages constitute a substantial problem. A considerable quantity of academic seats remain vacant in public universities and colleges. Despite the presence of academics, deficiencies often persist in training, research orientation, and exposure to international academic standards. The lack of a robust academic culture and research funding hinders institutional progress. Moreover, the pedagogical approaches in many schools are outdated, relying predominantly on rote memorisation, textbook-focused instruction, and traditional lecturing methods. This stands in stark contrast to current global trends that emphasise

critical thinking, interdisciplinary education, experiential learning, and digital integration. These factors converge to establish a system that is extensive in scope yet inconsistent in quality. To truly establish itself as a global leader in education, India should invest in expanding educational access, modernising curricula, improving facilities, upgrading staff expertise, and fostering a culture of innovation and research.

Faculty Shortage and Training

The University Grants Commission (UGC, 2022) indicates that over 30% of faculty jobs in public higher education institutions in India remain vacant, posing a substantial challenge to the quality and efficacy of the country's higher education system. The persistent deficiency of academic staff affects the student-teacher ratio, overall academic rigour, research output, and institutional efficacy. Vacancies are particularly evident in state institutions and public colleges, where recruitment processes sometimes experience bureaucratic inefficiency, budget constraints, and political meddling. As a result, many departments rely on temporary or *ad hoc* professors, who often face insufficient job security, little institutional support, and insufficient time for research or curriculum development. This endangers the long-term academic stability of institutions and disturbs instructional continuity.

There are still many faculty members who have not been exposed to modern pedagogical education. Traditional instructional techniques, such as rote memorisation, didactic lectures, and dependence on textbooks, continue to be widespread in many learning environments. Indian graduates have disadvantages in both domestic and international employment markets due to their inability to adapt to contemporary pedagogical methods, as global higher education shifts towards learner-centred, interactive, and technology-integrated models.

Moreover, institutional backing for professional development is often insufficient, especially with instruction regarding digital tools, outcome-based education, blended learning, and evaluation methodologies. Faculty rarely obtain motivation or incentives to engage in ongoing education or to enhance their pedagogical approaches. The existence of vacant positions coupled with inadequately qualified academics creates a system ill-prepared to confront the challenges of a swiftly evolving global information economy. Addressing this issue requires

prompt reforms, including optimised recruitment, enhanced working conditions, investment in faculty development, and a systematic shift towards teaching quality and innovation.

Outdated Curricula

The University Grants Commission (UGC, 2022) indicates that over 30% of faculty jobs in public higher education institutions in India remain vacant, posing a substantial challenge to the quality and efficacy of the country's higher education system. The persistent deficiency of academic staff affects the student-teacher ratio, overall academic rigour, research output, and institutional efficacy. Vacancies are prominently evident in state institutions and public colleges, where recruitment processes are sometimes obstructed by bureaucratic delays, financial constraints, and political meddling. As a result, many departments rely on temporary or *ad hoc* professors, who often face insufficient job security, little institutional support, and insufficient time for research or curriculum development. This endangers the long-term academic stability of institutions and disturbs instructional continuity.

A considerable proportion of faculty members are unfamiliar with modern instructional practices. Traditional teaching approaches, such as rote memorisation, didactic lectures, and dependence on textbooks, continue to be widespread in various educational environments. Indian graduates encounter challenges in both domestic and international employment markets due to their inability to adapt to contemporary pedagogical methods, as global higher education shifts towards learner-centred, interactive, and technology-integrated frameworks. Moreover, institutional backing for professional development is often insufficient, especially regarding training in digital tools, outcome-based education, blended learning, and evaluation methodologies. Faculty rarely obtain motivation or incentives to engage in continuing education or enhance their teaching approaches. The existence of vacant positions coupled with inadequately qualified faculty leads to an organisation poorly prepared to meet the requirements of a swiftly evolving global information economy. Addressing this issue requires prompt enhancements, including optimised recruitment, enhanced working conditions, investment in faculty development, and a systematic shift toward teaching quality and innovation.

Research and Innovation Deficit

India's research output has increased considerably over the last decade, making it one of the top producers of worldwide scientific publications by volume. India is among the top five countries for scientific publication output. Despite the increased volume, Indian research continues to have a limited global impact and visibility. Much of Indian research is quantitative rather than qualitative, which contributes greatly to the difference. Numerous academic institutions prioritise publication counts over research originality, rigour, or real-world relevance, often due to systemic restrictions such as promotion criteria, institutional rankings, and money allocations that encourage volume. A high fraction of publications appear in low-impact or predatory journals, which make little contribution to global knowledge and innovation. Citation rates, h-index scores, and international collaborations are important indicators of research quality and influence, demonstrating a disparity between India and other major research nations. Indian research has a lower citation rate per publication, indicating a limited impact or applicability in the worldwide academic context. The number of highly cited papers and publications in respected journals is rather low. Furthermore, India's research receives little global attention, owing to a lack of international collaboration. Despite the fact that research partnerships with globally known institutions often deliver higher-impact work, Indian universities are still working to create the required capacity and reputation to recruit such collaborations on a large scale. India must shift from quantity to quality by investing in research excellence frameworks, promoting open access and ethical publishing, boosting faculty development, and providing incentives for original and important scholarship. Improving the quality and international significance of the research is vital for academic acknowledgement, national concern resolution, and global progress.

Equity and Access

The higher education landscape in India reveals a considerable urban-rural difference, which has a significant impact on access, equity, and educational quality. Constitutional guarantees and a history of affirmative action policies, including reservations for Scheduled Castes (SC), Scheduled Tribes (ST), and Other Backward Classes (OBC), have

not resulted in adequate inclusion of marginalised groups in prestigious institutions such as the Indian Institutes of Technology (IITs), Indian Institutes of Management (IIMs), and leading central universities. One major contributor to this inequality is the unequal distribution of resources and opportunities between urban and rural areas. Urban centres have improved infrastructure, internet access, competent educators, coaching facilities, and exposure to competitive contexts, giving kids a significant advantage in passing high-stakes entrance exams. Students from rural and marginalised communities frequently face under-resourced schools, insufficient instruction, language hurdles, and budgetary constraints, all of which impede their academic preparation and self-confidence.

Furthermore, while affirmative action has increased access at the entrance level, it does not guarantee retention, inclusion, or success at elite institutions. Students from marginalised backgrounds frequently face social isolation, limited academic support, and unconscious bias, all of which influence their performance and sense of belonging. This gap has been exacerbated by a lack of effective mentorship programs, remedial support, and inclusive pedagogical approaches. Geographic remoteness, economic instability, and social discrimination are all structural issues that continue to limit awareness of educational alternatives in marginalised areas. Numerous capable students are either unaware of or discouraged from applying to prestigious colleges due to real or perceived barriers.

Private Sector Proliferation

The fast proliferation of private higher education institutions in India has had a substantial impact on increasing the availability of postsecondary education, especially in areas where public institutions are either saturated or constrained. Private colleges and universities have helped cope with the growing demand from a young population, which has caused significant growth in overall enrolment figures. This expansion has prompted serious questions regarding quality, price, and regulation. Numerous private colleges demonstrate varying levels of academic rigour, with many missing skilled faculty, adequate infrastructure, and robust research programs. Unlike established public universities, which are subject to government control and quality assurance mechanisms, many private

colleges face less regulatory inspection, resulting in major differences in educational standards.

Fee systems in private universities are a hot topic of controversy. Private universities often charge high tuition rates, in contrast to public institutions, which get significant subsidies and provide more affordable options. This difference can impose a significant financial burden on students and their families. This calls into question equity and access, particularly for kids from low-income families who may still suffer exclusion despite the apparent rise in seat availability. The regulatory system governing private higher education is fragmented and uneven. While bodies such as the University Grants Commission (UGC) and the All-India Council for Technical Education (AICTE) develop rules, their enforcement is sometimes weak, resulting in countless private institutions operating under regulatory uncertainties. This has resulted in substandard programs, questionable accreditation claims, and exploitative charging practices. Critics argue that the lack of comprehensive quality assurance, transparent governance, and fair fee control may jeopardise India's broader goals of inclusion and excellence, particularly the expansion of private higher education.

Employability Crisis

The India Skills Report (2024) indicates that approximately 47 per cent of Indian graduates are deemed employable, highlighting a significant disparity between higher education and labour market demands. This figure illustrates a fundamental imbalance among academic curricula, teaching methodologies, institutional priorities, and the actual skills demanded by businesses in a swiftly evolving industry. Many academic programs persist in emphasising theoretical knowledge above practical, experiential learning. Fields such as data science, artificial intelligence, digital marketing, and renewable energy are sometimes inadequately represented or incorrectly integrated into conventional curricula. A notable proportion of students graduate without undertaking internships, apprenticeships, or project-based experiences, which are often crucial for the application of academic principles in practical settings.

This constrains their capacity to effectively integrate into the workforce. Employers are progressively seeking candidates who can exhibit not only technical expertise but also critical

thinking, communication skills, adaptability, and collaboration capabilities. The traditional education system in India typically neglects these competencies, leading to a workforce with academic credentials and insufficient workplace readiness. Numerous universities are deficient in instructors, practical industrial training, contemporary laboratories, and technology-integrated learning environments, hence constraining students' access to advanced technologies and methodologies. Students often receive inadequate assistance with career planning, CV creation, and interview preparation. Consequently, individuals with potential may encounter challenges in obtaining employment.

Regulatory Fragmentation

Several regulatory bodies regulate India's higher education system, including the University Grants Commission (UGC), the All-India Council for Technical Education (AICTE), and the National Assessment and Accreditation Council (NAAC), among others. Each institution serves a separate purpose, such as funding, quality assurance, or technical education; yet, they typically operate independently, resulting in regulatory overlaps, redundancies, and inefficiencies. This fragmented regulatory structure has created numerous challenges, including duplication of efforts in accreditation, affiliation, and program approvals. Institutions lack clarity on compliance standards. The institutions suffer prolonged decision-making procedures, bureaucratic inefficiencies, and disparities in norms between fields and institutions.

The National Education Policy (NEP) 2020 addresses these issues by proposing a major reform: the establishment of a uniform regulatory body, the Higher Education Commission of India (HECI). The HECI seeks to improve the regulatory system by replacing or combining current bodies like the UGC and AICTE. This structure aims to achieve functional separation, reduce redundancy, and increase efficiency. HECI aims to strengthen the regulatory procedure through increasing openness, accountability, and coordination, generating an atmosphere that encourages institutional innovation, quality improvement, and a focus on outcomes rather than simply compliance. The NEP--2020 anticipates not only regulatory simplification but also the creation of a dynamic and flexible higher education ecosystem that is consistent with global norms and national development goals.

Reforms and the Way Forward

Implementation of NEP-2020

NEP-2020 aims to overhaul the system through multidisciplinary education, credit transfers, academic bank of credits, and increased autonomy for institutions. The National Education Policy (NEP) 2020 is a significant reform that aims to modernise India's higher education system by increasing its flexibility, inclusiveness, and global competitiveness. The goal emphasises a transition from a rigid, examination-focused, and segmented educational framework to one that promotes interdisciplinary learning, academic flexibility, and institutional independence.

The NEP-2020 promotes the integration of several academic disciplines: science, commerce, humanities, and vocational subjects to create a comprehensive and well-rounded educational framework. Universities are predicted to transform into Multidisciplinary Education and Research Universities (MERUs), which will provide a greater range of programs that allow learners to pursue varied interests and build multidisciplinary skills required for the 21st-century employment market.

The Academic Bank of Credits serves as a digital repository where students can accrue, save, and redeem credits earned from various schools or courses, including online programs. This strategy improves inter-institutional mobility, promotes the use of Massive Open Online Courses (MOOCs) and other e-learning resources, and enables students to tailor their academic pathways. The NEP 2020 seeks to increase academic, administrative, and financial autonomy for higher education institutions, particularly those with strong performance records.

Digital Infrastructure and Blended Learning

The advancement of digital infrastructure and blended learning has emerged as a crucial element of India's objective to enhance and democratize access to quality higher education, especially following the COVID-19 pandemic. Initiatives like SWAYAM (Study Webs of Active Learning for Young Aspiring Minds) and NPTEL (National Programme on Technology Enhanced Learning) have greatly enhanced the availability of high-quality educational resources for millions of learners across the country. SWAYAM offers free online courses developed by prestigious institutions, including IITs, IIMs, and federal universities, covering a wide range of

subjects from humanities to engineering. Students can earn credits recognised by universities.

NPTEL is a collaborative venture between the IITs and IISc that provides video lectures and online certificates in engineering, science, and management, emphasising industry-relevant skills and foundational knowledge. The NEP 2020 promotes the enhancement of digital education, underscoring the need for robust digital infrastructure, the development of superior e-content, and the support of blended learning methods. Collaboration among government and industry, especially in EdTech and academic institutions, is crucial for the sustained expansion of these programs. Expanding digital platforms alone is inadequate; governmental bodies must address the fundamental digital disparities that impede students' complete engagement in online and mixed-learning settings. With strategic investments and inclusive approaches, India can convert digital education into a substantial equaliser, broadening its accessibility to the most marginalised regions of the nation.

Skill-based and Vocational Education

India has one of the world's youngest populations; nonetheless, a sizable proportion of its graduates are considered unemployed due to a lack of practical, job-related skills. The integration of skill-based and vocational education into the traditional academic framework is essential. This approach seeks to connect educational opportunities with job opportunities by ensuring that students gain both theoretical knowledge and practical, industry-relevant skills. The National Skills Qualification Framework (NSQF) is a competency-based system that categorises qualifications based on diverse levels of knowledge, skills, and aptitude, regardless of the mode of acquisition, such as formal, non-formal, or informal learning.

The National Education Policy (NEP) 2020 supports this integration, stating that vocational education should begin in Grade 6 and be incorporated into all university programs. Internships and apprenticeships are essential for providing students with real-world experience and allowing them to apply their academic knowledge in practical contexts. The Skill India Mission, along with initiatives such as the National Apprenticeship Promotion Scheme (NAPS), seeks to encourage businesses and colleges to provide apprenticeship opportunities. Adoption is low due to legal complexities, a lack of knowledge, and ineffective institutional coordination. Integration

of NSQF (National Skills Qualification Framework) and promotion of internships and apprenticeships are essential.

Faculty Development

Faculty members are essential to higher education, playing a vital role in knowledge diffusion, student mentorship, research advancement, and the development of institutional culture. The quality of instruction in many Indian higher education institutions is variable, chiefly owing to limited chances for professional growth. Continuous upskilling and training of educators via initiatives like Faculty Development Programs (FDPs) and Massive Open Online Courses (MOOCs) is essential to tackle this issue.

The educational landscape of the 21st century is seeing substantial transition due to technological breakthroughs, novel pedagogical methods like flipped classrooms and blended learning, and the use of multidisciplinary approaches. Ongoing professional development is crucial for educators to stay abreast of advancements in their discipline. Qualified instructors proficiently engage students, apply innovative pedagogical methods, and design outcome-oriented curriculum, ultimately enhancing student learning outcomes and employability. In light of the industry's demand for contemporary capabilities such as artificial intelligence, data analytics, and digital communication, it is imperative for faculty to be equipped to teach relevant and up-to-date content.

Platforms like SWAYAM, NPTEL, and Coursera offer high-quality MOOCs (Massive Open Online Courses) that faculty can leverage for self-directed learning, specialisation in new disciplines, and obtaining certifications that are increasingly recognised for promotions and academic advancement. These platforms promote equal educational access and empower educators to improve their skills extensively, especially in remote or resource-constrained environments. Faculty development is an essential and continuous requirement in the evolving landscape of higher education. Empowering educators through systematic training and digital learning platforms can improve the quality, relevance, and efficacy of India's higher education system.

Research Funding and Ecosystem

The creation of the National Research Foundation (NRF) is a welcome step. More

collaborative industry-academia research should be promoted. India has steadily expanded the amount of research it conducts, but its impact, originality, and applicability remain below world standards. The establishment of the National Research Foundation (NRF) under the National Education Policy (NEP) 2020 is a critical reform aimed at addressing current weaknesses and fostering a robust research culture. Consolidate research funding from multiple ministries and divisions to increase efficiency and coordination. Provide financial support for thorough, peer-reviewed research in a variety of sectors, including science, technology, social sciences, and humanities.

Increase the research capacity of universities and colleges, particularly those with a history of low funding. Create a research-focused culture at all levels of higher education, including undergraduate programs. The NRF may contribute to democratizing innovation and reducing excessive dependence on a select group of prestigious universities, such as IITs and IISc, by making research funding more accessible and inclusive. Public support in research is substantial; nonetheless, business involvement is critical to ensuring that research remains relevant, applicable, and impactful. India has historically had difficulty forging strong relationships between academia and industry. Collaborative platforms such as the IIT Madras Research Park and DRDO-academia partnerships show the potential to generate these synergies; nevertheless, nationwide replication and scalability are necessary.

Global Collaborations

Indian institutions must actively seek academic partnerships, dual degrees, and student exchanges with top global universities. In an increasingly interconnected world, international collaboration in higher education has become critical not only for academic prestige, but also for relevance, creativity, and student success. Indian schools that want to raise their standards and gain worldwide recognition must actively participate in international academic collaborations, dual degree programs, and student exchange programs as a strategic imperative and transformative opportunity. Partnerships with prestigious international universities improve curriculum development, promote collaborative research, and provide access to cutting-edge information and technologies. Diverse academic contexts help pupils develop global talents, critical

thinking, and adaptability all of which are essential skills in the 21st century employment market. Collaborative research efforts, visiting scholar appointments, and international conferences enhance faculty teaching and research capacities. Collaborations raise the profile of Indian universities in global rankings, drawing international students and staff. Dual or Joint Degree Programs enable students to obtain degrees from both Indian and connected foreign universities, often by completing phases of the curriculum at each institution.

Conclusion

Higher education globally and in India faces a spectrum of challenges that need bold reforms and strategic investments. While India has taken a visionary step through the NEP-2020, its success depends on effective implementation, robust governance, and stakeholder participation. Only then can Indian higher education transform into a truly global force and meet the aspirations of its youthful population. Higher education currently encounters substantial challenges worldwide and in India, such as quality assurance, equal access, curricular relevance, research innovation, and financial sustainability. While these difficulties are universal, India's unique socio-economic backdrop, marked by its extensive and varied population, presents complexity that requires tailored answers. The National Education Policy (NEP) 2020 signifies a significant effort to tackle current difficulties via extensive reforms, including transdisciplinary education, enhanced research funding, digital integration, and refined governance frameworks.

The efficacy of these changes hinges on proficient execution, substantial institutional independence, resilient governance structures, and the active involvement of all stakeholders, encompassing government, academia, industry, and civil society. A concerted and ongoing endeavour is crucial for evolving Indian higher education into a vibrant, inclusive, and internationally competitive framework that meets the ambitions of its youth in contributes substantially to national progress and the global knowledge economy. Indian higher education must adopt innovation, foster collaboration, and maintain equity to serve as a pivotal driver of social progress and economic growth in the twenty-first century.

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Dhurandhar Steps for Transforming the Higher Education System: A Contemporary Need

Devender Kawday*

Recent data released by the National Statistics Office (NSO) indicates that India's Gross Domestic Product (GDP) rose by 7.7% in FY 2025–26, surpassing the 7.6% projected in the Second Advance Estimates and exceeding the government's earlier forecasts. This achievement reinforces India's position as one of the fastest-growing major economies in the world despite ongoing geopolitical uncertainties and economic turbulence across many regions.

If this economic momentum is complemented by bold and transformative reforms in the higher education sector, the country could witness even greater progress, potentially paving the way for sustained double-digit economic growth in the coming years. Higher education is an important driver of national development by creating skilled human resources, nurturing innovation, supporting research, and strengthening the knowledge-based economy.

India has one of the largest higher education systems globally, with approximately 43 million students studying in thousands of higher education institutions (AISHE 2021–22). At present, higher education worldwide is undergoing unprecedented transformation driven by artificial intelligence, technological innovation, demographic changes, evolving workforce demands, globalisation, and increasing societal expectations. In such a rapidly dynamic environment, higher education institutions can no longer limit themselves to the conventional role of knowledge dissemination. They must continuously adapt, innovate, and transform to remain relevant, competitive, and impactful.

Consequently, incremental or gradual reforms alone may not be adequate to meet emerging challenges and opportunities. What is required are decisive and strategic interventions that can fundamentally reshape the higher education landscape. These may be described as “Dhurandhar Steps”—bold, visionary, well-planned, and result-oriented initiatives capable of bringing about

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systemic transformation (Figure 1). Such reforms should focus on critical areas including governance and leadership, timely and effective decision-making, integration of artificial intelligence and emerging technologies, sustainability, stakeholder engagement, research and innovation, business-academia collaboration, quality assurance ecosystem, career development and economic growth. A few of these transformative measures are discussed in the following sections:

Governance and Leadership

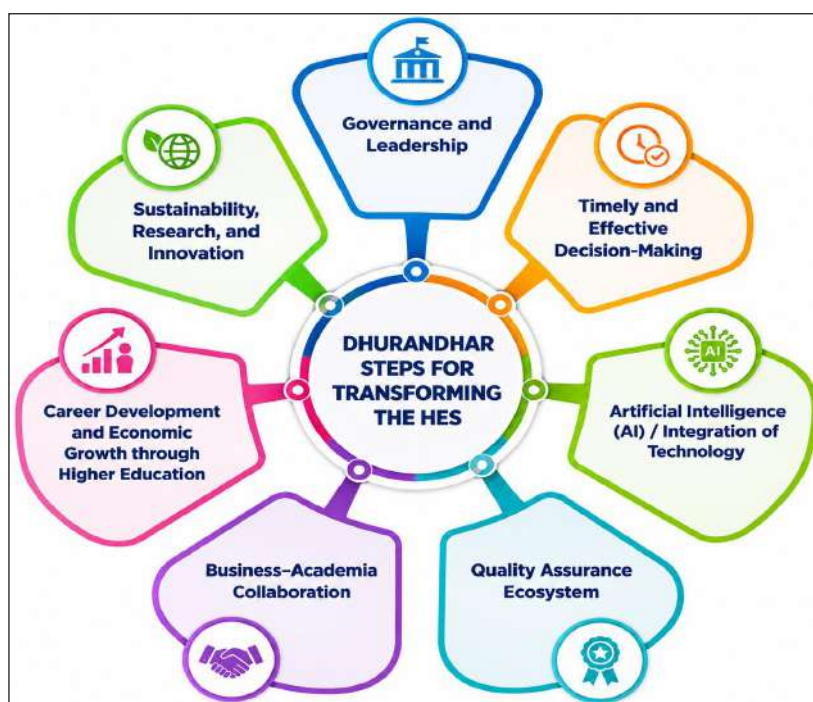
Leaders portray an important role in shaping the success, culture, and long-term development of any institution. Faculty members, students, and administrative staff are often guided and inspired by the vision, values, and conduct demonstrated by the institutional leader. Therefore, the selection and appointment of the head of an institution must be undertaken with the highest level of diligence, transparency, fairness, integrity, and accountability. A well-qualified and competent leader can foster academic excellence, strengthen governance practices, and create an environment that promotes innovation, alliances, and sustainable growth.

Appointments should be fixed solely on merit, proven leadership qualities and administrative competence. In addition, academic achievements, ethical conduct, and commitment to institutional development should also be contemplated. The process should stay free from any form of external pressure, partiality, lobbying, favouritism, or undue influence.

In order to ensure the selection of capable and credible leaders, a robust verification and evaluation mechanism may be established. A specialised independent body, functioning like professional investigative and assessment agencies, should thoroughly examine the candidate's academic credentials, administrative record, leadership capabilities, interpersonal relationships, integrity, humility, and overall professional conduct.

An effective institutional leader should possess a selfless attitude, a clear vision, strong decision-making abilities, and the capacity to inspire

Figure 1: Dhurandhar Steps for Reshaping Indian Higher Education Institutions



collective growth. Such leaders should be committed to elevating their institutions to higher levels of excellence while fostering an environment of trust, innovation, inclusiveness, and accountability.

Therefore, *Dhurandhar steps* (bold and transformative measures) are required to strengthen leadership selection processes across the higher education system. It is necessary to ensure that the best and visionary people are given the role of being leaders so that institutions can reap long-term benefits like enhanced governance, greater academic excellence, and sustainable development.

Timely and Effective Decision-Making

The ability to make prompt and well-considered decisions is one of the utmost important attributes required for transforming the higher education system. A leader has to be ready to take proper decisions at all times irrespective of whatever may happen or what consequences it may entail, provided it's done with sound judgement and benefits the organisation or society as a whole. Leadership decisions regarding the appointment of persons to crucial posts, implementation of fresh schemes and policies, strategic activities, or involvement in any other institutional activity must be made with a clear vision of what lies ahead and in light of long-term plans.

The true leaders are those who can foresee any upcoming opportunities and challenges and respond proactively towards them while gaining the faith of stakeholders with their acts of decision-making. They are more bothered with both the immediate and the long-term developmental needs of society.

Hence, *Dhurandhar steps* taken in this direction will be akin to those taken by our Hon'ble Prime Minister, Narendra Modi, as his method of governance is characterised as decisive and visionary.

Artificial Intelligence/Integration of Technology in Governance

Artificial Intelligence (AI) has evolved as a transformative force that is reshaping education, governance, administration, industry, and society at large. Therefore, understanding and effectively utilising AI should

become an important part of every system, beginning from schools and extending to higher education institutions, workplaces, administrative bodies, and leadership positions. Equipping individuals with the knowledge and skills to use AI responsibly and intelligently is no longer optional; it has become a necessity in the present-day world.

The rapid advancement of AI is driving a major technological revolution, influencing the way decisions are made, knowledge is created, disseminated, and services are delivered. Instead of opposing this change, institutions and governments should actively embrace and incorporate Artificial Intelligence into their operations. The thoughtful selection of AI can improve productivity, enhance efficiency, support innovation, and contribute significantly to social and economic development. Societies can strengthen their systems, improve governance, and foster sustainable economic growth by becoming active participants in this technological transformation.

Therefore, it is imperative to undertake immediate and strategic *Dhurandhar steps* to embed Artificial Intelligence across every facet of the higher education system and to equip all its stakeholders with the knowledge, skills, and competencies required to become AI-savvy.

Creating Quality Assurance Ecosystem

A robust quality assurance ecosystem is essential for strengthening the higher education system and ensuring continuous improvement across all academic and administrative functions. Every department within a higher education system should compulsorily establish efficient mechanism of quality assurance that promote transparency, accountability, and excellence. Such an ecosystem is particularly important because the eminence of higher education directly influences students, who are the primary stakeholders and future contributors to society and the economy. Institution leaders and regulatory authorities must take decisive and strategic measures to promote an ethos of quality and accountability at all levels. This will help ensure that the quality-related goals are efficiently communicated and embraced by faculty members, students, administrators, and other stakeholders. By developing a culture of uninterrupted improvement and accountability, institutions can intensify their effectiveness, produce competent graduates, and contribute meaningfully to national development and global competitiveness.

Hence, well-designed strategic (*Dhurandhar*) steps need to be initiated inside the higher education system to adopt a systematic, proactive, and sustainable approach to quality assurance.

Business–Academia Collaboration

For many years, collusion between industry and academia has been considered an important component of higher education. Nevertheless, this outmoded pattern does not work effectively in all regions, specifically in rural areas, which, in the majority, lack large industries. Because of this, it is important to broaden the concept from industry–academia collaboration to business–academia collaboration.

Every region, whether rural, semi-urban, or urban, has businesses that contribute to the local economy. If higher education institutions take the initiative, they have leverage to establish meaningful partnerships with these businesses to understand the skills, competencies, and knowledge required by the workforce. Such collaborations can help institutions design and update their academic programs in line with varying market demands and emerging opportunities.

To make this vision a reality, *Dhurandhar* steps and transformative decisions need to be

taken. Flexible curriculum frameworks, stronger stakeholder engagement, regulatory support, and incentives for collaboration are essential. Such proactive measures will reduce the gap between higher education and getting career opportunities from it, making higher education more inclusive, responsive, and future-ready.

Career Development and Economic Growth through Higher Education

A career-oriented education system should be established across every segment of higher education. Every course and academic programme must be designed with a clear objective of enhancing students' employability and preparing them for meaningful and sustainable careers.

In today's rapidly changing world, academic programmes should go beyond the traditional approach of merely awarding degrees. They must focus on developing essential competencies such as analytic capabilities, digital literacy, critical thinking, entrepreneurial mindset, innovation, communication skills, and adaptability.

Higher education institutions should align their curricula with emerging industry needs, technological advancements, and societal challenges. The emphasis should shift from content-based learning to outcome-based education, ensuring that graduates possess the practical knowledge and skills demanded by employers and the broader economy.

To achieve this transformation, some *Dhurandhar* and visionary policy measures are required. The conventional educational framework must evolve into a future-ready system that endorses creativity, innovation, entrepreneurship, and lifelong learning. Such a transformation will not only increase career options for students but also contribute remarkably to national economic growth, productivity, and global competitiveness.

Sustainability, Research, and Innovation

Sustainability, research, and innovation are closely interconnected and must be pursued together to ensure long-term progress and national development. Sustainable growth can only be acquired through the efficient and responsible utilisation of available resources. Consequently, a robust culture of research and innovation is necessary for generating new knowledge, developing advanced technologies, and addressing emerging societal challenges.

If India aspires to compete with leading innovation-driven nations such as China, South Korea, Japan and the United States, it must move outside conventional systems and expedite the speed of transformation. Incremental progress alone may not be sufficient in an era marked by swift technological amelioration, global race, and constant change. Bold, forward-looking, and result-oriented initiatives are required to strengthen research ecosystems, encourage innovation, and foster sustainable practices across all sectors.

The world is evolving at an unprecedented speed, and nations that adapt swiftly are more liable to lead in the future. Therefore, we must act decisively and proactively by taking the necessary *Dhurandhar steps* to foster a dynamic environment where sustainability, research excellence, and innovation become the cornerstones of development. Such a tactic will not only intensify global competitiveness but also contribute to inclusive and sustainable economic growth.

The Way Forward

The necessity for *Dhurandhar Steps* (strategic interventions) in the higher education system is no longer an element of discussion; it is a matter of urgency. The strategic measures discussed above provide a comprehensive roadmap for developing a higher education system that is technology-enabled, innovative, socially responsive, research-driven, and globally connected.

While the significance of these interventions is widely acknowledged, their execution may

face challenges such as resistance to change among stakeholders, inadequate resources, policy implementation gaps, and the digital divide. However, these hassles should not deter progress. Instead, they must be addressed through strong leadership, effective governance, stakeholder engagement, and sustained policy support.

The time has come to move beyond short-term reforms and focus on long-term transformation. *Dhurandhar Steps* should encourage and enable higher education institutions to embrace emerging technologies, strengthen research and innovation ecosystems, enhance quality assurance mechanisms, promote industry and community engagement, and develop a habit of excellence.

A vibrant and future-ready higher education system can serve as a powerful engine of knowledge creation, economic growth, social advancement, and national development. By adopting bold and visionary strategies today, India can build globally competitive institutions that contribute significantly to the realisation of Viksit Bharat 2047—the transformative vision of a developed India envisioned by our Hon’ble Prime Minister, Shri Narendra Modi ji.

Any nation’s future depends on the quality of its higher education system. Therefore, the moment calls not for incremental change, but for decisive and *Dhurandhar* action that may potentially transmute opportunities and aspirations into achievements.

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To Our Readers

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

Dr Sistla Rama Devi Pani, Editor

Vocational Skilling for Enhanced Employability: A Sine Qua Non for the Bright Future of India

Amrita Maheshwari*

Importance of vocationalisation and skilling in higher education from the perspectives of the National Education Policy-2020, with the need and process of integrating vocational education into mainstream higher education to address the challenges of underemployment and skill gap. This article discusses the various aspects on how Higher Education Institutions (HEIs) can develop as vocational skilling organisations, by making necessary modifications in the policies, programmes, and practices, and create opportunities through increased access to a flexible and relevant system with focus on indigenous knowledge, building a strong foundation of general education and vocational education with skills mapped to the needs of the industry and the labour market under the National Skill Qualification Framework (NSQF). Skilling-upskilling-Reskilling is the need of the hour. (Abstract)

Introduction

Education is for life, not for mere living. It is a transformative process that is designed to bring about desired changes in the personality and behaviour of the learner. The Indian higher education system is one of the largest systems in the world. While most of the developed world is moving towards a nation of an ageing population, India is privileged to be the youngest country in the world in terms of its population. This young workforce and demographic dividend, which constitutes nearly 62 per cent of the population of India, is our most valuable resource. But the field of education is vast enough, and our Youth today is confused and baffled by the exposure to limitless information and choices based on that orientation. With this, there is a growing challenge of providing equal opportunities for quality higher education to a growing number of students, correcting social imbalances, reviving and upgrading institutions, trying to cross international benchmarks of excellence and extending the frontiers of knowledge. India Skill Report (2026) provides a detailed scenario of the talent pool existing in the country, which states 56% current employability,

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which is influenced by drastic changes in the demand for skills and the nature of jobs. A nation of young people without employment can be a drag on the economy and a threat to society. The problem of unemployability is related to the poor skills that our students possess even after having higher education. Many students joined those courses just because others were opting for them. Employers place less importance on graduates' actual degree discipline in favour of the more generic skills, which students must acquire. They generally seek a graduate's achievements outside the boundaries of the discipline, such as extracurricular and co-curricular. Indian universities have largely become teaching and examining bodies without a productive research base, and hence they are not effective in coping with the challenges of employment. Consequently, what is taught in universities is not wanted, and what is wanted is not taught. There is a serious mismatch between demand and supply. Skill development is crucial to stimulate the process of economic development. In the backdrop of globalisation and an open market economy, it is only through skill development, skill up-gradation and skill updation of the youth that employment can be generated, national productivity improved and sustainability of development ensured. The 21st century Indian workers also need transferable skills. Above all, India needs to create an agile workforce that can anticipate and adapt to changes in technology, automation and digitisation. A partnership between all the stakeholders of universities— Students, teachers, parents, alumni, employer, regulatory agencies and the government – is the need of the hour for innovation in higher education.

India's Employment Status: A Snapshot

- Nearly 40% of young graduates in India are unemployed, a figure that has remained largely unchanged for four decades.
- Most of the workforce could be upskilled and reskilled—not easy because 92 per cent are in the informal sector.
- Slightly more than half of India's workers have school attainment below secondary school with no vocational training.

- As per the State of Working India 2026 report by Azim Premji University states that unemployment among graduates aged 15 to 29 remains persistently high, with about 40% of those aged 15 to 25 and 20% of those aged 25 to 29 unable to find work. Graduate unemployment has “remained more or less unchanged between 35 and 40%” from 1983 to 2023, even as the number of graduates has increased significantly over time.
- Even when work is found, stable employment is uncommon. Tracking young graduate men over a year, the report finds that about half can find some form of work, but very few secure permanent salaried employment. “Among graduates, only about 7% find permanent salaried employment within a year,” the report states.
- More than three hundred million Indians are currently in educational institutions or acquiring vocational skills and will eventually be looking for work.
- The gap between education and employment comes at a critical time for the country. India’s demographic advantage, driven by its large young population, is nearing its peak. The report estimates that the share of the working-age population will begin to decline after 2030. With around 367 million people aged 15 to 29, the ability to create enough jobs in the coming years will determine whether this demographic dividend translates into an economic one.

Emerging Issues in Employability

Employability is a necessary attribute which comprising of good mix of skills, competencies, and attitudes to successfully perform on the specific job. Employers look for specific skills while recruiting candidates for jobs. The recent education reforms in NEP emphasize on the importance of developing employability skills among students by schools and higher education Institutes.

Youth unemployment is on the rise across the world. According to International Labour Organisation (ILO) estimates, which take into account new labour market entrants, an additional 280 million jobs need to be created to close the global employment gap by the end of this decade. More importantly, a major share of the additional job seekers in this decade may be in the East and South Asia regions.

In India, increasing unemployment of the educated is accompanied by a widening job-skill mismatch and declining labour force participation rates, especially among women. According to the latest NSSO data, the unemployment rate increases with increasing levels of education till the postgraduate level. The peak point in unemployment rates has been shifted from the secondary level to the university degree level. Given the complexities of skills and their classifications that have been forwarded by different organisations and studies, a new term ‘*employability skills*’ (*combining knowledge, aptitude, attitude and skills*) became popular in education-employment debates. With the fourth industrial revolution, employability skills came to emphasise *lifelong learning, up-skilling and re-skilling* to sustain oneself in the highly dynamic job market. In an expanding higher education sector, there are new entrants, and with it come enormous dissatisfaction in terms of learning and employment outcomes:

- (a) Earlier, there existed a close association between higher education, better employment opportunities and higher salaries. In recent times, this association is at the verge. A reliance on technology-led industrial development and the emergence of the knowledge economy are changing the nature of skills demanded in the labour market and challenging the role of higher education institutions. This leads to serious and continuous efforts by the ministries of education and industries to link their engagements more closely, not solely on the demand of industries’ needs; but also, what the students need as well.
- (b) It is increasingly realised that employability of individuals does not depend only on technical/generic skills but also on social skills, communication skills and teamwork, etc. These skills must become an integral part of the curriculum.
- (c) In an age where employment generation is limited, especially in the context of jobless growth, entrepreneurship education may be encouraged to promote start-ups and self-employment opportunities. The industrial groups should come forward to help people start such programmes. The model of business incubation centres as in the UK, where handholding and guidance, along with nurturing support to business ideas, are given, has been replicated by the Government of Telangana in India.

- (f) Regional cooperation and role of regional bodies in South Asia, South East Asia; as in European bodies, UNESCO in skill certification and mutual recognition of degrees, and in accreditation, will promote global mobility and better linkages for employability.

The emerging crucial trend is that there is an increased demand for higher education but limited supply of job opportunities. To meet this, we need to produce quality graduates, but the difficulties of fast-paced technological shifts and financial constraints do not make this easy. Employability among the youth cannot be the sole responsibility of the higher education sector.

Improving Higher Vocational Education /Skill-Based Courses for Preparing Workforce

Vocational education takes place through two basic structural streams - a small but formal mode and a large informal mode. The formal structure includes:

- (i) vocational education in schools at the secondary and higher secondary stage,
- (ii) higher technical education imparted through professional colleges in courses that last one-year (certificate course), two-year (diploma course) or a three to four-year degree course,
- (iii) vocational training in Industrial Training Institutes (ITIs), and
- (iv) apprenticeship training.

Vocational education in India suffers from low enrolment. The education policies in India focus on academic progress rather than vocational training. Vocational education is not built into the education system. Countries such as Germany, Switzerland, Austria and the Netherlands emphasise vocational education in their curriculum. Germany's dual-track vocational training program, known as the VET, is the route that around half a million apprentices in Germany take to a skilled profession every year.

Reasons for low-enrolment rate in higher vocational education is the social stigma attached to vocational education as vocational education is less valued in comparison to academic education in India, rigid separation of disciplines or early specialisation and streaming of students into narrow areas of study, limited access to vocational pass-outs in HEIs, dearth of vocational courses in local

languages, lack of awareness of the importance of skill development, mismatch between the demand and supply of skills, uncertainty amongst youth in career choices due to lack of job security, lack of linkages for on-the-job training and internships and lack of alignment of skill development programmes with social, economic and sustainable development goals.

National Education Policy (NEP-2020), therefore, aims at integrating vocational education into all schools and higher education institutions in a phased manner over the next decade. It has set the goal of vocationalising education both at the school and higher education so that by 2025, at least 50% of learners shall have exposure to vocational education. In order to achieve this target, institutional fragmentation will have to be reduced through better coordination between the stakeholders in VET and developing a coherent system of general and vocational education, which is transparent and easier to navigate by the VET stakeholders. According to the NEP-2020, the Government of India will constitute a National Committee for the Integration of Vocational Education (NCIVE), consisting of experts in vocational education and representatives from across Ministries, in collaboration with industry, to oversee the effort of skill development in States/UTs (GoI, 2020).

The State Councils for Higher Education (SCHEs) can act as nodal agencies for carrying out the activities of NCIVE and ensure greater coordination at the State/UT level with the VET stakeholders. These SCHEs can play a vital role in coordination of skill development programmes.

Crucial Employability Skills

Employability skills include abilities such as the retrieval and handling of information; communication and presentation; planning and problem solving; and social interaction. Employers value employability skills because they are linked to how you get along with co-workers and customers, your job performance, and your career success. The crucial employability skills are:

1. **Foundational Skills:** which include basic, reliable attitudes and behaviour such as punctuality, dependability;
2. **Interpersonal Skills:** comprises such as friendliness, politeness, ability for conflict resolution;

3. **Communication Skills:** such as the ability to read and understand written material, express ideas clearly;
4. **Problem Solving and Critical Thinking:** such as asking questions to solve problems;
5. **Teamwork skills:** such as being comfortable working with people of diverse backgrounds and contributing to team goals, like leading the team or act as a member of the team.
6. **Ethics and Legal Responsibilities:** such as taking responsibility for own decisions and actions, and being honest and trustworthy.

Professional Skills

People working in higher-level jobs should have the following professional skills:

Career Development

- Learn new skills and take on different projects;
- Serve on work committees;
- Take initiative and work with little supervision;
- Understand the industry and common business practices;
- Align your work goals with the mission and vision of your employer; and
- Understand the different roles of co-workers.

Leadership

- Coach and mentor others
- Be willing to take risks and negotiation
- Motivate and direct people to work
- Demonstrate efficiency and simplify processes
- Save time and money for the company by analysing business needs and build partnerships and teams with coworkers.

Linking NSQF with NHEQF for Enhanced Employability

The NEP-2020 emphasised that a National Higher Education Qualification Framework (NHEQF) will be formulated, and it shall be in sync with the National Skill Qualifications Framework (NSQF), which was notified in December, 2013. Higher education qualifications leading to a degree/diploma/certificate shall also be described by the NHEQF in terms of learning outcomes. The

University Grants Commission (UGC) has come up with a draft NHEQF, which aligns with the NSQF and prescribes the facilitative norms for credit transfer and equivalence. The NSQF, with 10-levels and level descriptors, was developed for providing quality assurance in VET through standardisation of competencies across occupations in different sectors, uniformity in training delivery across various programmes or courses, flexibility in choice of modules/courses/programmes through a multi-entry and exit system and regulation of assessment and evaluation. These levels are as follows:

Levels 1-3 cover basic preparatory skills equivalent to primary and secondary education. These levels typically correspond to entry-level workforce participation.

Levels 4-5 align with ITI and diploma qualifications.

Levels 6-7 correspond to graduate and postgraduate qualifications. Level 6 (typical for Graduate Apprentices in non-engineering fields). Level 7 (typical for Beach/B.E. Graduate Apprentices).

Levels 8-10 cover advanced research and doctoral-level expertise.

Four categories of competencies are defined for each of the 10 levels:

- professional knowledge (depth, breadth, kinds, complexity),
- professional skill (cognitive, creative, communication, interpersonal),
- core skills (job-based methods, materials, tools, instruments), and
- responsibility (relationships, management, accountability).

Implementation of NSQF in India has strengthened the links between general and vocational education providing opportunities for vertical and horizontal mobility, labour mobility across employment sectors, standardisation of learning outcomes and a quality assurance system. Besides the government and private-run institutions, skill development programmes are being implemented under the NSQF through the PPP mode, steered by the National Skill Development Corporation (NSDC) and Sector Skill Councils (SSCs), under the Ministry of Skill Development and Entrepreneurship (MSDE).

All the formal and non-formal VET programmes are now governed through the NSQF.

The 4IR, which integrates processes vertically across the entire organisation, including processes in product development, manufacturing, structuring, and service, implies that the manufacturing sector will increasingly shift towards skill-intensive jobs, with digital technologies transforming production. New jobs will replace the traditional ones and the current job roles, and new business models will appear, which would require digitalisation.

Skill Gap and 4 Industry Revolution

It is the difference in the skills required on the job and the actual skills possessed by the employees need to be identified for occupations and high-technology manufacturing (smart manufacturing) and Knowledge-Intensive Service (KIS) industry. The 21st-century Indian workers need transferable skills and should be able to adapt to changes in technology, automation and digitisation. Besides vocational skills, the education system should be able to impart cognitive, social and behavioural skills, advanced cognitive skills, problem-solving skills, system thinking skills, etc. Companies will require skilled workers who are trained in Artificial Intelligence Algorithms, Machine Learning, Data Science, Cloud Computing and Internet of Things, Real Time Monitoring, Collaborative Robots (cobots), among others. The National Education Alliance for Technology (NEAT), which is being implemented by the All India Council for Technical Education (AICTE), aims to act as a bridge between EdTech companies, academic institutions and students. The initiative on the behest of the MoE, Government of India for making accessible the learning tools developed by EdTech platforms that can supplement classroom teaching as suggested by A Case Study of IT-ITES Sector done by NASSCOM estimates show that 1.5–2 million people (both fresh entrants and existing employees) need to be reskilled and upskilled—or 38–50% of the workforce in a sector that employs 3.9 million workers. As interlinkages between the IT/ ITES (IT enabled services) and manufacturing and other service industries grow, the demand for workers with expertise in advanced analytics and computing skills, along with subject matter expertise and higher non-cognitive skills, is expected to increase. NASSCOM noted the importance of subject matter

expertise in areas such as design, humanities, sociology, security, finance and payments.

The 4th Industry Revolution, which integrates processes vertically, across the entire organisation, including processes in product development, manufacturing, structuring, and service, implies that the manufacturing sector will increasingly shift towards skill-intensive jobs, with digital technologies transforming production. New jobs will replace the traditional ones and the current job roles, and new business models will appear, which would require digitalisation.

Vocational Skill Degree Programmes Offered by Universities

- The Government of Haryana has established the Shri Vishwakarma Skill University (SVSU) to facilitate and promote skill-based education, skill development, and entrepreneurship development in the various disciplines. The university aims to nurture the skill sets of students by focusing on industry-integrated skill programmes, including Diploma, Advanced Diploma, Post Graduate Diploma, Bachelor of Vocation (B.Voc.) and Master of Vocation (M.Voc.) programmes as per the National Skill Qualifications Framework (NSQF). The university has developed the Industry Integrated Dual Education Model (IIDEM), facilitating the concept of “Earn-While-Learn” wherein the students attain theoretical knowledge of the chosen discipline in the classroom setting within the university and acquire practical experience and earn a stipend during on-the-job training in the industry.
- The School of Vocational Studies (SVS) at Ambedkar University of Delhi (AUD) was established in 2017 as part of the university’s vision to reach out to youths of Delhi to help them pursue full-time or part-time tertiary education for acquisition of skills and quality livelihood. It offers four vocational programmes with multiple entry and exit options that lead to Certificate, Diploma, Advanced Diploma and Bachelor of Vocation (B.Voc.) degree in (i) Early Childhood Centre Management and Entrepreneurship, (ii) Retail Management, (iii) Tourism and Hospitality, and (iv) Accounting and Finance.
- The School of Vocational Education (SVE) of Tata Institute of Social Sciences, Mumbai, has imparted vocational education to around 20,000

students in 19 sectors, including agriculture, automotive, banking, financial services and insurance, electronics, healthcare, media and entertainment, pharmaceuticals, printing and packaging, and renewable energy across 90 locations spread over states. The courses in the B.Voc programmes at TISS-SVE comply with all the guidelines laid down by the UGC to match the NSQF requirements of levels 5, 6 and 7, with a Diploma at the end of the first year, an advanced diploma at the end of the second year and B.Voc. degree at the end of the third year. The curriculum includes general education courses as well as vocational theory and practical training. The time spent by students in getting practical training is 60 per cent relative to coursework, which covers the remaining 40 per cent. Students are evaluated using a credit system in which each theory credit and each practical credit corresponds to 15 hours and 30 hours of work, respectively. Students must take 6 credits in vocational theory, 12 credits in general courses, and 12 credits in practical work each semester, making a total of 30 credits spanning 630 hours, of which 360 hours are spent in receiving practical training. The approach adopted is called the Internship Embedded Skill Training Programme (IESTP), during which many students may also earn a modest stipend in select skill knowledge sectors. The aim of this 'Earn while you learn' model is to enable the students to learn the skill by engaging in an internship on the real shop floor of the industry/company along with theory taught in the classroom. Although a stipend is not mandatory for the Skill Knowledge Providers, TISS-SVE strongly encourages Skill Knowledge Providers (SKPs) to adopt this practice.

Indigenous Knowledge and Skills through 'Lok Vidya'

The ancient system of education was the education of the Vedas, Brahmanas, Upanishads and *Dharmasutras*. Sources of learning were drawn from various disciplines such as *Itihas*(history), *Anviksiki* (logic), *Mimamsa* (interpretation) *Shilpashastra* (architecture), *Arthashastra* (polity), *Varta* (agriculture, trade, commerce, animal husbandry) and *Dhanurvedya* (archery). Indian knowledge system (IKS) describes nine *Darshanas*, fourteen *Vidyas* as sources of knowledge and sixty-four Kalas as specialised arts and skills. In ancient

India, these skills were considered to be important for holistic development of a cultured individual. Learning these skills will help students to cultivate attentional skills (mindfulness, meditation, yoga, etc.), socio-emotional skills (e.g. compassion, empathy, teamwork, cooperation, etc.), systems thinking skills (interdependence, fairness, quality consciousness, care, etc.), besides the living skills, life skills and vocational skills.

According to NEP-2020, Lok Vidya, i.e., important vocational knowledge developed in India, will be made accessible to students through integration into vocational education courses, and India is to be promoted as a global study destination providing premium education at affordable cost, thereby helping to restore its role as a 'Vishwa Guru'. Ancient Indian universities, such as Nalanda and Takshashila, were offering holistic education with a unique blend of knowledge and skills. In order to attract students to an education system which helps students to develop vocational, social and emotional skills, India must remodel and rebuild current universities on the foundations of '*Indian Knowledge Systems*' and integrate advanced science, technology, social science, contemporary art, vocational crafts and humanities.

Concluding Remarks

Vocational skills should be built into the curriculum of the academic programs, and should not be imparted as a separate short-term skill development course after graduation. Such short-term courses may serve as refresher courses, but definitely do not help the graduates to acquire those skills in the first place. As discussed, there are many successful universities in our country which must be taken as role models by other universities to improve the employability of graduates via inculcating Vocational skills. A partnership between all the stakeholders of universities— Students, teachers, parents, alumni, employer, regulatory agencies and the government – is the need of the hour. A balance is needed in *Vocational skilling* which is the training in skills and teaching of knowledge related to a specific trade, occupation or vocation in which the student or employee wishes to participate, *Upskilling* that is providing training to improve a person's performance or closing skill gaps in their current job role; *Reskilling* is providing training to help a

person shift into a new role or adjust to a significant skill demand in the current job role.

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AIU Publication on

IMPLEMENTING NATIONAL EDUCATION POLICY–2020: A ROADMAP

By

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

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

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El Niño and Its Impact on the Indian Economy: The Role of Higher Education in Building Climate Resilience

K Praveena*

El Niño is a climatic phenomenon characterised by the periodic warming of sea surface temperatures in the central and eastern Pacific Ocean. Typically lasting between nine and twelve months, it significantly influences global weather patterns by altering precipitation, temperature, and atmospheric circulation. These changes can have far-reaching consequences for countries that are highly dependent on seasonal rainfall, such as India. India's economy relies heavily on the monsoon, which plays a crucial role in agriculture, water resource management, and overall economic stability. El Niño often weakens monsoon rainfall, leading to adverse impacts on agricultural productivity, food security, water availability, energy generation, inflation, and economic growth. As climate-related risks continue to intensify, strengthening resilience has become an urgent priority. Building climate resilience requires a comprehensive approach that includes scientific research, technological innovation, effective policy interventions, and human resource development. Higher Education Institutions (HEIs) have a vital role in this process by generating knowledge, developing climate-smart technologies, training skilled professionals, and promoting sustainable development practices. This article examines the nature of El Niño and its economic implications for India while highlighting the critical contribution of higher education institutions in enhancing climate resilience and fostering sustainable economic development. [Abstract]

Introduction

Climate change and climate variability have emerged as some of the most significant challenges confronting economies and ecosystems worldwide. Their impacts are particularly profound in developing countries, where climate-sensitive sectors such as agriculture, water resources, and rural livelihoods form the backbone of economic development. In India, the annual monsoon serves

as a critical determinant of agricultural productivity, food security, water availability, and overall socioeconomic well-being. However, the increasing frequency and intensity of extreme climatic events have exposed the vulnerability of these sectors, highlighting the urgent need for adaptive and resilient development strategies.

Among the various climate phenomena influencing India's weather patterns, El Niño stands out as one of the most consequential. Characterised by the abnormal warming of sea surface temperatures in the central and eastern Pacific Ocean, El Niño typically persists for nine to twelve months and significantly alters global atmospheric circulation and precipitation patterns. Historically, several major droughts and episodes of deficient monsoon rainfall in India have been associated with El Niño events. Such disruptions can adversely affect agricultural output, threaten food security, strain water resources, and hinder economic growth, thereby impacting millions of people whose livelihoods depend directly or indirectly on agriculture.

Addressing these challenges requires a multifaceted approach involving scientific research, technological innovation, informed policymaking, and capacity building. In this context, Higher Education Institutions (HEIs) play a pivotal role in advancing climate resilience and sustainable development. Through research and innovation, universities contribute to the development of climate-smart technologies, generate evidence-based policy recommendations, and cultivate the skilled professionals and future leaders needed to address complex environmental challenges. Understanding the relationship between El Niño, economic development, and the role of higher education is therefore essential for building a resilient and sustainable future for India.

Understanding El Niño

El Niño is a naturally occurring climate phenomenon characterized by the periodic warming of sea surface temperatures in the central and eastern tropical Pacific Ocean. It is a phase of the El Niño–

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Southern Oscillation (ENSO) cycle and typically occurs every two to seven years, lasting between nine and twelve months. The warming of ocean waters disrupts normal atmospheric circulation patterns, leading to significant changes in global weather conditions. These changes can result in droughts, floods, heatwaves, and altered rainfall patterns in different parts of the world. In India, El Niño is often associated with weaker monsoon rainfall, which can adversely affect agriculture, water resources, food production, and economic growth. Since millions of people depend on monsoon-driven agriculture, the impacts of El Niño can be far-reaching. Understanding and monitoring El Niño is therefore essential for climate forecasting, disaster preparedness, and developing strategies to reduce its socioeconomic and environmental consequences.

Importance of the Monsoon for the Indian Economy

The Indian monsoon is far more than just a seasonal weather pattern; it is a vital economic lifeline. With nearly 47 per cent of India's farmland depending on these rains, the monsoon does much more than just water the crops. It refills essential reservoirs, sustains agriculture, maintains groundwater levels, and directly supports the well-being of the rural population.

Because agriculture is such a massive source of income and employment for rural households, the success or failure of the monsoon has a massive ripple effect. It dictates crop yields, influences food prices, affects consumption patterns, and ultimately shapes the country's broader economic performance. Consequently, any disruption to monsoon rainfall can trigger widespread economic consequences.

Even though India's economy has transformed significantly in recent decades, agriculture still acts as a cornerstone for industrial production, rural spending, and managing food inflation. This is why the impact of phenomena like El Niño isn't confined to the farming sector alone; its effects reach deep into various other sectors of the economy as well.

Impact of El Niño on Agriculture

Agriculture is the sector that is at most risk when El Niño leads to a shortage of rainfall. A lack of monsoon rain often causes the soil to dry out prematurely, which delays sowing seasons and ultimately lowers crop yields. Major staples like rice, wheat, pulses, sugarcane, cotton, and oilseeds

all suffer when rains are inadequate. Farmers face a double blow during El Niño years: they deal with lower harvests while simultaneously facing higher production costs due to the need for extra irrigation. This burden falls hardest on small and marginal farmers, who often lack the financial cushion and irrigation infrastructure needed to cope.

When harvests fail, farm incomes plummet, often driving farmers into a cycle of debt. If these droughts drag on, the resulting rural distress can trigger large-scale migration. Since agriculture is a backbone for much of the population, any significant dip in production can deeply impact India's economic well-being and social stability.

Livestock production also takes a hit, primarily due to the scarcity of water and fodder. Furthermore, during prolonged dry spells, secondary income sources in rural areas—such as dairy farming—often see a sharp decline in productivity.

Food Security and Inflation

One of the immediate economic consequences of a drop in agricultural production is food inflation. When crop yields fall, the market supply tightens, driving up the cost of essential staples like grains, vegetables, fruits, and pulses. According to the Price Index Press Release (2026), food inflation has been climbing, hitting 4.2% over the last three months—a trend that is fueling worries about a potentially weak monsoon.

This rising cost of food hits low-income families the hardest. Because they spend such a significant portion of their earnings on groceries, inflation directly undermines their ability to afford necessities. As prices climb, purchasing power drops, which can trap more people in poverty and lead to widespread malnutrition.

Impact on Water Resources

Another significant impact of El Niño dry spells is water shortage. When rainfall decreases, reservoir levels decrease, groundwater recharge is reduced, and river flow is impacted.

There is already a high level of water stress in many parts of India. The competition for scarce water increases between agriculture, industry and domestic use in El Niño years. Water shortages can affect irrigation systems, industrial processes and urban water supply systems. The water table is projected to be decreasing in the long term and is a

sustainability concern. In periods of drought, over-removal of groundwater can lead to environmental degradation and lower water supply in the following year. Water scarcity can have significant economic impacts, such as reduced yields, industrial losses, and poor health. A jolt to the production structure of the rural economy.

The Heat Economy

Long and punishing summers reduce the productivity of workers who cannot escape outdoor exposure - construction labourers, delivery riders, street vendors and agricultural workers. Climate change will affect them the most since they have the least protection and economic security. A hotter India is not merely a warmer India; it is an India where earning a livelihood becomes increasingly difficult, heat stress lowers productivity, reduces working hours and output and deepens income insecurity for millions who depend on daily wages.

Effects on the Energy Sector

Climate variability is also a threat in the energy sector. Hydroelectric power is based on the availability of water in reservoirs and rivers. Dry years may lead to less electricity generation from hydroelectric power plants and more from thermal and fossil fuel power plants.

Increased energy prices could impact industry competitiveness and consumer spending. Also, a huge amount of water is demanded for cooling purposes in thermal power plants. Water shortages can thus limit the production of electricity and exacerbate energy insecurity.

Overall Effect

Agricultural losses, food inflation, water scarcity and energy issues can impact broader economic growth when they are all combined. Falling farm incomes can lead to lower consumption by the rural population, thereby influencing demand for consumer goods, vehicles, building materials and services. Industries relying on agricultural raw materials may suffer from a lack of supply as well as a rise in production costs.

Rising spending on drought relief, crop insurance, food subsidy and jobs programmes could also impose a strain on government finances. These spending are essential, but can place a strain on finances and influence priorities for future development. Thus, El Niño cannot only be

considered as an environmental phenomenon but also an important economic risk, and as such, it must be taken into account when planning national development.

Climate Resilience: A Strategic Necessity

Climate change-related shocks are becoming more and more common, making resilience a top priority for India. Climate resilience is the ability of individuals, communities, institutions and economies to anticipate, prepare for, respond to, and recover from climate shocks. Scientific research and development, technological innovations, sustainable use of resources, institutional strengthening and public awareness are all important elements of effective resilience strategies. HEIs can play a role in all these dimensions with their teaching, research and community engagement activities.

Role of Higher Education in Building Climate Resilience

Advancing Climate Research

The role of universities and research institutions is important in understanding the climate system and enhancing prediction skills. Climate scientists carry out studies of atmospheric processes, monsoon systems, ocean circulation and extreme weather phenomena. Good climate models and forecasting support improved government and farmer choices in crop selection, water use and disaster preparation. Accurate seasonal forecasting can help minimise uncertainty and enhance sectoral resilience. Collaborations between universities, meteorological agencies and international organisations further enhance scientific understanding and knowledge sharing.

Promoting Agricultural Innovation

The development of drought-resistant crops and climate-smart farming methods is an important contribution of agricultural universities to climate adaptation. The use of research in biotechnology, genetics, agronomy, and soil science can yield crops that are less water-intensive and better adapted to heat and cold. The use of precision agriculture technologies, such as remote sensing, drones, and artificial intelligence, helps to optimise resource use.

Higher education institutions also provide extension services that disseminate research results to farmers. Universities contribute to strengthening

agricultural productivity and resilience by sharing their knowledge and innovative technologies.

Improve Water Resource Management

Water management is an important issue of climate adaptation. Engineering and environmental science departments can create new solutions for water conservation, rainwater harvesting, recharge of groundwater resources and re-use of wastewater. Integrated water resource management studies can be used to develop policies to balance agricultural, industrial and domestic water needs. Smart irrigation systems and digital monitoring technologies can help optimise water use and minimise water loss. Interdisciplinary research can contribute to sustainable water governance and future water security in universities.

Developing Skilled Human Capital

Universities get future professionals ready. They train policymakers, researchers, and entrepreneurs. Climate resilience needs many skills. Environmental science, meteorology, engineering. Economics, public policy, agriculture. Disaster management too. Universities put sustainability and climate studies in their courses. Students get knowledge and skills from this. They can face new challenges. Climate-trained graduates help out. They work for government. Research groups, NGOs. Private companies also use them. These groups do adaptation and sustainability work.

Supporting Evidence-Based Policy Making

Good climate adaptation means smart policy choices. Universities do important research. Policymakers use it. They look at risks. Check economic impacts. Design the right actions. Academic researchers do economic studies. They find weak spots. Figure out the costs and benefits of adaptation plans. This evidence builds good policies. For farming, water. Disaster prep, protecting the environment. Universities bring people together. Scientists and policymakers talk. Industry reps, civil society groups join in.

Encouraging Innovation and Entrepreneurship

Higher Education Institutions (HEIs) serve as vital hubs of innovation and entrepreneurship, fostering the development of creative solutions to pressing climate challenges. By supporting startups, technological advancements, and interdisciplinary research, universities contribute significantly to

the emergence of climate-resilient innovations in areas such as renewable energy, water conservation, weather forecasting, precision agriculture, and sustainable infrastructure. Through incubation centres, innovation labs, and entrepreneurial ecosystems, HEIs nurture the growth of climate-focused technologies that promote both economic resilience and environmental sustainability. Furthermore, entrepreneurship programmes encourage students and researchers to transform academic knowledge and scientific discoveries into practical, market-oriented solutions. By bridging the gap between research and real-world application, universities empower future innovators to address complex environmental issues while driving sustainable economic development.

Enhancing Community Engagement

Higher Education Institutions (HEIs) play a crucial role in strengthening community resilience by actively engaging with local communities and promoting public awareness of climate-related challenges. Through outreach initiatives, universities can educate farmers, local government officials, and citizens about climate risks and effective adaptation strategies. Workshops, training programs, and extension services help disseminate valuable knowledge on weather forecasting, sustainable resource management, and climate-resilient practices. Such initiatives empower communities to make informed decisions, adopt environmentally sustainable practices, and better prepare for extreme weather events and climate-related uncertainties. By bridging the gap between scientific research and practical implementation, community engagement ensures that knowledge is translated into meaningful action, thereby enhancing adaptive capacity and fostering long-term resilience at the grassroots level.

Policy Recommendations

To maximise the contribution of higher education to climate resilience, several policy measures should be considered:

1. Increase public investment in climate research and innovation.
2. Strengthen collaboration among universities, government agencies, and industry.
3. Integrate climate education across disciplines and educational levels.

4. Support interdisciplinary research centres focused on climate adaptation.
5. Expand funding for climate-smart agricultural research.
6. Promote university-led community outreach and extension programs.
7. Encourage climate entrepreneurship through incubation and startup support.
8. Develop national and regional networks for climate knowledge sharing.
9. Enhance digital infrastructure for climate monitoring and forecasting.
10. Foster international collaboration on climate science and adaptation research.

Conclusion

El Niño represents one of the most significant climate-related challenges affecting India. Through its influence on monsoon rainfall, it can disrupt agriculture, increase food inflation, intensify water scarcity, affect energy production, and slow economic growth. As climate variability becomes more pronounced, the need for proactive adaptation and resilience-building measures becomes increasingly urgent.

Higher education institutions possess the intellectual, scientific, and technological capacity to play a transformative role in addressing these challenges. Through research, innovation, education, policy support, and community engagement, universities can contribute significantly to climate resilience and sustainable development.

The future resilience of the Indian economy will depend not only on government interventions but also on the ability of higher education institutions to generate knowledge, foster innovation, and prepare society for a changing climate. By investing in higher education and climate research today, India can strengthen its capacity to withstand future El Niño events and ensure sustainable economic growth for generations to come.

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Roots and Wings : Finding Balance between Progressive Expansion and *Dharmic* Convergence

Justice Dinesh Maheshwari, Chairperson of the Law Commission of India and former Judge of the Supreme Court, delivered the Convocation Address at the 9th Convocation Ceremony at the Central University of Karnataka, Kalaburagi, Karnataka on November 08, 2025. He said, *“Now that you are all ready to step into the next phase of your lives, remember that your degrees and your education are not yours alone. They carry the hopes of the entire nation. Your knowledge is not truly yours. They are the instruments of reform in society. The future of your motherland now rests in your hands. You’re not stepping out as mere graduates, but as architects, visionaries and reformists who are going to build the future of this nation on the foundation-stones of curiosity and compassion.”* Excerpts

There are certain moments in life when time seems to pause, allowing the learnings of the past and the aspirations for the future to converge into a radiant moment of singularity before expanding once again. This convocation is one such moment of reflection. It marks years of hard work and discipline, culminating not in an end, but in the beginning of a journey of progression.

Imagine the Samudra Manthan, the churning of the cosmic ocean by Devas and Asuras. For days, the ocean roiled with chaos - ambition, conflict, and uncertainty. But then, from that turbulence emerged Amrita, the nectar of immortality; a singular, radiant moment when divine purpose crystallised from collective struggle. That moment of emergence again represents singularity. It is not passive and, in our parlance, it is earned through churn – of information, intellections, ideas, identities and even ideals.

The Meaning of Roots and Wings

Today, as we celebrate the start of a lifelong quest for meaning, purpose, and impact, it is befitting to reflect on the idea of ‘ROOTS’ - our solid foundation; and ‘WINGS’ - the symbol of infinite possibilities.

This metaphor is not bound to any one culture but resonates universally. As we gather here, let us reflect not only as individuals but as members of a shared humanity.

All over the world, people strive to balance the security offered by their heritage with the allure of unexplored opportunities. In our tradition, the concept of ‘*Vasudhaiva Kutumbakam*’—the world is one family—reminds us that our roots are not merely anchors to the past, but sources of empathy and understanding. These roots nurture us, instilling

a sense of responsibility and compassion, even as we dream of venturing beyond familiar horizons.

At this pivotal juncture, it is essential to embrace both the security of our origins and the promise of new possibilities. This dual imperative encourages us to recognise that, while our individual journeys may be unique, they are innately woven into the fabric of a shared collective destiny. Let us move forward, guided by the spirit of *Vasudhaiva Kutumbakam*, with the awareness that the paths we choose are both personally meaningful and collectively useful.

Expansion and Convergence: The Cosmic Analogy

Almost a century ago, scientists, particularly Edwin Hubble, made an extraordinary observation where he saw that the light from different galaxies red-shifted, meaning they were moving away from us.

This led to proving that the universe itself is expanding and to the discovery that the universe is ever-growing, with stars and galaxies drifting apart. This laid the foundation for the Big Bang Theory, which postulates that the universe began as a singularity and has been expanding ever since. Later discoveries like cosmic microwave background radiation confirmed this model and introduced concepts like dark energy, which accelerates expansion.

Dear students, your journey too mirrors this cosmic expansion. As you step beyond these familiar walls, you will be excited to expand and explore your dreams and face the challenges of a new world. Yet, just as every cosmic expansion has a point of convergence, so too does life remind us of unity before growth. Today is that convergence point—a

moment to pause and remember the roots that have made you whole.

Purpose, Values, and the True Measure of Success

Dear student achievers, the journey ahead will be filled with manifold possibilities; however, your expansion must always be anchored in purpose and values. The real measure of success lies not in how far you travel in life, but in how deeply you remain rooted, enabling not just movement forward, but true progress. As you proudly walk forward in your academic regalia, you carry not only your degrees but also new possibilities and higher responsibilities on your shoulders.

From Knowledge to Wisdom: The Call for Conscience

Consider this as your rebirth, where life demands from you something beyond knowledge—your wisdom. The journey ahead calls for an appreciation of the difference between achievement and success. It demands the awakening of your conscience. As you step out of the university, you will face not just professional challenges, but also moral choices—the choices between right and wrong, the choices of *Dharma*. With each step, you will be tested on the touchstone of *Dharma*.

Friends, in this age of rapid transformation, it is the values you hold that will shape and build society for yourself and future generations.

Now that you have acquired basic knowledge, you must strive to merge it with the ethical and emotional dimensions of *Dharma*, carrying forward the legacy of righteousness. What *Bharat* did in *Ramayana* is hugely instructive. Though Kaikeyi secured the promises of Ram's exile and *Bharat*'s coronation, *Bharat* refused the throne. He placed Ram's sandals on it and ruled as regent until Ram's return. *Bharat* exemplified two of the greatest values for any meaningful human being: Courage to reject power that came through injustice; and Discernment to honour the spirit of *Dharma* over technicalities.

Understanding *Dharma* : The Guiding Light

The time-honoured Indian values articulated in the *Vyavahaar Dharma Shastra* are deeply rooted in the concept of '*Dharma*'—a notion that commands profound respect and enduring relevance. To confine *Dharma* within a simple definition is akin to trying to capture the boundless sky in the palm of one's hand

or attempting to bottle the ever-changing currents of a mighty river—each attempt falls short, for *Dharma* is a living, dynamic ideal that continually adapts and evolves with the passage of time. It is not a static doctrine but the very essence and sustaining force behind all systems of morality and ethics, guiding both personal conduct and the responsibilities of rulers.

Dharma is what shapes and fortifies one's character. *Dharma* is not just about law—it is about moral integrity and self-restraint, which serves as an unwavering beacon in the journey of life. With each generation, *Dharma* evolves anew, giving individuals self-worth and dignity.

However, the metrics of dignity have shifted in the age of technology— from 'who we truly are' to 'how we appear before the world', leading to a search for virtual validation. In this scenario, dignity must not be merely a principle for the new generation but an integral practice and essence of life. The golden letters of our Constitution use the expression 'FRATERNITY' in conjunction with 'assuring the dignity of the individual', underscoring its importance as a guiding spirit, not just a principle.

Growth through Culture, Surroundings, and Collective Conscience

Growth never happens in splendid isolation; it is rooted in many factors. You are shaped by your inherited culture—your roots; and your environment—your wings. Both are essential for building your personality and, beyond that, your character. As you leave university, remember that no one can grow and flourish alone. Each one of us is connected in the cohesive fabric of society, where we lift, motivate, and strengthen one another. The strength of your growth lies in this interwoven collective conscience.

Our ancient roots did not encourage an individualistic approach to success; rather, righteousness was to be aspired for and achieved for the collective welfare. The Rig Veda prayer—*samgachhadvam samvada-dhvam sam vo manamsi janatam*—guides us to move together, speak together, and align our minds in harmony. This principle of collective harmony is inscribed in the Constitution's preamble as 'FRATERNITY'.

In the digital era, where algorithms and codes can divide and isolate, fraternity becomes the next frontier, replacing the myopic spirit of 'I' with the

farsighted spirit of 'WE'. Because true success is not measured by who wins the race, but by how many we lift in the process.

Discernment, Critical Thinking, and Compassion

In the digital age, the greatest tool you can possess is not your degree, but your discernment—the ability to understand the values of sharing, and to know what, how much, and when to share. In a world of artificial intelligence, be the people who demonstrate authentic intelligence, infused with ancient insights.

This also highlights an essential pre-requisite for success and growth:

Critical Thinking, or the 'power of why'. Albert Einstein once said, "The important thing is not to stop questioning. Curiosity has its own reason for existing."

As availability of, and accessibility to, information have increased, the true mark of intelligence has shifted from 'how much you know' to 'how deeply you question'. The most powerful word in your journey is 'why'. It transforms knowledge into understanding and propels you to greater heights. This was the same spirit that led Arjuna to ask questions about *Dharma* on the battlefield and inspired Galileo and Hubble to look towards the sky. It bridges confusion and clarity, helping each of us seek purpose behind our actions.

In this generation, where almost everything can be downloaded instantly, knowledge and wisdom remain exceptions—they require years to cultivate and imbibe. Therefore, critical thinking is not merely a skill by choice, but an existential principle.

Yet, we need to balance it with compassion; be critical, not always a critic; be inquisitive, but never cynical. When you question with sincerity and respect, you carry forward the heritage of values and truly graduate from a civilisational legacy.

The Onset of a New Journey

Friends, this moment is not about how much light you have absorbed, but about how much you can now emit. And remember, the colour of an object is the light that it reflects and any object that does not allow any light to escape becomes a black hole. As you move forward, emitting the brilliance of knowledge, let critical thinking be your telescope aiming skywards; let fraternity bind your success to the collective upliftment of all; and let dignity be assured through your selfless acts of service. We

always need to remember that behind every click, byte & algorithm are people whose inherent worth and dignity must be preserved. If we succeed in this, the digital age will be one of empowerment, not alienation.

India is standing at the cusp of reclaiming the rightful glory. Marking its remarkable place as the fourth largest economy, it has now emerged as a digital powerhouse globally. Let us strive to build a digital India that connects and uplifts us, protecting both our data and our humanity. Let us judge progress not by the intelligence of machines, but by how steadfastly we uphold human dignity—both online and offline.

Among many Fundamental Duties that the Constitution expects from us, one of the most significant is the one that asks us to cultivate the triad of the spirit of inquiry, reform and scientific temper, grounded in humanism. Where the spirit acts as the pulse of the nation's progress and also as a navigator driving innovation and discovery; and where humanism reminds us that the purpose of knowledge never lies in conquest but in the service of others. Thus, knowledge when hoarded is powerless. It rises to its true noble worth when used for reforming and uplifting others.

Now that you are all ready to step into the next phase of your lives, remember that your degrees and your education are not yours alone. They carry the hopes of the entire nation. Your knowledge is not truly yours. They are the instruments of reform in society. For, the future of your motherland now rests in your hands. You're not stepping out as mere graduates, but as architects, visionaries and reformists who are going to build the future of this nation on the foundation-stones of curiosity and compassion.

Karnataka: The Dance of Tradition and Change

Karnataka has always been quietly radical. This State gave the world 'zero' and now gives the world AI engineers. It taught devotion through Dasa Sahitya and now teaches design thinking in global classrooms. From the development of jurisprudence in Maraturu to the tech-boom in Whitefield, from the ecological wisdom of the Western Ghats to civic activism in Bengaluru—Karnataka demonstrates that tradition and change are not on opposite banks of the river of progress. They are dance partners, waves & wavelengths, each giving meaning to the other.

A Call to Students, Teachers and Parents

Dear students, now that you are not merely degree holders, but torchbearers, be rooted in empathy, equity, and ethics, and fly with imagination, innovation, and integrity. Your wings are your curiosity, courage, and compassion. They are the startups you will build, the communities you will serve, and the questions you will dare to ask.

But as we celebrate achievement, we must also be grateful for the lessons imparted both inside and outside the classrooms. It is the teachers who have ploughed and nourished your minds. They have given direction to your thoughts, and platform to your dreams. They have trusted the unseen inside you; they have instilled their faith in the unaccomplished within you and have patiently shaped the future for you. No convocation could ever conclude without paying tribute to that lineage of light. The greatest tribute that you can offer to them is carrying their legacy, dreams, and reflections in your hearts.

Because, by igniting the spirit of inquiry in your minds, a teacher not only shapes but awakens your soul, and with every soul they awaken, they awaken the nation.

A word for respected teachers: Sincere thanks for yeoman services— *nishkama karma*—that you have implanted these saplings in the garden of society. But and however, your job does not end here. Your responsibilities extend beyond this initial guidance; it is essential that you continue to embody exemplary conduct for your students through your actions and decisions. In doing so, you will inspire them to achieve accomplishments that reflect positively on your mentorship.

Another word of gratitude is definitely due to supporting staff. In whatever capacity you have

served, your dedication in taking care of the students will always be deeply remembered by them and by all of us. Thank you so very much.

Of course, another word is due for parents and guardians: believe in your children and wards—nourish their roots and have faith in their flights. They are promises of a better tomorrow.

Conclusion

Once again, congratulations to all.

Dear students, go ahead with roots and wings. Karnataka—and the world—awaits your flight. Remember: wings without roots drift, roots without wings wither. As you step into the world, dream meaningfully and act purposefully.

Also remember the pearls of wisdom from Dr. A.P.J. Abdul Kalam, who said, “Have an aim in life, continuously acquire knowledge, work hard, and have the perseverance to realise the great life.” Also remember that the world needs more visionaries, healers, and bridge-builders— those who can approach old problems with new eyes, and stand as beacons of hope.

And yes, in the journey ahead, when the world asks, “Where are you from?” - do not just mention your city. Say, “I come from Karnataka in India—a place where tradition is not a cage, but a compass; and where change is not chaos, but choreography.”

Let your journey inspire, and your light illuminate the path for those who follow.

Stay curious, stay humble and never stop questioning.

Jai Hind. God bless you all.



Invitation to Authors

Authors are invited to contribute articles on contemporary issues in higher education in general and Indian higher education in particular for publication in the ‘University News’. The articles addressing the Editor University News be sent as an e-mail attachment in MS WORD to: unaiu89@gmail.com; ramapani.universitynews@gmail.com; universitynews@aiu.ac.in.

Dr Sistla Rama Devi Pani, Editor

CAMPUS NEWS

National Seminar on Reimagining Teacher and Teacher Education

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

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

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

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

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

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

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

and Prof. Partha Sarathi Mallik, Head, School of Education, Gangadhar Meher University, Sambalpur spoke on the theme ‘Theoretical Perspectives on Technology Integration in Teacher Education: Design, Processes, and Contexts’. The plenary sessions offered rich academic insights and set a strong intellectual foundation for the subsequent technical deliberations.

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

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

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

alignment with NEP- 2020 and the national vision of *Viksit Bharat@2047*.

International Conference on Computational Intelligence and Sustainable Communication Systems

A two-day ‘International Conference on ‘Computational Intelligence and Sustainable Communication Systems’ is being jointly organised by the Department of Computer Science & Engineering, Information Technology and Allied Branches, Meerut Institute of Engineering & Technology, Meerut, Uttar Pradesh from December 04-05, 2026.

Computational Sciences, Data Sciences, and Artificial Intelligence & Machine Learning (AI&ML) are the driving forces behind transformative growth across industries. Advanced computational intelligence enables solutions for complex tasks such as knowledge retrieval, large-scale simulations, automation, device control, and efficient data management. It also deepens scientific understanding through mathematical modelling and high-performance computing. With Computational Intelligence and Communication at the core of modern AI & ML advancements, the event will provide a platform for Researchers, academicians and professionals to explore these domains to develop sustainable, innovative solutions and real-world applications. The Tracks of the event are:

Track 1. Artificial Intelligence and Machine Learning

- Deep Learning and Neural Networks.
- AI Ethics, Fairness, and Bias Mitigation.
- Explainable and Transparent AI.
- AI in Real-Time Applications and Embedded Systems.
- Healthcare and Biomedicine (e.g., Drug Discovery, Diagnostic AI).
- Financial Technologies (FinTech) and Algorithmic Trading.
- AI and Data Science in Climate Change and Sustainability.

Track 2. Data Science and Analytics

- Data Mining and Predictive Analytics.
- Big Data Technologies and Frameworks (Hadoop, Spark, etc.).

- Data Visualisation and Information Design.
- Data Privacy, Security, and Governance.
- Statistical and Probabilistic Models.
- Applications of Data Science in Industry (e.g., Healthcare, Finance, Marketing).

Track 3. Computer Vision and Image Processing

- Object Detection and Recognition.
- Image Segmentation and Scene Understanding.
- Video Analytics and Motion Analysis.
- Applications of Computer Vision (e.g., Medical Imaging, Autonomous Vehicles).
- Augmented Reality (AR) and Virtual Reality (VR) in Computer Vision.

Track 4. Natural Language Processing and Speech Recognition

- Sentiment Analysis and Opinion Mining.
- Machine Translation and Cross-Language Models.
- Speech Recognition and Synthesis.
- NLP Applications in Chatbots and Virtual Assistants.
- Transformer Models and Advances in NLP.

Track 5. Cybersecurity and Privacy in AI and Data Science

- Threat Detection and Response using AI.
- Secure Machine Learning and Adversarial Models.
- Blockchain and Distributed Ledger Technologies.
- Cryptography and Privacy-Preserving Data Mining.
- Trustworthy AI and Ethics in Data Science.

Track 6. Emerging Technologies in Computing and Sustainable Communication Systems

- Quantum Computing and Quantum Machine Learning.

- Internet of Things (IoT) and Smart Systems.
- Autonomous Systems and Control.
- 5G and 6G Communication Networks.
- Biometric Security and Authentication.
- Cloud Computing and Infrastructure.

For further details, contact the Organising Secretary, Meerut Institute of Engineering & Technology, Baghpat Road Bypass Crossing, Meerut – 250005, Uttar Pradesh, through Mobile No: 09412837080, and E-mail: icciscs.2026@miet.ac.in. For updates, log on to: <https://www.miet.ac.in/icciscs-2026>



JAWAHARLAL NEHRU MEMORIAL FUND
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JAWAHARLAL NEHRU SCHOLARSHIPS
FOR DOCTORAL STUDIES

Jawaharlal Nehru Memorial Fund, Teen Murti House, New Delhi-110011 invites applications for Jawaharlal Nehru Scholarships for Doctoral Studies for the year 2026. Eighteen scholarships (UR-6/SC-3/ST-1/OBC-5/EWS-2/PwD-1) will be offered to Indian Nationals and two scholarships to Nationals of other Asian countries for Ph.D. studies in India from 1 April 2027 for up to 2 years. The subjects covered are: Indian History & Civilization, Sociology, Comparative Studies in Religion & Culture, Ecology & Environment and Economics. Application forms can be downloaded from our website or obtained from the JNMF office. Duly filled in forms should reach the JNMF office latest by 31 August 2026. Further details such as stipend and other terms and conditions will be available in the Information Sheet in our website: www.jnmf.in; Email: jnmf1964@gmail.com

Administrative Secretary

THESES OF THE MONTH

SOCIAL SCIENCES

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

Commerce

1. Bashir, Syed Farhat. **Effect of workplace bullying on the workplace deviance behaviour among the private school teachers in Jammu and Kashmir: Testing the mediating role of neuroticism.** (Prof. Riyaz Ahmad Rainayee), Department of Commerce, University of Kashmir, Srinagar.
2. Shabraiz. **Impact of perceived justice of service recovery on repurchase intentions in online retailing in Jammu and Kashmir: Testing the mediating role of commitment.** (Prof. Mushtaq Ahmad Bhat), Department of Commerce, University of Kashmir, Srinagar.
3. Shruthi, R. **An evaluation of pension schemes of organized and unorganized sectors: A case study of selected pension schemes in Karnataka.** (Dr. Venkatesh S), Department of Commerce, Kuvempu University, Shankaraghatta.
4. Vegad, Amitkumar Bhagavanjibhai. **Impact of financial leverage on cost of capital and valuation of firm of selected FMCG companies of India.** (Dr. A K Chakrawal), Department of Commerce, Saurashtra University, Rajkot.
5. Vohra, Ruchi. **Impact of environmental social governance with reference to socially responsible investment decisions in India.** (Dr. Shenbagavalli T), Department of Commerce, Jain (Deemed-to-be University), Bangalore.

Economics

1. Demesse, Bruck Mekonnen. **Food inflation and households' income: A study on Dire Dawa City of Ethiopia.** (Dr. Uma M H), Department of Economics, Jain (Deemed-to-be University), Bangalore.
2. Sharma, Nandini. **Sustainable and holistic approach of waste management of temples of Mathura and Vrindavan through social entrepreneurship and green temple initiatives.** (Dr. Bhawna Johri), Department of Applied Business Economics, Dayalbagh Educational Institute, Agra.
3. Swaroop, Shaswat. **Study of socio-economic dynamics of textile weavers of Bihar with special reference to Bhagalpur textile cluster.** (Dr. Saurabh Mani), Department of Applied Business Economics, Dayalbagh Educational Institute, Agra.

4. Varghese, Liya. **An analytical study on fiscal health of Indian states.** (Prof. Swami Prasad Saxena), Department of Applied Business Economics, Dayalbagh Educational Institute, Agra.
5. Yadav, Bhavna. **Dividend policy and its impact on market price of shares a study of selected Indian information technology sector firms.** (Prof. Swami Prasad Saxena), Department of Applied Business Economics, Dayalbagh Educational Institute, Agra.

Education

1. Anshu Rani. **Madhyamik istar ke vidyarthiyoan kee samvegik paripaktavta tatha atmbodh par e-learning ke prabhav ka adhyayan.** (Dr. Chetan Pyari), Department of Foundations of Education, Dayalbagh Educational Institute, Agra.
2. Bains, Barkha. **Naturalistic intelligence and eco-centric affinity among pupil teachers: An empirical study with reference to paradigm of institutional eco system.** (Prof. Savita Srivastava), Department of Foundations of Education, Dayalbagh Educational Institute, Agra.
3. Chavda, Jaydipsinh Ajitsinh. **A study of verbal reasoning ability of higher secondary school students in context to some variables.** (Prof. Gunjan U Shah), Faculty of Education, Swaminarayan University, Gandhinagar.
4. Durgesh Kumari. **Sarkari evam gair sarkari uchw maddhiyamik vidhyalayoan mein vigyan kee prayogshala kee gunhvatta ka sarvekshnatamak adhyayan.** (Dr. Jay Prakash Singh), Department of Education, Jain Vishva Bharati Institute, Ladnun, District Nagaur.
5. Jeyam, R. **Effect of ICT integrated ethnomathematical teaching on metacognitive skills, numerical ability, problem solving ability and creativity among secondary students.** (Prof. Lajwanti and Prof. D Vasanta Kumari), Department of Foundations of Education, Dayalbagh Educational Institute, Agra.
6. Joshi, Shakuntala. **Ramayan mein nihit paryavaran shiksha aur mulaye shiksha ka vishleshnatamak adhyayan.** (Prof. B L Jain), Department of Education, Jain Vishva Bharati Institute, Ladnun, District Nagaur.

7. Lalramengmawia. **Psychological security, self-efficacy and learning capability of Chin refugee children in Mizoram.** (Dr. Kabita Kumari), Department of Education, Mizoram University, Aizawl.
8. Lalremsangi. **Teaching learning practices of Mizo subject at secondary schools in Mizoram.** (Dr. Sian Lalchhandami), Department of Education, Mizoram University, Aizawl.
9. Mittal, Kush. **Effect of hybrid learning on academic achievement well being and parental involvement of secondary students.** (Prof. Savita Srivastava), Department of Foundations of Education, Dayalbagh Educational Institute, Agra.
10. Panda, Subhankar. **ŌdiśaRājyāntargatēsu purīmandalasthamahāvidyālayēsu adhīyānānām samskr̥tacchātrānām ātmasampratyaya-ātmaviśvāsayōradhyayanam.** (Prof. Ramakanta Mishra), Department of Shikshashastra, Central Sanskrit University, New Delhi.
11. Pandey, Ankur. **Bhōpālajanapadiyamahāv idyālayānām vyāvasāyikapāthyakramēsu adhyayanaratacchātrānām ādhyātmikamūlyānām sāmājikadaksatānām ca sandarbhe Jīvanagunavattāyāh adhyayanam.** (Dr. Krishnakant Tiwari), Department of Shikshashastra, Central Sanskrit University, New Delhi.
12. Pundale, Seema Hrishikesh. **Effectiveness of S-Armed Model for enhancing emotional intelligence of pre-sea merchant navy cadets.** (Dr. Namrata Kamble), School of Education and Research, MIT Art, Design and Technology University, Pune.
13. Rathore, Kapil. **Inputs and process of pre-service teacher training in teacher education institutions of Rajasthan.** (Prof. Manas Ranjan Panigrahi), Department of Education, Sangam University, Bhilwara.
14. Sahoo, Lipun. **A study on the effect of early childhood care and education on developing foundational literacy and numeracy skills of tribal children in the Kalahandi District of Odisha.** (Dr. Anuradha Supekar), Department of Education, Samrat Vikramaditya Vishwavidyalaya, Ujjain.
15. Subhashini, Jayabala Girish. **Design a teaching learning module for in service vocational education teachers.** (Dr. Priya Singh), School of Education and Research, MIT Art, Design and Technology University, Pune.
16. Sweta. **Madhiyamik star par vigyan shikshan mein avdharna manchitran ka prakriya kaushaloan ke vikas tatha shaikshik uplabdhhi par prabhav ka adhyayan.** (Dr. Anjali Suhane), School of Education, Indira Gandhi National Open University, New Delhi.
17. Verma, Jyotshna Kumari. **Varishthamādhyāmikavidyārthinām samāyojanasya śaiksikopabdheśca sandarbhe abhibhāvakaīh saha tesām manah sāmājikadvandvasya adhyayanam.** (Prof. Kuldeep Sharma), Department of Shikshashastra, Central Sanskrit University, New Delhi.
18. Vishwakarma, Arti. **Snatak star par sanchalit vibhin udhmita pathaykramoan mein adhyayanrat vidyarthiyoan kee udhmita pratibha, vyavasayik aakansha, jokhim lene ki shamta evam udhmi swa-prabhavkarita ka tulnatamak adhyayan.** (Dr. Kalpana Gupta), Department of Foundations of Education, Dayalbagh Educational Institute, Agra.
19. Yogesh Kumar. **Madhyamik istar ke vidyarthiyoan mein flipped kaksha ka Swa-Vinayamit Adhigam, kakshagat vyavahar evam samasya samadhan yogyeta par prabhav ka adhyayan.** (Prof. Pahup Singh Tyagi), Department of Foundations of Education, Dayalbagh Educational Institute, Agra.

Journalism & Mass Communication

1. Prabhat, Neelam Nanda. **Communication strategies for promotion of government women centric schemes: A Delhi based study.** (Prof. Pooja Rana and Prof. Ravi K Dhar), Amity School of Communication, Amity University, Gurugram.
2. Ranjith, E V. **Role of communication in health outcomes of Paniya Tribe in Kerala a participatory communication approach with reference to Covid-19.** (Prof. Shikha Rai), School of Journalism & New Media Studies, Indira Gandhi National Open University, New Delhi.

Law

1. Anshu Adarsh. **Consumer rights in India: A comparative study of contemporary and dharmashastric law.** (Dr. Sanjaya Choudhury), Department of Law, Bhagwant University, Ajmer.
2. Babu, A. **Legislative measures on water pollution in India.** (Dr. Sanjaya Choudhury), Department of Law, Bhagwant University, Ajmer.
3. Chaurasia, Pawan Kumar. **A socio legal study on the status of transgender in M P.** (Dr. Rajat Kumar Satapathy), Department of Law, Maharaja Chhatrasal Bundelkhand University, Chhatarpur.
4. Desikan, G V. **A critical evaluation of the criminal laws in India pertaining to sexual offences with focus on accused and acquits from a medico-legal perspective.** (Dr. Amit Bhaskar and Dr. Rachana Choudhari), Faculty of Law and Policy Studies, Alliance University, Bengaluru.

5. Giftson, D Bennet Paul. **Navigating state succession: Emerging legal responsibilities in international law.** (Prof. Vincent Comraj), School of Excellence in Law, The Tamil Nadu Dr Ambedkar Law University, Chennai.
6. Jaisal, Deepak. **A critical evaluation on air and water pollution control measures in the city of Lucknow.** (Dr. Aman Deep Singh), Department of Law, Dr. Ram Manohar Lohiya National Law University, Lucknow.
7. Lekshmy, K V. **Protection rights of children in India with special reference to role of Juvenile Justice Board.** (Dr. Sanjaya Choudhury and Dr. N Binu), Department of Law, Bhagwant University, Ajmer.
8. Nigam, Aishwarya. **Law of copyright and trade marks relating to the sports industry: An Indian perspective.** (Prof. Ghayur Alam), Department of Law, National Law Institute University, Bhopal.
9. Pooja. **Child labour in India: Evaluating the efficacy of laws and policies in eradicating child exploitation.** (Dr. Atul Kumar Sahuwala), Faculty of Law, Tania University, Sri Ganganagar.
10. Rajyavardhanan, R. **The role of consumer protection law in combating medical negligence in India: Problems and perspectives.** (Prof. J Vijayalakshmi), School of Excellence in Law, The Tamil Nadu Dr Ambedkar Law University, Chennai.
11. Ranjan, Rajesh Kumar. **Consumer right protection with special reference to consumer disputes redressal and legal remedies in India.** (Dr. Atul Kumar Sahuwala), Faculty of Law, Tania University, Sri Ganganagar.
12. Satish Kumar. **Copyright law relating to works created by artificial intelligence: A comparative study of India, the United States of America and the European Union.** (Prof. Ghayur Alam), Department of Law, National Law Institute University, Bhopal.
13. Shah, Nikhil. **A study on unfair trade practices in India from 1990 to 2022.** (Dr. Sanjaya Choudhury), Department of Law, Bhagwant University, Ajmer.
14. Shalini, L. **Traditional medicinal knowledge and its impact on tribal economy with special reference to the Nilgris District.** (Dr. Sanjaya Choudhury and Dr. N Binu), Department of Law, Bhagwant University, Ajmer.
15. Sharma, Vanita. **Efficacy of Lok Adalats in India: A study with reference to the state of Himachal Pradesh.** (Dr. Ruchi Sapahia), Department of Law, Himachal Pradesh National Law University, Shimla.
16. Singh, Siddhi. **Renewable energy propagation and security in India: A comparative study.** (Prof. S S Jaswal), Department of Law, Himachal Pradesh National Law University, Shimla.
17. Velayudhan, Raksha P. **An analytical study on disinvestment policy of public sector undertakings in India.** (Dr. Sanjaya Choudhury), Department of Law, Bhagwant University, Ajmer.

Library & Information Science

1. Aminu, Murtala. **Technological development in Northwest Nigerian University libraries and the impact of Tertiary Education Trust Fund intervention from 2013-2023.** (Dr. Mayank Trivedi), Department of Library and Information Science, Maharaja Sayajirao University of Baroda, Vadodara.
2. Saha, Mousumi. **Impact of psychological theories in dogmatic and pragmatic approaches to normative principles of library classification.** (Prof. Saptarshi Ghosh), Department of Library and Information Science, University of North Bengal, Darjeeling.

Management

1. Chaudhary, Nitika. **Evidence of rationality and behavioral biases in equity investment: An exploratory study of gender differences.** (Dr. Jasvir Singh), Department of Management, Chaudhary Ranbir Singh University, Jind.
2. Devani, Sapna Jitendrabhai. **Entrepreneurial potential and intention of generation Z students in Gujarat.** (Dr. Neelam Ruparel), B K School of Professional and Management Studies, Gujarat University, Ahmedabad.
3. Dixit, Pranoti. **A study of women entrepreneurship from domestic to financial independence.** (Dr. Indu Shukla), Faculty of Commerce and Management, Rama University, Kanpur.
4. Himanshi. **Job involvement, job satisfaction and organisational performance: A study of female employees in Indian travel industry.** (Dr. Anoop Kumar), Faculty of Management Science & Commerce, Maharshi Dayanand University, Rohtak.
5. Khanama, Vishal Babubhai. **A study on relationship between service quality and behavioural intentions of BRTS passengers in selected cities of Gujarat State.** (Dr. Vishal B Javiya), Department of Commerce & Business Management, Maharaja Sayajirao University of Baroda, Vadodara.
6. Khatik, Himanshu. **A study on impact of technology on customer satisfaction for the services provided by the restaurants in India (With special reference to Madhya Pradesh).** (Dr. Suneet Walia), Department of Business Management, Dr Harisingh Gour Vishwavidyalaya, Sagar.

7. Manyam, Madhu. **A study on the influence of HR practices on employee attitude in it industry in Hyderabad.** (Dr. M Sudheer Kumar), Faculty of Management, Jawaharlal Nehru Technological University Anantapur, Ananthapuramu.
8. Naveeda. **Impact of e-Marketing on buying behavior: A study of rural customers in Kashmir.** (Prof. Mushtaq Ahmad Darzi), Department of Management Studies, University of Kashmir, Srinagar.
9. Phani, K R. **An empirical investigation of how family firms attempt process innovation vis-à-vis non-family firms: An agency theory and resource-based view.** (Dr. Kumar Mukul), Department of Management, Jain (Deemed-to-be University), Bangalore.
10. Rakte, Jijabai Bhausaheb. **Correlates of success in development programmes: Examining parameters of aspirational district programme in a Maharashtra District.** (Dr. Satyajeet Nanda), Department of Management, Jain (Deemed-to-be University), Bangalore.
11. Renu. **An assessment of consumption pattern of fast food and regional cuisine amongst youth in India.** (Dr. Sanjeev Kumar), Faculty of Management Science & Commerce, Maharshi Dayanand University, Rohtak.
12. Sethi, Bishnupada. **Risk assessment of hydro-meteorological disasters in Odisha.** (Prof. Sarat Chandra Sahu and Dr. Krushna Chandra Gouda), Department of Climate Change and Disaster Management, Siksha O Anusandhan (Deemed to be University), Bhubaneswar.
13. Shah, Kavita Bhaumik. **Assessment and analysis of available storage space in small residences and design suggestions for optimization of its use.** (Dr. Sarjoo Patel), Department of Family and Community Resource Management, Maharaja Sayajirao University of Baroda, Vadodara.
14. Sharma, Manish. **A study of management of mines in Madhya Pradesh (With special reference to J K minerals Balaghat Madhya pradesh).** (Dr. Deepak Gupta), Department of Business Management, Samrat Vikramaditya Vishwavidyalaya, Ujjain.
15. Subrahmanyam, V V. **Empirical analysis of critical factors that influence airline passengers in their selection of an air carrier.** (Dr. Satish Kumar R), Department of Management, Jain (Deemed-to-be University), Bangalore.
16. Syamkrishnan, R. **A study on agripreneurship in Kerala strategies for doubling farmers income.** (Dr. L Rathakrishnan), Department of Rural Industries and Management, The Gandhigram Rural Institute (Deemed to be University) Gandhigram, Dindigul.
17. Yadav, Arjun Singh. **Influence of consumers attitude on purchase intention and behaviour towards organic food products: An empirical study.** (Dr. Bharti), Department of Management, Indira Gandhi University, Meerpur.

Physical Education & Sports

1. Chavda, Rachit Jayeshbhai. **A study of the effect of Nadishodhan Pranayama and Tratak training on speed, reaction time and coordination of badminton players.** (Dr. Jagdishchandra K Savalia), Department of Physical Education, Gujarat Vidyapith, Ahmedabad.
2. Ramesh Kumar. **Hand grip strength and minimum muscular strength: A normative reference study for school children.** (Prof. Kuldeep Nara), Department of Physical Education, Chaudhary Ranbir Singh University, Jind.
3. Rekha Devi. **Analysis of anthropometrical physical fitness and physiological variables of handball and throwball players of Haryana in relation to their performance.** (Dr. Naveen Kumar), Department of Physical Education, Chaudhary Ranbir Singh University, Jind.
4. Shashidhara, N V. **A study on perception of physical education curriculum and challenges in its implementation in the high schools of Karnataka State.** (Dr. S M Prakash), Department of Physical Education, Kuvempu University, Shankaraghatta.
5. Vaniya, Payal Govindbhai. **Study of the effect of meditation training on psychological variables and skill related competence of basketball players.** (Dr. Kamleshkumar Patel), Department of Physical Education, Gujarat Vidyapith, Ahmedabad.
6. Yarbash, Parvaize Ahmad. **Physiological anthropometric and motor fitness characteristics of male and female snowboarders and ice hockey players.** (Dr. Surjeet Singh), School of Education and Behavioural Sciences, University of Kashmir, Srinagar.

Political Science

1. Bairagi, Rajeev. **Swatantrayottar Bharat mein rajniti ke shetra mein naitik mulyoan ka vishleshnatamak adhyayan.** (Dr. Dharendra Singh), Faculty of Social Science and Humanities, AKS University, Satna.
2. Khan, Raja Gh Mustafa. **Coalition politics in the State of Jammu and Kashmir: A case study of Bharatiya Janata Party (BJP) and Peoples Democratic Party (PDP) Alliance-2014.** (Dr. Dinesh Mandot), Department of Political Science, Bhagwant University, Ajmer.

3. Paul, Susmita. **Securitization of human trafficking along the India-Bangladesh border: The need for multilateral cooperation.** (Dr. Anurag Tripathi), Department of International Studies, Political Science and History, Christ (Deemed to be University), Bengaluru.

Psychology

1. Kalaivani, P. **Effect of cognitive training on executive functions among children with autism spectrum disorder.** (Dr. Laxmi Narayan Rathore), Department of Clinical Psychology, Mizoram University, Aizawl.
2. Mor, Bharatiben Devayat. **A study on anxiety, health consciousness and happiness in pregnant women.** (Dr. J B Parmar), Department of Psychology, Saurashtra University, Rajkot.
3. Namdeo, Mayuresh. **Emotional intelligence and coping behavior in internet gaming addict and non-addict.** (Dr. Santosh Kumar Gupta), Department of Psychology, Maharaja Chhatrasal Bundelkhand University, Chhatarpur.
4. Nudurupati, Venkata Tejo Prasanna. **An explanatory sequential mixed-methods study of the perceived social support, perceived stress and spiritual intelligence with well-being among caregivers of children with autism spectrum disorder.** (Dr. Monalisa Nayak), School of Liberal Studies, CMR University, Bengaluru.
5. Yami, Nabam. **The impact of marital structure on mental health among Nyishi women: The mediating role of religiosity, self-esteem and romantic jealousy.** (Prof. Satichit Prasun Mandal), Department of Psychology, Rajiv Gandhi University, Itanagar.

Public Administration

1. Lalsangpuii. **Development administration in Lunglei District of Mizoram: Policies and programmes.** (Prof. Lalrintluanga), Department of Public Administration, Mizoram University, Aizawl.

Social Work

1. Barsker, Kanchana. **Janjatiyoan ke badalte samajik arthik sanskritik pratimanoan ka adhyayan (Madhya Pradesh ke Jhabua Jile ke vishesh sandarbh mein).** (Prof. Sunil Goyal and Dr. Dhanraj Dongre), Department of Social Work, Dr B R Ambedkar University of Social Sciences, Indore.

2. Malviya, Anita. **Uchh shiksha ki yojnaon se labhanvit chatraon ka samajik adhyayan (Madhya Pradesh ke Khargone Jile ke vishesh sandarbh mein).** (Dr. R K Yadav and Prof. Sunil Goyal), Department of Social Work, Dr B R Ambedkar University of Social Sciences, Indore.

3. Tecie, Lalduhzuali. **Children with autism spectrum disorder in Mizoram: Knowledge, attitude and practices of primary and secondary care givers.** (Prof. Henry Zodinlana Pachau), Department of Social Work, Mizoram University, Aizawl.

Sociology

1. Bhaumik, Sanjukta. **From swinging cradle to switching careers: A feminist exploration of motherhood and mothering among employed mothers in Kolkata.** (Dr. Sudhansubala Sahu), Department of Sociology, Christ (Deemed to be University), Bengaluru.
2. Hibatul Parveen. **Prevalence and psychosocial influence of street harassment on women in Kashmir.** (Prof. Muzamil Jan), School of Applied Sciences and Technology, University of Kashmir, Srinagar.
3. Santhana Kamaz, V. **Determinants of livelihood on health status of paliyar tribal women an empirical study.** (Dr. A Balakrishnan), Department of Applied Research, The Gandhigram Rural Institute (Deemed to be University) Gandhigram, Dindigul.
4. Shah, Nidhi Rajendra. **Arranged marriage in the making: Understanding experiences of partner selection process in the contemporary context.** (Prof. Shagufa Kapadia), Department of Human Development and Family Studies, Maharaja Sayajirao University of Baroda, Vadodara.
5. Snober Hamid. **Health care in rural Kashmir: A sociological study.** (Prof. Manzoor Hussain), Department of Sociology, University of Kashmir, Srinagar. □

Konkan Gyanpeeth
KARJAT COLLEGE OF ARTS, SCIENCE & COMMERCE COLLEGE, KARJAT
At. Ladivali, Post- Tiware, Taluka- Karjat, Dist. Raigad 410 201.

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

AIDED

Sr. No.	Cadre	Subject	Total No. of C.H.B. Posts	Category
1.	Assistant Professor	Commerce	01	01 - OPEN
2.	Assistant Professor	Economics	02	02 - OPEN

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

Candidates having knowledge of Marathi will be preferred.

“Qualifications, Pay Scales and other requirements are as prescribed by the UGC Notification dated 18th July, 2018, Government of Maharashtra Resolution No. Misc-2018/ C.R.56/18/UNI-1 dated 8th March, 2019 and University Circular No. TAAS /(CT)/ ICD/2018- 19/1241 dated 26th March, 2019, Higher & Technical Department Government Resolution No. अर्थसं २०२२/प्र.क. १०५/(१)/मशि-३.दिनांक २७ मार्च, २०२३, University Circular No. अर्थसं २०२२/प्र.क.१०५/(१)/मशि-३.दिनांक २७ मार्च, २०२३, and Higher & Technical Department Government Resolution No.संकीर्ण-२०२१ प्र.क.१८१/२१/विशि-१, दिनांक १७ ऑक्टोबर, २०२२. University Circular No. सीटीएयु/०३/२०२४-२०२५. दिनांक २६/०४/२०२४ for filling the post on clock hour basis. revised from time to time.” The Government Resolution & Circular are available on the **website: mu.ac.in.**

Applications with full details should reach the **CHIEF EXECUTIVE OFFICER**, Konkan Gyanpeeth, Karjat College of Arts, Science & Commerce College, Karjat, At – Ladivali, Post – Tiware, Taluka – Karjat, Dist.-Raigad 410201, **within 15 days** from the date of publication of this advertisement. This is University approved advertisement.

Sd/-
CHIEF EXECUTIVE OFFICER

Urdu Education Society's
CHISHTIYA COLLEGE OF ARTS, SCIENCE AND COMMERCE, KHULDABAD
 Affiliated to Dr. Babasaheb Ambedkar Marathwada University, Chh. Sambhajinagar (Maharashtra)
 A Minority Institution – NAAC Accredited B+ Grade

Appointments

Applications are invited from the eligible candidates for the posts for the below mentioned subjects. The application should reach the office **within 15 days** from the date of publication of advertisement on the address mentioned below:

Sr. No	Subjects	Undergraduate (B.A.) Granted CHB	Undergraduate (B.Sc.) Permanent Non-Granted Full Time	Undergraduate (B.Com.) Permanent Non-Granted Full Time
1	English	02	Chemistry	02
2	Urdu	01	Physics	02
3	History	01	Mathematics	02
4	Pol. Science	01	Zoology	02
5	Hindi	02	Botany	02
6	Economics	01	Env. Science	01
7	English	01 (Non Grant)	Computer Science	01
8	Marathi	01 (Non Grant)	Microbiology	01
9	History	01 (Non Grant)	Lab Assistant	01
10	Arabic	01 (Non Grant)	Lab Attended	04
11	Phy.Education	01-Full time (Non- Grant) 01-CHB (Non Grant)		

Eligibility & Rules: -

1. Education Qualifications, Pay Scale for Teaching & Non – Teaching will be as per UGC, Govt. of Maharashtra and Dr. Babasaheb Ambedkar Marathwada University, Chh.Sambhajinagar rules issued time to time.
2. Minority Status rules are applicable as per Govt. regulations 3. No TA/DA will be provided for attending the interview.

Address for Correspondence:-The General Secretary, Urdu Education Society, C/O Fatema Girls High School, Abdul Azeem Educational Zone, Nagsen Colony, Chh. Sambhajinagar – 431001. Contact Number. (02437) - 299424, **Email: chishtiya_college@rediffmail.com.**
Website: www.ccaak.ac.in

Education Society Naigaon(Bz.)
Adhyapak (B.Ed) Mahavidhyalaya Naigaon (Bz.)
Tq Naigaon (Kh.) Dist Nanded -431709.
(Maharashtra State)

(Affiliated to S.R.T.M.U. Nanded)

(Permanent Non-Grant)

Wanted

Applications are invited from eligible candidates for the following posts:

Sr. No.	Subject	Name of the Post (Designation)	No of Posts	Reservation
01	Perspective in Education	Asst. Professor	03	SC - 01, ST - 01, VJ (A) - 01, NT (B) - 01, OBC - 03
02	Pedagogy Subject (Maths, Social Science, Language)	Asst. Professor	03	
03	Performing Arts (Music/ Dance/Theatre/Fine Art)	Asst. Professor	01	As per the Government decision dated 25/01/2024 parallel reservation should be strictly implemented in recruitment. Parallel reservation is as follows-Woman - 04, Handicapped - 01, Sports 01.

Note :- For detailed information about posts qualification and other terms and conditions, please Visit-University Website: srtmun.ac.in.

President,
Education Society Naigaon (Bz.)

Secretary,
Education Society Naigaon (Bz.)

SIDHIVINAYAK SHIKSHAN PRASARK MANDAL
R.K. B. ED. COLLEGE

Ram Nagar, Ravte Compound, Temipada Road, Bhandup (W), Mumbai - 400 078.

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

UN-AIDED

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

For Assistant Professor (Horizontal Reservation)

Women - 02 Posts

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

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

Candidates having knowledge of Marathi will be preferred.

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

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

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

Applications with full details should reach to the CHAIRMAN, SIDHIVINAYAK SHIKSHAN PRASARK MANDAL, R.K. B.ED. COLLEGE, Ram Nagar, Ravte Compound, Temipada Road, Bhandup (W), Mumbai - 400 078 or (Email id rkcollegebhandup78@gmail.com) within 15 days from the date of publication of this advertisement. This is University approved advertisement.

Sd/-
CHAIRMAN

**Tale Vibhag shikshan Prasarak Mandal's
D. G. Tatkare Arts & Commerce College, Tala**

Taluka – Tala, Dist – Raigad - 402 111. Maharashtra

Reaccredited with 'A' Grade by NAAC

APPLICATIONS ARE INVITED FOR THE FOLLOWING CLOCK HOUR BASIS POSTS FOR THE ACADEMIC

YEAR 2026 – 2027:

AIDED

Sr. No.	Cadre	Subject	Total No. of CHB Posts	Category
1.	Assistant Professor	Marathi	02	02 - OPEN
2.	Assistant Professor	English	01	01 - OPEN
3.	Assistant Professor	Accountancy	02	02 - OPEN
4.	Assistant Professor	Business Economics	02	02 - OPEN

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

Candidates having knowledge of Marathi will be preferred.

“Qualifications, Pay Scales and other requirements are as prescribed by the UGC Notification dated 18th July, 2018, Government of Maharashtra Resolution No. Misc-2018/C.R.56/18/UNI-1 dated 8th March, 2019 and University Circular No. TAAS/(CT)/ICD/2018-19/1241 dated 26th March, 2019, Higher & Technical Department Government Resolution No. अर्थसं-२०२२/प्र.क्र. १०५/(१)/मशि-३, दिनांक २७ मार्च, २०२३, University Circular No. सीटीएयु/०१/२०२४-२०२५, दिनांक २४/०४/२०२४, and Higher & Technical Department Government Resolution No. संकीर्ण-२०२१/प्र.क्र.१८१/२१/वीशि-१, दिनांक १७ ऑक्टोबर, २०२२, University Circular No. सीटीएयु/०३/२०२४-२०२५, दिनांक २६/०४/२०२४, for filling the post on clock hour basis. revised from time to time.” The Government Resolution & Circular are available on the website mu.ac.in.

Applications with full details should reach the SECRETARY, Tale Vibhag Shikshan Prasarak Mandal's D. G. Tatkare Arts & Commerce College, Tala, At. Post – Tala, Taluka – Tala, Dist – Raigad- 402111 within 15 days from the date of publication of this advertisement. This is University approved advertisement.

Sd/-
SECRETARY

R. E. Society's

R. P. Gogate College of Arts & Science and R. V. Jogalekar College of Commerce (Autonomous), Ratnagiri 415612

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

AIDED

Sr. No.	Cadre	Subject	Total No of CHB Posts	Category
01	Assistant Professor	Botany	03	03 - Open
02	Assistant Professor	Chemistry	05	05 - Open
03	Assistant Professor	Commerce	04	04 - Open
04	Assistant Professor	Economics	03	03 - Open
05	Assistant Professor	English	05	05 - Open
06	Assistant Professor	Geography	02	02 - Open
07	Assistant Professor	History	02	02 - Open
08	Assistant Professor	Marathi	02	02 - Open
09	Assistant Professor	Mathematics	06	06 - Open
10	Assistant Professor	Political Science	02	02 - Open
11	Assistant Professor	Zoology	06	06 - Open

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

Candidates having knowledge of Marathi will be preferred.

“Qualifications, Pay Scales and other requirements are as prescribed by the UGC Notification dated 18th July 2018, Government of Maharashtra Resolution No. Misc-2018/C.R.56/18/UNI-1 dated 8th March, 2019 and University Circular no TAAS/(CT)/ICD/2018-19/1241 dated 26th March, 2019, Higher & Technical Department Government Resolution No अर्थसं-२०२२/प्र. क्र. १०५/(१)/मशि-३, दिनांक २७ मार्च २०२३, University Circular No सीटीएयु/०१/२०२४-२५, दिनांक २४/०४/२०२४, and Higher & Technical Department, Government Resolution No संकीर्ण-२०२१/प्र. क्र. १८१/२१/विशि-१ दिनांक १७ ऑक्टोबर २०२२. University Circular No सीटीएयु/०३/२०२४-२५, दिनांक २६/०४/२०२४ for filling the post on clock hour basis revised from time to time”. The Government Resolution & circular are available on the website: mu.ac.in.

Applications with full details should reach the PRINCIPAL, R. E. Society's, R. P. GOGATE COLLEGE OF ARTS & SCIENCE AND R. V. JOGALEKAR COLLEGE OF COMMERCE (AUTONOMOUS), RATNAGIRI 415612 within 15 days from the date of publication of this advertisement. This is university approved advertisement.

Sd/-
PRINCIPAL

MANJARA CHARITABLE TRUST COLLEGE OF LAW

SDV Campus, Sector – 4, Airoli, Navi Mumbai – 400 708

Email Id : mctcollegeoflaw@gmail.com

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

UN-AIDED

B.A. LLB (5 yrs Course) & LLB (3 yrs Course)

Sr. No.	Cadre	Subject	Total No. of Posts	Post Reserved for
1	Principal	-	01	01-OPEN
2	Assistant Professor	English	01	01-OPEN
3	Assistant Professor	Political Science	01	01-OPEN
4	Assistant Professor	Economics	01	01-OPEN
5	Assistant Professor	Sociology	01	01-OPEN
6	Assistant Professor	History	01	01-OPEN
7	Assistant Professor	Law	06	01-SC/ST, 01-DT(A), 01-OBC, 01-SEBC/EWS 02-OPEN
8	Librarian	--	01	01-OPEN

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

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

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

Candidates having knowledge of Marathi will be preferred.

“Qualifications, Pay Scales and other requirements are as prescribed by UGC Notification dated 18th July, 2018, Government of Maharashtra Resolution No. Misc- 2018/C.R.56/18/ UNI-1 dated 8th March, 2019 and University Circular No. TAAS/(CT)/ICD/2018-19/2041 dated 26th March 2019 and reserved from time to time.” The Government Resolution & Circular are available on the website: mu.ac.in.

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

Applications with full details should reach the **Administrative Officer, Manjara Charitable Trust College of Law, S.D.V. Campus, Sector-4, Airoli, Navi Mumbai – 400 708, within 15 days** from the date of publication of this advertisement,

This is University approved advertisement.

All appointments are subject to the approval of University of Mumbai.

*** No T.A / D.A will be paid to the candidates for attending the interview.**

Sd/-

Administrative Officer

Manjara Charitable Trust College of Law, Airoli

**SANGOLA TALUKA SHETKARI SHIKSHAN PRASARAK MANDAL, SANGOLA'S
DR. GANPATRAO DESHMUKH MAHAVIDYALAYA, SANGOLA**

Tal-Sangola, Dist- Solapur (Maharashtra State) 413307

Email : vidnyanms@yahoo.co.in, Mobile No. 7273921313

(Affiliated to Punyashlok Ahilyadevi Holkar Solapur University, Solapur)

NON-MINORITY : AIDED

Applications are invited for the Post of PRINCIPAL from the Academic year 2026-2027:

Sr. No.	Subject/Designation	Total Vacant Post
1)	Principal	01

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

Place :- Sangola

Date :-

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