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India's Linguistic Diversity and the Three-language Formula: Balancing Identity and Integration

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– 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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India's Linguistic Diversity and the Three-language Formula: Balancing Identity and Integration

S A Kori*

India ranks among the world's most linguistically diverse nations, distinguished by extensive multilingualism. Its linguistic landscape encompasses over 120 major languages and thousands of dialects, rendering bilingualism and trilingualism commonplace for millions. This diversity spans multiple language families, reflecting the nation's rich cultural heritage and historical development. Each region contributes distinct linguistic traditions, illustrating the dynamic relationship between language and identity across communities. Such diversity is fundamental to understanding the complexity of Indian society.

The Three-Language Formula (TLF) is a language education policy intended to foster multilingualism and national integration in India. According to this policy, students in Hindi-speaking states are required to study Hindi, English, and a modern Indian language, preferably from South India. Conversely, students in non-Hindi-speaking states must learn their regional language, Hindi, and English. This policy, in a way, enables a person to maintain a balance between, as David Crystal puts it, "an outward-looking language of empowerment and an inward-looking language of identity."

The question 'Why Hindi?' recurs in discussions of India's language policy and deserves careful examination. Hindi, spoken as a mother tongue by approximately 44% of India's population, lends it unparalleled demographic weight. Beyond those who speak it natively, over half of the Indian population either understands or speaks Hindi as a second language. This widespread familiarity transforms Hindi into a potential bridge language, capable of connecting disparate linguistic communities across the Hindi Belt and beyond, enabling it to function as a *lingua franca* in ways few other Indian languages can match. It is also the fastest-growing language in the country. Further, Hindi is the third most spoken language in the world (Figure-1).

Adopting a single national language, such as Hindi, may help reduce regional barriers and promote a cohesive national identity in India. This strategy aims to foster unity while acknowledging regional diversity, paralleling approaches in other multilingual countries such as France and Indonesia. Additionally, it can streamline governance by minimising translation requirements, improving communication between government and citizens, and ensuring consistent access to legal and official information. A common language thus has the potential to enhance communication and reinforce national unity in a diverse society.

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Figure-1: Growth of Hindi

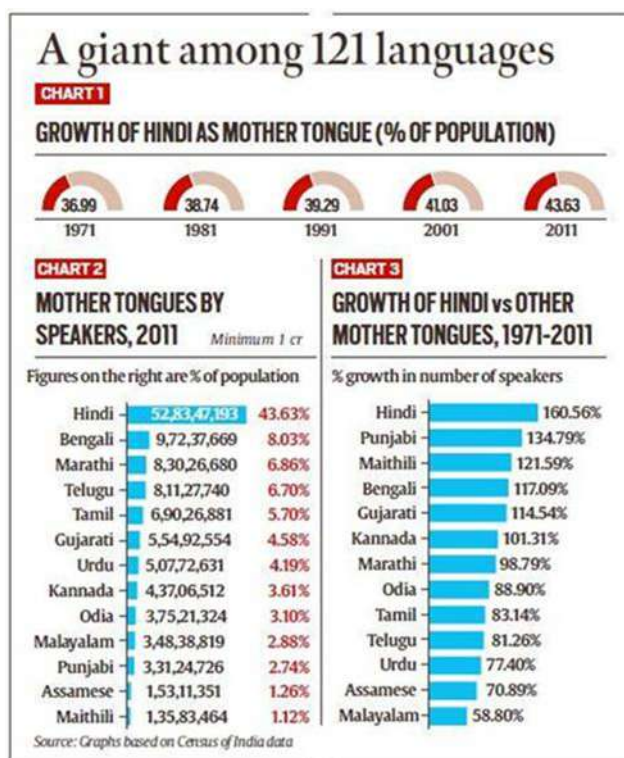


Figure-2: Number of Speakers of UNESCO's Official Languages



The concept underlying the Three-Language Formula is not novel in the Indian context. Historically, India developed a naturally evolved and effective system of hierarchical multilingualism. Sanskrit functioned as the language of religion and ritual, primarily used for Vedic chanting, religious ceremonies, and scholarly discourse, and was standardised by ancient grammarians such as Panini. Prakrit and Pali operated as vernacular dialects for the general population and were also employed by rulers for public communication. Statecraft, local administration, and daily commerce were conducted in various regional dialects.

The TLF mandates that students learn at least two Indian languages, a requirement grounded in several key considerations. In India's linguistically diverse environment, students often navigate multiple languages in daily life, using different languages at home, within their communities, in educational settings, and in marketplaces. As students prepare for future careers, proficiency in multiple languages becomes increasingly valuable for effective workplace communication. Developing strong communication skills in several languages is therefore essential. Encouraging the study of

at least two Indian languages enriches cultural understanding and enhances linguistic proficiency.

For individuals proficient in one Indian language, acquiring another Indian language differs from learning a foreign or non-Indian language. This distinction is due to the significant interconnections among Indian languages, which frequently share phonological and syntactic structures, as well as vocabulary. The shared cultural contexts further enhance familiarity and relevance. As a result, learning additional Indian languages can be viewed as a natural and enriching extension of existing linguistic knowledge, rather than an overwhelming challenge. The Three-Language Formula holds a central position in India's post-Independence language and education policy, reflecting the ongoing negotiation between national unity and regional diversity (Table 1).

The National Education Policy-2020 marks the latest phase in the evolution of the Three-Language Formula. Paragraph 4.13 of NEP-2020 states, "The three-language formula will continue to be implemented while keeping in mind the Constitutional provisions, aspirations of the people, regions, and the Union, and the need to promote

Table 1: Different Policies on Languages to be Taught in India

Commission/Policy	Year	Key Contribution
Radhakrishnan University Commission	1948–49	First articulated multilingual approach to ease North-South communication gaps
CABE (Central Advisory Board of Education)	1956	Refined the framework for practical school-level implementation
Kothari Commission	1964–66	Popularised the TLF compromise formula, balancing regional identity with national communication
First National Policy on Education	1968	Officially codified the TLF as a curricular norm
National Policy on Education	1986	Reiterated the formula, emphasised mother-tongue instruction in early years
NEP 2020	2020	Maintains the TLF while introducing flexibility; no language imposition on any state

multilingualism as well as promote national unity. However, there will be greater flexibility in the three-language formula, and no language will be imposed on any State. The three languages learned by children will be the choices of States, regions, and of course, the students themselves, so long as at least two of the three languages are native to India” (p.14) (Emphasis added).

The NEP–2020 continues to support multilingualism and emphasises the benefits of early instruction in a child’s mother tongue. It redefines the Three-Language approach to provide greater flexibility and responsiveness to local contexts. Notably, the policy specifies that no state will be compelled to adopt any particular language. This shift represents a significant evolution from mandate to choice, while retaining the core principle that at least two of the three languages must be Indian. Furthermore, the NEP advocates a phased, needs-based introduction of additional languages, alongside enhanced teacher preparation, to facilitate practical multilingual education.

The National Curriculum Framework (NCrF) 2023 seeks to ensure that all students learn at least three languages, fully utilising India’s socio-cultural context and resources. Indian languages constitute a significant aspect of national heritage, offering students valuable opportunities to acquire multiple languages within the education system.

Advantages of the Three-Language Formula

The advantages of the Three-Language Formula extend across multiple domains:

Cognitive Development

Research on bilingualism consistently demonstrates that early multilingual exposure enhances brain plasticity, strengthens working memory, and improves attention control. Children who learn multiple languages develop advanced problem-solving skills and mental flexibility, enabling them to switch between tasks and perspectives more effectively. In educational settings, this results in improved abstract reasoning and creative thinking.

Inclusive Education

Instruction in the mother tongue during foundational years (grades 1–5) enables children to grasp concepts more efficiently and reduces cognitive load. UNESCO’s research indicates that children learning in their mother tongue experience lower dropout rates and improved learning outcomes. When curricula are aligned with the mother tongue and cultural context, education becomes more engaging and equitable. This approach also enhances parent-school communication and community involvement.

National Integration

India’s linguistic diversity serves as both a strength and a potential barrier. The Three-Language Formula was developed as a practical compromise, encouraging non-Hindi-speaking students to learn Hindi and Hindi-speaking students to study modern Indian languages from other regions. This linguistic exchange promotes cross-cultural understanding, reduces stereotyping, and fosters a sense of belonging in

(contd. on pg. 16)

The Role of Artificial Intelligence in the Future of Education

Jasim Mohammad*

The concept of artificial intelligence is a reality today. The once distant concept was reserved for research laboratories and science fiction, but now exists in classrooms, universities, libraries, homes, and mobile phones of students around the world. Education systems around the globe are undergoing a transformation due to technology, changing what knowledge, teaching, creativity, and human potential mean. Discussion surrounding the topic of “AI for Education” and “AI in Education” concerns the future of humanity.

When people say “AI for Education,” they are referring to using artificial intelligence to improve educational systems, enhance access to education, support teachers, and enhance the Learning Environment. On the other hand, when one speaks of “AI in Education,” they are speaking to the actual integration of AI tools into classrooms, Learning Methods, Administration, Assessments, and Students’ Learning Experiences. These two areas will create a transformative force that can change education in a way that no other innovation has since the invention of the printing press.

As human civilisation progressed throughout history, education has continued to advance through each generation. Gurukuls morphed into Libraries; blackboards evolved into Digital Classrooms; and all of it resulted from new and innovative tools available for improving the learning process. Artificial Intelligence makes up the next evolution in that story, except that Artificial Intelligence has the capability of analysing, personalising, predicting, assisting, and self-improving continuously.

AI has enabled learning to become more personalised, which was historically more challenging to accomplish in a traditional classroom environment where every learner learns differently. Some students learn a concept quickly and feel confident about it, while others may require repetition and assistance to learn the same concept. By harnessing the adaptive capabilities of AI technology, education systems will be able to

customise their approach for each learner’s pace of learning, strengths and weaknesses. For example, a student who is struggling with math could be provided with specific practice opportunities, or another student who is advanced in science could be provided with advanced challenges. AI will enhance education to be more humane by providing learners with recognition for their individual learning paths.

Teachers spend a significant amount of their time completing administrative functions, such as paperwork, grading, attendance tracking, reports, and repetitive tasks. AI technology will reduce the number of administrative functions for teachers and provide them with more free time for working with students in other areas. Reducing the time teachers are performing routine tasks increases the time they can spend on tasks that positively impact student development, such as mentoring, creative thinking, emotional support, and intellectual growth. While AI will not replace teachers, the use of technology should free up teachers to be more successful educators and mentors.

The classroom of the future will be an environment where students interact and experience learning through various forms of immersive and experiential learning, including simulations, intelligent tutor systems, and real-time feedback mechanisms. Instead of only memorising dates in history class, students will be able to experience entire civilisations and historical events through AI-powered technology. Science experiments will also be simulated and able to be done in a safe and more frequent manner.

Democratizing education through AI is one of the most revolutionary impacts of artificial intelligence. Millions of learners throughout the world are at risk for educational disadvantages because there are significant inequities in terms of quality teachers or access to educational resources both in rural as well as economically disadvantaged areas. The continued development of AI-powered educational platforms has the potential to solve these issues by making high-quality educational resources available in geographically isolated areas. A student in a small village could have access to the

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same type of educational guidance found elsewhere in the world using intelligent digital platforms.

AI has also shown considerable promise to support inclusive education. Many students with disabilities are prevented from accessing their education because of traditional obstacles to learning. The use of AI tools to convert text to audio, convert speech to text, provide visual assistance, and create personalised accessibility features has made it possible for education to be both compassionate and inclusive and not have a learner excluded due to challenges of a physical or cognitive nature.

The development of generative AI tools has also changed the nature of creativity and research. Today's students can explore their own creativity and/or conduct research by brainstorming, summarising complex concepts, improving their language skills, and gaining insight into interdisciplinary knowledge far more efficiently than ever before. Critics of AI often express concern that artificial intelligence will limit human thought. However, the real challenge does not lie with the AI itself, but rather with the manner in which society chooses to employ it. When implemented effectively, AI can promote curiosity rather than destroy it.

As educational providers across the globe continue to implement AI systems in their classrooms, they also must acknowledge that using AI systems is not a quick-fix solution to meet the needs of today's students. Unregulated technology, including artificial intelligence, has the potential to cause harm and may result in negative outcomes. Schools must work toward providing full, transparent, equitable, and bias-free AI systems. In addition, schools must educate students about their responsibility toward digital.

It requires a complete redesign of the existing curricula in schools to incorporate technology effectively into student learning. Memorisation as a means of learning is losing relevance in an age when students can instantaneously access information. The future workforce will include individuals with skills such as critical thinking, creativity, problem-solving, communication, emotional intelligence, adaptability, and resilience. To prepare for this new workforce, educational systems must evolve from being primarily information-based systems to being primarily wisdom-based systems.

AI can also provide a new means of evaluating student performance. Traditional forms of assessment primarily measure recall of information, but assessments using AI technology provide an opportunity to evaluate how well students understand the material. AI-based assessments can provide a great deal of important information about a student's level of conceptual understanding, learning patterns, creativity, and application of knowledge. Additionally, assessments using AI can allow students to receive continuous feedback for improvement based on their performance, thus minimising anxiety related to assessments; growth, not stress, is the goal of education.

In this time of artificial intelligence, teachers need continuous training. Many teachers fear technology, believing it threatens their profession; however, if teachers have the right digital skills, they can be empowered by AI technology and have the chance to use it as their best resource. Therefore, teacher training programs must offer AI literacy, digital pedagogy, and ethical use of technology.

Universities are also beginning a new age in research methodologies due to AI-driven data analysis tools. Large amounts of data can be processed in minutes, and collaboration among students and researchers can occur from all over the world using AI-supported platforms. Thus, the knowledge of the world is continuing to expand at an incredible rate.

Another huge aspect of AI is the preservation of languages and the ability to educate in multiple languages. Educational content can be translated into many different languages today through AI systems, thus making education more accessible. Countries with diverse languages will receive tremendous advantages from AI-based educational translation systems. There should never be barriers to education due to languages being barriers to knowledge.

Additionally, AI can be used to detect problems that may lead a student to fail in school early in their education. Intelligent systems can analyse a student's pattern of performance and identify potential indicators of learning disabilities, stress and disengagement. By allowing for earlier intervention and assistance, many students will avoid academic failure and hence develop many emotional and physical problems. Therefore, the education system will be proactive instead of reactive.

There is a deeper meaning to the relationship between AI and education than simply its technological aspect; it's rooted in philosophy. Traditionally, education has been about preparing people for what lies ahead. Now we find ourselves creating educational systems that will prepare students for living alongside intelligent machines. This means that educators must find a way to balance the technical proficiency of AI with the values of being human. Although machines can process information more efficiently, unique traits such as imagination, compassion, morality and empathy are still part of what makes us human.

Equally important is the growing need to teach students what AI actually is, rather than allowing this subject to remain shrouded in mystery as many experts view it. Students will benefit from an understanding of how algorithms function, the impact of data upon our lives and behaviour, and how digital technologies affect society as a whole. While literacy is already indicative of someone's ability to adopt and thrive amidst technological advances, developing the ability to think critically about AI will be associated with producing productive citizens today and in the future.

The economic impact of AI in education is significant and extends beyond purely technical aspects. The demand for new skill sets will lead to entirely new industries in the future. While automation could lead to job displacement through repetitive task elimination, it will also result in the creation of new types of jobs that require more creativity or adaptability than traditional jobs did. Therefore, institutions providing educational services will need to prepare their students for tomorrow's job opportunities rather than the historical nature of employment.

There are significant crossings of cultures between AI and Education. Education is not just about learning how to acquire the knowledge you will need for your career and the skills that go along with that, but it is also about teaching you the things you should value as a person or student; such as identity, culture, custom, and forming a good character. Thus, the application of Artificial Intelligence must support the culture and wisdom of the community rather than erase it. It is possible to achieve harmony between the use of Technology and the traditional wisdom of cultures

if the use of technology is approached with careful consideration.

There is a lot of excitement around Artificial Intelligence (AI) right now; however, we need to avoid becoming completely dependent on it as a society. Students should still learn how to be independent thinkers, conduct their own research, communicate their thoughts through debate, and build confidence in their own intellect. Artificial Intelligence will enhance human intelligence and not diminish their desire to learn. The best education systems are those that successfully combine the latest advancements in technology (AI) and humanistic practices and philosophies.

Educational leaders need to have a vision and courage in order to be successful in their leadership role in an AI-driven world. The key players - government officials, universities, schools, technology companies, and the civil sector - need to collaboratively work together to develop alternative policies that are creative, promote innovative practices and maintain ethical standards. In order to achieve an environmentally sustainable model that transforms education, we must invest in new digital infrastructures, secure cybersecurity systems, provide professional development for our teachers, and conduct research related to educational productivity.

The educational future of AI will not be confined only to schools or areas where elite students attend. The true measure of success for AI in education will be whether or not every child receives an education and whether or not they have the tools to succeed. Technology can only be meaningful when it empowers everybody around the world. The vision should be to establish an intelligent society through education.

While the classrooms of the future will likely have state-of-the-art technologies like intelligent systems and digital assistants, ultimately, education is and will always be based upon the human element. Teachers will continue to provide motivation and encouragement; students will be excited to learn new things, and society will continue to support all forms of education. Education will change as a result of the advent of AI, likely changing the tools of teaching; however, education will continue to be based upon human creativity and desire for learning. □

Convergence of Higher Education and Rural Livelihood Missions: A Framework for Integrating Student Internships with SHG Ecosystems

Raksha Singh* and Digvijoy Phukan**

Rural development in India has been significantly shaped by Self-Help Groups (SHGs) operating under the National Rural Livelihoods Mission (NRLM) and its State Rural Livelihood Missions (SRLMs). Over two decades, these groups have served as vital instruments of financial inclusion, women's empowerment, and community-driven economic transformation. However, as operations have expanded, structural challenges have surfaced, including shortages of trained human resources at district and block levels, delays in data entry and reporting, and inadequate monitoring that undermines grassroots interventions. Simultaneously, the National Education Policy — 2020 has introduced a transformative shift in Indian higher education, emphasising experiential learning, skill development, and mandatory internship exposure. Despite this mandate, a wide gap persists between university education and the practical realities of grassroots governance and rural programme implementation. This paper proposes a structured, replicable framework to integrate university students as field interns within SRLM systems under the supervision of District Programme Managers. This creates a mutually reinforcing ecosystem: students gain ground-level exposure to development processes and financial systems, while simultaneously contributing to SHG operations, financial literacy outreach, and data management. The study adopts a conceptual and observation-based methodology supported by field insights, participatory techniques, and policy document review. This framework offers a cost-effective, scalable, and institutionally sustainable pathway to address SRLM operational deficits while enhancing the quality and relevance of student learning outcomes. (Abstract)

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Introduction

India's development trajectory has long been shaped by its commitment to inclusive growth, participatory governance, and grassroots empowerment. Self-Help Groups (SHGs) occupy a position of particular significance among institutional mechanisms designed to translate this commitment into tangible change. Born out of collective action and mutual support, SHGs have grown from modest community savings circles into a national network of millions of women-led groups representing one of the world's largest social mobilisation experiments.

Under the National Rural Livelihoods Mission (NRLM), launched by the Ministry of Rural Development in 2011, the SHG movement received unprecedented institutional backing. Implemented at the state level through SRLMs, it brought a systematic framework for community mobilisation, financial linkages, livelihood promotion, and capacity building. States like Bihar, Odisha, Jharkhand, Madhya Pradesh, and Andhra Pradesh have demonstrated remarkable progress in SHG formation and federation-building, even as operationalisation challenges remain formidable.

Simultaneously, NEP-2020 has catalysed a structural rethinking of how Indian universities approach learning, explicitly advocating for vocational integration, community immersion, and obligatory internship periods. This mandate has encountered serious implementation challenges, primarily because universities lack established channels for meaningful, supervised, field-based learning environments. The convergence of these two unmet needs—the SRLM's demand for trained human resources and the university system's need for credible internship placements—creates a compelling opportunity for institutional partnership. This paper argues that by embedding students from economics, rural development, social work, and allied disciplines into SHG ecosystems under SRLM supervision, both rural

programme delivery and student learning can be substantially improved. This study is guided by five interconnected objectives:

- i. To analyse the functioning, structure, and developmental contributions of SHGs under NRLM and SRLMs, particularly as instruments of financial inclusion and women's empowerment.
- ii. To critically examine operational and institutional challenges constraining effective SRLM implementation, including human resource gaps, data management inefficiencies, and monitoring deficits.
- iii. To examine the relevance and scope of the internship mandate within NEP-2020 and assess the extent to which university systems can fulfil this requirement meaningfully.
- iv. To propose a structured, scalable, and institutionally viable model for integrating students from higher education institutions into SHG-linked SRLM systems under the guidance of District Programme Managers.
- v. To evaluate the reciprocal benefits generated by this integration for government bodies, universities, students, and SHG communities.

Given the conceptual and policy-oriented nature of this study, the methodology is primarily qualitative and observational. The paper draws on a triangulated evidence base incorporating direct field observation, participatory engagement with SHG communities, and a thorough review of policy literature and programme documents.

Literature Review

Field Observation

Foundational data were gathered through sustained field observation in rural areas of Bilaspur, Durg, and Rajnandgaon districts of Chhattisgarh from January to April 2026. The author engaged with women SHG members and conducted interviews with government officials and other stakeholders. Two modes of observation were employed: participant observation—engaging directly in SHG meetings, data entry sessions, and village organisation assemblies—and non-participant observation, providing a more detached and analytical view of processes and institutional behaviours.

Participatory Rural Appraisal

Participatory Rural Appraisal (PRA) tools, including social mapping, livelihood calendars, and group discussions, allowed SHG members to articulate programme gaps, capacity needs, and potential areas where student support could be valuable. This grounded the proposed framework in the lived realities of the communities it intends to serve.

Policy Document Review

A critical review of the NRLM Framework for Implementation (2011), NEP 2020, state-specific SRLM operational guidelines, and academic literature on internship models in development programmes formed an essential pillar of the research design, situating the framework within the larger policy landscape.

SHGs Under NRLM: Structure and Role

Self-Help groups are voluntary associations typically comprising ten to twenty rural women pooling savings, extending internal credit, and addressing collective social and economic vulnerabilities. NRLM provided the movement with a comprehensive institutional architecture capable of operating at national scale.

Institutional Architecture

NRLM envisions a three-tiered institutional structure. At the base are SHGs—the primary social and financial unit. Village Organisations (VOs) federate multiple SHGs within a village, enabling collective decision-making on credit planning, grievance redressal, and government scheme convergence. Cluster Level Federations (CLFs) bring together VOs across several villages for livelihood planning, bulk procurement, and market linkage. Table 1 summarises this structure.

Key Contributions of SHGs

SHGs have significantly contributed to rural development through financial inclusion, women's empowerment, and livelihood generation. Through NRLM, SHGs have linked rural women with formal banking systems, enabling access to savings, credit, and livelihood support. SHG participation has enhanced women's decision-making capacity, mobility, awareness, and social confidence. Convergence with government schemes in agriculture, skill development, and

Table 1: Three-Tier Institutional Structure of SHGs under NRLM

Tier	Unit	Composition	Key Functions	Scope
I	SHG	10–20 rural women	Savings, internal credit, group meetings	Village
II	Village Organisation	10–20 SHGs	Credit planning, scheme convergence	Gram Panchayat
III	Cluster Level Federation	10–15 VOs	Market linkage, livelihood planning	Block/Cluster
IV	Block/District SRLM	Govt. staff	Supervision, MIS, monitoring	District/Block

Source: *Author's compilation based on NRLM Framework for Implementation (2011)*

enterprise promotion has strengthened livelihood opportunities, while Community Resource Persons (CRPs) have emerged as important agents for spreading financial literacy and health awareness at the grassroots level.

Challenges in SRLM Implementation

Despite substantive achievements under NRLM, the institutional machinery of SRLMs is operating under considerable strain. Rapid expansion of SHG coverage has outpaced administrative capacity, generating systemic vulnerabilities that threaten the quality and sustainability of programme outcomes.

Human Resource Constraints

The most acute challenge confronting SRLMs is the persistent inadequacy of trained human resources at district and block levels. District Programme Managers, Block Programme Managers, and Community Coordinators are expected to supervise vast numbers of SHGs, manage financial reporting, and ensure convergence with multiple line departments—often with minimal support staff. In several states, a single block-level official may be nominally responsible for monitoring hundreds of SHGs across dozens of villages, resulting in stretched supervision and perfunctory visits.

Data Management Issues

The data infrastructure of SRLMs has become increasingly complex as digital monitoring platforms, online MIS systems, and real-time reporting requirements are introduced. Their effective use requires technological literacy and dedicated time. In practice, backlogs in data entry are common at VO and CLF levels where administrative capacity is weakest. Inaccuracies in SHG grading, credit linkage records, and livelihood programme enrollment data are frequently cited in evaluations as factors that distort resource allocation.

Monitoring Gaps

Effective monitoring requires regular field visits, direct interaction with SHG members, and timely identification of deviations from programme protocols. Given staffing constraints, structured monitoring visits to individual SHGs are often replaced by periodic VO-level meetings, which may not capture the full picture. Weak groups with inactive members, irregular savings, or credit conflicts tend to go undetected for extended periods.

Capacity Building Limitations

Training and capacity building are central NRLM pillars, envisioned for SHG members, CRPs, VO functionaries, and block-level staff. In practice, the training calendar is rarely implemented as designed. Inadequate funds, logistical challenges, high staff turnover, and lack of follow-up support frequently dilute the intended impact, creating a compounding problem where already stretched staff are also inadequately equipped.

NEP–2020 and the Internship Requirement

National Education Policy –2020 (NEP-2020) represents a watershed moment in India's approach to higher education. Moving decisively away from rote-based paradigms, it envisions a flexible, multidisciplinary, research-oriented system deeply connected to the developmental realities of the country. Its insistence on experiential learning and community engagement is particularly relevant to the framework proposed in this paper.

Experiential Learning as a Core Principle

NEP–2020 calls for curricula that incorporate practical exposure, fieldwork, project-based learning, and social engagement as integral components of degree programmes. For students in economics, rural development, social work, public

administration, and management, this translates into structured internship placements that expose them to government programmes, civil society organisations, and community institutions.

The Gap between Mandate and Execution

Despite the clarity of NEP's vision, operationalisation of the internship mandate has proceeded unevenly. Many universities, particularly in smaller towns and rural areas, lack the institutional networks necessary to secure quality placements for their students. Internships often become perfunctory exercises limited to brief stints in nearby offices with minimal structured learning. This calls for systemic solutions, of which the SRLM-university partnership is one promising pathway.

Relevance for Social Science Students

For students of economics, sociology, and rural development, the SHG-SRLM ecosystem offers an extraordinarily rich learning environment encompassing financial intermediation, institutional economics, gender dynamics, programme management, community psychology, and data systems—all within a single field context. An internship embedded within this environment, if properly structured, can provide exactly the multi-dimensional, real-world exposure that NEP-2020 aspires to promote.

Proposed Model for Integration

The framework rests on a tripartite institutional compact among universities, SRLMs, and students who serve as the operational bridge between them. Its design is informed by three foundational principles: voluntary participation with structured accountability, clear role delineation to prevent overlap with paid staff functions, and continuous mentorship to ensure genuine learning rather than labour substitution.

Institutional Mechanism

The model's institutional foundation rests on formal Memoranda of Understanding (MoUs) between universities and state SRLMs, defining each party's responsibilities: universities handle pre-field orientation, academic supervision, and intern assessment; SRLMs provide placement infrastructure, field mentors, and programme access. Students placed under District Programme Managers gain both supervisory oversight and administrative

exposure. Each SRLM should establish a dedicated internship coordination cell led by a nodal officer to manage placements and liaise with universities. A jointly developed internship protocol document would standardise work expectations, learning objectives, code of conduct, and reporting formats.

Student Roles and Responsibilities

Student interns will be assigned roles useful to SRLM while generating meaningful learning outcomes, broadly across four categories: (1) SHG record maintenance and audit support—reviewing passbooks, loan registers, and meeting minutes to identify and rectify gaps; (2) data entry and MIS support—updating digital records, grading data, and progress reports at block or district level; (3) field surveys and baseline assessments—collecting primary data on livelihood indicators, income levels, and programme uptake; and (4) problem identification and solution mapping—flagging systemic inefficiencies, proposing improvements, and documenting best practices replicable across SHG clusters.

Areas of Operational Integration

Students can be integrated into specific operational domains: supporting Bank Sakhi/Bank Mitra activities in financial literacy; assisting with MIS updating and report generation in data management; conducting rapid assessments and focus group discussions in field research; and helping design training materials and SOPs. Table-2 provides a tentative list of subjects and possible internship activities.

Role of Observation and Participatory Methods in Student Learning

Observation is among the oldest and most fundamental tools of social science inquiry, and its value in rural development internships cannot be overstated. When students are embedded in SHG meetings, VO assemblies, or community mobilisation events, they observe not just what is formally recorded in minutes and reports, but the underlying social fabric that determines whether a programme lives or merely exists on paper.

Participant Observation

Active participation—attending SHG meetings as part of the group's support system, joining community discussions, and building relationships

Table 2: Tentative Subjects and Activities within SRLM/SHGs during Internship

Department	Nature of Internship	Internship Activities within SRLM/SHGs	Learning Outcomes
Economics	Rural financial systems	SHG credit analysis, livelihood surveys, bank linkage documentation	Rural economy & microfinance
Social Work	Community practice	Group facilitation, PRA exercises, awareness sessions	Field intervention & participatory practice
Communication Design	Community communication & media	Designing awareness materials, digital content, SHG branding	Visual comm., content creation
Agriculture	Agricultural extension	Observation of farming and agri-livelihood activities	Rural production systems
Rural Development	Village development	Baseline surveys, livelihood mapping, convergence studies	Applied rural development
Sociology	Community observation	Study of caste, gender, social cohesion in SHGs	Grassroots social analysis
Commerce	Rural accounting	Verification of registers, bookkeeping support, audit assistance	Accounting & financial compliance
Management	Rural management	Documentation of enterprise models and operational systems	Organisational & managerial exposure
Public Administration	Governance	Observation of scheme implementation and local administration	State delivery systems
Statistics	Rural data	Data compilation, MIS support, survey tabulation	Applied statistical analysis
Computer Science	Digital systems	MIS support, digital record assistance, app-based reporting	Applied digital governance
Journalism & Mass Comm.	Development communication	Documentation of SHG success stories and field reporting	Community communication skills
Law	Legal literacy	Awareness sessions on rights and entitlements	Applied legal outreach
Public Health	Rural health	Health awareness campaigns and sanitation observation	Community health exposure

Source: *Author's compilation based on field observations and SRLM consultations*

with SHG leaders—provides qualitative insights that no survey instrument can replicate. Participant observation allows interns to understand the informal hierarchies within groups, the micro-politics of credit allocation, the influence of social identity on group cohesion, and the subtle ways in which programme guidelines are interpreted at the grassroots level. These contextual understandings distinguish a trained development practitioner from a mere data collector.

Non-Participant Observation and Mixed Methods

Non-participant observation complements

participant observation by maintaining analytical distance and enabling structured pattern recognition. A student observing SHG meetings across multiple villages can comparatively assess facilitation quality, attendance, savings regularity, and dispute resolution practices. The most productive internship engagements will combine both observational modes with participatory tools such as transect walks, wealth ranking exercises, and seasonal calendars drawn from the PRA tradition. These mixed-method approaches not only deepen understanding of rural livelihoods but also contribute tangible analytical

products—community profiles, gap analysis reports, and livelihood mapping exercises—of direct utility to SRLM programme staff.

The Importance of Field Learning

Learning acquired through direct field experience has qualitatively different properties from classroom learning. It is more durable, emotionally engaging, more likely to be integrated into professional identity, and more effective at building adaptive capacities needed in complex work environments. For students preparing for careers in public administration, development banking, civil services, NGO management, or academic research, field exposure to the SHG-SRLM system provides irreplaceable preparation.

Real-World Understanding

Students who spend time in SHG-linked communities come away with a concrete, grounded understanding of concepts that would otherwise remain abstract. Microfinance becomes the story of a woman who used a group loan to purchase a sewing machine and pay for her daughter's school fees. Financial inclusion becomes the specific challenge of helping a semi-literate group member open a Jan Dhan account and understand how to use a bank passbook. This translation of abstract concepts into lived realities is perhaps the most lasting gift that field learning can offer.

Practical Skills and Civic Responsibility

Field placements develop practical skills highly valued by development sector employers: communicating effectively across educational and cultural backgrounds, facilitating group discussions, competence in data collection and record management, and navigating bureaucratic and community environments simultaneously. Beyond these practical skills, sustained community engagement shapes students' sense of civic responsibility. Students who witness the impact of well-functioning SHGs on rural women's lives, and who encounter frustrations caused by programme gaps, emerge with a sharpened sense of what is at stake in development work—precisely the professional and moral formation NEP-2020 envisions.

Benefits of the Proposed Model

A well-designed integration framework generates synergistic benefits across all four key

stakeholder groups: the SRLM and government machinery, the students, the universities, and the SHG communities themselves.

For Government and SRLM

The most immediate benefit for SRLMs is an infusion of trained, educated human resources into a chronically understaffed operational system. Properly oriented and supervised student interns can maintain up-to-date SHG records, support digital data entry, conduct spot assessments of VO functioning, and assist with training event organisation. While interns cannot substitute for permanent staff in roles requiring programme authority or financial decision-making, their support in administrative and field-level functions can meaningfully reduce burden on existing staff and improve overall programme delivery quality.

For Students

An internship within the SHG-SRLM ecosystem provides rare contextual intelligence, field competence, and professional networks that significantly enhance employability. Students aspiring to civil services benefit from a nuanced understanding of rural governance and welfare delivery. Those eyeing development finance institutions or rural management careers gain practical exposure to financial inclusion and community mobilization. Research-oriented students gain access to primary data and field experiences that can anchor dissertation and publication projects.

For Universities

Universities establishing formal partnerships with SRLMs gain multiple institutional advantages: fulfilling the NEP-2020 internship mandate through a credible, structured channel; enhancing reputation as institutions meaningfully connected to national development priorities; and creating opportunities for faculty research collaboration with SRLM. Field data collected by student interns can feed into larger academic investigations on rural livelihoods and institutional development, potentially forming the basis for funded research partnerships.

For SHG Communities

For the SHG women who form the ultimate beneficiaries of this framework, the presence of educated, enthusiastic interns can generate meaningful value. Financial literacy sessions help members better understand loan terms, insurance

products, and savings instruments. Record-keeping assistance reduces the administrative anxiety that many group leaders with limited formal education experience when managing complex registers. Interns who approach communities with genuine curiosity and respect can become conduits for ideas and information that enrich the intellectual and social life of the group.

Policy Recommendations

For this framework to transition from concept to practice, enabling policy and institutional actions are required at multiple levels.

Formalising Institutional Partnerships

The Ministry of Rural Development, in coordination with the University Grants Commission and state education departments, should issue joint guidelines encouraging universities to pursue MoUs with their respective SRLMs. These should include model MoU templates, internship duration specifications, credit-award norms, and minimum quality standards. Incentive structures such as research grants and recognition schemes would accelerate adoption.

Developing Standardised Internship Modules

A generic internship curriculum framework, adaptable to local contexts, should be developed with inputs from development practitioners, academics, and SHG community leaders. This framework should specify theoretical grounding required before field placement, the range of field tasks appropriate for different student backgrounds, reflective learning processes during placement, and assessment criteria for evaluating internship outcomes. A digital internship manual hosted on the NRLM or UGC portal would make this resource accessible to all stakeholders.

Monitoring, Certification, and Pilot Studies

Regular monitoring through mid-placement reviews, exit interviews, and community feedback mechanisms is essential to prevent the framework from degenerating into a tokenistic exercise. Students completing SRLM internships should receive formal certification from both the university and SRLM, recognising specific skills and competencies developed. For top-performing interns, pathways to extended engagement as Research Associates or SRLM project consultants could be offered as

additional incentives. Before national scaling, structured pilot programmes in select states should be initiated with rigorous documentation and evaluation components that generate empirical evidence on internship outcomes across all stakeholder groups.

Conclusion

The argument advanced in this paper rests on a simple but powerful premise: that two of India's most significant contemporary challenges—the operational gaps in SRLM implementation and the unfulfilled promise of NEP- 2020's experiential learning mandate—are not separate problems requiring separate solutions, but are two faces of the same structural disconnect between knowledge-producing institutions and delivery mechanisms on the ground.

By embedding university students as structured interns within SHG-linked SRLM systems, under the supervision of District Programme Managers and with the institutional backing of formally negotiated MoUs, it becomes possible to address both problems simultaneously. SRLMs gain access to educated, motivated, and cost-effective human resources that can support record maintenance, data management, field research, and financial literacy functions. Students gain access to the richest kind of development learning—contextual, participatory, emotionally engaged, and professionally relevant.

The framework is not without implementation challenges. Managing the expectations of diverse stakeholders, maintaining quality across hundreds of placements, preventing the exploitation of student labour, and ensuring genuine learning rather than routine clerical work are all concerns requiring careful institutional design and sustained oversight. However, these are challenges of execution, not of principle. The underlying logic of convergence between higher education and rural livelihoods is sound, timely, and fully in keeping with India's stated development priorities.

India stands at a moment when its young population, its expanding university system, and its ambitious rural development architecture can, if brought into productive alignment, generate transformative outcomes for communities that have long been underserved. The integration of student internships with SHG ecosystems under NRLM and SRLM is one concrete step in that direction, and it deserves the serious attention of policymakers,

university administrators, and development practitioners alike.

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(contd. from pg. 5)

a pluralistic nation without diminishing regional identities.

Employability

In India's stratified labour market, multilingual competence improves career prospects. English proficiency facilitates access to global careers and the knowledge economy, while regional language skills are essential for local governance, commerce, healthcare, and community engagement. Employers increasingly value this combination, particularly in sectors such as education, public administration, tourism, media, and business development. A multilingual professional is equipped to operate effectively in both urban corporate environments and rural development initiatives.

Cultural Preservation

In addition to these primary advantages,

the Three-Language Formula supports the intergenerational transmission of knowledge by preserving regional literatures and oral traditions within formal education. For example, a Telugu student learning Hindi gains access to North Indian literature, while a Hindi speaker learning Bengali can engage with Tagore's works in their original linguistic context.

In conclusion, the Three-Language Formula exemplifies India's progressive approach to linguistic diversity: adaptable, inclusive, and informed by both historical precedent and contemporary research. Rather than enforcing uniformity, it positions communication as a unifying force while respecting regional aspirations. The policy's flexibility promotes participation without linguistic exclusion, aligning with the vision of *Viksit Bharat 2047* for a developed India that regards its pluralistic identity not as a challenge but as a strength. □

From Prehistoric to Colonial Era: An Archaeological and Historical Study of Jodhpur

Astha Dibyopama*

Introduction

The district of Jodhpur is situated in western Rajasthan and occupies a significant place in the historical and archaeological landscape of India. Known as the “Gateway to the Thar Desert,” Jodhpur represents a remarkable blend of ancient civilisation, Rajput valour, medieval urbanism, and desert culture. The region historically formed the core of Marwar, one of the most influential princely states of Rajasthan. Founded by Rao Jodha in 1459 CE, the city of Jodhpur emerged as the political and cultural centre of the Rathore dynasty and later became a prominent centre of trade, administration, architecture, and military power.

Jodhpur is characterised by an arid climate, sandy plains, rocky outcrops, and sparse vegetation. The Luni River, one of the major rivers of western Rajasthan, flows along the southern edge of the district and supports agriculture and settlement. The geographical position of Jodhpur made it an important centre for trade routes connecting Gujarat, Delhi, Sindh, and Central Asia. The harsh desert conditions influenced the lifestyle, architecture, and economy of the region. Fortified settlements, step wells, tanks, and stone-built structures developed as adaptive responses to the arid environment. The availability of sandstone in the region contributed to the unique architectural style of Jodhpur. The blue-painted houses of Jodhpur city became a distinctive architectural feature and gave rise to the popular name “Blue City.” Traditional houses were designed to withstand the harsh desert climate through thick walls, courtyards, and ventilation systems. This paper examines the historical development of Jodhpur district from prehistoric times to the colonial era.

Prehistoric Phase of Jodhpur

Rajasthan is well known for the findings of large numbers of prehistoric sites ranging from the Palaeolithic to the Mesolithic periods.

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Lower Palaeolithic, Middle Palaeolithic, Upper Palaeolithic (Gurha and Nagri sites) and Mesolithic sites have also been reported earliest in the district by Allchin, *et al.* (1978). Thar Desert has no rock art, but numerous Mesolithic occupation deposits support the factories, working floors, camping places and artefact collections. Compared to all phases of the Stone Age, Mesolithic period is richest in Jodhpur. Firstly, all the dated Mesolithic sites belong to the Holocene, and since there have been no significant geomorphologic changes during this period, the sites are fairly well preserved. 26 Mesolithic sites are reported in the Jodhpur district. Important Mesolithic sites of the district are Bujhawar, Jamba, Nenau, Khinchan, Hindol Go, Phalodi industrial area and Motoi, etc (Deotare, *et al.* 1998, 2004), (Dibyopama, 2010). There are two Upper Palaeolithic and four Mesolithic sites that were discovered by Dibyopama (2010), and these sites are located in the Phalodi Tehsil. These archaeological sites were found buried on the pediment of intermittent sloppy valleys and well-preserved and stable landforms, which are very suitable for the establishment of any cultural and archaeological site at these places. Stone tools are made of chert, chalcedony, and quartzite, etc. The tools include geometric microliths like blades and flakes used for hunting and daily activities. The presence of lithic debitage suggests local manufacturing of stone tools. Some sites also yielded pottery fragments associated with later historical occupations, indicating continuity of settlement over long periods.

Protohistoric Phase

Not a single Protohistoric site was discovered in the Jodhpur district. To identify the exact reason behind this, detailed scientific and archaeological research is required. Preliminary findings suggest that harsh climatic conditions, active sand dunes and the lack of any major perennial river, other than the seasonal River Luni, may be contributing factors.

Early Historic Phase of Jodhpur District

51 Early Historic Rang Mahal sites are known

in the Jodhpur district. This data was generated by a scholar by conducting an extensive village-to-village survey in various tehsils of Jodhpur district, and also carried out a survey of the current ecological condition to understand subsistence and economic conditions of early cultures. Exploration was undertaken in Jodhpur district in the years 2008, 2009 and 2010, in all *Tehsils* of Jodhpur district (Phalodi, Osiyan, Shergarh, Luni, Bilara and Bhopalgarh). A major concentration of archaeological sites was found in Phalodi Tehsil, which is situated in the northwestern part of Jodhpur district, and this is the largest Tehsil of Jodhpur district as well. Results of extensive exploration 51 archaeological sites were identified as Early Historic Rang Mahal phase sites. Rang Mahal culture is a unique culture of northwestern India, which comes under the time frame of the late Kushana period. An identical feature of this culture is Rang Mahal pottery, luxury with which the potters have painted, predominantly by painting on various types of vessels, with floral, zoomorphic and geometrical patterns, with a distinctive character. Only one site, namely Rang Mahal, was excavated by the Swedish archaeologist Hanna Rydh in 1952 – 53, and her comprehensive report (Rydh, 1959) provides an excellent picture of the material culture of the Rang Mahal people. Most of the sites have a single cultural deposit.

Fig 1: General View of One of the Early Historic Rang Mahal Sites from Phalodi Tehsil Jodhpur District (Dibyopama, 2010)



Sites primarily identified as Rang Mahal culture sites, based on the occurrence of painted pottery, which are identical feature of Rang Mahal culture. Rang Mahal culture roughly dated between 200 AD - 600 AD on the basis of coins of Kanishka III or Murundas and c14 dates retrieved from the excavations at Rang Mahal sites (Rydh, 1959).

Early Medieval Jodhpur

Throughout the Early Medieval period, the Gurjara-Pratihara dynasty exercised supremacy over the district (Chandra, 1997). The Gurjara-Pratiharas expanded their rule in Rajasthan, with their capital located in Mandore, near present-day Jodhpur, which served as an important political centre. They established control over much of Rajasthan, including the region of Marwar. The dynasty reached its zenith under King Bhoja (836-885 CE). The decline of the Gurjara-Pratiharas continued, and by the 11th century, they lost their prominence (Majumdar, 1956). Archaeological remains at Mandore include temples, sculptures, memorials, and fortifications that reflect the artistic and religious traditions of Early Medieval Rajasthan. Mandore Gardens represent the ancient capital of Marwar before the foundation of Jodhpur. Excavated sculptures and architectural fragments indicate the existence of important early medieval settlements in the region (Meister, 2007). Osian groups of temples are another

significant historical monument in the district. It emerged as a major centre of Brahmanical and Jain religion between the eighth and twelfth centuries CE. The temples of Osian are famous for their intricate carvings, sculptural beauty, and architectural excellence. These temples demonstrate the prosperity of trade networks and religious patronage in western Rajasthan during the early Medieval period. The Sachiya Mata Temple and Jain Mahavira Temple are especially important for their architectural style and sculptural ornamentation. The temples display features of the Nagara style of temple architecture and reveal the

influence of trade and religious patronage in the desert region (Meister, 2007).

Medieval Jodhpur

The history of Medieval Jodhpur began with Rao Jodha, a Rathore Rajput ruler, who founded the city in 1459 CE. The Rathores originally migrated from Kannauj after the decline of their kingdom following the invasions of Muhammad Ghori. Over time, they established their power in Marwar. Rao Jodha shifted his capital from Mandore to a more secure location and constructed the famous Mehrangarh Fort on a rocky hill overlooking the surrounding plains. The fort became the political and military centre of the Rathore kingdom. According to local traditions, the foundation of the fort involved rituals and sacrifices intended to ensure prosperity and protection. Under the Rathores, Jodhpur expanded into one of the largest princely states of Rajasthan. Rao Maldeo, one of the most powerful rulers of Marwar, strengthened the kingdom during the sixteenth century and resisted Afghan and Mughal invasions. Later, the rulers of Jodhpur entered into political alliances with the Mughal Empire, especially during the reign of Emperor Akbar. The Rathore rulers promoted architecture, painting, literature, and trade. Their patronage led to the construction of palaces, temples, lakes, gardens, and administrative buildings across the district. Jodhpur developed as an important centre of art and culture under the Rathore rulers. The Marwar school of miniature painting flourished in the region and depicted themes from Hindu epics, royal life, hunting scenes, and court ceremonies. Folk music, dance, and oral traditions also formed important aspects of local culture (Bhargava, 1966).

Jodhpur during the Colonial Period

During British rule, Jodhpur continued as a princely state under indirect colonial administration. The rulers of Jodhpur retained political associations with the British and contributed troops during numerous military operations. The colonial era saw transformation in administration, education, transportation, and urban planning. Railways, roads, and public institutions converted the city into a main provincial centre. At the same time, royal support continued to back architectural and cultural undertakings. Some significant architectural masterpieces were built in this era. For example,

Jaswant Thada, a marble cenotaph erected in remembrance of Maharaja Jaswant Singh II (1838 - 1895). The edifice is well-known for its elaborate marble carvings and peaceful backdrops. It reveals the commemorative architecture of Rajput rulers and the persistence of royal traditions into the nineteenth century. Special mention is made of the Umaid Bhawan Palace made amid of 1928 -1943. Umaid Bhawan Palace was constructed during the reign of Maharaja Umaid Singh in the twentieth century. Though comparatively contemporary, the palace is historically substantial as a specimen of Indo-European architecture and royal investment during the colonial age. Constructed partially as a famine relief venture, the palace signifies the transition of princely Rajasthan into the modern era (Hooja, 2006).

Conclusion

Jodhpur district discloses the vibrant development of human society in the desert area of Rajasthan, since Prehistoric hunter-gatherers to powerful Rajput kingdoms. The district has witnessed continuous cultural development over millions of years. The prehistoric archaeology of Jodhpur is significant for understanding human adaptation to desert settings. The archaeological evidence demonstrates that the Thar Desert was not an empty wasteland but a region inhabited by dynamic communities with evolving technologies and survival strategies. Archaeological discoveries of Palaeolithic and Mesolithic tools demonstrate the antiquity of human occupation, while medieval forts, temples, and palaces highlight the artistic and political achievements of the Rathore rulers. Monuments such as Mehrangarh Fort, Mandore, and Osian stand as symbols of Rajasthan's glorious heritage and architectural excellence. Jaswant Thada is known for its intricate marble carvings and peaceful surroundings. It reflects the memorial architecture of Rajput rulers and the continuation of royal traditions into the nineteenth century.

Umaid Bhawan Palace is comparatively recent; the palace is factually important as a model of Indo-European construction and royal patronage throughout the colonial age. Constructed fairly as a famine aid plan, the palace signifies the transition of princely Rajasthan into the contemporary age. Jodhpur district therefore occupies a distinctive place in Indian history and archaeology as a province

where desert ecosystem, warrior ethnicities, trade systems, and artistic creativity combined to produce an energetic cultural backdrop.

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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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Well-being: The Concern of the 21st Century in the Digital World

Partha Sarkar* and Pathloth Omkar**

The 21st century has witnessed an unprecedented surge in digital connectivity, shaping the way individuals interact, work, and engage with the world. The virtual realm has become an increasingly integral part of everyday life. Besides having the benefits of timely and welfare aspects, its adverse tax implications can also be observed. Hence, there is increased concern about its effects on well-being. This research paper will explore the multifaceted dimensions of well-being in the context of virtual worlds and seek to highlight opportunities and strategies for promoting a healthy and balanced existence in the digital age. Drawing on a comprehensive review of existing literature and empirical evidence, this article provides insights into the psychological, social, and emotional implications of virtual interactions, highlighting the importance of fostering digital literacy, digital citizenship, and digital empathy. Moreover, it will try to address the ethical tendencies and potential pitfalls of living a healthy and realistic life in the virtual world. By advancing our understanding of well-being in the digital age, this article seeks to inform policymakers, educators, and healthcare professionals regarding the present conditions, needs, and interests of modern society and how they can secure the future in the virtual world.

[Abstract]

The history of the progress of human civilisation continues to evolve through various types of improvements. Advances in technology and machinery play a leading role as crucial development elements. People use all these devices and technology to complete any daily task efficiently. The trend of human well-being has been changing hand in hand over time. As the contours of people's needs and wants change, their well-being tendencies also change. In the rapidly evolving 21st-century digital age, well-

being is crucial and a central concern, especially in the virtual world (Mayiwar et al., 2024; Büchi, 2021; Burr, Taddeo, & Floridi, 2020). As technology continues to permeate every aspect of our lives, from work to leisure, because of these accessibilities at work, the technology and gadgets that are used with and without the internet, e.g., virtual reality, augmented reality, and AI-related technologies, are creating an imaginary world that is different from the materialistic real world (Pacchierotti et al., 2017). This is called the virtual world, which is the primary concern of this article.

The virtual world is an extension of reality; it has now evolved into a parallel universe, like weaving into the fabric of our daily lives. In this unprecedented virtual domain, individuals forge connections, create cultures and communities, and engage in activities that mirror or diverge from their physical embodiment. The impact of this digital frontier is undeniable, offering restricted opportunities for exploration, expression, and escapism (Freund, 2024; Hadi, Melumad, & Park, 2023). However, in the realm of the virtual world, ambush is a vital concern for navigating the well-being of individuals in this brave new world.

The quest for well-being is essential for every human being. It has long been a cornerstone of human existence, guiding us to pursue happiness, pleasure, fulfilment, and purposeful meaning in our lives. Yet, when we immerse ourselves in the virtual world through technology and gadgets, questions arise about the impact of this digital immersion, which is creating an illusory spectrum on our psychological, emotional, and social well-being. The virtual world is giving us relentless information, along with an unpredictable and uncontrollable addiction to social media, keeping the promise to provide us with pleasure and happiness, and also a danger to our mental health and well-being. In the 21st century, the virtual world is bringing unprecedented and extraordinary new change through the hands of digital technology.

The history of human civilisation shows that adaptation is necessary for survival in the environment (Zilber-Rosenberg & Rosenberg, 2008). This adaptation process sustains our existence for

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the future by enabling us to learn new things. So, to survive in this virtual world, one has to adapt as well as master the concept of well-being. Otherwise, it will be difficult to survive in the dynamic real world. So, taking the Well-Being concept into the virtual world is not just an academic endeavour; it has now become an important social imperative. As digital technology pervades every aspect of our lives, from education and healthcare to entertainment and commerce, it has become best to uncover wellness practices within the virtual paradigm. By understanding the nuances of this evolving landscape, we can harness its potential for positive transformation while mitigating its negatives.

This research article, therefore, seeks to provide a sustainable, healthy environment that is future-proof by investigating the complex interplay between technology, human behaviour, and social dynamics, and by understanding the dimensions of well-being in virtual worlds. Empirical analysis weaves inquiry and critical reflection to shed light on the solutions to this modern civilisation by defining the mystical modern era. By doing this, past experiences are used to solve current problems, and the future world is guided to ensure well-being is well-deployed.

To properly justify the content of this title, we need to be aware of the theoretical content. Analysing or explaining the content while keeping its foundation intact will fit to the purpose.

Various Concepts of Well-being

The World Health Organisation (WHO) defines health as “a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity.” This definition underscores the holistic nature of well-being, incorporating physical, mental, and social dimensions (WHO, 1948).

Seligman defined well-being in his theory as a combination of cognitive happiness (satisfaction), hedonic happiness (feeling good), and eudaimonic happiness (functioning effectively). He predicted well-being using five elements: a) Positive Emotion, b) Engagement, c) Relationships, and d) Meaning and Accomplishment (Madeson & Neuhaus, 2017, para. 4).

The prominent ancient Greek philosopher Aristotle described well-being as eudaimonia, which translates to “human flourishing” or “living well.”

Aristotle emphasised the importance of fulfilling one’s potential and engaging in virtuous activities for a life of true well-being (Waterman et al., 2010; Symons & Weele, 2024). Bhutan measures its national progress using the Gross National Happiness Index, which emphasises holistic well-being over purely economic indicators. GNH considers psychological well-being, health, education, cultural diversity, community vitality, Living standards, environmental sustainability, and good governance. Positive psychology, one of the breakthroughs of the 21st-century world, was founded by Martin Seligman and focuses on understanding and promoting well-being and happiness. Its approach includes cultivating strengths, real-world engagement, positive emotions, meaning, and positive relationships to enhance well-being. Under SDG Goal 3, the United Nations emphasises healthy lives and promotes well-being for all ages to ensure peace and harmony worldwide. Through this goal, the UN tried to illuminate the importance of well-being as a fundamental aspect of sustainable development and global progress (Martin, 2023).

These definitions, concepts, and frameworks from prominent individuals and organisations offer valuable insights into happiness and well-being. All the above sentences cover various types and aspects of well-being across multiple dimensions, including personal, community, social, and psychological levels, which have significantly helped flesh out the central concept of this study.

Reviews

Smith et al. (2024) showed the CFPS study data on digital technology use. The data indicate that psychological happiness is influenced by the use of digital technology. Balancing the use of digital tools and technologies can improve information access, health literacy, and socio-emotional connection, which increases happiness. On the other hand, the excessive use, addictive behaviour, and unhealthy usability of digital or virtual tools, technologies, or gadgets lead to anxiety, depression, social isolation, etc. Individuals face physical problems such as eye strain, headaches, muscular problems, and overall mental unhappiness.

Smith et al. (2022) explore the research aspects of digital health care, disease management, clinical outcomes, and their implications. They examine the impact of digital media on individual well-being and

health. However, the authors explore the various aspects of well-being in the digital world. They emphasise psychological aspects such as happiness, satisfaction, responsibility, and meaning in life, but also emphasise social and existential aspects. The authors also argue that in the future, the use and evaluation of digital health tools should be based on their impact on the user's overall quality of life and psychological resilience.

Tamta (2025) investigated the positive and negative aspects and impacts of digital technology on mental health. The online therapy platforms, healthcare apps, social media support communities, etc., can enhance emotional support and facilitate care. She also found that risk factors, such as information overload, cyberbullying, etc., reduce subjective well-being and destroy a healthy mind.

Arul and Padmasundari (2023) focus on the multidimensional concepts of digital well-being in the 21st-century world. They encompass mental health, sleep quality, social relationships, and emotional balance. The authors argue for the balanced use of digital technologies in their lives. They emphasised limiting screen time before sleep, using digital apps for mindfulness, and fostering real-world social relationships to reduce stress, improve mental health, and increase life satisfaction.

Lee et al. (2024) present a synthesis of data on how the use of digital technologies is reshaping individuals' personal and social well-being. The study found that AI-powered healthcare tools can help with physical health care and caregiving, but informational errors, algorithmic personalisation, or privacy degradation can increase individual risk. Lack of trust in people can lead to psychological distress and anxiety. The report calls for a natural alignment between digital technologies and people.

Badri et al. (2023) investigate people's subjective health and perception about technology in the transformative technological shift in the 21st-century world. The study documented the positive and negative aspects of digital technology use. The authors underscore the positive and low happiness position of human beings. Shows a high requirement for balance between usability and the harmful impact of digital technology, and foster digital well-being in the modern 21st-century digital world.

Anderson and Rainie (2024) discuss the dark side of the digital world in their study. They highlight

through their work that people are facing various problems in digital life, such as a lack of overall well-being, fear of danger and harm, increasing social isolation of individuals, excessive use of internet-powered gadgets, isolation from social contacts and relationships, and increasing addiction to digital technology or devices, which is hurting the mental health of the individual.

The reviewed research papers and articles have found that digital technologies and gadgets are having a profound impact on human life, both physically and mentally, and have adverse effects on human life. Digital or virtual technologies are being used significantly in medicine and daily life. However, their excessive and uncontrolled use in human life is giving rise to security breaches, misuse of personal identity information, physical and mental illnesses, etc. The data clearly indicate that human welfare and solutions in the virtual world are necessary in the 21st century. In order to provide a healthy and safe liveable environment for future generations, the permanent and long-term presence of welfare in the virtual world has been considered a very reasonable and epoch-making demand.

The Virtual World and Well-being

It has already been mentioned that the 21st-century world is being nurtured and advanced through virtual or digital technology. In this world, various technological gadgets like machines, virtual reality, AI, augmented reality, etc., and electrical devices with the help of the internet have created a different illusory world within this real situation.

It has both advantages and drawbacks. On the positive side, we usually find that it works as a form of therapy as well. It has been used for therapeutic interventions such as exposure therapy for phobias and pain management, e.g., rubber hand illusions used to overcome phantom limb pain (Riva et al., 2016), PTSD treatment, etc. It offers a secure, regulated setting where people can face and overcome their anxieties or deal with their sorrow.

The virtual world can offer immersive, fetterless, and interactive educational experiences, making learning more engaging and effective, especially for non-formal and informal education systems (Díaz et al., 2019). This can present very tangible content and lead to better retention of information, enhance the quality of learning, and improve educational outcomes.

Those people who have social anxiety and physical limitations and might have difficulties with face-to-face interactions may utilise the synergy of the virtual world with an online platform like social media (Dwivedi et al., 2022). It can help to reduce feelings of loneliness and isolation. Through many studies, it has emerged that young men in this century are mostly suffering from loneliness (Killeen, 1998). They are somewhere out of the real world and looking for some temporary happiness that is easily available through fantasy. And this virtual environment can provide an opportunity to escape from real-world stressors and responsibilities. It offers a form of entertainment and relaxation, similar to reading a book or watching a movie. Along with all this, the new world allows individuals to be skilled and competent resource persons in this challenging and busy era.

The difference between the virtual world and the real world, and their impact, can be very clearly observed. Its positive aspects that can be particularly noted are that excessive time spent in the virtual realm leads to social isolation and negative mental health, and also fosters disconnection from real-life relationships, loneliness, and depression. Various physical problems, like eye strain and motion sickness, can cause discomfort; some mental diseases and disorders, e.g., digital vertigo, Digital Dementia, FoMo, etc., are emerging. Additionally, spending excessive time sitting and engaging in sedentary activities can contribute to various health issues.

Some people gravitate to the virtual world to find short-term peace while succumbing to real-life problems. This chaotic environment creates a sick mentality that can contribute to a sedentary lifestyle and related health issues. Not only that, but the question of the protection of human personality and identity in this unknown world has become a big challenge. In extreme cases, individuals may become so immersed in virtual worlds that they experience a sense of detachment from reality, known as depersonalization. This can lead to difficulties in distinguishing between virtual experiences and real-life interactions.

Challenges to Well-being in the Virtual World

We are drifting with the current of the flowing river of the 21st century. If we define the 21st century, we can see that the era is well equipped with significant technological advancements, globalisation, social changes, and challenges such as

technological dependencies, the digital revolution, and rapid urbanisation (Singh, 2026). The virtual world offers numerous benefits, but also presents numerous unique challenges to well-being. These include social isolation, a sedentary lifestyle, digital addiction, cyberbullying, information overload, privacy concerns, comparison, FOMO, and disconnection from reality, where securing the existence of individuality becomes a challenge (Firth et al., 2024). Social isolation occurs when individuals prioritise virtual interactions over face-to-face interactions, leading to feelings of loneliness and a disconnect from real-world relationships. Sedentary lifestyles, associated with obesity, cardiovascular diseases, and musculoskeletal problems, can also negatively impact overall well-being. Digital addiction, influenced by the constant accessibility of digital devices and the allure of online activities, can interfere with daily functioning, disrupt sleep patterns, and contribute to anxiety and depression. Cyberbullying, fueled by anonymity and distance, can have serious repercussions on mental health and self-esteem. Information overload, caused by constant exposure to news, notifications, and updates, can increase stress levels and hinder focus and concentration. Privacy concerns, such as the collection and sharing of personal information, have become more prevalent due to the proliferation of online platforms. Comparison and FOMO, exacerbated by social media platforms, can lead to feelings of inadequacy and comparison. Disconnection from reality can occur when excessive time is spent in the virtual world, blurring the lines between reality and fiction. Addressing these challenges requires a balanced approach to digital consumption, setting boundaries, prioritising real-world connections, and practising mindful usage of online platforms.

Digital Addiction and Social Isolation

It is not unknown to all of us how the virtual world is fulfilling and satisfying human desires. It is a magical world away from hard reality, creating an imaginary world where all imaginations come true. So, people escape from established structures and social norms and immerse themselves in a fictional world (Samoylova, 2014b). Everything that man has created for the convenience of his work can have good and bad effects. All the technologies that help create the virtual world have made people's daily lives so prosperous that under their influence, even impossible imagined things can be seen as reality. Naturally, its necessity and growth have occurred.

Likewise, social isolation is a significant challenge to well-being in the virtual world, despite its potential for increased connectivity. Although VR and social media offer remote communication opportunities, they also create feelings of loneliness and isolation (Foster et al., 2023).

It is then hypothesised that the paradox of social isolation arises from the disparity between the quantity of online connections and the quality of real human interaction (Gupta, n.d.b). The illusion of connectedness in social media interactions can lead people to feelings of isolation and loneliness, even among other people they connect with online (Nowland, Necka, & Cacioppo, 2017).

As social beings, face-to-face interaction and physical touch are considered essential for establishing politeness and harmony among humans. Otherwise, the lack of it will lead to feelings of isolation and loneliness (Gao & Sai, 2020a). The terrible epidemic of COVID-19 that has happened so far has forced people to stay socially distanced, which can be said to be the main reason for immersion in the virtual world (Kenyon et al., 2023b; Gao & Sai, 2020b). Various social and economic barriers hinder the process of eliminating social isolation by enabling immersive virtual social networking, which must be overcome (Pimentel et al., 2021).

Numerous Health Problems and Issues

The digital age of the 21st century has introduced or exacerbated several health problems. However, it does not refer to the outbreak of new diseases but to introducing new health-related patterns affecting existing conditions. Some of the evolved new forms of physical and mental illness that are not discussed in general are highlighted here.

Mental and Physical Health Issues

Digital Eye Strain

Digital eye strain refers to specific groups of eye and vision problems, such as tired and uncomfortable eyes, itchy and tearing eyes, dryness, and redness. It causes people to lose their ability to focus generally due to excessive use of computers or digital devices, smartphones, e-readers, etc. This problem can occur in children and adults (Kaur et al., 2022).

Sleep Disruption

As the 21st-century world is increasingly immersed in the virtual, the use of digital media has

also increased. Gadgets such as mobiles, computers, and laptops have made this journey easier for interested people. The blue light emitted by these digital skins has unwanted, harmful effects. As a result, it has been shown that suppressing the body's melatonin production can disrupt the circadian rhythm and increase abnormal alertness, leading to a variety of sleep problems, such as insomnia. In many cases, vision loss, blurred vision, and distant vision have also been seen (Selmaoui & Touitou, 2020).

Sedentary Lifestyle

Widespread use of digital devices such as computers, tablets, and smartphones has increased sedentary behaviour. In this case, reduced physical activity levels can lead to obesity, cardiovascular disease, decreased metabolism and muscle tone, and weight gain, with a negative impact on overall fitness and everyday living. Video games, social media, sitting, or standing for long periods while using devices connected to the Internet have become a growing concern (Kolovos et al., 2019; Walters, 2024).

Repetitive Strain Injuries

Heavy use of digital devices like keyboards, mice, mobile devices, and computer accessories is detrimental to physical health. Even today, outbreaks of soft tissue inflammation, carpal tunnel syndrome, and tendinitis can be observed. Poor ergonomics and improper posture reinforce the effects of repetitive strain injuries on people's lives (Selmaoui & Touitou, 2020).

Text Neck Tech Neck

The technique is an innovative solution to problems related to body posture. In this era of digital devices, many problems like cervical spine degeneration and neck pain are caused by working long hours leaning on the screen of mobile, laptop, etc. devices. Such physical gestures are mainly created while texting on mobile phones. So these problems have become recognised as text neck worldwide (David et al., 2021).

Digital Vertigo

Digital vertigo is one of the newest ailments in the virtual world. Although it is not a completely new disease, it can be said to be a transformed form of physical illness in the virtual world, which occurs as a result of coupling between visual stimuli and the perception of movement by the vestibular

system. Fast movement on a digital screen creates a sense of motion that the body cannot naturally experience. Prolonged screen time exacerbates this discomforting experience (Hoyo et al., 2024a). As a result, it increases exertion and stress in the human body, instils feelings of inferiority in the individual, and, above all, this disease has a profound effect on physical and mental well-being (*Phone Addiction Left Woman in Wheelchair; Here's How You Can Save Yourself from Digital Vertigo*, 2023).

Mental Health Issues

Social Isolation

Present life feelings, daily habits, face-to-face interaction, social emotions, and social relationships are core elements in the human will beings. However, uncertain social distancing has changed people's behaviour depending on digital interaction. On the other hand, living alone reduces face-to-face social interaction, insufficient social-emotional information, and instructional support, stimulating social isolation in the digital era. Young adults especially feel depressed and lonely in the virtual world because they try to find their existence in this illusory world (Boursier et al., 2020; Kusumota et al., 2022).

Cyberbullying

Cyberbullying is another perilous issue that affects not only adolescents' mental health but also irrespective of every virtual world immersed person because of technology-based harassment, threats, and embarrassment. The pervasive effects of online bullying and fear of victimisation can affect mood, energy, sleep, anger, anxiety, appetite problems, emotional and environmental imbalances, and disrupt the flow of healthy everyday living (Ben-Joseph, 2022). In India, 37 per cent of parents have confirmed cyberbullying, with approximately one in 10 Indian teenagers believed to be victims. Consequently, depression among adolescents increases the risk of initiation and negative behaviour (Webmaster, 2020).

Internet Addiction

Internet addiction disorder is a notion that individuals are addicted to specific online activities such as online gaming using virtual reality, cybersex or social networking through the use of the internet and internet-supportive gadgets (Musetti et al., 2016; *Internet Addiction Disorder*,

2024). Much research shows that excessive internet use manifests as a negative mental health outcome, including anxiety, depression, and social isolation. A study conducted on University students revealed the significance between internet addiction and mental health issues, suggesting that those with higher internet user experience experience increased depressive symptoms and lower overall well-being (Lebni et al., 2020; Kumar & Mondal, 2018).

Information Overload

In this digital landscape of the 21st century, information such as WhatsApp, email, social media updates, news, etc. overwhelms people. This overload of information causes the person to suffer harmful psychological symptoms like anxiety, decision fatigue, burnout, and analysis paralysis. It also affects the ability to process information effectively, stress, feelings of initiative and frustration, difficulty in decision-making, and overall well-being (Hemp, 2014; PITKÄLÄ, 2024). Many studies have found that constant and long-term exposure to vast amounts of information can impair concentration, affect workability, and even affect mental health. In this context, a study published in *Computers in Human Behaviour* found that information overload from digital media is associated with increased stress levels and decreased life satisfaction (Usta et al., 2020).

Nomophobia

Nomophobia, the fear of being without a mobile device, is a growing issue negatively affecting people of all ages in terms of productivity, personal relationships, physical and mental well-being, focus, and concentration. The use of smartphones and constant notifications increases stress, decreases efficiency, and causes anxiety, depression, and feelings of isolation, and also causes physical ailments and a sedentary lifestyle (Splendori, 2023).

Gaming Disorder

Gaming disorder is a dreaded disorder recognised by the World Health Organisation in the International Classification of Diseases that presents a significant challenge to well-being and everyday living in the virtual world. Poor control over gaming and preference given to gaming over other activities despite adverse effects can be attributed to the detrimental impact on physical-mental health,

social relationships, and professional performance (*Addictive Behaviours: Gaming Disorder*, 2020).

Virtual Reality Specific Issues

Digital Dementia

The use of technology has led to the outbreak of many physical and mental diseases among people. In 2012, digital dementia, a disease that negatively affects memory and cognitive function, emerged. Studies have found that overuse of technology has reduced memory capacity, critical thinking ability, and creativity because people increasingly depend on technology to exercise knowledge and power. As a result, attention deficit, information processing difficulties, mental anxiety, and overall health are affected.

Virtual reality has potential therapeutic benefits for people with digital dementia. While people are making efforts to alleviate this disease by increasing social engagement and improving mental well-being, the virtual world and its immersive components exacerbate these problems. It is crucial to balance technology usage for positive outcomes and mitigate the adverse effects of technology from the present generation. We cannot ignore the pressing need to balance technology and well-being (Appel et al., 2021; Bradley et al., 2023; Clarkson, 2020)

Virtual Reality Motion Sickness

The leading cause of virtual reality motion sickness is that a mismatch between visual input from the virtual reality environment and vestibular signals from the inner ear causes the brain to perceive conflicting information about movement. As a result, symptoms such as dizziness, nausea, increased eye pressure, headache, and disorientation may occur (Kerner & Brush, 2023a; Chang et al., 2020; Mahapatra, 2023).

Many studies have shown that 40% to 70% of people who use virtual reality experience motion sickness after 15 minutes or less of virtual reality use. Experiences like fast-moving graphics, display latency, and sudden changes in perspective significantly contribute to the above-discussed factors (Chang et al., 2020; Kerner & Brush, 2023b).

Phantom Virtual Reality Syndrome

Phantom virtual reality syndrome is an unforgettable phenomenon organized by virtual

worlds that causes a person to feel a sensation of warmth, tingling, or pain in the place where the organ once existed despite the absence of the body part. So, this is an unparalleled achievement of virtual reality.

Researchers have recently attempted to alleviate phantom limb pain by tricking the brain using virtual reality. Aalborg University researchers have succeeded in this research. The visual and tactile feedback of virtuality helps to treat phantom virtual reality syndrome (Aalborg University, 2017; Peralta, 2024).

Escapism and Identity Issues

In order to escape from the stress of real life and seek relief, the individual immerses himself in imaginary entertainment worlds such as virtual reality or virtual games. This tendency may temporarily satisfy the individual but hurts the individual's physical identity and mental health. Individuals struggling with social adjustment who suffer from extreme loneliness and depression try to find their existence through virtual worlds. They find space to express themselves in this world freely. Particularly prevalent among marginalized groups such as transgender individuals, freedom of expression is gained through avatars in virtual worlds (Marques et al., 2023; Siricharoen, 2019). As individuals immerse themselves in virtual worlds, the boundaries between their virtual and real-world identities blur. This situation can lead to confusion and difficulty in social interaction outside the virtual world, ultimately impacting the individual's overall well-being (Lisenkova & Trufanova, 2023; Pal & Arpnikanondt, 2024).

Blurring of Boundaries

Adopting modern technology, along with the way of working and versatile use, has made people very privileged and lazy. The virtual world created by this technology helps people to fulfill all kinds of wishes and desires quickly. This world not only offers easy ways to solve problems but also provides an unparalleled wealth of entertainment. So, in this era, people spend more time in the virtual world than in the real world. On the contrary, they have forgotten the difference between the real and virtual worlds (Hoyo et al., 2024b). Virtual tools used in work collaboration in daily life are increasing information overload and stress levels. Therefore, the compulsive blurring of connections between the virtual world and the real world creates an atmosphere of conflict

between the individual to stay away from these two worlds. Nowadays, it has become challenging to stay away from this world (Jordan, 2009)

Opportunities for Promoting Well-being in the Virtual World

Digital Literacy

Literacy has always played an essential role in developing the light of knowledge in the darkness. The beginning of human civilization was the urge to gain knowledge to survive, but in the 21st century, it has become a different demand. Due to the widespread use of digital technology, new types of physical and mental illnesses are emerging. Digital literacy is essential to mitigate risks like online fraud and cyberbullying by empowering individuals to evaluate content critically. Digital Literacy, in turn, improves self-efficacy and confidence in the individual, which reduces anxiety and stress related to digital interactions (*Digital Wellness*, 2024a; Deschênes, 2024).

It can only be possible when people can make mindful use of technology, consistently balance between online and offline activities, and also live a peaceful life without digital addiction. People can manage their well-being by adopting digital literacy in the virtual world (*Digital Wellness*, 2024b; Tural, 2024)

Digital Citizenship

Digital Citizenship promotes responsible, ethical, and respectful use of digital technology in the virtual world. It accelerates individual learning and personal development by connecting individuals with virtual communities (*Digital Citizenship in a Virtual World*, 2022a; Vemprala, 2023).

One of the critical aspects of digital citizenship is digital literacy, respectful communication, well-responsible food print, online security, accurate online information access, and inculcation of sound, balanced decision-making capabilities among individuals. Finally, students can effectively achieve digital citizenship by including it in the traditional education system curriculum, applying it in practical life, and learning the necessary skills (*Digital Citizenship in a Virtual World*, 2022b; Vemprala, 2023).

Digital Empathy

Digital empathy is essential for promoting and enhancing well-being in the virtual world. Some

critical aspects of digital empathy that significantly promote well-being are as follows: For example, it is possible to maintain online supportive relationships by recognizing and understanding the emotional processes within the individual. Likewise, helping individuals understand the complexities of online interactions to establish appropriate and consistent online communication reduces online disinhibition between individuals. This digital empathy will play an effective role, especially for the youth of today's society, as they prefer to engage in digital interactions more than face-to-face communication (*Digital Empathy*, 2024).

Emerging Trends and Technologies

Virtual Reality (VR) Therapy

Virtual reality therapy is a significant means of promoting and sustaining well-being in the virtual world. The virtual world immersion approach treats various mental illnesses such as depression, PTSD, and phobias. Treatment of disorders like acrophobia helps to manage the individual's reactions and reduce initiative without risk. Studies have found that cognitive behavior therapy combined efforts are practical in 66 percent to 90 percent of PTHD-like conditions (Jain, 2023; Pavlov, 2023). Not only this, virtual reality therapy plays an influential role in relieving emotional discomfort and pain management.

Wearable Health Technologies

Wearable health technologies like smartwatches, digital oximeters, fitness trackers, and virtual reality headsets are very helpful in monitoring heart rate, physical activity, oxygen level, and sleep patterns to provide real-time data and insights. Through these devices, people can track their progress toward health goals and help them make the right decisions about their well-being (Wortley et al., 2017; Inamdar, 2024).

Wearable health technology is increasingly reinvented by connecting with artificial intelligence to provide support tailored to individual needs. It tries to ensure good health by providing information or support to the individual according to his needs (*Wearable Health Technology*, 2024).

Ethical Considerations and Potential Pitfalls

Privacy and Data Security

In order to use digital devices in the virtual world or to access various online applications,

a person has to provide his/her own information and receive access permission. These Metaverse applications collect personal information about users to understand their interests, preferences, and behavior. However, there is a fear of unauthorized access and exploitation of sensitive data, which becomes a cause of concern to the individual. (Yu et al., 2023; Tsavlis, 2023).

Therefore, by improving technologies such as encryption and differential privacy, as well as virtual platforms, web developers can ensure the implementation of individual privacy regulations and user consent processes. Determining what information a user will collect or how much privacy will be protected can secure digital environments.

Digital Inequality

Digital equality provides individuals with equal access to digital technology and the Internet. As a result, people from any social or geographic environment can benefit from the digital landscape. However, discrimination against this right is observed for various reasons, such as people of any class failing to access necessary services, educational opportunities, and timely information online. As a result, the individual's overall development is hindered directly and indirectly. Therefore, to eliminate such conditions, it is necessary to spread digital literacy among all people to ensure things like distance education, surgical and mental health, telehealth communication, and digital inclusion. Only then will digital inequality be removed, and digital equality will be established.

Conclusion

There is a very prevalent narrative in society that there are both good and bad sides to anything. In the same way, new technological innovations are spreading their evil effects and providing many opportunities to society. However, new problems and ailments are being noticed as the tasks performed in the world created by this digital technology. The experience is very different from the real world. That's why Well-being has become a challenging subject in this virtual world. However, various aspects of well-being, such as digital literacy, digital citizenship, digital empathy, etc., will be consistently spread among people through the multiple uses of technology. In this case, it becomes necessary to review digital technology's ethical considerations and impact on people from all sections of society. By

harnessing the transformative power of technology, it will be possible to create a compassionate and prosperous digital society that prioritizes well-being in the virtual world.

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Integrity in Accounting: Building the *Viksit Bharat*

Droupadi Murmu, Hon'ble President of India, delivered the Convocation Address at the 12th National Students' Convocation Ceremony at the Institute of Cost Accountants of India, New Delhi on June 23, 2025. She said, *"As you stand at the threshold of your professional journey, keep in mind that your responsibilities extend far beyond financial accounting. As cost accountants, you are uniquely positioned to contribute to India's transformation into a Viksit Bharat by 2047."* Excerpts

I am pleased to be with you today on the occasion of the National Students' Convocation of the Institute of Cost Accountants of India. Let me begin by offering my congratulations to all newly qualified professionals and best wishes for a successful career.

The practice of accounting has a long history in India. Kautilya's Arthashastra offers detailed guidance on account-keeping not only for the kingdom's treasury but also for its manufacturing units. It speaks of the cost factor too, and its lessons can be easily applied to today's governments and private corporations. Throughout our history, accountants have enjoyed high esteem in our society. The reason for that, I believe, is that accounting and accountability are deeply connected. We value accountability; therefore, we attach special significance to accounting.

In modern times, this rich legacy is carried forward by, among others, the Institute of Cost Accountants of India. The ICAI was founded in 1944 for the regulation and development of the profession of cost and management accountants in the country. That makes it a witness to the saga of India's economic transformation after Independence. Not only a witness, in fact, but it has been a very crucial player in making the Indian economy one of the strongest in the world today. It has played its role away from the limelight, but experts in economic and corporate history appreciate the significance of the inputs of cost and management accountants in our industrial growth.

I am glad to learn that this institute is the highest cost and management accounting body in the world, with about 1,00,000 qualified CMAs and around 5,00,000 students pursuing the CMA course. It has also been nurturing talent, producing cost accounting professionals who help businesses achieve cost competitiveness. With their inputs,

our corporate sector has improved its performance, efficiency, productivity and profitability.

ICMAI has been a partner in the country's progress as it provides highly valuable support to policymakers, to central and state governments, as well as to various organisations in developing cost-efficient strategies, systems and manuals. CMAs have meanwhile seen their functions grow from cost accounting in factories to management accounting in boardrooms. They now work in fields such as direct and indirect taxation, corporate laws, arbitration, insolvency, valuation, social auditing, independent directorship, banking and insurance.

The CMA syllabus 2022 also aligns well with the curricula of eminent national and international accounting bodies as well as the National Education Policy. This curriculum will help nurture the future business leaders.

On today's occasion, I would like to commend the entire CMA fraternity for their hard work and dedication that have contributed not only to our economy but also to our society. The achievements of the Institute and its members are a matter of great pride for our nation.

Today is a memorable day in your life as you have crossed a milestone. You have learned the skills of cost and management accounting, and now you are ready to start your career. At this juncture, it would not be out of place if I offer a few words of advice to you.

I am thinking here of Mahatma Gandhi. The court case that brought him to South Africa centred on bookkeeping matters. Though he did not know any accounting then, he bought a book, studied hard and soon mastered the basics of accounting.

In South Africa and later in India, he took scrupulous care to ensure efficient use of funds

of public bodies he was associated with. In his Autobiography, he wrote, “Carefully kept accounts are a *sine qua non* for any organisation. Without them, it falls into disrepute. Without properly kept accounts, it is impossible to maintain truth in its pristine purity.”

Gandhiji obviously held your profession in high esteem. He knew that accounting and accountability are deeply connected. For him, cost-efficiency was a way of life. It is not about saving money but about saving invaluable and often irreplaceable resources. The world is facing the crisis of climate change. Sustainability is no longer a slogan; it has become a necessity. That time is over when corporate organisations worked solely with the profit motive. Now they have to keep the environmental costs in mind. And this is where you, with your skills, can bring about a great change in the future of the planet.

As you stand at the threshold of your professional journey, keep in mind that your responsibilities extend far beyond financial accounting. As cost accountants, you are uniquely positioned to contribute to India’s transformation into a *Viksit Bharat* by 2047. I am confident that the education imparted by this Institute will enable you to become not only successful professionals but also nation-builders. May you all lead with integrity, inspire with your work, and make India proud.

Once again, I offer my congratulations to all the newly qualified students as well as the office-bearers of the ICMAI and the entire CMA community. My best wishes to you for a bright future.

Thank you. Jai Hind!



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CAMPUS NEWS

National Seminar on Open Educational Resources

The two-day National Seminar on 'Open Educational Resources: Transforming Research and Academics in the AI Era' was organised by the Department of Library and Information Science, Government Degree College, Godavari Khani, Telangana from March 23-24, 2026. The event was sponsored by PM-USHA (RUSA) and the Government of Telangana. The seminar aimed to explore the growing importance of Open Educational Resources (OER) and their integration with Artificial Intelligence (AI) to enhance teaching, learning, and research practices. The academicians, researchers, librarians, and students from various disciplines actively participated and presented their research contributions. The inaugural session was presided over by Prof. Jai Kishan Ojha, who highlighted the significance of such academic initiatives and acknowledged the support extended by the Commissioner of Collegiate Education, Government of Telangana. He appreciated Dr P Shankaraiah's efforts in successfully coordinating the event.

The Keynote Address was delivered by Prof. S Sudarshan Rao, who elaborated on the transformative role of OER and the impact of AI on academic research and knowledge dissemination. Dr E Manohar also addressed the gathering, emphasising the need for digital transformation and open access in higher education.

Technical sessions conducted over two days witnessed the presentation of about forty-five research papers across disciplines such as Library and Information Science, Humanities, Computer Science, Social Sciences, Commerce, and Management. The sessions were highly interactive, fostering academic discussions and interdisciplinary exchange of ideas.

Dr. T S Praveen Kumar delivered an invited talk on 'Academic Writing, Soft Skills, and Communication' providing practical insights into research writing and professional development. Another invited session by Dr. Radhika Rani focused on the 'Applications of AI in Social

Science Research,' highlighting emerging tools, methodologies, and ethical considerations.

During the Valedictory Session, Dr P Shankaraiah presented the comprehensive report of the event. He expressed gratitude to the Commissioner of Collegiate Education, Telangana, and all supporting authorities for their assistance in successfully organising the seminar. He noted that the event marked a significant milestone, being the first major national-level academic seminar conducted in the college's 44-year history. The session was graced by Dr. Radhika Rani as Chief Guest and Dr. T S Praveen Kumar as Distinguished Guest. In her address, Dr. Radhika Rani emphasised the importance of OER in promoting accessible and inclusive education. The Principal congratulated the organisers and participants on the successful conduct of the seminar. The certificates were distributed to all participants and presenters. The event concluded with a vote of thanks by the IQAC Coordinator, expressing gratitude to all dignitaries, speakers, participants, sponsors, and organising committee members.

Conference on Reimagining Organisations at Indian Institute of Management, Ahmedabad

A three-day Conference on 'Reimagining Organisations: Transformation and Value-Creation in the Age of AI' is being organised by the Centres of Research Excellence, Indian Institute of Management, Ahmedabad (IIMA), Gujarat from December 04-06, 2026.

The rapid advancement of Artificial Intelligence (AI) is fundamentally altering the nature of organisations, challenging long-standing assumptions about strategy, structure, and sources of competitive advantage. Beyond incremental efficiency gains, AI is enabling new forms of value creation by reshaping how organisations sense opportunities, make decisions, and orchestrate resources across increasingly complex and data-rich environments. The integration of AI into organisational processes is transforming skill requirements, task allocation, and the nature of work itself. This necessitates new approaches to leadership, talent development, and organisational

culture, with an emphasis on continuous learning, human–AI collaboration, and ethical awareness. Importantly, the growing reliance on AI brings to the forefront concerns around ethics, bias, privacy, and societal impact. Organisations must navigate these challenges while balancing innovation with responsibility, thereby embedding principles of responsible AI into their strategic and operational frameworks. The Tracks of the event are:

Track 01: *Creating Value for India's AI Startup Ecosystem.*

Track 02: *Management in Health Services.*

Track 03: *Gold & Precious Metals: Business and Economic Policies.*

Track 04: *Finance, Accounting, and Economics.*

Track 05: *Behavioural Science in Management.*

Track 06: *Transportation and Logistics.*

Track 07: *Digital Transformation.*

Track 08: *Corporate Sustainability and Corporate Governance (IRCC 2026).*

Track 09: *Leadership and Organisational Development with the advent of AI.*

Track 10: *Data Science & Artificial Intelligence.*

Track 11: *Low Emission Development Strategies.*

Track 12: *Marketing.*

For further details, contact the Convener, Prof. Samrat Gupta, Co-chair, Brij Disa Centre for Data Science and Artificial Intelligence, Indian Institute of Management Ahmedabad (IIMA), Ahmedabad, Gujarat. E-mail: imrc2026@iima.ac.in. For updates, log on to: www.iima.ac.in/events/

Refresher Course in Language, Heritage, and Culture

A fifteen-day Refresher Course in ‘Language, Heritage, and Culture: Methods and Modality of Methods and Modality of Documentation, Translation, and Documentation, Translation, and Promotion of Indigenous Languages’ is being organised by UGC-Malaviya Mission Teacher Training Centre, North-Eastern Hill University, Shillong, in collaboration with the Department of Linguistics, North-Eastern Hill University, Shillong from August 17-31, 2026. The faculty members of all Higher Education Institutions, Affiliated

Colleges, and Universities may participate in the course. The course aims at underlining these realities and orienting the young teachers and researchers in developing a deeper understanding of the significance of documentation and translation of oral texts, knowledge systems and lived history and accumulated wisdom of the indigenous societies. The major Thrust Areas of the event are:

- Language, Heritage, and Culture.
- Language Documentation.
- Orality, Texts and Translation.
- Endangered Languages in India.
- Field Methods and Data Collection.
- Community Engagement and Research.
- Language and Technology.
- Promotion of Indigenous Languages.
- Transcription, Analysis, and Handling Data.

For further details, contact the Coordinator, Dr. Om Prakash, Associate Professor, Department of Linguistics, North-Eastern Hill University, Shillong-793022, Meghalaya, through E-mail: omprakash@nehu.ac.in. For updates, log on to: <https://mmttcnehu.com/rc/>

International Conference on Environmental Research and Innovation

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

River and Wetland Restoration

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

Wastewater Treatment and Resource Recovery

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

Environmental Policy, Governance and Sustainability

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

Solid Waste Management and Circular Economy

- Solid Waste Characterisation and Material Flow Analysis.
- Waste Processing and Treatment Technologies.
- Emerging Contaminants
- Occurrence and Characterisation of Emerging Contaminants.
- Environmental Fate, Transport and Transformation.

Other Allied Areas in Sustainable Engineering

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

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

Workshop on Ensemble-based Early Warning Systems

A five-day Workshop on 'Ensemble-based Early Warning Systems for Flood Disaster Management' is being jointly organised by the Department of Civil Engineering, Sardar Vallabhbhai National Institute of Technology (SVNIT), Surat, Gujarat and the Department of Civil Engineering, University of Peradeniya, Peradeniya, Sri Lanka from September 21-25, 2026 (Tentative) at the University of Peradeniya, Sri Lanka. The event is sponsored by the Department of Science and Technology, Government of India, New Delhi. The event is planned to train the participants in developing higher daytime flood forecasting systems. Conventionally, the flood

warning is issued hardly 24 or 48 hours before, i.e. 1 to 2 days lead time. This is not enough from a disaster management point of view. The shifting of people in livestock needs higher lead time forecasts. The higher lead time of two to seven days or even more will help in reducing the loss of life and damage due to floods. The event intends to train the participants to develop hydrologic and hydraulic models that can forecast with a higher lead time (2 to 7 days). The topics of the event are:

- Extreme precipitation, ensemble-based flood forecasting and basics of flood disaster management;
- Ensemble Prediction Systems and its products;
- Flood forecasting techniques, including advanced ensemble forecasting using various precipitation datasets by ensemble prediction data centres;
- Development of hydrologic and hydrodynamic models;
- Enhancing Real-time flood forecasting and warning systems up to a lead time of 7 days by integrating ensemble techniques; and
- Flood disaster management by flood hazard mapping and risk assessment.

Eligibility

The researchers with the following details may participate in this Indo-Sri Lanka joint event.

- *Academic Background:* Preferably a postgraduate in Water Resources Engineering.
- *Academic Standing:* Strong credentials.
- *Affiliation:* Currently carrying out research at prestigious Institutes.
- *Research Focus:* Active work in Ensemble Forecasting, Flood Modelling, or Disaster Management.
- *Publication Record:* At least one SCOPUS/

For further details, contact Dr. P V Timbadiya, Professor, Sardar Vallabhbhai National Institute of Technology, Surat-395007, Gujarat. E-mail: pvt@ced.svnit.ac.in. For updates, log on to: www.svnit.ac.in/events/ 

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THESES OF THE MONTH

HUMANITIES

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

Geography

1. Biswas, Amit. **Impact of Covid-19 pandemic on tourism industry: A case study of Darjeeling District, West Bengal, India.** (Prof. Vishwambhar Prasad Sati), Department of Geography and Resource Management, Mizoram University, Aizawl.
2. Das, Abhisek. **Socio-spatial pattern of unemployed among the education youth in North Bengal: A geographical study in Uttar Dinajpur District.** (Prof. Nishamani Kar), Department of Geography, Rajiv Gandhi University, Itanagar.
3. Ivana Hoque. **Changing land use and land cover pattern and its impact on thermal environment of Siliguri Municipal Corporation and its surrounding area.** (Prof. Sushma Rohatgi), Department of Geography and Applied Geography, University of North Bengal, Darjeeling.
4. Khanday, Aijaz Ahmad. **Geographical study of disease dynamics in cold desert Ladakh, India.** (Prof. G M Rather), Department of Geography & Disaster Management, University of Kashmir, Srinagar.
5. Nishan Singh. **The impact of rapid urbanization on environment with special reference to Karnal District in Haryana: An analytical study.** (Dr. C M Rajoriya), Department of Geography, Bhagwant University, Ajmer.

History

1. Ahirwar, Keerat. **Thubon Jila Ashoknagar ke prachin mandiroan ka isthapathiyey evam murtishilp: Ek adhyayan.** (Prof. Nagesh Dubey), Department of Ancient Indian History Culture & Archaeology, Dr Harisingh Gour Vishwavidyalaya, Sagar.
2. Avanish Kumar. **Prarambhik Islami akramanoan ka Bhartiye upmahadwip ke Uttar Paschimi shetroan par samajik sanskritik prabhav (700-1200 isvi).** (Dr. Dinesh Mandot), Department of History, Bhagwant University, Ajmer.
3. Kaling Darung. **Colonial intervention and Adi resistance (1894-1912).** (Prof. Sarah Hilaly), Department of History, Rajiv Gandhi University, Itanagar.

4. Katara, Jigneshkumar Pratapsinh. **The education system of Jamnagar State: A historical study (1907-1947 AD).** (Dr. Vikramsinh Amarawat), Department of History and Culture, Gujarat Vidyapith, Ahmedabad.
5. Singh, Aditya. **Archaeology of Anga Region: Reading archaeological and literary evidence.** (Prof. K Krishnan), Department of Archaeology and Ancient History, Maharaja Sayajirao University of Baroda, Vadodara.
6. Vanani, Rahulbhai Dhirubhai. **A study on political consciousness in the students of Gujarat (1915 to 1985).** (Dr. Munjalbhai Bhimdadkar), Department of History and Culture, Gujarat Vidyapith, Ahmedabad.
7. Zulkernine, Sikder Md. **The development of archaeological museums in Bangladesh: History, collection management and community engagement.** (Prof. Sushmita Sen), Department of Archaeology and Ancient History, Maharaja Sayajirao University of Baroda, Vadodara.

LANGUAGES & LITERATURE

English

1. Baxi, Roopali. **Innovation in English teaching methods with special reference to schools of Udaipur.** (Dr. Hitkaran Singh), Department of English, Sangam University, Bhilwara.
2. Bisht, Priyanka. **Spaces of suffering: A study of refugee camps, trauma and postmemory in select short stories of the 1947 partition.** (Dr. Jyoti Prakash Pujari), Department of English and Cultural Studies, Christ (Deemed to be University), Bengaluru.
3. Biswas, Baris. **Oppression and exilic concerns in select texts of Nabokov, Kundera and Marquez.** (Dr. Miazhi Hazam), Department of English, Rajiv Gandhi University, Itanagar.
4. Chhatbar, Disha Jitendrabhai. **An ecocritical study in the select Sabbath poems of Wendell Berry.** (Dr. Krishna Dineshchandra Daiya), Department of English, Saurashtra University, Rajkot.

5. Dangar, Rajeshbhai Panchabhai. **Postmodernism in the select novels of Jeet Thayil**. (Dr. Yatinkumar J Teraiya), Department of English, Saurashtra University, Rajkot.
6. Mohiuddin, Gh. **Poetry of social commitment: A study of select poetry of Sheikh Nooruddin and Kabir**. (Dr. Anurag Sharma), Department of English, Bhagwant University, Ajmer.
7. Nisha Rani. **Social realism in the works of Aravind Adiga**. (Dr. Ritu Sharma), Department of English, Maharishi Markandeshwar (Deemed to be University), Ambala.
8. Prakruthi, B. **Myth, fiction and nationalism: A study of selected twenty first century Indian writings in English**. (Dr. Yashashwini M), Department of English, Jain (Deemed-to-be University), Bangalore.
9. Suman Kumari. **Negotiating cultures: The Mughal women in historical novels of the Mughal Raj in India**. (Prof. Nivedita Maitra), Department of English and Other European Languages Languages, Dr Harisingh Gour Vishwavidyalaya, Sagar.
10. Tahmoush, Jameel Ahmad. **Cultural confrontation and petrofiction: Investigating the impact of anthropocentrism in select works of Abdelrahman Munif**. (Dr. Mekhala Venkatesh), Department of English, Jain (Deemed-to-be University), Bangalore.

Gujarati

1. Desai, Kalyanbhai Ramabhai. **Nostalgia in the essays of four essayists: A study (With special reference to Ratilal Anil, Gulammohammed Sheikh, Vinesh Antani and Bhagirath Brahmabhatt**. (Dr. Dhwanilbhai Parekh), Department of Gujarati, Gujarat Vidyapith, Ahmedabad.

Hindi

1. Charan, Raghu Veer Dan. **Ikkeesavin sadi ke Hindi upanyasoan mein kisan jeevan**. (Dr. Akhilesh Kumar Sharma), Department of Hindi, Mizoram University, Aizawl.
2. Mishra, Archan. **Hindi kee sahityak kritiyoan kee Celluloid abhivyaktiyah: Safaltoan ke aayam aur aasafaltoan ke karan**. (Dr. Govardhan Banjara), School of Languages, Gujarat University, Ahmedabad.
3. Ninama, Kirankumar Jivabhai. **Balendu Shekhar Tiwari ke vyangye sahitye mein vyakt samajik evam rajnitik vyangye**. (Dr. Dipti B Parmar), Department of Hindi, Saurashtra University, Rajkot.

4. Pandey, Manish Kumar. **Shivmurti ke katha sahitya mein grameen jeevan ka chitrnan: Ek adhyayan**. (Prof. Shanno Pandey), Department of Hindi, Maharaja Sayajirao University of Baroda, Vadodara.
5. Tiwari, Bharat Kumar. **Malvi evam Mewadi sanskar geetoan ka tulnatmak anusheelan**. (Dr. Prakash Upadhyay and Dr. Shailendra Kumar Sharma), Department of Hindi, Samrat Vikramaditya University, Ujjain.

Kannada

1. Rajeshwari, YM. **Sharana parampareya vishishtha chinthaka chennabasavanna**. (Dr. Bassayya Swamy), Department of Kannada, Jain (Deemed-to-be University), Bangalore.

Sanskrit

1. Das, Palash. **Samkhyatattvakaumudiyuktidipikayoh vimarshah**. (Prof. Markanday Nath Tiwari), Department of Sankhya Yoga, Shri Lal Bahadur Shastri National Sanskrit University, New Delhi.
2. Das, Santanu. **Nyayasiddhantamuktavalyampadarthatattvasamiksanam (Kiranavalidinakaritikayossandarbhe)**. (Prof. Ramchandra Sharma), Department of Nyaya, Shri Lal Bahadur Shastri National Sanskrit University, New Delhi.
3. Das, Satyen. **Dattatreya yogastrapratipaditayogatattvanarm samiksanam**. (Dr. Markanday Nath Tiwari), Department of Sankhya Yoga, Shri Lal Bahadur Shastri National Sanskrit University, New Delhi.
4. Chaubey, Ripunjay Kumar. **Vinshottaridashadharan shukragrahasya prayogikamadhyayanam**. (Prof. Bihari Lal Sharma), Department of Phalit Jyotisha, Shri Lal Bahadur Shastri National Sanskrit University, New Delhi.
5. Karam Veer. **Sarirakamimamsacatuhsutribhasye Acaryasankaroktapramukhasiddhantanamsvamipa ramanandabharatipranita Sreyaskarivyakhyalokena punaralocanam**. (Dr. Surendra Mohan Mishra), Department of Sanskrit, Kurukshetra University, Kurukshetra.
6. Mishra, Chhaya. **Brhadaranyakopanisadah sruatinam visistadvaitaparakatvasamiksanam**. (Prof. K Anantha), Department of Vishistadvaita, Shri Lal Bahadur Shastri National Sanskrit University, New Delhi.
7. Munjapara, Jalpaben Subhashbhai. **Ramayan Mahabharatiyoh tadadharitkavyeshu cha paakkala vimarshah**. (Dr. Girishbhai K Solanki), Department of Sanskrit, Gujarat University, Ahmedabad.

8. Narender Kumar. **Siddhantasamhitayordrasya Chandrapataganitaphalasamiksanam.** (Prof. Prem Kumar Sharma), Department of Jyotisha, Shri Lal Bahadur Shastri National Sanskrit University, New Delhi.
9. Pandey, Rajiv Kumar. **Paraskargrihasutrasan-skarvidhanyoh tulanatmakmdhyayanam samikshanamch.** (Prof. Ramraj Upadhyaya), Department of Paurohitya, Shri Lal Bahadur Shastri National Sanskrit University, New Delhi.
10. Parmar, Sejalbahen Naginbhai. **Patanjaliyogsutrabhasyeshu asthadganaam vimarsha: Ekan samikshatmakam adhyayanam.** (Dr. Hariniwas Tiwari), Department of Sanskrit, Gujarat University, Ahmedabad.
11. Radadiya, Ravikumar Mansookhbhai. **Paniniyedhatupath-hemdhathupathyoh tulnatmakmadhyayanam.** (Dr. Bhavprakash Gandhi), Department of Sanskrit, Gujarat University, Ahmedabad.
12. Sanjeeta Kumari. **Advaitavisistadvaitavedantayoh bhaketh muktisadhanatvavimarsah.** (Prof. K Anantha), Department of Advaita Vadanta, Shri Lal Bahadur Shastri National Sanskrit University, New Delhi.
13. Sharma, Aayushi. **Gopathabrahmanoktayajnavidhananamanusilanam.** (Prof. Gopal Prasad Sharma), Department of Shuklayajurveda, Shri Lal Bahadur Shastri National Sanskrit University, New Delhi.
14. Sharma, Ashok Kumar. **Prashnopnishado vigyanbhaashyasya samikshaatmakmadhyayanam.** (Prof. Ramanuj Upadhyaya), Department of Shuklayajurveda, Shri Lal Bahadur Shastri National Sanskrit University, New Delhi.
15. Vasava, Gangaben Chunilal. **Dayanandsaraswati bhasyaanusaran Rudradevtayah mantranam ekam adhyayanam.** (Dr. Mayuriben Bhatia), Department of Sanskrit, Gujarat University, Ahmedabad.

Urdu

1. Qureshi, Mohd Yaseen. **Nayyar Masood ki fiction nigari ka tahqiqi wa tanqidi mutalea.** (Dr. Nazema Ansari), School of Languages, Gujarat University, Ahmedabad.

Linguistics

1. Mwaipaja, Winnie Roy Ipyana. **Discourse analysis on conversational interactions among university students: A comparative study of Tanzania and India.** (Dr. Jagdish Joshi), Faculty of Linguistics, Gujarat University, Ahmedabad.

PERFORMING ARTS

Drama

1. Purohit, Darshan Satishchandra. **The role of actor's body in theatre as defined by Bharatmuni, Stanislavsky and Grotowski: An analytical and comparative study.** Department of Dramatics, Maharaja Sayajirao University of Baroda, Vadodara.

Music

1. Mangalam, Siddhi. **Efficacy of Indian music on stress level of paralytic patients: An experimental study.** (Dr. Rahul Kamal Barodia), Department of Music, Maharaja Sayajirao University of Baroda, Vadodara.

Philosophy

1. Poddar, Subhankar. **Photography and photographs: A philosophical study.** (Prof. Anirban Mukherjee), Department of Philosophy, University of North Bengal, Darjeeling.
2. Vijay, Smriti. **A comparative study of the nature of consciousness in Advaita Vedanta and Kashmir Shaivism.** (Prof. A D Sharma), Department of Philosophy, Dr Harisingh Gour Vishwavidyalaya, Sagar.

□

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


Shri Sangameshwar Education Society's
Kannada Linguistic Minority Institute
SANGAMESHWAR RATRA MAHAVIDYALAYA
 Affiliated to Punyashlok Ahilyadevi Holkar Solapur University, Solapur
165, Railway Lines, Saat Rasta, Solapur - 413001 (Maharashtra)
 Website: www.sangameshwarnightcollege.in
 email : sannightcollege@gmail.com

WANTED

(Permanent Non Grant Basis)

Applications are invited from eligible candidates for the following **Permanent Non-Grantable** position:

Designation of the Position	Total Vacancies	Vacancies
Principal	01	Full Time

Conditions:

1. Educational Qualifications & Experience are as per UGC norms, Govt. of Maharashtra & Solapur University, Solapur rules issued from time to time.
2. Shortlisted Candidates will be advised to qualify for the API (Academic Performance Indicator) by the committee constituted for the said purpose by PAHS University, Solapur before interviews.
3. Those who are in service should apply through proper channel.
4. Apply giving full particulars **within 30 days** from the date of publication of this advertisement to the undersigned
5. No T. A. /D. A. will be paid for attending interview.
6. Any communication will disqualify the candidate. The right to fill up above mentioned posts is reserved.

Place: Solapur
Date: 29.06.2026

SECRETARY
Shri. Sangameshwar Education Society, Solapur

Shri Datta Shikshan Prasarak Mandal Panutre
Vitthaalrao Patil Mahavidyalaya (Arts, Commerce & Science), Kale
 Tal-Panhala, Dist-Kolhapur-416205, Maharashtra
 (Affiliated to Shivaji University, Kolhapur)
 (Permanently Granted)

WANTED

Applications are invited from eligible candidates for the following post:

Sr. No.	Name of Post	Vacant Post	Reservation
A	Librarian	01	OBC- 01

Note:

- 1) For Detailed information about post, qualifications and other terms and conditions, please visit University website: www.unishivaji.ac.in
- 2) Apply giving full particulars **within 15 days** from the date of publication of this advertisement.

Place-Kale
Date-25//06/2026

PRESIDENT/SECRETARY
Shri Datta Shikshan Prasarak
Mandal Panutre, Tal-Panhala,
Dist-Kolhapur-416205


Gokhale Institute of Politics and Economics
 (Deemed to be University)

GOKHALE INSTITUTE OF POLITICS AND ECONOMICS, PUNE

RECRUITMENT

Invites applications for the following Non-Teaching Contractual Posts:

S. No.	Posts	No. of Post
1	Registrar	1
2	Chief Finance Officer	1
3	Sub-Editor (Artha vijnana Journal)	1
4	Editorial Assistant (Artha vijnana Journal)	1
5	Internship and Placement Officer	1

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SIDDHIVINAYAK SHIKSHAN PRASARK MANDAL
R.K. LAW COLLEGE

2, Shantabai Nivas, Shivaji Nagar, Tembhipada Road, Bhandup (W), Mumbai - 400 078.

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

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

UN-AIDED

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

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

Applications with full details should reach to the CHAIRMAN, SIDDHIVINAYAK SHIKSHAN PRASARK MANDAL, R.K. LAW COLLEGE, 2, Shantabai Nivas, Shivaji Nagar, 400 078 or (Email id Tembhipada Road, Bhandup (W), Mumbai rklawcollege78@gmail.com) within 15 days from the date of publication of this advertisement. This is University approved advertisement.

Sd/-
CHAIRMAN

MAHATMA GANDHI B.ED./M.ED COLLEGE CIDCO, NEW NANDED
TQ AND DIST NANDED

WANTED

Applications are invited for the post of Principal to be filled in Shri Sevadas Shikshan Prasarak Mandal's MAHATMA GANDHI B.Ed/M.Ed College Cidco, New Nanded Tq and Dist Nanded (Permanent Non-Grand). Eligible candidates should submit their application along-with all necessary documents within 15 days from the date of Advertisement by Registered post only:

Sr. No.	Name of Post	No. of post	Reservation Post
01	PRINCIPAL	01	Un-Reserved

Educational Qualifications:

The Candidates shall possess the following qualification.

1. Post Graduate Degree in Arts/Sciences/Social Sciences/Humanities/Commerce with minimum 55% Marks.
2. M.Ed. with minimum 55% Marks.
3. Ph.D. in Education or in any Pedagogy subjects offered in the institution.
4. Ten years teaching experience in a secondary Teaching Educational Institution.
 - Other desirable information are available on the website of University (www.srtmun.ac.in).

Address for Correspondence: -

To

The Secretary,

Shri Sevadas Shikshan Prasarak Mandal's

MAHATMA GANDHI B.Ed/M.Ed College, Cidco New Nanded. Tq. & Dist. Nanded

PIN- 431603 (Maharashtra).

MOB. 942000500/9422170401

Email: sevadaspmn@gmail.com

Shri Prince Shivaji Maratha Boarding House', Kolhapur
THE NEW COLLEGE, KOLHAPUR
1062, A Ward, Shivaji Peth, Kolhapur – 416 012 (Maharashtra)

(Affiliated to Shivaji University, Kolhapur)
(Permanently Granted)

WANTED

Applications are invited from eligible candidates for the following post:

Sr. No.	Name of Post	Vacant Post	Reservation
1	Principal	01	Open to All - 01

Note :

1. For detailed information about post, qualifications and other terms and conditions, please visit University Website : www.unishivaji.ac.in
2. Apply giving full particulars **within 15 days** from the date of publication of this advertisement to the undersigned.

Place : Kolhapur

Date :

Chairman
Shri Prince Shivaji Maratha Boarding House, Kolhapur



Maulana Azad College of Arts, Science & Commerce

Dr. Rafiq Zakaria Campus, Dr. Rafiq Zakaria Marg, Rauza Bagh, Chh. Sambhajinagar (Aurangabad) 431001
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Minority Institution

APPOINTMENTS

Following posts of teaching staff on CHB basis (Grant-in-aid Senior College) are vacant in our college for the academic year 2026-2027 or till appointment of full time Assistant Professor, whichever is earlier. Eligible candidates shall send their application along-with two Xerox copies of their testimonial **within 10 days** from date of publication of this advertisement to Principal Maulana Azad College of Arts, Science and Commerce, Dr. Rafiq Zakaria Campus, Chh. Sambhajinagar (Aurangabad).

Sr. No.	Subject	No. of Posts	Sr. No.	Subject	No. of Posts	Sr. No.	Subject	No. of Posts
1	English	4	7	Sociology	1	13	Zoology	2
2	Urdu	1	8	Political Science	1	14	Industrial Chemistry	4
3	Hindi	2	9	Chemistry	4	15	Microbiology	4
4	Arabic	4	10	Physics	6	16	Geology	5
5	Marathi	4	11	Electronics	2	17	Commerce	5
6	History	1	12	Botany	6			

- Number of posts are liable to be changed. Posts are purely for one academic year 2026-2027 or till appointment of full time Assistant Professor, whichever is earlier.
- Eligibility criteria as per the UGC, University and Government of Maharashtra norms. Only (NET/ SET/ Ph.D.) candidates will be considered for interview.
- All the appointments are subject to the approval of Dr Babasaheb Ambedkar Marathwada University, Chh. Sambhajinagar (Aurangabad).
- Appointed candidates will be paid a remuneration on CHB basis as per govt. norms.
- No TA/ DA will be paid to candidates for attending interview.

Dr. Mazahar Ahmed Farooqui
PRINCIPAL



INSa History of Science Young Associate -2026

CALL FOR NOMINATIONS

INSa History of Science Young Associate is instituted by Indian National Science Academy, New Delhi, a professional body of Dept. of Science & Tech., Govt. of India with the aim of recognizing historians of science of extraordinary promise and creativity who have made notable research contributions in areas relating to History of Science in India. This award, considered to be the highest recognition of promise, creativity and excellence, is given annually to those historians of science who have distinguished themselves by their research work carried out in India or abroad. Only those born on or after **January 1, 1986**, are eligible for consideration in the year **2026**. The selected INSA HS Young Associates will receive a certificate and one-time travel support of a maximum of Rs 1.5 lakhs to attend flagship international conferences abroad. Candidates may be nominated by (i) Fellows of the Indian National Science Academy, (ii) Vice-chancellors of the Universities, (iii) Heads of the Institutes, (iv) the candidate's Departmental Head.

Nomination proforma may be availed from the Assistant Executive Director at email ijhs@insa.nic.in or can be downloaded from the website www.insaindia.res.in link https://www.insaindia.res.in/pdf/Information_Brochure_and_Nomination_Proforma.pdf. Last date of Submission: **20th July, 2026**.

इन्सा विज्ञान का इतिहास युवा एसोसिएट –2026

नामांकन के लिए आमंत्रण

इन्सा विज्ञान का इतिहास युवा एसोसिएट की स्थापना भारतीय राष्ट्रीय विज्ञान अकादमी, नई दिल्ली, (विज्ञान और प्रौद्योगिकी विभाग, भारत सरकार के एक वृत्तिक निकाय) द्वारा की गई है। यह सम्मान असाधारण प्रतिभा और रचनात्मकता वाले विज्ञान के इतिहासकारों को भारत या विदेश में विज्ञान के इतिहास से संबंधित क्षेत्रों में उल्लेखनीय अनुसंधान योगदान के लिए दिया जाता है। प्रतिभा, रचनात्मकता और उत्कृष्टता की सर्वोच्च मान्यता माना जाने वाला यह पुरस्कार प्रति वर्ष विज्ञान के उन इतिहासकारों को दिया जाता है जिन्होंने भारत या विदेश में किए गए अपने अनुसंधान कार्यों द्वारा खुद को प्रतिष्ठित किया है। 1 जनवरी 1986 को या उसके बाद जन्मे लोग ही वर्ष 2026 में विचार के पात्र होंगे। चयनित इन्सा विज्ञान का इतिहास युवा एसोसिएट को एक प्रमाण पत्र और विदेश में आयोजित होने वाले प्रमुख अंतरराष्ट्रीय सम्मेलनों में भाग लेने के लिए अधिकतम 1.5 लाख रुपये की एकमुश्त यात्रा सहायता केवल एक बार मिलेगी। अभ्यर्थियों को (i) भारतीय राष्ट्रीय विज्ञान अकादमी के फेलो, (ii) विश्वविद्यालयों के कुलपति, (iii) संस्थानों के प्रमुख, (iv) उम्मीदवार के विभागाध्यक्ष द्वारा नामित किया जा सकता है।

नामांकन प्रपत्र सहायक कार्यकारी निदेशक से ई-मेल ijhs@insa.nic.in पर प्राप्त किया जा सकता है या https://www.insaindia.res.in/pdf/Information_Brochure_and_Nomination_Proforma.pdf लिंक www.insaindia.res.in से डाउनलोड किया जा सकता है। **नामांकन की अंतिम तिथि 20 जुलाई, 2026**

Wanted

Applications are invited for the post of Principal to be filled in Dnyanvardhini Adhyapak Mahavidyalaya (B.Ed), Hingoli (permanent Non-Granted) run by Sharad Pratibha Pratishthan Nanded. Eligible candidates should submit their application along-with necessary documents within Fifteen days from the date of publication of this Advertisement by registered post only:

Sr No.	Name of the post	No.of post	Reservation
1	Principal	01	Unreserved

Educational Qualification :

1. Academic and professional Qualification will be as prescribed for the post of lecturer
2. Ph.D. in Education and
3. Ten years teaching experience in a secondary teacher Education institutions

Provided that, in the event of non-availability of eligible and suitable candidates for appointment as Principal/Head as per above eligibility criteria, it would be permissible to appoint retired Professor/Head in Education on contract basis for period not exceeding one year at a time till such the candidates complete Sixty five years of age.

The term of appointment of the college principal shall be tenure with eligibility for reappointment for one more term only after a similar selection committee process.

Salary and Allowances

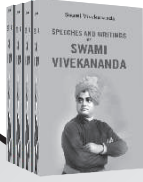
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Note:

1. Prescribed Application form is available on University Website (www.srtmun.ac.in)
2. No TA/DA will be paid to attend the interview.
3. Eligible candidates who are already in service should submit their application through proper channel.
4. All attested Xerox copies of certificates and other relevant documents should be attached to the application form.

Address for correspondence: President/Secretary, Sharad Pratibha Pratishthan Nanded run by Dnyanvardhini Adhyapak Mahavidyalaya (B.Ed), Ramakrishna Nagar Akola bypass Hingoli-431513.

President/Secretary



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HB 9789371695527 | ₹490 | PB 9789371698221 | ₹250 | 118pp | 2025
- **प्रेमयोग (Premyog)** | स्वामी विवेकानन्द (Swami Vivekananda) |
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- **भक्तियोग (Bhakti Yoga)** | स्वामी विवेकानन्द (Swami Vivekananda) |
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Dayanand College of Art's, Latur Dist. Latur-413531

WANTED

Year: 2026-27

Applications are invited from the eligible candidates for the post of Librarian in Dayanand Education Society's Dayanand College of Art's, Latur (Aided). Applications should reach **within 15 days** from the date of publication of this advertisement to the concerned Principal of the College. In case of candidates belonging to reserved category, a copy of the application must be forwarded to the Dy. Registrar, Special Cell, S.R.T.M. University, Nanded. This advertisement is published as per N.O.C. letter No.JDHENanded/NOC/2024/40 Dated 20.05.2026 received from Government of Maharashtra. This Advertisement is subject to final decision of writ petition No. 12051/2015 pending with honorable High Court:

Sr. No	Post	No.of Post	Full time/Part time	Category	Name of the College
1.	LIBRARIAN	01	Full Time	OBC-1	Dayanand college of Art's, latur

Educational Qualifications:

- 1) A Master's degree in Library Science, Information Science or Documentation Science or an equivalent professional degree with at least 55% marks (or an equivalent grade in a point scale wherever grading system is followed)
- 2) A consistently good academic record, with knowledge of computerization of a library.
- 3) Beside fulfilling the above qualifications, the candidate must have cleared the National Eligibility Test (NET) conducted by the UGC, CSIR or similar test accredited by the UGC like SET or who are or have been awarded a Ph.D. degree in accordance with the University Grants Commission (minimum standards and procedure for award of M.Phil/Ph.D. Degree) Regulations, 2009 or 2016 and their amendments from time to time as the case may be. Provided that, the candidates registered for the Ph.D programme prior to July 11, 2009, shall be governed by the provisions of the then existing Ordinances/Bye-laws/Regulations of the Institutions awarding the degree and such Ph.D. candidates shall be exempted from the requirement of NET/SET for recruitment and appointment of Assistant Professor or equivalent positions in Universities/Colleges/Institutions subject to the fulfillment of the following conditions:
 - a) The Ph.D. degree of the candidate has been awarded in regular mode only;
 - b) The Ph.D. thesis has been evaluated by atleast two examiners;
 - c) An open Ph.D. viva voce of the candidate has been conducted;
 - d) The candidate has published two research papers from his/her Ph.D. work, out of which atleast one is in a refereed journals; and
 - e) The candidate has presented at least two papers, based on his/her Ph.D. work in conferences/seminars, sponsored/ funded/supported by the UGC/CSIR/ICSSR or any similar agency.

Note:

- 1) The fulfillment of these conditions is to be certified by the Registrar or the Dean (Academic Affairs) of the University concerned.
- 2) NET/SET shall also not be required for such Masters Programmes in disciplines for which NET/SET is not conducted. However, Ph.D. degree shall remain the minimum eligibility for the appointment in such disciplines.

Pay Scales: Pay Scale and other allowances as per 7th Pay Commission.

Note:

- 1) Candidates employed anywhere, should submit their applications through proper channel.
- 2) No T.A./D.A. will be paid for attending the interview.
- 3) Attested Xerox copies of Degree, Marks sheets, Caste and Caste Validity Certificates, etc. should be attached to the application.
- 4) 30% seats will be reserved for ladies.
- 5) For more details, visit University **website: www.srtmun.ac.in**
- 6) Prescribed Application form is available on S.R.T.M.U. Nanded **Website: srtmu.ac.in**

Sd/-
Dr. S. P. Gaikwad
Principal
Dayanand College of Art's, Latur

Sd/-
Shri. Ramesh Biyani
Secretary
Dayanand Edu. Society, Latur

Sd/-
Shri. Laxmiraman Lahoti
President
Dayanand Edu. Society, Latur.

Bhartiya Rashtriya Shikshan Sanstha, Lohara
SHANKARRAO JAWALE PATIL ARTS, SCIENCE AND COMMERCE COLLEGE, LOHARA

Taluka: Lohara, District: Dharashiv – 413608

Applications Invited

Applications are invited from eligible candidates for the recruitment of full-time Assistant Professors in the Permanent Unaided **Shankarrao Jawale Patil Arts, Science and Commerce College, Lohara**, run by **Bhartiya Rashtriya Shikshan Sanstha, Lohara**, and affiliated to **Dr. Babasaheb Ambedkar Marathwada University, Chhatrapati Sambhajinagar**. Interested candidates should submit their applications along-with self-attested photocopies of educational qualification certificates **within 15 days** from the date of publication of this advertisement, either by post or in person, to the following address:

The President/Secretary

Bhartiya Rashtriya Shikshan Sanstha, Lohara

Shankarrao Jawale Patil Arts, Science and Commerce College, Lohara

Taluka Lohara, District Dharashiv – 413608

Sr. No.	Subject	Number of Posts	Educational Qualification	Reservation
1.	Chemistry	02	M.Sc. Ph.D./NET/SET	Scheduled Caste (SC) – 02 Scheduled Tribe (ST) – 01 VJ(A)/NT(C) – 01 NT(B)/NT(D)/SBC – 01 OBC – 02 SEBC – 01 EWS – 01 Open (Unreserved) – 03
2.	Physics	02	M.Sc. Ph.D./NET/SET	
3.	Botany	03	M.Sc. Ph.D./NET/SET	
4.	Zoology	02	M.Sc. Ph.D./NET/SET	
5.	Mathematics	03	M.Sc. Ph.D./NET/SET	

Conditions:

1. Candidates belonging to the reserved categories shall submit one copy of the application submitted to the President/Secretary of the Institution to the Deputy Registrar, Special Cell, Dr. Babasaheb Ambedkar Marathwada University, Chhatrapati Sambhajinagar.
2. As per Government Resolution No. Sankirna 1096/Pr.Kr.30/Ka-2 dated 01 August 1997, 30% reservation shall be applicable for women candidates.
3. As per Government Circular No. Divyang 2018/Pr.Kr./14/16-B dated 29 May 2019, 4% reservation shall be applicable for persons with disabilities.
4. As per Government Resolution No. N.G.C. 1298/(4619)/Uni-4 dated 11 December 1999, the minimum qualifying marks in the postgraduate degree for Scheduled Caste (SC) and Scheduled Tribe (ST) candidates have been relaxed from 55% to 50%.
5. The categories VJ-A, NT-B, NT-C, and NT-D are interchangeable as per Government rules.
6. As per Government Resolution No. USG 2003/(21)/Vishi-4, Higher and Technical Education Department, Mantralaya Extension Building, Mumbai-32, dated 14 November 2003, the minimum qualifying marks in the postgraduate degree for persons with disabilities have been relaxed from 55% to 50%.
7. Candidates belonging to the reserved categories may also apply for Open (Unreserved) posts. Such posts shall be filled strictly on merit.
8. As per Government Resolutions dated 02 April 2018 and 04 December 2018, 1% reservation shall be applicable for orphan candidates.
9. Reservation has been determined as per the 100-point reservation roster and the total sanctioned posts in accordance with Government Resolutions dated 18 October 1997, 21 September 2016, 18 February 2019, Gazette Notifications dated 25 February 2022, 01 April 2022, 08 April 2022, Government Resolution dated 25 February 2022, 11 April 2022, and Government Resolution dated 06 July 2021.

Note:

As 10% reservation is applicable for the Economically Weaker Sections (EWS), after completion of the reservation process, 10% of the posts currently shown under the Open (Unreserved) category may be reserved for EWS candidates. Accordingly, the number of Open (Unreserved) posts may change.

President
Bhartiya Rashtriya Shikshan Sanstha, Lohara
TQ. Lohara, Dist. Dharashiv-413608

Secretary
Bhartiya Rashtriya Shikshan Sanstha, Lohara
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