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Announcement

EDITED VOLUME

on

Shaping Self-Reliant Bharat through Knowledge and Innovation

An Edited Volume titled '*Shaping Self-Reliant Bharat through Knowledge and Innovation*' is being published. The publication will feature the contributions from eminent educationists on the aforementioned theme. Readers of the University News are also invited to contribute to the Volume by submitting papers/articles on the above theme by **July 31, 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. If the invited articles are not included in the upcoming book, they may be considered for publication in the University News's Weekly Issues, in accordance with its guidelines. 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 31, 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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Research at the Crossroads: Human Creativity, Artificial Intelligence, and the Future of Academia

Manas Ranjan Panigrahi*

The rapid advancement of Artificial Intelligence (AI) is reshaping the landscape of academic research across disciplines. AI-powered tools have transformed literature reviews, data analysis, academic writing, and publication processes, creating unprecedented opportunities for efficiency and accessibility. Simultaneously, concerns regarding originality, creativity, academic integrity, authorship, ethical responsibility, and the future of scholarly inquiry have emerged. This paper critically examines the role of AI in research within the context of India's National e ducation Policy (Ne P) 2020 and global developments in higher education. Drawing upon national and international literature, the article argues for a balanced approach that positions AI as an assistive technology rather than a replacement for human intellectual engagement. The paper concludes with recommendations for higher education institutions, regulatory bodies, research supervisors, and scholars to ensure responsible and ethical integration of AI into academic research (Abstract).

The emergence of Artificial Intelligence (AI) has transformed nearly every domain of human activity, including education, research, healthcare, governance, and industry. Recent advancements in generative AI, particularly large language models such as ChatGPT, Gemini, Claude, Copilot, and Perplexity, have significantly altered how researchers conceptualize, conduct, analyze, and disseminate scholarly work (Dwivedi et al., 2023; Kasneci et al., 2023). These technologies have introduced new possibilities for accelerating research processes while simultaneously raising fundamental questions about originality, creativity, ownership, accountability, and academic integrity.

The impact of AI is particularly significant within the social sciences, where interpretation, contextual understanding, critical reflection, and human experiences constitute the essence of scholarly inquiry (Bender et al., 2021). Research in these fields requires nuanced judgment, ethical sensitivity, and the ability to engage with complex social realities qualities that remain inherently human despite rapid technological advances.

In India, the vision of transforming the nation into a knowledge-based society has been reinforced through the implementation of the National Education Policy (NEP) 2020. The policy emphasizes research, innovation, digital literacy, multidisciplinary learning, and

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the strategic use of emerging technologies to enhance educational quality and societal development (Government of India, 2020). Within this evolving context, it becomes imperative to critically examine how AI is reshaping research practices and what responsibilities researchers, institutions, and regulatory agencies must undertake to preserve the integrity and quality of academic scholarship.

AI and Research in the Context of NEP-2020

The National Education Policy (NEP) 2020 identifies technology as a key driver of educational transformation and advocates the integration of emerging technologies, including Artificial Intelligence, to strengthen teaching, learning, assessment, research, and governance (Government of India, 2020). The policy promotes innovation, critical thinking, problem-solving, and the establishment of a robust research ecosystem through initiatives such as the National Research Foundation (NRF).

Although NEP-2020 does not explicitly prescribe the use of generative AI tools in research, its emphasis on technology-enabled learning and digital transformation has encouraged scholars to explore AI-assisted research methodologies. The policy envisions digital technologies as instruments for improving access to knowledge, facilitating collaboration, and supporting evidence-based decision-making (Government of India, 2020).

At the same time, NEP 2020 strongly advocates creativity, scientific temper, ethical reasoning, and critical inquiry as foundational educational values. These principles align with international frameworks emphasizing responsible AI use in higher education (UNESCO, 2021). Consequently, AI should function as a supportive tool that enhances human capabilities rather than replacing human intellect, judgment, and creativity.

Contemporary Uses of AI in Research

The rapid adoption of AI among doctoral scholars and researchers has transformed traditional research practices. Activities that once required extensive time and effort can now be completed with significantly greater efficiency.

One of the most widespread applications of AI is in literature review. Researchers increasingly employ AI tools to identify relevant studies, summarize scholarly articles, classify themes, and

detect potential research gaps (Bozkurt et al., 2023). AI-powered academic search engines enable rapid access to large repositories of scientific literature, reducing the burden of manual searches.

In quantitative research, AI-assisted statistical software supports data cleaning, predictive modeling, descriptive and inferential analyses, and data visualization (Jordan & Mitchell, 2015). Qualitative researchers similarly utilize AI for coding interviews, thematic analysis, sentiment analysis, and organizing large textual datasets (Flick, 2022).

The influence of AI is even more visible in academic writing. Researchers frequently use AI applications for drafting abstracts, preparing proposals, improving language quality, paraphrasing content, generating citations, and structuring manuscripts (Cotton et al., 2024). Some scholars have begun using AI-generated drafts as preliminary versions of research articles, conference papers, and thesis chapters.

AI also plays a growing role in publication-related activities. Researchers employ AI tools to identify appropriate journals, evaluate manuscript quality, prepare cover letters, and respond to reviewer comments (Tlili et al., 2023). AI-assisted technologies have further contributed to systematic reviews, meta-analyses, bibliometric studies, and evidence synthesis.

These developments have democratized access to research support and enhanced productivity, particularly for scholars facing linguistic or methodological barriers. Nevertheless, the increasing reliance on AI raises an important question: Does greater efficiency necessarily translate into deeper scholarship and more meaningful knowledge creation?

The Contradiction Between AI Use and Research Creativity

Research is fundamentally a process of inquiry, reflection, interpretation, and knowledge construction rather than merely the production of academic documents. The growing dependence on AI therefore challenges several foundational principles of scholarly work.

Creativity and Intellectual Exploration

Creativity emerges from observation, questioning, reflection, and synthesis (Amabile,

1996). When AI systems generate research questions, literature summaries, theoretical frameworks, or conceptual models, researchers may inadvertently limit opportunities for original intellectual exploration. Although AI can stimulate ideas, excessive dependence may reduce opportunities for independent thinking and creative problem-solving.

Learning Through Intellectual Struggle

Research competence develops through engagement with complex problems, contradictory evidence, and methodological challenges. Vygotskian and constructivist perspectives emphasize learning through active cognitive engagement rather than passive information consumption (Bruner, 1996). Excessive reliance on AI-generated outputs may bypass these developmental experiences, resulting in superficial understanding rather than deep learning.

Originality and Knowledge Production

The originality of scholarly work becomes increasingly difficult to assess when AI contributes substantially to content generation. Large language models produce text based on patterns learned from extensive datasets rather than through genuine understanding or innovation (Bender et al., 2021). Consequently, distinguishing between authentic scholarly contributions and algorithmically generated outputs becomes challenging.

Authorship and Accountability

Questions of ownership and authorship have become central concerns in contemporary academic discourse. International publishers and scholarly organizations increasingly maintain that AI systems cannot be recognized as authors because they lack accountability and responsibility for published content (Committee on Publication Ethics [COPE], 2023; Nature editorial, 2023). Researchers remain ultimately responsible for the validity, accuracy, and ethical implications of their work.

the principal concern is not that AI will replace researchers, but rather that excessive dependence may gradually transform scholars from creators of knowledge into managers of machine-generated content.

Learning and Ethical Challenges in the AI Era

Doctoral education has traditionally been viewed as a rigorous process through which scholars develop critical thinking, methodological competence, academic writing skills, and ethical judgment. The widespread use of AI introduces significant challenges to this developmental journey.

Erosion of Research Learning

When AI drafts literature reviews, interprets statistical outputs, or generates discussion sections, scholars may complete research projects without fully understanding the theoretical or methodological foundations of their work. This phenomenon raises concerns regarding the long-term development of research competencies (Kasneci et al., 2023).

Academic Integrity and Transparency

The absence of transparency regarding AI use can compromise academic integrity. Presenting AI-generated content as one's own intellectual contribution blurs the distinction between assistance and authorship. Several universities worldwide have begun requiring explicit disclosure of AI-assisted contributions in academic submissions (UNESCO, 2023).

Hallucinations and Misinformation

Generative AI systems are known to produce fabricated references, inaccurate interpretations, and misleading information, commonly referred to as "hallucinations" (OpenAI, 2023). Researchers who fail to verify AI-generated outputs risk introducing errors into the scholarly record.

Data Privacy and Confidentiality

Uploading confidential interview transcripts, institutional records, unpublished manuscripts, or sensitive datasets to AI platforms may violate ethical standards and data protection regulations (European Commission, 2024). Researchers must therefore exercise caution when using AI tools involving sensitive information.

Bias and Social Justice Concerns

AI systems frequently reproduce societal biases embedded within training datasets. Studies have documented biases related to gender, race, ethnicity, language, and culture in AI-generated outputs (Buolamwini & Gebru, 2018). In social

science research, uncritical acceptance of AI-generated interpretations may reinforce existing inequalities and stereotypes.

t herefore, ethical research in the AI era demands transparency, verification, accountability, and informed human judgment.

Towards Responsible AI Use in Research

The question is no longer whether AI should be used in research; rather, it is how AI can be integrated responsibly into scholarly practice. Researchers must embrace a principle of human-led, AI-assisted scholarship. AI should support routine tasks, enhance efficiency, and facilitate communication, while conceptualization, interpretation, critical analysis, and ethical decision-making remain human responsibilities (UNESCO, 2021). Doctoral scholars should be trained to critically evaluate AI-generated outputs rather than accepting them unquestioningly. Every citation, interpretation, and analytical conclusion generated through AI should undergo independent verification.

Universities should develop mechanisms for transparent disclosure of AI use in theses, dissertations, research projects, and publications. Such transparency can strengthen academic integrity while encouraging responsible innovation. Most importantly, higher education institutions must reinforce the idea that research is fundamentally a learning process rather than merely the production of academic outputs. The ultimate purpose of doctoral education is to cultivate competent researchers capable of generating original knowledge and addressing societal challenges.

Recommendations for Responsible Use of AI in Academic Research

For Higher Education Institutions

- formulate comprehensive institutional policies governing the use of AI in research, publication, assessment, and academic writing.
- Integrate AI literacy, ethical technology use, research integrity, and responsible scholarship into doctoral and research training programmes.
- establish AI ethics Committees or Academic Integrity Cells to guide researchers on acceptable and unacceptable applications of AI.
- Revise research methodology curricula to incorporate AI-assisted research methods, tools, and ethical considerations.

- Promote awareness and capacity-building initiatives on the responsible use of AI among faculty members and research scholars.
- Encourage transparency and accountability in the use of AI across academic activities.

For Regulatory Bodies

- Develop national guidelines and policy frameworks governing the use of AI in academic research and higher education.
- Provide clear standards on:
 - o Disclosure of AI use in research and publications.
 - o Authorship and accountability norms.
 - o ethical compliance and responsible AI practices.
 - o Plagiarism detection and academic integrity.
 - o Data privacy, security, and confidentiality.
 - o Quality assurance in AI-assisted research.
- Ensure consistency in AI-related regulations and practices across higher education institutions.
- Periodically review and update guidelines in response to emerging AI technologies and challenges.

For Research Supervisors

- Guide scholars in the critical evaluation and responsible use of AI-generated outputs.
- Emphasize conceptual understanding, methodological rigor, and intellectual independence throughout the research process.
- Encourage researchers to verify the accuracy, reliability, and authenticity of AI-generated information.
- Focus supervision on developing scholarly thinking, analytical skills, and research competence rather than merely assessing written outputs.
- foster ethical awareness and responsible decision-making in AI-assisted research practices.

For Researchers and Doctoral Scholars

- Use AI as a supportive research tool rather than as a substitute for intellectual engagement and scholarly judgment.

- Verify all AI-generated information, references, interpretations, and conclusions before incorporating them into research work.
- Maintain transparency regarding the nature and extent of AI assistance used in research activities.
- Protect confidential research data and ensure compliance with ethical and privacy standards when using AI platforms.
- Preserve originality, intellectual autonomy, and personal accountability in scholarly work.
- Continuously cultivate creativity, curiosity, critical thinking, analytical reasoning, and ethical judgment, the core attributes of a competent researcher.
- Recognize that AI can enhance productivity but cannot replace human insight, contextual understanding, and scholarly responsibility.

Conclusion

Artificial Intelligence represents one of the most transformative developments in the history of academic research. It offers remarkable opportunities to improve efficiency, accessibility, and productivity. However, its increasing integration into scholarly work also presents profound challenges related to originality, creativity, authorship, learning, accountability, and ethics.

The future of research should not be framed as a competition between humans and machines. Rather, it should be envisioned as a collaborative partnership in which AI amplifies human capabilities while preserving intellectual responsibility and scholarly integrity. As India advances toward the aspirations of NEP-2020, the success of AI integration will depend not on the extent of its adoption but on the wisdom and ethical principles guiding its use.

Ultimately, researchers, educators, institutions, and regulatory agencies share the responsibility of ensuring that technological innovation strengthens rather than diminishes the fundamental values of scholarship.

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Peer Counselling: Effective Tool to Groom Leadership from Self-awareness to Institutional Influence

R D Kharadkar* and Surabhi Pranav**

India's National Education Policy 2020 places student well-being and holistic development at the centre of higher education. Yet most engineering institutions still operate a reactive counselling model — responding to crises rather than building the psychological foundations that prevent them. Peer counselling addresses this gap directly. It is not a substitute for professional support; it is a complementary, proactive layer that reaches students earlier, more frequently, and in ways that formal services cannot. The paper draws on five implementation batches at G H Raisoni College of Engineering & Management (GHRCEM), Pune, to demonstrate how a rigorous peer counselling programme simultaneously develops psychological competence, interpersonal skills, and authentic leadership.

Selection Process

Recruitment begins with an open Google Form circulated across the institution. Interested candidates then undergo a week-long, five-stage screening designed to assess — and begin developing — the qualities the programme demands are mentioned in table 1.

Only candidates who demonstrate sufficient engagement across all five stages are admitted to the 100-hour programme. The ~28% qualification rate is deliberate: the certification must carry genuine meaning.

The 100-Hour Curriculum

The programme runs across two integrated streams — 68 hours of classroom instruction (table 2A, Graph 1) and 32 hours of outdoor and community outreach.

Outcomes: Five Batches, 145 Qualified Peer Counsellors

Enrolment has grown more than threefold since the first batch, reflecting the programme's

growing institutional reputation (Graph 2). Qualified counsellors demonstrate stronger emotional regulation, interpersonal skills, and civic responsibility than their peers. They model help-seeking behaviour and resilience in ways that quietly reshape campus culture — and carry these competencies into every dimension of their professional lives.

Certification: The Final Mile

Upon completing the 100-hour programme, trainees are not automatically certified. Each student must appear for a comprehensive end examination that assesses both theoretical understanding and practical counselling competence. Only those who meet the qualifying standard receive the Peer Counsellor's Certificate — a credential that carries genuine institutional weight precisely because it is earned, not given. This rigorous final assessment ensures that the certificate is a meaningful marker of readiness, not merely a record of attendance.

Certified peer counsellors step forward with something far more valuable than a qualification: they carry a transformed understanding of themselves and others. They are equipped to help themselves navigate the inevitable pressures of academic and professional life, to support their peers through difficulty with skill and compassion, and to contribute meaningfully to a healthier, more empathetic society at large. In this sense, the certificate is not an ending — it is the beginning of a lifelong practice of purposeful human connection.

Bridging the Gap: More Students, Fewer Psychologists

One of the most pressing realities in Indian higher education is the acute disproportion between the number of students in psychological distress and the number of trained professionals available to support them. A single counsellor serving hundreds — sometimes thousands — of students cannot provide the frequency, accessibility, or cultural resonance that meaningful mental health support requires. Peer counsellors do not replace psychologists; they extend their reach. By equipping students with foundational counselling skills, the programme creates a first layer of

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Table 1: Stages of Five-Stage Screening Test

1	Impromptu Oratory	Assesses spontaneous thinking, mental health awareness, and comfort speaking openly about psychological topics.
2	Picture Perception & Discussion	Evaluates interpretive reasoning, cognitive empathy, and group communication under ambiguity.
3	Self-Written Skit on Social Stigma	Tests collaborative creativity, willingness to engage with sensitive material, and ability to represent vulnerability with dignity.
4	Art Expression	Surfaces emotional literacy and self-awareness — the candidate's relationship with their own inner life.
5	Group Riddle / Hidden Message Task	Assesses lateral thinking and the capacity to decode unspoken meaning — essential in a counselling encounter.

Table 2. A: Classroom Modules (68 hrs)

Icebreaking & Orientation (Activity)	3
Effective Communication Skills	6
Career Counselling Seminar	4
Personality Development (Activity)	8
Assertive Training (Activity)	6
Emotional Intelligence	7
Mandatory Counselling Skills	8
Counselling Process	8
One-to-One Practical Sessions	18

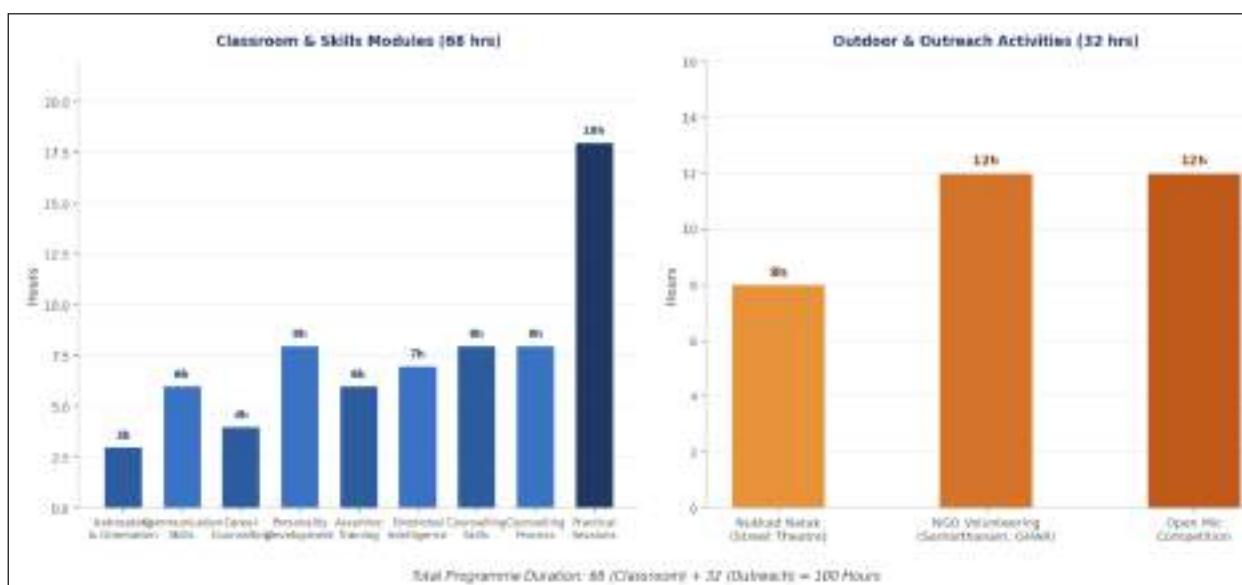
Table 2. B: Outdoor & Outreach Activities (32 hrs)

Nukkad Natak (Street theatre)	8	Public awareness on social issues	Maharashtra Traffic Police
NGO Volunteering	12	Supporting differently-abled & orphaned children	Samarthanam, GHAR
Open Mic Competition	12	Purposeful communication & managerial skills	GHRCeM, Pune

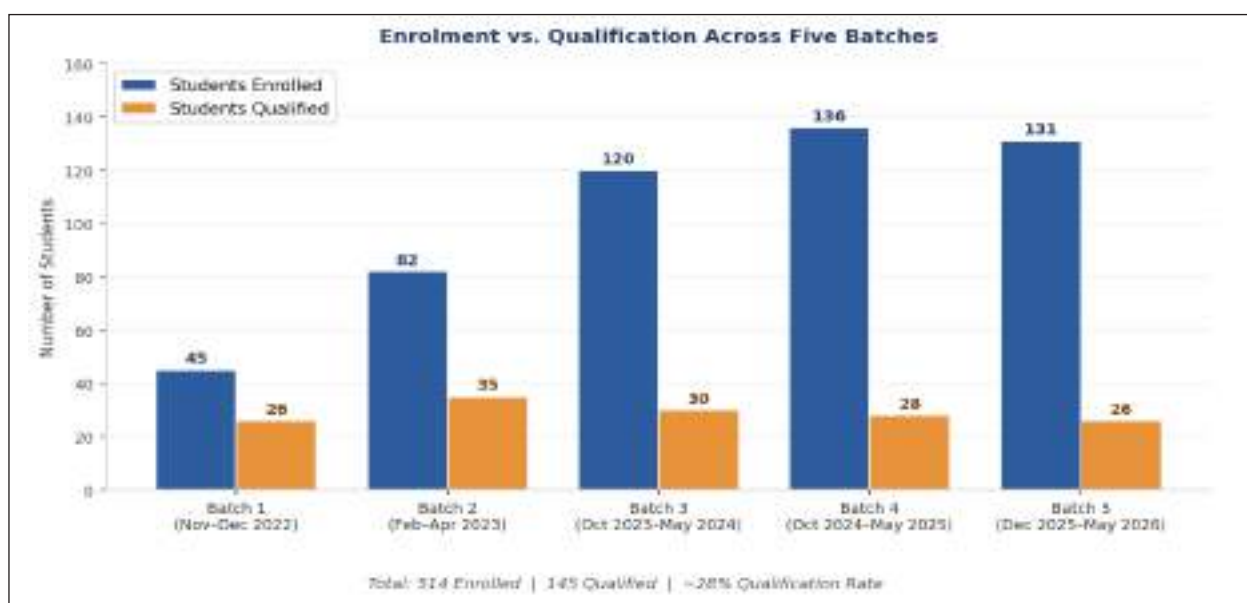
support that intercepts distress early, normalises help-seeking, and refers more serious concerns to professionals before they escalate into crises. In this way, the programme does not merely add a new service — it multiplies the institution's capacity to care.

From Counselling Competence to Leadership

The link between peer counselling training and leadership development is not incidental — it is structural. Effective leadership demands self-awareness, empathy, the ability to navigate difficult conversations, and the capacity to inspire

Graph 1: Distribution of hours across c lassroom Modules and o utreach Activities (Total: 100 hrs)

Graph 2: Enrolment vs. Qualification Across five batches (Total: 514 enrolled, 145 qualified)



trust. these are precisely the competencies the programme cultivates. Certified peer counsellors occupy a unique position: trained helpers whose credibility comes neither from formal authority nor popularity, but from demonstrated psychological maturity. In environments that routinely normalise stress and stigmatise vulnerability, a peer counsellor who models openness and genuine concern for others performs a quietly radical act of leadership. Ongoing supervision after qualification reinforces this: trainees learn that expertise is a continuing discipline, and that seeking guidance signals professional maturity, not inadequacy.

Conclusion

The GHRCEM Peer Counsellor's Club demonstrates that psychological capital — empathy, self-awareness, emotional intelligence, resilience — is not incompatible with engineering education; it is its necessary complement. five batches and 145 qualified counsellors show what becomes possible when an institution trusts its students with real

responsibility for one another's growth. That trust, and the leadership it cultivates, is perhaps the most important thing a university can offer.

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To Our Readers

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Dr Sistla Rama Devi Pani, Editor

Artificial Intelligence and Job Displacement in India: Technological Progress amid Structural Unemployment

J Madegowda*

Artificial Intelligence Optimism and Employment Anxiety in India

Globally, Artificial Intelligence (AI) has rapidly moved from experimental laboratories to the centre of national development strategies. This transition in India has been especially visible as it hosts major global conferences, including the recently hosted AI Summit 2026, participates actively in technology governance discussions, and positions itself as a hub of AI innovation and digital talent. These developments have strengthened a dominant narrative that presents AI as a transformative force capable of improving service delivery, accelerating productivity, and sustaining long-term economic growth. Policy documents, industry reports, etc., exemplify AI's promise of competitiveness, efficiency, and global leadership.

However, this technological optimism coexists with a less comfortable reality. India's labour market remains structurally fragile, characterised by weak employment elasticity of growth, informality, and underemployment. Unlike advanced economies, where technological adoption operates within relatively formalised employment systems and social protection frameworks, India confronts persistent structural vulnerabilities that make it uniquely susceptible to the disruptive potential of AI-driven automation (Kumar, 2024). Therefore, the key dilemma lies between labour-market capacity and technological ambition.

India's employment challenge is distinctive in the global context. Notwithstanding three decades of economic liberalisation and sustained GDP growth, over 90% of India's workforce remains engaged in informal employment across disguised arrangements, self-employment, and casual labour (Dasgupta & Kar, 2018). This dominance of informality has persisted in conjunction with rising per capita income, showing that economic growth has not translated proportionately into formal job creation. Labour force participation rates have also

declined, particularly among women and youth, contradicting conventional expectations that rising incomes expand workforce engagement (Dasgupta & Kar, 2018).

Unemployment and underemployment have become structural features rather than temporary disruptions. Unemployment among youth remains elevated, while educated unemployment presents a troubling paradox in a country that has expanded access to higher education (Parida & Pattayat, 2024). Individuals with university degrees increasingly face difficulties securing stable and meaningful employment. At the same time, disguised unemployment continues within agriculture and informal services, where productivity remains limited. The coexistence of labour surplus and skill mismatch further complicates the absorption of workers displaced by technological change.

The phenomenon of "jobless growth" has thus come to define India's post-1991 (i.e., the post-LPG) development trajectory. Even during periods of gross domestic product (GDP) growth exceeding 6%, employment elasticity has remained weak - this means, increase in output has not generated commensurate job opportunities (Dasgupta & Kar, 1991). As rural workers migrate to urban centres in search of work, agricultural employment has stagnated. Manufacturing, long expected to absorb surplus labour, has failed to scale up labour-intensive production (Malathi & t omy, 2025). Furthermore, service sector growth, though substantial in GDP contribution, has been largely skill- and capital-intensive, creating high-wage positions for a very few while leaving the majority in low-productivity informal employment (Saha et al., 2025).

Into this structurally constrained environment enters AI - a technology that differs in speed and scope from earlier waves of digitalisation or mechanisation. While previous technological transitions unfolded gradually, allowing time for labour-market adjustment, AI-driven cognitive automation carries the potential for rapid, large-scale task substitution across sectors (Kumar, 2024). AI systems increasingly automate not only routine

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manual activities but also analytical, clerical, and decision-making functions. The apprehension is not that work will disappear entirely, but that the pace of displacement may exceed the economy's capacity to generate alternative employment pathways (Acemoglu & Johnson, 2023). Therefore, the key issues/questions animating this study are straightforward yet consequential:

- (a) Does AI-led technological progress in India risk advancing without adequate employment absorption capacity?
- (b) Will AI adoption expand formal-sector opportunities and raise productivity inclusively, or will it deepen structural unemployment by reducing demand for labour in already constrained sectors?

As recent studies signify, developing economies with large informal sectors are particularly vulnerable to automation shocks because they lack institutional mechanisms to redeploy displaced workers effectively (Diao et al., 2019; Ekkehard et al., 2018). Against this context, this study addresses these concerns through three interrelated objectives:

- (a) It examines the mechanisms through which AI may displace workers across key sectors of the Indian economy.
- (b) It situates AI adoption within India's existing labour-market structure, highlighting why disruption may prove more severe than in advanced economies.
- (c) It reflects on the implications for higher education and public policy, arguing that universities and policymakers must engage seriously with AI's distributional and employment consequences instead of focusing exclusively on productivity gains.

Besides this introductory section (Section 1), the remaining analysis is presented as follows: Section 2 develops the conceptual framework by tracing the evolution of technological change and identifying what makes AI distinctive. Section 3 examines India's labour-market structure as the central contextual constraint driving AI's impact. Section 4 explores sector-specific pathways of AI-induced displacement. Section 5 critically evaluates the prevailing reskilling narrative and its limitations

in the Indian context. Section 6 analyses the role of higher education in balancing employability with social responsibility. Section 7 outlines policy implications for managing AI in a labour-surplus economy. The concluding section (Section 8) reflects on the imperative of aligning technological progress with inclusive employment objectives.

AI and Employment: Conceptual Perspectives

Understanding the employment implications of AI calls for engagement with the long-standing debate on technological change and labour markets. This section traces the evolution from mechanisation to AI, analyses key analytical concepts such as skill bias and task displacement, and contrasts critical and optimistic perspectives. It also examines why AI poses distinct challenges, especially for labour-surplus developing economies like India.

The relationship between employment and technological change has occupied intellectuals since the Industrial Revolution. The historical sequence - from mechanisation to factory automation to digitalisation - reveals recurring patterns of initial displacement followed by eventual job creation, often after prolonged adjustment periods (Frank et al., 2019). What distinguishes each technological epoch is not merely the fact of disruption, but its breadth, pace, and the institutional capacity available to absorb displaced workers.

Although mechanisation and early factory automation primarily replaced manual and artisan labour, the transition unfolded over decades and involved gradual structural shifts. The digital revolution of the late 20th century automated routine administrative and clerical functions while simultaneously generating new roles in information technology (IT), digital services, and data management. In each case, labour markets adjusted through sectoral mobility, skill acquisition, and the emergence of complementary industries. However, these adjustments were neither automatic nor evenly distributed. The adaptability of social protection frameworks, institutions, and educational systems determined whether technological change resulted in temporary dislocation or lasting inequality.

AI denotes a qualitative shift within this historical trajectory. Unlike earlier technologies that automated rule-based or specific mechanical functions, AI enables cognitive automation. Machines can now perform decision-support tasks,

pattern recognition, probabilistic reasoning, and language generation that were previously considered uniquely human (Frank et al., 2019). This expansion into cognitive domains fundamentally changes the scope of potential labour substitution.

The distinction between job displacement and task displacement becomes analytically crucial in this context. “Task displacement” represents the automation of particular activities within an occupation, enabling workers to reallocate effort toward complementary functions. On the other hand, “job displacement” occurs when automation eliminates the core tasks that define an occupation, rendering the entire role redundant (Autor et al., 2023; Huo et al., 2024). Earlier waves of automation often modified task composition while preserving occupational categories. However, AI possesses the capacity to automate clusters of tasks simultaneously, thereby increasing the likelihood of job-level displacement instead of partial transformation.

The literature on technological change also introduces the concepts of skill-biased and task-biased technological change. “Skill-biased technological change” advocates that new technologies disproportionately reward high-skilled workers, increasing wage premiums for education while reducing demand for routine labour. “Task-biased technological change” refines this framework by highlighting the vulnerability of routine cognitive and manual tasks instead of formal educational levels (Acemoglu & Restrepo, 2020; Susan et al., 2024). AI embodies both dynamics but extends them further, as its cognitive capabilities increasingly target non-routine tasks in diagnostics, writing, coding, and analysis that were once assumed to be resistant to automation.

Closely related is the phenomenon of automation bias, wherein individuals and organisations over-rely on algorithmic outputs, even when human judgment may be superior (Busiuc, 2021). As AI systems are embedded into supervisory and evaluative processes, algorithmic substitution may occur not only in routine clerical roles but also in mid-level professional and managerial functions. This development has important implications for employment structures, particularly in economies where such roles serve as pathways into stable formal employment. The literature presents two broad and competing perspectives on AI’s employment impact:

(a) Drawing from Schumpeterian reasoning, the optimistic view argues that technological innovation ultimately creates more jobs than it destroys (Jadhav & Banubakode, 2024) - complementary occupations develop around the technology, new industries emerge, and productivity gains stimulate demand. From this standpoint, AI is viewed as augmenting human labour instead of replacing it, enabling workers to specialise in strategic, creative, and interpersonal tasks (Brynjolfsson et al., 2021). Applied to AI, this argument advocates that while certain jobs will disappear, new roles in AI development, oversight, and application will expand overall employment.

(b) However, the critical perspective challenges this optimism by highlighting transitional costs and distributional outcomes (Deckker & Sumanasekara, 2025). Even if aggregate employment eventually stabilises, significant groups may experience prolonged unemployment or permanent income losses. Older employees, low-skilled workers, and those in routine occupations face disproportionate risks. In addition, the benefits of AI-driven productivity gains may accrue primarily to capital owners and highly skilled professionals, intensifying income inequality (Acemoglu & Johnson, 2023; Liang, 2024).

therefore, the question is not only whether employment levels recover, but also about who benefits and who bears the adjustment burden. AI’s distinctive characteristics amplify these concerns:

- (a) The speed of technological advancement is unprecedented. Whereas mechanisation and earlier automation unfolded over generations, AI capabilities are improving at exponential rates, compressing labour-market adjustment periods into much shorter timescales (Frank et al., 2019);
- (b) the breadth of applicability spans professional work, manufacturing, services, and even creative industries.
- (c) Digital markets often exhibit winner-take-most dynamics, concentrating gains among a limited number of firms and highly skilled workers instead of dispersing benefits broadly across the economy (Susan et al., 2024).

For developing economies like India, these dynamics intersect with pre-existing structural

vulnerabilities. In labour-surplus economies dominated by informal employment, displaced workers cannot depend on robust unemployment insurance or comprehensive retraining systems. Informal sectors already saturated with surplus labour cannot easily absorb additional entrants. educational infrastructure for rapid skill transformation remains uneven, particularly in rural regions where digital literacy and connectivity are limited (Xia, 2026). Geographic mobility is constrained by social obligations and poverty, while social safety nets provide limited income security (Dawoud et al., 2025).

Empirical studies on automation exposure further underscore these risks. Studies measuring occupational vulnerability to AI suggest that exposure patterns often align with existing inequalities (Pizzinelli et al., 2023). Lower-educated workers, women, and those in lower-income brackets often face higher exposure to routine automation. In the Indian scenario, even segments traditionally viewed as secure - such as IT services employing large numbers in routine coding, testing, and support roles - may encounter displacement pressures from AI-driven process automation (Kumar, 2024).

In conclusion, conceptual perspectives on AI and employment divulge that technological change is neither inherently destructive nor inherently beneficial. Its effects depend on distributional dynamics, task composition, and institutional capacity. For India, applying these frameworks demands careful contextualisation. The interaction between AI's cognitive automation capabilities and a structurally fragile labour market raises concerns that displacement effects may be more persistent and uneven than in advanced economies. Therefore, the subsequent sections situate these conceptual insights within India's specific labour-market realities.

India's Labour Market Structure: A Contextual constraint

Examining the employment consequences of AI in India calls for grounding the analysis in the country's distinctive labour market structure. This section, therefore, examines the dominance of informality, patterns of educated unemployment, sectoral imbalances, and weak employment elasticity. the study argues that these structural characteristics significantly constrain India's capacity to absorb AI-induced displacement.

three decades after economic liberalisation, India's labour market remains marked by informality, segmentation, and limited formal employment growth despite sustained GDP expansion (Sen, 2025). The most defining feature is the overwhelming dominance of informal employment. Over 90% of India's workforce is engaged in informal activities, including unregistered micro-enterprises, self-employment, casual labour, and agricultural work (Saha et al., 2025). Informality is not a transitional stage in India's development; instead, it has persisted and, in absolute terms, expanded even as modern sectors grew (Jakhar et al., 2025).

In urban areas, informality encompasses small traders operating without formal registration or social security protections, street vendors, construction workers, domestic workers, and gig workers (Gupta & Rani, 2025). On the other hand, in rural areas, agriculture remains the largest employer, with millions engaged as smallholders or landless labourers without contractual safeguards. A substantial portion of rural employment constitutes disguised unemployment, where workers are nominally employed but contribute little marginal productivity (Kaur & Kamboj, 2024). These patterns illustrate limited opportunities for productive absorption and underutilised labour resources.

the persistence of informality has been accompanied by a low share of high-skill formal employment. Although India produces millions of graduates every year, the economy has not generated a proportional expansion of knowledge-intensive formal jobs. Therefore, educated unemployment has emerged as a structural concern instead of a temporary mismatch (Parida & Pattayat, 2024). Many graduates, particularly from tier-2 and tier-3 institutions, struggle to secure employment aligned with their qualifications, often accepting informal or low-skill positions (Schneider & Pilz, 2024). This phenomenon illustrates not only insufficient job creation but also greater skills mismatches between academic curricula and industry requirements.

furthermore, sectoral employment patterns illustrate the constraints driving AI's potential impact. Agriculture continues to employ approximately 40–45% of the workforce while contributing only 15–20% of GDP, showing substantial productivity disparities across sectors. Development theory

would predict a steady transition of labour from agriculture to manufacturing and modern services. However, manufacturing employment has stagnated, giving rise to what has been termed the “missing middle” in India’s industrial structure (Malathi & Tomy, 2025). Rather than expanding labour-intensive production, manufacturing growth has often been capital-intensive and technologically upgraded.

Although the services sector has become the principal driver of GDP growth, its employment effects remain uneven. High-skill, capital-intensive services such as IT, telecommunications, and financial services generate substantial value but employ a relatively small segment of the labour force (Jakhar et al., 2025). At the other end of the spectrum, low-skill informal services absorb large numbers of workers but offer limited income stability or upward mobility. The absence of robust mid-skill formal employment constrains pathways for social mobility and occupational transition.

All these discussions bring the point to the fore that these dynamics have produced what is widely interpreted as “jobless growth.” Employment elasticity - the responsiveness of employment to GDP growth - has remained weak, often below 0.5 in several years (Dasgupta & Kar, 2018). This implies that even during high-growth periods, employment expansion has been modest. Capital deepening and productivity improvements have driven output gains instead of labour absorption (Saxena, 2025). The aggregate data conceal sectoral variation. However, the broader pattern remains one of limited employment generation relative to economic growth.

Additionally, recent shocks have reinforced these vulnerabilities. The COVID-19 pandemic exposed the income insecurity among daily wage earners, the precarious nature of informal employment, triggering widespread job losses, and reverse migration to rural areas (Roy, 2021). Despite rising educational attainment and although partial recovery has occurred, youth unemployment remains elevated and female labour force participation remains among the lowest globally (Basumatary, 2026). Due to the absence of viable alternatives, the rural economy continues to absorb surplus labour in low-productivity agriculture.

these structural features severely restrict India’s capacity to manage AI-induced displacement.

In advanced economies, displaced workers may access unemployment insurance, retraining programs, healthcare benefits, and institutional support. But in India, the informal majority lacks comparable social protection mechanisms. Workers displaced from formal employment face constrained options - return migration to rural areas, precarious gig work, entry into saturated informal markets, or withdrawal from the labour force altogether (Shami et al., 2025).

Automation vulnerability aggravates these concerns. Routine occupations - often the primary targets of AI substitution - are disproportionately represented among informal workers and those with low-to-medium educational attainment. These workers frequently lack the financial resources, digital literacy, and institutional access necessary for rapid reskilling (Xia, 2026). Liquidity constraints and geographic immobility further restrict participation in training programs.

Moreover, the weakness of labour institutions intensifies exposure to technological shocks. Trade union density has declined, especially in growing service sectors, reducing collective bargaining capacity. Labour protections remain fragmented and unevenly enforced. Public employment schemes provide subsistence support but limited skill enhancement (Shukla et al., 2025). The absence of universal social safety nets implies that technological displacement can translate directly into poverty and economic insecurity. Therefore, AI-led disruption is likely to be more severe in India than in advanced economies for structural reasons:

- (a) Absorption capacity is limited - advanced economies can potentially redeploy labour into expanding care, personal services, and creative sectors less amenable to automation. But in India, high-growth services such as IT and finance are precisely those most exposed to AI applications.
- (b) Education and retraining systems face quality and accessibility challenges, hindering the baseline for rapid skill transformation (Schneider & Pilz, 2024).
- (c) The sequencing of development matters - advanced economies established comprehensive labour institutions during periods of industrial expansion. However, India confronts AI disruption while still grappling with labour market formalisation and social protection deficits (Manimalathi, 2024).

In conclusion, India's labour market structure constitutes a binding contextual constraint on AI adoption. Weak institutional protections, Informality, underemployment, and sectoral imbalances reduce the country's resilience to technological displacement. Therefore, AI cannot be evaluated in isolation from these structural realities. Its employment effects will be mediated not only by technological capability but also by the developmental and institutional context within which it operates.

Sectoral Pathways of AI-Induced Job Displacement in India

the employment consequences of AI do not unfold uniformly across the country/ economy. Rather, they emerge through sector-specific pathways driven by regulatory contexts, task composition, capital intensity, and organisational practices. In this backdrop, this section examines how AI adoption may affect employment across key Indian sectors, emphasising the mechanisms through which displacement, restructuring, and precarity may occur.

Services Sector

Since the 1990s, India's services sector has been the principal driver of economic growth. However, its employment contribution has been uneven, with high-productivity segments absorbing relatively limited labour. therefore, within services, AI adoption carries significant implications for both employment quantity and quality.

the It and It-enabled services (It eS) industry - India's flagship export-oriented sector - faces substantial AI-induced disruption. Routine tasks in software testing, code maintenance, customer support, debugging, and business process outsourcing (BPO) are increasingly automatable through AI tools (Kumar, 2024). Coding automation platforms and large language models can generate code, detect errors, and optimise algorithms, and this causes reduction in demand for entry-level and mid-level developers performing repetitive functions. Customer service operations - long considered India's comparative advantage in global outsourcing - face replacement by AI-powered chatbots capable of resolving routine inquiries without human intervention (Manjunatha & Udupa, 2025). Although AI may create new high-skill roles in system design and oversight, hiring at the lower

end of the skill ladder may contract, narrowing entry pathways for graduates.

Banking, insurance, and finance represent another vulnerable domain. Algorithmic decision-making systems increasingly perform risk analysis, credit scoring, fraud detection, and underwriting. Chatbots manage customer interactions, while back-office operations involving compliance monitoring, data entry, and document verification are subject to automation (Molla, 2024). Although these sectors continue to grow in terms of output, employment expansion has slowed as institutions prioritise technological modernisation. Notably, displacement risks are concentrated in routine professional, clerical, and supervisory roles that historically provided stable formal employment. Similarly, insurance claims processing and underwriting of standard cases are exposed to automation. Although formally employed workers in these sectors may have relatively greater reskilling capacity, transition support remains uneven.

Administrative and education services also face an emerging transformation. AI-powered systems can streamline admissions and administrative processes, automate grading, track student performance through learning analytics, and generate personalised instructional content (Mission et al., 2024). Although such technologies promise efficiency gains, they may reduce demand for non-teaching staff and routine academic roles. Additionally, the increasing reliance on algorithmic evaluation raises concerns about deskilling and the erosion of professional discretion (Williamson & eynon, 2020). e employment contraction may occur gradually through reduced hiring instead of abrupt layoffs.

Manufacturing and Logistics

In India, manufacturing has long been viewed as a potential engine of employment absorption. However, it (i.e., the manufacturing sector) has underperformed in generating large-scale labour-intensive growth. AI integration may further constrain employment expansion if capital-deepening strategies dominate.

Industry 4.0 technologies - real-time process optimisation, smart factories, AI-enabled robotics, and predictive maintenance systems - reduce reliance on manual supervision and routine shop-floor labour. AI systems can enhance quality control,

anticipate machine failures, and optimise workflows with minimal human intervention (Dawoud et al., 2025). Although these innovations may improve competitiveness, they often favour capital-intensive production models. For semi-skilled workers migrating from agriculture, opportunities for absorption into manufacturing may decline instead of expand.

Warehousing and logistics constitute another important domain of vulnerability. AI-driven systems optimise routing, warehouse operations, inventory management, and last-mile delivery, reducing labour requirements while increasing operational efficiency. Platform-based logistics firms employ algorithmic management systems that determine compensation, allocate assignments, and monitor productivity without human supervisors (Maria et al., 2025). This form of algorithmic control can intensify work and weaken bargaining power, even when employment formally persists. Instead of mass job loss, the likely outcome is wage volatility, increased precarity, and performance monitoring.

Agriculture and Rural Employment

Agriculture remains India's largest employer, with approximately 20 crore individuals engaged directly in farming and allied activities. AI-powered precision agriculture introduces new productivity possibilities and also potential employment risks.

Technologies such as predictive analytics for yield management, drone-based crop monitoring, AI-enabled irrigation optimisation, and automated harvesting systems may reduce labour requirements in manual and supervisory roles (Agama & Okoh, 2025). Tasks traditionally performed by field workers - irrigation scheduling, pest identification, soil monitoring - can increasingly be automated or remotely managed. However, AI adoption in Indian agriculture is likely to be uneven. Large and well-capitalised farms may adopt advanced technologies, while marginal farmers and smallholders face financial and infrastructural barriers.

This uneven diffusion risks widening rural inequality. Productivity gains may concentrate among better-resourced farmers, while landless labourers and small cultivators experience reduced demand for manual work. Unlike advanced economies with mechanised agribusiness models, India's predominance of small and marginal

farms restricts universal mechanisation. The more plausible scenario is selective adoption that marginalises vulnerable groups without creating substantial alternative rural employment.

Traditional crafts and rural non-farm sectors also face pressures from digital platforms and AI-driven process optimisation. Although online marketplaces may expand market access for some producers, evidence suggests that benefits often concentrate among a limited entrepreneurial class while displacing small traders and intermediaries.

Public Sector and Governance

The public sector has historically provided stable employment for educated workers and served as a buffer during economic downturns. AI adoption in governance introduces a strain between employment stability and administrative efficiency.

Governments increasingly deploy AI for document verification, welfare targeting, tax compliance, grievance redressal, and facial recognition (Raj, 2025). Algorithmic decision-making and automated compliance systems can reduce administrative delays and leakages. However, they may also reduce demand for field-level officers, clerical staff, and data processors. Public-sector employment contraction is likely to occur incrementally through reduced recruitment instead of immediate retrenchment.

Algorithmic governance, beyond employment numbers, raises ethical concerns. Automated systems may limit human discretion, embed biases, and obscure accountability. From a labour perspective, this can produce deskilling of administrative roles and reduce the space for professional judgment (Busuioc, 2021). In a labour-surplus economy, such changes have broader social implications extending beyond efficiency metrics.

AI-induced displacement in India, across sectors, is unlikely to manifest as sudden technological unemployment. Instead, it is more likely to appear as expanding precarity, reduced hiring, shrinking entry-level roles, and intensified algorithmic supervision. The common thread across governance, services, manufacturing, and agriculture is the vulnerability of routine and semi-skilled tasks that account for a significant share of formal and informal employment.

In the absence of robust labour absorption mechanisms and social protection systems, sector-

specific efficiency gains may cumulatively cause economy-wide employment stress. Therefore, the next section examines the limits of the prevailing reskilling narrative in addressing these structural challenges.

AI, Job Creation, and the Limits of the Reskilling Narrative

The prevailing policy response to AI-induced disruption depends on a reassuring proposition - while some jobs will disappear, new ones will emerge, and workers can transition through reskilling. Against this context, this section critically examines that narrative in the Indian context. It evaluates the scale mismatch between job creation and displacement, inequality implications, structural absorptive constraints, and the temporal challenges that limit the effectiveness of reskilling as a standalone strategy.

A recurring theme in industry and government discourse is that AI will ultimately be a net creator of jobs. Human-AI collaboration, new roles in AI development, machine learning engineering, data science, and AI ethics are indeed expanding. However, these positions overwhelmingly require strong digital and language competencies, tertiary education, and specialised training. They are concentrated in metropolitan technology hubs such as Bengaluru, Hyderabad, Delhi, Mumbai, etc. As a result, access to these emerging opportunities remains largely restricted to graduates from premier institutions or those with significant resources for continuous skill upgrading (Xia, 2026).

Notably, the scale of AI-related job creation must also be viewed in proportion to the scale of potential displacement. Studies suggest that automation exposure may affect 20–30% of jobs across economies, whereas newly created AI-specific occupations represent a comparatively small fraction of total employment (Krishna et al., 2024). Even if aggregate employment effects eventually stabilise, the number of new high-skill jobs is unlikely to match the volume of semi-skilled and routine roles exposed to automation. This asymmetry is particularly important in India, where formal employment opportunities are already limited (Acemoglu & Johnson, 2023).

This temporal mismatch between displacement and job creation further complicates the optimistic narrative. Because technological adoption can

reduce demand for workers rapidly once systems reach operational maturity. On the contrary, the development of new industries and markets capable of generating employment takes time. Displaced workers cannot defer income needs while waiting for new opportunities to emerge. During this transition period, they may experience psychological stress, unemployment, downward occupational mobility, and skill atrophy (Deckker & Sumanasekara, 2025). In the case of labour markets with weak social protection, such disruptions can have lasting consequences (Autor et al., 2023).

The reskilling narrative also underestimates India's absorptive capacity constraints (Xia, 2026). Effective reskilling presupposes quality training institutions, accessible digital infrastructure, and labour demand sufficient to absorb newly trained workers. India faces bottlenecks across all these dimensions. While higher education has expanded significantly, institutional quality varies widely. Many public and private institutions lack the industry partnerships, faculty expertise, and laboratory facilities required to deliver advanced AI-relevant training (Schneider & Pilz, 2024). Of course, graduates often hold credentials, but without acquiring market-aligned competencies.

The digital divide aggravates these educational challenges. Although mobile penetration is widespread, meaningful digital access - including digital literacy, reliable broadband connectivity, and appropriate devices - remains uneven, particularly in rural areas (Odumu & Enya, 2025). Online reskilling programs assume levels of connectivity and self-directed learning capacity that many workers do not possess. In-person training programs are geographically concentrated and often financially inaccessible to informal workers who cannot forgo their daily income.

Also, access to reskilling opportunities is socially stratified. Workers in large formal enterprises are more likely to receive employer-sponsored training and exposure to new technologies. On the other hand, informal workers, who account for the majority of India's labour force, lack both institutional support and financial buffers for continuous upskilling (Ekkehard et al., 2018). A displaced gig worker, factory worker, or agricultural labourer cannot easily transition into data science or AI oversight roles. This implies that the gap between available training pathways and realistic career mobility is substantial.

these dynamics raise apprehensions about widening inequality. High-skill workers whose capabilities complement AI may experience wage growth and career advancement. By contrast, low-skill workers face precarious employment, wage suppression, or exit from the labour force altogether (Khan et al., 2024). Geographic disparities reinforce this pattern. AI-related job creation is concentrated in urban technology clusters, while rural labour markets—already characterised by underemployment - provide limited adjustment capacity. As a result, AI adoption risks deepening both urban–rural and high-skill–low-skill divides (Xia, 2026).

Policy responses to date remain limited compared to the scale of the challenge. Government initiatives such as the Pradhan Mantri Kaushal Vikas Yojana intend to expand vocational training, yet coverage, funding, and alignment with emerging technological demands remain constrained. Many programs focus on traditional skill development instead of advanced digital competencies. Private sector training initiatives often serve firm-specific hiring needs instead of broader workforce transformation. Meanwhile, universities tend to prioritise formal degree programs over flexible, lifelong learning frameworks responsive to labour-market volatility.

The key limitation of the reskilling approach is that it addresses supply-side skill gaps without adequately confronting demand-side constraints. Reskilling assumes that labour markets efficiently match trained workers with available jobs. However, in India, segmented labour markets, information asymmetries, geographic immobility, and institutional weaknesses inhibit such matching (Dawoud et al., 2025). even when displaced workers acquire new skills, employment outcomes may involve precarious gig work or informal sector absorption instead of stable, adequately compensated positions (Khan et al., 2024).

Furthermore, reskilling risks individualising responsibility for structural transformation. Workers are encouraged to invest in continuous training, often at personal financial cost, for a labour market that may lack sufficient high-quality opportunities (Mizaev et al., 2025). Without supporting policies to expand formal employment absorption, stimulate labour-intensive growth, and strengthen social protection, reskilling alone cannot resolve structural unemployment.

In summary, while reskilling remains an important component of adaptation, it is inadequate as a comprehensive response to AI-induced job displacement. A balanced strategy must integrate skill development with broader social, employment, and industrial policies that address the structural foundations of labour-market vulnerability.

Higher Education and Universities: Between AI Adoption and Social Responsibility

Higher education institutions (HEIs) occupy a strategic position in shaping how societies respond to AI. Universities in India are not only knowledge producers but also key intermediaries between technological innovation and labour-market outcomes. Against this context, this section explores how universities promote AI skills, the dilemmas between employability and social responsibility, and the need for interdisciplinary and critical engagement with AI's employment implications.

Globally, universities have embraced AI as a symbol of institutional modernization, a subject of study, and a research frontier. Responding to national digital ambitions and global competition, Indian universities have adopted AI-powered instructional technologies, introduced AI-focused curricula, and established research centres. Computer science and engineering departments of universities and other HEIs have expanded machine learning and data analytics content, while business schools (B-schools) emphasise AI strategy and digital transformation. Specialised master's programs in AI, data science, and AI ethics have proliferated at leading institutions. Technology companies increasingly collaborate with universities through recruitment pipelines, internships, and curriculum partnerships to ensure alignment with industry demands (Aina, 2026).

This expansion signifies a broader employability discourse within higher education. Universities are evaluated through corporate placement records, graduate employment rates, and starting salaries. In this competitive educational environment, aligning curricula with emerging technological fields appears rational and necessary (Marginson, 2019). More importantly, AI capabilities are undeniably valuable across multiple sectors, and neglecting such training would disadvantage graduates in emerging labour markets. However, when situated within India's

structural employment constraints, this market-oriented orientation raises important concerns:

- (a) An important dilemma lies between employability imperatives and social responsibility. Producing increasing numbers of AI-skilled graduates does not automatically expand the availability of high-quality employment. As already discussed earlier, formal employment growth has remained limited relative to graduate output (Vuc et al., 2026). If AI adoption simultaneously rationalises formal-sector hiring, universities and other HeIs may unintentionally contribute to credential inflation, intensifying competition for a shrinking pool of high-skill jobs (Mehrotra & Parida, 2019).
- (b) An overemphasis on technical proficiency without labour-market realism risks narrowing the educational mission. Curricula frequently prioritise computational techniques, programming languages, and model development while giving limited attention to broader contextual analysis. Though essential, technical skills are increasingly subject to automation themselves. Long-term employability may depend more on systems thinking, adaptability, interdisciplinary reasoning, and ethical judgment than on mastery of specific software tools (Susskind, 2023). therefore, universities must balance immediate skill demands with preparation for occupational uncertainty.
- (c) Universities risk becoming passive enablers of technological disruption without critically examining its societal implications. Training successive cohorts in AI development without engaging with governance concerns, employment displacement, and inequality can detach technical education from its social consequences. Critical AI literacy requires understanding how algorithmic systems influence labour markets, drive power relations, and affect distributional outcomes (Williamson & Hogan, 2020). This literacy should not be restricted to elective ethics courses but embedded across disciplines.

the need for, and importance of, interdisciplinary integration is increasingly evident. AI is a socio-technical system embedded in institutional arrangements, economic structures, and regulatory environments. Students developing AI systems should understand ethical frameworks, labour economics, and public policy alongside technical design. On the other hand, social science

and humanities students require foundational AI literacy to engage meaningfully with governance challenges and policy debates (Zekanović-Korona et al., 2025). Therefore, overcoming disciplinary silos is necessary for informed engagement with AI's broader implications.

Importantly, universities have a critical role in advancing evidence-based policy discourse. As relatively autonomous institutions, they can generate empirical research on regional disparities, sectoral employment impacts, and skills mismatches. Such research is particularly important in the Indian context, where public debate often emphasises technological opportunity while underestimating labour-market constraints. By collaborating with civil society, policymakers, and industry, universities can contribute to AI strategies that integrate employment considerations instead of focusing exclusively on efficiency metrics.

Preparing graduates for uncertainty constitutes another important institutional responsibility. AI-driven transformation suggests that specific technical competencies may evolve rapidly, leading to reduction in the shelf life of narrow specialisations. therefore, universities must cultivate ethical awareness, lifelong learning capacities, and conceptual flexibility (Suh, 2026). Instead of training students solely for entry into predefined roles, institutions should prepare them for dynamic careers involving civic engagement in policy debates, technological adaptation, and potential occupational transitions.

this broader orientation calls for institutional recalibration. evaluation metrics that prioritise immediate placement statistics may need to be complemented by measures of social contribution and graduate adaptability. Partnerships with industry should coexist with independent research agendas examining AI's distributional effects. Faculty development initiatives should encourage policy engagement and cross-disciplinary collaboration.

In conclusion, universities are key to India's AI transition. Their responsibilities extend beyond supplying technical labour to expanding sectors. Balancing AI adoption with social responsibility requires a holistic educational vision that aligns employability with policy engagement, critical inquiry, and interdisciplinary learning. Such an approach permits higher education to contribute not only to technological advancement but also to

inclusive and socially grounded responses to AI-driven labour-market transformation.

Policy Implications: Managing AI in a Labour-Surplus Economy

The above analysis exemplifies that AI adoption in India cannot be treated as a purely technological matter. In a labour-surplus economy marked by informality and weak employment elasticity, policy choices determine whether AI supports inclusive growth or deepens structural unemployment. In this backdrop, this section outlines a differentiated, employment-sensitive framework for governing AI in the Indian context.

Managing AI's employment implications demands policy frameworks tailored to developing economies facing labour surplus (Borines et al., 2024). While advanced economies focus on retraining systems and incremental social safety net adjustments, India confronts more foundational, structural constraints. The central policy challenge is integrating AI strategy with employment objectives instead of considering technological innovation and labour outcomes as separate domains.

A differentiated AI policy must explicitly recognise India's informality, weak growth-employment linkage, and limited absorptive capacity (Raj, 2025). Current policy discussions focus on digital competitiveness, AI innovation, and research ecosystems, but employment concerns remain secondary. An employment-aware AI strategy would systematically evaluate the labour-market implications of sectoral adoption decisions before large-scale deployment.

employment-sensitive AI adoption demands sector-specific strategies. In IT services and BPO, where routine roles are highly automatable, policy could incentivise complementary human-AI collaboration instead of immediate workforce rationalisation. Regulatory guidelines or tax incentives could encourage firms to invest in transition training and internal redeployment, providing adjustment time for affected workers. In manufacturing, government support for Industry 4.0 technologies could be conditioned on adoption of human-in-the-loop systems that augment worker productivity instead of fully replacing shop-floor labour (Muhammed, 2025). Such an approach would balance competitiveness with employment preservation.

In agriculture, AI-driven precision technologies should be coupled with expansion of value-addition activities, agricultural extension services, and rural technology support roles. Instead of permitting pure labour displacement, policy can facilitate new forms of rural employment linked to farm management, digital advisory services, and supply chain integration. Therefore, sectoral strategies must treat AI adoption as an economic design choice instead of a purely efficiency-driven inevitability.

It is equally critical to strengthen labour institutions and social protection. India's labour protections remain concentrated in the formal sector, excluding the majority of informal workers. Expanding social protection coverage, including retraining support and unemployment assistance, would mitigate transitional shocks. Portable benefits - detached from single employers - would provide income security in contexts characterised by gig work and occupational mobility. Universal healthcare, independent of formal employment status, would reduce workers' vulnerability during occupational transitions (Manimalathi, 2024). Without such institutional buffers, AI-driven disruption risks entrenching economic insecurity.

More importantly, AI governance must confront the weak growth-employment linkage that predates widespread automation. Aggregate GDP growth alone cannot guarantee employment expansion. Industrial policy should prioritise labour-absorbing sectors and small and medium enterprises alongside high-technology industries. Public investment strategies should evaluate both employment multipliers and productivity gains. In this backdrop, expanding public employment programs during transition periods can provide income support while integrating structured skill development components. Such programs should move beyond short-term relief and incorporate pathways toward formal-sector integration.

Policy coherence across domains is necessary. AI strategy must align with labour market reforms, education policy, and industrial policy. education systems should balance advanced AI skill development with foundational competencies in problem-solving, literacy, and numeracy, ensuring broad-based employability instead of elite technological concentration. Secondary and tertiary curricula should incorporate flexible skill modules responsive to emerging labour demand. Industrial

policy should incorporate employment criteria in approving incentives for AI adoption. Labour reforms should facilitate mobility across sectors while preventing wage depression and precarious working conditions.

Democratic oversight and public debate remain underdeveloped dimensions of AI governance. Decisions about AI deployment in finance, welfare targeting, policing, and public administration carry distributive consequences beyond efficiency metrics. Public consultation, transparent evaluation processes, and parliamentary scrutiny can improve legitimacy and accountability. Universities, trade unions, civil society organisations, and independent media should actively shape this discourse, ensuring that employment implications remain central instead of peripheral to AI policy conversations (Williamson & Eynon, 2020).

International cooperation is valuable but cannot substitute for national commitment. Global AI governance frameworks must incorporate developing country perspectives and recognise asymmetric vulnerabilities. Financial support mechanisms, technology transfer arrangements, and capacity-building initiatives can assist labour-surplus economies in managing technological transitions. However, domestic institutional reform and political will ultimately determine whether AI contributes to inclusive development or exacerbates inequality.

In summary, managing AI in India requires a shift from technology-first enthusiasm to employment-aware governance. AI should be integrated within a broader development strategy that prioritises institutional resilience, labour absorption, and social protection. Only through such calibrated policy design can technological progress align with inclusive employment objectives and social stability.

Conclusion: Technological Progress without Social Displacement?

This study has examined the employment implications of AI in India by situating technological change within the country's distinctive labour-market structure. Moving beyond celebratory narratives of innovation, the study has shown that AI adoption interacts with persistent structural features - weak employment elasticity of growth,

informality, underemployment, and educated unemployment. Across sectors, AI is unlikely to manifest as abrupt technological unemployment; instead, it may appear through expanding precarity, reduced hiring, shrinking entry-level roles, and task substitution. These cumulative adjustments pose major risks in an economy already marked by labour surplus and limited absorption capacity.

The key argument developed across the preceding sections is clear - India confronts AI-driven transformation at a moment when labour institutions remain underdeveloped and formal employment growth remains constrained. AI's cognitive automation capabilities, rapid pace of development, and broad sectoral applicability increase the likelihood of displacement across public administration, services, manufacturing, and agriculture. While the technology itself is neither inherently harmful nor socially destructive, its consequences depend on adoption choices, policy direction, and institutional capacity. Left to market forces alone, AI deployment will likely prioritise productivity gains and profitability over employment stability and equity.

The reskilling narrative, though partially valid, underestimates absorptive constraints and overestimates workers' capacity to transition into emerging opportunities. While appropriately integrating AI into curricula, universities risk reinforcing narrow employability paradigms if they do not simultaneously cultivate interdisciplinary understanding and critical literacy. Therefore, policy responses must move beyond technical enthusiasm toward systematic engagement with social protection, employment generation, and income distribution (Acemoglu & Johnson, 2023; Ekehhard et al., 2018). Nevertheless, many implications follow from this analysis:

- (a) Technological progress must be evaluated not solely in terms of efficiency or competitiveness, but in relation to human development, employment, and equity objectives. Not every technically feasible application of AI is necessarily socially desirable.
- (b) Context-sensitive policy design is essential; one-size-fits-all models drawn from advanced economies cannot be uncritically applied to India's labour-surplus context.
- (c) HEds must balance employability with social responsibility, preparing graduates for

uncertainty instead of training them narrowly for specific roles.

- (d) Labour institutions and social protection systems demand strengthening as foundational conditions for managing technological disruption responsibly.

The core question animating this inquiry - whether AI adoption in India risks proceeding without adequate employment absorption - appears pressing. Without deliberate intervention, the technological trajectory may intensify structural unemployment and widen inequality. Aligning AI with inclusive development demands intentional policy choice, institutional reform, and democratic deliberation.

Finally, the challenge is not whether India should embrace AI, but how it should shape its trajectory. AI should contribute to social well-being, augment human capabilities, and expand productive opportunities. Technological progress must serve human development instead of marginalise labour. Ensuring this alignment is neither technologically predetermined nor economically automatic; it is a matter of collective governance, institutional design, and social choice.

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Dr Sistla Rama Devi Pani, Editor

Registering Institutional Ethics Committees with the Department of Health Research: A Strategic Imperative for Indian Institutions

Bharat Khushalani*

This article examines the imperative for educational institutions in India to register their Institutional ethics Committees (IeCs) with the Department of Health Research (DHR), Ministry of Health & Family Welfare. It highlights the benefits of such registration, including regulatory compliance, enhanced research quality, protection of human participants, and streamlined ethical review processes. The article also explores the role of the DHR in standardizing ethical practices and promoting transparency and accountability. Through case studies and success stories, it demonstrates how registration can facilitate access to research funding and collaboration opportunities. Additionally, it addresses common challenges institutions may face during the registration process and offers mitigation strategies. Ultimately, the article argues that DHR registration is essential for fostering a culture of ethical integrity and advancing responsible scientific research in India. [Abstract]

In the evolving landscape of higher education and research in India, the role of ethical oversight has gained unprecedented significance. With the growing emphasis on scientific research and innovation, ensuring ethical compliance has become a cornerstone of credible and responsible academic practice. This article delves into the importance of registering Institutional Ethics Committees (IECs) with the Department of Health Research (DHR), Ministry of Health & Family Welfare, Government of India. It outlines the multifaceted benefits of such registration, encompassing regulatory, ethical, and academic dimensions, while underscoring the necessity of this alignment for educational institutions.

Benefits of DHR registration include standardisation, transparency, better audit readiness, and improved credibility with collaborators and funders who expect conformity with ICMR norms. Risks include proceduralism (form over substance),

capacity bottlenecks in smaller institutions, and variable multi-site decisions. The literature recommends capacity building, clearer SOPs, and cross-site harmonisation—precisely the areas supported by Indian Council for Medical Research (ICMR)/DHR training and by public SOP adoption.

Understanding Institutional Ethics Committees (IECs)

Institutional ethics Committees are pivotal in overseeing the ethical dimensions of research conducted within educational institutions. They ensure that research involving human participants adheres to ethical standards, safeguarding the rights, dignity, and well-being of subjects. By evaluating research proposals, IECs provide a critical check against potential ethical violations, thereby fostering a culture of ethical integrity and accountability.

The Role of the Department of Health Research (DHR)

The Department of Health Research, under the Ministry of Health & Family Welfare, Government of India, plays a crucial role in promoting and coordinating health research across the country. One of its key mandates is to ensure that health research is conducted in an ethically sound manner. To this end, the DHR has established guidelines and frameworks for the registration and functioning of IECs, aimed at standardising ethical practices across institutions.

Ethical oversight has become central to India's research ecosystem. Under Chapter IV of the New Drugs and Clinical Trials Rules-2019 (NDCTR 2019), any organisation conducting biomedical or health research with human participants must have an Ethics Committee constituted and functioning per ICMR's National Ethical Guidelines and registered with the authority designated by the Government—implemented via DHR's National Ethics Committee Registry for Biomedical and Health Research (NECRBHR). DHR's NECRBHR (the NAITIK portal) receives and processes IEC registration applications for biomedical and health research

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(distinct from CDSCO's registration for clinical-trial ECs). The registry operationalises NDCTR's requirement that biomedical/health research IECs be registered with DHR and function in accordance with the ICMR National ethical Guidelines (2017). Registration is initially provisional and then transitions to a longer-term certificate upon meeting conditions.

A 2022 analysis of NeCRBHR data documented 836 DHR-registered ECs as of April 10, 2022 (822 institutional, 14 independent), with state-wise distribution led by Maharashtra (129), and a clear upward month-to-month registration trend since late 2019.

Why Registration with DHR is Essential

Registering IECs with the DHR ensures compliance with national and international ethical guidelines. This alignment facilitates standardisation of ethical review processes across institutions, fostering consistency and reliability in ethical oversight. By adhering to a unified framework, institutions can ensure that their research practices meet the highest ethical standards, enhancing their credibility and trustworthiness.

Ethical oversight is integral to the quality and integrity of research. Registration with the DHR empowers IECs to operate within a structured and robust ethical framework, thereby enhancing the overall quality of research. This ensures that research outcomes are not only scientifically sound but also ethically defensible, bolstering the institution's reputation in the academic and research community.

One of the primary functions of IECs is to protect the rights and welfare of human participants involved in research. Registration with the DHR reinforces this protective mandate by ensuring that IECs adhere to stringent ethical guidelines and protocols. This alignment mitigates the risk of ethical breaches and ensures that research participants are treated with respect, fairness, and care.

Registration with the DHR opens avenues for ethical training and capacity building within institutions. The DHR provides resources, guidelines, and training programs to enhance the ethical competencies of IEC members and researchers. This continuous professional development ensures that IECs are well-equipped to address emerging ethical challenges and complexities in research.

A registered IEC benefits from streamlined ethical review processes, facilitated by the DHR's standardised protocols and guidelines. This efficiency reduces administrative burdens, accelerates the review process, and ensures timely ethical clearance for research projects. Such efficiency is crucial in maintaining the momentum of research activities while upholding ethical standards.

Registration with the DHR promotes transparency and accountability in the functioning of IECs. The DHR's oversight ensures that IECs operate transparently, with clear documentation and reporting of ethical review processes. This transparency fosters accountability, enhancing public trust in the institution's research practices.

Many funding agencies and collaborative research partners require evidence of ethical compliance as a prerequisite for funding and collaboration. Registration with the DHR serves as a testament to the institution's commitment to ethical research practices, thereby facilitating access to research funding and collaboration opportunities. This can significantly enhance the institution's research capabilities and impact.

Case Studies and Success Stories

Time to approval mixes regulatory and local institutional factors. Industry and academic observers note that IEC approvals often take 2–3 months in India (versus ~1–2 months globally), on top of central regulatory timelines where applicable. Causes include meeting periodicity, need for clarifications, and multi-centre inconsistencies. Empirical and policy analyses highlight variable IEC decisions, infrequent meetings, limited trained expertise, and inconsistent documentation as recurrent bottlenecks. These issues can delay first-pass approvals or lead to repeated resubmissions. ICMR's own FAQs and guidance further underscore the coordination burden in multi-site studies when participating IECs disagree, recommending stronger communication and harmonised documentation.

Several educational institutions in India have demonstrated the benefits of registering their IECs with the DHR. For instance, the All-India Institute of Medical Sciences (AIIMS), Delhi, has leveraged its DHR-registered IEC to enhance the ethical rigour of its research projects. This registration has facilitated AIIMS in securing international research collaborations and funding,

thereby amplifying its research impact. AIIMS hospitals have formal IECs that handle both academic and regulatory protocols. AIIMS Nagpur reports review and approval of 396 academic and 49 regulatory protocols—illustrating the scale of ethical oversight within the AIIMS system and the operational load borne by registered committees. These counts exemplify how registered IECs at AIIMS institutions process high volumes of studies, combining academic and regulatory pathways under harmonised SOPs aligned to ICMR/DHR.

Similarly, the Indian Institute of Technology (IIT) Bombay has witnessed a marked improvement in the quality and ethical standards of its research following the registration of its IEC with the DHR. This alignment has not only streamlined the ethical review process but also fostered a culture of ethical mindfulness among researchers and students. IIT Bombay's Institute Ethics Committee received 24 new proposals in 2022–23, according to the Institute's Annual Report. As a broader research context, IIT Bombay's external R&D receipts rose to ₹428 crore in 2023–24 (a ~15% increase over the prior year; 335 sponsored projects initiated). While many factors contribute to funding growth (faculty strength, industry ties, national missions), a transparent governance environment—including an operating IEC with public guidelines—supports partner confidence and delivery timelines.

IEC registration alone does not raise funding. Rather, registration strengthens research governance, which is routinely required by partners and funders and thus enables collaborations and timely execution.

Challenges and Mitigation Strategies

Despite the clear benefits, some institutions face challenges in the process of registering their IECs with the DHR. Common challenges include bureaucratic hurdles, lack of awareness, and resource constraints. However, these challenges can be mitigated through strategic planning and concerted efforts.

Institutions can navigate bureaucratic challenges by appointing dedicated personnel to oversee the registration process and liaise with the DHR. Clear communication channels and regular follow-ups can expedite the process.

Raising awareness about the importance and benefits of IEC registration can address this challenge. Institutions can organise workshops, seminars, and training sessions to educate faculty, researchers, and

administrative staff about the ethical and regulatory imperatives of registration.

While resource constraints can pose a challenge, institutions can seek support from the DHR, which provides guidance and resources to facilitate the registration process. Additionally, institutions can explore funding opportunities and collaborations to bolster their ethical oversight infrastructure.

Challenge 1: Documentation quality and inconsistent submissions.

evidence-Based Mitigation: Adopt, publicise, and train on institute-specific SOPs (e.g., AIIMS Bibinagar; IHBAS) and checklists aligned with ICMR forms; run short “submission clinics” for PIs before each IEC meeting to reduce first-pass queries.

Challenge 2: Meeting periodicity and quorum constraints.

Mitigation: Publish an annual IEC calendar; enable ad-hoc expedited review for minor amendments; maintain an alternate-member roster to improve quorum reliability. These practices are present in multiple Indian IEC SOPs.

Challenge 3: Reviewer capacity and uneven decisions in multi-site studies.

Mitigation: enrol members in ICMR-DHR capacity-building updates (e.g., ICMR-DHR Biomedical & Research ethics Update, webinars on roles & responsibilities); adopt cross-site communication protocols per ICMR FAQ to clarify discordant decisions.

Challenge 4: Perceived administrative burden/higher-level sign-offs.

Mitigation: Map and publish the post-IEC institutional approval path (Director/Dean sign-offs), with service-level targets (e.g., 10 working days). Track and disclose average turnaround times (submission → IEC decision → institutional authorisation) to create internal accountability. Benchmarks should acknowledge that 2–3 months is currently common nationally and aim to compress it by better pre-screening and more frequent meetings.

Challenge 5: Regulatory fragmentation (BHR vs CT).

Mitigation: Provide a simple routing guide to investigators: DHR-registered IEC for biomedical/health research and CDSCO-registered EC for clinical trials/BA-BE, with links and validity rules;

build institutional help pages and PI orientation sessions.

The Way Forward

Institutions should

- (i) register their IECs with DHR and align Standard Operating Procedures (SOPs) to ICMR guidelines;
- (ii) publish IEC calendars, templates, and turnaround metrics;
- (iii) train members via ICMR-DHR programs; and
- (iv) establish a PI pre-submission check to reduce cycles.

This pragmatic package addresses the most common delay drivers and strengthens institutional credibility for collaborations and grants.

Conclusion

In conclusion, the registration of Institutional ethics Committees with the Department of Health Research is a critical step for educational institutions in India. This article has argued that registering Institutional Ethics Committees (IECs) with India's Department of Health Research (DHR) is a practical, evidence-backed step for institutions conducting biomedical and health research involving human participants. At present, DHR registration is situated within the current regulatory architecture—the New Drugs and Clinical Trials Rules (NDCTR) 2019 and the ICMR National ethical Guidelines—and summarises recent quantitative trends in IEC registration. We then analysed likely benefits (quality, trust, and collaboration), realistic risks, and causes of delay in ethics reviews, and grounded the discussion with two institutional case notes that include specific activity metrics. We closed with concrete, referenced mitigation strategies and a short agenda for future empirical study.

The registration process ensures regulatory compliance, enhances research quality, protects human participants, and promotes transparency and accountability. By aligning with the DHR's ethical framework, institutions can bolster their research capabilities, secure funding and collaboration opportunities, and contribute to the advancement of ethical and responsible research practices. As India continues to emerge as a global leader in education and research, the ethical dimensions of scientific inquiry will play a pivotal role in shaping its future

trajectory. Registering IECs of the institutions with the DHR is not merely a regulatory requirement but a strategic imperative that underscores an institution's commitment to ethical excellence and societal progress. By embracing this imperative, educational institutions can ensure that their research endeavours are not only scientifically groundbreaking but also ethically sound, fostering a culture of integrity, innovation, and trust.

Disclaimer

Clinical Trial Number: 0 (none). the section "Case Studies and Success Stories" (2 of them) is not actually clinical trials, and hence there are no 'clinical trial numbers' associated with them. the references (numbers 3 and 4) provide the sources of these case studies.

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Teacher Education Initiatives of IGNOU and Transformative Changes in the Indian Educational Scenario

Mohan B. Menon, Founding Chairperson, DISHA Global Trust, Kochi; former Deputy Vice Chancellor, Wawasan Open University, Malaysia; Former Chief and Director, UNESCO Education Programme for Palestine Refugees, Jordan; and Professor and Head, School of Education, Indira Gandhi National Open University (IGNOU), Maidan g arhi, New Delhi delivered the 31st Prof G Ram Reddy Memorial Lecture at IGNOU, Maidan g arhi, New Delhi on 2nd July, 2026. [He said, *“There is, perhaps most consequential in the present moment, the wide and widening divide between the technology-apprehensive teacher and the digitally fluent student. A teacher whose primary orientation is towards syllabus coverage and examination performance is increasingly out of step with a generation of learners who inhabit rich, interconnected, and fast-moving information environments and have every right to expect their teachers to be able to guide them within those environments.”*] Excerpts

It is an honour and a privilege for me to have been invited to deliver this prestigious Prof. G. Ram Reddy Memorial Lecture. I accept with deep gratitude, and with a certain tenderness of feeling. t his occasion takes me back four decades, and with it come many sweet memories. Joining IGNOU in 1987 was, without question, the definitive turning point in my professional life. But the story actually begins a year before that, at the Association of Indian Universities(AIU) Annual Conference in IIt Delhi. I was teaching at the Centre of Advanced Study in e ducation in Baroda at the time, and I happened to be a delegate at the conference. I was introduced to Professor Ram Reddy by the then Vice Chancellor of Calicut University, Dr Jayachandran. With his characteristically warm and charismatic smile, Professor Reddy told me that he had read my paper on an instructional system for the proposed Indian Open University, published in a Special Issue of the University News brought out by AIU, in 1985. I was pleasantly surprised. What I did not know then was that he was quietly scouting those days to identify and attract the right faculty and senior staff for the new university he was building.

To cut the story short, I joined IGNOU as its first and only Planning Officer, working directly under the Vice Chancellor. In my first formal meeting with Professor Reddy after assuming duty in April 1987, he asked me to study the field of distance education seriously. He suggested a few books: *The Open University* by Lord Perry, *The Planning and Management of Distance education* by Greville Rumble, and the theoretical writings of Otto Peters, Börje Holmberg, and Michael Moore.

And when I began functioning as Planning Officer and in charge of Project Control, he said to me one day something I have never forgotten: *“Function confidently. And if you make any mistake, I will take the responsibility.”* t hat was his approach to leadership. It was, and I mean this precisely, the definition of trust.

Professor Ram Reddy was a visionary, an academic leader, and an institution builder of the highest order. Above all, he was a great human being who could draw together the finest academic and administrative talent from across the country and inspire each of them to give of their very best in building something that India had not seen before — what he called, with characteristic understatement, an “out-of-the-box university.” Robert Frost’s lines come naturally to mind when I think of what he did:

*Two roads diverged in a wood, and I —
I took the one less travelled by,
-- And that has made all the difference.*

Professor Reddy chose the road less travelled. He chose it with his eyes fully open, fought for it against considerable institutional resistance, and led those of us fortunate enough to follow him with the same quiet confidence with which he had set out. And indeed, it made all the difference.

IGNOU: A Path Breaker

the establishment of the Indira Gandhi National Open University by an Act of Parliament in 1985 was one of the most significant landmarks in the entire history of Indian higher education.

It fundamentally transformed how this country thought about access, equity, and the possibility of democratising university education—making higher learning available to millions who had previously been excluded from it by geography, by age, by occupation, by socioeconomic circumstance.

This did not happen without a struggle. The story of the IGNOU Act unfolded through distinct, and at times sharply contested, historical dynamics. Professor Reddy, alongside the then Union Education Minister Shri K C Pant, spearheaded the vision of a National University standing entirely outside the existing regulatory structure. The University Grants Commission, understandably protective of its domain, was initially unsupportive, favouring the incorporation of distance education within its own fold. Professor Reddy's position was categorical: only an autonomous National University, directly under the Ministry of education, could democratise learning at the scale India required. His forceful advocacy and rigorous steering of the project resulted in the IGNOU Bill sailing through both Houses of Parliament in August 1985 without a single amendment. It was a decision of enormous consequence. It gave IGNOU the autonomy to chart a path of development that no university in this country had previously attempted.

What IGNOU then built upon that foundation was equally remarkable. It pioneered mass-scale distance learning of genuine quality through a set of innovations that were, at the time, genuinely novel: a multimedia instructional system combining print, audio, video, and later teleconferencing; flexible continuous evaluation that freed learners from the tyranny of a single annual examination; and a credit-based modular approach that allowed adult learners to accumulate and transfer credits across programmes according to their own pace and circumstances.

Its earliest programmes signalled this ambition clearly. The Diploma in Management served the large and underserved market of working professionals seeking qualification without career interruption. The Diploma in Distance education built, for the first time, a nationwide cadre of academics trained in the theory and practice of distance education — creating the human infrastructure that the entire open education system would require if it were to grow. These were not merely programmes; they were acts of institutional vision.

It is worth pausing to reflect on this: the modular approach, credit transfer, multiple entry and exit options, the blending of academic and vocational learning — these are provisions of the National Education Policy 2020, celebrated today as transformative innovations. They were operational at IGNOU from the late 1980s. Professor Reddy did not merely lead an institution. He anticipated the educational direction of the nation by more than three decades.

The Teacher: A Profession Redefined

Let me now turn to the central subject of this lecture — teacher education — which was one of Professor Reddy's deepest concerns and IGNOU's most enduring area of contribution.

Before we can speak about teacher education with any seriousness, we need to be clear about what we actually mean by the terms “teacher” and “teaching.” These are words we use so often and so loosely that their weight is sometimes lost. Teaching is not merely instruction. It is the specialised application of knowledge, skills, and professional attributes for designing and managing learning environments that meet the educational needs of both the individual learner and the wider community. Its scope ranges from the pre-primary classroom to the postgraduate seminar, from face-to-face instruction to entirely online facilitation, from formal schooling to vocational, technical, and corporate training. Understood comprehensively, teaching encompasses curriculum planning and development, the preparation of learning materials, instructional transaction, learner assessment, guidance and counselling, and institutional leadership.

And this scope is not static. With the rapid emergence of the digital learning environment, the entirety of what we mean by teaching-learning processes is being continuously redefined. Creating and curating digital content, facilitating online learning, conducting e-assessment, managing hybrid classrooms — all of these are now part of the professional repertoire that a teacher must possess. The meaning of “teacher,” and the knowledge, skills, and dispositions we rightly expect of one, evolves with the demands of the time.

What teacher education therefore demands — and what it has for too long deferred — is a genuine paradigm shift: away from the narrow perspective

of pre-service training as a once-and-done event, and toward a vision of continuous professional development and ongoing institutional support throughout the entirety of a teacher's career, linked explicitly and measurably to the learning outcomes of students. Teaching must be treated — fully and seriously — as the professional vocation it is.

The Disconnects that Have Held Teacher Education Back

To understand what IGNOU's School of education attempted to do, it is necessary to understand what it was working against. Teacher education in India has historically suffered from a set of deep structural disconnects. Naming them clearly is the necessary beginning of addressing them. The most persistent is the disconnect between teacher education at different levels of schooling. Preparation for primary, elementary, secondary, and higher education has functioned as entirely separate silos, with no conceptual or institutional integration between them. A teacher moving from one level to another finds no bridge and receives no support.

Closely related is the disconnect between pre-service and in-service training. These two dimensions of professional development are treated as if they are entirely separate concerns, when in fact they form — or should form — a single, seamless continuum. The moment a teacher enters a classroom is not the moment at which professional development ceases; it is the moment at which it must be sustained and deepened.

There is the well-documented gap between research and practice, which is not unique to education but is particularly acute here. Teacher educators have for too long been distanced from the classrooms they train others to manage. Their research seldom reaches practising teachers, and the questions that practising teachers actually face seldom reach researchers.

There is a disconnect between what schools require of their teachers and what teacher education programmes actually produce. Too many graduates complete their formal training without the knowledge and competencies needed to function effectively in the diverse, complex, and demanding reality of Indian classrooms. There is the intellectual isolation of teacher education institutions from each other, from subject discipline departments, and from the local, national, and international communities they ought to serve.

And there is, perhaps most consequential in the present moment, the wide and widening divide between the technology-apprehensive teacher and the digitally fluent student. A teacher whose primary orientation is towards syllabus coverage and examination performance is increasingly out of step with a generation of learners who inhabit rich, interconnected, and fast-moving information environments and have every right to expect their teachers to be able to guide them within those environments.

None of these disconnects was created by IGNOU's School of Education. But from its very establishment, the School took them seriously as the conditions against which a genuinely different approach to teacher education had to be built.

IGNOU's School of Education: Building Bridges

The School of Education was one of the first schools established at IGNOU, in 1987 — within a year of the University beginning its operations. From its inception, it departed from the framework that prevailed in virtually every university department of education and teacher education college in the country.

Historically in India, the study of education had been confined almost entirely to professional teacher preparation — pre-service training at specific stages, disconnected from education as a broader academic discipline. The School of Education at IGNOU set out from the beginning to bridge this divide by treating education simultaneously as a field of academic knowledge and as a field of professional practice, and by making that integration visible in its curriculum, its content, and its transactional modes.

Its approach rested on a few clear principles. Theoretical knowledge and practical application must be integrated, not sequential. Learning materials must place the learner, not the teacher, at the centre. Assessment must measure actual competence, not merely the reproduction of content. And reach must not be sacrificed for quality — both are achievable, provided you design for both.

The Post Graduate Diploma in Higher Education, the School's first programme, gave form to these principles at the highest level. Designed with the support of the Institute of Education at the University of London, it included a mandatory

Extended Contact Programme — hands-on practical training, project discussions, and course design exercises grounded in local educational contexts while drawing on international experience. Interactive teleconferencing, established as early as 1993 in partnership with the Indian Space Research Organisation, connected participants across the country using one-way video and two-way audio. This was extraordinary for its time, and it was characteristic of the spirit Professor Reddy had established: if the technology exists and the need is real, find a way to bring them together.

The Bachelor of Education programme, recognised by the National Council for Teacher Education, was offered through the open and distance mode and is perhaps the School's single most consequential contribution to Indian education. Offered from the year 2000, it served thousands of in-service teachers who could not leave their classrooms for months at a time to pursue residential training. The programme integrated school-based experiences and workshop-based activities across a two-year curriculum. Its learning materials were often built on a case and problem-based approach rather than the textbook-heavy models that dominated conventional teacher education — requiring learners to engage with real pedagogical situations, not merely absorb prescribed content. Tutor-marked assignments involved hands-on school observation, community interaction, and activity design. Theory and practice were not taught in sequence; they were taught together, because that is how teaching actually works.

At the elementary level, the Certificate in Guidance and Diploma in Primary Education programmes were developed in collaboration with the National Council of Educational Research and Training. Certificate in Guidance was designed with a case-based approach to address the needs of both teachers and learners, focusing on how both together can effectively guide young children. Diploma in Primary Education was offered initially in select states in the North-Eastern Region of the country, later extended to Bihar, Jharkhand, Chhattisgarh, and Jammu and Kashmir — reaching thousands of untrained working teachers who would otherwise have continued in classrooms without any formal qualification. This was teacher education as social equity. It was, in the deepest sense, a continuation of what Professor Reddy had set in motion.

the School of education demonstrated how multidisciplinary academic engagements with other Schools of Studies can be fruitfully done by facilitating the development and offer of a Certificate in Teaching of English as a Second Language and a Certificate of Teaching of Primary School Mathematics. the School also established the first Doctoral programme at IGNOU and was the first to award a PhD in Education — a signal of its determination to position education not merely as a vocational field but as a domain of rigorous and original research.

Over the years, the School expanded its offerings across certificate, diploma, undergraduate, postgraduate, and doctoral levels, covering elementary education, special education, educational technology, and educational leadership. What held this expansion together was not the accumulation of programmes but the consistency of a philosophy: that education as a discipline and teaching as a profession must be treated in their full complexity, that the learner must always remain at the centre, and that open and distance modes are not a compromise on quality but, when designed well, a route to a distinctive quality of their own.

Quality, Research, and International Recognition

The School's commitments extended well beyond programme delivery. A UNESCO Chair in Teacher Education through Distance Mode was established at the School of education in 1997 — an international recognition of the quality and rigour of the work being done, and a platform for research, faculty development, and the production of self-learning materials for distance-based teacher training.

The most far-reaching collaborative initiative in quality assurance of teacher education institutions was a joint project undertaken by India's National Assessment and Accreditation Council and the Commonwealth of Learning, taking inspiration from the efforts of IGNOU. This initiative brought together expert teacher educators from multiple Commonwealth nations to develop comprehensive international quality benchmarks for teacher training institutions. Its principal outputs — a Quality Assurance toolkit for teacher education Institutions, a framework of Quality Indicators covering curriculum design, instructional transaction methods, and research

development, and an Anthology of Best Practices in teacher education drawn from institutions across the Commonwealth — have had lasting and wide influence. These were not merely documents. They were the result of serious collaborative intellectual work, and they elevated the discourse on quality in teacher education to the international level.

The Distance Education Programme under the District Primary Education Project launched by the Ministry of Human Resource Development with the School of Education as the national nodal agency, placed IGNOU at the centre of a nationwide effort to support elementary teachers and education functionaries across the country. Its model — decentralised, district- and state-based, allowing individual states to develop locally specific programmes without pulling teachers away from their classrooms — was a practical embodiment of the principles of open learning. The foundational approaches developed under this programme were later integrated into the Samagra Shiksha Abhiyan, which unifies teacher training, distance learning, and school education from pre-school to Class Twelve in alignment with the National Education Policy. What IGNOU pioneered in the 1990s has become, in important respects, the architecture of the national system today.

The Regulatory Challenge

I would be less than frank if I did not acknowledge that IGNOU's journey in teacher education has not been without serious difficulties. Teacher education through the open and distance mode has faced persistent regulatory hurdles. Regulatory bodies, designed for conventional residential institutions, have at times applied their norms to distance education programmes without adequate appreciation of the fundamentally different pedagogical model involved. Daily on-campus micro-teaching, localised laboratory infrastructure, the physical presence assumed of learners who are, in reality, working teachers in remote districts — these norms, applied mechanically and without sensitivity, created genuine mismatches. IGNOU responded with resourcefulness: by developing multi-media self-instructional modules alongside intensive counselling sessions, embedding rigorous practical school-based activities into the curriculum, and demonstrating through evidence that quality outcomes are achievable through well-designed open and distance learning.

the regulatory challenge has eased considerably over time, but it has not disappeared. The current period of large-scale transformation in teacher education — which I will turn to in a moment — makes it more important than ever that regulatory frameworks be mode-appropriate: demanding in their standards, but built on a genuine understanding of how open and distance learning works and what it can achieve. We cannot judge a river by the standards we apply to a road.

NEP-2020 and the Transformation Underway

The National Education Policy 2020 represents the most consequential reconfiguration of Indian education since the National Policy on Education of 1986. Its provisions for teacher education are particularly significant, and I would like to engage with them seriously.

The Policy envisions the four-year Integrated Teacher Education Programme as a dual-major holistic bachelor's degree — combining deep disciplinary knowledge with professional pedagogical preparation. Students pursuing this programme will study a core school subject such as mathematics, history, science, or the arts, while simultaneously developing the pedagogical knowledge and practical competencies required to teach it effectively. This is not a small change. It ends the historical bifurcation between academic and professional education in the preparation of teachers — a bifurcation whose consequences, in the form of teacher educators distanced from subject expertise, have been damaging.

The Policy envisions multidisciplinary higher education institutions as the natural home for teacher education, bringing an end to the isolation of standalone teacher education colleges. It calls for teacher education to be grounded simultaneously in Indian values, traditions, and ways of knowing, and in the latest advances in pedagogy and educational technology. It envisions, by 2030, the four-year integrated programme as the minimum qualification for all school teachers.

To those of us who have worked in this field for several decades, what is striking about these provisions is how many of their underlying principles were being worked out at IGNOU's School of Education from the late 1980s onwards. Modular curricula and credit transfer, multidisciplinary integration, situated learning experiences, the

blending of theory with practice, technology-integrated curriculum transaction, the treatment of teacher education as a continuum rather than a single preparatory event — none of these is new. IGNOU was their proving ground, in some cases by more than thirty years.

The Integrated Teacher Education Programme is sometimes presented in public discourse as an entirely fresh beginning. It is better understood as the formal, national codification of several decades of incremental innovations, the four-year BA ed and B.Sc. Ed programmes that the National Council of Educational Research and Training pioneered in the 1960s, and the various structural and curricular innovations that institutions including IGNOU introduced in the intervening decades, are the intellectual ancestors of what NEP 2020 now proposes. Policy, when it works well, learns from practice. And in this case, I believe it has.

Implementation, however, is a different matter from policy. A purely top-down approach to the introduction of these changes may not achieve a smooth or sustainable transformation. The National Council for teacher education must facilitate multiple models of adoption at the state and institutional levels, without sacrificing the content and spirit of the reform. And the transformation must be accompanied by genuine institutional support — financial, regulatory, and intellectual — for the thousands of teacher education institutions across the country that are being asked to change, in some cases quite fundamentally, the way they work.

IGNOU is, I believe, uniquely positioned to support this transformation. Its multi-modal infrastructure — supporting face-to-face, open and distance, and hybrid delivery simultaneously — its reach across the entire country, its experience with credit transfer and flexible learning pathways, and its demonstrated capacity for pedagogical innovation at scale, make it an ideal national resource for a reform effort of this magnitude. The four-year integrated programme, the one- and two-year B.Ed. programmes, postgraduate and doctoral pathways — IGNOU can support all of these, and in doing so can serve as a national laboratory for the kinds of innovative, quality-assured teacher education that NEP-2020 envisions.

Conclusion

Ladies and gentlemen, I began this lecture with a personal memory, and I would like to conclude with a reflection.

Professor Ram Reddy used to say, in his quiet and certain way, that IGNOU must always be a university with a difference. Not different for the sake of novelty or provocation, but different because the problem it was created to address — the educational exclusion of millions of citizens of this country — demanded solutions that the existing university system was not designed and could not be expected to provide.

Over four decades, the School of education, and IGNOU as a whole, have tried to honour that charge. The results have not always been without difficulty. There have been regulatory frictions, implementation challenges, and periods when the institution's wider mandate — to serve as the national apex coordinating body for open and distance learning — was not as fully exercised as it might have been and later curtailed. But the core mission, the democratisation of access to high-quality education, has been pursued with consistency, and has been advanced through genuine innovation.

What we see today — in the provisions of NEP-2020, in the movement toward multidisciplinary institutions, in the national conversation about credit frameworks and flexible learning pathways and continuous professional development for teachers — is not the arrival of a new idea. It is the slow vindication of an old one. The road less travelled that Professor Reddy chose in 1985 has become, four decades later, the road the entire nation is being asked to take. That is, I think, the most meaningful tribute we can offer him today. Not merely to honour his memory with words, but to carry forward his vision with the rigour, the imagination, the institutional courage, and the quiet confidence that he himself modelled for all of us who had the privilege of working with him.

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CAMPUS NEWS

Capacity Building Programme on Quantitative and Qualitative Research Methods

A two-week Capacity Building Programme on 'Quantitative and Qualitative Research Methods in Social Sciences' was organised for the Social Science faculty Members by the Department of education in collaboration with the Department of economics and Development Studies, Central University of Jharkhand (CUJ), Ranchi, recently. the event was sponsored by the Indian Council of Social Science Research, New Delhi. the programme aimed to strengthen the research capacities of social science faculty members by providing them with comprehensive exposure to contemporary quantitative and qualitative research paradigms, tools and methodologies, and emerging interdisciplinary perspectives of quantitative and qualitative research. A total of 34 participants from different universities and colleges across twelve Indian states attended the event. the participants represented diverse disciplines within the social sciences and their allied fields like Education, Economics, History, Political Science, Global Affairs, Statistics, Anthropology and Tribal Studies, Journalism and Mass Communication, Visual Arts, Sanskrit, English and Korean, etc. A total of twenty-one resource persons from different leading institutions of the country, including the Central University of Jharkhand, contributed to the event.

The Inaugural Session was graced by the presence of Prof. C B Sharma, Vice Chancellor, Vinoba Bhave University, Hazaribagh, Jharkhand and Prof. Santosh K Panda, National Fellow, National Institute of Educational Planning and Administration (NIEPA), New Delhi, as esteemed guests. In the inaugural address, Prof. C B Sharma stressed the importance of truth in research, highlighting the need for methodological training in research to promote authenticity and integrity in research. He stated that a researcher should reflect deeply on the purpose, process, and societal relevance of his/her work.

Prof. Santosh K Panda, in his inaugural remarks, highlighted the importance of research for societal development from multidimensional perspectives. He explained its relevance to

the Academic Performance Indicator (API) in educational institutions. He also linked research to global and national academic priorities by referring to the World Happiness Index and the National Credit framework.

The Presidential Address of the session was delivered by Prof. Kshiti Bhushan Das, Vice Chancellor, Central University of Jharkhand, Ranchi. Prof. Das, in his address, emphasised the indispensable need for capacity-building programmes in research to equip scholars and teachers for the evolving academic landscape. Emphasising that research is driven by passion, curiosity, and critical inquiry, he remarked that every teacher must view himself/herself as a researcher.

The programme enlightened and enriched the participants on the latest perspectives of quantitative and qualitative research methods in the social sciences through forty-eight academic sessions. Quantitative research methods, such as descriptive and experimental research, meta-analysis, and causal inference, as well as qualitative research methods, including grounded theory, phenomenology, symbolic interactionism, ethnography, narrative inquiry, content analysis, naturalistic inquiry, decolonial perspectives of research, etc., were the focal points of discussion in the many sessions of the programme. Extensive emphasis was placed on data analysis using parametric and non-parametric statistics, supported by statistical and analytical software like SPSS, STATA, EViews, JAMovi, and JASP, along with reference management tools such as Zotero and digital and AI-based research tools in many academic sessions of the programme.

The qualitative research data management, coding, scaling, and analysis had a special place in the academic sessions of the event. Mixed-method research was specifically focused on during the academic sessions of the programme. Sessions on research reporting, research publication, research proposal writing, research grant preparation, and promotion of research culture, including critical reflections on the Indian Knowledge System in research with reference to the perspectives of quantitative research and qualitative research in the programme, provided participants with a

holistic understanding of contemporary research practices. Some of the sessions of the programme further emphasised the effective use of library and e-library resources, complemented by a guided library visit to the Central University of Jharkhand library, which familiarised participants with the academic support services available in the university library.

In an academic session, Prof. Kshiti Bhusan Das, Vice Chancellor, Central University of Jharkhand, engaged the participants with research-oriented interactions, and he appreciated their representation from diverse disciplines, institutions, and states across the country. He remarked that this kind of programme fosters academic excellence by promoting interdisciplinary dialogue and a deeper understanding of social realities. In addition to academic deliberations and interactions, the programme offered hands-on learning through participant-led PowerPoint presentations on research issues, and field exposure-based activities (conducted in anthropological research sites at Patratu valley and Hundru fall of Ranchi) that connect theory with practice. The academic engagement of the event was further complemented by cultural evening(s), an evening notably graced by Padma Shree, Padma Bhushan and Grammy Awardee Pt. Vishwa Mohan Bhatt, whose captivating performance added a distinguished cultural dimension to the programme. These academic and cultural engagements together enriched the participants' learning experiences and contributed significantly to the holistic success of the programme.

The Valedictory Session was graced by the Chief Guest Prof. P C Agarwal, Joint Director, National Council of Educational Research and Training (NCERT), New Delhi. Shri K Koshala Rao, Registrar, Central University of Jharkhand, delivered the presidential address marking the successful completion of the two-week capacity-building programme. In his valedictory address, Prof. P C Agarwal emphasised the importance of continuous professional development of the teachers, underscoring that a teacher must constantly update knowledge and competencies to remain relevant in an ever-evolving academic environment. With these insightful remarks, the programme was concluded successfully, marking a significant milestone for sustained academic engagement and scholarly

capacity building of social science faculty members. Prof. Tapan Kumar Basantia, Dean, School of Education, Central University of Jharkhand, Ranchi served as the Course Director of the event, while Dr. Sanhita Sucharita, Assistant Professor, Department of Economics and Development Studies, served as the Co-course Director. The programme not only strengthened participants' research competencies but also led to the development of a vibrant research culture aligned with contemporary academic and societal needs.

National Conference on 50 Years of the Constitutional Dissent

The one-day National Conference on '50 Years of the Constitutional Dissent: Revisiting Justice H.R. Khanna's Legacy' is being jointly organised by the Dr B.R. Ambedkar National Law University, Sonapat, National Law University, Delhi, Dr. Rajendra Prasad National Law University, Prayagraj, Central University of Haryana, Law Centre-II, University of Delhi, and the Department of Laws, Punjab University, Chandigarh on July 30, 2026. The event aims to advance constitutional scholarship and foster interdisciplinary dialogue on questions of liberty, rule of law, and judicial independence. It commemorates the 50th anniversary of Justice Khanna's dissent as a defining moment of constitutional conscience. The academicians, research scholars/students, legal practitioners and professionals may participate in the event. The Subthemes of the event are:

Constitutional Theory and Jurisprudence

- Jurisprudence of Dissent in Constitutional Courts.
- ADM Jabalpur: Contemporary Relevance.
- Rights Jurisprudence and Expanding Liberties.
- Judicial Independence and Constitutional Morality.

State Power, Emergency, and Accountability

- Rule of Law during Emergencies.
- Preventive Detention and Civil Liberties.
- Emergency Powers and Constitutional Governance.
- Law, Politics, and the Sociology of Dissent.

Contemporary and Emerging Challenges

- State Surveillance and Privacy.
- Digital Constitutionalism and Technology.

- Media, AI, and the future of Liberty.

for further details, contact the Coordinator, Mr. Aryan Khare, Assistant Professor of Law, DBRANLU, Sonapat, Haryana- 131021. Contact on 07905634045 and e-mail: nationalconferencedbranlu@gmail.com. For updates, log on to: www.cuh.ac.in/events/

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 Eco-Technology and Sustainability (Aet S) Group and Sustainable Waste Utilisation to enhance economy Lab (St WUtee Lab), Indian Institute of Technology (IIT) 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

International e-Conference on Women

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

Track 1 : Role of Women in Engineering

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

Track 2 : Women in Diversity, Equity and Inclusion

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

Track 3 : Leadership and Representation

- Leadership and team management with pedagogical skills.
- Women in leadership, breaking barriers and building pathways.
- Advancing women into executive and board roles.

- Sponsorship vs Mentorship for women's career growth.
- Women leading in diversity in education transformations.

Track 4: Empowering Women through Pedagogical Skills

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

Track 5: Education and Outreach

- Soft skills as the backbone of sustainable human capital.

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

For further details, contact the Organising Secretary, Dr. Gargi Khanna, Electronics and Communication Engineering Department, National Institute of Technology Hamirpur, Hamirpur, Himachal Pradesh-177005, Mobile Number, 98058 70101, e-mail: weesnith@gmail.com. For updates, log on to: www.nith.ac.in/workshops-conferences

AIU News

Faculty Development Programme on Teaching, Learning, and Research

A five-day Faculty Development Programme on 'Teaching, Learning, Research with AI in Language Studies' was jointly organised by the Association of Indian Universities (AIU), New Delhi and Amity School of Languages, Amity University Jaipur, Rajasthan, Academic and Administrative Development Centre (AIU-AUR-AADC from May 11-15, 2026 through hybrid mode. Around 160 faculty members, postgraduate students, and research scholars of Amity University Jaipur, Rajasthan and other higher education institutions participated in the event. The Convener of the event was Prof. Dipa Chakrabarti, Head, Amity School of Languages, Amity University Jaipur, Rajasthan and Mr Akshat Shrivastava, Director, HR & Coordinator- AADC, Amity University Rajasthan. The coordinators were Prof Parul Mishra, Professor, Amity School of Languages and Dr Gunja Patni, Assistant Professor, Amity School of Languages, Amity University Jaipur, Rajasthan.

Prof. Amit Jain, Vice Chancellor, Amity University Jaipur, Rajasthan, in his deliberation, talked about the use of AI in language studies, research and publication. He highlighted some of the AI tools, like PromptHero, FlowGPT, Hugging

Face Spaces – Prompt Tools, Snack, which, if used ethically, can provide excellence to research and information.

Prof K Srinivas, Head, ICT and Project Management, Ministry of Education, Govt. of India, NIEPA, New Delhi, in his session on 'Integrating AI Competencies for Designing Experiential, Learner-Centric and Blended Learning Environments', focused on Integrating AI competencies into experiential and blended learning environments, enabling educators to design more personalised and data-informed learning experiences. In his second session, Prof Srinivas talked on 'Building AI-Integrated Experiential Learning through Effective Prompt Engineering', highlighting how well-crafted prompts enable AI tools to support problem-solving, simulation-based activities, personalised feedback, and collaborative learning experiences.

Dr. Arunkumar Santhalingam, Director, IFRINA, President, Association of Indian French Professionals & Researchers (AIFPRO), and President, Eval AEE HAIE Asie-Pacifique, Puducherry University, in his insightful session on 'Towards a Phenomenological Classroom: Geoprompting as an Emerging Paradigm in Pedagogy' talked about the relevance of the new teaching-learning pedagogy, Geo Prompting, which

promises to lead towards a phenomenological classroom experience.

Professor Dipa Chakrabarti, Head, Amity School of Languages, Amity University Jaipur, Rajasthan, in her presentation detailed the vital role of cross-cultural communication in modern educational and professional environments and how Artificial Intelligence can serve as a supportive tool in this domain.

Prof. Janashruti Chandra, Associate Professor, Japanese Studies, New Delhi, presented the whole new culture of Japan. In her topic on 'Intercultural Communication and Politeness: A Focus on Japanese', she shared how culture plays a significant role in communication and how Japanese cultural norms shape their communication, emphasising high-context, harmony-driven speech.

Prof. Sanjay Kumar Sharma, Dean, Research and Development, JECRC University, Jaipur, delivered an informative session on 'Upholding Integrity: Navigating the Essentials of Research and Publication Ethics in the Age of AI'. The session explored the opportunities and challenges

presented by Artificial Intelligence, emphasising its responsible use in academic writing and research.

Prof. Sudha Rai, Former Dean, Faculty of Arts, University of Rajasthan, Jaipur, highlighted the evolution of language teaching from Communicative Language Teaching (CLT) through Computer-Assisted (CALL) to Digitally Enhanced Language Learning (DELL), now confronting the rise of Artificial Intelligence.

Prof. Vinay Sharma, Dean, Research, Amity University, Jaipur, Rajasthan, in his talk on 'Research in Higher Education Institutions' presented a detailed description of research publication and its validation. He emphasised conducting quality research and enriching the labs as it brings recognition, fellowships and awards to the individuals, adding to the reputation of the University. Talking about Impact Factor, Prof Sharma shared that it is one of the main metrics, but not the only one. He concluded by stating the difference between Bibliometrics and Altmetrics by stating that Altmetrics are the digital footprints of a researcher. □

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Book Review

Useful, Innovative and Inspiring

Anil Vishnu Moharir*

Mehra, Geetanjali, (2026). *GEN Z: Pause, Slow Down to Slay*, White Falcon Publishing, Chandigarh, ISBN 978-93-7631-603-8, pp 184, Paperback, Price: Rs. 421/-

There are innumerable books available in the market, exclusively devoted to problems faced by the young generation in the face of stiff competition in spheres of academic merit, search for suitable jobs and in maintaining a competitive edge over rivals to sustain in their jobs. And a majority of such books fall in the category of either help books, advisory or providing plausible strategic solutions to the young generation involved in nearly similar dilemmas or situations. The book under review, written by an eminent and experienced educationist, Geetanjali, is indeed a class different from the routine categories mentioned above. It attempts to change the entire mindset of the young generation in looking at their problems involving burnout, impatience, lack of self-confidence, fear of losing their merit, position or ambition, etc., through practical encouraging stories, effective conversations and examples from history and at the same time, illustrating her narration with powerful quotations that act as catalysts in restoring self-confidence with reassurance of success. In doing all this, Geetanjali invokes the young generation to remain calm, patient and persistent with their harmoniously rhythmic efforts because there is no shortcut to success.

Within one hundred and eighty-four pages, Geetanjali has delivered her narrative invocation under twenty-five chapters imaginatively titled as: Every Cloud has a Silver Lining- It is never too late; Stop Feeling Sorry for Yourself; Stop Blaming Others; Wait-What are you waiting for?; You were Never Meant to Know Everything; Failure Belongs to Those Who Fear It; Compromise

is not a Situation, It is a Habit; Learn from Your Mistakes; Risk is the Weapon You Own to Defeat Failure; Be Guard of Your Dreams, and lastly You Are Alive-You Can Start Again. And all through these chapters, Geetanjali has exhibited her deep commitment to nurturing confidence, moral character, personal discipline and clarity of thoughts with convictions in young minds. Education is, according to Geetanjali, concerned with shaping resilient, civilised and enlightened citizens who are conscious of their potential, capacity, duties and vision. The guidance and solutions she provides are genuinely sincere. At times, I perceive a hidden undercurrent of the tenets of Sanatan Vedic Dharma flowing through each and every sentence she has written. Her narration at times is so poetic and sounds like quotable quotes. I wonder if she has built her narrative text around quotations or quotations have sprung up themselves out of her convictions and emotional concerns for the young generation. Moreover, one cannot miss to feel the presence of a serious and an ace human psychologist in the person of Geetanjali, because it would have been impossible to write the way she has written this book otherwise.

I have no hesitation in recommending this useful, innovative and inspiring book to every young student, standing at the crossroads of choosing his career, and to every young citizen struggling with his / her emotional problems in life, at their workplace or in attempting to achieve their targeted goals. I congratulate the author for her useful contribution to the cause of the young generation and hope that she continues to write such purposeful books in future. □

* Former Professor and Head, Division of Agricultural Physics, Indian Agricultural Research Institute, New Delhi. Resi: 202, Gloriosa, Nyati exotica Co-Op Housing Society, Nyati County, Pune-411060, Maharashtra. e-mail: anil.moharir@gmail.com

THESES OF THE MONTH

SCIENCE & TECHNOLOGY

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

AGRICULTURAL & VETERINARY SCIENCES

Biotechnology

1. Laxmi. **Synthesis, characterization and functionalization of bimetallic copper-zinc nanoparticles in plant growth and health sector using weed plant *Lantana camara*.** (Dr. Sunita Khatak), Department of Biotechnology, Kurukshetra University, Kurukshetra.

Food Science & Technology

1. Haseeba Muzaffar. **Development of functional foods to manage type II diabetes using local pulses and cereals.** (Prof. Idrees Ahmed Wani and Dr. Hilal Ahmed Punoo), Department of Food Science and Technology, University of Kashmir, Srinagar.

BIOLOGICAL SCIENCES

Biochemistry

1. Mir, Bilal Ahmad. **Expression analysis of GSTPI and IDHI genes in primary malignant brain tumor tissues of patients exposed to pesticides.** (Prof. Bashir Ahmad Ganai), Department of Biochemistry, University of Kashmir, Srinagar.

Biotechnology

1. Khan, Naveed Ahmad. **Understanding VPS35 (D620N) dependent role in Parkinson's disease Parkinson's disease.** (Dr. Mohd Altaf Bhat and Dr. Rafeeq Ahmad Mir), School of Biological Sciences, University of Kashmir, Srinagar.
2. Najumu Saqib. **Understanding autophagy regulation by RNA binding protein vigilin in non-alcoholic fatty liver disease.** (Dr. Mohd Altaf Bhat), School of Biological Sciences, University of Kashmir, Srinagar.
3. Sidhu, Dwinder. **Isolation of catechin-producing endophytic fungi from *Camellia sinensis* and influence of catechin nanoparticles on gut microbiota.** (Dr. Priyanka Dey and Dr. M Vasundhara), Department of Biotechnology, Thapar Institute of Engineering and Technology (Deemed to be University), Patiala.

4. Woldie, Solomon Arega. **Role of long non-coding RNA Maternally Expressed Gene 3 (MEG3) in chemo-resistance/sensitivity in human papillomavirus-mediated cervical cancer.** (Dr. Tithi Parija and Dr. Niladri Ganguly), KIIT School of Biotechnology, Kalinga Institute of Industrial Technology, Bhubaneswar.

Botany

1. Charan, Ronak Rohitkumar. **The correlation environmental parameters with plant diversity and their biomass in selected wetlands of Gujarat.** (Dr. Hitesh A Solanki), Department of Botany, Gujarat University, Ahmedabad.
2. faizan Shafee. **Monitoring plant phenology in relation to functional traits and microclimate in Kashmir Himalaya.** (Prof. Manzoor Ahmad Shah and Prof. Anzar A Khuroo), Department of Botany, University of Kashmir, Srinagar.
3. Lone, Ishfaq Maqbool. **In vitro mutagenic studies in temperate mulberry (*Morus alba* L var ichinose L).** (Dr. Azra Nahid Kamili and Prof. Mushtaq Rasool Mir), Centre of Research for Development, University of Kashmir, Srinagar.
4. Mavadiya, Payal Arvindbhai. **A study on functions of some polyamine biosynthetic genes in tomato.** (Prof. Sunil Kumar Singh), Department of Botany, Maharaja Sayajirao University of Baroda, Vadodara.
5. Patel, Shiv Poojan. **Study of ethnomedicinal, phytochemical and antioxidant property in some plants of family apiaceae.** (Dr. Amita Arjariya), Department of Botany, Maharaja Chhatrasal Bundelkhand University, Chhatarpur.
6. Pokar, Riteshkumar Ramanbhai. **Species distribution and conservation of rare and threatened angiosperms of Kachchh, Gujarat.** (Dr. P S Nagar), Department of Botany, Maharaja Sayajirao University of Baroda, Vadodara.

Life Sciences

1. Venkatesh, P. **Reproductive biology and conservation of two Endemic and endangered species of elaeocarpus from the Western Ghats.** (Dr. R Ramasubbu), Department of Biology, Gandhigram Rural Institute-Deemed University, District Dindigul.

2. Vidhya Bharathi, P. **Influence of dietary probiotics on growth biochemical and haematological changes in selected Indian major carps.** (Dr. M R Rajan), Department of Biology, Gandhigram Rural Institute-Deemed University, District Dindigul.
3. Udgata, Gaurav. **Structural and numerical investigation on pond ash induced compressed interlocking bricks for sustainable masonry construction.** (Dr. Kirtikanta Sahoo and Dr. Dipti Ranjan Biswal), KIIT School of Civil Engineering, Kalinga Institute of Industrial Technology, Bhubaneswar.

Microbiology

1. Reena. **A virulence-associated small RNA MTS1338 in mycobacterium tuberculosis: Regulation of its expression and its function in Vivo.** (Prof. Tanmay Dutta and Prof. K K Inampudi), School of Interdisciplinary Research (SIR), Indian Institute of Technology Delhi, New Delhi.
2. Soni, Rishitkumar Atulkumar. **Study of potential keratinolytic bacteria and their role as plant health promoters.** (Dr. Aarti V Thakkar), Department of Microbiology, Gujarat University, Ahmedabad.

Wild Life Science

1. Verma, Nishant. **Management of Habitata, its connectivity and human-large carnivore conflict in Western Terai Arc Landscape (TAL).** (Dr. Bivash Pandav), Department of Biosciences, Saurashtra University, Rajkot.

Zoology

1. Aarif Nazir. **Antimicrobial activity and phytochemical characterization of verbascum thapsus against some virulent bacterial strains of select fish species from Kashmir.** (Dr. Shaista Masarat), Department of Zoology, University of Kashmir, Srinagar.

ENgINEERING SCIEncES

Aerospace Engineering

1. Bajaj, Dinesh Kumar. **Numerical investigation of a high performance scramjet engine.** (Dr. Rahul Makade, Dr. Devabrata Sahoo and Dr. Ashish Vashishtha), Department of Aerospace Engineering, MIT Art, Design and Technology University, Pune.

Civil Engineering

1. Shaikhjan, Abdul Ghaffar. **Load distribution analysis between interconnected slabs-formwork systems during the construction of high-rise reinforced concrete buildings.** (Prof. K N Jha), Department of Civil Engineering, Indian Institute of Technology Delhi, New Delhi.
2. Sreedevi, A R. **Quality management in multi-storeyed residential building construction.** (Prof. K N Jha), Department of Civil Engineering, Indian Institute of Technology Delhi, New Delhi.

Computer Science & Engineering

1. Agrawal, Amit. **Study of traffic signal system for improved flow.** (Dr. Pragya Shukla), Department of Computer Engineering, Devi Ahilya Vishwavidyalaya, Indore.
2. Archana, R. **Advanced deep learning framework for liver tumor segmentation and classification.** (Dr. Anand L), Department of Computer Science & Engineering, SRM Institute of Science and Technology, Kattankulathur, Chennai.
3. Dhurgham, Ali Mohammed. **An improved deep neural network based feature attention mechanism for text classification.** (Dr. Kalyani Patel), Department of Computer Science & Engineering, Gujarat University, Ahmedabad.
4. Ganesh, Varsha. **A predictive analysis of students performance with actionable recommendation system in online learning using ensemble and ML deep approach.** (Dr. Umarani S), Department of Computer Science, SRM Institute of Science and Technology, Kattankulathur, Chennai.
5. Gondalia, Archana Bharatbhai. **Anomaly intrusion detection and classification using machine learning.** (Prof. Apurva Shah), Department of Computer Science & Engineering, Maharaja Sayajirao University of Baroda, Vadodara.
6. Goud, O Subhash Chander. **Spectral similarity-driven unsupervised band selection techniques for hyperspectral image classification.** (Dr. t Hitendra Sarma and Dr. C Shoba Bindu), Department of Computer Science & Engineering, Jawaharlal Nehru Technological University Anantapur, Ananthapuramu.
7. Karthikeyan, R. **Multifarious approaches for the augmentation of medical images using conventional and deep learning models.** (Dr. P Kalavathi), Department of Computer Science & Applications, Gandhigram Rural Institute-Deemed University, District Dindigul.
8. Mohanty, Maitri. **Decision support system for cardiac health monitoring using Internet of Things.** (Dr. Premansu Sekhar Rath and Dr. Ambarish G Mohapatra), Department of Computer Science & Engineering, GIET University, Gunupur.

9. Panigrahy, Smita. **Prediction and analysis of diabetic mellitus using deep learning models.** (Dr. Sachikanta Dash and Dr. Sasmita Padhy), Department of Computer Science & Engineering, Giet University, Gunupur.
10. Puri, Vijay Hasan. **Enhanced approach for performance testing of big data.** (Dr. Chander Diwaker), Department of Computer Science & Engineering, Kurukshetra University, Kurukshetra.
11. Shanthi, P. **A blockchain-based optimized drug supply chain management system using deep learning and protracted NFT'S to combat counterfeit drugs.** (Dr. Venkatesh K), Department of Computer Science & Engineering, SRM Institute of Science and Technology, Kattankulathur, Chennai.
12. Sharma, Aarti. **Enhanced online computation offloading strategy in mobile edge computing.** (Dr. Chander Diwaker), Department of Computer Science & Engineering, Kurukshetra University, Kurukshetra.
13. Varghese, Akanksha. **Flood forecasting with artificial intelligence models.** (Dr. Mayank Saxena and Dr. Vandit Hedau), Department of Data Science, Devi Ahilya Vishwavidyalaya, Indore.

Electrical & Electronics Engineering

1. Anjappa, P. **Performance improvement and management of PV hybrid DC microgrid system.** (Dr. K Jithendra Gowd), Department of Electrical & Electronics Engineering, Jawaharlal Nehru Technological University Anantapur, Ananthapuramu.

Electronics & Communication Engineering

1. Gangwar, Shivam. **Chest X-Ray image processing and deep learning in healthcare.** (Dr. Reeta Devi), Department of electronics & Communication Engineering, Kurukshetra University, Kurukshetra.
2. Singh, Abhay Pratap. **Design and analysis of FDSOI MOSFET for low power applications using machine learning framework.** (Dr. Shamim Akhter and Dr. Vimal Kumar Mishra), Department of Electronics & Communication Engineering, Jaypee Institute of Information Technology, Noida.
3. Vijaya Bhaskar, C. **Reconfigurable SDR systems for multi-standard wireless communication enhancing modulation, filtering and frequency synthesis performance.** (Dr. P Munaswamy), Department of electronics & Communication Engineering, Jawaharlal Nehru Technological University Anantapur, Ananthapuramu.

Mechanical Engineering

1. Khadanga, Shakti Prasanna. **Dynamics of pressure swing rotating bubble cap.** (Dr. Prabina Kumar Patnaik and Dr. Deepak Kumar Samal), Department of Mechanical Engineering, GIET University, Gunupur.

Textile & Fiber Engineering

1. Patel, PriyamArth. **Development in flame retardant mattress cover fabric using circular knitting technology.** (Dr. Aadhar A Mandot), Department of Textile Engineering, Maharaja Sayajirao University of Baroda, Vadodara.
2. Prajapati, Parul Ajaykumar. **Feasibility study to develop and characterize the sustainable medicinal curative textiles using green technology.** (Dr. Bharatkumar Hiralal Patel), Department of Textile Chemistry, Maharaja Sayajirao University of Baroda, Vadodara.
3. Suthar, Sandipkumar Pravinbhai. **Synthesis and characterization of some polymeric resins and their potential applications.** (Dr. Ran Bahadur), Department of Applied Chemistry, Maharaja Sayajirao University of Baroda, Vadodara.

MATHEMATICAL SCIENCES

Mathematics

1. Mansoor Ali. **On the moduli of the zeros with restricted coefficients and Turan type inequalities for polynomials.** (Dr. B A Zargar and Dr. M H Gulzar), Department of Mathematics, University of Kashmir, Srinagar.
2. Mewara, Anjali. **A study on MHD fluid flow, heat, mass and radiation transfer along between different geometric configuration.** (Dr. Shweta Bohra), Department of Mathematics, Sangam University, Bhilwara.
3. Ponmaheshkumar, A. **An algebraic study of the applications of tropical semirings and their extensions in cryptography.** (Dr. Perumal R), Department of Mathematics, SRM Institute of Science and Technology, Kattankulathur, Chennai.
4. Sahoo, Ajay Kumar. **Analytical solutions of nonlinear partial differential equations.** (Dr. Arun Kumar Gupta), KIIT School of Applied Sciences, Kalinga Institute of Industrial Technology, Bhubaneswar.
5. Saranya, V. **Replacement models under fuzzy environment with intuitionistic triangular fuzzy numbers.** (Dr. Lakshmi Priya S), Department of Mathematics, SRM Institute of Science and Technology, Kattankulathur, Chennai.

6. Suthar, Shyam Manohar. **Numerical study of Newtonian/non-Newtonian fluid flow and heat transfer involving porous medium through different boundaries.** (Dr. Shweta Bohra), Department of Mathematics, Sangam University, Bhilwara.

Statistics

1. Parmal, Varun. **Studies on inventory models for supply chains with different payment policies and quality considerations.** (Dr. Snigdha Banerjee), Department of Statistics, Devi Ahilya Vishwavidyalaya, Indore.
2. Patel, Priyanka Manjibhai. **A statistical analysis effective implementation of Ayushman Bharat Pradhan Mantri Jan Arogya Yojna (AB-PMJAY) with special reference to Rajkot City.** (Dr. G C Bhimani), Department of Statistics, Saurashtra University, Rajkot.

MEDICAL SCIENCES

Biotechnology

1. t amanna. **Bioprospecting endophytic fungi associated with indigenous medicinal plants for the production of anti- mucorales metabolites.** (Dr. Pranay Jain), Department of Biotechnology, Kurukshetra University, Kurukshetra.

Dentistry

1. Sinha, Nidhi. **Evaluation of Ozone therapy in endodontic treatment of teeth with necrotic pulp and apical periodontitis: A randomised clinical trial.** (Dr. Geeta Asthana), Department of Conservative Dentistry and Endodontics, Gujarat University, Ahmedabad.
2. Victor, Dhayanand John. **Tissue invasive periodontal pathogens in periodontitis patients and their correlation with pro-inflammatory markers.** (Dr. Nirmala Anandan S), Department of Dentistry, SRM Institute of Science and Technology, Kattankulathur, Chennai.

Forensic Science

1. Dodiya, Kiranbhai Ramabhai. **Analysis and evaluating techniques of ATM Malware with forensic perspective.** (Dr. Kapil Kumar), Department of Forensic Science, Gujarat University, Ahmedabad.
2. Joshi, Kashyap Chaitanyakumar. **Identification and mitigation of wormhole attack in Manet using ad-hoc on demand distance vector routing protocol.** (Dr. Kapil Kumar), Department of Biochemistry and Forensic Science, Gujarat University, Ahmedabad

Medicine

1. Joshi, Jigar Rajeshbhai. **A comparative study between Orthopantomography (OPG) and Cone Beam Computed Tomography (CBCT) in assessing the relationship of impacted Mandibular third molar with inferior alveolar canal.** (Dr. Bhavin Dudhia), Department of Medicine, Gujarat University, Ahmedabad.

Pharmaceutical Science

1. Ahalya, S P. **Assessment of metabolism mediated pharmacokinetic interaction and therapeutic potential of Chandraprabha Vati with glimepiride.** (Dr. Vijayakumar T M), Department of Pharmacy, SRM Institute of Science and Technology, Kattankulathur, Chennai.
2. Reddy, D Maheswara. **Design, development and characterization of anti- hypertensive drugs loaded ultradeformable liposomes incorporated into microneedles transdermal patches.** (Dr. Mothilal M), Department of Pharmacy, SRM Institute of Science and Technology, Kattankulathur, Chennai.
3. Vala, Kiran Kumar. **Stability indicating method development and validation for the determination of related compounds in selected drugs by RP-HPLC/LCMS.** (Dr. Anoop Singh), Department of Pharmacy, Bhagwant University, Ajmer.

Physiology

1. Aggrawal, Puneet Vedprakash. **Comparative study of dysautonomia among pre-diabetics and diabetic neuropathy patients.** (Dr. Anita Verma), Department of Physiology, Gujarat University, Ahmedabad.

PHYSICAL SCIENCES

Chemistry

1. Ahanger, Firdaus Ahmad. **Design and development of soft system based smart photoluminescent materials.** (Prof. Aijaz Ahmad Dar), Department of Chemistry, University of Kashmir, Srinagar.
2. Dutta, Souvik. **From sequence to structure: Hierarchical self-assembly into structurally distinct architectures.** (Prof. V Haridas), Department of Chemistry, Indian Institute of Technology Delhi, New Delhi.
3. Jeyakiruba, P. **Engineered molybdenum and Tungsten nitrides/carbides for next-generation energy storage.** (Dr. Helen Annal t herese), Department of Chemistry, SRM Institute of Science and Technology, Kattankulathur, Chennai.

4. Mogalipuvvu, Jagadeesh. **Method development and validation of selected drugs in bulk and pharmaceutical formulation by RP-HPLC/LCMS.** (Dr. Gajendra Kumar), Department of Chemistry, Bhagwant University, Ajmer.
5. Priyadharshini, R. **Synthesis and characterization of metal assisted polymeric composites for effective detoxification of hexavalent chromium ions.** (Dr. S Meenakshi), Department of Chemistry, Gandhigram Rural Institute-Deemed University, District Dindigul.
6. Sharma, Akshita. **Sodium based transition-metal anode materials for high-performance lithium and sodium-ion batteries.** (Prof. A K Ganguli and Prof. Pramitr Kumar Chowdhury), Department of Chemistry, Indian Institute of Technology Delhi, New Delhi.

Physics

1. Asif Iqbal. **Development of Tio₂ based nanocomposite films with inorganic organic additives for improved food packaging barrier and antimicrobial properties.** (Dr. Bhanu Mathur and Dr. Ajay Singh Dadwal), Department of Physics, Bhagwant University, Ajmer.
2. Balaji, Sakthi A. **First-principles+NEGF investigation on tuning the structural, electronic & thermoelectric transport properties of 2D GeTe monolayer.** (Dr. R M Hariharan), Department of Physics, SRM Institute of Science and Technology, Kattankulathur, Chennai.





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This has reference to the Advt. No. P&A.II/16/DIR/SCtIMSt/2026 dated 11.06.2026 for recruitment to the post of Director, SCtIMSt, Tiruvandrum. **The last date of receipt of applications has now been extended to 10.08.2026 at 05.00 PM.** for more details please visit our website: www.sctimst.ac.in.

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Applications are invited for the post of **Principal, Professor, Associate Professor and Assistant Professor** (on permanent non-grant basis) at Swargiya Lilawati Satish Awhad Pharmacy College Khandgaon (Kh.) Tq. Mukhed Dist. Nanded from qualified and eligible candidates. for more details, refer to the **website <https://srtmun.ac.in>**.

Eligible candidates should submit their applications along with all necessary documents **within fifteen (15) days** from the date of publication of this advertisement by registered post/ by hand to this office.

Address:
 President/Secretary
 Swargiya Lilawati Satish Awhad Pharmacy
 College Khandgaon (Kh.) Tq. Mukhed
 Dist. Nanded (Maharashtra)-431715

॥ विद्यामर्थं च साधयेत् ॥



**Phaltan Education Society's
COLLEGE OF PHARMACY & RESEARCH CENTER, PHALTAN**

Approved by PCI, Recognized by Dte Mumbai

(Government of Maharashtra) and affiliated to

Dr. Babasaheb Ambedkar Technological University

A/P- Kurawali Road, Thakurki, Tal- Phaltan, Dist-Satara

Website: www.pescopharmacy.edu.in • e-mail : pescop2024@yahoo.com • Contact No. 9881031852

(Permanently non-Granted)

Recruitments

Applications are invited from the eligible candidates for the various positions on permanently Non- Granted basis. The application with supporting documents should reach to the undersigned, “**Principal, Phaltan Education Society's College of Pharmacy & Research Center, Phaltan A/P- Kurawali Road, Thakurki, Tal - Phaltan, Dist-Satara -415523**” within 21 (twenty-one) days from the date of publication of this advertisement. Applications with incomplete information or documents, or received after the due date will not be considered.

The details about the vacant positions, reservations, Education Qualifications, Experience and other requirements, pay Scale, terms and conditions and the procedure for application is available on the college website (www.pescopharmacy.edu.in) and university website (www.dbatu.ac.in).

Place- Phaltan

Date- / /

Secretary

Phaltan Education Society, Phaltan

WANTED

Dr. Babasaheb Ambedkar Marathwada University, Chhatrapati Sambhajnagar Affiliated **Deepshobha Sevabhavi Sanstha Khandali Dist. Latur Late Santukrao Khomane College, Navha Tq.Dist. Jalna** The following full time post of Principal / Librarian / Assistant professors are to be filled However, eligible candidates should send their application by post or in person along with attested Xerox copy of educational qualification to the above college within 15 days from the date of publication of advertisement. Advertisement Approval no., Special Cell / 2026 / 698 Date: 13 July 2026

Sr.No.	Post	Subject	Sanctioned Post
1.	Principal	—	1
2.	Librarian	—	1
3.	Assistant Professor (Under Graduation)	Marathi, Hindi, Sanskrit, Pali, Urdu, Family Resource Management, Food and Nutrition, Human Development, Computer Science, Botany, Zoology, Microbiology, BBA, BCS	1 Post Each Subject
4.	Assistant Professor (Under Graduation)	B.Com	2
5.	Assistant Professor (Post Graduation)	M.A.English, M.Sc. Mathematics	1 Post Each Subject
6.	Assistant Professor (Post Graduation)	M.Sc.Physics, M.Sc. Chemistry, M.Com, M.Lib	2 Post Each Subject

SC 5, ST 3, VJA 1, NT B 1, NT D 1, OBC 3, EWS 3, SEBC 4, Open 6. (Open: Principal 1)

Educational Qualification : NET/ SET/ PhD will be mandatory for all the above Librarian, Under Graduate and Post Graduate Posts.

Principal: NET/ SET/ PhD 15 Years experience required

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9850032135

✉ skcollegejalna@gmail.com



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Address: Opposite Shiv Shakti Petrol Pump, Harvale, Sankhali-Goa



Website: www.gcphysiotherapy.edu.in Email Id: gcpt.goa@gmail.com Contact No. 8329714376

APPOINTMENTS

Applications are invited for the following Regular posts from the Academic Year 2026-27:

- Professor in Physiotherapy — 02 posts (UR-2)
- Associate Professor in Physiotherapy — 03 posts (UR-3)

Candidates must have minimum 15 years' residence in Goa (Domicile) and knowledge of Konkani (Marathi desirable).

Applications on prescribed form to reach **within 15 days** of publication.

For eligibility, application form & full details, visit:

www.gcphysiotherapy.edu.in

Sd/-
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Goa College of Physiotherapy

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GURU NANAK COLLEGE OF ARTS, SCIENCE & COMMERCE (AUTONOMOUS)

Guru Tegh Bahadur Nagar, Mumbai - 400 037.

Minority (AIDED)

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

Sr. No	Cadre	Subject	Total No. of CHB Posts	Category
01	Assistant Professor	English	02	02- Open
02	Assistant Professor	Hindi	02	02-Open
03	Assistant Professor	Economics	02	02-open
04	Assistant Professor	Politics	02	02-Open
05	Assistant Professor	Chemistry	08	08-Open
06	Assistant Professor	Physics	02	02-Open
07	Assistant Professor	Botany	04	04-Open
08	Assistant Professor	Commerce	04	04-Open
09	Assistant Professor	Accountancy	02	02-Open
10	Assistant Professor	Mathematics	02	02-Open
11	Assistant Professor	Environmental Studies	02	02-Open

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

Candidates having knowledge of Marathi will be preferred.

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

Application with full details should reach the PRINCIPAL, GURU NANAK COLLEGE OF ARTS, SCIENCE & COMMERCE, Guru Tegh Bahadur Nagar, Sion (E), Mumbai – 400 037. gncresume75@gmail.com within 15 days from the date of publication of this advertisement. this is University approved advertisement.

Sd/
Principal

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ADV P.C. PATIL LAW COLLEGE**

Plot No. 22/23, Sector – 17, Koparkhairane, Navi Mumbai – 400 709.

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

UN-AIDED

Sr. No.	Cadre	Subject	Total No. of Posts	Post Reserved for
1.	Principal	--	01	01 – OPEN
2.	Assistant Professor	Law (English-Legal Language, History, Economics, Sociology, Political Science, Logic)	07	01 – SC, 01 – ST, 01 – DT (A), 01 – OBC, 01 – SEBC/EWS, 02 – OPEN.
3.	Librarian	--	01	01 – OPEN

**For Assistant Professor (Horizontal Reservation)
Women – 02 Posts**

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

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

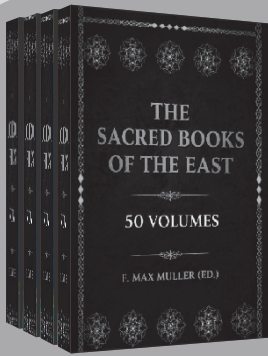
Candidates having knowledge of Marathi will be preferred.

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

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

Applications with full details should reach to the **CHAIRMAN, DNYAN VIKAS SANSTHA'S, ADV P.C. PATIL LAW COLLEGE, Plot No. 22/23, Sector-17, Koparkhairane, Navi Mumbai – 400 709 within 15 days** from the date of publication of this advertisement. **This is University approved advertisement.**

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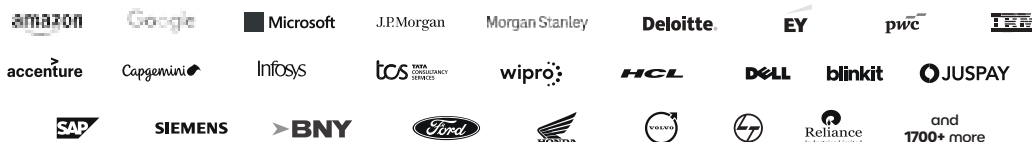
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W A N T E D (Non-Granted)

Applications are invited from the eligible candidates for the following Under Graduate and Post Graduate **Non-Granted** full-time posts of **Assistant Professor** for the Academic Year 2026-2027 in our Nagar Shikshan Vikas Mandal's Shri Madhavrao Patil Mahavidyalaya, Murum. The applications should be duly completed in all respects along with photocopies of necessary certificates and it should reach the undersigned **within 15 days** from the date of publication of the advertisement.

Sr. No.	Subject	No. of Posts	Qualification
U.G. Course			
1	B.Sc. (Comp. Science)	2	M.Sc.,SET/NET/Ph.D
2	Electronics	2	M.Sc.,SET/NET/Ph.D
3	B.C.S.	4	M.Sc.,SET/NET/Ph.D
P.G. Course			
1	M.A. Marathi	02	M.A.,SET/NET/Ph.D
2	M.A. Hindi	02	M.A.,SET/NET/Ph.D
3	M.A. Political-Science	02	M.A.,SET/NET/Ph.D
	M.A. Sociology	02	M.A.,SET/NET/Ph.D
4	M.Sc. Chemistry	02	M.Sc.,SET/NET/Ph.D
5	M.Sc Physics	02	M.Sc.,SET/NET/Ph.D

- Good academic record with a Master Degree with at least 55% of the Marks (or an equivalent grade in a point scale wherever grading system is followed) by a recognized University. A relaxation of 5% shall be allowed for the candidates belonging to SC and differently abled category.
- Reservation Quota as per Government Rule.
- The posts will be filled as per the availability of the workload.
- The vacant post will be filled as per reservation policies of the state government and Dr. Babasaheb Ambedkar Marathwada University, Chhatrapati Sambhajinagar.
- Reserved Category candidates should send one copy of application directly to the Dy. Registrar (Special Cell) Dr. B A M University, Chhatrapati Sambhajinagar.
- VJ- A,B,C,D. Internal change as per Reservation Act. 2001(2004).
- Women Candidates will be given preference and would be considered under 30% reserved quota.
- 5% of Relaxation for Physically Handicapped Candidate as per Government rule.
- The reservation should be 10% under the EWS Candidates among the General quota.
- 1% Reservation for orphan Candidates.
- Physically Challenged candidates would be considered under 4% reservation quota.
- Pay Scale as per the UGC, State Govt. and Dr. Babasaheb Ambedkar Marathwada University's rules.
- No t .A./D.A. will be paid to the candidates who appear for the interview.

PRINCIPAL
Shri Madhavrao Patil College, Murum
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GURUKUL COLLEGE OF COMPUTER SCIENCE & INFORMATION TECHNOLOGY

Plot No. P-25, Kherdi MIDC, Near MIDC Office, A/P Kherdi,
 Tal. Chiplun, Dist. Ratnagiri – 415605.

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

UNAIDED

Sr. No.	Cadre	Subject	Total No. of Posts	Post Reserved for
1.	Principal	--	01	OPEN - 01
2.	Assistant Professor	B.Sc. (Information Technology)	12	SC-02, ST – 01, DT (A) – 01, NT (B) – 01, OBC – 02, SEBC-01, EWS – 01, OPEN -03.
3.	Assistant Professor	B.Sc. (Computer Science)	12	SC-02, ST – 01, DT (A) – 01, NT (B) – 01, OBC – 02, SEBC-01, EWS – 01, OPEN -03.
4.	Assistant Professor	B.Com (Accounting & Finance)	08	SC-01, ST – 01, DT (A) – 01, OBC – 01, SEBC-01, EWS – 01, OPEN-02.
5.	Assistant Professor	B.Com (Banking & Insurance)	08	SC-01, ST-01, DT (A) – 01, OBC – 01, SEBC -01, EWS – 01, OPEN -02.
6.	Assistant Professor	B.Com (financial Market)	08	SC-01, ST – 01, DT (A) – 01, OBC – 01, SEBC -01, EWS – 01, OPEN -02.
7.	Assistant Professor	B.Com (Management Studies)	08	SC-01, ST – 01, DT (A) – 01, OBC – 01, SEBC -01, EWS – 01, OPEN -02.
8.	Librarian	--	01	OPEN – 01

For Assistant Professor (Horizontal Reservation)

Persons with Disability Total Posts – 02 (A Group – B./LV. – 01 Post),
 (B Group -FD/HH. - 01 Post), Women -17, Sportsmen - 03 Posts & Orphan – 01

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

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

Candidates having knowledge of Marathi will be preferred.

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

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

Application with full details should reach the CHAIRMAN, Gurukul Education & Research Foundation's, Gurukul College of Computer Science & Information Technology, Plot No. P-25, Kherdi MIDC, Near MIDC Office, A/P Kherdi, Tal. Chiplun, Dist. Ratnagiri – 415605 within 15 days from the date of publication of this advertisement. This is University approved advertisement.

Sd/-
 CHAIRMAN



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