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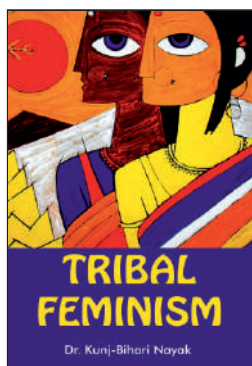
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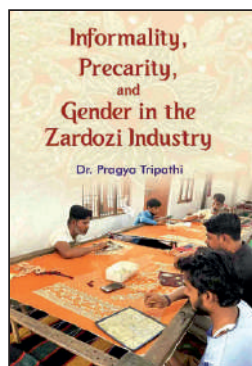
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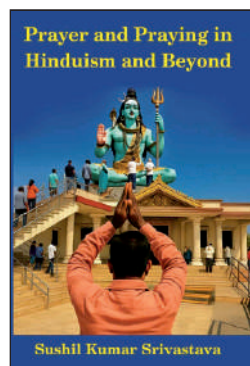
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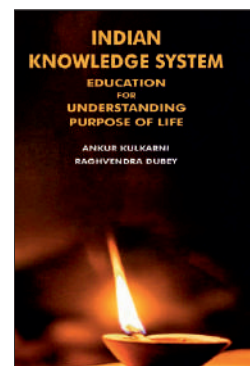
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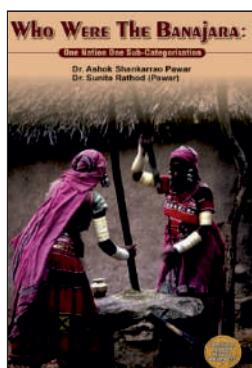
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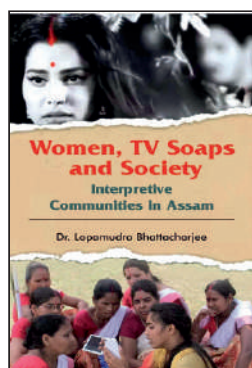
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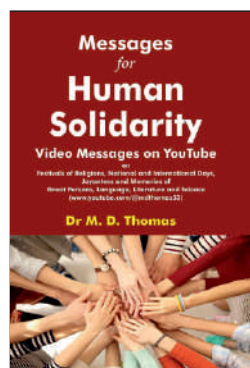
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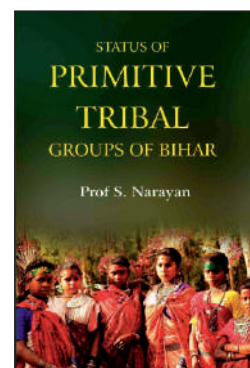
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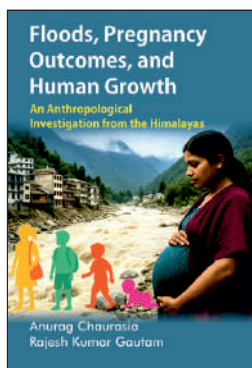
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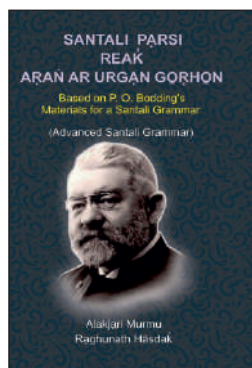
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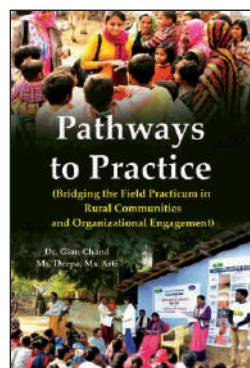
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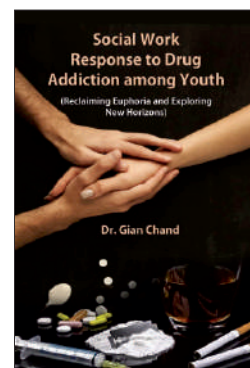
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From Enrolment to Capability: Recasting India's Education System for Human Capital Formation and *Viksit Bharat 2047*

Jitendra Kumar Mishra* and S Madheswaran**

From Educational Expansion to Capability Formation

The aspiration of *Viksit Bharat 2047* represents far more than a quantitative ambition to expand national income, infrastructure, manufacturing capacity or technological sophistication. At its deepest level, it is a project of human transformation. A developed India must ultimately be an India in which citizens possess the knowledge, skills, capabilities, creativity, agency and dignity required to participate meaningfully in economic, social and civic life. Education, therefore, cannot be regarded merely as a social-sector expenditure or an instrument for increasing years of schooling. It constitutes the foundational infrastructure through which a nation converts its demographic potential into productive capability, innovation, social mobility and inclusive development (Becker, 1964; Schultz, 1961; Sen, 1999; World Bank, 2018).

The policy challenge confronting India has consequently entered a qualitatively different phase. For several decades, the principal concern of educational policy was the expansion of access: bringing children into schools, increasing literacy, widening participation in secondary education and expanding the institutional base of higher education. Considerable progress has undoubtedly been achieved on this front. India now possesses one of the world's largest educational systems, comprising approximately 14.71 lakh schools, 24.69 crore students and 1.01 crore teachers according to UDISE+ 2024-25. Yet the very scale of this expansion necessitates a fundamental redefinition of the policy question. The central issue is no longer simply how many individuals enter educational institutions. It is whether learners acquire foundational competencies, complete their educational trajectories, develop relevant cognitive and non-cognitive capabilities, acquire employable and transferable skills, and obtain equitable opportunities to convert education into improved livelihoods and social participation (Pritchett, 2013; World Bank, 2018). The transition may therefore be conceptualised as a movement: *access* → *learning* → *capability* → *productivity* → *human development*.

This distinction is critical. Enrolment is an input into the educational process; learning is an immediate outcome; capability represents the broader capacity of individuals to act effectively; and human capital is the accumulated stock of knowledge, skills and productive competencies that contributes to economic and social development (Becker, 1964; Schultz, 1961; Sen, 1999). An education

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system that succeeds in increasing enrolment but fails to generate corresponding improvements in learning and capability risks producing an educational quantity–quality paradox (Pritchett, 2013; World Bank, 2018).

India's challenge for the next two decades is consequently not one of educational expansion alone. It is the construction of an education system capable of converting years of schooling into meaningful capabilities and capabilities into productive, innovative and socially valuable outcomes.

Emerging Human-Capital Imperative

The scale of public investment in education remains central to this transformation. The long-standing aspiration of increasing public investment in education to approximately 6 per cent of GDP has been reaffirmed in the National Education Policy 2020. The policy explicitly identifies increased public investment as critical for achieving a high-quality and equitable education system (Education, Government of India). But expenditure itself cannot constitute the ultimate measure of educational success. The more consequential question is whether public resources generate measurable improvements in learning outcomes, institutional quality, teacher capability, research productivity, employability and social mobility (Hanushek & Woessmann, 2008; World Bank, 2018). This requires a shift from an expenditure-centred conception of education towards an outcome-oriented human-capital framework. The relevant policy equation is therefore not simply. Higher expenditure → higher enrolment. Rather, the desired chain is: *Public investment → institutional capacity → quality teaching → effective learning → capability formation → productivity and innovation → human development.*

Breakdowns at any point in this chain can weaken the developmental return to educational investment. This is particularly important in the context of India's demographic structure. A large working-age population does not automatically generate a demographic dividend. Demography provides an opportunity; education, skills and employment determine whether that opportunity can be converted into productive capability (Bloom, Canning, & Sevilla, 2003; World Bank, 2018). A young population without adequate learning, skills and employment opportunities can become a source of economic and social stress rather than a dividend.

School Education: From Universal Access to Learning Assurance

India's achievements in expanding school access constitute an important foundation for the next stage of educational transformation. However, the contemporary challenge lies increasingly in retention, progression, learning and equity rather than enrolment alone. Recent evidence demonstrates both the progress and the unfinished agenda. NITI Aayog's analysis of school education reports that the Gross Enrolment Ratio at the higher-secondary level reached 58.4 per cent in 2024–25, compared with 46.37 per cent in 2014–15. (NITI Aayog) This represents substantial progress, but it also indicates that participation at the higher-secondary stage continues to cover only a little more than half of the relevant age group.

The structural discontinuities in the schooling system matter because educational opportunity is cumulative. A child cannot fully benefit from foundational education if the institutional pathway to secondary and higher education is weak, geographically distant or financially inaccessible. NITI Aayog's recent evidence also shows substantial interstate differences in secondary-level enrolment, with several States approaching universal participation while others remain substantially below the national level (NITI Aayog).

The more fundamental challenge, however, is learning. Evidence from the Annual Status of Education Report (ASER) 2024 shows that learning outcomes have recovered substantially from the pandemic shock, although important gaps remain. In rural India, the proportion of Grade III children able to read a Grade II-level text increased from 20.5 per cent in 2022 to 27.1 per cent in 2024, while the proportion able to perform at least basic subtraction increased to 33.7 per cent (ASER: Annual Status of Education Report). These improvements are encouraging, but they also demonstrate why educational success cannot be inferred from enrolment alone.

These findings have profound implications for human-capital formation. A schooling system may achieve high enrolment while simultaneously producing insufficient learning. When foundational competencies remain weak, subsequent educational investment becomes progressively less productive because students enter higher grades without possessing the cognitive foundations necessary to

acquire more advanced knowledge (Pritchett, 2013; World Bank, 2018).

The policy objective must therefore evolve from universal schooling to universal learning assurance. This requires a systematic reorientation towards foundational literacy and numeracy; competency-based rather than merely content-based learning; early identification of learning deficits; continuous formative assessment; remedial and learning-recovery programmes; teacher development; stronger school leadership; improved transition from primary to secondary education; and targeted interventions for disadvantaged social and geographical groups (Government of India, 2020).

The challenge, therefore, extends beyond equality of access to ensuring equity in opportunities for meaningful learning.

Educational Inequality as a Capability Inequality

Educational inequality should not be interpreted solely through differences in enrolment ratios. Two individuals may possess identical years of schooling while having substantially different levels of learning, skills and capabilities. The distinction between educational participation and substantive capability is central to the capability approach developed by Sen (1999) and further elaborated by Nussbaum (2011).

This distinction is particularly important in a country characterised by significant spatial, socioeconomic and institutional heterogeneity. Rural–urban disparities, differences across social groups, variations in school infrastructure and uneven teacher availability can produce substantially different educational experiences even when aggregate enrolment indicators appear favourable. Consequently, educational policy needs to move from measuring participation towards measuring capability conversion. The fundamental question should be:

To what extent does educational participation enable an individual, irrespective of social or geographical background, to acquire the capabilities necessary to pursue valued economic and social opportunities?

This perspective places equity at the centre of human-capital policy. It also implies that educational reform must address not only the supply of schools and teachers but also the unequal capacity of

households and communities to convert educational opportunities into learning outcomes (Sen, 1999; Nussbaum, 2011; World Bank, 2018).

The concept of capability conversion therefore provides a useful analytical bridge between education policy and human development. It shifts attention from the quantity of educational opportunity to the effectiveness with which that opportunity is transformed into substantive freedoms, skills and productive capacities.

Higher Education: From Expansion to Quality, Relevance and Capability

Higher education constitutes the second major frontier of India's human-capital transformation.

The scale of institutional expansion is substantial. The All India Survey on Higher Education (AISHE) provides comprehensive information on institutions, enrolment, teachers, programmes, examination outcomes, finance and infrastructure. The latest AISHE releases now include final reports for both 2022–23 and 2023–24, making it possible to update the higher-education evidence base (AISHE 2024).

The expansion of higher education represents an important achievement, but the next phase of development cannot be built upon enrolment expansion alone. A substantial proportion of the relevant age cohort remains outside higher education, while participation continues to vary across geography and socioeconomic groups.

The policy challenge should therefore be framed around access with completion, access with quality and access with capability.

Higher education must ensure that students do not merely obtain degrees but emerge with demonstrable competencies in critical and analytical thinking, quantitative reasoning, communication, digital literacy, problem-solving, interdisciplinary understanding, ethical judgement, research capability and the ability to adapt to changing occupational environments (Government of India, 2020; OECD, 2019).

The degree, by itself, should cease to be treated as the principal output of higher education. The true output is capability.

Reimagining Employability: From an External Objective to an Internal Educational Outcome

The relationship between higher education and employment requires particular attention.

Employability cannot be treated as an external objective to be addressed after students complete their academic programmes. It must be embedded within the architecture of curriculum, pedagogy, assessment and institutional engagement. This implies a movement from a degree-centric model towards a competency-centric model.

Internships, field projects, experiential learning, industry interaction, applied research, problem-based learning and multidisciplinary education should become integral components of academic programmes rather than peripheral additions. NEP 2020 explicitly emphasises experiential learning, vocational exposure, multidisciplinary education and flexible learning pathways as important elements of educational transformation (Government of India, 2020).

Such a transformation is especially important in an economy undergoing rapid technological change. Artificial intelligence, digitalisation, automation and new forms of work are altering occupational structures and skill requirements (OECD, 2019; World Economic Forum, 2025). The objective of education therefore cannot be to prepare students for a fixed occupational structure. It must equip them with the capacity to learn, adapt, unlearn and relearn. This is the deeper meaning of capability-oriented education.

Universities as Engines of Research, Innovation and Public Value

The transformation of higher education also requires a redefinition of the university itself. India has substantially expanded its research base, but research performance should not be evaluated predominantly through publication counts. Universities must increasingly contribute to the creation of knowledge, technology, enterprises and public value. This requires stronger university–industry–government partnerships, particularly in strategically significant domains such as artificial intelligence, quantum technologies, health, climate change, agriculture, water, energy, urbanisation and social development.

The university–industry–government relationship is central to the Triple Helix perspective on innovation, which emphasises interaction among universities, industry and government in the production and diffusion of knowledge and innovation (Etzkowitz & Leydesdorff, 2000).

The research ecosystem should simultaneously become more interdisciplinary, accessible, outcome-oriented, closely connected to national and regional development challenges, and supportive of doctoral research and early-career researchers.

Doctoral education deserves particular emphasis. The quality of future research and innovation depends substantially upon the quality of doctoral training, mentorship, research integrity and academic supervision. Thus, a Viksit Bharat knowledge system cannot be built merely by increasing the number of universities or publications. It requires universities capable of functioning as *knowledge-producing, innovation-generating and problem-solving institutions*.

Faculty as the Critical Infrastructure of Educational Transformation

No educational reform can succeed independently of teachers and faculty. The transformation envisioned by NEP 2020 requires educators who are academically current, digitally capable, research-active and committed to student-centred pedagogy (Government of India, 2020).

Faculty development should therefore be elevated from a routine administrative exercise to a central pillar of education policy.

This requires sustained investment in continuous professional development, pedagogical innovation, digital capability, research engagement, academic leadership, transparent career progression, interdisciplinary collaboration, and institutional autonomy accompanied by accountability.

The teacher should not be viewed merely as a transmitter of information. In a knowledge economy, the teacher increasingly becomes a *designer of learning environments, mentor, researcher, facilitator and intellectual guide*. The transformation of educational institutions is consequently inseparable from the transformation of the teaching profession.

NEP–2020 and the Institutional Architecture of Transformation

The National Education Policy 2020 provides an important framework for India's transition from an access-oriented educational system towards a learning-centred and capability-oriented system (Government of India, 2020). Its 5+3+3+4 curricular structure, emphasis on foundational literacy and

numeracy, competency-based learning, experiential pedagogy, vocational exposure, multilingualism, technology integration, teacher development, assessment reform and holistic education collectively represent a significant departure from traditional educational architecture.

The National Credit Framework, Academic Bank of Credits and APAAR further provide institutional foundations for greater mobility across academic, vocational and experiential learning pathways. The Ministry of Education identifies the Academic Bank of Credits and multiple-entry/multiple-exit arrangements among the major NEP initiatives. The significance of these reforms extends beyond curriculum. Taken together, they envisage an education ecosystem in which learners can move more flexibly across disciplines, institutions and learning pathways. Such flexibility is increasingly necessary in an economy where occupational requirements evolve rapidly, and lifelong learning becomes essential.

NEP 2020 should therefore be interpreted not merely as a curricular reform but as an attempt to establish a *learning-centred, multidisciplinary, flexible and outcome-oriented education ecosystem*. The crucial issue, however, is implementation. *Policy architecture creates possibilities; institutional capacity determines outcomes!*

The Implementation Deficit: The Missing Link in Educational Transformation

The central challenge confronting Indian education is increasingly one of *implementation capacity*—the ability of institutions to translate policy architecture into measurable improvements in learning and capability. The implementation of NEP 2020 has generated a broad range of initiatives across school and higher education. The Ministry of Education has established implementation structures and continues to report initiatives associated with foundational literacy, teacher development, Academic Bank of Credits, multidisciplinary education and digital education (Government of India, 2020). Yet policy design and policy delivery are not equivalent.

A sophisticated policy framework cannot generate transformation without adequate and predictable financing, institutional coordination, administrative capacity, capable teachers and academic leaders, reliable assessment systems, transparent accountability, effective regulatory institutions and systematic monitoring of outcomes.

The implementation question must therefore become central to the *Viksit Bharat* education agenda. The country requires not simply a new education policy but a *credible implementation architecture* capable of translating policy commitments into measurable improvements in learning and capability.

This is particularly important because the effectiveness of education policy depends not only on the formal design of programmes but also on the institutional capacity to deliver them consistently across highly diverse states, districts and institutions.

From Expenditure to Educational Productivity

A further conceptual shift is required in evaluating public investment in education. Traditional policy discourse frequently focuses on how much governments spend. A human-capital perspective requires an additional question: *What educational outcomes are generated by each unit of public investment?*

This suggests the need to develop a stronger framework for measuring educational productivity. Such a framework could connect expenditure with indicators of learning achievement, retention and completion, transition rates, employability, graduate earnings, research productivity, innovation, social mobility, equity of opportunity and lifelong learning.

The importance of this shift is supported by the large literature demonstrating that cognitive skills and learning outcomes have a stronger relationship with economic development than years of schooling alone (Hanushek & Woessmann, 2008). The World Bank similarly emphasises that schooling without learning does not generate the full developmental returns expected from educational investment (World Bank, 2018). The ultimate objective should therefore be to maximise the *social return to educational investment*, rather than simply increasing expenditure.

This does not weaken the case for greater public investment. On the contrary, it strengthens it. Higher investment becomes more politically and economically defensible when accompanied by credible evidence that resources are generating measurable improvements in human capability.

The Road to *Viksit Bharat* 2047: A Capability-Centred Education Strategy

The education agenda for *Viksit Bharat* 2047 should therefore rest on a fundamental proposition:

India's development will ultimately be constrained not by the number of people it educates, but by the capabilities that its education system enables people to acquire. This requires a comprehensive transition across the education lifecycle.

At the school level, the priority should be foundational learning, retention, progression and equity. At the secondary level, the emphasis should increasingly be on competency, subject depth, career orientation, digital capability and pathways to higher education and vocational education. At the higher-education level, the priorities should be quality, multidisciplinary learning, research, employability, innovation and global engagement. At the institutional level, the emphasis should be on leadership, autonomy, accountability, faculty development and professional governance. At the system level, India needs integrated regulation, robust quality assurance, outcome-based financing, credible assessment and stronger coordination between the Centre, States and educational institutions.

And across all levels, the education system must become capable of responding continuously to technological, economic and social change. This capability-centred approach is consistent with the broader human-development perspective, in which development is understood not merely as expansion of income but as expansion of people's substantive opportunities and freedoms (Sen, 1999).

The Real Test of *Viksit Bharat*

The ultimate test of *Viksit Bharat* will not be the number of schools and universities India possesses, nor will it be measured solely by aggregate enrolment, degrees awarded or expenditure incurred. The deeper test will be whether an Indian child entering school today possesses, by the time he or she reaches adulthood, the capabilities necessary to participate productively, creatively and with dignity in a rapidly changing economy and society.

The student entering university today may become the scientist, entrepreneur, teacher, administrator, researcher or institutional leader who contributes to India's centenary transformation. The quality of that future will be determined substantially by the quality of education provided today. This places teachers, universities and educational institutions at the centre of the *Viksit Bharat* project.

The transformation of education is therefore not one policy priority among many. It is the *enabling condition for the realisation of multiple other development objectives.*

India cannot build an innovation economy without capable graduates. It cannot sustain productivity growth without skilled workers. It cannot achieve inclusive development without equitable educational opportunity. It cannot realise technological leadership without research-intensive universities. And it cannot convert demographic potential into a durable demographic dividend without investing in human capabilities (Bloom et al., 2003; Hanushek & Woessmann, 2008).

Conclusion: From Enrolment to Capability, From Capability to *Viksit Bharat*

India has reached an important juncture in its educational development. The first generation of reform was fundamentally concerned with expanding access. The emerging generation must be concerned with deepening learning, building capabilities and converting education into productive and socially valuable human capital. The distinction is consequential.

- A school seat is not learning.
- A degree is not necessarily capability.
- A skill certificate is not necessarily employability.
- Research publications are not necessarily innovation.
- And educational expenditure is not necessarily educational productivity.

The objective of educational transformation must therefore be to establish a coherent chain connecting *investment, institutional capacity, teaching quality, learning, capability, productivity, innovation and human development.*

NEP –2020 provides an important architecture for this transition. But architecture alone is insufficient. India now requires sustained public investment, institutional reform, professional academic leadership, teacher development, integrated regulation, rigorous assessment and relentless attention to implementation (Government of India, 2020).

The aspiration of *Viksit Bharat 2047* will ultimately be realised not only in factories, laboratories,

digital networks and physical infrastructure, but in classrooms, universities, libraries, laboratories and, above all, in the capabilities of India's citizens.

The decisive question for the next two decades is therefore not: *How many Indians can India enrol in education?* It is:

What kind of human capabilities can India's education system create, and how effectively can those capabilities be converted into productivity, innovation, social mobility, human development and national transformation?

That is the real human-capital challenge of *Viksit Bharat 2047*.

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Leadership in Education: The Widening Chasm Calls for Urgent Attention

J K Verma*, Rupali Satsangi** and Prem Kumar Kalra***

Education is the cornerstone of civilisation and human progress. India has set significant milestones to access education through different initiatives like the digitisation of education, Samagra Shiksha Abhiyan, National Education Policy–2020 and open learning platforms. Yet the quality of education in universities remains a critical issue. The education sector presently requires visionary leaders capable of nurturing innovation, refining learning outcomes, handling institutional transformations, and preparing students for the challenges of the twenty-first century. Unfortunately, adequate attention has not been paid to leadership development within the Indian education system. This article critically evaluates the leadership deficit in Indian education with recent examples to illustrate the causes and consequences of inadequate educational leadership and proposes strategies for cultivating effective leaders in the education sector (Abstract).

Introduction

Effective leadership in the field of education requires a deep understanding of the context, current needs, and both short-and long-term goals. Nowadays, universities operate with diverse missions and visions; this diversity plays a crucial role in fostering innovation and creativity in institutions across the globe. Ranking agencies evaluate all educational institutions using the same yardstick, which can hinder their genuine progress and the creation of knowledge capital. If every institution focuses on only a few aspects of education, the true purpose of education will stall or be jeopardised. It is essential to adopt diverse methods of evaluation; some institutions may excel in research, while others focus on social development, and some prioritise policy-making or advancing technology. Universities and institutions that possess a distinctive vision

and mission should be encouraged to strengthen their leadership, ensuring sustained progress and preventing any loss of momentum in the pursuit of excellence.

A rigid ideological stance in the field of education hinders effective leadership, as education ought to be secular, inclusive, and diverse. At the same time, it should reflect a broad perspective on the global quality of life, while embracing cultural, linguistic, and civilizational inspirations. The new perspective on educational reforms introduces flexibility into the education system by creating '360-degree multiple entry and exit' pathways. This provides students with greater opportunities for cultural exchange, understanding diverse lifestyles, and overcoming language barriers, enabling them to comprehend and respect differences and diversity with positive mindsets. This can help leaders to create an environment where technology is employed to improve multidisciplinary educational frameworks.

Effective educational reforms create multiple pathways and offer greater flexibility for movement within the education system. NEP-2020 presents a commendable vision for all educational institutions to adopt a unified mindset and set of processes; it has motivated them to strive for better performance.

What problems might arise from involving all stakeholders in the selection of an organization's head? Democratic principles should be adhered to in the process of selecting department heads, deans, and vice-chancellors. Simultaneously, it must be ensured that appropriate checks and balances are in place to resolve differences of opinion and conflicts during the selection process and the subsequent exchange of ideas in operations. This approach will foster a fair and merit-based selection process.

Furthermore, the social impact of organisations, societies, and educational institutions encompasses advocating for and advancing the principles of 'Panchsheel'. It is crucial to raise questions—and provide answers—that lead to the adoption of sustainable strategies; strategies that transcend regional biases and stakeholder differences, while encouraging the debate and discussion necessary to foster progress that is not bound by temporal constraints.

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Additionally, organisations, societies, and educational institutions play a role in promoting and upholding the principles of 'Panchsheel'. We need to ask and answer the right questions so we can truly embrace sustainable strategies—ones that go beyond local biases and conflicting interests, and spark the kind of meaningful conversation that pushes progress forward, even when time is tight.

Greed, arrogance, and jealousy indicate that resources are being mismanaged and relationships with stakeholders are deteriorating. Dedication and service to humanity are not merely matters of rhetoric—they must be reflected in your actions. Today, many leaders in the field of education appear disconnected from society's genuine needs and the actual demands of the work. Real change does not come merely from filling out forms; it must be evident in everyday life.

Effectiveness of Educational Leadership

The essence of vision and its articulation must resonate with the past, present, and future, while acknowledging and appreciating all that has been accomplished and what remains to be achieved. Educational leadership refers to the professional roles undertaken by leaders or administrators within educational institutions, who play a pivotal role in guiding and influencing educators to improve learning outcomes, the application of technology, and human development. This leadership also emphasises the importance of instilling values such as humility and humanity, while promoting experiential learning beyond the classroom through various educational processes. In contemporary settings, these leaders are expected to drive significant transformations in educational pathways and foster community integration.

The effectiveness of an institution can be significantly enhanced by engaging dynamic and enthusiastic students in initiatives that enrich their learning experiences, empower them to launch startups, create intellectual property rights, design innovative products, and develop new learning methodologies. Such empowerment of both young faculty and students has the potential to revolutionise educational delivery.

The essence of leadership is not merely about authority; it is fundamentally about nurturing those under one's guidance. The question arises about the focus of leadership:

- Foster Innovation,

- Inspire a positive shift in students' feelings about education, emphasising that everyone can learn and lead,
- Cultivate an understanding of the importance of every individual in society,
- Promote the development of responsible, value-driven communities,
- Set up a supportive ecosystem.

Nowadays, there is a growing emphasis on 'outcome-based learning' in education; consequently, it has become essential for educational leaders to align their work with these outcomes—and, in particular, with established goals.

Today, the role of educational leaders extends far beyond their daily administrative tasks; they are recognised as enthusiastic individuals who are continuously dedicated to bringing about significant and meaningful improvements within the education system. They forge mutually beneficial partnerships with diverse communities and set—as well as achieve—goals that drive substantial and impactful change.

Lack of Leadership in Indian Education

Issues with Selection Criteria for Leadership Positions

In Indian universities, individuals are largely selected for administrative positions based on seniority and academic qualifications rather than leadership capabilities. Consequently, we face challenges such as resistance to adopting new ideas, a lack of effective strategic planning, a weak institutional culture, and limited accountability.

Lack of Professional Leadership Training

Unlike countries such as Singapore, Finland, and the United Kingdom, India lacks a structured system for leadership training. Due to shortcomings in human resource management, emerging leaders often struggle to handle tasks such as conflict resolution, managing education-related finances, navigating digital transformation, strategic planning, and crisis management.

Administrative Tasks and Paperwork

Leaders in the education sector spend a significant amount of time managing tasks such as compliance reporting, financial paperwork, government audits, conducting examinations, and preparing regulatory documents;

consequently, academic leadership often takes a back seat.

Recent Indian Examples of Leadership Challenges

Example 1: Learning loss following COVID-19

The COVID-19 pandemic exposed leadership weaknesses in many educational institutions. Many institutions struggled to implement online teaching, teacher training, student engagement and digital infrastructure. However, institutions with proactive leadership rapidly adopted:

- Google Classroom.
- Microsoft Teams.
- Hybrid teaching models.
- Community learning initiatives.

This demonstrated that an institution's resilience is determined by leadership, not merely by technology.

Example 2: ASER Report

The 'Annual Status of Education Report' (ASER) has consistently highlighted concerns about basic literacy and numeracy among school children in India. While many states have implemented reform programs, schools with strong instructional leadership generally demonstrate better implementation and superior student outcomes compared to those with weak leadership.

Example 3: National Education Policy (NEP) 2020

NEP-2020 emphasizes institutional autonomy, multidisciplinary education, holistic learning, innovation and digital transformation. Successful implementation largely depends on capable educational leaders who can effectively implement the policy. Without visionary leadership, reforms remain confined to policy documents.

Example 4: Digital University Initiative

India's Digital University initiative aims to expand access to high-quality higher education through technology. Its success depends on leaders who can manage technological transitions, build faculty capacity, ensure quality and promote digital inclusion. Institutions lacking digital leadership often face implementation delays and uneven adoption.

Example 5: National Institutional Ranking Framework (NIRF)

Institutions such as:

- Indian Institutes of Technology (IITs).

- Indian Institutes of Management (IIMs).
- Indian Institute of Science (IISc).
- Indian Institutes of Science Education and Research (IISERs).

Consistently perform well, owing to strong academic leadership, Strategic planning, Research culture, international collaboration and transparent governance.

Leadership is essential for institutional excellence. Leaders in the field of education face several major challenges. They address these challenges by balancing theoretical frameworks with practical approaches—specifically, methods that are evidence-based and relationship-management-focused.

Leadership and Addressing Challenges in Education

Educational leaders have a crucial role in solving the problems faced by educational institutions such as lack of funding, high student-teacher ratio, and students' poverty or health problems. They are solution-oriented, with a focus on innovation and inclusivity to drive positive change and development.

- *Fostering Innovation and Flexibility:* Educational leadership promotes the creation of new and innovative ways of learning and supports the ability to adapt to evolving circumstances. This is best exemplified by the move to remote learning in the COVID-19 pandemic.
- *Enhancing Educational Programs:* Educational leaders strive to enhance programs by establishing curriculum standards, managing budgets, and enforcing school-wide policies. They also work on team development and restructuring efforts to bring about positive change.
- *Developing a Supportive Work Environment:* Good Educational Leadership creates a collaborative workplace that encourages mutual cooperation. Proposed changes must be approved by and receive input from stakeholders, taking into account their perspectives and cultural contexts.

Areas of Leadership in Education

The main areas include addressing mental health issues, managing workplace absenteeism, reducing anxiety, and addressing learning difficulties. Hovering awareness of technology

and its potential risks is also decisive. The aim is to improve quality of life and ensure that individuals receive recognition and opportunities for advancement in the workplace. Respect is vital as it fosters self-esteem and mutual respect among students, while resilience helps them tackle challenges and adopt a growth-oriented mindset. Furthermore, instilling a sense of responsibility motivates students to take ownership of their actions and engage positively with their communities.

Should leaders be integrated into a hierarchy? Is it possible for leaders to adopt a collaborative approach while transitioning from a worker to a leader? This suggests that individuals can be adaptable and evolve as tasks progress, depending on the vision or aims at hand.

Leaders who drive change or forge new paths do not adhere to rigid hierarchies. Subsequently, defining leadership roles within education creates a framework where individuals can make significant contributions while retaining the flexibility to return to their previous roles. Many educational leaders mistakenly focus on ‘lateral transitions’—moving to a different role at the same level—rather than concentrating on expanding their influence and crafting a more flexible career trajectory. Change is essential, and it offers individuals the opportunity to discover their ideal roles—whether as advisors, leaders, professors, or collaborators. Inspiring those around us and encouraging students—the future of leadership—to drive significant social change is crucial. If education

fails to ignite enthusiasm in even a single student, it represents a major failure on the part of the educator; furthermore, if such individuals ascend to leadership positions, they could jeopardise the futures of many. Leadership should be an integral part of the educational experience.

Leadership Styles

In education, six main leadership styles dominate—ranging from transformational to transactional. When educators grasp the subtleties of each teaching style, they can pick the one that best fits their unique setting and school. Transformational leadership means leaders walk alongside their teams and lead by example. This approach builds a learning culture that looks beyond personal goals and unites the team around shared purpose. Transformational educators lead by being proactive, working side by side with peers to reach common goals while making sure every voice is heard and valued. Instructional leadership is a common approach in education, centered on shaping teaching methods to improve student learning. Figure 1 shows the existing leadership gap in Indian education and the way forward.

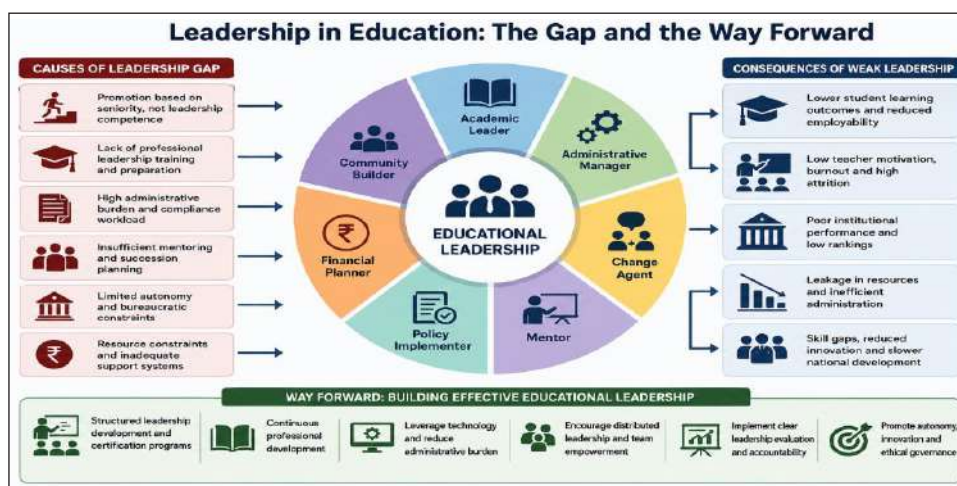
The Path Ahead

India has entered an era marked by the presence of artificial intelligence, digital transformation, interdisciplinary learning, and global competition. Consequently, educational institutions must groom leaders capable of navigating complexities, fostering innovative thinking, and ensuring equitable

access to quality education. Leadership should no longer be viewed merely as an administrative function but as a strategic force for driving excellence in the education sector.

As the space requirements of universities shrink, data management for each student and faculty member will become crucial and important. The problem of data and online management

Figure 1: Leadership Gap in Education: Causes, Consequences and the Way Forward



Source: Author's own compilation

(contd. on pg. 22)

Bharatiya Bhasha Pustak Scheme: Empowering India's Education Ecosystem through Linguistic Inclusivity and Skill Development

Ravi Kumar Chegoni*

The Bharatiya Bhasha Pustak Scheme (BBPS), announced in the Union Budget 2025-26, represents a transformative initiative aimed at democratizing education in India through the provision of digital textbooks and study materials in 22 Indian languages. This comprehensive article examines how the scheme serves as a catalyst for educational empowerment across multiple levels—from foundational schooling to higher education and professional training. By leveraging AI-powered translation technologies, establishing a robust implementation framework involving 23 nodal universities, and integrating with existing platforms like DIKSHA and e-PG Pathshala, the BBPS addresses the longstanding language barrier that has hindered millions of students from accessing quality education. The scheme's alignment with the National Education Policy 2020's vision of multilingualism, its complementarity with skilling initiatives like the National Centres of Excellence, and its role in fostering original research and academic writing in Indian languages collectively position it as a cornerstone of India's journey toward becoming a knowledge-driven, inclusive, and self-reliant global educational powerhouse. (Abstract)

The Language Barrier in Indian Education

India's linguistic diversity is both its greatest cultural strength and a persistent educational challenge. With 22 scheduled languages recognised in the Eighth Schedule of the Indian Constitution and over 19,500 dialects documented in the 2011 Census, the nation's multilingual fabric presents a complex landscape for educational policymakers. Historically, the dominance of English and Hindi as mediums of instruction has created significant barriers for students from non-English-speaking and rural backgrounds, limiting their comprehension, academic performance, and future opportunities.

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The Union Budget 2025-26, presented by Finance Minister Nirmala Sitharaman, introduced the *Bharatiya Bhasha Pustak Scheme* (BBPS) as a landmark intervention to address this systemic challenge. The scheme aims to provide digital textbooks and study materials in Indian languages for school and higher education, fundamentally transforming how millions of students engage with academic content. As Sitharaman stated during her budget speech, the initiative “aims to help students understand their subjects better.”

The magnitude of this challenge cannot be overstated. India's education system serves 24.8 crore students across 14.72 lakh schools, supported by a dedicated workforce of 98 lakh teachers. While government schools form the backbone of the system, comprising 69% of all schools and enrolling 50% of students, the linguistic diversity within these institutions has often been a barrier rather than a bridge to learning. Students from rural and marginalised backgrounds frequently struggle to comprehend subjects taught in languages that are not their mother tongue, leading to poor academic performance, disengagement, and ultimately, dropout.

This article explores how the BBPS serves as a comprehensive instrument for empowering India's education ecosystem, examining its objectives, implementation framework, technological integration, and its synergistic relationship with other government initiatives aimed at skill development and innovation. The analysis will demonstrate how linguistic inclusivity, when combined with digital infrastructure and skill development, creates a powerful framework for educational transformation.

The Genesis and Vision of the *Bharatiya Bhasha Pustak Scheme*

Historical Context

The BBPS builds upon a series of previous initiatives that laid the groundwork for multilingual

education in India. The National Education Policy (NEP) 2020 provided the foundational vision, emphasising mother-tongue-based instruction, multilingualism, and the need to make higher education more accessible to students from all linguistic backgrounds. The NEP's emphasis on multilingualism and mother tongue-based instruction finds concrete expression in the BBPS, making it a direct and powerful implementation of the policy's vision.

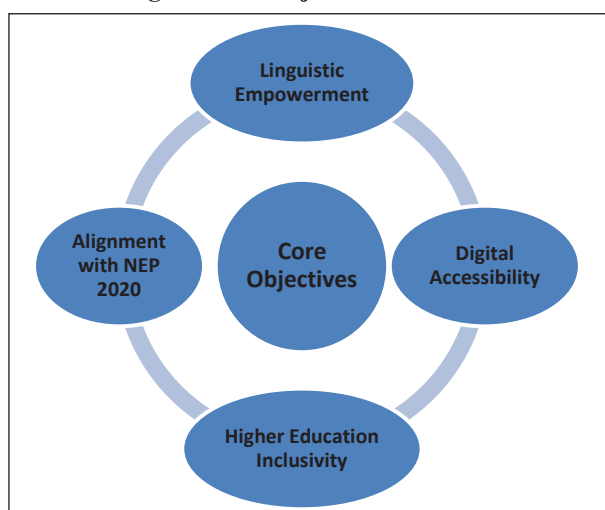
The ASMITA (Augmenting Study Materials in Indian Languages through Translation and Academic Writing) initiative, launched in July 2024 by the Ministry of Education and the University Grants Commission (UGC), focused on creating and translating academic books into Indian languages, with a target of 22,000 books over five years. This initiative built the groundwork for the more ambitious BBPS by demonstrating the feasibility of large-scale content creation in Indian languages and identifying the institutional frameworks necessary for success.

The BBPS represents a significant expansion of these efforts, with an ambitious target to produce 2.43 lakh textbooks in 22 Indian languages over a three-year period (2025-2028). This scale of content development marks a paradigm shift in India's educational approach, moving from token multilingual initiatives to a comprehensive, system-wide transformation.

Core Objectives

The *Bharatiya Bhasha Pustak Scheme* is designed around several interconnected objectives:

Fig 1: Core Objectives of BBPS



- *Linguistic Empowerment*: Enabling students to learn in their mother tongue or regional language, thereby improving comprehension, retention, and academic performance. By offering digital textbooks in Indian languages, the scheme ensures that students from diverse linguistic backgrounds can learn and excel in their studies.
- *Digital Accessibility*: Leveraging digital platforms to ensure that high-quality educational resources reach students in remote and rural areas. The scheme addresses one of the major challenges in India's education system—the language barrier—by offering digital content in regional languages, ensuring accessibility and scalability.
- *Higher Education Inclusivity*: Breaking the language barrier in professional education, including engineering, medicine, law, and management. The BBPS aims to digitalise every single course offered in higher education across the country, a “mega project” expected to be fully implemented by 2028.
- *Promotion of Original Content*: Encouraging academic writing and research in Indian languages. By supporting original academic writing in Indian languages, the scheme fosters research contributions from Indian scholars.
- *Alignment with NEP 2020*: Implementing the policy's vision of multilingual education and mother-tongue-based learning. The BBPS is a direct outcome of the NEP's emphasis on multilingualism and mother tongue-based instruction.

Implementation Framework: A Whole-of-Government Approach

Institutional Collaboration

The BBPS follows a ‘Whole-of-Government’ and ‘Whole-of-Society’ approach, involving multiple stakeholders in its implementation. The University Grants Commission (UGC) and the *Bharatiya Bhasha Samiti*, operating under the Ministry of Education, are the primary coordinating bodies. The scheme involves 23 universities acting as nodal agencies, with over 1,000 authors mobilised to produce foundational textbooks in Indian languages.

As of April 2025, over 750 books were in various stages of development, with 188 titles ready

for publication, indicating a transformative shift in the higher education ecosystem. The Ministry of Education held a high-level meeting in October 2025 to review the dissemination of higher education materials in Indian languages and strategies to strengthen teaching across all 22 scheduled languages. This meeting brought together over 200 participants, including university Vice Chancellors, state representatives, and senior ministry officials, to gather feedback from stakeholders and fine-tune the implementation of BBPS. The implementation framework includes:

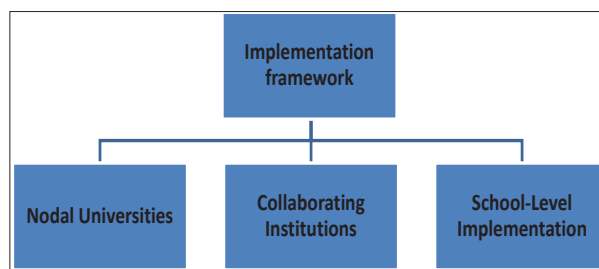
- *Nodal Universities*: Twenty-three universities have been identified to oversee the development and publication of textbooks. These institutions serve as anchors for content creation, quality assurance, and coordination with other stakeholders.
- *Collaborating Institutions*: The All India Council for Technical Education (AICTE), Institutes of National Importance (INIs), and the National Skill Development Corporation (NSDC) are actively involved in the scheme. This broad institutional collaboration ensures that the scheme covers all aspects of education, from technical to vocational training.
- *School-Level Implementation*: The National Council of Educational Research and Training (NCERT) is responsible for school-related content development. School education received its highest-ever budget allocation in 2025-26 to support these initiatives.

Course Coverage and Content Development

The scheme covers all existing courses at the undergraduate and postgraduate levels, including disciplines such as Arts, Commerce, Science, Law, Agriculture, and Medicine. The Ministry of Education has conducted a comprehensive mapping exercise to identify courses offered in higher education institutions and their core textbooks. For each course, an average of two to four core textbooks is being translated or developed in Indian languages.

A demand-driven model determines language selection based on regional linguistic needs. For instance, in a state like Manipur, textbooks will be made available in Manipuri if students request them, rather than a one-size-fits-all translation into Hindi. In linguistically diverse cities like

Fig 2: Implementation Framework



Delhi, the range of available languages may include all 22 scheduled Indian languages, while states like Tamil Nadu will focus on Tamil and English. This flexible approach ensures that the scheme is responsive to local linguistic realities rather than imposing a uniform solution. The scheme's coverage extends to STEM (Science, Technology, Engineering, and Mathematics), Commerce, Social Sciences, Humanities, and Technical Education. Special emphasis is being placed on technical and professional education in regional languages, recognising that language barriers have historically limited access to these fields for non-English-speaking students.

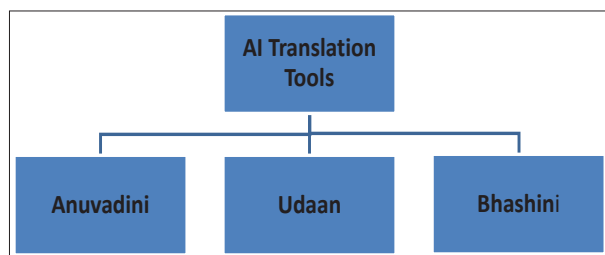
Technological Integration: AI-Powered Translation and Digital Platforms

AI Translation Tools

The BBPS leverages cutting-edge AI-powered translation tools to achieve its ambitious targets efficiently. These technologies not only accelerate the translation process but also ensure consistency in terminology across different languages and disciplines. Key technologies include:

- *Anuvadini*: An AI-based translation platform developed by the AICTE that enables rapid and accurate translation of educational content. This tool has been instrumental in translating technical and professional educational materials.
- *Udaan*: A translation tool designed to support multilingual content creation, facilitating the development of original academic content in Indian languages.
- *Bhashini*: An AI-powered language platform that facilitates translation and voice-assisted learning, making educational content accessible to students with varying levels of literacy. The use of AI is particularly crucial for technical subjects like engineering and medicine, where

Fig 3 : AI-Powered Translation Tools



terminology standardisation is essential. These AI tools support voice-assisted learning, translations, and the creation of personalised study materials, making education more accessible and adaptive to individual student needs.

Digital Distribution Platforms

The digital content created under the BBPS will be made available on government-supported e-learning platforms:

- **DIKSHA:** India's national digital infrastructure for school education, hosting over 374,000 e-contents, including materials in 126 Indian languages. DIKSHA serves as a comprehensive repository for school-level educational resources.
- **e-PG Pathshala:** A platform providing e-content for postgraduate education, ensuring that higher education students have access to quality study materials in their preferred languages.

National Digital Library of India: A comprehensive digital repository of educational resources, offering students access to a vast collection of books, journals, and study materials across disciplines.

Additionally, platforms like INFLIBNET and AICTE's e-KUMBH will support content dissemination. The National Educational Technology Forum (NETF) is providing technical guidance for the scheme. This digital ecosystem ensures that students across the country, including those in the most remote areas, can access high-quality learning resources for free.

Impact Across Educational Levels

School Education

At the foundational level, the BBPS complements existing initiatives to promote mother-tongue-based education. The NCERT has already developed 117 primers in regional Indian languages, which are available on the DIKSHA platform. Textbooks for grades 1 and 2 are now available in 22 Indian languages,

and school education received its highest-ever budget allocation in 2025-26 to support these initiatives.

For School Students, the Scheme Offers

- **Improved Comprehension:** Learning in one's mother tongue enhances understanding and critical thinking. When students can engage with subjects in a language they are familiar with, they can grasp complex concepts more easily and develop a deeper understanding.
- **Reduced Dropout Rates:** When students can learn in a familiar language, engagement increases, reducing the likelihood of dropping out. The scheme supports the NIPUN Bharat mission's goal of achieving universal foundational literacy and numeracy, addressing one of the most persistent challenges in Indian education.
- **Foundational Literacy:** By providing digital textbooks in Indian languages from the earliest grades, the scheme ensures that students build strong foundational skills in their mother tongue, which facilitates learning across all subjects.

Higher Education

The BBPS represents a paradigm shift in higher education by enabling universities to offer courses in Indian languages. As of 2025, students are permitted to write examinations in local languages, even for English-medium programs. The scheme aims to digitalise every course offered in higher education across the country, a "mega project" expected to be fully implemented by 2028. Key impacts on education include:

Increased Gross Enrollment Ratio: By removing language barriers, the scheme is expected to improve the Gross Enrollment Ratio in education. The Gross Enrollment Ratio has already risen from 23.7 per cent in 2014-15 to 28.4 per cent in 2021-22, with 4.33 crore students enrolled in education.

Access to Education: Engineering courses are now offered in Marathi at Pimpri Chinchwad College of Engineering, and medical programs are being taught in Hindi across six states. Indian Institute of Technology Jodhpur offers Bachelor of Technology with a medium option, and Indira Gandhi National Open University has launched Master of Business Administration programs in Hindi and Odia. These examples demonstrate the scheme's impact on access to education.

Competitive Examinations: Exams such as National Eligibility cum Entrance Test, Joint Entrance Examination, Central Universities Entrance Test, Central Teacher Eligibility Test and Staff Selection Commission are now conducted in twelve languages. This has significantly expanded access to these gateways to higher education and professional careers.

Skill Development and Vocational Training: The scheme is closely integrated with skill development initiatives, recognising that education in languages is essential for creating a skilled workforce. The National Instructional Media Institute has published over 525 skill education textbooks in twenty-two languages, demonstrating the scheme's commitment to vocational education and skill development.

Other Budget

The Scheme works with other budget Announcements, Including:

Five National Centres of Excellence for Skilling: Established with global expertise and partnerships to equip young people with skills for manufacturing in India and around the world. These centres will focus on designing curricula, training teachers, certifying skills and regular reviews of the progress.

Fifty thousand Atal Tinkering Labs: Set up in government schools to encourage people to be curious and think creatively. As of October 2025 ten thousand Atal Tinkering Labs are already established, engaging more than one crore one lakh students, with fifty thousand more in the process of being set up.

Centre of Excellence in Artificial Intelligence for education: Established with a budget of five hundred crore rupees to promote learning that uses Artificial Intelligence.

Working well with Government Plans

Digital Setup: BharatNet and Internet Access

The success of the *Bharatiya Bhasha* Platform for Schools (BBPS) relies on a strong digital setup. The 2025-26 Union Budget plans to give internet access to all government schools and primary health centres in rural areas under the BharatNet project. This connection is crucial for students to get textbooks and study materials, especially in far-

off areas. By 2025, internet access in schools grew from 22.3% to 53.9%. Computers in schools from 38.5% to 57.2%.

Atal Tinkering Labs

The creation of 50,000 Atal Tinkering Labs (ATLs) in government schools over the five years is another initiative that supports hands-on learning and innovation. These labs are designed as spaces where students can do DIY activities, work with printers and robotics kits, and learn computational thinking. As of November 2025, over 1.1 crore students are actively involved in ATLs across 35 states and 722 districts, with more than 16 lakh innovation projects made. Along with the BBPS, these initiatives ensure that students not only have access to educational content in their language but also practical tools to apply their learning.

PM Research Fellowship Scheme

The provision of 10,000 fellowships for research in IITs and IISc under the PM Research Fellowship Scheme gives more financial support for doctoral research. The first phase of PMRF admitted 3,688 scholars. Showed better research results. The expansion to 10,000 fellowships in the 2025 budget is an increase, creating a research ecosystem that can produce original academic content in Indian languages.

Sector-Driven Research and Development

The allocation of ₹20,000 crore to implement private sector-driven research, development and innovation encourages private sector participation in content creation and technological solutions for multilingual education. The scheme includes a 'Deep Tech Fund of Funds' to support next-generation startups fostering innovation in technology and AI-driven learning solutions.

Centre of Excellence in AI for Education

The Centre of Excellence in AI for Education, set up with a ₹500 crore outlay, will focus on developing AI-powered tools and platforms. This aligns directly with the BBPS's use of AI for translation and personalised study materials, ensuring innovation in multilingual education.

Benefits for Students and the Education System

Helping Students

- **Improving Understanding:** Students understand subjects better when taught in their mother tongue.

Research has consistently shown that learning in one's language enhances cognitive development and academic achievement.

- *Building Confidence:* Access to study materials in a language reduces anxiety and builds academic confidence. Students who previously struggled with English-medium instruction can now engage with subjects confidently.
- *Reducing Language-Based Discrimination:* By mainstreaming languages in higher education, the scheme challenges the perception that English-medium education is superior. This shift promotes equality and reduces social stratification based on language proficiency.
- *Supporting First-Generation Learners:* For students from families with an educational background, learning in their mother tongue can be transformative. The scheme removes the burden of learning a new language while mastering subject matter.

Strengthening Higher Education

- *Enabling Degrees in Indian Languages:* Universities can now offer degrees in regional languages, making higher education more inclusive. This is particularly significant for education, where language barriers have historically limited access.
- *Diversifying Faculty Expertise:* Educators can teach in their languages, bringing authenticity to instruction. This also creates opportunities for faculty who may have been previously marginalised due to language constraints.
- *Expanding Course Offerings:* The scheme covers all existing courses, ensuring multilingual access. This means students in every discipline can find resources in their languages.

Promoting Research and Innovation

Encouraging Original Academic Writing: Scholars are motivated to write content in Indian languages rather than merely translating existing works. This fosters a culture of scholarship in Indian languages.

- *Creating a Research Ecosystem:* By supporting writing in Indian languages, the scheme fosters original research contributions from Indian scholars. This is particularly significant for fields like humanities and social sciences where vernacular scholarship has traditionally been undervalued.

- *Standardising Terminology:* The effort to create glossaries in Indian languages supports research across disciplines. Standardised terminology is essential for technical education, and the scheme is investing in developing these resources.

Skill Development and Employment

- *Creating New Careers:* The demand for translators, content creators and language experts creates employment opportunities. This emerging sector has potential for job creation.
- *Supporting Vocational Education:* Skill education textbooks in languages make vocational training more accessible. The National Instructional Media Institute has published over 525 skill education textbooks in 22 languages.
- *Improving Employability:* Students who learn in their mother tongue perform better. Are better prepared for the workforce. Comprehension and retention lead to better skill acquisition and application.

Preserving Languages and Culture

The BBPS plays a role in preserving India's linguistic heritage by:

Preventing Language Extinction: Academic content in smaller languages ensures their relevance and survival. India has lost 220 languages in the 50 years due to globalisation and the dominance of major languages.

Promoting Cultural Integration: The scheme fosters pride in India's diversity. Initiatives like Bharatiya Bhasha Utsav and Matribhasha Diwas promote multilingualism. Celebrate India's linguistic heritage.

Celebrating Diversity: By mainstreaming Indian languages in education, the scheme affirms the value of linguistic diversity and promotes cultural integration.

Challenges and Solutions

Standardisation of Technical Terminology

The biggest problem we have is that technical terms are not used in the same way in Indian languages. This is especially true for things like biotechnology, medicine and law. To fix this, we need to do research on languages, make lists of words that mean the same thing, and use tools like Anuvadini and Bhashini to make sure everything is consistent.

We will have to work with the Central Institute of Indian Languages and language academies for each scheduled language.

Faculty Readiness

Most teachers in universities are used to teaching in English, so they need to learn how to teach in other languages. We need to change what we teach and help teachers learn things. The Ministry of Education has already started some centres for classical languages and is making programs to help teachers.

Digital Access Inequality

Not everyone has the same access to the internet especially girls in rural areas who have fewer smartphones than boys. To fix this, we need to make sure that things are available both online and in print and that the internet works well in areas through the BharatNet project. By 2025, the government has made progress, with over 53.9% of schools having internet access.

Quality Assurance

It is hard to make sure that textbooks are good and the same across 22 languages. To do this, we need to:

- Make rules for checking quality.
- Have experts look at what is being taught.
- Use tools like intelligence to check for consistency.
- Check and review things regularly.

Financial Sustainability

The BBPS has a budget of ₹5,100 crore. The budget for the Indian Knowledge System has been increased from ₹10 crore to ₹50 crore to help with education in languages. We are also looking at working with companies that make educational technology to make sure we have enough money.

The Way Forward

Implementation Roadmap

We are putting the BBPS into action in steps:

Phase 1 (2025-2026) : We are finishing the plans, getting everything ready, and starting to make content. Talking to people who are involved is a part of this step.

Phase 2 (2026-2027) : We are making content in all 22 languages and for all courses. We want to put every course across the country.

Phase 3 (2027-2028): We want to have 2.43 lakh textbooks and make sure everything is online. We think the plan will be fully working by 2028.

Faculty Development

Teaching is very important for this to work. The Ministry of Education is making:

Training for teachers to teach in Indian languages:

- Help for teachers to change what they teach.
- Guidance from people who know a lot about the subjects and bilingual teachers.

Content Quality and Standardization

We want to make sure that what we teach is good and the same everywhere:

- We are making rules for checking quality.
- We are asking experts to look at what we are teaching.
- We are using tools like artificial intelligence to check for consistency.
- We are making lists of words that mean the same thing in different languages.

Digital Infrastructure

We need to make our digital systems better:

- We are finishing the BharatNet broadband connectivity.
- We are making platforms like DIKSHA, e-PG Pathshala and National Digital Library better.
- We are making it possible to use these things even without the internet.
- We are making sure that everyone, including people with disabilities, can use these things.

Monitoring and Feedback

We need to watch how things are going and listen to what people say:

- We are checking the quality of what we teach regularly.
- We are asking students and teachers what they think.

- We are looking at how things are going and changing them if we need to.
- We are updating things based on what is changing and what is new, in technology.

The *Bharatiya Bhasha Pustak Scheme* is really about changing people's lives. It is not about education it is about using language to empower people. The scheme provides textbooks and study materials in 22 Indian languages. This helps to fix the problem of people not being able to get an education because of the language they speak.

The *Bharatiya Bhasha Pustak Scheme* has a complete approach. It covers school education, higher education and skill development. This means that students at every level can get resources in their own language. The scheme uses computer tools that can translate things quickly. It also uses platforms like DIKSHA and e-PG Pathshala to make sure everyone can access these resources.

The *Bharatiya Bhasha Pustak Scheme* works with other government initiatives. These include Atal Tinkering Labs, National Centres of Excellence for Skilling, the PM Research Fellowship Scheme and the Centre of Excellence in AI for Education. All these initiatives together create a plan for building a country that values knowledge, includes everyone and is innovative.

For the *Bharatiya Bhasha Pustak Scheme* to be successful, it needs to be implemented. Teachers need to be ready. We need good digital infrastructure and quality assurance.. With the government's support and the help of over 1,000 authors and 23 universities, the *Bharatiya Bhasha Pustak Scheme* can achieve its big goals.

As India works towards being a leader in knowledge the *Bharatiya Bhasha Pustak Scheme* shows that education should be for everyone in every language and for all levels of learning. It shows a future where a person's mother tongue is a strength, not a weakness. It celebrates the languages of India as a national treasure. It allows every Indian to learn, innovate and contribute to the country's progress in their own language. The *Bharatiya Bhasha Pustak Scheme* is a step towards making this vision a reality. The *Bharatiya Bhasha Pustak Scheme* is a way to make sure that every person in India can reach their potential.

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(contd. from pg. 13)

would require administrative skills very different from today. Cybercrime/indiscipline, misuse of technology, and impersonation will have to be dealt with.

Machines are expected to take on more work than humans. As machines take over more jobs and unemployment climbs, leaders may need to step in and quickly roll out re-training and re-skilling programs. In developed countries, unemployment could hit as much as 24%. Students will also be encouraged to own their portfolios personally.

Conclusion

India's education reforms have laid a strong policy foundation, but their real success depends on strong leadership throughout the entire system. The difference between what policies aim to achieve and what institutions actually deliver usually points to weak leadership—not a lack of resources or political will. To meet NEP-2020's goals and ready students for a fast-changing world, we need to build leadership, strengthen schools, and push for accountability. Fixing this leadership gap isn't just about bureaucracy—it's essential for the whole nation.

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Bridging Disciplines: How Liberal Arts, Interdisciplinary Studies, and Policy Studies Shape Modern Solutions

Jandhyala B G Tilak, Former Professor & Vice Chancellor, National Institute of Educational Planning & Administration (NIEPA), New Delhi; currently Distinguished Professor, Council for Social Development, New Delhi; Visiting Professor, Kautilya School of Public Policy, Hyderabad; and Visiting Faculty, Indira Gandhi Institute of Development Research, Mumbai, delivered the Convocation Address at the 64th Convocation Ceremony of the Ashank Desai Centre for Policy Studies, Indian Institute of Technology Bombay on August 22, 2026. He said, *“Do not let the world force you into a small box. Be a scientist who formulates deep laws of physics and also at the same time reads philosophy; be a physicist who also enjoys playing music; be an engineer who also reads sociology; be an artist who also writes code; be a technophile who also enjoys anthropology; be a rocket scientist who also loves spiritualism; be a historian who also formulates differential equations; and be a novelist who also understands machine learning. And be a policymaker who listens to data, makes economic forecasts, masters artificial intelligence and also feels human tears – all at the same time. Do not fear the unknown spaces between disciplines; that is where your greatest contributions will emerge.”* Excerpts

It is an immense privilege for me to stand before you today on this auspicious occasion. I am grateful to Professor Vinish Kathuria, the Head of the Centre, for giving me this honour. It is a great pleasure to visit the campus of the great institute, whose sole motto is ज्ञानम् परमम् ध्येयम् (*Gnanam paramam dhyeam*), meaning knowledge is the supreme goal, and which, accordingly, is known all over the world for its exemplary contributions in higher technical education and research.

Convocation, or the graduation ceremony, is an important occasion in the life of an institute and the students as well. First, I wish to congratulate this Centre for Policy Studies on the progress that it has made in a short period -- during its infancy period itself. The credit goes to the commitment of the august faculty and the leadership.

Second, I congratulate all the graduates, including the research scholars, who are being conferred with the Degrees today. While the doctoral graduates enter into a different world of work, I presume that some of you, the master's graduates- in fact, I wish all the master's graduates- will proceed for doctoral work in this Centre, or in other universities. I am sure this Centre, located in a robust academic environment known for nurturing scholarly inquiry and innovation – the Institute of Technology Bombay- must have prepared you all to tackle complex policy challenges, equipping you with solid theoretical knowledge and core

practical skills in policy analysis, policy-making, policy implementation and its evaluation, and to develop critical policy perspectives. You are not just equipped with a degree, but more importantly, you are equipped with new knowledge and a new perspective. Also, you have not acquired merely knowledge, but you are also endowed with purpose and vision, and wherever you are going to be, I am hopeful of you making a significant contribution to national progress in its march towards *Viksit Bharat*, and ensuring that the flag of the Centre and the IIT Bombay flies high on the national and global map.

We stand at the threshold of an extraordinary era — a time defined by a complex and unpredictable global geopolitical environment, and a system that is undergoing a radical structural transformation in its social, economic and political characteristics, along with politically volatile situations, some threatening global stability and peace. The times are also extraordinary, being characterised by an unprecedented acceleration in technological innovations and technological disruptions. We have been confronted with some of these issues for a long time, which nowadays require, of course, new approaches, and some new issues are emerging afresh – all requiring demanding solutions.

Public policy studies is a relatively newly emerging field of study in India. The field assumes much significance given the enormous breadth of issues that policymakers face nowadays in a

dynamically changing global society. The list of domains that need large-scale and impactful policy interventions is indeed long.

Interdisciplinary studies and research assume a lot of significance because, given the complexity and scale of the problems, it is increasingly understood that a single-track approach, i.e., from the angle of a single discipline of study, will no longer work in the present hyper-connected, capricious, and complex ecosystem. The world's problems in reality do not fit into single academic disciplinary boundaries. Many contemporary issues seem to cross traditional disciplinary boundaries. So, no single subject holds all the answers. The only meaningful and lasting way is to develop an interdisciplinary approach and interdisciplinary mind-set among the graduates of the 21st century. Luckily, the field of policy studies is, and is rightly conceived as, highly interdisciplinary. You are lucky to have been trained in interdisciplinary studies here.

The *National Education Policy 2020* (hereinafter referred to as *Policy*) has rightly underlined the need for developing multidisciplinary institutions and introducing interdisciplinary study and research programmes. In fact, it has proposed that all institutions of higher education need to be transformed gradually into comprehensive, multidisciplinary institutions offering interdisciplinary study programmes. Further, it also noted the importance of liberal arts, and accordingly laid special stress on liberal arts in the development of interdisciplinary studies in the comprehensive multidisciplinary institutions of higher education. Liberal arts include a wide variety of disciplines of study such as language and literature, philosophy, history, religion, economics, sociology, political science, psychology, natural sciences including biology, physics, chemistry, and mathematics, and a variety of 'arts' such as fine arts, painting, music, dance, theatre, and so on. The very purpose and importance of a liberal arts education today is to enable students "to explore the numerous remarkable relationships that exist among the sciences and the humanities, mathematics and art, medicine and physics, etc. – and more generally, to explore the surprising unity of all fields of human endeavour" (*Draft National Education Policy 2019*, p. 224; hereinafter referred to as *Draft Policy*). According to the *Draft Policy*, "High quality liberal education is, by its very definition and nature, multidisciplinary" (p.226). The nature, level,

and pace of knowledge development in these so-enriched institutions of comprehensive education are hoped to be of an exceptionally high order, as interdisciplinary approaches serve as catalysts for academic collaboration across multiple disciplines and institutions of higher education, resulting in innovative ideas for development.

Inter-disciplinary education is feared by some, as if it goes against specialisation. But as the *Draft Policy* (p. 207) states, inter-disciplinary education will "help develop well-rounded individuals that possess critical 21st century capacities in fields across the arts, humanities, sciences, social sciences, and professional, technical, and vocational crafts, an ethic of social engagement, and [quite importantly] *rigorous specialisation in a chosen field or fields*" (emphasis added). After all, breadth need not be the enemy of expertise; it can be so designed as to serve as the foundation of specialisation (David Epstein 2019).

Blending fields like science, technology, social studies, and humanities sparks novel methods and fresh viewpoints that single disciplinary approaches miss. It helps produce deep innovation, build flexible problem-solving skills among the graduates, and help in creating smart, sustainable and ethical solutions for complex global challenges, whether they relate to the economy, health, poverty, inequality, environment, natural resources, science & technology, or global peace and society. The resultant contributions can be of greatest value to the entire society, as the graduates would be acquiring disciplinary strength, but also at the same time interdisciplinary depth.

Why liberal arts? And why interdisciplinary?

It is increasingly understood that there are several social, economic, psychological, and ethical choices and considerations involved in the process of technological advancement, and the study of liberal arts that include social sciences, humanities and classical and modern arts helps in better understanding the use and adoption of technology once it is introduced in society. After all, the process of technological development is deeply embedded in broader social, economic, and cultural contexts, with philosophical, psychological, legal and economic implications. Accordingly, it is argued that science & technology students might immensely benefit from taking more liberal arts courses, which expose them to international, national, socio-political and

economic issues. Liberal arts like language & literature, philosophy, history, ethics, psychology, arts, and social sciences make engineers, scientists, technologists, doctors, and other professionals more humane, giving a moral compass, historical memory, and capacity for critical empathy. Liberal arts teach how to think, question, and understand human values. In fact, in any profession, with liberal arts that imbibe the traits of critical thinking, curiosity, creativity, and empathy, one can bring a humanist's grace in the rapidly evolving, impersonal high-tech society. For example, the study of philosophy is regarded as critical for human survival and progress. Some (e.g., Biju Dharmapalan, 2024) view that "The decline in the quality of higher education that we always ponder in higher education is due to a lack of imparting philosophy in our curriculum. [...] Teaching philosophy is essential for fostering intellectual growth, ethical awareness and critical engagement with the world, ultimately enriching both individuals and society as a whole," as the study of philosophy enhances critical thinking skills. Some go to the extent of arguing that philosophy has the unique power to invigorate the entire higher education system to a higher level; and accordingly plead for elevating higher education through philosophy's power.

Interdisciplinary studies with a focus on liberal arts would not simply prepare for one's first job, but also for one's second job, third job and beyond, which has become a common practice or a necessity in today's dynamic labour markets. The *Draft Policy* argued that "with the coming fourth industrial revolution, and the rapidly changing employment landscape, a liberal arts education is more important and useful for one's employment than ever before" (pp. 224-25). Graduates trained across multiple fields adjust faster to changing employment situations in national and global job environments. In interdisciplinary studies and research, harmony, satisfaction and personality development become a part of scientific training and can help graduates to adjust to challenging situations without much difficulty. And the very opportunity to work beyond the narrow boundaries of specific disciplines enables graduates to adopt novel and challenging approaches. Exposure to multiple domains can create transferable mental models and prevent overly narrow thinking.

The graduates become more creative and innovative, and resilient to face market

disequilibria, as liberal arts education develops "all capacities of human beings – intellectual, aesthetic, social, physical, emotional and moral – in an integrated manner" (*Policy*, p.36). As George Anders (2019) observes, with liberal arts, "you will be ready for anything". He argues that in a tech-dominated world, the most needed degrees are the most surprising: the liberal arts, and employers seem to look for adaptable thinkers, not just narrow specialists. Anders explains the remarkable power of a liberal arts education, and the ways it can open the door to thousands of cutting-edge jobs in modern society. Graduates of interdisciplinary studies adapt fast to new jobs and changing markets with ease. The modern markets have exploded the long-held myth that interdisciplinary and liberal arts graduates are unmarketable. Employers are starving for integrated wisdom. They need people who have the ability to learn, unlearn, and relearn across disciplines. They do not just need people who know how to code, but also those who know, for example, why we are coding, who it affects, and what the long-term societal fallout will be, like, for example, the product managers with psychology backgrounds, ethics officers with engineering degrees, and policy analysts with data science fluency. They are looking for those who can play hybrid roles, because the environment is becoming increasingly 'wicked' – a 'wicked' environment being defined by David Epstein (2019) as one where the rules are incomplete or constantly changing, situations are overlapping and are novel, cause and effect are difficult to establish, feedback is delayed or ambiguous, and yesterday's experience may not predict tomorrow, compared to a gradually disappearing 'kind environment' which is defined as a domain where rules are relatively stable, patterns repeat, feedback is rapid, and cause and effect are reasonably clear (like surgical procedures), where specialisation can be extraordinarily powerful. The interdisciplinary graduates meet such demands of the fast-expanding 'wicked' environment, and for the same reason, David Epstein observes that generalists, or the interdisciplinary graduates, triumph in such a world. Many advanced as well as fast- and slow-growing developing countries across the globe are embracing the liberal arts approach in higher education to foster more innovative human capital of high order to compete in the global economy (Marber & Arya 2017).

Not only for job markets, as Martha Nussbaum (2012) argues, studies in interdisciplinary studies that are inclusive of the liberal arts are also essential for strengthening democratic societies and for building vital capacities for global citizenship. Nussbaum warns that educational institutions globally risk harming civic life and free thinking when they exclusively focus on STEM (science, technology, engineering and mathematics) subjects and technical training for economic growth. While fields like science & technology, engineering, economics, mathematics, data sciences, etc., may form the engine of progress, interdisciplinary studies inclusive of a good dose of liberal arts may steer progress in the right direction. Without the latter, we risk building faster, more efficient systems that lead us precisely nowhere—or worse, lead us backwards.

Bridging the gap between academic research and policy-making, the centres of public policy studies have a unique strength in facilitating and building on interdisciplinary studies. When the rigorous empiricism of science & technology is supported by the profound humanism of the liberal arts, one may be in a better position to make meaningful public policy. Centres of policy studies form the bridge to translate academic realms into the real world in producing policymakers of high calibre and social relevance. Every time a scientist creates a new invention, she/he is implicitly making a policy choice. Every time a policymaker drafts a bill without understanding the underlying science, he/she is writing fiction. In today's world, we need policymakers who can make a military operation plan along with a plan for building bridges, and post-war reconstruction, rehabilitation, peace and safety; who can look at a spreadsheet of demographic data, understand the biochemical makeup of a vaccine; evaluate government actions and weigh the individual rights, including ethical rights of privacy, and so on. The centres of policy studies have a responsibility to produce such graduates who have intellectual insights in a variety of interrelated disciplines and knowledge of the practical nitty-gritties of policy-making.

It is important to note that this Ashank Desai Centre for Policy Studies was established in 2016, much before the *National Education Policy 2020* was formulated, which highlighted, among many, the importance of liberal arts and advocated the launch of interdisciplinary studies. The Indian

Institute of Technology Bombay, which has earned a great name and fame for its contributions in the area of science & technology, with a clear vision and great foresight, has established this Centre for Policy Studies, emphasising the importance of interdisciplinary studies. Perhaps IITB is the first, or one of the first few, institutions in India to establish a centre for public policy studies that offers a regular study programme. The vital marriage of science, technology, the liberal arts, and public policy, attempted here, would contribute to raising human potential to a high level, and the flowering of graduates of a unique quality and endurance. The Centre has already produced a good number of graduates in policy studies, who have been contributing richly to the policy environment in a variety of fields. I wish the Centre a great future in improving the ecosystem of public policy in the country and abroad.

My Dear Graduates, Graduation marks the end of one stage and the beginning of another stage in life. You are entering this stage of life at a very significant juncture in the history of our country, marked by complex challenges and revolutionary changes taking place almost in every aspect of Indian polity -- the economy, education, industry, technology, markets, culture, environment, and society as a whole, including homes.

I am sure the Centre has instilled in you, to face such a situation, intellectual habits and moral character, apart from equipping you well with enough knowledge in theory, methodologies, and applications, and also that you are made sufficiently conscious of ethical issues, diverse social concerns, and are sensitive to the diverse contexts in policy making. I am also certain that you are sufficiently well prepared to enter the complex world of public policy, to critically analyse public policy, policy making, policy implementation and policy evaluation, seriously engage in public policy discourses, and influence the direction of the policy when and wherever it is needed.

My simple advice to all the students is: do not let the world force you into a small box. Be a scientist who formulates deep laws of physics and also at the same time reads philosophy; be a physicist who also enjoys playing music; be an engineer who also reads sociology; be an artist who also writes code; be a technophile who also enjoys anthropology; be a rocket scientist who

also loves spiritualism; be a historian who also formulates differential equations; and be a novelist who also understands machine learning. And be a policymaker who listens to data, makes economic forecasts, masters artificial intelligence and also feels human tears – all at the same time. Do not fear the unknown spaces between disciplines; that is where your greatest contributions will emerge. Be a Leonardo da Vinci, who used deep knowledge of anatomy and engineering to make his paintings look real and alive; be a Rabindranath Tagore, a Nobel laureate in literature, who used his deep thinking on philosophy and spiritualism, and natural traits in poetry-writing, music, painting and play-writing, and above all his love for nature in the transformation of a university into a global centre for holistic education, arts, and cultural exchange; be a Steve Jobs – one who revolutionised personal computers, and created a technological revolution, but was also a philosopher, and an expert in design, typography, and calligraphy [all cited by David Epstein, 2019]; or be an A P J Kalam, an aerospace engineer and missile technologist, but also a science administrator, writer, a public leader and a statesman. They all enriched their expertise in their core discipline with inputs from other disciplines and vice versa, and became great humanists. You have many more role models, and I wish you to become another role model for your successors.

Go forth with curiosity, courage, and compassion and help in shaping public policy in such a way that it serves the common good.

All the best. My very best wishes to all the graduates for useful, happy, and prosperous careers.

Thank you all, and Jai Hind!

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AIU Publication on

IMPLEMENTING NATIONAL EDUCATION POLICY–2020: A ROADMAP

By

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

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

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CAMPUS NEWS

Programme on India's Traditional Knowledge Heritage

The one-day Programme on 'India's Traditional Knowledge Heritage' was organised by Tanta University, Sri Ganganagar, Rajasthan, under the Indian Knowledge System (IKS) initiative, focusing on the theme of India's traditional knowledge heritage and its relevance to modern education, recently. The students, faculty members and senior academic officers came together to engage with India's timeless intellectual legacy

The keynote lecture was delivered by renowned dramatist, critic, poet and former Director of the National School of Drama, Prof. Arjunde Charan. The event was designed in two major academic sessions so that the participants could understand, analyse and experience the depth of India's Knowledge System with both philosophical and applied perspectives. The event commenced with the traditional lamp-lighting ceremony, symbolising the illumination of knowledge, in the distinguished presence of Dr M M Saxena, Vice Chancellor, Tanta University, Dr K S Sukhdev, Executive Director, and Dr Rajender Kumar Godara, Director IQAC. They extended a warm welcome to Dr Charan and appreciated the efforts of the organising team. The event was anchored and supervised under the guidance of Dr Krishan Kumar Ashu, Organising Secretary, while the event was effectively coordinated by IKS Cell.

During the academic session, Dr Arjunde Charan introduced the participants to the philosophical roots of the Indian Knowledge Tradition, explaining how India's intellectual history, vast literary heritage, and cultural narratives together form a holistic education framework. He highlighted that Indian stories and narratives hold immense intellectual and ethical value. He emphasised that these stories are not mere entertainment but profound sources of guidance, character formation and emotional development. Dr Charan discussed the relevance of ancient texts such as the *Vedas*, *Upanishads*, *Puranas* and epics like the *Ramayana* and *Mahabharata* in cultivating moral insight among learners. He elaborated on how the Indian education system

historically focused on value-based teaching, deep contemplation, experiential learning, and spiritual understanding—principles that modern academic systems often overlook. During the session, students and faculty members actively interacted with the speaker, raising questions about the significance of value education, the preservation of Indian literary heritage and the applicability of traditional knowledge in present-day educational models. The session concluded with Dr Charan's message that to truly understand Indian stories, one must first understand the Indian Knowledge Tradition, because this tradition offers the philosophical foundation that makes these stories timeless and transformative.

The next session expanded upon the themes discussed in the previous session and took the participants deeper into the practical, social and educational dimensions of Indian Knowledge Systems. In the session, Dr Charan discussed the practical wisdom embedded in Indian performing arts, traditional storytelling, folk narratives, classical theatre and ancient pedagogical practices. He explained how dramatists, poets and storytellers of the Indian tradition were not merely artists but educators, philosophers and social reformers who shaped collective consciousness through creative expression. Dr Charan shared his personal experiences from the National School of Drama and his lifelong journey with Indian aesthetics, explaining how classical dramaturgy and Indian theories of *rasa* help in emotional refinement, empathy development and moral awakening among learners. He also highlighted real-life examples of how Indian stories have solved conflicts, promoted social harmony, and nurtured character-building for generations. During the extended afternoon session, participants engaged in discussions on integrating Indian ethical thought into modern curriculum design, using classical literature as a tool for emotional intelligence, and encouraging students to learn about their cultural roots through participatory learning. Students expressed curiosity about textual authenticity, oral traditions and the deeper layers of symbolism found in Indian epics. Dr Charan patiently addressed their questions and encouraged them to study Indian scriptures with openness,

sincerity and critical insight. The session ended with a reflective summary encouraging the participants to adopt a balanced perspective combining modern knowledge with ancient wisdom.

Addressing the gathering, Dr M M Saxena, Vice Chancellor, expressed his appreciation for Dr Charan's scholarly insights and reaffirmed the university's commitment to promoting initiatives rooted in India's cultural and intellectual heritage. Executive Director, Dr K S Sukhdev, also acknowledged the significance of integrating Indian philosophical thought and ethical learning into modern academics. Director IQAC, Dr Rajender Kumar Godara, praised the IKS Cell for its efforts and stressed the importance of such initiatives in enhancing the holistic development of students. IKS Chairperson, Dr Vishal Chhabra, thanked the leadership and highlighted the consistent efforts of the IKS Cell in bringing meaningful academic discussions to the campus. Director of IQAC expressed gratitude to the speaker and appreciated the active participation of students.

The students shared that the lecture deepened their understanding of the Indian Knowledge System and helped them connect with India's cultural identity and ethical foundations. They felt inspired to explore Indian literature, classical texts, philosophical traditions and indigenous knowledge systems. Many students expressed that the session-wise format enabled them to absorb the philosophical foundations in one session and understand the practical implications in another. Faculty members also acknowledged that the event added significant academic value by encouraging interdisciplinary thinking and inspiring a renewed interest in classical Indian texts.

The event concluded with a heartfelt vote of thanks extended to Prof. Arjundev Charan for delivering an enlightening and inspiring lecture. With both sessions contributing rich academic insights and cultural understanding, the event successfully fulfilled its objective of reviving India's traditional knowledge heritage in a modern educational context and left the audience intellectually stimulated, culturally enriched and deeply inspired.

Structural Engineering Convention at Indian Institute of Technology, Hyderabad

A four-day International Conference is being organised by the Department of Civil Engineering,

Indian Institute of Technology, Hyderabad, from December 20-23, 2026. The event is sponsored by the Indian Association for Structural Engineering (IASE). The primary objective of the event is to advance and uphold a safe and sustainable construction industry and quality research in the country. The Themes of the event are;

Advanced Materials and Technologies

- 3D-Printed Concrete Structures.
- Smart and Sustainable Materials for Construction.
- Fibre and Textile Reinforced Concrete Structures.
- Composites and Construction.
- Cold Formed/Thin-Walled Structures.
- New Technologies in Structural Design and Construction.

Concrete and Steel Structures

- Concrete Structures.
- Precast and Prestressed Concrete Structures.
- Steel and Steel-Concrete Composite Structures.
- Corrosion Studies on RC/Precast Structures.
- Water and Liquid Retaining Structures.

Structural Analysis, Modelling, and Simulation

- Computational Mechanics/Numerical Modelling and Simulation.
- Probabilistic and Stochastic Modelling of Structural Behaviour.
- Structural Stability and Health Monitoring.
- Life-cycle Assessment (LCA) of Structures.
- Structural Safety, Risk and Reliability Analysis.

Design and Construction of Specialised Structures

- Bridge and Wind Engineering.
- Coastal, Offshore, and Ship Structures.
- Glass and Facade Structures.
- Underground Structures.
- Masonry and Heritage Structures.
- Soil-Structure Interaction/Machine Foundation.

Structural Performance and Resilience

- Earthquake Engineering/Structural Dynamics/Response Control.
- Blast, Fire, Impact, and Safety Engineering.

- Structural Fire Engineering.
- Disaster Mitigation and Management.
- Repair, Rehabilitation, and Retrofit of Structures.

Emerging Technologies in Structural Engineering

- Artificial Intelligence (AI) and Machine Learning (ML) in Structural Engineering.

For further details, contact the Organising Secretariat, Chairman, SEC-2026, Department of Civil Engineering, Indian Institute of Technology Hyderabad, Kandi, Sangareddy-502284, Telangana through E-mail: sec2026@ce.iith.ac.in. For updates, log on to: <https://civil.iith.ac.in/SEC2026/>

International Conference on Health, Technology, and Development

A three-day International Conference on ‘Health, Technology, and Development in Uncertain Times: Building Agency, Resilience, and Equitable Futures’ is being organised by the Applied Health Economics and Development (AHEAD) Lab, Indian Institute of Technology (IIT) Roorkee, Uttarakhand from December 14-16, 2026. Health systems worldwide confront unprecedented challenges such as climate-induced health crises, threats to digital transformation and persistent inequities, etc. The event provides a critical platform for interdisciplinary dialogue on how technology, evidence, and development practice can converge to build more resilient, responsive, and equitable health futures. The Tracks of the Event are:

Track 1: Health Technology Innovation and Assessment for Development

- Economic Evaluation of Health Technologies (Cost-effectiveness, cost-utility, and budget impact analysis).
- HTA for Policy, Pricing, and Resource Allocation (HTA framework, pharmaceutical pricing, reimbursement, and priority setting).
- Health System Responsiveness, Equity, and Innovation in HTA (Distributional cost-effectiveness analysis, equity considerations, patient-centred care, methodological innovations, and industry perspectives).

Track 2: Artificial Intelligence, Data Systems, and Digital Transformation in Health

- Public Health Analytics, Epidemiology, Disease Surveillance and Prediction.

- Digital Health, Health Informatics, and Remote Care.
- Maternal, Child, and Population Health Applications.
- Industry Innovation, Technology Adoption, and Healthcare Transformation.

Track 3: Financing in Healthcare

- Healthcare Financing Systems and Universal Health Coverage.
- Health Insurance and Financial Risk Protection.
- Digital Innovation, Sustainable Financing and Public Policy.

Track 4: Climate Change, Global Health, and Environmental Resilience

- Air Quality, Energy, and Health.
- Urbanisation, Heat, Water Crises, and Occupational Risks.
- Food Systems and Planetary Health.
- Financing Resilience and Adaptation.

Track 5: Health Policy, Governance, and Community Agency

- Participatory Governance, Community Accountability, and Health Democracy
- Causal Inference and Impact Evaluation in Health Policy.
- Economic Evaluation of Public Health Programs and Incentive Schemes.
- Health Systems Research: Evidence Synthesis and Policy Translation.

Track 6: Pharmaceutical Innovation, Access, and Market Dynamics

- Pharmacoeconomics - Pharmaceutical Pricing, Affordability, and Access Strategies
- Generic and Biosimilar Market Development
- Medicine Supply Chain Innovation and Quality Assurance
- Pharmaceutical R&D for Neglected Diseases

Track 7: Healthcare Efficiency, Performance, and Quality Measurement

- Hospital and Primary Care Performance Indicators.
- Quality of Care Measurement and Improvement Science.

- Health-System Efficiency, Healthcare Access, and Resource Optimisation.

Track 8: *Technology, Health Behaviour, and Mental Health*

- Behavioural Health Economics and Service Delivery Models.
- Digital Behavioural Health Interventions and Evidence-Based Research.
- Technology-Enabled Behavioural Health and Psychosocial Support.
- Cognitive Health.

Track 9: *Health Equity, Gender, and Inclusive Development*

- Health Disparities, Inequality Measurement, and Distributional Impact Analysis.
- Urban-Rural Health Divides and Geographic Equity in Service Delivery.
- Indigenous Health Systems, Traditional Medicine.
- Universal Design, Accessibility, and Inclusive Health Technology Innovation.
- Women and Child Health.

Track 10: *Exclusive Track - Alumnae Discourses on Technology and Development*

- Intellectual Exchange among Alumni Researchers Contributing to Evidence-based Development Policy and Practice Globally.

For further details, contact the Convenor, Dr Pratap C Mohanty, Professor, Indian Institute of Technology Roorkee, Uttarakhand, through Phone Number: +91-0133228-4884, and E-mail: ahead@iitr.ac.in. For updates, log on to: www.iitr.ac.in/events/

International Conference on Artificial Intelligence, Computing Technologies, Internet of Things and Data Analytics

A two-day International Conference on ‘Artificial Intelligence, Computing Technologies, Internet of Things (IoT) and Data Analytics’ is being organised by the Department of Computer Science and Engineering, National Institute of Technology Silchar, Assam, with the technical collaboration of MIND International Society from October 02-03, 2026 through hybrid mode. The event aims to provide

a platform for interdisciplinary collaborations and foster a vibrant community of researchers and practitioners in Artificial Intelligence, Computing, and Data Analytics. The Tracks of the Event are:

Track 1: *Artificial Intelligence*

- Deep Learning.
- Neural Networks.
- Large Language Models (LLMs).
- Natural Language Processing.
- Expert Systems.
- Agents and Multi-agent Systems.
- Machine Learning.
- Image Processing.
- Biomedical Signals.
- Pattern Recognition.
- Computational Optimisation.
- Robotics and Automation.
- Explainable AI.

Track 2: *Computing*

- Quantum Computing.
- High-Performance Computing.
- Distributed and Parallel Systems.
- Cognitive Computing.
- Cloud Computing.
- Grid Computing.
- Embedded Computing.
- Edge Computing.
- Human-centred Computing.
- Green Computing.

Track 3: *Internet of Things and Diverse Applications*

- Internet of Things (IoT).
- Blockchain.
- 5G/6G Network Evolutions.
- Cybersecurity.
- Internet Security.
- Intrusion Detection.
- Web Services and Performance.
- Secure Transactions.

- Sensing and Sensor Networks.
- Mobile Learning.
- Mobile Sensor.

Track 4: Data Science

- Big Data.
- Data Analytics.
- Predictive Analytics.
- Data Mining.
- Fuzzy Logic.

- Sentiment Analysis.
- Data Warehousing.
- Data Fusion.
- Information Retrieval.

For further details, contact the Organising Secretary, Department of Computer Science and Engineering, National Institute of Technology Silchar, Fakirtilla, Silchar – 788010, through E-mail: aicta2026@nits.ac.in. For updates, log on to: www.nits.ac.in/events/

AIU News

Roundtable of Vice Chancellors of North-East India

A two-day Roundtable of Vice Chancellors of North-East India on the theme ‘Transforming Higher Education: Innovations, Collaborations and Strategies for a Future-Ready India’ was jointly organised by the Association of Indian Universities (AIU), New Delhi, and Rashtriya Raksha University (RRU), Gandhinagar, Gujarat, from August 10-11, 2026 at RRU, Pasighat Campus, Arunachal Pradesh. Dr Amarendra Pani, Joint Director, Research, AIU and Prof Priyanka Sharma, Dean RRU were the convenors of the Roundtable. Dr Kashyap Parmar, CSR and Alumni Relation Manager, RRU and Mr Kartik Acharya, Young Professional, AIU coordinated the event.

The Roundtable brought together around 16 Vice Chancellors from universities across the North-Eastern region, along with policymakers, academic leaders, government officials, experts and distinguished guests. The event provided an important platform for dialogue, knowledge exchange and institutional collaboration on the evolving role of higher education in responding to emerging national and regional priorities.

The Inaugural Session was graced by Shri Pema Khandu, Hon’ble Chief Minister of Arunachal Pradesh, as the Chief Guest. Dr. M Sanjeev Singh, Director, RRU, Pasighat Campus, delivered his welcome address and highlighted the importance of institutional partnerships, collaborative research and knowledge exchange in addressing the developmental needs of the region

and the country. He also emphasised the role of RRU, Pasighat Campus, in facilitating meaningful academic engagement and collaboration among universities, researchers, policymakers and other stakeholders.

Dr Amarendra Pani, Joint Director (Research), AIU, New Delhi, highlighted the importance of academic networks, institutional partnerships and collective knowledge-sharing in strengthening the higher education ecosystem. He emphasised that sustained collaboration among universities can facilitate the sharing of expertise, resources, research capacities and innovative practices. Dr Avinash Kharel, Dean, Campuses, RRU, emphasised innovation, academic collaboration and the need for universities to continuously adapt to technological advancements and emerging societal requirements.

In his inaugural address, Shri Pema Khandu highlighted the important role of universities in advancing the vision of *Viksit Bharat*. He emphasised that higher education institutions must nurture not only skilled graduates but also responsible, ethical and socially conscious citizens. Highlighting the strategic importance and immense potential of the North-East, he encouraged universities to undertake locally relevant and solution-oriented research, particularly in areas concerning border regions, livelihoods, connectivity, sustainable development, technology and socio-economic development. He also stressed the importance of strengthening research partnerships and promoting the sharing of expertise and resources among institutions to address regional challenges effectively.

The technical and roundtable sessions constituted the core of the programme, providing an opportunity for participants to deliberate on emerging trends, challenges and opportunities in higher education. The discussions covered a wide range of issues, including digital transformation, Artificial Intelligence, internationalisation, Indian Knowledge Systems, regulatory reforms, innovation and entrepreneurship, financial sustainability, institutional development and future-ready education.

Prof. Vinay Kumar Pathak, President, Association of Indian Universities, highlighted the need for comprehensive digital transformation and responsible integration of Artificial Intelligence across teaching, learning, research, administration, assessment and student engagement. He emphasised that digital transformation should be approached as an institutional process rather than merely as the adoption of new technologies, with appropriate attention to capacity building, accessibility, ethics and academic quality.

Shri Srijan Pal Singh, Founder and CEO, Kalam Center, discussed the need for building AI-ready universities and emphasised that Artificial Intelligence should not be treated merely as an IT initiative or an additional academic course. He highlighted the need for institutional transformation encompassing curriculum, faculty development, infrastructure, institutional culture and career preparation. He further stressed the importance of preparing students to work effectively with emerging technologies while retaining human capabilities such as creativity, critical thinking, ethical reasoning and problem-solving.

Dr (Mrs) Pankaj Mittal, Secretary General, Association of Indian Universities, discussed the globalisation and internationalisation of higher education. She emphasised the importance of meaningful academic and institutional collaborations that contribute to research, academic exchange, faculty and student mobility, knowledge sharing and broader institutional development. She also highlighted the need for universities to strengthen their global engagement while remaining responsive to their local and regional contexts.

Dr. Neeraj Saxena, Pro Chancellor, JIS University, focused on the theme of leading universities in the age of Artificial Intelligence.

He emphasised the need to prepare learners with critical thinking, creativity, problem-solving and other capabilities required to navigate an increasingly dynamic and technology-driven world. He highlighted that universities must move beyond conventional approaches to education and create learning environments that encourage adaptability, innovation and lifelong learning.

Prof. Manabendra Dutta Choudhury, Vice Chancellor, Rabindranath Thakur Vishwavidyalaya, discussed the strategic integration and implementation of Indian Knowledge Systems (IKS) in higher education. He emphasised the need to move beyond symbolic inclusion and promote the systematic documentation, preservation, scientific validation and meaningful integration of indigenous and traditional knowledge into contemporary higher education. He highlighted the potential of Indian Knowledge Systems to enrich teaching, research and interdisciplinary inquiry while connecting traditional knowledge with contemporary academic and societal needs.

Dr. Amarendra Pani, Convenor and Joint Director (Research), AIU, discussed the proposed regulatory architecture and design in higher education under the VBSA Bill, 2025. The deliberations examined issues relating to regulation, accreditation, academic standards, institutional autonomy, accountability and funding. Particular attention was given to the financial sustainability of public universities and the need to establish an appropriate balance between institutional autonomy and accountability. The discussion also highlighted the importance of regulatory frameworks that encourage innovation while safeguarding academic quality and institutional responsibility.

Shri Narottam Sahoo, Former Advisor and Member Secretary, Gujarat Council on Science and Technology (GUJCOST), focused on innovation, entrepreneurship and startup ecosystems within universities. He highlighted the need to move beyond degree-centric education and develop problem-solvers, innovators and entrepreneurs. He also emphasised the importance of connecting the distinctive strengths of the North-East—including its indigenous knowledge, rich biodiversity and local resources—with modern science, innovation and sustainable enterprise. Such an approach, he noted, can contribute to regional economic development

while creating new opportunities for students and local communities.

Prof. Arun Mohan Sherry, Director, IIM Shillong, discussed financial and institutional sustainability, highlighting technology-enabled education, collaboration, resource sharing, alternative funding mechanisms and entrepreneurship. He also emphasised the 4E framework—Education, Experience, Exposure and Environment—as an important approach to holistic student development. He encouraged universities to facilitate the transition from ‘Passion to Profession’ and from ‘Project to Product’, thereby strengthening the connection between education, innovation, employability and entrepreneurship.

The roundtable discussions also provided an opportunity for Vice Chancellors and participating institutions to share their experiences, institutional practices and perspectives on the challenges confronting higher education in the North-Eastern region. The exchanges underscored the importance of developing context-specific solutions while simultaneously building stronger institutional networks at the regional and national levels. Participants recognised that collaborative approaches can enable universities to pool expertise, infrastructure and resources and create greater opportunities for research, innovation and student development.

The Roundtable concluded with the Valedictory Session, during which Dr Amarendra Pani reflected on the key learnings and outcomes of the two day programme. He emphasised the importance of collective efforts, collaboration and knowledge-sharing among higher education

institutions for strengthening the higher education ecosystem.

Dr M Sanjeev Singh presented the report of the Roundtable, highlighting the major deliberations and outcomes of the programme. Mr Madin Hina, Assistant Director, RRU, Pasighat Campus, proposed the Vote of Thanks and expressed appreciation to all participating Vice Chancellors, speakers, experts, officials and other stakeholders for their valuable contributions to the Roundtable.

Overall, the Roundtable emerged as an important platform for academic dialogue, institutional collaboration and strategic reflection among universities of the North-East. The deliberations reinforced the need for universities to embrace technological transformation, strengthen research and innovation, promote entrepreneurship, meaningfully integrate Indian Knowledge Systems and develop sustainable institutional models. The discussions also highlighted the importance of locally relevant research, interdisciplinary collaboration and stronger linkages between universities, government, industry and communities.

The Roundtable reaffirmed that the future of higher education in the North-East will depend not only on individual institutional efforts but also on the ability of universities to work collectively, share knowledge and resources, and respond innovatively to emerging regional and national priorities. The programme thus provided a valuable foundation for strengthening inter-university partnerships and advancing a more connected, inclusive, innovative, sustainable and future-ready higher education ecosystem for the North-East and the nation. □

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

Shuffling the Deck Chairs

Hema Raghavan*

We have a saying in Tamil that means to manage situations or problems through haphazard shifting, without actually resolving the core issue. The removal of the Education Minister and replacing him with another might have met the key demand of a newly formed group of youth protesters. Still, it is like shuffling the deck chairs instead of clearing the deck, ignoring a more serious problem that is at the root of the Indian education system.

I am an academic in the super senior category with teaching experience of teaching graduate and postgraduate classes for more than 40 years. The striking difference between then and now is the change in perception of the value of higher education. Earlier, education was for its own sake, for intellectual growth and personal enrichment, for the love of learning and deepening one's understanding. This was the case with the generations that preceded Gen Z. Statistics show the Millennials (1981-1996) as the best educated amongst the groups of Gen X, the Baby Boomers and the Silent Generation from 1928 to 1980. Higher education was viewed as a means towards the development of society. I belong to the generation of Baby Boomers that encouraged female students to go to college. The Euphoria of Independence was inspirational, as everyone wanted to contribute to the new India that came into existence in 1947. Higher education was limited to those who had an academic bent of mind, who had an aptitude for learning and developing skills like intellectual, analytical, and problem-solving skills and making them socially and emotionally active and ready for future career paths.

But today, everyone wants to go to college, though no one knows why except for a vague hope that it may fetch a job with reasonably good prospects. Nothing more, nothing less. For a majority of students, there is nothing beyond the mistaken equivalence between education and

employment. The protests that started with the leakage of National Eligibility cum Entrance Test (NEET) papers are not limited to it but are an outburst against the high youth unemployment. About 40 per cent of India's graduates under the age of 25 remain without a job. With Artificial intelligence threatening more job cuts, the prospects of youth who constitute 30% of the Indian population look dim. Hence, this link between higher education and employment that is at the core of the National Education Policy—2020 (NEP—2020) does not carry much weight. Frankly, an old-timer like me who benefitted immensely from higher education, the change seen today shows that the three years (or three years plus) of college life has no other meaning for the 18+ youth except to live in a world of expectation, spend three years of honeymoon with endless free hours, which *inter alia* provides escapism through a willing suspension of a disciplined routine as well as physical and mental exercise. Except for a countable few, for a majority of students, college provides no stimulation, no learning and no skills except to hype the government statistics of increased numbers in higher education, marking a massive 31.5% increase over the past decade.

The sad part is that there has been no survey of the students who have done three years of study under the NEP--2020 policy to assess their learning outcome, their skill acquisition and most importantly, their employability. Barring a few who are cerebral and gifted with high intelligence and a love for learning, the majority of students remain at the same level when they leave school. The test case is Delhi University, where only 30% of students have enrolled for the fourth year, and the rest have chosen to exit with a three-year degree. Official data from DU shows 17.7% (1,578 placed out of 8,905 graduates) got employment, with a median salary package of ₹5.50 LPA. All this underscores the twin fallacies of skill training as a part of academic learning and the linking of employment with a degree.

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A fresh look at NEP is needed, factoring in the foundational values that establish higher education as special centres for teaching, learning and research. Skill training is a tool for a job; academic learning builds knowledge, enables understanding of theories, concepts and principles that form the basis of different disciplines, develops the students' critical thinking and analytical skills such as data analysis and a logical step-by-step approach to solving problems and gives a broader exposure to new findings, fresh discoveries and innovations. The nation also needs skilled personnel just as it has the need for academic scholars and researchers – the latter towards innovations and the former towards executing those innovations. Innovation and implementation are two sides of the same coin, which reflects the growth and progress of a nation. We need new ideas, new concepts that hold possibilities of strategising them for greater comfort and ease of living, while implementation provides the practical execution to turn those ideas into real-world value. The ingenuity of scientists during the COVID-19 pandemic to discover preventive vaccines was formulated in the advanced research laboratories. Manufacturing the vaccine, putting it into small vials that contain one to ten doses each, and sealing and packaging them for distribution were done at the factories. Creativity and innovation demand academic researchers, and implementation demands skilled, trained personnel who are in charge of the manufacturing units and who oversee the product reaching out to the public. The progress of a nation hinges upon the delivery by each of these two groups.

Hence, we need two sets of institutions/ two types of universities. Each has its own importance, with neither of the two seeking a higher privileged status. Both get their learning and training in the tertiary stage of education. NEP should formulate a policy for each one of the two institutions and give up the present experiment of clubbing the two in one academic degree programme. They have to be funded equally with state-of-the-art laboratories and state-of-the-art production units.

Admission to academic institutions must focus on entry to those who have an aptitude for research and scholarship. The number will be much smaller than those who move to skill training universities. The present CUET examination for admission must be in two parts - computer-based tests (CBT)

in Part I and discipline-based aptitude questions in Part II. While CUET is for Central Universities, it can be replicated by states in their SUETs. This bifurcation is fundamental to improving higher education at all levels. At present, a huge majority of students with no inclination towards academic learning are forced to take admission mainly as a TINA factor (*There is no alternative factor*) and attend classes to avoid the Damocles' sword of compulsory minimum attendance.

The idea of holding a single entrance examination for the whole of India is founded upon ensuring uniformity in admissions to colleges / universities for both graduate and undergraduate courses, apart from NEET for medical admissions and JEE for IIT and engineering colleges. The chaos that happened recently due to the leakage of NEET papers is only the tip of the iceberg. It is not only a systemic failure, but it exposes corruption and fraud perpetuated right from setting the question papers to their distribution to many thousands of examination Centres. The logistics are mind-boggling- to get the question papers to the right destination at the right time; that includes warehousing, i.e. storing them safely) and all other detailed arrangements needed for a massive, complicated exercise involve a lot of people and flawless technological support at different centres. Primarily, the fault does not lie in the employment of technology, but in ourselves, as human interventions at different points can trigger the leakage. Moreover, many remote parts of the nation do not have enough computers at designated centres, leaving aside poor or no connectivity. The desire to establish uniformity may be a laudable goal, but currently the one nation, one examination idea is an impossibility. The cost of enforced uniformity is the leakage of question papers. Uniformity is not unity, just as silence is not peace, as demonstrated by the recent youth protests. Moreover, in a federal set-up, with education being on a concurrent list, let there be autonomy for States to have their own eligibility criteria. The NEET model can be for centrally funded medical institutions like AIIMS, JIPMER, PGIMER, NEIGRIHMS and medical colleges of Central Universities. States can have their SEET and SUET examinations. The states can admit 25% of NEET and CUET eligible candidates and the remaining 75% from their own examinations. Let us recall John F. Kennedy's words: "Conformity is the jailer of freedom and the enemy of growth."

Allowing many flowers to bloom in soil other than their own may not be feasible.

This brings us to the current NEP's curriculum mandate, where credits are given for academic courses and skill training courses. Skill Training universities must provide 40% of theory lessons and the remaining 60% in practical work. The Core Curriculum should include Soft Skills such as Language fluency, basic IT tools, professional ethics, financial literacy, and digital awareness; technical theory, domain concepts, industrial safety, usage of tools and tool mechanics, and process planning. This will be for three days a week. During the other three days of the week, students should get hands-on training working directly at company plants or corporate offices or manufacturing units or media houses. The present policy expects academics to be skill trainers, which they are not. They are good at handling theory classes, and they can mentor the students through exposure to extra-curricular courses that will widen their world perspective, to understand and appreciate life, books, human events, values, art, culture, philosophy, different world religions and world civilisations. The aim should be to turn each one of the students who come to the portals of universities into Citizens of the World. The students should earn credits for attending these courses and presenting term papers on any two courses of their choice every year.

The students who opt for academic learning can continue to have the choice of a three-year degree or a four-year degree leading to higher academic research scholarship. The three-year programme should revert to the older scheme with improved pedagogy, to opt for two compulsory language courses and two courses in Humanities and Arts, or

Social Sciences or Commerce. The science students should also do Compulsory English and one foreign language (European /Korean/Chinese/Russian) and two interdisciplinary courses. The curriculum should be prepared to give the students both breadth and depth of learning.

NEP has to be slightly tweaked if we set our eyes on Viksit Bharat. There is nothing wrong with course correction. The Stoic philosopher Seneca wrote: *"Our plans miscarry because they have no aim. When a man does not know what harbour he is making for, no wind is the right wind."* If we have specific goals, they will lead us to better performance. All homilies urging teachers to do their best will bear fruit if we know what our goals are. Mal James in *Scandinavia Standard* writes: *'Do your best' is a harbour with no coordinates. You can sail toward it forever.* The policymakers on Education must be only Academics and not those who sit in the Secretariat ivory towers, far removed from the portals of learning. Let the Academics go back to the drawing board to re-examine guidance from ancient times through the medieval to modern times -from our Gurukul system to Nalanda to Confucius, from Socrates to Plato to Aristotle, from Erasmus to Comenius, from Rousseau to John Dewey, from Tagore to Paulo Freire -all those who linked education with moral values, with good citizenship, with question-and-answer method of learning to help students think, with training in practical skills and with connection to Nature and suitably frame the curriculum to re-wire wholesome learning with a focus on *"One Planet, the Earth; one Family, Mankind"* - an inspiring motto towards achieving it.

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To Our Readers

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

Dr Sistla Rama Devi Pani, Editor

THESES OF THE MONTH

SCIENCE & TECHNOLOGY

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

AGRICULTURAL & VETERINARY SCIENCES

Biotechnology

1. Bargoti, Taniya. **Studies in the development of anthocyanin enriched tomato (*Solanum lycopersicum* L) using CRISPR/Cas9-mediated genome editing.** (Dr. Deepali Singh), Department of Biotechnology, Gautam Buddha University, Greater Noida.
2. Panigrahi, Rajashree. **Genetic stability and evaluation of phytochemical properties of *in vitro* propagated *Kaempferia parviflora* and *Zingiber cassumunar*.** (Dr. Reena Parida), Department of Biotechnology, Siksha O Anusandhan (Deemed to be University), Bhubaneswar.
3. Saha, Baisista. **Deciphering the role of WRKY transcription factors against biotic stress in pearl millet (*Pennisetum glaucum*).** (Dr. Mrunmay Kumar Giri), KIIT School of Biotechnology, Kalinga Institute of Industrial Technology, Bhubaneswar.

Forestry

1. Afreen Mohsin. **Evaluation of poplar-mentha based agroforestry system for better land utilization.** (Dr. Charan Singh and Dr. Charan Singh), Department of Forestry Extension, Forest Research Institute (Deemed to be University), Dehradun.
2. Anil Kumar. **Ecological assessment of vegetation and estimation of carbon stock in Talra Wildlife Sanctuary, Himachal Pradesh, North-Western Himalaya.** (Dr. R K Verma), Department of Forest Ecology and Environment, Forest Research Institute (Deemed to be University), Dehradun.
3. Chauhan, Kiran. **Chemical investigation of *Prinsepia utilis* seeds and leaves for fatty oil and biochemical constituents.** (Dr. V K Varshney, Dr. Y C Tripathi and Dr. H R Chitme), Department of Chemistry of Forest Products, Forest Research Institute (Deemed to be University), Dehradun.

4. Giri, Varsha. **Development of seed nursery techniques for seed germination of *Anogeissus latifolia* and *Anogeissus sericea* var *nummularia*.** (Dr. Naveen Kumar Bohra and Dr. Sangeetha Singh), Department of Forest Botany, Forest Research Institute (Deemed to be University), Dehradun.
5. Kumari Beauty. **Growth performance and yield of the medicinal plants under eucalyptus based agroforestry system in upper gangetic plains of Uttar Pradesh.** (Dr. Anita Tomar), Department of Silviculture, Forest Research Institute (Deemed to be University), Dehradun.
6. Mohd Salim. **Studies on physico chemical techniques for treatment of backwater to achieve near zero liquid discharge in recycled fiber based kraft paper mills.** (Dr. B P Thapliyal, Dr. Shivaker Mishra and Dr. Nitin Endlay), Department of Pulp and Paper Technology, Forest Research Institute (Deemed to be University), Dehradun.
7. Neha Devi. **Assessment of above ground biomass, carbon accumulation and development of growth model for *Dendrocalamus strictus* and *Thyrsostachys oliveri*.** (Dr. Ajay Thakur and Dr. Hukum Singh), Department of Forest Ecology and Environment, Forest Research Institute (Deemed to be University), Dehradun.
8. Pendela, Surath Kumar. **Community analysis and carbon stock estimation of *Pterocarpus santalinus* bearing forests of Eastern Ghats, Andhra Pradesh.** (Dr. Swapnendu Pattanaik), Department of Forest Ecology and Environment, Forest Research Institute (Deemed to be University), Dehradun.
9. Saini, Deepesh. **Molecular phylogeny and population genetics of Himalayan Blue Sheep (*Pseudois nayaaur*) in Himalayan Region.** (Dr. Vishnupriya Kolipakam, Dr. S K Gupta and Dr. S Sathyakumar), Department of Forest Biotechnology, Forest Research Institute (Deemed to be University), Dehradun.

- Sharma, Neha. **Studies on the Mycorrhizal relationship and associated mycobionts in *Taxus wallichiana* Zucc.** (Dr. Ashwani Tapwal), Department of Forest Pathology, Forest Research Institute (Deemed to be University), Dehradun.

Genetics & Plant Breeding

- Chaurasiya, Sanjay. **Effect of different salinity levels on seedling characters in genotype of lentil (*Lens culinaris* M).** (Dr. Kunvar Gyanendra Kumar), Department of Genetics and Plant Breeding, Bhagwant University, Ajmer.

BIOLOGICAL SCIENCES

Biotechnology

- Deka, Purbajyoti. **Microbiological evaluation of indigenous non-alcoholic fermented foods of North East India and their probiotic potential.** (Dr. Esther Lalnunmawii and Dr. Bhim Pratap Singh), Department of Biotechnology, Mizoram University, Aizawl.
- Ghosh, Dipanwita. **Studies on diversity and virulence properties of hemolytic bacteria from aquatic sources and phylogenetic analysis of hemolysins.** (Prof. Dipanwita Saha), Department of Biotechnology, University of North Bengal, Darjeeling.

Botany

- Bhat, Showkat Ahmad. **Physiological and metabolic responses of buckwheat (*Fagopyrum spp*) under drought stress.** (Prof. Aijaz Ahmad Wani and Dr. Riffat John), Department of Botany, University of Kashmir, Srinagar.
- Das, Sani. **Studies on the pollination ecology and reproductive success of some climbers.** (Prof. B K Datta), Department of Botany, Tripura University, Suryamaninagar.
- Humeera Yousuf. **Diversity and characterization of endophytic mycoflora associated with *Vitis vinifera* L in Kashmir Valley.** (Prof. Mohd Yaqub Bhat and Prof. Abdul Hamid Wani), Department of Botany, University of Kashmir, Srinagar.
- Saba Yaqoob. **Invasion patterns, introduction pathways and risk analysis of invasive plant species for their effective management in Dachigam National Park, Kashmir.** (Prof. Manzoor Ahmad Shah and Dr. Zafar A Reshi), Department of Botany, University of Kashmir, Srinagar.

- Tabia Mushtaq. **Pathological study on fungal rot of tulip bulbs in Kashmir Himalaya.** (Prof. Abdul Hamid Wani and Prof. Mohd Yaqub Bhat), Department of Botany, University of Kashmir, Srinagar.

Life Sciences

- Tlau, Lalbiakngheti. **Phytochemical analysis and evaluation of the medicinal properties of *Helicia* sp (Proteaceae).** (Prof. K Lalchhandama), Department of Life Sciences, Mizoram University, Aizawl.

Microbiology

- Baria, Dhritiksha. **Prospecting of marine bacteria for biopolymer synthesis.** (Dr. Vikram Raval), Department of Microbiology, Gujarat University, Ahmedabad.
- Handa, Vishal Laghubhai. **Development of microbial formulations of agricultural importance.** (Dr. B R M Vyas), Department of Biosciences, Saurashtra University, Rajkot.
- Shah, Mili Sandeepbhai. **Investigation of nutraceutical and medicinal prospects of selected mushrooms.** (Dr. Hardik S Shah), Faculty of Science, Ganpat University, Mehsana.

Zoology

- Aamir Majeed. **Effect of dietary lipid sources on growth, enzyme activities and expression of *FADS2* and *ELOVL5* genes in common carp, *Cyprinus carpio* var *communis* fingerlings.** (Prof. Imtiaz Ahmed Khan and Prof. Nazir Ahmad Dar), Department of Zoology, University of Kashmir, Srinagar.
- Keerthi, P. **Studies on hydrobiological parameters of Vanivilasa Sagara Reservoir with special reference to Ichthyogaunal diversity.** (Dr. Ashashree H M), Department of Zoology, Kuvempu University, Shankaraghatta.
- Murthy, M V Keshava. **Studies on ecological distribution and population dynamics of soil nematodes in Udupi District, Karnataka.** (Dr. Shwetha A), Department of Zoology, Kuvempu University, Shankaraghatta.

EARTH SYSTEM SCIENCES

Environmental Science

- Sabba Yaqoob. **Bioprospection of endophytic fungi isolated from *Lavatera cashmeriana* camb: An endemic medicinal plant of Kashmir Himalaya.** (Dr. Azra Nahid Kamili and Prof. Bashir Ahmad Ganai), Department of Environmental Science, University of Kashmir, Srinagar.

ENGINEERING SCIENCES

Aerospace Engineering

1. Mohamed Hussain, M F. **Modification and serration dynamics in winglets: Effects on performance and TIP vortex alleviation.** Department of Aeronautical Engineering, Hindustan Institute of Technology & Science, Chennai.

Automobile Engineering

1. Teddy, Samuel R. **Experimental and simulation study on the energy absorption capabilities of varying crash box designs in vehicle front-end structures under low speed scenarios.** Department of Automobile Engineering, Hindustan Institute of Technology & Science, Chennai.

Biochemical Engineering

1. Pradhan, Salila. **Microbiome-based rhizosphere engineering for mitigation of salinity stress in tomato.** (Prof. Shilpi Sharma), Department of Biochemical Engineering and Biotechnology, Indian Institute of Technology Delhi, New Delhi.

Chemical Engineering

1. Patidar, Ankit. **Development and application of multiscale simulations for structure-property relationship in polymer-clay nanocomposites.** (Prof. Gaurav Goel), Department of Chemical Engineering, Indian Institute of Technology Delhi, New Delhi.

Civil Engineering

1. Shah, Jaimin Kamal. **Parametric study of bamboo reinforced concrete structural members.** (Dr. J D Rathod), Department of Civil Engineering, Maharaja Sayajirao University of Baroda, Vadodara.

Computer Science & Engineering

1. Amit Singh. **Analysis of biomedical images for lungs cancer detection using machine learning techniques.** (Prof. Rakesh Kumar Dwivedi and Prof. Rajul Rastogi), Department of Computer Applications, Teerthanker Mahaveer University, Moradabad.
2. Anil Kumar. **Text summarization using artificial intelligence.** (Dr. V K Sharma), Department of Computer Science & Engineering, Bhagwant University, Ajmer.
3. Archana, R. **An enhanced load balancing strategies in fog-cloud computing framework using reinforcement learning approaches.** (Dr. Pradeep Mohan Kumar K), Department of Computer Science & Engineering, SRM Institute of Science and Technology, Kattankulathur, Chennai.

4. Balani, Premkumar Dwarkadas. **Design and development of a scheduling algorithm for identical multiprocessors in real time environment.** (Prof. Apurva Shah), Department of Computer Science & Engineering, Maharaja Sayajirao University of Baroda, Vadodara.
5. Das, Akhil Kumar. **An approach towards design and implementation of expert systems for breast cancer detection and management using machine learning analytics.** (Dr. Ardhendu Mandal and Dr. Saroj Kumar Biswas), Department of Computer Science & Technology, University of North Bengal, Darjeeling.
6. Dash, Artatrana Biswaprasanna. **Detection and analysis of colorectal malignancy using deep learning approaches.** (Dr. Sachikanta Dash and Dr. Sasmita Padhy), Department of Computer Science & Engineering, GIET University, Gunupur.
7. Juby Raju. **Development of novel algorithms for prediction of survival after liver transplantation.** Department of Computer Science & Engineering, Hindustan Institute of Technology & Science, Chennai.
8. Kakkar, Lokesh. **Advance cyber security system for delivery tracking with damage and fraud detection using modern image processing algorithm.** (Dr. V K Sharma), Department of Computer Science & Applications, Bhagwant University, Ajmer.
9. Kathane, Kavita Arun. **Recommendation based cloud forensics for pre-emptive detection of security events.** (Dr. V K Sharma), Department of Computer Science & Engineering, Bhagwant University, Ajmer.
10. Pathak, Gaurav. **Analysis of advance brain machine interfaces.** (Dr. V K Sharma and Dr. Yogita M Vaidya), Department of Computer Science & Engineering, Bhagwant University, Ajmer.
11. Priyadarshni, Vaishnawi. **Breast cancer detection using machine learning.** (Prof. Sanjay Kumar Sharma), Department of Computer Science & Engineering, Gautam Buddha University, Greater Noida.
12. Ravinder Kaur. **Intelligent traffic and driving system.** (Dr. Jitendra Singh), Department of Computer Science & Engineering, SRM Institute of Science and Technology, Kattankulathur, Chennai.

13. Shahi, Abhishek. **Adaptive framework for classification and prediction of diabetes using machine learning algorithm.** (Dr. V K Sharma, Dr. Amitabh Wahi and Dr. Anshu Kumar Dwivedi), Department of Computer Science & Engineering, Bhagwant University, Ajmer.
14. Sinhal, Suchita. **Design and implementation of predictive data mining technique for depression prognosis.** (Dr. Ruchi Nanda), Department of Computer Science & IT, IIS (Deemed to be University), Jaipur.
15. Vaidhya, G K. **Dynamic double handed Indian sign language recognition for hearing impaired people.** (Dr. Paavai Anand G), Department of Computer Science & Engineering, SRM Institute of Science and Technology, Kattankulathur, Chennai.
16. Yadav, Neha. **A multi model framework for adaptive knowledge retrieval A multi model framework for adaptive knowledge retrieval.** (Dr. Dhanalekshmi Gopinathan), Department of Computer Science & Engineering, Jaypee Institute of Information Technology, Noida.
6. Nayak, Subhasis. **Energy balancing strategy in modular power converters with distributed energy resources.** (Prof. Anandarup Das), Department of Electrical Engineering, Indian Institute of Technology Delhi, New Delhi.
7. Tailor, Hemang Ramanbhai. **Analyzing over voltages by frequency dependant line modeling for designing insulation coordination of ultra high voltage AC system.** (Prof. Apurva Shah), Department of Electrical Engineering, Maharaja Sayajirao University of Baroda, Vadodara.

Electronics & Communication Engineering

1. Padhi, Jagadish Chandra. **Design and development of transition metal oxide based electronic materials for magnetic field sensing application.** (Prof. Satyanarayan Bhuyan and Dr. Seshadev Sahoo), Department of Electronics & Communication Engineering, Siksha O Anusandhan (Deemed to be University), Bhubaneswar.
2. Tamizhelakkiya, K. **Deep learning driven spectrum learning for wireless communication system design.** (Dr. Manimegalai CT), Department of Electronics & Communication Engineering, SRM Institute of Science and Technology, Kattankulathur, Chennai.

Material Science and Engineering

1. Sahoo, Sandeep Kumar. **Amino acid-based hydrogel composites for atmospheric water harvesting and purification applications.** (Prof. Bijay Prakash Tripathi), Department of Materials Science and Engineering, Indian Institute of Technology Delhi, New Delhi.
2. Shandilya, Prashant Mani. **Processing and characterization of ultra high molecular weight polyethylene in terms of its blends and microcellular foams.** (Prof. A K Ghosh and Prof. Shiv Shankar Banerjee), Department of Materials Science and Engineering, Indian Institute of Technology Delhi, New Delhi.

Nanotechnology

1. Dinesh Kumar. **Synthesis of metal and doped iron oxide nanoparticles for antimicrobial and high frequency applications.** (Prof. Atul Thakur, Prof. P B Sharma and Dr. Navin Khanna Arturo Falaschi), Amity Institute of Nanotechnology, Amity University, Gurugram.

Electrical & Electronics Engineering

1. Bisla, Nidhi. **Studies on underwater 3D acoustic imaging.** (Prof. Arun Kumar and Prof. Rajendra Bahl), Centre for Applied Research in Electronics, Indian Institute of Technology Delhi, New Delhi.
2. Deepa Kumari. **Development of order reduction methods for linear continuous time and discrete time systems.** (Dr. Kirti Pal and Dr. C B Vishwakarma), Department of Electrical Engineering, Gautam Buddha University, Greater Noida.
3. Jindal, Ashish. **Broadband transmit/receive front end functional blocks using GaN technology.** (Prof. Ananjan Basu, Prof. S K Koul and Prof. Karun Rawat), Centre for Applied Research in Electronics, Indian Institute of Technology Delhi, New Delhi.
4. Khan, Imran Ali. **OTFS-based channel estimation and multiple-access in doubly spread wireless channel.** (Prof. Saif Khan Mohammad), Department of Electrical Engineering, Indian Institute of Technology Delhi, New Delhi.
5. Muzaffar Hussain. **Study and analysis on cooling performance of transformer oil using oxide based nano fluids.** (Dr. M A Ansari and Dr. Feroz Ahmad Mir), Department of Electrical Engineering, Gautam Buddha University, Greater Noida.

MATHEMATICAL SCIENCES

Mathematics

1. Chaini, Babita. **Optimization techniques in interval type-2 fuzzy environments.** (Dr. Narmada Ranarahu), Department of Mathematics, Siksha O Anusandhan (Deemed to be University), Bhubaneswar.
2. Hemavathy, K. **A study on fixed point theorems using various types of mapping in complete 2-metric spaces.** (Dr. Thalpathiraj S), Department of Mathematics, SRM Institute of Science and Technology, Kattankulathur, Chennai.
3. Supriya, P. **A study on unsteady free convective Casson and Williamson nanofluid flow over a vertical cone.** (Dr. Bapuji Pullepu), Department of Mathematics, SRM Institute of Science and Technology, Kattankulathur, Chennai.

MEDICAL SCIENCES

Biochemistry

1. Das, Baijnath. **A comparative study to assess diabetic and hypertensive biomarker on Covid-19 vaccinated diabetic and hypertensive patients.** (Prof. Navneet Kumar), Department of Biochemistry, Teerthanker Mahaveer University, Moradabad.

Biotechnology

1. Das, Bhabani Shankar. **Studies on phytoconstituents analysis, antioxidant activity, antibacterial activity and mode of action of *Trachyspermum ammi* essential oil and its major bioactive compound thymol against foodborne pathogens and *mycobacterium* species.** (Dr. Debapriya Bhattacharya), Department of Biotechnology, Siksha O Anusandhan (Deemed to be University), Bhubaneswar.

Dentistry

1. Dinesh Kumar, T. **Evaluating the immune enhancement effects of Triphala on neutrophil and lymphocyte functions in oral squamous cell carcinoma.** (Dr. Nirmala Anandan.S), Department of Dentistry, SRM Institute of Science and Technology, Kattankulathur, Chennai.
2. Prakash, P S G. **Evaluation of the regenerative potential of low level laser therapy in the management of intra-bony defects associated with chronic periodontitis patients: An ex-vivo and in-vivo study.** (Dr. Kavitha S), Department of Periodontology and Oral Implantology, SRM Institute of Science and Technology, Kattankulathur, Chennai.

Pharmaceutical Science

1. Jain, Anamika. **Conjugation of tamoxifen derivative with tripeptides for improving efficacy in the treatment of breast cancer.** (Prof. Asmita Gajbhiye), Department of Pharmaceutical Sciences, Dr Harisingh Gour Vishwavidyalaya, Sagar.
2. Krosuri, Pavan Kumar. **In silico development and characterization of nisoldipine and cilnidipine analogues for the enhanced solubility and therapeutic potential in the treatment of angina pectoris.** (Dr. Mothilal M), Department of Pharmacy, SRM Institute of Science and Technology, Kattankulathur, Chennai.
3. Mishra, Preeti. **Development and biological evaluation of novel mosquito repellent based on extracted essential oil.** (Prof. A Elpine Prabahar and Dr. Amit Kumar Verma), Department of Pharmacy, Teerthanker Mahaveer University, Moradabad.
4. Pote, Sukanya Suresh. **Biogenic synthesis and characterization of nanoparticles loaded with *Mitragyna parvifolia* and evaluation of their anti inflammatory potential.** (Dr. Preeti Salve and Dr. Meenaxi Maste), KLE College of Pharmacy, KLE Academy of Higher Education and Research, Belagavi.

Physiotherapy

1. Pattni, Vandana Indraprakash. **Study of nerve conduction parameters in subjects with type-II diabetes mellitus: A cross sectional study.** (Dr. Hardini Prajapati), Department of Physiotherapy, Gujarat University, Ahmedabad.

PHYSICAL SCIENCES

Chemistry

1. Joy, Francis. **Synthesis, photoluminescent properties and applications of Stimuli responsive organic luminogens.** (Dr. Aatika Nizam), Department of Chemistry, Christ (Deemed to be University), Bengaluru.
2. Krishan Kumar. **Unravelling the transcription activation mechanism of a virulence-associated small RNA MTS1338 and its function in *mycobacterium tuberculosis*.** (Prof. Tanmay Dutta), Department of Chemistry, Indian Institute of Technology Delhi, New Delhi.

3. Muhammad Sadiq. **Evaluating anti-inflammatory potential of metabolites from endophytic fungi diaporthes longicolla and assessing its ability to catalyze transformation of aromatic compounds.** (Dr. M R Ganesh), Department of Chemistry, SRM Institute of Science and Technology, Kattankulathur, Chennai.
4. Twara, Kikani. **Engineering smart hybrid polymer bioplatforams for wound care, drug delivery and theranostics.** (Prof. Sonal Thakore), Department of Chemistry, Maharaja Sayajirao University of Baroda, Vadodara.
4. Rathod, Radhika Atulbhai. **To study and characterize pure and bivalent metal ION doped magnesium sulphate heptahydrate crystal.** (Dr. H O Jethwa), Department of Physics, Saurashtra University, Rajkot.
5. Ravindra Kumar. **Nanostructured metal sulfide based anode materials for high performance electrochemical energy storage devices.** (Dr. Ashish Kumar Keshari and Prof. Ramesh Chandra), Department of Applied Physics, Gautam Buddha University, Greater Noida.

Physics

1. Aswathy, Felicia W. **Green synthesis of platinum nanoparticles for biomedical applications.** (Dr. Anila E I), Department of Physics & Electronics, Christ (Deemed to be University), Bengaluru.
2. Chaudhary, Prahladbhai Dhudabhai. **Study of effect of fertilizers on dielectric properties of soils.** (Dr. D H Gadani), Department of Physics, Gujarat University, Ahmedabad.
3. George, Jelby. **Synthesis of bio derived low dimensional materials for energy storage and optical applications.** (Dr. Manoj B), Department of Physics & Electronics, Christ (Deemed to be University), Bengaluru.
6. Sahoo, Ananya. **Fe-Ni invar alloys: Structural, magnetic and electronic properties.** (Prof. Venkata Rama Rao and Dr. Santosh Kumar Parida), Department of Physics, Siksha O Anusandhan (Deemed to be University), Bhubaneswar.
7. Singh, Soni. **Feature extraction and classification of images using deep learning networks.** (Dr. Mausumi Pohit), Department of Applied Physics, Gautam Buddha University, Greater Noida.



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**TANTIA UNIVERSITY,
SRI GANGANAGAR, (RAJASTHAN)-335002**

RECRUITMENT

Applications are invited from eligible candidates for following posts:

S. No.	Name of Posts	Posts
1.	President (Vice Chancellor)	01
2.	Pro-President (Pro-Vice Chancellor)	01

Note:-

- Detailed information regarding the posts, qualifications, experience, eligibility criteria, terms and conditions of recruitment shall be as per the UGC norms and Raj. Govt. guidelines.
- Apply giving full particulars **within 15 days** from the date of publication of this advertisement to the undersigned by **e-mail: registrar@tantiauniversity.com**

Registrar

Place: Sri Ganganagar (Raj.)

Date: 02.09.2026

**JAYAWANTRAO AWALE SHIKSHAN PRASARAK MANDAL
ICHALKARANJI SHIKSHANSHASTRA MAHAVIDYALAYA,
ICHALKARANJI**

Opp.ST.Depo Near Govt. Rest House Shahapur Ichalkaranji
Dist – Kolhapur 416 115
(Affiliated to Shivaji University, Kolhapur)

Permanent Non Grantable

Application are invited from eligible candidates for the following posts:

Sr. No	Name of the Posts	Total Vacant Posts	Open Posts	Reserved Category Posts
A	Assistant Professor			
1	Perspective In Education	03	---	SC – 01 VJA – 01 OBC - 01
2	Padagogy Subject			
	Mathematics	02	01	SC – 01
	Science	01	--	ST – 01
	Social Science	01	01	SC - 01
	Language	01	--	SC - 01

Note :- * For detailed information about posts, qualifications & other terms & Conditions please visit University website: www.unishivaji.ac.in

Pease :-

Date

Chairman

Jayawantrao Awale Shikshan Prasarak Mandal,
Ichalkaranji

**Shri Sambhaji Foundation, Nanded
Shri Sambhaji College of Management and Technology
Degaon Road, Opp-Nandla-Digras, Khadkut
Tal-Dist-Nanded. Maharashtra. 431605**

Wanted

Applications are invited from the eligible candidates for the following posts. The applications should be in the format prescribed by University duly completed in all respect should reach the undersigned **within 15 days** from the date of publication of the advertisement at the college address. Candidates of reserve category should submit one copy of application to Assistant Registrar (Special Cell) S.R.T.M.U. Nanded.

Sr. No	Name of the Post	Number of Post	Reservation
01	Director	01	Unreserved

Qualifications, Experience & Pay Scale:

As per UGC, AICTE & SRTMU, Nanded University norms.

Note:

- Prescribed application form, qualifications & experience is available on the University website (www.srtmun.ac.in).
- No T.A./D.A will be paid to attend the interview.
- Eligible candidate those who are already in services should submit their applications through proper channel.
- All attested photocopies of certificate and other relevant documents should be attached with application form and submit hardcopy in college **within 15 days** of advertisement published.

Mob.: 8788884756

SECRETARY

**Maharani Devi Ahilyabai Holkar Education Society, Sangli.
Padmabhushan Dr. Krantiveer Nagnathanna Naikwadi
Kala Mahaviyalaya, Zare**

A/p – Zare, Tal-Atpadi, Dist-Sangli.
(Affiliated to Shivaji University, Kolhapur)
(Permanently Non Grant)

WANTED

Applications are invited form eligible candidates for the following posts:

Sr. No.	Name of Posts	Total Posts	Open Posts	Reserved Posts
A	Principal	01	01	--
B	Assistant Professor			
1	Marathi	01	--	SC - 01
2	Hindi	01	01	--
3	English	02	01	SC - 01
4	Psychology	02	01	SC - 01
5	Philosophy	02	01	SC - 01
6	Geography	01	--	SC - 01
7	Economics	01	01	--
8	Political Science	01	01	--
C	Director of Physical Education	01	01	--
D	Librarian	01	01	--

Note : 1 for detailed information about posts, qualifications and other terms and conditions please visit university Website : www.unishivaji.ac.in

Place :

Date :

Secretary
Maharani Devi Ahilyabai Holkar
Education Society, Sangli.

CORPORATE MANAGEMENT OF SNDP YOGAM COLLEGES
P.B . No. 512, KOLLAM 691001

NOTIFICATION

Applications are invited for appointment as Assistant Professors in the following subjects in Colleges under the corporate management of SNDP Yogam Colleges affiliated with University of Calicut and Mahatma Gandhi University.

University of Calicut (RSM SNDP Yogam Arts & Science College, Koyilandi)		Mahatma Gandhi University (SAS SNDP Yogam College, Konni)	
Subject	Vacancy	Subject	Vacancy
Physics	1	Mathematics	2 (1 Post reserved for PwBD category – Deaf and hard of hearing)
English	1	Commerce	1 Reserved for PwBD category- (Blindness and low vision)
Chemistry (Re-notification)	1 Reserved for PwBD category- Deaf and hard of hearing	Statistics	1

Qualification and age: As per UGC/University/Government norms. 50% of vacancies are reserved under community quota.

Application forms can be had from the Office of the SNDP Yogam, Kollam, on payment of Rs. 2,000/- (Rs.2050/- Money order). Separate application forms shall be submitted for the vacancies in college under each University. No application fee shall be charged to candidates belonging to the PwBD category. Such candidates may submit their application on plain paper, along with all the required details. Duly filled -in application forms, along with required documents, should reach the undersigned **within one month** from the date of publication of this notification.

Those who have already applied for the post of Assistant Professor in Mathematics in response to the earlier notification need not apply again.

Kollam
09.09.2026

Vellappally Natesan
Manager
S.N.D.P. Yogam Colleges



Radheya Charitable Trust

D.B. College of Pharmacy and Research

(Approved by AICTE/PCI/CoA, Recognized by DTE Mumbai (Government of Maharashtra)}
and Affiliated to Dr. Babasaheb Ambedkar Technological University)

Latur-Nanded Highway, Mahalangra Village, Tq. Chakur, Dist. Latur, Pin – 413581

Website : www.dbgrouppharmacy.com • Email ID: 1849principal@msbte.ac.in

Contact Number : 9168268272

(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, “President/Secretary, Radheya Charitable Trust, Latur-Nanded Highway, Mahalangra Village, Tq. Chakur, Dist. Latur, Pin – 413581” **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, Educational Qualifications, Experience and other requirements, Pay Scale, terms and conditions and the procedure for application are available on the college **website: (www.dbgrouppharmacy.com)** and university **website: (www.dbatu.ac.in)**.

Place : Mahalangra

Date : 11/09/2026

President/Secretary
Radheya Charitable Trust

Shri Sambhaji Foundation, Nanded
SHRI SAMBHAJI COLLEGE OF MANAGEMENT AND TECHNOLOGY
Degaon Road, Opp-Nandla-Digras, Khadkut
Tal-Dist-Nanded. Maharashtra. 431605

Wanted

Applications are invited from the eligible candidates for the following posts. The applications should be in the format prescribed by University duly completed in all respect should reach the undersigned **within 15 days** from the date of publication of the advertisement at the college address. Candidates of reserve category should submit one copy of application to Assistant Registrar (Special Cell) S.R.T.M.U. Nanded.

Sr. No	Name of the Posts	Department	Number of Posts	Reservation
01	Professor	MBA	01	Open-1, SC-1
		MCA	01	
02	Associate Professor	MBA	03	Open-2, SC-1 VJA-1, OBC-1, SEBC-1
		MCA	03	
03	Assistant Professor	MBA	08	Open-4, SC-2, ST-1, VJA-1, NTB-1, OBC-3, SEBC-2, EWS-2
		MCA	08	

Note: As per government resolution dated 25.01.2024 parallel reservation is as follows

- Professor (Female) – 1, Associate Professor (Female) – 2, Assistant Professor (Female) – 5, Person with disability (PwD) – 1, Sports Person -1.

Qualifications, Experience & Pay Scale:

As per UGC, AICTE & SRTMU, Nanded University norms.

Note:

- 1) Prescribed application form, qualifications & experience is available on the University website (www.srtmun.ac.in)
- 2) No T.A./D.A will be paid to attend the interview.
- 3) Eligible candidate those who are already in services should submit their applications through proper channel.
- 4) All attested photocopies of certificate and other relevant documents should be attached with application form and submit hardcopy in college **within 15 days** of advertisement published.

Mob.: 8788884756

SECRETARY

Shri Vithal Institute of Progressive Education's
INSTITUTE OF COMPUTER AND MANAGEMENT STUDIES,
Kasegaon, Pandharpur

(Accredited by NAAC with 'B' Grade) NON-AIDED

(Affiliated to Panyashlok Ahilyadevi Holkar Solapur University, Solapur)

Applications are invited for the following CLOCK HOUR BASIS (CHB) Posts for the Academic Year 2026-27:

Sr. No.	Course	Sr. No.	Subject	Designation	Total No. of CHB Post
Science & Technology Faculty					
1	B.Sc. (ECS)	1	Computer Science	Assistant Professor	3 C.H.B.
		2	Statistics	Assistant Professor	1 CHB
		3	English	Assistant Professor	1 CHB
		4	Electronics	Assistant Professor	1 CHB
2	B.C.A	1	Computer Science Computer Science Science	Assistant Professor	4 C.H.B.
		2	English	Assistant Professor	1 CHB
		3	Mathematics	Assistant Professor	1 CHB

- 1) The above Posts are open to all, however, candidates from any category can apply for the post.
- 2) All the above posts are purely on Temporary Clock Hour Basis for Academic Year 2026- 2027 & subject to workload approval of Joint Director of Education, H.E. Solapur Region, Solapur for Senior College section.
- 3) Educational Qualifications and other requirements are as prescribed by the UGC Notification dtd. 18 July 2018, Govt. of Maharashtra Resolution No. Misc. 2018/C.R.56/18 UNI-I dtd. 8 March, 2019 and University Circular No. PAHSUS/ Est/ 7pay/2019/2285/ dtd. 25th March, 2019.
- 4) Remuneration of the above posts will be as per Govt. Resolution No. संकीर्ण-2018/(185/18)/मशि-3 dated 14 November 2018 and University Circular No. सोविसो / शि.म. / परिपत्रक/2018-19/10949 dtd. 24th December, 2018 and University Circular No. सोविसो / शि.म. / परिपत्रक/2018-19/10949 dtd. 24 December 2018 and Govt. Resolution No. संकीर्ण-2021 / प्र.क्र.181/21/विशि-1 dated 17 October, 2022.
- 5) Applications with full details should reach to the Principal Institute of Computer and Management Studies, Kasegaon, Pandharpur **within 8 days** from the date of publication of this advertisement. Incomplete applications will not be entertained.
- 6) This is University approved advertisement.

PRINCIPAL

Krishnai Shikshan Prasarak Mandal Latur's
JANVIKAS MAHAVIDYALAYA, BANSAROLA, TQ. KAIJ, DIST. BEED (MS)
NAAC ACCREDITED : B++ (2.81 CGPA)
(Affiliated to Dr. Babasaheb Ambedkar Marathwada University,
Chhatrapati Sambhajinagar)

Applications are invited from eligible candidates for the following posts:

(Permanent Non - Granted)

Sr. No.	Subject	No. of Posts	Reservation
1	Chemistry	2	S.C. – 01
2	Zoology	2	V.J.A – 01
3	Botany	2	N.T.B – 01
4	Computer Science	2	O.B.C. – 03
5	Commerce	3	E.W.S.. – 02
6	Geography	1	S.E.B.C. – 02
			OPEN - 02

Pay Scale as per prescribed by UGC, Govt. of Maharashtra, Dr. Babasaheb Ambedkar Marathwada University, Chhatrapati Sambhajinagar & Krishnai Shikshan Prasarak Mandal, Latur.

Candidates belonging to Reserved category are advised to send one copy of their application to The Deputy Registrar (BC Cell/ Special Cell), Dr. Babasaheb Ambedkar Marathwada University, Chhatrapati Sambhajinagar.

Required Minimum Qualifications & other requirements :

1. Good Academic record as defined by concerned University with at least 55% marks (or an equivalent grade in a point scale wherever grading system is followed) at the Master's Degree level in relevant subject from an Indian University or an equivalent degree from the accredited Foreign University.
2. Besides fulfilling the above qualifications, the candidate must have cleared the NET/SET. Or Ph.D (with minimum standards & procedure according to regulation 2009).
3. A relaxation of 5% will be provided at the graduate and Master's level for the SC/ST and PH candidates.
4. As per the Govt. GR 30% reservation for Women & 4% reservation for Physical Handicapped and 1% reservation for an orphan.
5. Reservation of VJ-A, NT-B, NT-C, NT-D are interchangeable.
6. 10% reservations are given to EWS from unreserved category. Hence, there will be changes in number of posts of unreserved category after the process of reservation of EWS has completed.
7. No TA/DA will be paid for attending Interview. Candidate should write their Mobile Number & E-mail ID for Interview call letters.
8. The reservations for these posts are as per the Govt. Resolutions from time to time.

Application with full details should reach to The Principal, JANVIKAS MAHAVIDYALAYA, BANSAROLA, Tq. Kaij, Dist. Beed (M. S.) **within 15 days** from the date of advertisement.

E-Mail ID : principaljanvikas@gmail.com • Website : www.janvikasmb.org.in

Cont. No. **9421480398, 9422469586, 9823660682**

Secretary
Dr. Babasaheb Gore

I/c Principal
Dr. Murlidhar Lahade



Shri Vithal Education & Research Institute's
SVERI'S COLLEGE OF ENGINEERING, PANDHARPUR
(An Autonomous Institute)

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

Sr. No.	Posts	Subject	Total Vacant Posts	Posts Reservation
1	Professor (UG)	Mechanical Engg.	2	SC-02(Female – 01)
		Electronics & Tele.Com. Engg.	3	ST-01
		Computer Science & Engg.	3	VJ(A)-01
		Civil Engg.	2	NT(B)-01
2	Professor (PG)	Mechanical Engg.	1	OBC-03(Female – 01)
		Electronics & Tele.Com. Engg.	1	EWS- 02 (Female – 01)
		Computer Science & Engg.	1	SEBC-02(Female – 01)
		Civil Engg.	1	Open- 02(Female – 01) (PWD-01 out of 14)
3	Associate Professor (UG)	Mechanical Engg.	6	SC-05(Female – 01)
		Electronics & Tele.Com. Engg.	5	ST-03(Female – 01)
		Computer Science & Engg.	7	VJ(A)-01
		Civil Engg.	6	NT(B)-01
4	Associate Professor (PG)	Electrical Engg.	3	NT(C)-01
		Mechanical Engg.	1	NT(D)-01
		Electronics & Tele.Com. Engg.	1	SBC-01
		Computer Science & Engg.	1	OBC-07(Female – 02)
		Civil Engg.	1	EWS- 03 (Female – 01)
		M.B.A.	2	SEBC-03(Female – 01)
5	Assistant Professor (UG)	M.C.A.	1	Open- 08(Female – 02) (PWD-01 out of 34)
		Mechanical Engg.	14	SC-14(Female – 04, Sport- 1)
		Electronics & Tele.Com. Engg.	16	ST-08(Female – 02)
		Computer Science & Engg.	15	VJ(A)-02 (Female – 01)
		Civil Engg.	18	NT(B)-03 (Female – 01)
		Electrical Engg.	8	NT(C)-04(Female – 01)
		Engg. Mathematics	5	NT(D)-01
		Engg. Chemistry	3	SBC-02 (Female – 01)
6	Assistant Professor (PG)	Communication Skill	3	OBC-18(Female – 05, Sport- 1)
		Electronics & Tele.Com. Engg.	1	EWS- 08 (Female – 02)
		Civil Engg.	1	SEBC-09(Female – 03)
		M.B.A.	2	Open- 19(Female – 06, Sport- 1) (PWD-04 out of 88) (Orphan-01 out of 88)
		M.C.A.	2	

Instructions:

- Educational Qualifications and other requirements are as prescribed by the AICTE Notification dated 01/03/2019.
- Reserved candidates, who are domiciled out of Maharashtra State, will be treated as Open Category candidates.
- Reserved candidates should also send a copy of their application to the Deputy Registrar, Special Cell, Punyashlok Ahilyadevi Holkar Solapur University, Solapur.
- Applications received after the last date will not be considered. The College will not be responsible for postal delay, if any.
- Reservation for PWD, Women and Disabled persons will be as per the Govt. norms.
- Reserved category candidates shall produce the Caste Validity Certificate as per the directives issued by the State Government vide Circular No.BCC-201/Pra. Kra.1064/2011/16B dated 12-12-2011.
- Reserved category candidates (except SC/ST) shall produce Non-Creamy Layer Certificate at the time of interview.
- Reservation for VJNT Categories is internally transferable.
- Applicants who are in service must send their application through proper channel.
- Applicants are required to account for breaks, if any, in their academic career.
- T.A., D.A. will not be paid for attending the interview.
- Applications with full details should reach through the channel **The Principal, SVERI's College of Engineering, Pandharpur, within 30 days from the date of publication of this advertisement.**
- Incomplete applications will not be entertained.
- Please note that the recruitment procedure initiated by this advertisement subject to decision by Hon. Bombay High-court, Aurangabad Bench on writ petition No. 12051/2015.
- This is University approved advertisement.

Place: Pandharpur.

Date:

(Dr. Suraj B. Ronge)

SECRETARY

UGC-DAE Consortium for Scientific Research

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[Advertisement No. 09-2026]

Inviting Applications for CENTRE-DIRECTOR

The UGC-DAE Consortium for Scientific Research (UGC-DAE CSR) is an autonomous institution established by the University Grants Commission (UGC), New Delhi, with its headquarters in Indore and centres in Indore, Mumbai, Kolkata, and Kalpakkam. This consortium also has a node at Bhubaneshwar. A Centre Director heads each Centre.

UGC-DAE CSR invites applications for the post of Centre Director for its Kolkata Centre. This post is in the pay band Level 14 plus other allowances as per the rules. The gross salary at present, at the minimum of the scale, is Rs.2,85,500/- inclusive of all allowances.

The UGC-DAE CSR has a mandate to enable university scientists to use the accessible big-science facilities of DAE. The CSR has also established and continues to develop various state-of-the-art experimental research facilities that university scientists are encouraged to utilise. Kolkata Centre (KC) concentrates on the use of ion beams and radiation in basic and applied science. It has made effective contribution in installation of a national gamma ray facility for nuclear spectroscopy. CRS work has been supported at the centre in the material modification using Ion implanter facility at VECC. It carries out trace element studies using PIXE with the 3 MV tandem accelerator at IOP, Bhubaneshwar and by using the in-house EDXRF and micro XRF facilities. Heavy ion nuclear reaction studies using the BARC TIFR TANDEM LINAC accelerator. The centre has a strong ⁶⁰Co source which is used for Radiation Chemistry and Radiation Biology experiments. There are several in-house facilities for trace elements analysis, radiation chemistry, radiation biology and materials studies under LTHM. Research at Kolkata Centre of UGC-DAE CSR covers topics related to Nuclear physics and allied areas. Research students from across the country use these facilities extensively. The scientists at the Kolkata Centre conduct research in the frontier areas guiding their own PhD students as well as visiting research students with their expertise. For more information, please visit our website at www.csr.res.in.

The Centre Director, who will be an expert in condensed matter physics, materials science and nuclear physics, will provide general guidance and encouragement to the Centre's scientific activities and university users and support the broad mission to enhance the impact of university research.

- S/he should be a researcher of high standing and reputation, with journal publications showing a high standard of independent research activities.
- S/he must have at least 20 years of research experience after obtaining a PhD and must presently have a position which is at level 13 or equivalent pay scale.
- S/he should be an Indian citizen and preferably below 55 years of age (**as on 28-09-2026**).

The last date for receiving applications is **28-09-2026**. In absentia considerations from any person will not be honoured. Please visit our website www.csr.res.in for details on how to apply and other relevant information.

[RECRUITMENT CELL]

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W A N T E D

Applications are invited for the following FULL-TIME (Open - Category) Grant-in-aid vacant post of Principal in Smt. Dankunwar Mahila Mahavidyalaya, Jalna (Hindi Linguistic Minority Institute)

♦ **Permission as per Ref. :-NOC Letter No. JDHE Chh.Sambhajinagar/NOC/2026/00001**
Date :15/07/2026

Name of the Post	No of Post	Category	Qualifications
PRINCIPAL	1	Open	1. Master's Degree with at least 55% Marks 2. Ph.D with Equivalent published work & Research 3. 15 years experience of Teaching/Research/ administration in University/College of Higher Education

♦ **Conditions:**

1. A minimum score as stipulated in API based on PBAS for Professors/Principal as developed by Govt. of India, state Govt and Dr. Babasaheb Ambedkar Marathwada University, Chh. Sambhajinagar.
2. Pay Scales as per rules and norms laid down by the Dr. Babasaheb Ambedkar Marathwada University/State Govt. of Maharashtra and U.G.C. rules.
3. No T.A. D.A. will be paid to candidates called for interview.
4. Candidates already in service should apply through proper channel.

Note : 1. The post of Principal shall be a tenure post. The term of appointment shall be for five years with the eligibility for reappointment for one more term only after a similar selection committee process.

2. The envelope containing application form should be super scribed by "Application for the post of Principal should be sent to **The Secretary, Smt.Dankunwar Hindi Kanya Vidyalaya Samitti, Jalna, C/O Smt. Dankunwar Mahila Mahavidyalaya, Beside Shri Ganpati Netralaya, JALNA- 431 203.** Application should reach with certified copies of necessary documents within **15 days** from the date of publication of this advertisement.

3. Visit our website for more details:www.dmmjalna.org
Phone No : 02482 – 233262

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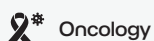
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