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Shubhankar Mishra

Teachers: The Architects of Tomorrow

Suresh Kumar Agrawal

The *Guru* and the Machine: Reclaiming India's Educational Soul in the Age of Artificial Intelligence

Bawa M S and Sangeeta Chauhan

Skill-based Teacher Education Programme at Secondary Level in the Context of National Education Policy-2020

Rabia Ismail, Sneha Bansal and Savita Sharma

Reimagining Teacher Professionalism: An Inquiry into Teachers' Attitudes towards National Professional Standards for Teachers

C P Radhakrishnan

Transforming Lives through Open Learning
– Convocation Address

Sitansu Sekhar Jena

A Good Resource for Reform
– Book Review

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YESHWANTRAO CHAVAN MAHAVIDYALAYA, TULJAPUR**

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(Affiliated to Dr. Babasaheb Ambedkar Marathwada University, Chhatrapati Sambhajinagar)

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In This Issue	
CONTENTS	PAGE
Articles	
Teachers: The Architects of Tomorrow	3
The <i>Guru</i> and the Machine: Reclaiming India's Educational Soul in the Age of Artificial Intelligence	8
Skill-based Teacher Education Programme at Secondary Level in the Context of National Education Policy-2020	14
Reimagining Teacher Professionalism: An Inquiry into Teachers' Attitudes towards National Professional Standards for Teachers	24
Convocation Address	35
Indira Gandhi National Open University (IGNOU), New Delhi	
Campus News	37
Book Review	41
A Good Resource for Reform	
Theses of the Month	47
Humanities	
Advertisement	49

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Teachers: The Architects of Tomorrow

Shubhankar Mishra*

“*Vidyā-dhanam sarva-dhana-pradhānam*” – the wealth of knowledge is the greatest of all riches. This timeless Sanskrit maxim embodies India’s civilizational belief that education is the highest form of wealth, enriching individuals far beyond material prosperity. Echoing this philosophy, Swami Vivekananda observed, “We want that education by which character is formed, strength of mind is increased, the intellect is expanded and by which one can stand on one’s own feet.” Together, these enduring insights affirm that education is not merely the transmission of knowledge but the cultivation of character, competence and responsible citizenship.

Far more than transmitters of information, teachers are mentors, facilitators, innovators and nation-builders who ignite curiosity, encourage critical inquiry and nurture ethical values. They shape character, strengthen communities and prepare learners for an increasingly interconnected world. As Francis Bacon aptly observed, “Reading maketh a full man; conference a ready man; and writing an exact man.” Guided by dedicated teachers, these complementary abilities become the foundation of lifelong learning.

Quality education, however, must be complemented by universal enrolment and universal literacy to ensure that every learner has an opportunity to realise his or her potential. Guided by the constitutional commitment to equitable education and inspired by the spirit of ‘*Antyodaya*’ (rise the last), the Ministry of Education promotes both formal and non-formal learning pathways so that no learner is left behind. While the formal education system enables children and youth to complete their schooling, the ULLAS -Understanding of Lifelong Learning for All in Society (Nav Bharat Saksharta Karyakram-NILP) provides learning opportunities for non-literate persons aged 15 years and above who missed formal schooling, enabling them to acquire foundational literacy, numeracy and essential life skills.

India defines literacy as “the ability to read, write and compute with comprehension, i.e., to identify, understand, interpret and create, along with critical life skills such as digital literacy and financial literacy.” This definition reflects a shift from basic reading and writing towards lifelong learning, active citizenship and social inclusion. India’s literacy journey demonstrates the combined impact of school education, adult literacy initiatives and community participation.

The literacy rate has increased from 18.33 per cent in 1951 to 74.04 per cent in the 2011 Census, while the Periodic Labour Force Survey (PLFS) 2023–24 estimates literacy at 80.9 per cent

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among persons aged seven years and above. This remarkable progress underscores that literacy is not merely an educational outcome but the foundation of human capability, social inclusion, economic resilience and sustainable national development.

Against this backdrop, the months of September and October occupy a special place in both the national and global education calendar. They mark three important observances - Teachers' Day in India (5 September), International Literacy Day (8 September) and World Teachers' Day (5 October). Although each emerged from a distinct historical and institutional context, together they celebrate a shared vision that places teachers at the heart of quality education, literacy at the foundation of empowerment and lifelong learning at the centre of inclusive and sustainable development. Collectively, these observances reaffirm that investing in teachers and literacy is indispensable to building an equitable, knowledgeable and developed India, recognising teachers as the true architects of tomorrow.

Teachers' Day: Honouring the Nation's Educators

India's reverence for teachers is among the world's oldest and most enduring educational traditions, rooted in the Vedic age. The Guru-Shishya Parampara viewed education not merely as the transmission of knowledge but as a lifelong journey of intellectual inquiry (*Śāstrārtha*), self-discipline (*Anuśāsana*), ethical living and spiritual awakening (*Adhyātma*). In the Gurukula system, the Guru was a mentor, guide and role model who nurtured both character and competence through close personal mentorship. This ethos finds expression in the Upanishadic ideal of "*Acharya Devo Bhava*" (the teacher is akin to God) and the prayer "*Tamaso ma jyotirgamaya*" (Lead me from darkness to light), symbolising the teacher's enduring role in dispelling ignorance and illuminating minds. The same spirit continues through traditions such as Guru Purnima, when learners express gratitude to their teachers.

Independent India institutionalised this civilisational legacy by recognising excellence in teaching. The Ministry of Education instituted the National Awards to Teachers in 1958, affirming the dignity and societal importance of the teaching profession. In 1962, when his students sought permission to celebrate his birthday, Dr Sarvepalli Radhakrishnan (1888–1975) philosopher, teacher and the second President of India, suggested that

5 September be observed as Teachers' Day rather than as a personal celebration. Teachers' Day stands as the nation's enduring tribute to educators whose dedication shapes its intellectual, moral and social foundations.

Teachers Who Transformed Society: Inspiring Legacies

India's educational journey has been shaped by visionary teachers, philosophers and educationists who transformed teaching into a mission of social reform, intellectual awakening and nation-building. Among them, Mahatma Gandhi (1869–1948) occupies a distinctive place. Through '*Nai Talim*' (Basic Education), he envisioned education as a means of cultivating self-reliance, dignity of labour and moral character. Rejecting rote memorisation, he advocated experiential learning that develops the 'Head, Heart and Hand' and regarded teachers as moral exemplars who inspire through compassion and personal example.

Other eminent thinkers enriched India's educational philosophy in complementary ways. Rabindranath Tagore (1861–1941) championed creativity and learning in harmony with nature, Sri Aurobindo (1872–1950) advocated integral education for the holistic development of body, mind and spirit, Jiddu Krishnamurti (1895–1986) emphasized self-inquiry and freedom from conditioned thinking, while Jyotirao Phule (1827–1890) advanced universal and inclusive education as an instrument of social justice.

Equally inspiring are educators whose lives exemplified the transformative power of teaching. Savitribai Phule (1831–1897) pioneered girls' education and challenged entrenched social inequalities. Gijubhai Badheka (1885–1939) revolutionised early childhood education through child-centred, activity-based learning. Dr. A.P.J. Abdul Kalam (1931–2015) inspired generations to dream, innovate and serve the nation, reminding us that great teachers ignite minds before they shape careers.

Though illustrative rather than exhaustive, these visionaries shared a common conviction: education is the foundation of human dignity, social transformation and national progress. Their enduring legacy reminds us that education is not merely the transmission of knowledge but the cultivation of character, values and responsible citizenship.

Uniting the World for a Common Cause

Beyond India's Teachers' Day on 5 September, the world celebrates teachers and literacy as the twin pillars of quality education and sustainable development. The global literacy movement gained momentum following the UNESCO World Conference of Ministers of Education on the Eradication of Illiteracy, held in Tehran in 1965. Acting on its recommendations, UNESCO proclaimed 8 September as International Literacy Day in 1966, with the first observance in 1967. Since then, the day has reaffirmed literacy as a fundamental human right, the foundation of lifelong learning and a powerful instrument of empowerment, in line with Sustainable Development Goal (SDG) 4.6, which calls for ensuring that all youth and a substantial proportion of adults achieve literacy and numeracy.

Recognition of the teaching profession received a further boost in 1994 when UNESCO established World Teachers' Day, observed annually on 5 October, to commemorate the 1966 ILO/UNESCO recommendation concerning the Status of Teachers. The observance celebrates teachers' invaluable contributions and reaffirms their central role in advancing Sustainable Development Goal 4 (Quality Education).

Teaching is among the few professions celebrated across cultures and continents. While the dates vary according to each country's history, culture and educational traditions, the message remains universal: societies prosper when teachers are respected, empowered and supported. Besides India on 5 September and UNESCO's World Teachers' Day on 5 October, countries commemorate educators according to their own traditions, including Singapore (first Friday of September), China (10 September), Malaysia (16 May), Thailand (16 January), South Korea (15 May), Vietnam (20 November), Turkey (24 November), Brazil (15 October), Argentina (11 September), Australia (last Friday of October) and the United States during Teacher Appreciation Week in May. Although Finland and Japan do not observe separate national Teachers' Days, both recognise World Teachers' Day, reflecting the high esteem accorded to the profession.

This shared commitment is further reinforced through international initiatives and platforms such as UNESCO's Teacher Task Force for Education 2030, the UNESCO-Hamdan Prize for

Teacher Development, the OECD's Teaching and Learning International Survey (TALIS), Education International and the Global Teacher Prize. Together, these initiatives promote teacher excellence, continuous professional development, evidence-based policymaking and international collaboration, reflecting a growing global consensus that investing in teachers is among the most effective investments any nation can make.

For India, these global observances and initiatives resonate deeply with its civilisational ethos, reflected in the timeless Sanskrit maxim, "*Vidvān sarvatra pūjyate*" - the learned are honoured everywhere, a sentiment that continues to find expression in the universal respect accorded to teachers across cultures and continents. They reaffirm an enduring truth: when teachers are empowered, literacy expands, societies progress and nations prosper.

Constitutional Commitment and Global Linkages

India's commitment to education is firmly anchored in its Constitution, reflecting the nation's vision of an equitable, enlightened and knowledge-driven society. The Constitution (86th Amendment) Act, 2002 inserted Article 21A, guaranteeing every child between the ages of 6 and 14 years the fundamental right to free and compulsory education. Complementing this, Article 45 directs the State to provide early childhood care and education, while Article 51A(k) places a corresponding duty on parents and guardians to ensure educational opportunities for their children.

This constitutional vision finds resonance in the Sustainable Development Goals, particularly SDG 4, which seeks to ensure inclusive and equitable quality education and lifelong learning opportunities for all. Target 4.c places teachers at the centre of this agenda by calling for effective recruitment, quality teacher education and continuous professional development. Beyond SDG 4, education is a powerful enabler of several other Goals: it advances SDG 5 by empowering women and girls, SDG 8 by enhancing skills, employability and productive livelihoods, SDG 10 by reducing inequalities through inclusive learning opportunities, SDG 13 by fostering environmental awareness and climate action, SDG 16 by promoting informed, responsible and peaceful citizenship, and SDG 17 by strengthening partnerships for knowledge-sharing and educational cooperation.

Thus, investment in education generates multiplier effects across the entire 2030 Agenda.

India's National Education Policy (NEP) 2020 translates these constitutional ideals and global commitments into a comprehensive roadmap for educational transformation. By prioritising foundational literacy and numeracy, holistic and multidisciplinary learning, teacher empowerment and equitable access, the policy places learners and teachers at the heart of reform. Together, the Constitution, NEP 2020 and the SDGs reaffirm that education is not merely a fundamental right but the foundation of an inclusive, innovative, self-reliant and knowledge-driven India. Empowered teachers and universal literacy remain indispensable to realising this national aspiration and the shared global vision of sustainable development.

Celebrating Excellence: Recognising India's Teachers

India's civilisational reverence for teachers found institutional expression through the celebration of Teachers' Day and the institution of the National Awards to Teachers, the latter having been introduced even before the formal observance of Teachers' Day. These awards honour exemplary educators whose dedication, innovation and lifelong contributions have enriched school education and inspired generations of learners.

The culture of recognising teaching excellence was further strengthened in the late 1970s when many State Governments instituted State Teacher Awards. Following the inclusion of education in the Concurrent List through the 42nd Constitutional Amendment (1976), these awards reflected the shared commitment of the Union and the States to advancing educational development. They recognise teachers who have transformed classrooms through innovative pedagogy, improved learning outcomes, and rendered selfless service in remote, tribal, hilly and other underserved regions.

A defining milestone came in 2018 when the National Awards to Teachers adopted a technology-enabled selection process, replacing the earlier recommendation-driven system with a more rigorous multi-stage evaluation framework. Its subsequent expansion to include higher and technical education reaffirmed the principle that excellence in teaching deserves recognition across the entire educational continuum.

By celebrating excellence, these awards elevate the dignity and prestige of the teaching profession, motivate educators to pursue continuous innovation, and inspire future generations. In doing so, they reaffirm the enduring national conviction that teachers are the true architects of an enlightened, compassionate and self-reliant India.

Theme of Celebrations: An Educational Continuum

Over the past decade, the themes of these educational observances have reflected the evolving priorities of education at both the national and global levels. While International Literacy Day and World Teachers' Day adopt annual themes that respond to emerging educational challenges, India's Teachers' Day remains a timeless expression of gratitude and respect for educators who set exemplary standards of innovation, dedication and inspiration. Through student-led activities, role-reversal programmes, academic discussions, and the conferment of State and National Teacher Awards, it celebrates teachers as mentors who nurture curiosity, critical thinking, ethical values, and responsible citizenship while inspiring learners through exemplary educational practices.

International Literacy Day continues to reaffirm literacy as a fundamental human right and the foundation of lifelong learning. In the twenty-first century, literacy extends beyond reading and writing to encompass digital, financial and media literacy, together with the critical thinking needed for informed participation in society.

Reflecting this evolving understanding, UNESCO's recent themes, from 'Transforming Literacy Learning Spaces' (2022) and 'Promoting Literacy for a World in Transition' (2023) to 'Promoting Multilingual Education' (2024) and 'Promoting Literacy in the Digital Era' (2025), highlight literacy as a lifelong capability that empowers individuals, strengthens communities and advances sustainable development.

World Teachers' Day similarly recognizes teachers as the driving force of educational transformation. Jointly observed by UNESCO, the ILO, UNICEF and Education International, it advocates sustained investment in teachers' professional development, dignity and well-being. Its recent themes, from 'The Transformation of Education Begins with Teachers' (2022) and 'The

Global Imperative to Reverse the Teacher Shortage' (2023) to 'Towards a New Social Contract for Education' (2024) and 'Recasting Teaching as a Collaborative Profession' (2025), reaffirm the importance of empowering teachers through professional support, collaborative leadership and meaningful participation in educational reform.

Together, these observances reinforce a simple yet enduring truth: quality education rests on three inseparable pillars: empowered teachers who inspire, universal literacy that unlocks human potential, and lifelong learning that enables individuals and societies to adapt, innovate and thrive.

Education as a National Mission

The true celebration of teachers lies not only in honouring their service but also in empowering them through sustained policy support. Guided by the National Education Policy (NEP) 2020, India is transforming its education system through reforms that promote equity, inclusion, competency-based learning and twenty-first-century skills while remaining rooted in the nation's civilisational values.

At the school level, the Department of School Education and Literacy has launched a range of initiatives to strengthen teaching and learning. Illustrative initiatives include NIPUN Bharat (National Initiative for Proficiency in Reading with Understanding and Numeracy), supported by Balvatika, Samagra Shiksha, PM SHRI (PM Schools for Rising India), DIKSHA (Digital Infrastructure for Knowledge Sharing), PM eVIDYA and ULLAS. Collectively, these initiatives strengthen foundational learning, promote equity and expand access to quality education through digital and lifelong learning platforms. Together, these initiatives reaffirm a simple yet enduring principle: empowered teachers create empowered learners. By investing in teachers' professional growth, India is strengthening an inclusive, innovative and future-ready education system.

Combating Learning Poverty: Strengthening Foundational Learning

Despite significant progress in expanding access to education, ensuring that every child acquires foundational learning remains a major global challenge. The concept of 'Learning poverty', adopted by the World Bank, UNESCO and other international organisations, refers to a child's inability to read and understand a simple, age-appropriate text by the age of ten. Before the

COVID-19 pandemic, an estimated 57 per cent of children in low and middle-income countries were affected. Learning disruptions raised this to nearly 70 per cent, with projected lifetime earnings losses of almost US\$21 trillion, equivalent to about 17 per cent of global GDP (World Bank et al., *The State of Global Learning Poverty: 2022 Update*).

'Learning poverty' underscores that school enrolment alone does not guarantee meaningful learning. Children who miss foundational literacy and numeracy in the early grades often face lasting disadvantages in educational attainment, employability and social mobility, challenges that are further intensified in remote and underserved communities.

To accelerate learning recovery, global development partners introduced the RAPID framework, which emphasizes reaching every learner, assessing learning levels, prioritising foundational literacy and numeracy, improving instruction by teaching at the learner's level and supporting learners' psychosocial well-being. The framework shifts attention from schooling to measurable learning outcomes.

Teachers are the single most influential in-school factor in improving learning outcomes. Aligned with the NEP-2020, India's education system seeks to ensure that every child attains foundational literacy and numeracy by the end of Grade III. Through competency-based pedagogy, continuous assessment and community participation, every effort is being made to enable each child to 'read to learn', laying the foundation for an inclusive and future-ready India.

Empowering Teachers: Architects of a Future-ready India

The world's highest-performing education systems are distinguished not merely by advanced infrastructure or technology, but by sustained investment in well-prepared, motivated and empowered teachers. Yet, the teaching profession today faces an unprecedented global challenge. UNESCO estimates that the world will require approximately 44 million additional primary and secondary teachers by 2030 to achieve the Sustainable Development Goals, reflecting persistent teacher shortages, rising attrition and the growing demand for qualified educators (UNESCO, *Global Report on Teachers: Addressing Teacher Shortages and Transforming the Profession*, 2024). India, too, is responding through transformative

(contd. on pg. 23)

The *Guru* and the Machine: Reclaiming India's Educational Soul in the Age of Artificial Intelligence

Suresh Kumar Agrawal*

A civilization that once measured education by the awakening of consciousness now measures it by the coverage of a syllabus. As artificial intelligence begins to outperform the classroom at the very task the classroom prized most — the transfer of information — India is being forced to ask a question it postponed for seventy-five years: what was Indian education actually for, before we allowed someone else to define it for us?

There is a particular kind of vertigo that visits a teacher standing before a class today. It is not the vertigo of not knowing enough. It is the vertigo of realizing that the student with mobile phone in pocket, already has access to more information than the teacher could deliver in a lifetime of lectures. A chatbot will draft the essay. A search engine will supply the date, the formula, the definition. The examination hall, that great cathedral of Indian pedagogy, still rewards the retrieval and reproduction of facts — but the fact has become the cheapest commodity in the intellectual economy. Somewhere in the last decade, without anyone quite noticing the moment it happened, the entire premise of the classroom was quietly hollowed out.

This is not, in truth, a new crisis. It is an old one, arriving in a new costume. For a very long time, Indian education has confused two things that were never meant to be confused: the giving of information and the giving of vision. It built teachers who could transmit a syllabus with great efficiency. It forgot — or was made to forget — that its own civilizational memory held something considerably larger: the idea of the *Guru*, not as an instructor of subjects but as a giver of life itself. Life not in the biological sense, but in the sense of a direction, a discernment, an orientation to the world that no examination has ever tested and no algorithm can yet supply.

To understand why Indian higher education finds itself simultaneously overwhelmed by artificial intelligence and undernourished by its own philosophy, it helps to return to that older idea and

ask, plainly, what has been lost — and what, even now, might still be recovered.

The *Guru*: A Giver of Vision, Not Information

In most of the world's major educational traditions, the figure at the front of the room has historically been called a teacher, and a teacher's brief has been reasonably modest: to impart knowledge, to build a skill, and where possible, to let that skill mature into practical experience through supervised practice. This is a perfectly respectable ambition, and Western pedagogical thought has refined it with great sophistication. But it is not, and was never claimed to be, the same ambition that Indian thought attached to the figure of the *Guru*.

The *Guru*, in the Indian conception, is described as a seer of life — a *jeevan-drishhta*. And what is given is not information, not even wisdom in the narrow sense, but *jeevan drishti*: a vision of life. This vision is not reducible to knowledge, nor to information, nor to intellect, nor even to *viveka*, that precious Indian category usually translated — inadequately — as “discernment.” It exceeds all four categories simultaneously, which is precisely why the tradition insisted that a distinct word and a distinct social role were required to hold it. The *Guru* does not merely instruct the student in a subject; the *Guru* orients the student toward a way of being in the world.

This distinction matters more than it might first appear, because it explains why the transplantation of Western educational structures onto Indian soil, without the accompanying transplantation of Western educational purpose, produced a system that was neither one thing nor the other. India adopted the shell of the teacher-centred, subject-delivering classroom while carrying, buried somewhere beneath the surface, a cultural memory of something considerably more ambitious. The result has been a peculiar kind of institutional amnesia — a system that still uses words like “*guru vandan*” and “*acharya*” ceremonially, while structurally functioning as a syllabus-delivery mechanism.

Kaka Kalelkar, writing in independent India, put this with unusual bluntness: education, he insisted,

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is not merely *viveka*, not merely *buddhi*, not merely *gyan*, not merely information. Education, he said, is that dharma-oriented covering which teaches us the values of humanity itself — and by *dharma* he did not mean any particular sect or creed, but *sanatana* in its proper sense: not “eternal” in some static way, but a living mixture of the ancient and the ever-renewing, the *prachin* and the *arvachin* held together. That his generation could articulate this vision with such clarity, and that independent India — more than seven decades on — has still not built an education system around it, is one of the quieter tragedies of the republic’s institutional history.

The Colonial Mind and the Loss of Educational Identity

Why did a nation that fought so hard for political freedom fail, for so long, to reclaim its educational philosophy? The honest answer requires looking at two specific mechanisms of colonization that outlasted colonial rule itself: received knowledge and received experience.

Long after the political apparatus of empire departed, India retained the conviction that the colonizer’s knowledge was supreme and that the colonizer’s experience was supreme, while its own was, by comparison, inferior and therefore unfit to be carried forward. This was not simply a case of borrowing useful ideas from elsewhere — every civilization borrows. It was something closer to an internalized hierarchy, in which whatever “they” taught, however arbitrarily selected, became unquestionable, and whatever was indigenous became, by default, suspect.

The examples are almost comic in their pettiness, were the consequences not so serious. Kalidasa’s *Abhijnanashakuntalam* was long kept out of the curriculum on grounds of obscenity, while poems considerably more explicit by canonical English authors, such as ‘To His Coy Mistress’ by Andrew Marvell (which is certainly more obscene) remained comfortably enshrined, decade after decade, in the very same syllabi — taught, uncomfortably, to this day. This was never really a debate about literary merit or propriety. It was a demonstration of an uncomfortable truth: India never developed, in its modern educational apparatus, a questioning spirit strong enough to interrogate the three foundational pillars any curriculum must eventually examine — the relationship between teacher and taught, the method of teaching, and the material being taught.

Consider each in turn. On the relationship between teacher and taught, Indian education simply stopped asking what that relationship was for. On method, the very fact of memorization became sacrosanct, because whatever the colonial curriculum prescribed was treated as final; students memorized without comprehending, and comprehension became optional to the exercise of passing. And so, if the whole of the modern Indian education system had to be compressed into two words, those words would be uncomfortably accurate: production and reproduction. The teacher prepares material in the classroom; the student somehow absorbs it; and in the examination hall, the student’s task is simply to shrink what was given and hand it back, undigested, the way a bird regurgitates food for its young.

This is the great and now urgent challenge before Indian higher education — a challenge made considerably sharper by the arrival of artificial intelligence, because a student who can obtain from a large language model exactly the kind of “coaching solution” a lecture once offered will, quite reasonably, begin to ask why attendance is compulsory at all. Any occasion built around honouring teachers — a *Guru Vandan* programme, for instance — ought therefore to become an occasion for institutional self-examination rather than institutional self-congratulation. There is no creativity in the contemporary Indian classroom. There is no critical thinking built into contemporary Indian classroom teaching. And where both are absent, a student’s presence in that classroom becomes, quite rationally, optional.

Education Beyond Information

If education is not reducible to information, what, precisely, does it consist of? The Indian tradition offers a layered answer, and the layers are worth separating carefully, because contemporary policy discourse tends to collapse them into a single undifferentiated mass called “content.”

Information is the raw material — dates, formulas, facts, data points — infinitely available, and now infinitely available at zero cost through artificial intelligence. Knowledge is information organized and understood, still a considerably more modest achievement than it is often given credit for. Wisdom is knowledge tempered by experience and by an ethical sensibility about when and how it should be used. And *jeevan drishti*, life-vision, sits above even wisdom: it is the orientation that allows a person to know not merely what to do with a piece

of knowledge, but who they are becoming as they use it.

Human values — what an older Indian vocabulary would have called *sanskar*, a word with genuinely no equivalent in English — belong to this uppermost layer. Sanskar is not “values,” not quite; it is closer to values, certainly closer than “culture” is to *sanskriti*, but it retains a texture that resists direct translation, because the concept it names simply did not exist in the framework that English grew up inside. An education system that trains students only in information, while calling that training “holistic,” has confused the foundation for the building.

Why Creativity Has Disappeared from Classrooms

The production-reproduction model did not emerge from malice; it emerged from an accumulation of small institutional choices, compounding across generations, until rote learning became indistinguishable from education itself. Competitive examinations, even now, test almost nothing but retrieval. Teacher recruitment itself has, at times, been subjected to the same logic — appointing music instructors through objective-question examinations that never once ask the candidate to actually play an instrument. If a system trains and certifies for one kind of competence while genuinely requiring another, the incoherence eventually shows up in the classroom, and it shows up as the absence of the two faculties every serious education is meant to cultivate: creativity and critical thinking.

The deeper institutional habit that enabled this was a persistent overemphasis on *nirman* — building, constructing, assembling systems — at the cost of *srijan*, genuine creation. India built structures: boards, universities, affiliating bodies, examination councils. It built very little in the way of an ecosystem that rewarded original thought within those structures. Precisely because building the system remained the focal point of post-independence educational policy, the republic drifted from the deeper objective that its own founding thinkers had actually intended for it.

The costs of this drift are not abstract. They surface, embarrassingly, in ordinary encounters. A visiting scholar touring Rajasthan’s temples in search of research material once asked why Lord Ganesha’s idols are positioned in a particular way, and why a rat is invariably found at his feet — questions any custodian of that civilizational

inheritance ought to be able to answer, yet frequently cannot, because the tradition has been reduced, in practice, to ritual without explanation. Once knowledge is separated from its meaning, the meaning is very easily mistaken for superstition, and abandoned along with it. That is precisely how living civilizational knowledge quietly becomes “*andhvishwas*” — blind belief — in the eyes of its own inheritors, not because the knowledge was ever irrational, but because no one troubled to keep teaching its rationale forward.

AI Will Not Replace Teachers — It Will Replace Ordinary Teaching

It is tempting, in a moment of technological anxiety, to frame artificial intelligence as an adversary of the teaching profession. This framing is a mistake, and a costly one. What artificial intelligence threatens is not teaching as such, but a very particular, historically recent, and rather impoverished version of teaching — the version organized entirely around the delivery and retrieval of information. That version was always going to be automated eventually; large language models have simply arrived sooner than the profession expected.

Consider the ordinary act of drafting official correspondence. What once took the better part of an hour of careful composition can now be produced, in a first draft, in seconds — a command is issued, the letter appears, and the human contribution shifts entirely to judgment: does this draft carry the right tone, has it captured the right nuance, does it need to be reshaped before it goes out. That shift — from generation to judgment, from production to curation and refinement — is precisely the shift that Indian classrooms now need to make with their students, at every level, without delay.

There is no realistic possibility of preventing students from using artificial intelligence tools, and institutions that attempt prohibition rather than pedagogy are choosing to fight a battle they cannot win while losing the one they could. If a student cannot be stopped from consulting AI, the only serious institutional response is to redesign the assessment itself so that the two faculties AI cannot yet substitute — creativity and critical thinking — become the actual object of evaluation. Let the tool draft; let the student decide, question, refine, and take responsibility for the result. That is not a lowering of standards. It is, if anything, a considerably higher standard than mere memorization ever was.

This is precisely the logic behind embedding compulsory AI instruction across the first three semesters of undergraduate education as part of Skill Enhancement Courses — beginning deliberately with the simplest possible entry point, prompt engineering, before advancing toward more sophisticated applications in subsequent semesters. The pedagogical wager here is straightforward: a generation that learns to direct artificial intelligence with precision and discernment, rather than being directed by it, will be considerably better prepared for a labour market and a public life increasingly mediated by these tools. Prompt engineering, in this framing, is not a narrow technical skill; it is an early and accessible entry point into a much larger discipline of directing intelligent systems toward wise ends — which was, after all, always the *Guru's* task, however unfamiliar the tools.

The classrooms that survive this transition intact will be the ones that stopped competing with AI at retrieval and started competing with it at the two things it still cannot reliably do: ask the right question, and know, ethically, what to do with the answer.

Reclaiming Bharat Bodh

Running underneath every one of these pedagogical problems is a linguistic one, and it deserves to be named directly: a great many of the concepts that Indian civilization actually lives by have no honest English equivalent, and the habit of translating them anyway — carelessly, as though translation were a simple matter of substitution — has quietly deformed the concepts themselves.

Take dharma. It has been routinely rendered as “religion,” yet Indian thought elaborated dharma through the four *purusharthas* — *dharma*, *artha*, *kama*, *moksha* — a framework in which dharma never once referred to a specific creed or institutional faith. A *dharmashala* is not a shrine to any particular religion; a dharma-bhai is not a brother in any particular faith. When the word “*dharma*” was casually translated as “religion” and left unglossed, an entire generation of students absorbed the substitution as fact, with no annotation ever clarifying that the Indian term names something structurally different from its English stand-in.

Take *rashtra* and “nation.” Sri Aurobindo, in his address on the eve of independence on 14 August 1947, insisted that India’s *rashtra* neither was nor

would become a “nation” in the Western sense, because a nation is decided purely by geographical boundary, whereas a *rashtra* is bound to its *sanskriti* — its civilizational culture — a bond no redrawing of borders can dissolve. India continues, even now, to use “nation” where “*rashtra*” carries a categorically different meaning, often without recognizing that a substitution has even taken place.

Take *swaraj*. When Gandhi wrote *Hind Swaraj*, he deliberately did not translate the title. Yet in subsequent usage, *swaraj* has been rendered variously as autonomy, home rule, and self-rule — each a partial capture of a concept that, properly understood, refers to *atmik shasan*: the governance of the self by the self, an inward sovereignty of which political self-governance is only the outward expression. Gandhi’s own text makes this inward meaning explicit; the available English glosses generally do not.

Take *vidya*. The tradition holds *sa vidya ya vimuktaye* — that *vidya* is precisely what liberates — a definition of learning as a means of liberty, not merely a synonym for “knowledge.” Reduce *vidya* to “knowledge” and the liberatory function embedded in the very definition of learning disappears from view entirely.

Take *samskara*, *riti*, and even the ordinary word “values.” *Samskara* has, properly speaking, no translation word in English at all — it names something for which the receiving language never developed a category, so it is routinely and inadequately mapped onto “values,” which is itself a separate and only partially overlapping idea, and *riti* is flattened into “custom,” losing whatever it was that made *riti* distinct from mere habit.

None of this is pedantry. Language, properly understood, is not merely a vehicle of communication; it is a socio-culturally determined behaviour, carrying within its grain the civilization that shaped it. When a civilization allows its own conceptual vocabulary to be quietly replaced by imperfect foreign equivalents, it does not simply lose some words — it loses the fine-grained categories those words alone could express, and with them, eventually, the capacity to think certain thoughts at all. China, by contrast, has taken the position that its own cultural vocabulary should be retained even when writing in other languages, precisely to prevent this kind of conceptual erosion. There is no obvious reason India could not adopt the same discipline, at least in those places where fidelity

to the source concept genuinely matters more than convenience.

Curriculum Reform

The gurukul model, whatever its historical limitations, offers a genuinely useful design principle here: the *guru* in a gurukul was not a subject specialist but a generalist who taught both shastra and shastra — scripture and weaponry, the contemplative and the practical — within a single pedagogical relationship, and who lived alongside students of every social background without distinction, a Krishna and a Sudama sharing the same austere household and the same daily obligations. That interdisciplinary, experiential, relationally intimate model of learning was substantially lost when Indian higher education adopted a compartmentalized departmental structure — political science in one box, sociology in another, each travelling in its own railway carriage, as it were, oblivious to its neighbours.

The remedy already exists in outline, and NEP 2020's emphasis on liberal, multidisciplinary undergraduate education gestures toward exactly this kind of recovery, treating the humanities and social sciences as a connected field of inquiry rather than a set of walled disciplines. Concretely, this can mean introducing value-added papers that root students in their own civilizational and institutional context — courses on *prakriti bodh*, on the pilgrimage geography of Prayagraj, on karma yoga, on the life and thought of a university's own founding figures. It is a small but telling failure when a doctoral candidate, interviewed for a position at a university named after a historical founder, cannot identify who that founder was; an institution that cannot teach its own students its own institutional memory has little standing to claim it is transmitting civilizational memory more broadly.

Five Es of Future Education

If Indian higher education is to root itself in *bharat bodh* — an authentically Indian understanding of what education is for — that understanding needs pillars sturdy enough to organize a curriculum around, not merely a mood to invoke at ceremonial occasions. Five such pillars suggest themselves, and each deserves brief elaboration.

Ethics must anchor every professional and technical discipline, not survive as an optional add-on paper, because a civilization that produces technically brilliant graduates with no

correspondingly serious ethical formation has solved only half the problem education exists to solve.

Economy requires that universities take seriously the practical, livelihood-generating dimension of learning without allowing marketability to become the sole horizon of education — market-driven education is not wrong, but it becomes distorting the moment it crowds out every other purpose learning might serve.

Environment asks that ecological consciousness be taught as inseparable from Indian civilizational thought itself, in which nature was never treated as raw material to be extracted but as a living order of which the human being was one participant among many.

Enlightenment, in this framing, restores something closer to the older Indian sense of the term — not merely intellectual illumination but the *jeevan drishti* discussed earlier, the capacity to see one's life and choices with clarity rather than through inherited assumption.

Entrepreneurship completes the circle by insisting that creativity — *srijan*, not merely *nirman* — be treated as an educational outcome in its own right, so that graduates leave the university equipped to originate rather than only to execute.

Taken together, these five 'E's offer a genuinely usable design language for curriculum committees, one considerably more actionable than the abstract exhortation to be "rooted in Indian values" that so often substitutes for policy.

The SMART Model of Bharat Bodh

A civilizational education agenda, however inspiring in principle, tends to dissolve into rhetoric unless it is made operationally disciplined, and here a second, complementary framework is useful: *bharat bodh*, to be more than sentiment, should be Systematic, in that it follows a coherent design rather than ad hoc gestures; Measurable, in that institutions can actually track whether it is being achieved; Achievable, calibrated to what a given university or department can realistically deliver; Reliable, consistent across cohorts and years rather than dependent on any one enthusiastic individual; and Time-tested, drawing on frameworks and practices with a demonstrated record rather than novelty for its own sake. Without this operational discipline,

civilizational education risks becoming exactly the kind of unexamined inheritance the tradition itself warns against — something accepted simply because an authority prescribed it, the very habit of mind that produced received knowledge and received experience in the first place.

The Teacher of Tomorrow

All of this converges on a single, quite demanding portrait of what a teacher in Indian higher education will need to become over the next decade. Not merely an instructor delivering a syllabus a machine can now deliver more efficiently, but a mentor capable of shaping judgment; a philosopher capable of situating a discipline within a larger vision of human flourishing; a guide comfortable enough with uncertainty to let students find their own path through a problem rather than handing them a memorized answer; a creator modelling *srijan* rather than mere *nirman*; and, when the institution and the individual both rise to the occasion, something closer to what Indian tradition always meant by *Guru* — a giver of *jeevan drishti*, life-vision, in a world where information has become, for the first time in human history, essentially free.

This is not a nostalgic call to abandon technology or retreat into ritual. Swami Vivekananda addressed Western audience in their own language while insisting on the singular value of Indian thought; Gandhi built a global political movement using the coloniser's own tongue while writing

Hind Svaraj to preserve, deliberately untranslated, a category the coloniser's language could not hold; Tagore built an entire pedagogy, at Santiniketan, around the conviction that creativity and rootedness were not opposites but partners. None of these figures rejected modernity. Each of them insisted, in their different registers, that modernity be met on Indian civilizational terms rather than absorbed on someone else's.

India's higher education system now stands at a comparable juncture, with artificial intelligence playing the role that colonial administration once played: an external force capable of hollowing out an educational system that has forgotten its own purpose, or, met with sufficient clarity, an occasion to finally recover that purpose. NEP-2020 has opened an institutional window for this recovery — multi-disciplinarily, value-added education, Indian Knowledge Systems as a formal curricular category — but a policy window is not, by itself, a change in practice. That change will be made, if it is made at all, in individual classrooms, by individual teachers willing to treat every occasion of honouring a teacher as an occasion of honest self-examination rather than comfortable celebration.

India's future will not be shaped merely by teachers who transfer knowledge, but by *Gurus* who awaken consciousness, nurture creativity, preserve civilizational wisdom, and prepare learners for an AI-enabled yet deeply human future. □

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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Skill-based Teacher Education Programme at Secondary Level in the Context of National Education Policy–2020

Bawa M S* and Sangeeta Chauhan**

National Education Policy–2020 (NEP 2020) has emphasized orienting skill-based higher education in India. It has been necessitated for increasing productivity and employability of the youth. This policy has prompted the authors of this article to identify professional skills that need to be developed amongst the student teachers to turn out proficient teachers at Secondary level. It is imperative to do so because of rapid changes in instructional and communicative technology (ICT). In this article, the authors propose to:

- a) explain the term skill in the context of teacher education,
- b) describe four categories of skills that student teachers at secondary level should acquire for becoming proficient teachers,
- c) analyze inter-relationship amongst the four categories of skills, and
- d) describe implications for skill-based teacher education.

Meaning of Skill

Skill is learnt ability to perform a task efficiently. Skills are acquired through knowledge and practice. Knowledge is the foundation, practice is the process and skill is the result. Skills can be broadly classified into physical (motor) skills and mental (cognitive) skills. Physical skills mainly involve bodily movements and coordination, while mental skills mainly involve cognitive processes such as thinking, reasoning and problem- solving. In practice, most skills require both physical and mental components, although one component may be more prominent than the other.

In teacher education, teaching is regarded as a complex skill involving both cognitive and physical elements, though cognitive component is usually dominant.

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Categories of Skills

There are a number of skills that student teachers need to acquire for becoming proficient teachers. These skills can be divided into four categories as under:

- 1) Soft skills,
- 2) Pedagogical skills,
- 3) Technical skills, and
- 4) Professional skills,

Soft Skills

Soft skills are personal, social and interpersonal abilities like positive attitudes, communication etc. that helps a teacher interact effectively with students, colleagues and school environment. These skills directly affect classroom climate and learning outcomes.

Given below are a cluster of soft skills that should be developed amongst student teachers for becoming proficient teachers.

Positive Attitudes

According to William James, an American philosopher and psychologist, a human can alter his life by altering his attitudes. Right attitudes produce right actions. “Watch your attitudes, they become your thoughts, watch your thoughts they become your words, watch your words they become your actions, watch your actions they become your personality”.

Some of the examples of positive attitudes are empathy and compassion, open mindedness, patience, positive outlook. Positive attitudes help teachers use their knowledge and skills in a humane, ethical and effective manner.

Communication Skills

Communication skills are of three types: i) Verbal ii) Non-verbal iii) Written communication,

A brief description of each is given below:

Verbal Communication

Research studies have shown that a teacher spends about 70% of their time on talking. In verbal

communication, a teacher communicates through spoken words in the classroom. A teacher should possess verbal skills like i) clarity of speech, ii) speaking fluently with confidence iii) modulate voice by bringing about changes in speed, pitch, volume and intonation, iv) listening to student responses. As communication is a two-way process, it is necessary that both, the teacher and the student should have excellent listening skills. On the one hand the teacher explains concepts in class and on the other hand the students after active listening provide feedback to the teacher about the extent of comprehension of the concept.

Non-verbal Communication Skills

These include eye contact, gestures, movements of hand, eye, facial expressions etc., personal grooming and attire. These skills are valuable not only in teaching but in sustaining attention of the students, in providing reinforcement for increasing their participation in teaching-learning activities and in controlling the classroom behavior of the students.

Written Communication Skill

Teacher should possess good written communication skills. These skills are required by teachers for providing feedback in writing to the students on their assignments, projects etc., setting questions at different levels, writing blackboard summary, writing reports about conduct of students, and corresponding with the parents. Verbal, non-verbal and written communication skills, develop ability to express ideas, clearly verbally, non-verbally, and in writing.

Emotional Intelligence

According to Daniel Goldman, “the components of emotional intelligence are self-awareness, self-regulation, empathy and social skills. It is one’s ability to recognize one’s own emotions and those of others”. A teacher who has emotional intelligence responds thoughtfully instead of reacting impulsively to challenging classroom situations, creates a positive classroom environment, understands student’s needs and behavior.

Teamwork

Teamwork is the ability to collaborate effectively with others to achieve a shared goal. It includes cooperation, respect for different viewpoints and the ability to contribute without dominating or

withdrawing. It is helpful in solution of problems, in improving productivity, synergy, seeking diversity of ideas, sharing workload, better decision-making, generating high-level motivation. A teacher should know how to work in a team to realize common goals.

Critical Thinking

Learning should involve reflection and careful thought. Students learn best by thinking and reflecting. John Dewey says “Critical thinking is the ability to think carefully, ask questions, make decisions based on reasons and evidence.” These reasons are based on carefully analyzing information and questioning. Reflection on classroom performance by a student teacher after delivering a lesson is an example of critical thinking.

Problem Solving

Problem solving in the context of teacher education means identifying a classroom or educational problem and finding possible ways to deal with it and act on the best one. Unruly behavior of the students in the class, inattention when the teacher is teaching are examples of problems faced by the teacher.

Conflict Management

Conflict management is the ability to find a peaceful solution between two or more parties. In an educational organization, teachers face student-student conflict, teacher-student conflict, teacher-parent conflict, teacher-teacher conflict and Principal-teacher conflict.

Conflicts if left unresolved damage relationship leading to fall in productivity. Teachers need to acquire the skills to resolve conflicting situations. Some of the skills to resolve conflicts are group discussions on controversial issues, problem-solving activities that involve conflict resolution, role playing exercise where stakeholders negotiate, mediate and resolve conflicts peacefully.

Time Management

Time management is the ability to use time efficiently by planning, prioritizing and completing teaching tasks on schedule. It helps the teacher achieve educational goals within a set timeframe and improves quality of teaching.

Leadership

According to John Quincy, the sixth president of USA, “if your actions inspire to dream more,

learn more, do more, you are a leader”. Leaders make things happen. A visionary leader sustains and enhances quality of vision of the institution. Institutions flourish or perish depending largely on the leadership qualities of the persons at the helm of affairs. A leader should possess, not only high-quality technical excellence, but also communication and clarity for guiding people having different viewpoints and priorities. He should be a lifelong learner acquiring new skills and perspectives. He should be open to feedback and suggestions provided by mentors and incorporate them in decision making process

Pedagogical Skills

Pedagogical skills are abilities and techniques that teachers use to facilitate learning effectively. They are related to science and art of teaching. They form the core teaching skills of a teacher. To be effective, a teacher should have both knowledge of pedagogy and competence in the use of pedagogical skills.

In the teaching profession key pedagogical skills are:

- i) Lesson Planning Skills
- ii) Questioning Skills
- iii) Skill of Explaining
- iv) Use of Teaching Aids
- v) Instructional Strategies Skills
- vi) Skills of Blackboard writing, and Development of Blackboard Summary
- vii) Assessment and Evaluation Skills
- viii) Classroom Management Skills

Given below is a brief description of each pedagogical skill.

Lesson Planning Skill

This skill relates to preparation of a lesson plan on the basis of structured content. To begin with a student- teacher selects a chapter or unit for teaching, analyses its content in terms of concepts, principles, generalizations etc., followed by organization and structuring of content on the basis of logical and psychological sequencing. This structured content is divided into specific number of lesson plans each of 30 to 35 minutes duration. Then the student-teacher teaches lesson plans arranged in a sequence so as to maintain continuity of content.

Questioning Skill

Questions perform various functions in teaching-learning process. Through questions, a teacher stimulates the thinking process of the students, diagnoses their difficulties, evaluates their progress of learning, increases their participation in building up the lesson.

Questioning skills are widely used in different methods of instruction like interactive teaching method, discovery method, survey method, project method, Socratic method. It is imperative that student- teachers should acquire mastery in the skills of framing questions at different levels- cognitive memory, understanding and application, and frame objective based free response type questions, short answer and essay type fixed response questions— true/ false type, sentence completion type, matching type, and multiple-choice type questions.

Skill of Explaining

It is the most frequently used skill in the teaching- learning process by the teachers. With the help of this skill, the teacher is able to bring about enhanced understanding about an idea, process, concept, phenomena, principle, law, etc.

The Psychological problem involved in explaining lies in the teacher’s ability to make the relation explicit between the concepts to be understood and the knowledge required for its understanding.

There are three types of explanations: a). Interpretative, b). Descriptive, and c). Reason giving. Interpretative explanation relates to making clear the meaning of the terms, concepts, statements, in words.

- a) An interpretive explanation answers the question beginning with “what”. for example: what is artificial intelligence?
- b) A descriptive explanation provides descriptions of objects, phenomena, procedures, processes etc. It answers the questions beginning with “how”, for example: how does AI function?
- c) Reason giving explanations involve principles of generalizations and includes causes. Such explanations answer questions beginning with “why”. Why do people think that adoption of artificial intelligence will create massive unemployment? is an example of reason giving explanation. A teacher must acquire competence in the skill of explaining for becoming a proficient teacher.

Use of Teaching Aids

Teaching aids help a teacher to clarify concepts, encourage pupil participation in building up the lesson. There are a variety of teaching aids that a teacher can use for teaching a lesson. These teaching aids have been classified in different categories as Visual Aids, Audio- Visual Aids, Activity-Based Aids and Digital Aids. A teacher selects the most appropriate teaching aid for the lesson he/ she proposes to teach and use it effectively to achieve the learning objective.

For acquisition of pedagogical skills. It is necessary that student- teachers should have mastery over the subject matter. It is an essential foundation that supports practice. A teacher who has mastery over subject matter is capable of transforming subject knowledge into learning experiences in accordance with the needs of the learner.

Instructional Strategy Skill

Instructional strategy skills are the abilities that help teachers choose and apply effective teaching methods according to:

- a) objectives of teaching the lesson.
- b) needs of the students.
- c) classroom climate.

Examples of instructional strategy skills are: methods like question- answer Interactive lecture, discussion, demonstration, project method, cooperative learning, differentiated instruction, problem-solving, collaborative learning and brainstorming.

Blackboard Writing and Development of Blackboard Summary Skill.

It has been established through research that we remember approximately 10% of what we hear 50% of what we hear, see and do. The blackboard helps in retention of high percentage of material taught as it enables the teacher to present learning material in such a manner that pupils are able to use all the three faculties i.e. Seeing, hearing and doing.

The student teachers have to acquire skill of writing on the blackboard. It comprises writing in such big sized letters as can be read easily by students sitting on the back bench rows. Writing legibly, clearly and neatly with spacing between the letters and standing to the side while writing and

simultaneously talking to the students, give students time to copy the material before moving to new activity.

Along with acquiring skill of writing on the blackboard, the student teachers are required to acquire skill of developing blackboard summary. Blackboard summary represents the sequential flow of teaching learning activities undertaken by a teacher in the class. It makes possible quick revision of lesson by the pupils and develops desirable note taking habits amongst the pupils.

In developing blackboard summary, bullet points in place of writing whole sentences are used. The blackboard summary should appear under suitable headings. It is developed with the help of the pupils during the course of teaching.

Assessment and Evaluation Skill

Assessment is the process of collecting information about pupil's learning with a view to understand their progress, strengths, weaknesses and learning needs. The data is collected through tools like questioning, classroom observation, assignments, projects, practical work, developing rubrics etc.

Evaluation is the process of making judgements based on the information collected through assessment techniques for assigning grades and take educational decisions.

Evaluation is of two types: formative evaluation and summative evaluation.

Formative evaluation is made use of by the teacher during development phase of the lesson. Through questions and observation, the teacher tries to find out whether or not the pupils are comprehending what he/ she is teaching.

Summative evaluation is undertaken at the end of the lesson. Its purpose is to determine how far the instructional objectives have been achieved.

Classroom Management Skills

Classroom management impacts, social and intellectual growth of students, the quality of life and learning in the classroom. Classroom management skills are strategies and practices used by teachers to maintain discipline, organize activities, manage time and behavior and create an effective learning environment in the classroom. These skills help in the creation of positive learning conditions, creation of work oriented but relaxed and pleasant classroom

environment, involving students of all levels, by providing differentiated content and teaching-learning activities. The skills required for classroom management, and for conducting teaching learning activities efficiently, are planning, time management, preventing student misbehavior and correction and control of misbehavior.

Technical Skills

Technical skills in education refer to the knowledge and ability to effectively use digital tools, educational technologies, and evidence-based teaching techniques to enhance teaching and learning. In the 21st century, technical competence is no longer limited to operating computers or using presentation software. It encompasses the integration of technology with pedagogy to create engaging, inclusive, learner-centred, and outcome-oriented educational experiences.

Technical skills in the context of teacher education are technical abilities that can be learnt, practiced and assessed. The attributes of these skills are that they can be learnt through education and training, and are job specific, observable and measurable. In the teaching profession technical skills are:

- a) Using Computers, Internet and Digital Devices,
- b) Operating Smart Boards and Projectors,
- c) Using Learning Management Systems,
- d) Creating Presentations,
- e) Online Teaching,
- f) Educational Technology Applications, and
- g) Audio- Video Production for Teaching.

Given below is a brief description of each technical skill related to the teaching profession:

Using Computers, Internet and Digital Devices

Computers and the internet form a very important electronic resource that plays a central role in teaching-learning process. Computers and the Internet are a great teaching as well as learning resource for both the classroom teachers and the learners. Teachers can find lesson plans, practical support, information, and materials through the Internet (Brinkley, et al, 1999). In fact, using a computer can make a teacher's life easier and more efficient. The learners simply Google out what they want to find. Computer in conjunction with internet is a useful non-conventional and modern teaching aid as:

- i. Books, materials, resources, researches are available online for both teachers and learners. This saves time in locating books in bookshops and libraries.
- ii. It provides opportunities for online discussion forums. Here even subject experts can join discussions online.
- iii. Electronic mails or emails can keep learners informed and updated.
- iv. Webinars or web seminars and web conferences can make the entire teaching process lively.

Operating Smart Boards and Projectors

Interactive whiteboard (IWB)/smartboard:

The interactive whiteboard has replaced the chalkboard that enables the teachers to save their notes as a page on to the board instead of wiping it out completely due to paucity of space. The teacher can even manipulate the screen directly by using her/his finger as a mouse or even a stylus pen. Items can be dragged, clicked and copied and teacher's handwritten notes can be transformed into text and saved. The Interactive Whiteboard allows for printing, recording, editing. It comes with a software and teaching resources that aids the teacher and effectively increases the understanding among students. It is a powerful tool in the classroom, leading to interactivity and collaborative learning. It integrates a variety of media content into the lecture.

Using Learning Management Systems (LMS)

Learning Management Systems (LMS) are software platforms used to create, deliver, track, and report on educational courses or training programs. The Academic and Institutional LMS are platforms that facilitate remote learning. In educational institutions, it serves as a central hub where instructors upload course materials and learners access lessons, take quizzes, and track the student progress.

Creating Presentations

In teaching, presentation tools are web, desktop or mobile-based applications that enable users to visually present ideas or share knowledge. A teacher can deliver these power point presentations as a series of slides (or a slideshow) using a combination of text and images. These days there are many software that can be used by a teacher for creating presentations. They are more sophisticated than the presentation software of

10-15 years ago. Asynchronous communication, remote collaboration and, most importantly, AI have fundamentally changed how a teacher creates and uses presentations in a classroom. Some of the most prominent examples are Microsoft word, Google slides and Canva. A teacher can make a power point presentation using:

- i. *Microsoft word* and use it to teach in a class. Microsoft PowerPoint lets him/her quickly build professional presentations using templates
- ii. Creating Presentations in *Google Slides*. Google Slides enables teachers to create, collaborate, and present online with real-time editing and sharing controls
- iii. Presentations can also be created by using *Canva*. This allows one to design and deliver engaging presentations using templates, AI tools, and collaboration features. A teacher can create slides from scratch or start with a template, add animations, collaborate in real time, and export in multiple formats

Online Teaching

Teaching, in a face-to-face mode had been an established norm since time immemorial. However, the covid pandemic ushered in on- line teaching in a big way and made it the new normal. New technologies accelerated the use of on-line teaching in educational Institutions. Google Classroom and Zoom were two very widely used and popular platforms through which most teachers conducted classes both at school and college level. WhatsApp and Web Conferencing were other such examples of frequently used platforms.

The teachers use WhatsApp groups as an alternate tool for teaching and learning. WhatsApp uses a technology that the students are most familiar with viz. their mobile phones. The teachers use the Group Chats feature to create learning and study groups. They also use it to send assignment submission, presentation and test reminders. Questions and queries as when posed by learners can easily be answered by teachers whenever they have free time. They can allocate assignments to learners when they are not in class, as also share relevant video and audio links in a very cost-effective way.

Similarly, Web Conferencing can be used as an online counterpart to classroom-based teaching.

Its most typical applications are slideshow-based presentations (webcasts) and group meetings

(webinars), but it can also include one-to-one private tutorial or innovative assessment sessions. Web conferencing tools are usually highly multimodal, with simultaneous video, voice, text chat, whiteboard annotations and screen sharing, making them rich, dynamic and complex learning environments. The more powerful web conferencing tools, such as Cisco Webex, Adobe Connect, Blackboard Collaborate and Zoom, are typically offered as hosted web services with subscriptions on a monthly or per-user basis.

Educational Technology Applications in Teaching

Hardware tools are the physical ICT devices that bring lessons to life, blending traditional teaching with modern technology. They keep learning interesting while catering to different student needs. Example of this is teacher tablets. Tablets have become vital in classrooms, providing teachers with access to apps, lesson plans, and multimedia resources all in one device. They simplify the teacher's task by offering tools for real-time assessments, visual aids, and student progress tracking. With the ability to work offline and sync automatically, tablets ensure seamless teaching, regardless of internet availability.

Devices such as computers, projectors, and smartboards further enrich classroom experiences. Smartboards allow teachers to use videos, animations, and interactive activities to make lessons captivating. Laptops and tablets provide access to digital assignments and educational apps, supporting a more inclusive learning environment.

Even TVs have found a place in teaching, helping to display videos or live-stream educational content. Document cameras allow teachers to show materials clearly, while audio systems ensure that everyone can hear instructions clearly. These tools create a classroom environment where learning is engaging, accessible, and adaptable for all.

Software Tools

Software tools are handy programs that help teachers make lessons more engaging and effective. They simplify planning, teaching, and even tracking student progress.

For instance, tools like PowerPoint help create visually appealing presentations, while apps like Adobe Captivate make e-learning content interactive and fun. Educational games bring a playful twist to learning, keeping students hooked.

Communication Tools

Communication tools keep teachers and students connected and make sharing information simple. Tools like email, messaging apps, and video platforms such as Zoom help everyone stay on track. Teachers can use these tools for real-time chats, screen sharing, and quick feedback, which is especially handy for remote learning. Tasks, resources, and questions are handled effortlessly. For students, these tools offer direct interaction with teachers and classmates, making learners feel more connected and engaging. They bridge the gap between old-school teaching and modern learning, making education accessible from anywhere.

Collaborative Tools

Collaboration tools make teamwork simple for students and teachers alike. Platforms like Google Workspace and Microsoft Teams allow real-time editing, idea-sharing, and project work without any hassle. Students can team up on assignments or presentations, improving their communication and problem-solving skills. Teachers can use these tools to share resources and stay connected with colleagues easily.

Educational Tools

Educational tools are all about making learning fun and easier to grasp through interactive software, simulations, and classroom-friendly digital resources. Examples are simulation software, virtual labs, and game-based apps like Kahoot. They bring lessons to life in creative ways. Virtual labs let students explore experiments safely on their screens, while apps turn quizzes into exciting challenges. These tools work for different learning styles, whether a student is more of a visual learner or prefers hands-on activities.

Audio- Video Production for Teaching

Live-Streaming refers to online streaming media that is simultaneously recording and broadcasting in real time to the viewer. This is a multimedia which enables teachers to live broadcast on the internet. Lectures, presentations and programs can be broadcast live as they take place. Students can connect to any program that is going on at any given time. It's a boon for the Distance learning students who can use the online lecture irrespective of their location.

Professional Skills

Professional skills are the competencies that enable teachers to perform their professional

responsibilities efficiently, ethically, and effectively. These skills integrate knowledge, practical abilities, professional values, and attitudes that contribute to successful teaching-learning processes and positive educational outcomes.

According to UNESCO (2021), professional skills enable teachers to create inclusive, learner-centered, technology-enabled, and competency-based classrooms.

According to NCTE (National Council for Teacher Education), Professional skills are the competencies that enable teachers to plan, implement, assess, and improve teaching while maintaining professional ethics and accountability.

Professional Skills is a broad category of skills. It includes Soft Skills, Pedagogical Skills and Technical Skills. In other words, all the three categories of skills are subsets of Professional Skills.

If pedagogical skills answer "*How do I teach?*" and technical skills answer "*What tools can I use?*", then professional skills answer:

- *How do I conduct myself as a teacher?*
- *How do I continue to improve as a teacher?*
- *How do I fulfill my professional responsibilities?*

Thus, the core skills underlying professional competence are: Soft Skills, Pedagogical Skills and Technical Skills.

Apart from this, Professional Skills are most importantly concerned with ethics and conduct as well as growth. Ethics is the moral foundation of professional behavior, while conduct is the actual behavior that reflects these ethical principles.

In the context of teacher education, important ethical principles are commitment to teaching profession, commitment to students, equality, equity, and inclusivity, fairness and justice, accountability, and ethical use of technology.

The behaviors that emanate from teachers holding these principles are being honest in assessment and evaluation, treating all students fairly without discrimination, keeping student information confidential and avoiding favoritism.

Professional growth simply means a teacher's continuously improving their knowledge, skills and attitudes over time. It includes reflecting on one's

own teaching for improving it, staying updated with new developments in education, participation in workshops, seminars, conferences, and training programs, taking up short-term courses in one's field of interest offered by NUEPA, NCERT, SCERT, conducting action research and sharing findings with other educationists, taking up school improvement programs, mentoring colleagues, upgrading of professional skills. A judicious blend of all this helps Proficient Teachers to move to Advanced Teacher, and from Advanced Teacher to Expert Teacher.

Inter-relationship among the Four Categories of Skills

The four categories of skills namely, soft skills, pedagogical skills, technical skills and professional skills are not merely independent competencies. They should not be viewed as isolated competencies but as interconnected dimensions of teacher proficiency (Government of India, 2020; National Council for Teacher Education, 2023). Rather, they constitute four interconnected and mutually reinforcing dimensions of teacher proficiency. Teaching is a complex professional activity that requires teachers to integrate knowledge, interpersonal abilities, pedagogical expertise, technological competence and professional values in response to the diverse needs of learners and the changing educational context.

Soft Skills are the Human Foundation of Teacher Proficiency. They constitute the interpersonal and intrapersonal foundation of effective teaching. Communication, empathy, emotional intelligence, teamwork, critical thinking, problem-solving, conflict management, time management and leadership influence the manner in which teachers interact with learners, colleagues, parents and other educational stakeholders.

Pedagogical Skills are the Core of the Teaching-Learning Process. They constitute the core instructional dimension of teacher proficiency. Lesson planning, questioning, explaining, selection of instructional strategies, use of teaching aids, blackboard development, assessment and evaluation, and classroom management enable teachers to translate educational objectives into meaningful learning experiences. Thus, effective teaching requires an integration of subject knowledge and pedagogical knowledge, enabling teachers to transform disciplinary knowledge into forms that are accessible and meaningful to learners (Shulman, 1986).

Technical competence should not be equated merely with the ability to operate digital devices. The educational value of technology depends upon the teacher's ability to integrate it meaningfully with pedagogy and content. Technical skills also extend the scope of professional learning. Teachers can participate in webinars, online courses, professional learning communities, digital conferences and collaborative research networks.

Professional Skills provide the broader framework within which soft, pedagogical and technical skills are applied. A proficient teacher is expected not merely to possess the ability to teach, communicate or use technology but also to demonstrate professional ethics, accountability, reflective practice, collaboration, leadership and commitment to continuous professional development.

The four categories may therefore be viewed as complementary dimensions of a unified competency framework. Soft skills provide the human and interpersonal foundation of teaching; pedagogical skills provide the instructional and classroom competence; technical skills provide the technological means for enhancing teaching and learning; and professional skills provide the ethical, reflective and developmental framework within which all other skills are exercised. The integration of these competencies ultimately enables a teacher to become proficient, adaptive, reflective and responsive to the changing requirements of education, and in the teacher's capacity to mobilize these competencies simultaneously and appropriately in response to learners, content, context and educational objectives.

Implications for Skill-based Teacher Education

The inter-relationship among the four categories has important implications for teacher education. If teacher education programs aim to develop proficient teachers, the four categories should not be taught as independent modules without opportunities for integration. Instead, student teachers should be provided with authentic opportunities to apply multiple competencies simultaneously.

For example, microteaching can integrate pedagogical and communication skills; teaching practice and internship can integrate pedagogical, soft and professional skills; technology-enabled lesson planning can integrate pedagogical and technical skills; collaborative projects can develop teamwork, communication and professional competencies; and

reflective journals and mentoring can strengthen critical thinking, self-awareness and professional growth.

Such an integrated approach is consistent with the broader vision of NEP–2020, which emphasizes holistic and multidisciplinary education, technology integration, competency development and continuous professional development (Government of India, 2020). The development of teachers should therefore move from the acquisition of isolated skills towards the integrated application of competencies in authentic educational contexts.

The four categories of skills namely soft, pedagogical, technical and professional are complementary and inseparable dimensions of teacher proficiency. Soft skills humanize teaching and enable teachers to establish meaningful relationships with learners; pedagogical skills transform educational objectives into effective teaching-learning experiences; technical skills enable teachers to respond to the demands of technology-mediated and digitally enriched education; and professional skills provide the ethical, reflective and developmental framework for sustained professional practice.

The four categories can thus be regarded as four interconnected pillars of teacher proficiency. Their integration enables a teacher not merely to *teach*, but to facilitate meaningful learning, create inclusive learning environments, adapt to technological change, exercise professional judgement and continuously improve practice. The development of these interconnected competencies can therefore serve as a significant foundation for a skill-based teacher education program aligned with the transformative vision of NEP–2020.

To conclude, skill-based education in India is crucial for preparing the youth for the demands of the 21st century workforce. With the NEP–2020 paving the way for significant reforms, the focus on practical skills and vocational training is expected to enhance employability by fostering a more competent workforce.

Teachers are no longer expected merely to transmit subject knowledge; rather, they are required to facilitate critical thinking, creativity, collaboration, communication, and lifelong learning among students.

In the context of NEP–2020, skill-based teacher education should therefore aim to prepare teachers who are empathetic human beings, competent pedagogues,

digitally capable practitioners and responsible professionals. Such teachers would be better equipped to facilitate learning, respond to learner diversity, use technology purposefully, solve emerging educational problems, collaborate with stakeholders, reflect on their practice and engage in continuous professional development. This, in turn would make them proficient teachers, then advanced teachers, and over a period of time with added experience, into expert teachers.

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reforms under the National Education Policy (NEP) 2020, recognising that no education system can rise above the quality of its teachers.

The rapid advancement of artificial intelligence (AI) is transforming education by personalising learning, expanding access to knowledge and supporting innovative pedagogy. Yet, while AI can curate information, only a teacher can inspire curiosity, nurture empathy, instill values and guide learners to apply knowledge with wisdom and moral responsibility. Technology can enrich teaching, but it cannot replace the human relationship at the heart of education.

India's educational philosophy has long recognised the multidimensional nature of learning, beautifully expressed in the timeless Sanskrit verse: “*Ācāryāt pādām ādatte pādām śiṣyaḥ svamedhayā/ Pādām sabrahmacāribhyaḥ pādām kālakrameṇa ca.*”- One-fourth of knowledge is acquired from the teacher, one-fourth through one's own intellect, one-fourth from fellow learners and one-fourth through the passage of time and experience.

This timeless wisdom reminds us that learning is a collaborative and lifelong journey, with teachers

serving as mentors, facilitators and enduring sources of inspiration.

As India advances towards Viksit Bharat 2047, the true measure of national progress will lie not only in economic growth or technological innovation but in the knowledge, values and character nurtured in its classrooms. From the timeless ideals of the Guru-Shishya Parampara to the transformative vision of the National Education Policy-2020, India's educational journey reaffirms that empowered teachers, universal literacy and lifelong learning together form the bedrock of an inclusive, innovative and knowledge-driven society. Investing in teachers is, therefore, not merely an educational priority but a national imperative.

“*Guruḥ Sākṣāt Paraṁ Brahma, Tasmai Śrī Gurave Namaḥ.*”- The teacher is the embodiment of the Supreme Reality; to that revered Guru, we offer our salutations. A grateful nation bows in reverence on this Teachers' Day to its teachers - the architects of tomorrow.

Disclaimer : Views and opinions expressed in the article are Author's personal ones.

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Reimagining Teacher Professionalism: An Inquiry into Teachers' Attitudes towards National Professional Standards for Teachers

Rabia Ismail*, Sneh Bansal** and Savita Sharma***

Quality teachers are the gemstones of the education system of any country. National Education Policy–2020 categorically emphasizes upon the need of bringing a structured mechanism to monitor and further strengthen the teachers' overall competency and quality in India. A landmark initiative in this direction has been the launch of Professional Standards for Teachers at National Level (NPST) in 2023. The present paper is the result of the in-depth study focusing on In-service teachers' and their attitude towards NPST (National Professional Standards for Teachers). Government and private school teachers across India constitute the population of the study. Out of the total population, 60 teachers in the ratio of 30:30 were selected as a sample. Self-constructed 5-point attitude scale was employed to collect the data. Teachers' attitude towards National Professional standards for Teachers was analysed in terms of three components of NPST namely Core Values and Ethics, Professional Knowledge and Practice and Professional Growth. The results revealed that both the government and private school teachers have moderately positive attitude towards Professional Standards for Teachers at National level (NPST). Surprisingly, on an average, teachers in private schools demonstrated a more promising attitude towards NPST compared to their government school counterparts. Gender and type of school do not create any significant effect on attitude towards national professional standards for teachers. Key educational implications discussed at the end of the article. (Abstract)

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Introduction

Educational system in the country is undergoing profound transformation as a result of National Education Policy–2020 (NEP—2020). The New National Education Policy envisions to achieve the pillars of equity, affordability, quality, access and accountability at different levels of education. NEP 2020 seeks to develop the nation as vibrant knowledge society and global knowledge superpower. Comparing with previous policies, this policy puts a categorical focus on creation of uniform standards across the different states through collaboration between central and state governments.

NEP (2020) advocates holistic approach towards teaching and learning. It discards rote memorization and focusses on critical thinking, problem solving and attainment of 21st century skills. Key reforms in the policy are new pedagogical structure (5+3+3+4), emphasis on ECCE and focus on vocational education. The policy also acknowledges the importance of high-quality teachers to achieve policy objectives. Teachers are expected to have desired level of competencies across the specific three thrust areas so as to achieve overall effectiveness. Constant support in terms of upgradation of these competencies through continuous professional development remains the critical priority of the policy.

The NEP–2020 predominantly stresses on the fact that the success of its broader educational objectives is mainly dependent on the availability of quality teachers with required aptitude and desired competencies. Consequently, the Policy prioritizes a major educational reform focused on the professionalization of teachers across the country, which includes elevating their professional status, providing clear guidelines in the form of framework for professional development and comprehensive support for their work, alongside ensuring teachers constantly aspire towards attaining required level of professional development and teaching excellence.

National Professional Standards for Teachers (NPST): A Foundation for Professionalization

In alignment with NEP (2020), NCTE developed Professional Standards for Teachers at National Level (NPST) in the year 2023. NPST is the set of standards formulated by the expert committee and includes the competencies expected from the teachers in terms of knowledge, skills and expertise. NPST is structured in a way that it provides a large scope for continuous improvement to teachers emphasizing on moral and ethical conduct, subject knowledge and systematic career management. These standards are expected to cultivate a cadre of skilled, qualified and expert teachers who will help in improving the overall quality of education in India.

Furthermore, NPST focuses on improving the quality of teachers at different career stages that will provide them a ground for preparation, practice and enhancement of teacher performance. It is designed for teachers across various levels of teaching. A major change that NPST envisions is transition from seniority-based promotions to merit-based promotions. There is a clear move towards performance-based career advancement. This is the paradigm shift in the professionalization of teachers. Teacher's professional identities and perceptions of justice in the educational system are strongly impacted by this progressive redefining of professional trajectory and incentive system which aims to acknowledge competence and encourage ongoing and constant professional growth.

Role of In-service Teachers in Educational Reform Implementation

Teachers' role is of fundamental importance in the implementation of recommendations of any educational policy. Their skills, knowledge and dedication are directly proportional to the student learning and achievement (Sachs, 2010). Teachers help in designing lessons, assigning goals and fostering critical and creative thinking (UNESCO, 2001). Teachers are instrumental in fostering a cooperative, engaging, and inclusive classroom environment where students feel comfortable to explore, question and learn (Ulla, 2025). Teachers are crucial in identifying individual student needs, learning style, abilities and tailoring instruction to provide personalized learning experiences, moving beyond a one size fit all approach (Hadisaputra et

al., 2024). The teachers are responsible to cultivate 21st century skills among learners.

Theoretical Background

The review of the relevant literature on Attitude as a construct is primarily grounded in the influential theory of Gordon Allport. Based on majority of definitions, attitude is considered as being either favourable or unfavourable, which subsequently dictates and leads to a certain corresponding behaviour (Kartz, 1960; Doron & Parot, 1999). Abric (2002) conceptualises attitude as neurophysiological and mental state rooted in experience that employ a significant influence on the individual, preparing him/her to act and behave in a certain manner. Wood (2000) & McGuire (1989) found that the attitudes generally are result of manifestation at different levels of human functioning. These levels are cognitive, affective and behavioural. The cognitive level talks about belief and thoughts related to events. Affective level includes emotional reaction and feelings towards the facts and events. Behavioural level includes actions and intentions towards the facts and events. Further Anderson (1980) adds that Attitudes are formed when an individual receives information about events, facts and people. As a result, the way that information is absorbed and integrated shapes the attitudes that a person develops, with some aspects of the information potentially receiving more attention than others. Consequently, the weight assigned to various facts, the sequence in which they were interpreted alongside the assigned values will influence how people think. Attitude is also an important aspect in teaching profession. It is an important variable affecting the whole process of teaching-learning. According to the literature in the area, competence encompasses not only information and abilities but also attitudes that are chosen, used, and interacted with, appropriately to enable the successful completion of tasks in social and professional contexts (Parry, 1996; Mirabile 1997; Bocoú 2008; Potolea & Toma; 2010).

In teaching profession, Professional standards are recognized as very significant for enhancing the quality of teacher education and developing educators professionally. The aim of these standards is to cultivate competent teaching professionals. Teachers' performance based on standards invariably leads to greater agency, thereby enhancing the

accountability of the system (Darling-Hammond, 2004). They are anticipated to improve teachers' performance, as stated by Sachs (2010). Darling-Hammond (2006) defines Professional standards as "frameworks that outline the essential knowledge, skills, and ethical practices required for effective teaching." Beck (2009) suggests that even though professional standards redefined "being a profession" and "being professional" for teachers, it has also reduced teacher's professional autonomy. Global literature on teacher's attitudes towards professional standards shows a diversity of responses. In a study done by Adoniou and Gallagher (2017) on Australian teachers and principals it was noticed that Australian teachers and principals had positive attitude towards professional standards. They took these standards as path finders. When the same mixed-method study was done on Russian teachers, it revealed that Russian teachers do agree that professional standards are something that is very important for any profession but they are not ready for it now. They seemed to be negative towards the reforms. The reason that emerged was reported as confusion which arrived due to lesser understanding of the specific standards and how they can be implemented (Khanolani, 2019). Iskander (2015) did the same study on Indonesian teachers and found that many teachers expressed the fidelity towards the national standards. They prefer their own contexts while preferring adaptation to national standards. Rozi & Khan (2021) investigated teacher's perception of national professional standards to realise the effectiveness of national professional standards in improving teacher quality. The sample consisted of 100 female primary school teachers from 25 primary schools of tehsil swabi. The 7-point likert scale was used as a tool for the study. It was found that more than half of the teachers were unaware of the existence of professional standards. They were unaware of the different levels of professional standards.

We know professional standards shape teacher's roles, but it is also necessary to understand how these standards shape teachers individually. In a study done by Lajera (2026) on public elementary teachers in relation to Philippines professional standards for teachers towards their experiences and everyday professional work. It was found that Philippines teachers took PPST not as a policy but a professional guide. Teachers were found to be living PPST rather than just implementing it. PPST

(Philippines professional standards for teachers) is taken as a socially constructed and lived professional framework among teachers.

It has been observed globally that professional standards provide clear guidelines for professional development. There is a direct link between professional standards and competency of teachers as these standards set out an environment where the teacher competency nurtures. By analysing literature, Li (2019), tried to explore the standards related to profession among primary school teachers in China in the light of their professional competency through analysis of literature. It was analysed that there is a need for the creation of local professional standards especially for the primary teachers in China. A practice oriented professional standards system was advised for them.

Regional contexts also impact Teacher's attitude towards professional standards as they shape their perceptions, expectations and practices. Teachers interpret and implement professional standards in alignment of national policies with local, cultural, social and economic frameworks. For example, in Israel, the special education law enacted in 1988, gave due importance to inclusive education which highlighted the alignment of professional standards with the education of children of diverse educational needs (Natopur, 2024). In countries like Chile, Feedback from a range of educational stakeholders is required when adapting international educational frameworks to local situations (Juvonen et.al., 2019). Not just the social context but government and ministries aspire to align professional standards with the national educational policies (Bijlsma et al., 2019).

In India, professional standards for teachers are introduced for the very first time. Setting and competing with the new standards is in a way can be challenging for teachers. There is wide gap in literature and successful implementation calls for analysing the attitude of teacher community towards NPST at the primary step.

Rationale of the Study

The intention of the present work is to analyze how teachers at in-service level take on to the whole idea of professional standards for teachers in terms of their attitude towards NPST. Given the growing complexity of skills needed in modern learning contexts, it is imperative to comprehend an

understanding of teacher's attitudes since they have a significant effect on the overall quality of learning outcome and education that students receive. Furthermore, it is anticipated that the findings of the present study will offer significant insights as to how professional development programs might be organized to promote teacher involvement and conform to national standards. This is in line with the more general goal of raising the quality of instruction, which has been established by changes in educational policies that emphasis on the need to fulfil particular requirements in order to improve student learning results. Therefore, the study aims to add to the current conversation about teacher professionalization and the need for frameworks that enable ongoing development in the teaching profession.

Research Question

The research question for the present study is:

What is the attitude of in-service teachers towards the Professional Standards for Teachers at National level as conceptualised in NPST?

Objectives

Objectives of Study are:

- 1) To study the attitude of Teachers at in-service level towards Professional Standards for Teachers as conceptualised in NPST.
 - A) To study the Government School Teachers' attitude towards Professional Standards for Teachers as conceptualised in NPST.
 - B) To study the Private School Teachers' attitude towards National Professional Standards for Teachers.
- 2) To study the effect of gender on the Teachers' Attitude towards National Professional Standards for Teachers.
- 3) To study effect of the type of school on Teachers' Attitude towards the National Professional Standards.
- 4) To compare the Attitude of Government and Private School Teachers towards National Professional Standards.

Research Design

The methodology of the present work focusses upon on understanding the attitude of Teachers at in-

service level towards the Professional Standards for Teachers as conceptualised by NPST and released by NCTE recently. A quantitative method approach was employed to capture a comprehensive view of teachers' attitude towards National Professional Standards for Teachers (NPST).

Data Collection

Survey Instrument

Likert scale with 5 point level was used for data collection. The attitude scale consisted of 20 items designed keeping in minds the three broad standards of NPST. These broad standards are Core Values and Ethics, Professional Knowledge and Practice and Professional Growth. The questionnaire consisted of 13 positive items and 7 negative items.

Population and Sample

In the present study, the population comprised of all the teachers presently teaching in private and government schools of India. 60 teachers from the overall population in the ratio of 30 (school teachers at Government level): 30(School teachers at Private level) constitute as the sample of the study.

Results

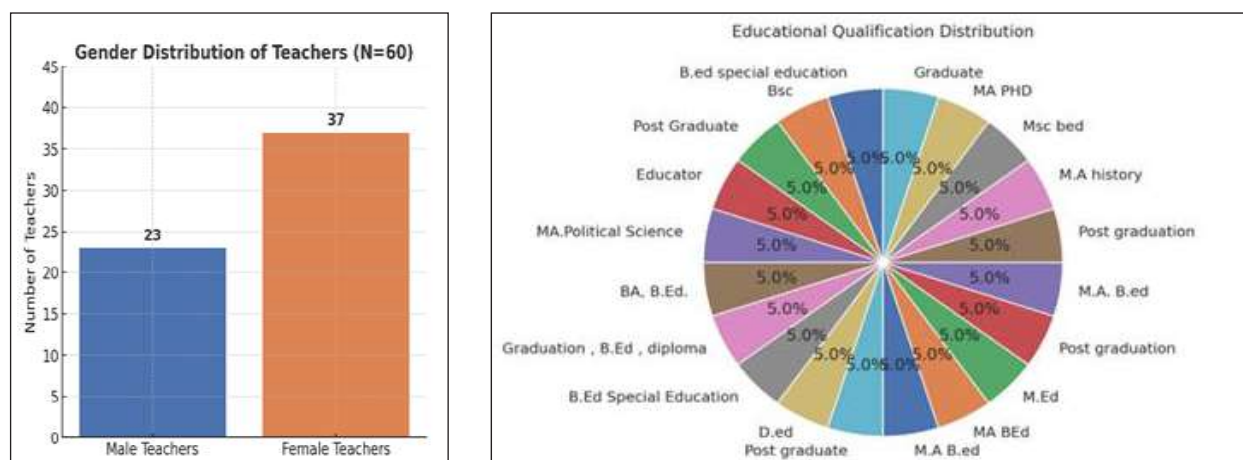
The data obtained from the 60 School teachers comprising of 30 teachers each from Government and private schools respectively using 5-point Likert scale was analysed using SPSS. The analysis involved computation of Mean along with Standard Deviation and t-test. Figure 1 shows the Gender-wise distribution and Educational Qualification distribution of the sample.

The Gender Distribution chart reveals a higher proportion of female participants compared to male participants in the study. The Educational Qualification chart highlights that most of the respondents possess formal educational degrees such as B.Ed., M.A., M.Sc., and Ph.D., reflecting a well-qualified teaching community workforce with a strong background of higher education. Mostly teachers are in their mid-career phase (31-40 years). Collectively, it can be said that the data is collected from experienced, competent and mature age teachers.

Discussion

Table 1 presents the item-wise analysis of the 20 items and the overall scale score of 30 Government school teachers. The data analysis reveals that

Fig.1. Gender-wise and Educational Qualification-wise Distribution



the mean values of individual items lie between 2.33 to 4.23, which indicates diversified levels of agreement among the Government school teachers. Items such as Item 01 ($M = 4.23$, $SD = 0.898$), Item 18 ($M = 4.20$, $SD = 0.887$), and Item 02 ($M = 4.17$, $SD = 1.147$) recorded the maximum mean scores, depicting stronger agreement or positive perceptions on the aspects of belief in constitutional values and their implementation, Professional development through seminars and workshops, and creation of safe and inclusive environment. In contrast, Item 14

($M = 2.33$, $SD = 0.758$), Item 03 ($M = 2.80$, $SD = 1.157$), Item 06 ($M = 2.90$, $SD = 1.125$), and Item 20 ($M = 2.93$, $SD = 1.202$) showed the lowest mean values, suggesting relatively weaker agreement or potential areas of concern related to assessment and student feedback, teaching students from diverse backgrounds, special and gifted children.

In terms of variability, Item 09 ($SD = 0.583$), Item 07 ($SD = 0.776$), and Item 14 ($SD = 0.758$) displayed the least variability, indicating more

Table 1: Item-wise Analysis of Responses of Government School Teacher

	N	Minimum	Maximum	Mean	Standard Deviation
Item_01	30	1	5	4.23	.898
Item_02	30	1	5	4.17	1.147
Item_03	30	1	5	2.80	1.157
Item_04	30	1	5	3.60	.855
Item_05	30	1	5	4.07	1.081
Item_06	30	1	5	2.90	1.125
Item_07	30	1	5	4.13	.776
Item_08	30	2	5	3.77	.971
Item_09	30	3	5	4.07	.583
Item_10	30	1	5	3.93	.944
Item_11	30	1	5	3.23	1.194
Item_12	30	1	5	3.83	.834
Item_13	30	1	5	4.00	.871
Item_14	30	1	4	2.33	.758
Item_15	30	1	5	3.23	1.194
Item_16	30	1	5	4.03	.809
Item_17	30	1	5	2.93	1.048
Item_18	30	1	5	4.20	.887
Item_19	30	1	5	3.13	1.252
Item_20	30	1	5	2.93	1.202
Total Score	30	45	88	71.53	8.733
Valid N (list wise)	30				

consistent responses across Government school teachers. These items were related to competence in using latest technologies, knowledge of subject and lack of time for periodic assessment and feedback. Conversely, Item 19 (SD = 1.252), Item 20 (SD = 1.202), and Item 11 (SD = 1.194) exhibited greater variability, suggesting diverse opinions among Government school teachers. These items were related to maintenance of positive classroom environment, no need for further professional development and use of same teaching approach for all students regardless of their learning styles.

The total score ranged from 45 to 88, with a mean of 71.53 (SD = 8.733). This indicates that, overall, Government school teachers scored on the higher side of the scale, reflecting a generally positive tendency, though with moderate variability across individuals.

Overall, the findings suggest that while Government school teachers expressed strong agreement with certain items, there are specific areas (e.g., Items 14, 03, 06, 20) that may require further attention or improvement. These areas are related to dealing with students from diverse backgrounds, gifted and special children, assessment of learning and further professional development.

Table 2 represents the descriptive statistics for the 20 items and the total score based on responses from 30 Private school teachers. The mean scores of individual items ranged from 2.03 to 4.63, reflecting varying levels of agreement among the Private school teachers.

The items with the highest mean scores were Item 02 (M = 4.63, SD = 0.809), Item 01 (M = 4.33, SD = 1.093), and Items 05 and 07 (M = 4.30, SD = 0.837 and 0.702, respectively). These results indicate strong agreement and positive perceptions in the areas related to constitutional values, inclusive environment, collaboration for student well-being and subject knowledge. Conversely, Item 20 (M = 2.03, SD = 1.098), Item 06 (M = 2.70, SD = 0.915), Item 14 (M = 2.77, SD = 1.251), and Item 03 (M = 2.93, SD = 1.015) recorded the lowest means, suggesting weaker agreement and potential concerns requiring further consideration in the areas related to teaching of special and gifted children, students from diverse backgrounds, assessment and feedback and further professional development.

A uniform agreement among private school teachers can be seen through Item 07 (SD = 0.702), Item 04 (SD = 0.691), and Item 10 (SD = 0.714). It shows least variability and uniform agreement among

Table 2 Item-wise Analysis of Responses of Private School Teachers

	N	Minimum	Maximum	Mean	Std. Deviation
Item_01	30	1	5	4.33	1.093
Item_02	30	1	5	4.63	.809
Item_03	30	1	5	2.93	1.015
Item_04	30	3	5	4.07	.691
Item_05	30	2	5	4.30	.837
Item_06	30	1	5	2.70	.915
Item_07	30	3	5	4.30	.702
Item_08	30	2	5	3.50	.938
Item_09	30	1	5	3.97	.928
Item_10	30	2	5	4.20	.714
Item_11	30	1	5	3.53	1.074
Item_12	30	2	5	3.97	.850
Item_13	30	1	5	4.00	.910
Item_14	30	1	5	2.77	1.251
Item_15	30	1	5	3.87	1.252
Item_16	30	3	5	4.07	.740
Item_17	30	2	5	3.23	1.040
Item_18	30	1	5	4.07	.944
Item_19	30	1	5	3.57	1.104
Item_20	30	1	4	2.03	1.098
Total Score	30	53	84	74.03	6.785
Valid N (list wise)	30				

private school teachers. Item no 07,04 and 10 were related to confidence towards subject knowledge, confidence to nurture professional relationships and effective use of instructional strategies to promote active learning and critical thinking.

Item 14 (SD = 1.251), Item 15 (SD = 1.252), and Item 20 (SD = 1.098) demonstrated high variation responses, which suggests greater bifurcation of opinions on these items. These items were related to lack of time to do periodic assessment and feedback, preference of traditional teaching methods and belief of no further professional development requirement. The average total score lies between 53 to 84, with a mean of 74.03 (SD = 6.785). This shows that Private school teachers showed a general favourable perception as their overall scores are more towards the higher end of the scale. It should be noted that certain items highlight areas of mixed responses. It can be summarised that, private school teachers primarily showed a positive attitude towards NPST, with consistent high ratings on several items. However, there are some items (Item 20, 06, 14 and 03) which showed higher variability.

Table 3 presents the descriptive statistics for 20 items and the overall scale score based on the

responses of 60 school teachers. The mean scores of 2.48 to 4.40, indicate a broad area of agreement among teachers. The items having the highest mean scores were Item 02 (M = 4.40, SD = 1.012), Item 01 (M = 4.28, SD = 0.993), and Item 07 (M = 4.22, SD = 0.739). These results highlight consistently strong agreement and favorable perceptions in these domains. These were related to belief in inclusivity and constitutional values and confident towards subject knowledge. In contrast, Item 20 (M = 2.48, SD = 1.228), Item 14 (M = 2.55, SD = 1.048), Item 06 (M = 2.80, SD = 1.022), and Item 03 (M = 2.87, SD = 1.081) yielded the lowest mean scores, suggesting weaker agreement and possible concerns in these areas. These areas were related to belief of no further professional development, lack of time for periodic assessment and feedback, challenges in teaching special children and children from diverse backgrounds.

Regarding variability, the least variation was observed for Item 07 (SD = 0.739), Item 16 (SD = 0.769), and Item 09 (SD = 0.770), indicating more uniform responses among teachers. Item 07, 16 and 9 were related to confidence towards subject knowledge, management of inclusive classroom and

Table 3 Item-wise Analysis of Overall Sample

	N	Minimum	Maximum	Mean	Std. Deviation
Item_01	60	1	5	4.28	.993
Item_02	60	1	5	4.40	1.012
Item_03	60	1	5	2.87	1.081
Item_04	60	1	5	3.83	.806
Item_05	60	1	5	4.18	.965
Item_06	60	1	5	2.80	1.022
Item_07	60	1	5	4.22	.739
Item_08	60	2	5	3.63	.956
Item_09	60	1	5	4.02	.770
Item_10	60	1	5	4.07	.841
Item_11	60	1	5	3.38	1.136
Item_12	60	1	5	3.90	.838
Item_13	60	1	5	4.00	.883
Item_14	60	1	5	2.55	1.048
Item_15	60	1	5	3.55	1.254
Item_16	60	1	5	4.05	.769
Item_17	60	1	5	3.08	1.046
Item_18	60	1	5	4.13	.911
Item_19	60	1	5	3.35	1.191
Item_20	60	1	5	2.48	1.228
Total_Score	60	45	88	72.78	7.855
Valid N (listwise)	60				

competence in using latest technology. The highest variability appeared in Item 20 (SD = 1.228), Item 15 (SD = 1.254), and Item 19 (SD = 1.191), pointing to greater diversity of opinion on these items. Item no 20, 15 and 19 were related to belief in no further professional development, preference of traditional teaching methods and maintenance of positive classroom environment.

The total overall score lies between 45 to 88, with a mean of 72.78 (SD = 7.855). This implies that overall, the teachers have positive attitude towards NPST, though they disagree on some areas. It can be summarized that, overall, all the teachers expressed positivity towards the different components of NPST. Though on few items they do not agree (particularly, items 20, 14, 06 and 03). This implies the presence of both strengths and exploration areas in NPST.

Table 4 represents the distribution of government school teachers across different levels. The analysis depicts that 73.3% of government school teachers fall under the moderate level category, indicating a balance among the group. 13.3% each of government school teachers belong to low level and high levels. This indicates that there may be teachers who do not have very high positive attitude towards NPST or the ones who do have very high attitude but a large group of teachers have moderately positive attitude towards NPST among government school teachers.

This suggests the presence of positive attitude of majority of government school teachers towards NPST. Focussed professional development activities could help to elevate the remaining teachers into positive attitude category.

When private school teachers were analysed in terms of their total score levels, it was found that 73.3% of the private school teachers were having moderately positive attitude towards NPST (Table 6). 10% were having positively low attitude towards NPST and remaining 16.7% have highly positive attitude towards NPST. Private school teachers similarly as government school teachers have moderately positive attitude towards NPST with relatively low number of teachers showing very or very high levels.

Table 6 presents the total score levels of private and government school teachers collectively. The results show that a majority of teachers (73.3%) fell within the moderate level category. A smaller proportion (15.0%) reached the high level, while only 11.7% were classified as being at the low level.

These findings indicate that most of the teachers demonstrated a moderate level of attitude with relatively fewer teachers positioned at the extremes. The cumulative percentage further shows that 85% of teachers were at low to moderate levels, while only a limited number (15%) achieved high-level scores. This distribution suggests that most individuals in the sample demonstrated average

Table 4: Attitude level of Government School Teachers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low Level	4	13.3	13.3	13.3
	Moderate Level	22	73.3	73.3	86.7
	High Level	4	13.3	13.3	100.0
	Total	30	100.0	100.0	

Table .5: Attitude levels for Private School Teachers towards NPST

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low Level	3	10.0	10.0	10.0
	Moderate Level	22	73.3	73.3	83.3
	High Level	5	16.7	16.7	100.0
	Total	30	100.0	100.0	100.0

Table 6: Overall level of Attitude towards NPST

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low Level	7	11.7	11.7	11.7
	Moderate Level	44	73.3	73.3	85.0
	High Level	9	15.0	15.0	100.0
	Total	60	100.0	100.0	100.0

positive attitude, with relatively few performing at the extremes. These results highlight the general trend of moderate attitude towards NPST, while also indicating potential for targeted support to help more individuals reach higher attitude levels.

When t-test (for independent samples) was applied to examine the differences in total scores between male and female teachers, it was found that the male group ($M = 72.36$, $SD = 8.55$) scored lower than the female group ($M = 73.03$, $SD = 7.53$).

It can be seen from the Table 7, that the male group scored slightly lower than the female group. The assumption concerning equal variances was not violated, according to Levene's test ($F = 0.92$, $p = .341$). The results of the t-test signify that this difference was not statistically significant, $t(58) = -0.31$, $p = .756$. The mean difference (-0.66) with

a 95% confidence interval $[-4.91, 3.58]$ indicates that the small difference in means is likely to occur due to random variation. It can be summarised that, the gender does not have a significant impact on the teacher's total scores.

When school type was taken into account to identify whether school type influenced teachers' overall scores, t-test (independent samples) was applied, comparing government (30) and private (30) school teachers. The independent samples t-test was carried on to examine whether the difference of a significant extent arises in the total scores between government and private school participants. The mean score for the government school teachers ($M = 71.53$, $SD = 8.73$) was slightly lower than that of the private school teachers ($M = 74.03$, $SD = 6.79$). The assumption

Table 7: Effect of Gender on Attitude

Group Statistics										
		Gender	N	Mean	Std. Deviation	Std. Error Mean				
Total_Score	Male		22	72.36	8.550	1.823				
	Female		38	73.03	7.532	1.222				

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Total_Score	Equal variances assumed	.922	.341	-.312	58	.756	-.663	2.121	-4.907	3.582
	Equal variances not assumed			-.302	39.575	.764	-.663	2.194	-5.099	3.774

Table 8: Effect of Type of School on Attitude Towards NPST

Group Statistics										
		Type of school	N	Mean	Std. Deviation	Std. Error Mean				
Total_Score	Government		30	71.53	8.733	1.594				
	Private		30	74.03	6.785	1.239				

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Total_Score	Equal variances assumed	1.050	.310	-1.238	58	.221	-2.500	2.019	-6.541	1.541
	Equal variances not assumed			-1.238	54.661	.221	-2.500	2.019	-6.547	1.547

was not violated with regard to equal variances ($F = 1.05$, $p = .310$) according to Levene's test. The t-test result showed that between the two specific groups, the difference was not significant, $t(58) = -1.24$, $p = .221$. The mean difference of -2.50 (95% CI $[-6.54, 1.54]$) suggests that school type do not make any effect on the attitude towards NPST. Private school participants getting score higher on average, would have been occurred by chance.

Conclusion

The overall mean attitude score of 72.78 with a standard deviation of 7.855 towards the National Professional Standards for Teachers (NPST) indicates that, on an average, the teachers in private and government schools have a moderately positive attitude towards NPST. Most of the teachers showed a generally favourable attitude towards NPST, as standard deviation value suggested a moderate level of variability among the teacher's responses. Overall, the teachers hold a positive yet little bit varied outlook towards the relevance and domains of NPST. Teachers in both the private and government school had equal level of moderately positive attitude towards NPST. The difference lies in the way that private school teachers are having a much more positive attitude towards NPST than their government school counterparts. On an average, teachers in private schools demonstrated a more promising and positive attitude towards NPST in comparison to teachers of government schools. Furthermore, the smaller standard deviation among private school teachers suggests that their responses were more consistent and homogeneous, reflecting a greater level of agreement in their attitudes. In contrast, the higher standard deviation among government school teachers indicates greater variability in their responses, implying differences in their perceptions or levels of acceptance towards NPST. It should also be noted that a greater number of private school teachers are having highly positive attitude towards NPST than government school teachers. Both private and government school teachers are having common favourable towards the following components of NPST:

- (i) Belief and implementation of constitutional values.
- (ii) Collaboration with colleagues, parents and community for student well-being.
- (iii) Confidence towards subject knowledge.
- (iv) Competence to use appropriate methods to monitor student progress.

(v) Management of diversity and inclusiveness in classroom.

(vi) Collaboration for professional development.

Private school teachers are having more positive attitude towards creation of safe and inclusive learning environment for students than government school teachers. They also maintain more objectivity while dealing with students from diverse backgrounds. Private school teachers are more confident towards effectively promoting active learning and critical thinking of students but on the other hand they find it difficult to deal with multilingual classroom.

Government school teachers are more positive towards their proficiency to deal with children with special needs. They are nearly competent enough to create learning plans to sustain the diverse learning requirements of the learners. They feel more competent in using the latest technologies in the teaching-learning process than their private school counterparts. Government school teachers strongly disagree on the belief of the need for no further professional development. It should be noted that Gender and bifurcation of schools as government and private do not imply any significant effect on the attitude of teachers towards NPST.

Educational Implications

The attitude expressed by both the type of school teachers can serve as a mirror for policymakers, offering real-time feedback on how NPST is received at the ground level. As the pilot study revealed a positive outlook it indicates a fertile ground for implementation of NPST.

The study has exposed unattended gaps in professional understanding of NPST. As Government teachers showed some reluctance or confusion towards professional development, it hints at the necessity for more relevant, hands-on training programs for teachers so that they can demystify the standards and make them practically applicable.

The findings of this study as pilot study suggested the need to reconstruct the curriculum of teacher education, ensuring that the philosophy of NPST is covered in the early years of teacher preparation journey. The attitude could start building from the initial phase.

The study throws a light on contextual inequalities as the data has been collected from the teachers all over India. There were differences of

regions, school types and experiences. However, the study revealed a null effect of school type on attitude but showed disparities in terms of region. The study offers a significant educational impact and further scope for studies in line with changing educational and demographic dynamics of India.

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Transforming Lives through Open Learning

C P Radhakrishnan, Hon'ble Vice President of India, delivered the Convocation Address at the 39th Convocation Ceremony at the Indira Gandhi National Open University (IGNOU), New Delhi on April 7, 2026. He said, *"Living for oneself is not wrong, but living only for oneself is wrong. We should always try to give back to society. Just like how small drops of water make a big ocean, similarly, when our individual efforts come together, they will create a Viksit Bharat."* Excerpts

I am happy to know that the convocation is also being held at the same time in more than 50 regional centres in the presence of the Hon'ble Governors & other dignitaries of the States. IGNOU is an institution that has played a transformative role in expanding higher education in India. It now stands as a pillar of India's open and distance learning ecosystem. The journey of the University since 1985 has been truly remarkable. It has extended learning opportunities to all sections of society – for working individuals, students in remote and rural areas, financially disadvantaged learners, and women.

Indira Gandhi National Open University stands for one powerful idea: that education must be easily available to all, and it should not be limited to a privileged few. The Open University has played a transformative role in taking higher education to people who otherwise could not pursue education in the conventional way due to a lack of time, money, or resources. Its open and distance learning model has changed countless lives in meaningful ways. The numbers speak volumes about the scale of this outreach, which is reflected in the enrollment of over 14 lakh learners in 2025, of which 56% are women; 58% come from rural areas; 58% belong to marginalised groups. These figures demonstrate IGNOU's profound role in advancing educational equity, social mobility, and national development.

Not long ago, the world witnessed the devastating COVID-19 pandemic. Yet, even in that crisis, it taught us valuable lessons. The pandemic brought a major shift in education, compelling schools, colleges, and universities to rapidly embrace online learning technologies. At a time when traditional universities were forced to shut down, IGNOU was relatively better prepared because of its existing distance learning model. Online classes, virtual counselling sessions, and digital study materials became the primary mode of learning. IGNOU expanded the use of platforms like SWAYAM and e-Gyankosh, allowing students

to access lectures, e-books, and course content anytime. This ensured continuity in education despite lockdown restrictions. What began as a temporary response soon evolved into a powerful transformation in how education is delivered and experienced. And Indira Gandhi National Open University emerged as a leader, standing at the forefront of this transformation.

IGNOU has the distinction of being ranked as the No. 1 Open University in India under NIRF, and it is the first Open University to receive the NAAC A++ grade. 21 Schools of Study, offering more than 300 academic programmes across multiple disciplines and levels, 70 Regional Centres, more than 2,000 Learner Support Centres across India, and 25 Overseas Study Centres in 15 countries, these are not small feats. I am extremely pleased to note that the e-Gyankosh initiative now records more than 1.2 Crore users. The University is also collaborating with international organisations and universities such as the British Council, Universities from Greece, Russia, and others. I commend the Vice Chancellor, faculty, and the administration for these achievements.

I am glad that the National Education Policy, brought by the visionary leadership of our Hon'ble Prime Minister, Shriman Narendra Modi Ji, has been adopted seamlessly by IGNOU. I am also happy to see that in alignment with the NEP, the University has introduced 23 Four-Year Undergraduate Programmes with multiple exit options. This will make higher education more adaptable to the needs of the learners. The University's diverse academic offerings — including Vedic Studies, Sanskrit Literature, Hindustani Music, and Bharat Natyam — beautifully integrate Indian traditional knowledge and modern education.

The true strength of a nation lies in the knowledge, values, and capabilities of its people. The University has also played an important role in strengthening the National Skills Ecosystem in the country through

its Regional Centres, which provide vocational certification and skill training. This will go a long way in ensuring that we achieve the goal of being a *Viksit Bharat* by 2047.

Today, we are witnessing rapid advancements in newer technologies, especially in the field of AI. We can integrate these technologies with education to enhance both teaching and learning experiences. In institutions such as IGNOU, AI can enhance distance education by improving student support services and providing personalised learning recommendations. It can also help with evaluation, giving timely feedback to learners. At the same time, we should ensure accountability and use these technologies responsibly.

Today's convocation marks an important milestone, with over 3 lakh learners receiving their degrees, diplomas, and certificates. This narrates a powerful story. A story of individuals who balanced responsibilities, overcame challenges, and chose determination over doubt. Dear graduating students, congratulations! I remember today the words of the great saintly Tamil poet Thiruvalluvar. He had said, தொட்டனைத் தூறும் மணற்கேணி மாந்தர்க்குக் கற்றனைத் தூறும் அறிவு (The mud that sprinkles on a toddler is like the

knowledge that sprinkles on the wise). His words beautifully say, "Just as water flows from a well when you dig deeper, knowledge grows the more you learn." I would like you all to carry this message with you today: learning is not a one-time effort—it is a lifelong journey. The more we question, explore, and seek knowledge, the more our minds expand. Always learn and equip yourselves with the advancements in your area of work.

My dear graduates, I request you all to stay away from narcotic drugs and substance abuse. I also advise you all to be mindful of your social media usage. Use it as a technological tool, and do not get enslaved by it. Living for oneself is not wrong, but living only for oneself is wrong. We should always try to give back to society. Just like how small drops of water make a big ocean, similarly, when our individual efforts come together, they will create a *Viksit Bharat*. This journey towards *Viksit Bharat* cannot be shaped by policies alone; people like you will shape it. You are the builders of this future. You are the strength of this nation. You are the hope for tomorrow. I wish all the graduating students the very best in all your future endeavours.

Jai Hind! Long Live Mother Bharat!

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CAMPUS NEWS

National Seminar on *Viksit Bharat* at 2047

A two-day National Seminar on '*Viksit Bharat* at 2047: Thrives and Contribution towards Sustainable and Inclusive Development' was organised by the Department of Economics, K C Das Commerce College, Guwahati in collaboration with the National Small Industries Corporation (NSIC), with support from North Eastern Development Finance Corporation Ltd. (NEDFi) and National Bank for Agriculture and Rural Development (NABARD), Government of India from May 15-16, 2026. A total of 142 participants from fifty educational institutions and government organisations across various Indian states submitted eighty-nine research papers for the seminar.

During the Inaugural Session, the Keynote Address was delivered by Prof. Ajitava Raychaudhuri, former Professor, Department of Economics, Jadavpur University, Jadavpur. In his address, Prof. Raychaudhuri emphasised that in addition to environmental sustainability, financial sustainability must also be taken into account in order to sustain the projected rates of economic growth. He observed that sustainable development possesses multidimensional characteristics, encompassing not only environmental concerns such as the transition towards green energy, but also fiscal issues, particularly government debt. Referring to the latest available data, he asserted that India's debt remains sustainable, thereby suggesting that the government can continue to operate with a budget deficit while maintaining a manageable debt burden. Furthermore, he highlighted capital formation as an essential prerequisite for achieving the vision of a developed India. In this context, he remarked that increased public savings would contribute to capital formation, which in turn would stimulate investment and income generation, thereby helping to sustain economic growth.

Dr. Hrishikesh Baruah, Principal, K C Das Commerce College, delivered the welcome address. In his speech, he emphasised that to realise the aspiration of *Viksit Bharat* 2047, it is necessary to remember and draw guidance from India's rich ancient heritage. He further remarked that the

seminar had been organised with this objective in view. Representatives from the collaborating and sponsoring institutions, including Loken Das, Chief General Manager, NABARD, Guwahati and Rajesh Madan, General Manager, NSIC, Guwahati, also addressed the gathering. Mr. Vijay Gupta, MLA of the Central Guwahati constituency, shared his views on *Viksit Bharat* 2047 and outlined his vision in this regard. Prof. Amlandeep Choudhury, President of the Governing Body, likewise extended his greetings to the participants. Ashok Kumar Laskar, UNESCO Association along with other eminent dignitaries, attended the event.

The technical session on 'Environmental Sustainability: Development and Economy' was chaired by Prof. Ratul Mahanta, Department of Economics, Gauhati University, Assam. The next two sessions were organised simultaneously as parallel sessions. One session focused on 'Rural and Agricultural Development' and was chaired by Prof. Phanindra Goyari, School of Economics, University of Hyderabad, Telangana. The other session, centred on 'Good Governance and Administration' which was chaired by Prof. Sagar O Manjare, Vice Chancellor, Mahatma Gandhi University, Meghalaya.

The session on 'Inclusive Growth and Development and Infrastructural Development' was chaired by Prof. Raju Mandal, Department of Economics, Assam University, Silchar. Simultaneously, The session on 'Gender and Inclusive Growth' was conducted by Prof. Nissar A Barua and Dr. Bandana Chowdhury, Department of Economics, Gauhati University, Guwahati, Assam.

Plenary Session of the seminar was on 'Growth Trajectory in India: Earlier Initiative to Latest Development', and Panelists were: Prof. Mrinal K Dutta, Department of HSS, IIT Guwahati, Prof. Nissar A Barua, Department of Economics, Gauhati University, Mr. Evan T Munsong, Deputy General Manager, NABARD, Assam region, Shri Rajesh Madan, GM, NSIC, Guwahati, Govt. of India. Mr. Evan T Munsong, National Bank for Agriculture and Rural Development (NABARD), Assam Region. The session was moderated by Prof. Nissar A Barua, in his introductory remarks, Prof.

Barua referred to the various historical contexts associated with India's journey of economic progress. Prof. Mrinal Kumar Dutta of an Indian Institute of Technology, who participated as an expert speaker, highlighted several economic issues in which India continues to lag behind. Mr. Munsong stated that the Green Revolution transformed India into a food-surplus nation, while Farmers' Clubs were established to support farmers and promote rural and agricultural development. Rajesh Madan, the expert representative from National Small Industries Corporation (NSIC), expressed great satisfaction with India's economic progress and conveyed an optimistic outlook regarding the country's development trajectory.

During the Valedictory Session of the two-day event, Dr. Hrishikesh Baruah, Principal, K C Das Commerce College, expressed his satisfaction at the successful conclusion of the seminar. Dr. Sumit Ghosh, Assistant Professor, Department of Economics and Joint Coordinator of the seminar, presented a detailed report on the proceedings of the seminar, which was followed by the Vote of Thanks proposed by Dr. Bonoshree Bhuyan, Assistant Professor, Department of Management. The inaugural and valedictory sessions were conducted by Dr. Upasana Chakravarty, Coordinator of the seminar and Head, Department of Economics of the college. All faculty members of K C Das Commerce College, along with participants from different parts of the country, attended the seminar and contributed to the success of the academic gathering centred on the significance of *Viksit Bharat 2047* and the role of higher education in achieving that vision.

National Seminar on GST Law in India

A two-day National Seminar on 'GST Law in India: Reviewing Reforms, Reflecting on Challenges and Road Ahead for *Viksit Bharat@2047*' is being organised by the Faculty of Law, University of Delhi, Delhi, in collaboration with the Indian Council of Social Science Research (ICSSR), New Delhi, from September 25-26, 2026. Undergraduate students, postgraduate students, PhD Scholars, Academicians, Legal Practitioners, Chartered Accountants, Company Secretaries, Cost Accountants, Management Professionals, etc. may participate in the event.

Since its inception in the year 2017, the Goods and Services Tax (GST) has been mooted as a game-

changer for India, ensuring the country moves towards reforming the tax structure in the country with a clear objective of unifying the indirect tax landscape and strengthening the spirit of cooperative federalism. Over the course of nine years, there have been various legislative amendments, judicial interpretations and administrative regulations which have led to the evolution of GST law. Through various judicial pronouncements, courts have shed light on crucial aspects such as timelines for adjudication, application of the principles of natural justice, conditions for input tax credit and refund entitlements. This has moulded the existing law into a more transparent and accountable tax system. In spite of this, compliance has remained challenging, with businesses navigating through extensive data reconciliation, e-invoicing and other technologically intensive processes. The government has recognised these challenges and has taken a step forward in this journey by unveiling the GST 2.0 reforms, which itself is a nudge towards the long-term developmental goals of the country and aligned with the aspirations of *Viksit Bharat@2047*. It follows a consumer-centric, business-conducive, and futuristic approach wherein the key measures include categorising the tax slabs into a two-tier format, tax exemptions for essential services, streamlined valuation and discount rules and fast-tracked automated refunds, among other reforms. The event seeks to provide a platform for discussion on constitutional, statutory and procedural issues under GST, including compliance, adjudication and enforcement. By bringing together members of the judiciary, tax administrators, legal practitioners, academics and researchers, the event aims to foster informed dialogue on the implementation and future direction of the GST regime in alignment with the vision of *Viksit Bharat@2047*. The Subthemes of the event are:

Constitutional and Jurisprudential Foundations of GST

- Constitutional framework and the principle of fiscal federalism;
- Role and functioning of the GST Council; and
- Judicial interpretation of GST provisions.

Legislative Framework and its Interpretation

- Structure and evolution of GST legislation;

- Principles governing the interpretation of statutory provisions; and
- Recent legislative amendments and reforms in the GST regime.

Procedure and Compliance under GST

- Registration requirements, return filing, and documentation;
- Digital compliance mechanisms, including e-invoicing and online systems; and
- Administrative and practical challenges in GST compliance.

Enforcement, Penalties and Litigation

- Enforcement mechanisms under the GST framework;
- Penalties, prosecution, and adjudication procedures; and
- Emerging trends and developments in GST-related litigation.

Adjudicatory and Institutional Mechanisms

- Role of adjudicating authorities and tribunals;
- Dispute resolution processes under the GST framework; and
- Institutional architecture governing GST administration.

Capacity Building, Legal Awareness, and Research in GST

- Promoting tax literacy and public awareness;
- Training and capacity development for professionals and administrators; and
- Academic research and policy dialogue on GST.

Reform, Rationalisation, and the Future of the GST Regime

- Rate rationalisation and structural reforms;
- Simplification of compliance mechanisms; and
- Technology integration and digital governance in taxation.

GST for Viksit Bharat@2047

- GST as a driver of economic growth;
- Strengthening the ease of doing business; and
- Supporting MSMEs, startups, and innovation.

For further details, contact the Convenor, Dr Vidhi Madaan Chadda, Associate Professor and Joint Director, Five-Year Integrated Law Course (ILC), Faculty of Law, University of Delhi, Maharishi Kanad Bhawan, Delhi-110007, by E-mail: gstseminar@ilc.du.ac.in. For updates, log on to: www.du.ac.in/events/

Himalayan Languages Symposium

A three-day Himalayan Languages Symposium is being hosted by the Department of Humanities and Social Sciences, Indian Institute of Technology Delhi from October 30-November 01, 2026. The event is a multidisciplinary conference covering a broad range of topics relating to the languages of the Himalayan region. Contributions are invited on any language of the greater Himalayan region, including Burushaski, Kusunda, Tibeto-Burman, Indo-Iranian, Austroasiatic, Kradai, Andamanese, Nihali, and Dravidian languages, as well as from related disciplines such as history, anthropology, archaeology, and prehistory. The Areas of research are:

Phonetics and Phonology, Cognitive Linguistics, Syntax, Semantics, Morphology, Anthropological Linguistics, Computational Linguistics, Corpus Linguistics, Discourse Analysis, Pragmatics, Psycholinguistics, Language Documentation, Sign Languages, Sociolinguistics, Lexicography, Linguistic Typology, Machine Translation, Endangered Languages, Language Technology Development, Natural Language Processing, Writing Systems and Typography, Language and Politics, Migration Patterns of the Greater Himalayan Region, History of Linguistic Research in the Himalayan Region, Speech Technology, Second Language Acquisition.

For further details, contact the Organising Secretary, Department of Humanities and Social Sciences, 5th Floor, Main Building, Indian Institute of Technology Delhi, Hauz Khas, New Delhi – 110016 by E-mail: hls29.iitd@gmail.com. For updates, log on to: www.himalayansymposium.org/events/

International Conference on Literature, Languages and Religions

A two-day International Conference on 'Literature, Languages and Religions' is being jointly organised by the International Languages Council, Research Culture Society and English

Literature Club from September 19-20, 2026 through hybrid mode / online mode. The Subthemes of the Event are:

Languages

Language acquisition and learning; Language teaching methodology; Language curriculum development; Language assessment; Interpersonal & intercultural communication; e-learning and flipped classroom; Language teaching pedagogy; Language policy; Language in open and distance learning environments; The use of ICT in language teaching/learning; Teaching Language and Literature with Audio, Video materials; Online Teaching and learning of Languages; Language Concepts Literature; Classical Literature; British Literature; Australian Literature; Canadian Literature; Indian Literature; African Literature; Arabic Literature; Contemporary Literature; Comparative Literature; Feminism; Class / Race / Gender & Caste Conflict; Diaspora Literature/Digital Diaspora; Eco-Literature / e-Literature; Social Evils in Literature; Modern/Postmodern Literature; Postcolonial Literature; Children's Literature; Global Language Learning; and Language Studies and Diversity.

Literature

Classical Literature; British Literature; Australian Literature; Canadian Literature; Indian Literature; African Literature; Arabic Literature;

Contemporary Literature; Comparative Literature; Feminism; Class /Race/Gender & Caste Conflict; Diaspora Literature/Digital Diaspora; Eco-Literature /e-Literature; Social Evils in Literature; Modern/ Postmodern Literature; Postcolonial Literature; Children's Literature; Global Language Learning; Language Studies and Diversity; Indian Writing in English; Indian Writing in Hindi; Language and Power in Literature; New Directions in Literature; Literature as Social Discourse; Literature and Globalisation; and Innovative Methods of Teaching Literature.

Religions

Religion and Cultural Studies; Religions of Asia; Religions of Europe and the Middle East; Religion and Culture; Religions and Spirituality; Religions and Ethics; Religions and Religious Practices; Philosophy of Religions; Teaching of Religions; Judaism's understanding of Jesus Christ; Roman Catholicism; New Age Movement; Word-Faith Movement; Hinduism; Buddhism; Islam; Taoism; Sikhism; Scientology; and Religions and Global Diversity.

For further details, contact the Coordinator, Ms Diksha Rani, Research Culture Society, India, through mobile numbers: 09033767725 / 09518115583 and E-mail: ilcintconf@gmail.com. For updates, log on to: www.researchculturesociety.org □

AIU Pays Tribute to Dr Sarvepalli Radhakrishnan on His Birth Anniversary

The Association of Indian Universities (AIU) pays heartfelt tribute to **Dr Sarvepalli Radhakrishnan, Eminent Philosopher, Distinguished Educationist, former President of India, and former President of the Association of Indian Universities**, on the occasion of his birth anniversary on 5 September, 2026.

His enduring contribution to education, philosophy, and nation-building continues to inspire generations of educators, scholars, and students across India.

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.

Book Review

A Good Resource for Reform

Sitansu Sekhar Jena*

Sahoo, P., K. and Das, B., C. (2025). *Teacher Education and National Education Policy 2020 (Two Volume Sets)*, Concept Publishing Company Pvt. Ltd., New Delhi, Hardcover, Pages 790, Rs 2195/-.

Teacher education has emerged as one of the most critical areas of educational reform in India, particularly after the introduction of the National Education Policy (NEP) 2020. Recognising that no education system can surpass the quality of its teachers, NEP-2020 places strong emphasis on teacher preparation, professional development, institutional restructuring, multidisciplinary learning, and research-oriented pedagogy. Within this transformative policy landscape, the two-volume edited work *Teacher Education and National Education Policy-2020*, edited by P K Sahoo and B C Das, engages with diverse dimensions of teacher education and their relevance for educational institutions, teacher educators, researchers, and policymakers.

The editors view teacher education not merely as a programme of professional preparation but as a dynamic process of educational transformation. Teachers are presented as architects of national development and principal agents responsible for translating policy aspirations into classroom realities. The volumes also respond to contemporary concerns such as digital transformation, globalization, equity, sustainability, innovation, and lifelong learning. Unlike conventional edited books that may assemble independent essays without a common intellectual direction, these volumes are broadly guided by the shared concern of reimagining teacher education for the demands of the twenty-first century. Contributions address curriculum reform, pedagogical innovation, technology integration, educational research, quality assurance, inclusive education, and institutional development.

* Former Regional Director, Indira Gandhi National Open University, Maidan Garhi, New Delhi and Former Chairman, National Institute of Open Schooling (NIOS), Sector - 62, Noida, Gautam Budh Nagar, Uttar Pradesh - 201 309. E-mail: ssjena1960@gmail.com

Contextual Significance

The publication is timely because teacher education in India is undergoing substantial structural and pedagogical reforms. NEP-2020 envisages integrated and multidisciplinary teacher preparation, greater institutional autonomy, a stronger research culture, competency-based curricula, continuous professional development, and effective use of educational technology. These reforms require both conceptual clarity and practical guidance.

The writings situate teacher education within broader national priorities rather than treating teacher preparation as an isolated professional activity. The collection connects teacher education with educational quality, social inclusion, institutional excellence, and national development, recognising that reform requires systemic transformation involving teachers, institutions, policymakers, and communities. The emphasis on teacher professionalism is particularly noteworthy, as teachers are expected to be reflective practitioners, innovators, researchers, ethical leaders, and lifelong learners rather than merely transmitters of subject knowledge.

Thematic Significance

A principal strength of the volumes is their clear articulation of purpose. Together, they seek to facilitate dialogue among teacher educators, educational administrators, researchers, policymakers, and students. The emphasis is not only on interpreting NEP-2020 but also on examining its implications for teacher preparation, institutional governance, educational leadership, and quality enhancement.

The multidisciplinary character of teacher education is reflected in contributions on educational technology, research methodology, quality assurance, inclusive practices, professional ethics, and institutional innovation. Another commendable feature is the balance between theoretical reflection and practical

orientation. Teacher educators may benefit from theoretical analyses, while institutional leaders and practising teachers may find value in discussions of curriculum development, digital pedagogy, assessment, quality assurance, and professional development.

Scope and Organisation

The division into two complementary volumes reflects thoughtful editorial planning. Volume I focuses mainly on emerging practices in teacher education, curriculum reforms, technology integration, innovative practices, and pedagogical transformation. Volume II concentrates on research and innovations, professional development, quality assurance, institutional effectiveness, and policy implementation. This organisation enables readers to appreciate both pedagogical and institutional dimensions of teacher education reform.

Broadly, Volume I addresses Teacher Development and Technology Integration, while Volume II focuses on Research and Quality Assurance. The six major sections are:

Volume I:

- (a) New Perspectives in Teacher Education
- (b) Curriculum Reforms in Teacher Education
- (c) Technology-Integrated Teacher Education

Volume II:

- (a) Research and Innovations in Teacher Education
- (b) Professional Development of Teachers
- (c) Quality Assurance in Teacher Education

The thematic arrangement provides conceptual progression from teacher preparation and curriculum to technology, research, professional development, and institutional quality. However, the breadth of themes can create some overlap or uneven depth across chapters. Despite this, the shared lens of NEP 2020 provides considerable conceptual unity.

Critical Analysis of the Major Themes Emerging from the Two Volumes

One of the distinguishing characteristics of Teacher Education and National Education Policy –2020 is its attempt to examine teacher education through multiple yet interconnected perspectives. Rather than limiting the discussion to curriculum reform or teacher preparation, the collection addresses teacher education as an ecosystem comprising institutional structures, pedagogical innovation, educational technology, research, quality assurance,

leadership, inclusion, and professional ethics. This multidimensional treatment reflects the holistic vision of NEP–2020.

Section I: New Perspectives in Teacher Education (Foundation of Educational Reform)

A recurring theme is the recognition of teachers as principal agents of educational transformation. The articles underscore that meaningful implementation of NEP–2020 depends upon teachers’ professional competence, commitment, and adaptability.

Shyam Menon’s “Teacher Education- Practice Policy and Market” provides a historical perspective on teacher education in India and emphasises a planned course of action rather than excessive policy experimentation. P K Sahoo’s “Professionalism in Teacher Education Programme” generates a debate on teaching as a profession and develops its knowledge base in relation to NEP–2020. N K Dash’s “Concept of Teaching” further substantiates teaching as a profession by linking teaching with learning, instruction, and training.

In “Education in Quest of Identity- Role of Teacher Education”, D R Goel identifies benchmarks relevant to the identity of education and suggests areas for teacher capacity building. Biswajit Behera’s “Teacher Development – A Constructive Perspective” stresses constructive pedagogy for strengthening teachers’ capacity. Sunil Behari Mohanty’s “Paradigm Shift in Teacher Education in Higher Education Institutions” draws upon international experiences to suggest policy-level measures for refurbishing teacher education programmes. Collectively, these contributions shift the discourse from viewing teachers merely as curriculum implementers to recognising them as reflective professionals capable of shaping educational innovation.

The section also reflects a competency-oriented conception of teacher education. Professional preparation extends beyond subject knowledge to pedagogical skills, ethical values, communication, creativity, leadership, inquiry, collaboration, problem-solving, and lifelong learning.

Section II: Curriculum Reforms in Teacher Education

The contributions on curriculum reform recognise that professional development of teachers cannot be viewed in isolation from the education system as a whole. P K Sahoo’s “NEP 2020:

Gandhian Perspective” argues that education must respond to a rapidly changing world while drawing upon Gandhian principles of collective self-reliance and empowerment.

Akha Kaihrii Mao’s “Policy Conscious Teachers and their Perception towards TEP” examines teachers’ perceptions and the need for a more democratic environment that supports intellectual capacity building. B C Das and Namita Sahoo, in “Reshaping Teacher Education Curriculum”, identify important roles of teachers as facilitators who help learners discover their talents and develop intellectual capabilities, while also renewing the school curriculum to remain relevant.

P K Sahoo and Priyanka Sharma’s study on “Student-Teachers’ Perception towards Integrated Teacher Education Curriculum” indicates positive appreciation of integrated teacher education and has relevance to the recently launched ITEP. “School Education Practices in Teacher Education Programme” by P K Sahoo and Ashok Kumar advocates stronger integration of theoretical understanding with school practice to promote reflective learning.

The study on M.Ed. curriculum by P K Sahoo and Priyanka Sharma points to the need for greater flexibility so that institutions can contextualise curricula. Similarly, the contribution on student-teacher involvement in teacher education programmes of open universities indicates limited learner involvement and a top-down approach, with administrative dominance affecting programme management in ODL. Overall, this section highlights continuous learning, reflective practice, professional autonomy, and contextual curriculum development as essential dimensions of teacher education.

Section III: Technology Integration in Teacher Education

Technology integration is another prominent theme in Volume I. The editors recognise that digital transformation has changed teaching and learning, particularly after the COVID-19 pandemic. Teacher preparation programmes therefore need to equip future educators with the knowledge and confidence to use technology meaningfully rather than merely introducing digital tools.

The article “Effectiveness of TPACK Teaching Practices” by B C Das and others examines the NEP–2020 emphasis on ICT and the use of Technological Pedagogical Content Knowledge (TPACK) for

integrating technology with pedagogy. The study indicates that TPACK-based teaching can be more effective than merely relying on lecture methods. A Muthumanickam’s contribution on blended learning discusses instructor-led, facilitated, and self-paced e-learning and highlights the continuing importance of teachers in designing instructional materials and follow-up.

Sujeet Kumar’s article on blended teaching-learning through traditional and advanced digital technology emphasises learning beyond classrooms, need-based resources, flexibility, and effective time management. The study on students’ awareness of MOOCs and teacher education courses through SWAYAM reports below-average awareness among students. The article on TPACK of pre-service teachers provides insights across two-year and four-year teacher education programmes, while the contribution on ICT in doctoral research highlights opportunities for self-study, interactive learning, audio-visual resources, and guided learning.

Overall, the technology-related contributions present digital pedagogy as an instrument for improving teaching effectiveness, learner engagement, accessibility, and educational quality. Nevertheless, future editions could engage more explicitly with digital inequality, infrastructure, teacher readiness, cybersecurity, ethical use of artificial intelligence, and digital well-being.

Section IV: Research and Innovation in Teacher Education

Volume II gives considerable attention to research innovation, professional development, and quality assurance. This is one of the valuable aspects of the collection because teacher education institutions are increasingly expected not only to prepare competent teachers but also to contribute to educational knowledge through systematic research.

The contributors advocate development of research competencies among teacher educators and student teachers, consistent with NEP 2020’s vision of universities and teacher education institutions as centres of inquiry, innovation, and evidence-based practice. B C Das and others, in “Innovation in Teaching Practice: K-4 Learning Transaction Model”, examine the application of the K-4 learning model in pre-service teacher development through TPACK-based lesson plans and feedback from pre-service teachers and teacher educators.

Dhananjai Yadav's contribution on action research highlights its effectiveness in developing research skills among schoolteachers. Vidya Agarwal and Sushma Pandey examine the impact of in-service teacher training on the teaching-learning environment and student achievement. P K Sahoo's study on online pre-service teacher education through NIOS reports a positive attitude among in-service elementary teachers, with greater effectiveness among rural teachers with longer experience.

The study on learning styles of B.Ed. students in regular and ODL modes identifies an association between teacher education mode and participatory learning style. The contribution on inclusion of students with disabilities in higher education points to shortcomings in vocational and skill training. Taken together, these studies strengthen the research orientation of teacher education and reinforce the role of teachers as reflective practitioners.

Section V: Professional Development of Teachers

The volumes consistently recognise that teacher education extends beyond pre-service preparation. Continuous professional development (CPD) is presented as an integral component of educational quality. Teaching requires continuous updating of knowledge, pedagogical skills, technological competence, professional ethics, capacity building, and institutional support.

P K Sahoo's article on professional ethics identifies professional ethics as an important challenge requiring continuous and collective dialogue among teachers and experts. Gyanendra Kumar Rout discusses emerging professional development models and the importance of collegial and institutional support. Rama Gupta's study finds a significant association between teaching competencies and student achievement in Hindi at the primary level.

The article on accountability of pre-service teacher education highlights teaching quality as a set of actions and activities that improve student outcomes. P K Sahoo and Brijesh Kumar emphasise the importance of needs analysis for professional development of teacher educators, while Meenakshi Biswal's contribution on inclusive education and professional ethics discusses an innovative teacher preparation model based on input-process-output.

The inclusion of themes such as inclusive classrooms, gender equity, social inclusion, and learner-centred pedagogy broadens the role of teachers beyond instructional competence. Teachers are expected to facilitate equitable participation, democratic values, and social cohesion, requiring corresponding changes in teacher preparation, curriculum, classroom management, and assessment.

Section VI: Quality Assurance in Teacher Education

Quality assurance constitutes another central concern in the volumes. The contributions recognise that expansion of teacher education must be accompanied by systematic mechanisms for maintaining academic standards and institutional accountability. Institutional effectiveness, accreditation, assessment, governance, and quality enhancement are particularly relevant to contemporary higher education.

M S Lalitha's "Teacher Education Towards Excellence" discusses quality teacher education in relation to curricular objectives, content management, processes, professional development, and research output. P K Sahoo and Surendra Kumar's study on community participation in distance teacher-training programmes highlights the importance of community awareness programmes in teacher education. B S Gupta's study on yogic activities reports a significant effect on academic performance.

Ashok Dansana and Gulsan Behera emphasise resource support as an essential component of successful teacher training. S K Panda discusses institutional provisions and strategies for implementing inclusive teacher education curricula. The article on preparation of teachers through ODL considers its role in professional development, while B C Das and Debajani Sahoo's study on research competencies in relation to Ph.D. coursework identifies five dimensions: research review, proposal writing, research methodology, ICT utilisation, and research publication and ethics.

A major strength of the collection is that quality is viewed as a comprehensive institutional culture rather than merely a compliance exercise. Effective teacher education depends on qualified faculty, robust curricula, research engagement, adequate infrastructure, transparent governance, learner support, and continuous improvement. Future editions may further address learning

outcomes, graduate attributes, benchmarking, internationalisation, and continuous quality improvement.

Overall Thematic Assessment

Viewed collectively, the two volumes make a commendable effort to interpret teacher education within a broad policy and developmental framework. The contributors engage with technology, research, institutional quality, educational leadership, professional ethics, inclusion, curriculum, and pedagogy. This multidimensional approach is a principal strength because successful implementation of NEP-2020 requires coordinated reform across these domains.

At the same time, the breadth of coverage raises questions regarding thematic integration. An integrative concluding chapter synthesising the major insights and identifying future directions for teacher education research and policy could have strengthened the collection. Nevertheless, the thematic diversity remains one of the defining strengths of the volumes, presenting teacher education as an evolving field that must respond continuously to societal expectations, technological advancement, educational research, and national priorities.

Critical Editorial Organisation, Scholarly Contribution, Strengths and Limitations

The editors have made a sincere attempt to organise the contributions around the broad reform agenda of NEP-2020. Instead of presenting teacher education from a single disciplinary perspective, they adopt a comprehensive framework encompassing multidisciplinary teacher development, pedagogical innovation, educational technology, research, institutional quality, leadership, and policy implementation.

This editorial strategy is appropriate because teacher education is no longer simply a professional qualification; it is a dynamic system of knowledge creation, professional competence, institutional governance, and societal transformation. The volumes convey three interconnected principles such as:- teacher education must respond proactively to the changing educational landscape created by NEP-2020; educational quality depends fundamentally upon professionally competent and socially responsible teachers; and teacher education institutions must evolve into centres of innovation, research, and continuous professional development.

The two-volume structure supports this vision. Volume I primarily addresses teacher development, curriculum, and technology integration, while Volume II focuses on research, professional development, and quality assurance. The arrangement is useful for postgraduate students, teacher educators, administrators, and researchers. However, a concluding editorial chapter integrating the major insights and outlining future research directions would have further strengthened intellectual cohesion.

Relevance for Different Stakeholders

The publication has considerable relevance for different categories of readers. For teacher educators, it provides opportunities to reflect on changing expectations concerning curriculum design, pedagogical innovation, and professional preparation. For research scholars, discussions of educational research and quality assurance can stimulate further inquiry into teacher education policy, institutional development, and pedagogical innovation.

For educational administrators and policymakers, the volumes offer conceptual guidance for implementing NEP-2020 at institutional and systemic levels, particularly regarding governance, leadership, accreditation, and quality enhancement. For practising teachers, the emphasis on technology integration, professional development, reflective practice, and inclusive education offers useful perspectives for responding to changing classroom realities. Thus, the publication extends its significance beyond university classrooms to the wider educational system.

Areas for Improvement

While the volumes reflect considerable editorial effort, some constructive suggestions may be offered. First, the breadth of themes may result in uneven treatment across chapters, with some topics receiving detailed analysis and others remaining introductory. Second, greater comparative engagement with international models of teacher education could strengthen the scholarly contribution, particularly as NEP-2020 encourages attention to global best practices.

Third, future editions could engage more explicitly with emerging issues such as artificial intelligence in education, learning analytics, digital ethics, educational entrepreneurship, climate education, and global citizenship. Fourth, a concluding synthesis chapter identifying priorities for future research, policy implementation, and institutional reform would

integrate the diverse contributions into a stronger intellectual narrative. Finally, more explicit attention to implementation challenges involving regulatory bodies, universities, schools, accreditation agencies, and governments would enhance the practical utility of the publication.

Critical Reflections and Conclusion

Every edited volume inevitably encounters differences in conceptual orientation, writing style, methodology, and analytical depth because contributions originate from different scholars. Although the publication conveys a clear editorial vision, stronger thematic integration across chapters could further enhance its coherence.

Notwithstanding these observations, Teacher Education and National Education Policy 2020 emerges as a significant scholarly effort to interpret and support one of the most ambitious educational reform initiatives in contemporary India. The editors deserve appreciation for assembling contributions that address the multidimensional character of teacher education. Their emphasis on professionalism, innovation, research, quality assurance, technology integration, and educational leadership reflects current educational priorities.

The publication also reinforces an important principle central to educational research and national policy; especially the quality of an education system ultimately depends upon the quality of its teachers. By foregrounding teacher education as a strategic investment in national development, the editors reaffirm the indispensable role of teachers in building an equitable, inclusive, innovative, and knowledge-based society.

The breadth of themes, policy relevance, and multidisciplinary orientation make these volumes particularly useful for institutions engaged in implementing NEP-2020. They provide a valuable platform for further academic discussion on the future direction of teacher education in India. The publication should therefore be welcomed as a valuable addition to contemporary educational literature. While future editions may strengthen thematic synthesis and broaden engagement with emerging educational issues, the present work provides an important foundation for scholarly reflection and professional dialogue on one of the most critical dimensions of educational reform in India.



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THESES OF THE MONTH

HUMANITIES

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

Geography

1. Jyoti. **Hydrological characteristics, pattern and processes of sediment flux in Narmada River Basin.** (Dr. Omvir Singh), Department of Geography, Kurukshetra University, Kurukshetra.
2. Rather, Abid Farooq. **Risk assessment of Glacial Lakes in a part of Upper Indus Basin.** (Prof. Pervez Ahmed), Department of Geography & Disaster Management, University of Kashmir, Srinagar.
3. Saha, Sampa. **Solid waste management in English Bazar Municipality of Malda District, West Bengal.** (Prof. Ranjan Roy), Department of Geography and Applied Geography, University of North Bengal, Darjeeling.
4. Taha Shamim. **Impact of climate change on drought occurrences in the Upper Indus Basin.** (Prof. M Sultan Bhat and Dr. Akhter Alam), Department of Geography & Disaster Management, University of Kashmir, Srinagar.
5. Wangmo, Karma Rinchen T. **Tourism and its impact on environment and livelihood in Sikkim with special reference to Lachen and Lachung Valleys.** (Dr. Vishal Warpa), School of Sciences, Indira Gandhi National Open University, New Delhi.
4. Mrinmoi, Hazarika Priyakshi. **Judicial history of the Baroda State.** (Prof. Aruna Awasthi), Department of History, Maharaja Sayajirao University of Baroda, Vadodara.
5. Munaza Fayaz. **The rise and decline of Buddhism in Kashmir: The archaeo-historical approach.** (Dr. Mohamad Ajmal Shah), Centre of Central Asian Studies, University of Kashmir, Srinagar.
6. Rather, Yasir Ahmad. **Women in Kashmir (7th-14th century C E): A historical study of socio economic and political conditions.** (Dr. Abdul Rashid Lone), Department of History, University of Kashmir, Srinagar.
7. Sakir Hussain. **Panjab evam Delhi me krantikari gatividhiyan: Gadar andolan ka etihashik adhyayan (1913-1919).** (Dr. Gopal Parshad), Department of History, Kurukshetra University, Kurukshetra.
8. Shetty, Prashantha. **A study on the prehistoric and protohistoric cultures of coastal Karnataka with special reference to Udupi and Dakshina Kannada District.** (Dr. Sarvamangala G), Department of History and Archaeology, Kuvempu University, Shankaraghatta.

LANGUAGES & LITERATURE

History

1. Dolang, Onnu. **Traditional ornaments of the Nyishi: A study of material culture progression.** (Prof. Tana Showren), Department of History, Rajiv Gandhi University, Itanagar.
2. Makwana, Rajubhai Vashrambhai. **Contribution of Uttar Buniyadi Institute of Surendranagar District in social reforms: A study (1953 A D to 2000 A D).** (Dr. Rajendrabhai Joshi), Department of History, Gujarat Vidyapith, Ahmedabad.
3. Mochahary, Rakesh. **History, identity and culture: A study of Bodo Community in the 19th and 20th centuries in Assam.** (Dr. Joseph C C and Dr. Loung Nathan K K), Department of International Studies, Political Science and History, Christ (Deemed to be University), Bengaluru.

English

1. Balunkeswari, B. **Intimacy, consent and care: Decoding human-artificial relationships and ethical imperatives in select contemporary science fictions.** (Dr. Deepanjali Mishra), Department of English, Kalinga Institute of Industrial Technology, Bhubaneswar.
2. Choudhurimayum, Silpa. **Epic heroines- Helen and Sita: A comparative approach.** (Prof. Kh Kunjo Singh), Department of English, Khongnangthaba University, Imphal East.
3. Dhanopiya, Neha. **A critical study of mother daughter relations in the post colonial writer Anita Desai.** (Dr. Hitkaran Singh), Department of English, Sangam University, Bhilwara.

4. Dutta, Gargi. **Reading place based fiction of the Indian postcolony: A bioregional approach.** (Dr. Pradipta Shyam Chowdhury), Department of English, University of North Bengal, Darjeeling.
5. Ghosh, Shreya Manavendra. **A content analysis of Mohandas Karamchand Gandhi and Lala Lajpat Rai as diasporic writers.** (Dr. Neeraj A Gupta), School of International Studies and Diaspora, Gujarat University, Ahmedabad.
6. Kuriakose, Leena P. **Antinomies of culture: A spiritual ecological reading of the select novels of Wendell Berry.** (Dr. Abhaya N B), Department of English and Cultural Studies, Christ (Deemed to be University), Bengaluru.
7. Mehta, Jigna Rashmikant. **Select poetry of Dryden and Kavi Kant: A comparative study.** (Dr. Krishna D Daiya), Department of English, Saurashtra University, Rajkot.
8. Node, Tehzeeb Abdur Rasheed. **A post colonial study of selected fiction of Aravind Adiga and Chimamanda Ngozi Adichie.** (Dr. Atulkumar Parmar), Department of English, Gujarat Vidyapith, Ahmedabad.
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13. Sonika. **The aesthetics of science fiction: A study of selected works of Indian women writers.** (Prof. Deepti Dharmani), Department of English and Foreign Languages, Chaudhary Devi Lal University, Sirsa.

Hindi

1. Shriwas, Kaliram. **Geetanjali Shree ka katha sahitye: Ek adhyayan.** (Dr. Brijesh Kumar Pandey), Department of Hindi, Sant Gahira Guru Vishwavidyalaya, Sarguja.
2. Vasava, Atulbhai Gopalbhai. **Jharkhand ke adivasi kavitryi kee kavitaon mein mool samvedna: Ek anushilan (Gres Kujoor, Nirmala Putul, Anuj Lugun ke kavya ke vishesh sandarbh mein).** (Prof. Kalpana Gavli), Department of Hindi, Maharaja Sayajirao University of Baroda, Vadodara.

Kashmiri

1. Dar, Shabir Ahmad. **Modern Kashmiri poetry: A deconstructive approach.** (Dr. Shafqat Altaf), Department of Kashmiri, University of Kashmir, Srinagar.
2. Hussain, Syed Arif. **Shahnama Firdousi and Shahnama Wahab Parray Hajini: A comparative study.** (Prof. Mehfooza Jan and Prof. Jahangir Iqbal), Department of Kashmiri, University of Kashmir, Srinagar.
3. Lone, Ishfaq Ahmad. **Tradition and modernity: A study of the select works of Mishal Sultanpuri.** (Prof. Mehfooza Jan), Department of Kashmiri, University of Kashmir, Srinagar.
4. Mochi, Rayees Ahmad. **Sheen te Watipod and puen te paap: A study in stylistics.** (Dr. Shafqat Altaf), Department of Kashmiri, University of Kashmir, Srinagar.
5. Oaeas Gulzar. **Aesthetics of the absurd: A study of the select poetry of the Shafi Shauq.** (Prof. Mehfooza Jan), Department of Kashmiri, University of Kashmir, Srinagar.
6. Tajam ul Islam. **Didactic literature in Kashmiri: A historical and critical study.** (Prof. Mehfooza Jan), Department of Kashmiri, University of Kashmir, Srinagar.

Sanskrit

1. Anjali Devi. **Sanskrit ke vaigyanik shastroan ka vivechnatamak adhyayan.** (Prof. Kaushalya), School of Humanities, Indira Gandhi National Open University, New Delhi.
2. Bidhar, Itusmita. **Prācīnādhunikadandavyavasthayōh tulanātmakamadhyayanam.** (Prof. Lalit Kumar Sahoo), Department of Dharamashastra, Central Sanskrit University, New Delhi.

3. Chanda. **Vedic sanhitaoan aur dharmasutroan mein nari: Ek tulnatamak adhyayan.** (Prof. Kaushalya), School of Humanities, Indira Gandhi National Open University, New Delhi.
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5. Iyer, Vighnesh Ramaswami. **Srīmallālanidai vajñaviracitasya prāśnasudhākaragranthasya pāthasamīksātmakam sampādanamadhyayanañca.** (Prof. Hansdhar Jha), Department of Jyotish, Central Sanskrit University, New Delhi.
6. Mishra, Ankit Kumar. **Srīmadrāmasēvakapra nītamañjarīgranthasya samganakasahakrtasampādanam.** (Dr. Madan Mohan Pathak), Department of Jyotish, Central Sanskrit University, New Delhi.
7. Pokhariya, Rajesh Chandra. **Vaiyākaranasiddhāntakaumudyāh Ratnārnavaatikā mātrkāyāh pāthasamīksātmakam sampādanam-adhyayanañca (Aditah Karakantam).** (Prof. Banamali Biswal), Department of Vyakarana, Central Sanskrit University, New Delhi.
8. Purohit, Mohana. **Ācāryabaladevaśarmaviracitasya yoga ratnagranthasya samīksātmakam sampādanam.** (Prof. Gaurpriya Dash), Department of Sarva Darshan, Central Sanskrit University, New Delhi.
9. Sahoo, Harapriya. **Shripurushottamcharitasyiye samishatamakmadhyayanam.** (Dr. Bhavprakash Gandhi), School of Languages, Gujarat University, Ahmedabad.
10. Sangeeta. **Mahabharatasya adipancake vidhiprabhava parisilanam.** (Dr. B Kamakshamma), Department of Sahityam, Shri Lal Bahadur Shastri National Sanskrit University, New Delhi.
11. Sharma, Harikrishna. **Nyayavaiseikapadart-hapariksanam (Vatsyayana-Prasastapadadi-sa).** (Prof. Shivshankar Mishra), Department of Navya Nyaya, Shri Lal Bahadur Shastri National Sanskrit University, New Delhi.
12. Sharma, Jyoti. **Shiva Mahapurana aur aadhuni-ka Bharat: Samajik evam sanskritik adhyayan-am.** (Prof. Kartar Chand Sharma), Department of Sanskrit, University of Kashmir, Srinagar.

Urdu

1. Quadri, Syed Abdul Mohaimim. **Urdu mein sanaye tareekh goee: Tahqueque O tadveen.** (Prof. M A Hameed Akber), Department of Urdu, Khaja Bandanawaz University, Kalaburagi, Karnataka.
2. Quadri, Syed Junaid. **Urdu Nazm mein Musaddas Nigari ka intequadi jayezah (Nazeer Akbar Abadi, Altaf Hussai Hali, Maulana Anwarullah Farooqi aur Allama Iqbal ke hawaley se).** (Prof. M A Hameed Akber), Department of Urdu, Khaja Bandanawaz University, Kalaburagi, Karnataka.
3. Raza, Mohammed Afroz. **Urdu navelaun mein tahzeebi tasadum ka jaezah (London Ki Aik Raat, Mere Bhi Sanam Khane aur Gurez Ke Khusoosi Hawale Se).** (Dr. Maimuna Begum Saradgi), Department of Urdu, Khaja Bandanawaz University, Kalaburagi, Karnataka.

PERFORMING ARTS

Fine Arts

1. Pravesh Kumar. **Vigyapan mein bhavnatmak aagrah aur grahan prakriya mein antah: Sambandh (Ek vishleshanaatmak adhyayan).** (Dr. Pawan Kumar), Department of Fine Arts, Kurukshetra University, Kurukshetra. □

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WANTED

Applications are invited from the eligible candidates for the following posts **Principal (No. of post – 01) Assistant Professors (No. of post - 03- 01 for B.Lib. & 02 for M.Lib.) Librarian (No. of post 01)** to be filled in MGM's College of Library & Information Science, Nanded. **(permanent non-granted).** The application duly completed in all respect should reach on the college address **within 15 days.** Candidates of reserved category should submit one copy of their application to the Assistant Registrar Special Cell, SRTM University, Nanded .

Note: For more details about qualifications, salary reservation & other terms & conditions, visit university **website: www.srtmun.ac.in**

Chairman



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Harvale, Sankhali-Goa | Website: <https://gcny.edu.in> |

Email: prin.gcny@gmail.com | Ph: 8329714376



APPOINTMENTS

Applications are invited for the following posts on Regular basis from academic year 2026-27. Prescribed Application Form is available on the college website. Applications must reach **within 15 days** from the date of publication of this advertisement.

Associate Professor

Sr. No	Name of the Department	No. of Posts	Category
1	Anatomy	01	UR
2	Pathology & Microbiology	01	UR
3	Yoga and Mind Body Medicine	01	UR
4	Philosophy of Yoga & Naturopathy	01	OBC
5	Community Medicine	01	UR
6	Manipulative Therapies & Physical Rehabilitation	01	UR
7	Diagnostic Methods	01	UR
8	Fasting, Dietetics, Nutrition & Medicinal Herbs	01	OBC
9	Physiology, Biochemistry & Histology	01	ST
10	Hydrotherapy and Mud Therapy	01	EWS
11	Obstetrics & Gynaecology	01	UR
12	Naturopathic Medicine	01	UR

Assistant Professor

Sr. No	Name of the Department	No. of Posts	Category
1	Naturopathic Medicine	01	OBC
2	Hydrotherapy and Mud Therapy	01	ST
3	Obstetrics & Gynaecology	01	EWS
4	Manipulative Therapies & Physical Rehabilitation	01	UR
5	Philosophy of Yoga & Naturopathy	01	UR
6	Yoga and Mind Body Medicine (Practices and Therapy)	01	UR

For essential qualifications, mandatory requirements, and other details, please visit <https://gcny.edu.in>

Sd/-
CEO
GCNYS

Jai Jagdamba Bahhu-udeshiya Sanstha, Sarjapur.
JAI JAGDAMBA COLLEGE OF EDUCATION, VAIRAG
 Tal- Barshi, Dist- Solapur, Maharashtra
 (Affiliated to Punyashlok Ahilyadevi Holkar Solapur University, Solapur)

PERMANENT NON-GRANTABLE

Applications are invited from eligible candidates for the following **Posts of Assistant Professor:**

Sr. No	Subject / Designation	Vacant Post	Reserved Category Posts.
01	Perspective in Education	01	OPEN-01 ST-01 EWS-01 VJNT-A-01
02	Pedagogy Subject (Social Science Methodology),	01	
03	Pedagogy Subject (Science Methodology),	01	
04	Health and Physical Education OR Fine Art OR Performing Art (Music/Dance/Theatre)	01	

Instructions:-

- Open post is open to all; however, candidates from any category can apply for the post.
- Educational Qualifications and other requirements are as prescribed by the National Council for Teacher Education (NCTE) Notification 2014
- A relaxation of 5% shall be allowed at the Bachelors as well as at the Masters Level of the candidates belonging to SC/ST/OBC (Non-Creamy Layer)/ Differently-abled for the purpose of eligibility and assessing good academic record for direct recruitment.
- Reserved candidates, who are domiciled out of Maharashtra State, will be treated as Open Category candidates.
- Reserved candidates should also to 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 date 12-12-2011.
- Reserved category candidates (except SC/ST) shall produce Non-Creamy Layer Certificate at the time of interview.
- Applicants who are in service must send their application through proper channel.
- Reservation for VJNT Categories is internally transferable.
- 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 Proper channel to The Secretary, Jai Jagdamba Bahuuddeshiya Sanstha, Sarjapur, tal-Barshi, Dist-Solapur **Or C/o Principal Jai Jagdamba College of Education, Vairag, Tal-Barshi, and Dist- Solapur. 413402 within 30 days** from the date of publication of this advertisement.
- Incomplete applications will not be entertained.
- All the Terms & Conditions are applicable as mentioned in the NOC letter no. JDHE Solapur/NOC/2019/3 dated 17/01/2023 from Hon. Deputy Secretary, Higher and Technical Education Dept, Govt. of Maharashtra, Mumbai and letter No. DJD/HE/SDS/2023/138 dated 24/01/2023, Hon. Deputy Director of Higher Education, Solapur Division, Solapur.
- All the Terms & Conditions are applicable as mentioned in the GR Dated 12/11/2021 form Higher and Technical Education Department of Government of Maharashtra.
- Please note that the recruitment procedure initiated by this advertisement is subject to the decision by Hon. Bombay High-court, Aurangabad Bench in writ petition No. 12051/2015.
- This is University approved advertisement.

Chairman/Secretary
 Jai Jagdamba Bahuuddeshiya Sanstha, Sarjapur
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EMPLOYMENT NOTIFICATION NO.: 32 (FOR TEACHING POST)

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S. No.	Name of the Department	Professor
1.	Economics	01- UR

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2. Online portal will be available on University website and remain open from 25.08.2026 (**10:00 AM**)
3. Candidates are requested to regularly visit the University **Website:www.cujammu.ac.in** for further updates. Hereafter, issuance of notifications in the newspapers, for any information in this regard, is not obligatory on the part of the University.
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WANTED

Applications are invited from the eligible candidates for filling up the following post in our college as per the Particulars given below:

Sr. No	Subject	Post	No. of Post	Full Time/ Half Time	Category
01	Economics	Assistant Professor	1	Full Time	Open

No-Objection letter-JDHE/Nanded/NOC/2026/00007

Qualification:-

- 1) Good Academic record with 55% and above marks at master's degree in relevant subject and having passed NET/SET/Ph.D. Academic Qualifications & other requirements as are prescribed by the UGC Notifications dt. 18/07/2018 & 08/03/2019.

Other Terms and Conditions:-

1. Pay Scales, Qualifications and conditions of service as per rules and regulations by the U.G.C. State Govt. & Swami Ramanand Teerth Marathwada University Nanded & Linguistic (Telugu) Minority Institute's rules from time to time.
2. The rules of Govt. of Maharashtra and Minority Educational Institute should be obligatory to the candidate.
3. One who is already employed must submit his application through his present employer.
4. Post is subject to clear approval from UGC, S.R.T.M.U. Nanded, and Govt. of Maharashtra and subject to availability of actual work load.

Applications stating Qualifications, Experience, Age and other details should reach to the college within 15 days from the date of publication of the advertisement, with demand draft of Rs. 500/- (non-refundable) in favour of the Principal, Saraswati Vidya Mandir Arts College, Kinwat, Tq. Kinwat, Dist. Nanded.

Note:-

- 1) No T.A./D.A. will be paid to attend the interview.
- 2) Eligible candidates should submit their applications through proper channel.
- 3) All attested xerox copies of certificates should be attached with the application.
- 4) Application Format is available on the College website (<https://www.svmkinwat.in>)
- 5) The above post is open to all. However, candidates from any category can apply for the post.

Address for Correspondence:-

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Saraswati Vidya Mandir Arts College,
Kinwat, Tq. Kinwat, Dist. Nanded.
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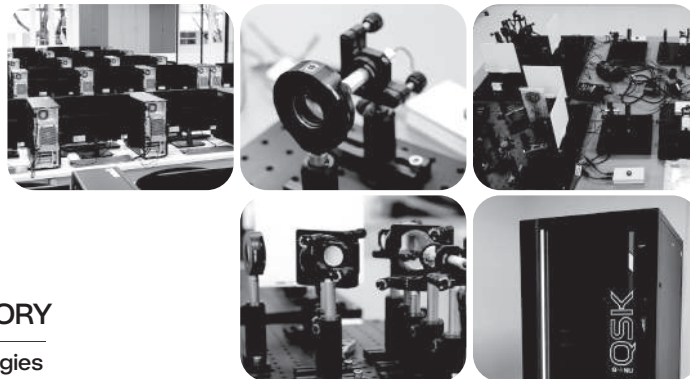
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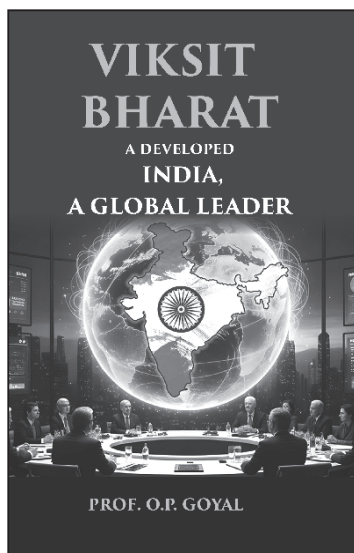


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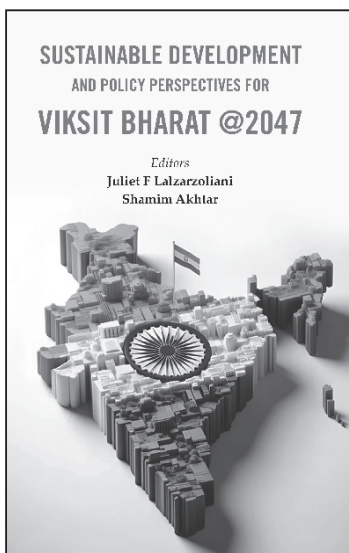
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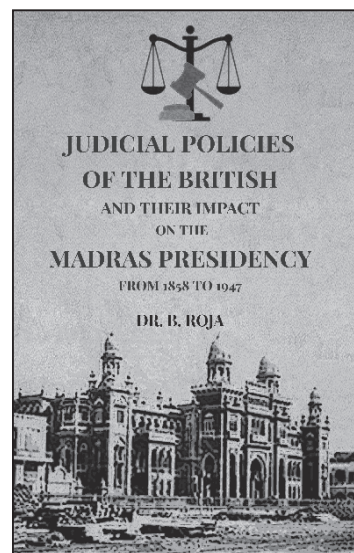
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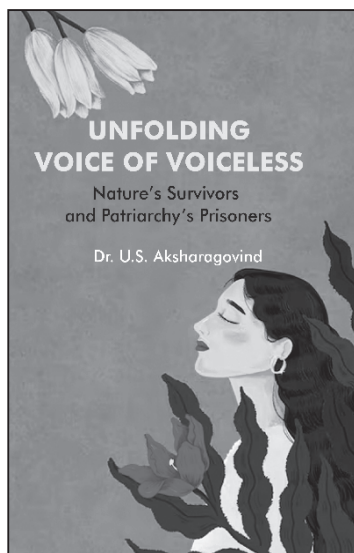
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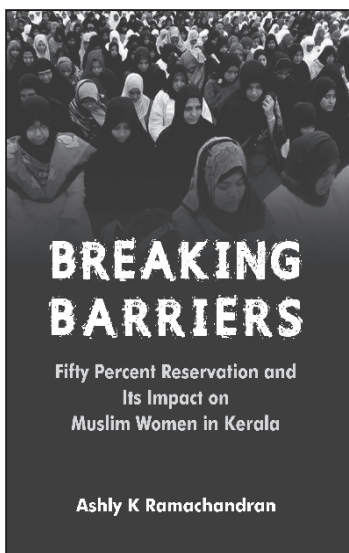
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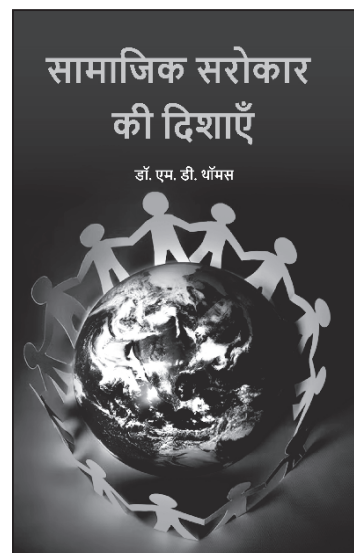
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