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Announcement

Special Issue of 'University News'

A **Special Number of University News** on the theme ***'Envisioning Future Higher Education: The Pivotal Role of India'*** is being brought out on the occasion of the **AIU Centenary Celebrations** and **AIU Annual General Meet and National Conference of Vice Chancellors'-2025 in March 2025.**

The **Special Issue** will cover the articles of eminent educationists on the afore-mentioned theme. Readers of the University News are also invited to contribute to the Special Number by submitting papers/articles on the above theme by **March 10, 2025**. The papers will be published in the Issue subject to the approval of the Editorial Committee of the University News. The contributions are invited on the following Subthemes:

Technological Integration in Higher Education

- Blended Learning Models.
- Integrating Emerging Technologies like AI, Virtual and Augmented Reality in the Learning Process.
- Cyber Security and Data Privacy in Higher Education Institutions.

Leadership and Governance in Higher Education

- Developing Academic Leadership.
- Governance of Public and Private Universities.
- Autonomy and Accountability in HEIs.

Rethinking Assessment and Evaluation

- Innovative Assessment Methods and Experiential Learning.
- Viability of One Nation One Exam System.
- Continuous Comprehensive Assessment.

Globalisation and Internationalisation

- Strategies for International Collaboration.
- Global Classrooms (Attracting International Faculty and Students).
- Challenges and Opportunities in Internationalisation of Higher Education.

Equity, Diversity and Sustainability

- Incorporating IKS in Curriculum and Pedagogy.
- Catering to Equity and Diversity on Campuses.
- Creating Green and Sustainable Campuses.

Any Other Relevant Subthemes

Guidelines for contributors are placed on the AIU Website. Manuscripts may be sent to Dr Sistla Rama Devi Pani Editor, University News, Association of Indian Universities, AIU House, 16 Comrade Indrajit Gupta Marg (Kotla Marg), New Delhi- 110 002 through E-mail: ***ramapani.universitynews@gmail.com*** with a copy to: ***universitynews@aiu.ac.in*** on or before **March 20, 2025**.

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Enhancing Academic Excellence: An Analysis of UGC's Draft Regulations, 2025 in the Context of Global Policies

J Madegowda*

In higher educational institutions (HEIs), the quality of education directly impacts the competency and employability of graduates. Unlike the corporate sector, where defective products can be replaced or rectified, the outcomes of educational deficiencies are irreversible. Employers, often seen as the 'customers' of HEIs, cannot return underprepared graduates for remedial education. Therefore, the role of faculty members becomes critical. Recruiting qualified and competent teachers is essential for maintaining academic standards and ensuring graduates are well-equipped to meet industry demands. Faculty quality significantly influences student learning, research outputs, and institutional reputation.

To achieve and sustain high educational standards, HEIs must recruit an adequate number of qualified faculty and invest in their continuous professional development. This involves providing competitive salaries, opportunities for research, and professional growth, as well as creating a supportive work environment. Non-monetary benefits such as recognition, academic freedom, and a healthy work-life balance also play a crucial role in faculty retention. By adhering to regulations and best practices, HEIs can ensure that they attract, develop, and retain top talent, thereby fostering a culture of excellence and accountability in higher education.

The quality of higher education is, therefore, intrinsically linked to the qualifications and performance of its teaching and academic staff. Establishing and maintaining minimum qualifications for appointment and promotion, coupled with effective measures for upholding standards, are paramount. This necessitates a multifaceted approach encompassing legal regulations, accreditation processes, and performance evaluation systems (Igbojekwe & Ugo-Okoro, 2015; Pam & Scott, 2013; Makhoul, 2019). However, the landscape is far from uniform, with significant variations in approaches across different countries, disciplines, and even within institutions (Mishra, 2011; Craft, 1994; Aggarwal et al. 2016; Cass, 2014).

In the above context, the notification of the draft "UGC (Minimum Qualifications for Appointment and Promotion of Teachers and Academic Staff in Universities and Colleges and Measures for the Maintenance of Standards in Higher Education) Regulations, 2025" on January 6, 2025, is of significant importance. Once implemented, these regulations will apply to all universities established or incorporated by

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a Central Act, Provincial Act, or State Act, as well as every institution, including autonomous, constituent, and affiliated colleges recognized by the Commission. This includes institutions deemed to be a University under Section 3 of the University Grants Commission (UGC) Act, 1956. The regulations will also apply to universities in the Engineering/Technology and management disciplines for direct recruitment and promotion in teaching positions. Until other norms or standards are prescribed by the relevant authority, the UGC regulations will be the governing standards. Moreover, all HEIs are required to revise their statutes, ordinances, or other statutory provisions within six months of the regulations' implementation to align with these new standards.

This article examines the critical issue of minimum qualifications for the appointment and promotion of teachers and academic staff in universities and colleges, alongside the crucial measures for upholding standards in higher education. A comprehensive review of existing literature reveals a complex interplay of legal frameworks, accreditation processes, stakeholder perceptions, and evolving pedagogical approaches that shape these qualifications and standards. The paper analyzes the diverse criteria employed across various countries and disciplines, highlighting both commonalities and significant variations. Furthermore, the article explores the challenges posed by factors such as the impact of research output on promotion decisions, the undervaluation of teaching, and the need for equitable assessment methods across disciplines. Finally, the paper offers a few pragmatic suggestions for developing more robust and equitable systems to ensure high-quality education.

Global Perspectives on Appointment and Promotions of Teachers

The recruitment and selection of teaching staff in HEIs are critical components that shape the quality and effectiveness of education worldwide. Different regions adopt diverse strategies, reflecting varying educational priorities, cultural contexts, and policy frameworks. From stringent qualification standards in Europe to performance-based assessments in the United States, these practices aim to attract and retain highly competent educators. This section explores the global landscape of faculty recruitment, highlighting the unique approaches and challenges faced by HEIs across continents, thereby providing a comprehensive backdrop for analyzing the UGC's Draft Regulations, 2025.

Legal and Regulatory Frameworks

Many countries, including India, have established legal and regulatory frameworks to govern the minimum qualifications for academic staff. In India, the UGC Regulations (2018) have provided exemptions for PhD holders from the National Eligibility Test (NET) for teaching appointments. However, recent government directives have emphasized the compulsory nature of the NET for such appointments, leading to controversy and legal interpretations surrounding the UGC Act and Regulations. This dynamic nature of legal frameworks highlights their impact on the eligibility criteria for academic positions. Similarly, the Medical Council of India (MCI) has laid down specific guidelines for the appointment and promotion of medical teachers, with research publications being a key criterion (Aggarwal et al., 2016). These guidelines outline the types of publications deemed valid and the minimum number required for promotion to the ranks of Associate Professor and Professor (Aggarwal et al., 2016). The authors also point out potential drawbacks, such as the neglect of teaching responsibilities and compromised research quality due to limited resources (Aggarwal et al., 2016).

The case of Tanzania exemplifies the crucial role of minimum qualifications, revealing concerns about entry standards in teachers' training institutions, with many trainees joining with minimum qualifications and few graduating with above-average qualifications (Nurdin Mohamed, 2016). Moreover, the qualifications of tutors and lecturers in some institutions are below the expected standards (Nurdin Mohamed, 2016), highlighting the need for stricter enforcement of minimum standards in teacher training colleges and universities. In Australia, universities rely on accreditation from vocational bodies as a measure of academic standards, although this is considered an inadequate assurance of overall academic quality (Moodie, 2004). This necessitates a more comprehensive framework for evaluating the qualifications of academic staff relative to international standards. The regulatory landscape in other regions also demonstrates diverse approaches, as exemplified by the discussion of quality assurance, accreditation, and the recognition of qualifications within the European Higher Education Area (Kohler, 2003).

Accreditation and Quality Assurance

Accreditation processes play a crucial role in ensuring the quality of HEIs and influencing the

minimum qualifications for their staff. Accreditation agencies establish criteria covering various aspects of institutional activities, including teaching, research, and governance (Al-amri et al., 2020). However, stakeholder perceptions of these criteria can vary significantly. For example, students may prioritize teaching quality, while employers might focus on graduates' research skills and industry involvement (Al-amri et al., 2020).

In the United States, accreditation is crucial for upholding standards in higher education by guaranteeing that institutions adhere to specific quality benchmarks (Eaton, 2004). The Council for Higher Education Accreditation (CHEA) and the United States Department of Education (USDE) play a vital role in establishing and acknowledging minimum qualifications for faculty and academic staff (Eaton, 2004). Accreditation impacts the recognition of degrees, credit transfer, and validation of individual qualifications, directly influencing appointment and promotion criteria (Eaton, 2004).

Similarly, in the context of Hong Kong, the establishment of a Qualifications Framework (QF) supports the articulation of academic and vocational standards in higher education (Hou et al., 2024). External Quality Assurance (QA) mechanisms, such as audits conducted by the Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ), play a crucial role in maintaining educational standards (Hou et al., 2024). The specification of competence standards (SCS) developed under the QF helps define minimum qualifications for the appointment and promotion of educational staff (Hou et al., 2024).

The Australian higher education system also exemplifies a highly regulated environment, with a focus on quality assurance and standards through legislation like the Tertiary Education Quality and Standards Agency Act, 2011 (Heazlewood, 2015). This framework sets higher education standards, a risk assessment framework, and compliance with standards such as the Australian Qualifications Framework (Heazlewood, 2015). Furthermore, professional associations in specific fields significantly influence curricula and required qualifications for academic staff (Heazlewood, 2015), demonstrating the multi-faceted nature of quality assurance in higher education. The interplay between national and international standards and accreditation is also evident in Eastern Europe and the Balkans, where accreditation frameworks focus on developmental quality procedures rather than mere compliance (Georgieva, 2015), highlighting the evolving nature of quality assurance practices in higher education.

Performance Evaluation and Promotion Criteria

Performance evaluation systems are essential for ensuring that academic staff meet minimum standards and for promoting those who excel. However, the criteria used for evaluation vary significantly across institutions and disciplines (Igbojekwe et al., 2015; Pam & Scott, 2013). Some systems prioritize research output and publications over teaching effectiveness (Igbojekwe et al., 2015), potentially resulting in an imbalance in the recognition of different contributions to higher education.

The use of journal impact factors as a measure of research merit is a widely discussed topic (Mishra, 2011). While it is a widely recognized metric for determining the reputation and academic standards of journals (Mishra, 2011), it has limitations, particularly in social sciences, where it may not fully represent research quality (Mishra, 2011). Furthermore, reliance on impact factors can lead to unfair advantages for scholars in disciplines with higher impact factors (Mishra, 2011), affecting standard maintenance in higher education. Alternative metrics, such as the h-index, have been proposed for a more balanced assessment, and the importance of expert committee judgment is emphasized for a more informed and balanced evaluation of academic performance (Mishra, 2011).

In the medical field, the MCI guidelines for promotion emphasize research publications, requiring a minimum number for advancement to certain ranks (Aggarwal et al., 2016). However, concerns exist regarding the potential drawbacks of overemphasizing research output, leading to neglect of teaching responsibilities and potentially compromising research quality due to inadequate resources (Aggarwal et al., 2016). It also highlights the need for balancing research involvement with teaching duties to maintain educational standards while promoting academic advancement (Aggarwal et al., 2016). The promotion criteria in medical colleges in India also reveal a gap between the roles of faculty and the expectations for promotion, leading to potential ethical issues (S. Sorte & S. B. Rathod, 2018). The MCI recognizes the need to readjust evaluation criteria based on available resources and institutional capabilities (S. Sorte &

S. B. Rathod, 2018), underscoring the necessity for realistic and context-sensitive promotion policies.

The evaluation of teaching is a multifaceted issue, with some systems lacking efficient methods for assessing teaching effectiveness (Igbojekwe et al., 2015). It is also suggested that Students' Evaluation of Teachers' Effectiveness (SETE) be included as a criterion in performance appraisals to enhance the evaluation of teaching quality (Igbojekwe et al, 2015). Additionally, the emotional demands on university lecturers and the significance of emotional intelligence in fostering conducive learning environments should be taken into account in performance assessments (Igbojekwe et al., 2015).

In Nigeria, the performance evaluation of academic staff reveals deficiencies in the criteria for evaluating teaching effectiveness, with a greater emphasis on research and publication than on teaching performance (Igbojekwe et al., 2015). This imbalance needs to be addressed to ensure that teaching is given its due recognition in performance evaluations. The study by Katarina Mårtensson et al. (2018) analyzes external reviews of educational qualifications for full professorship appointments, highlighting the assessment of scientific and educational qualifications. National legislation mandates equal assessment of scientific and educational qualifications, impacting appointment and promotion practices. However, significant variation exists in the implementation of policies regarding the recognition and reward of teaching excellence across institutions (Katarina Mårtensson et al, 2018), underscoring the need for standardization and clarity in promotion criteria.

In Kuwait, the effectiveness of the academic staff promotion system significantly impacts the quality of graduates in vocational and technical education (Al-Ali, 2021). The criteria for promoting academic staff should be in line with industrial requirements to enhance local capabilities and meet economic demands (Al-Ali, 2021). Work ethics also play a crucial role and must be assessed for effective implementation (Al-Ali, 2021). Challenges encountered by management in implementing the academic staff promotion system can impede the quality of education and reliance on expatriates (Al-Ali, 2021), highlighting the substantial influence of a well-structured promotion system on educational outcomes.

The undervaluation of teaching compared to research is a recurring theme in the literature (Lemass & Stace, 2014), affecting promotion and appointment processes. The Teaching Quality and Reward Framework (TQRF) proposes a structured approach to recognize and reward quality teaching (Lemass & Stace, 2014), which is vital for maintaining educational standards. Universities need to explicitly value teaching in their appointment and promotion criteria to ensure high-quality education (Lemass & Stace, 2014). Quality teaching practices should be supported by professional development programs and clear criteria for the evaluation and promotion of academic staff (Lemass & Stace, 2014). Institutional policies should align with the recognition of teaching excellence to attract and retain high-quality educators (Lemass & Stace, 2014).

In the context of non-tenure-track (NTT) faculty, a significant portion of university faculty, clear qualifications and promotion standards are crucial (Cass, 2014). Recent interventions at NC State University have focused on enhancing the promotion process and support for NTT faculty, underlining the importance of establishing guidelines and opportunities for career development (Cass, 2014). The creation of a Teaching Professor track at NC State University demonstrates efforts to acknowledge and elevate teaching-focused faculty (Cass, 2014). Networking and mentoring opportunities for NTT faculty are essential for their professional growth and can be integrated into standards for qualifications and promotion (Cass, 2014).

The examination of anxiety among medical teachers concerning recent changes in publication-based faculty promotions according to the National Medical Commission Guidelines 2022 (Gowardhan et al., 2023) sheds light on the significant psychological impact of regulatory changes on professionals. A notable percentage of medical teachers experienced mild to moderate anxiety, highlighting the importance of clear communication and support for academic staff during such transitions (Gowardhan et al., 2023). The necessity for enhanced academic policies regarding reappointment, promotion, and tenure for clinician-educators is also emphasized (Lubitz, 1997), underscoring the lack of standardization in qualifications and evaluation criteria across institutions (Lubitz, 1997). The Society of General Internal Medicine established guidelines for the promotion of clinician-teachers to tackle this issue (Lubitz, 1997). The strategy of the Medical College of Wisconsin to align its academic culture with educational excellence,

including the assessment of educational scholarship for faculty (D. Simpson et al, 2000), showcases a structured approach to cultural and procedural transformation. The introduction of the Educator's Portfolio tool to document educational scholarship has influenced the promotion processes for clinician-educators (D. Simpson, 2000). Recognition and reward mechanisms for educational scholarship are essential for upholding high standards in higher education (D. Simpson et al, 2000).

In the realm of teacher education, the Minimum Requirements for Teacher Education Qualifications (MRTEQ) in South Africa expose a gap in terms of essential Global Citizenship Education (Waghid, 2023). This underscores the necessity of overcoming obstacles in adequately fostering dialogues and nurturing critical global citizenship in students (Waghid, 2023).

The examination of course outlines for science teachers concerning national minimum requirements for teacher education qualifications reveals both alignment and variation in educators' understanding of qualification policies (Booi & Khuzwayo, 2019). The obstacles in generating proficient teachers stemming from inconsistent academic content and pedagogical frameworks were also underscored (Booi & Khuzwayo, 2019).

The study comparing Nepalese and Finnish teachers' perceptions of good teaching highlights a significant disparity in minimum qualifications (Maria & Jari, 2013), with Finnish teachers requiring at least four years of university studies compared to Nepalese teachers who may have as little as 10 months of training (Maria & Jari, 2013). This reveals different contextual challenges and priorities in defining good teaching. In Cambodia, the need for a high-quality teaching workforce is emphasized as a central factor in improving student learning outcomes, underscoring the importance of teacher qualifications and competencies in educational reform efforts (Tandon & Fukao, 2015).

The impact of total quality management (TQM) on academic accreditation suggests that efficient and excellent teaching staff are essential for providing high-quality education and achieving accreditation standards. Faculty development, including participation in research and collaboration across departments, is crucial for maintaining academic standards (Mohammed & Moez, 2024). The study investigating quality issues in cross-border higher education in Zimbabwe reveals that 28% of qualifications from foreign providers were not comparable to local qualifications, highlighting the need for stronger quality assurance mechanisms and collaboration between quality assurance bodies and HEIs globally (Garwe, 2015). The study on the application of TQM in higher education in Oman indicates that while overall practices are aligned with OAAA requirements, there is a gap in staff promotion and incentives (Al-Qayoudhi et al., 2017). This highlights the need for continuous improvement and assessment of management, staff, and student practices for ongoing improvement (Al-Qayoudhi et al., 2017). The use of Eulerian circles to model educational standards in Russian higher education illustrates the importance of aligning professional standards with educational programs in relation to labor market demand (Sharonov et al., 2018). The insufficient teacher training for Technical Vocational Education and Training (TVET) lecturers in South Africa highlights the negative impact on the quality of TVET education and the need for continuous professional development (Motsoeneng, 2022). The inadequate minimum requirements for teacher education qualifications (MRTEQ) to address the specific needs of TVET college lecturers necessitates reform (Motsoeneng, 2022). The discussion of ethical lapses in college teaching highlights the pressure on faculty to lower standards for enrollment and retention, impacting minimum qualifications for teaching staff (Travis, Jon E & Scott, 2014). The shift from a focus on teaching to research and publication impacts the quality of education and could affect standards for promotion (Travis, Jon E & Scott, 2014). The increasing use of part-time faculty raises concerns about maintaining educational standards and qualifications in teaching roles (Travis, Jon E & Scott, 2014). The comparison of recent reforms in professional standards and competencies in teacher education in England, France, and Germany reveals distinct educational systems and the challenges of defining measurable skills in teacher education (Page, 2015).

The importance of teacher governance and competence in Indonesia emphasizes the need for teachers to meet minimum academic qualifications and highlights the issues of low teacher quality due to substandard competence and lack of certified educators (Heryati et al., 2022). The study on improving the professional quality of young teachers in private colleges emphasizes the need for structured training and development programs to enhance their

teaching capacity (Zeng, 2020). Current assessment mechanisms often prioritize teaching workload over teaching quality, and salary and promotion mechanisms are frequently disconnected from actual contributions (Zeng, 2020). The discussion of the Chinese University of Hong Kong's high-performance schools underscores the significance of teacher preparation and qualifications in achieving educational excellence (Conoley, 2021).

A study of developments in medical education in Saudi Arabia highlights the shortage of qualified medical faculty and the need for faculty development (Abdulrahman, 2010). The discussion of educational management in higher education institutions emphasizes the significance of monitoring and evaluating teaching quality, as well as the importance of cross-cultural competence and leadership for educators (Vasyliuk & Zakharova, 2024).

Another study on the changing nature of assessment in teacher education in South Africa focuses on the introduction of transparency in assessment and the identification of competencies required for teachers (Suresh Kamar Singh, 2012). The study on fieldwork requirements in special education preparation focuses on fieldwork experiences in special education teacher preparation and minimum qualifications for cooperating or mentoring teachers (Sileo, 2004). The discussion on designing a virtual laboratory of the heat exchanger experiment by artificial neural network highlights the challenges faced by universities in maintaining academic standards during remote teaching (Al-Rawashdeh, 2024). The discussion on developing a 21st-century personalized learning skills taxonomy identifies a gap between higher education qualifications and employer requirements and discusses the need for a skills taxonomy to bridge the capability-competency gap (Tom Prickett et al. 2021).

From the above analysis of policies and practices in different countries/disciplines, several key challenges emerge. The first is the lack of uniformity in minimum qualifications and promotion criteria across institutions and disciplines. This can lead to inequities and inconsistencies in the quality of education provided. Second, the overemphasis on research output in some performance evaluation systems can undervalue teaching and other crucial contributions to higher education. Third, the varying perceptions of stakeholders regarding quality standards necessitate a more inclusive approach to defining and implementing these standards. Finally, the impact of external factors, such as funding constraints and globalization, on the ability of institutions to maintain standards needs to be addressed. However, what is irrefutable is that higher qualifications and specialized training of teachers significantly contribute to improved student success across various educational settings. Teachers with qualifications above the regulatory minimum displayed greater confidence and ability to handle diverse teaching contexts and learner groups.

Core Elements of UGC's Draft Regulations, 2025

The UGC's Draft Regulations, 2025, mark a significant step towards reshaping the higher education landscape in India. These regulations aim to align with global standards, enhance academic excellence, and foster an environment conducive to innovative teaching and research. This section delves into the core elements of the draft, offering an overview of its key provisions and anticipated impact on HEIs.

The entire draft is presented under 12 sections – (1) Short Title, Application and Commencement, (2) Definitions, (3) General Conditions: Recruitment and Promotion, (4) Direct Recruitment, (5) Career Advancement Scheme, CAS, (6) Counting of Past Service for Direct Recruitment and Promotion under CAS, (7) Minimum Qualifications, Experience, Accomplishments, Tenure, Selection Committee and Selection Procedure for the Appointment of Principal, (8) Appointments on Contract Basis, (9) Professor of Practice, (10) Minimum Qualifications, Experience, Accomplishments, Selection Committee, and Selection Procedure for Appointment of Vice-Chancellor in Universities, (11) Consequences of Violation of UGC Regulations, and (12) Interpretation.

The UGC's Draft Regulations, 2025, represent a pivotal step towards enhancing the quality and global competitiveness of higher education in India. Comprising 12 sections, these regulations aim to provide a comprehensive framework for academic governance, faculty recruitment, promotion, and institutional development. While some sections reiterate provisions from the 2018 Regulations and/or address obvious administrative processes, others introduce significant reforms aimed at addressing contemporary challenges in higher education.

Given the breadth of the draft, it is impractical to cover all sections within the scope of this article. Therefore, this analysis focuses on a selection of the

important and contentious sections, as perceived by the author. These sections have been chosen based on their potential impact on academic standards, institutional autonomy, and faculty development, offering critical insights into the evolving regulatory landscape. Through this focused examination, the article aims to provide a nuanced understanding of the key reforms and their implications for HEIs in India.

Some Notable Features of the Regulations

Expanded Scope and Application

The 2025 regulations build upon the foundational framework set by the 2018 Regulations by expanding the title and scope to include both the appointment and promotion of academic staff. This inclusion of the CAS underscores a deliberate focus on structured career progression.

Enhanced Criteria for Qualifications and Appointments

A significant development in the 2025 regulations is the detailed articulation of qualifications based on the National Credit Framework (NCrF) levels. This nuanced approach allows for differentiated pathways for academic achievements, ensuring that appointments and promotions are based on clearly defined educational and professional milestones.

Promotion of Inclusivity and Digital Integration

The 2025 Regulations place a strong emphasis on inclusivity and the promotion of Indian languages and knowledge systems. Encouraging the publication of academic work in Indian languages and incorporating traditional knowledge systems into the curriculum highlights a shift towards embracing cultural heritage and linguistic diversity. Furthermore, the promotion of digital literacy, through criteria that favor digital content creation and the use of MOOCs (Massive Open Online Courses), aligns with the global trend towards technology-enabled learning environments. This modern approach not only broadens access to education but also equips students and faculty with the skills necessary for the digital age.

Rigorous Evaluation of Contributions and Research

Another notable aspect of the 2025 Regulations is the stringent criteria for evaluating research and academic contributions. The exclusion of self-published works and the emphasis on peer-reviewed publications highlight a dedication to upholding high academic standards. By outlining the specific types of significant contributions that can strengthen a candidate's portfolio, including community engagement, consultancy, and innovative teaching methods, the Regulations encourage a more comprehensive approach to achieving academic excellence.

Structured and Inclusive Selection Processes

The 2025 Regulations also emphasize structured and inclusive selection processes. The introduction of provisions that ensure representation of SC/ST/OBC/Minority/Women/Persons with Disabilities in the selection committees is a commendable step towards fostering diversity in HEIs. This focus on inclusivity ensures that diverse perspectives are considered in academic decision-making, thereby enriching the educational environment.

Likewise, the Draft Regulations, 2025, incorporate many additional positive elements that warrant recognition.

Draft Regulations, 2025 – Areas for Improvement and Suggested Amendments

While the UGC Draft Regulations, 2025, aim to revolutionize higher education by introducing several progressive measures, they are not without their limitations. Certain provisions may pose practical challenges, while others might require further refinement to align with the dynamic needs of academic institutions. This section identifies some of the key shortcomings in the draft and offers constructive suggestions to address these gaps. By highlighting potential areas for improvement, the discussion seeks to contribute to the ongoing dialogue around the effective implementation and enhancement of these regulations, ensuring they better serve the academic community and stakeholders at large.

Missing Preamble

A "preamble" in regulatory documents serves as a vital introduction that provides the foundational context, outlines the objectives, and explains the rationale behind the Regulations. It offers clarity on the legislative intent, guiding the interpretation and implementation of the provisions. The preamble also helps in communicating the vision and policy direction, ensuring transparency and fostering trust among stakeholders. However, the Draft Regulations, 2025 notably lacks a preamble. The omission also represents a missed opportunity to effectively communicate the rationale behind, and the reasons

that necessitated, the authority's intention to replace/ supersede the existing Regulations of 2018 with this proposed 2025 Regulations. While finalizing the Regulations, authorities may consider this suggestion to include a 'preamble'.

Discipline/Subject at the PG Level, Ph.D., etc.

Section 3 of the Draft deals with 'General Conditions; Recruitment and Promotion'. Although the major conditions are similar to those in the 2018 Regulations, there are a few new additions that require further consideration by the authorities.

Sub-paragraph 3.2 of the Draft Regulations, which considers the discipline/subject of a candidate's Ph.D. as the basis for eligibility for appointment, is problematic. It disregards the extensive academic training and specialization obtained during the undergraduate and postgraduate levels. A candidate who has studied a subject for three years at the undergraduate level and two years at the postgraduate level is well-qualified to teach in that discipline. However, Ph.D. research often involves a different or more specialized focus, which may not align with the broader academic training in the chosen discipline. Using the Ph.D/NET/SET subject as the primary criterion for appointment overlooks the depth of knowledge gained during the graduate and postgraduate studies, potentially undermining the relevance and applicability of the candidate's expertise to the teaching position. Therefore, it is proposed/ suggested that the discipline/subject studied at the postgraduate level be considered as the primary criterion for appointment as an Assistant Professor in the respective discipline. This criterion recognizes the comprehensive academic foundation built during the postgraduate program and ensures that the candidate's expertise aligns more closely with the teaching requirements of the position.

Publications – Need for Prescriptive Approach

Sub-paragraph 3.11 of the Draft Regulations, which mandates that research publications must be in peer-reviewed journals and that books or book chapters must be published by recognized academic or professional publishers, introduces significant measures for maintaining academic standards. However, it presents two key shortcomings. Firstly, the criterion for peer-reviewed journals is vague, as many journals claim this status without consistent standards. To enhance specificity and credibility, it would be prudent to require that publications be from journals listed in the UGC-CARE List and such other indexed journals, ensuring uniformity and adherence to recognized quality benchmarks. Of course, there are challenges with publications in indexed journals, such as high article processing charges (from the perspective of Indian academicians) and limited options in social sciences. Secondly, the outright exclusion of self-published books lacks sufficient justification. Self-published works can meet rigorous academic standards, especially when reviewed by competent scholars. A more balanced approach would be to assess the quality and academic contribution of self-published works on a case-by-case basis, rather than a blanket exclusion, thereby fostering inclusivity and encouraging diverse scholarly contributions.

Sub-paragraph 3.11 also delegates the decision-making on the credibility of research publications and books to the selection committee, based on the recommendations of three external subject experts. This clause raises ambiguity regarding whether these external experts are in addition to the three external subject experts (already) part of the selection committee or if they are different. Clarifying this distinction is essential to avoid redundancy and ensure an efficient evaluation process. Moreover, the requirement for the involvement of three external experts for reviewing each work may be unnecessarily cumbersome and resource-intensive. A more pragmatic approach would involve a single expert with relevant expertise, whose judgment could suffice to determine the credibility and contribution of the academic work, thereby streamlining the selection process without compromising the rigor.

Written Tests – Needs Clarity

Sub-paragraph 3.1 of the Draft Regulations, which mandates merit-based direct recruitment through an all-India advertisement followed by selection by a duly constituted selection committee, does not address the issue of written tests conducted by some universities or states before the personality test (viva-voce). This omission raises concerns about the consistency and comprehensiveness of the recruitment process, potentially leading to discrepancies in the selection criteria across institutions. The lack of clarity on whether written tests are permissible under the new regulations may create confusion and uneven application of the recruitment standards. It would be beneficial for the authorities to include a clarification while finalizing the Regulations.

Appointments on Contract Basis

Section 8 of the Draft Regulations, which addresses appointments on a contract basis, presents a commendable approach by specifying that contract teachers receive emoluments equivalent to the monthly gross salary of a regularly appointed Assistant Professor. This provision promotes fairness and maintains financial equity among faculty members. However, the rationale for appointing teachers on a contract basis solely against vacant sanctioned faculty positions warrants a rethinking on the part of the authority. There is a significant difference between the sanctioned posts and the actual workload requirements of many institutions and therefore, it becomes imperative to explore flexible staffing solutions. Institutions should be allowed to appoint additional contract teachers to manage the increased workload. Another important aspect is limiting contract appointments to a maximum period of six months or one academic session, even with the possibility of renewal. This does not adequately address the long-term staffing needs of institutions, particularly in light of the inordinate delays often associated with regular recruitment processes. Continuation till the regular appointments are made is necessary. This would provide the necessary academic support, reduce the strain on existing faculty, and uphold the educational standards in HEIs.

Appointment of Vice Chancellors

Another contentious issue is the appointment of Vice Chancellors, a critical component in ensuring the effective leadership and governance of universities. Section 10 of the UGC's Draft Regulations, 2025 outlines the minimum qualifications, experience, and procedures for appointing Vice Chancellors. While the intent to enhance the selection process is commendable, certain provisions raise concerns regarding the academic autonomy of universities, the powers of state governments, and the integrity of the appointment process.

- ***Broadening Eligibility Criteria for Vice Chancellors***

  Sub-section 10.1 (i) of the Draft Regulations also allows individuals with senior-level experience in industry, public administration, public policy, and public sector undertakings to be eligible for appointment as Vice Chancellors. This marks a significant departure from the long-standing practice of appointing academicians with substantial teaching and research experience to these positions.

  While administrative and leadership capabilities are essential for Vice Chancellors, universities are primarily academic institutions, and their leadership should reflect a deep understanding of academic values, teaching methodologies, and research practices. Allowing individuals from non-academic sectors to hold this position introduces a corporate culture into academia, which may not align with the unique ethos of HEIs. It is essential to ensure that the Vice-Chancellor's role remains grounded in academic excellence and scholarly contributions.

  Therefore, eligibility criteria should prioritize candidates with extensive academic qualifications, research contributions, and teaching experience. Consideration may be given to individuals from non-academic sectors only if they possess significant experience in academic administration, along with demonstrated contributions to higher education.

- ***Composition of the Search cum Selection Committee***

  Sub-section 10.1 (iii) stipulates that the Search cum Selection Committee responsible for appointing Vice Chancellors will consist of three experts: one appointee of the Chancellor/Visitor, one appointee of the UGC Chairperson, and one appointee of the university's governing body. This provision diverges from the current practice in various states, where the state government has a substantial influence in forming the Search Committee.

  The absence of a state government nominee on the Search Committee is concerning, given that state governments provide substantial budgetary support to public universities. Excluding state governments from the selection process may undermine the principles of cooperative federalism and reduce the accountability of universities to their respective states. The proposed provision appears to centralize the appointment process, potentially disregarding regional priorities and the specific needs of state universities.

It is, therefore, suggested to maintain the federal structure and ensure balanced representation by including a nominee of the respective state government on the Search cum Selection Committee. This will guarantee that state governments, as crucial stakeholders, have a say in the appointment of Vice Chancellors, thereby improving transparency and accountability.

- ***Empowerment of the Chancellor to Appoint Vice Chancellors***

  Sub-section 10.1 (viii) empowers the Chancellor/ Visitor to appoint the Vice-Chancellor from the panel recommended by the Search cum Selection Committee. Traditionally, in several states, Vice Chancellors are appointed by the Chancellor in consultation (concurrence) with the state government. The proposed change centralizes the appointment authority, potentially reducing the role of state governments in higher education governance.

  This move has already been contested by some state governments, as it is perceived to undermine their authority over public universities within their jurisdiction. The balance between central and state roles in higher education governance is crucial to maintaining the autonomy of universities while respecting federal principles.

  It is, therefore, suggested to maintain the existing practice of appointing Vice Chancellors in consultation with state governments. The power of the Chancellor should be exercised in concurrence with the state government to ensure that the appointment process reflects both national and regional perspectives.

- ***Tenure and Reappointment of Vice Chancellors***

  The Draft Regulations propose a five-year term for Vice Chancellors, with the possibility of reappointment for one more term. This is a departure from the current practice in some states where the term is limited to three or four years, and reappointment to the same university is not permitted. Extending the tenure to five years and allowing reappointment may rase concerns about prolonged incumbency and potential conflicts of interest.

  Therefore, it is recommended that the tenure of Vice Chancellors be restricted to a single term of 4-5 years without the provision for reappointment to the same university. This approach will foster new leadership and mitigate concerns regarding extended incumbency, guaranteeing that universities gain from a variety of leadership viewpoints as time progresses.

While Section 10 of the UGC's Draft Regulations, 2025 aims to standardize and enhance the process of appointing Vice Chancellors, certain provisions require reconsideration to ensure that the academic integrity and autonomy of universities are preserved. It is essential to prioritize academic qualifications and teaching experience in the eligibility criteria, maintain balanced representation on the Search cum Selection Committee, and respect the federal structure by involving state governments in the appointment process. Implementing these suggestions will contribute to strengthening the governance of HEIs in India, fostering academic excellence and institutional autonomy.

Conclusion

Maintaining high standards in higher education requires a robust and equitable system for the appointment and promotion of teachers and academic staff. This article has highlighted the complexities involved, showcasing the diverse approaches employed across different countries, disciplines, and institutions. The transition from the 2018 to the 2025 UGC Regulations marks a significant shift towards a more inclusive, structured, and modern framework for higher education in India. By incorporating detailed qualification criteria, promoting digital and Indian language content, and emphasizing inclusive practices, the 2025 Regulations aim to create a more equitable and forward-thinking academic ecosystem. These changes enhance the quality and credibility of HEIs and align them with global educational standards.

However, the analysis of the Draft Regulations also underscores the need for a more balanced approach to performance evaluation that values both teaching and research contributions, as well as a more inclusive approach to defining and implementing quality standards. The UGC should carefully consider the highlighted shortcomings in the Draft Regulations to enable HEIs to attract, retain, and support high-quality educators capable of preparing students for the demands of the 21st century. The ongoing evolution of higher education, particularly in light of technological advancements and societal changes, necessitates

continuous evaluation and adaptation of minimum qualifications and promotion criteria. This ensures that the standards remain relevant, equitable, and effective in fostering high-quality education and preparing graduates for success in a rapidly changing world.

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Navigating Pathways: Policy and Research Imperatives in Artificial Intelligence for Higher Education

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With multiple crises ravaging the world, including wars, climate change, and migrations, technological innovations like Artificial Intelligence (AI) come with tall promises of global transformation and revolutionizing education. In the process, it is also progressing at an astonishing pace, carrying and amplifying systemic and operational algorithmic biases, often bypassing ethics, transparency, and accountability issues. This so-called 'black box' of AI systems thus giving rise to concerns regarding academic integrity and has the potential to worsen existing societal inequalities in access and outcomes. Concurrently, it has also made our societies and institutions vulnerable because of unpredictable challenges and the disruptive nature they bring along.

During such times, higher education institutions, as the vanguards of innovation and intellectual analysts of societal values, are expected to provide legitimate guidance. However, the preparedness of such institutions remains covered in doubt because of the skepticism, that AI innately is loaded with. Nevertheless, informed decisions about adopting AI cannot be made in the absence of its critical understanding, and in times like this, even the powerhouses of education rely on strategic guidelines. In its light, this paper attempted to chalk out the locus of AI in higher education.

The paper touches upon key concepts circumventing AI in Higher Education, including teaching-learning and evaluation, research, and ethics. It also discusses the need for a human-centred approach to AI in higher education which prioritises inclusivity and sustainability.

The following three key concerns are illuminated brightly in the article. First, the commercial aim of promoting AI in higher education is recurrent in various policies. Second, the imbalances in power and resulting monopolisation of for-profit organisations will be emphasized. Third, the lack of discussions that converge knowledge economy and ethics, as evident in prevalent policies, will be illuminated. These concerns will set the ground for further discussions in the national context by raising critical questions on policy formulation related to AI and education.

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AI and Colonization

In an era where AI is touted as an elixir for societal ills, it is important to critically examine the insidious phenomenon of "algorithmic colonialism" – the subtle yet pervasive ways in which AI technologies perpetuate and amplify existing power imbalances in all spheres of human enterprises, from education to politics. Similar to the historical appropriation of land, bodies, and natural resources, pervasive "datafication" allows AI-powered applications and platforms to translate our lives into data, extract information to provide for capitalist empires, manipulate our choices, and sell it back to us. The MIT Technology Review calls it 'AI Colonialism' (Hao, 2022), where AI is creating a new social order and a ground for unchecked exploitation. Drawing on this, it can be argued that AI, especially in its present corporate avatar is deeply embedded within the ideologies that prioritize efficiency based on performance, standardisation, and profit. Hence, it is important to take AI critically and with positive skepticism.

AI-driven algorithms, often developed for and controlled by a privileged few corporations, are increasingly trying to influence the spectrum of our social-political understanding of reality. From reinforcing biases, stratifying individuals based on some perceived criteria, and weaponizing misinformation to polarise and exploit society, algorithms promote a "datafied" environment where people are reduced to quantifiable units. This not only erodes the humanistic foundations of society but also risks re-entrenching existing social inequalities, effectively mirroring colonial legacies of exploitation and control.

Moreover, by automating decision-making processes and rendering individuals to mere data points, AI risks marginalising people and communities that are already marginalised and do not have a voice in directing its development or demands- the same communities already impoverished by colonial empires, lately exploited by big corporations. Such surveillance controls our ways of knowing and participating, threatening the principles of autonomy, agency, and critical thinking essential for a thriving democracy. It is therefore important to observe how AI shapes higher education as a democratic space shortly.

Ethical Dilemmas and Unequal Realities

Adaptive and personalised learning, intelligent tutoring systems, automated assessment, effective feedback loops, the creation of creative content for varied and interactive learning experiences, holistic and inclusive learning, and better teaching practices are just a few of the ways artificial intelligence (AI) has the potential to enhance teaching and learning. However, other obstacles must be overcome (tecnoscientifica, 2024).

AI system establishment necessitates large-scale, state-of-the-art infrastructures, which can be difficult, particularly for developing countries. Even though AI companies advocate for it as a tool for educational inclusivity, access to AI infrastructures and technologies limits equity and inclusion (Kuleto et al. 2021). As a result, as AI continues to advance widely, developing and underdeveloped nations run the risk of experiencing new technological, economic, and social divides. In addition, as these nations continue to employ AI without possessing it, their developing counterparts serve as data points, effectively teaching the AI models to anticipate and manipulate more effectively.

The majority of current AI applications in education are profit-oriented, which further exacerbates inequality and inequity in access to AI-facilitated education. This presents a similar challenge to the successful integration of AI into teaching and learning. Because of this issue, AI may not be equally available to all stakeholders due to variations in socioeconomic status and AI-related technological and infrastructure development, making profit-oriented AI unaffordable for underserved groups.

One of the most serious issues related to integrating technology into the classroom is data privacy and ethics. Since AI systems often require access to a large amount of sensitive data, there can be concerns about how this data is stored, who has access to it, and how it is used. Lack of transparency and lack of ownership of the AI and the platforms leaves a lot of grey areas about how AI systems make decisions.

Not only does it make it hard for users to understand why a certain recommendation was made, but it also makes it hard to hold people accountable when an AI system makes a mistake. According to Nguyen et al. (2023), the reason for this is that it is hard to determine whether the algorithm, the data, or the individuals who developed or implemented the system are to blame. According to Celik et al. (2023), AI applications in assessment and grading may also be difficult to use due to a lack of transparency, especially when it comes to explaining a grade. Data is used to train AI systems, and biased data can cause the AI system to become biased as well. Unfair results in assessment and grading may result from this. AI programs might not completely comprehend or take into account the cultural context of a student's work. This can lead to misinterpretations and inaccuracies in grading and assessment (Celik et al., 2022; Tecnoscientifica, 2024; Tang, 2024).

The Role of AI in Student Learning, Assessment, and Evaluation

In today's higher education environment, the use as well as misuse of AI tools has become more widespread, especially in the areas of teaching methods, testing, and evaluation. This phenomenon signifies a substantial change in the way things are done, which questions conventional teaching methods and ideas about academic honesty. Although the use of AI has faced criticism for its potential to facilitate academic misconduct, critical comprehension and cautious application of AI can significantly improve educational results.

Here, it is important to understand how students engage with AI tools for learning, evaluating, and interpreting data. Preliminary results suggest that students tend to rely on AI for easy fixes or quick solutions. Results show that students' critical cognitive skills, like analytical reasoning, critical thinking, and decision-making, are impacted by their over-reliance on AI dialogue systems, particularly those that use generative models for academic research and learning (Zhai et. al., 2024). However, some students also use

AI as a complex system, with a primary emphasis on operational competence. When asked to critically assess AI-generated results, students demonstrated an increased recognition of the inherent constraints and possible prejudices of AI, resulting in a more advanced involvement with the data (Delcker et. al., 2024).

Empirical Findings on AI and Teaching Learning

The empirical findings from selected Indian higher educational institutes, conducted with the support of ICSSR in the UTs of Jammu & Kashmir and Ladakh highlight the initial impact of AI on teaching and learning (ICSSR Sponsored study on *'Examining Teachers' Competencies in Generative AI-Enabled Higher Education: An Empirical Study in Jammu & Kashmir and Ladakh UTs'.)* . It points out that the awareness level among higher education teachers related to AI is low and its adaptation is extremely limited. Similar to the adaptation of digital technologies into teaching-learning, the findings point out that the use of AI is limited to finding quick answers, without critical engagements. While the situation varies widely across higher education institutions, this surface-level practice related to the use of AI is concerning. It is not only pervasive among the students, but also started spreading to the teachers, which will eventually impact the way in shaping critical cognitive skills, analytical reasoning, and critical thinking.

The initial findings indicate the importance of using it strategically to develop analytical abilities and promote a better understanding of technology's role in the learning process. Here it is important to highlight the requirement to upgrade the assessment strategies that incorporate AI and develop AI, that also adapts to the evaluation methods and patterns, focusing on learning.

As we prepare the future workforce, it is crucial to find a balance between utilising AI's capabilities and upholding rigorous academic standards. This will ensure that the incorporation of AI in higher education improves technical skills and critical thinking abilities, rather than weakening them.

Locus of Incorporating AI in Higher Education

It is crucial to approach the integration of AI into higher education with a critical and well-informed mindset. The rapid progress of AI presents exciting opportunities for improving educational methods, promoting the intelligent content generation, and facilitating personalised learning experiences. These advantages should be accompanied by substantial ethical, socio-political, and infrastructural considerations.

To tackle the present and forthcoming challenges, educational policymakers and higher education institutions must take the lead in adopting a human-centered approach, guaranteeing that the integration of AI is deep, inclusive, fair, and enduring. This entails cultivating a discerning comprehension of AI's capacities and constraints among both students and educators, advancing openness, and championing policies that give precedence to learning as a process, rather than mere efficiency and predetermined outcomes. As we prepare the future workforce for an uncertain time, it is imperative to strike a balance between embracing AI and upholding rigorous academic standards.

Conclusion

The discussion briefly explores important areas including the commercial incentives behind the adoption of AI in education, the dominance of for-profit organisations, and the absence of interdisciplinary dialogue that connects knowledge and economy with ethical considerations. It highlights that the Global South especially faces significant challenges regarding AI infrastructure and access, which can worsen existing inequalities and potentially lead to new disparities in educational opportunities and outcomes.

As AI technologies continue to transform the landscape of higher education, a nuanced understanding of both the opportunities and challenges is crucial. By examining the current trends and important issues related to the incorporation of AI in higher education, including teaching, learning, and assessment- several key trends emerge, which will have a profound impact on every aspect of our lives. It is important to note that while the dominant narrative is to catch up with the technology or be left behind; it is equally, if not more crucial, to reorient the path for AI in the direction higher education is set to evolve. The path, needless to add, should be humane and not technologically deterministic.

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The Epidemic of Retracted Researches in Indian Higher Educational Institutions: The Dark Side of Indian Academia

Ramulu Bhukya*

The epidemic of retracted research in higher education institutions is a growing concern in academia. Retractions have been rising across all disciplines, with unreliable results and errors being the most common reasons (Khan et al., 2024). Top global universities, such as Stanford and MIT, have experienced significant numbers of retractions, particularly in life sciences and health sciences (Khan et al., 2024). The time between publication and retraction can be substantial, averaging 1,701 days for some institutions (Khan et al., 2024). Academic librarians play a crucial role in educating patrons about retracted articles and incorporating this topic into information literacy instruction (Thielen, 2018). The increase in retractions highlights the need for improved academic integrity education for researchers, journal editors, publishers, and reviewers (Scopus & Mohamadloo, 2020). Additionally, revisions to the education and research system, peer review processes, and punishment systems for scientific misconduct are necessary to address this issue (Scopus & Mohamadloo, 2020).

Within the prestigious institutions of Indian higher education, where the pursuit of knowledge and innovation is celebrated, a troubling shadow is emerging. Beneath the surface of academic prestige lies a growing crisis that threatens the very foundation of research, the alarming rise of retracted papers. This trend challenges not only the credibility of individual researchers but also the integrity of the academic ecosystem in India. What was once a rare corrective measure has become a recurring reality, exposing deep-rooted issues within the research landscape. Cases of plagiarism, data fabrication, insufficient peer review, and overwhelming publication pressure reveal significant cracks in the system. This issue is not merely the result of isolated lapses but reflects a broader, systemic challenge driven by the relentless chase for recognition, funding, and academic status. Analyzing retracted research papers provides crucial insights into the underlying issues within the academic and research ecosystem. It helps identify recurring causes of retraction, such as plagiarism, data manipulation, or methodological flaws, allowing institutions to address these problems proactively. This process enhances research integrity by reinforcing ethical standards and improving the peer review system. Additionally, retraction analysis raises awareness about the importance of accountability and transparency, guiding policy reforms and structural changes to strengthen the academic framework. Ultimately, by learning from retracted papers, the academic community can restore public trust, promote ethical conduct, and foster an environment of continuous improvement in research practices.

This study takes a closer look at the hidden challenges behind the growing number of retracted papers in Indian Higher Educational Institutions. It explores the cultural, structural, and ethical factors contributing to the crisis while shedding light on its consequences for students, faculty, and policymakers.

Review of Literature

Science thrives on the integrity of its reported findings. Research misconduct not only wastes financial and human resources but also poses significant risks to human health. The literature on research misconduct predominantly focuses on data falsification, fabrication, and misrepresentation (Fong & Wilhite, 2021). According to the U.S. Office of Research Integrity (ORI), research misconduct includes fabrication, falsification, or plagiarism in proposing, performing, reviewing, or reporting research results (Fanelli, 2009; Bordewijk et al., 2021). Plagiarism is broadly defined as "the copying of ideas, data, or text (or various combinations of the three) without permission or acknowledgment" (Martin, 2013). Fabrication involves making up data, results, or recordings and reporting them as genuine findings, whereas falsification entails manipulating research materials, equipment, or processes to misrepresent research outcomes. Importantly, research misconduct excludes honest errors or differences in interpretation (Khezr & Mohan, 2022).

Research misconduct is a multifaceted concept encompassing various dubious research practices. Some forms, such as fabrication, falsification, and plagiarism (FFP), are considered blatantly fraudulent

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and unequivocally unethical (Khezr & Mohan, 2022). The academic community operates under intense pressure to publish, often encapsulated in the phrase "publish or perish" (Khezr & Mohan, 2022). Universities and research institutions face increasing performance pressures, including competition for tenure, research funding, and publication opportunities in high-impact journals. Success in academia is closely tied to institutional reputation and individual career progression (Martin, 2016; Hall & Martin, 2019). Misconduct is rarely an isolated event; rather, it often emerges from institutional pressures and incentives, a phenomenon termed "organizational misconduct" (Hall & Martin, 2019). The expectation to publish in elite journals and the potential for substantial career rewards contribute to an entrepreneurial, high-risk perspective that may lead to ethical transgressions (Honig et al., 2014; Hall & Martin, 2019). The severity of research misconduct varies, with offenses such as data falsification and plagiarism occurring on a spectrum of seriousness (Hall & Martin, 2019). Academics are typically evaluated based on three key activities: research, teaching, and service. While institutions may weigh these activities differently for tenure, promotions, and salary increments, research productivity is increasingly becoming the primary determinant of career advancement (Khezr & Mohan, 2022). The emphasis on research output reinforces the pressures leading to unethical practices.

A crucial response to research misconduct is the retraction of fraudulent studies. Retraction serves as a corrective measure to maintain the integrity of scientific literature and prevent the spread of false information. Retracted articles are typically removed from databases or marked with an official notice, alerting the academic community to their unreliability. However, studies show that retracted papers continue to be cited, sometimes without acknowledgment of their retraction, which can perpetuate misinformation (Hussinger & Pellens, 2019). Institutions and publishers play a key role in ensuring that retraction policies are effectively implemented and that the reasons for retraction are clearly communicated (Mongeon & Larivière, 2015; Hussinger & Pellens, 2019). Scientific misconduct has far-reaching consequences beyond the individuals directly involved (Hussinger & Pellens, 2019). Studies indicate that co-authors of researchers found guilty of misconduct suffer significant declines in their publication output (Mongeon & Larivière, 2015; Hussinger & Pellens, 2019). As academic pressures mount and career repercussions for failing to meet expectations become apparent, the temptation to engage in unethical practices increases (Craig et al., 2020).

Data and Methods

The data used to map retracted documents has been sourced from the Scopus database, a comprehensive and widely recognized repository of scholarly articles that spans a diverse range of disciplines, including natural sciences, engineering, medicine, business management, humanities, and social sciences. Scopus provides a robust dataset, encompassing detailed metadata such as article titles, author affiliations, citation counts, and retraction notices, all of which are essential for tracking the trajectory and impact of retracted works. Careful efforts have been made to review documents from each higher education institution (HEI) to assign an accurate final retraction count. The article counts from associated institutes are consolidated with their corresponding parent HEIs to calculate the total number of retracted articles for each institution. For example, the retracted documents from Saveetha Institute of Medical and Technical Sciences (n=147), Saveetha School of engineering (n=115), Saveetha dental college and hospitals (n=38), and Saveetha engineering college (n=11), totalling n=311, have been merged and assigned to the parent HEI Saveetha Deemed to be University.

Results and Discussion

Overview of the Retracted Articles

Table 1 provides an overview of the retracted articles in academic research for the period 1996 to 2024, offering key insights into various aspects of the retraction data. A total of 3,367 articles have been retracted, originating from 941 sources such as journals and books. The average age of the retracted documents is 6.43 years, indicating that many retractions occur relatively soon after publication. On average, each retracted article has been cited 17.2 times, highlighting that retracted articles may have still been influential or widely referenced prior to their withdrawal. The data also reflects the involvement of 9,788 authors in these retracted works, with 106 authors being responsible for 113 single-authored documents. The average number of co-authors per document is 4.13, suggesting a collaborative nature of the research that led to retractions. Additionally, 26.49% of retracted documents involved international co-authorships, indicating a substantial level of global collaboration in the works that were retracted.

These insights reflect a complex and interconnected landscape of research integrity issues. Despite the relatively high citation rate of these retracted articles, the frequent collaboration between multiple authors and international co-authorships could suggest that retractions may stem from a variety of factors, including errors in the peer review process, issues with data integrity, or misconduct. The relatively young age of many retracted articles suggests that oversight and monitoring Mechanisms for ensuring research quality might need strengthening across different research fields and global collaborations.

Table 1. Overview of Retracted Articles

Overview	Results
Period	1996 to 2024
Sources (Journals, Books, etc)	941
No. of articles retracted	3367
Document average age	6.43
Average citations per doc	17.2
Authors	9788
Authors of single-authored docs	106
Single-authored docs	113
Co-authors per Doc	4.13
International co-authorships %	26.49

Publication Trend of Retracted Articles

Table 2 highlights the publication trend of retracted articles from 1996 to 2024, showing a significant increase in retractions over time. In the early years (1996–2005), retracted articles were minimal, with only one or two retractions each year. However, from 2006 onwards, the number began to rise gradually, peaking sharply in 2016 with 97 retractions. This upward trajectory continued in the following years, especially between 2016 and 2021, when the number of retractions soared from 97 in 2016 to 800 in 2021. The rapid rise in retracted articles suggests that either the prevalence of issues in published research is increasing or that mechanisms for detecting and reporting retractions have become more robust and transparent.

The years 2022 and 2023 saw a slight decline in the number of retracted articles, with 561 and 222 retractions, respectively, but these numbers were still significantly higher compared to earlier years. The pattern of increasing retractions reflects growing awareness and attention to research integrity, as well as improvements in tracking and accountability in academic publishing. The decline in 2022 and 2023 could be influenced by various factors, such as changes in publication practices, improved peer review systems, or the impact of global events like the pandemic. Overall, the trend emphasizes the importance of strengthening research oversight and ethical standards to mitigate the occurrence of retractions in the future.

Table 2. Publication Trend of Retracted Articles

Year	No. of retracted Articles	Year	No. of retracted Articles	Year	No. of retracted Articles
1996	1	2006	12	2016	97
1997	0	2007	28	2017	110
1998	0	2008	20	2018	118
1999	0	2009	40	2019	194
2000	1	2010	68	2020	257
2001	1	2011	61	2021	800
2002	1	2012	52	2022	561
2003	1	2013	51	2023	222
2004	6	2014	70	2024	66
2005	5	2015	523	2025	01*

Discipline-wise Retracted Articles

Table 3 provides insights into the number of retracted articles across various subject disciplines. The data reveals that Computer Science leads with the highest number of retractions, totaling 1,625 articles, followed by Engineering with 1,157 retractions, and Physics and Astronomy with 988 retractions. These fields account for a significant portion of the retracted articles, reflecting the extensive volume of research output in these disciplines and possibly highlighting areas where errors, misconduct, or methodological issues may be more prevalent.

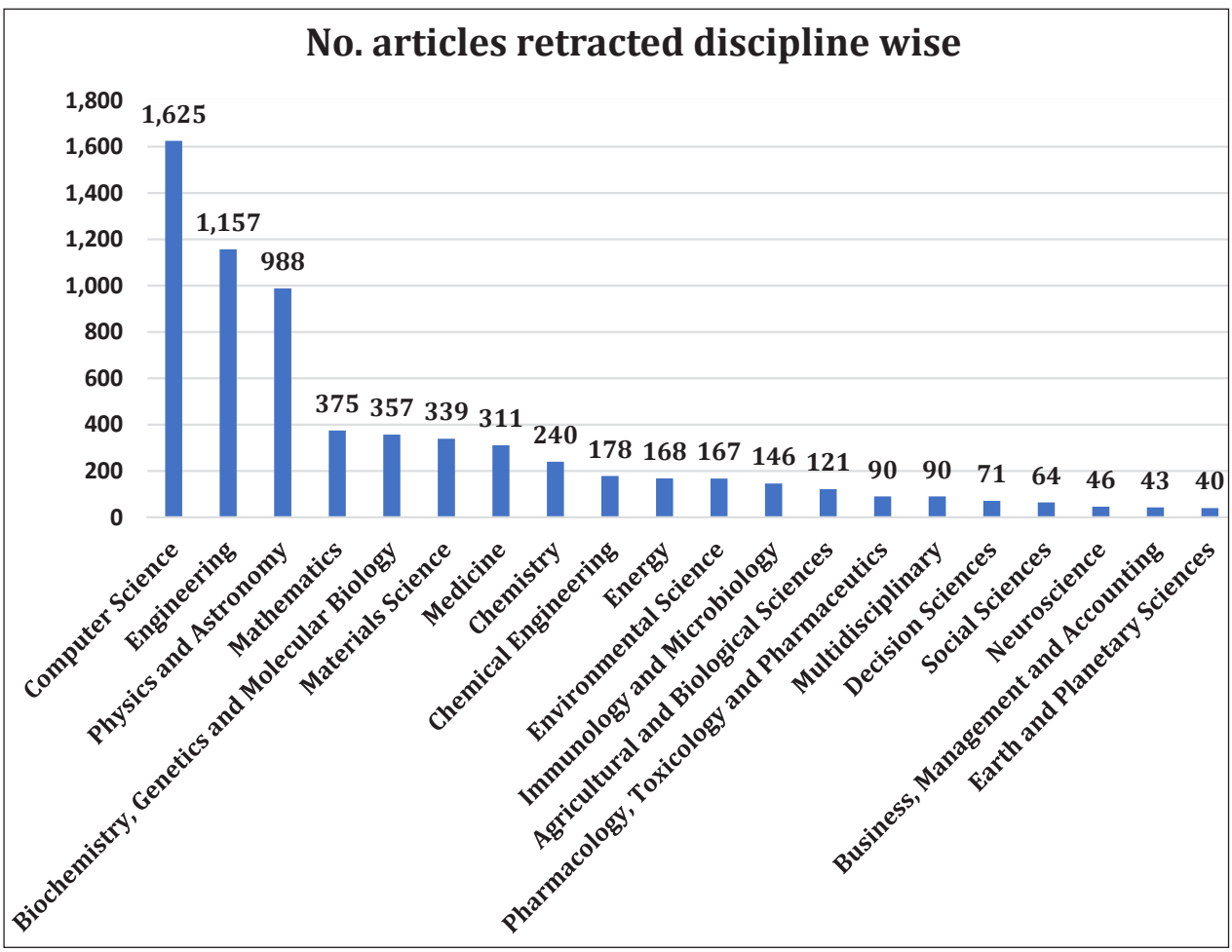
Other disciplines with notable retraction numbers include Mathematics (375 retractions), Biochemistry, Genetics and Molecular Biology (357), and Materials Science (339). These fields also contribute a substantial portion of the retracted articles, which could be attributed to the complexity of research methods, data analysis, and experimental reproducibility challenges. Medicine (311) and Chemistry (240) also show considerable retraction rates, which might reflect issues related to clinical studies, experimental protocols, and data integrity. Other disciplines, including Chemical Engineering, Energy, Environmental Science, and Immunology, and Microbiology, have fewer retractions but still

represent significant areas of concern. The data indicates that retractions are spread across a wide range of scientific fields, suggesting that research integrity issues are not confined to a specific area but are widespread across disciplines with varying research challenges.

Table 3. Discipline-wise Number of Retracted Articles

Discipline	No. of articles retracted
Computer Science	1,625
Engineering	1,157
Physics and Astronomy	988
Mathematics	375
Biochemistry, Genetics and Molecular Biology	357
Materials Science	339
Medicine	311
Chemistry	240
Chemical Engineering	178
Energy	168
Environmental Science	167
Immunology and Microbiology	146
Agricultural and Biological Sciences	121
Pharmacology, Toxicology and Pharmaceutics	90
Multidisciplinary	90
Decision Sciences	71
Social Sciences	64
Neuroscience	46
Business, Management and Accounting	43
Earth and Planetary Sciences	40

Figure 1. Discipline-wise Retracted Articles



Ripple Effect of Retracted Articles

Table 4 illustrates the negative ripple effects of retracted articles based on their citations, highlighting the compounding impact when these flawed studies continue to be cited in subsequent research. Even though the papers have been retracted, they remain influential due to their high citation counts, leading to the spread of potentially incorrect or misleading information.

For instance, the paper by Kaur J (2014), with 1,454 total citations and 121.17 citations per year, illustrates a concerning trend. Despite being retracted, it continues to be referenced, suggesting that future studies are relying on a flawed or invalid source. The same issue is observed with other highly cited retracted articles such as Shrivastava S (2007) and Sindhu R (2016), with 1,400 and 932 total citations, respectively. As these papers are cited more frequently, their incorrect findings propagate further, compounding the negative impact on research quality.

The normalized total citations (TC) metric further emphasizes how retracted articles with high citation numbers have an extended negative effect. For example, Chu Ym (2022), with a normalized TC of 36.67, shows that even newer retracted papers can continue to mislead researchers. The widespread use of retracted articles in subsequent works can misguide new studies, causing errors or reinforcing invalid findings. Even older retracted articles like Banerjee A (2002), despite having only 379 total citations, still have a normalized TC of 1.00, indicating their continued influence. The negative ripple effect worsens as the citations of these retracted articles increase, ultimately leading to the propagation of misinformation in the academic community. This shows the critical need for more stringent measures to prevent retracted papers from being cited and spreading their flawed conclusions.

Table 4. Ripples Effects of Retracted Articles

Paper	DOI	Total Citations	TC per Year	Normalized TC
Kaur J, (2014)	https://doi.org/10.1155/2014/943162	1454	121.17	29.25
Shrivastava S, (2007)	https://doi.org/10.1088/0957-4484/18/22/225103	1400	73.68	17.92
Sindhu R, (2016)	https://doi.org/10.1016/j.biortech.2015.08.030	932	93.20	28.67
Suresh K, (2011)	https://doi.org/10.4103/0974-1208.82352	805	53.67	21.86
Sudheesh Kumar PT, (2012)	https://doi.org/10.1021/am300292v	688	49.14	16.90
Singhania RR, (2013)	https://doi.org/10.1016/j.biortech.2012.09.012	487	37.46	11.91
Chu Ym, (2022)	https://doi.org/10.1016/j.amc.2021.126883	479	119.75	36.67
Parmar A, (2011)	https://doi.org/10.1016/j.biortech.2011.08.030	472	31.47	12.82
Sydney EB, (2010)	https://doi.org/10.1016/j.biortech.2010.02.088	459	28.69	13.24
Newmaster SG, (2013)	https://doi.org/10.1186/1741-7015-11-222	451	34.69	11.03
Naqvi S, (2010)	https://doi.org/10.2147/IJN.S13244	429	26.81	12.38
Ali S, (2010)	https://doi.org/10.1158/0008-5472.CAN-09-4598	397	24.81	11.45
Abraham A, (2020)	https://doi.org/10.1016/j.biortech.2019.122725	379	63.17	15.35
Banerjee A, (2002)	https://doi.org/10.1007/s00253-002-1062-0	379	15.79	1.00
Sharma B, (2014)	https://doi.org/10.1155/2014/640754	360	30.00	7.24
Srivastava V, (2017)	https://doi.org/10.1039/c7ra05444k	308	34.22	10.92
Sharma P, (2020)	https://doi.org/10.1016/j.biortech.2019.122580	301	50.17	12.19
Kashyap D, (2022)	https://doi.org/10.1155/2022/9605439	294	73.50	22.51
Thakur V, (2020)	https://doi.org/10.1016/j.bbi.2020.04.062	291	48.50	11.79
Jana S, (2005)	https://doi.org/10.1007/s00253-004-1814-0	287	13.67	4.02
Yadav V, (2010)	https://doi.org/10.1074/jbc.M110.111021	252	15.75	7.27
Bharathiraja B, (2018)	https://doi.org/10.1016/j.rser.2018.03.093	236	29.50	9.70
Hemanth DJ, (2020)	https://doi.org/10.1007/s00521-018-03974-0	234	39.00	9.48
Ummalyma SB, (2017)	https://doi.org/10.1016/j.biortech.2017.02.097	229	25.44	8.12
Sukumaran RK, (2010)	https://doi.org/10.1016/j.biortech.2009.11.049	215	13.44	6.20

Top 20 Indian HEIs with More than 35 Retracted Articles

Table 5 provides a comprehensive overview of the number of retracted academic documents from various Indian Higher Education Institutions (HEIs), categorized by their type—Private, State University, and Institution of National Importance. The data highlights a troubling trend, with private institutions dominating the list, led by Saveetha Institute of Medical and Technical Sciences (309 retractions), followed by Vellore Institute of Technology (135) and Anna University (115). While private institutions exhibit the highest numbers, state universities such as Annamalai University and Jawaharlal Nehru Technological University are also affected, indicating that research misconduct is a widespread issue. Notably, even Institutions of National Importance, including the Indian Institute of Technology (Indian School of Mines), Dhanbad, have recorded retractions, raising concerns about ethical lapses at premier institutions. Regionally, Tamil Nadu emerges as a hotspot, with multiple universities and colleges from the state appearing in the rankings. The variation in retraction numbers, ranging from 35 to 309, suggests differing levels of research malpractice, from minor infractions to systematic issues. The data underscores the pressing need for stricter research ethics enforcement, better oversight mechanisms, and institutional accountability to curb academic misconduct and preserve the integrity of Indian higher education.

Table 5. List of top 20 Indian HEIs with more than 35 Retracted Articles

S. No.	HEI	Type	No. of retracted documents
1.	Saveetha Institute of Medical and Technical Sciences (Saveetha Deemed to be University)	Private	311
2.	Vellore Institute of Technology	Private	135
3.	Anna University, Chennai, Tamil Nadu	State University	115
4.	SRM Institute of Science and Technology (SRM deemed to be University)	Private	86
5.	Sri Krishna College of Technology, Coimbatore	Private	81
6.	KPR Institute of Engineering and Technology, Coimbatore	Private	75
7.	Vel Tech Group of institutions (Deemed to be University) , Chennai	Private	68
8.	Sri Krishna College of Engineering and Technology, Coimbatore	Private	67
9.	Annamalai University, Chidambaram, Tamil Nadu	State University	60
10.	Sathyabama Institute of Science and Technology (Sathyabama Deemed to be University)	Private	60
11.	K L Deemed to be University	Private	53
12.	Graphic Era Deemed to be University	Private	52
13.	GITAM Deemed to be University	Private	51
14.	Uttaranchal University, Dehradun, Uttarakhand	State University	51
15.	Velammal College of Engineering and Technology, Madurai	Private	48
16.	National Institute for Interdisciplinary Science and Technology	Institution of National Importance	41
17.	Lovely Professional University	Private	40
18.	Indian Institute of Technology (Indian School of Mines), Dhanbad	Institution of National Importance	37
19.	Jawaharlal Nehru Technological University, Kakinada, Andhra Pradesh	State University	36
20.	SASTRA Deemed University	Private	35

Top Institutions of National Importance with More than 10 Retracted Articles

Table 6 presents a list of Institutions of National Importance (INIs) in India with more than 10 retracted research articles, highlighting concerns about academic integrity even among the country's most prestigious institutions. The National Institute

for Interdisciplinary Science and Technology leads with 41 retractions, followed by IIT (Indian School of Mines), Dhanbad (37), while IIT Roorkee and NIT Durgapur each have 20 retractions. Several other IITs (Kharagpur, Delhi, BHU, Bhubaneswar, and Madras) and NITs (Agartala, Warangal, Karnataka) also appear, alongside AIIMS New Delhi (15), raising concerns across both technical and medical research domains. The range of retractions, from 41 to 11, indicates varying degrees of research malpractice, including plagiarism, data fabrication, and ethical breaches. The inclusion of these top-tier institutions suggests systemic issues in research oversight, peer review, and ethical compliance. Such retractions can tarnish institutional reputations, lower global rankings, and hinder international collaborations. This data underscores the urgent need for stricter research ethics enforcement, enhanced scrutiny, and institutional accountability to protect the credibility of Indian academic research.

Table 6. List of top Institutions of National Importance with More than 10 Retracted Articles

S. No.	Name of HEI	No. of retracted documents
1.	National Institute for Interdisciplinary Science and Technology	41
2.	Indian Institute of Technology (Indian School of Mines), Dhanbad	37
3.	Indian Institute of Technology Roorkee	20
4.	National Institute of Technology, Durgapur	20
5.	National Institute of Technology, Agartala	17
6.	National Institute of Technology, Warangal	17
7.	All India Institute of Medical Sciences, New Delhi	15
8.	Indian Institute of Technology Kharagpur	15
9.	Indian Institute of Technology Delhi	14
10.	National Institute of Technology Karnataka	14
11.	Indian Institute of Technology (BHU) Varanasi	12
12.	Indian Institute of Technology Bhubaneswar	11
13.	Indian Institute of Technology Madras	11

Top Central Universities with More than 10 Retracted Articles

Table 7 lists Central Universities in India with more than 10 retracted research articles, highlighting concerns about research integrity in publicly funded institutions. Banaras Hindu University (BHU), Varanasi, leads with 22 retractions, followed closely by the University of Delhi (21), while Pondicherry University (14), Aligarh Muslim University (13), Babasaheb Bhimrao Ambedkar University (11), and Jamia Millia Islamia (11) also feature in the rankings. The presence of reputed institutions such as BHU, Delhi University, and AMU suggests that research misconduct is not limited to private universities but also affects established public institutions. Geographically, Uttar Pradesh has the highest representation, with three universities on the list, indicating potential regional trends in academic malpractice. While the number of retractions in Central Universities is lower compared to private institutions, the issue remains significant, pointing to gaps in ethical oversight, peer review, and research governance. Frequent retractions can harm institutional reputations, impact global rankings, and reduce research funding opportunities. This data underscores the urgent need for stricter research ethics policies, improved academic scrutiny, and institutional accountability to uphold the credibility of Indian higher education.

Table 7. List of Central Universities with More than 10 Retracted Articles

S. No.	Name of HEI	No. of retracted documents
1.	Banaras Hindu University, Varanasi, Uttar Pradesh	22
2.	University of Delhi, New Delhi	21
3.	Pondicherry University, Pondicherry	14
4.	Aligarh Muslim University, Aligarh, Uttar Pradesh	13
5.	Babasaheb Bhimrao Ambedkar University, Lucknow, Uttar Pradesh	11
6.	Jamia Millia Islamia, New Delhi	11

Top Central Institutes with more than 10 Retracted Articles

Table 8 presents a list of Indian higher education institutions (HEIs) with more than 10 retracted academic articles, showcasing the number of retractions at each

institution. The institutions listed include prominent research centers such as the Council of Scientific and Industrial Research (CSIR) in New Delhi, with the highest number of retractions at 26, followed by the Indian Institute of Toxicology Research in Lucknow (21), and the Academy of Scientific and Innovative Research in Ghaziabad (15). Other institutes such as the Bhabha Atomic Research Centre, Bose Institute, and Indian Institute of Chemical Biology have also faced significant retractions, each with 14 articles. The Centre of Innovative and Applied Bioprocessing in Punjab, Indian Institute of Chemical Technology in Hyderabad, and Rajendra Memorial Research Institute in Patna round out the list, each with 12 retracted documents. This data highlights concerns about the reliability and integrity of research publications in these institutions, potentially reflecting issues in research quality control, data integrity, or peer review processes.

Table 8. List of Central Institutes with more than 10 Retracted Articles

S. No.	Name of HEI	No. of retracted documents
1.	Council of Scientific and Industrial Research India, New Delhi	26
2.	Indian Institute of Toxicology Research, Lucknow	21
3.	Academy of Scientific and Innovative Research (AcSIR), Gaziabad	15
4.	Bhabha Atomic Research Centre, Mumbai	14
5.	Bose Institute, Kolkata	14
6.	Indian Institute of Chemical Biology, Kolkata	14
7.	Centre of Innovative and Applied Bioprocessing, Punjab	12
8.	Indian Institute of Chemical Technology, Hyderabad	12
9.	Rajendra Memorial Research Institute of Medical Sciences, Patna	12

Top State Public Universities with More than 10 Retracted Articles

Table 9 lists state universities in India that have more than 10 retracted academic articles, showcasing significant numbers of retractions across various regions. The university with the highest number of retracted documents is Anna University, Chennai, Tamil Nadu, with a substantial 115 retractions. Other notable universities include Annamalai University, Chidambaram (60 retractions), Uttaranchal University, Dehradun (51), and Jawaharlal Nehru Technological University, Kakinada, Andhra Pradesh (36). Many other universities with smaller but still significant numbers of retractions, including Andhra University (31), Bharathiar University, Coimbatore (26), and Anna University of Technology, Tiruchirappalli (20), appear on the list. Other universities like University of Madras, Savitribai Phule Pune University, and Jawaharlal Nehru Technological University Anantapur also report notable retraction figures. The table indicates that retractions are relatively widespread across a diverse set of institutions, particularly concentrated in Tamil Nadu, Andhra Pradesh, and West Bengal. This may suggest that challenges with research integrity, errors in publications, or issues in peer review and data validation are prominent across these institutions, possibly pointing to areas that need improvement in academic oversight and research quality assurance.

Top Private HEIs with More than 10 Retracted Articles

Table 10 lists private higher education institutions (HEIs) in India that have reported more than 20 retracted academic articles, highlighting the institutions with the highest number of retractions. The university with the most retracted documents is Saveetha Institute of Medical and Technical Sciences (Saveetha Deemed to be University), with a striking 309 retractions. Other prominent institutions with notable retractions include Vellore Institute of Technology (135), SRM Institute of Science and Technology (SRM deemed to be a University) (86), and Sri Krishna College of Technology, Coimbatore (81). Several other universities in Tamil Nadu, such as KPR Institute of Engineering and Technology (75), Vel Tech Group of Institutions (68), and Sri Krishna College of Engineering and Technology (67), also report significant numbers of retracted documents.

Other institutions with substantial retraction counts include Sathyabama Deemed to be University (60), K L Deemed to be University (53), and Graphic Era Deemed to be University (52). Additionally, universities like GITAM Deemed to be University, Lovely Professional University, and SASTRA

Table 9. List of State Universities with More than 10 Retracted Articles

S.No.	Name of HEI	No. of retracted documents
1.	Anna University, Chennai, Tamil Nadu	115
2.	Annamalai University, Chidambaram, Tamil Nadu	60
3.	Uttaranchal University, Dehradun, Uttarakhand	51
4.	Jawaharlal Nehru Technological University, Kakinada,Andhra Pradesh	36
5.	Andhra University, Andhra Pradesh	31
6.	Bharathiar University, Coimbatore	26
7.	Anna University of Technology, Tiruchirappalli	20
8.	University of Madras, Chennai, Tamil Nadu	20
9.	Savitribai Phule Pune University, Pune	18
10.	Jawaharlal Nehru Technological University Anantapur, Andhra Pradesh	16
11.	Jawaharlal Nehru Technological University Hyderabad	16
12.	Mahatma Jyotiba Phule Rohilkhand University, Bareilly, Uttar Pradesh	16
13.	Periyar University, Salem, Tamil Nadu	16
14.	Jadavpur University, Jadavpur, Kolkata	15
15.	University of Calcutta, Kolkata	15
16.	Visvesvaraya Technological University, Belgaum, Karnataka	15
17.	Delhi Technological University	14
18.	Sri Venkateswara University, Tirupati, Andhra Pradesh	13
19.	Madurai Kamaraj University, Madurai, Tamil Nadu	12
20.	Osmania University, Hyderabad	12
21.	Bharathidasan University, Tiruchirappalli, Tamil Nadu,	11
22	Government College of Engineering, Salem, Tamil Nadu	11
23.	University of Kalyani, Kalyani, West Bengal	11

Deemed University report retractions in the range of 30 to 50. The table underscores a pattern of retractions primarily among private universities, many of which are concentrated in Tamil Nadu and other southern regions of India. This trend may indicate challenges with research practices, data integrity, or quality control mechanisms at these institutions, warranting closer examination and potentially better oversight of academic processes to mitigate retractions in the future. The high retraction rates at certain universities suggest potential systemic issues with publication quality and peer review within these private HEIs.

Distribution of Retracted Articles in Global Collaborations

The issue of research retraction in international collaborations involving India and other global countries reveals critical insights into the state of academic research, particularly within the context of India's higher education institutions (HEIs) collaborating with the wider global community. The large number of retracted research articles from Indian HEIs in collaboration with other countries underscores the broad scale of India's academic involvement in global research. India is a key participant in international collaborations, but the high frequency of retractions, alongside countries like Ethiopia, Saudi Arabia, China, and Pakistan, suggests that significant challenges persist in the quality and integrity of research being produced. Ethiopia and Saudi Arabia, for instance, exhibit alarmingly high retraction rates (248 and 239 instances, respectively), which raises questions about systemic issues in research quality. Despite their active involvement in international research, these countries appear to be grappling with substantial challenges in ensuring rigorous peer review, ethical compliance, and research oversight. China and Pakistan also feature prominently in retraction data with 120 and 62 retracted papers respectively. Their high research output combined with these retraction figures may reflect the scale of their academic activities but also reveal potential issues in ensuring adherence to high standards of research integrity, which is critical in collaborative research settings.

Several systemic issues might contribute to the severity of retractions in these countries. One such issue is inadequate peer review, which is an essential element in ensuring the reliability and validity of research. The peer review process may be flawed or not as robust in certain regions, leading to research

Table 10. List of Private HEIs with More than 20 Retracted Articles

S. No.	Name of HEI	No. of retracted documents
1.	Saveetha Institute of Medical and Technical Sciences (Saveetha Deemed to be University)	309
2.	Vellore Institute of Technology	135
3.	SRM Institute of Science and Technology (SRM deemed to be University)	86
4.	Sri Krishna College of Technology, Coimbatore	81
5.	KPR Institute of Engineering and Technology, Coimbatore	75
6.	Vel Tech Group of institutions (Deemed to be University), Chennai	68
7.	Sri Krishna College of Engineering and Technology, Coimbatore	67
8.	Sathyabama Deemed to be University	60
9.	K L Deemed to be University	53
10.	Graphic Era Deemed to be University	52
11.	GITAM Deemed to University	51
12.	Velammal College of Engineering and Technology, Madurai	48
13.	Lovely Professional University	40
14.	SASTRA Deemed University	35
15.	Sona College of Technology, Salem, Tamil Nadu	35
16.	KIIT Deemed to be University, Bhubaneswar	34
17.	University of Petroleum and Energy Studies, Dehradun	34
18.	Aditya University, Andhra Pradesh	32
19.	GLA University, Mathura	32
20.	Rajalakshmi Engineering College, Chennai	30
21.	Siksha-O-Anusandhan (Deemed to be University)	30
22.	Chandigarh University	29
23.	Kalasalingam (Deemed to be University), Srivilliputhur, Tamil Nadu	29
24.	Kongu Engineering College, Erode, Tamil Nadu	29
25.	Amity University	28
26.	Karpagam Academy of Higher Education (Deemed to be University), Coimbatore	27
27.	Panimalar Engineering College, Chennai	27
28.	M.Kumarasamy College of Engineering, Karur, Tamil Nadu	26
29.	Hindusthan College of Engineering and Technology, Coimbatore	25
30.	Bharath Deemed to be University, Chennai, Tamil Nadu	21
31.	Birla Institute of Technology, Mesra	21
32.	Sri Ramakrishna Engineering College, Coimbatore	21
33.	Sri Sairam Engineering College, Chennai	21

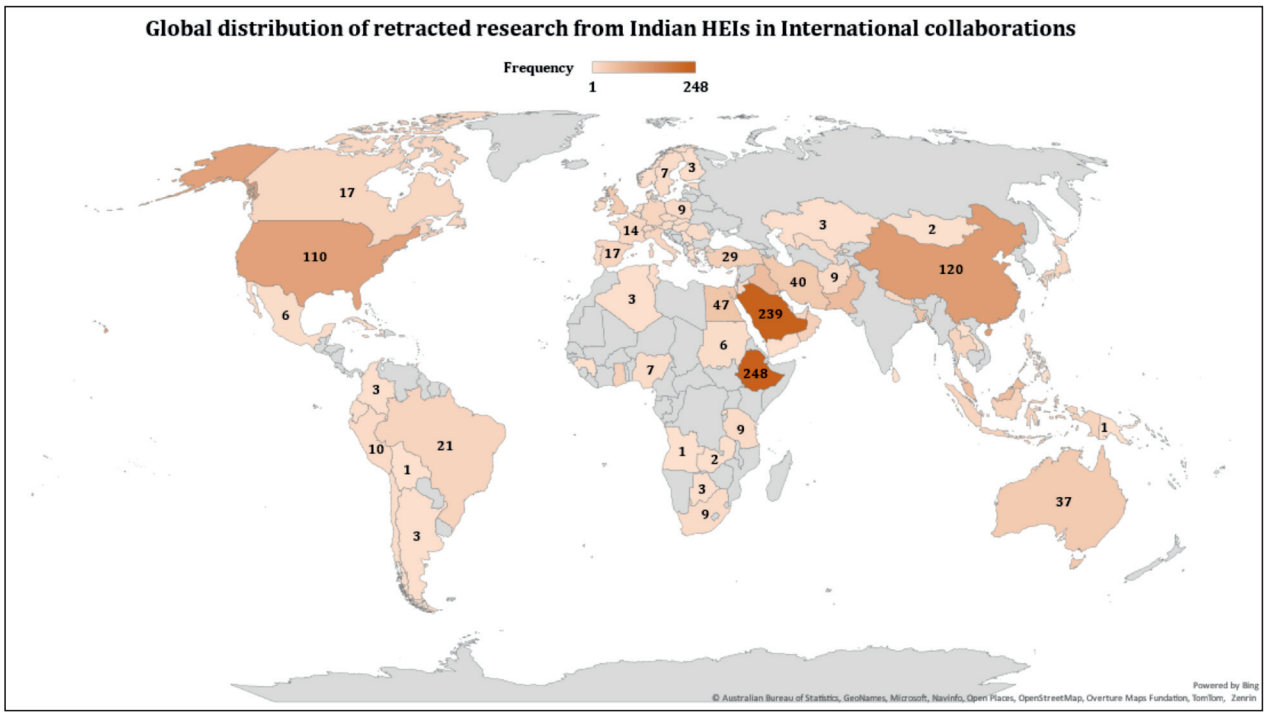
being published without sufficient scrutiny, increasing the likelihood of errors or fraudulent data that later necessitate retraction.

Another factor contributing to retractions is a lack of research integrity. Instances of scientific misconduct, such as falsification of data, plagiarism, or manipulation of results, may be more prevalent in regions with less developed research regulatory frameworks. This is often exacerbated by inadequate ethical training for researchers or insufficient oversight to prevent such misconduct. Additionally, there may be inadequate oversight in collaborative research projects, where multiple institutions and countries are involved. The varying standards of research integrity and oversight mechanisms in different regions can lead to inconsistencies in the quality of research produced, thus increasing the chances of errors and retractions.

Publication pressure and misconduct are also significant concerns in countries with rapidly growing research outputs. Researchers in countries like India, China, and Pakistan may face intense pressure to publish frequently, which can lead to unethical practices, such as publishing unverified or manipulated data. In these regions, there may be strong incentives tied to publication counts and academic performance, which further contribute to research quality issues.

The global distribution of retracted research in international collaborations indicates a need for

Fig-2: Global Distribution of Retracted Articles of Indian HEIs



stronger systems and frameworks to support the integrity of research at a global level. To address these challenges, enhancing peer review systems is essential. Ensuring that rigorous peer review mechanisms are in place across all collaborating institutions is crucial to identify errors and misconduct early in the research process. This will require fostering trust between global partners and developing standardized practices for conducting and reviewing research.

Furthermore, research ethics training is critical, especially in regions with high retraction rates. Enhanced training in research ethics will help mitigate the occurrence of scientific misconduct and improve the overall quality of research. Strengthening regulatory frameworks and oversight mechanisms in collaborative research is also necessary to ensure that all parties adhere to the same standards of research integrity.

Moreover, fostering greater accountability in regions with high retraction rates, particularly in the Middle East and Africa, is crucial. This can be achieved by establishing clear guidelines for research conduct, ensuring transparent reporting, and fostering international cooperation to maintain high standards. By addressing these key challenges, the credibility and effectiveness of international research collaborations can be preserved, leading to better research outcomes and more trustworthy global academic partnerships.

Conclusions

The alarming rise in retracted research articles from Indian Higher Educational Institutions (HEIs) serves as a significant indicator of deeper issues within the academic landscape. The increasing frequency of retractions is not limited to less prominent institutions but also extends to prestigious HEIs, including IITs, NITs, Central Institutions, and Central Universities, raising serious concerns about the pervasiveness of research misconduct across all tiers of academia. The growing number of retractions underscores systemic challenges such as undue institutional pressure, compromised peer review processes, and ethical lapses in research practices. These issues are not confined to smaller or lesser-known institutions but affect some of the most respected academic bodies in India, amplifying the gravity of the situation. This trend severely damages the credibility of individual researchers, tarnishes the reputation of institutions, and erodes public trust in the authenticity and reliability of academic outputs.

A comprehensive, data-driven approach is essential to understand the full scale of this problem. With thousands of research articles being retracted

across various disciplines, including those from premier institutions like IITs, NITs, and Central Universities, the need for immediate intervention becomes increasingly apparent. Indian HEIs, regardless of their prominence, must implement stricter policies, offer rigorous ethical training for researchers, and improve oversight mechanisms to prevent research misconduct. It is particularly crucial for institutions of national importance, such as IITs and NITs, to lead by example in promoting and maintaining research integrity. Moreover, publishers and funding agencies play a pivotal role in addressing this crisis. By enforcing more stringent checks and balances, they can ensure the authenticity of submitted work and help mitigate the potential for unethical practices in research. Their active involvement in setting and upholding ethical standards is essential to safeguarding the integrity of academic research.

Addressing these challenges requires a collective approach involving institutions, policymakers, funding bodies, and the broader academic community. Collaborative efforts should focus on developing frameworks that emphasize transparency, ethics, and accountability in research practices. Without proactive and coordinated measures, the problem of retractions will continue to escalate, further damaging the credibility of Indian academia on both a national and global scale. By strengthening ethical standards, enhancing institutional transparency, and ensuring robust oversight, Indian HEIs—including IITs, NITs, Central Institutions, and Central Universities—can restore credibility and rebuild public trust. Upholding the integrity of scientific research is not only essential for academic success but also for the broader advancement of knowledge and societal progress. A renewed focus on ethics and integrity will enable Indian academia to regain its global standing and contribute meaningfully to the scientific community.

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Advancing Inclusive and Effective Online Learning: Addressing Challenges and Maximizing Opportunities for Student Achievement

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The present paper aims to identify various problems faced by students and teachers in online learning and to offer remedial measures towards such problems. The purpose of this study is to review online learning with respect to its effects on mental health, inclusivity, objectivity, key issues, and solutions. Online learning has transformed education by offering flexibility, and enhancing motivation, engagement, and technological skills while fostering teamwork and self-confidence among learners. However, it presents significant challenges, particularly in terms of mental and physical health, accessibility, inclusivity, and evaluation. Key challenges include increased stress, anxiety, and depression among students, particularly females, as well as reduced physical activity during online learning periods. Technical barriers such as inadequate ICT infrastructure, poor connectivity, and the digital divide between rural and urban areas further exacerbate these issues. The lack of culturally diverse materials, ineffective online assessments, and limited interaction contribute to reduced inclusivity and engagement. Future online learning models must prioritize inclusivity, equity, and the holistic welfare of students. Integrating human-centered approaches, leveraging innovative technologies, and addressing systemic barriers will ensure that online education becomes more engaging, equitable, and impactful.

Online learning was not an obvious option before the outbreak of the pandemic of COVID-19 in developing nations like ours, however after that, the way of living changed for most people, especially in the areas of teaching-learning where online learning and the adoption of technology is a necessity despite most of the facilities were unprepared for such (Garlinska et al., 2023). Almost every sector has been impacted by the pandemic, including business, government, tourism, education, and health in a way that encourages these sectors to embrace online tactics and the educational needs that enable students to transition from an unfamiliar learning environment to online learning (Hongsuchon et al, 2022). Even while online learning offers a way to access and continue teaching-learning across nations, there are several challenges when putting these strategies into practice. Students are more likely to suffer from depression, anxiety, and psychological stress. (Azmi, Khan & Azmi, 2022). Thus, it is evident that fewer in-person interactions have had a major impact on academic results and learning motivation (Liu, Ma & Chen, 2024). As a result, poor use of the online learning that comes with adopting technology can hinder learning and cause students to feel isolated, which will negatively affect their motivation, engagement, retention, and satisfaction. (Chai et al., 2024). In order to meet the needs of learners' motivation, engagement, and outcomes over educational and geographic characteristics, it is imperative to implement sound pedagogical designs in light of the growing demands of online learning in post-pandemic conditions ((Ismailov & Chiu, 2022, Goudarzi et al., 2023). This will ensure inclusivity and diversity. Therefore, the purpose of this study is to review online learning concerning its effects on mental health, inclusivity, ethical learning, key issues, and solutions. In light of the numerous reviews of related literature, this paper will be devoted to presenting viable solutions to the issues surrounding online learning for both teachers and students.

It has been demonstrated that technology improves motivation, engagement, and teamwork among learners of all ages, including those with special needs. It also helps pupils strengthen their technology abilities and increases their sense of self-confidence (Costley, 2014). Despite these benefits, there exist several difficulties with online learning environments as well, especially with regard to students' physical and mental health. Depressive symptoms are prevalent among university students which are caused by stress, exam anxiety, disinterested online learning strategies, and decreased productivity. Compared to male students, female students specifically reported higher levels of stress, anxiety, and depression (Azmi et al., 2022). Furthermore, female participants expressed higher levels of tension and eye strain, with some devices more uneasy to use than others as a result of usage patterns, screen brightness, or quality (Victor et al., 2023). In addition, regardless of gender, university students' physical activity dramatically declined throughout the online learning period, but the school closure had no effect on their mental health

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(Chu & Li, 2022). Therefore, incorporating well-being tools like mindfulness content, enabling peer-to-peer and student-teacher communication, offering a comprehensive introduction, and guaranteeing ongoing technical assistance are all crucial steps in addressing students' mental health issues (Roddy, 2017). Enhancing students' psychological resilience, developing emotional ties, and increasing intrinsic motivation are essential for academic achievement in blended learning (Liu et al., 2024). Online academic support increases productivity, drive, creativity, and accessibility to assistance. In addition, it improves pupil retention, digital proficiency, and self-efficacy, and offers social advantages (Walsh et al., 2024). In order to succeed academically in digital learning environments, instructors must prioritize their well-being, integrate modern technological advances, and engage in ongoing professional development (Sato et al., 2024).

Inclusivity in online learning is pivotal to ensure that learning environments are designed in such a way that they cater to the diverse needs of pupils by considering accessibility and minimizing barriers. Digital resources like blogs, multimedia presentations, and video lectures help culturally diverse students academically, yet they frequently struggle since there is a dearth of multicultural information. So, in order to encourage inclusivity and participation, teachers should use culturally appropriate materials (Yeboah et al., 2020). Even though online learning reduces barriers, equity is hampered by a lack of internet and device availability, inadequate teacher preparation, and low student proficiency in online learning (Tate & Warschauer, 2022). In addition, educational access is limited by socioeconomic, digital, linguistic, and societal constraints (Ersoy, 2023). Despite that online and hybrid learning hampers underprivileged students to obtain education, it also advances equity by making learning more flexible and accessible (Ikebuchi, 2023). Therefore, it is recommended that student support, teacher training, and digital access be improved (Tate & Warschauer, 2022). Also, some of the alternatives include developing digital skills, increasing financial aid, encouraging cultural inclusivity, establishing online communities, and offering personalized content (Ersoy, 2023).

Despite the fact that online learning enables examination and evaluation, it lacks objectivity. From the study of Lalduhawma et al., 2022, it has been found that the majority of teachers believe that online tests are unfair and pupils prefer objective items. Furthermore, online learning presents a number of difficulties, such as problems with evaluation and cheating detection (Goudarzi et al., 2023).

Online learning has been shown to allow for the continuation of education, however, there are certain drawbacks. Although distance learning is flexible, it may also cause isolation and technical problems, thus it calls for a lot of self-control. To maximize its advantages, these issues must be resolved (Garlinska, Proniewska, & Pregowska, 2024). The most challenging subject is math, and frequent connectivity problems cause disruptions in the classroom (Lalduhawma et al., 2022). Online learning presents a number of difficulties, such as inadequate bandwidth, bad infrastructure, a lack of technical expertise, delayed feedback, and problems with evaluation and cheating detection (Goudarzi et al., 2023). In addition, overuse of videoconferencing can lower energy and performance, underscoring the importance of taking students' digital preferences into account (Rodríguez et al., 2023). Moreover, there is a digital divide between teachers in rural and urban areas, with higher-ranking, older instructors being more actively involved (Amirova et al., 2023). Educational access is limited by socioeconomic, digital, linguistic, and societal constraints (Ersoy, 2023). Also, most students prefer to learn offline, while underdeveloped nations deal with issues including inadequate infrastructure and limited funding (Meng et al., 2024). So, in order to resolve such issues, teachers should employ difficult, complex questions, engage students, promote involvement, and randomly select exam questions in order to resolve these issues (Goudarzi et al., 2023). To accommodate different learning styles, educators need to be tech-savvy and able to use tools like social robotics, mixed reality, and video games to increase engagement (Rodríguez et al., 2023). Enhancing digital education requires training for younger teachers and improving ICT infrastructure (Amirova et al., 2023). Some of the alternatives include developing digital skills, increasing financial aid, encouraging cultural inclusivity, establishing online communities, and offering personalized content (Ersoy, 2023). Improving ICT infrastructure, helping low-income students, increasing social contacts, taking mental well-being into account, and having backup plans for online learning emergencies are essential elements to resolve issues related to online learning (Meng et al., 2024).

Several studies have provided some practical answers to the issues of online education. Universities can assess and improve learning outcomes by concentrating on technological pedagogical knowledge (TPK), which helps in comprehending

how to use technology to improve teaching strategies, and technological content knowledge (TCK), which focuses on using technology to deliver specific content efficiently (Khazo, 2022). The efficacy of online education is enhanced by motivation and strategic online learning. While students should actively participate, encourage peer interaction, and set clear learning objectives, instructors should use a variety of learning methods to create engaging, interactive settings that meet students' content needs (Hongsuchon et al., 2022). Live interactions in blended learning environments better support students' intrinsic needs, inclusiveness, and sense of belonging (Ismailov & Chiu, 2022). Prioritizing ethical integrity and guaranteeing responsibility through well-defined norms are essential for researchers. To improve these guidelines and advance relational ethics, constant discussion is necessary (Costello et al., 2023). To accommodate different learning styles, educators need to be tech-savvy and able to use tools like social robotics, mixed reality, and video games to increase engagement (Rodríguez et al., 2023). Teachers who incorporate human-centered features into their lessons (by increasing human connection in the virtual world) improve learning outcomes by personalizing online instruction, which makes students feel less alone and more involved (Chai et al., 2024). In comparison to traditional techniques, gamification improves academic performance and retention by increasing motivation, engagement, and satisfaction while meeting basic requirements (Lampropoulos & Sidiropoulos, 2024). The effects of AI on academic integrity, especially plagiarism, should alarm students. Fostering an ethical learning environment requires clear policies, sophisticated plagiarism detection, and creative assessments (William, 2024). Future learning models should be created by educators considering the welfare and sense of community of students as top priorities. Fostering relationships between teachers, students, and peers, delivering resources for skill development, and reinforcing support can improve students' sense of belonging, (Rajan et al., 2024).

Conclusion

Online learning has transformed education by offering flexibility, and enhancing motivation, engagement, and technological skills while fostering teamwork and self-confidence among learners. However, it presents significant challenges, particularly in terms of mental and physical health, accessibility, inclusivity, and evaluation.

Key challenges include increased stress, anxiety, and depression among students, particularly females, as well as reduced physical activity during online learning periods. Technical barriers such as inadequate ICT infrastructure, poor connectivity, and the digital divide between rural and urban areas further exacerbate these issues. The lack of culturally diverse materials, ineffective online assessments, and limited interaction contribute to reduced inclusivity and engagement. To address these challenges following strategies are recommended:

- ***Mental Health and Well-being*:** Incorporate mindfulness tools, enable communication channels, and provide ongoing technical support to promote student resilience and engagement.
- ***Inclusivity and Accessibility:*** Develop culturally appropriate materials, improve digital infrastructure, and provide financial aid, fostering interactive and inclusive environments and personalized content to support diverse learners.
- ***Teacher Training and Technological Integration*:** Equip educators with skills to use advanced tools like mixed reality, social robotics, and gamification, fostering interactive and inclusive environments. Continuous professional development is essential.
- ***Ethical and Effective Learning Environments*:** Promote academic integrity through clear policies, innovative assessment methods, and relational ethics.
- ***Enhanced Student Support*:** Foster communities for peer and teacher interactions, improve digital literacy, and prioritize emotional well-being and a sense of belonging.

Therefore, future online learning models must prioritize inclusivity, equity, and the holistic welfare of students. Integrating human-centered approaches, leveraging innovative technologies, and addressing systemic barriers will ensure that online education becomes more engaging, equitable, and impactful.

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CAMPUS NEWS

International Conference on Cross-cultural Encounters and Assimilation

A two-day Annual International Conference 'Cross-cultural Encounters and Assimilation: Representation of Western India in Writings in English' was organized by the Shah K S Arts and V M Parekh Commerce College, Rajasthan Association for Studies in English, Udaipur, Rajasthan, recently. The Chief Guest of the event was a Poet and Writer winner of the Sahitya Academy Award Padma Shree Sitanshu Yashaschandra Mehta. He said that for lasting peace in the world, cultural harmony and natural assimilation are necessary. He said that encounters and conflicts in the name of religion and ethnic identities have always been a cause of violence. Attempts of forced assimilation are also not desirable. He described the conference of the Rajasthan Association in Gujarat as an example of assimilation.

The Key Speaker of the event, Prof. Santosh Das, Arts and Commerce College, Savli described the conference as a novel attempt to look at western India as a cultural unit. He said that people talk of south India, northeast, and east India as units for cultural and academic discourse but for the first time western India has been taken up as a unit for academic discussion. Poet and Activist, Prof. Kanjibhai Patel was the Guest of Honour. He raised several basic questions of identity and conflicts in the name of purity of race. He said that Western India suffered attacks from Huns, Kushaans, Mughals and Europeans. Assimilation also took place. Now it is difficult to ascertain the racial identity of individuals and therefore conflicts on that account are unnecessary. Prof S N Joshi's memorial Lecture organized every year in memory of the former President of the Association was delivered by Principal S N Iyer, Principal, Vadaj College, Ahmedabad. He talked about his own multicultural experience and described his family as an apt example of assimilation. Dr. Geraldine Sinyuye, Poet and Fiction Writer from Cameroon, Africa joined online and spoke on colonial dominance and the imposition of European culture on African people. She posed the question 'Which Culture'? to the issue of cultural assimilation. Dr. Hemendra Singh Chandalia, Vice President of the Rajasthan Association for Studies in English presented the concept note of the conference. He said that the role of literature is to build bridges across cultures and create harmony in a world torn by conflicts like Ukraine and Palestine. In the beginning, the Principal of the College Dr. Gopal Sharma 'Sahar' delivered the Welcome Address. Dr. K S Kang, General Secretary of RASE presented the report of the Association. The Chairman of Kapadwanj Kelwani Mandal, Dr. Harish H Kundalia presided over the inaugural function. Secretary of KKM Anant Bhai Shah also graced the dais. The inaugural function was conducted by Prof. Ambarish Panda, Organizing Secretary of the event. He read out the messages received from Prof. Rajul Bhargava, President RASE, and Prof. Ranjana Harish, Gujarat University, Ahmedabad. Mr. Shane Desai, faculty member, Department of English offered a Vote of Thanks.

In the inaugural session Padma Shree Sitanshu Yashaschandra Mehta, chief guest of the conference and Dr. Gopal Sharma 'Sahar' were felicitated by Rajasthan Association for Studies for their lifetime contribution to the world of literature. Shah K S Arts and V M Parekh Commerce College and Kapadwanj Kelwani Mandal felicitated Prof. Hemendra Singh Chandalia, Vice President of Rajasthan Association for Studies in English for his contribution to the promotion of English studies in India.

In the Inaugural Session, the souvenir of the Conference and UGC CARE listed Journal of RASE were launched by the guests. Dr Sumer Singh's book 'English Studies in the Contemporary Era' was released. Palash Sharma's Novel 'Coming of Age' was also released. Palash Sharma is a student of third year B.A. Hons. English, M. S. University, Baroda. Similarly, Dr Hemendra Singh Chandalia's poetry collection 'When the Seeds Would Sprout' was also released.

During the Plenary Sessions, Dr. Khushwant Singh Kang, former Principal of Maharana Pratap Postgraduate College, Chittorgarh, Rajasthan delivered his lecture. He delivered his lecture on 'Diverse Facets of Life Projected in Anita Desai's Works, *The Village by the Sea* and *Cry the Peacock'*. The session was Chaired by Prof. H S Chandalia. The next lecture was presented by Dr. K Kannan Prasad of Loyola College, Chennai. He delivered his plenary lecture on 'How Controversial can a Fiction be to Become Popular? An Anatomy of 'Contro-Pop Fiction'. The session was Chaired by Prof. K S Kang.

There were twelve technical sessions in which a total of eighty-six papers were presented. Of those, four papers were presented online. There were interesting and thought-provoking deliberations in all these sessions of the event centering around the theme of the conference. Some of them were 'Reconstruction of Western India in the Works of Colonel James Tod', 'A Comparative Study of Vedic and Bhil Society', 'Caste and Patriarchy: Dalit Identity and Rejection of Bramhinical Traditions in the Works of Kusum Meghwal', 'Revival of Gandhi in 21st Century: A Case Study of *Lage Raho Munna Bhai'*, 'A Cinematic Adaptation of the Movie *The Sabarmati Report',* etc.

The Rajasthan Association for Studies in English launched a new initiative at the conference. The General Secretary of the Association, Prof. K S Kang announced that a new chapter named Students Initiative Programme will be added in which students from I st year B.A. to research scholars will be able to register for the one-time membership fee of Rs. 500. They will remain members till they are students. Separate activities will be started for students. A Committee headed by Dr. Gautam Sharma was formed to steer the programme. Other members of the Committee include, Dr. Narendra Pal Singh Panwar, Paresh Thakor, Shane Desai, Dipika Patel, Krunal Parmar, Satish Jhala, Ketan Parmar, Jiyanshi Desai, Shrashti Patel and Palash Sharma.

A creative writing session and cultural evening were organized in the evening**.** Principal, Dr. Gopal Sharma 'Sahar', Dr. Gautam Sharma, Dr. Hitendra Joshi, Dr. Hemendra Chandalia and Dr. Pramila Singhvi read out their self-composed poems. This was followed by a colorful programme of dance and singing in which the students of the college and a few delegates presented their performances. The programme was convened by Dr. Gautam Sharma.

During the Valedictory Session, Principal, Dr. Sam Kunniparampil was the Chief Guest of the Valedictory function. The session was chaired by Dr Harish Bhai Kundalia, President, Kapadwanj Kelavani Mandal. Mr. Rasik Bhai Patel, Vice President, Mandal also graced the dais. Dr. Parul Popat, Head, Department of English, Sardar Patel University, Vallabh Vidya Nagar was the Guest of Honour. Prof. S K Singh, Associate Dean, O P Jindal University, Raigadh, Chattishgarh addressed the event online. Dr Hemendra Singh Chandalia, Vice President, Rajasthan Association for Studies in English delivered the Valedictory Address. The report of the conference was presented by the Organizing Secretary, Prof. Ambarish Panda. Principal of the college, Dr. Gopal Sharma 'Sahar' welcomed the guests. Shane Desai, faculty member of the Department of English proposed the Vote of Thanks. Dr. Suman Shelly, Sambalpur, Odisha and Dr. Subhash Nagarkar, Goa narrated their experiences of the conference. The session was convened by Dr. Gautam Sharma.

Sustainable Management Strategies for India's Future

A three-day International Conference on 'Sustainable Management Strategies for India's Future' is being organized by the Indian Institute of Management Kashipur, Uttrakhand from May 09-11, 2025.The event aims to provide a comprehensive understanding of how traditional wisdom and modern practices can converge to create innovative and sustainable business solutions for India of tomorrow.

India's growth story is a remarkable journey of economic transformation and resilience. Over the past few decades, India has emerged as one of the world's fastest-growing major economies. Today, India is the fifth largest economy in the world and aspires to grow further. The road ahead has its challenges and opportunities. The event envisages bringing together thought leaders, academicians, and industry experts to explore the management contribution and insights for the Future of India. The Tracks of the event are:

Track 1: Indian Knowledge Systems and Values: Applications in Management

- Indian Management Thoughts.
- Indian Psychology.
- Indian Mindset and its Implications for Management.
- Indian Values and Ethos.
- Indian Values and Ecology.
- Psychological Wellbeing and Interventions Like Yoga, Meditation, Vipassana, etc.
- Yoga and Management.
- Spirituality and Leadership.
- Spirituality at the Workplace.
- Stress Management and Ayurveda, Meditation, Vipassana, Yoga.
- Digital Addiction and Indian Interventions.
- Positive Organizational Psychology.
- Indigenous Management Practices.

Track 2: Sustainability in Business

- Sustainable Finance.
- Sustainability Reporting.
- Pro-environmental Behaviors.
- Sustainable HRM.
- Corporate Sustainability.
- Strategies for Sustainability in VUCA World.
- Green Innovation.
- Frugal Innovation and Sustainability.
- Green Marketing.
- Sustainable Consumption.
- Frugal Purchase and Consumption.
- Buying Local, Regional and Seasonal Products.
- Shifting Towards Planet Based Diets.
- Sustainable Procurement.
- Green Operations and Supply Chain Management.
- Circular Economy.
- Sustainable Production.
- Sustainable Project Management.
- Green Healthcare.
- Decarbonisation and Net Zero.
- Sustainable and Natural Resource Management.

Track 3: Marketing Management

- Cultural Tourism and Marketing.
- Medical Tourism and Marketing.
- Healthcare Tourism and Marketing.
- Wellness Tourism and Marketing.
- Transformative Service Research.
- Brand Building and Brand Equity.
- Consumer Behaviour.
- Rural Marketing.

Track 4: Performance Management

- Healthcare Efficiency.
- Agriculture Efficiency.
- Banking Efficiency.
- Logistics and Supply Chain Efficiency.
- Performance Management of Employees.
- Technical, Environmental, Revenue, Profit Efficiencies of Group/ Firms/ Cities/ Districts/ Country Ranking of Groups/Firms/Cities/ Districts/Countries.
- Performance of Groups/Firms/Cities/Districts/ Countries in Uncertain Environment.
- Productivity Change Over the Periods.
- Natural Resource Utilisation Efficiency.

For further details, contact Organising Secretary, Indian Institute of Management Kashipur, Uttrakhand-244713. Contact on : 07088270882/07900444090/, E-mail: *smsifconf@iimkashipur.ac.in*. For updates, log on to*: www.iimkashipur.ac.in/events/*

Symposium on Artificial Intelligence and CAD/CAM/CAE

A two-day Symposium on 'Artificial Intelligence and CAD/CAM/CAE in Engineering/Medicine/ Dentistry' is being organized by the Indian Institute of Information Technology Design and Manufacturing (IIITDM) Kancheepuram, Chennai, Tamil Nadu from July 11-12, 2025. Scientists, academicians, research scholars, physicians, students from engineering, medical, dental, and clinical backgrounds, industry delegates, and entrepreneurs may participate in the event.

Artificial Intelligence (AI) plays a transformative role in medical imaging-based diagnosis, treatment planning, and implant procedures by effectively analyzing patient medical data. For example, the integration of AI with 3D printing technologies facilitates the creation of patient-specific prostheses, significantly improving functional outcomes. The event highlights advancements in AI, CAD/CAM/ CAE technologies, and their applications in diagnosis, surgical treatments, and the design, fabrication and placement of implants. The Areas of the event are:

Engineering

- AI in Medical Data.
- AI in Disease Diagnosis.
- AI in CT and MRI.
- CAD/CAM/CAE in Medicine and Dentistry.
- Haptic and Robot in Surgical Planning.
- 3D/4D Printing in Medicine and Dentistry.
- Biomaterials and Biomedical Devices.
- AI in Manufacturing and Digital Twins.
- Patient-specific Surgical Simulation.

Medicine

- Advances in Orthopaedic Surgery.
- Advances in Spine Surgery.
- Laser/Robot-Assisted Surgery.
- 3D Printing in Surgery.

- Advances in Cardiothoracic Surgery.
- Advances in Neurosurgery.
- Implant Placement Procedure.
- Forensic Medicine.
- Haptic and Robot in Medicine.

Dentistry

- Oral and Maxillofacial Surgery.
- Advances in Orthodontics.
- Advances in Prosthodontics.
- Advances in Periodontics.
- Dental Bone Grafting and Implant.
- 3D Printing in Dentistry.
- Laser/Robot in Dentistry.
- Forensic Dentistry.
- Haptic and Robot in Dentistry.

For further details, contact Organizing Chair: Dr. P Pandithevan, Associate Professor, Department of Mechanical Engineering, Indian Institute of Information Technology, Design and Manufacturing Kancheepuram, Chennai – 600127, Tamil Nadu, Mobile No: 09797002844 / 0919633388592, E-mail: *ppthevan@iiitdm.ac.in.* For updates, log on to: *www.iiitdm.ac.in/events/*

International Conference on Multidisciplinary Research

A two-day International Conference on 'Multidisciplinary Research in Mechanical Engineering and Nanotechnology' is being organized by the Department of Mechanical Engineering, Government Engineering College, Samastipur, Bihar from April 11-12, 2025 in hybrid mode. The event serves as a platform for researchers, engineers, and industry professionals to share their latest findings, fostering collaboration and driving innovation in this rapidly evolving field. It provides a platform for sharing innovations, advancing technological solutions, and fostering cross-disciplinary collaboration.

In recent years, Mechanical Engineering has evolved into a multidisciplinary field, constantly pushing the boundaries of innovation to optimize solutions for complex problems. The rapid convergence of mechanical engineering and nanotechnology is creating unprecedented opportunities for interdisciplinary research. This synergy has the potential to revolutionize various industries, from advanced materials and energy systems to healthcare and manufacturing. Merging of these fields addresses complex challenges in energy efficiency, Energy and sustainability, sustainable manufacturing, biomedical engineering, and environmental remediation. Areas like nanomaterials, nanoelectronics, nanomechanics, and nanofluids are evolving, and their integration with traditional mechanical engineering principles can address complex challenges and present new visions for future research and development.

By bridging the gap between nanoscale phenomena and macroscale applications, researchers can develop innovative solutions that were previously unattainable. The subject of energy and sustainability stems from the urgent need to address global challenges related to increasing energy demand, climate change, and environmental degradation. The Topics of the event are:

- Nanomaterials and Nano Technology.
- Microchannel Flows.
- Nanofluid Flow.
- Microfluidics.
- Micro/ Nano /Non-Conventional Machining.
- Tribology.
- Nano-Materials and Manufacturing.
- Composites/Ceramics/Polymers.
- Smart Material.
- Advanced Manufacturing Processes.
- Additive Manufacturing.
- Healthcare Engg.
- Mems & Nanotechnology.
- Magnetic Drug-Targeting.
- Nanoparticles Diagnostic Development.
- Nanomedicine.
- Nanophotonics.
- Nanosensors.
- Nanofabrication.
- Nanorobotics.
- Bio-Nanotechnology.
- Nanocomputing.
- Microgrids.
- Environmental Nanotechnology.

For further details, contact Convenor, Dr. Dipak Kumar Mandal, Head, Mechanical Engineering, Government Engineering College, Samastipur, Narghoghi, Samastipur, Bihar- 848127. Contact on 07888649459/ 09529805062/ 08603974264, E-mail: *icmrmen2025.gecsamastipur@gmail.com.* For updates, log on to: *www.conference.gecsamastipur.ac.in*

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COMMUNICATION

Disparity in the Fellowship of Indian Doctoral Students: A Damper for Scientific Research?

Suresh Yenugu*

The Story So Far……

Research in Indian Universities is primarily doctoral student-driven. The research work carried out by doctoral students is presented in the form of a thesis, which leads to the award of a PhD. Doctoral students who have cleared the national entrance tests conducted by CSIR-UGC, ICMR, and DBT are designated as Junior Research Fellows (JRFs) and are eligible to receive a fellowship of Rs. 37,000 + house rent allowance (as per the norms) and a contingency of Rs. 20,000 per year. JRFs with two years of experience can be promoted to Senior Research Fellows (SRFs) and are eligible for a revised fellowship of Rs. 42,000 + house rent allowance (as per the norms) and a yearly contingency of Rs. 25,000. Besides these, fellowships are on par for students belonging to the underprivileged categories. On the contrary, students who do not have a fellowship can also pursue Ph.D. courses. To encourage such students, the UGC has introduced the non-NET fellowship (Rs.8,000 per month plus a contingency of Rs. 10,000 per year) in the year 2006. Despite revisions in the fellowship amount for JRFs and SRFs and the introduction of the Prime Minister Research Fellowship for doctoral students, the non-NET fellowship was never revised. This puts the non-NET fellowship holders at a disadvantage, both on the psychological and financial fronts.

Doctoral students are assigned to supervisors/ guides based on the admission guidelines in the Universities. In a research group, there could be students who are availing JRF / SRF and those who are under the ambit of a non-NET fellowship. The supervisor will be working in a specific area and the nature of work to be carried out by the doctoral students in this group remains pretty much the same. It is possible that the non-NET doctoral student may be working on a more exciting idea than the JRF / SRF. The quantum of fellowship that the non-NET doctoral student receives depends on the hostel and mess charges in the University in which he/she is enrolled. It is a practice in some Universities that the charges are deducted and the rest transferred to the student. In such a scenario, the amount the student actually receives in his account is meagre and it is impossible to lead a reasonable life, especially if they are in urban areas. This causes serious psychological stress on the students, and they wait for every opportunity to land in another institution or a company where the remuneration is higher. The research work carried out will have to be left halfway and the resources spent on the student become useless, thus seriously impacting the research output.

On the other front, there are no specific guidelines on the nature of work and work hours that distinguish between a JRF / SRF and a non-NET fellowship student, but the fellowship differs significantly, just for a reason that one has or has not qualified for the national test. It is also not always true that the zeal for carrying out research will be higher in the JRF / SRF when compared to non-NET fellowship students. It is also not true that the non-NET fellowship holders were academically weak. They may have had a higher CGPA and better practical training in their previous academic pursuits. All of these cannot be ruled out. In such a scenario, if the Governmental agencies cannot provide a decent fellowship, the non-NET fellowship holders should be allowed to seek employment for a certain hour a week in any place that will keep strict track of track of timings and remuneration. It is a common practice in Western Universities; and as per NEP 2020, internationalization of higher education is highly encouraged. Alternatively, the Universities can have a tie-up with industry and allow the students to work there and add up the remuneration to the fellowship. This will allow the non-NET fellowship holders to feel comfortable in the midst of JRFs / SRFs, both in terms of psychological and financial aspects, which will significantly enhance their research output.

It is very interesting to note that the non-NET fellowship is provided only to doctoral students

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enrolled in the Central Universities, and the logic behind this is not clear. As per NEP

2020, every higher education institution is expected to be a multi-disciplinary one with high research output. It would be illogical to conclude that all the Central Universities are performing better than all the State Universities. However, there are many State Universities that have been placed higher as per NIRF rankings. How does this explain the unilateral provision of non-NET fellowships only to Central Universities? The UGC should come up with a clear-cut mechanism for providing non-NET fellowships to university students that is not based on the administrative status of a university. If financial burden is the critical factor, the number of fellowships shall be divided among all Universities based on realistic and authenticated data, which can be obtained from the ranking agencies or the internal quality assurance cells of the Universities. All said and done, there should not be a straightforward polarization of State and Central Universities; and by doing this so, the Governmental agencies that are to be impartial to all students will be creating a divide among the doctoral students.

Prime Minister Research Fellowship (PMRF) is an initiative to boost and encourage research zeal among students who are serious about research careers. The fellowship carries a monthly emolument of Rs. 70,000 to 80,000 per month, depending on the year in which the fellow is placed, and also carries a contingency of Rs. 2,00,000 per year for five years. While this is an interesting program, certain areas need serious consideration. The PMRF fellowship will be offered by the PMRF granting institutions which include all IITs, all IISERs IISc, and Central Universities / NITs which are in the top 25 of NIRF ranking. It is to be noted that there is a gradation among the IITs and IISERs in terms of performance, meaning all of them are not generating scientific and research output at the same level. There are many Universities that can perform better than some IITs and IISERs. It is also to be noted that Universities contribute to a large chunk of teaching and producing graduates, while research is a primary criterion in IISERs; and this will affect the research output in the Universities. This should not be a deterrent in considering Universities for prestigious fellowships. A blanket eligibility for the IITs and IISERs to be PMRF granting institutions will take away the PMRF opportunities for students from other institutions. Rather than going by the Institution's reputation (that too based on rankings, which are highly variable), the eligibility for the fellowships should be open to all institutions. The selection should be purely based on the strength of the research proposal, the facilities available and most importantly the potential of the doctoral student's supervisor, because a doctoral student alone cannot execute the work proposed.

The remuneration for project personnel working on research projects is far higher than what a non-NET doctoral student receives. For example, an office helper (the qualifications being +2 pass) receives more than 25,000 per month in ICMR-funded projects. Is it not demeaning to offer Rs. 8000/- to a Master's student, who is contributing to the scientific research of this country? It is high time that the revision of fellowships to non-NET students is taken up on a serious note. They should be provided a fellowship amount that is at least 75% of the JRF / SRF along with applicable house rent allowance. Further, all the institutions, including the state universities should be given an equal level playing ground for competing for special fellowships such as the PMRF. ❑

THESES OF THE MONTH

SOCIAL SCIENCES
A List of doctoral theses accepted by Indian Universities
(Notifications received in AIU during the month of December 2024-January, 2025)

Anthropology

1. Das, Nikita. **Comparative study of indigenous knowledge and prevalent practices among Baiga and Kol Tribes of Sidhi District, Madhya Pradesh, India**. (Prof. K K N Sharma), Department of Anthropology, Dr Harisingh Gour Vishwavidyalaya, Sagar.
2. Joshi, Kaneeka. **Prevalence of metabolic syndrome and its association with cardiovascular disease among Kumaoni population**. (Prof. Rashmi Sinha), School of Social Sciences, Indira Gandhi National Open University, New Delhi.
3. Pawan Singh. **Occupational health risks and cardio-respiratory functions among the Bandwallahs of Delhi**. (Prof. Rashimi Sinha), School of Social Sciences, Indira Gandhi National Open University, New Delhi.
4. Padmini Sa. **Psycho-anthropological problems and its prospects among secondary school going tribal children in Sidhi District of M P, India**. (Dr. K K N Sharma), Department of Anthropology, Dr Harisingh Gour Vishwavidyalaya, Sagar.

Commerce

1. Abilasha, N. **Impact of corporate social responsibility on firms financial performance: A study of select sectors in India**. (Prof. M S Senam Raju), School of Management Studies, Indira Gandhi National Open University, New Delhi.
2. Deepika. **A study of organisational climate with emphasis on organisational silence**. (Prof. Madhulika P Sarkar), School of Management Studies, Indira Gandhi National Open University, New Delhi.
3. Dutraj, Rajeev. **Impact of employee wellness on employee performance in banking industry of West Bengal**. (Prof. P R Sengupta), Department of Commerce, University of North Bengal, Darjeeling.
4. Kumawat, Saloni. **Impact of digital marketing on buying behaviour: A comparative study of working and non-working women in Rajasthan**. (Prof. Ruchi Jain), Department of Commerce, IIS University, Jaipur.
5. Pandit, Sangeeta William. **A study of social entrepreneurship and its impact on society in Palghar District**. (Dr. Madhavi Kulkarni), Faculty of Commerce and Management, S.N.D.T. Women's University, Mumbai.
6. Pereira, Shradha. **A study of level of financial literacy and its influence on the investment decision of marine fishermen in Palghar District**. (Dr. Rashmi Hasamnis), Department of Commerce, S.N.D.T. Women's University, Mumbai.
7. Qadri, Tahseen. **Impact of E-commerce on retailers in Jammu and Kashmir with special reference to District Srinagar**. (Dr. Jatin Yadav), Department of Commerce, Bhagwant University, Ajmer.
8. Saini, Divya. **Determinants of dividend policy: A study of select Indian corporates**. (Dr. Priti Sharma), Department of Commerce, Maharshi Dayanand University, Rohtak.
9. Sahu, Ity. **A study on the role of artificial intelligence in analyzing consumer behavior in E-commerce in India: With special reference to Sagar District**. (Prof. Y S Thakur), Department of Business Management, Dr Harisingh Gour Vishwavidyalaya, Sagar.
10. Sharma, Nandini Umesh. **Foreign Direct Investment: A comparative analysis of India and China**. (Dr. Sumana Chatterjee), Department of Business Economics, M S University of Baroda, Vadodara.
11. Surbhi. **Impact of debt financing on financial performance of Indian aviation industry**. (Dr. Priti Sharma), Department of Commerce, Maharshi Dayanand University, Rohtak.
12. Yadav, Ratisha. **An empirical study on perception and attitude of working women towards Massive Open Online Courses (MOOCs)**. (Dr. Aditi R Khandelwal), Department of Commerce, IIS University, Jaipur.

Defence Studies

1. Khanna, Manish. **Transformative trends in application of air power: Implications for India**. (Dr. Partap Singh), Department of Defence and Strategic Studies, Maharshi Dayanand University, Rohtak.

Economics

1. Ali, Parvez. **Bharat mein pratyaksh videshi nivesh ke rajyewar evam kshetrawar antepravaha ke arthik prabhavoan ka matratamak vishleshan**. (Dr. Kailash Chand Nayma), Department of Economics, Govind Guru Tribal University, Banswara.
2. Bhatia, Ananya. **A comparative study of NPA in public and private sector banks in India after second generation reforms**. (Dr. Jagdeep Dahiya), Department of Economics, Maharshi Dayanand University, Rohtak.
3. Ratra, Parul. **Fiscal empowerment of local bodies in India: A comparison of the role of centre and state finance commissions**. (Dr. Jagdeep Dahiya), Department of Economics, Maharshi Dayanand University, Rohtak.
4. Sen, Saugato. **Determinants of undernutrition in rural India spatial and temporal dimensions**. (Prof. Narayan Prasad), School of Social Sciences, Indira Gandhi National Open University, New Delhi.
5. Sharma, Deepika. **Prospects of contract farming in Western Uttar Pradesh**. (Prof. Narayan Prasad), School of Social Sciences, Indira Gandhi National Open University, New Delhi.
6. Yadav, Sapna. **Cost and productivity analysis of food grain crops in Haryana**. (Dr. Rajesh Kumar), Department of Economics, Maharshi Dayanand University, Rohtak.

Education

1. Aisha, Noor. **A study on the instructional design aspects in blended learning programmes and their implementation**. (Prof. Amiteshwar Ratra), School of Education, Indira Gandhi National Open University, New Delhi.
2. Adhya, Debolina. **A study on self-regulated learning and open education practices among teacher educators and student teachers of secondary distance teacher education programme**. (Prof. Santosh Panda), School of Education, Indira Gandhi National Open University, New Delhi.
3. Barre, Prabhudas. **A study on the perceived effectiveness of OER adoption by open university and dual mode institutions in the States of Andhra Pradesh and Telangana**. (Prof. Amiteshwar Ratra), School of Education, Indira Gandhi National Open University, New Delhi.
4. Chaudhary, Kumari Yogesh. **A study of achievement motivation in relation to self-confidence, educational aspirations and career conflict of distance and regular undergraduate students**. (Prof. Manjulika Srivastava), School of Education, Indira Gandhi National Open University, New Delhi.
5. Dahiya, Shweta. **A study of teacher's classroom management behaviour in relation to their happiness index and reasoning ability among senior secondary school teachers**. (Dr. Umender Malik), Department of Education, Maharshi Dayanand University, Rohtak.
6. Dar, Abdul Quyoom. **Attitude towards human rights education and readiness for organising human rights education programmes: A study among college students in Kashmir**. (Dr. R K S Arora), Department of Education, Bhagwant University, Ajmer.
7. Diba, Farah. **A study on problems and challenges faced by undergraduate women distance learners studying through Hindi medium**. (Prof. Anita Priyadarshini), School of Education, Indira Gandhi National Open University, New Delhi.
8. Dubey, Lokesh Kumar. **Inclusion of children with hearing impairment in elementary level education: Experiences and challenges with reference to Tinsukia District of Assam**. (Prof. Dharam Singh Hernwal), Department of Special Education, Arunachal University of Studies, Namsai.
9. Gupta, Priyanka. **Banswara Jile ke sarkari tatha niji uchh madhyamik vidyalayoan ke pradhanacharyoan kee karyeshaili par padne vale prashasnik dbav ka adhyayan**. (Dr. Gulabdhar Dwivedi), Department of Education, Govind Guru Tribal University, Banswara.
10. Halder, Tusher Kanti. **A study on effectiveness of Technological-Pedagogical-Content-Knowledge (TPACK) module on Information and Communication Technology (ICT) for open and distance learning secondary teacher education**. (Prof. Santosh Panda), School of Education, Indira Gandhi National Open University, New Delhi.

11. Jai Devi. **SWOT analysis of Massive Open Online Courses (MOOCs) in India**. (Dr. Neeru Rathee), Department of Education, Maharshi Dayanand University, Rohtak.
12. Jugal Kishor. **Madhyamik istar par adhyaynrat shikshit aur ashikshit mahilaoan ke balkoan mein adhigam shaili evam shaikshik samasyaoan ka tulnatamak adhyayn**. (Dr. Madhu Upadhyay), Department of Education, Govind Guru Tribal University, Banswara.
13. Kadela, Rakesh. **Janjati upyojna aur gair janjati upyojna kshetre mein isthit Swami Vivekanand Madal Vidyalayoan mein adhyayanrat vidyarthiyoan ke smayojan evam vyavsayik ruchi ke sandarbh mein tulnatamak adhyayan**. (Dr. G Kamesh Rao), Department of Education, Govind Guru Tribal University, Banswara.
14. Mahendra Ram. **Ganitiye sampratyaon ke adhigam mein aane wali kathinaiyoan ka unki abhiruchi evam abhiyogeyta mein sambandh ka ek adhyayan**. (Dr. Pratap Singh Rana), Department of Education, Bhagwant University, Ajmer.
15. Pandya, Reeta. **Janjati kshetre ke vidyarthiyoan mein mansik tanav kee isthithi evam usko prabhvit karne wale karko ka adhyayan**. (Dr. Madhu Upadhyay), Department of Education, Govind Guru Tribal University, Banswara.
16. Pawan Kumar. **A comparative study of values and women equality attitude of general category and tribal category girl's student of higher secondary level of Hanumangarh District**. (Dr. Babita Sharma), Department of Education, Tantia University, Sri Ganganagar.
17. Rathod, Prakashbhai Savjibhai. **Correction between adversity quotient and learning behaviour of higher secondary school students**. (Dr. Nitinkumar Dhadhodara), Faculty of Education, Gujarat Vidyapith, Ahmedabad.
18. Ravi Kumar. **A study on transition of students with intellectual disability from school to post school**. (Prof. D Venkateshwarlu), School of Education, Indira Gandhi National Open University, New Delhi.
19. Roy, Dipankar. **A study on economic and social benefits of ODL graduates in the state of West Bengal**. (Prof. Manjulika Srivastava), School of Education, Indira Gandhi National Open University, New Delhi.
20. Sanwal, Anju. **A comparative study of undergraduate students of campus based and distance education institutions with reference to perception of academic environment with approaches to study**. (Prof. Santosh Panda), School of Education, Indian Institute of Technology Delhi, New Delhi.
21. Saxena, Anupam. **Intellectual meritocracy in open and distance learning: A case study of IGNOU**. (Dr. Ali Asgar), School of Education, Indira Gandhi National Open University, New Delhi.
22. Sunil Kumar. **Academic challenges of learners with mild intellectual disability of open and formal schools: A comparative study**. (Prof Anita Priyadarshini), School of Education, Indira Gandhi National Open University, New Delhi.
23. Vashkal, Sanhita. **Study of awareness programs sentience related to gender equality and female feticide among academic college students and lecturers**. (Dr. Rajender Kumar), Department of Education, Tantia University,Sri Ganganagar.
24. Wani, Shabir Ahmed. **A study on development of open distance learning in Jammu & Kashmir**. (Prof. Manjulika Srivastava), School of Education, Indira Gandhi National Open University, New Delhi.
25. Yadav, Indu Sen. **Uchh madhyamik istar ke vidhyarthioan kee paryavaran va jal sarakshan karyekramaon ke prati jagrukta ka adhyayan**. (Dr. Neeru Verma), Department of Education, Bhagwant University, Ajmer.

Home Science

1. Singh, Simran. **Development of Vitamin D2 enhanced products from button mushroom (Agaricus bisporus) for postmenopausal women**. (Dr. Ila Joshi), Department of Home Science, IIS University, Jaipur.

Journalism & Mass Communication

1. Sandeep. **Hindi samachar-patroan mein prakashit krishi samacharoan ka antvristu vishleshan evam tulanatamak adhyayan: Dainik Bhasker, Dainik Jagaran, Amar Ujala evam Jansatta ke sandarbh mein**. (Dr. Harish Kumar), Department of Journalism & Mass Communication, Maharshi Dayanand University, Rohtak.

Law

1. Bondwal, Parveen. **Mental health: A study of legislative provisions and judicial trends in India**. (Dr. Kavita Dhull), Department of Law, Maharshi Dayanand University, Rohtak.

2. Cyril, Jose N. **Rights of unsound accused under Indian criminal justice system: A socio-legal study**. (Dr. Sanjaya Choudhury and Dr. Binu N), Department of Law, Bhagwant University, Ajmer.
3. Deshmukh, Amitesh. **Judicialization of arbitration law in India: A comparative study of arbitrability and public policy in India, United States of America, and European Union**. (Prof. Yogenra Kumar Srivastava), Department of Law, Hidayatullah National Law University, Chhattisgarh.
4. Nandal, Manish. **Data protection and the right to privacy in India: A comparative study**. (Dr. Jaswant Saini), Department of Law, Maharshi Dayanand University, Rohtak.
5. Surelia, Nitin. **Right to self-determination and the Constitution of India: A critical study**. (Dr. Dushyant Kumar), Department of Law, Bhagwant University, Ajmer.
6. Yadav, Krishna Lal. **Protection of human rights of undertrial prisoners in Lucknow jail: A study**. (Prof. Suneet K Srivastava), School of Law, Indira Gandhi National Open University, New Delhi.

Management

1. Chandil, Shelendra. **A critical study on mergers & acquisitions in Indian petroleum industry**. (Dr. Bhargav Pandya), Faculty of Management Studies, M S University of Baroda, Vadodara.
2. Devasthali, Sanjeev Yashwant. **A study on strategic implications for energy independence in India**. (Prof. Neeti Agrawal), School of Management Studies, Indira Gandhi National Open University, New Delhi.
3. Marwah, Gunjan. **Effect of next generation logistics and IT-enabled supply chain: A study of E-tailers/E-commerce landscape**. (Prof. Anurag Saxena), School of Management Studies, Indira Gandhi National Open University, New Delhi.
4. Mishra, Mridul. **Dimensions of consumer discontent a study of banking and telecom organisations in India**. (Dr. Santosh Dhar), Shri Vaishnav School of Management, Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore.
5. Mishra, Ramanuj. **Psychological problems faced by traders in stock market**. (Dr. Sanjay Thakur), Department of Commerce & Management Studies, Career Point University, Hamirpur.
6. Padhi, Sumita. **Empowerment of rural women and self-help groups: Role of Mission Shakti in Koraput District of Odisha**. (Dr. Sadananda Sahoo), School of Management Studies, GIET University, Gunupur.
7. Panda, Brundaban. **Impact of CSR activities on capacity building for sustainable livelihood: A study on Nalco Damanjodi, Koraput, Odisha**. (Dr. N V Jagannadha Rao), School of Management Studies, GIET University, Gunupur.
8. Panigrahy, Debasmita. **Impact of social media on the buying process of rural consumers with special reference to Khurda District, Odisha**. (Dr. Krishna Kumar Veluri and Dr. Dulu Patnaik), Department of Management, GIET University, Gunupur.
9. Singhal, Nidhi. **Economic reforms and outward foreign direct investment: A study of Indian Economy**. (Dr. Naresh Kumar), Department of Management, Maharshi Dayanand University, Rohtak.
10. Tripathi, Satya Prakash. **A study on strategic logistics outsourcing in Indian army**. (Prof. Neeti Agrawal), School of Management Studies, Indira Gandhi National Open University, New Delhi.
11. Yadav, Vikas. **Role of brand equity in consumer buying behaviour: A study of FMCGs**. (Dr. Sunita Bishnoi), Department of Management, Maharshi Dayanand University, Rohtak.

Physical Education & Sports

1. Ghodkiya, Bharat Mansangbhai. **A comparative study of students anxiety, self-confidence and mental health by academic stream, gender, caste and region**. (Dr. Jagdishchandra K Savalia), Faculty of Physical Education, Gujarat Vidyapith, Ahmedabad.

Political Science

1. Biswas, Mohai Menul. **Mental health status among higher educated migrant youth: A study in Kolkata studies**. (Prof.K C Das), Department of Migration & Urban Studies, International Institute for Population Sciences, Deonar.
2. Prabhamrit Kaur. **The Sikh Diaspora in Canada: The study covers socio-economic conditions**. (Dr. Nand Kisore Somani), Department of Political Science, Tantia University,Sri Ganganagar.
3. Rahaman, Margubur. **Fertility behaviours and maternal health among homeless women: A cross-sectional exploratory study, Kolkata, India**. (Prof. K C Das), Department of Migration & Urban Studies, International Institute for Population Sciences,Deonar,.

4. Ramparshad Singh. **A comparative study on democratic decentralisation and in intimidation to development under Panchayati Raj institutions in Jammu and Kashmir before and after abrogation of Art.370**. (Dr. Nand Kishore Somani), Department of Political Science, Bhagwant University, Ajmer.

Psychology

1. Khan, Imran. **Existential concerns, shattered assumptions and alienation in relation to exposure to violence amongst Kashmiri youth**. (Prof Suhas Shetgovekar), School of Social Sciences, Indira Gandhi National Open University, New Delhi.

Social Work

1. Eshter, S. **Vulnerability of youths to alcohol and drug abuse: A study of Kathua District, Jammu & Kashmir**. (Prof. Rose Nembiakkim), School of Social Work, Indira Gandhi National Open University, New Delhi.

Sociology

1. Barwal, Rajani. **Social media ka kishoriyoan par prabhav: Banswara Jile ke vishesh sandarbh mein**. (Dr. Alka Rastogi), Department of Sociology, Govind Guru Tribal University, Banswara.
2. Dhal, Sarita. **Entrepreneurial competencies of women entrepreneurs of Kandhamal District of Odisha**. (Dr. Nishikanta Mishra and Dr. Puspalata Mahapatra), Department of Sociology, Kalinga Institute of Industrial Technology, Bhubaneswar.
3. Dhanda, Sunaina. **Social security of urban elderly: A sociological study**. (Dr. Preeti Dahiya), Department of Sociology, Maharshi Dayanand University, Rohtak.
4. Naik, Debaki. **Life skill education among the adolescent tribal girls: A case study of Kalinga Institute of Social Sciences (KISS) Bhubaneswar, Odisha**. (Dr.Iswar Chandra Naik Dr. Babita Das), Department of Sociology, Kalinga Institute of Industrial Technology, Bhubaneswar.
5. Patodiya, Sapna. **Impact of education on OBC college girl students: A sociological study**. (Dr. Kanwar Chauhan), Department of Sociology, Maharshi Dayanand University, Rohtak.
6. Soni, Bobby. **Janjatiye mahilaoan mein manav adhikaroan ke prati jagrukta ka adhyayan: Banswara Jile ke vishesh sandarbh mein**. (Dr. Alka Rastogi), Department of Sociology, Govind Guru Tribal University, Banswara.
7. Yadav, Rajni. **Women migrant labour in construction work: A sociological study**. (Dr. Preeti Dahia), Department of Sociology, Maharshi Dayanand University, Rohtak.

Tourism & Hospitality Services

1. Gupta, Rosy. **Museum visitors profiling and their satisfaction: A comparative study of National Museum and Rashtrapati Bhavan Museum (Delhi)**. (Dr. Arvind Kumar Dubey), School of Tourism and Hospitality Service Management, Indira Gandhi National Open University, New Delhi.
2. Saini, Purvi. **Social media marketing and guest accommodation selection process in Indian hotel industry**. (Dr. Gunjan Malik), Institute of Hotel & Tourism Management, Maharshi Dayanand University, Rohtak.
3. Suresh Singh. **Tourism in Jim Corbett National Park: A study of tourist expectations and satisfaction**. (Dr. Jyoti), Institute of Hotel & Tourism Management, Maharshi Dayanand University, Rohtak.
4. Wangmo, Ashi Pempem. **Developing Buddhist tourism sites: A comparative study of Sikkim and Bhutan areas**. (Dr. Arvind Kumar Dubey), School of Tourism and Hospitality Service Management, Indira Gandhi National Open University, New Delhi. ❑

Shri Prince Shivaji Maratha Boarding House, Kolhapur

THE NEW COLLEGE, KOLHAPUR

1062, A Ward, Shivaji Peth, Kolhapur – 416 012 (Maharashtra)
(Affiliated to Shivaji University, Kolhapur)
(Permanently Granted)

WANTED

Applications are invited from eligible candidates for the following post:

Sr. No.	Subject	Vacant Post	Reservation
1	**Director of Physical Education**	01	Open to All - 01

Note : For detailed information about post, qualifications and other terms and conditions please visit university website: **www.unishivaji.ac.in**

Principal,
The New College,
Kolhapur

Chairman,
Shri Prince Shivaji
Maratha Boarding House,
Kolhapur

Place : Kolhapur
Date :

Maharani Devi Ahilyabai Holkar Education Society, Sangli.

Padmabhushan Dr. Krantiveer Nagnathanna Naikwadi Kala Mahaviyalaya, Zare

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

(Permanently Non Grant Basis)

WANTED

Applications are invited from eligible candidates for the following posts:

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

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

Secretary
Maharani Devi Ahilyabai Holkar Education Society, Sangli.
Place :
Date :

Anekant Education Society, Baramati

(Jain Minority Institute)
Jaysingpur College, Jaysingpur
Shirol-wadi Road, Jaysingpur – 416 101.
Tal-Shirol, Dist-Kolhapur (Maharashtra)
(Affiliated to Shivaji University, Kolhapur.)

WANTED

Applications are invited from eligible candidates for the following posts.

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

Note :- For detailed information about post, qualifications and other Terms and Conditions please visit University website : **www.unishvaji.ac.in**

Principal
Jaysingpur College,
Jaysingpur

Secretary
A.E.Society
Local Committee
Jaysingpur

President
A.E.Society Local Committee
Jaysingpur

Place :
Date :

JADEED ANJUMAN -E- TALEEM'S

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Affiliated to Savitribai Phule Pune University, Pune
Email id: principaljat@gmail.com
www.jatcollege.in

(MINORITY INSTITUTION)

WANTED

Applications are invited for the post of "**Principal**" (on grant-in-aid basis) in Jadeed Anjuman-e-Taleem's J.A.T. Arts, Science and Commerce College (For Women) Malegaon Dist. Nashik 423203.

Sr.No	Designation	No. of Post	Reservation
1	**Principal**	01	Open to all

1. The appointment for the post of Principal is a tenure post of 5 years or till the age of superannuation whichever is earlier.
2. Advertisement is published as per the NOC received vide Ref. No. JDHEPune/NOC/2024/65, dated 11/02/2025 from Department of Higher and Technical Education, Government of Maharashtra, Mantralaya, Mumbai.
3. Qualification Experience Age, A.P.I. & Pay Scale are as prescribed by U.G.C., S.P.P.U. Pune & Government of Maharashtra (Gr. No. Misc-2018/C.R.56/18/UNI-1 dated 8th March 2019). Please refer our website www.jatcollege.in for relevant details.
4. Reservation for women, persons with disabilities etc. will be as per the norms of the Govt. of Maharashtra.
5. The selection process and the appointments are subject to the outcome of writ petition No. 12051/2015.
6. Application completed in all respects should reach **within 30 days** from publication of this advertisement at the above mentioned address.
7. Candidates already employed shall apply through proper channel.

Place: Malegaon (Nashik)
Date: 20/02/2025

Hon'ble Mr. Ansari Nehal Ahmed Md. Haroon
Secretary,
Jadeed Anjuman-e-Taleem Trust
(Sr.No.10, Islampura, Malegaon, 423203, Dist. Nashik.MH.India)

KONKAN GYANPEETH,

Konkan Gyanpeeth ShaikshnikSankul, Vengaon Road
Dahivali – Parade, Post – Tiware, Tal- Karjat, Dist- Raigad 410201 MS

NON-MINOTITY (AIDED)

APPLICATION ARE INVITED FOR THE POST OF

PRINCIPAL

FROM THE ACADEMIC YEAR 2024-2025 IN OUR FOLLOWING INSTITUTE AIDED.

Sr. No.	Name of the Institute	Number of Post	Reservation
01.	**Konkan Gyanpeeth, Uran College of Commerce & Arts, Uran – Raigad**	**01**	**Open to all**
02.	**Konkan Gyanpeeth, Karjat College of Commerce, Science & Arts, Karjat- Raigad**	**01**	**Open to all**

The advertisement is approved subject to the final decision in writ petition No.12051/ 2015. The above post are open to all, however, candidates from any category can apply for the post. Reservation for women will be as per University circular No. BCC/16/74/1998 dated 10th March, 1998. 4% reservation shall be for the persons with disability as per University circular No. Special Cell/ICC/2019-20/05 dated 5th July 2019.Candidates having knowledge of Marathi will be preferred.**Qualification, Pay Scales and other requirement are as prescribed by the UGC Notification dated 18th July, 2018, Government of Maharashtra Resolution No. Misc-2018/C.R.56/18/ UNI-1, dated 8th March, 2019 and University Circular No. TAAS/(CT)/ICD/2018-19/1241, dated 26th March, 2019 and revised from time to time.**

The Government Resolution & Circular are available on the website www.mu.ac.in

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

Application with full details should reach **The Chief Executive Officer, Konkan Gyanpeeth, Konkan Gyanpeeth Shaikshnik Sankul, Vengaon Raod Dahivali- Parade, Post- Tiware, Tal- Karjat, Dist- Raigad 410201 M.S. Within 15 days** from the date of publication of this advertisement.

This is University approved advertisement.

Sd/-
CEO/Secretary

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WANTED ASSISTANT PROFESSORS AND UGC LIBRARIAN

Statistics	- 1 vacancy (PWD -Blindness and low vision)
Political Science	- 1 vacancy (PWD -Deaf and hard of hearing)
Physical Education	- 2 vacancy (Open) – (1 Male and 1 Female)
UGC Librarian	- 1 vacancy

Age and Qualifications as per UGC / University / Govt. rules. Vacancies and appointments are subject to approval from University / Government. This advertisement is in compliance with GO(MS) No.96/2021/H.Edn dated 15/02/2021 as per the provision of persons with disability.

Apply to the Principal **within 30 days** in the prescribed form which can be obtained from the College office on payment of Rs. 1000/- (Rs. 1100/- by post). The candidates with disability are exempted from the payment of application fee. Application forms downloaded from the website:(www.mtct.ac.in) can also be submitted along with a DD for Rs. 1000/- payable to Principal, Mar Thoma College, Tiruvalla.

(Sd/-)
PRINCIPAL

WANTED

Applications are invited from the eligible candidates from the following, posts in Karmyogi Tulshiram Pawar College, Hadolti Tq. Ahmadpur Dist. Latur (Permanent Granted) run by Kisan Shikshan Prasark Mandal Hadolti Tq. Ahmadpur Dist. Latur Affiliatd to Swami Ramanand Teerth Marathwada University, Nanded.

The application dully completed with all necessary documents should reach on the following address **in fifteen days** from publishing this advertisement. Candidate should submit one copy of application to the Dy. Registrar, Special Cell, S.R.T.M.U. Nanded.

This advertisement is recognized by Govt. Maharashtra Letter No. JDHE Nanded/NOC/2024/41 Date-11/02/2025

Sr.No.	Designation	Post	Qualification	Reservation	Remark
01	**Librarian**	01	M.Lib. NET/SET/Ph.d.	SEBC	This post Recognised as per Court Write Petition no. 12051/2015
	Total Post	01	-	-	

I. University Assistant Librarian / College Librarian

1) A Master's degree in Library Science, Information Science or Documentation Science or an equivalent professional degree, with at least 55% marks (or an equivalent grade in a point-scale, wherever the grading system is follower).

2) A consistently good academic record, with knowledge of computerization of a library.

3) Besides fulfilling the above qualifications, the candidate must have cleared the National Eligibility Test (NET) conducted by the UGC, CSIR, or a similar test accredited by the UGC, like SET or who are or have been awarded a Ph.D. Degree in accordance with the University Grants Commission (Minimum Standards and Procedure for Award of M.Phil/Ph.D. Degree) Regulations, 2009 or 2016 and their amendments from time to time as the case may be.

Provided that, the candidates registered for the Ph.D. programme prior to July 11, 2009, shall be governed by the provisions of the then existing Ordinances / Bye-laws / Regulations of the Institutions awarding the degree and such Ph.D. Candidates shall be exempted from the requirement of NET / SET for recruitment and appointment of Assistant Professor or equivalent positions in Universities / College / Institutions subject to the fulfillment of the following condition :

a) The Ph.D. Degree of the candidate has been awarded in regular mode only;

b) The Ph.D. thesis has been evaluated by at least two examiners ;

c) An open Ph.D. viva voce of the candidate has been conducted ;

d) The candidate has published two research papers from his / her Ph.D. work, out of which at least one is in a refereed journal; and

e) The candidate has presented at least two papers, based on his / her Ph.D. work in conferences / seminars, sponsored / funded / supported by the UGC /CSIR / ICSSR or any similar agency.

Note :

1) The Fulfillment of these conditions is to be certified by the Registrar or the Dean (Academic affairs) of the University concerned.

2) NET / SET shall also not be required for such Masters Programmes in disciplines for which NET / SET is not conducted. However, Ph.D. Degree shall remain the minimum eligibility for the appointment is such disciplines.

- **No TA / DA will be given by Institution to candidate for interview.**

Address for Correspondence :
President, Kisan Shikshan Prasark Mandal Hadolti Tq. Ahmadpur Dist. Latur Pin Code – 413514.

Contact No. 9699505547
Or
Principal, Karmyogi Tulshiram Pawar College, Hadolti Tq. Ahmadpur Dist. Latur Pin Code – 413514
Contact No. 8668615144

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राष्ट्रीय विमानन विश्वविद्यालय
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NATIONAL AVIATION UNIVERSITY

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ADMISSION NOTICE - 2025/ प्रवेश घोषणा – 2025

Rajiv Gandhi National Aviation University (RGNAU) invites the applications for admissions to the following programmes

Existing Programmes:

S No	Programme Name	Eligibility	Age Limit	Seats	Admission Mode
1	Post Graduate Diploma in Airport Operation (PGDAO)	Graduate (Any stream) with Minimum 50% Marks	Maximum 25 Years	60 Seats	CUET score or Direct Application for vacant seats.
2	Bachelor of Management Studies (BMS) in Aviation Service & Air Cargo	10+2 (Any stream) with Minimum 50% Marks	Maximum 21 Years	120 seats	

New Programmes:

S No	Programme Name	Eligibility	Age Limit	Seats	Admission Mode
1	Bachelor of Business Administration (BBA) in Aviation Management	10+2 (Any stream) with Minimum 50% Marks	Maximum 21 Years	60 seats	CUET score or Direct Application for vacant seats.
2	Master of Business Administration (MBA) in Aviation Management	Graduate (Any stream) with Minimum 50% Marks	Maximum 25 Years	60 seats	CUET score or another equivalent Entrance Exam score or Direct Application for vacant seats.
3	Master of Business Administration (MBA) in Aviation Logistic Management	Graduate (Any stream) with Minimum 50% Marks	Maximum 25 Years	60 seats	
4	Bachelor of Technology (B. Tech) in Aerospace Engineering	10+2 (Physics, Chemistry, Mathematics & English) with Minimum 50% Marks.	Maximum 21 Years	60 seats	• JEE (Mains) through CSAB/JOSSA (All Seats) • CUET score for vacant seats after last round of counselling of CSAB/JOSSA
5	Bachelor of Technology (B. Tech) in Electronics & Communication Engineering	10+2 (Physics, Chemistry, Mathematics & English) with Minimum 50% Marks.	Maximum 21 Years	60 seats	

2. Candidates are requested to fill the applications in University Samarth portal. Admissions to the above-mentioned courses shall be based on above mentioned criteria.

3. The further details of these programmes, selection criteria, Samarth portal link, Starting & last date of application and other details will be published in due course on the website of RGNAU i.e. https://www.rgnau.ac.in.

Sd/-

Registrar,
Rajiv Gandhi National Aviation University

Association of Indian Universities
University News Journal

A Weekly Chronicle of Higher Education & Research
(Published every Monday)

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ANNOUNCEMENT

Special Issue of

UNIVERSITY NEWS

AIU is inviting COLOURED ADVERTISEMENTS for the Special Issue of University News on the occasion of the East Zone Vice Chancellors' Meet scheduled to be held on **18-19 March, 2025 at JIS University, Kolkata.**

Theme: Equity, Diversity, and Sustainability

Key Focus Areas:

- Incorporating IKS in Curriculum and Pedagogy
- Catering to Equity and Diversity on Campuses
- Creating Green and Sustainable Campuses

This special issue will contain articles from eminent scholars, senior academicians and renowned dignitaries. Special Issue will be distributed to the attending Vice Chancellors/Director Generals/ Directors/Provosts, delegates and participants. Besides the subscribers; this special issue will be mailed to the Universities, Institutions, Apex Bodies, Research Establishments, Libraries, constituent units of ICAR, ICMR, IARI, CSIR, ICSSR, Ministries, offering an excellent platform to enhance your institution's outreach and visibility.

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