Rs. 30.00
ISSN-0566-2257

UNIVERSITY NEWS

A Weekly Journal of Higher Education

Association of Indian Universities

Vol. 63 • No. 13 • March 31-April 06, 2025

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'—2024-25 in May/June, 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 **Apri 30, 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

The final decision on the acceptance or otherwise of the article rests with the Editorial Committee. The manuscripts submitted for the Special Issue may be considered for general issues, if not published in the Special Issue. The detailed 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 **April 30, 2025**.

UNIVERSITY NEWS
Vol. 63 March 31-
No. 13 April 06, 2025
Price Rs. 30.00

A Weekly Journal of Higher Education Published by the Association of Indian Universities

In This Issue

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Green Narratives in Academic Gardens: Implementing Sustainability in Universities

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

Sustainability is increasingly becoming a central focus on college campuses. Numerous prospective students evaluate their choices based on the extent of sustainable practices their desired institutions embrace. The belief that sustainable initiatives are inherently complex is frequently misleading; in truth, many actions can be as straightforward as choosing a reusable water bottle over a plastic one. More comprehensive endeavors, such as establishing and nurturing a campus garden, can further advance sustainability efforts. This article examines the concept of sustainability, its advantages, its significance within higher education, and strategies for its implementation and promotion.

Sustainability fundamentally represents a social vision aiming to prioritise productive work, adequate comfort and security, a clean and safe environment, good health, and opportunities for personal growth. Embracing a sustainability mindset signifies a lifestyle choice where education is crucial in fostering environmental consciousness. It highlights the influence of both individuals and communities on nature and climate.

Sustainable practices are gaining traction across college and university campuses, enhancing the quality of life within the campus and adjacent communities. This approach addresses energy use, economic stability, community welfare, and technological progress. Sustainable living creates a lively, empathetic, innovative, and adaptable atmosphere for learning, working, and living in, especially on campuses committed to integrating sustainability throughout their planning, educational programs, and extracurricular activities.

For many students, environmental protection might not be their primary concern. However, the local ecosystem is affected by the habits of those residing in it, which also holds for college and university settings. Given their substantial student populations, university campuses often generate more waste than other residential types.

Although the notion of sustainability is relatively recent, its origins can be traced back to movements focused on social justice, conservation, and international cooperation. By the late twentieth

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century, various principles constituting sustainability coalesced into the framework of "*sustainable development*."

Sustainability is built upon three foundational pillars:

- Environment
- Economy
- Society

An increasing number of colleges and universities are adopting these pillars and the broader concept of sustainability, recognizing its potential to enhance campus life. This proactive approach encompasses:

- Energy management
- Economic strategies
- Community health
- Technological advancements

Institutions that integrate sustainability into their academic curricula and strategic planning are often characterized by:

- Vibrancy
- Compassion
- Innovation
- Creativity
- Resilience

A sustainable university is an academic institution dedicated to cultivating global citizens equipped for sustainable development. It provides critical perspectives on pressing societal issues while minimizing the environmental and social impacts of its campus activities. Furthermore, it encourages both students and staff to engage in proactive measures and prioritizes sustainability as a fundamental objective.

What Constitutes a Sustainable University?

Higher education has consistently been at the forefront of innovation and thought leadership; however, in light of increasingly formidable environmental challenges, the role of universities must be re-envisioned. UNEP invites all higher education partners to aspire to the ideal of a sustainable university one that educates global citizens about their potential contributions to sustainable development within their lives, careers, and broader life choices. Such an institution will engage in research and provide insights into addressing urgent societal challenges while exemplifying viable solutions that can be adopted by others globally.

It strives to diminish its environmental, economic, and social footprints and aims to pioneer initiatives that contribute more to society and the environment than it extracts, positioning itself as a carbon net-positive entity within its community. This is achieved by prioritizing sustainability, thereby inspiring and empowering students, faculty, and staff to take action.

The significance of sustainable university networks around the globe, students, academics, and university networks have spearhead programs, tools, and assessment systems designed to inspire, challenge, and assist universities in becoming both laboratories and exemplars of sustainability. Frameworks for self-assessment and sustainability performance reporting frequently serve as invaluable resources, encouraging high-achieving institutions while providing entry points for those just beginning their journey toward sustainability.

The Review of Related Literature

The notion of a sustainable campus has garnered considerable global interest, as higher education institutions increasingly acknowledge their responsibility in promoting environmental conservation and sustainable development, as noted by Sugiarto et al. (2023). Meanwhile, Sheikh, M.M. (2025) offers valuable insights into the Indian Knowledge System (IKS) and its prospective alignment with contemporary sustainable development goals in India. Sugiarto et al. (2023) assert that a sustainable campus skilfully integrates environmental science into its policies, management, and operations, thereby demonstrating the embodiment of sustainable development.

Baitule, A.S. (2017) and Ribeiro, J.M. et al. (2017) advocate for Indian universities to prioritize sustainable building designs, embrace renewable energy solutions, adopt both traditional and innovative water conservation strategies, establish effective waste management systems, and encourage cycling or electric vehicles on their campuses. The UNEP Sustainable University Framework (2022) underscores the crucial responsibility of university leaders in fostering sustainable campuses by cultivating an environmentally conscious atmosphere, promoting the implementation of sustainable initiatives, and providing supportive policy frameworks.

The related literature indicates that India possesses a wealth of traditional knowledge that harmoniously aligns with modern sustainability principles. The fusion of this indigenous knowledge system (IKS) with contemporary methodologies for sustainable campus development, as highlighted in international evaluations, presents a unique opportunity for Indian universities to exemplify environmental stewardship and significantly contribute to the advancement of the Sustainable Development Goals (SDGs) Fachrudin, H.T.; Fachrudin, K.A. (2021). Initiatives should focus on fostering behavioral changes, reimagining curricula, and integrating sustainable practices into campus physical infrastructure, drawing inspiration from the rich tapestry of ancient Indian wisdom alongside global best practices.

Dimensions to Precure Stainability within the Campus

Education: Cultivating Global Citizens for Sustainable Development

Universities confer the highest academic qualifications within the educational framework, including Bachelor's, Master's, and Doctoral degrees. In doing so, they play a pivotal role in shaping the future economic and political leaders as well as managers. To assess whether an institution promotes or obstructs sustainability education, consider the following inquiries:

- *Objective*: Is the university's intention to transform students into compliant citizens or passive consumers? Alternatively, does the educational approach aim to cultivate global citizens committed to sustainable development?
- *Curriculum Content*: Does the academic program encompass issues from social, economic, and environmental viewpoints? For instance, do engineering students merely focus on the most cost-effective methods of building construction, or are they also educated on creating zero-energy structures that yield long-term advantages for their inhabitants?
- *Practical Learning*: Are students engaged in addressing real-world challenges through projects and case studies, or do they merely absorb information in a traditional classroom setting, characterized by extensive lectures? Sustainability education prioritizes problem-solving and learner engagement.

A crucial function of a sustainable university is to empower students to acquire knowledge about sustainability through an interdisciplinary and student-centred approach.

Research: Uncovering Solutions to Critical Social Issues

Through scholarly inquiry, institutions committed to sustainability can uncover solutions to pressing social issues. Consider the following inquiries to assess whether the university promotes or obstructs sustainability-focused research:

- *Ownership of Issues*: Who determines the focus of research initiatives? Are scholars engaged in projects that serve authoritarian regimes by enhancing military capabilities or surveillance methods? Alternatively, do they contribute to addressing global challenges such as hunger, economic disparity, or climate change?
- *Methodological Approaches*: What methodologies are employed in research? Are the research practices ethical, and do the projects themselves adhere to environmentally sustainable principles? Do researchers primarily travel for conferences, or do they utilize online platforms for collaboration? Is the catering at workshops and conferences limited to meat options, or does it also include fair-trade, organic, and locally sourced alternatives?
- *Communication of Findings*: Are research outcomes disseminated solely through academic journals that cater to a limited audience of scientists? Or do the results serve to inform and educate the broader public, ensuring accessibility? To what degree do research outcomes influence new policies, technologies, and patents that yield positive societal impacts?

The research conducted at the university can significantly contribute to sustainability transitions if it addresses socially pertinent questions and ensures that findings are made widely available.

Operations: Aim for a Zero Ecological Footprint in Campus Functions

The processes of education and research are not isolated; they rely on the consumption of natural and societal resources. To determine if the university encourages or obstructs sustainable campus operations, reflect on the following questions:

- *Buildings*: Are campus buildings characterized by energy inefficiency and poor waste recycling practices? Conversely, do they incorporate solar energy systems, superior insulation, waste separation, and energy-efficient lighting while also being certified by esteemed sustainability frameworks like LEED or BREEAM? Both certification frameworks have progressed to meet the challenges arising from urban development and environmental deterioration. LEED focuses on energy efficiency and sustainability within a comprehensive framework, while BREEAM takes a more region-specific approach that considers distinct environmental conditions.
- *Procurement*: How do procurement strategies affect human rights, animal welfare, and labour conditions, especially in remote regions? Does your university adhere to a sustainable procurement policy, such as that of the University of Reading?
- *Laboratories*: Are there efforts in place to enhance the environmental performance of laboratories? How does your institution assist researchers in developing environmentally friendly laboratory practices?

By critically assessing and mitigating the environmental and social impacts associated with buildings, procurement, and laboratory operations, the university can foster a culture of sustainability.

Community Engagement: Beyond their Roles Unites Students and Staff

To evaluate whether your university empowers its members to engage in sustainability, reflect on the following questions:

- Are student organizations actively involved in promoting sustainability? Do they prioritize environmentally friendly practices in their events and marketing materials?
- Is there a robust selection of extra-curricular activities centred on sustainability? Are there opportunities for students and staff to attend lectures or volunteer in sustainability-related projects?
- Do university departments encourage sustainable practices within their offices? Are staff members given the chance to participate in sustainability initiatives alongside their regular duties?

To achieve the status of a sustainable university, it is essential to foster a community of sustainability advocates through active student groups, diverse extra-curricular offerings, and meaningful staff engagement.

Governance: Prioritize Sustainability within Your Organization

While individual initiatives aimed at enhancing sustainability in education, research, operations, and the university community are commendable, substantial advancements toward establishing a sustainable university can only be achieved if sustainability is embedded as a strategic priority. To assess whether your university is effectively positioned to pursue sustainability, consider the following inquiries:

- *Strategic Importance*: Is sustainability integrated as a fundamental element of the university's strategic framework? Alternatively, is there a distinct sustainability policy, vision, or plan that has been endorsed by the university's leadership?
- *Organizational Framework*: Does your university possess dedicated units, such as a sustainability office, Green Office, or sustainability coordinator, tasked with overseeing sustainability efforts? Are these roles recognized as significant within the institution, and do the people in these roles receive adequate resources to fulfil their responsibilities?
- *Evaluation:* Are there established mechanisms to monitor the university's progress toward its sustainability objectives? Does the institution produce a sustainability report or assess its carbon footprint?

By prioritizing sustainability strategically, implementing appropriate organizational structures, and actively monitoring progress, the university can more effectively promote sustainability across education, research, operations, and the broader university community.

Integration of Different Colours of the Economy to a Sustainable University Campus

The integration of diverse economic frameworks within a sustainable university campus can facilitate the amalgamation of various economic and environmental principles, thereby fostering a comprehensive, inclusive, and forward-thinking educational institution. The application of each economic colour can be strategically implemented to enhance sustainability on campus.

Green Economy

A green economy, focused on environmental sustainability, involves a range of strategic actions. The integration of renewable energy sources, such as solar and wind energy, is a foundational step. Furthermore, the advancement of energy-efficient buildings, utilizing intelligent lighting and water-saving technologies, is necessary. Promoting sustainable transportation methods, including cycling infrastructure and electric shuttle buses, is also important. Lastly, the reduction of waste through the establishment of zero-waste policies, as well as composting and recycling efforts, is critical for achieving sustainability goals.

Blue Economy

The concept of the blue economy, particularly regarding water resource management, includes several vital practices. These practices involve the collection of rainwater and the development of water recycling systems. Furthermore, the establishment of environmentally friendly lakes, ponds, and wetlands on campus is important for conserving biodiversity. Lastly, the encouragement of sustainable fisheries and aquaponics plays a significant role in supporting research and enhancing food production capabilities.

White Economy

The development of on-campus health and wellness centres that offer affordable healthcare services is a priority. In addition, fostering mental health awareness through dedicated programs and the establishment of yoga and meditation spaces will support the mental well-being of individuals. Lastly, providing healthy organic food options in cafeterias is essential for encouraging a balanced and health-conscious diet among students.

Black and Grey Economy

It is essential to reduce reliance on informal or unregulated services available on campus, such as unlicensed vendors and unauthorized accommodation options. Establishing a transparent financial framework is crucial for mitigating corruption and fostering ethical conduct. Additionally, the university should advocate for equitable compensation and uphold ethical labour practices within its operational activities.

Brown Economy

The brown economy shifting away from polluting practices emphasizes the necessity of decreasing reliance on fossil fuels while transitioning to renewable energy alternatives. It advocates for the establishment of carbon footprint monitoring systems for campus operations and promotes research initiatives focused on sustainable industrial practices that can supplant traditional brown economy methods.

The Pink Economy

The pink economy is based on diversity & inclusion and emphasizes the importance of fostering an inclusive environment for LGBTQ+ students and faculty members. This initiative includes the implementation of gender sensitization programs and workshops aimed at raising awareness and understanding. Additionally, it advocates for equitable employment opportunities and strives to enhance the representation of LGBTQ+ individuals in leadership positions.

Purple Economy

The purple economy, encompassing Cultural and Creative Industries, aims to foster student entrepreneurship within the realms of arts, media, and creative sectors. It seeks to implement a cultural exchange initiative that honours and disseminates global traditions and knowledge. Additionally, the program advocates for the promotion of local handicrafts, sustainable fashion, and environmentally conscious traditional practices.

Yellow Economy

The yellow economy emphasizes the enhancement of sustainability-focused curricula within the fields of economics, engineering, and management. It advocates for the initiation of research initiatives centred on climate change, renewable energy sources, and sustainable agricultural practices. Furthermore, it promotes the adoption of digital transformation strategies to minimize paper consumption and improve e-learning experiences.

Silver Economy

The concept of the silver economy, particularly about aging and accessibility, calls for the modification of campus infrastructure to ensure it is friendly to the elderly, featuring elements such as ramps, accessible bathrooms, and audio navigation systems. It is also important to involve retired educators and alumni in mentorship roles. Additionally, there should be a strong emphasis on

fostering lifelong learning initiatives specifically designed for senior citizens.

Golden Economy

The concept of a golden economy, which emphasizes financial sustainability, can be advanced through several strategic initiatives. Firstly, the establishment of green investment funds dedicated to sustainability projects is essential. Secondly, fostering corporate partnerships and securing funding through corporate social responsibility (CSR) initiatives will support eco-friendly endeavours. Lastly, adopting a circular economy framework by capitalizing on campus waste recycling and solar energy generation can further enhance financial viability.

Orange Economy

The orange economy, encompassing creative and intellectual Property, aims to foster innovation in the realm of sustainable product design, such as the development of biodegradable packaging and the emergence of green technology startups. It is essential to create innovation hubs and incubation centres dedicated to nurturing green enterprises. Additionally, there should be a concerted effort to support the filing of patents and the publication of research papers focused on sustainable solutions.

Violet Economy

The Violet Economy, focusing on spiritual and holistic development, encompasses the following initiatives: the establishment of mindfulness and meditation areas within the campus; the advocacy for sustainable living through responsible consumption; and the promotion of community-oriented sustainable practices that resonate with principles of ethical living.

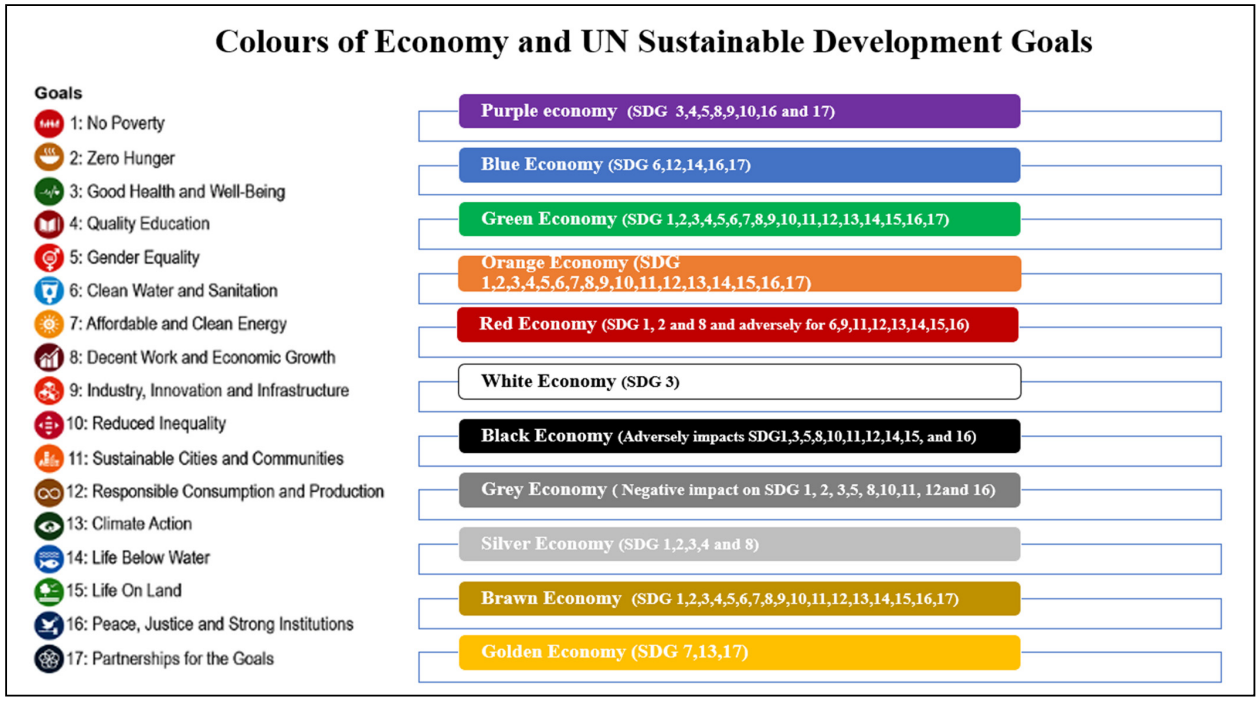
By embracing various economic dimensions, a university can serve as a paradigm of sustainability, harmonizing ecological stewardship, economic sustainability, and social equity.

Sustainability and the Indian Knowledge System

The Indian Knowledge System (IKS) plays a pivotal role in promoting sustainability through its holistic and environmentally attuned methodologies. IKS champions a harmonious coexistence with nature, as evidenced by its time-honoured conservation techniques and innovative water management practices.

Ayurveda presents a sustainable healthcare model that prioritizes preventive care and overall well-being. Furthermore, traditional agricultural practices, such as organic farming and crop rotation,

Figure 1: Colours of Economy and United Nations Sustainable Development Goals



Source: Authors compilation

are essential for sustainable food production. The Gurukul educational framework fosters a well-rounded learning experience, intertwining ethical, intellectual, and practical elements. By aligning with Sustainable Development Goals (SDGs) related to environmental conservation, healthcare, agriculture, and education, IKS provides invaluable insights for addressing modern sustainability challenges, thereby enriching contemporary scientific endeavours with the profound wisdom of ancient India.

Role of Education Institute for Promoting Sustainability (Learning, Practicing as Lab to Land and Land to Lab)

Educational institutions occupy a central role in advancing sustainability by seamlessly merging education and practice through a "lab to land" and "land to lab" methodology. This embeds sustainability-oriented courses across various disciplines to enlighten students about environmental, social, and economic challenges. Adopting sustainable practices on campus, such as energy-efficient systems, waste management, and renewable energy sources, which function as a living laboratory for sustainability. Community engagement initiatives beyond the campus through outreach programs, workshops, and collaborations with local businesses and government entities to apply theoretical knowledge in tangible settings.

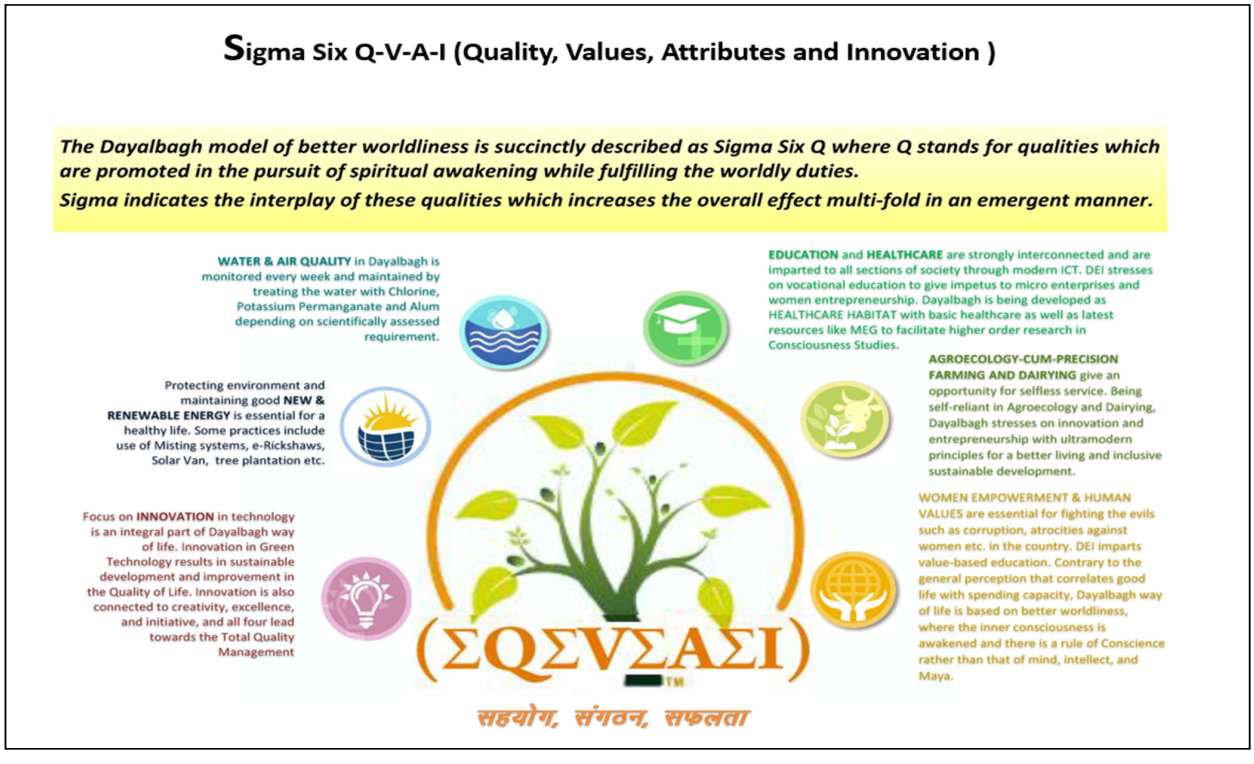
Promoting research endeavours that address sustainability issues, encouraging innovation and cooperation with industry and government to transform findings into actionable solutions. Student-led initiatives to spearhead sustainability initiatives through eco-clubs, green spaces, and environmentally conscious practices, thus fostering a culture of sustainability. This comprehensive approach positions educational institutions as both centres of learning and practical laboratories for sustainability, effectively bridging the divide between theoretical understanding and real-world application.

Sustainability through the lens of Dayalbagh Educational Institutions

Six Sigma approach of DEI

The Dayalbagh Educational Institute Model of Better Worldliness is as succinct as Sigma Six Q, where Q stands for qualities that are promoted in the pursuit of spiritual awakening while fulfilling worldly duties. Sigma indicated the interplay of these qualities, which increases the overall effect multi-fold in an emergent manner.

Figure 2: Sigma Six Q-V-A-I (Quality, Values, Attributes and Innovations)



Source: Dayalbagh Publications 2014

The six threads of innovation, water quality, air quality, education and healthcare, agriculture and dairy, and values are focused upon to help sustain and improve the quality of life. This has been termed as the ΣA * Σ6 Q & Vs model, and it indicates a Systems Approach to sustainability. 'A' in the model stands for attributes and 'Q' for Qualities. 'V' stands for values. The multiplicative interaction of attributes with qualities and values signifies the cumulative impact of our responsible initiatives on the way we have decided to spend our lives, which is far greater than the sum of its parts.

Skill Sets Required as Compulsory Core Courses

At Dayalbagh Educational Institute (DEI), core courses are essential as they provide a fundamental understanding of diverse subjects, including cultural education, comparative religion, environmental studies, and general knowledge. These courses contribute to the holistic development of students by promoting values, fostering national unity, and enhancing their awareness of the world around them, in alignment with DEI's philosophy of nurturing a "complete man." Consequently, the competencies acquired through these core courses enable students to engage in more sustainable and environmentally conscious practices both on campus and in the broader community.

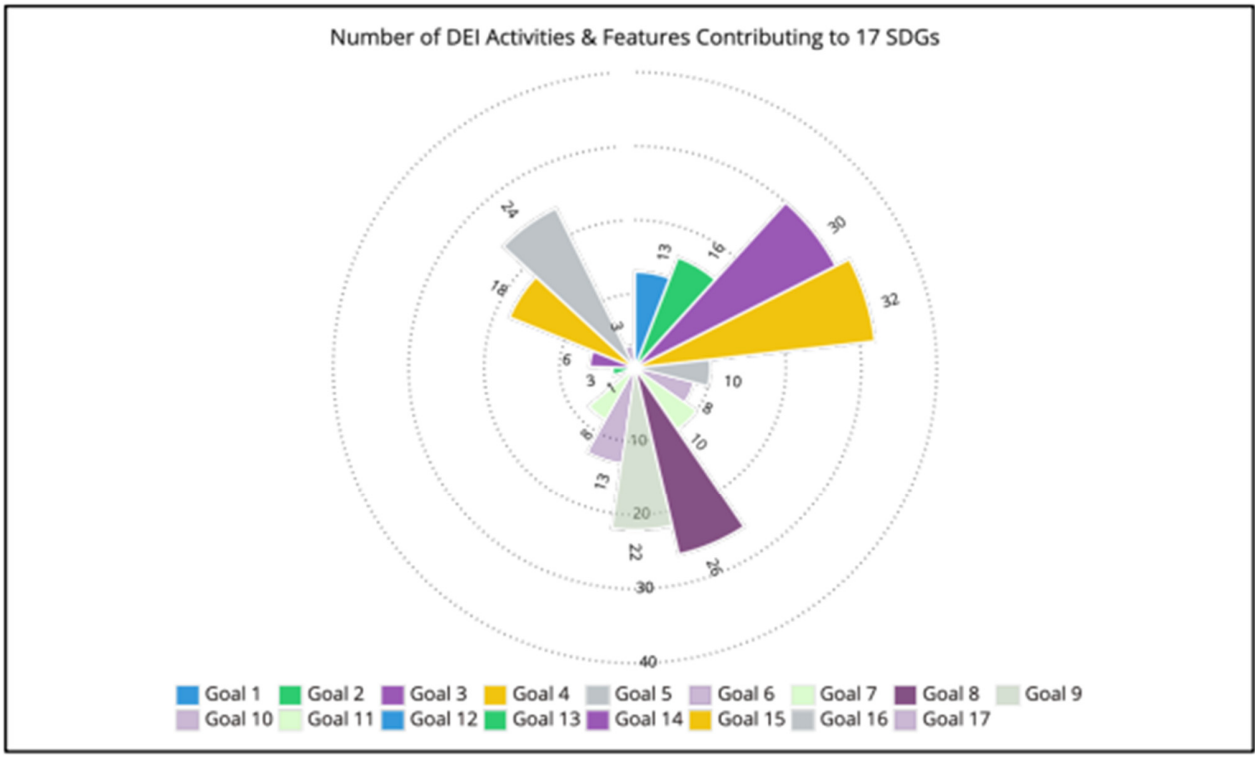
Attainment of United Nations SDGs at DEI Best Practices

The diverse initiatives and programs established at the Dayalbagh Educational Institutions play a significant role in attaining the United Nations' sustainable development goals. The DEI Education Policy 1975 proposes an educational framework that addresses various disparities and biases. Achieving equity in outcomes is reflected in the development of quality global citizens who serve as ambassadors for consensus-building. The students of DEI naturally embrace frugal living and minimalism while prioritizing well-being. This holistic educational approach equips students for life, fostering a strong commitment to healthy democratic practices, pluralism, inclusivity, and service to humanity.

Conclusion

The thought and action towards sustainability in Indian university campuses is not merely an aspirational goal but an urgent need when the environmental challenges are at our doorstep. Universities do not work in isolation; they shape

Figure 3: Number of DEI Activities and Features Contributing to 17 United Nations SDGs



Source: Authors compilation

future leaders, influence societal trends, and serve as microcosms of broader economic, social, and ecological systems. A university committed to the cause of sustainability does more than minimize its ecological footprint. It paves the way for an ecosystem of learning, research, and governance focusing on long-term environmental and social well-being. The integration of sustainability into campus life is not a cakewalk. A holistic approach is required to encompass curriculum development, research priorities, operational efficiency, community engagement, and governance structures. It is reiterated that sustainable universities must educate global citizens. A huge investment of man and materials in research is needed. A university has to address pressing social issues, operate with environmental responsibility, engage stakeholders in meaningful ways, and establish governance frameworks. It is as good as total management that prioritizes sustainability. Interestingly, Universities in India have the opportunity to lead by blending traditional wisdom with modern innovation. Indian Knowledge System has shown the art of ethical living with a sense of ecological harmony. Moving towards a sustainable university campus has many long-term benefits, although not without challenges. The philosophy of sustainability needs to be matched with the university policy of adopting sustainability in letter and spirit. Universities must produce responsible global citizens who champion sustainability in all aspects of life.

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To Our Readers

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

Navigating Pathways: Policy and Research Imperatives in AI for Higher Education

Sayantan Mandal*, Sheriya Sareen, Sumit Sikdar**, Joby Varghese**** and Gaurav Bhaduri*****

AI and Higher Education: Promise in an Uncertain Time

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 revolutionising 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 raises concerns regarding academic integrity and potentially worsens 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 it brings 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 can not be made in the absence of its critical understanding, and in times like these, 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.

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The following three key concerns are illuminated. First, the commercial aim of promoting AI in higher education as recurrent in various policies. Second, the imbalances in power and resulting monopolisation of the for-profit organisations will be emphasised. 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.

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 prioritise 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 weaponising 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 participation, 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 in the near future.

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 providing an explanation for 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 comprehend 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; and 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, a 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 the purpose of 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[1]. It points that the awareness level among higher education teachers related to AI is low and its adaptation is extremely limited. Similar to the adaptation of digitial 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 starting to spread 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 the balance between utilising AI's capabilities while 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 intelligent content generation, and facilitating personalised learning experiences. These advantages should be accompanied by substantial ethical, socio-political, and infrastructural considerations.

In order to tackle the present and forthcoming challenges, it is imperative for educational policymakers and higher education institutions to 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 the knowledge and economy with ethical considerations. It highlights that especially the Global South faces significant challenges in terms of 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 being 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.

Acknowledgment

The findings from the paper are derived from the ICSSR-sponsored research titled 'Examining Teachers' Competencies in Generative AI-Enabled Higher Education: An Empirical Study in Jammu & Kashmir and Ladakh UTs'. The project is ongoing at IIT Jammu. Dr. Sayantan Mandal is the project director is also the main author of the paper.

Footnote

1. ICSSR Sponspred study on *'Examining Teachers' Competencies in Generative AI-Enabled Higher Education: An Empirical Study in Jammu & Kashmir and Ladakh UTs'.*

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Economic Perspectives on the Transformation of Higher Education

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Proposed work discovers the economic forces driving the transformation of higher education, with a focus on the complex relationships between policy reforms, technological advancements, and global economic fluctuations. The speedy acceptance of digital methodologies, rising operational costs, and the increasing demand for equitable access have reshaped the priorities of higher education institutions. This revision disapprovingly scrutinises financial complexities, including emerging funding paradigms and resource allocation strategies, to understand their impact on institutional sustainability and equitable access to quality education. The surge in socioeconomic disparities and the growing emphasis on skill-centric education within a highly competitive global economy necessitate an in-depth analysis of their implications for academic structures and learner outcomes. According to a report by the World Bank, institutions that actively speak socioeconomic disparities witness a 40% improvement in graduation rates and employability (World Bank, 2023). Besides, the increasing transition toward blended learning models has augmented challenges related to resource allocation, regional inequalities, and equitable access to resources. The discourse accentuates the need for strategic investments to foster inclusive and resilient educational ecosystems. Public-private financing models are being assessed for their capacity to strike a balance between accessibility and quality. In India, institutions such as the Indian Institutes of Management (IIM) have integrated innovative funding models, contributing to a 35% increase in research output and industry collaboration (IIM, 2023). This study appeals to discernments from contemporary datasets, case studies, and policy analyses to propose actionable strategies that realign higher education systems with both global and local economic priorities. The findings aim to equip stakeholder's policymakers, educational leaders, and financial planners with tools to navigate complex challenges and leverage opportunities to sustain the growth and relevance of higher education. By understanding and addressing these financial and socio-economic factors, institutions can better adapt to the evolving demands of the global economy.

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Global Economic Trends Redefining Educational Frameworks

The rapid globalization of economies has profoundly influenced the educational landscape, pushing institutions to adapt to the dynamic demands of an interconnected world. As global economic trends continue to evolve, institutions face increasing pressure to align their educational frameworks with these shifts to ensure the relevance and effectiveness of their offerings. Technological advancements, the rise of the gig economy, sustainability concerns, and the rapid pace of innovation have redefined the purpose and structure of higher education. According to the Organisation for Economic Co-operation and Development (OECD), universities that effectively integrate global economic trends into their curricula experience a 30% increase in graduate employability, enabling students to thrive in a rapidly changing world (OECD, 2023). The emphasis on interdisciplinary learning and real-world applications has become central to educational frameworks. Institutions are transitioning from traditional, siloed teaching methods to more collaborative, project-based learning that mirrors real-world challenges. This approach prepares students not only for technical proficiency but also for adaptability, critical thinking, and problem-solving in complex environments. A study conducted by The Journal of Global Education underscores that institutions that implement innovative, future-focused curricula report a 40% increase in student engagement and satisfaction (Journal of Global Education, 2023).

Global economic trends have also driven the adoption of digital transformation within higher education. The integration of artificial intelligence, machine learning, and big data analytics has enabled institutions to personalize learning experiences, automate administrative processes, and facilitate collaborative research. This has led to enhanced operational efficiency and a broader reach in terms of accessibility. A report from the World Bank highlights that institutions leveraging these technologies see a 35% improvement in operational performance, significantly boosting their economic viability (World Bank, 2023).

Innovative Funding Mechanisms for Sustainable Higher Education

In an era of economic uncertainty and shifting funding landscapes, institutions are increasingly

exploring innovative funding mechanisms to ensure the sustainability of higher education. Traditional funding models reliant on government support alone are being supplemented by more diverse approaches that balance quality education with financial stability. Performance-based funding, venture philanthropy, and impact investing have emerged as key solutions in addressing these challenges. According to a study published in The Journal of Sustainable Finance, universities adopting these diversified funding models have seen a 35% increase in financial stability and an enhanced capacity for innovation (Journal of Sustainable Finance, 2023). Public-private partnerships (PPPs) have gained prominence in supporting the long-term development of academic institutions. These partnerships facilitate investment in cutting-edge research, technological infrastructure, and curriculum development, resulting in increased job creation and regional economic growth. A report from the World Economic Forum highlights that universities leveraging innovative funding mechanisms through PPPs experience a 50% higher rate of collaborative research and industry partnerships (World Economic Forum, 2023).

Indian institutions like Azim Premji University have pioneered new funding models by engaging in social impact bonds and non-traditional grants. These approaches are aimed at supporting sustainability in academic programs while ensuring quality education for all. These initiatives not only provide a sustainable financial framework but also promote economic inclusivity.

Associating Socioeconomic Divides in Access to Knowledge

Despite advancements in higher education, socioeconomic disparities in access to knowledge and opportunities persist across regions and demographic groups. Bridging these divides is essential for fostering inclusive economic growth and ensuring that marginalized communities benefit equally from educational advancements. Higher education institutions are increasingly adopting inclusive policies aimed at addressing these disparities through various initiatives. According to a report by UNESCO, universities with inclusive access programs witness a 45% increase in student diversity and socioeconomic integration (UNESCO, 2023). Institutions are integrating targeted scholarships, mentorship programs, and community outreach to promote equitable access. Research from The Journal of Educational Policy demonstrates that institutions focusing on inclusive policies experience a 25% increase in student retention rates and career success (Journal of Educational Policy, 2023).

Indian universities such as the University of Delhi have developed comprehensive strategies to promote access through affirmative action, resource allocation, and community-based programs. These strategies ensure that underrepresented groups have the opportunity to pursue higher education and contribute effectively to the economy. However, overcoming socioeconomic divides remains a challenge, particularly in resource-constrained settings where disparities are more pronounced. A report by the World Economic Forum emphasizes the need for collaborative efforts between governments, institutions, and private sectors to create inclusive ecosystems that ensure fair access to knowledge (WEF, 2023).

Digital Transformation as an Economic Catalyst in Education

The speedy encroachment of technology has materialised as a significant driver of economic growth within higher education institutions. Digital transformation has redefined teaching methodologies, administrative functions, and research collaborations, leading to enhanced efficiency and broader accessibility. Universities are increasingly integrating artificial intelligence (AI), machine learning, and big data analytics to streamline operations and personalize learning experiences for students. Studies indicate that institutions utilizing AI-driven platforms report a 30% improvement in student engagement and a reduction in administrative costs, showcasing the economic potential of these advancements (Accenture, 2021). Moreover, online education platforms have democratized access to high-quality education, breaking geographical barriers and providing flexible learning opportunities to students worldwide. This shift is economically beneficial for institutions by enabling them to scale up their offerings and attract a global student base. According to the World Economic Forum, by 2025, digital learning platforms are projected to account for over 50% of total higher education enrolments, fostering economic inclusivity and creating opportunities for diverse populations (World Economic Forum, 2023).

Nevertheless, digital transformation also presents challenges, particularly in resource-constrained settings. Institutions must invest in robust technological infrastructure, cyber security measures, and faculty training to maximize the benefits of digitalization. A report by UNESCO highlights that, globally, only 37% of higher education institutions are fully equipped to handle digital transformation, emphasizing the need for strategic partnerships between governments, private sectors, and academic

institutions to bridge the digital divide and ensure equitable access (UNESCO, 2022).

Aligning Academic Curricula with Evolving Workforce Demands

Higher education institutions are under increasing pressure to adapt their academic curricula to meet the rapidly changing demands of the global workforce. The Fourth Industrial Revolution has ushered in a wave of technological advancements, including automation, artificial intelligence, and blockchain, necessitating the inclusion of interdisciplinary and innovative courses. Institutions must prioritize skill development that bridges gaps between academic theories and practical industry applications. Studies show that universities integrating industry partnerships and experiential learning into their curricula experience a 25% increase in graduate employability (World Bank, 2021). The rise of remote and flexible work models has necessitated the inclusion of digital literacy and soft skills in academic programs. Research published in The Journal of Higher Education reveals that students who complete courses emphasizing collaboration, communication, and critical thinking are better equipped to succeed in dynamic work environments. Such skills are vital for addressing the shifting demands of employers, as highlighted by a report from the World Economic Forum, which notes that 80% of employers expect universities to offer greater emphasis on soft skills like adaptability and teamwork (WEF, 2023).

Indian scholars like Dr. Ramesh Kumar have emphasized the importance of aligning Indian educational policies with global workforce requirements to ensure the employability of graduates. This requires continuous curriculum revision and faculty development to keep pace with technological advancements. Institutions like the Indian Institutes of Technology (IITs) are leading the way by fostering collaborations with industry partners and incorporating real-world projects into academic programs. Likewise, partnerships between academic institutions and industry are essential for designing relevant courses. These collaborations provide insights into market demands and foster research initiatives that drive economic growth. The Economic Survey of India highlights that educational institutions incorporating industry-specific training experience a 35% higher rate of successful job placements (Economic Survey of India, 2022).

Internationalization of Higher Education through Economic Collaboration

The internationalization of higher education has gained momentum as institutions seek to expand their reach and foster global collaborations. Economic collaboration between universities across borders promotes the exchange of knowledge, research, and best practices, creating a competitive yet inclusive educational ecosystem. This trend is particularly evident in partnerships between institutions in developed and developing countries, where resource sharing facilitates mutual growth. According to a UNESCO report, over 60% of institutions involved in international academic partnerships report enhanced research output and increased financial sustainability (UNESCO, 2022). Joint degree programs and transnational education have emerged as popular avenues for economic collaboration. These programs enable students to gain exposure to diverse educational systems, fostering a global mindset and adaptability. Research by the British Council highlights that students engaged in international learning experiences are 40% more likely to engage in cross-cultural collaborations in the workplace (British Council, 2022).

Indian universities, such as the Indian Institute of Management Ahmedabad, have successfully partnered with global institutions to promote economic collaboration through research and student exchange programs. These partnerships not only enhance academic rigor but also create avenues for faculty and student mobility, boosting economic contributions through innovation (IIMA, 2022). However, economic collaborations in higher education face challenges, including geopolitical tensions and differences in regulatory frameworks. Institutions must develop strategic frameworks to manage risks and ensure sustainable partnerships. A report by the International Association of Universities stresses the importance of robust governance structures to mitigate potential economic and political risks (IAU, 2022).

Strategic Policy Interventions for Enhanced Economic Impact

Strategic policy interventions are vital for enhancing the economic impact of higher education systems. These interventions should focus on optimizing resource allocation, fostering innovation ecosystems, and ensuring inclusive access to education. Governments and institutions must collaborate to design policies that support research commercialization, skill development, and regional development. According to a report by the Organisation for Economic Co-operation and Development (OECD), institutions that implement

strategic policy frameworks experience a 20% increase in economic contributions (OECD, 2021). Policies that encourage public-private partnerships (PPPs) can significantly enhance the economic contributions of universities. These partnerships drive investment in research, infrastructure, and curriculum development, leading to increased job creation and economic growth. A study published in the Journal of Economic Development highlights that universities with strong PPP frameworks witness a 30% boost in regional economic output (Journal of Economic Development, 2021).

Indian institutions, such as the Indian Institutes of Technology (IITs), have shown success in leveraging policy interventions to drive technological innovation and economic progress. These institutions focus on collaborative research, industry partnerships, and commercialization of research outcomes to enhance their economic footprint (IIT, 2021). Promoting inclusive education policies that target disadvantaged groups can ensure equitable economic benefits. By supporting underrepresented communities through scholarships, mentorship, and specialized programs, institutions can foster economic diversity and social mobility. The Economic Survey of India emphasizes that inclusive higher education policies contribute significantly to economic development, reducing regional disparities (Economic Survey of India, 2021).

Conclusion

The transformation of higher education is determined by a confluence of economic, technological, and socio-political forces. As global economic trends redefine educational frameworks, institutions must align their strategies with shifting demands, nurturing interdisciplinary approaches and real-world applications to enhance graduate employability and adaptability. Innovative funding mechanisms are essential for ensuring the sustainability of higher education, as they provide diverse financial solutions to support academic excellence and inclusivity. Connecting socioeconomic divides in access to knowledge remains a pressing challenge, requiring targeted interventions to ensure equitable opportunities for all learners. The integration of digital methodologies and blended learning models has revolutionized educational delivery, allowing broader access while raising concerns about resource allocation and regional disparities. The rise of skill-centric education within a competitive global economy necessitates a focus on equipping students with relevant, industry-aligned competencies.

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Exploring SDG 15 : Smart Medicinal Garden at Kristu Jayanti College, Bengaluru, Karnataka

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In the current era of Sustainable Development Goals (SDGs), which were launched with representatives from 193 nations at the United Nations headquarters in New York from September 25-27, 2015, the adoption of the document "Transforming Our World: The 2030 Agenda for Sustainable Development" was a turning point in international sustainable efforts. This objective places a strong emphasis on fostering empowering technology, particularly in the areas of information and communication, and fully implementing technological innovation and development in less developed nations by 2017. Students are positioned as important influences in illustrating the goals and targets of the SDGs, as their achievement requires the cooperation of the community.

Kristu Jayanti College, Autonomous in Bengaluru, Karnataka, India is committed to sustainability and has several initiatives in place. The college is certified as a Green Campus by the All India Council for Technical Education (AICTE). The college has a green cover area of more than 50% of its campus, including green parks, medicinal gardens, and trees. The institution received first prize at the National Level for 'Clean and Smart Campus Award' from Shri. Dharmendra Pradhan, Minister of Education, Govt. of India. With the speed at which technology is developing, including cutting-edge resources such as Quick Response (QR) codes has become a viable way to enhance educational opportunities, especially when examining the varied world of greeneries. Closing the gap between humans and nature is crucial in this age of rapid technological growth.

Finding creative methods to get back in touch with nature is essential in this fast-paced digital age where screens and gadgets are a common part of our lives. Our latest initiative, the QR Code-enabled Herbal Garden, combines technology and tradition to promote a closer relationship with nature. A medicinal plant garden is a place where plant species with medicinal properties are cultivated, researched, and educated about. There are numerous benefits of these portals since they provide a dynamic stream of information in a range of formats and from a variety of sources. In spite of this, there is a notable gap in the knowledge of students and visitors about the variety of plants on campus. By using an innovative system to enable quick and easy plant identification, this study seeks to close this knowledge gap. The Diffusion of Science and Technology methodology was applied in the medicinal garden on campus. The created system combines a web-based interface with QR Code technology. Upon scanning a QR Code linked to a medicinal plant on campus with a smartphone, the user is redirected to a Uniform Resource Locator (URL) that opens a webpage with comprehensive details about the plant.

The results of testing show that the system functions well, fulfilling its intended function and greatly assisting students and regular visitors in learning about campus vegetation. Increasing students' passion for making contributions to the green campus project that are pertinent to their academic fields. This Python-based application automates the creation of plant information templates, each containing essential details about different plants along with a corresponding QR code. The main goal is to generate visually appealing and informative images for each plant, which can then be used for educational purposes, cataloging, or display. The process begins with the application reading a CSV file that contains various plant details. Each record in this CSV includes information such as the botanical name, common name, family, vernacular names and a hyperlink to additional plant resources.

Using the **pandas** library, the data is efficiently loaded and converted into a list of dictionaries, making it easy to process each plant individually. For each plant, the application generates a unique QR code that links to the plant's designated webpage. The **qrcode** library is used to create these QR codes, which are saved as image files. These QR codes are later embedded into the templates, allowing users to scan them for

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Fig 1: Smart Medicinal Garden, Kristu Jayanti College, Bengaluru

Fig 2: Core View of Smart Medicinal Garden, Kristu Jayanti College, Bengaluru

Fig 3: QR Code Labelled Medicinal Herbs, Smart Medicinal Garden, Kristu Jayanti College, Bengaluru

further plant details. To create the final template for each plant, a pre-designed image background is loaded into the program. This template serves as the base for adding the plant's details. Using the **PIL (Python Imaging Library)**, the application places key information about each plant onto the template. Once all the necessary information is added to the template, the final image is saved with the plant's common name as the file name, ensures each image is uniquely identifiable. The application repeats this process for every plant in the input data, producing a separate image for each one. The images are saved in a designated folder for easy access and use. This system is particularly useful in contexts where plant information needs to be presented clearly and interactively. The QR code integration adds an extra layer of accessibility, allowing users to quickly access further information online. Whether for educational projects, plant identification apps, or botanical gardens, this application streamlines the process of creating professional-grade plant information templates that are both visually appealing and informative. In conclusion, this tool automates a traditionally manual process of creating plant information templates, saving time and ensuring consistency across all generated images. By combining textual data with visual elements like QR codes, it enhances the user experience, making plant information more accessible and engaging. As a tool for implementing the SDGs on campus, the QR Code scanning technology offers comprehensive information about the plants. As an educational tool, this digital reading technique successfully and efficiently enhances knowledge acquisition and is anticipated to inspire students to apply this knowledge in their daily lives and within the community.

Every plant in our medicinal garden has a unique QR code that may be scanned to provide you with a wealth of information. Our findings on QR code-enabled Herbal Garden at Kristu Jayanti College started over a year ago in June 2023, with the support of members of the Centre for Environment and Sustainability and the graduates of B.Sc. Botany. With the help of a Python-based

Fig 4: Labelling of Newly Added Medicinal Herbs by the Experts from University of Trans-Disciplinary Health Sciences and Technology, Prof. Ganesh Babu, Assistant Professor and Dr. Chaitrika, MD in Ayurveda, with our students of B.Sc. Botany, Smart Medicinal Garden of the College

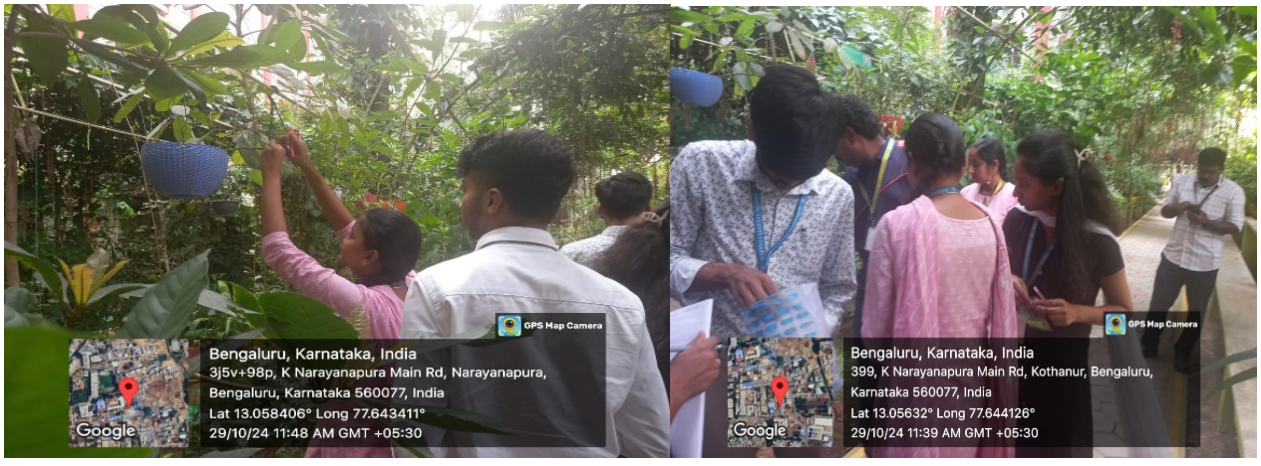

Fig 5: Labelled medicinal herbs, by the experts from University of Trans-Disciplinary Health Sciences and Technology, Prof. Ganesh Babu, Assistant Professor and Dr. Chaitrika, MD in Ayurveda, with our students of B.Sc. Botany, Smart Medicinal Garden of the College

program, plant information templates that include pertinent information about various plants and a matching QR code may be automatically created. The primary objective is to produce aesthetically pleasing and educational photographs for every plant, which can then be utilized for categorization, presentation, or educational reasons.

Each QR code is linked to a database containing comprehensive information about the respective medicinal herbs. Users can scan the QR codes using their smartphones to access this information instantly, fostering a deeper appreciation for urban biodiversity and environmental stewardship. Through the use of QR codes and an intuitive interface, users may explore the many facets of plants, even a layperson may recognize the common and scientific names of a product, as well as its therapeutic qualities, with the use of a QR scanner app. This approach is especially helpful in

Fig 6: Collection of Medicinal Herbs at Smart Medicinal Garden, Kristu Jayanti College, Bengaluru

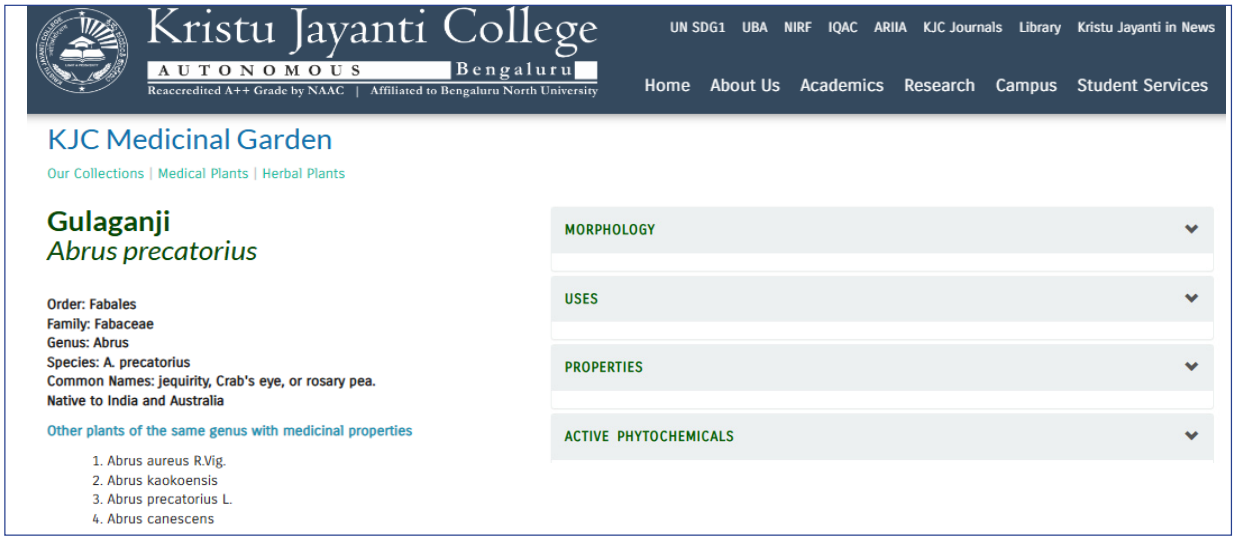

Fig. 7 Quick Response Codes at Smart Medicinal Garden of the College

situations where the interactive and clear presentation of plant information is required. This tool simplifies the process of producing expert-quality plant information templates that are both aesthetically pleasing and educational, whether for botanical gardens, plant identification applications, or educational initiatives.

Conclusion

To sum up, this program saves time and ensures consistency across all generated photos by automating a traditionally manual process of developing plant information templates. Textual information is combined with visual components, like as QR codes, to improve the user experience and make plant information more interesting and accessible. Students become more interested in and knowledgeable about the therapeutic qualities of plants as a result, and they are also better equipped to use technology responsibly. Our website pages can be accessed quickly with QR codes and also enhance educational experiences by providing students and enthusiasts with instant access to comprehensive plant information. These results expand our understanding of how to choose and use information by laying the foundation for future study and advancement in information systems education. The study 'Implementation of QR Code Based Plant Identification System: Enhancing Educational and Exploratory Experiences of Flora at Kristu Jayanti College, Bengaluru' was the result of the authors' investigation into this field, which was motivated by the importance of plant information labels for educational purposes and their ability to facilitate research. To sum up, this research provides proof of the ability of technical innovation and interdisciplinary cooperation to promote a greater understanding of the natural world. We hope to encourage future generations to discover the wonders of plants and develop a sustainable relationship with our environment by skillfully fusing education and technology.

References and Readings

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2. Chaudhari, S., K. et. al., (2012). Pharmacological Activities of Abrusprecatorius Linn-A Review, *International Journal of Ayurvedic and Herbal Medicine*, 2(2012), 336:348. ❑

Embracing Holistic Approaches to Health

Droupadi Murmu, the Hon'ble President of India, delivered the Convocation Address at the 49th Convocation Ceremony at the All India Institute of Medical Sciences (AIIMS), New Delhi on March 20, 2025. She said, "Now you have to build a bright career to make use of your education. Yet, I will urge you to never ignore any opportunity to help the underprivileged. Moreover, many regions in the country do not have medical professionals in sufficient numbers. I am sure some of you will consider serving people in those regions, even if for a part of the year." Excerpts

I feel happy to be here today at the 49th Convocation of the All India Institute of Medical Sciences, New Delhi, an institution which has earned its prestige across the world by pursuing excellence in healthcare, medical education and life sciences research.

AIIMS is a symbol of hope for millions of patients who come here for treatment, often from afar. Its faculty, helped by paramedics and non-medical staff, treat the underprivileged and the privileged with the same dedication and empathy. In fact, I would say that the AIIMS is a running laboratory of the Gita's Karma Yoga.

As we gather to celebrate the achievements of the talented individuals educated here, I am reminded of the pivotal role AIIMS has played in healthcare not only nationally but also globally. It is, indeed, a proud Made-in-India success story and is a model worthy to be emulated across the country. In the 69 years of its existence, the brand AIIMS has stood the test of time because of its commitment to values.

The AIIMS has nurtured some of the finest medical minds, and its alumni have been heading various top hospitals and medical colleges not only in India but also abroad. It has also been at the forefront of groundbreaking research, particularly during global health emergencies like the Covid-19 pandemic. The institute's commitment to advancing healthcare through innovative research and patient care is truly commendable.

I am confident that the AIIMS will retain that mandate in the core of its evolution in future as India progresses to become a developed nation by the end of Amrit Kaal in 2047.

I am glad to learn about the steps that AIIMS has taken to ensure good governance, enhancing transparency, efficiency and accountability in all its endeavours. Good governance is necessary for the healthy growth of any organization, and AIIMS is no exception. Its responsibility goes beyond healthcare, education and research. It extends to fostering an environment where every stakeholder's voice is heard, where resources are utilised judiciously, and where excellence is the norm.

Ladies and Gentlemen, with advances in healthcare, life expectancy is rising. As a result, the ageing population is bound to increase leading to new challenges in this field. At the same time, the medical profession has been grappling with diseases which arise out of lifestyle changes in modern times. We know that we need to overcome the challenges posed by the pace of civilisation that cannot be altered.

In this forum, I want to emphasise on a serious issue of emotional health which poses a serious challenge in today's world. There is no scope for despair for anyone, particularly the younger generation. With my own experience, I can tell you with certainty that every loss in life is fixable except the loss of a precious life. I will urge the learned faculty of AIIMS to launch an awareness drive on the issue of mental health to make people aware of this hidden sickness.

As you all are aware, this is an era of medicine 3.0 which is described by Dr. Peter Attia, an American physician and author, as the transition of healthcare from reactive to proactive approaches. In this new approach, a unique collaboration is forged between patients, doctors and diagnostic technologies to check the ailments at the initial stage.

In the older times, our sages discovered the secret of longevity by living in harmony with nature and practising Yoga. Unlike modern medicine which conducts a relatively short-term experiment to arrive at a conclusion, Ayurveda, Yoga and many traditional systems of medicine take a long-term and holistic approach to human health. I am glad

to know that the AIIMS Delhi has embraced our ancient health healing practices to offer a mix of modernity and tradition in dealing with the health matters.

Another point I wish to mention is the bias, which may be unwitting or otherwise, against women in healthcare, not only in India but across the world. For example, studies conducted by the AIIMS's cardiologists show that there are far fewer female patients, compared to male patients, coming for treatment at the initial stage of heart ailments. This is true of other diseases as well. It is, of course, a larger social issue. But the AIIMS can take a lead in launching a campaign to bring gender parity in the healthcare protocol.

Ladies and Gentlemen, Now I turn to the graduating students. Firstly, let me offer you and your family my warmest congratulations! This institution has imparted knowledge and skills, and you have learned the art of healing with dedication and perseverance. During your internship, you have had an opportunity to apply your knowledge to real life. You have also seen during that phase how patients look upon you. For them, you are God-send angels. You have noticed that they put themselves in your care with faith and trust. I am sure you already know how it feels to remove someone's pain, if not save someone's life.

As you step out of the campus and into the world outside, I am sure you will remember the smile on their faces and the blessings on their lips. I know pursuing this study takes far more years than most other branches of study. Now you have to build a bright career to make use of your education. Yet, I will urge you to never ignore any opportunity to help the underprivileged. Moreover, many regions in the country do not have medical professionals in sufficient numbers. I am sure some of you will consider serving people in those regions, even if for a part of the year.

Some of you may wish to pursue further studies and make a career in research. That will be most welcome too, as we need doctors of your caliber to discover new cures and also to better understand the human body.

Whatever career choice you make, I will offer only one piece of advice: never forget to take care of the people around you, and more importantly, never forget to take your own care, of your physical and mental health.

Once again, my congratulations to you, the faculty and the administration! My best wishes will always be with you.

Thank you, Jai Hind! Jai Bharat!

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CAMPUS NEWS

National Seminar on Digital Transformation in Education

A two-day National Seminar on 'Digital Transformation in Education: Challenges and Opportunities' was organized by the Fr. Bonhoure Centre for Research, St. Xavier's College of Education, Palayamkottai, Tamil Nadu on February 14-15, 2025. About 79 participants participated in the event. The event commenced with an inaugural ceremony and Dr. M Antony Raj, Principal of the college delivered the welcome address. Dr. A Punitha Mary presented the overview and objectives of the event. In his felicitation address, Rev. Fr. S Maria Singarayar emphasized the significance of digital technology in education. The inaugural address was delivered by Rev. Fr. Ignacimuthu SJ, Rector, who highlighted the transformative impact of digital technology on students' lives and discussed the challenges faced by both teachers and students. The inauguration concluded with a Vote of Thanks by Rev. Sr. Michael Lathis.

The technical session was moderated by Dr. A John Lawrence, Associate Professor, SXCE, who introduced the resource person, Dr. Spurgen Ratheash, Assistant Professor, Department of Computer Applications and IT, Jain University, Cochin. Dr. Ratheash started his presentation with an engaging remark: "Education transformed us from using a thumbprint to a signature, but AI is bringing us back to the thumbprint for identification." He elaborated on AI, machine learning, and deep learning with practical examples, explaining the concepts of Narrow AI, General AI, and Super AI along with their real-world applications. The session also covered AI tools that facilitate education and research, enhancing efficiency and accuracy. He demonstrated various AI-powered research tools and addressed participants' queries. Dr. A John Lawrence summarized the session and expressed gratitude to the resource person.

The next session was moderated by Dr. A Michael J Leo, Associate Professor, SXCE, and Dr. P Muthupandi, Associate Professor, Department of Education, Madurai Kamaraj University, Madurai was the resource person. His presentation focused on 'Digital Tools in Research'. He categorized research tools into proprietary, free, and open-access resources, explaining their features and benefits. He encouraged participants to utilize open-access resources for academic research and demonstrated various tools for reference management, academic writing, data storage, synchronization, and documentation. He also addressed participants' queries. Dr. A Michael J Leo, Associate Professor, concluded the session with a summary and conveyed heartfelt gratitude to the resource person.

The next session was a panel discussion on 'Educators in the Digital Age: Challenges and Opportunities'. Dr. P Muthupandi moderated the discussion and introduced the four panelists. Dr. Jai Ruby, Associate Professor, Sarah Tucker College, Tirunelveli, emphasized the evolving role of educators as facilitators, technology integrators, guides, mentors, collaborators, and skill developers. She urged teachers to embrace technology in classrooms. Dr. K E Valarmathi, Assistant Professor, Annammal College of Education, Thoothukudi, highlighted the need for teacher educators to adapt to technological advancements in teaching, learning, and evaluation. She also shared survey findings on technology use in education. Dr. Shajilin Loret, Professor, FX Engineering College, Tirunelveli, discussed the role of educators in engineering colleges, recommending that faculty members prepare and upload video lessons to enhance student engagement. She explored the benefits and challenges of integrating technology into classrooms. Mr. Peter Alphonse, Headmaster, RC Middle School, Uthumalai, addressed the digital challenges faced by school teachers, particularly in rural areas. He highlighted issues such as difficulties in using digital applications for administrative tasks, poor internet connectivity, heavy workloads, and the struggles faced by elderly teachers in adapting to technology. Dr. Muthupandi summarized the key takeaways from the discussion, encouraging educators to effectively adopt and integrate technology into their teaching practices. The first day's program concluded with a vote of thanks by Dr. A Punitha Mary, Organizing Secretary of the event.

Dr. T Augustin Arul Prasad, Associate Professor, Department of Chemistry, D G Vaishnav College, Chennai. The session on 'Student-Centric Digital Tools and Learning Experience', was moderated by Dr. Y Daniel, Controller of Examinations, SXCE. After being introduced and welcomed by Dr. Daniel, Dr. Prasad began his presentation by outlining the characteristics of an effective teacher. He then introduced various digital tools that he integrates into his classroom, followed by hands-on training for participants. Additionally, he demonstrated digital platforms such as Google Slides, Nearpod, Padlet, and Prezi, emphasizing their potential to enhance student learning. He concluded by encouraging teachers to leverage modern technology for more engaging and effective teaching. Dr. Y Daniel concluded the session with a summary and expressed heartfelt gratitude to the resource person. Following the lunch break, participants engaged in paper presentations, organized into four groups, each overseen by esteemed moderators: Dr. A John Lawrence, Dr. A Michael J Leo, Dr. Y Daniel, and Dr. S Sherlin. A total of fifty-seven papers were presented, offering diverse perspectives on digital transformation in education.

The seminar concluded with a valedictory function. Dr. A Punitha Mary presented a report summarizing the two-day event, followed by participant's feedback from Dr. S P Paramasivam (Research Scholar, Periyar University, Salem), Ms Ruby Rajathi, Research Scholar, TNTEU, Chennai, and Ms Roselin Diana Selvakumari, Assistant Professor, St. John's College of Education, Palayamkottai. The participants expressed their appreciation for the college and Organizing Committee for hosting such an insightful seminar. In his valedictory address, Rev. Fr. S Maria Singarayar SJ, Secretary, encouraged participants to utilize the digital tools learned during the seminar to enhance their teaching practices and become more effective educators. Certificates were distributed to participants by the Secretary and the Principal of the college. The seminar concluded with a vote of thanks by Dr. Sherlin, Coordinator of the seminar.

International Conference on Excellence in Research and Education

A three-day International Conference on 'Excellence in Research and Education' is being organised by the Indian Institute of Management (IIM), Indore, Madhya Pradesh from May 02-04, 2025. The theme of the event is 'Paradigm Shift in the Knowledge Economy'. The event aims to provide a platform for scholars, educators, practitioners, and students worldwide to share their research findings, insights, and experiences on emerging interdisciplinary research trends. By facilitating networking opportunities, presenting groundbreaking research, and promoting discussions on emerging trends and challenges, CERE seeks to stimulate interdisciplinary collaboration and contribute to advancing knowledge. With a focus on fostering collaboration and advancing knowledge dissemination, the event emphasizes the importance of research and education excellence in addressing global challenges. The Areas of the event are:

- Accounting and Finance.
- Economics and Public Policy.
- Business Policy and Strategic Management.
- Communication.
- Marketing.
- Humanities and Social Sciences.
- Operations Management and Quantitative Techniques.
- Organizational Behaviour.
- Human Resource Management.
- Information Systems in Management.

For further details, contact the Coordinator, Indian Institute of Management Indore (IIM), Indore-453331, Madhya Pradesh. E-mail: *cere@iimidr.ac.in*. For updaters, log on to: *www.iimidr.ac.in*

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, Uttarakhand 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 Plant-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. Mobile No: 07088270882/07900444090/, E-mail: *smsifconf@iimkashipur.ac.in.* For updates, log on to*: www.iimkashipur.ac.in/events/*

Research Methodology and Multivariate Data Analysis

A five-day Workshop on 'Research Methodology and Multivariate Data Analysis' is being organised by the Department of Humanities and Social Sciences, Indian Institute of Technology Tirupati from May 19-23, 2025. The programme has been designed to provide participants with exposure to the fundamentals of the research process, identification of the research problem, literature review, selection of appropriate research design, and various other phases of research. The Contents of the Programme are:

- Overview of Research Process.
- Systematic Literature Review and Bibliometric Analysis.
- Fundamentals of Data Analysis.
- Multivariate Data Analysis Techniques.
- MANOVA.
- Exploratory and Confirmatory Factor Analysis.
- Structural Equation Modeling.
- Cluster Analysis.
- Logistic Regression and Discriminant Analysis.
- Conditional Process Analysis.
- Research Ethics.
- Academic Writing.

For further details, contact the Coordinator, Department of Humanities and Social Sciences, Indian Institute of Technology Tirupati, Chindepalle, Yerpedu P.O., Tirupati, Andhra Pradesh – 517619. Mobile No: 07895910803 / 09526373908, E-mail: *vaneet.kashyap@iittp.ac.in / vishnu@iittp.ac.in.* For updates, log on to: *https://hss.iittp.ac.in/events/* ❑

THESES OF THE MONTH

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

Business Management

1. Jaiswal, Abhay. **A study of physically challenged customers satisfaction towards selected e-services in India: With special reference to Indore City**. (Dr. Dharmendra Mehta), Department of Business Management, Vikram University, Ujjain.

Commerce

1. Agarwal, Shruti. **Role of state in dairy development [Special reference to 'Saras' (Bikaner Division), Rajasthan]**. (Dr. Anupriya Jain), Faculty of Commerce and Management, Tantia University,Sri Ganganagar.
2. Anureet Kaur. **Emerging trends in marketing: An analysis from diverse industrial sectors**. (Dr. Ashok Kumar Yadav), Faculty of Commerce and Management, Tantia University,Sri Ganganagar.
3. Anushka. **A study of HRM job satisfaction factors affecting public and private sector banks in Sri Ganganagar District**. (Dr. Ashok Kumar Yadav), Faculty of Commerce and Management, Tantia University,Sri Ganganagar.
4. Arora, Shivani. **Ramifications of digital marketing in India**. (Dr. Anupriya Jain), Faculty of Commerce and Management, Tantia University,Sri Ganganagar.
5. Ganguly, Suchismita. **Stock market reaction to the announcement of general election results and exit poll**. (Dr. Avijit Bakshi), Department of Commerce, Jain University, Bangalore.
6. Goel, Chhavi. **Spiritual practices of employees and their work-place performance in the Indian context: A correlational study**. (Dr. Amit Seth), School of Commerce, Manav Rachna International Institute of Research and Studies, Faridabad.
7. Kukkar, Ragini. **Long term effects of debt-based economy on inflation**. (Dr. Veena Taneja), Faculty of Commerce and Management, Tantia University,Sri Ganganagar.
8. Lama, Saraswati. **Financial literacy and financial well-being of women microfinance beneficiaries: A study of Darjeeling District**. (Prof. S N Dhar), Department of Commerce, University of North Bengal, Darjeeling.
9. lnderpal Singh. **A study on financial performance of selected automobile industries in India**. (Dr.Vniay Kumar), Faculty of Commerce and Management, Tantia University,Sri Ganganagar.
10. Patel, Ajay Kumar. **Paper mills mein karyrat shramikoan ke arthik vikas ka tulnatamak adhyayan: M P ke vishesh sandarbh mein**. (Dr. Dhirendra Ojha), Faculty of Commerce and Financial Studies, AKS University, Satna.
11. Rajwade, Shobhnath. **Dibbaband payjal ke prati upbhokta drishtikon ka anubhvashrit adhyayan Surguja Sambhag ke vishesh sandarbh mein**. (Dr. Anand Kumar), Department of Commerce, Sant Gahira Guru Vishwavidyalaya, Chhattisgarh.

Economics

1. Dafada, Kapilkumar Arvindbhai. **An analytical study of horticulture: With reference to Rajkot District**. (Dr. Navin R Shah), Faculty of Economics, Saurashtra University, Rajkot.
2. Goswami, Paresh Jagdishgiri. **A study of various economic aspects associated with salt industries: In the context of Jamnagar District**. (Dr. Amar B Patel), Department of Economics, Saurashtra University, Rajkot.
3. Thippeswamy, N. **An economic analysis of Mango cultivation in Karnataka**. (Dr. S N Yogish), Department of Economics, Kuvempu University, Shankaraghatta.
4. Tomar, Suresh. **Pravasan ka janjatiye samudaye par samajik aarthik prabhav: Madhya Pradesh ke Alirajpur Jile ke vishesh sandarbh mein**. (Dr. S K Mishra), Department of Economics, Vikram University, Ujjain.
5. Vidyashree, K. **Performance of housing scheme in Karnataka with special reference to PMAY on Shivamogga District**. (Dr. S N Yogish), Department of Economics, Kuvempu University, Shankaraghatta.

Education

1. Anju Rani. **Effect of blended learning approach on achievement motivation, academic achievement and academic procrastination among secondary school students**. (Dr. Priya Dhingra), Department of Education, Bhagat Phool Singh Mahila Vishwavidyalaya, Khanpur Kalan.

2. Dakshayini, H S. **A study on educational leadership of head teachers in secondary schools in promoting academic performance**. (Dr. Balaji B R and Dr. Asokan N), Department of Education, CMR University, Bangalore.

3. Desani, Nirmala Dasharath. **Values and their effectiveness in the text books of languages at the upper primary level**. (Dr. C M Ramanuj), Department of Education, Saurashtra University, Rajkot.

4. Doda, Kavita. **A comparative study of student's perception towards co-curricular activities among rural and urban schools in Rajasthan**. (Dr. Krishan Kant), Faculty of Education, Tantia University,Sri Ganganagar.

5. Ganie, Gowhar Rashid. **Determinants of student choice for vocational education**. (Prof. K Biswal), Department of Educational Planning, National Institute of Educational Planning and Administration, New Delhi.

6. Garg, Renu. **Shikshak-prashikshan sansthanoan ke shikshakoan kee shikshan dakshata par abhiprerna aur samayojan kshmata ke prabhav ka adhyayan**. (Dr. Sanand Kumar), Department of Education, AKS University, Satna.

7. Jain, Manisha. **Rashtriye Shiksha Niti 1986 aur Rashtriye Shiksha Niti 2020 kee sastutiyoan ka tulnatamak adhyayan**. (Dr.Kalpana Mishra), Department of Education, AKS University, Satna.

8. Lalpianpuia, N. **Eklavya model residential schools in Mizoram: An analytical study**. (Prof. Lokanath Mishra), Department of Education, Mizoram University, Aizawl.

9. Malik, Aysha. **A GIS based analysis of the outcomes of the school merger policy in Rajasthan**. (Prof. K Biswal), Department of Educational Planning, National Institute of Educational Planning and Administration, New Delhi.

10. Panwar, Meenakshi. **A comparative study of mental health, personality and adjustment of adolescents of Arts stream and Science stream of higher secondary level**. (Dr. Pritam Kaur), Faculty of Education, Tantia University,Sri Ganganagar.

11. Patil, Suwarna Mahesh. **Effectiveness of language creativity development program with respect to learning styles of higher secondary school students**. (Dr.Meena Aher), Department of Education, S.N.D.T. Women's University, Mumbai.

12. Sangzuala, D. **Emotional intelligence, achievement motivation and academic achievement of perspective elementary school teachers of Mizoram**. (Prof. Lokanath Mishra), Department of Education, Mizoram University, Aizawl.

13. Satvinder Kaur. **Study of educational aspects of the Patanjali yog of Acharya Ramdev Ji**. (Dr. Suman Dalal), Department of Education, Bhagat Phool Singh Mahila Vishwavidyalaya, Khanpur Kalan.

14. Surendra Singh. **Rajasthani sanskriti mein prachalit sanskritik tatvoan kee vartman shaikshik upyogita ka adhyayan**. (Dr. Rama Sharma), Department of Education, IASE Deemed University,Sardarshahr.

15. Tejpal, Lata. **Social anxiety disorder in relation to self-efficacy, family environment and school environment among senior secondary school students**. (Dr.Mamta Taneja), Faculty of Education, Tantia University,Sri Ganganagar.

16. Vyas, Hemlata. **Ratlam Jile mein uchchtar madhyamik istar par adhyanrat anusuchit janjatiye vidhyarthiyoan kee paryavaran ke prati jagrukta evam abhivrati par paryawaran pathyekaram ke prabhav ka adhyayan**. (Dr. Ramrajesh Mishra), Department of Education, Vikram University, Ujjain.

17. Yadav, Mamta. **Study of emotional intelligence, study habit, adjustments problems and attitude towards teaching profession of the trainees studying in the D.El.Ed course**. (Dr. Rajender Kumar), Faculty of Education, Tantia University,Sri Ganganagar.

Journalism & Mass Communication

1. Sable, Santosh Shivaji. **A study of educational public relations of universities from Maharashtra**. (Dr. V L Dharukar), Department of Mass Communication and Journalism, Dr Babasaheb Ambedkar Marathwada University, Aurangabad.

2. Sadhika Kumari. **Social media ka gram panchyat ke kriya kalapoan mein bhumika: Bihar ke Patna aur Vaishali Jile ke vishesh sandarbh mein**. (Dr. Gajendra Singh Awasya), Department of Mass Communication, Makhanlal Chaturvedi National University of Journalism and Communication, Bhopal.

3. Vaidya, Sureshchandra Raghunath. **Maharashtrateel kuposhan samasya ani prasar madhyamanchi: Ek chikitsak abhyas**. (Dr. V L Dharurkar), Department of Mass Communication and Journalism, Dr Babasaheb Ambedkar Marathwada University, Aurangabad.

Law

1. Gayathri, N M. **Juvenile recidivism in Karnataka with special reference to the District of Bangalore and Kolar: A legal study**. (Dr. Seema Surendran), Department of Law, CMR University, Bangalore.

2. Prabhu, M Mahindra. **Exploring the interplay of intellectual property rights and investments: Unveiling the trips plus dimension in bilateral investment agreements of the U S A, E U and India**. (Prof. R Haritha Devi), Department of Law, The Tamil Nadu Dr Ambedkar Law University, Chennai.

3. Rahul, Ravi Prakash. **A study of issues of data protection in India with special reference to Right to Privacy**. (Dr. Vikas Bhati), Department of Law, Dr. Ram Manohar Lohiya National Law University, Lucknow.

4. Ritu Kumari. **Emerging trends of crimes in children: A socio legal study**. (Dr. Ashok Kumar), Department of Laws, Bhagat Phool Singh Mahila Vishwavidyalaya, Khanpur Kalan.

5. Vidya, S. **Exploitation of children in tourism industry: An assessment of the legal measures and their inadequacies in India**. (Prof. T R Subramanya), School of Legal Studies, CMR University, Bangalore.

Library & Information Science

1. Jadhav, Deepali Rahul. **A Study of collection development and management practices in law college libraries in Mumbai and Pune**. (Dr. Subhash Chavan), Department of Library and Information Science, S.N.D.T. Women's University, Mumbai.

Management

1. Dhingra, Deepika. **Leadership styles of education leaders: A mixed-method cross-cultural comparative study of K-12 schools**. (Dr. Sanjay Srivastava and Dr. Nandini Srivastava), School of Leadership and Management, Manav Rachna International Institute of Research and Studies, Faridabad.

2. Puri, Vivek. **Reintegration of Indian territories occupied by Pakistan and China: A strategic management approach to recommend a strategy framework based on ancient Indian strategic wisdom**. (Dr. Ruhi Sethi), Faculty of Commerce and Management, Tantia University, Sri Ganganagar.

3. Rounak, Sujata. **Employee value proposition among the millennials: A study of Indian hotel industry**. (Prof. Rajnish Kumar Misra), Department of Management, Jaypee Institute of Information Technology, Noida.

4. Shijo, Sebastian. **Assessment of HR management strategies for teaching professionals at various academic levels**. (Dr. Vinay Kumar), Faculty of Commerce and Management, Tantia University,Sri Ganganagar.

Physical Education & Sports

1. Chaudhary, Panchu Ram. **Context study of the impact of Tug of War game on school and university students**. (Dr. Anita Ranawat), Faculty of Physical Education, Tantia University,Sri Ganganagar.

2. Dabi, Ganga Ram. **A Comparative analysis of effectiveness of stretching on performance of the softball players**. (Dr. Brij Kishore Choudhary), Faculty of Physical Education, Tantia University,Sri Ganganagar.

3. Jain, Atul. **Effect of warm-up exercise of duration, intensity and density on speed and power of muscle-with reference to school student of Bhopal City**. (Dr. Shipra Chakraborti), Faculty of Physical Education, Tantia University, Sri Ganganagar.

4. Jat, Poonam Ram. **Study on the relationship between selected football skills and physical fitness component of inter college level male players**. (Dr. Anurag Bissu), Faculty of Physical Education, Tantia University, Sri Ganganagar.

5. Jitender Singh. **A study of opportunities for exchanging sports management skills in career of youth cricketers in Bikaner Region**. (Dr. B K Choudhary), Faculty of Physical Education, Tantia University, Sri Ganganagar.

6. Maru, Hitendra. **A study of the importance of yoga in physical fitness and mental health of players of various games**. (Dr. Gajender Singh Saroha), Faculty of Physical Education, Tantia University,Sri Ganganagar.

7. Mewa, Rajak. **Construct and standardize the fundamental skill tests for the game of hockey for contribution towards the performance of the players**. (Dr. Shipra Chakraborti), Faculty of Physical Education, Tantia University, Sri Ganganagar.

8. Pathekar, Satish. **A comparative study of physical and psychological fitness between individual and team players**. (Dr. Shipra Chakraborti), Faculty of Physical Education, Tantia University, Sri Ganganagar.

9. Rajpoot, Lalit Singh. **A comparative study of personality, emotional intelligence and motivation of boxing players of Haryana State and Rajasthan State**. (Dr. Anita Ranawat), Faculty of Physical Education, Tantia University,Sri Ganganagar.

10. Samania, Vivek. **A study for the development of the norms to measure physical fitness of Indian Chanquan elite male Wushu players**. (Dr. Alka K Joshi), Department of Physical Education, Saurashtra University, Rajkot.

11. Subhash Chander. **Performance of basketball players evaluated by anthropometric, physiological and psychological variables as key predictors**. (Dr. Surjeet Singh Kaswan), Faculty of Physical Education, Tantia University, Sri Ganganagar.

12. Surishta Devi. **Investigation on the physical education curriculum in the effectiveness of sports teaching at J&K secondary school**. (Dr.Kamal Vijayvargia), Faculty of Physical Education, Tantia University, Sri Ganganagar.

13. Vashisht, Lalita. **A study of sociological factors affecting the participation of Indian female athletes in Wushu**. (Dr. Alka K Joshi), Department of Physical Education, Saurashtra University, Rajkot.

Political Science

1. Hari Ram. **India-Bangladesh social, cultural and strategic relations: From historical perspectives to the current global structure**. (Dr. Nand Kishore Somani), Faculty of Arts, Crafts & Social Sciences, Tantia University, Sri Ganganagar.
2. Lepcha, Pemu Tshering. **Politics and development of ethno-consciousness and identity: A study of the Lepchas of Darjeeling and Sikkim**. (Dr. Dyutish Chakrabarti), Department of Political Science, University of North Bengal, Darjeeling.
3. Maheshwari, Shubha. **Rajasthan ke nagriye nikayoan mein mahila janpratinidhiyoan kee samajik pristhbhumi ka adhyayan-Tonk Jile ke nagariye nikayoan ke nirvachan ke vishesh sandarbh mein ek anubhavmulak adhyayan**. (Dr. Jorawar Singh Ranawat), Department of Political Science, Sangam University, Bhilwara.
4. Prabhamrit Kaur. **The Sikh Diaspora in Canada: The study covers socio-economic conditions**. (Dr. Nand Kishore Somani), Faculty of Arts, Crafts & Social Sciences, Tantia University, Sri Ganganagar.
5. Sengupta, Tania. **A study of migration of skilled women from Bihar, Odisha and West Bengal to Bengaluru**. (Dr. Priyanca Mathur), Department of Public Policy and Governance, Jain University, Bangalore.
6. Singh, Mukesh Kumar. **Bharat mein Naksalwad kee samasya: Ek vishleshnatamak adhyayan: Uttar Pradesh ke Sonbhadra Janpad ke vishesh sandarbh mein (2008 se ab tak)**. (Dr. Piyush Kumar Pandey), Department of Political Science, Sant Gahira Guru Vishwavidyalaya, Chhattisgarh.
7. Suryavanshi, Vikramsingh. **Electronic media and electoral politics: A study of electronic media's impact on voting behaviour in Gujarat**. (Dr. Ranjana Dholakia), Department of Political Science, Gujarat University, Ahmedabad.
8. Vijender Kumar. **21st century child labour and human rights : Special reference to Hanumangarh District**. (Dr. Madhulika Yadav), Faculty of Arts, Crafts & Social Sciences, Tantia University,Sri Ganganagar.

Psychology

1. Laduna, Ashok Kumar. **Role of cognitive therapy in migraine patients**. (Dr. Reena Chawla), Faculty of Arts, Crafts & Social Sciences, Tantia University, Sri Ganganagar.
2. Pimple, Jui A. **Effect of perceived social support and volunteering on psychological wellbeing and resilience of youth**. (Dr. Pragna Parikh), Department of Psychology, Gujarat University, Ahmedabad.

Public Administration

1. Sengar, Pooja. **Madhya Pradesh mein Samudayik police pranali: Ek adhyayan (Bhopal Jile ke vishesh sandarbh mein)**. (Dr. Kaniya MEda), Department of Public Administration, Vikram University, Ujjain.

Social Work

1. Khaperde, Subhadra. **Reproductive health problems of women in slum areas of Indore: As analytical study**. (Dr. D K Verma), Department of Social Work, Dr B R Ambedkar University of Social Sciences, Indore.
2. Thakur, Anjana. **Shaskiye yojnaoan se samajik shaktikaran: Ek samajshastriye adhyayan: Madhya Pradesh ke Dewas Jile ke vishesh sandarbh mein**. (Prof. D K Verma), Department of Social Work, Dr B R Ambedkar University of Social Sciences, Indore.

Sociology

1. Bhoya, Divyeshkumar Dineshbhai. **A sociological study of the problems of addiction in tribal society: With reference to Dang District**. (Dr. H P Sondarva), Department of Sociology, Saurashtra University, Rajkot.
2. Dave, Jignasha Dhirajlal. **Sociological study of society of Maldhari at District of Devbhoomi Dwarika**. (Dr. Jayshree M Naik), Department of Sociology, Saurashtra University, Rajkot.
3. Majumdar, Pintu. **Drug addiction among the youths of Darjeeling District: A sociological study**. (Prof. Saswati Biswas), Department of Sociology, University of North Bengal, Darjeeling.
4. Singha, Bappi. **Crime and criminal behavior among the Youth: A sociological study of Matigara Block under Siliguri Sub Division**. (Dr. Saswati Biswas), Department of Sociology, University of North Bengal, Darjeeling.

Tourism & Hospitality Services

1. Shashiraj, U. **Impact of market segmentation, targeting and positioning on medical tourism: A study in Karnataka**. (Dr. Binoy T A), Department of Tourism Administration, Kuvempu University, Shankaraghatta.

❑

JMSSVGVS

SARASWATI INSTITUTE OF PHARMACY

Pangri. Behind SRTMU, Opp.Dental College, Dist.Nanded.

Advertisement (Teaching Post)

Applications are invited for the post of Principal Professor, Associate Professor and Assistant Professor

(on permanent non grant basis), at Saraswati Institute of Pharmacy, from qualified and eligible candidates. For more details refer to the websites https://srtmun.ac.in and https://saraswatiinstitute.org/

Eligible candidates should submit their application along with all necessary documents within fifteen (15) days from the date of publication of this advertisement by registered post/by hand to 'The Secretary, Saraswati Institute of Pharmacy,

http://saraswatiinstitute.org/ Secretary

VEER NARMAD SOUTH GUJARAT UNIVERSITY

UDHNA - MAGDALLA ROAD, SURAT.

Re-Accredited 'B++' 2.86 CGPA by NAAC - 4th Cycle

Employment Notice

Veer Narmad South Gujarat University invites applications for various positions at Dr. B. R. Ambedkar Chair (Center for Dr. B. R. Ambedkar Studies) of the University that are to be filled for financial year 2025-26 (up to 31-03-2026) on contractual basis in connection with the permission granted by Social Justice and Empowerment Department, Government of Gujarat, Gandhinagar vide Resolution No. **અબાડ/૧૦૨૦૧૬/૬૩૬૦૫/હ** (IWDMS-71550), dtd. 29/04/2016 and Director, Scheduled Caste Welfare, Government of Gujarat, Gandhinagar vide Order No. **અજાક/૭-૪/૨૦૨૪-૨૫/૭૭૨,** dtd.21/10/2024, The other details are available on the University website: www.vnsgu.ac.in.

Note: Corrigendum will be updated on University website only if any.

No.: GAD/Dr. B. R. Ambed.Chair/EmpNotice/6688/2025
Date: 17/03/2025

Sd/-
Registrar

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Marathwada Shikshan Prasarak Mandal,
Chhatrapati Sambhajinagar

WANTED

Applications are invited from the eligible candidates for the following vacancies in M.S.P. Mandal's Grant-in-aid Arts, Commerce & Science Colleges & Law Colleges. The application duly completed in all respect should reach **within 15 days** from the date of publication of this advertisement to the **Secretary, Marathwada Shikshan Prasarak Mandal, Deogiri College Campus, Station Road, Chhatrapati Sambhajinagar-431005 (MS). (Ph.0240-2332347)**

Post	No. of Posts	Category
Principal	02	Open to All
Principal (Law)	02	Open to All

Note :-

1) Qualification, pay scale and conditions of services are as per rules and regulations prescribed by the UGC, Govt. of Maharashtra and University.
2) This Advertisement is made as per No Objection Certificate from Joint Director (Higher Education), Chhatrapati Sambhajinagar region, Chhatrapati Sam-bhajinagar vide letter No. JDHE Chhatrapati Sambha-jinagar NOC/2024/42, Dated 12/03/2025 & Dy. Registrar, Dr. Babasaheb Ambedkar Marathwada University, Chhatrapati Sambhajingar letter Special cell /2025/ 909742, Dated 25/03/2025.
3) Employed candidates shall apply through proper channel and shall submit No Objection Certificate from the employer.
4) Candidate must get verified A.P.I. score from the University
5) No T.A. & D.A. will be paid for attending the interview.
6) All the Posts are transferable among M.S.P. Mandal's Colleges.

President **Secretary**

Marathwada Shikshan Prasarak Mandal,
Chhatrapati Sambhajinagar (MS)

WANTED

Applications are invited for the post of Principal to be filled in MGM's **College of Computer Science & Information Technology Nanded** (**Permanent Non Granted**) run by Mahatma Gandhi Mission, Nanded (Maharashtra). Eligible candidates should submit their application along with all necessary documents within 15 days from the date of the advertisement by registered post only.

Sr. No.	Name of Post	Number of Post	Reservation
1	Principal	01	Unreserved

a) Educational Qualification

1) A masters Degree with at least 55% marks (or an equivalent grade a point scale whenever grading system is followed) by recognized University. **2)** A Ph.D. degree in concern/allied/relevant discipline(s) in the institute concern with evidence of published work and research guidance. **3)** Professor/ Associate Professor with a total experience of 15 years of teaching /research in Universities, Colleges & other institutions of higher education. **4)** A minimum 10 research publication in peer reviewed or UGC listed journals. **5)** A minimum of 110 research score as per appendix II, table Two of UGC listed journals. **6)** Academic eligibility and other rule regulations as per UGC regulation 18 July 2018 and Govt. Resolution no. Misc-2018/C.R.56/UNI-1 dated 08 March 2019.

b) Tenure: A college Principal shall be appointed for a period of five years, extendable for another term of five years on the basic of performance assessment committee appointed by the University constituted as the rules of UGC and Govt. of Maharashtra.

Salary & allowance: Pay Scale as per University Grant Commission (UGC), State Government and Swami Ramanand Teerth Marathwada University, Nanded.

Note:

1) Prescribed application form available on University Website (www.srtmun.ac.in). **2)** No T.A. /D.A. will be paid to attend the interview. **3)** Eligible candidate those who are already in service should be submit their application through proper channel. **4)** Attested Xerox copies of certificates and other relevant document should be attached with the application. **5)** The original Certificates must be provided at the time of interview.

Correspondence Address:
Chairman Office, Mahatma Gandhi Mission,
MGM Campus off Hingoli Road, Nanded.

President/Chairman
(Mahatma Gandhi Mission, Nanded.)

WANTED

Applications are invited from the Eligible candidates for the following posts in **Sanjivani Mahavidyalaya, Chapoli Tq. Chakur Dist. Latur** (Granted) run by **Navyuvak Shikshn Prasarak Mandal Chapoli**. The applications duly completed should reach the following address **within 15 days** from the date of advertisement. The candidates of reserve category should submit one copy of their application to the Assistant Registrar, Special Cell, Swami Ramanand Teerth Marathwada University, Nanded.

Sr. No.	Subject	Name of Post (Designation)	No. of Post	Reservation
01	Mathematics	Asst. Professor	01	NT-D

Permission as per NOC No:- JDHE Nanded/NOC/2024/45
As per Govt. decision Dt. 25 Jan, 2024 Parallel Reservation or Horizontal Reservation
Educational Qualification: (A&B)

A 01. Minimum educational qualification for the Post of Assistant Professor will be as per Regulations of UGC (2018), G.R. of Govt. of Maharashtra Dt. 08 March, 2019.

02. A Master's degree with 55% marks (or an equivalent grade in a point-scale wherever the grading system is followed) in a concerned/relevant/allied subject from an Indian University, or an equivalent degree from an accredited foreign university.

03. Besides fulfilling the above qualifications, the candidate must have cleared the National Eligibility Test (NET) conducted by the UGC or the 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 exempted from NET/SET:

Provided the candidates registered for the Ph.D. programme prior to July11, 2009, shall be governed by the provisions of the then existing Ordinances /Bye-laws/Regulations of the Institution awarding the degree and such Ph.D. candidates shall be exempted from the requirement of NET/ SET for recruitment and appointment of Assistant Professor or equivalent positions in Universities/Colleges/Institutions subject to the fulfillment of the following conditions:

a) The Ph.D. degree of the candidate has been awarded in regular mode only;
b) The Ph.D. thesis has been evaluated by 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 workout 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/ICSSR/CSIR or any similar agency.

Note:

B.

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 Programmers in disciplines for which NET/SET is not conducted. However, Ph.D. degree shall remain the minimum eligibility for appointment of Assistant Professor in such disciplines. **OR** The Ph.D. degree has been obtained from a foreign university/institution with a ranking among top 500 in the World University Ranking (at any time) by any one of the following:

(i) Quacquarelli Symonds (QS);
(ii) The Times Higher Education (THE) OR
(iii) The Academic Ranking of World Universities (ARWU) of the Shanghai

Note : The Academics core as specified n Appendix II (Table 3A) for Universities, and Appendix II (Table 3B) for Colleges, shall be considered for short-listing of the candidates for interview only, and the selections shall be based only on the performance in the interview.

Salary & Allowances: Pay Scale as per UGC, State Govt. & S.R.T.M. University, Nanded rules form time to time.

Note:

01. Prescribed application form is available on the University **website: www.srtmun.ac.in.**
02. No. T.A./D.A. will be paid to attend the interview.
03. Eligible candidates those who are already in service should submit their applications through proper channel.
04. All attested Xerox copies of certificates & other relevant documents should be attached with the application form.
05. According to Govt. rules, 30% and 3% seats will be reserved for women and differently abled persons respectively.
06. Relaxation of 5% marks at P.G. level for SC/ST candidates only.
07. The vacancies of Assistant Professors will be filled subject to condition of the decision in writ petition No.12051/2015 pending in Hon'ble High Court of Judicature of Bombay, Bench at Aurangabad.

Note: To submit Application on the University website prescribed format only (www.srtmun.ac.in)

Address for Correspondence:

The Principal	**Dr. Bhalchandra. N. Chate**	**Dr. Dhananjay N. Chate**
Sanjeevanee Mahavidyalaya, Chapoli	**Secretary**	**Principal**
Tq. Chakur Dist. Latur–413513 (Maharashtra)	N.S.P.M. Chapoli	S.M.Chapoli

Devnagari Bahuuddeshiya Shikshan Prasarak Mandal, Deoni, Dist. Latur (Maharashtra) (2024-2025)

WANTED

Applications are invited for the post of Principal (Granted) to be filled in **Devnagari Bahuuddeshiya Shikshan Prasarak Mandal's Pandit Mahavidyalaya, Deoni, Dist. Latur (Maharashtra).** Eligible candidates should submit their application along with all necessary documents **within Fifteen days** from the date of publication of the advertisement by Registered post only. This advertisement is published as per NOC Letter–JDHE Nanded/ NOC/2024/44-Date 12.03.2025.

Sr. No.	Name of the Post (Designation)	Name of College	No. of Post	Reservation
1.	**Principal**	**Pandit Deendayal Upadhayay Mahavidyalaya, Deoni, Dist. Latur**	**One (01)**	**Unreserved**

Educational Qualifications: -

A. Eligibilities: -

1. A Master's Degree with at least 55% marks (or an equivalent grade in a point scale wherever grading system is followed) by a recognized University.
2. A Ph.D. Degree in concerned/allied/relevant discipline (S) in the institution concerned with evidence of published work and research guidance.
3. Professor/Associate Professor with a total experience of fifteen years of teaching/research in Universities, College and other Institutions of Higher Education.
4. A minimum of 10 research publications in peer reviewed or UGC listed journals.
5. A minimum of 110 research score as per Appendix II, Table 2 of UGC regulations 2018.
6. Academic Eligibility and other rules regulations as per UGC Regulation 18 July, 2018 and Govt Resolution No Misc-2018/C.R.56/UNI-I Dated 08 March, 2019
7. The vacant post is being filled subject to the decision of Hon'ble High Court, Aurangabad Bench Petition No. 12051/2015.

B. Tenure: -

A College Principal shall be appointed for a period of five years, extendable for another term of five years on the basis of performance assessment by a committee appointed by the University, constituted as per these Rules.

Salary & Allowances: -

Pay Scales as per the UGC, State Government of Maharashtra & Swami Ramanand Teerth Marathwada University, Nanded Rules from time to time.

NOTE:-

1. Prescribed application form is available on the University **website (www.srtmun.in)**
2. No T.A./ D.A. will be paid to attend the interview.
3. Eligible Candidates those who are already in service should submit their application through proper channel.
4. All attested Xerox Copies of certificates and other relevant documents should be attached with the application form.
5. The original certificates must be provided at the time of interview.

Correspondence Address:

President/ Secretary, Devnagari
Bahuuddeshiya Shikshan Prasarak Mandal,
Deoni, Tq. Deoni. Dist. Latur - 413519

PADRE CONCEICAO COLLEGE OF ENGINEERING

Agnel Ashram, Verna, Goa – 403722Tel: 0832-2791267
e-mail: careers.agnel@pccegoa.edu.in

Applications are invited for the following positions:

Department	Designation	No. of posts (Regular Basis)	No. of posts (Contract Basis)
Computer Engineering	Professor	One	-
	Associate Professor	One	One
	Assistant Professor	Five	Nine
Electronics and Computer Engineering	Associate Professor *(with Ph.D in Computer Engineering / Information Technology)*	One	-
	Assistant Professor *(with Master's degree in Computer Engineering / Information Technology)*	One	Five
	Assistant Professor *(with Master's degree in Electricaland Electronics Engineering)*	-	One
Mechanical Engineering	Assistant Professor	-	Two
	Assistant Professor *(with Master's Degree in Civil Engineering)*	-	One
Information Technology	Associate Professor	One	-
	Assistant Professor	-	Four
Basic Sciences and Humanities	Assistant Professor – English • *to teach Communication Skills and assist in Training and Placement Office;* • *to teach Indian Knowledge System*	-	Two

ESSENTIAL REQUIREMENTS FOR REGULAR POSITIONS

- **15 years Residence/Domicile Certificate in Goa issued by the competent authority (Office of Mamlatdar)**
- **Knowledge of Konkani**

For requirements of qualifications and experience as well as applicable pay scales, please refer to **www.pccegoa.edu.in.**

Interested candidates are required to apply on the "**APPLICATION FOR FACULTY POSITIONS**" link on **www.pccegoa.edu.in within fourteen days** from the date of publication of this advertisement.

Fr. Agnelo Gomes
Director

INDIRA GANDHI INSTITUTE OF DEVELOPMENT RESEARCH

(An Advanced Research Institute Established by the Reserve Bank of India)
Deemed to be University
Gen. A.K. Vaidya Marg, Film city Road, Santosh Nagar, Goregaon (E), Mumbai: 400 065

Advt No: IGIDR/Faculty/2025 Dated : 21.03.2025

INVITATION FOR APPLICATIONS
Faculty Positions: Professor, Associate Professor & Assistant Professor

Indira Gandhi Institute of Development Research (IGIDR) invites applications for the following faculty positions:

Sr. No	Position	Gen	SC	ST	OBC-NCL	EWS	PwBD (a)	Total
1	Professor	03	--	--	--	--	--	03
2	Associate Professor	02	--	--	--	--	--	02
3	Assistant Professor (Regular/Contract/Visiting)	04	02	01	03	01	01	12

Specializations: Behavioral Economics, Climate Change Economics, Data Science and Statistics, Econometric Theory, Economics of Education, Empirical Industrial Organization, Energy and Environmental Economics, Health Economics, International Trade, Labour Economics, Law and Economics, Macroeconomics and Finance, Microeconomic Theory, Political Economy, Time Series Econometrics.

The application should be made only through online mode. Candidates interested in applying should provide all the details and upload the following documents, including (i) a cover letter, (ii) a CV outlining educational qualifications, experience, publications, and, where applicable, Ph.D. guidance and Project/Research Grants (iii) a passport-size colour photograph, and (iv) an e-signature (v) documents claiming reservation if applying under the reserved category and vi) three references.

Last Date for submission of online application is: May 5, 2025 (EoD).

For detailed advertisement, qualification, experience, eligibility criteria, application process, salary & perks, and other relevant information, please visit: **www.igidr.ac.in/careers**

Note: Any updates/corrigendum/addendum pertaining to this advertisement will be published only on the Institute's website.

Sd/- Registrar

INDIRA GANDHI INSTITUTE OF DEVELOPMENT RESEARCH

A Deemed to be University, Established by the Reserve Bank of India,
Gen. A. K. Vaidya Marg, Mumbai - 400065, INDIA

Leadership Development Program (LDP)

For Academic Support Professionals/Academic Administrators in HEIs

ABOUT THE PROGRAM

Academic support professionals are the backbone of any higher education institution (HEI), managing key functions such as administration, HR, finance, IT, library services, estate management, student affairs, communication, research project management, placement cells, alumni relations, and accreditation and ranking frameworks. As HEIs evolve, it is essential to equip academic administrators with leadership skills to enhance institutional efficiency, foster innovation, and support student success. The National Education Policy (NEP) 2020 also highlights leadership development for non-academic professionals as a key element.

With this intent, the Leadership Development Program (LDP) for Higher Education Academic Support Professionals/Academic Administrators is designed to provide valuable training and insights to academic support professionals from HEIs, preparing them to become future leaders in higher education. The program focuses on developing technical, managerial, and interpersonal competencies essential for effective leadership in shaping the education landscape for future generations. The program will particularly benefit aspiring professionals seeking to transition into leadership roles in academic support roles.

Program Coordinator :
Dr. Jai Mohan Pandit. Registrar, IGIDR
Email : registrar@igidr.ac.in

Key Program Features

- Expert-led sessions from HEIs
- Multi-faceted learning experience
- Real-world applications
- Best practices and case studies
- Panel and Group discussions
- Hands-on training
- Networking & peer learning opportunities

Who can participate?

- Academic Administrators
- Registrars, Deputy/Assistant Registrars
- Finance Officers, Deputy/Assistant Finance Officers
- Accounts Officers, Deputy/Assistant Accounts Officers
- Administrative Officers
- Librarians, Deputy/Assistant Librarians
- IT Heads
- Senior Superintendents (Operations)
- Estate and Maintenance Heads
- Other Senior Officials Working in HEIs

Program Date: May 21-23, 2025

Duration and Format: 3 Days, Offline mode

Program Fee and Deadline for Registration (Click here to register)

SCAN ME

The program fee is as follows:

₹ **15,000** per participant for **residential** accommodation with **single-room** occupancy, including food charges.

₹ **10,000** per participant for **residential** accommodation on a **twin-sharing** basis, including food charges.

₹ **5,000** per participant for **non-residential** participation, which includes only food charges.

The fee covers a duration of three days. The respective institution or individual shall bear each participant's program fee and residential charges. The program fee does not include travel expenses Registration may be made by paying the complete program fees to the following bank account and filling out the **online form** and payment details. Please note that the payment, once made, will not be refunded for whatever reason and is **non-transferable. NO SPOT REGISTRATIONS AVAILABLE.**

Please note that registration is limited to 40 participants only on a first-cum-first served basis. Certificates will be issued to the participants. The last date for Registration is: April 30, 2025

The payment may please be wire transferred to the following bank account. Receipt of payment will be given during the program

Name of the Account:
Indira Gandhi Institute of Development Research
Bank Name: Bank of India
Branch Name : IGIDR

Account No.: 010220100010001
Address: Mansarovar, Suchidham Complex,
Gen. A.K. Vaidya Marg, Malad-East, Mumbai-400 097
IFSC Code : BKID0000102

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Off: 022-6909 6588, Mob: +91 80971 71963 Email: samir@igidr.ac.in

MAHATMA GANDHI MISSION'S

College of Computer Science & IT, MGM Campus, near air-port, Nanded

Application are invited from the eligible candidate for the following full time post in College of Computer Sci. & IT, MGM campus near airport Nanded, (Permanent Non-grant) run by Mahatma Gandhi Mission's Nanded. The application duly completed in all respect should reach on the following address in 15 days. The candidates of reserved category should send one copy of application to the Assistant Registrar Special Cell, S.R.T.M University Nanded.

Sr. No	Subject	Total Post	Reservation	Parallel Reservation
1	BCA	16	Open-14,SC-07, ST-04, VJ(A)-02, NT(B)-01, NT(C)-02, NT(D)-01, SBC-01, OBC-11, SEBC-05, EWS-05	Women-16 Handicap-05 Sports-03 Orphan-03
2	B.Sc. (Computer Science)	16		
3	B.Sc. (Biotechnology)	8		
4	B.Sc. (Bioinformatics)	4		
5	M.Sc. (Software Engineering)	4		
6	M.Sc. (Biotechnology)	2		
7	M.Sc. (Bioinformatics)	2		

Assistant Professor: Eligibility (A or B)

A) i) Masters degree with 55% marks (or an equivalent grade in a point scale wherever the grading system is followed) in a concerned/relevant/allied subject from an Indian University, or equivalent degree from an accredited foreign University. ii) Besides fulfilling the above qualifications the candidate must have cleared the National Eligibility Test (NET) conducted by the UGC or the CSIR r or a similar test accredited by the UGC like SET or who are have been awarded Ph.D. degree in accordance with the University Grant 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 exempted from NET/SET. iii) Provide the candidates register for the Ph.D. program prior to July 11, 2009 shall be governed by the provision of the existing Ordnance/ Bye-Laws/regulation of the institution awarding the degree and such Ph.D. candidates shall be exempted from the requirements of NET/ SET for the recruitment and appointment of Assistant Professor or equivalent position in University/Colleges/ Institutions subject to the fulfillment of the following conditions:

a) The Ph.D. degree of the candidate has been awarded in regular mode only. b)The Ph.D. thesis has been evaluated by at least two examiners c)Open Ph.D. viva voce of the candidate has been conducted d)The candidate has published to research paper from his/her Ph.D. work, out of which at least one in a referred journal and e)The candidate has presented at least two papers, based on his/ her Ph.D. Work in conference/ seminars, sponsored/ funded/ supported by UGC/ICSSR/ CSIR or any similar agency.

Note:

1. The fulfillment of these conditions is to be certified by Register or Dean (Academic affairs) of University concerned
2. NET/SET shall also not be required for such Masters Programs in discipline for which NET/SET is not conducted. However, Ph.D. degree shall remain the minimum eligibility for appointment of Assistant Professor in such disciplines. **OR**

   The Ph.D. degree has been obtained from a foreign University/Institution with a ranking among top 500 in the World University Ranking (at any time) by any one of the following:

i) Quacquarelli Symonds (QS) ii) The Times Higher Education (THE) or The academic ranking of World Universities (ARWU) of the Shanghai Jiao Tong University (Shanghai).

Note: The Academic score a specified in Appendix-II (Table 3A) for Universities and Appendix-II (Table 3B) for colleges shall be considered for short-listing of the candidate for the interviews only and the selection shall be based only on the performance in the interview.

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UNIVERSITY NEWS 63 (13) March 31–April 06, 2025

Regd. No. RNI-7180/1963

Published on Monday: 31-03-2025 No. of Page 44 including Covers

Posted at LPC Delhi RMS, Delhi-6 on Tuesday/Wednesday every week

Association of Indian Universities: Your Partner in Higher Education

ISSN-0566-2257

UNIVERSITY NEWS

A Weekly Journal of Higher Education

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