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ASSOCIATION OF INDIAN UNIVERSITIES

NOTIFICATION FOR SUBMISSION OF PROPOSALS UNDER THE

Academic and Administrative Development Centre (AADC) Initiative

The Association of Indian Universities (AIU), the premier representative body of universities and higher education institutions in India, invites proposals and Expressions of Interest (EOI) from its member universities for the establishment of Academic and Administrative Development Centre (AADC) under its flagship initiative launched in 2022.

About AADC

The AADC initiative is a forward-looking programme introduced by AIU to strengthen the academic and administrative ecosystem of Indian higher education. The Centres aim to enhance the professional capacities of faculty and administrative staff in universities and other Higher Education Institutions(HEIs).

These centers will focus on:

- Training faculty for online/blended teaching-learning methodologies.
- Developing e-content and leveraging technology for continuous assessment and evaluation.
- Facilitating research collaborations.
- Conducting programmes on effective university governance & administration through technological advancements.

Proposal Submission Details

Interested member universities/HEIs are invited to submit their EOI and detailed proposal, duly endorsed by the Head of the Institution, to the following address:

Ms. Ranjana Parihar
Joint Secretary
Association of Indian Universities (AIU)
AIU House, 16 Comrade Indrajit Gupta Marg,
New Delhi – 110002

Email: aadc@aiu.ac.in

Phone: 011-23230059 (Ext. 228)

For detailed guidelines, please visit: www.aiu.ac.in

Last date for submission:
May 15, 2025

General Terms & Conditions

- ✓ Each approved center shall be designated as AIU-[University Name] Academic and Administrative Development Centre (AIU-AADC).
- ✓ AADC will offer short-term capacity-building programmes for faculty, administrators, and other stakeholders in online, offline or hybrid modes.
- ✓ A total of 20 member universities will be selected based on the quality of proposals and available infrastructure. Member universities where AADC Centers are already operational need not apply.
- ✓ AIU will extend a one-time financial support of ₹1,00,000 per selected university:
  - a) An advance of ₹50,000 will be released at the time of the launch for the first programme.
  - b) The remaining ₹50,000 upon submission of a Utilization Certificate
- ✓ Each AADC Centre is expected to conduct a minimum of five (05) programmes during one academic calendar year, **with at least one programme held in physical mode.**
- ✓ AIU will provide academic guidance, including:
  - **(a)** Identifying resource persons
  - **(b)** Assisting in the design and development of course content.
  - **(c)** Supporting the academic structure and delivery model
  - **(d)** Programme themes and logistics will be finalized in collaboration with the host university
- ✓ After completion of each programme, the host university is required to submit a comprehensive report to AIU for:
  (a) Archiving **(b)** Possible publication in the University News **(c)** Uploading on the AIU website

AIU encourages all eligible member universities to actively participate in this impactful initiative aimed at transforming higher education through continuous professional development and capacity building. Let us join hands to build a stronger, more innovative, and future-ready academic landscape for India.

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In This Issue

The Contribution of Dr B R Ambedkar to Higher Education and His Important Recommendations

Vidyapati* and Rasmeet Kaur**

***Dr. B R Ambedkar**, the "Father of the Indian Constitution," made immense and selfless contributions to modern India as a social reformer, economist, and political leader, especially for the rights of weaker section that is Dalits and other marginalized groups, and ensuring principles of justice, equality, and fraternity that were enshrined in the Constitution. He played an important role.*

Dr. Bhimrao Ramji Ambedkar, popularly known as Babasaheb Ambedkar, was an Indian philosopher, politician, writer, economist and educationist, and social reformer who dedicated his whole life to ending untouchability and other forms of social inequity. His work toward promoting higher education for the marginalized, particularly the Scheduled Castes and Tribes, laid the foundation for inclusive educational policy in India. This paper explores Dr. Ambedkar's significant contribution to higher education and outlines his important recommendations that continue to influence Indian education policies. The term empowerment covers a vast landscape of meanings, interpretations, definitions, and different educational fields ranging from psychology and philosophy to the highly commercialized self-help industry and motivational sciences.

Dr. Bhimrao Ramji Ambedkar, widely revered as the Chief Architect of the Indian Constitution, was also a towering intellectual and social reformer whose life was dedicated to dismantling centuries-old structures of caste-based inequality and oppression. While his contributions to law, politics, and social justice are widely acknowledged, his vision and work in the field of education remain equally transformative and foundational to modern India's journey toward equity and inclusion. For Ambedkar, education was far more than an instrument of personal mobility or economic progress—it was a weapon of social change, a tool to challenge entrenched hierarchies, and a means of reclaiming human dignity.

Ambedkar was born in 1891 in the town of Mhow (now in Madhya Pradesh), into a Mahar family that belonged to the then "untouchable" caste. From a very early age, he experienced the brutal reality of caste-based exclusion and humiliation, especially in educational institutions where even basic facilities like drinking water or a place to sit were denied to children from his community. Yet, it was precisely in these moments of marginalization that the seeds of resistance and determination were planted. Ambedkar's exposure to injustice did not deter him; rather, it fueled his belief that education

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was the key to emancipation—not just for himself, but for millions of others who had been historically oppressed.

According to research by scholars such as Sharmila Rege and Ananya Vajpeyi, Ambedkar's vision of higher education was inseparable from his commitment to democracy and social equality. He viewed universities not merely as institutions for professional training but as spaces for critical thinking, ethical reflection, and civic engagement. In his speeches and writings, he repeatedly emphasized that higher education must serve the interests of the entire society, not just the privileged few.

As the country's first Law Minister and Chairman of the Constitution Drafting Committee, Ambedkar played a pivotal role in laying down the legal and policy framework for inclusive education. Article 15 and Article 17 of the Indian Constitution prohibit discrimination and abolish untouchability, while Article 46 mandates the state to promote educational and economic interests of Scheduled Castes and Scheduled Tribes. These constitutional provisions were not simply legal instruments; they were reflections of Ambedkar's belief that education, particularly higher education, was central to the empowerment of historically marginalized communities.

But Ambedkar didn't stop at policy. He envisioned concrete institutional reforms. He championed scholarships, state-funded hostels, and educational grants for Dalit students. He was instrumental in establishing institutions such as the People's Education Society (PES) in 1945, which went on to found colleges like Siddharth College in Mumbai. These institutions were more than centers of learning—they were sanctuaries of dignity and spaces of resistance. In the preface to the PES Constitution, Ambedkar wrote, "The spread of education among the depressed classes has been my life-long mission. I believe that the progress of any community is impossible without education."

Ambedkar's idea of higher education was deeply human and fundamentally transformative. He did not see learning as merely academic or vocational; he saw it as a moral and political act. He believed that education should liberate, not just instruct; that it should challenge social hierarchies, not reinforce them. He urged students, particularly those from oppressed backgrounds, to study not for self-interest alone but to serve society: "Be educated, be organized, and be agitated," he told them.

Today, as Indian universities grapple with issues of access, equity, and inclusion, Ambedkar's vision continues to hold urgent relevance. The underrepresentation of marginalized communities in premier institutions, the increasing privatization of higher education, and the persistent social discrimination on campuses are reminders of the unfinished work he began. His legacy calls on us to build institutions that do not just teach but also transform.

Dr. B R Ambedkar's contribution to higher education is not just a historical achievement—it is a living challenge to the academic community. It asks universities to be spaces of both excellence and equity, where learning uplifts and liberates. It reminds us that the true measure of education is not in degrees conferred but in lives changed.

Over the course of his life, Ambedkar would go on to become one of the most highly educated Indians of his time, earning degrees from some of the most prestigious universities in the world. But his pursuit of knowledge was never a personal ambition alone. He envisioned education as a collective project—an empowering force that could awaken consciousness, dismantle caste hierarchies, and reimagine India as a truly democratic and egalitarian society.

His philosophy of education was rooted in three fundamental values: liberty, equality, and fraternity. These were not just abstract ideals for him—they were actionable goals that education could and should promote. Ambedkar insisted that education must cultivate critical thinking, nurture a sense of dignity among the marginalized, and encourage the questioning of unjust social norms. In his words, "*Cultivation of mind should be the only objective of human existence*." For him, true learning was not just about literacy or acquiring credentials; it was about transforming minds and, by extension, transforming society.

Ambedkar also understood that access to education alone was not enough. There had to be structural changes in how educational institutions operated, who they served, and what values they promoted. As India's first Law Minister and the chairman of the Constitution Drafting Committee, he played a pivotal role in ensuring that the right to equality and non-discrimination were enshrined in

the Constitution. He advocated for affirmative action policies, including reservations in education and employment for Scheduled Castes and Scheduled Tribes, as a necessary step toward leveling the playing field and correcting historical injustices.

His role in shaping India's educational policy was not limited to abstract theory; he was actively involved in laying down the institutional foundations that would later evolve into India's public education system. He pushed for the establishment of hostels for Dalit students, scholarships, and educational grants, knowing well that financial barriers often compounded social exclusion.

Dr. Ambedkar's Philosophy of Education

Dr. Ambedkar's belief in education stemmed from his personal struggles. Born into a Mahar (Dalit) family, he faced social discrimination and barriers to education from a young age. Despite these challenges, he pursued academic excellence and became the first Indian from a so-called "untouchable" community to earn a doctorate from a foreign university.

He believed that education was not just for employment but for empowerment, self-respect, and the destruction of caste-based hierarchies. He famously emphasized:

"Cultivation of mind should be the ultimate aim of human existence."

This quote encapsulates his belief that education, particularly higher education, must aim to develop critical thinking and foster social consciousness.

Tools for Social Transformation

Dr. Ambedkar viewed education as a vehicle of change. In his writings and speeches, he repeatedly advocated for universal and inclusive education. He believed that the only way the oppressed classes could challenge the entrenched caste system was through education.

He once declared, *"Educate, agitate, organize."*

Here, "educate" comes first—because he saw education as the seed of revolution. According to Ambedkar, only educated individuals could question oppression, mobilize society, and participate meaningfully in democracy. This was especially relevant to the Scheduled Castes (Dalits), who had been historically excluded from educational institutions.

His Own Educational Journey and Its Symbolism

Ambedkar's own educational journey was exceptional and symbolic. He earned multiple degrees, including:

- B.A. from Elphinstone College, Bombay.
- M.A. and Ph.D. from Columbia University.
- D.Sc. from the London School of Economics.
- Bar-at-Law from Gray's Inn, London.

His academic success served as a powerful rebuttal to caste-based discrimination and a source of inspiration for millions. It showcased how education could uplift the most oppressed and enable them to participate in the building of the nation.

Contributions to Higher Education in India

Policy Interventions and Legislative Work

Dr. Ambedkar made significant contributions to educational policy during his time in the Bombay Legislative Council and later as India's first Law Minister. He actively participated in debates about university education and submitted numerous recommendations for the improvement of higher education.

In 1927, he offered crucial input to the Bombay University Reforms Committee. He criticized the university for being merely an "examining body" and not promoting research or higher learning. He advocated for:

- Enhancing university autonomy
- Promoting research
- Making universities centers of learning rather than certification

He also emphasized the need for scholarships and hostels for students from disadvantaged backgrounds. He argued that government aid alone was not enough unless it was accompanied by moral and academic support.

People's Education Society (PES)

In 1945, Dr. Ambedkar founded the People's Education Society with the motto: "Educate to Elevate." His vision was to make higher education accessible to the poor, especially Dalits and women, who had historically been excluded from such spaces.

Under this society, several colleges were established, including:

- Siddharth College of Arts and Science, Mumbai
- Siddharth Law College, Mumbai
- Milind College, Aurangabad

These institutions were among the first in India to admit Dalit students in large numbers and provided them with opportunities to pursue higher education in an inclusive and respectful environment.

Focus on Women's Education

Dr. Ambedkar was ahead of his time in advocating for women's education. He believed that a community's progress depended on the education of its women. In the 1950 Hindu Code Bill debate, Ambedkar fought for gender equality in inheritance and property rights, which indirectly emphasized the importance of educating women to understand and fight for their rights.

He said, *"I measure the progress of a community by the degree of progress which women have achieved."*

His vision extended to establishing co-educational institutions and encouraging Dalit and lower-caste women to pursue higher education, which was a revolutionary idea in the mid-20th century.

Recommendations for Inclusive Higher Education

Ambedkar made several key recommendations to ensure that higher education in India was accessible and equitable for everyone.

Reservation in Education

He advocated for reservations or affirmative action in education for Scheduled Castes, Scheduled Tribes, and Other Backward Classes. He reasoned that historical discrimination had handicapped these groups and that they required "special treatment" to compete on an equal footing.

This led to Article 15(4) of the Indian Constitution, which allows the State to make special provisions for the advancement of any socially and educationally backward classes.

Establishment of Educational Institutions in Rural and Backward Areas

Ambedkar suggested that the government should establish universities and colleges in rural and underdeveloped regions to ensure that geographical location did not become a barrier to education.

Scholarships and Financial Assistance

He recommended the provision of scholarships, hostel facilities, and academic support for economically weaker students, especially from Scheduled Castes and Tribes.

Curriculum Reform- Ambedkar advocated for a curriculum that emphasized critical thinking, scientific temperament, and secular values. He was against any form of education that propagated superstition, blind faith, or caste ideology.

Secular and Scientific Education

He strongly believed that education must be secular and must have a scientific horizon. He wanted to keep religious dogma out of educational institutions and focus on rationality and humanism. He believed that science and reason should guide learning.

Ambedkar's Vision in the Indian Constitution

Dr. Ambedkar's influence on education is also deeply embedded in the Indian Constitution, especially through:

- Article 45: Provision for free and compulsory education for children up to age
- Article 15(4): Special provisions for educational advancement of SCs and STs.
- Article 46: Directive to promote the educational and economic interests of weaker sections.
- Article 29 and 30: Rights of minorities to establish and administer educational institutions. These constitutional provisions reflect Ambedkar's belief in state responsibility for ensuring inclusive and quality education.

Legacy and Contemporary Relevance

Still, in the present scenario, Dr. Ambedkar's vision continues to mold the educational policy. The reservation system in colleges and universities, scholarships for SC/ST students, and the establishment of institutions like:

- Dr. B.R. Ambedkar University, Delhi
- Babasaheb Bhimrao Ambedkar University, Lucknow

(contd. on pg. 16)

Ranking and Scattering of Journals in University News –A Weekly Journal of Higher Education: A Quantitative Analysis

M Doraswamy*

Citation analysis is a technique of bibliometrics that deals with the study of literature use patterns. It is an important research tool for understanding the subject, which we analyze the structure and direction of the subject. It measures the utility of documents and the relationship between their author and their documents. This is the direct method to analyze the library records to determine the actual use of documents. This type of study helps solve many problems regarding acquiring important documents and general management issues like space and budget allocation, customization of information services to users, and many more. Bibliometrics is an emerging research area of library and information science and deals with the quantitative study of documents. The term 'Bibliometrics' was coined by Alan Pritchard (1969) and defined as 'the application of mathematics and statistical methods to books and to media of communication'. This study is an attempt to understand the various aspects of University News literature quantitatively.

University News – A Weekly Journal of Higher Education, published weekly by the Association of Indian Universities, New Delhi, is the premier forum for academics, leaders, teachers, policy makers, managers, administrators, and stakeholders interested in different facets of higher education, national and international. Commenced in 1929, it is now an official organ of the Association. It has distinguished itself as one of the very few periodicals with consistent publication and comprehensive content. It broadcasts to a large audience every Monday and consistently appears in the clockwise direction. In fact, it is required reading for anyone involved in higher education. The Journal is cited internationally for information on developments in higher education in India. It is replete with data on Indian higher education in particular, as well as higher education worldwide.

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Review of Literature

Gross and Gross (1927) used this citation analysis for the first time as a tool for identifying the core journals in a subject based on counting and citations given at the end of each article from a group of primary journals. Afterwards, a number of such studies were carried out on citations in dissertations/theses, books, primary journals, and reviewing journals.

Bhargav, Kishore & Doraswamy (2020) did a study on ranking and scattering of journals in the field of Thermal Engineering. The study is based on 5318 citations cited in the 55 theses submitted to Jawaharlal Nehru Technological University, Hyderabad, Telangana, for the award of the doctoral degree in Mechanical Engineering in the specialization of Thermal Engineering. A bibliographic form-wise distribution of citations, a ranked list of journals, productivity of journals, age-wise, and half-life period of journals, etc., was conducted. Journals are considered to be the most frequently used information source rather than other sources. The distribution of cited journals in the field of thermal engineering indicates that a very small number of journals are contributing to the maximum number of citations. A few journals cover half of the citations range between 1 to 36 journals. The analysis shows that the journal entitled 'International Journal of Heat and Mass Transfer' from the United Kingdom contributes the highest number of citations. The maximum age of journal citations in the field of Thermal Engineering is 102 years.

Dongare (2018) did a study on the ranking and scattering of journals in Current Science. The present study is based on 1,36,482 citations appended to 264 issues of 22 volumes of the Current Science Journal. Journals are considered to be the primary and authentic channels of communication for scientific information due to their characteristics such as the nascence, referring system, and wider distribution. The distribution of cited journals in Current Science indicates that the largest number of journals are contributing to the maximum number of citations

appended to the journal in Current Science. A few journals cover half of the citations range between 1 and 52 journals. The journal entitled Journal of Current Science from India contributes the highest number of citations. The half-life period of Current Science literature cited by the researchers was calculated as 10 years from 1996-2005 with 58,275 (42.69%) citations.

Kusumakumari & Doraswamy (2015) conducted a similar study on citation patterns with a special focus on ranking and scattering of journals in doctoral theses in Civil Engineering at Osmania University, Hyderabad, and Sri Venkateswara University, Tirupati. The study recalled that Journals provide the most authentic channels of communication in the dissemination of scientific information in view of redeeming features like nascence, referral system, and wider distribution. However, when the distribution patterns of the cited journals in the submitted theses in Civil engineering were analyzed, a significant trend has emerged indicating appearance of a disproportionately higher number of citations in a limited number of journals, while some journals even covered as much as half of the citations quoted in the submitted theses, within the range i.e. 1-43. The Journal of Hydraulic Division from United States of America attained the top rank among the journals in Civil Engineering in terms of the number of citations made in the theses reviewed. In another significant observation, the oldest cited journal in the surveyed theses in Chemistry is 132 years old. The objectives of the present study are:

- to know the distribution of citations in different bibliographic forms;
- to examine the ranking and scattering of core journals;
- to find out the productivity of journals in University News; and
- to examine the applicability of Bradford's Law of Scattering in University News.

Materials and Methods

University News – A Weekly Journal of Higher Education is published weekly by the Association of Indian Universities (AIU), New Delhi. The present study is based on 14,888 articles published in 312 issues of 6 Volumes of University News. The span of six years has been taken into consideration from the year 2017 (Vol. 55) to the year 2022 (Vol. 60). The data was analyzed by using various parameters, which are presented in the form of tables. The data was collected from the bibliographical entries listed at the end of the article. The citations were photocopied, and the data were collected. The analysis was done by using various parameters laid down in the objectives of the study.

Data Analysis

The data were analyzed according to the objectives and discussed in the following paragraphs.

Bibliographic Forms

The distribution of citations according to the different bibliographic forms in University News is presented in Table 1.

It was seen from Table 1 that different bibliographic forms of literature was used by contributors in University News Journal which heavily depend on journals sources i.e 3726 (25.03%) of total citations, followed by books occupied 2999 (20.14%) of citations, reports occupied 2814 (18.90%) of citations, websites occupied 2330 (15.65%) and remaining 3019 (20.28%) of citations are conference papers, theses, news paers reviews, abstracts, manuals, etc. The study concludes that journals and books are the major sources of literature when compared to other forms of literature.

Table 1: Bibliographic Form-wise Distribution of Citations in University News

S. No	Bibliographic Forms	Citations	Ranks	%	Cumulative Citations	Cumulative %
1	Journal Articles	3726	1	25.03	3,726	25.03
2	Books	2999	2	20.14	6,725	45.17
3	Reports	2814	3	18.90	9,539	64.07
4	Websites	2330	4	15.65	11.869	79.72
5	Other forms	1099	5	7.38	12,968	87.1
6	Conference/Seminar Papers	785	6	5.27	13,753	92.37
7	Theses	765	7	5.14	14,518	97.51
8	Newspapers	370	8	2.49	14,888	100

Table 2: Ranks List of Journals in University News

S. No	Name of the Journal	Citations			Cumulative	
		Rank	No	%	No	%
1	University News: A Weekly Journal of Higher Education	1	492	13.20451	492	13.20451
2	Economic and Political Weekly	2	60	1.610306	552	14.81482
3	Higher Education	3	26	0.697799	578	15.51262
4	Current Science	4	25	0.670961	603	16.18358
5	Research Policy	5	19	0.50993	622	16.69351
6	Journal of Studies in International Education	6	16	0.429415	638	17.12292
7	Annals of Library and Information Studies	7	15	0.402576	653	17.5255
8	Harvard Business Review	7	15	0.402576	668	17.92807
9	Nature	8	14	0.375738	682	18.30381
10	Teaching and Teacher Education	8	14	0.375738	696	18.67955
11	Procedia Social and Behavioural Sciences	9	13	0.3489	709	19.02845
12	Anthropology & Education Quarterly	10	12	0.322061	721	19.35051
13	DESIDOC Journal of Library and Information Technology	10	12	0.322061	733	19.67257
14	Journal of Education and Practice	10	12	0.322061	745	19.99463
15	Kurukshetra: A Journal on Rural Development	10	12	0.322061	757	20.31669
16	Medical teacher	10	12	0.322061	769	20.63876
17	Journal of All India Association for Educational Research	11	11	0.295223	780	20.93398
18	Science	11	11	0.295223	791	21.2292
19	Asian Journal of Distance Education	12	10	0.268384	801	21.49759
20	British Journal of Educational Technology	12	10	0.268384	811	21.76597
21	Higher Education for the Future	12	10	0.268384	821	22.03435
22	Journal of Indian Education	12	10	0.268384	831	22.30274
23	Quality Assurance in Education	12	10	0.268384	841	22.57112
24	Scientometrics	12	10	0.268384	851	22.83951
25	Educational Researcher	13	9	0.241546	860	23.08105
26	International Journal of Education and Development	13	9	0.241546	869	23.3226
27	Journal of Business Ethics	13	9	0.241546	878	23.56414
28	Journal of cleaner production	13	9	0.241546	887	23.80569
29	The Indian Journal of Commerce	13	9	0.241546	896	24.04724
30	American Economic review	14	8	0.214707	904	24.26194
31	Communications of the ACM	14	8	0.214707	912	24.47665
32	Educational leadership	14	8	0.214707	920	24.69136
33	International journal of educational management	14	8	0.214707	928	24.90607
34	International journal of management technology and social sciences	14	8	0.214707	936	25.12077
35	Journal of Higher Education	14	8	0.214707	944	25.33548
36	Library philosophy and practice (e-journal)	14	8	0.214707	952	25.55019
37	Sports kreeda	14	8	0.214707	960	25.7649
38	Sustainability Accounting Management and Policy Journal	14	8	0.214707	968	25.9796
39	Australian journal of teacher education	15	7	0.187869	975	26.16747
40	Computers and Education	15	7	0.187869	982	26.35534

S. No	Name of the Journal	Citations			Cumulative	
		Rank	No	%	No	%
41	Distance Education	15	7	0.187869	989	26.54321
42	Indian journal of psychiatry	15	7	0.187869	996	26.73108
43	International higher education	15	7	0.187869	1003	26.91895
44	Journal of Learning for Development	15	7	0.187869	1010	27.10682
45	Journal of management	15	7	0.187869	1017	27.29469
46	Journal of online learning and teaching	15	7	0.187869	1024	27.48256
47	Kuruskhetra: Granin Vikas Ko Samarapirt patrika	15	7	0.187869	1031	27.67043
48	Review of Educational Research	15	7	0.187869	1038	27.85829
49	Social Scientist	15	7	0.187869	1045	28.04616
50	Sustainability science	15	7	0.187869	1052	28.23403
51	Educational studies in mathematics	16	6	0.161031	1058	28.39506
52	Electronic journal for inclusive education	16	6	0.161031	1064	28.55609
53	European Journal of Teacher Education	16	6	0.161031	1070	28.71712
54	Indian Journal of Open Learning	16	6	0.161031	1076	28.87815
55	International journal of education and development using information and communication technology	16	6	0.161031	1082	29.03919
56	International Journal of Educational planning and Administration	16	6	0.161031	1088	29.20022
57	International journal of research	16	6	0.161031	1094	29.36125
58	International journal of sustainability in higher education	16	6	0.161031	1100	29.52228
59	International review of education	16	6	0.161031	1106	29.68331
60	Journal of educational computing research	16	6	0.161031	1112	29.84434
61	Journal of educational planning and administration	16	6	0.161031	1118	30.00537
62	Journal of engineering education	16	6	0.161031	1124	30.1664
63	Journal of political economy	16	6	0.161031	1130	30.32743
64	Journal of Teacher Education	16	6	0.161031	1136	30.48846
65	Psychological bulletin	16	6	0.161031	1142	30.64949
66	Scholarly Research Journal for Interdisciplinary Studies	16	6	0.161031	1148	30.81052
67	Social Change	16	6	0.161031	1154	30.97155
68	Social science and medicine	16	6	0.161031	1160	31.13258
69	Teachers College Record	16	6	0.161031	1166	31.29361
70	The Economist	16	6	0.161031	1172	31.45464
71	The international review of research in open and distance learning	16	6	0.161031	1178	31.61567
72	The Journal of Speculative Philosophy, New Series	16	6	0.161031	1184	31.77671
73	World development	16	6	0.161031	1190	31.93774
74	Yojana	16	6	0.161031	1196	32.09877
75	Academe	17	5	0.134192	1201	32.23296
76	American Psychologist	17	5	0.134192	1206	32.36715
77	Comparative education review	17	5	0.134192	1211	32.50134
78	EDUCAUSE review	17	5	0.134192	1216	32.63554
79	Higher Education in Europe	17	5	0.134192	1221	32.76973
80	Higher education policy	17	5	0.134192	1226	32.90392

S. No	Name of the Journal	Citations			Cumulative	
		Rank	No	%	No	%
81	Indian Educational Review	17	5	0.134192	1231	33.03811
82	Innovative in education and teaching international	17	5	0.134192	1236	33.1723
83	International journal of educational research	17	5	0.134192	1241	33.3065
84	International Review of Research in Open and Distance Learning	17	5	0.134192	1246	33.44069
85	Journal of Communication Studies	17	5	0.134192	1251	33.57488
86	Journal of education for business	17	5	0.134192	1256	33.70907
87	Journal of education for teaching	17	5	0.134192	1261	33.84326
88	Journal of management studies	17	5	0.134192	1266	33.97746
89	Journal of small business and enterprise development	17	5	0.134192	1271	34.11165
90	Journal of social sciences	17	5	0.134192	1276	34.24584
91	Library Herald	17	5	0.134192	1281	34.38003
92	Medical education	17	5	0.134192	1286	34.51423
93	MERLOT Journal of online learning and teaching	17	5	0.134192	1291	34.64842
94	Online Journal of Distance Learning Administration	17	5	0.134192	1296	34.78261
95	Open Learning: The Journal of Open, Distance and E-Learning	17	5	0.134192	1301	34.9168
96	Quality in higher education	17	5	0.134192	1306	35.05099
97	Studies in higher education	17	5	0.134192	1311	35.18519
98	Theory into practice	17	5	0.134192	1316	35.31938
99	Turkish Online Journal of Distance Education	17	5	0.134192	1321	35.45357
158	59 journals with 4 citations	18	236	6.33387	1557	41.78744
287	129 journals with 3 citations	19	387	10.38647	1944	52.17391
610	323 journals with 2 citations	20	646	17.33763	2590	69.51154
1746	1136 journals with one citation	21	1136	30.48846	**3726**	**100**

Rank List of Journals Used in University News

The ranking of journals as per the distribution of citations of articles in university news is exhibited in Table 2.

It is evident from Table 2 that the journal citations cited by contributors in university news are scattered in 1746 journal titles. Among them '*University News-A Weekly Journal of Higher Education*' occupies first rank for being cited more number of times with 13.20 percent of total citations, followed by 'Economic and Political Weekly' (1.61%), 'Higher Education' (0.70%), 'Current Science' (0.67%), and 'Research Policy' (0.51%).

Scattering of Journals and Citations over Bradford Zones

Journals are ranked and divided into groups of categories depending on the citations they received. These groups are termed Bradford zones.

It is evident from Table 3 that three zones are provided and the ratio is calculated as 1:2:3. The ratio between the number of journals in subsequent zones has been observed to be approximately 1: n: n2 Therefore here the expected ratio will be 1:2:4. By calculating the Bradford's law here it comes 1: 1.18: 1.47 and therefore it partially fit Bradford's law.

Core Journals and Bradford's Law

Bradford's (1985) Law of scattering predicts the increasing productivity of journals from one zone to the next (in the expression 1: n: n2: n3); the total numbers of articles can be divided into three equal zones as per Bradford's law. In all 6 volumes of the university news journal, there were 3,726 citations. The division of all citations in three equal zones, retaining 1242 in each zone, shows the corresponding Bradford's ratio number of journals as follows:

83: 474: 1189

This ratio can be written as

83*(1 : 5.71 : 11.42)

Table No. 3. Scattering of Journals and Citations over Bradford Zones

Zone	X	Σx	y	Σy	Ratio
1	1242	1242	83	83	1
2	1242	2484	474	557	1.18
3	1242	3726	1189	1746	1.47

Note: x = number of citations (each 1/3), ∑x = cumulative number of citations,
y = number of journals, ∑y = cumulative number of journals.

This ratio may be approximated with the following values: 83*(1: 2: (2), which was found that, on an approximation, the first zone contains 83 journals which are considered as Bradford's zone of core journals. The second zone contains the next 474 journals, and the last zone contains the next 1189 journals. Hence, the distribution complies with Bradford's law. The zone-wise distribution of journals is depicted in the following Figure No. 1.

Figure No. 1: Bradford's Law of Scattering of University News Journals

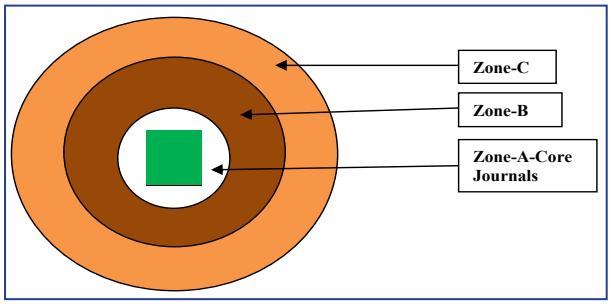

Figure No. 1 shows that in the first zone of core journals, the first 83 journals are core journals; those journals are listed in Table 2 (S.No. from 1 to 83). In the second zone, a total of 474 journals are covered with 1242 citations, and in the third zone, 1189 journals are covered with 1,242 citations.

Conclusion

The present study was undertaken to study the characteristics of the literature used by researchers in University News. As a whole, the study mainly applied the citation analysis technique to analyze the citations. Citations appended to all the 312 issues of 6 volumes, accounting for 14888 citations, the basis of the study. In the form-wise distribution of citations, it was seen that researcher in the University News Journal heavily depend on journal sources for their research. It was also found that the journals are the major form of media used, with a citation count of 3726 (25.03%) of total citations. Books secured the highest number of citations, accounting for 2999 (20.14%) of total citations, whereas other sources accounted for 6725 (54.83%). therefore, journals and books are the most preferred sources compared to other forms of sources in the university news journal. The rank list of journals in the university news journal indicates that 3736 citations were scattered in 1746 journal titles. Among them 'University News- A Weekly Journal of Higher Education' occupies first rank for being cited more number of times with 13.20 percent of total citations, followed by 'Economic and Political Weekly' (1.61%), 'Higher Education' (0.70%), 'Current Science' (0.67%), and 'Research Policy' (0.51%) respectively. As per Bradford's Law, 1746 journals and 3726 citations were divided into three zones of equal number of citations. After dividing citations into three zones, the number of journals in each zone is in the ratio of '83: 474: 1189'. This ratio can be written as 83*(1: 5.71: 11.42). This ratio may be approximated with the following values, 83* (1: 2: (2)2), which was found that, on an approximation, the first zone contains 83 journals which are considered as Bradford's zone of core journals. The second zone contains the next 474 journals, and the last zone contains the next 1189 journals. Hence, the distribution complies with Bradford's law.

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Leveraging Technology for Dialect Revitalization: A Library - Centered Framework

Jayashree Sriramulu Saroja* and Shamala Nilesh Muzumdar**

The erosion of dialects is a pressing issue globally, threatening the loss of cultural heritage and linguistic diversity. Libraries, as custodians of knowledge and cultural resources, are uniquely positioned to play a pivotal role in dialect revitalization. This paper explores how technology can be harnessed to empower libraries in this endeavor. By integrating digital tools and innovative strategies, libraries can create dynamic and engaging platforms for dialect preservation, education, and community engagement. This framework outlines key areas where technology can be leveraged, including digital archiving, online language learning resources, virtual communities, and artificial intelligence. By embracing these technological advancements, libraries can contribute significantly to the revitalization of endangered dialects and ensure their continued existence for future generations.

Dialects, the regional variations of a language, are repositories of cultural identity, history, and unique modes of expression. However, with the increasing dominance of global languages and rapid urbanization, many dialects are facing the threat of extinction. The loss of a dialect is not merely the loss of linguistic diversity but also the erosion of cultural heritage and a decline in community cohesion.

Libraries, as institutions dedicated to preserving and promoting knowledge, have a crucial role to play in dialect revitalization. By leveraging technology, libraries can create innovative platforms for documenting, teaching, and promoting dialects. This paper explores a library-centered framework that utilizes technology to revitalize endangered dialects.

The Role of Libraries in Dialect Preservation

Libraries play a crucial role in preserving dialects, especially in India, a country with immense linguistic diversity. By actively engaging in these roles, libraries can contribute significantly to the preservation and promotion of India's rich linguistic heritage.

Documenting Dialects

- **Collecting Oral Histories:** Libraries record oral histories, folklore, and songs in various dialects, capturing the nuances of pronunciation and vocabulary.
- **Preserving Manuscripts:** They house manuscripts and ancient texts written in regional languages and dialects, providing a historical record.
- **Creating Digital Archives:** Digitizing these materials makes them accessible to a wider audience, including researchers and language enthusiasts.

Promoting Dialect Research

- **Research Facilities:** Libraries offer resources like books, journals, and databases for researchers studying dialects.
- **Organizing Workshops:** They conduct workshops and seminars on dialect studies, encouraging research and documentation.
- **Collaborating with Universities:** Partnerships with academic institutions facilitate research and the training of linguists.

Educating the Public

- **Awareness Programs:** Libraries organize exhibitions, lectures, and cultural events to raise awareness about linguistic diversity and the importance of preserving dialects.
- **Language Learning Resources:** They provide materials for learning regional languages and dialects, promoting language revitalization.
- **Children's Programs:** Libraries offer storytelling sessions and reading programs in various dialects, fostering language skills in young learners.

Examples of Indian Libraries and Their Initiatives

- **National Library of India, Kolkata:** Houses a vast collection of books, manuscripts, and journals in various Indian languages and dialects.

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- **Central Library, Delhi University:** Supports research on regional languages and dialects through its extensive collection and specialized sections.
- **State Central Libraries:** Many states have central libraries that collect and preserve materials in local languages and dialects.
- **University Libraries:** University libraries often have specialized collections on regional languages and dialects, especially in states with diverse linguistic populations.

Challenges and Future Directions

- **Lack of Resources:** Libraries often face challenges in acquiring and preserving materials in lesser-known dialects due to limited resources.
- **Digital Preservation:** Ensuring the long-term preservation of digital materials requires technical expertise and financial investment.
- **Community Engagement:** Involving local communities in dialect preservation efforts is crucial for sustaining language vitality.

Framework for Dialect Revitalization:

Digital Archiving

Strategy	Description	Example
Documenting Oral Traditions	Recording and transcribing oral histories, folklore, and songs	Libraries can collaborate with linguists and community members to record and transcribe oral traditions, folklore, and songs in the dialect.
Creating Digital Archives	Digitizing audio, video and textual materials	Digitizing audio and video recordings, manuscripts, and other dialect-related materials ensures their preservation and accessibility.
Developing Online Repositories	Making digital archives accessible online	Establishing online repositories allows researchers, language learners, and the general public to access digitized resources.

Online Language Learning Resources

Strategy	Description	Example
Developing Interactive Language Courses	Creating online courses with multimedia content, exercises, and quizzes.	Creating interactive online courses with multimedia content, exercises, and quizzes can make dialect learning engaging and accessible.
Building Language Learning Apps	Developing mobile apps for language learning.	Developing mobile apps for dialect learning enables learners to practice anytime, anywhere
Providing Online Dictionaries and Glossaries	Creating online resources for language learning.	Creating online dictionaries and glossaries helps learners understand the nuances of the dialect.

Virtual Communities

Strategy	Description	Example
Establishing Online Forums and Social Media Groups	Creating online spaces for dialect speakers to connect.	Facilitating online discussions and sharing of cultural practices among dialect speakers fosters a sense of community.
Organizing Virtual Language Exchange Programs	Connecting native speakers with learners.	Connecting native speakers with learners through virtual platforms promotes language practice and cultural exchange.
Live Streaming Cultural Events	Broadcasting cultural events online.	Broadcasting cultural events in the dialect online allows a wider audience to experience the language and culture.

Artificial Intelligence

Strategy	Description	Example
Speech Recognition and Text-to-Speech Technology	Using AI to recognize and synthesize speech.	Using AI-powered tools can enhance language learning by providing real-time feedback on pronunciation and fluency.

Strategy	Description	Example
Machine Translation	Developing machine translation tools for dialects.	Developing machine translation tools for the dialect can facilitate communication & understanding
Language Data Analysis	Analyzing large datasets of dialectal language.	Utilizing AI for analyzing large datasets of dialectal language can uncover patterns and trends, aiding in language documentation and revitalization.

Strengthening Dialect Preservation through Community Engagement, Accessibility, Sustainability, and Evaluation **-** By incorporating these key principles, libraries can significantly contribute to the preservation and revitalization of dialects are:

Community Engagement: Involving the community in all stages of the revitalization process is crucial. Collaborating with local organizations, cultural groups can ensure the project's relevance and sustainability.

- ***Collaborative Partnerships:*** Forge strong partnerships with local organizations, cultural groups, and language activists to gain insights into community needs and priorities.
- ***Participatory Approaches*****:** Involve community members in the creation and curation of digital resources, fostering a sense of ownership and pride in their linguistic heritage.
- ***Cultural Events and Workshops:*** Organize events like storytelling sessions, language workshops, and cultural festivals to promote dialect use and appreciation.

Accessibility: Ensuring that digital resources are accessible to all, including individuals with disabilities, is essential.

- ***Inclusive Design:*** Ensure that digital resources are designed to be accessible to people with disabilities, including those with visual, auditory, and cognitive impairments.
- ***Multilingual Interfaces:*** Provide options for users to access resources in their preferred language or dialect, breaking down language barriers.
- ***Offline Access:*** Consider developing offline versions of digital resources to cater to regions with limited internet connectivity.

Sustainability: Developing a long-term plan for maintaining and updating digital resources is crucial to ensure the sustainability of the revitalization efforts.

- ***Long-Term Planning:*** Develop a comprehensive plan for the long-term maintenance and updating of digital resources, including funding mechanisms and technical support.
- ***Community-Led Initiatives:*** Empower community members to take ownership of the revitalization process, ensuring its sustainability beyond the initial project period.
- ***Data Preservation:*** Implement robust data preservation strategies to safeguard digital resources from loss or damage.

Evaluation: Regularly evaluating the impact of the technology-based initiatives is important to identify areas for improvement and measure the effectiveness of the revitalization efforts.

- ***Impact Assessment:*** Regularly assess the impact of technology-based initiatives on dialect preservation, language use, and community engagement.
- ***User Feedback:*** Collect feedback from users to identify areas for improvement and tailor resources to their needs.
- ***Adaptability:*** Be flexible and responsive to changing technological landscapes and community needs, ensuring the ongoing relevance of revitalization efforts.

Conclusion

By embracing technology, libraries can become powerful catalysts for dialect revitalization. Digital archiving ensures the preservation of linguistic and cultural heritage, online language learning resources empower individuals to acquire and practice the dialect, virtual communities foster a sense of belonging and cultural exchange, and artificial intelligence enhances language learning and documentation efforts.

Through this library-centered framework, libraries can play a vital role in safeguarding endangered dialects and ensuring their continued

vitality for future generations. By collaborating with communities, linguists, and technologists, libraries can create innovative and sustainable solutions for dialect revitalization.

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(contd. from pg. 6)

- Ambedkar Institute of Higher Education, Patna

All these institutions are a direct result of his legacy. Even in the New Education Policy (NEP) 2020, there is an emphasis on equity, inclusion, and multidisciplinary learning, which aligns with Ambedkar's vision. However, many challenges still persist: dropout rates among SC/ST students remain high, representation in higher education is uneven, and caste-based discrimination continues in subtle forms. These gaps show how Ambedkar's mission is far from complete, and why his recommendations are still relevant today.

Conclusion

His contribution to higher education in India is enormous and massive. As a thinker, reformer, and policymaker, he laid the foundation for an inclusive educational system that aspires to offer equal opportunity to all, irrespective of caste, class, or gender. His life was a testament to the transformative power of education, and his vision continues to inspire generations of students, educators, and policymakers.

He proved that education is not merely a means to personal success, but a tool to transform society, fight injustice, and uphold the dignity of every human being. In honoring Ambedkar's contributions, we not only acknowledge his legacy but also renew our commitment to building a more just, inclusive, and educated India.

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Beyond Anthropocentrism: Re-imagining Higher Education in the Era of Posthumanism

Shisira Bania*

Amid the unprecedented ecological and social crises of the Anthropocene, higher education is confronted with the critical responsibility of re-examining humanity's profound influence on planetary systems. The persistence of anthropocentric worldviews—placing humans above all other forms of life—has fuelled unsustainable practices, environmental degradation, and social inequities. Posthumanism offers a transformative lens for reimagining education, fostering relationality, ethical engagement, and the integration of diverse knowledge systems, including Indigenous perspectives. This article underscores the importance of rethinking educational paradigms to foster ecological awareness, social equity, and sustainable practices. By addressing the limitations of anthropocentric frameworks and embracing more inclusive and interconnected approaches, it aims to provide a roadmap for creating transformative and meaningful educational practices.

This article critically examines the entrenched anthropocentrism in higher education and its contribution to the ecological and social crises of the Anthropocene. It explores the potential of posthumanist perspectives to reshape educational practices, emphasizing the importance of relationality, ethical responsibility, and sustainability. Through an analysis of existing research, the article highlights innovative approaches such as wild pedagogy, place-responsive teaching, and relational frameworks to foster ecological responsibility and equity.

Furthermore, the article discusses the integration of Indigenous knowledge systems, the redesign of curricula to reflect multispecies perspectives, and the adoption of interdisciplinary and transdisciplinary strategies to address global challenges. Challenges such as institutional resistance, disciplinary silos, and the influence of neoliberal ideologies are also analyzed. By addressing these issues, the article advocates for a fundamental shift in higher education to prepare learners for the complex realities of the Anthropocene and to contribute to a just and sustainable future.

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The Anthropocene Crisis and the Urgent Need for Educational Reform

The Anthropocene epoch, marked by humanity's significant impact on the Earth's geology and ecosystems (Carstens, 2016), necessitates a fundamental shift in higher education. The traditional anthropocentric worldview, which places humans at the center of all things, is no longer tenable (Wapner, 2011; Maistry et al., 2023). This human-centered perspective has led to unsustainable practices, environmental degradation, and social injustices (Carstens, 2016; Wapner, 2011). Carstens (2016) argues that this crisis demands "drastic interventions" in teaching methods and curricula, a sentiment echoed by P. Wapner's review of Kahn's work, which calls for dismantling systems that perpetuate environmental and social domination (Wapner, 2011). The inherent interconnectedness of human and non-human systems requires a new educational paradigm, one that embraces posthumanist perspectives (Bateman et al., 2021).

Critiques of Anthropocentrism in Existing Educational Frameworks

Higher education, frequently considered a bastion of critical thought, is not immune to the pervasive influence of anthropocentrism. Several studies have critiqued this human-centric perspective, arguing that it leads to unsustainable practices, environmental degradation, and social injustices. This critique extends across various educational levels and disciplines, highlighting the urgent need for a paradigm shift towards more inclusive and ecologically conscious approaches.

Maistry et al. (2023b) argue that humanist discourse has become so normalized that attempts to disrupt it face significant resistance. Consequently, curriculum design and content remain largely anthropocentric, underpinned by human-centered neoliberal principles that prioritize efficiency and cost-effectiveness over relational learning (Maistry et al., 2023b). The authors advocate for wild pedagogy theory, a framework that challenges traditional constraints and promotes non-anthropocentric approaches. Carstens (2016) emphasizes the urgency

of addressing anthropocentrism in higher education within the context of the Anthropocene crisis. Carstens argues that the Anthropocene necessitates "drastic interventions" in teaching methods and curricula to develop socially and environmentally just pedagogies. The limitations of anthropocentric approaches are also highlighted by Volkmann and Fraunhofer (2023b) in their discussion of a transdisciplinary course on the climate crisis. They argue for a learner-centered and participatory pedagogical approach that empowers students to question dominant social norms and become active global citizens. This approach integrates a posthumanist critique of anthropocentric views of the more-than-human world, centrally linking ontological, cultural, and linguistic diversity in both curriculum design and pedagogy.

The call for a fundamental shift in higher education is further echoed by Sterling (2021), who critiques the historical foundations of Western thought that perpetuate anthropocentrism, such as reductionism, objectivism, and dualism. Sterling (2021) argues for a systemic change in higher education to address contemporary socio-economic and ecological crises, moving beyond anthropocentric paradigms and advocating for a holistic and ecological approach to education. The anthropocentric bias in environmental education is further examined by Pedersen (2019), who discusses the "animal turn" in education for sustainable development (ESD). The limitations of anthropocentrism in environmental ethics are also discussed by K. Warren's analysis of Weston's work, which emphasizes the need for a multi-centric perspective to appreciate diverse values (Warren, 2011).

Posthumanism: A Philosophical Framework for Educational Transformation

Posthumanism offers a crucial theoretical framework for understanding and addressing the limitations of anthropocentrism in higher education. It challenges the traditional human/non-human binary, emphasizing the interconnectedness and interdependence of all beings (D & Jeevaraj, 2023; Bateman et al., 2021). This perspective recognizes the agency of non-human actors and the inherent value of diverse forms of life (D & Jeevaraj, 2023; Lindgren & Öhman, 2018). Toffoletti's discussion on Braidotti's work highlights the need for alternative subjectivities that move beyond individualism and anthropocentrism, emphasizing relationality and interconnectedness (Toffoletti, 2014). This relational understanding is further explored in the review of Gravett's Relational Pedagogies, which advocates for building connections and relationships within educational settings (Payne & Payne, 2023). The emphasis on relationality, embodied experiences, and materiality provides a foundation for rethinking ethical relations within higher education (Toffoletti, 2014).

Moreover, by reconceptualizing human-non-human relations, posthumanism calls for a transformation in how education systems engage with the environment, technology, and social systems. It encourages educators to foster learning environments that reflect the complexities of the Anthropocene, acknowledging the agency of both human and non-human actors in shaping the future. This shift challenges traditional pedagogies and encourages a more inclusive, ethical, and sustainable approach to education.

Re-imagining Curricula: Integrating Posthumanist Perspectives

Re-imagining higher education requires a fundamental shift in curricula design. The integration of Deleuze and Guattari's schizoanalysis with critical posthumanism provides a framework for developing socially and environmentally just pedagogies (Carstens, 2016). This approach emphasizes the importance of rethinking knowledge production and teaching methods to address social and environmental justice. Maistry et al., (2023) advocate for the adoption of wild pedagogy theory to challenge traditional educational constraints and promote non-anthropocentric approaches. They use vignettes to illustrate how de-centering humanistic tendencies can lead to more generative learning experiences. Furthermore, Bateman et al. (2021) advocate for an optimistic approach to post-Anthropocene science education that acknowledges the human- animal connection and emphasizes responsibility towards both human and non-human actors. The paper calls for reimagining science classrooms to develop students' agential literacy and sustainability skills.

The incorporation of Indigenous ways of knowing is another crucial aspect of curriculum transformation (Bateman et al., 2021; Scott, 2019). Nxumalo's work highlights the perspectives of Indigenous and Black feminist thinkers in shaping a more inclusive and critical approach to education (Scott, 2019). Similarly, Kennedy et al. (2022) discuss a decolonial nursing program that

incorporates Indigenous knowledge and perspectives, emphasizing the interconnectedness of all beings through the concept of "All My Relations". This approach promotes respect for relationships among all beings and aims to advance equity and restore wellness in educational spaces.

Pedagogical Innovations: Moving Beyond Traditional Approaches

The shift away from anthropocentrism necessitates innovative pedagogical approaches. Place-responsive pedagogies, which emphasize the interconnectedness of human and more-than-human entities, are becoming increasingly important (Lynch & Mannion, 2021). Lynch and Mannion's research highlights how educators and learners can cultivate a reciprocal relationship with their environment, recognizing and integrating non-human agents into education (Lynch & Mannion, 2021). The emphasis on noticing and responding to socio-environmental processes can enhance educational experiences and promote sustainability.

Relational pedagogies, which prioritize building connections and relationships in educational settings, also align with posthumanist ideals (Payne & Payne, 2023). The review of Gravett's work highlights the importance of intersectional perspectives, particularly focusing on the experiences of marginalized groups(Payne & Payne, 2023). The integration of technology can also contribute to more inclusive and interconnected learning experiences (Bozalek et al., 2020). However, Sin Bayne cautions against the uncritical adoption of technology-enhanced learning (TEL), urging a critical examination of its ontological biases and potential for reinforcing anthropocentric assumptions (Bayne, 2014). Similarly, Bayne's work on "Teacherbot" critiques the automation of teaching and its implications for humanistic values, emphasizing the need for new pedagogical approaches that resist complete automation (Bayne, 2015).

Research Methodologies: Moving Beyond Anthropocentric Approaches

Posthumanism necessitates a critical re-evaluation of research methodologies in higher education, moving beyond anthropocentric paradigms that prioritize human agency and knowledge (Ferrante & Sartori, 2016). Actor-network theory (ANT) offers a valuable framework for understanding human-non-human interactions in educational contexts (Tummons & Beach, 2019). ANT emphasizes the relationality of all actors, recognizing the agency of non-human entities in shaping social and material processes (Santos, 2020). This methodology challenges the traditional separation between human and non-human, highlighting the interconnectedness of actors in shaping educational outcomes. Diffractional methodologies, inspired by feminist new materialism, offer another research approach that avoids singular narratives and embraces complexity (Barr, 2021). These methods encourage researchers to explore multiple perspectives, acknowledging the multiplicity of viewpoints and avoiding the imposition of predetermined frameworks (Bates, 2023). Postphenomenology provides a lens for understanding the mediating role of technology in human-world interactions. This framework recognizes that technology is not neutral but actively shapes human perceptions, actions, and interpretations(Santos, 2020). Therefore, educational research must account for the influence of technology in shaping learning experiences and educational practices.

Posthuman research must also embrace uncertainty and complexity (Bodén et al., 2021). Traditional research methods often seek to control and simplify complex phenomena, but a posthuman approach recognizes the inherent limitations of such approaches and embraces the ambiguity and dynamism of the world (Sauzet, 2021). Finally, ethical considerations are paramount in posthuman research. The concept of response-ability emphasizes the ethical implications of our actions and the need for accountability in our interactions with the more-than-human world (Barr, 2021). Researchers must engage with ethical questions surrounding their research practices and ensure that their work does not perpetuate harm or injustice (Braidotti, 2018).

Confronting Challenges and Limitations in the Transition

Despite the growing recognition of the need for educational reform, several challenges remain. The dominance of anthropocentric worldviews in higher education is deeply ingrained and resistant to change. Sterling (2021) highlighted the historical struggle of universities to engage with issues of sustainability, pointing to foundational elements of Western thought, such as anthropocentrism, reductionism, and dualism, as major impediments. The entrenched neoliberal ideologies in higher education further complicate efforts to implement

transformative educational practices (Taylor, 2016). Furthermore, Sonu and Snaza (2015) argue that the humanist traditions in education prioritize human agency over ecological engagements, creating a barrier to embracing new materialist ontologies that include hybrid relationships between humans and non-humans.

The lack of institutional support and resistance from traditional structures pose significant obstacles to the effective implementation of interdisciplinary approaches (Rafiq et al., 2024). Communication barriers and institutional silos can hinder effective collaboration (Rafiq et al., 2024). Moreover, O'Sullivan et al. (2019) highlight specific career challenges faced by scholars in Animal Studies, demonstrating how entrenched disciplinary boundaries can limit the integration of non-human perspectives.

The Role of Interdisciplinary and Collaboration

Addressing the complexities of the Anthropocene crisis requires interdisciplinary and transdisciplinary approaches (Volkmann & Fraunhofer, 2023; Madhavi, 2019; Wrobel et al., 2024). Volkmann and Fraunhofer's transdisciplinary course on climate change exemplifies this approach, blending ecocriticism, ecological literacy, and posthumanist perspectives (Volkmann & Fraunhofer, 2023). The course encourages the development of transcultural skills necessary for addressing global challenges. Similarly, Madhavi (2019) emphasizes the importance of interdisciplinary research in addressing environmental challenges and promoting sustainable development in higher education. The need for interdisciplinary collaboration is also highlighted in the study by Wrobel et al. (2024), which explores the challenges and opportunities in embedding education for sustainability across various disciplines. The integration of Indigenous Knowledge Systems (IKS) further enriches this interdisciplinary approach, offering alternative perspectives and knowledge systems that challenge anthropocentric views (Nevhudoli & Netshandama, 2023).

Conclusion: Towards a More Just and Sustainable Future for Higher Education

The urgency of the Anthropocene crisis demands a fundamental shift in higher education. The limitations of anthropocentric approaches are undeniable, and a transition towards a posthumanist framework is not merely desirable but necessary. Posthumanism offers a powerful catalyst for creating more just and sustainable futures by challenging human exceptionalism, promoting relationality, and fostering ethical engagement with the more-than-human world. The implementation of posthumanist principles in higher education will undoubtedly present challenges. Overcoming resistance to change, adapting existing structures, and developing new pedagogical approaches will require a concerted effort and collaboration. However, the potential rewards are immense.

By embracing posthumanist perspectives, higher education can cultivate critical awareness, promote social justice, and contribute to the creation of a more ecologically responsible future. This requires educators, researchers, and policymakers to actively engage in reimagining educational practices, curricula, and research methodologies. The adoption of relational pedagogies, multispecies approaches, and ethically informed research methods can lead to a transformative shift in higher education, fostering a more inclusive, equitable, and sustainable future for all. The journey towards a truly posthuman higher education will be ongoing, requiring continuous reflection, experimentation, and a commitment to creating a more just and sustainable world.

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The Synergy of Self-reflection and AI: A New Paradigm for Teaching and Learning in Higher Education System in the Context of NEP–2020

Partha Sarkar* and Pathloth Omkar**

"Atmanam rathinam viddhi, shariram rathameva tu." *"Know the Self as the rider in a chariot, and the body as the chariot"*

Shlokam.org, 2025

The convergence of Artificial Intelligence (AI) and self-reflection in education is a revolutionary teaching and learning process. This research paper illustrates how the convergence between these two factors can form a Progressive, customized, and reflective learning framework. Through the use of AI to strengthen self-reflection processes, instructors can develop students' critical thinking, EQ (Emotional Quotient), and lifelong learning capabilities. The paper discusses the AI concept in education, the synergies of AI, self-reflections, and ethical Considerations, as well as the implications of this paradigm with the aid of case studies and empirical data. It ends with suggestions for the introduction of this practice in institutions of higher education.

This verse expresses the complex philosophical concepts central to Vedic thought, echoing in great Hindu scriptures such as the Kathopanishad and the Bhagavad Gita. Here, the deep insight into self-identity and self-consciousness is beautifully presented. We know that the body is temporary and changing. So, this verse tries to convince the students that soul and body are different; self-awareness and self-introspection are crucial in this life journey. A quotation attributed to the youth icon Swami Vivekananda, *"You have to grow from the inside out. None can teach you; none can make you spiritual. There is no other teacher but your own soul"* (Nigam, 2025). This quotation recounts the importance of self-reflection and self-discipline for the individual's inner development. In the field of education, internal development is also necessary for the overall development of the student. In this regard, Swamiji said that one cannot teach anything by imposing something from outside. The latent potential already present within the individual has to be correctly discovered.

The learning environment accommodates students with diverse needs and motivations. The prevalence of personal discrimination in the education system is widespread. In order to provide proper education to these multi-minded students, the education system has combined physical education with mechanical and technical education. Since ancient times, education has been imparted through the use of technology and techniques. However, the 21st century has seen immense changes in the form and usability of these technologies and techniques. 'Man,' the best of the animal kingdom, has used his intelligence and skills to create various devices and technologies with self-acting artificial intelligence. The internet and electric-powered computers have given a new horizon to the term of human civilization. The use of technology is not only limited to the production or commercial sector, but its use can also be observed in the field of education. Although these technologies and devices have started to be used to complete complex tasks easily and understandably, today, the entire world depends on this technology's use and compatibility. A sophisticated, instrumental, self-activating concept known as artificial intelligence, developed by John McCarthy in 1956, can be seen in more or less every step of human life today. These self-active intelligent devices provide people with more accurate solutions with minimal effort. Naturally, these technologies have reduced the problems of human labour. People are underutilizing their thinking power. As a result, technology has taken over functions such as judgment and complex thinking. The ancient Indian education system laid special emphasis on contemplation and self-reflection. Not only the ancient education system but also the reputed higher educational institutions

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of the world today are emphasizing self-reformation in this age of technology. Martin Seligman's concept of positive psychology and positive education also emphasized students' self-reflection and peace of mind. The current education system, especially higher education, has brought about a revolutionary change in personalized education in line with technology. The addition of self-reflection in education and technology integration has given rise to transformative education. This revolutionary new form of education empowers the learner to be inquisitive, to form beliefs, and to evaluate his learning process (Dewey, 1933) critically. If we compare the pre-Internet with the post-Internet education era, we can see that the openness and accessibility of education have increased in the post-Internet era. As a result, everyone has taken advantage of it regardless of place, time, and person. At the same time, technologies employing artificial intelligence have been considered a powerful tool in providing automated tasks and data-driven insights in education (Luckin, 2017).

No matter how modern and automated the technology and devices are, humans do not accept their dominance. The entire history of human civilization has been based on the development of human learning skills, intellectual abilities, and propensity to solve problems. Moreover, if technology takes over that place completely, man will cease to exist. Therefore, with the use of artificial intelligence technology in everyday life as well as in the educational sector, the need for self-reflection becomes imperative. Combining self-reflection with AI in education is very timely to make people, especially students, aware of their skills and tendencies.

Self-Reflection in Education

Education is the only factor that helps in a person's overall development. And self-reflection is essential for all-around development. Therefore, the importance of self-reflection can be observed in the education system in ancient times, especially in the Indian, Greek, and Chinese education systems. In the ancient Gurukula and Tapavana educational systems, students engaged in introspection and spiritual practice with the *Guru.* Socrates also encouraged the questioning of one's own beliefs and actions to deepen one's learning.

In the modern education system, things like self-reflection are being given importance to properly utilize the students' emotional intelligence and to make it compatible with real life. At the same time, psychological theories such as metacognition and self-regulation favor self-reflection. Students' thinking processes, working ability, interest in learning, etc., take a supporting role in self-reflection. John Dewey and Donald's contributions to self-reflection are undeniable. They believe critical thinking, emotional intelligence, and self-regulation are very important in education. Self-reflection needs to be practiced in primary education as well as in higher education. The main purpose of higher education is to make the individual an ideal human being and ensure prospects. Various aspects of self-development, like journaling, peer feedback, portfolio assessment, etc., help assess the student properly and develop holistically.

AI in Education

In the 1980s, the use of AI began experimentally with computer-aided instruction and essential automation tools, primarily in schools and universities. Developed after extensive research and testing, it can now provide a personalized learning experience. A lack of resources, money, and qualified teachers characterizes the geographical location in many parts of the world. As a result, it is impossible to deliver enough learning materials to the students willing to pursue education. Various AI-powered platforms are enabling personalized learning through multiple technologies. This technology is revolutionizing things like machine learning, virtual learning, and language processing, and facilitating personalized learning. At the same time, this technology analyzes large amounts of data to make teacher-student learning more creative, receptive, and automated. However, there are some disadvantages along with its benefits (Holmes et al., 2019). Therefore, from an ethical perspective, one must be careful about biasing the individual's privacy (Selwyn, 2019).

The Synergy of Self-Reflection and AI

Humans are creative animals. However, in the 21st century, as AI-driven technology has increased tremendously, humans are losing their ability to think. Therefore, along with the use of AI, there is a need to improve people's thinking and self-reflection abilities. To keep pace with this artificial intelligence, self-reflection has to take over to awaken human introspection. As a result, people will be able to identify their behavioral characteristics,

develop creative thinking in decision-making, and understand emotions and their actions better. Various tools and technologies powered by AI, such as mood-tracking apps, various feedback devices, etc., can provide a person with subtle insights into his behavior. Therefore, using these tools in education should be made accessible to all students and teachers through a well-organized and well-guided process. AI can be used with certain precautions, such as data protection, monitoring the overuse of technology so that people don't become addicted, etc. Using AI to strengthen the process of self-reflection in education will usher in a new paradigm. Self-reflection will expose students to a critical perspective on personal and professional development. This judgmental power will make AI more humane (Luckin, 2017).

Ethical Engagement with AI

AI-driven platforms provide students with unique opportunities for self-reflection. By receiving student feedback from various sources, it can be evaluated through complex and in-depth discussions. Not only that, students can use appropriate language to make their work understandable (Woolf et. al.., 2013). Feedback tools such as reflective journals empower students to take ownership of their learning. Through this, the student can establish harmony between his personal objectives and academic objectives. This AI specifically helps students take the necessary steps to help them in the teaching-learning environment. Through in-depth analysis of data collected by various AI devices, it is possible to eliminate problems in student learning (Luckin, 2017). However, the use of technology and tools for students' deep assessment and self-reflection greatly diminishes the idea of humanity. The use of technology in solving problems in daily life is crippling people. Also, the security and usability of the individual's information are often questioned. Technology and machines create an imaginary world in the human mind that is entirely different from the real world. It is therefore, necessary to move carefully towards the ethical, practical, and procedural side to maintain the harmony of this illusionary world with the real world.

Ethical AI in Education System

AI is inextricably linked to every phase of human life. Education is no different. It, therefore, becomes imperative to emphasize the ethical and safety issues of using presidential technology. Various reflective practices used in education will effectively develop a critical and responsible attitude among students and teachers. As a result, technology will be considered an auxiliary tool rather than an exploit in human society (Selwyn, 2019).

Conclusion

The integration of technology into education has created a new era. Internet-related technologies play a significant role in making learning content accessible to all students. Hence, integrating AI into higher education has taken education to a new level. By connecting self-reflection with AI in education, educators can make learning more engaging and livelier. These two things enhance the quality of education and help to develop the deep-thinking consciousness of the students. Therefore, the interplay and coexistence of AI and self-reflection become imperative to sustain the holistic development of students in higher education.

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Teamwork and Continuous Learning: Hallmarks of Success

S Somanath, Dr Vikram Sarabhai Distinguished Professor and former Chairman, Indian Space Research Organisation (ISRO), delivered the Annual Convocation Address at the 60th Convocation Ceremony at the Indian Institute of Management, Ahmedabad, Gujarat on March 29, 2025. He said, "You need to train your mind for those opportunities in life where you will be called upon to make critical decisions. Also, prepare well for those opportunities, as it will knock on the door only once. If you study the story of great leaders, you will see that they prepared themselves thoroughly for the purpose and were waiting for some magic to happen. That magic comes to those people who wait, dreaming, preparing, and arming themselves well. You have the knowledge, the passion, and the ability to make a difference. The universe is vast, but so is human potential. Reach for the stars, not just in your careers but in your contributions to humanity." Excerpts

I am sure that this is a glorious and memorable occasion for all of you. I am very happy to be invited to join you in this year's convocation, and very proud being a one of the member of 40,000 alumni of this institute.

IIMA created by the visionary, Dr. Vikram Sarabhai, whose dreams created the space programme and ISRO, which I served for the last 40 years. Now I hold a chair in his name at ISRO, which is really an honour. IIMA since its inception has been known for its academic leadership, advanced research, and intellectual development in the country, a centre of progressive thinking, critical analysis, which instils a sense of social responsibility among its students. IIMA has been producing noted business leaders, innovators, and has made remarkable contributions across diverse fields, such as education, public policy, social harmony, culture, civilization, and art. The university's interdisciplinary character pursued with passion has fostered innovative research, created numerous opportunities for intellectual and social growth. The institute has attracted the best of faculty with academic credentials from prominent institutions across the world as well as having exceptional research credentials. I am very happy to note that the institute is ranked first amongst the business schools in the country since 2020.

I would like to express my heartfelt congratulations to each and every student graduating with degrees and specially those receiving awards and medals. I also wish to appreciate the work of administration, faculty members, staff, parents, and everyone else who contributed to the development of this Institute and these exceptional young minds.

Award of degrees is a recognition not only of your work but also of the support of families and friends and of the teachers you have had along the way. Your success in future life – both personal and professional – is determined by many attributes:

You must have Passion: To be completely dedicated to what you do. Commitment: To lead from the front, 24 hours a day, 7 days a week, in all adverse conditions. Excellence: To set the highest standards of professional integrity and performance. Determination: You may fail sometimes, but never lose the spirit. Focus: Always see the big picture, and don't get distracted by the small ones. Learnability: You need to be a student all through your life. Above all, have Humility, Honesty and Integrity.

After being invited as a chief guest, it becomes my responsibility to share some wisdom and life lessons not just as a part of the customary convocation address, but for you to remember and ponder over if you find it useful. The best lessons you can find are always from your life and not from the quotes from others' experiences. It is equally difficult to share one's life's experiences in its entirety, as the intensity and emotions of those experiences are beyond words. Let me look at my life and share a few generic lessons that could benefit you.

- Be a voracious reader, read as much as you can and from as many domains as possible, as it will shape your world view and give a fulfilling life.
- Learn to work in a team, as alone you can go very fast, but in company of others, you can go very far. Brilliance alone won't take you far, if you are a loner.
- The rate of knowledge creation, technology advancements are too fast for human mind to tackle. Still make continuous learning your habit.

- If you want to be a leader, be a good follower first, find your right mentor and stick to him/her.
- Take risks in life, as it is the only way to break barriers, prepare well for opportunities, as it will knock on the door only once, remain unattached to all that you accomplished, that will give you peace.

Being from a village, what shaped me was the importance given to education by my parents. The books that I read shaped my outlook and developed needed passion. I had the fortune to read not only science books, but classic literature, travelogues and magazines. I read, so much forgetting about everything else, that helped a village boy to be aware of things far beyond the evident. For students, what shape you ultimately is what goes inside you, food and information, it processing - how best you digest it. It is necessary to ready widely and create awareness on many topics that may be immediately relevant and may appear irrelevant. I have seen people asking questions, why I should read a novel? It is an imagination of an author and has no immediate benefit from reading it. Each novel is a reflection of the thought process of the author but also has so much of life's experience buried in it. You come across characters with myriad behaviours and attitudes and understand the psychology of human nature.

The experience of developing space technology has been that of successes and failures. The challenges in launch vehicle design are in achieving perfection, efficiency and repeatability in all the missions through the established processes of testing and validation. This can be equated to challenges in real life as well, where failures and challenges make one perfect over time.

The team work has been the hallmark of ISRO. We evaluate and bring up people to leadership who understand this, and who practices team building. The ability to appreciate other people's domains and their contributions is always very difficult for ordinary people. For everyone, our own work is important and precious. No one like to give compliments and acknowledge other's contributions. Please start doing it, you will see the magic happening. Those who receive your appreciations will value your work more than you ever imagined. By appearing important, you can go a bit far, but it is not a that a characteristic that will endure, and produce results in large organisations and institutions and public life.

I am particularly fortunate to work at ISRO focussed on the use of space technology to find solutions to the problems of people and society. Not far from now, Bharat should become a technology powered nation, where home grown innovations will create new opportunities in industries, product development, business and economic progress. The initiatives of our government to have the industry-academia- government support system for research and innovation will definitely bring results.

In the coming years, much growth is forecast in the field of science and technology that will make significant changes in your profession as well. Technology disruptions will change everything we see today. The professions of teachers, lawyers, doctors, even drivers and clerks are being replaced by intelligent machines. The language revolution and instant translation will make communication much smoother, revolutionise entertainment industry, study of literature and culture much more democratic. The AI and quantum revolution is taking on many domains including previously unheard areas such as product design, business, national security etc. The purpose of the technology is to ease the life of the human beings and provide him with more spare time for enjoying life. Though much has been achieved in improved connectivity, mobility, food and nutrition, managing pandemic, general healthcare and extension of life span, the dangers of technology is equally looming large on our head such as creation of wars machines, environmental degradation, extinction of species and new age diseases. Among all these conundrums of technological upheaval, you need to be alert and educated to remain relevant.

Development of right kind of leadership in a society is a difficult process. You will see many great leaders who will be remembered for their great contributions, and equally bad leaders who will be forgotten very fast. If you want to be a great leader and make an impact in whatever sphere you venture into, then become a good follower first, based on sound principles, which you must set for yourself. Also identify a mentor who will show you the right path. I have been blessed with the such mentors who helped me to shape my purpose and character. Some of my mentors were my father, some teachers, some of my bosses in ISRO.

Venturing on complex tasks and taking critical decisions while executing projects needs courage and risk taking capability. In any situation, while a

decision is to be taken, all relevant facts and their impacts will not be revealed to you, and that is the beauty and challenge in decision making. A fool can make decisions faster, as he is not fully aware of its impact. But an informed person trembles seeing the possible impact of many critical decisions. Risk taking nature is a blessing, but it need calm mind, well informed advisors and ability to grasp situations beyond your areas of expertise and comfort and above all blessings of the universal power. Always take decisions, make yourselves available for it and own your actions, as the growth is through that and not through procrastination.

You need to train your mind for those opportunities in life you will be called up on to take critical decisions. Also prepare well for those opportunities, as it will knock on the door only once. If you study the story of great leaders, you will see that they prepared themselves thoroughly for the purpose and were waiting for some magic to happen. That magic comes to those people who waits, dreaming, preparing and arming themselves well.

How to remain unattached to all that you accomplished is a huge challenge. In the organisation ISRO where I worked, I have been changing roles and teams occasionally. Everywhere, I was capable of making some impact and achieve some credible visible outcome. While you leave, a bit of hangover is likely, making you uncomfortable and continue to think about it and possibly advising or being critical of the new team. Remaining unattached is a trait that will take away the pain of leaving and moving to a new team. The unattachment will help in better delegation, team work and mutual recognition and respect.

To truly unlock the potential of our nation, we must continue to innovate, collaborate. Innovation does not happen in isolation. It requires a culture of curiosity, a strength to face failure, and an insatiable hunger to seek answers. At ISRO, we faced numerous challenges—whether it was the early struggles of launching our first satellite, Aryabhata, or the perseverance required for Chandrayaan-3 to make India the first nation to land near the Moon's south pole. But each failure not only strengthened our resolve to try again, to find better solutions, and to reach greater heights. To the graduates here today, I urge you to cultivate this spirit of innovation, apply your knowledge to solve real-world problems whether in science, humanities, or social sciences, innovation has a place everywhere.

On this occasion, I would also like to highlight the rich and glorious knowledge tradition of India, which has been now been seen in better light. From the Vedas to modern-day scientific advances, India has always contributed greatly to the world's understanding of the universe. Science and other forms of human knowledge progressed considerably in this part of the world as the world's first source of knowledge, providing scientific insights into astronomy, geography, mathematics, metallurgy and philosophy far ahead of their time.

The ancient scriptures such as 'Mahasalila', the primordial soup and 'Sooryasidhantha' not only describe the Sun's and planets motion, but also offer calculations on many of the astronomical things. The knowledge was so advanced at that time and was the real modern science. Indian philosophy not only emphasized material progress but also gave great importance to spiritual progress, which was seen as essential for holistic human development. This balance is what makes India unique, as it has contributed to both scientific and spiritual advancements in the past.

India is now at the cusp of a technological and scientific revolution. The future holds immense possibilities—space exploration, artificial intelligence, sustainable development, and beyond. The responsibility to shape that future lies in your hands.

You have just completed one phase of your journey. The world today needs individuals having ability to connect empathetically with others, to show compassion to our peers is critical to our lives and helps us thrive as a progressive society. You have the knowledge, the passion, and the ability to make a difference. The universe is vast, but so is human potential. Reach for the stars, not just in your careers but in your contributions to humanity.

I congratulate all of you once again and wish every one of you an exciting, challenging and a rewarding journey ahead. Strive to bring benefits of your learning for the betterment of the society and nation. Make your parents and teachers proud of you.

Good luck. Thank you all. Jai Hind. ❑

National Workshop on Impact of AI

A two-day National Workshop on 'Impact of AI on Library and Information Work' was organised by the Institute of Public Enterprise (IPE) on April 03-04, 2025 at its Shamirpet Campus, Hyderabad. The event was sponsored by the Indian Council of Social Science Research (ICSSR), New Delhi. The workshop was conducted successfully with active participation from attendees representing various institutions, colleges, and universities. A total of 45 librarians and library teachers participated in the workshop, coming from diverse academic backgrounds and institutions. The various sessions provided valuable insights into AI-driven innovations, challenges, and its possible impact on library activities. The event was designed to offer practical guidelines for library professionals in appreciating AI, which offers new opportunities for library professionals, such as drafting documentation, improving access to knowledge, and collaborating with data scientists.

The welcome address was delivered by Dr. G Venkata Nagaiah, Convenor of event. Prof. V Balakista Reddy, Chairman, Telangana Higher Education Council (TGCHE), was the Chief Guest. Prof. Reddy enlightened the participants about AI technology and emphasized the importance of staying updated on the technological changes. He noted that when a librarian becomes knowledgeable, others eventually follow suit in the field of AI. He noted the significant changes that have taken place in the IT realm in recent years. He discussed the challenges posed by AI, including cybercrimes, and highlighted the importance of evolving 'Academic Social Responsibility' (ASR) on the lines of Corporate Social Responsibility (CSR). Referring to Alvin Toffler's book 'Future shock', he stated, "Higher education is the doorstep to the future and we must update ourselves."

Prof. Sreenivasa Murthy, Director of IPE, welcomed the participants and outlined the importance of the workshop. He noted that IPE regularly holds these workshops to keep librarians informed about technology. He explained how AI alters approaches to various tasks and quoted a *Bhagavatam sloka* noting, "Wherever you look, you can find it", as also 'AI is everywhere. "The inaugural session ended with a vote of thanks by the Convener, Dr. Venkata Nagaiah.

The proceedings of the event were organized into six sessions, in which the experts appraised the participants of the technology behind LLMs and machine learning; the AI tools available to perform various academic tasks based on AI technology; prompt engineering; international efforts in the application of AI in libraries; and the implications of AI on research activities. As a precursor to the main sessions of the event, Dr Venkata Nagaiah briefed the 'Library and Information Work in the Digital Era: A Quick Overview'. The session provided an overview of how library services have evolved in the digital era. He recounted the gradual evolution from MARC catalogue to digital repositories, AI-driven indexing, and personalized search experiences.

Prof. N G Satish, Former Professor, IPE, in his presentation, 'AI- From Eliza to DeepSeek' traced the historical development of AI from early chatbots like ELIZA to Expert Systems, Large Language Models (LLMs) such as ChatGPT and DeepSeek. He explained how AI models are revolutionizing information processing and retrieval in libraries, from simulating natural human conversation to chatbots, messengers, Google Assistant, and finally to GPT-4. He elaborated on how Eliza, the first chat box, works, as also the classical AI - Expert systems - functioned. He also brought out the details of how summarization of the documents works. He described elaborately how the LLMs are trained, including all the processes involved in the background, such as embedding of tokens, attention mechanism, multilayer perceptron, and unembedding. He touched upon large language models like Chat GPT, Google Gemini, Microsoft Copilot and DeepSeek.

The next session was on 'Information Retrieval with AI – Use of AI Search Tools'. Dr. P V Rao, Librarian, NIT Bhopal demonstrated various AI-based search tools that enhance the efficiency of information retrieval. He discussed semantic search, AI-powered metadata tagging, and automated indexing, which enable users to find relevant information faster. He explained with examples of AI-powered information retrieval, such as Diksha for

ticket booking, and institutional chatbots for student communication. Also covered AI tools for research, automation, summarization, and citation generation, including *elicit.com*, *evidencehunt.com*, *inciteful.xyz,* research rabbit, *scrite.ai, bit.ai, semanticscholar.org*, scispace, and more.

Prof. Y Ramakrishna and Dr Kalyani, faculty members, IPE presented a joint session on 'AI Tools and Techniques to Enhance Academic Work – Lecture & Hands-on Experience'. The session combined theoretical insights with practical applications of AI tools in academic work. Participants engaged in hands-on exercises using AI-powered reference management systems, citation analysis tools, and automated research summarization platforms.

The session began with a discussion on 'AI Usage Frequency and the Importance of AI in Performing Personal and Professional Tasks'. The speaker noted that librarians remain crucial in literature reviews, research synthesis, and ensuring academic rigor. The synthesis of the literature review with the purpose of study, theories, sample, methods, findings, similarities, and uniqueness was highlighted as a crucial aspect of academic research.

Prof. Vivekvardhan, Department of Library and Information Science, Osmania University, Hyderabad, Telangana. The session was on 'AI Applications in Library and Information Management'**.** He spoke on the possibilities such as AI-assisted cataloging, predictive analytics for resource allocation, and chatbot-based library assistance services. He pointed to some of the examples in this direction present in libraries elsewhere. This was followed by a panel discussion on **'**New Era Library Services**'**. The resource persons for the session were Prof. Ramesh, Bangalore University, Prof. Shalini Lihitkar, Nagpur University, and Mr. K V Satyanarayana, Head, IRC, Tata Consultancy Services Ltd.

Prof. Ramesh, Bangalore University presented his views on 'LIS research and Teaching Focus in AI-dominated World'. Prof. Shalini Lihitkar highlighted on the tools and services for idea generation, improving research quality, and checking plagiarism in LIS research in the context of AI. Mr. K V Satyanarayana, Head, IRC, Tata Consultancy Services Ltd, demonstrated the utility of AI tools like co-pilot in publishing library newsletter, and the like, in the changing context in catering to the corporate world information users.

The panel discussion covered key areas such as AI-driven recommendation systems, knowledge graphs, digital archiving, and ethical concerns related to the use of AI in library and information science research. Panellists shared various possibilities and the problem areas in the same.

A short session on 'Prompt Engineering – Getting the Best Out of AI-Driven Internet Databases' was conducted by Prof. Satish. We need to engage LLMs not in the conventional ways of keyword-based search, as LLMs have to 'learn' the queries and retrieve the responses mediated by the trained models. The session briefed on the basic prompting techniques and best practices for obtaining relevant results from AI-driven databases.

The next session featured a presentation on 'International Efforts towards Integrating AI in Library and Information Work'**.** Dr. B B Chand, Librarian, IIM Ahmedabad provided a global perspective on AI in library sciences, discussing international collaborations, AI-enabled digital libraries, and case studies of AI integration in research institutions worldwide. The speaker highlighted the efforts of IFLA and ALA in getting the best of the possibilities with new developments in AI. This was followed by an Open House Session, in which the participants shared their views and concerns on the AI and its tools.

The Valedictory Address for the event was given by Dr. K Veeranjaneyulu, Former Librarian, NIT Warangal. He shared his experiences during his tenure at various prestigious organizations, and called for efficient use of the new technologies that are holding forth new opportunities and challenges. Prof. S Srinivasa Murthy, Director, IPE highlighted the importance of AI in Library and Information Work. He had a lot of encouraging words on the role of libraries and also motivated the participants to take advantage of the new technologies for efficient performance in their day-to-day work.

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. Contact on : 07088270882/07900444090/, E-mail: *smsifconf@iimkashipur.ac.in.* For updates, log on to*: www.iimkashipur.ac.in/events/*

International Conference on Sustainable Technologies

A two-day International Conference on 'Sustainable Technologies in Energy and Environmental Management' is being organized by the Department of Chemical Engineering, Sardar Vallabhbhai National Institute of Technology, Ichchhanath, Surat, Gujarat from June 06 –07, 2025 in hybrid mode. The event is interdisciplinary and is open to all postgraduate level students, research

scholars, academicians, and industry personnel working in engineering and science disciplines. It aims to provide a platform for all researchers working in the areas associated with Energy, Environment, and sustainable technologies. It will help showcase, collect, and disseminate novel state-of-the-art research and delve into the challenges and future perspectives toward achieving Sustainable Development Goals (SDGs) as identified by the United Nations. The thrust areas of the event are:

- Green Chemistry.
- Electrochemistry.
- Functional Materials.
- Bioenergy/Biofuels.
- Surface Chemistry.
- Separation Technologies.
- Sensing and Bio-sensing.
- Nanomaterials.
- Water Treatment.
- Catalysis.
- Biomaterials.
- Process Intensification.
- GHG Capturing.
- Process Safety.
- Hydrogen Generation/Storage and Transportation.

For further details, contact Organising Secretary, Department of Chemical Engineering, Sardar Vallabhbhai National Institute of Technology, Ichchhanath, Dumas Road, Surat, Gujarat-395007, Mobile No: 08433190809/ 08287505262. E-mail: *conferencesteem2025@gmail.com.* For updates, log on to: *www.svnit.ac.in*

International Conference on Transformative Reforms in Higher Education

A two-day International Conference on 'Transformative Reforms in Higher Education: Best Practices in Implementation of NEP- 2020' is being organized by the ICFAI Business School, Hyderabad, Telangana from April 29-30, 2025 in hybrid mode. The event is designed for professionals and partners committed to implementing transformational reforms in higher education. The event aims to reflect on the practices adopted by institutions implementing reforms in higher education and to provide a platform to leaders in higher education to share, deliberate on, and refine the practices that will accelerate the implementation of reforms with the desired outcomes.

Higher education is undergoing a churn all over the world. Many countries, including developed countries, are evaluating and reforming their higher education ecosystem. Hence, this conference is not only relevant but also timely. The overarching theme of the conference remains the National Education Policy- 2020 in India, as it is in its fourth year of implementation. Four years is too short a period for a transformative policy to be implemented. But in this period of time, several higher education institutions have evolved their practices that have worked very well for them. The number of such institutions is small, yet their practices are important for their scalability and their impact. The broad areas of the event are:

- ***Curriculum Revamp and Interdisciplinary Learning.***
- ***Multidisciplinary Education.***
- ***Student-centric and Holistic Education.***
- ***Inclusivity and Diversity in Education.***
- ***Digital and Online Learning: Future of Education.***
- ***Skill Development and Employability.***
- ***Research, Innovation and Entrepreneurship in Higher Education.***
- ***Assessment and Evaluation Reforms.***
- ***Teacher Training and Professional Development for Quality Education.***
- ***Governance, Leadership, Autonomy and Regulation.***
- ***Accreditation and Excellence.***
- ***Integrating Indian Knowledge Systems and Promotion of Indian Languages in Higher Education.***
- ***Internationalization and Global Outreach.***
- ***Sustainable Development Goals (SDGs).***
- ***Implementation Challenges and Policy Implications.***

For further details, contact Prof. M. Bhaskara Rao, ICFAI Business School, 156/157, IFHE-IBS Campus, Donthanapally, Shankarapalli Road, Hyderabad, Telangana- 501203, Mobile No: 099081 02340 / 077991 68111, E-mail: *ictrhe@ifheindia.org.* For updates, log on to: *www.icmrindia.org*

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THESES OF THE MONTH

SCIENCE & TECHNOLOGY
A List of doctoral theses accepted by Indian Universities
(Notifications received in AIU during the month of February-March, 2025)

AGRICULTURAL & VETERINARY SCIENCES

Agronomy

1. Chaudhari, Sweta Nareshbhai. **Biology and management of nutsedge (*Cyperus Rotundus*)**. (Dr. T U Patel), Department of Soil Science and Agricultural Chemistry, Navsari Agricultural University, Navsari.
2. Parmar, Prakashchandra Natavarlal. **Crop intensification through summer groundnut (Arachis hypogaea L) + sweet corn (*Zea mays Var Saccarata*) intercropping system in South Gujarat**. (Dr. H M Virdia), Department of Soil Science and Agricultural Chemistry, Navsari Agricultural University, Navsari.

Biotechnology

1. Rachna. **Production, characterization and assessment of microbial naringinase for debittering of citrus fruit juice**. (Dr.Mukesh Yadav), Department of Biotechnology, Maharishi Markandeshwar University, Ambala.
2. Saroha,Monika. **Identification and characterization of micro RNAs in wheat during gram filling stage under heat stress**. (Dr. Aditi Arya and Dr. Pardeep Sharma), Department of Biotechnology, Deenbandhu Chhotu Ram University of Science and Technology, Murthal.

Entomology

1. Patel, Hiralben Gandabhai. **Defense responses in rice induced by zinc sources against yellow stem borer (*Scirpophaga incertulas walker*)**. (Dr. J J Pastagia), Department of Entomology, Navsari Agricultural University, Navsari.

BIOLOGICAL SCIENCES

Life Sciences

1. Barbhuyan, Humayun Samir Ahmed. **Studies on leaf shape variation to delimit taxonomic species boundaries in *Citrus spp* in Northeast India**. (Prof. Uma Shankar), Department of Botany, North Eastern Hill University, Shillong.
2. Chaudhary, Kaveri. **Characterization and grouping of rice genotypes (Oryza Sativa L) for salinity tolerance at reproductive stage**. (Dr. Narender Singh and Dr. Krishnamurthy S L), Department of Botany, Kurukshetra University, Kurukshetra.
3. Chaurasia, Amrita Nandlal. **Tree species diversity estimates of selected forest covers of India: AVIRIS-NG approach**. (Prof. N S R Krishnayya), Department of Botany, M S University of Baroda, Vadodara.

Zoology

1. Gupta, Vaibhav. **Stress-induced alterations in synergistic pathways of neuroendocrine mechanisms and immune system regulation in *Coturinix coturinix japonica*: Role of *Withania Somnifera* in reproductive health**. (Dr. Rashmi Srivastava), Department of Zoology, Dr Harisingh Gour Vishwavidyalaya, Sagar.
2. Roy, Sanchayeeta. **Evaluation of anti-peptic ulcer potential and toxicity of some traditional medicinal plants used by Angami Tribe of Nagaland**. (Prof. B Roy), Department of Zoology, North Eastern Hill University, Shillong.
3. Yadav, Aruna. **Avifaunal potential and assemblages of Mandothi Wetlands, Haryana (India)**. (Dr. Deepak Rai), Department of Zoology, Kurukshetra University, Kurukshetra.

EARTH SYSTEM SCIENCES

Environmental Science

1. Gautam, Devika. **Insight into *Bubalus bubalis* Type III interferon family: Characterization and expression profililing**. (Dr. Anil Sindhu and Dr. Sachinanda De), Department of Biotechnology, Deenbandhu Chhotu Ram University of Science and Technology, Murthal.
2. Iangrai, Larikynti. **Provisioning ecosystem services emanating from community forests and their role in the livelihoods of the people of East Khasi Hill District Meghalaya**. (Dr. S S Chaturvedi), Department of Environmental Studies, North Eastern Hill University, Shillong.
3. Patel, Rohit. **A mathematical and GIS based approach for noise mapping and modeling under mixed traffic condition in mid-sized Indian City**. (Prof. Prasoon Kumar Singh), Department of Environmental Science & Engineering, Indian Institute of Technology, Dhanbad.

4. Raj, Abhinav. **Assessment and prediction of hexavalent chromium vulnerability in groundwater by nobles index, random forest model and geostatistical model**. (Prof. Alok Sinha), Department of Environmental Science & Engineering, Indian Institute of Technology, Dhanbad.

5. Vikrant Singh. **Investigation on graphitic carbon nitride based binary/ternary nanoparticles for energy and environmental applications**. (Dr. S P Nehra and Dr. Anshu), Department of Energy & Environmental Studies, Deenbandhu Chhotu Ram University of Science and Technology, Murthal.

Geophysics

1. Harsh Kumar. **Characterization of active tectonics in the Piedmont Zone in parts of North -West Himalaya by remote sensing - GIS based morphotectonic analysis and GPR investigations**. (Dr. Bhagwan Singh Chaudhary and Dr. R S Chatterjee), Department of Applied Geophysics, Kurukshetra University, Kurukshetra.

ENGINEERING SCIENCES

Civil Engineering

1. Mohanty, Monika. **Sustainable utilisation of coal overburden material in low-volume road construction**. (Prof. Smruti Sourava Mohapatra), Department of Civil Engineering, Indian Institute of Technology, Dhanbad.

Computer Science & Engineering

1. Archana Kumari. **Real-time pricing framework for retail e-commerce using cloud native computing**. (Dr. S Mohan Kumar), Department of Computer Science & Engineering, CMR University, Bangalore.

2. Bathla, Priyanka. **Artificial intelligence based prediction model for brain stroke disease**. (Dr. Rajneesh Kumar), Department of Computer Science & Engineering, Maharishi Markandeshwar University, Ambala.

3. Datta, Sujoy. **Designing frameworks for recommendation systems in emerging applications**. (Dr. Monideepa Roy), Department of Computer Science & Engineering, Kalinga Institute of Industrial Technology, Bhubaneswar.

4. Jangra, Ajay. **An efficient hybrid technique of load balancing in cloud computing environment**. (Dr. Neeraj Mangla), Department of Computer Science & Engineering, Maharishi Markandeshwar University, Ambala.

5. Khongbuh, Wanbanker. **Software defined network based Internet of Things protocol integration and development**. (Prof. Gautam Saha), Department of Information Technology, North Eastern Hill University, Shillong.

6. Pal, Monalin. **Applied behavior analysis therapy for autistic children through audio & video for psychological intervention using artificial intelligence**. (Dr. Rubini P), Department of Computer Science & Engineering, CMR University, Bangalore.

7. Ravinder Kumar. **Design and development of security mechanism for Internet of Things**. (Dr. Amita Malik and Dr. Virender Ranga), Department of Computer Science & Engineering, Deenbandhu Chhotu Ram University of Science and Technology, Murthal.

8. Roy, Priyanka. **Developing different strategies to identify forgeries in handwritten documents**. (Prof.Soumen Bag), Department of Computer Science & Engineering, Indian Institute of Technology, Dhanbad.

Electrical & Electronics Engineering

1. Minaxi. **Some investigations on hybrid micro-grid**. (Dr. Sanju Saini), Department of Electrical Engineering, Deenbandhu Chhotu Ram University of Science and Technology, Murthal.

2. Rakesh Ranjan. **Efficient phase shift optimization framework for Intelligent Reflecting Surface (IRS)-Aided wireless systems**. (Prof. Himanshu Bhusan Mishra and Prof. Samrat Mukhopadhyay), Department of Electronics Engineering, Indian Institute of Technology, Dhanbad.

3. Sharma, Princy. **Modeling and analysis of gate-all-around junctionless transistors and related circuits**. (Prof Subindu Kumar), Department of Electronics Engineering, Indian Institute of Technology, Dhanbad.

4. Sheetal. **Stability and control of chaotic power systems**. (Dr. Sanju Saini), Department of Electrical Engineering, Deenbandhu Chhotu Ram University of Science and Technology, Murthal.

5. Wadhwa, Kanika. **Automatic generation control of hybrid power systems**. (Dr. S K Gupta), Department of Electrical Engineering, Deenbandhu Chhotu Ram University of Science and Technology, Murthal.

Electrical Instrumentation Engineering

1. Mahajan, Anshul. **Development of a biometric system using ear**. (Dr. Sunil K Singla), Department of Electrical and Instrumentation Engineering, Thapar Institute of Engineering and Technology, Patiala.

Electronics & Communication Engineering

1. Jagga, Shafali. **CMOS compatible high performance circuit designs**. (Dr. Atul Kumar and Dr. Bhartendu Chaturvedi), Department of Electronics & Communication Engineering, Jaypee Institute of Information Technology, Noida.
2. Rahman, Md Atiqur. **Investigation on tunable substrate integrated waveguide based resonators and its applications**. (Dr. Pankaj Sarkar), Department of Electronics & Communication Engineering, North Eastern Hill University, Shillong.
3. Saikia, Hubha. **Performance analysis of relay assisted communication systems over fading channels**. (Dr. Rajkishur Mudoi), Department of Electronics & Communication Engineering, North Eastern Hill University, Shillong.
4. Tewari, Nidhi. **Design of substrate integrated waveguide H-plane horn and cavity backed antennas**. (Dr. Neetu Joshi and Dr. Shweta Srivastava), Department of Electronics and Communication Engineering, Jaypee Institute of Information Technology, Noida.
5. Yasmin, Nilufar. **Lightweight cryptography for IoT applications**. (Dr. Richa Gupta), Department of Electronics and Communication Engineering, Jaypee Institute of Information Technology, Noida.

Material Science and Engineering

1. Sharma, Pankaj. **Machinability improvement of Inconel 825 superalloy using EDM process**. (Dr. Vishal Singh and Dr. Manoj Kumar Sinha), Department of Materials Science and Engineering, National Institute of Technology, Hamirpur.

MATHEMATICAL SCIENCES

Mathematics

1. Anju. **Existence of fixed points in generalizations of metric spaces**. (Dr. Vishal Gupta), Department of Mathematics, Maharishi Markandeshwar University, Ambala.
2. Biswas, Mahargha. **Study of wave transference and scattering phenomenon in piezo- composite structures with distinct interfacial conditions**. (Prof. Sanjeev Anand Sahu), Department of Mathematics and Computing, Indian Institute of Technology, Dhanbad.
3. Choudhary, Narayan. **On the categorical and algebraic Study of L-Fuzzy automata**. (Prof. Seetala Prasad Tiwari), Department of Mathematics and Computing, Indian Institute of Technology, Dhanbad.
4. Manpreet Kaur. **A study of information fusion processes in probabilistic and evidential frameworks using information theoretic techniques**. (Prof. Amit Srivastava), Department of Mathematics, Jaypee Institute of Information Technology, Noida.
5. Rajinder Kaur. **Development of dynamic data envelopment analysis models and their applications in some real-life problems**. (Dr. Jolly Puri), Department of Mathematics, Thapar Institute of Engineering and Technology, Patiala.
6. Rajkhowa, Shraddha. **Ramanujan's Q-continued fractions and partition functions**. (Dr. Nipen Saikia), Department of Mathematics and Computing, Rajiv Gandhi University, Itanagar.
7. Rakesh Kumar. **A study on generalization of similarity and dissimilarity fuzzy information measures**. (Dr.Satish Kumar), Department of Mathematics, Maharishi Markandeshwar University, Ambala.
8. Saha, Deepjyoti. **Software dependability analysis utilizing various statistical and machine learning techniques**. (Prof. Subhashis Chatterjee), Department of Mathematics and Computing, Indian Institute of Technology, Dhanbad.

MEDICAL SCIENCES

Biotechnology

1. Gupta, Yogita. **Design and synthesis of peptide-conjugates as vaccine candidates for Zika virus**. (Dr. Manoj Baranwal and Dr.Bhupendra Kumar Chudasama), Department of Biotechnology, Thapar Institute of Engineering and Technology, Patiala.

Pharmaceutical Science

1. Archna. **Studies on the testicular damage with selected anticancer drugs and in diabetic conditions: Intervention of β-aminoisobutyric acid and influence of exercise**. (Prof. G B Jena), Department of Pharmacology & Toxicology, National Institute of Pharmaceutical Education and Research, Mohali.
2. Atpadkar, Shital Dnyanoba. **Development of novel and efficient synthetic processes for nitrogen heterocycles and key drug intermediates**. (Dr. Manjinder Singh), Department of Pharmaceutical Technology, National Institute of Pharmaceutical Education and Research, Mohali.

3. Tripathi, Richa. **Development and characterization of *Sida Cordifolia* phytosomes for neurodegenerative diseases**. (Dr. Asmita Gajbhiye), Department of Pharmaceutical Sciences, Dr Harisingh Gour Vishwavidyalaya, Sagar.

Physiotherapy

1. Rupal Kumar. **Impact of 12 week obesity educator program on eating habits and body composition amongst obese menopausal women**. (Dr. Moattar Raza Rizvi), Department of Physiotherapy, Manav Rachna International Institute of Research and Studies, Faridabad.

PHYSICAL SCIENCES

Chemistry

1. Aastha. **Synthesis, structural exploration and application of organic multicomponent crystals**. (Dr. H K Sharma), Department of Chemistry, Maharishi Markandeshwar University, Ambala.
2. Borah, Jinku. **Artificial photosynthesis: Catalytic water oxidation using metal-oxo clusters**. (Dr. Rajesh Chakraborty), Department of Chemistry, Rajiv Gandhi University, Itanagar.
3. Kashyap, Nimisha. **Luminescence tuning of Heteroleptic Ruthenium (II) and Organoiridium (III) complexes for sensing and biological applications**. (Dr. S Khatua), Department of Chemistry, North Eastern Hill University, Shillong.
4. Lovleen Kaur. **Computational study of the role of coordinated ligand architecture on the oxidation reactions catalysed by transition metal-based complexes**. (Dr. Debasish Mandal), Department of Chemistry & Biochemistry, Thapar Institute of Engineering and Technology, Patiala.
5. Manpreet Kaur. **Fabrication of supercapacitor device with binary metal oxide based nanocomposites**. (Dr. Hardeep Anand and Dr. Dr. Prakash Chand), Department of Chemistry, Kurukshetra University, Kurukshetra.
6. Maurya, Arti. **Design and development of nanomaterials for electrocatalytic water splitting**. (Prof. Mahendra Yadav), Department of Chemistry and Chemical Biology, Indian Institute of Technology, Dhanbad.
7. Parmender Singh. **Synthesis of biomass derived carbon based nanomaterials for water remediation**. (Dr. Krishan Kumar and Dr. Sandeep Kumar), Department of Chemistry, Deenbandhu Chhotu Ram University of Science and Technology, Murthal.
8. Rachana. **Studies of various thermophysical properties of binary liquid mixtures containing alcohols and alkoxyalkanols**. (Dr. Gyan Prakash Dubey), Department of Chemistry, Kurukshetra University, Kurukshetra.
9. Rathore, Roshni. **Synthesis and characterization of manganese oxide based nanocomposites for various application**. (Dr. Sarita Rai), Department of Chemistry, Dr Harisingh Gour Vishwavidyalaya, Sagar.
10. Sharda, Deepinder. **Preparation and characterization of protein templated metal nano-formulations and their wound healing applications**. (Dr. Diptiman Choudhury), Department of Chemistry & Biochemistry, Thapar Institute of Engineering and Technology, Patiala.
11. Simran. **Preparation, characterization, and performance evaluation of various properties of different poly (Hydroxybutyrate) composite materials**. (Dr. Sanjiv Arora), Department of Chemistry, Kurukshetra University, Kurukshetra.

Physics

1. Harpreet Singh. **Performance of perovskite solar cells with different hole transport and absorbing layers**. (Dr. Anand Kumar and Dr. Manish Kumar), Department of Physics, Kurukshetra University, Kurukshetra.
2. Inamdar, Archana Nishant. **A density functional theory investigation on hydrogen and oxygen evolution reaction of metal chalcogenides**. (Prof. Arun Pratap and Prof. Prafulla K Jha), Department of Applied Physics, M S University of Baroda, Vadodara.
3. Nath, Abhijit. **Study of some polymer metal oxide nanocomposites and their potential applications**. (Dr. Mrityunjoy Mahato), Department of Physics, North Eastern Hill University, Shillong.
4. Singh, Yumnam Thakur. **Theoretical study on some electronic and mechanical properties of carbon nanotubes**. (Prof. P K Patra and Dr. D P Rai), Department of Physics, North Eastern Hill University, Shillong.

❑

Dr. Babasaheb Ambedkar Marathwada University

Chhatrapati Sambhajinagar – 431 004 (Maharashtra State)

Ph. Nos. 0240-2403399 – 400, (Off.) 2403104.
E-mail : registrar@bamu.ac.in, Website : www.bamu.ac.in

APPOINTMENT OF FULL TIME TEACHERS IN THE UNIVERSITY

Online Applications are invited in the prescribed format from eligible candidates for appointment on full time teaching posts of Professor, Associate Professor & Assistant Professor in various Teaching Departments of the University. Prescribed "Application Form" and detailed information regarding posts advertised along with the requisite qualifications, experience, reservation and specialization, is available on the University **Website: www.bamu.ac.in.**

i) Last date for online submission of forms: **02nd May, 2025 till 5:30 PM.**

ii) Last date for receipt of application forms (Hard Copy) in the University office : **09th May, 2025 till 5:30 PM.**

Place: University Campus, Chhatrapati Sambhajinagar
Date: 02nd April, 2025

Sd/-
(Dr. Prashant Amrutkar)
Registrar

SHAHEED DUNICHAND TEJANDAS T.KALANI MEMORIAL TRUST'S COLLEGE OF EDUCATION

Site No. 57, A-Block Road, Near Shahad Railway Station, Ulhasnagar-421001
(Linguistic Minority Institution)

Applications are invited for the following Posts from the Academic Year 2025-26

UNAIDED

Sr. No.	Cadre	Subject	Total No. of Posts	Category
1	**Principal**	–	01	01 - OPEN
2	**Assistant Professor**	Education	12	12 - OPEN
3	**Librarian**	–	01	01 - OPEN

The above posts are open to all, however candidates from any category can apply for the posts.
Reservation for women will be as per **University Circular No. BCC/16/74/1998 dated 10th March, 1998. 4% reservation shall be for the persons with disability as per University Circular No. Special Cell/ICC/2019-20/05 dated 05th July, 2019.**
Candidates having knowledge of Marathi will be preferred.
"Qualifications, Pay Scales and other requirement are as prescribed by the UGC Notification dated 18th July, 2018, Government of Maharashtra Resolution No Misc-2018/ C.R.56/18/UNI-1 dated 8th March, 2019 & University circular No. TAAS/(CT)/ICD/2018-19/1241, dated 26th March, 2019 and revised from time to time"
The Government Resolution & Circular are available on the website mu.ac.in
Applicant who is already employed must send their application through proper channel. Applicants are required to account for breaks, if any in their academic career.
Application with full details should reach to the **Chairperson, Shaheed Dunichand Tejandas Kalani Memorial Trust's, COLLEGE OF EDUCATION, Site No.57, A Block Road, Near Shahad Railway Station, Ulhasnagar - 421 001, Dist-Thane.** Within 15 days from the date of publication of this advertisement. **This is University approved advertisement.**

Sd/-
Chairperson

SHAHEED DUNICHAND TEJANDAS KALANI MEMORIAL TRUST'S COLLEGE OF ARTS, COMMERCE AND SCIENCE

Site No. 57, A-Block Road, Near Shahad Railway Station, Ulhasnagar - 421001

MINORITY

Applications are invited for the following Posts from the Academic Year 2025-26

UNAIDED

Sr. No.	Cadre	Subject	Total No. of Posts	Category
1	**Principal**	–	01	01 - OPEN
2	**Assistant Professor**	Commerce	05	05 - OPEN
3	**Assistant Professor**	Accountancy	02	02 - OPEN
4	**Assistant Professor**	Economics	01	01 - OPEN
5	**Assistant Professor**	Mathematics	01	01 - OPEN
6	**Assistant Professor**	Environmental Studies	01	01 - OPEN
7	**Assistant Professor**	Management Studies	03	03 - OPEN
8	**Assistant Professor**	Information Technology	03	03 - OPEN
9	**Librarian**	–	01	01 - OPEN

The above posts are open to all, however candidates from any category can apply for the post.
Reservation for women will be as per **University Circular No. BCC/16/74/1998 dated 10th March, 1998. 4% reservation shall be for the persons with disability as per University Circular No. Special Cell/ICC/2019-20/05 dated 05th July, 2019.**
Candidates having knowledge of Marathi will be preferred.
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The Government Resolution & Circular are available on the website mu.ac.in
Applicant who is already employed must send their application through proper channel. Applicants are required to account for breaks, if any in their academic career.
Application with full details should reach to the **CHAIRPERSON, Shaheed Dunichand Tejandas Kalani Memorial Trust's, College of Arts, Commerce and Science, A Block Road, Site No.57, Near Shahad Railway Station, Ulhasnagar - 421 001, Dist-Thane.** Within 15 days from the date of publication of this advertisement. **This is University approved advertisement.**

Sd/-
Chairperson

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-: RE- EMPLOYMENT NOTICE :-

No. 299 /Estt. Admn./Recruitment/2025 Bilaspur, Date: 26/03/2025

In continuation to Advt. No. 459/Esstt.Admn./Rec./2024, Date 14-06-2024, Corrigendum No. 537/ Esstt./Admn.Rec./2024, Date 05-07-2024, applications are invited from eligible candidates for the following Teaching positions on regular basis. The details of vacancies are as follows:

S. N.	Subject	Professor	Associate Professor	Assistant Professor
1.	Computer Science	01 (ST)	----------	01 (SC)
2.	Commerce	----------	02 (*1UR-Female*, 1-ST)	----------
3.	Food Processing	01 (OBC)	02 (1-ST, 1-SC)	01 (ST)
4.	Microbiology	01 (ST)	01 (OBC)	----------
5.	Hotel Management	01 (UR)	02 (1-UR, 01-ST)	02 (1-SC,1-ST)

Application form and detailed Information can be downloaded from University **website:www. bilaspuruniversity.ac.in.** The last date for submission of application through registered/ Speed post complete in all respects is **25/04/2025** at the office of the Registrar, Atal Bihari Vajpayee Vishwavidyalaya, In front of Koni Police Station, Bilaspur-Ratanpur road, Koni, Bilaspur (CG) PIN- 495009**.**

REGISTRAR

MAHATMA GANDHI COLLEGE-IRITTY

Keezhur. P.O., Iritty - 670703, Kannur Dt. Kerala
Re-accredited by NAAC with 'A grade', Aided & Affiliated to Kannur University
Website: www.mgcollege.ac.in • Email: mgcollege.ac.in@gmail.com • Tel: 04902491666

WANTED

Applications are invited from eligible candidates for the permanent posts of Assistant Professors in the following subjects:-

Sl. No	Subject	No. of vacancies
1	Management Studies	1 Vacancy (Open Merit)
2	English	1 Vacancy (Open Merit)
3	Malayalam	1 Vacancy (Open Merit)
4	Hindi	1 Vacancy (Open Merit)

Age, Qualification and Scale of pay is as per the UGC/University/Government rules. Appointments are subject to approval from Kannur University/Government.

Application form can be had from the college office on payment of Rs.1000/- (Rs. 1100/- by Post) or can download from the college website. The downloaded form should be submitted along with a DD for Rs.1000/- drawn in favour of the Gen. Secretary, Iritty Educational Society payable at Iritty or can transfer the cost of application form to A/c number: 57048660277, SBI Punnad Branch, IFS Code: SBIN0070384 along with details of transfer ID.

The candidates with disability are exempted from payment of cost of application.

The duly filled in application form should reach the undersigned **within 30 days** from the date of publication of this advertisement.

Sd/-
IRITTY — GENERAL SECRETARY
08.04.2025 — IRITTY EDUCATIONAL SOCIETY

The South Indian Association, Dombivli

THE SIA COLLEGE OF HIGHER EDUCATION

P-88. MIDC Residential Area, Dombivli Gymkhana Road,
Near Balaji Mandir, Dombivli (E) - 421203

MINORITY INSTITUTION

APPLICATIONS ARE INVITED FOR THE FOLLOWING POST FROM THE ACADEMIC YEAR 2025-2026:

UN-AIDED

Sr. No.	Cadre	Subject	Total No. of Posts	Category
1.	Principal	--	01	01-OPEN

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

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

Candidates having knowledge of Marathi will be preferred.

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

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

Application with full details should reach the **SECRETARY, The South Indian Association, Dombivli, The SIA College of Higher Education, P-88, MIDC Residential Area, Dombivli Gymkhana Road, Near Balaji Mandir, Dombivli (E) - 421203 within 15 days** from the date of publication of this advertisement. **This is University approved advertisement.**

Deputy Registrar.
TAAS (CT)

Sd/-
SECRETARY

SREE SANKARA TRUST

Advaitha Bhavan, Valayanchirangara-P.O,
Perumbavoor, Ernakulam Dist. Kerala, PIN-683 556
Phone : 0484-2657338. E- Mail: manager.ssv@gmail.com
Govt Aided College Affiliated to Mahathma Gandhi University Kottayam

Applications are invited from eligible candidates for the following post in SSV College, Valayanchirangara under the Management of Sree Sankara Trust against permanent vacancy.

ASSISTANT PROFESSOR in

1) Hindi - No. of Vacancy 1.
(Reserved for Persons with Low vision having Benchmark disability as per Annexure I in G.O.(P)7/2022/SJD dt.28.10.2022

Age, Qualification, and Scale of Pay as per Kerala Government, UGC, and Mahatma Gandhi University Orders, Statutes and norms etc. Application forms can be had from the Office of the Trust on free of cost. The applicant should attach Medical Certificates as prescribed in Annexure II of the above said G.O. Filled in applications with copies of required documents should reach the Office within 30 days from the date of this notification. Late and defective applications will not be considered.

Valayanchirangara
09.04.2025

(Sd/-) Secretary

ATMIYA UNIVERSITY

(Established under the Gujarat Private University Act 11, 2018)

"Yogidham Gurukul", Kalawad Road, Rajkot - 360005. (Gujarat)

INVITES APPLICATIONS FOR APPOINTMENTS OF

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- Computer Engineering
- English
- Commerce
- Management
- Psychology
- Economics
- Mathematics
- Pharmacy
- Civil Engineering
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- Liberal Studies

Coordinator
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- Cell for Internationalization

Admin
- Senior HR Executive

- ✓ **Qualification** as per **UGC** / related Regulatory Body Norms.
- ✓ **Salary** will be commensurate with qualification, experience & performance.
- ✓ Interested candidates can apply online through career section of the university website.
- ✓ The last date of application submission is 20 days after the publication of the advertisement.
- ✓ For further details refer to the University website.

www.atmiyauni.ac.in

Advt. No. AU/HR/RE/004/2025

- Registrar

B.TECH
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(SCHOOL OF TECHNOLOGY)

GSFC UNIVERSITY
EDUCATION RE-ENVISIONED
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ABOUT GSFC UNIVERSITY

GSFC UNIVERSITY is a Private University, and a corporate social responsibility (CSR) initiative of Gujarat State Fertilizer & Chemicals Ltd. (GSFC), Vadodara, Gujarat - a company promoted by the Government of Gujarat established in 2015-16.

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CONTACT DETAILS

Mr. A. Srikrishnan
Associate Dean, F&EHS
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Deccan Education Society's

NAVINCHANDRA MEHTA INSTITUTE OF TECHNOLOGY AND DEVELOPMENT

DES Mumbai Campus, Kirti College Road,
Off-Veer Savarkar Marg, Dadar (w), Mumbai – 400 028.
Tel. No. 022-62764582/83/88

APPLICATIONS ARE INVITED FOR THE FOLLOWING POSTS
FROM THE **ACADEMIC YEAR 2024-25.**

UNAIDED

Sr. No.	Cadre	Total No. of Posts	Post Reserved For										
			SC	ST	DT (A)	NT (B)	NT (C)	NT (D)	SBC	OBC	SEBC	EWS	OPEN
1	Director	**01**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**1**
MCA													
2	Professor	**01**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**1**
3	Associate Professor	**02**	**1**	**-**	**1**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
4	Assistant Professor	**05**	**1**	**1**	**1**	**-**	**-**	**-**	**-**	**-**	**1**	**1**	**-**
MMS													
1	Professor	**01**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**1**
2	Associate Professor	**01**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**1**
3	Assistant Professor	**01**	**-**	**-**	**1**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**

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

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

Candidate having knowledge of Marathi will be preferred.

The Educational Qualification, Experience & pay-scale for the post of Director, Professor, Associate Professor, & Assistant Professor are as prescribed by the University of Mumbai, AICTE & DTE from time to time.

Please refer University Circular No. **मशिमाक/विशिमाक/तंत्रशिक्षण/११/२०२०-२०२१ दिनांक ११ जानेवारी, २०२१** for qualifications and experience at the time of Interview.

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

Candidates belonging to reserved categories should send two Xerox copies of their application along with the attested copy of the Caste Certificate to the Deputy Registrar, Special Cell, University of Mumbai, Mumbai- 400032.

Applications with full details should reach the **SECRETARY, Deccan Education Society's NAVINCHNDRA MEHTA INSTITUTE OF TECHNOLOGY AND DEVELOPMENT, DES Mumbai Campus, Kirti College Road, Off. Veer Savarkar Marg, Dadar (W), Mumbai 400 028** within **15 days** from the date of publication of this advertisement. **This is University approved advertisement.**

SECRETARY
Deccan Education Society

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**.

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Association of Indian Universities: Your Partner in Higher Education

ISSN-0566-2257

UNIVERSITY NEWS

A Weekly Journal of Higher Education

Association of Indian Universities

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subsun@aiu.ac.in(for University News Subscription)

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