Rs. 50.00
ISSN-0566-2257

UNIVERSITY NEWS

A Weekly Journal of Higher Education

Association of Indian Universities

Vol. 63 • No. 18 • May 05–11, 2025

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.

UNIVERSITY NEWS
Vol. 63 May 05-11
No. 18 2025
Price Rs. 50.00

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

In This Issue

Science, Technology, Industrial Revolutions and the Future of Education

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India celebrates National Science Day on February 28th annually to pay tribute to Sir C. V. Raman, the first person from India and Asia to receive the Nobel Prize in Science. Raman received the Nobel prize in the year 1930 at the age of 42 in recognition of his breakthrough research on the light scattering effect known as the *Raman Effect*. Raman happened to announce this ground breaking discovery on February 28, 1928. The discovery of the Raman effect has made a significant impact on *optics, molecular physics*, and the development of a wide variety of technologies with applications in the field of *forensics, chemical analysis, pharmaceuticals,* etc. Western companies made the 'Raman Spectrophotometer' and commercially exploited the discovery of the Raman effect. In all fairness, India should have done this!

The celebration of National Science Day started in the year 1986 by the Government of India following a proposal from the National Council for Science and Technology Commission (NCSTC), New Delhi, to foster the promotion of science & innovation. It is celebrated in all educational institutions; schools to universities and research institutions, through activities like exhibitions, seminars, public speeches, quizzes and so on to spread awareness on the importance of science in daily life as well as to inspire the pursuit of science & innovation.

The National Science Day is celebrated each year with a specific theme. This year's theme is *'Empowering Indian Youth for Global Leadership in Science and Innovation for a Developed India'*. And so, this message needs to be spread among the youth studying or involved in research in educational, research and development institutions to undertake the pursuit of science with a purpose. They need to be impressed on the importance of making innovations for the sustenance of growth and prosperity of the country.

Sir C. V. Raman (1888-1970) epitomises one of the most brilliant and creative minds. He was a person passionately involved in research. Though Raman began his career as a top Accounts Officer of the Government of India, he simultaneously pursued research interests outside office hours at the *Indian Association for Cultivation of Science* (IACS- founded in 1876) in Calcutta (now Kolkata). Later, he was offered the newly created endowment Chair Professorship in Physics, called Palit Chair of Physics, in the year 1917 by Sir Ashutosh Mukherjee the Vice Chancellor of Calcutta University. Raman moved to Bangalore in 1933 to become the first Indian Director of the Indian Institute of Science (IISc). He founded the Indian Journal of Physics (1926), Indian Academy of Sciences (1933), and Raman Research

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Institute (1948) in Bangalore, where he worked until his death in the year 1970. Raman is considered the father of Indian Physics.

To India's pride, the discovery of the light scattering phenomenon by Raman is a ground breaking phenomenon. He showed that when a beam of light passes through a medium, it interacts with surrounding molecules present in the medium, exchange of energy takes place and light containing different wave lengths gets deflected differently. This phenomenon is called '*Raman Effect'.* It then made a significant impact on *optics, molecular physics* and the development of technologies with applications in chemical analysis, pharmaceuticals and forensic science, etc.

It is this discovery of the light scattering phenomenon that helped Raman explain why ocean water appears blue. The scientists then believed that the sea was blue because it reflected the colour of the sky. But Raman showed experimentally that it was the water itself that caused blue light to scatter more than other colours of the light beam causing the sea to appear blue! He made this observation while on a voyage and arrived at conclusion that the colour of the sea is not simply a reflection of the sky. Instead, it is a result of the water molecules scattering different wavelengths of light differently and blue light is scattered most. Raman also explained why the sky is blue! He could also explain the changing colours of the Sun during the sunrise or sunset. The phenomenon of the Raman effect is widely used in the development of a wide variety of technologies that have now routine applications in diverse fields, as mentioned before. As Raman happened to announce his discovery on 28th February (1928), National Science Day is celebrated on this date each year.

On occasion like this (National Science Day), we must also remember and pay tribute to other Indian scientists who contributed significantly to science and deserved Nobel Prize but somehow missed it. The list of such forgotten heroes includes, Jagadish Chandra Bose (wireless communication, electromagnetic waves, plant biology), Subhas Mukerjee (*in vitro* fertilization and production of test tube baby named 'Durga'), Yellapragada Subbarao, the Indian American, a biochemist par excellence, who discovered the function of adenosine triphosphate (ATP) as an energy source in cells; developed several drugs for treatment of diseases like cancer (Methotrexate-still used in chemotherapy and treatment of rheumatoid arthritis), filariasis (Diethylcarbamazine- DEC), synthesis of folic acid and so on. His research led to the discovery of *aureomycin, tetracycline* and so on.

It is very inspiring to remember the Indian American scientists who won the Nobel Prize. They are S. Chandrashekhar (astrophysics), Har Gobind Khurana (for elucidating structure of genetic code), and Venkatraman Ramakrishnan (citizen of UK and USA) for studies on ribosomes.

On this day, with great pride, we should also reflect on the solid contributions of various other Indian scientists: Satyendra Nath Bose (Bose-Einstein theory, naming of elementary subatomic particles after Bose as *Bosons*), Vikram Sarabhai (founder of ISRO), Homi J Bhabha (founder BARC), SS Bhatnagar (founder of CSIR), MS Swaminathan (for *Green Revolution*), Sunder Lal Hora (for *Blue Revolution*), and PJ Kurien (*White revolution*); these revolutions helped India not only to mitigate severe food shortage but also to produce various foods in excess, and export. Lastly, we must remember the most revered former President of India, Dr. APJ Kalam, the missile man, for strengthening the defence system of the country.

That ancient India also had many noteworthy scientists with a fertile, original minds and I am proud to recall their contributions, though briefly. For instance, even before the onset of the Christian Era (CE) and later during early and later CE many scholars like Bhaskara-I, Aryabhata. Brahmagupta, Varaha Mihira, Bhaskara-II, Madhava of Sangamagrama, and Srinivasa Ramanujan contributed significantly to mathematics and astronomy. The major contributions are: the first use of decimal point, discovery of zero, use of principles of differential calculus and their applications to astronomical problems. They also contributed significantly in areas like Algebra and Trigonometry. Equally worthy are the contributions of Charaka (father of medicine) and Sushruta (father of surgery) to Indian system of medicine (800 BCE-1000 CE). Reminiscing about the past heritage and contributions of ancient Indian scholars is a matter of proud privilege and is needed to instil national pride in county's youth and inspire them to undertake scientific pursuits rather passion.

Thanks to the great efforts of our scientists, India has now become a self-reliant country in many spheres. Therefore, a basic message of national science day is to recognize that all technological developments,

from matchsticks, LED bulbs to landing on moon, development of diagnostic medical equipment, drones to robots, production of high yielding crops (genetically modified- GM foods) are made possible due to scientific progresses in various domains. So much so, Science & Technology (S&T) is now an integral part of human life. The spirit of science, therefore, needs to be inculcation in the minds of young students, researchers, as well as the public at large. Therefore, science education needs strengthening and perpetual nourishment to sustain the growth and prosperity of the nation. Accomplishing a respectable position in a fast-changing world depends on scientific progress. At the same time, the youth and public in general must realise that scientific discoveries, inventions and innovations are the basis of industrial evolutions (IRs) that significantly impact human life. The world has witnessed four major IRs (IR 1.0-IR 4.0) so far. These are briefly highlighted below.

Mechanisation or Textile Revolution (IR 1.0)

It occurred in the year 1780 in England. Harnessing *steam power* and *power looms* enabled *mechanization* of production processes and thereby revolutionized textile industry- hence the name 'textile revolution'. Interestingly, England does not grow cotton. Being the powerful colonial rulers, the British took all the cotton from India to herald the textile revolution in England and enriched British Empire! India and China are the largest growers of the world's cotton. To facilitate the transport of cotton and coal (for fuelling ships and trains) they built roads and railways. And in the process, different principalities of India got linked.

Fig. 1. Shows Power Looms that Led to the Textile Revolution

Source: Google

Some say that the British came to India primarily in search of cotton. The result: 'textile revolution' which enabled them to build their own kingdom. Interestingly, the colonial ruler's need for cotton transformed India from being a group of warring principalities to eventually becoming a united country; the India as seen today. However, the textile revolution resulted in a severe blow to Indian textile industry, economy, handloom workers and other producers of fine cotton fabrics.

Mass Production (IR 2.0)

The second industrial revolution occurred hundred years later (1870) but in USA following the availability of *electricity*, and creation of *assembly lines*. The IR 2.0 enabled mass production of goods.

Automation (IR 3.0)

The third industrial revolution followed the development of *simple digital* techniques around the year 1970. It is also known as the *digital revolution*. It introduced widespread use of computer technology, automation, and marked a shift from 'analog to digital' systems using simple digital technology and advances in electronics. This led to automation in various manufacturing industries.

IR 4.0: Digital Revolution

Around the turn of 20th century, *complex digital* technology could be developed alongside the three waves of internet revolution: establishment of 'Internet', 'Internet of Things' (IoT) and Internet of Everything (IoE) and, connecting these with Cyber Physical Systems (CPS Platforms) became possible. These developments soon led to the establishment of 'Smart grid', 'Smart city', 'Smart factory', 'Smart building', 'Smart home', 'Business web', 'Social web', 'Internet of people', 'Internet of services' and so on. Interestingly, human life now hovers around the inseparable internet.

In comparison to the first three IRs, the fourth IR has come speedily and with a massive impact. It served as the harbinger of: Quantum computation, efficient energy & data storage facilities,

Fig 2 : Shows Assembly Lines and Use of Electricity that Enabled Mass Production

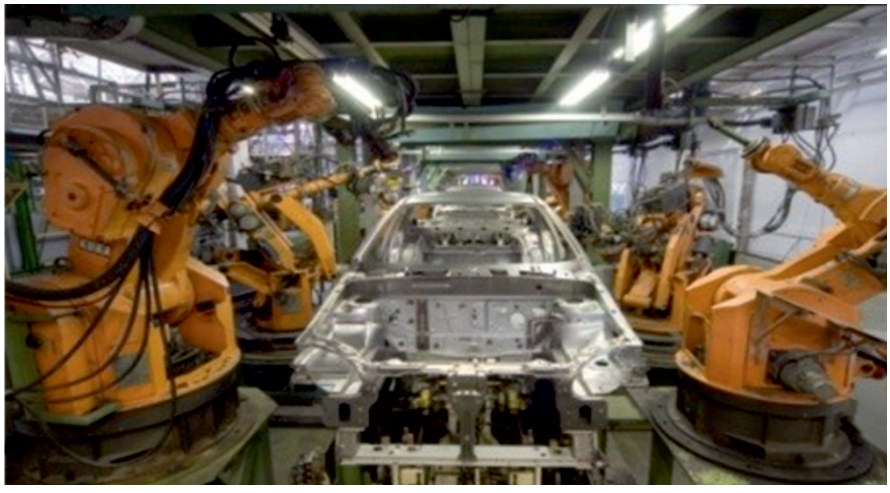
Source: Google

progress in Material science, 3-D Printing, Robotics, Drones, Autonomous vehicles, Nano- & Biotechnologies, Ed-Tech companies, Artificial Intelligence (AI), ChatGPT, etc. The possibilities of these innovations are beyond one's imagination! For example, it is quite possible that in the near future, AI and U-tubers will replace teachers by providing better tutoring. Likewise, AI may replace doctors by providing better advice. All developments are possible in the very near future days.

While the IRS marks human progresses, they reduce the requirement of manpower in industries and various public or private sector organizations. This results in a loss of jobs; some jobs disappear permanently. The phenomenon is called *technology-driven disruption in jobs*. On a global scale, seemingly 30-40 types of jobs disappear with each passing decade, and many companies face closures. A classic example is provided by Kodak Eastman once a global leader in photography had to declare bankruptcy in the year 2012.

Typical examples of disrupted or disappeared jobs include: typists, stenographers, cashiers, bank tellers, dispatchers, insurance agents, journalists, mail carriers, legal and paralegal law enforcement officials, retail jewellers, goldsmiths, fast food cooks, legal secretary, architects, fishers, lumberjacks, assemblers/fabricators, marketing and advertising personnel, telemarketers, textile workers, printing press operators, travel agents, sports referee and umpires etc. Even teaching jobs are now at high risk. It is relevant to note here the visionary statement of Vikram Sarabhai who some 57 years ago in his Convocation Address (1968) at Indian Institute of Technology (IIT), Madras had said "*as the rate of innovation, of discovery and of everything else in the world gets faster and faster so does the obsolescence of people, and things become ever more acute*". Clearly, obsolescence and redundancy result in the loss of jobs permanently.

Fig. 3. Shows Automation in Manufacturing Processes Enabled by Simple Digitisation and Advances in Electronics



(Source: Google)

Unmistakably, there is a strong link between education, scientific progresses, development of technologies, industrial revolutions and job disruptions. Today, job disruption is a global problem. It is not only inescapable but also a growing problem with the passage of time. Yet, luckily, industrial revolutions do create new jobs: chiefly for *sustenance, maintenance,*

and endless *upgradation* of technology. For all such tasks, new skills are needed. The requirement of preparing students for changed scenarios strongly imposes a compelling pressure on the entire gamut of the education system, forcing it to transform with a futuristic vision and reimagination.

What then is the idea of reimaging education system, especially the higher education? It is an idea to drive transformation of education to make it *relevant* to the ongoing and foreseeable future contexts. For instance, it calls for evolving integrated novel curriculums and global practices in teaching-learning-assessment processes, the delivery mechanisms. And, so on.

It is undeniable that quality science education is the foundation for making *discoveries, inventions, innovations* and development of *technologies,* though certain consequences like job disruptions may follow the technological innovations and reduce the requirement of manpower in industries and various organizations. Nevertheless, not all graduates can get jobs in the public and or private sectors. Therefore, an additional obligation of education is that it also helps (in addition to providing foundational knowledge of specific areas) instil confidence among the learners to become free entrepreneurs and startup founders. It is time for all concerned to recognize the huge change in the context before the country: the new context is the aspiration for global citizenship. Hence, the acquisition of skills through global standards of education is fundamental to the welfare of the future generation of learners.

Thus, the education system needs radical changes through *metamorphosis* of curricular contents as well as delivery mechanisms for (1) making these relevant to 21st-century demands, and (2) raising *teaching-learning-assessment* processes to global standards. Also, the reimaged education delivery processes should focus on ' self-learning', 'creative' and 'critical' thinking, 'solving problems', 'taking decisions' and making 'innovation'. Lastly, an all-inclusive education focuses on 'learning to know', 'learning to do', 'learning to live together' and 'learning to be', the four pillars of education (as per the *UNESCO report on 'Education for 21st Century'* -1998).

Predictably, future education will largely be in 'Online' mode. MOOCs and various Ed-tech companies and academies have already become very popular and affordable. Even traditional universities are offering such courses all over the world. It is high time for Indian universities also to offer such courses; many students are now opting for *micro-credentials* and *nano-degrees* available online on global platforms. So much so, off-line teaching jobs are now at risk.

In closing, our youth need to be clearly convinced and motivated that their future lies more in becoming entrepreneurs and/or startup founders rather than depending upon jobs in public enterprises. They must also learn to manage interpersonal relations and communication skills as well as be reasonably well-versed in liberal arts. Such thinking will go a long way in empowering Indian youth for global leadership in science and innovation, in accordance with this year's theme of the National Science Day celebration.

As far as the future of education is concerned, I strongly believe that if we do not transform the structure and philosophy of our education system quickly as per the futuristic needs, the very future of education can be shaky and irrelevant.

Lastly, following the ideals of Sir C V Raman and other eminent scientists of bygone era of India, and Indian origin scientists settled abroad, let us commit ourselves to building credibility for ourself, for the organization where we work and for our nation.

(Based on the talk given by the author on National Science Day, 28.2.2025 at Karnatak University, Dharwad. saidapur@gmail.com) ❑

On Psychological Support to Ph.D. Scholars

Moumita Das* and Suresh Garg**

Research is the best outcome of the combination of human intellect, dedication and hard work. In India, it is believed that those who proceed to the West, including US, for a Ph.D. are the best minds and high achievers. They dare to swim in uncharted waters, as invariably they have done exceptionally well and impressed everyone. Once registered for a Ph.D., they work very hard, at least initially, since they are invariably single. They succeed in publishing their work in good journals. This gives them confidence, which many times turns out to be an unfounded belief in themselves. In fact, false understanding about their intellect leads them to muddy waters, particularly if the research supervisor, who is all-powerful, chooses to deviate from the settled path but is deficient in guiding for some unprovoked reasons.

The voyage of a Ph.D. scholar is full of promises. But the supervisor may choose to make it an epic. We know that in India, in some rare cases, Ph.D. thesis went deep into the black hole and did not see the light of day in the lifetime of the scholar or the supervisor. Experience tells us that a Ph.D. scholar may experience pitfalls, which could be temporary. Physical, financial or situational. The research supervisors are not expected to treat their scholars as labour or live by his/her whims and fancies. And if a scholar is unable to cope under duress, he/she most often undergo mental conditions of stress and anxiety.

Having spent the golden years of his/her life pursuing Ph.D., it is genuine to be concerned about the future, and he/she may get panicky if the Research supervisor instead of guiding, finds fault with everything done by the scholar independently. Research studies carried out over a period of time show that the phenomenon of Ph.D. students experiencing stress and anxiety is not new; it has however been on the rise in recent times. This is not peculiar to the third world, including India. Even in educationally advanced nations, including the US, the supervisors may position to make or break the career of a student. This has drawn the attention of educational researchers to know the underlying causes of stress among Ph.D. students and explore ways to mitigate the anxiety levels. We have reviewed issues based on our experience with Ph.D. students and suggest ways to support such students.

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Some Statistics

In the past decade, studies have highlighted the mental health issues faced by Ph.D. students due to ill treatment by research supervisors, who are either incompetent or deficient in guiding and yet very assertive. In such cases, the HOD advises the scholar to be patient as he/she is neither the first nor the last individual to experience this pressure. There are shocking instances of scholars committing suicide even in reputed institutions. Following the suicides, a survey conducted in 2023 revealed that 80% of scholars experienced mental health challenges (1). Prior to this, a study made in 2021 revealed that about 68% Ph.D. scholars suffered depression, with 27 % of them having severe depression. The findings of this study revealed that among the depressed scholars, 84 % were from the non-science stream and 62 % were from the science stream (2). These instances made us to examine the underlying conditions that trigger psychological stress and mental health disorders in Ph.D. students.

Reasons for Anxiety and Depression

At first glance, it may appear that psychological stress is mainly a personality issue. It means that the root cause of stress and anxiety should be searched within the personality of the Ph.D. student. This defines the problem to be a highly personal one, and therefore, the solution to the problem must be customized. However, in the process of diagnosing the cause of the problem, the external elements such as the people, the family, friends, supervisors. the work system and rules governing Ph.D. students in the institution, etc., should be factored in. In our quest for diagnosing the root cause, it is important to understand the meaning of mental health. Experts define mental health as the capacity of an individual to interact in ways that promote subjective well-being, optimal development, use of cognitive, affective and relational abilities, and achievement of collective goals consistent with

justice (3). When disorder of mental health occurs several illnesses are observed in the scholar. These include (i) anxiety disorders, such as excessive worry and fear, (ii) depression with persistent sadness and loss of interest, (iii) bipolar disorder with dramatic shifts in mood and energy, and (iv) schizophrenia, a complex condition affecting thought, perception, and behaviour. Other concerns related to mental health disorders include substance abuse with harmful use of drugs or alcohol, and neuro-developmental disorders. The consequences of these disorders include failure in studies (non-publication} and work, inability to maintain relationships and participate fully with academic fraternity. Many a time a Ph.D. scholar is so much obsessed with their research supervisor that mere mention of his presence upsets him/her. This could also result in socio-economic burden, which includes costs in terms of healthcare expenditure, lost productivity, and the strain on social support systems (4). A Ph.D. student is on a path of rigorous intellectual pursuit, which demands not only exceptional intellectual aptitude but also a robust physical and mental constitution. The underlying qualification to be a Ph.D. scholar requires the scholar to possess a unique blend of the qualities of high cerebral calibre, creativity, a deep interest in knowledge and exploration, a passion for discovery and the resourceful use of effort. The Ph.D. scholar is expected to provide ground breaking solutions to social/ academic problems through his/her research endeavours. This may make the journey of a researcher a constant cycle of exploring, questioning, and analysing. It may immerse the researcher in a state of persistent mental and emotional upheaval. This intense mental engagement can lead to psychological stress thereby impacting their overall mental well-being. The highlight of this journey is that if a scholar is working all by himself/herself, spanning several months/years, he/she should have the inherent ability to manage these pressures (5).

There are two categories of research supervisors: (i) who enjoy good rapport with their scholars and enjoy working with them for some reason, (ii) who force the student to identify the problem and seek answers to various questions. In such cases, the supervisor is normally deficient in guiding and unequal to the task. And the entire credit should rest with the scholar.

Another factor that poses a challenge to the mental well-being of Ph.D. scholars is related to financial hardship. The scholars particularly from economically weaker sections or pursuing Ph.D. in a foreign country without scholarship, are often faced with a scarcity of funds, and therefore they are unable to support their own upkeep. This struggle often leads to compromises, which normally affect their performance.

Language proficiency also emerges as an important factor that impacts interpersonal relationships of Ph.D. scholars with their peer group and institute employees. If a scholar is not proficient in the local language where he/she is pursuing studies, it makes them vulnerable to moderate to severe depressive disorders (6).

Research studies indicate that the strained situation that the scholar faces is further exacerbated by strained relationships with the supervisor(s) who may lack the cultural sensitivity or understanding necessary for effective mentorship. These strained relationships are often attributed to conflicting work styles and personality incompatibilities. However, studies reveal that 67% of students reported a limited connection with their guides, largely due to communication breakdowns, divergent research perspectives, and a perceived lack of support in the job market. This toxic environment pushes some students to abandon their doctoral programmes altogether (6,7). The academic institutions often lack a vital component of student support services in their infrastructure, which further compounds the problem. The uncertainty in the job market is a major concern for all Ph.D. scholars, more so for those from disadvantaged backgrounds or enjoying unfavourable relations with the supervisor(s). This uncertainty contributes to feelings of anxiety and helplessness, impacting their academic performance and overall well-being. Studies indicate an interesting psychological issue that some scholars grapple with, what is termed by the experts as the “impostor syndrome” (8).

Impostor syndrome is defined as the debilitating sense of being a fraud despite evidence of their accomplishments. Impostor syndrome is a deeply ingrained feeling in a scholar that he/she is not as capable or intelligent as his/her peers, and that their successes are merely luck. The factors discussed above have been identified to be contributing to the triggering and aggravation of psychological disorders in Ph.D. scholars. Such a vulnerable population requires customized and personalized interventions and institutional support.

Psychological Support: Institutional Initiatives

First and foremost, the universities and academic institutions, as also research supervisors, need to recognise the high prevalence of mental health problems due to rising psychological issues faced by Ph.D. scholars. The institutions need to study the underlying factors brought out by research studies and make suitable interventions in the system to support Ph.D. scholars. The departmental committee or the HoD should ensure that the Ph.D. scholar possesses the inherent qualities to embark on the journey of scholarship. That is, he/she must have sound domain knowledge, excellent analytical capabilities, and good communication skills and humanitarian outlook. It would help ease work place hostility towards him/her.

A Ph.D. student struggling with mental health issues should get a compassionate and proactive advice, honest conversation without any expectation or pressure. Moreover, it would be still better if counselling services were put in place in every Ph.D. offering institution.

Mitigating the solitary issues may be carried out through enabling community participation of the Ph.D. scholars in the university activities. Experienced academics only should be allowed to offer Ph.D. guidance. Every Ph.D. supervisor should be oriented to provide positive mentorship through clear communication, constructive feedback and empathy. They should put their personal issues and commitments made to outsiders, if made without taking the scholar into confidence, on the back burner. In institutions where supervisor has extreme influence, a committee headed by HoD should examine and deliberate the issues raised by the scholar concerned. The departmental committee should get a comprehensive picture so as to address the issue of supervisory relationship satisfactorily (Solms, et. Al. (2024)) (9).

In extreme cases, the scholar should be advised to consult a psychiatric expert, who may, if deemed necessary, recommend medication as the last option.

Solms et al (2024) also reviewed issues related to publication pressure, developmental opportunities career control and supervisory support, scholar burn out and work engagement. They discussed how psychological Capital relates to a Ph.D. student's well-being. To determine the impact of publication pressure, the researchers analysed data from more than 600 Ph.D. students and found that pressure to publish contributed significantly to Ph.D. student's poor well-being. They suggested that publication pressure was more impactful on the scholars' subjective sense. Contrary to general understanding, this study did not find supervisory support to be an important factor in the well-being of a scholar. To us, it appears an outcome to the fear psychosis of the scholar. Experience tells that only those scholars do well and happily complete their thesis who live by the whims of the supervisor; they even get a good job thereafter. One of the most striking findings of the study of Solms et al (2024) was that the psychological capital (PsyCap) is the only resource related to the well-being outcome; it was considered more important than the tangible support received by a Ph.D. student from the supervisor(s). They have argued that PsyCap, together with self-compassion, facilitate students in attaining preferential goals.

Endnotes

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Navigating Data-driven Education for Holistic Expansion of Disciplines and Subjects

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This article delves into the essence of data-driven education, elucidating how the meticulous collection, analysis, and interpretation of diverse datasets are steering instructional practices and decision-making processes within educational institutions. Data-driven education refers to the use of data and analytics to inform and improve various aspects of the education system, including curriculum development, teaching strategies, student assessment, and administrative decision-making. It involves collecting and analysing data on student performance, engagement, and other relevant factors to make evidence-based decisions that enhance learning outcomes (Pella, 2012). Adopting a holistic perspective, the article emphasises key facets of data-driven education, including personalised learning, professional development, curriculum planning, and institutional effectiveness. This comprehensive approach provides educators with nuanced insights into student performance, allowing them to tailor instructional strategies by identifying individual strengths and weaknesses. Personalised learning emerges as the fulcrum of data-driven education, utilising diverse datasets to customise educational experiences according to the unique needs, preferences, and learning styles of individual students. The integration of adaptive learning technologies further refines this approach, ensuring that instructional content and pacing dynamically align with real-time performance metrics.

Perspectives of Data-driven Education

Data-driven education extends its impact to professional development, empowering educators with insights into their own performance and areas for growth. Personalised professional development opportunities, rooted in data-driven insights, aim to enhance teaching skills and address specific instructional needs. Curriculum planning undergoes a transformative shift as data is harnessed to assess the effectiveness of educational materials. The pursuit of institutional effectiveness takes centre stage as data is meticulously analysed to inform strategic decision-making at both the college and academic levels. Resource allocation, program implementation, and policy decisions are anchored in evidence derived from comprehensive data analysis.

Crucially, data privacy and security considerations underscore the ethical and responsible collection and utilisation of educational data. Adherence to privacy regulations and the implementation of robust security measures are imperative to ensure the safeguarding of sensitive educational information. As data-driven education continues to unfold, the overarching goal is to cultivate a culture of continuous improvement and innovation. This article emphasises the importance of balancing the benefits of data-driven practices with ethical considerations and privacy concerns, steering the educational landscape towards a future where personalised, evidence-based approaches empower every learner for success in an ever-evolving world.

Approaches to Data-driven Education

In an era dominated by information, the concept of being data-driven has emerged as a transformative force across various sectors, influencing decision-making, strategy formulation, and actions (Murray, 2014). This approach relies on the analysis and interpretation of data to extract valuable insights, optimise processes, and achieve superior outcomes. Whether in business, healthcare, education, or technology, organisations increasingly recognise the power of data-driven methodologies.

- ***Data as a Strategic Asset:*** A fundamental tenet of a data-driven approach, is treating data as a strategic asset. Organisations collect, process, and analyse data to uncover meaningful insights that serve as a foundation for informed decisions and actions.
- ***Decision-making Based on Evidence:*** Data-driven decision-making shifts from reliance on intuition or experience to a methodology that emphasises empirical evidence and statistical analysis as the guiding principles for choices and actions.

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- ***Continuous Monitoring and Improvement:*** Data-driven organisations adopt a culture of continuous improvement. By monitoring key performance indicators and utilising real-time or historical data, they identify areas for enhancement and adapt strategies accordingly.
- ***Predictive Analytics*****:** A cornerstone of data-driven approaches, involves leveraging historical data and statistical algorithms to forecast future trends, behaviours, or outcomes, allowing organisations to proactively address challenges.
- ***Iterative Problem Solving*****:** Data-driven organisations engage in iterative problem-solving. They continually refine strategies based on ongoing analysis, allowing for adaptability in response to changing circumstances or evolving goals.

Applications in Various Fields

- ***Education:*** Data-driven education utilises student performance data to personalise learning experiences, identify areas for improvement, and make informed decisions about curriculum design, creating more effective and tailored educational experiences.
- ***Technology and Innovation:*** Data-driven approaches play a pivotal role in technology and innovation by guiding product development, user experience design, and optimising software performance through insights derived from data analysis.
- ***Business and Marketing*****:** In business, organisations analyse customer data, market trends, and operational metrics to optimise marketing strategies, enhance customer experiences, and improve overall efficiency.
- ***Healthcare:*** Data-driven healthcare involves leveraging patient data, clinical records, and medical research to enhance diagnostics, treatment plans, and healthcare delivery, ultimately improving patient outcomes.
- ***Government and Public Policies:*** Governments utilise data to inform public policies, assess the impact of programs, and allocate resources efficiently based on the needs identified through data analysis, promoting effective governance.

Challenges and Considerations

Data Quality and Integrity largely depend on major focal areas, namely reliability and accuracy, Privacy and Ethics, Inter-disciplinarity, Adaptability, Handling of data in a conscientious way and as a value-based asset. Reliability and accuracy of data are paramount, and organisations must prioritize maintaining data quality and integrity to ensure the credibility of decision-making processes.

- ***Privacy and Ethics:*** Ethical considerations, particularly regarding privacy concerns, must be a top priority in any data-driven approach, with a focus on responsible data collection and usage.
- ***Interdisciplinary Collaboration:*** It highlights the successful implementation of a data-driven approach often requires collaboration between professionals with expertise in data analytics, domain knowledge, and decision-making, emphasizing the importance of interdisciplinary teamwork.
- ***Adaptability:*** Adaptability of data signifies the need for how organizations must remain adaptable to changing data landscapes, emerging technologies, and evolving business or societal challenges, ensuring continued relevance and effectiveness.

Applications in Various Fields: Education

Data-driven involves harnessing the power of data to inform decision-making, drive innovation, and achieve better outcomes across diverse sectors. It is a transformative approach that empowers organizations to leverage information as a strategic asset in the pursuit of success and excellence (Holcomb, 2004). Data-driven education, research, and curriculum refer to the use of data and analytics to inform decision-making, enhance learning outcomes, and shape educational strategies. This approach leverages the vast amount of data generated in educational settings to gain insights, make evidence-based decisions, and tailor educational experiences to individual needs.

Education

Data-driven education allows for personalized learning experiences where teaching materials, pace, and assessments can be tailored to individual student needs based on their performance data.

- ***Learning Analytics*** Involves the use of data to analyse and improve the learning process; it includes tracking student engagement, identifying areas of difficulty, and predicting academic performance (Hattie, 2012).
- ***Adaptive Learning Systems*** and adaptive learning platforms use data to adjust the learning path in real-time, providing additional support or challenges based on individual student progress.
- ***Early Intervention*** in data analytics can identify students at risk of falling behind early on, enabling timely interventions and support to address academic challenges.
- ***Student-learning Data*** also known as achievement data, can be defined as data regarding student performance on formal and informal assessments ranging from classroom assessments to state and federal standardised tests. Knowing the different types of assessment and what type of data they produce is fundamental to understanding and using this type of data efficiently. Educators need to understand when to use a specific type of assessment and the data it produces to inform instruction using quantitative and qualitative data, which can provide a more holistic view of academic progress. Examples of quantitative data can include the following: (i) Test scores, both formative and summative (ii) Grades on assignments and projects (iii) GPA (grade point averages)
- ***Institutional Process Data*** refers to the information regarding various systems, protocols, and policies that govern the functioning of an institution. It can include collecting information about the following areas, (i) Policies and procedures, such as when and how much homework to assign, protocols surrounding attendance, and requirements for passing (ii) Academic and behaviour expectations (iii) Parent participation, such as membership in PTA and advocate clubs and parental attendance during parent-teacher conferences (iv) Building operations and resource allocation (v) Rules and procedures governing college spaces and college-sponsored events

Research

In a data-driven approach in the field of research highlights that the interpretation of information and insights derived from the analysis of data plays a central role in guiding decision-making processes. Key aspects of a data-driven approach in research include

- ***Predictive Analytics:*** Researchers use data analytics to predict trends, outcomes, and potential areas for further investigation within the education domain.
- ***Impact Assessment:*** Evaluate the effectiveness of educational interventions, teaching methods, and policies by analysing data on student performance, engagement, and other relevant metrics.
- ***Educational Data Mining:*** Educational data mining involves the application of data mining techniques to discover patterns and insights from educational data, contributing to the improvement of educational systems.
- ***Qualitative and Quantitative Analysis:*** Researchers use a combination of qualitative and quantitative data to gain a comprehensive understanding of educational phenomena, ensuring a holistic approach to research.
- ***Data Collection:*** gathering relevant and accurate data from various sources. This can involve structured data (e.g., databases, spreadsheets) and unstructured data (e.g., text, images).
- ***Data Analysis:*** Employing analytical techniques and tools to process, interpret, and extract meaningful insights from the collected data. This can involve statistical analysis, machine learning, and other data mining methods.
- ***Decision Making:*** Using the insights gained from data analysis to inform and support decision-making processes. This can include strategic decisions in business,

policy decisions in government, or operational decisions in various domains.

- ***Continuous Improvement:*** Iteratively using feedback from on-going data analysis to refine and improve strategies, processes, and decision-making over **time.**
- ***Measuring Performance:*** Establishing key performance indicators (KPIs) and metrics to track the success and effectiveness of initiatives.
- ***Predictive Modelling:*** Using historical data to build models that can predict future outcomes, enabling proactive decision-making.
- ***Research and Evaluation:*** Data-driven education promotes evidence-based research and evaluation to understand the effectiveness of educational practices, interventions, and policies. Through collecting and analysing data, researchers can identify best practices, uncover trends, and inform policy recommendations.

Curriculum Development and Transaction

Data-driven education with regard to curriculum development and transaction refers to the use of data and analytics to inform and improve various aspects of the education system, including curriculum development, teaching-learning transactional strategies, student assessment, and administrative decision-making. It involves collecting and analysing data on student performance, engagement, and other relevant factors to make evidence-based decisions that enhance learning outcomes. Data-driven education uses student data and feedback to inform the development and refinement of curriculum materials, ensuring that they align with student needs, interests, and learning goals. This approach helps create more targeted and effective instructional materials.

- ***Curriculum Design and Improvement:*** Analysing data on student performance and feedback helps in designing and refining curricula to meet the evolving needs of students and align with educational objectives.
- ***Integration of Technology:*** Data-driven insights can guide the integration of technology into the curriculum, ensuring that digital tools enhance the learning experience effectively.
- ***Alignment with Industry Requirements:*** Analysing data on employment trends and industry needs helps in aligning curricula with real-world demands, ensuring that graduates are well-prepared for the workforce.
- ***Continuous Improvement:*** Regularly assessing and analysing data on student outcomes allows for continuous improvement in curriculum design, teaching methods, and learning resources.
- ***Instructional Planning and Delivery:*** Teachers use data to identify students' strengths and weaknesses, tailor instruction to their individual needs, and track progress over time. In analysing student performance data, educators can adapt their teaching strategies to improve student understanding and engagement.
- ***Formative Assessment:*** Data-driven education emphasises the use of formative assessments, such as quizzes, projects, and classroom observations, to gather real-time data on student learning. This allows teachers to provide timely feedback, address misconceptions, and adjust instruction accordingly.
- ***Personalised Learning:*** Data-driven education enables the customization of learning experiences based on individual student data. By analysing data on student performance, preferences, and learning styles, educators can provide personalised content, pacing, and support to optimise learning outcomes.
- ***Administrative Decision-making:*** Data-driven education supports decision-making at the administrative level, such as resource allocation, policy development, and program evaluation. By analysing system-level data, administrators can identify areas for improvement, allocate resources effectively, and assess the impact of interventions.

It's worth noting that while data-driven education has the potential to improve teaching

and learning, it should be accompanied by ethical considerations, ensuring student privacy and data security. Additionally, data should be used in conjunction with professional judgment and pedagogical expertise to create a holistic educational experience. In education, a data-driven approach involves using data to inform decision-making processes and improve educational outcomes (Huberman & Miles, 2002). This approach leverages various types of data, including student performance data, demographic data, and other relevant information. Further, the data-driven education-based approach extends its facets in the following dimensions,

- Regularly assess and monitor student performance using standardised tests, quizzes, and other assessment methods. Analyse individual and group performance data to identify areas of strength and weakness among students, which is important in the process of Student assessment and performance monitoring
- Use student data to tailor instruction and learning experiences to individual needs and learning styles. Implement adaptive learning technologies that adjust content and pace based on student performance to enhance personalised learning
- Identify students who may be at risk of falling behind early on through data analysis. Implement interventions and support mechanisms to address specific learning challenges and prevent academic struggles at an early stage to provide early intervention
- Use data to inform curriculum development, instructional strategies, and resource allocation. Allocate resources based on identified needs, ensuring that interventions are targeted and effective educational planning and resource allocation
- Utilise the data to identify areas where teachers may need additional support or training. Suggestions targeted professional development opportunities based on the analysis of teacher performance and student outcomes for professional development
- Use data to assess the overall effectiveness of colleges and educational programs. Establish accountability measures based on key performance indicators and metrics in planning institutional development and accountability
- Share relevant data with parents to keep them informed about their student's progress. Foster collaboration between educators and parents to support student learning at home, enabling parental involvement
- Establish a culture of continuous improvement where data is regularly analysed to refine instructional practices, curriculum, and overall educational strategies for continuous improvement
- Utilise educational technology tools to collect, analyse, and visualise data efficiently. Implement learning management systems and data analytics platforms to streamline the data-driven decision-making process, which may enhance technology integration

By adopting a data-driven approach, educational institutions can enhance teaching and learning, identify areas for improvement, and make evidence-based decisions to support student success. It's important, however, to handle and protect student data in accordance with privacy and ethical standards.

Benefits of Using Data-driven Education and its Impact on Students

Students become active participants in the process of developing educational materials and structures through the valuable data teachers collect. Additionally, the students' real-time progress becomes a top priority in planning lessons, meaning that teachers are able to continuously create educational materials based on the evolving needs of their students. This represents teachers' co-creation of learning materials with their students.

Datnow (2014) highlights that teachers usually rely on assignments and test scores to provide them with an understanding of their students' success rate; data-driven education offers teachers a much more detailed report of their classroom's retention rate. As a result, teachers can make immediate improvements based on the data and capitalise on the learning materials and processes

that are working best. More importantly, teachers can remove processes, methods, and materials that aren't working. A deeper understanding of students' progress and results is evident based on this approach.

Instead of continuously going through trial and error based on assumptions and predictions, teachers can create concrete learning materials and processes that have a higher rate of success since they are based on data from their students. Thus, students don't have to suffer through constant trials to see what sticks. Rather, they can retain information quickly through proven methods, which makes learning easier.

Since data takes centre stage in a data-driven education model, teachers constantly adapt to the needs of their students. This sort of adaptive teaching allows the learning experience to be much better suited for each individual student, taking into account the needs of both individual students and the classroom as a whole to provide the best experience for all, and personalises the learning experience.

Data-driven education becomes even more important within institutions that have a discrepancy in budget and resources available to offer students a well-rounded education. Instead of spending more time and resources to find ways to nourish students outside of the classroom, these institutions can bridge the achievement gap by analysing the discrepancies among their students and putting strategies in place to ensure they are receiving the education they need to achieve the same levels of success as their peers which reduces the achievement gap to a large extent.

Pros of Data-driven Education

Data-driven education offers various benefits that can enhance the learning experience, improve teaching methods, and contribute to overall educational effectiveness. (a) Personalized learning through tailored instruction (b) Early Intervention (c) Informed Decision-Making through evidence-based practices (d) Continuous Improvement based on iterative feedback process (e) Efficiency and Resource Optimization (f) Parental Involvement (g) Curriculum Evaluation and Enhancement (h) Objective Teacher Evaluation based on defined performance metrics (i) Adoption of Adaptive Learning Technologies (j) Data Literacy Skills through Skill Development (k) Alignment with Educational Goals dependent on goal-driven strategies. While recognising these advantages, it is crucial to implement data-driven practices responsibly, addressing privacy concerns, ethical considerations, and potential challenges to ensure that the benefits are realised without compromising the integrity of the educational process.

Cons of Data-driven Education

While data-driven education offers numerous advantages, it also comes with certain challenges and potential drawbacks (Jimerson, 2016). Here are some cons associated with data-driven education: (a) Overemphasis on standardized testing resulting in narrow focus (b) Loss of personalization and reduced individuality in the teaching-learning process (c) Privacy Concerns, especially Student Privacy in terms of handling data (d) Data Quality Issues resulting in inaccuracies and biases (e) Teacher Burnout because of the increased workload (f) narrow definition of success as very limited metrics are involved (g) Technology Dependency vs Infrastructure Challenges (h) Stress on Students resulting in pressure to perform (i) Inequity and bias resulting in reinforcement of disparities (j) Lack of contextual understanding (k) Resistance to change where the educator resistance to adopt (l) ethical Dilemmas. In addressing these cons, it's essential for educational institutions to implement data-driven strategies thoughtfully, consider the ethical implications, and strike a balance between quantitative data and the broader, holistic goals of education. Responsible use of data requires a comprehensive approach that values individual needs, privacy, and the diverse nature of learning.

Data-driven Education: The Way Forward

Data-driven education has emerged as a powerful tool to enhance the learning experience, optimise educational processes, and improve overall educational outcomes. In conclusion, adopting data-driven education has become a fundamental aspect of decision-making and strategy formulation across various sectors. The ability to harness and analyse vast amounts of data has transformed the way organisations operate, innovate, and solve complex problems. The shift towards data-driven education represents more than a technological

adaptation; it embodies a paradigm shift in organisational culture and strategy. The ability to harness data responsibly is poised to be a defining factor for success across diverse sectors. By fostering innovation, competitiveness, and long-term sustainability, data-driven education has the potential to contribute significantly to the continual improvement of educational systems worldwide (AAAS, 2001). As we embrace this transformative journey, the responsible integration of emerging technologies, robust data governance, and ongoing education and training will be key elements in shaping the future of education.

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Reimagining Higher Education in India: Opportunities and Challenges of Learning with Artificial Intelligence

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Artificial Intelligence (AI) is no longer a futuristic concept—it is a present-day reality that is rapidly transforming sectors across the globe, including healthcare, finance, manufacturing, and notably, education (Luckin, et. al., 2016). As nations prepare their systems for the Fourth Industrial Revolution, education must evolve to equip learners not only with domain knowledge but also with digital and cognitive competencies. In this context, the integration of AI into higher education becomes both an opportunity and a necessity.

In India, where higher education is one of the largest and most diverse systems in the world, the role of AI is increasingly gaining attention. AI applications—such as adaptive learning systems, intelligent tutoring, automated grading, and predictive analytics—hold immense potential to address challenges related to accessibility, personalization, quality, and scalability (MHRD, 2020). Institutions are beginning to recognize that AI is not about replacing educators but about augmenting human capacity—helping teachers to be more effective and learners more engaged (Holmes, et. al., 2019).

The National Education Policy (NEP) 2020 also acknowledges the role of technology and AI in transforming the teaching-learning process and calls for the development of AI literacy and research in this area (NEP, 2020). However, the integration of AI into Indian higher education must be approached with careful planning, keeping in mind the digital divide, ethical considerations, and the need for policy readiness.

This article explores into the promises and pitfalls of AI in Indian higher education, exploring the opportunities it offers for enhancing pedagogy and student engagement, the challenges it poses in terms of equity and ethics, and the strategic steps needed to embrace an AI-enriched academic future.

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The Promise of AI in Indian Classrooms

The infusion of Artificial Intelligence into Indian higher education classrooms brings with it a wealth of possibilities, capable of transforming traditional teaching models into dynamic, learner-centric ecosystems. As educators seek to respond to the diverse needs of students in a rapidly digitizing world, AI offers powerful tools to personalize instruction, streamline assessments, and support both academic and administrative functions.

- ***Personalized Learning and Adaptive Technologies***

  One of the most significant promises of AI lies in its ability to personalize learning experiences. Adaptive learning platforms, powered by machine learning algorithms, analyse students' learning patterns in real time and adjust content delivery accordingly. These tools can cater to individual learning paces, preferences, and proficiency levels—an essential feature in a country like India, where students come from diverse linguistic, cultural, and academic backgrounds. Platforms such as *Byju's*, *Khan Academy*, and *Coursera* already use AI to recommend content and track learner progress, demonstrating the potential for scalable personalized education (Holmes et al., 2019).

- ***AI-Powered Assessment and Feedback Systems***

  AI can also automate assessments—from objective quizzes to open-ended assignments—offering immediate, data-driven feedback to students and reducing the evaluation burden on faculty. Tools like *Gradescope*, *Knewton*, and AI-assisted plagiarism detectors enhance academic integrity while promoting continuous and formative assessment practices. Additionally, AI can identify learning gaps and suggest remedial measures, enabling educators to intervene early and effectively (Luckin et al., 2016).

- ***Intelligent Tutoring Systems and Virtual Assistants***

  AI-driven tutoring systems provide students with 24/7 academic support, mimicking the guidance of human tutors. These systems respond to student queries, explain concepts, and scaffold learning through step-by-step instruction. Chatbots like *SANDY* and AIML-powered mentors in IITs have shown promising results in managing student queries related to course content, deadlines, and campus services. This not only supplements the teacher's role but also fosters autonomous learning among students (Zawacki-Richter et al., 2019).

- ***Enhancing Administrative Efficiency and Decision-Making***

  Beyond the classroom, AI contributes to the streamlining of administrative tasks—from admissions and timetable scheduling to student profiling and predictive analytics for retention and performance. AI tools can forecast dropout risks, suggest interventions, and even help universities make evidence-based decisions about resource allocation.

Opportunities for Teaching, Learning, and Research

The integration of Artificial Intelligence into Indian higher education is not only reshaping the classroom experience but also opening doors to a more inclusive, innovative, and research-intensive academic culture. As AI tools become more sophisticated and accessible, they offer transformative opportunities across teaching, learning, and scholarly inquiry.

- ***Supporting Inclusive and Accessible Education***

  AI can play a pivotal role in creating a more inclusive and equitable education system, especially in a diverse and multilingual country like India. Natural language processing (NLP) tools and real-time translation services can help bridge language barriers, enabling students from different linguistic backgrounds to access the same content. AI-powered assistive technologies—such as speech-to-text converters, screen readers, and personalized learning interfaces—support students with visual, auditory, or cognitive impairments (UNESCO, 2021). These tools align with India's commitment to equitable education under the NEP 2020.

- ***Empowering Faculty with Smart Tools***

  For faculty members, AI offers tools that enhance productivity and pedagogical creativity. Content creation platforms like *ChatGPT*, *DALL·E*, and *Canva AI* can assist educators in developing lecture notes, visual aids, quizzes, and summaries tailored to different learning levels. Learning analytics platforms provide insights into student engagement, progress, and learning difficulties, allowing educators to intervene with precision and empathy (Daniel, 2019). Rather than replacing teachers, AI acts as a co-pilot in the teaching process—enhancing human judgment with real-time data.

- ***Facilitating Innovative Pedagogies***

  AI also facilitates pedagogical innovation. Flipped classrooms—where students engage with AI-curated video lectures or readings before coming to class—allow in-person time to be used for discussion, application, and problem-solving. Simulation-based learning, powered by AI and virtual reality, enables experiential learning in fields like medicine, engineering, and teacher education. These models promote deeper learning, collaboration, and critical thinking—skills essential for 21st-century learners (Huang et al., 2020).

- ***Promoting Interdisciplinary Research and Data-Driven Policy***

  With its ability to handle and analyse vast datasets, AI supports interdisciplinary research in education, combining insights from computer science, cognitive psychology, sociology, and pedagogy. In Indian universities, there is increasing interest in using AI to study learning outcomes, institutional performance, and

educational equity. AI-based research tools such as *Iris.ai* and *Scite* assist scholars in literature reviews, hypothesis generation, and trend forecasting. Furthermore, data-driven insights from AI can inform evidence-based education policies, helping decision-makers design interventions that are targeted, timely, and impactful (Zawacki-Richter et al., 2019).

Challenges in the Indian Context

While the potential of Artificial Intelligence in higher education is vast, its implementation in the Indian context is accompanied by a unique set of challenges. These barriers—technological, pedagogical, ethical, and policy-related—must be critically addressed to ensure that the AI revolution in education is inclusive, effective, and sustainable.

- ***Digital Divide and Infrastructural Limitations***

  Despite the rise in digital initiatives, a significant digital divide persists between urban and rural India. Many institutions, especially in tier-II and tier-III cities, lack the infrastructure—reliable internet, updated hardware, and trained IT support—to implement AI-based solutions effectively. According to a UNESCO report (2021), nearly 50% of Indian students still lack access to stable digital learning environments. Without robust foundational infrastructure, AI tools may further widen educational inequities rather than bridge them.

- ***Faculty Readiness and Embracing Change***

  An essential aspect of successful AI integration in Indian higher education lies in empowering faculty. While some educators may currently have limited exposure to AI tools, this presents a valuable opportunity for professional growth and innovation in teaching. Embracing AI requires not just technical familiarity but also a shift toward more facilitative and mentoring-oriented pedagogies (Holmes et al., 2019). With the right support—through ongoing capacity-building programs, peer collaboration, and robust institutional backing—faculty can lead the transformation, enhancing both their teaching practices and students' learning experiences.

- ***Data Privacy and Ethical Considerations***

  The use of AI inevitably raises ethical concerns, particularly regarding the collection, storage, and use of student data. In the absence of clear data protection regulations specific to educational institutions, issues such as surveillance, algorithmic bias, and unauthorized data sharing pose real risks. India's Digital Personal Data Protection Act (2023) is a step forward, but its application in academic contexts remains nascent and ambiguous (Aithal & Aithal, 2023).

- ***Overdependence on Technology and Reduced Human Interaction***

  AI's ability to automate and personalize learning may lead to an overreliance on technology, risking the dilution of human elements like empathy, mentorship, and peer interaction—critical components of holistic education. The teacher's role as an emotional anchor, guide, and moral compass cannot be replaced by machines. Studies suggest that blended approaches, which combine AI with strong teacher engagement, are more effective than AI-only interventions (Luckin et al., 2016).

- ***Policy Lag and Lack of Curriculum Integration***

  Despite NEP 2020's emphasis on digital transformation, AI integration in higher education curricula is still in its infancy. There is a lack of standardized frameworks, model curricula, or credit-based programmes that systematically introduce students and faculty to AI literacy. This policy lag limits the ability of universities to prepare students for future job markets where AI fluency is increasingly a baseline expectation (Zawacki-Richter et al., 2019).

Policy and Institutional Readiness

India's journey toward an AI-enriched higher education system is supported by a growing

ecosystem of policies and initiatives. However, for AI integration to become transformative rather than tokenistic, institutions must go beyond technology adoption and actively engage with capacity-building, partnerships, and inclusive strategies. A robust policy environment, empowered educators, and collaborative frameworks are essential to ensure long-term sustainability.

- ***Role of NEP 2020 in Promoting AI and Digital Learning***

  The NEP 2020 marks a pivotal shift in India's educational philosophy, emphasizing technology-enabled, flexible, and multidisciplinary learning. It explicitly encourages the integration of emerging technologies, including AI, across all levels of education (NEP, 2020). The policy envisions the development of a National Educational Technology Forum (NETF) to spearhead digital learning and promote innovation. NEP 2020 also calls for the inclusion of AI-related content in curricula, thereby setting the stage for nationwide AI literacy and competency development.

- ***National Initiatives***

  India has launched several national-level initiatives to facilitate digital and AI learning: [a] AICTE's National Educational Alliance for Technology (NEAT) brings together AI-based edtech solutions from the private sector and makes them available to students at subsidized rates (AICTE, 2023). [b] NASSCOM's *FutureSkills Prime* is an industry-led digital skilling platform that offers AI, data science, and cybersecurity courses to students and educators, aligning with global job market trends (NASSCOM, 2022). [c] Study Webs of Active–Learning for Young Aspiring Minds (SWAYAM) promotes MOOCs and blended learning, many of which include AI and coding courses, democratizing access to high-quality content (MHRD, 2020). These initiatives are crucial in ensuring large-scale access to digital and AI education, particularly in resource-constrained institutions.

- ***Need for AI Literacy among Faculty and Administrators***

  For AI integration to succeed at the institutional level, faculty and administrators must develop AI literacy—not only in terms of technical knowledge but also ethical, pedagogical, and administrative applications. Educators need to understand how AI tool's function, what biases they may contain, and how they can be responsibly implemented in curriculum delivery and assessment. Without informed decision-makers, AI tools may be underutilized or misapplied, undermining their potential benefits (Holmes et al., 2019).

- ***Importance of Public-Private Partnerships (PPP)***

  Given the scale and diversity of Indian higher education, public-private partnerships (PPP) are essential to accelerate AI adoption. Edtech companies bring innovation, agility, and scalable platforms, while public institutions offer reach, legitimacy, and user bases. Collaborations with platforms like Google's *AI for India*, Microsoft's *Future Ready Talent*, and IBM *SkillsBuild* exemplify how PPP models can foster AI skilling, internship opportunities, and faculty development (NITI Aayog, 2021). Such partnerships must be guided by strong ethical frameworks and transparency to ensure that they serve educational goals, not just commercial interests.

Case Studies and Emerging Best Practices in AI Integration

As Artificial Intelligence (AI) continues to transform education globally, Indian institutions are proactively embracing AI technologies to enhance teaching, learning, and administration. Leading institutions such as the Indian Institutes of Technology (IITs), the International Institute of Information Technology Hyderabad (IIIT-Hyderabad), and private universities like Amity University and Shiv Nadar University are at the forefront of this transformation.

Amity University Online has introduced 'Professor AMI', India's first AI-powered virtual

professor in online higher education. Powered by ChatGPT-4 and OpenAI technology, Professor AMI supports students through recorded lectures, real-time query resolution, and 24/7 assistance, thus enhancing engagement and learning outcomes (India Education Diary, 2023a). Amity has also partnered with *TCS iON* to launch a certification programme in Machine Learning and Generative AI, blending academic and industry insights to offer a hands-on learning experience (India Education Diary, 2023b).

Shiv Nadar University's Department of Computer Science and Engineering operates a specialized AI and Machine Learning Laboratory. The lab supports advanced research in areas like neural architecture search, computer vision, and medical image computing, offering practical exposure to students through well-structured labs and research initiatives (Shiv Nadar University, 2023).

IIIT-Hyderabad has launched the Healthcare and AI (HAI) programme, a multi-disciplinary research initiative addressing real-world healthcare challenges through artificial intelligence. Projects include AI applications in disease detection, diagnostics, and drug discovery, showcasing the institution's focus on socially relevant research (IIIT-Hyderabad, 2023).

Institutes like IIT Bombay are offering online AI and machine learning courses via platforms like Coursera, making cutting-edge knowledge accessible to a broader audience (Coursera, 2024). Additionally, SWAYAM, a Government of India initiative, collaborates with IITs and other national institutions to host AI-integrated MOOCs that feature automated grading, adaptive content, and peer evaluations (SWAYAM, 2024).

These initiatives reflect how Indian higher education institutions are creatively embedding AI into their academic and administrative systems, ensuring improved student experiences, increased accessibility, and innovation in pedagogy.

The Human-AI Synergy: Not a Replacement but a Reinforcement

While AI technologies bring automation, scalability, and intelligence to the classroom, they cannot replace the human touch that defines education at its core. The emotional resonance of a teacher's encouragement, the ethical frameworks imparted through dialogue, and the mentorship that shapes lifelong learners remain irreplaceable elements of higher education. The future lies not in replacing educators with machines, but in creating a meaningful synergy where both complement and amplify each other's strengths.

- ***Teachers as Mentors, Motivators, and Ethical Guides***

  In the Indian context, where education is seen as a holistic process of character formation and critical thinking, teachers continue to play a vital role as moral compasses, mentors, and facilitators of inclusive learning (Kumar, 2020). AI may offer speed and precision, but it lacks contextual sensitivity, emotional intelligence, and cultural nuance—qualities that teachers possess and students value (Selwyn, 2019). Moreover, ethical dilemmas around data use, algorithmic bias, and digital well-being require human judgment and sensitivity that only educators can provide (Luckin et al., 2016).

- ***AI as a Co-teacher, Not a Competitor***

  Rather than viewing AI as a threat, educators can see it as a co-teacher that supports personalized learning, automates routine tasks, and provides real-time feedback. This augments the teacher's role, freeing time for deeper engagement, mentoring, and innovation in pedagogy (Zawacki-Richter, et. al., 2019). AI can help identify learning gaps, tailor instruction, and track progress, while teachers offer emotional support, social learning, and moral reasoning. When human insight and AI's analytical power come together, the result is a more effective and humane learning environment.

The goal is not substitution but symbiosis—an ecosystem where AI handles 'what' and 'how much', and teachers guide the 'why' and 'so what'.

Conclusion and Future Directions

As AI continues to reshape the global educational landscape, Indian higher education

stands at a crossroads. The integration of AI into classrooms presents tremendous opportunities—from personalized learning experiences and innovative pedagogies to more efficient administrative systems. However, it also raises significant challenges, especially in terms of digital equity, ethical concerns, and faculty readiness (Selwyn, 2019). Therefore, adopting AI in Indian higher education must be approached with caution, ensuring that it is inclusive, ethical, and aligns with the nation's unique educational goals.

A balanced and responsible approach is essential, where AI is used to enhance human intelligence rather than replace it. Teachers, as mentors and ethical guides, must continue to play an integral role in shaping the academic and personal growth of students. AI should be regarded as a co-teacher, capable of augmenting the learning experience by offering personalized resources and real-time feedback. Human interaction and critical thinking will remain essential components of education, and AI should support rather than supplant these elements (Luckin, et. al., 2016).

To achieve a truly AI-enabled education system, Indian higher education institutions must foster continuous learning, experimentation, and collaboration among educators, students, and policymakers. The adoption of AI technologies should be accompanied by professional development, ethical training, and robust discussions about data privacy and biases (Zawacki-Richter, et. al., 2019). Collaborations between public and private sectors, as well as cross-disciplinary research, will be pivotal in bridging the gaps between technology and pedagogy. The future classroom, therefore, will not be defined by machines but by the synergy between human intelligence and artificial intelligence. As we move forward, the task is not just to incorporate AI but to ensure that it amplifies the very essence of education—nurturing curious, critical, and compassionate minds.

As Indian higher education navigates the age of AI, future efforts must prioritize building institutional capacity, embedding AI literacy across disciplines, and establishing regulatory frameworks to guide ethical use. Research should focus on localized AI solutions that address the socio-cultural diversity of learners in India. Investing in scalable infrastructure for rural and underserved areas, fostering interdisciplinary AI research hubs, and strengthening public-private-academic partnerships will be essential. Additionally, national accreditation and quality assurance frameworks should evolve to include benchmarks for AI integration, ensuring that innovation aligns with educational equity and excellence.

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Self-discovery : The Catalyst for Personal Growth

Jagdeep Dhankhar, Hon'ble Vice President of India delivered the Convocation Address at the 37th Convocation Ceremony of the Indira Gandhi National Open University, New Delhi on February 20, 2024. He said, "Do not be afraid of failure, for it is the stepping stone to success. Let it be a catalyst for growth and self-discovery. Together, let us build an Amrit Kaal where every dream takes flight, and where the true potential of our youth illuminates the path to a brighter tomorrow." Excerpts

It is truly an honour to be part of the 37th Convocation of the prestigious Indira Gandhi National Open University (IGNOU). Degrees are being awarded to 3 lakh students. This three and a half million student population is unprecedented at global level.

I extend my heartfelt congratulations to the graduating Students, their family members, and their teachers. Your hard work, dedication, and perseverance have brought you to this significant milestone, and I commend each one of you for your achievements.

Friends, convocation is much beyond a ceremony. It is a milestone in all your lives. An unforgettable moment. It marks the culmination of years of dedication, hard work, and sleepless nights.

This moment is also a turning page in the chapter that has, so far, been your life at this university.

You will move beyond this chapter, leaving behind the familiar charm of student life and embracing the exhilarating life of adulthood.

I am sure a lot of emotions stir within you – pride in all that you have achieved, anxiety about the future, and heartache of saying goodbye to an institution that you have been a part of for the past few years.

My young friends- Let us not solely fixate on the endings, for today is also a beginning. Today, we celebrate not just the completion of a journey but the ignition of new aspirations. Always bear in mind that your learning never stops.

Friends, you are fortunate to step into adulthood at an exciting time- our **अमृत काल** where there is hope and possibility of all kinds.

There is in place an ecosystem that is wholesome for exploring your talent and realising your aspirations.

Let me advert to the launchpad that all of you are presently standing on – and this is a very significant launchpad in the history of this great nation that has a civilisational depth of 5000 years. You are henceforth part of the marathon march to *Viksit Bharat@2047.*

Friends, Governance, once shrouded in shadows, now embraces transparency and accountability. Corruption once the bane of the system has now yielded to the rule of law. Now all, without exception, are subject to accountability before the law. All this has paved the way for your aspirations to truly take flight and dreams to fructify.

On the economic front, our story is one of remarkable dynamism. Negotiating difficult terrain and tough challenges we have traversed from being a 'Fragile Five' global economy to the glorious status of being the fifth-largest economy, with ambitions set firmly on the third position in the global economy within a few years.

The World Bank applauds our meteoric rise in financial inclusion, achieved in just six years when others projected decades.

The IMF hails India as a global investment hotspot, acknowledging the immense opportunities we offer.

And hence, our projected GDP growth is double the global average, speaks volumes about our economic vitality and its robust premise.

Friends, our strength transcends mere numbers. It lies in the power of collective action. We are now the third-largest powerhouse in terms of purchasing power, showcasing the combined potential we hold.

Our resilient financial ecosystem, fuelled by an inclusive digital payment system, has become a global model. Not only do we use it, we export it.

Indians can now transact using UPI in seven countries, and UPI transactions alone, in 2022, accounted for nearly half of all global digital transactions.

We are not just consumers, we are innovators and leaders in this domain. We even surpass the per capita mobile data consumption of China and the US taken together. This is mobile magic!

Our aspirations extend beyond the Earth's boundaries. The momentous success of Chandrayaan-3,

marking our historic soft landing on the Moon's South Pole, exemplifies our relentless pursuit of scientific and technological advancements. We now celebrate August 23 as Space Day.

Gone are the days, mark my words, people of my age know it when a bicycle was used to carry parts for our first rocket launch. Today, we have launched over 400 satellites for other countries, developed countries including USA and Singapore.

Friends, reflect and take pride in what truly makes our *Bharat* so special!

Firstly, we stand tall in the community of nations with a civilizational legacy of over 5000 years, a rich tapestry of knowledge and wisdom that guides our present and shapes our future.

Secondly, we are the largest and most functional democracy in the world, demonstrating our commitment to inclusivity and participation.

I am not taking you to figures but imagine 500 million people have opened their bank accounts for the first time. This is the financial inclusion of the highest order ever on the planet. A hundred million gas connections have been given to needy households. These are just two figures, there can be many.

This spirit of inclusivity resonates globally. The unprecedented G20 Summit held in New Delhi stands as a testament to our leadership. Imagine, G20 footprint was in all the states and all the Union Territories of the country. It is a remarkable geographical achievement other nations can only look up to.

From engaging all states and union territories across the nation to inducting the African Union as a member of the G20 and launching the Global Biofuel Alliance, India emerged as the voice of the Global South for the first time. Such an important segment of the planet was not being noticed and now it is being noticed day in and day out.

So, dear friends, you are not just entering life but rocketing towards it. All of you are graduating into an India on the rise, India that has shaken off the label of the 'sleeping giant', India's rise is continual, incremental and unstoppable.

We are no longer a nation defined by its potential. We are a nation realizing its potential. We are a nation enabling global powers to realize their potential. We are a nation that is defining how human resource potential can be exploited.

Seize this incredible momentum, harness the transparency, leverage the economic boom, and turn the opportunities into your personal masterpieces. What do young minds need? They need a system that is free from corruption. Corruption has gone for good. Corruption is no longer a password to a contract or a recruitment process. It helps all of you.

All are equal before the law. Some thought at one point of time that they are above law, law cannot reach them, and they have immunity from the law. They are now feeling the heat of law day in and day out because democracy cannot survive, democracy cannot breathe unless there is equality before the law. Now equality before law is a ground reality for one and all.

Friends, as we navigate the contemporary scenario, we are witnessing extraordinary infrastructural growth, widespread technology penetration, rapid pace of digitization and a commitment to transparent and accountable governance. Imagine if you choose to work from home, your house in the village is as well equipped as your house in a modern metro. All the facilities that you look for are available in the villages, that is the kind of development this country has seen in the last decade.

These are not mere buzzwords; they are ground reality, as we can all witness today!

Our scientific prowess has not only earned India laurels, but has transformed the lives of ordinary citizens and has fuelled our aspirations for a brighter and more sustainable future.

We stand at a new dawn, an *Amrit Kaal* where India soars to even greater heights. Our government has sown the seeds of opportunity and growth, pouring its heart and resources into nurturing fertile ground for our collective future and particularly for our young minds, boys and girls who are before me today in large numbers virtually and physically.

As India strides towards becoming the world's third-largest economy, our young minds should engage to explore a vast landscape of possibilities, unburdened by the shackles of narrow definitions of success.

I appeal to young minds, don't be killed by competitive mechanism, obsession to hold a government position. Enormous opportunities are available to you, you just have to look and explore. You will be extremely successful, these will be rewarding for you. Grab these opportunities, they will

suit your aptitude, they will fulfil your inclinations, Go ahead in that direction.

We should now have enabling policies and initiatives for creating a space where every dream holds value, where individuality thrives, and where success is measured not by societal yardsticks, but by deep, personal fulfilment.

Let me just divert and indicate to you, Examine our startups, they've created wonders at the global level, and they have changed the economic landscape of the country. Their contribution to the economy is immeasurable, they are setting new trends. You have to take the lead when you step out into the larger world.

Let go of the obsession with traditional paths. Let us think out of the box, If you have an idea in your mind. Don't fear failure, Failures are natural, failures are success steps towards further success. A failure is a success story, it is not a failed attempt. It's an essential attempt to secure success. Just reflect that Chandrayaan-3 would not have been there if Chandrayaan-2 wouldn't have gone to that extent. Chandrayaan-2 was not a failure, it was majorly a success, Chandrayaan-3 fructified it.

Embrace the untapped potential that lies within all of you – the entrepreneur, the innovator, the changemaker.

Instead of competition, let collaboration be our guiding principle. Let us support each other, share our talents, and lift each other up as we embark on this exciting journey.

The world has to be changed when you avail opportunities that are absolutely novel and innovative. I would like to invite your attention to disruptive technologies that will dominate our lifestyles, these are fresh areas. India is one of the few nations in the world that is focusing heavily on Quantum computing, green hydrogen missions, artificial intelligence, blockchain and machine learning. All these are the areas where young minds have to contribute, if you take the lead you will make yourselves a successful person and your family proud. You'll contribute to the nation as never before and you will be true footsoldiers of Bharat taking its march to 2047.

Friends, you are stepping into a world that is increasingly driven by dynamic and new trends in disruptive technology. You have to be extraordinary, innovative, you have to be on your own. You have to be driven by your own creation, and your own thought process. Do not be guided by old-age concepts, things have dramatically changed. Take note of it.

Friends, Internet of Things, Machine Learning, Block Chain, Augmented Reality, Artificial Intelligence and Quantum Computing are your subjects not mine. You are in the front-league. Your faculty has to only initiate you. You have to lead the path, you have to be global leaders of Bharat which is home to one-sixth of humanity.

Remember, friends, true progress lies not in conforming, but in daring to be different. It lies in following your passion, charting your own course, and leaving your unique mark on the world.

Look at history, the future belongs to those who dare to dream beyond the ordinary. So, friends, as you step into this new chapter, I urge you: to embrace your individuality, pursue your passions, and redefine success on your own terms.

Bharat eagerly awaits your contributions, your new perspectives, and your innovative ideas. Believe in yourself and your capabilities.

I can assure you, I can ensure your capability, competency and academic accomplishments and your knowledge is the best in the world.

I see the destiny of *Bharat* in your eyes. You are the most significant stakeholder in the governance and rise of *Bharat*, and you will shape *Bharat* what it will be in 2047. You are the most significant stakeholders and you have to ensure that the growth trajectory of our development which is continually incremental is not only sustained but is taken to greater heights.

I encourage every one of you to be fearless in the pursuit of your dreams. Do not let your mind become a parking place for doubts and insecurities.

Instead, let it be a platform for your imagination and creativity. Remember, some of the greatest innovations and breakthroughs have come from individuals who dared to think differently, who fearlessly challenged the status quo.

Do not be afraid of failure, for it is the stepping stone to success. Let it be a catalyst for growth and self-discovery.

Together, let us build an *Amrit Kaal* where every dream takes flight, and where the true potential of our youth illuminates the path to a brighter tomorrow.

Congratulations, and may your journeys be filled with purpose, passion, and fulfillment!

Jai Hind.

Course on Research and Publication Ethics

A seven-day Research and Publication Ethics Course for Ph.D. Scholars enrolled in the University and affiliated colleges was organized by the Alagappa University, Karaikudi, Tamil Nadu, recently. The Course aimed to provide participants with comprehensive knowledge and understanding of ethical principles and practices in research and publication. A total of 96 Ph.D. Scholars, spanning different disciplines took part in the course. During the Inaugural Session, Vice Chancellor, Prof. G Ravi, stated that the Research and Publication Ethics Course is vital to academic training, fostering integrity and ethical conduct in scholarly research. He said that it equips researchers with essential knowledge of ethical considerations, plagiarism, authorship norms, and the responsible dissemination of scientific findings, thereby ensuring the credibility and societal impact of their work. He urged the research scholars to make optimal use of the sophisticated and state-of-the-art equipment, valued at ₹20 crore, available at the Alagappa University, Karaikudi. This advanced infrastructure is designed to support cutting-edge research across diverse disciplines, fostering innovation and academic excellence. Earlier, the Course Deputy Coordinator, Dr. M Natarajan, Assistant Professor of English, Alagappa University, welcomed the gathering and delivered a thematic introduction. The Deputy Coordinator, Dr. R Suresh, Head I/c, Department of Economics and Rural Development, Alagappa University, proposed the formal Vote of Thanks. Through presentations and discussions led by distinguished professors from various institutions, the course covered various topics, including publication misconduct, scientific conduct, philosophy and publication ethics, data metrics, and open-source practices.

The Ph.D. scholars were introduced to various forms of publication misconduct, such as plagiarism, fabrication, and falsification, along with strategies for prevention and detection. The importance of upholding ethical standards in scientific research, including proper data collection, analysis, and reporting, was emphasised. Experts delved into the philosophical underpinnings of publication ethics, exploring concepts such as integrity, transparency, and responsibility in scholarly communication. Participants gained insights into the use of data metrics in evaluating research impact, along with discussions on the ethical implications of relying solely on quantitative indicators. The course highlighted the benefits of open-source practices in research, including increased transparency, reproducibility, and collaboration, while addressing ethical considerations related to data sharing and intellectual property rights. Eminent experts in all disciplines contributed their expertise through interactive sessions, providing valuable insights and guidance to participants. Topics covered by experts included ethical dilemmas in publishing, responsible authorship practices, and navigating peer review processes.

Prof. K Alamelu, Senior Professor of Bank Management and Director, IQAC, Alagappa University, delivered a lecture on 'The Philosophy of Ethics'. Prof. R Sevugan, Dean, School of Media and Communication, and Professor of Library and Information Science, Pondicherry University, Puducherry delivered a lecture on 'Open Access Publications' followed by Prof. C Sekar, Senior Professor and Head, Department of Bioelectronics and Biosensors, and Member of the Syndicate, Alagappa University who spoke on 'Scientific Misconduct'. Dr. K Elavazhagan, Librarian and Chief Knowledge Officer, IIM Trichy, elaborated on 'Open Access Tools'. Dr. K Sankaranarayanan, Senior Professor and Head, Department of Physics, Alagappa University, delivered a lecture on 'Publication Ethics'. Dr. Sathik Batcha, Professor and Head, Department of Library and Information Science, Annamalai University, conducted hands-on training on 'Selecting Quality Journals for Publication'. The next session included a lecture on 'Databases and Metrics' by Dr. S Thahukodi, Professor and Head, Department of Library and Information Science, Central University of Tamil Nadu, Thiruvarur. The lecture on the 'Philosophy of Publication Ethics' was delivered by Prof. V Manickkavasagam, Former Registrar, Alagappa University, Karaikudi. Dr. A Padmapriya, Dean, Research and Head, Department of Computer

Science, Alagappa University, addressed the topic of Publication Misconduct.

The programme concluded with a Valedictory Session where participants commended the sessions for their scholarly depth and practical relevance. The Research and Publication Ethics Course provided a comprehensive platform for participants to enhance their understanding of ethical principles and practices in research and publication. By engaging with eminent experts and exploring a diverse range of topics, participants gained valuable knowledge and insights to foster ethical conduct and integrity in their scholarly endeavors. The course underscores the importance of continuous education and dialogue in promoting ethical standards and maintaining public trust in the scientific community.

Workshop on Research Design, Methods and Analysis

A twelve-day Workshop on 'Research Design, Methods and Analysis' is being organised by the Indian Institute of Management, Bodh Gaya, Bihar from June 23-July 04, 2025, online. The faculty members, students and research scholars of higher education institutions may participate in the event. The purpose is to create socially responsible managers and emotionally mature leaders. The Modules of the event are:

Module 1: Manuscript Writing

- Writing High-quality Manuscript.
- Systematic Literature Review.
- Formatting, Presenting Tables and Figures in a Manuscript.
- Journey of High-Quality Publishing.

Module 2: Analysis and Presentation of Results

- Creating Graphs and Charts.
- Calculating Summary Statistics.
- Testing for Differences between Groups.
- Investigating Relationships between Variables.
- Fitting Regression Models.

Module 3: Sample Selection and Survey Design

- Defining your sample.
- Choosing the right sampling methods to obtain a representative sample (e.g. stratified sampling, cluster sampling, multi-stage sampling, …).
- Deciding on the best way to collect your data (e.g., online, face-to-face, postal questionnaire, …).
- Designing questions to get good quality answers.
- Deciding on the sample size needed to get estimates that have sufficient accuracy.
- Using effect sizes and power to decide the sample size needed for statistical tests.

Module 4: Research Methodologies

- Review of Statistical Tools.
- Qualitative Analysis using NVIVO.
- Factor Analysis.
- Reliability and Validity Testing.
- Moderation and Mediation using AMOS.
- Structural Equation Modelling.

For further details, contact the Organising Secretary, Indian Institute of Management Bodh Gaya, Uruvela, Prabandh Vihar, Bodh Gaya – 824234, Gaya, Bihar. E-mail: *director_office@iimbg.ac.in.* For updates, log on to: *www.iimbg.ac.in/events*

International Conference on AI/ML and Defensive Security

A two-day International Conference on 'AI/ML and Defensive Security' is being organised by the P G Department of Computer Science, SNDT Women's University, Mumbai, Maharashtra under PM USHA (MERU) Project in association with Vulnuris Security Solutions LLP from June 20-21, 2025. DefenSec2025 is a flagship Conference that brings together over 500 professionals, researchers, and students to discuss cutting-edge trends and solutions in Cybersecurity, Artificial Intelligence and Machine Learning. It provides a platform for thought leaders to share their insights and for participants to engage in skill-building activities and networking opportunities. The Tracks of the event are:

Track 1: Emerging Technologies in AI / ML and Data Science

- Health-care.
- Design.
- IoT, Cyber-Physical Systems and Industry 4.0.

- Natural Language Processing.
- Education and E-Learning, Languages.
- Computational Intelligence.
- Business Intelligence.
- Digital Humanities.
- Network and Hardware Security, Cryptography, Blockchain.
- Sustainable Computing and Other Relevant Topics.

Track 2: Emerging Cyber Threats and Challenges

- Cybersecurity for Critical Infrastructure.
- Addressing Nation-State Threats.
- Zero Trust Architectures.
- Ethical Challenges of AI in Cybersecurity.

Track 3: Cyber Defense in Education and Industry

- Embedding Cyber Hygiene in Curriculum and Training.
- Defensive Strategies for Educators and Researchers.
- Developing Cyber-Resilient Learning Environments.
- The Psychology of Defensive Strategies in Organizations.

Track 4: Regulatory and Compliance Frameworks

- Cyber Law, GDPR, CCPA, and Global Privacy Standards.
- Best Practices for Cybersecurity e-Governance.

For further details, contact Convener, Prof. Anita Chaware, Head, P. G. Department of Computer Science, SNDT Women's University, Juhu Tara Road, Santacruz (West), Mumbai 400049, Maharashtra, Mobile No: 09967673305. For updates, log on to: *https://sndt.ac.in/media/defensec2025* and/or *https://defensec.vulnuris.com*

Workshop on Research Methodology and Multivariate Data Analysis

A five-day Workshop on 'Research Methodology and Multivariate Data Analysis' is being organized by the Department of Humanities and Social Sciences, Indian Institute of Technology Tirupati from May 19-23, 2025. The faculty and research scholars from various disciplines including management, humanities and social sciences, engineering, etc., and postgraduate students who are interested in learning the basics of research methodology may participate in the event. The programme has been designed to provide participants with exposure to the fundamentals of the research process, identification of the research problem, literature review, selection of appropriate research design and various other phases of research. The Contents of the event are:

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

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

THESES OF THE MONTH

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

Anthropology

1. Umpo, Eva. **Health-seeking behavior among Digaru Mishmis and Sherdukpens of Arunachal Pradesh**. (Dr. Md Asghar), Department of Anthropology, Rajiv Gandhi University, Itanagar.

Business Administration

1. Aarti. **Impact of board characteristics on firms financial performance: A study of Indian manufacturing companies**. (Prof. Sanjeet Kumar), Department of Business Administration, Chaudhary Devi Lal University, Sirsa.

Commerce

1. Agrawal, Sonali. **Economic aspect and impact on beneficiaries of Pradhan Mantri Awas Yojana: With special reference to Agar Malwa District Year 2015-16 to 2021-22**. (Dr. Ashok Agrawal), Department of Commerce, Vikram University, Ujjain.
2. Amphal, Dinesh Chandra. **Mahilaon ke arthik shaktikaran mein shaskiye yojnaoan evam savsahayeta samuhon ka tulnatmak addhyayan: Ujjain Jile ke vishesh sandarbha mein**. (Dr. Sandeep Joshi and Dr. Rakesh Dand), Department of Commerce, Vikram University, Ujjain.
3. Behra, Anita. **Linkage between ESG and firm profitability: Evidence from Nifty 50 companies**. (Dr. Rajat Deb), Department of Commerce, Tripura University, Suryamaninagar.
4. Champatiray, Manisha Yagyaseni. **The interplay of coachability and decision-making style of financial investors: An empirical study**. (Dr. Sweta Leena Hota and Dr. Arya Kumar), KIIT School of Economics and Commerce, Kalinga Institute of Industrial Technology, Bhubaneswar.
5. Jyothi, G H. **A study on performance evaluation of debt and equity schemes of selected mutual funds (AMC'S)**. (Dr. Veerashetty G Rathod), Department of Commerce, Kuvempu University, Shankaraghatta.
6. Kapoor, Jyoti. **Effects of work place stress on personal life of employees private finance companies**. (Dr. Preeti Chhabra), School of Commerce, Manav Rachna International Institute of Research and Studies, Faridabad.
7. Mali, Meenakshi. **Niji kshetra kee bima companiyoan mein upbhokta santushti ka addhyayan: Jhabua Jile ke vishesh sandarbh mein**. (Dr. Rakesh Mathur), Department of Commerce, Vikram University, Ujjain.
8. Modi, Krupaben Rajubhai. **Role of e-service quality in customer satisfaction: A study of banking sector**. (Dr. Dharmendra N Thaker), Department of Commerce, Ganpat University, Mehsana.
9. Mohapatra, Sonali. **The impact of trust and attitude of customers on e-banking adoption in Odisha**. (Dr. Sweta Leena Hota), KIIT School of Economics and Commerce, Kalinga Institute of Industrial Technology, Bhubaneswar.
10. Muwel, Kanchan. **M P Ke aarthik vikas mein krishi ke yogdan ka visheleshanatmak addyayan: Dhar Jile ke vishesh sandarbh mein**. (Dr. Laxman Parwal), Department of Commerce, Vikram University, Ujjain.
11. Pokharna, Doly. **Kisan Credit Card Yojana ka krishi utpadan par prabhav ka adhyayan**. (Dr. Seema Dubey), Department of Commerce, Vikram University, Ujjain.
12. Saiyad, Fariyah Banu Jamaluddin. **A comparative study on customer behavior study on customer behavior towards perfume and attar business though retail outlets of metropolitan city of Mumbai and Dubai**. (Prof.Shobha Dedhia), Faculty of Commerce and Management, S.N.D.T. Women's University, Mumbai.
13. Yadav, Ajay. **Indian International Trade: A study of pattern and determinants**. (Prof. Tej Singh), Department of Commerce, Indira Gandhi University, Meerpur.

Economics

1. Ahmed, Waqar. **Productivity and efficiency of manufacturing sector: A study of the selected states of India**. (Prof. Ashish Nath), Department of Economics, Tripura University, Suryamaninagar.
2. Bhanderi, Priyanka Sureshbhai. **An analytical study of various economical aspects of Chickpea production: In context of Jamnagar District**. (Dr. P M Undhad), Department of Economics, Saurashtra University, Rajkot.

3. Gadad, Mallikarjun. **Problems and prospects of agricultural labour in Dharwad District of Karnataka**. (Dr. Ravindranath N Kadam), Department of Economics, Kuvempu University, Shankaraghatta.

4. Gamit, Rinaben Harishbhai. **An economical study of women associated with Sakhi Mandals (Self Help Groups) (In context of Tapi District)**. (Dr. Amar B Patel), Department of Economics, Saurashtra University, Rajkot.

5. Kedaranatha, R Swamy. **Financial assessment of district central co-operative banks in Karnataka: A comparative study**. (Dr. Ravindranath N Kadam), Department of Economics, Kuvempu University, Shankaraghatta.

6. Loitongbam, Hena Devi. **Urban inequality, poverty and standard of living: A case study of Imphal West District of Manipur**. (Prof.U K De), Department of Economics, North Eastern Hill University, Shillong.

7. Mona Kumari. **The role of government sponsored schemes in development of scheduled caste women of rural Haryana: A case study of District Sonipat**. (Dr. Satish Kumar), Department of Economics, Indira Gandhi University, Meerpur.

8. Nongspung, Aibanskhem. **Private returns to education and labour market outcomes in India**. (Dr. V Pala), Department of Economics, North Eastern Hill University, Shillong.

9. Shekhawat, Ritu. **A study of trade relations between India and Gulf Cooperation Council (GCC) countries**. (Prof. C R Bishnoi), Department of Economics, IIS University, Jaipur.

Education

1. Anil Kumar. **A comparative study of emotional intelligence, teaching-aptitude and personality of pre service teachers studying through Sanskrit and Hindi medium**. (Dr. Vichari Lal Meena), Department of Shikshashastra, Shri Lal Bahadur Shastri National Sanskrit University, New Delhi.

2. Choudhary, Kalpana. **Savitribai Phule ka sahitye evam dalit mahila shiksha mein yogdan evam vartman mein prasangikta**. (Dr. Sangeeta Soni), Department of Education, IASE Deemed University, Sardarshahr.

3. Harshavardhana, C. **A study on quality enhancement aspects of B. Ed. teacher education institutions**. (Dr. Geetha C), Department of Education, Kuvempu University, Shankaraghatta.

4. Jathol, Chetna. **POSCO adhiniyam ke antargat vidyalyiy dishasoochkoan ke prati hitdharkoan kee jagrookta evam samvedikaran ka adhyayan**. (Prof. Ranjit Kaur), Department of Education, Chaudhary Devi Lal University, Sirsa.

5. Mamta. **A study of creative thinking of school students in relation to their home environment, intelligence and self confidence**. (Dr. Sumitra Devi), Department of Education, Bhagat Phool Singh Mahila Vishwavidyalaya, Khanpur Kalan.

6. Marak, Jilpash R. **Teaching and learning strategies of performing schools in West Garo Hills, Meghalaya**. (Prof. Nikme S C Momin), Department of Education, North Eastern Hill University, Shillong.

7. Nath, Jyoti. **Comparative study of personality and decision making ability of students studying in urban and rural colleges of Murshidabad District**. (Dr. Parmesh Kumar Sharma), Department of Shikshashastra, Shri Lal Bahadur Shastri National Sanskrit University, New Delhi.

8. Rahman, Shaista. **Effectiveness of an intervention programme based on constructivist 7E model on cognitive load and academic self-efficacy of 7th grade students**. (Dr. Rekha Chavhan), Department of Education, S.N.D.T. Women's University, Mumbai.

9. Ramchandra Swami. **Rajkiye vidyalayoan mein koshal shiksha kee prabhavsheelta ka adhyayan**. (Dr. Rama Sharma), Department of Education, IASE Deemed University, Sardarshahr.

10. Rathore, Satyendra Singh. **Shikshak prashikshan mahavidhaliyoan ke shikshak prashikshkoan ke karya mulye, jeevan santushti tatha vyavsayik unnayan ka adhyayan**. (Prof.Manas Ranjan), Department of Education, Sangam University, Bhilwara.

11. Varun Kumar. **Shri Ram Sharma Acharya jee ke shiksha evam vidhya darshan kee vartman shaikshik paridrishey mein prasangikta ka adhyayan**. (Dr. Rama Sharma), Department of Education, IASE Deemed University, Sardarshahr.

Home Science

1. Haldar, Sumi Jagadish. **An experimental study on extraction of fibers and uses of lotus petiole: A hygrowaste**. (Prof. Madhu Sharan), Department of Clothing and Textiles, M S University of Baroda, Vadodara.

2. Thangjam, Roshini. **Exploration of pineapple leaf fiber for enhancing handwoven traditional textiles of Manipur**. (Prof. Madhu Sharan), Department of Clothing and Textiles, M S University of Baroda, Vadodara.

Journalism & Mass Communication

1. Ahuja, Rahul. **A study on impact of binge watching on youth**. (Dr. Pranav Singh), Faculty of Professional Studies, Rama University, Kanpur.

2. Sharma, Sushma. **Critical analysis of Sanjay Leela Bhansali's directorial vision**. (Dr. Ruchi Goswami), Department of Journalism & Mass Communication, IIS University, Jaipur.

Law

1. Bharti, Raka. **Indian fisheries policy and legislation for livelihood security to fisherman and non-traditional fish farmers: A critical study with reference to the State of Bihar**. (Prof. S C Roy), Department of Law, Chanakya National Law University, Patna.
2. Das, Shaina S. **CCTV surveillance in criminal justice administration: A study with special reference to Bhubaneswar**. (Dr. Sanghamitra Patnaik and Dr. Rose Varghese), KIIT School of Law, Kalinga Institute of Industrial Technology, Bhubaneswar.
3. Dave, Shyamal Malay. **Enforcement of IPR laws in post TRIPS regime: An analytical study of India and China**. (Dr. Namrata Luhar), Faculty of Law, M S University of Baroda, Vadodara.
4. Jakhar, Taruna. **Artificial intelligence: A study on the legal implications created by intersection with copyright and patent law**. (Dr. Harik Parikh), Department of Law, Gujarat National Law University, Gandhinagar.
5. Puranik, Prakhar. **Significance of privacy in digital era: A comparative study of laws of US, UK, EU and India**. (Dr. Anuradha Tiwari), Department of Law, Vikram University, Ujjain.
6. Saikia, Bhupali. **Environmental and societal concerns related to onshore oil and gas operations in India: An analytical study with specific reference to the Baghjan Oil Well Blowout in the State of Assam**. (Dr. Saira Gori), Department of Law, Gujarat National Law University, Gandhinagar.
7. Singh, Sushmita. **Sentencing in criminal justice system-law and policy in India: A critical study**. (Dr. Manoranjan Kumar), Department of Law, Chanakya National Law University, Patna.
8. Sinha, Navin. **Application of the proportionally principle by the Supreme Court of India: A critical analysis**. (Prof. Fakkiresh Sakkarnaikar), Department of Law, Gujarat National Law University, Gandhinagar.
9. Yadav, Indu. **Human rights of women in India: A critical study**. (Dr. Kritika), Department of Laws, Bhagat Phool Singh Mahila Vishwavidyalaya, Khanpur Kalan.

Library & Information Science

1. Zimik, Augustine. **Documentation on indigenous paddy cultivation practices of Tangkhul Nagas: A study**. (Prof.R K Mahapatra), Department of Library and Information Science, Tripura University, Suryamaninagar.

Management

1. Bhatt, Narayani Shivang. **A study on the effect of workplace flexibility on employees and organizational performance of IT sector**. (Dr. Dharmil Patel), Department of Management, Indus University, Ahmedabad.
2. Biswas, Indrani. **Evaluating the credibility of generic drugs in the State of Gujarat**. (Dr. R K Singh), Department of Management, Indus University, Ahmedabad.
3. Chandana, R. **Emotional intelligence and employee performance: A study on women employees in information technology sector across Bengaluru City**. (Dr. Anitha B), School of Management, CMR University, Bangalore.
4. Choephel, Tenzin. **A study on the socio-economic activities of yak herders with special reference to Monpa Tribe of Arunachal Pradesh: Transition and continuity**. (Dr. Arindam Garg), Faculty of Commerce and Management, Rajiv Gandhi University, Itanagar.
5. Gohil, Shraddhaba Shailendrasinh. **A study on impact of emotional intelligence on sales performance in selected pharmaceutical companies of Gujarat**. (Prof. Jayrajsinh D Jadeja), Faculty of Management Studies, M S University of Baroda, Vadodara.
6. Jadeja, Shailendra Jaysinh. **A study of consumer attitudes & behavioural intentions for purchase of motor spirit (Petrol) and High Speed Diesel (HSD) at retail outlets**. (Prof. Jayrajsinh D Jadeja), Faculty of Management Studies, M S University of Baroda, Vadodara.
7. Kale, Devang Gajanan. **A study of brand loyalty parameters in fast moving consumer goods: Developing a decision making model for FMCG companies in India**. (Prof. Jayrajsinh D Jadeja), Faculty of Management Studies, M S University of Baroda, Vadodara.
8. Kent, Obed. **Determination of microenterprise success in Nagaland: A multidimensional approach**. (Dr. K H Devananda Singh), Department of Management, North Eastern Hill University, Shillong.
9. Kothari, Monika. **An empirical study of impact on innovative teaching pedagogy on academic performance of students in selected universities of Rajasthan**. (Dr. Jyoti Dashora), School of Management Studies, Sangam University, Bhilwara.
10. Nongbri, Pynshongdor L. **Sustainable rural tourism and entrepreneurship: A study of East Khasi Hills District, Meghalaya**. (Dr. K H Devananda Singh), Department of Management, North Eastern Hill University, Shillong.

11. Padhy, Pallavi. **Attainment of organizational performance with the glance of knowledge management**. (Dr. Madhusmita Dash), Department of Human Resource Management, Siksha 'O' Anusandhan Deemed to be University , Bhubaneswar.

12. Padhy, Tara Prasad. **Workplace empowerment and employee involvement mediating role of quality of work life and moderating role of compassionate leadership in power sectors of Odisha**. (Dr. Subhasish Das and Dr. Lakshmi Prasad Panda), Department of Management Studies, GIET University, Gunupur.

13. Renuka Bai, V. **Consumers preferences towards consumer durables in rural market: A study with special reference to Malnad Region of Karnataka**. (Dr. R Hiremani Naik), Department of Management Studies & Research, Kuvempu University, Shankaraghatta.

14. Sharma, Bhawana. **Psychographic Influence of OTT Platforms: An insight into Indian viewers disposition**. (Dr. Krishan Kumar), Department of Management Studies, Bhagat Phool Singh Mahila Vishwavidyalaya, Khanpur Kalan.

15. Sharma, Shweta. **A study of work life balance of women educators in higher education**. (Dr. Neeraj Kumari), School of Leadership and Management, Manav Rachna International Institute of Research and Studies, Faridabad.

16. Tiwari, Prerna. **Impact of employee motivation on organization performance with special reference of healthcare sector of Ajmer Division (Rajasthan)**. (Dr. Sandeep Chourasiya), School of Management Studies, Sangam University, Bhilwara.

17. Verma, Rimisha. **Evaluation of effectiveness of social security schemes in relation to financial inclusion in the State of Haryana**. (Prof. Sanjay Kumar Sinha), Faculty of Commerce and Management, Chaudhary Ranbir Singh University, Jind.

18. Yadav, Sonam. **To evaluate the green human resource management practices in India**. (Dr. Anindita Chatterjee Rao), School of Leadership and Management, Manav Rachna International Institute of Research and Studies, Faridabad.

Physical Education & Sports

1. Chaudhari, Ajaykumar Motibhai. **A comparative study of psychological aspects of sporting and non sporting police brothers**. (Dr. Gitabahen Patel), Faculty of Physical Education, Gujarat Vidyapith, Ahmedabad.

2. Ganjeliya, Mayur Ganpatbhai. **A study of the effects on athletes physical fitness and body composition through pilates exercises and circuit training**. (Dr. Jaydeepsinh B Chauhan), Department of Physical Education, Saurashtra University, Rajkot.

Political Science

1. Ali, Sumon. **Minority and vote bank politics in Tripura**. (Prof.Alak Bhattacharya), Department of Political Science, Tripura University, Suryamaninagar.

2. Awomi, Vienna. **Regionalism in Nagaland: A study of the demand for Eastern Nagaland State**. (Dr. S Sen Gupta), Department of Political Science, North Eastern Hill University, Shillong.

3. Dkhar, Tanbok. **Political economy of trade by non-tribals in Jaintia Hills**. (Dr. B K Mohapatra), Department of Political Science, North Eastern Hill University, Shillong.

4. Goyary, Sanchuma. **Ethnic conflict and human rights violations in Bodoland Territorial Area Districts of Assam**. (Prof. S Sengupta), Department of Political Science, North Eastern Hill University, Shillong.

5. Muinao, Mayongam. **China's engagement in South Asia and India's response**. (B K Mohapatra), Department of Political Science, North Eastern Hill University, Shillong.

6. Rollen, P. **Human development in ASEAN: A study of health and education policies in Myanmar and Thailand**. (Prof.T T Haokip), Department of Political Science, North Eastern Hill University, Shillong.

Social Work

1. Kaithwas, Seema. **Anusuchit Jaati evam Anusuchit Janjaati Atyachar Nivaran Adhiniyam 1989 ki samajik nyay mein bhumika evam prabhav ka adhyayan**. (Dr. D K Verma), Department of Social Work, Dr B R Ambedkar University of Social Sciences, Indore.

2. Maheriya, Jalpa Bipinbhai. **A study on psychosocial problems among high school teachers during pandemic and social work intervention: A study with reference to the Gandhinagar District**. (Dr. Pradeep Prajapati), Department of Social Work, Gujarat University, Ahmedabad.

3. Rathore, Raisingh. **Vaishvikaran ka sthaniye rozgar uplabhdhta evam avsaro par prabhav (Devas Jile kee anusuchit jaati ke vishesh sandarbh mein**. (Prof. Sarika C Saju and Dr. Deepak Karbhari), Department of Social Work, Dr B R Ambedkar University of Social Sciences, Indore.

Sociology

1. Dhila, Parvatiben Velabhai. **A sociological study of Gandhidham City**. (Dr. Hasmukhbhai Panchal), Department of Sociology, Gujarat Vidyapith, Ahmedabad.

2. Herma, Pratishtha Kanjibhai. **Educational status of women in Karadia Rajput Caste: A sociological study (In the context of Rajkot District)**. (Dr. Rakesh D Bhedi), Department of Sociology, Saurashtra University, Rajkot. ❑

CENTRAL UNIVERSITY OF RAJASTHAN, KISHANGARH

Reaccredited to Grade A++ by NAAC
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Advt. No.CURAJ/R/F.163/Rectt./2025/3407 Date : 24.01.2025

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Advt. No. 2/2025 Dated 25/04/2025

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1) **English**	**PWD – Blindness and low vision**	**1**
2) **History**	**PWD – Deaf and hard of hearing**	**1**
3) **Malayalam**	**Open Merit** **Muslim Community Reservation**	**1** **1**
4) **Mathematics**	**Open Merit**	**1**
5) **Statistics**	**Muslim Community Reservation**	**1**
6) **Zoology**	**Open Merit**	**1**

Age, Qualification and Scale of Pay: As per UGC, Kerala Government and Kannur University norms. Application form is available from the college office on payment of Rs. 1000/- in person or through money order for Rs. 1050/- by post. DD or Cheque is not acceptable. Application along with copies of certificates should reach the Manager **within 30 days** from the date of publication of this notification.

25.04.2025 (Sd/)
Manager

Maratha Samaj Seva Mandal's, Solapur
CHHATRAPATI SHIVAJI NIGHT COLLEGE OF ARTS & COMMERCE, SOLAPUR
101-B, Murarji Peth, Sarswati Chowk, Solapur - 413 001 (MH)

Affiliated to Punyashlok Ahilyadevi Holkar Solapur University, Solapur
NON-MINORITY (AIDED)

WANTED

Applications are invited from eligible candidates for the following post :

Sr.No.	Designation	Total Vacant Posts
01	Principal	01

Note : For detailed information about post, qualifications and other terms and conditions, Please visit University website : www.sus.ac.in.

Place : Solapur
Date : 29 /04/2025

President
Maratha Samaj Seva Mandal, Solapur

Shri Yashwant Shikshan Prasarak Mandal, Solapur
SHARADCHANDRA PAWAR COLLEGE OF ARTS, COMMERCE AND SCIENCE, SOLAPUR
Abhishek Nagar, Opp. Umanagari, Murarji Peth, Solapur - 413002

Affiliated to Punyashlok Ahilyadevi Holkar Solapur University, Solapur
NON-MINORITY (Permanent Non-Grantable)

WANTED

Applications are invited from eligible candidates for the following post :

Sr.No.	Designation	Total Vacant Posts
01	Principal	01

Note : For detailed information about post, qualifications and other terms and conditions, Please visit University website : www.sus.ac.in.

Place : Solapur
Date : 29 /04/2025

President
Shri Yashwant Shikshan Prasarak Mandal, Solapur

বিশ্বভারতী
विश्वभारती
VISVA-BHARATI

A Central University and an Institution of National Importance

ADVERTISEMENT NO. 1/2025 DATED 24.04.2025

1) Director of Studies, Educational Innovations and Rural Reconstruction
2) Director of Culture and Cultural Relations
3) Registrar (Karma-Sachiva) (Tenure Post)
4) Finance Officer (Vitta-Adhikari) (Tenure Post)
5) Internal Audit Officer (Deputation)

Last date of submitting online application : 26.05.2025, 11:59 P.M.
For details login to www.visva-bharati.ac.in
Apply through the portal: https://visvabharatint.samarth.edu.in

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DAYALBAGH EDUCATIONAL INSTITUTE
(Deemed to be University)
DAYALBAGH, AGRA-282 005

ADMISSION NOTICE FOR SESSION 2025-26

The Dayalbagh Educational Institute is a Deemed to be University under Section 3 of the University Grants Commission Act, 1956 as per Notification No. F.9-3/78-U-3 dated 16.5.1981 issued by the then Ministry of Education & Culture, Government of India. The Institute has seven faculties, viz., Arts, Commerce, Education, Engineering, Integrated Medicine (AYUSH), Science and Social Sciences besides a Technical College and a centre offering certificate level modular programmes. Online applications are invited for admission to various programmes/courses listed in the DEI Prospectus (available on DEI website) for the session 2025-26.

Note : Please refer to the Institute prospectus on official website http://www.dei.ac.in for details of (i) Eligibility Criteria (ii) No. of Available Seats (iii) Admission Criteria (iv) Mode of Selection (v) Fee details (vi) Reservation Policy and (vii) Procedure for applying for admission etc.

The last date for submission of online applications complete in all respect shall be as mentioned below:
(a) For Diploma/All Undergraduate/B.Voc./B.F.A./B.Arch. & B.Tech. Courses : **31st May 2025** (b) For B.Ed./M.Ed./M.Voc./All Postgraduate & Postgraduate Diploma Courses : **31st May 2025**
Vocational Certificate Programmes:
• Online Applications shall start from : 10th June 2025
• The last date for Online Submissions : 10th July 2025
Schedule of the Admission Tests / Interviews shall be notified separately on the DEI website (www.dei.ac.in)

Address for Correspondence
The Registrar
Dayalbagh Educational Institute, (Deemed to be University)
Dayalbagh, AGRA - 282005
Email Id : admission-information@dei.ac.in,
Website : www.dei.ac.in, Phone : (0562) 2570372
DEI Technical College - 8791796689, DEP - 9084660724

April 30, 2025 Ph:(0562) 2570372 REGISTRAR

TEZPUR UNIVERSITY
(A Central University)
Tezpur – 784 028 (ASSAM)

ADVERTISEMENT NO. 08 / 2025
(Re-advertised against Advertisement No. 05/2024, dated-14.03.2024)

Applications (through **SAMARTH PORTAL**) are invited from eligible candidates for few Non-Teaching positions.Details of the advertisement, other terms and conditions are available in the University website www.tezu.ernet.in. Candidates who have applied for the mentioned posts in response to our earlier Advertisement No.-05/2024 dated 14.03.2024 need not apply again. However, the candidates may mail their updated biodata to turecruit@tezu.ernet.in within the last date. **Last date** for submission of filled-in applications through **(SAMARTH portal) is 24.05.2025 (Till 11.55 PM, IST).**

Registrar i/c

तेजपुर विश्वविद्यालय
(एक केंद्रीय विश्वविद्यालय), तेजपुर – 784028 असम

विज्ञापन संख्या. 08 / 2025
(दिनांक-14.03.2024, विज्ञापन संख्या 05/2024 के सापेक्ष पुनः विज्ञापित)

कुछ गैर-शिक्षण पदों के लिए योग्य उम्मीदवारों से आवेदन (समर्थ पोर्टल के माध्यम से) आमंत्रित किए जाते हैं। विस्तृत विज्ञापन, अन्य नियम एवं शर्तें विश्वविद्यालय के वेबसाइट **www.tezu.ernet.in** पर उपलब्ध हैं। जिन उम्मीदवारों ने हमारे पिछले विज्ञापन संख्या-05/2024 दिनांक 14.03.2024 के तहत उल्लिखित पदों के लिए आवेदन किया है, उन्हें पुनः आवेदन करने की आवश्यकता नहीं है। तथापि, उम्मीदवार अपना अद्यतित बायोडेटा अंतिम तिथि के अंदर **turecruit@tezu.ernet.in** पर मेल कर सकते हैं। समर्थ पोर्टल के माध्यम से आवेदन जमा करने की अंतिम तिथि **24.05.2025 (11.55 बजे तक, आईएसटी)** है।

प्रभारी कुलसचिव

Suryodaya Gramin Vikas Sanstha's

Rajarshi Shahu Adhyapak Mahavidyalaya,

Chaptrapati Shivaji College of Computer Science & Management,

Morewadi, Ambajogai Tq. Ambajogai, Dist- Beed (MS)

(Permanent Non-Granted) NCTE and Govt. of Maharashtra Approved

WANTED

Applications are invited from the eligible Candidates for the following posts with all the required photo copies of documents. The application duly completed in all respects should reach on the following address **within 15 days** from the date of Publication of the Advertisement by Registered post to **The Secretary, Suryodaya Gramin Vikas Sanstha Ambajogai, C/o Rajarshi Shahu Adhyapak Mahavidyalaya, MIT Building, Near Water Supply Office, Latur Road, Morewadi, Ambajogai Tq. Ambajogai, Dist- Beed (MS) PIN- 431517.**

Sr. No.	Name of the Post	Subject	No. of Post	Qualification	Reservation
1	Principal	Computer Sci.& Management	01	P.G. in Arts/Commerce/ Science with 55% marks with Ph.D., 15 Years Teaching Experience	Open
2	Assistant Professor	Perspective in Education	03	P.G. in Relevant Subject with Min. 55% marks, M.Ed. from recognized university with Min. 55% marks, SET/NET/ Ph.D.	SC – 2 VJ(A)/ NT(D) - 1 OBC - 3 EWS - 1 OPEN- 1 SEBC - 1
3	Assistant Professor	Pedagogy Subjects- Science, Math	04		
4	Assistant Professor	Performing Art	01	P.G. in Relevant Subject with Min. 55% marks, M.Ed. from recognized university with Min. 55% marks, SET/NET/ Ph.D.	
5	Assistant Professor	Fine Art	01		
6	Assistant Professor	Computer Science	02	M.Sc.(Comp.Sci), MCM, M.E. (Comp. Sci & Electronic) with 55 % marks SET/NET/Ph.D.	ST –1 NT(C) –1 EWS - 1 NT(B)/SBC- 1
7	Assistant Professor	Management Science	02	M.B.A, MCA, MMS. with 55% marks SET/NET/Ph.D.	
8	Librarian	--	02	M. Lib. SET/NET/ Ph.D.	Open, SC

Note:- 1) Pay Scales as per norms of UGC, NCTE, Govt. of Maharashtra & Dr. B.A.M. University, Aurangabad rules from time to time. **2)** Eligible candidates who are already in service should submit their application through proper channel. **3)** Reserved category candidates should submit one copy of application to the Dy. Registrar, Special Cell, Dr. B. A. M. University, Aurangabad. **4)** There is remission of 5% marks for SC, ST and Physically Challenged categories. **5)** 30% Reservation for Women & 3% Physically Challenged. **6)** TA & DA will not be paid for attending the interview.

President
Suryodaya Gramin Vikas Sanstha,
Ambajogai, Dist- Beed

Secretary
Suryodaya Gramin Vikas Sanstha,
Ambajogai, Dist- Beed

Dnyanvardhini Adhyapak Mahavidyalaya (B.Ed), Hingoli

WANTED

Applications are invited for the post of Principal to be filled in Dnyanvardhini Adhyapak Mahavidyalaya (B.Ed), Hingoli (permanent Non-Granted) run by Sharad Pratibha Pratishthan Nanded. Eligible candidates should submit their application along-with necessary document **within Fifteen days** from the date of publication of the Advertisement by registered post only.

Sr.	Name of the post	No.of post	Reservation
1	PRINCIPAL	01	Unreserved

Educational Qualification :

1. Academic and professional Qualification will be as prescribed for the post of lecturer.

2. Ph.D. in Education and Ten years teaching experience in a secondary teacher Education institutions.

Provided that, in the event of non-avalability of eligible and suitable candidates for appointment as Principal / Head as per above eligibility criteria, it would be permissible to appoint retired Professor / Head in Education on contract basis for period not exceeding one year at a time till such the candidates complete Sixty five years of age.

The term of appointment of the college principal shall be tenure with eligibility for reappointment for one more term only after a similar selection committee process.

Salary and Allowances: Pay scale as per the UGC, State Government & Swami Ramanand Teerth University"s rules from time to time (Pay scale Rs.37400-67000+AGP Rs.10000).

Note:

1. Prescribed Application form is available on University **Website (wwwsrtmun.ac.in) 2.** No TA/DA will be paid to attend the interview. **3.** Eligible candidates those who are already in services should submit their application through proper channel. **4.** All attested Xerox copies of certificates and other relevant document should be attached to the application form.

Address for correspondence: President/Secretary, Sharad Pratibha Pratishthan Nanded run by Dnyanvardhini Adhyapak Mahavidyalaya (B.Ed), Ramakrishna Nagar Akola bypass Hingoli-431513.

President / Secretary

YUVAK PRATISHTHAN, BASMATH

WANTED

Applications are invited for the post of Principal to be filled in **Yuvak Pratishthan's MIT College of Computer Science & I. T., Basmath Tq. Basmath Dist. Hingoli (Permanent Non Grant**). Eligible candidates should submit their application along with all necessary documents **within 15 days** from the date of publication of the advertisement by Registered post only. This advertisement is published as per NOC Letter – JDHE Nanded NOC - 2024/2989 Dated – 23.10.2024:

Sr. No.	Name of the Post (Designation)	Name of College	No. of Post	Reservation
1	**Principal**	MIT College of Computer Science & I. T., Basmath	01 (One)	Unreserved

Educational Qualification :-

A. Eligibilities :-

1. A Masters Degree with at least 55% marks (or an equivalent grade in a point scale wherever grading system is followed) by a recognized University. **2.** A Ph.D. qualification in concerned/ allied/ relevant discipline (s) in the institution concerned with evidence of published work and research guidance. **3.** Professor/Associate Professor with a total experience of **15 years** of teaching/research/administration in Universities/ Colleges & other institutions of higher education. **4.** A minimum score as stipulated in the Academic Performance Indicator (API) based on Performance Based Appraisal System (PBAS) for Professor/Principal as developed by Govt. of India Gazette 18-24 September 2010, Maharashtra State Govt. notification dated 15th February 2011 & Educational qualifications recommended by the U.G.C. State Government from time to time.

The appointment for the post of Principal is a tenure post of five years or till the age of superannuation whichever is earlier.

Pay Scales: Rs. 37400 – 67000 + AGP Rs. 10000

Salary & Allowances :- Pay Scales as per the U.G.C, State Government & Swami Ramanand Teerth Marathwada University's rules from time to time.

Note :- 1. Prescribed application form is available on the University **website (www.srtmun.ac). 2.** Eligible candidates should submit their applications through proper channel. **3.** No TA/DA will be paid for attending the interview. **4.** Attested Xerox copies of S.S.C. certificates, Degree Mark-Sheets, Caste Certificate etc. should be attached with the application.

Application along-with copies of testimonials, certificates and score sheet for API based PBAS should reach to the following address.

To: THE SECRETARY, YUVAK PRATISHTHAN'S,
MIT COLLEGE OF COMPUTER SCIENCE& IT, SOCIETY MARKET, BASMATH DIST. HINGOLI [M.S.]

Website : www.tsecmumbai.in

Estd. in 2024

Zagdu Singh Charitable Trust's (Regd.)

THAKUR SHYAMNARAYAN ENGINEERING COLLEGE

Affiliated to University of Mumbai, Approved by All India Council for Technical Education (AICTE), and Government of Maharashtra (GoM)

Thakur Complex, Kandivali (East), Mumbai - 400 101.
Mob. : 8828888840 / 9833463489 Tel.: 2854 2481 / 2854 3540 / 2854 7707 / 6675 6300 / 301 / 302 / 303 Email : tsec@thakureducation.org

HINDI LINGUISTIC MINORITY INSTITUTE

APPLICATIONS ARE INVITED FOR THE FOLLOWING POSTS FROM THE ACADEMIC YEAR 2025-26:

Sr. No.	Cadre	Total No. of Post	Category
1	**PRINCIPAL**	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.
- The Educational Qualification, Experience & pay-scale for the post of Principal 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.
- Applications with full details should reach to **THE CHAIRMAN, THAKUR SHYAMNARAYAN ENGINEERING COLLEGE, Thakur Complex, Kandivali (E), Mumbai 400101** or email on '**career@tsecmumbai.in' within 15 days** from the date of publication of this advertisement. **This is University approved advertisement.**

Sd/-
CHAIRMAN

INVITATION FOR NOMINATIONS

SUN PHARMA SCIENCE FOUNDATION RESEARCH FELLOWSHIPS-2025

&

SUN PHARMA SCIENCE FOUNDATION SCIENCE SCHOLAR FELLOWSHIPS-2025

We invite Heads of Research Institutions, Universities, Medical and Pharmaceutical Colleges of India to nominate eligible candidates for :

(a) Sun Pharma Science Foundation Research Fellowships-2025
and
(b) Sun Pharma Science Foundation Science Scholar Fellowships-2025

The Sun Pharma Science Foundation Research Fellowships are for excellence in original research in Medical and Pharmaceutical Sciences. There are three Fellowships of Rs.5,00,000/- (Rupees Five lakhs) each; two in Medical Sciences – (Basic Research and Clinical Research), and one in Pharmaceutical Science.

The sponsored work of Indian Scientists, both in India and abroad, together with their bio-data, research achievements, Fellowships received in the past and papers published, along with justification for nomination and citation on the research work, may be submitted online on Sun Pharma Science Foundation's website www.sunpharmasciencefoundation.net

Sun Pharma Science Foundation Science Scholar Fellowships: There are four Fellowships - two each in Bio-Medical Sciences and Pharmaceutical Sciences for Rs.100,000/- each, and an additional amount of Rs. 100,000/- to attend international conference.

Indian nationals under the age of thirty (as on May 01, 2025), who have completed at least 1st year of MD or PhD in Biomedical or Pharmaceutical Sciences are eligible to apply. Those who have completed their MD, or PhD and above the age of thirty, as on date May 01, 2025 are not eligible to apply. The applicant should have completed a Research Project and should be willing to present his/her research work in front of knowledgeable assessors.

The applicants should submit:- (1) detailed CV with photograph (2) copy of their detailed research work (3) letter from the supervisor certifying that the research work under reference has actually been done by the applicant (4) a citation (brief summary) on his/her research work. (5) forwarding letter from the Head of the Department or Institution, giving justification for nominating the applicant (6) A voluntary declaration from the applicant that they would work in the public or private funded academic/research based organizations for a minimum period of two years after completion of his/her studies. The applicant should also submit the following testimonials.

- Aggregate marks obtained in PCB/PCM in Class XII, and Bachelor's/ Master's Degree
- Proof of age
- Copies of the publications, if any
- Merits/Fellowships/Scholarships received, if any
- A letter stating that the project submitted for the fellowship has received ethical clearance,
- A statement duly signed by the nominee and the supervisor/co-author that the thesis has no-conflict of interest academically or financially.

The applicants should submit their nominations online at Sun Pharma Science Foundation's website www.sunpharmasciencefoundation.net from **May 01, 2025 to June 30, 2025.** Also required to send a print copy of the nomination, to the office of the Foundation **by July 15, 2025.**

Detailed nomination procedures of the Fellowships are available on Sun Pharma Science Foundation's website.

For further information, please contact :

The Office of Sun Pharma Science Foundation
8C, 8th Floor, Hansalaya Building, 15-Barakhamba Road, Connaught Place, New Delhi : 110 001 (India)
Tel.(91-11) 23721414; 23721415 : E-mail : sunpharma.sciencefoundation@sunpharma.com
Website : https://www.sunpharmasciencefoundation.net

Shri Shivaji Mofat Education Society, Kandhar

SHRI SHIVAJI LAW COLLEGE, KANDHAR DIST. NANDED

Founder & Administration Hon'ble Dr. Keshavraoji Dhndge (Ex. MP & MLA)

WANTED

Applications are invited from the Eligible candidates for the following posts in **Shri Shivaji Law College, Kandhar** run by **Shri Shivaji Mofat Education Society, Kandhar for B. A. LL.B. 5 year Law course on (Permanent Non-grant basis)**. The applications duly completed should reach the following address **within 15 days** from the date of this advertisement. The candidates of reserved category should submit one copy of their application to the Assistant Registrar, Special Cell, Swami Ramanand Teerth Marathwada University, Nanded.

Permission as per NOC No :- JDHE Nanded/NOC/2024/58 Dated 21/03/2025 and DHE Pune Circular 23/2002 date 17/10/2002.

Sr. No.	Designation and Subject	No. of Post	Reservation
1	**Assistant Professor (Law)**	05	Open 02, SC 01, VJ 01, OBC 01, SEBC 01
2	**Assistant Professor (Political Science)**	01	
	Total	**06**	

As per Govt. decision Dt. 25 Jan, 2024 Parallel Reservation or Horizontal Reservation Reserved 2 post for women

Educational Qualification: (A & B)

A

01. Minimum educational qualification for the Post of Assistant Professor will be as per Regulations of UGC (2018), G.R. of Govt. of Maharashtra Dt. 08 March 2019.
02. A Master's degree with 55% marks (or an equivalent grade in a point-scale wherever the grading system is followed) in a concerned/relevant/allied subject from an Indian University, or an equivalent degree from an accredited foreign university.
03. Besides fulfilling the above qualifications, the candidate must have cleared the National Eligibility Test (NET) conducted by the UGC or the CSIR, or a similar test accredited by the UGC, like SET or who are or have been awarded a Ph. D. Degree in accordance with the University Grants Commission (Minimum Standards and Procedure for Award of M.Phil./Ph.D. Degree) Regulations, 2009 or 2016 and their amendments from time to time, as the case may, be exempted from NET/ SET:

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

a) The Ph.D. degree of the candidate has been awarded in regular mode only;
b) The Ph.D. thesis has been evaluated by at least two examiners;
c) An open Ph.D. viva voce of the candidate has been conducted;
d) The candidate has published two research papers from his/her Ph.D. work, out of which at least one is in a refereed journal; and

(contd. on pg. 51)

(contd. from pg. 50)

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

Note:

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

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

OR

B.

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

(i) Quacquarelli Symonds (QS);

(ii) The Times Higher Education (THE) or

(iii) The Academic Ranking of World Universities (ARWU) of the Shanghai

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

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

Note:

01. Prescribed application form is available on the University **website : www.srtmun.ac.in**

02. No. T.A./D.A. will be paid to attend the interview.

03. Eligible candidates those who are already in service should submit their applications through proper channel.

04. All attested Xerox copies of certificates & other relevant documents should be attached with the application form.

05. According to Govt. rules, 30% and 3% seats will be reserved for women and differently abled persons respectively.

06. Relaxation of 5% marks at P.G. level for SC/ST candidates only.

07. The vacancies of Assistant Professors will be filled subject to condition of the decision in writ petition No.12051/2015 pending in Hon'ble High Court of Judicature of Bombay, Bench at Aurangabad.

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

Address for Correspondence:
The In charge Principal
Shri Shivaji Law College,
Veer Nagoji Naik Chowk, Panchalpur Nagar,
Kandhar Tq. Kandhar Dist. Nanded (M.S.) Pin Code: 431714

Secretary,
Shri Shivaji Mofat Education Society,
Kandhar Tq. Kandhar Dist. Nanded

DAYALBAGH EDUCATIONAL INSTITUTE

(Deemed to be University)

DAYALBAGH, AGRA-282005

Advt. No. 02 DEI-APRIL 2025, Teaching Positions

The Dayalbagh Educational Institute is a Deemed to be University under Section 3 of the University Grants Commission Act, 1956 as per Notification No.F.9-3/78-U-3 dated 16.5.81 issued by the then Ministry of Education & Culture, Government of India.

Applications are invited from Indian nationals (including Persons of Indian Origins (PIOs) and Overseas Citizens of India (OCIs) for teaching positions in Faculty of Education.

QUALIFICATIONS: Minimum Qualification for appointment of Assistant Professor and equivalent posts shall be governed by the UGC Regulations and measures for the maintenance of standards in Higher Education, 2018 or NCTE norms as applicable.

Pay Level for Teaching Positions

Sr. No.	Post	Entry Pay	Academic Pay Level
1.	Assistant Professor	Rs.57700/- per month plus allowances as per rules	10

Details of Application/Registration fees:

Posts	For Un-Reserved Posts	For Reserved Posts
Teaching Positions	Rs. 148/-	Rs. 74/-

Teaching Post(s) (Group-A) : Un-Reserved - Assistant Professor in Economics; Mathematics; Music; History (One Each).
Contractual Basis - Assistant Professor in Fine Arts; Philosophy; Mathematics (One Each).
Reserved for OBC - Assistant Professor in Physical Education; Botany; Hindi/Sanskrit; Geography; Sanskrit (with knowledge of Information Technology); Commerce; Chemistry (One Each); English (Two);
Contractual Basis - Assistant Professor in Performing Arts preferably proficient in Drama and Theatre; Performing Arts; Hindi; Instructional/Educational Technology preferably proficient in AI and Programming (One Each).
Reserved for SC - Assistant Professor in Psychology preferably proficient in Cognitive Science; Political Science; Instructional/Educational Technology preferably proficient in AI & Programming; Psychology preferably proficient in Guidance & Counselling; Drawing & Painting; Hindi; Zoology (One Each).
Contractual Basis - Assistant Professor in Sociology; Elementary Education (One Each).
Reserved for ST - Assistant Professor in Performing Arts preferably in Music (One).
Reserved for EWS - Assistant Professor in Physics (One).
Reserved for PwD - Assistant Professor in Inclusive Education preferably in Special Education) (One).

The details of minimum qualification, experience, reservation, emoluments, etc. are available on the Institute's website: www.dei.ac.in as well as in Employment News dated 10th May, 2025. The last date for submission of Application form is 29.05.2025 (Thursday)

GENERAL INSTRUCTIONS : HOW TO APPLY : (1) Candidates may visit the Institute's website www.dei.ac.in and submit online application. On successful submission, the applicant will come across a link for paying application registration fees and after the payment of fees the candidate may download a 'PDF of the application, which he/she will have to printout of application, fees receipt along with self-attested annexures (copies of certificates and mark-sheets from matriculation onwards in support of their qualifications, Caste , experience, and two Passport size Photographs etc.) shall be reach to the **Registrar, Dayalbagh Educational Institute (Deemed to be University), Dayalbagh, Agra-282005 (U.P.) latest by 29.05.2025 (Thursday)**. Original documents will have to be produced at the time of Seminar-cum-Presentation/ Interview for verification failing which the candidate would not be allowed to appear in the Seminar-cum-Presentation/Interview. (2) The National Eligibility Test (NET) or an accredited test (State Level Eligibility Test SLET/SET) shall remain the minimum eligibility for appointment of Assistant Professor and equivalent positions wherever provided in UGC Regulations 2018. Further, SLET/ SET shall be valid as the minimum eligibility for direct recruitment to Universities/Colleges/Institutions in the respective State only: Provided that candidates have been awarded a Ph.D. degree in accordance with the "University Grants Commission (minimum standards and procedure for award of Ph.D. Degree), Regulation 2009, or the University Grants Commission (minimum standards and Procedure for award of M.Phil./ Ph.D. Degree) Regulation, 2016, and their subsequent amendments from time to time, as the case may be, shall be exempted from the requirement of the minimum eligibility condition of NET/SLET/ SET for recruitment and appointment of Assistant Professor or any equivalent positions. Provided further, the award of degree to candidates registered for the M.Phil. / Ph.D. programme prior to July 11, 2009, shall be governed by the provisions of the then existing Ordinances/By-laws/Regulations of the Institutions awarding the degree. All such Ph.D. candidates shall be exempted from the requirement of NET/SLET/SET for recruitment and appointment of Assistant Professor or equivalent positions subject to the fulfilment of the following conditions :- (a.) Ph.D. degree of the candidate awarded in regular mode only. (b.) Evaluation of the Ph.D. thesis by at least two external examiners. (c.) Open Ph.D. viva-voce of the candidate had been conducted. (d.) The candidate has published two research papers from his/her Ph.D. work out of which at least one must be in a refereed journal. (e.) The candidate has presented at least two papers, based on his/her Ph.D. work in conference/seminars sponsored/funded/supported by the UGC/ICSSR/CSIR or any similar agency. **Note - 1 :** The fulfilment of these conditions should be certified by the Registrar or the Dean (Academic Affair) of the University concerned. **Note - 2 :** The clearing of NET/SLET/SET shall also not be required for candidates in such disciplines for which NET/SLET/SET is not conducted. (3) A minimum of 55% marks (or an equivalent grade in a point-scale, wherever the grade system is followed) at the master's level shall be the essential qualification for direct recruitment of teachers and other equivalent cadres at any level. (4) A relaxation of 5% shall be allowed at the Bachelor's as well as at the Master's level for the candidates belonging to Scheduled Caste/ Scheduled Tribe/ Other Backward Classes (OBC) (Non-creamy Layer)/ Differently-abled (a) Blindness and low vision; (b) Deaf and Hard of Hearing; (c) Locomotor disability including cerebral palsy, leprosy cured, dwarfism, acid-attack victims and muscular dystrophy; (d) Autism, intellectual disability, specific learning disability and mental illness; (e) Multiple disabilities from amongst persons under (a) to (d) including deaf blindness for the purpose of eligibility and assessing good academic record for direct recruitment. The eligibility marks of 55% marks (or an equivalent grade in a point scale wherever the grading system is followed) and the relaxation of 5% to the categories mentioned above are permissible, based only on the qualifying marks without including any grace mark procedure. (5) A relevant grade which is regarded as equivalent of 55%, wherever the grading system is followed by a recognized University, at the Master's level shall also be considered valid. (6) A relaxation of 5% shall be provided, (from 55% to 50% of the marks) to the Ph.D. Degree holders who have obtained their master's degree prior to 19 September 1991. (7) Applicants who have been awarded Ph.D. from foreign Universities should enclose "Equivalence Certificate" issued by Association of Indian Universities, New Delhi, without which their candidature will not be considered, and application will summarily be rejected. (8) The time taken by candidates to acquire M.Phil. And/or Ph.D. Degree shall not be considered as teaching/ research experience to be claimed for appointment to the teaching positions. Further the period of active service spent on pursuing Research Degree simultaneously with teaching assignment without taking any kind of leave, shall be counted as teaching experience for the purpose of direct recruitment. (9) Before applying for a post, applicants are advised to go through the relevant UGC/NCTE norms/regulations as amended from time to time and as applicable, as well as contents of the advertisement carefully and satisfy themselves about their eligibility. No enquiry in this regard will be entertained. (10) Relaxations and concessions for SCs/STs/OBCs/PwDs/EWS will be applicable in accordance with reservation policy of the GoI/UGC/UP State and subsequent clarification/directives issued from time to time to this effect. (11) The eligibility of an applicant shall be determined in accordance with the UGC Regulations, 2018 and its subsequent amendments and/or in accordance with the relevant regulations of concerned Regulatory bodies. (12) Candidates are called for Seminar-cum-Presentation/Interview on the recommendations of the Screening Committee of the Institute constituted for the purpose and as such all applicants may not be called for Seminar-cum Presentation/interview. **No TA and DA shall be admissible for attending the Seminar-cum-Presentation/Interview.** (13) The Institute shall verify the antecedents or documents submitted by a candidate at the time of appointment or during the tenure of the service. In case, it is detected that the documents submitted by the candidates are fake or the candidates has a clandestine antecedent/ background and has suppressed the information, then his/her services shall be terminated. (14) A candidate belonging to any reserved category who desires to be considered for any unreserved post also besides the posts under reserved category, will have to select YES option under **"Consider in General Category row"** in the application form. (15) In case of any inadvertent mistake in the process of selection which may be detected at any stage even after the issue of appointment letter, the Institute reserves right to modify/withdraw/cancel without any communication made to the candidate. (16) Applicants who are employed should route their application through proper channel or should submit a **"No Objection Certificate"** from the employer prior to the Seminar-cum- Presentation/Interview, failing which it may not be possible to consider their candidature. (17) Any addendum/corrigendum, if any, shall be posted on Institute's website www.dei.ac.in only. (18) Canvassing in any form will lead to disqualification. No interim correspondence shall be entertained. (19) Candidates belonging to SC/ST/OBC/PwDs/EWS, category must submit latest certificate issued by the competent authority. Those who fail to submit the required certificate(s) will be treated under General Category, subject to fulfilment of other terms & conditions. (20) The Institute reserves the right to fill, to fill on temporary basis, or not to fill any of the posts, without giving any reason whatsoever. (21) The Institute may also appoint on Contractual basis as per UGC Guidelines. The number of posts may vary depending on exigencies. (22) The Institute reserves the right to alter/modify any condition at any stage. (23) Schedule of Seminar-cum-Presentation/Interview for the above positions shall be notified at the Institute website www.dei.ac.in. (24) No separate call letters shall be issued to the candidates for the above posts.

28th April, 2025 **[Ph. No. :(0562) 2570372]** **REGISTRAR**

Licensed to post without prepayment under WPP No. U(C)-109/2024-26
Postal Regd. No. DL (C)-05/1241/2024-26
UNIVERSITY NEWS 63 (18) May 05–11, 2025
Regd. No. RNI-7180/1963
Published on Monday: 05-05-2025 No. of Page 44 including Covers
Posted at LPC Delhi RMS, Delhi-6 on Tuesday/Wednesday every week

ASSOCIATION OF INDIAN UNIVERSITIES

Advertisement Tariff: UNIVERSITY NEWS JOURNAL
W.E.F. APRIL 01, 2017

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Size of Page 21 cms x 27 cms

PRINT AREA

Full Page	23 cms (Height)	x	16.5 cms (Width)
Half Page	12 cms (Height)	x	16.5 cms (Width)
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EPABX : 011-23230059 (Extn. 208) DIRECT LINE: 011 23213481
E-mail ID : advtun@aiu.ac.in Website : http://www.aiu.ac.in

Edited, Printed and Published by Dr Sistla Rama Devi Pani, on behalf of the Association of Indian Universities, AIU House, 16 Comrade Indrajit Gupta Marg (Kotla Marg), New Delhi-110 002. Phones: 23230059 (6 Lines). Fax: 011-23232131, E-Mail : sgoffice@aiu.ac.in, advtun@aiu.ac.in, publicationsales@aiu.ac.in, subsun@aiu.ac.in (for subscription), ramapani.universitynews@gmail.com, unaiu89@gmail.com, universitynews@aiu.ac.in, Website: http://www.aiu.ac.in
Printed by Chandu Press, D-97, Shakarpur, Delhi-110 092 Phone: 42448841, chandupress@gmail.com