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In This Issue

Citius, Altius, Fortius: Advancing Education, Research, Innovation and Entrepreneurship for *Viksit Bharat*@2047— Part-I#

Ganapati D Yadav*

The Grand Dream of *Viksit Bharat*@2047 and Role of HEIs

India envisions itself as one of the most advanced and enlightened nations by 2047, with a USD 30 trillion economy supporting a population of about 1.67 billion. I want to witness India emerge as the world's second-or third-largest economic and technological powerhouse. To achieve this magnificent goal, India must transform several metrics across education, research, innovation, industrial policy, healthcare, food and water security, and energy self-sufficiency. Many are embedded in the UN Sustainable Development Goals (SDGs). India will become a developed country if we grow cumulatively by 24% in the manufacturing sector and 70% in the service sector. For this, government policies to transform our manufacturing industries and promote research, innovation, and a start-up culture across all sectors will be crucial. Thus, higher education and its leaders will play a crucial role. Higher Educational Institutes (HEIs) will spearhead this innovation culture and nurture creativity and economic growth. My article will explain how we can achieve it.

Aspirations of luxury and comfort will become universal, and India will not be left behind. The recent skirmish with Pakistan has demonstrated India's technological and innovative power. By the middle of the current century, life expectancy in India is expected to exceed 85 years for men and 90 years for women, which was approximately 45 and 38 years, respectively, a century ago. Much of modern life will be driven by data, with thinking and walking machines as everyday companions. So, I dare say, things will happen at a pace which even in the wildest dream were unimagined.

Some of us, count me in that group, hope to stay alive to experience the excitement and marvels of this transformation when India becomes '*Viksit*' by 2047. It is said that there is no tax on imagination, so let me dream a little and share a vision of what will happen *vis-à-vis* the year 2025. I would rather extrapolate backwards from 2047 to 2025 and plan accordingly, juxtaposing India as an advanced economic power. As I stated earlier, government policy will be most critical apart from the talent and technology.

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Beyond Knowledge: The True Purpose of Higher Education

There is an ongoing debate about the purpose of education. Some argue that its primary goal is to equip students with factual knowledge, while others believe its true purpose is to inspire action. At its core, this debate hinges on how we define an 'informed citizen': is it someone who simply possesses knowledge, or someone who feels compelled to act upon that knowledge to improve the quality of life?

Herbert Spencer once said, *"The great aim of education is not knowledge but action."* In line with this philosophy, I had the honour of penning the motto (*ghosh vavya*) for the Laxminarayan Innovation Technological University (LITU Nagpur) as its Founding Chairman of the Board of Governors: "Navasya Lakshmivardhanasya Moolam Tantradnyanam" (यूनिकोनवस्य लक्ष्मीवर्धनस्य मूलं तंत्रज्ञानम्ड यहां): *The genesis of innovation and wealth is technology.*

Can any Higher Education Institutes (HEIs) in India become globally recognised brands in today's competitive world, attracting not only the brightest students but also top-tier faculty from across India and abroad? The goal of an HEI should echo the Olympic motto: *Citius, Altius, Fortius*: faster, higher, stronger. Faculty and students must be active contributors to nation-building through research, innovation, and technology development.

A university's true mission is to create and disseminate new knowledge, not merely to confer degrees, but to nurture job creators and entrepreneurs. Innovation must underpin every activity on campus. Excellence can only be achieved when all stakeholders, be they faculty, students, administrators, and policymakers, participate fully and in tandem. Everyone has a role to play. The first woman President of MIT, USA, Susan Hockfield, said, "Universities are the harbingers of economic growth." So, how can we in India nurture this culture? She was a medical doctor but collaborated with a number of other institutes in and around Boston and is credited with generating an enormous fund of USD 30 billion. She realised the value of collaboration.

Admittedly, India's higher education ecosystem faces structural challenges. Institutes differ in governance and funding: some are Centrally Funded Institutions (CFIs), some are State-funded, while others are private, either deemed to be universities under the UGC Act of 1956 or established under State Private Universities Acts enacted by different states. Yet, despite these constraints, the pursuit of excellence must remain a shared commitment for all HEIs.

Reflection on Pressing Problems

As we strive to transform India's tertiary education in line with national aspirations, several critical questions emerge that deserve thoughtful deliberation:

- What should HEIs do to align effectively with the National Educational Policy (NEP) 2020?
- How can excellence be achieved across all domains by the state-funded universities while adhering to applicable rules, regulations, and norms?
- What are the systemic constraints that hinder progress in HEIs?
- What incentives exist to promote growth, innovation, and quality?
- What roles should each stakeholder, be that faculty, students, support staff, or alumni, play in this evolving ecosystem?
- How can administrators avoid procedural delays and take proactive, legally sound decisions?
- How do we curb sycophancy and ensure that merit is duly recognised and rewarded?
- How can faculty and students be meaningfully motivated and inspired?
- How can alumni associations contribute to institutional branding and development?
- How can strong and sustainable linkages be established with industry to foster innovation and employability?
- What solutions exist to address the persistent issue of faculty vacancies and how can to overcome the prevalent and widely accepted reliance on temporary, hourly-based contractual appointments?

These questions are not merely academic; they are central to the creation of world-class institutions that are resilient, forward-looking, and responsive to the needs of society.

NEP–2020: A Transformative Vision for Indian Higher Education

The NEP-2020 is a transformative and visionary document that seeks to nurture

Indian students into well-rounded, responsible, progressive individuals who actively contribute to nation-building. It marks a paradigm shift in how education is perceived and delivered in India.

The COVID-19 pandemic starkly revealed the digital divide between the privileged and the underprivileged. Yet, it also catalysed change, offering stakeholders a unique opportunity to reimagine and innovate educational delivery. With physical presence in classrooms and offices becoming impractical, the shift to online modes of learning became not just necessary but inevitable. This transition opened new avenues for content creation, digital delivery, and virtual learning environments. Virtual laboratories, simulation-based learning, and remote academic supervision became commonplace. Many researchers utilised this period to complete pending work, write books, monographs, publish review articles, and guide students remotely. The concept of "work from home," once inconceivable in academic circles, became a widespread reality and has since been embraced by the software industry through hybrid work models. It also brought to the fore the merits and demerits of the Google 'Proctor' and apps of that type. The invisible teacher and students only connected through the internet led to the creation of 'COVID' batches, which lacked practical experience and were hopelessly ill-trained in practical aspects and laboratory etiquette.

I still remember having made a presentation before the HRD Minister, Shri Prakash Javdekar in 2017 in Delhi on 'EKALAVYA'- Everywhere, Knowledge-intensive, Accessible, Learner-friendly, Anytime, Vibrant, Youthful and Affordable. The Google *Guru*, which I had imagined then, has now been converted into a new *avatar:* ChatGPT, Gemini, and the like. A phenomenal growth in data analytics and accessibility has taken place overnight!

The NEP rightly emphasises that tertiary education must move away from rote content delivery and instead focus on hands-on learning, critical thinking, problem-solving, and multidisciplinary innovation. Students must be equipped to adapt, create, and absorb knowledge in a rapidly changing world. Pedagogical methods must evolve to match this shift.

By 2040, HEIs are expected to become multidisciplinary, autonomous, and significantly expand student enrolment, preferably into the thousands, to make optimal use of infrastructure and foster dynamic academic communities. As a preparatory step, all HEIs are encouraged to aim for multi-disciplinarity by 2030, gradually scaling up enrolments. The Gross Enrolment Ratio (GER) is targeted to be 50% by mid-century. Indeed, the notion of a 'pure' discipline is rapidly becoming obsolete. The future lies in a seamless fusion of fundamental and applied sciences, engineering, and technology, characterised by multi-disciplinary, multi-institutional, and transnational collaborations. One notable initiative in this direction is the PAIR (Promoting Academic and Industrial Research) grant scheme of the Department of Science and Technology (DST), Government of India. This programme exemplifies an integrated approach by fostering focused, thematic research while simultaneously building critical infrastructure. It encourages synergy between leading institutions and emerging universities and research centres, thereby strengthening India's innovation ecosystem across diverse domains. Can a unitary institute become multidisciplinary by adding programmes in technology management, social sciences, and humanities? Certainly. There is also great potential to collaborate with nearby national institutes such as IITs, NITs, AIIMS, IIM, ICMR, CSIR, and DRDO labs through strategic partnerships and MoUs, enhancing the academic ecosystem and research output. The SDG 17 talks about collaboration not just international but national as well. NEP- 2020 is not merely a policy, but it is a roadmap for building a resilient, innovative, and inclusive educational future for India.

Advocating a Trimester System for Holistic, Hands-on Education

While academics and policymakers often promote the semester system as the ideal structure for higher education, I believe it is ill-suited to India's needs. In a country with a large and youthful population, it is crucial to keep young minds continuously engaged in creative and productive pursuits. The conventional 10-month academic calendar, with long breaks and limited engagement, does not fully serve this purpose. In all probability these formative years, the youth may channelise their energy in non-productive and harmful activities and may get strayed.

The current model of engineering education, despite incorporating summer internships in some

cases, needs transformation. A trimester system, with three 4-month terms per year, offers a more dynamic, flexible, and experiential learning framework. It is especially suited for both undergraduate and postgraduate (including integrated Master's) programmes.

Adopting a trimester system will help institutions optimise the use of infrastructure year-round and introduce flexible combinations of classroom and work terms. It also supports the dual-degree model, where students can pursue:

- A major degree in any core discipline, and
- One or two minor degrees in diverse areas such as Artificial Intelligence, Management, Kinesiology, Economics, Music, Dramatics, or STEMM, etc.

This model empowers students to shape their education based on their interests, aptitudes, and aspirations, promoting multidisciplinary learning.

Moreover, the trimester system encourages structured internships with stipends, allowing students to gain hands-on industry experience while supporting themselves financially, thus cultivating a sense of responsibility and independence.

All disciplines, including arts, science, engineering, technology, management, commerce, finance, and the humanities, can be redesigned under this system to focus not only on academic learning but also on skill development and employability. It is a timely step toward aligning Indian higher education with global standards and national needs.

Reimagining Holidays, Assessment, and Capacity in the Trimester Model

India has a multitude of official and religious holidays, which often disrupt the academic calendar. Under a modern, flexible trimester system, such disruptions can be addressed effectively by adopting a hybrid learning model, combining in-person teaching with online classes and recorded lectures. This allows students the option to continue learning asynchronously, even during holidays.

Moreover, the trimester system enables institutions to double their student intake by admitting new batches in both the first and second trimesters of a year. Recognising this potential, AICTE has already lifted the cap on student intake for high-performing institutions, paving the way for greater flexibility and growth.

To support this academic structure, continuous assessment should be adopted, with 70% weightage assigned to in-term performance and 30% to the end-of-trimester examination. Faculty members will have the freedom to design assessments through various formats such as computer-based tests, multiple-choice questions, quizzes, and short objective evaluations. The best 7 out of 10 assessments can be considered for calculating the 70% component, thereby reducing stress and discouraging rote learning. Absence due to genuine reasons also gives a chance to the student to make up for the loss of the examination.

This approach ensures that students receive regular feedback, understand their progress, and are aware of their performance throughout the trimester. With no backlogs or last-minute surprises, learning becomes more engaging, enjoyable, and meaningful. Students develop a greater sense of responsibility and belonging to their alma mater, hallmarks of a thriving academic environment.

Integrating Work and Classroom Terms: A Holistic Trimester Pattern

Under the trimester system, students admitted in the first trimester can be strategically divided into two groups in the second trimester:

- During the first trimester, all admitted students (Groups A and B) are together in the classroom
- During the second trimester, one group (e.g., Group A) continues with classroom learning while the other group B undertakes an internship or work term

This alternating model allows for a structured integration of academic learning with real-world experience, providing flexibility and breadth to the curriculum. Depending on the programme, the following structures can be adopted:

- A 3-year Bachelor's programme (9-terms, 4 work terms)
- A 4-year Bachelor's programme (12 terms, 6 work terms, 1 UG research term)
- A 2-year Master's programme, with the second year dedicated entirely to research, for students completing a 3-year Bachelor's degree.
- A 1-year Master's programme for those who have completed a 4-year Bachelor's degree with Research.
- An integrated 5-year Bachelor's/Master's programme for seamless academic progression.

Accordingly, students will gain 12 to 24 months of industry, research, or administrative experience through internships or work terms in sectors such as industry, national research laboratories, government offices, or innovation hubs.The system is flexible and student-centric. For instance:

- A student may extend a work term based on internship quality or switch back to the classroom.
- Academically weaker students may choose to continue with classroom learning for additional support.
- In the final two trimesters, all students return to the classroom to undertake a capstone project, which could evolve into a startup idea, design prototype, or applied research outcome.

This model was successfully implemented by the author at ICT Jalna and ICT Bhubaneswar campuses in 2018, before the formal announcement of the National Education Policy (NEP) 2020. Students receive stipends during work terms and are evaluated for credits/grades. These insights also inform syllabus revisions, ensuring curricula remain relevant and industry-aligned.

Further, students can earn an Honours degree by accruing 20 additional research credits, often through internships in R&D institutions, leading to academic collaborations among different institutes or research labs.

Vibrant Academic Programmes for a Global Future

To make institutes truly vibrant and future-ready, it is essential to redesign outdated curricula and introduce innovative academic programmes that cultivate entrepreneurial skills across all levels of study. Graduates should not merely aspire to be job seekers; they must be empowered to become job creators and entrepreneurs. In alignment with the NEP-2020, institutes will have the flexibility to offer a variety of Bachelor's and Master's programme structures to suit different academic backgrounds, with a trimester system with alternate terms as work terms.

Eligibility for pursuing a Ph.D. will require either a Master's degree or a 4-year Bachelor's degree with Research. Indeed, UGC used to allow it almost four decades ago during 1960s-80s, and the author himself has not formally taken a master's degree in Chemical Engineering but instead submitted his thesis for a direct Ph.D., which was then loosely called 'conversion to Ph.D'. Under NEP, it has been reintroduced.

Due to the projected global shortage of technically skilled professionals in the coming decades, especially in the developed world, Indian graduates must be equipped with cutting-edge knowledge and practical training that meets international standards. Institutes should aim to prepare students for a broad range of global career opportunities across sectors such as:

- Energy and Environment.
- Advanced Materials.
- Healthcare and Life Sciences.
- Water and Food Security.
- Waste-to-Wealth and Circular Economy.
- Sustainability and Green Technologies.
- Sustainable Economics.
- Science and Society.
- Water resources and utilisation.
- Life under sea.
- Life in outer space.

By aligning academic offerings with global needs and entrepreneurial vision, institutes can transform into hubs of innovation and talent that power India's growth and make a lasting impact on the world stage.This model also enables multiple exit options aligned with the National Education Policy (NEP-2020), allowing students to graduate with:

- a Certificate after the first year,
- a Diploma after the second year,
- a Bachelor's Degree after the third year,
- an Honours Bachelor's Degree after the fourth year, and
- a Master's Degree after completing the fifth year.

Students will be able to pursue a major and one or more minors of their choice. In light of the growing importance of fields such as Artificial Intelligence, Machine Learning, Python, Open AI, Management, and Finance, minors in these areas will offer valuable interdisciplinary skills and enhance employability.

Those who complete the full five-year programme will graduate with both Bachelor's and Master's degrees, well-equipped for careers or advanced research.

Executive Master's Programmes for Working Professionals

To cater to the needs of working professionals, Executive Master's programmes can be introduced, specifically designed for those with a minimum of five years of professional experience. These programmes will follow an alternating term structure, enabling professionals to continue contributing to their organisation while pursuing advanced education. Each academic year will consist of six two-month terms, alternating between the institute and the participant's parent organisation, thereby spreading the programme across 12 terms over two years. This blended model offers several advantages:

- Seamless integration of academic learning with real-world practice.
- Flexibility for professionals to balance work and study without career breaks.
- Enhanced industry-academia collaboration, with opportunities for joint research, case studies, and application of learning in live projects.
- The possibility to customise electives or projects based on the professional's domain and organisational priorities.

Institutes can position themselves as leaders by offering such future-ready programmes in key areas such as Technology Management, Sustainability, Digital Transformation, Data Science, Innovation Leadership, and more, thereby upskilling India's workforce in alignment with national priorities and global trends.

Multidisciplinary and Customised 'Designer' Degrees: Empowering Student Choice and Industry Collaboration

The concept of multidisciplinary or 'designer' degrees, where students tailor their education by selecting a major along with multiple minors of their interest, is gaining importance. This flexible approach allows students to craft unique academic pathways. For example, a Mechanical Engineering student might complement their major with minors in Chemical Engineering, Electrical Engineering, Business Administration or Healthcare or Environmental Engineering, or Music.

With rapid advances in scientific and technological fields such as big data, machine learning, artificial intelligence, mathematics, computer science, and data science, combined with cross-disciplinary skills spanning sciences, social sciences, and humanities, students can pursue diverse minor degrees. Many institutes in India are well-positioned to adopt this model and foster such academic flexibility.

Corporate Social Responsibility (CSR)

Institutes should also develop shared facilities that generate additional revenue by serving local industries. Local industry partners can contribute by supporting the acquisition of instruments and equipment used for student training. Furthermore, Corporate Social Responsibility (CSR) funding should be expanded and allowed for use in research and innovation across all disciplines. Increasing CSR contributions from the current 2% to 3%, with the additional 1% directed toward infrastructure development for advanced research and innovation, would greatly enhance capacity. The Government of India should encourage industries to be partners in research and innovation, by which the industries can be stakeholders in IPR.

A vibrant, relevant curriculum can be sustained by regularly consulting students during or after their industry internships. This ongoing feedback enables dynamic syllabus updates on a batch-to-batch basis, ensuring education remains aligned with evolving industry needs.

SIR: Student Internship Responsibility – Mandating Industry and Organisational Participation

To align with the National Education Policy's emphasis on hands-on experience, all employers with a minimum annual profit of Rs 1 Crore should be mandated to provide internships to students. This initiative could be driven either by the Government of India or by the respective State Governments. The scope of this scheme extends beyond industry to include government offices and organisations across all economic sectors. Employers should host interns equivalent to at least 10% of their staff strength and provide them with a fair stipend, perhaps in the range of Rs. 5000-10000 per month, depending on skill and the type of business.

Similar to Corporate Social Responsibility (CSR), employers must allocate 0.5% of their profits to a dedicated Student Internship Responsibility (SIR) fund. This fund would support internships and be managed by the institute's Placement Cells with active involvement from alumni networks. Making

SIR compulsory will ensure that every student gain valuable work experience before graduating, thereby bridging the gap between academic learning and industry readiness.

Promoting Start-ups: Cultivating Job Creators and Innovators

The primary goal of tertiary education is to nurture not just job seekers, but job creators, entrepreneurs, and intrapreneurs who drive innovation and economic growth. The Central Government has launched numerous initiatives to promote a vibrant start-up culture, including support for innovation hubs and incubation centres within colleges and universities.

The trimester system offers an excellent framework to make this vision effective. During their work terms, students can actively develop and implement their ideas, transforming concepts into viable start-ups or innovative projects. This hands-on approach not only enhances entrepreneurial skills but also encourages creativity, problem-solving, and real-world business experience.

By integrating start-up incubation into the academic calendar, institutions can provide mentorship, resources, and networking opportunities, helping students transition from learners to leaders in their fields. This will empower a new generation of innovators ready to contribute meaningfully to the economy and society.

Industrial Sabbaticals and Faculty Internships: Enhancing Academic-Industry Synergy

With the adoption of the trimester system, faculty members can be allotted two terms for classroom teaching and one trimester per year for industrial sabbaticals, research, or industry consultations. This means teachers will teach only two trimesters annually, allowing ample time for focused research, skill enhancement, and engagement with industry. This flexible arrangement offers faculty multiple opportunities to gain hands-on industrial experience, collaborate on real-world projects, and stay updated with the latest developments in their niche areas. Such exposure not only enriches their teaching but also strengthens industry-academia linkages, fostering better student placements and meaningful industry collaborations. The industry connectivity will help them to do consultations, sponsored research, and a wealth of new problems for real-world research in addition to getting a legitimate extra income. They will also get ideas for start-up companies.

Enhancing Academic Collaboration through Trimester System Implementation

Adopting a trimester academic calendar will open new avenues for meaningful collaboration with domestic and international institutions. This shift can facilitate the development of joint degree, sandwich, and dual degree programs with foreign universities, enriching the educational experience and global exposure for our students. To maximise these opportunities, institutes should actively engage their alumni network based abroad, leveraging their connections and insights to establish fruitful partnerships. Additionally, this collaborative model can be extended to other leading Indian universities, fostering a robust academic exchange ecosystem nationwide. Such initiatives will not only enhance our institution's global footprint but also provide students with diverse learning pathways and cultural experiences, preparing them for a competitive, interconnected world. For instance, in the USA, the faculty members are paid a salary for 8 months (distributed evenly over the entire year) and can earn 4 months' salary on their own by getting connected with other businesses or industries. This provides Indian academia to hire such expatriates or foreign faculty as adjunct professors for teaching new courses or for research collaboration.

Creation of Dedicated Placement and Internship Cell for Industry Engagement

Every institute should establish a full-time Placement and Internship Cell (PCI), staffed by professionals with substantial industrial experience and strong corporate networks. In fact, the Professor of Practice should be the first choice for manning the PCI. This dedicated office will serve as a vital link between the institute and potential employers, including industries, NGOs, social enterprises, and government research laboratories.

By proactively fostering these connections, the cell will ensure seamless placement opportunities and meaningful internships for students, aligning academic learning with real-world demands. Additionally, it can facilitate skill development programs, career counselling, and employer engagement activities, thereby enhancing students' employability and readiness for diverse professional environments.

Establishing Centres of Excellence for Regional, National, and Global Impact

Institutes must take the lead in establishing Centres of Excellence (CoEs) across diverse and emerging fields that address pressing regional, national, and global challenges. The first seed will. be one or two of their own smart and highly accomplished faculty member/s whose productivity in that niche area is proven. These centres should be strategically aligned with priority areas such as climate change, net-zero emissions, green and renewable energy, sustainable agriculture, water security, waste-to-wealth initiatives, circular economy, recycling engineering, and other sustainability-driven innovations. Additionally, focus must be placed on cutting-edge technologies, including Artificial Intelligence (AI), Machine Learning (ML), and multi- and cross-disciplinary domains that bridge science, technology, social impact, and policy.

These Centres of Excellence will serve as hubs for high-impact research, innovation, skill development, and technology transfer. They will foster collaboration between academia, industry, government agencies, and civil society, while also nurturing start-ups and incubating novel solutions with real-world applicability.

To realise this vision, sustained funding and policy support will be crucial. Resources should be mobilised through a combination of government grants, industry partnerships, and philanthropic contributions. By building such centres, HEIs will not only elevate their own academic standing but also contribute significantly to national development goals and global sustainability targets.

Bolstering a Culture of Giving: Creation of Corpus Funds and Endowments

To ensure long-term financial sustainability and excellence, institutes must proactively establish robust corpus funds and endowments. These dedicated funds are essential to support a wide range of academic, research, and welfare initiatives that cannot be fully met through routine budgets or government grants. Based on my personal experience, there exists a strong inclination among alumni, philanthropists, charitable organisations, and well-meaning individuals to contribute to noble causes, especially when approached with sincerity and a clear purpose. One of my effective practices has been sending annual appeals to alumni, particularly around February, ahead of the financial year closure. This often prompted generous contributions from individuals eager to give back, with some donors even augmenting existing endowments. There is the 'Joy of Giving' among alumni, like the Marathi poem of Vinayak Damodar Karandikar, who was a professor of English but a highly accomplished poet in Marathi, wrote:

देणाऱ्याने देत जावे,
घेणाऱ्याने घेत जावे,
घेता घेता एकदा
देणाऱ्याच्या हातात हात द्यावा३
देता देता एकदा
घेणाऱ्याच्या डोळ्यात डोळे पाहावेत३
आणि मग हळूच म्हणावं,
"धन्य झालो!",

Let the giver keep giving,
Let the taker keep taking,
But once, while receiving,
Let the taker hold the giver's hand…
And once, while giving,
Let the giver look into the taker's eyes…
And then softly say,
"I am blessed!"

This poem captures the delicate, profound beauty of human connection in acts of giving and receiving. It suggests that beyond transactions lie gratitude, empathy, and shared humanity. In my personal experience of generating funds for different causes, there were so many alumni and industrialists who wanted to assist their alma mater, ICT Mumbai. This spirit is seen in the USA and reflected in the acts of charity of some IIT alumni based there. Another Marathi poem I must quote.

देणाऱ्याचे हात हजारो,
दुर्बळ ही माझी झोळी…

The Giver has a thousand hands,
But my begging bowl is weak…

This reflects a deep sense of humility and surrender. It suggests that abundance flows endlessly from the Divine (or from generous forces), but our capacity to receive it — whether due to ignorance, limitations, or unworthiness — remains limited. On the completion of our golden jubilee of our graduation, one of my classmates donated Rs. 2 crores to ICT. We were hostel mates as well.

My advice is not to don't just depend on government grants and largesse, but to approach your alumni. Invite them and their families for

annual get-togethers. It works like a charm. The provision of 100% tax exemption under Section 80G (or equivalent) has proven to be a powerful incentive and should be widely publicised. However, CSR funds currently cannot be used to create endowments, but only for specific, time-bound activities within the financial year. Nevertheless, institutes can and should actively seek support from industry partners, alumni, charitable trusts, and foundations for various targeted initiatives such as:

- Undergraduate and Ph.D. scholarships and fellowships
- Endowed chair professorships
- Travel grants for faculty and students to attend international conferences of repute
- Support for non-teaching staff and their children's education
- Maintenance and modernisation of laboratories, libraries, and campus infrastructure
- Seed funding for research or innovation projects for new faculty

While current Indian laws restrict investments in stocks and do not permit the acceptance of stock donations, unlike some Western countries, institutes can still build meaningful funds through fixed-income investments. It is advisable to utilise only 50% of the annual interest accrued for the designated purpose of the endowment, with the remaining 50% reinvested to grow the corpus. Additionally, allocating 1% of the interest income for administrative overheads ensures smooth and transparent management of these funds. The funds donated by the donor cannot and should not be used for any other purpose, and complete transparency must be maintained in giving annual expenditure to the donor or their designated heirs or nominees. This goes a long way in building the reputation, and it spreads among potential donors as an incentive to experience "the Joy of Giving".

Most importantly, building a vibrant ecosystem of giving requires collective, sustained effort. Institutes must foster a strong institutional culture of gratitude, transparency, and impact-driven engagement. Celebrating donors, showcasing outcomes, and instilling the 'Joy of Giving' among stakeholders, including faculty, staff, alumni, and students, will help nurture a legacy of philanthropy that supports generations to come.

Empowering Ph.D. Scholars as Future Educators and Bridging Faculty Gaps

One of the biggest problems associated with GER is the quality and number of teachers available for tertiary education. Unfortunately, not only the CFIs but also the SFIs have a huge backlog of vacancies. The state governments in India are not serious about filling the vacancies on time. Unless the Central Government links the central grant for implementation of NEP to the filling of vacancies within a stipulated period, this situation is not going to improve.

A significant number of institutes, including many premier institutes, currently face 20–30% faculty vacancies, which impact the quality and continuity of teaching. A strategic and sustainable solution lies in recognising the dual role of Ph.D. scholars, as both researchers and potential educators. To address this, Ph.D. students should be actively integrated into the academic framework as Teaching Assistants (TAs) for at least two trimesters during their doctoral tenure. This not only alleviates teaching shortfalls but also hones the pedagogical skills of research scholars, preparing them for future academic careers. Their involvement can extend to conducting tutorials, guiding lab sessions, evaluating assignments, and even co-teaching under supervision.

Moreover, adopting a trimester system allows Ph.D. students to spend 2–3 trimesters working in industry, thereby deepening their applied research exposure and enhancing their employability in both academia and industry. This also helps strengthen academia-industry linkages and fosters research with real-world relevance.

An additional opportunity lies in re-skilling current faculty members who do not yet hold Ph.D. degrees. Under the trimester model, such faculty can be enrolled in doctoral programs while continuing to teach in their home institutions during alternate trimesters. This flexible structure allows institutions to retain their teaching strength while offering faculty the opportunity to upskill, ensuring continuity of instruction and minimal disruption to academic programs. The attrition rate will reduce substantially, and the teacher will remain connected with the parent institute while enjoying the benefits of their host for research.

I strongly believe institutes should consider adopting and championing this model, which not only addresses faculty shortages but also builds a pipeline of well-trained educators. By institutionalising such a strategy, we pave the way

for an academic culture that values continuous learning, interdisciplinary engagement, and educator development rooted in both research excellence and teaching innovation.

Strengthening Academia–Industry Interaction through Sponsored Chairs and Professorships of Practice

To promote long-term academic excellence and industry-relevant research, institutes must actively pursue the creation of *Industry-Sponsored Chair Professorships* across emerging and core disciplines. Such positions not only serve as enduring symbols of academic prestige but also act as catalysts for innovation, thought leadership, and institution-building.

Industry-sponsored chairs can provide focused support for advanced research, curriculum development, talent nurturing, and policy advocacy in areas of strategic importance, ranging from digital transformation and AI to sustainable manufacturing, green energy, and materials innovation. These chairs enable institutions to attract and retain top talent, support doctoral and postdoctoral researchers, and foster cutting-edge work aligned with national and global priorities.

Alumni engagement can play a vital role in facilitating these initiatives. Many successful alumni, especially those in leadership roles in industry and entrepreneurship, are willing to give back, particularly when presented with a compelling vision and lasting impact. A well-structured appeal and stewardship model can help convert this goodwill into endowments for named chairs and fellowships.

Equally important is the creation of *Professors of Practice* positions—an initiative I had the privilege to lead as Chairman of the AICTE Committee on this transformative model. Professors of Practice bring rich, hands-on experience from industry, government, or civil society to the classroom, bridging the gap between theory and practice. These professionals, during their sabbaticals or post-retirement phases, can offer invaluable mentorship, real-world insights, and contemporary know-how to students and faculty alike.

Institutionalising such appointments through flexible policies, attractive terms of engagement, and academic integration will ensure a vibrant ecosystem where academia and industry thrive together. All leading institutes should adopt and expand these models to elevate their relevance, responsiveness, and research output in a fast-evolving world.

Nurturing a Culture of Undergraduate Research: A Pathway to Innovation and Collaboration

Undergraduate research is a powerful pedagogical tool that significantly enhances a student's academic journey and career trajectory. Indian academia should actively promote and institutionalise undergraduate research as a core component of its curriculum. One effective approach is to allow students from different institutions to enrol in research projects at host institutes for a defined period, such as a trimester, based on location, interest, and faculty expertise.

This model fosters inter-institutional collaboration and allows students to benefit from exposure to diverse academic environments, advanced laboratories, and mentorship by accomplished faculty. It also enables institutions to share best practices, infrastructure, and research culture, thereby elevating the overall quality of higher education. Globally, some leading universities have adopted similar strategies with remarkable success:

- MIT's Undergraduate Research Opportunities Programme (UROP) has enabled over 90% of undergraduates to engage in cutting-edge research under faculty guidance, often leading to publications and patents.
- In the UK, many universities, including Oxford and Cambridge, integrate undergraduate research into summer placements, often funded by organisations such as the Nuffield Foundation.
- Germany’s DAAD RISE program invites international undergraduates to participate in research internships at top institutions, fostering global academic exchange and skill development.

In the Indian context, implementing a flexible, credit-bearing UG research trimester, open to students from across institutions, can become a transformative force. It aligns with the vision of the NEP 2020, which emphasises holistic, interdisciplinary, and experiential learning. Institutes should create structured mechanisms and funding support to institutionalise such programmes, thereby nurturing the next generation of innovators and scholars.

(To be continued in the next issue…..) ❑

Examination Reforms at Central University of Kashmir: From Rote to Relevance

M S Bhat*

Before NEP 2020, the Indian higher education system was at a crossroads. On the one hand, it has faced the challenge of meeting national expectations, and on the other, it has been compelled to align with international academic standards and benchmarks. The focus of the examination pattern was mostly on *mind-filling* rather than *mind-forming*. As a result, it has come under scrutiny for its incompetence in cultivating originality, problem-solving skills, critical thinking, and creativity. This academic deficit has resulted in a demographic dividend *(almost 65% of the Indian population is under 35 years of age)* that, despite recognised degrees and qualifications, struggles to meet societal and industrial prospects, worsening the crises of employability.

The critical analysis of the existing examination system highlights a series of inefficiencies and inadequacies that discourage the attainment of the goal of holistic development of students. Overdependence on passing an examination and marks linked to intelligence develops a culture of rote learning and discourages analytical engagement with the curriculum. The prevalent methodology, on the one hand, hinders curiosity and, on the other, fails to equip students with the skills required for the new job market. Such assessments have a direct massive psychological impact where academic achievement excessively influences career paths, leading to stress among the current generation of students.

Employers have testified to a substantial mismatch between theoretical knowledge, practical skills, and competencies of recent pass-outs, highlighting the existing gaps in the curriculum focused on retention rather than application & innovation. Since the advent of NEP 2020, the Indian educational landscape is in intense transformation, and at the core of this paradigm shift lies a radical change in the examination and evaluation system, moving from rigidity to flexibility, from a top-down process to a bottom-up approach, and from retention-based assessment to competency-based examination. Such a transformation characterises a review on how learning outcomes can best be measured, judged, and valued.

Despite the technological advancements, implementing examination and evaluation reforms is not without challenges. Assessing and evaluating the attributes of student learning is a very complex job. Thus, training of all the stakeholders is important in order to equip them with the cutting-edge skills required to design and administer the competency-based assessment. Infrastructural discrepancies are a hurdle prevalent in our institutions, and filling this kind of gap needs intensive efforts from all of us. Another obstacle is cultural resistance. Our society is familiar with the marks-based assessment, often interpreting the grading system cynically and associating it with lower standards. To address this issue, awareness campaigns need to be arranged in order to highlight their long-lasting impacts, like reducing stress and paving the way for holistic development.

The Central University of Kashmir (CUK) is in the process of aligning its examination & evaluation system with NEP--2020, where traditional and routine-based examinations that often reward rote learning are substituted with assessments that measure higher-order thinking like analytics, synthesis, application, criticism, creation, and innovation. Focus has been put on case-study-based assessment, where problems now demand real-life and source-based responses from students, which are possible only with the capacity to interpret, analyse, apply, and critique. The reform is in sync with the best practices prevalent at the global forum, guaranteeing that students must not remain passive listeners but active participants during their learning journey. These reforms have been initiated with an intent to integrate all the scholastic and co-scholastic components in a formative mode by which the university has developed a more engaging and joyous learning ethos.

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NEP–2020 has focused on Continuous and Comprehensive Evaluation (CCE), a cornerstone of the Indian educational system. Taking inspiration from this reform, CUK gives due recognition to formative assessments of students, and the burden and high stakes of the end-of-semester examinations have been drastically reduced. It has significantly minimised the academic pressure on students by extending and evenly distributing the assessment across the semester. It also helped students in getting proper and timely feedback for improvement. Teachers have also been encouraged and trained to develop rubrics that assess all areas of knowledge, skill, competencies, values, and attitudes.

Keeping in view the diverse needs and aspirations of the students, CUK has introduced a hybrid examination model. Proper feedback through CIAs also indicates that such a measure is well taken by students who report lower stress levels and show a significant increase in their motivation. This model is a step towards preparing students for competitive examinations as well.

A paradigm shift from marks to a grading system has proved another major reform in the examination system at CUK. Replacing numerical scores with grade brands reduces unhealthy competition in classrooms and reassures a focus on learning rather than position. The grading has also provided a holistic perspective of students' learning, accommodating minor discrepancies in their academic performance. The criteria adopted in grading emphasise the quality of work and error tolerance, which ensures fair and transparent assessment of student performance. This has addressed the bigger challenge when subjectivity was often linked with marks, guaranteeing greater objectivity.

CUK has also emphasised in its assessment the importance of co-scholastic & non-scholastic attributes. Multidimensional report cards now assess cognitive, affective, and psychomotor domains, providing a 360-degree perspective of students' progress. Self & peer assessment is one of the significant features of recent examination reforms at CUK, which helps to foster original thinking and teamwork, while presentation and project work enhance life skills. The broader focus of this reform is aligned with the vision of NEP 2020, which envisages creating a *'well-rounded individual'* equipped to respond to the challenges that he, along with his society, is going to face in his future life.

Article XI of the *'World Declaration on Higher Education for the 21st Century'* emphasizes that in qualitative evaluation, limited assessment techniques cannot work. Thus, multi-layered and multi-sourced assessments involving teachers, peers, self, and even parents are the need of the hour. Before conducting any kind of test, diagnostic testing should also be introduced at the beginning of the academic level. AI-based software should also be a part of the assessment to track the interest and aptitude of learners, which in turn will help them to make optimal career choices. It will make examinations a tool for learning and improvement, rather than the final goal.

Looking forward, the success of the above-mentioned examination reforms focuses on teamwork and partnership among all stakeholders. Although CUK is now investing in teacher training and enhancing technology, the university administration also prioritises equitable access to all the available and required resources, but students and parents must embrace the cultural shift towards a more inclusive, equitable, and flexible evaluation system at CUK. By working together, CUK can transform its educational landscape to meet global trends and also address the local needs and aspirations. The university aims to make our students future-ready and capable of sustaining national ambitions in an increasingly competitive global market. The road ahead is complex, but the need for change has never been clearer. Students at CUK are groomed by prioritizing quality over quantity. The time for reform has begun to build CUK a world-class university that doesn't just award degrees but shape futures. ❑

Commerce with Conscience: Fusing Indian Knowledge Systems into Contemporary Educational Frameworks

Peeyush Kamal*

Education is the foundation of society, shaping individuals and communities to think critically, innovate, and contribute to the world. As the world moves towards an interconnected future, it's crucial to rethink traditional educational systems, integrating diverse knowledge systems that offer a more holistic and inclusive approach. One such rich and profound source of wisdom is the Indian Knowledge System (IKS), which has been an essential part of India's intellectual and cultural heritage for thousands of years. The Indian Knowledge System (IKS) represents a vast spectrum of indigenous knowledge that has been cultivated and preserved over thousands of years in fields ranging from science, mathematics, philosophy, and art to environmental science, linguistics, and healthcare. Rooted in holistic principles, IKS offers a distinctive approach to understanding the world by emphasising the interconnectedness between humanity and nature, the necessity for balance and ethical living, and the potential for harmonious coexistence (Lal et al., 2024). Reimagining education through the integration of IKS can provide a balanced, sustainable, and deeply ethical framework that addresses the challenges of modern society.

The NEP–2020 recognises the rich heritage of ancient and eternal Indian knowledge and thought as a guiding principle. The Indian Knowledge Systems comprise *Jnan, Vignan*, and *Jeevan Darshan* that have evolved out of experience, observation, experimentation, and rigorous analysis (Patel, et. al., 2023). This tradition of validating and putting into practice has impacted our education, arts, administration, law, justice, health, manufacturing, and commerce (Daily Excelsior, 2023). It also highlights the significance of incorporating indigenous knowledge, languages, and practices into the curriculum to provide students with a more holistic and inclusive education. It aims to promote a deeper understanding and appreciation of India's diverse cultural heritage and traditions, while also fostering a sense of pride and identity among students. By integrating traditional knowledge with contemporary education practices, NEP- 2020 seeks to create a more well-rounded and comprehensive learning experience for students. The Indian Knowledge Systems (IKS) is recommended to be scientifically integrated, including tribal knowledge and indigenous & traditional modes of learning. It intends to encompass topics such as mathematics, astronomy, philosophy, yoga, architecture, medicine, agriculture, and so on. Other key areas of focus include tribal ethno-medical practices, forest management, natural farming, etc.

NEP-2020 focuses on integrating modern education and multi-disciplinary approaches with Indigenous Indian knowledge systems through the inclusion of local and indigenous knowledge, the study of Sanskrit and other classical languages, as well as traditional arts and crafts. It promotes ethically guided humanistic education based on the Indian ethos, and nurtures the research and documentation of such knowledge systems. Moreover, it seeks to strengthen the teaching of cultural heritage subjects and improve community involvement in the educational processes.

The Indian Knowledge System encompasses all fields of philosophy, which include spirituality, science, mathematics, literature, arts, diplomacy, political science, etc. This body of knowledge includes past texts like the *Vedas, Upanishads, Puranas, Mahabharata, Ramayana*, and *Arthashastra* as well as oral narratives and local folklore. These texts do not serve exclusively as scholarly materials; rather, they offer a rich framework and continuously developing insight into life, morality, and cosmology. Integrating IKS into modern education can help reframe learning by emphasising holistic development, ethical living, sustainability, multidisciplinary learning, *Guru-shishya* tradition, and reconnection with tradition, culture, and arts (Baral, 2024).

Holistic Development: The Mind-Body-Spirit Connection

The Indian Knowledge System's comprehensive perspective on human existence is

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among its most profound features. In the Indian tradition, education fosters physical, emotional, and spiritual well-being in addition to intellectual growth. By encouraging students to develop not only cognitive intelligence but also emotional intelligence, ethical reasoning, means of liberation, and physical well-being, this holistic approach can enhance contemporary education.

For example, the principles of Ayurveda and Yoga, which emphasise harmony, balance, and self-awareness, can be integrated into modern education to support both physical and mental well-being. By following these guidelines, students can improve their ability to focus, manage stress, and develop self-discipline- all of which are crucial in the fast-paced, frequently stressful world of today.

Ethical Foundations: The Role of Dharma in Learning

The idea of Dharma, which refers to the moral and ethical rules that regulate both individual and collective behavior, is central to the Indian Knowledge System. Beyond religion, the idea of Dharma is fundamental to how one should live, relate to others, and engage with the outside world. By highlighting virtues like honesty, kindness, justice, and respect for all living things, Dharma can help students in the classroom cultivate a strong ethical compass.

Students can learn the ins and outs of their chosen fields as well as the value of making moral decisions that advance society at large by integrating Dharma into their academic programs. This is particularly important in a world where social inequality, environmental degradation, and corporate greed are pervasive. Education rooted in *Dharma* can lead to the development of leaders who prioritise long-term societal well-being over short-term gains.

Sustainability: Lessons from the Indian Tradition of Living in Harmony with Nature

Living in balance with nature has long been valued in Indian traditions. The interdependence of all life forms and the necessity of respecting and preserving the environment are stressed in ancient writings like the Vedas and the Upanishads. In the modern world, where environmental issues like resource depletion and climate change have become urgent global concerns, this way of thinking can provide a distinctive viewpoint on sustainability.

Future generations can be motivated to look for sustainable solutions in both their personal and professional lives by incorporating this eco-centric worldview into education. This entails implementing strategies like waste reduction, prudent resource use, and preserving a harmonious relationship with the natural world. Sustainable development can benefit greatly from traditional knowledge in fields like agriculture, water management, and renewable energy.

Knowledge as a Means of Liberation: The Role of Jñana and Viveka

According to Indian tradition, knowledge (*Jñana*) is not just a means of achieving material success but also a means of achieving liberation (Moksha). Discriminatory wisdom, or *Viveka*, is another important idea that helps people distinguish between what is valuable and permanent in life and what is transient and fleeting. This concept contradicts the conventional Western educational model, which frequently prioritises practical or career-oriented knowledge over more in-depth philosophical investigations.

Students can be motivated to seek knowledge that deepens their comprehension of life, purpose, and the greater good by incorporating the concept of knowledge as liberation into contemporary curricula. This method can inspire students to look beyond their interests and strive for a more meaningful life by cultivating critical thinking and self-awareness.

The Guru-Shishya Tradition: A Mentor-Mentee Relationship

The Guru-Shishya tradition, in which learning occurs through a close, personal relationship between teacher and student, is one of the most distinctive features of the Indian educational system. According to this tradition, the teacher serves as more than just an instructor; they are also a mentor and guide who imparts knowledge about both academic subjects and the more profound realities of life. This model focuses on experiential learning, where knowledge is imparted through one-on-one interactions, apprenticeship, and mentorship.

A more individualized and life-changing educational experience is fostered by this mentor-mentee relationship. Institutions can abandon the one-size-fits-all strategy and concentrate on the personal

development of each student by incorporating the Guru-Shishya model into contemporary education. This might work especially well in disciplines like entrepreneurship, the arts, and the humanities, where mentorship and hands-on learning can be extremely important in developing future leaders.

Multi-disciplinary Learning: The Interconnectedness of Knowledge

The interdependence of different fields of study has always been emphasised in Indian knowledge traditions. Philosophy, ethics, science, and spirituality are all viewed as interrelated rather than as distinct fields in the Upanishads and Bhagavad Gita, which promote a holistic view of life. The idea that one should not only specialise in one field but also comprehend how different disciplines combine to form a comprehensive understanding of the world was promoted by the ancient Vedic educational system.

Students can better understand the broader context in which their knowledge functions when this interdisciplinary approach is incorporated into contemporary education. In the modern world, where complex issues necessitate multidisciplinary solutions, this viewpoint is particularly crucial. In order to effectively address complex issues like social inequality, health crises, and climate change, a combination of knowledge from economics, ethics, science, and culture is needed.

Reconnecting with Traditional Arts and Crafts

The cultural and historical significance of Indian traditional arts and crafts, including dance, sculpture, painting, textile weaving, and classical music, is enormous. Interest in these fields has increased recently as more people realise how they can promote creativity, critical thinking, and a greater awareness of their cultural identity. A rich, immersive experience that ties students to their heritage can be provided by incorporating these traditional arts into the curriculum. Students can think creatively and cultivate an appreciation for diversity and cultural heritage in addition to aiding in the preservation of these art forms.

A more inclusive, holistic, culturally aware, and all-encompassing educational system that recognises and incorporates India's many intellectual and cultural traditions is reflected in the NEP 2020's inclusion of Indian Knowledge Systems. Building capacity at all educational levels is a crucial part of a comprehensive plan to revitalise the Indian Knowledge System (IKS) to promote languages, the arts, and culture, with a particular emphasis on crafts, music, and the arts. The following measures are suggested by the NEP-2020:

***Engaging Local Experts*:** The policy recommends hiring outstanding local authors, artists, craftspeople, and other specialists as master teachers in a range of subjects that represent local knowledge.

***Incorporating IKS*:** Accurately incorporating traditional Indian knowledge, which includes tribal and other local wisdom, into the curriculum is a crucial component. Where appropriate, this integration includes the humanities, sciences, arts, crafts, and sports.

***Improving Curriculum Flexibility*:** NEP-2020 suggests a major improvement in curriculum flexibility, especially in higher education and secondary schools. By choosing courses that best balance creativity, artistry, culture, and academics, students will be able to customise their academic journeys thanks to the added flexibility.

The goal of these coordinated efforts is to give students the autonomy to choose how they want to proceed through their education while supporting the growth of their individual academic, artistic, cultural, and creative interests. By encouraging local expertise, integrating a variety of knowledge domains, and giving students the freedom to direct their own learning, the multifaceted strategy described by NEP-2020 aims to revitalise the Indian Knowledge System.

NEP–2020 suggests a major improvement in curriculum flexibility, especially in higher education and secondary schools. By choosing courses that best balance creativity, artistry, culture, and academics, students will be able to customise their academic journeys thanks to the added flexibility.

As a student of Commerce, I'm thinking about how it can be possible to integrate it in the learning-teaching process of the Commerce subject. I will try my best to discuss its practicality to make more clarity on the integration of the Indian Knowledge System in school education.

Integrating the Indian Knowledge System (IKS) into the commerce subject at the school level

holds the potential to offer students a more holistic understanding of business practices, economic principles, and trade within the context of India's rich cultural and historical background such as:

The Ethical Foundation of Commerce: Insights from the Arthashastra

One of the most important books in the Indian knowledge system pertaining to politics, economics, and governance is the *Arthashastra*, which was written by the ancient Indian scholar Kautilya (Chanakya). Its lessons are extremely pertinent to reconsidering the moral aspects of modern business. The *Arthashastra* places a strong emphasis on the value of Dharma, or righteousness, in business dealings as well as the part moral leadership plays in guaranteeing financial success. A more socially conscious approach to business practices may result from incorporating these ideas into contemporary commerce education. In addition to learning the technical facets of marketing or finance, students trained in such a framework would internalise values like justice, openness, and societal well-being. In a world where problems like corporate greed, environmental degradation, social inequalities are rampant.

Incorporating Indigenous Economic Practices

Commerce education can explore and incorporate indigenous economic practices that have played a significant role in India's economic history. For instance, the traditional concept of "Barter System" prevalent in ancient Indian trade can be studied to understand the evolution of exchange methods.

Case Studies of Traditional Business Models

The curriculum can include case studies on successful traditional Indian business models. For example, the thriving handloom industry in specific regions can be analyzed, shedding light on sustainable business practices, community involvement, and the significance of craftsmanship.

Cultural Impact on Consumer Behavior

Studying the influence of culture on consumer behavior is crucial in commerce. IKS can be integrated by examining how cultural factors, such as festivals and traditions, impact consumer choices and market trends. The marketing strategies employed during cultural events like Diwali or Holi can be analysed.

Financial Systems in Ancient India

Exploring ancient financial systems can provide insights into the roots of modern financial practices. For instance, studying the use of 'sulka' an ancient form of credit in Indian trade, can be an interesting historical perspective on financial transactions.

Role of Guilds and Trade Associations

Commerce education can delve into the historical significance of trade guilds and associations in India. Understanding how these organisations facilitated fair trade practices, resolved disputes, and contributed to economic development can broaden students' perspectives.

Entrepreneurship in Cottage Industries

The curriculum can highlight entrepreneurship in traditional Indian cottage industries. Students can explore how local artisans and craftsmen have sustained and expanded their businesses over generations, showcasing the entrepreneurial spirit deeply rooted in Indian culture.

Cultural Sensitivity in Global Business

Considering India's diverse cultural landscape, commerce education can emphasise the importance of cultural sensitivity in global business. Students can examine case studies of businesses that successfully navigated cultural nuances in international markets.

Traditional Economic Philosophies

Explore ancient Indian economic philosophies such as *'Arthashastra'* by Chanakya, which provides insights into economic governance, trade policies, and ethical business practices. Students can analyse excerpts from these texts to understand the historical foundations of economic thought in India.

There are many more concepts found in the *Bhartiya* thought which are very relevant to commerce with conscience. Indian philosophical and intellectual traditions offer profound insights that are deeply relevant to modern commerce and management. Concepts such as *Vasudhaiva Kutumbakam* "the world is one family" promote universalism and inclusivity in global business ethics (Singh, 2025). *Jeev-Anand*, emphasising the well-being of all living beings, aligns closely with sustainable and humane business practices (Deshpande, 2019). The principle of *Dharma* supports contextual ethical decision-making in leadership

and governance, fostering moral clarity and social responsibility (Mukherjee, 2018). *Samvada*, the use of storytelling and dialogue as pedagogical tools, offers innovative methods for management education and leadership training (Armstrong & McCain, 2021). These values are embedded in the idea of *Sarva Loka Hitham*, which frames commerce and trade not merely as profit-oriented, but as a means to serve the collective good (Bhatt, 2022). The Gandhian concept of *Swaraj* and localized economics emphasises self-reliance and community-based economies, offering an alternative to hyper-globalised capitalism (Rout, 2015).

Kautilya's *Arthashastra* further categorises knowledge systems relevant to commerce through schools such as *Trayii* (scientific thought), *Vaarta* (economic activities including agriculture, trade, and commerce), *Danda Neeti* (governance and law), and *Anveekshiki* (philosophical inquiry and logic), underlining the interconnectedness of disciplines (Varakhedi, 2022). These classifications reflect a holistic approach to learning and doing business that remains applicable today. Integrating these ideas into commerce education can cultivate managers who are not only competent, but also ethical, contextual, and socially conscious.

Various Indian business enterprises are the epitome of 'Commerce with Conscience' through the adoption of ethical, sustainable, and socially responsive practices in their business models. Nirmalaya transforms temple floral waste into environmentally friendly items like incense sticks while offering jobs to poor women, thus supporting environmental sustainability as well as social equality (Raj, 2023). Fabindia promotes artisan empowerment through an equity shareholding model, where craftsmen and women can become shareholders, empowering inclusive and sustainable livelihoods (Economic Times, 2024). Eco Femme helps support menstrual health and the environment by manufacturing and distributing organic cloth pads that are reusable, dramatically lowering the dependency on disposable products (Eco Femme, n.d.). Freeset, rebranded as Joyya, provides women victims of sex trafficking with dignified work in West Bengal through training in the production of textiles (The Borgen Project, 2020). Akshayakalpa champions organic dairy farming and free-range rearing of cattle, providing chemical-free milk while improving farmer well-being (Lok Capital, 2023). Suminter India Organics collaborates with more than 20,000 farmers to aid organic cultivation and provide fair-trade principles throughout India (PR Newswire, 2024). At the same time, the ITC Group spearheads extensive CSR programs encompassing linking farmers with digital interfaces, transforming wastelands into productive plantations, and fostering micro-enterprises, making a difference in the lives of more than six million people (Kadiri, n.d.). These companies show how sustainable practices and ancient Indian ethical values can be implemented with great efficacy in modern business.

Indian Knowledge System, in simple words, teaches us how to inquire. In what way? To what extent? Fundamental sutras will guide and re-orient our thinking process (Varakhedi, 2022). IKS creates a new world view that is rooted in axiomatic faith that '*Vasudhaiva Kutumbakam'* (the whole universe is a family) and '*Sarve Bhavantu Sukhinah*' (may all be happy).

Rooted in the Past, Rising to the Future

From the exemplary discussion, it is clear that by infusing the commerce curriculum with elements of the Indian Knowledge System, students not only gain a practical understanding of business concepts but also develop an appreciation for the cultural and historical context that shapes India's economic landscape. This approach fosters critical thinking, encourages a deeper connection with the subject matter, and prepares students for a more comprehensive engagement with the world of commerce. A special chance to develop a more comprehensive, moral, and sustainable educational model is presented by rethinking education through the incorporation of the Indian Knowledge System. Modern education can be enhanced and brought into line with the urgent demands of the modern world by incorporating the profound wisdom found in Indian traditions, whether they be in philosophy, science, ethics, or the arts. In order to develop a more equitable, inclusive, and human-centered approach to education, this method integrates the wealth of India's intellectual and cultural legacy rather than rejecting contemporary knowledge.

It is crucial that institutions, educators, and legislators embrace the depth of the Indian Knowledge System as we go forward to make sure that future generations have the knowledge, morals, and ethics necessary to navigate the complexities of the world with compassion, integrity, and sustainability. Similarly, it is not necessary to reject contemporary concepts or methods in order to incorporate the Indian Knowledge System into commerce education. Instead, it involves fusing traditional Eastern knowledge with modern Western

methods to produce a more comprehensive, moral, and sustainable model for trade in the future. India's wealth of historical, philosophical, and economic knowledge can offer a new viewpoint on international business issues and advance a business model that prioritizes sustainability, ethics, and societal well-being. In order to develop new conceptual frameworks in the increasingly globalized world, educators, legislators, and corporate executives must interact with the extensive body of Indian knowledge. By doing this, we will not only maintain these priceless customs but also give them the contemporary significance they merit, thereby transforming commerce education for a more equitable, prosperous, and balanced future.

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The Exodus of Talent: Understanding Brain Drain from India

Sanjay Kumar* and Sreetama Bhattacharjee**

The existing mindset of the exodus from the motherland for learning and earning is somehow harming the growth of nations in terms of innovation and development. Brain drain is considered as migration of talented, educated, and skilled persons from their motherland to another country. India has been a significant contributor to global migration of skilled professionals, especially in the fields of Information Technology (IT), Medicine, Engineering, and Management. Brain drain can be seen as a personal choice made by individuals for professional and economic betterment; it also has significant implications for the country of origin.

The migration of skilled professionals and students abroad poses challenges for India's growth. The departure of high-net-worth individuals also affects the domestic investment climate. However, it's essential to note that many expatriates contribute positively to India's economy through remittances and by fostering international collaborations.

There are several factors contributing to the brain drain phenomenon in India, including:

Economic Factors

Many professionals migrate to countries like the United States, Canada, Australia, and the United Kingdom to earn higher salaries compared to India. Further, the working conditions, low wages, lack of facilities, and high competition often force skilled professionals to look for opportunities abroad to gain a better work-life balance.

Educational and Research Opportunities

Indian professionals, especially those in academia and research, who often in opportunities for quality research, development, and innovation, switched to other nations. Because India's educational institutions, though improving, are still facing challenges in comparison to their counterparts in developed nations.

Political and Social Factors

A significant number of professionals' exoduses are due to political instability, corruption, and bureaucratic inefficiencies that make professional advancement difficult. Concerns over safety, social discrimination, and inadequate healthcare often push educated professionals to seek better living conditions abroad. Over 1.6 million individuals have surrendered their Indian citizenship since 2011. This significant number raises concerns about the loss of talent and development.

Career Development and Professional Growth

The lack of adequate career growth opportunities and recognition in certain sectors in India often leads professionals to seek opportunities abroad, where meritocracy and career development are prioritised. In 2022, the number of Indian students leaving the country for higher education reached a six-year high of 770,000. This migration is often driven by the pursuit of advanced research opportunities and better educational infrastructure abroad.

Consequences of Brain Drain on India

Economic Consequences

In 2023, India's brain drain and human outflow index was 4.9, which was better than in prior years. There is a substantial loss of human capital as a result of competent people leaving the country. The economic impact of human displacement due to political or economic factors is measured by the index. Since many of the brightest minds are employed by foreign organisations and businesses, brain drain results in less creativity and technological breakthroughs in the home nation.

According to a 2023 study, over 36% of the top 1,000 JEE (Joint Entrance Examination) scores for the Indian Institutes of Technology (IITs) emigrated outside. Among the top 100 scorers, this percentage increased to 62%, with the United States being the most popular destination for graduate studies. The Indian government makes significant investments in people's education and training, but brain drain reduces the returns on those expenditures. According to statistics, some 23,000 millionaires have left India since 2014. A considerable amount of expertise and financial capital is being lost as a result of this tendency.

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Social Consequences

The emigration of professionals from essential services sectors like healthcare and education can lead to a shortage of qualified professionals within the country, affecting public services. As talented individuals emigrate, India loses a portion of its intellectual capital, which could have contributed to the nation's cultural and social development.

Long-Term Development Challenges

Brain drain exacerbates the challenges in achieving sustainable and inclusive growth. The departure of skilled labor in crucial sectors impedes the country's efforts to meet development goals like poverty reduction, social equity, and infrastructural development. India may face challenges in competing globally, as it loses key professionals who could have contributed to advancing the country's competitive edge in sectors like technology, healthcare, and education.

Mitigating the Impact of Brain Drain

To retain talent, the Indian government must focus on creating a thriving knowledge economy. This includes investment in research and development (R&D) sectors, strengthening educational institutions, and providing more opportunities for innovation and entrepreneurship.

Policies such as financial incentives, tax breaks, and career advancement opportunities should be implemented to encourage skilled professionals who have migrated abroad to return to India and contribute to national development. By improving the quality of life, reducing corruption, and enhancing job security, India can create a more favorable environment that discourages skilled workers from seeking opportunities abroad.

The establishment of world-class universities and the introduction of competitive research funding can encourage students and professionals to stay in India. The development of specialized industries, such as the IT and biotechnology sectors, can help retain talent.

Collaboration with international institutions can help foster an environment of knowledge-sharing, ensuring that Indian professionals are exposed to global standards while contributing to domestic growth.

Encouraging innovation and entrepreneurship is another way to retain talent. The government can foster an ecosystem that supports start-ups, offering grants, low-interest loans, and facilitating access to global markets. This could motivate young professionals to build businesses in India rather than abroad.

Brain drain, the emigration of highly skilled and educated individuals from their native country to another, has been a significant concern for India over the past decades. This trend has implications for the nation's development, particularly in sectors reliant on skilled professionals.

Inference

Addressing the brain drain requires a multifaceted approach, including enhancing domestic research facilities, improving career opportunities, and creating an environment that encourages professionals to contribute to India's development. While emigration has its challenges, it also offers opportunities for global networking and knowledge exchange that can benefit the nation in the long run.

Brain drain remains a significant challenge for India, with the migration of skilled professionals affecting the country's development prospects. However, by implementing strategic policy measures, investing in human capital, and creating a conducive environment for innovation and growth, India can reduce the effects of brain drain and retain its most talented individuals. This will enable the country to harness its demographic dividend and transform its economy into a global leader in various sectors.

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Essential Lessons for Lifelong Learning

Sanjay Malhotra, Governor, Reserve Bank of India, delivered the Convocation Address at the 58th Convocation Ceremony at the Indian Institute of Technology, Kanpur on June 23, 2025. He said, Transform the world as leaders who are trustworthy; who continue learning for life; who question the status quo and who pursue virtuous karma." Excerpts

Today marks the culmination of an exciting chapter for the graduating students, where you have not only learnt new things – academic and extra-curricular – but have also had an enjoyable and memorable experience. I extend a very warm congratulations to all the graduating students. Please give yourselves a huge round of applause.

To the parents and guardians, this moment belongs as much to you as it does to your children and wards. Your innumerable sacrifices, continuous support, unconditional love and unwavering encouragement have laid the foundation upon which these young achievers now stand. I know this is an emotional and proud moment for you. I have myself experienced these emotions when my sons graduated – one from IIT Bombay and the other from IIT Guwahati. My warmest congratulations to you as your ward steps into a new chapter in life.

Dear graduates, it is a special day for you as you enter a new and exciting phase of life. It is an equally special day for me and doubly so. First, this institute has had a transformational impact on me, my life and my thoughts. I remember with nostalgia my years at IIT. I still vividly remember my first day at IIT when my mother came to drop me with another batchmate. I recollect my days at Hall III and then Hall I, the healthy rivalry between Hall II and Hall III, phatta cricket, bulla, the various celebrations at Red Rose Restaurant on the campus and Chung Fa restaurant in the city, movies at L7, DEC 10 of which we were so proud, the iconic library, Culfest and the many friends that I made and treasure till date. The steel trunk which carried my belongings to IIT and which my loving wife has preserved till date is still with me. I still have my Wilson tennis racket, with which I religiously played every evening at the clay courts on campus. IITK has a special place in my heart. This convocation ceremony is even more special as I did not attend our convocation ceremony; in fact, we did not have a proper convocation ceremony, perhaps the only batch not to have it. So, it's an honour to be back here after thirty-six long years in a new and privileged role and be a part of the convocation ceremony today. Thank you, IIT, for this honour.

Times have changed a lot since I graduated. But there are certainly lessons which endure time. As a fellow-alumnus, roll number 85213, who has experienced life after campus, I will speak about four learnings from my journey.

Learning for Life

Many of you would have got your dream jobs. Others, who plan to pursue further studies, would get them soon. With a degree from a prestigious institute and a good job in hand, please don't think that you have arrived. The moment you think you have arrived, you will stagnate. The moment you believe you know everything, you will stop growing.

This is just the beginning, only the first step. The degree has only laid a solid foundation and will take you thus far. You will need to build from here. You will need to learn when you change sectors, move across organisations within a sector, take up different roles within an organization and even within the same role in an organisation. Technology is advancing at a lightning speed. What you learnt yesterday would be outdated tomorrow as new ideas and tools emerge daily.

I can assure you that the institute has prepared you well for your life ahead. It has not only imparted you with knowledge which will be of immense use but, more importantly, equipped you with the most important tool – the tool of self-learning.

Like other IAS officers, I worked in diverse fields like urban management, land resources, industries, power, health, taxation, banking, finance, etc. Many of them were general management but many were highly technical and specialized, which had a steep learning curve. The IITK emphasis on

basic sciences and core engineering subjects, its importance to the fundamentals of a subject, its priority to deriving the formulae rather than merely memorizing and applying them, its attention to problem- solving from first principles, and various other methods of problem solving have held me in good stead. IIT gave me the necessary tools for self-learning. I am sure it has given you too the same tools.

So, continue your quest for knowledge. Remember that learning is for life. The moment one is not learning, it is a signal that one is not growing; one is not advancing. It is knowledge which will keep you ahead of others. Its importance cannot be over- emphasized. I urge you all, as Stephen Covey said, to continuously sharpen your saw and cut the grass under your feet.

Question the *status quo*

My second learning pertains to the period between 2003 and 2006, when I was working in the United Nations. I was managing a project to improve productivity in the hand tools clusters in India. We hired a Total Quality Management expert for some of our interventions. He had long and diverse experience across organisations.

He challenged the forging units there to reduce the time taken in changing a die from about eight hours to less than an hour. All of them including the most advanced, productive and efficient forging units vehemently denied the possibility of reducing the time. When he failed after many days of trying to convince them to improve, he suggested some changes including installation of a video camera. This was tried in a unit. These small changes reduced the time to five hours. When asked, the supervisor, apart from other things, explained that the work started on time, as scheduled; no one was late; no one took an unscheduled tea break; all required equipment were pre-arranged and kept ready for use; there was no wastage of time. The small changes and videography did the trick as everyone was being watched. What followed was a series of improvements or what are called kaizens, not only in the exchange of dies, but also various other processes – forging, grinding, electroplating, packaging, etc, as every process was questioned. We ended up reducing costs by about 10%.

I learnt to question the status quo. I learnt that there is always scope for improvement. This helped me improve efficiency in various organisations and departments that I worked in. It helped in reducing processing time of files. I reduced turnaround times for applications. It helped me make changes in laws, rules and procedures for the benefit of citizens and government alike, as I questioned the status quo.

As Albert Einstein famously said, "The important thing is not to stop questioning." When you question the status quo and ask questions, you open the door to new ideas and fresh perspectives. It is fuel for innovation; it drives you to explore, experiment, and create something better. So, no matter where you are in life or your career, never stop questioning the status quo and improving.

Pursue Virtuous Karma

The third learning pertains to my tenure as Secretary, Department of Personnel in the Government of Rajasthan in 2007-08. Promotions from the state civil service to the IAS were plagued with disputes and court cases. For almost about 20 years, no one was promoted to the IAS. My predecessors did not take up this issue as they thought it would be an exercise in futility as some aggrieved officer will approach the doors of the judiciary. When I was given responsibility for this department, I took up the gauntlet. I studied all the disputes and judicial pronouncements meticulously; decided on claims of seniority and promotion, without fear or favour; finalized and published the seniority lists; and after spending months on this mammoth exercise, sent the proposals to UPSC for promotion. Just when we were about to convene the meeting for promotion, one officer again approached the court and got a stay. Months of my hard work was brought to nought. Even though many officers commended me for the hard work and getting the matter so close to finalization, I was disappointed.

I had to leave for Princeton for my masters within a few days and could not pursue the case in the courts. After I returned, I was put in a different department. In a few years, the court lifted the stay. I was asked if I would be interested in giving finishing touches to the work I had initiated. Once bitten, twice shy, I did not take up the challenge this time. The work was completed by another officer. In recognition of his efforts, he was conferred with the state award for civil service.

I realized I did not follow my karma as I feared failure. I realized I needed to follow my karma boldly and decisively without bothering about the results.

Without going in to details of my journey thereafter, today, as I look back, I can confidently say that it is karma that largely determines outcomes and results. It is the path that one chooses that broadly determines the destination. Today, I appreciate how true Steve Jobs was when he said, "You can't connect the dots looking forward; you can only connect them looking backward." Right now, you may not fully grasp how your karma - each late-night lab session, each frustrating bug, and each decision that you take - will impact your journey. You may not appreciate, how delayed gratification, the hallmark of all great leaders, will deliver bigger success over the longer term for the instant rewards foregone. But trust me, over time, the dots will connect and it will be in large measure due to your karma.

Trust

My last learning is from the student days in IIT, when we were always short of money and under debt. Food at the mess was as good as it can be. We relied heavily on the hostel canteen. A samosa at that time costed 35 paise and a bottle of Thums Up 2 rupees and 25 paise. The canteen was managed by a person called Lala. Lala was loved by everyone. He would serve us till late in night and very generously gave us credit. Even outside hostel, we got credit from the juice vendor, the shops in Shopping Centre, etc. This may not be surprising. Lala knew us, recognizing us as hostelers. Other vendors too recognized us as students from the campus. What was surprising though was that we got credit even from some shopkeepers in Kanpur, who did not know us at all. Why did these shopkeepers give credit to us? It is because of their trust in the IIT students.

It is because people do business with people they trust. Trust is the foundation on which any relationship is built, whether it is marriage, friendship, or at workplace - between the CEO and the employees, or between a company and its consumers.

It is trust in a person that makes him a leader; it is trust which makes people follow a leader. Integrity and ethics are paramount to develop trust. It is not easy to gain trust. To earn trust, a leader must have the courage to take difficult decisions. He must act in the interest of the employees and other stakeholders. He must be willing to accept responsibility. He must lead by example. He must possess the humility to learn from his mistakes. He must be just, transparent and respectful. Trust takes time to build. But it is easy to lose trust. To be a successful person, a successful leader, graduating students, try to gain trust and having gained it, preserve trust.

Your Time to Shine

To conclude, dear graduating students, as you leave this campus today, have confidence in yourself. Dream big, but more importantly, act on those dreams. Make IIT Kanpur proud. Make your parents proud. Make India proud. But most importantly, make yourselves proud - proud by living lives of character, ethics and humility; lives filled with purpose, service and impact. As you step into tomorrow, carry with you the spirit of this institution, carry with you the love of your families, and carry with you the dreams of a billion Indians who believe in your potential.

Your journey of transformation began here at IIT Kanpur. Now, transform the world as leaders who are trustworthy; who continue learning for life; who question the status quo and who pursue virtuous karma.

May God bless you with all the very best in your journey ahead.

Thank you.

Jai Hind

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CAMPUS NEWS

Outreach Programme on Empowering the Tribal Communities

The one-day programme on 'Empowering the Tribal Communities through Inclusive Programmes' was organised by the Centre for the Study of Social Inclusion, University of Mysore, Karnataka on April 23, 2025. The event commenced with an Inaugural Address by Dr. Siddaraju V G, Director, Centre for the Study of Social Inclusion. Setting the tone for the day, Dr. Siddaraju highlighted the critical importance of disseminating accurate and accessible information about government welfare schemes. He spoke extensively about various Central and State government initiatives covering sectors like Education (Scholarships, residential schooling programs, midday meals), Health (Ayushman Bharat, free primary healthcare initiatives), and Livelihood (Skill development missions, Mudra Scheme, microfinance programs for tribal entrepreneurs). Dr. Siddaraju emphasised that simply launching schemes was not enough. Without awareness, document readiness, and confidence, marginalised communities remain unable to access the intended benefits. He stressed that the Kottigekaval programme was designed not just to inform, but also to empower participants with procedural clarity, such as: What documents are needed to apply for a welfare schemes? How to enrol under welfare schemes?, Whom to approach for land rights under the Forest Rights Act? etc.

One of the most stirring parts of Dr. Siddaraju's address was his deep concern about the educational status among tribal children. He revealed that many tribal students drop out after Class 5, which hampers their chances for upward mobility. He urged parents to encourage regular schooling, foster an environment of learning at home, and demand accountability from local schools. A surprising statistic emerged: 40% of the villagers in Kottigekaval lacked Aadhaar Cards, making them invisible to government databases and depriving them of welfare benefits. Parents voiced their frustrations: despite their willingness to educate their children, systemic obstacles kept pushing them back.

Following Dr. Siddaraju, Dr. Nanjunda, Faculty Member at the Centre spoke about the role of *Ashram* schools. *Ashram* schools, he explained, were specially designed to provide residential education close to tribal habitations, create culturally sensitive curricula respecting tribal heritage, and offer a safe environment free from discrimination. Dr. Nanjunda stressed the need to upgrade existing *Ashram* schools in Karnataka to meet contemporary educational standards. He proposed, deployment of motivated teachers trained in inclusive education, provision of sports, arts, and vocational training alongside academics, and involvement of tribal elders to preserve indigenous knowledge systems.

Dr. Srikanth, Director, Development, Education, Empowerment and Development (DEED) Organisation, took the stage next to highlight the rights dimension. He outlined that apart from welfare schemes, constitutional safeguards for tribal communities must be effectively enforced, reservation policies in education and employment, protection under the Scheduled Tribes and Other Traditional Forest Dwellers (Recognition of Forest Rights) Act, 2006, and Access to free legal aid under the Legal Services Authorities Act. Dr. Srikanth called for strengthening awareness at the grassroots, pushing for simplified application processes for tribal-specific schemes and building advocacy groups from within the tribal youth population. He concluded, "Empowerment is possible only when rights are known, demanded, and protected."

During the dialogue session, tribal representatives, including Mastamma, Gouramma, Vittal, Nagaraju, Kallurayya, Shivanna, Muniramaiah, Subbamma, and Jayappa, narrated their experiences, hurdles, and aspirations. Many elders lamented that they were not 'invisible by choice', but due to systemic negligence. By creating a space for open dialogue, the programme enabled tribal people to share their lived realities, ranging from challenges in accessing government schemes to systemic barriers such as documentation issues and school dropouts. The programme not only empowered the tribal community of Kottigekaval

but also renewed the collective commitment to build a more inclusive and equitable India, where no community is left behind.

Seminar on Vision of Self-reliant *Bharat*

A two-day *Rashtriya Ekta* (National Unity) Seminar on 'Vision of Self-reliant Bharat: Revisiting Pragmatism, Idealism and Unification in Sardar Vallabhbhai Patel's Thought' is being organised by the Department of Social Sciences, School of Social Sciences and Languages, Vellore Institute of Technology, Vellore, Tamil Nadu in collaboration with the Indian Council of Social Science Research(ICSSR) from August 04-05, 2025.

Sardar Patel's contribution to tackling the improbable challenges that India faced and his imagination for nation-building is a living embodiment of his pragmatic thought for the cultural, political and economic preservation of the nation. Consequently, he alerted people to be mindful of the fact that independence will eventually bring in the form of responsibility, pragmatic policy-making and ensuing tasks for nation-building. The Indian independence movement is incomplete without recognising the monumental contributions of Sardar Vallabhbhai Patel, often referred to as the 'Iron Man of India'. Sardar Patel, as a popular farmer leader, an organiser in the organisation, and later as Home Minister and the Deputy Prime Minister, left no stone unturned to mobilise, sensitise and organise people for the cause of Bharat's freedom from the British rule, cultural imperialism and colonisation of the mind and thought. As the nation transitioned into independence amidst unprecedented challenges, Patel emerged as a stalwart leader whose pragmatic vision and decisive actions laid the foundation for India's unity and integrity. Practical to the core, he possessed sharp common sense and an exceptional understanding of people and situations, making him a remarkable leader with an unyielding grasp of reality and human nature. Within a short period, Sardar Vallabhbhai Patel reshaped the political map of India by ensuring the seamless integration of over 556 princely states into the Indian nation. His pragmatic approach and strategic vision of foreign policy and national security transformed a fragmented political landscape into a unified nation, complementing cultural unity and harmony. The Themes and Subthemes of the event are:

Patel's Vision of an Independent India

- His interpretation of Swaraj, Constructive programme and self-reliant India.
- Challenges and horrors faced in post-Partitioned India and Patel's insurmountable contribution to ensuring the safety of the Indian Citizens as Home Minister and Deputy Prime Minister of India.

Integration of Princely States

- The strategic, pragmatic and diplomatic brilliance of Sardar Patel behind the unification of over 556 princely states.
- The role of the Instrument of Accession and related negotiations in ensuring an indestructible Union, known as Bharat.
- Lessons from Patel's integration policies for contemporary federal challenges, not limited to India but worldwide.

Constitutionalism in Patel's Thought

- Sardar Patel's emphasis on social harmony, justice, equality, fraternity and inclusivity.
- His contribution in shaping the values enshrined in the Indian Constitution.

Sardar Patel and Nation-Building

- Sardar Patel's role in administrative reorganization and institutional consolidation after Independence.
- His contributions to long-term peace, industrialization and governance reforms.

Sardar Patel and India's Foreign Policy

- His approach to maintaining India's sovereignty in international relations.
- Challenges and strategies in dealing with neighbouring countries and global powers.
- Sardar Patel's China Policy, on Pakistan and the West.

Sardar Patel and Contemporary India

- The relevance of Patel's vision in addressing present-day challenges to India's unity and integrity.

- Insights for policy-making and governance.
- Sardar Patel's Pragmatism and the art of governance in India.

National Security and Geopolitics

Freedom Struggle and Leadership

For further details, contact Convener, Dr. Rupak Kumar, Department of Social Sciences, School of Social Sciences and Languages, Vellore Institute of Technology, Vellore-632014, Tamil Nadu, E-mail: *rupak.kumar@vit.ac.in,* Mobile No: 09650654527. For updates, log on to: *www.vit.ac.in/events/*

Workshop on Deep Learning for Generative AI

A five-day Workshop on 'Deep Learning for Generative AI : Theory and Practice' is being organised by the Department of Computer Science and Engineering, Indian Institute of Information Technology, Design and Manufacturing (IIITDM), Kancheepuram, Chennai, from August 04-08, 2025.

In today's fast-paced digital world, Artificial Intelligence (AI) and Deep Learning and Generative AI (GenAI) are no longer confined to research laboratories or tech giants—they are at the core of many modern innovations that shape our daily lives. From personalised recommendations on streaming platforms to advanced medical diagnosis systems and intelligent virtual assistants, AI has established itself as a cornerstone of progress. At the heart of this revolution lies deep learning, a powerful subset of AI that mimics the way the human brain processes data and makes decisions. Deep learning algorithms and Generative AI, particularly those based on neural networks, have brought about remarkable breakthroughs in areas such as computer vision, image recognition, Natural Language Processing (NLP), and autonomous driving. As industries increasingly rely on data-driven insights, there is a growing demand for skilled professionals who understand the theory behind deep learning and can apply it to solve complex, real-world problems. Recognising this need, the Deep Learning for Generative AI Workshop was conceived as an intensive, hands-on learning experience tailored for students, researchers, and professionals from various disciplines. The Topics of the event are:

- Overview of Traditional AI.
- Fundamentals of Deep Learning.
- Discriminative Vs. Generative Models.
- Generative AI.
- Natural Language Processing.
- Transformers, GPT, BERT.
- Vision Transformer.
- Image Generation.
- GAN, Diffusion Model.
- Emerging Technologies.
- Hands-on Session.
- Applications in Real World Problems.

For further details, contact Coordinator, Department of Computer Science and Engineering, Indian Institute of Information Technology, Design and Manufacturing (IIITDM), Kancheepuram, Chennai-600127, Tamil Nadu, Mobile No: 09994067092, E-mail: *umarani@iiitdm.ac.in*. For updates, log on to: *www.iiitdm.ac.in/events/*

National Seminar on The Rise of Blue Finance

A three-day National Seminar on 'The Rise of Blue Finance' is being organised by the Department of Networking and Communications, School of Computing, College of Engineering and Technology (CET), SRM Institute of Science and Technology, Kattankulathur, Tamil Nadu from September 10-12, 2025. The event aims to strengthen academic understanding of emerging sectors in the regional language. In line with India's commitment to harnessing marine resources for inclusive growth, this seminar aims to sensitise and equip students, faculty, and researchers with the knowledge and skills necessary to explore financial, technological, and ecological aspects of ocean-based sectors. This interdisciplinary programme is intended to help faculty members build capacity to teach and research the pressing issues related to coastal resilience, ocean technologies, blue tourism, and sustainable finance. The Topics of the event are:

- Deep Sea Technology.
- Sustainable Aquaculture.
- Blue Renewable Energy.
- Ocean Pollution Management.
- Marine Robotics and Automation.

- Coastal Resilience.
- Deep-Sea Mining.
- Blue Carbon.
- Growth of Blue Tourism.
- Underwater Wireless Communication and Sensor Network.

For further details, contact, Dr. M. Lakshmi, Professor and Head, Department of Networking and Communications, School of Computing, SRM Institute of Science and Technology, Kattankulathur, Chengalpattu, Tamil Nadu-603 203. E-mail: *lakshmim2@srmist.edu.in,* Mobile No: 08069087000. For updates, log on to: *www.srmist.edu.in › events*

International Conference on Vibration Engineering and Technology of Machinery

A three-day International Conference on 'Vibration Engineering and Technology of Machinery' is being jointly organised by the Indian Institute of Technology Guwahati, Assam from December 18–20, 2025. It aims to inspire collaboration, stimulate research, and advance state-of-the-art technologies, making it a pivotal event for academia, research institutions, and industry. It will bring together researchers, practitioners, and industry professionals to exchange ideas, share experiences, and explore innovative solutions to contemporary challenges in vibration engineering and related fields. The Themes of the event are:

- Composites and Nano-structures.
- Rail Dynamics.
- Vehicle Dynamics.
- Vibration and Acoustic Control.
- Signal Processing and Parameter Estimation.
- Rotor Dynamics.
- MEMS, Smart Structures and Systems.
- Compliant Mechanisms and Topology Optimisation.
- Mini Power Trains and Unmanned Vehicles.
- Micro Turbines and Plasma Jet Engines.
- Vibration and Waves.
- Multi-physics and Flexible Multi-body Dynamics.
- Impact and Blast Resistant Design.
- Wave Propagation.
- Non-linear Vibrations.
- Probabilistic Models.
- Fluid Structure Interactions.
- Condition Monitoring and Machinery Diagnostics.
- Fracture, Fatigue and Damage Mechanics.
- Flutter and Aero Elasticity.
- Prognostic Health Management.
- Digital Twinning and Machine Learning.
- Renewable Energy and Climate Change.
- Guidance, Navigation, and Control Technology.
- Machining Dynamics and Chatter.
- Additively Manufactured Structures.
- Underwater Dynamics and Control.

For further details, contact the Organising Secretary, Department of Mechanical and Civil Engineering, Indian Institute of Technology Guwahati, Assam-781039, Phone No: 0361-258- 3576 / 0361-258-3326, E-mail: *vetomac@iitg.ac.in, rkmittal@iitg.ac.in* and *shrishi@iitg.ac.in*. For updates, log on to: *https://event.iitg.ac.in/vetomac.* ❑

Invitation to Authors

Authors are invited to contribute articles on contemporary issues in higher education in general and Indian higher education in particular for publication in the 'University News'. The articles addressing the Editor University News be sent as an e-mail attachment in MS WORD to: unaiu89@gmail.com; ramapani.universitynews@gmail.com; universitynews@aiu.ac.in.

THESES OF THE MONTH

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

AGRICULTURAL & VETERINARY SCIENCES

Agricultural Economics

1. Chaudhary, Arvindkumar Purabhai. **Comparison of North Carolina design I,II and III in cotton (*Gossypium hirsutum* L)**. (Dr. Y A Garde), Department of Agricultural Statistics, Navsari Agricultural University, Navsari.

2. Delvadiya, Jay Bhaveshbhai. **Precipitation forecasting using machine learning techniques on big data in Gujarat**. (Dr. Y. A. Garde), Department of Agricultural Statistics, Navsari Agricultural University, Navsari.

3. Zankat, Kishankumar Merubhai. **Price behaviour, market integration and export performance of Indian cotton and groundnut**. (Dr. Jagruti D Bhatt), Department of Agricultural Economic, Junagadh Agricultural University, Junagadh.

Agronomy

1. Patel, Krutika Subodh. **Agronomic biofortification of rice varieties differing in zinc response with zinc fertilization**. (Dr. N N Gudadhe), Department of Agronomy, Navsari Agricultural University, Navsari.

Floriculture

1. Prajapati, Dixita Dalpatram. **Effect of sources and time of nutrient application on growth, yield and quality of papaya (*Carica* papaya L) Var red lady**. (Dr. R V Tank), Department of Floriculture and Landscape Architecture, Navsari Agricultural University, Navsari.

Food Science & Technology

1. Jyoti. **Quality evaluation of selected Indian wheat cultivars of Triticum aestivum**. (Dr. Ritika Yadav), Department of Food Technology, Maharshi Dayanand University, Rohtak.

Forestry

1. Jadhav, Rani Madhukar. **Investigation on physico-anatomical and chemical properties and regeneration potential of Arjuna [*Terminalia Arjuna* (*Roxb ex* DC) Wight & Arn] Bark**. (Dr. S K Sinha), Department of Forest Products and Utilization, Navsari Agricultural University, Navsari.

Genetics & Plant Breeding

1. Borkhatariya, Tejaskumar Hardasbhai. **Genetic architecture and stability analysis for yield and component traits and screening for heat tolerance in bread wheat (*Triticum aestivum* L)**. (Dr. G A Pansuriya), Department of Genetics and Plant Breeding, Junagadh Agricultural University, Junagadh.

Horticulture

1. Hathi, Harsh. **Effect of spacing and fertilizer on Okra [*Abelmoschus esculentus (L) Moench] cv Purna Rakshak***. (Dr. N K Patel), Department of Vegetable Science, Navsari Agricultural University, Navsari.

Microbiology

1. Vickey. **Production and characterization of lignocellulolytic enzymes by solid state fermentation and their application in bioethanol production**. (Dr. Rajeev Kumar Kapoor), Department of Microbiology, Maharshi Dayanand University, Rohtak.

Soil Science

1. Avinash, G J. **Development of STCR targeted yield equation for gladiolus under fertigation with soluble fertilizers and its evaluation**. (Dr. Sonal Tripathi), Department of Soil Science and Agricultural Chemistry, Navsari Agricultural University, Navsari.

2. Chaudhari, Dixitaben Manubhai. **Effect of age of single eye bud settling and nutrient management on growth, yield and quality of sugarcane (*Saccharumhy Sp*) under South Gujarat condition**. (Dr. H M Virdia), Department of Soil Science and Agricultural Chemistry, Navsari Agricultural University, Navsari.

3. Sharma, Chothmal. **Comparative study of fresh cow dung slurry v/s inorganic nutrient management of yield and nutrient composition on wheat (Triticum aestivum L) and soil properties**. (Dr. K B Parmar), Department of Soil Science and Agricultural Chemistry, Junagadh Agricultural University, Junagadh.

BIOLOGICAL SCIENCES

Biochemistry

1. Ankit. **Identification and characterization of bioactive compounds in *T cordifolia* in the form of CeNPs**. (Dr. Sandeep Singh), Department of Biochemistry, Maharshi Dayanand University, Rohtak.

2. Minakshi. **Synthesis and characterization of selected flavonoid nanoparticles and their evaluation against three bacterial strains**. (Dr. Ritu Pasrija and Dr. S K Gahlawat), Department of Biochemistry, Maharshi Dayanand University, Rohtak.

Bioinformatics

1. Deepak. **Screening and evaluation of phytochemicals as neurotherapeutics**. (Dr. Ajit Kumar), Department of Bioinformatics, Maharshi Dayanand University, Rohtak.

Biotechnology

1. Kundu, Gautam. **Analysis of SPP1 (Osteopontin) expression in the progression of various cancers**. (Dr. Selvakumar Elangovan), Department of Biotechnology, Kalinga Institute of Industrial Technology, Bhubaneswar.
2. Nagabalaji, V. **Assimilation of nutrients from ammoniacal nitrogen rich wastewater streams using bacteria and microalgae integrated with bio-energy generation**. (Dr. S V Srinivasan), Faculty of Biological Sciences, Academy of Scientific and Innovative Research, Ghaziabad.
3. Ramulu, Athmakuri Tharaka. **Hybrid gas-electro-fermentation of Co2 and syngas to biobased chemicals-heterologous expression of CODH gene and process scale-up**. (Dr. S Venkata Mohan), Faculty of Biological Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

Life Science

1. Anoop Singh. **Analysis of the genetic relationship and diversity among accessions of Finger millet [Eleusine coracana (L) Gaertn]**. (Dr. Anita Rani Sehrawat), Department of Botany, Maharshi Dayanand University, Rohtak.
2. Chandravanshi, Shilpa. **A study of biotic stress in *Pteris-vittata***. (Dr. Ashit Dutta), Department of Botany, Bhagwant University, Ajmer.
3. Ghosh, Ananga. **Exosomes as modulators of muscle stem cell function during regeneration: An analysis in cultured muscle cells**. (Dr. Manjula Reddy and Dr. Jyotsna Dhawan), Faculty of Biological Sciences, Academy of Scientific and Innovative Research, Ghaziabad.
4. Meher, Tanzeem. **Bioprocessing of red and black rice varieties for nutraceutical enrichment and their quality characteristics**. (Dr. Jayadeep A), Faculty of Biological Sciences, Academy of Scientific and Innovative Research, Ghaziabad.
5. Nath, Jyotishma. **Synthesis and characterization of ZnO-cellulose nanocomposite (ZnO-CNF) for the photocatalytic degradation of organic dye**. (Prof. S K Mehta), Department of Botany, Mizoram University, Aizawl.
6. Priti Devi. **Deciphering the role of coinfection in delineating pathogen outcome**. (Dr. Rajesh Pandey), Faculty of Biological Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

Microbiology

1. Sharma, Manisha. **Use of modified microbes in bio war: A menace by terrorism**. (Dr. Purnima Shrivastava and Dr. Uttam Chand Gupta), Department of Microbiology, Bhagwant University, Ajmer.

Zoology

1. Ajaz, Ur Rasool. **Genetic diseases and their percentage incidence in community of Jammu Division**. (Dr. Purnima Shrivastava), Department of Zoology, Bhagwant University, Ajmer.
2. Khushboo. **Effect of aqueous extract of Hibiscus rosasinensis and camel milk on the treatment and reproduction of diabetic male albino rats**. (Dr. Sudesh Rani), Department of Zoology, Maharshi Dayanand University, Rohtak.
3. Para, Mohd Younes. **Means of survival and insulation by animals in temperate regions of India**. (Dr. Purnima Srivastava and Dr. Uttam Chand Gupta), Department of Zoology, Bhagwant University, Ajmer.
4. Piyush Kumar. **A general study on uncontrolled anthropogenic activities that generate natural calamities habitat and biodiversity loss leading to man-animal conflict**. (Dr. Purnima Shrivastava and Dr. Uttam Chand Gupta), Department of Zoology, Bhagwant University, Ajmer.

EARTH SYSTEM SCIENCES

Environmental Science

1. Saini,Aruna. **Sustainable and innovative management of floral waste generated from the temples of Jaipur City**. (Dr. Shelja K Juneja), Department of Environmental Science, IIS University, Jaipur.

ENGINEERING SCIENCES

Civil Engineering

1. Narasimharao, Pathipati. **Study on strength, durability and microstructures of aluminium dross and bottom ash replaced cement concrete**. (Dr. B Damodhara Reddy and Dr. C Sashidhar), Department of Civil Engineering, Jawaharlal Nehru Technological University Anantapur,Ananthapuramu.

Computer Science & Engineering

1. Aarushi, Divya. **An experimental study on low complexity high performance fast image encryption algorithm based on block cipher**. (Dr. Amitabh Wahi and Dr. Arjit Tomar), Department of Computer Science & Application, Bhagwant University, Ajmer.
2. Muntimadugu, Vijaya Kanth. **Analyzing the performance impact of load balancers in session initiation protocol server environment**. (Dr. D Vasumathi), Department of Computer Science & Engineering, Jawaharlal Nehru Technological University Anantapur,Ananthapuramu.
3. Nagina. **Multi objective task scheduling in big data**. (Dr. Sunita Dhingra), Department of Computer Science & Engineering, Maharshi Dayanand University, Rohtak.
4. Patel, Sindhu Bala. **Investigation of data models for modern databases**. (Dr. Jitendra Choudhary), Department of Computer Science, Medi-Caps University, Rau, Indore.
5. Vijay Kumar. **Compare, analysis and impact of an ant algorithm for software testing cases and optimization on data mining**. (Dr. Amitabh Wahi and Dr. Arjit Tomar), Department of Computer Science & Application, Bhagwant University, Ajmer.

Electrical & Electronics Engineering

1. Anita Kumari. **Performance analysis of wind integrated power system**. (Dr. Chandra Bhushan Mahto and Dr. Subhransu Padhee), Department of Electrical Engineering, Aryabhatta Knowledge University, Patna.
2. Dhal, Gangadhar. **Analysis of switched capacitor based boost inverter topology with reduced voltage stress and part count for renewable energy applications**. (Dr. Pradeep Kumar Sahu and Dr. Lipika Nanda), Department of Electrical Engineering, Kalinga Institute of Industrial Technology, Bhubaneswar.
3. Mahapatra, Ashok Kumar. **Modelling fuzzy controllers for AGC of multi-sourced hybrid power system**. (Dr. Srikanta Mohapatra and Dr. Padarbinda Samal), Department of Electrical Engineering, Kalinga Institute of Industrial Technology, Bhubaneswar.

Electronics & Communication Engineering

1. Bagga, Madhvi. **Design and analysis of high efficiency resonant converters for led lighting applications**. (Prof. Archana Agrawal), Department of Electronics & Communication Engineering, Sangam University, Bhilwara.

Mechanical Engineering

1. Ahmad, Nehal. **Experimental analysis on mechanical behavior of Metal Matrix Composite (MMC) of AA7055 reinforced with Si_3N_4 and ZrO_2**. (Dr. Munna Verma), Department of Mechanical Engineering, Bhagwant University, Ajmer.
2. Rout, Pradipta Kumar. **Fabrication and characterization of Mg-based bio-degradable materials for orthopaedic implants**. (Dr. Sudesna Roy and Dr. Dinesh Kumar Rathore), Department of Mechanical Engineering, Kalinga Institute of Industrial Technology, Bhubaneswar.
3. Vikash Kumar. **An experimental study of FCAW, GMAW and SMAW welded steel on weldability and mechanical properties**. (Dr. Subodh Kumar Yadav), Department of Mechanical Engineering, Aryabhatta Knowledge University, Patna.

MATHEMATICAL SCIENCES

Mathematics

1. Debnath, Santonu. **Studies on statistical convergence concepts under neutrosophic environment**. (Prof. Shyamal Debnath), Department of Mathematics, Tripura University, Suryamaninagar.
2. Minaxi. **Numerical techniques on waves propagation in linear visco-elastic porous medium**. (Dr. Manoj Kumar and Dr. M. Vijay Kumar), Department of Mathematics, Bhagwant University, Ajmer.
3. Prasad, Sushil. **A study on the boundary layer characteristics of nanofluids past stretching surfaces**. (Dr. Shilpa Sood), Department of Mathematics, Career Point University, Hamirpur.
4. Sharma, Bhanu. **Analysis of infectious diseases: A computational approach**. (Dr. Pooja Khurana and Dr. Deepak Kumar), School of Engineering and Technology, Manav Rachna International Institute of Research and Studies, Faridabad.

MEDICAL SCIENCES

Dentistry

1. Lalima Kumari. **Assessment of Andrew's keys: Crown angulation, crown inclination, and curve of spee in Bihar population**. (Dr.Anurag Rai), Department of Orthodontics & Dentofacial Orthopedics, Aryabhatta Knowledge University, Patna.

Forensic Science

1. Preeti. **Soil charactrization from various regions of Haryana: A forensic perspective**. (Dr. Neelkamal), Department of Forensic Science, Maharshi Dayanand University, Rohtak.

Nursing

1. Lalramdini, C. **Prevalence, habits and attitude towards tobacco use among health care professionals**. (Prof H T Lalremsanga and Dr. Lukima Saikia), Department of Nursing, Mizoram University, Aizawl.

2. Laltanpuii. **Prevalence and its associated risk factors of malnutrition among children**. (Dr. Vikas Kumar Roy and Dr. Lukima Saikia), Department of Nursing, Mizoram University, Aizawl.

Pharmaceutical Science

1. Gurvinder Pal Singh. **Microwave assisted synthesis of newer imidazo-indole hybrid derivatives as biological interest**. (Dr. K. Saravanan and Dr. Gyanendra K Sharma), Department of Pharmaceutical Science, Bhagwant University, Ajmer.

2. Medabalimi, Madhu. **Development and validation of UPLC methods for quantitative estimation of selected drugs in bulk and its dosage forms**. (Dr. K Saravanakumar and Dr. Dr. S V Satyanarayana), Department of Pharmaceutical Science, Jawaharlal Nehru Technological University Anantapur, Ananthapuramu.

PHYSICAL SCIENCES

Chemistry

1. Adarsh, D R. **Total synthesis of (S)-tolvaptan, vibegron and eliglustat**. (Dr.B V Subba Reddy), Department of Chemical Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

2. Bhadoria, Deepak. **Natural product inspired design and synthesis of new heterocycles as bioactive agents**. (Dr. Kinshuk Raj Srivastava and Dr. Atul Kumar), Faculty of Chemical Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

3. Bhujel, Manohar. **Synthesis of novel Arjunolic acid derivatives and investigation of their anti-cancer activity**. (Prof. G Nageswara Rao), Department of Chemistry, Sri Sathya Sai Institute of Higher Learning, Anantapur.

4. Chirra, Naga Raju. **Synthesis and biological evaluation of novel imidazo[2,1-b] thiazoles as potent antitubercular agents**. (Dr. Srinivas Kantevari), Faculty of Chemical Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

5. Dash, Amitananda. **Design, synthesis, characterization and *In vitro* evaluation of novel pyrimidine derivatives as potential anticancer agents**. (Dr. G Pavana Kumari), Department of Chemistry, Sri Sathya Sai Institute of Higher Learning, Anantapur.

6. Dey, Anik Kumar. **Design strategies for nanostructured materials for application in bio-imaging and energy**. (Dr. Sumit Kumar Pramanik and Dr. Amitava Das), Faculty of Chemical Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

7. Methi, Rakhi. **Potentiometric and thermodynamics study of transition metal complexes with thioglycolic acid in two different medium**. (Dr. Priyanka Mathur), Department of Chemistry, Bhagwant University, Ajmer.

8. Nasam, Rajesh. **Total synthesis of resorcylic acid lactones zeaenol & cochliomycin A and synthesis of C14-C26 fragment of anti-cancer drug eribulin mesylate**. (Dr. P Srihari), Faculty of Chemical Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

9. Nichinde, Chandrakant Bhagwan. **Development of a catalytic methodology for diastereoselective synthesis of 3, 3′-spirooxindoles and regioselective michael addition reaction to isatin-derived michael acceptors**. (Dr. Anil K Kinage), Faculty of Chemical Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

10. Shilpa. **Development of organocatalyst and non-precious metal derived catalyst for the chemical fixation of carbon dioxide**. (Dr. Saravanan S), Faculty of Chemical Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

11. Srivastava, Ela. **Studies of variation in chemical composition and yield of essential oils extracted by hydro-distillation and steam-distillation**. (Dr. Priyanka Mathur), Department of Chemistry, Bhagwant University, Ajmer.

12. Tambe, Vijay Shankar. **Synthesis, characterization and biological activity of substituted 2-amino benzothiazole derivatives**. (Dr. Priyanka Mathur), Department of Chemistry, Bhagwant University, Ajmer.

Physics

1. Ekta. **Study of structural, optical and electrical properties of polymer-based inorganic nanocomposites**. (Dr. Sanjay Dahiya), Department of Physics, Maharshi Dayanand University, Rohtak.

2. Patari, Arup. **GPS derived ionospheric Total Electron Content (TEC) over the Equatorial Ionization Anomaly (EIA) crest region and its response to solar-terrestrial and geophysical phenomena**. (Prof. Anirban Guha), Department of Physics, Tripura University, Suryamaninagar.

❑

Shri Yashwant Shikshan Prasarak Mandal
Yashwant Shikshanshatra Mahavidyalaya, (B.Ed College), Kodoli

Tal.- Panhala, Dist.- Kolhapur - 416114
(Maharashtra)
(Affiliated to Shivaji University, Kolhapur)

(Non Grant)

WANTED

Applications are invited from eligible candidates for the following posts:

Name of Posts		No. Posts	Reservation
Assistant Professor			
Pedagogy Subject	Mathematics	01	01 (Open to All)
	Science	01	01 (Open to All)
	Languages (English)	01	01 (Open to All)

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

Place : Kodoli
Date : 12-07-2025

HON. SECRETARY
Shri Yashwant Shikshan Prasarak Mandal,
Kodoli -416 144 Dist. Kolhapur

Shri Shahu Shikshan Prasarak Mandal
Late H.G. Alias B.G. Kharade College of Education
Shivaji Peth, Kolhapur (Maharashtra)
(Affiliated to Shivaji University, Kolhapur)

(Non Grant)

WANTED

Applications are invited from eligible candidates for the following posts:

Sr. No	Name of Posts		Total Posts	Open Posts	Reserved Posts
Assistant Professor					
A	Perspective in Education		03	-	SC-01, VJA – 01, OBC- 01
B	Pedagogy Subjects	Mathematics	02	01	SC- 01
		Science	01		ST- 01
		Social Science	02	01	SC- 01
		Languages	01	-	ST- 01

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

Place: Kolhapur
Date: 21/07/2025

PRESIDENT/CHAIRMAN
Shri Shahu Shikshan Prasarak Mandal,
Shivaji Peth, Kolhapur

DNYAN VIKAS SANTHA
ADV. P.C. PATIL LAW COLLEGE
PLOT NO. 22/23, SECTOR-17 KOPARKHAIRANE Navi Mumbai-400709
Contact : 8369226211/9137168089 E-mail Id.: advpcpatillawcollege@gmail.com/
https://advpcpatillawcollege.com/office advpcpatillawcollege@gmail.com

APPLICATION ARE INVITED FOR THE FOLLOWING POSTS FROM THE ACADEMIC YEAR 2025-26
UN-AIDED

Sr. No.	Cadre	Subject	Total No. of Posts	Post Reserved for
1	**Principal**		01	01-OPEN
2	**Assistant Professor**	Law (English-Legal Language, History, Economics, Sociology, Political Science, Logic)	07	01-SC, 01-ST,01-DT(A), 01 OBC, 01-SEBC/EWS, 02-OF
3	**Librarian**	--	01	01-OPEN

The above posts are open to all. However, Candidates from any Category could apply.
Reservation for Women would be as **per University Circular No. BCC/16/74/1998** dated **10/03/1998. 4% Reservation** shall be for the **Persons with Disability** as per **University Circular No. Special Cell/ICC/2019-20/05** dated **05/07/2019.**
Qualification, Pay Scale and other **Requirement** are as prescribed by the **UGC Notification dated 18/07/2018 Government of Maharashtra Resolution No. MISC. 2018/C. R. 56/18/UN-1** dated **08/03/2019** and **University Circular No. TAAS/(CT)/ICD/2018-19/1241** dated **26/03/2019** and revised from time to time.
The Government Resolution and Circular are available on the website www.mu.ac.in.
Applications with full details must reach the **Director, Dnyan Vikas Sanstha's Adv P. C. Patil Law College, Plot No. 22-23, Sector 17, Koparkhairane, Navi Mumbai - 400709** within **15 days** from the date of publication of this advertisement.
This is University approved Advertisement.

Sd/-
Director

Marathwada Legal & General Education Society's
MANIKCHAND PAHADE LAW COLLEGE
Re - Accredited by NAAC with 'B++' Grade [2025] ISO (9001): 2015
Samarth Nagar, Chhatrapati Sambhajinagar - 431 001 (Maharashtra)
☎ **0240- 2336621, 2341146** email Id : mplawcollege@gmail.com
web : www.mplawcollege.ac.in / www.mplaw.org

REQUIRED

Applications are invited from the eligible candidates for the Following Post:

Sr.No.	Name of the Post	No. of Post	Full Time	Category
01	Assistant Professor in Law exclusively for LL.M. on Contract / Consolidated Pay Basis (Permanently Non-Grant basis	02	Full Time on Contract / Consolidated Pay Basis (Permanently Non- Grant)	1 Open 1 S.C. (Maharashtra Domicile)

Qualification: LL.M. - NET / SET / Ph.D./ as per UGC / Govt./ University Rules.
Tenure & Pay scale: Contract / Consolidated Pay Basis on Permanently Non-Grant as per university circular No. Acad./Affil./ARW/2024-25/3957-63 Dt. 25/07/2024.
NB : The application along with attested copies of all the relevant certificates including date of Birth Certificate and Domicile Certificate (if applicable) should reach at **'The Principal, M. P. Law College, Behind Nirala Bazzar, Samarth Nagar Road, Chhatrapati Sambhaji Nagar – 431001'** on or before **26/07/2025 till 05:00 pm**.
Candidates already in service should send their application through proper channel.
No TA / DA will be paid.

Dr. C. M. Rao Principal | **Adv. Dhananjay S. Kulkarni** Secretary | **Adv. Dr. Kalplata Patil- Bharaswadkar** President

Sharda Education Society's
Anand Vishwa Gurukul College of Law

Near Mental Hospital Opp. ACC. Cement Colony Thane (w) 400604

Eamil:- avgcollegeoflawcareers@gmail.com • Contact No:-9967589008

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

UN-AIDED

Sr. No.	Posts	Subject	Total no. Posts	Post Reserved for
1.	**Principal**	-	01	01- Open
2.	**Assistant Professor**	Law	10	01 –SC, 01 – ST, 01 – DT(A), 02 – OBC, 01 – SEBC, 01 – EWS, 03 - OPEN
3.	**Librarian**	-	01	01 - OPEN

For Assistant Professor (Horizontal Reservation) Sportsmen – 01 Post

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

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

Candidates having knowledge of Marathi will be preferred.

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

Applicants who are already employed must send their application through proper channel.

Applicants are required to account for breaks, if any, in their academic career.

Applications with full details should reach to the **Secretary, Sharda Education Society's Anand Vishwa Gurukul College of Law Thane, Near Mental Hospital OPP. ACC. Cement Colony Thane (w) 400 604, within 15 days** from the date of publication of this advertisement. **This is University approved advertisement.**

Sd/-
Secretary

Mahatma Education Society's

PILLAI HOC COLLEGE OF ARTS, SCIENCE AND COMMERCE

Pillai HOCL Educational Campus, Rasayani, Tal : Khalapur, Dist - Raigad – 410 207

MINORITY INSTITUTE (Unaided)

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

Sr. No.	Cadre	Subject	Total No. of Posts	Category
1.	Principal	–	01	01 — OPEN
2.	Assistant Professor	Physics	05	05 — OPEN
3.	Assistant Professor	Chemistry	08	08 — OPEN
4.	Assistant Professor	Accountancy	05	05 — OPEN
5.	Assistant Professor	Commerce	08	08 — OPEN
6.	Assistant Professor	Management	06	06 — OPEN
7.	Assistant Professor	Economics	05	05 — OPEN
8.	Assistant Professor	English Literature,	08	08 — OPEN
9.	Assistant Professor	Business Communication	05	05 — OPEN
10.	Assistant Professor	Foundation Course	05	05 — OPEN
11.	Assistant Professor	History	05	05 — OPEN
12.	Assistant Professor	Information Technology	10	10 — OPEN
13.	Assistant Professor	Computer Science	10	10 — OPEN
14.	Assistant Professor	Data Science	10	10 — OPEN
15.	Assistant Professor	Law	05	05 — OPEN
16.	Assistant Professor	Mass Media	05	05 — OPEN
17.	Assistant Professor	Mathematical & Statistical Techniques	08	08 — OPEN
18.	Assistant Professor	Hospitality Studies	08	08 — OPEN
19.	Librarian		01	01 — OPEN

The above posts are open to all, however candidates from any category can apply for the post.
Reservation for women will be as per University Circular No. BCC/16/74/1998 dated 10" March, 1998. 4% reservation shall be for the persons with disability as per University Circular No. Special Cell/ICC/2019-20/05 dated 05th July, 2019.
Candidates having knowledge of Marathi will be preferred.
"Qualification, Pay Scales and other requirement are as prescribed by the UGC Notification dated 18th July, 2018, Government of Maharashtra Resolution No.Misc- 2018/C.R.56/18/UNI-1, dated 8th March, 2019 and University circular No. TAAS/(CT)/ICD/2018-19/1241, dated 26th March, 2019 and University circular CONCOL/15/ of 2013-2014 dated 15th October, 2013 revised from time to time"
The Government Resolution & Circular are available on the website mu.ac.in
Applicants who are already employed must send their application through proper channel. Applicants are required to account for breaks, if any in their academic career.
Application with full details should reach the CHAIRMAN, Mahatma Education Society's
PILLAI HOC COLLEGE OF ARTS, SCIENCE AND COMMERCE, Pillai HOCL Educational Campus, Rasayani, Tal. — Khalapur, Raigad - 410207. within 15 days from the date of publication of this advertisement. This is University approved advertisement.

Sd/- CHAIRMAN

WANTED

Application are invited for that post of principal to by filled in **Shahuraje Adhyapak Mahavidyalay, Ahmedpur Tq-Ahmedpur Dist-Latur run by Shivchatrapati Sevabhavi Sanstha Shindgi (B.K.) Tq-Ahmedpur Dist-Latur** (Permanent Non–Granted). Eligible candidates should submit their application along with All necessary documents **within fifteen days** from the date of publication of the Advertisement by Registered Post only:

Sr. No	Name of the post	Post	Reservation
01	Principal	01	Unreserved

Educational Qualification:-

The Faculty shall process the following qualification:

1. Postgraduate Degree in Arts/Science/Social Sciences/Humanities/Commerce with minimum 55% marks. **2.** M.Ed with minimum 55% marks. **3.** Ph.D in Education or in any Pedagogic subject offered in the institution. **4.** Ten years of Teaching experience in a secondary Teacher Education Institution, provided that, in the event of non availability of eligible and suitable candidates for appointments as Principal/Head as per above eligibility criteria, it would be permissible to appoint retired Professor/Head in Education on contract basis for a period not exceeding one year at a time till such time the candidates completes 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 & Allowance Pay:- Scales as per the UGC State Government & Swami Ramanand Teerth Marathwada University rules from time to time.

Note :-

1. Prescribed application form is available on the University **website (www.srtmun.ac.in). 2.** No T.A/ D A will be paid to attend interview. **3.** Eligible candidates those who are already in service should submit their application through Proper channel. **4.** All attested Xerox Copies of certificates, other relevant document should be attached to the application from.

Address for correspondence:-
Shahuraje Adhyapak Mahavidyalay Ahmedpur Tq-Ahmedpur Dist-Latur. Pin Code:-413515 Email ID:-shahu2004@rediffmail.com.

WANTED

Applications are invited from the eligible Candidates for the following posts in **Shahuraje College of Education Ahmedpur Tq. Ahmadpur Dist Latur** (permanent Non Granted) run by Shivchattrapati Sevabhavi Sanstha Shindgi (Bk). The application duly completed in all respects should reach on the following address in **fifteen days.** The candidates of reserved category should submit one copy of application to The Assistant Registrar. Special Cell, Swami Ramanand Teerh Marathwada University, Nanded:

Sr. No	Subject	Name oF The Post (Designation)	No. of Post	Reservation
01	Perspectives in Education	Asst Prof	02	OPEN-(02) SC-(01) ST -(01) VJ (A)-(01) OBC-(01) EWS-(01) SEBC-(01)
02	Pedagogy subject (Maths, Science, Social Science, Language)	Asst Prof	04	
03	Health and Physical Education	Asst Prof Part Time	01	
04	Performing Arts (Music /Dance/Theatre /Fine Arts	Asst Prof Part Time	01	
05	As Per the Government decision dated 25/01/2024 parallel reservation should be strictly implemented in recruitment.parallel reservation is as follows –woman -02			

Educational Qualification:-

Assistant Professor:-

A. Foundation Courses:- 1. Graduate Degree In Social Science with Minimum 55% marks. **2.** M.Ed degree from a recognized University with Minimum 55% marks. **3)** SET/NET/Ph.D. in Education.

OR

1) Postgraduate M.A. Degree in Education with minimum 55%marks. **2)** B.Ed. Degree in Education with minimum 55% marks. **3)** SET/NET/Ph.D.in Education.

B. Curriculam and pedagogay course:- 1) Post Graduate Degree in Science/Mathematics /Social Science/Languages 55% marks. **2)** M.Ed Degree with 55 % marks. **3)** SET/NET/Ph.D.in Education.

C) Health & Physical Education:- 1) Master of Physical Education (M.P.Ed) with minimum 55%marks. **2)** SET/NET/Ph.D. in Physical Education.

D) Performance arts /Music /Dance/ Thearte /Fine Arts : 1) Post Graduate Degree in Fine Arts (MFA)with minimum 55% marks.

OR

1) Post Graduate Degree in Music/Dance/Theatre Arts with minimum 55% marks. **2)** SET/NET/Ph.D.in Fine Arts.

Salary & Allowance:- Pay Scales :- as par the UGC State Government & Swami Ramanand Teerth Marathwada University rules from time to time.

Note :-

1. Prescribed application form is available on the University **website (srtmun.ac.in). 2.** No T.A/ D A will be paid to attend interview. **3.** Eligible candidates those who are already in service should submit their application though proper channel. **4.** 3% Reservation for handicapped and 30% for woman candidates. **5.** All affected Xerox copies of certificates and other relevant documents should he attached with the application from

Address for correspondence:-
Principal :- Shahuraje College of Education Ahmedpur Tq. Ahmadpur Dist Latur Pin Code :- 413515 (Maharashtra) Email:-shahu2004@rediffmail.com

SAURASHTRA UNIVERSITY
RAJKOT

Employment Notice No.Esta/B-1/2508779/'25 Dt:-07/07/'25

Special recruitment drive for PwBD candidates

Saurashtra University, Rajkot invites applications for the following post in Prescribed Performa from the Qualified Citizens of India:

No	Name of Post	No. of Post	Category	Pay Scale As per the 7th Pay
1	Deputy Registrar	1	PwBD (B,LV)	67700-208700 (Level-11)

Application form alongwith details of essential qualifications, experiences, pay scale, general terms and conditions etc. can be download from the University website: **www.saurashtrauniversity.edu. Last Date for online application:28/07/2025 upto 18:00 hours.**

Uploded application with all relevant testimonials should reach to: "The Registrar, Establishment Section-B, Saurashtra University, Rajkot-360005" on or before: **04/08/2025, upto 18:00 hours.** The Sarurashtra University reserves all rights to make any kind of changes or modifications in the contents of this advertisements or otherwise.

PLACE : RAJKOT
DATE : 07/07/2025 **REGISTRAR**

NIRMAL EDUCATION SOCIETY'S
SUBHASH DESAI COLLEGE OF LAW

D.S. Road, Asha Nagar, Thakur Complex, Kandivali (E), Mumbai - 400 101

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

UN-AIDED

Sr. No.	Cadre	Subject	Total no. of Posts	Post Reserved for
1.	Principal	---	01	01-OPEN
2.	Assistant Professor	Law	04	01-SC/ST, 01-DT (A), 01-OBC, 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 persons with disability as per University Circular No. Special Cell/ICC/2019-20/05 dated 05th July, 2019.**

Candidates having knowledge of Marathi will be preferred.

"**Qualifications, Pay Scales and other requirements are as prescribed by the UGC Notification dated 18th July 2018, Government of Maharashtra Resolution No. Misc-2018/C.R.56/18/UNI-1, dated 8th March 2019 and University Circular No. TAAS/ (CT)/ICD/2018-19/1241, dated 26th March 2019 and revised from time to time**."

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

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

Applications with full details should reach the **TRUSTEE, NIRMAL EDUCATION SOCIETY'S SUBHASH DESAI COLLEGE OF LAW, Nirmala Memorial Foundation Campus, D.S. Road, Asha Nagar, Thakur Complex, Kandivali (E), Mumbai - 400 101 within 15 days** from the date of publication of this advertisement.

This is University approved advertisement.

Sd/-
TRUSTEE

Late. B.E Chanshetti Guruji Pratishthan's
Global Village Arts, Science & Commerce Collage, Boramani.
Tal: -South Solapur Dist.: - Solapur, Maharashtra Pin-413302
(Affiliated to Punyashlok Ahilyadevi Holkar University, Solapur)
NON –MINORITY UNAIDED

Email: gvasc2021@gmail.com Phone No.: 9552646900

Applications are invited from the eligible candidates for post of PRINCIPAL

Sr. No	Designation	Posts
1	Principal	01

Instructions:

1) The above post is open to all, however candidates from any category can apply for the post.
2) Educational Qualification, Service Conditions & Pay Scale, will be applicable as per existing rules prescribed by, the UGC Notification dtd. 18th July 2018.
3) Candidates should submit their Academic Research Score (Academic Performance Indicator) API report based on Performance Based Appraisal System (PBAS) with related documents. (Only for the post of Principal).
4) The appointment for the post of Principal will be for a tenure of five years from the date of appointment or up to the attainment of superannuation whichever is earlier.
5) Reserved candidates should also to send a copy of their application to the Deputy Registrar, Special Cell, Punyashlok Ahilyadevi Holkar Solapur University, Solapur.
6) Reservation for women and disable persons will be as per the Govt. norms.
7) Applicants who are in service must send their application through proper channel.
8) Incomplete application will not be entertained.
9) T.A., D.A. will not be paid for attending the interview.
10) Applications with full details should reach to **The Secretary, Late. B.E Chanshetti Guruji Prathisthan, Solapur C/O Global Village Arts, Science & Commerce Collage ,Boramani** within 30 days from the date of publication of this advertisement. Incomplete applications will not be entertained.
11) This is University approved advertisement.

Place: Boramani
Date: - 16/07/2025

Secretary
Late. B.E Chanshetti Guruji Prathisthan, Solapur

Late. B.E Chanshetti Guruji Pratishthan's
Global Village Arts, Science & Commerce Collage, Boramani.
Tal: -South Solapur Dist.: - Solapur, Maharashtra Pin-413302
(Affiliated to Punyashlok Ahilyadevi Holkar University, Solapur)
NON –MINORITY UNAIDED
Email: gvasc2021@gmail.com Phone No.: 9552646900

Applications are invited from eligible candidates for the following post of Assistant professor

Sr. No	Name of the Post	No-Objection Certificate given by Govt. of Maharashtra Posts	No-Objection Certificate given by Govt. of Maharashtra Posts Reservation
2	Librarian	01	OPEN -06 (Female -2) Sc-03 (Female -1) ST - 02(Female -1) VJ (A)-01 VJ (B)-01 VJ (c)-01 VJ (D)-01 OBC-04 (Female -1) EWS-02(Female -1) SEBC-02 (Female -1)
3	Physical Director	01	
4	English	02	
5	Marathi	02	
6	Economics	01	
7	Political Science	02	
8	History	01	
9	Accountancy	01	
10	Commerce	02	
11	Statistics	01	
12	Physics	02	
13	Chemistry	03	
14	Botany	02	
15	Zoology	02	
	Total Posts	**23**	

Instructions: -

1) Open post is open to all, however candidates from any category can apply for the post.
2) Educational qualification, service conditions and pay scale will be applicable as per existing rules prescribed by the UGC notification dtd.18th July 2018. Govt. of Maharashtra Resolution NO. Misc 2018/C.R.56/18 UNI-1-dtd 8th MARCH 2019 and University Circular No-PAHSUS/ESTT/7th PAY/2019/2285/dtd. 25h March 2019.
3) Reserved candidates, who are domicile out of Maharashtra State will be treated as open category candidates.
4) Reserved Candidates should also to send a copy of their application to the Deputy Registrar Special Cell, Punyashlok Ahilyadevi Holkar Solapur University, Solapur.
5) Reserved category candidates shall produce the Caste Validity Certificate
6) Reserved category candidates (except SC/ST) shall produce Non-Creamy Layer Certificate at the time of interview.
7) Reservation for VJNT Categories is internally transferable.
8) TA.DA. will not be paid for attending the interview.
9) **Applications with full details should reach to. Secretary, LATE B. E. Chanshetti Guruji Pratishthan's Global Village Arts Science and commerce Collage, Boramani. Tal- South Solapur, Dist- Solapur within 30 days from date of publication of this advertisement.**
10) All the terms and conditions are applicable as mentioned in the GR Dated 12.11.2021 from Higher and Technical Education Department of Government of Maharashtra.
11) This is University approved advertisement.

Place- Solapur

Date- 16/07/2025

Secretary,
Late. B.E Chanshetti Guruji Prathisthan,
Solapur

Royal Education Society's
College of Computer Science and Information Technology (COCSIT),
COCSIT Campus, Ambajogai Road, Latur

COCSIT

WANTED

Applications are invited for the post of **Asst. Professor** to be filled in Royal Education Society's College of Computer Science and Information Technology (COCSIT), Latur (MS) (Permanent Non-Granted). Eligible candidates should submit their application along-with all necessary documents on the address given below by Registered post only **within 15 days** from the date of publication of the advertisement.

Sr. No.	Subject	Post	No. Post	Full Time	Reservation
01	Computer Science	Assistant Professor	27	Full Time	Open – 21 SC – 10 ST – 6 VJA-3 NT-B-2 NT-C-2 NT-D-2 SBC-2 OBC-15 SEBC-9 EWS-9 **Parallel Reservation** Women-26 PH-3 Sports-4 Orphan-1
02	Software Engineering	Assistant Professor	11	Full Time	
03	Computer Management	Assistant Professor	3	Full Time	
04	Information Technology	Assistant Professor	3	Full Time	
05	Network Technology	Assistant Professor	3	Full Time	
06	A.I. & M.L.	Assistant Professor	2	Full Time	
07	Data Science	Assistant Professor	4	Full Time	
08	Software Development	Assistant Professor	6	Full Time	
09	Mathematics/Statistic	Assistant Professor	4	Full Time	
10	English	Assistant Professor	5	Full Time	
11	Marathi	Assistant Professor	1	Full Time	
12	Hindi	Assistant Professor	1	Full Time	
13	Indian Knowledge System	Assistant Professor	1	Full Time	
14	Biotechnology	Assistant Professor	4	Full Time	
15	Physical Director	Assistant Professor	1	Full Time	
16	Management/Commerce	Assistant Professor	4	Full Time	
17	Librarian	Librarian	1	Full Time	

For detailed information about posts, qualifications and other terms and conditions, please visit College Website/University Website and forward candidates resume on **e-mail : cocsitrecruitcell@gmail.com website:www.cocsit.org.in**/University **website :www.srtmun.ac.in.**

Principal
College of Computer Science and
Information Technology (COCSIT), Latur

President
Royal Education Society,
Latur

KLE SOCIETY'S KLE COLLEGE OF LAW

4th Floor, Plot No. 29, Sector – 01 Kalamboli,
Navi Mumbai – 410218.

MINORITY

APPLICATIONS ARE INVITED FOR THE FOLLOWING POSTS
FROM THE ACADEMIC YEAR 2025–2026:

UN-AIDED

Sr. No.	Cadre	Subject	Total No. of Posts	Category
1.	**Principal**	--	01	01 – OPEN
2.	**Assistant Professor**	Law	09	09 – OPEN
3.	**Assistant Professor**	Political Science	01	01 – OPEN
4.	**Assistant Professor**	English	01	01 – OPEN
5.	**Librarian**	--	01	01 – OPEN

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

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

Candidates having knowledge of Marathi will be preferred.

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

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

Application with full details should reach the **CHAIRMAN, KLE SOCIETY'S, KLE COLLEGE OF LAW, 4th Floor, Plot No. 29, Sector – 01, Kalamboli, Navi Mumbai – 410218. (Email id: klemumbaivcollege@gmail.com) within 15 day**s from the date of publication of this advertisement. **This is University approved advertisement**.

For Further Details Please Contact: +91-8097969176.

Sd/-
CHAIRMAN

COLLEGE OF PHYSICAL EDUCATION, UDGIR

Wanted

Application are invited from the eligible Candidates for the following post in **COLLEGE OF PHYSICAL EDUCATION, UDGIR TQ. UDGIR DIST. LATUR (Permanent Non Granted)** run by **Indra Shikshan Prasarak Mandal, Patoda (Bk.)** The application duly completed in all respect should reach on the following address in **fifteen days.** The Candidates of reserved category should submit one copy of application to: The Assistant Registrar, Special Cell, Swami Ramanand Teerth Marathwada University, Nanded.

Sr. No.	Name of the Post (Designation)	No. of Post	Reservation
01	Assistant Professors (Full Time)	07	Open-03, SC-02, ST-01, VJ(A)-01, NT(B)-01, OBC-03, SEBC-02, EWS-02
02	Assistant Professors (Part Time)	03	
03	Sport trainers (Part Time)	03	
04	Yoga Trainer (Part Time)	01	
05	Dietician (Part Time)	01	
Parallel Reservation as per Maharashtra Government GR. Dated 25/01/2014 as follows-Women-05, Person with Disabilities-01, Sports-01			

Educational Qualification :- As per UGC & NCTE Regulation 2014

Assistant Professor :-

1. Postgraduate degree in physical education (M.P.Ed.) with 55% marks **OR** an equivalent grade i.e. B in the seven point scale of letter grades O,A,B,C,D,E,F as per UGC norms.
2. Ph.D. in physical education **OR** SET/NET in physical education.
3. Any other stipulation prescribed by the UGC/Affiliating Body/State Govt. from time to time for the position of Assistant Professor shall be mandatory.

Sports Trainer (Part Time)

Master degree/Bachelors degree in Physical Education with specialization in at least one game/ sport (as applicable) or Diploma/PG diploma in coaching in a sport (as applicable)

Yoga Trainer (Part Time) :- PG Diploma in Yoga

Dietician (Part Time) :- B.Sc. (Home Science Degree from a recognized university

Salary & Allowances :- Pay scales as per the U.G.C., State Government & S.R.T.M. University's rules from time to time

Details of advertisement & Application formateare available on website : www.srtmun.ac.in also on our college website :www.ispmcpe.org

Address For Correspondence :-

Principal
College of Physical Education, Udgir
Tq. Udgir Dist. Latur – 413 517 (Maharashtra)

Secretary
Indra Shikshan Prasarak Mandal
Patoda (Bk.)

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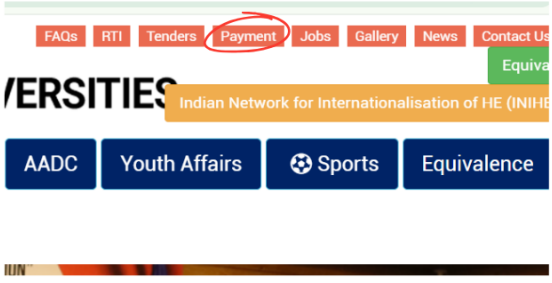

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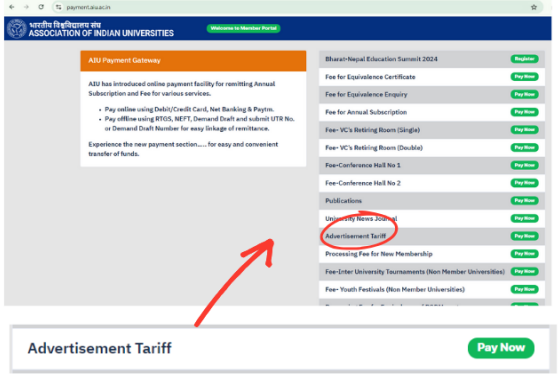

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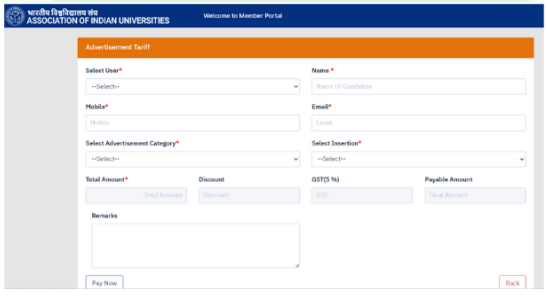

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Association of Indian Universities

AIU

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