Rs. 50.00
ISSN-0566-2257

UNIVERSITY NEWS

A Weekly Journal of Higher Education

Association of Indian Universities

Vol. 63 • No. 31 • August 04-10, 2025

Association of Indian Universities
University News Journal

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

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UNIVERSITY NEWS
Vol. 63 August 04-10
No. 31 2025
Price Rs. 50.00

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

In This Issue

Improving Citation Impact: A Roadmap for Indian Universities

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The Indian Context : Quantity Versus Quality

India's higher education system comprises over 1,100 universities, including 54 centrally funded institutions, representing a rich reservoir of academic potential. Despite the large research output, only a handful of institutions, such as the Indian Institute of Science (IISc) and a few Indian Institutes of Technology (IITs), regularly feature in global rankings like the QS World University Rankings, Times Higher Education (THE), and ARWU. This signals a persistent disconnect between volume and impact.

The fundamental issue is not a lack of activity but a deficit in efficacy—specifically, the quality, visibility, and international relevance of much of the research produced (Gupta & Dhawan, 2006). A high quantity of publications is often undermined by poor methodological rigour, lack of innovation, or limited dissemination.

Although national investment in Research and Development (R&D) remains a concern—hovering around 0.6% of GDP compared to China's 2.1% and the U.S.'s 2.5% (DST, 2023)—this alone does not fully explain the limited citation impact. Even within current funding constraints, many Indian institutions have yet to institutionalise quality control mechanisms and strategic visibility efforts.

Studies by Basu and Garg (2019) emphasise that Indian universities often publish in lower-tier or regionally indexed journals with limited international readership, reducing citation potential. Additionally, poor research design, limited collaboration, and underutilization of digital dissemination platforms exacerbate the issue (Moed, 2017).

Thus, the crux of the problem lies not in underproduction but in underperformance relative to global standards of scholarly impact. Improving citation impact requires an institutional shift toward excellence in research methodology, interdisciplinary collaboration, and strategic dissemination rather than merely increasing publication counts.

The Importance of Citation Impact

The concept of citation impact is crucial in determining a university's position in global rankings and the perceived value of its research. Prominent international ranking systems like QS, Times Higher Education (THE), and ARWU assign significant weight to metrics related to research influence, which include the average number of citations per faculty or per publication. However, the importance of citation impact extends far beyond these rankings.

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At its core, citation is a form of academic endorsement— an affirmation that a piece of work has contributed meaningfully to subsequent research. When other researchers cite a publication, it indicates that the original work has influenced their thinking, supported their findings, or provided a foundational concept or methodology. Hence, high citation counts imply a high degree of relevance, trust, and intellectual contribution.

Furthermore, citation impact has real-world consequences. It enhances the visibility of institutions and scholars, attracts better faculty and research students, facilitates greater opportunities for collaboration, and often plays a role in securing research grants and funding. Most importantly, research with a strong citation footprint is more likely to inform public policy, guide technological innovation, and solve pressing societal issues. Therefore, boosting citation impact is not merely about achieving higher rankings—it is about ensuring that research fulfils its fundamental purpose: to inform, to improve, and to inspire.

Key Challenges to Research Quality

In many Indian universities, foundational principles of robust research methodology are frequently overlooked, which significantly undermines the quality and global visibility of the research output. Despite the increasing volume of publications, several methodological shortcomings persist that directly affect the credibility, replicability, and ultimately the citation potential of the work produced.

One of the primary issues is the inadequate determination of sample size and statistical power. Without carefully calculating the required sample size based on effect sizes and significance levels, studies often yield underpowered results that are not statistically meaningful or generalizable. Such research fails to attract citations due to its limited utility in furthering scientific discourse.

Equally critical is the failure to test the underlying assumptions of statistical techniques. Many studies apply parametric tests without verifying assumptions such as normality, homoscedasticity, or independence of observations. This compromises the validity of statistical inferences and can result in misleading conclusions.

Another pervasive issue is the lack of clearly formulated research questions. Vague or unfocused research objectives hinder the development of coherent methodologies and meaningful outcomes. Clearly defined, hypothesis-driven research questions form the cornerstone of impactful scholarship.

Further, the absence of justification for chosen research designs and the neglect of reporting effect sizes weaken the interpretability of findings. Effect sizes provide context to statistical significance, helping readers understand the practical relevance of results, an essential element for building cumulative knowledge.

Collectively, the neglect of these essential components contributes to the production of weak or inconclusive studies, severely limiting their citation potential and scholarly influence (Verma, 2015). Addressing these challenges requires deliberate structural and academic reforms at the institutional level.

Strategic Approaches to Improve Citation Impact

Improving citation impact is not solely a matter of increasing publication volume; it requires strategic action to elevate the quality, relevance, and visibility of research. The following approaches can help Indian universities transition from a focus on quantity to a culture rooted in excellence.

Promote a Research-Oriented Culture

A thriving research ecosystem is built on an institutional commitment to inquiry and innovation. Universities must actively promote and reward research excellence by establishing policies and support systems that prioritise scholarly activity. These may include:

- Seed funding and internal research grants to initiate pilot studies or innovative projects.
- Sabbatical provisions and reduced teaching workloads, especially for faculty with strong research track records, to provide dedicated time for scholarly pursuits.
- Performance-based incentives, such as recognition, promotions, or financial rewards, for publishing in high-impact and peer-reviewed international journals.

As Boyer (1990) aptly remarked, *"A culture of research is nurtured, not imposed. It begins with institutional belief in the value of inquiry."* This belief must translate into visible institutional support.

Promote Interdisciplinary and Collaborative Research

Today's global challenges—ranging from climate change to public health—are complex and multifaceted, demanding perspectives from multiple disciplines. Encouraging interdisciplinary and collaborative research, both within and across institutions, enhances the scope and applicability of findings.

Collaborative studies, especially those involving international partners, are not only more robust in design but also receive higher citation counts due to their broader appeal and diversified insights (Wagner, et. al., 2019). Universities should actively facilitate academic networking, joint funding applications, and participation in global research consortiums.

Target High-Impact Journals

Publishing in reputed journals indexed by platforms like Scopus, Web of Science, and PubMed significantly boosts a paper's discoverability and citation rate. However, many researchers lack the training or support needed to meet the standards of such outlets.

Institutions can bridge this gap by organising editorial and manuscript development workshops, offering peer-review support, and establishing writing centers to assist faculty and doctoral scholars in refining their submissions. Moreover, strategic mentorship by experienced researchers can help early-career academics align their work with the expectations of high-impact journals.

Strategic Measures to Enhance Research Impact and Citation Visibility

To bridge the citation gap and raise the global research profile of Indian institutions, it is essential not only to improve research quality but also to strategically amplify its visibility and accessibility. The following measures offer actionable pathways for institutions aiming to boost the influence of their scholarly output:

Enhance Visibility through Open Access

In the current digital era, open access publishing has emerged as a transformative model for expanding the reach of academic research. Unlike traditional subscription-based journals, open access articles are freely available to the global academic community, policymakers, practitioners, and the public. This increased accessibility leads to greater readership, broader dissemination, and consequently, higher citation rates.

A meta-analysis by Piwowar et. al. (2018) demonstrated that open-access articles are, on average, 18% more likely to be cited than those behind paywalls. To leverage this advantage, universities should:

- Develop and maintain institutional repositories where faculty can archive preprints and postprints of their publications.
- Allocate funding for Article Processing Charges (APCs) to support publication in reputed open-access journals.
- Encourage faculty to publish in hybrid or fully open-access journals listed in credible databases like DOAJ, Scopus, and Web of Science.

Leverage Digital Platforms and Research Networks

Modern researchers must go beyond traditional publishing avenues and actively engage in digital platforms that enhance the discoverability of their work. Maintaining updated academic profiles and disseminating research through online networks not only builds academic identity but also expands the reach of publications across disciplines and regions.

Key Strategies Include:

- Creating and maintaining researcher profiles on Google Scholar, ResearchGate, Academia.edu, ORCID, and Publons.
- Uploading preprints, data sets, and conference presentations on open platforms.
- Sharing graphical abstracts, infographics, and lay summaries via Twitter (X), LinkedIn, and institutional websites, making research more understandable and engaging to wider audiences.
- Participating in webinars, online symposia, and collaborative groups to build visibility within the global academic community.

Such activities facilitate knowledge exchange, attract citations from interdisciplinary audiences, and increase the likelihood of research being picked up by policymakers and practitioners.

Strategic Faculty Hiring and Mentorship

The research credentials of faculty members are a crucial determinant of an institution's scholarly standing. Hiring individuals with strong publication records, citation impact, and demonstrated ability to secure research grants can significantly elevate the institution's academic profile.

Moreover, fostering a culture of mentorship and collaboration between senior and junior faculty is essential to ensure the continuity of quality research. Institutions should:

- Prioritise the recruitment of faculty with proven high-impact publications in reputed journals.
- Encourage joint authorship and collaborative research projects across ranks and disciplines.
- Establish formal mentorship programs to guide early-career researchers in designing studies, navigating peer review, and targeting top-tier journals.

This strategy not only strengthens individual researcher development but also builds institutional capacity for sustained scholarly productivity.

Improve Research Quality Through Peer Review and Feedback

Internal mechanisms of rigorous peer review and constructive feedback are vital to enhancing the scientific quality of research before submission to journals. Often, manuscripts are rejected due to avoidable issues such as poor structure, methodological flaws, or unclear interpretations—gaps that internal vetting can help identify and address.

Institutions can adopt the following measures:

- Form departmental research committees that provide structured feedback on manuscripts, theses, and project proposals.
- Organise pre-submission review panels to vet manuscripts internally.
- Invite external experts for periodic reviews of research quality and recommendations for improvement.
- Create faculty research circles or colloquia where ongoing work is presented and critiqued in a supportive academic setting.

This internal culture of academic scrutiny promotes excellence and prepares scholars to meet international publishing standards, thereby enhancing acceptance rates and citation impact.

Encourage Ethical Institutional Citations

Institutional visibility in citation databases such as Scopus and Web of Science can be significantly enhanced through increased intra-institutional referencing, when appropriate and ethically justified. While citation manipulation must be strictly avoided, it is equally important to foster awareness among researchers about the valuable work being done within their own institution.

Often, faculty members unintentionally overlook relevant work published by their peers, which results in lost opportunities to highlight the institution's collective intellectual contribution. Promoting ethical institutional citations involves:

- Encouraging collaboration and information exchange across departments so that researchers remain aware of one another’s work.
- Highlighting recently published institutional research in internal newsletters, research bulletins, or during departmental meetings.
- Incorporating institutional publications into teaching materials, student projects, and literature reviews, where relevant.
- Training faculty and research scholars to use systematic citation practices, emphasising relevance, originality, and contribution to the current study.

By consciously citing relevant institutional work, scholars not only support knowledge continuity but also amplify the institution’s visibility and impact in global citation metrics.

Track and Benchmark Citation Data

To drive continuous improvement in research quality and visibility, institutions must systematically track, analyse, and benchmark citation performance. This data-driven approach enables informed strategic planning and targeted interventions.

Advanced analytics tools such as SciVal (Elsevier), InCites (Clarivate), and Dimensions (Digital Science) offer institutions the ability to:

- Monitor individual and departmental citation trends over time.
- Identify highly cited researchers and publications that can serve as benchmarks or models for best practices.
- Compare institutional performance against national and international peers across subject areas.
- Assess the effectiveness of research policies, funding mechanisms, and publication strategies.

These platforms provide granular insights into collaboration patterns, field-weighted citation impact, h-index progression, and thematic research strengths. When integrated into institutional decision-making, such tools can guide:

- Strategic faculty hiring and resource allocation
- Formation of interdisciplinary research clusters
- Identification of underperforming areas requiring capacity building

Moreover, making citation analytics a regular part of faculty appraisals and departmental reviews fosters a culture of accountability, transparency, and excellence in research.

Establishing a Research Quality Circle: A Structured Approach to Sustaining Excellence

To bring about sustained improvements in research quality and enhance citation impact, it is imperative to institutionalise a structured mechanism that can drive change across departments and disciplines. One such mechanism is the formation of a Research Quality Circle (RQC)—a dedicated, cross-functional body responsible for setting standards, mentoring researchers, and fostering a culture of quality within the university.

The RQC should be composed of experienced faculty members, research administrators, statisticians, and external experts, functioning as a think tank and implementation unit. Its key functions would include:

Establishing Quality Benchmarks

Develop and periodically revise benchmarks for research quality, particularly for doctoral and postgraduate research. This includes setting standards for research design, methodological rigor, data analysis, publication targets, and ethical compliance.

Mentoring and Guiding Researchers and Supervisors

Offer one-on-one or group mentoring for early-career researchers, doctoral scholars, and research supervisors. This guidance can address proposal formulation, research design, data interpretation, and publication strategies, thereby reducing errors and improving scholarly impact.

Conducting Capacity-Building Workshops

Regular training programs on advanced research methods, use of software tools (e.g., SPSS, R, NVivo), research ethics, publication strategies, and grant writing should be conducted. These workshops will not only enhance individual competencies but also institutional research capability.

Promoting Continuous Quality Improvement

Encourage departments to adopt a culture of introspection and refinement through internal peer reviews, feedback loops, and sharing of best practices. The RQC can periodically audit departmental research performance and suggest corrective measures.

To launch and promote the Research Quality Circle, regional and institutional-level seminars, conclaves, and workshops should be organised. These forums can serve as platforms for knowledge exchange, collaboration, and consensus-building, thereby embedding the ethos of research excellence as a shared institutional responsibility. Over time, the RQC can evolve into a central quality assurance body that contributes directly to enhanced research visibility, academic recognition, and global engagement.

Conclusion

From Quantity to Quality—Transforming India's Research Landscape

Elevating the citation impact of Indian research is not merely about increasing publication numbers—it demands a systemic transformation encompassing academic culture, research capacity, institutional collaboration, and continuous quality improvement.

The path forward lies in fostering a research ecosystem where intellectual rigor, methodological integrity, and societal relevance are rewarded and recognised. Indian universities must move beyond transactional research metrics and cultivate environments that value inquiry, innovation, and scholarly contribution.

Strategic interventions—such as faculty development programs, interdisciplinary collaboration, open access support, citation tracking, and the establishment of Research Quality Circles—can create a virtuous cycle of quality enhancement and global recognition.

With sustained efforts and visionary leadership, Indian higher education institutions can reclaim their historical stature as centers of knowledge and

emerge as globally respected contributors to scientific thought, social progress, and policy innovation.

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Disability and Personhood in Higher Education Institutions in India: A Sociological Study on Perceptions of Students with Disabilities

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Impairment has long been viewed as a personal lack, something that an individual has to deal with and overcome with the help of corrective measures prescribed by medical professionals. The onus is placed on the individual to adapt or adjust according to the social norms. The perception that the social environment is unalterable while an impaired individual is alterable becomes problematic in disability scholarship. The social attitudes, largely shaped by religious beliefs and cultural stereotypes, propel persons with disabilities (PwDs) to believe themselves as objects of pity and benevolence of society. The normative assumptions consider lack as deviation and therefore impose medical correction. Arguing against the medical model that equates disability with disease or impairment, disability scholarship reframes it as a form of oppression perpetuated by the larger society. More than the impairments, it is the normative structures that hinder the participation of PwDs, leading to their seclusion and exclusion. Opposing these assumptions emerged the disability rights movement in the UK and USA, resulting in landmark legislations such as the Americans with Disabilities Act of 1990 and the Disability Discrimination Act of 1995, which prioritise equitable access to services, environments, and opportunities.

Recognising the fact that PwDs constitute more than two per cent of the total population in India and in tune with the constitutional obligations of ensuring equality, freedom, justice and dignity of all individuals and evolving an inclusive society for all, including PwDs, the Government of India enacted several legislations (Reddy, 2012). The Rehabilitation Council of India Act, 1992, mandates the provision of rehabilitation services to the PwDs. The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act of 1995 aims to address education, employment, barrier-free environments, and social security, while the National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation, and Multiple Disability Act, 1999, supports legal guardianship and independent living. The National Policy for Persons with Disabilities (2006) aims to create an environment that provides PwDs equal opportunities, protection of their rights, and full participation in society, while the Rights of Persons with Disabilities Act, 2016, focuses on strengthening constitutional safeguards within a broader rights-based framework.

Students with Disabilities in Higher Education Institutions

These legislations have led to significant affirmative actions in general, however, failed to provide the desired relief to students with disabilities (SwDs). Accessibility, understood as the ability to access services, products, and environments without barriers, is central to inclusion for SwDs in higher education (UN Women, 2021). Beyond societal attitudes, it is argued that higher education institutions often reinforce ableist hierarchies through normative institutional practices and cultural attitudes, marginalising SwDs (Dolmage, 2017). Universities play an important role in promoting academic success, personal development, and social inclusion for SwDs. However, systemic barriers rooted in social, historical, and political structures often impede their access and engagement (Barnes and Mercer, 2010). In India, for instance, SwDs face challenges such as inadequate accommodations, inaccessible transportation systems, non-adapted washrooms, and a lack of awareness among faculty and peers about their needs (Kunnath, 2019; Manzoor, 2022). Despite affirmative policies and constitutional mandates, efforts in the direction

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of implementation are largely negligible. Many institutions lack accessible infrastructure, adequate assistive technologies, and appropriate academic support (Ahmad, 2016). Scholarships and financial aid, though available, are often inaccessible due to bureaucratic hurdles (Ghosh, 2020). Cultural factors, including stigmatising attitudes from peers and faculty, further exclude SwDs from welfare and administrative processes (Griesmeyer-Krentz, 2022). Such attitudes reflect broader societal biases that undermine the personhood of SwDs, necessitating the need for a cultural shift toward inclusivity (Shakespeare, 2014).

Equitable Access for Persons with Disabilities

According to the All-India Survey on Higher Education (AISHE) 2021-22, enrolment of students in higher education reached approximately four crores, of whom only 88,748, or about 0.22 per cent, are SwDs. Among the 88,748 SwDs admitted, 37,375 were female, and 51,373 were male. Trends in disability enrolment across AISHE reports from 2017-2018 to 2021-2022 indicate that the enrolment of SwDs in higher education consistently remained between 0.19 per cent and 0.22 per cent (All India Survey on Higher Education, 2024).

Creating an inclusive campus environment for SwDs is an important priority. The socio-political model of disability provides a critical lens for understanding these challenges, reframing disability as a social construct rather than an individual impairment (Reddy, 2011). According to the social model of disability, it is not the personal impairments but institutional arrangements that limit the participation of SwDs in campus life. By altering the physical, social and institutional environment, the HEIs can play an important role in creating an inclusive campus which motivates SwDs to pursue higher education. Understanding the causes and contexts of marginalisation, where SwDs are often denied full recognition as persons, is essential for increasing their representation in higher education institutions (Ikäheimo, 2020).

Objectives

Academic research on SwDs is meagre, with very few studies focusing on the issues of accessibility and inclusivity in HEIs. The present study aims to analyse the perceptions of SwDs in a HEI, focusing on the academic, sociocultural and infrastructural issues related to accessibility and inclusivity. It explores institutional practices such as accessible academic resources, extended exam time, communication with faculty, and mentorship, and also examines access to assistive technologies, infrastructure, recreational spaces, mental health services, and student representation. Adopting the concept of personhood, the study maps the HEI on personhood parameters like social participation and exclusion in terms of favorability to SwDs. This effort is important from the point of view of SwDs in light of affirmative measures mandated by the state on the HEIs.

Methodology

The study was conducted among the SwDs pursuing post-graduation studies and doctoral research at a reputed higher educational institution in India. Details of the SwDs enrolled in various programmes of study in the institution were obtained from the institution and were approached by the researchers in person, over the phone, and via email. After obtaining their consent to participate, the researchers collected data from fifty-one SwDs, comprising thirty-one with visual impairments, eighteen with orthopaedic disabilities, and two who were deaf or hard of hearing. Data collection was carried out using a carefully designed questionnaire and interview schedule, incorporating diverse issues to ensure comprehensive coverage. Structured interviews were conducted with visually impaired respondents to facilitate participation, and self-administered questionnaires were utilised for students with hearing and locomotor disabilities. The questionnaire was specifically designed to address the unique needs and challenges faced by SwDs, ensuring that distinct experiences associated with each type of disability were adequately captured. The questionnaire focused on institutional challenges and support mechanisms, addressing academic resources, mental health and well-being services, hostel accommodations, physical infrastructure, student leadership opportunities, and recreational platforms that promote social inclusion.

Findings and Discussion

Data is presented in a consolidated table showing the distribution of responses across several categories. It is important to note that the number of respondents across several categories is not uniform, as it varies based on the type of impairment. For example, on issues pertaining to SwDs, irrespective of impairment, all respondents

were approached for data collection. However, for issues specific to the visually challenged, data was collected only from the visually challenged students; hence, the number of respondents varies.

Academic Support

Academic support for SwDs in terms of access to academic resources is essential for attracting and retaining them in HEIs. Responding to the availability of such support in the institution where the study was conducted, a significant majority of respondents (seventy-seven per cent) found them accessible. About forty-eight per cent of respondents affirmed that extra time during examinations is implemented. However, it was also reported that there are inconsistencies in its implementation across different schools of study within the university, which largely arise from the extent of the awareness among the faculty and the departments' office staff about the mandatory provisions for SwDs. Communication of academic requirements with faculty and staff is effective when the institution becomes aware of the needs of SwDs, and the study finds a positive trend, with sixty per cent of respondents acknowledging effective communication. However, mentorship support appears to be lacking because only twenty per cent of respondents reported receiving adequate support from the institution, while forty-four per cent indicated its absence. The provision of course material in accessible formats for visually challenged students is an important first step in enabling them to pursue higher education. Responding to the question on its availability, only forty-one per cent responded positively. Regarding access to necessary assistive support during exams for visually challenged students, sixty per cent of respondents reported positively. On the issues of accessibility of mental health services, it was found that only twenty per cent of respondents considered these services to be accessible, while a striking sixty-two per cent were neutral, unaware, or had no opinion, and eighteen per cent found them inaccessible. Appropriate mental health support for specific disabilities is an important health need for SwDs, and the study finds that only fourteen per cent of respondents reported receiving such support.

Hostel, Care, and Assistance Services

On the accessibility of hostel facilities for SwDs, forty-two per cent of respondents found that hostel facilities were accessible and forty-three per cent rated them as moderately accessible. On the issue of assistance from caretakers, only twenty-nine per cent of respondents reported receiving adequate assistance, while forty-two per cent did not receive the required support, and another twenty-nine per cent experienced assistance inconsistently. One of the major issues SwDs across HEIs face is the problem of pets and stray animals in the hostels. Responding to this issue, the majority of respondents (sixty-five per cent) expressed concerns about pets and stray animals in hostels and pathways.

Physical Infrastructure

Mobility infrastructure within and outside the campus is a crucial aspect that ensures the inclusion of SwDs. Physical infrastructure enables independent mobility and ensures a strong spatial orientation. Adequate design, planning, and availability of supportive technologies create an inclusive environment for SwDs. Data was collected on the presence of Braille signage and tactile markings for directional guidance on campus. The study finds that only three per cent of respondents confirmed the availability of Braille signage, while thirty-three per cent reported their absence and twenty-seven per cent noted their presence in limited areas, such as lifts. On the question of the availability of tactile markings for directions on campus, the data reveal that a large majority, about sixty-seven per cent, reported that tactile markings were absent on the campus. No respondent confirmed their presence, while only ten per cent noted their availability in some places, and twenty-three per cent were unaware of tactile markings. The absence of tactile markings not only limits mobility but also perpetuates systemic inequities, denying the visually challenged the opportunity for independent mobility. The lack of accessible infrastructure, such as Braille signage and tactile markings, hinders independent mobility and barrier-free participation.

Sign Language Interpreters and Visual Alarms

Classroom acoustics are critical for enabling students with hearing impairment to actively participate in the learning process. The study examined the implementation of sign language interpreters in classroom settings to support students with hearing impairments, as well as

the presence of visual alarm systems in campus buildings to enhance emergency preparedness and ensure accessibility for all. Data on this issue was collected from two respondents who are deaf and hard of hearing. Of the two students surveyed, one reported the complete absence of both provisions, and the other respondent was unaware of the affirmative provisions at all.

Ramps, Elevators and Wheelchair Accessibility

Irregular surfaces such as cobblestones, coarsely exposed aggregate concrete, bricks, etc., which cause bumpy rides, are supposed to be avoided, and the pathways should connect all main buildings and sub-buildings on the campuses. In this regard, data were collected from SwDs, particularly from the orthopedically challenged students. Sixty-one per cent of the respondents reported that ramps on campus are accessible and functional, while twenty per cent found them functional but inaccessible, nine per cent noted they were not functional, and ten per cent stated that they do not exist. In response to the question on elevator accessibility and functionality, fifty-five per cent of respondents confirmed the accessibility and functionality, while twenty-three per cent found them functional but inaccessible, and another twenty-two per cent reported their absence. On the issue of availability and functionality of wheelchair-accessible restrooms, only seventeen per cent of respondents reported positively, a significant thirty-six per cent reported their absence, while the other thirty-six per cent found them functional but inaccessible and eleven per cent noted they were not functional at all. Responding to the question on the functionality of pathways as wheelchair-friendly and smooth, only twenty-six per cent reported positively, while a significant majority (forty-five per cent) reported negatively, and twenty-nine per cent reported partial presence. Not only SwDs with orthopaedic impairments, but SwDs in general, when asked about the institution's overall efforts to make it inclusive, only four per cent rated these efforts as excellent and a moderate percentage, i.e. thirty-five per cent of respondents rated them as good, and twenty-seven per cent as fair. However, a significant percentage (thirty-four per cent) rated them as poor or very poor.

Recreational Facilities: Access and Participation

This section examines participation frequency, accessibility of recreational facilities, and the social inclusivity of SwDs in the HEI. Responding to the question on participation in university-organised social activities, a majority of the respondents (forty-three per cent) reported participating occasionally, while only sixteen per cent engage frequently. It is important to note that a significant percentage (thirty-three per cent) rarely participate, and eight per cent never participate. The study finds that participation of SwDs in university social activities is negligible, which could be due to inaccessible venues, lack of accommodations, or social stigma. On the issue of accessibility of recreational facilities for SwDs, the study further illustrates these shortcomings, with forty-two per cent of respondents holding a neutral opinion, twenty-seven per cent finding the facilities accessible, and thirty-one per cent reporting them as inaccessible. Social inclusivity in the recreational arena presents a similarly concerning picture. Forty-seven per cent of respondents feel socially included in university activities, while forty per cent feel included only sometimes, and thirteen per cent report no social inclusion.

Student Governance and Leadership

In response to the question regarding the representation of SwDs in student governance bodies, thirty-seven per cent expressed the opinion that they are underrepresented, while forty-three per cent were uncertain about it. Only twenty per cent responded positively. Similarly, on the question of involvement in leadership roles, while fifty-one per cent had no opinion to express, about thirty-seven per cent observed that there is no participation. Interestingly, twenty-four per cent of the respondents stated that they had never taken up leadership roles despite being interested.

Personhood in a Higher Education Institution

Data collected on various issues of SwDs in the Higher Education Institution (HEI) is represented through an illustration, offering a conceptual lens on the institutional affirmation of personhood for SwDs. Drawing from critical disability studies and normative approaches to institutional justice, the illustration interprets accessibility and inclusion not merely as technical arrangements but as expressions of institutional recognition and regard for the affirmative policies for persons with disabilities in general and SwDs in particular. The illustration draws on mode values from survey

Table 1: Perceptions of Accessibility and Inclusion in a Higher Education Institution

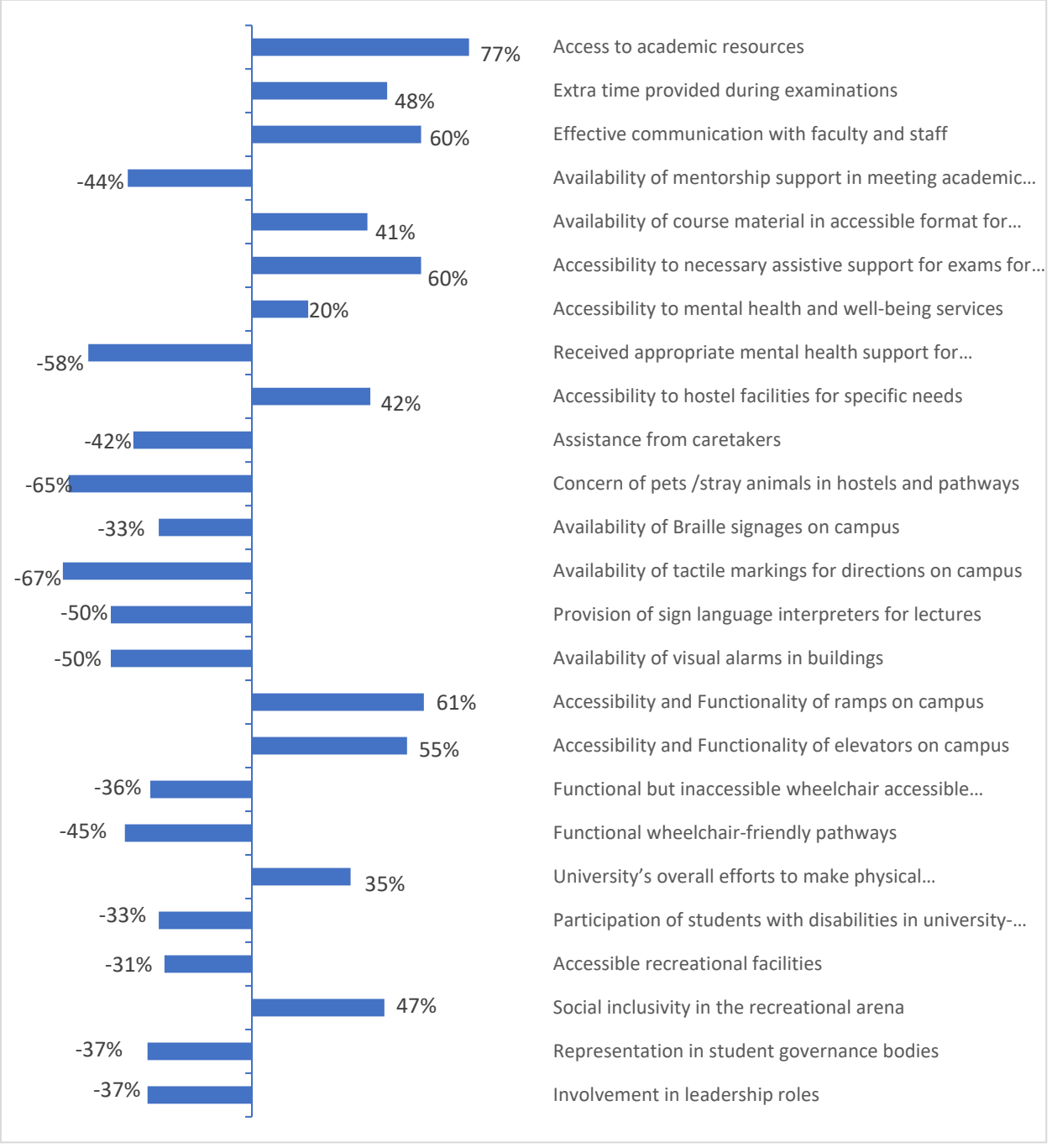
Category	Responses (in Percentage)			
Academic Support				
Access to academic resources (N= 51)	Accessible (77)	Inaccessible (13)	Don't know/ no opinion (10)	-
Sufficient extra time during examination (N=51)	Yes (48)	No (24)	Sometimes (26)	Unaware (2)
Effective communication of academic accommodations with faculty and staff (N=51)	Yes (60)	No (12)	Sometimes (28)	Unaware (0)
Mentorship support in meeting academic needs (N=51)	Yes (20)	No (44)	Sometimes (20)	Unaware (16)
Provision of course material in an accessible format (N=31)	Yes (41)	No (24)	Sometimes (22)	Unaware (13)
Accessibility to necessary assistive support for exams (N=31)	Yes (60)	No (14)	Sometimes (14)	Unaware (12)
Accessibility to mental health and well-being services (N=51)	Accessible (20)	Inaccessible (18)	No opinion / Unaware (62)	-
Received appropriate mental health support for particular disabilities (N=51)	Yes (14)	No (58)	Unaware (28)	-
Hostel, care, and assistance services				
Accessibility to hostel facilities for specific needs (N=51)	Accessible (42)	Moderately accessible (43)	Not Accessible (15)	-
Assistance from caretakers (N=51)	Yes (29)	No (42)	Sometimes (29)	-
Concern of pets /stray animals in hostels and pathways (N=51)	Yes (16)	No (65)	Sometimes (19)	-
Physical infrastructure				
Availability of Braille Signages on campus (N=31)	Yes (3)	No (33)	Sometimes (27)	Unaware (37)
Availability of Tactile Markings for directions on campus (N=31)	Yes (0)	No (67)	Sometimes (10)	Unaware (23)
Sign language interpreters and visual alarms				
Provision of sign language interpreters for lectures (N=2)	Yes (0)	No (50)	Sometimes (0)	Unaware (50)
Availability of visual alarms in buildings (N=2)	Yes (0)	No (50)	Sometimes (0)	Unaware (50)
Ramps, elevators and wheelchair accessibility				
Accessibility and Functionality of ramps on campus (N=18)	Accessible and Functional (61)	Functional but Inaccessible (20)	Not Functional (9)	Does not exist (10)
Accessibility and Functionality of elevators on campus (N=18)	Accessible and Functional (55)	Functional but Inaccessible (23)	Not Functional (0)	Does not exist (22)
Availability and Functionality of Wheelchair accessible restrooms on campus (N=18)	Accessible and Functional (17)	Functional but Inaccessible (36)	Not Functional (11)	Does not exist (36)

Category	Responses (in Percentage)			
The functionality of pathways as wheelchair-friendly and smooth (N=18)	Yes (26)	No (45)	Some places (29)	-
University's overall efforts to make physical environment more inclusive (N=51)	Excellent (4)	Good (35)	Fair (27)	Poor to very poor (34)
Recreational facilities: Access and participation				
Participation of students with disabilities in university-organized social activities (N=51)	Frequently participate (16)	Occasionally participate (43)	Rarely participate (33)	Never participate (8)
Accessibility to recreational facilities (N=51)	Accessible (27)	Inaccessible (31)	No opinion (42)	-
Social inclusivity in the recreational arena (N=51)	Inclusive (47)	Partially inclusive (40)	No social inclusion (13)	-
Student governance and leadership				
Representation in student governance bodies (N=51)	Adequate (20)	Underrepresented (37)	Uncertain (43)	-
Involvement in leadership roles (N=51)	Interested but never participated (24)	No participation (37)	No opinion (51)	-

responses related to academic resources, physical infrastructure, psychosocial services, governance, and other domains. Each parameter was mapped such that positive values represent favourable responses, while negative values indicate unfavourable ones. Positive values are derived from responses that affirm or express agreement with the question posed, whereas negative values correspond to responses that signify disapproval or lack, and are thus marked with a negative sign to reflect unfavourability. These values reflect reported favorability or unfavourability and, when interpreted through a personhood lens, reveal how institutional practices mediate recognition, participation, and belonging. Rather than fixed outcomes, these favorability scores serve as diagnostic signals, highlighting how personhood is enabled, constrained, or negotiated within the university setting.

Academic resources were perceived as highly favourable (77%) (Fig 1 and Table 1). Assistive support for exams (60%), effective faculty communication (60%), and course material availability (41%) were viewed as favourable to moderately favourable. However, mentorship availability was rated as moderately unfavourable (-44%). Mental health support was reported to exhibit significant shortcomings, with appropriate services being evaluated as highly unfavourable (-58%) and general well-being services being seen as slightly favourable (20%). Access to hostel facilities was assessed as moderately favourable (42%), caretaker assistance (-42%), and the management of pets/ stray animals in hostels (-65%) were identified as moderately and highly unfavourable, respectively. Physical accessibility was rated favourable for ramps (61%), elevators (55%), and moderately favourable for wheelchair-friendly pathways (45%) and the overall environment (35%), however, wheelchair-accessible washrooms were considered moderately unfavorable (-36%). For visually challenged students, Braille signage (-33%) and tactile markings (-67%) were described as moderately and highly unfavourable, respectively, while support for hearing-impaired students was judged as moderately unfavourable. Social inclusivity in recreational areas was perceived as moderately favourable (47%), but participation in university-organised social activities (-37%) and accessible recreational facilities (-31%) were reported as moderately unfavourable. Representation in student governance (-37%) and involvement in leadership roles (-37%) were also viewed as moderately unfavourable.

Fig 1: Illustration of Responses on Personhood in a Higher Education Institution



Note: *(i) Mode values for each response category were used for mapping.*

(ii) For the category on accessibility to mental health services, the positive percentage response was considered despite the mode being "No opinion/Unaware." Similarly, for hostel facilities, the mode value was not considered; instead, the percentage of respondents who selected "Accessible" was used.

It may be inferred from the figure on personhood illustration and Table 2 that accessibility of recreational spaces, pathways, and mentorship remains inconsistent. Concerns about inadequate mental health support, assistance from caretakers, and physical infrastructure such as wheelchair-friendly pathways, tactile markings, and Braille signage suggest the presence of structural barriers.

Table 2: Mapping HEI on Personhood

Category	Personhood	
	Favorable	**Unfavorable**
Academic Support	Academic resources, assistive support for exams, effective communication with faculty, course material availability	Mentorship availability
Mental Health and Well-being	General well-being services	Appropriate mental health support
Hostel Facilities	Access to hostel facilities	Caretaker assistance, management of pets and stray animals
Physical Infrastructure	Accessible and functional ramps, elevators, wheelchair-friendly pathways, overall physical environment	Wheelchair-accessible washrooms
Accessibility for Visually Impaired	—	Braille signage, tactile markings
Accessibility for Hearing Impaired	—	Support for hearing-impaired students
Social Inclusion and Recreation	Recreational areas	Participation in university-organized social activities, accessible recreational facilities
Governance and Leadership	—	Representation in student governance bodies, involvement in leadership roles

Difficulties in accessing hostel facilities and concerns about stray animals further complicate campus life for SwDs. Importantly, there are significant shortfalls in leadership participation and student governance, thus limiting representation of SwDs. On the favourable side, HEI's efforts toward social inclusivity in recreational spaces and improved physical infrastructure, such as functional elevators and ramps, show some progress. Academic resources, including exam support and faculty communication, demonstrate steps toward equity. Overall, the most favourable areas include academic resources, ramps, elevators, and assistive support for exams, while moderately favourable aspects include accessible course materials, hostel accessibility, and social inclusivity. The least favourable areas are mental health support, tactile markings, Braille signage, and caretaker assistance, as well as participation in governance and recreational activities.

Conclusion

Policies such as the Rights of Persons with Disabilities Act and the National Education Policy (2020) affirm the right to accessible learning. However, institutional practices often fall short in translating these commitments into an inclusive reality for SwDs. The University Grants Commission's "Accessibility Guidelines and Standards for Higher Education Institutions and Universities" (UGC, 2022) emphasize the need for "a common learning platform that is flexible and accessible for all students," yet accessibility in many institutions is often limited to built infrastructure like ramps, elevators while neglecting academic culture, governance, and psychosocial support. The findings of the study reveal that SwDs continue to be seen as receivers rather than as equal stakeholders in academic and campus life. The marginal presence of SwDs in leadership, recreation, and governance is not incidental, but rather reflects deep-rooted, often ignored institutional stereotypes. It may be suggested that there is an urgent need for HEIs to adopt a holistic approach to inclusivity, addressing both physical and social barriers. By implementing the provisions of affirmative legislation enacted by the state and mandated by the University Grants Commission, HEIs can empower SwDs to affirm their personhood, and participate equally in the university affairs. This would not only enhance their participation and inclusion but also contribute to a broader understanding of disability as an integral part of campus diversity. It has to be reiterated that inclusive education is a process of systemic reform to overcome barriers and not an act of benevolence. Moving forward requires shifting from reactive

adjustments to proactive design, where inclusion is embedded in the institution's ethos. Only then can HEIs create environments where SwDs participate not as exceptions, but as full persons in every sense of the term.

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Attention Readers!

Revised Schedule of AIU-AIMA Skill-based Programmes

The following Skill-based Programmes organised by the Association of Indian Universities (AIU), New Delhi in collaboration with All India Management Association (AIMA), New Delhi have been rescheduled as:

- The 'Leadership Development Programme for Vice Chancellors' has been scheduled for August 21-23, 2025. Now, the dates have been rescheduled for **September 24-26, 2025** (In Person, AIMA/ AIU, New Delhi).
- The 'Capacity Building Programme for Doctoral Educators' has been scheduled for August 07-09, 2025. Now, the dates have been rescheduled for **September 18-20, 2025** (In Person, AIMA, New Delhi).
- The 'Certificate Course in Emerging Technologies' has been scheduled for August 02, 2025. Now, the date has been rescheduled for **September 06, 2025** (Online, Weekends Only)

Technological Solutions in Encountering Challenges for Effective Implementation of NEP–2020

Persis Voola*

The National Education Policy–2020 (NEP-2020) is a comprehensive policy framework that aims to transform the education system in India at all levels, from elementary school to higher education. In alignment with this vision, UGC introduced Multiple Entry Multiple Exit (MEME) and National Credit Framework (NCrF) in April 2023. The objective of NCrF is to enable effective transformation in the education ecosystem through the effective implementation of NEP–2020.

NCrF envisages a unified credit framework that enables vertical and horizontal mobility between education and skills in line with NEP–2020. This framework encompasses a description of credit values assigned to academic and skill courses at all levels, a mechanism for credit accumulation and storage, and the necessity of credit equivalence for the implementation of the credit transfer model. The objective of this article is to present the concerns in the implementation of NEP–2020 and propose few technological interventions that address these concerns.

NEP–2020 is a landmark reform in India's education system, introduced by the Government of India in July 2020. It aspires to change the entire learning ecosystem in the nation and is the first significant policy formulated with the objective of bringing all-around transformation in the education system after three decades. An open, adaptable, and all-encompassing educational system that equips citizens of the country for the challenges of the twenty-first century is what NEP–2020 envisions.

The fundamental tenets of the strategy include encouraging critical thinking and creativity, supporting transdisciplinary learning, integrating technology, and ensuring equitable access to high-quality education for everyone. Additionally, NEP–2020 highlights the value of early childhood care and education, vocational training, and encourages research and innovation in educational settings.

Further, the policy aims to ensure the holistic development of individuals by making them better equipped to meet the difficulties of the modern world by emphasising skill development, creativity, critical thinking, and problem-solving. They encompass awareness about NEP–2020, coordination among stakeholders, resistance to change, teacher training and readiness, regional and socio-economic disparities, internationalisation of education, assessment and evaluation in line with NEP–2020 and continuity of implementation. Once these challenges are addressed, relevant technological interventions have to be proposed for further implementation and research.

Challenges to be Addressed in the Implementation of NEP–2020

This section presents the challenges to be addressed for the effective implementation of NEP–2020. The broad list of concerns covers the following:

- A consensus framework to de-escalate the diversity of educational policies and practices across all states of the country should be brought into operation.
- Enough flexibility for the students to choose their learning trajectory enables the realisation of Multiple Entry – Multiple Exit (ME-ME).
- A mapping model that standardises credits across different courses with different learning outcomes is also part of the framework.
- The implementation of the credit transfer model demands a documented Prior Learning Requirements Model (PLRM), which is another challenge to be addressed.
- Conventional exam procedures to accommodate customised learning outcomes of a student in line with the credit system to be evolved.
- NEP–2020, in its subsection 24.4 highlighted the need to develop a digital compendium of learner-

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centric teaching tools and techniques, including games and simulations, experiential learning through augmented reality and virtual reality. To promote experiential and enjoyable learning, the document also envisaged the need for learner-centric, fun-filled and enjoyable tools like apps, games and promotion of the Indian Knowledge System imbibed through gamification, in multiple languages. This experiential teaching and learning has yet to be realised.

- The whole framework should allow for a smooth transition from India to other countries, facilitating international mobility.

Upon observation and study of the day-to-day operations of the university or any educational institute, reveals the fact that there is a necessity for technological interventions for the implementation of NEP–2020. The study of literature substantiates this fact. The challenges mentioned above demand a robust and reliable digital infrastructure coupled with digital solutions. Though it is known that the credit transfer model of NEP–2020 can be implemented with the Academic Bank of Credits, a technological solution for the storage and accumulation of credits by the educational institutes across the state and the country has not yet been fully adopted. It is found that there is no mention of blockchain technology adoption and how it can be leveraged for modules, wherever immutability and transparency are the primary concerns.

Proposed Technological Solutions for the Effective Implementation of NEP -2020

- Datasets emanated as a result of research in this area should be made publicly available. Data mining tasks on this data should lead to deeper insights and better decision-making.
- The importance of innovative technology-enabled with AI can be leveraged for new learning experiences for both students and teachers.
- The technical, economic, and operational feasibility of blockchain technology can be explored for implementing the storage and accumulation of credits as part of the implementation of the credit transfer model
- Virtual and augmented reality is another important technological aspect that has to be unleashed for the effective implementation of NEP–2020.
- The usage of image processing and natural language processing techniques that come with deep learning models can be taken up as an innovative research problem in addressing course equivalences and prior learning requirements
- Generative AI technology, a nascent one in the field of education, has to be explored for the enhancement of teaching and learning experiences.
- Games and activities should be designed and developed in order to make the teaching and learning environment more engaging, experiential, and joyful, and thereby improving learning outcomes.

Conclusion

In conclusion, the successful implementation of the National Education Policy–2020 (NEP–2020) relies not only on academic curricular reforms but also on the systematic design, development and implementation of innovative digital technologies. While the policy lays a strong foundation for transforming India's education landscape through its emphasis on flexibility, skill development, and experiential learning, its real-world application presents a range of challenges. These include the need for standardised credit systems, recognition of prior learning, integration of digital tools, and seamless mobility across educational and geographical boundaries. Technological interventions such as blockchain for secure credit management, AI and NLP for personalised learning and equivalency mapping, and immersive technologies like AR/VR for enriched educational experiences can address many of these challenges. Additionally, the incorporation of digital activities and games can foster inclusive and engaging learning environments in line with NEP's vision. To facilitate this transformation, public access to educational datasets, teacher preparedness, and infrastructure development are critical. Moreover, the role of generative AI in enhancing content delivery and learner interaction remains another promising opportunity.

By utilising these technologies thoughtfully and inclusively, India can create a learner-centric, adaptive, and future-ready education ecosystem.

Further, the establishment of the National Educational Technology Forum (NETF), a key initiative of NEP–2020, should be the key enabler in driving the use of technology in education. The policy on paper can be realized to its fullest potential with the necessary intervention and systematic integration of digital technologies that play a vital role in transforming the Indian education system to reach its full global potential.

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Smart Libraries: Demand of the New Academic Fraternity

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The development of libraries progresses through three phases: modernisation, automation, and digitisation. A smart library functions as an information hub connected to a network of various libraries and their services within a broader global informational ecosystem. Smartness indicates that the creation of innovative library e-tools and services is evaluated based on actual resources and users. Being smart is more about user-friendliness than intelligence. Like any new paradigm, smartness also comes with potential risks. In the current age, libraries equipped with 'smart library' technology can operate openly for patrons without the presence of library staff. Technology enables the control and monitoring of library facilities, including automatic doors, lighting, self-service stations, and various computer systems. It allows users to access resources 24/7, providing them with the flexibility to visit the library whenever it suits them.

The 'smart library' concept necessitates 'smart librarians' who offer services that are both user-centric and approachable. In today's changing landscape, the function of librarians and libraries is evolving due to the shifting expectations of their users. The role of smart libraries involves three key components: intelligent users, knowledgeable staff, and effective services. Users, particularly in academic libraries, are increasingly seeking more than just intellectual stimulation but also daily informational needs, which are expected to rise continually. The author provides a concise overview of smart libraries, including aspects such as smart services, intelligent readers, cloud services for developing 'smart librarians,' service visibility, the service orientation of smart academic libraries, advocacy, features, the vision of smart libraries, planning for impact, smart governance, smart library environments, effective management, the role of smart library staff, sustainable library buildings, and the e-services provided by smart librarians in the digital age.

A smart library is a technologically advanced and automated information hub that enhances accessibility, efficiency, and user experience. In India, the concept of smart libraries is gaining momentum, driven by the need for digital transformation and inclusive learning. With the rapid advancements in artificial intelligence, the Internet of Things (IoT), and automation, libraries are evolving from traditional book lending spaces to dynamic centres of knowledge that cater to the needs of modern learners.

Smart libraries integrate digital tools such as e-books, online journals, and multimedia resources, allowing users to access information remotely. This is particularly significant in a diverse country like India, where many students and researchers may not have physical access to well-equipped libraries. Digital repositories like the National Digital Library of India (NDLI) play a crucial role in bridging this gap by offering a vast collection of academic resources online. Additionally, smart libraries employ artificial intelligence to provide personalised book recommendations, automated cataloguing, and virtual assistance, making research and learning more efficient.

Automation technologies, such as Radio Frequency Identification (RFID), help streamline book lending and return processes, reducing manual workload and improving accuracy. Many Indian institutions, including IITs and IIMs, have already adopted RFID-based systems to enhance efficiency. Furthermore, smart shelves powered by IoT enable real-time tracking of books, ensuring better inventory management. Mobile applications and cloud-based systems also allow users to access library resources anytime, promoting seamless learning experiences.

Security and sustainability are other crucial aspects of smart libraries. Biometric authentication and QR code scanning ensure secure access to library resources, preventing unauthorised usage. Many smart libraries in India are also adopting eco-friendly solutions, such as solar-powered energy systems and automated lighting, to reduce their carbon footprint.

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These advancements align with the government's Digital India initiative, which aims to integrate technology into various sectors, including education and public services.

The emergence of smart libraries is transforming the way knowledge is accessed and shared in India. They are not just repositories of books but interactive spaces that encourage collaboration, innovation, and lifelong learning. By integrating technology with traditional library functions, smart libraries are making education more inclusive and efficient. As the country continues its digital transformation, the expansion of smart libraries will play a pivotal role in shaping the future of learning and research.

Key Features of Smart Libraries in India

Digital Resources

Digital resources in academic libraries include e-books, e-journals, online research databases, digital archives, and multimedia content. E-books provide access to textbooks, reference materials, and scholarly works in digital format, making them accessible from anywhere. E-journals offer peer-reviewed articles, research papers, and conference proceedings that help students and researchers stay updated with the latest developments in their fields. Online research databases such as JSTOR, IEEE Xplore, and Scopus provide vast collections of academic literature, enabling advanced research and citation tracking. Digital archives preserve historical documents, manuscripts, and rare books in digitised form, ensuring their accessibility and longevity. Multimedia content, including educational videos, podcasts, and interactive learning modules, enhances the learning experience by catering to different learning styles. Institutional repositories store theses, dissertations, and faculty publications, making academic contributions widely available. Open Educational Resources (OER) like MOOCs and open-access textbooks promote cost-effective learning. These digital resources improve accessibility, convenience, and collaboration in academic environments, transforming traditional libraries into dynamic knowledge hubs (Fig 1).

AI and Chatbots

AI and chatbots in academic libraries enhance user experience by providing instant assistance, automating administrative tasks, and improving research efficiency. AI-powered chatbots serve as virtual librarians, answering queries, guiding users through library catalogues, and recommending relevant resources based on user preferences. These chatbots operate 24/7, ensuring continuous support for students and researchers. AI also assists in automated indexing, metadata tagging, and content classification, making it easier to retrieve relevant information from vast digital repositories. Additionally, AI-driven recommendation systems analyse user behaviour to suggest books, research papers, and study materials tailored to individual needs. By integrating AI and chatbots, academic libraries streamline operations, reduce workload for staff, and create a more personalised and efficient learning environment (Fig 2).

IoT-based Smart Shelves

IoT-based smart shelves in academic libraries enhance book management by using sensors and RFID technology to track the location and availability of books in real time (Fig 3). These shelves are equipped with embedded sensors that detect when a book is removed or returned, updating the digital catalogue instantly. This reduces the chances of misplaced books and improves inventory management. Libraries using IoT-based smart shelves can also provide automated

Fig 1: Digital Resources

Fig 2: AI and Chatbots

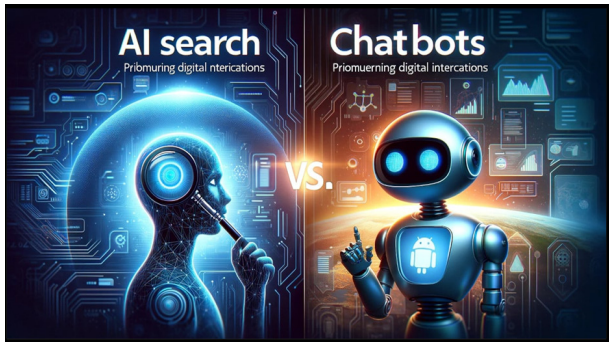


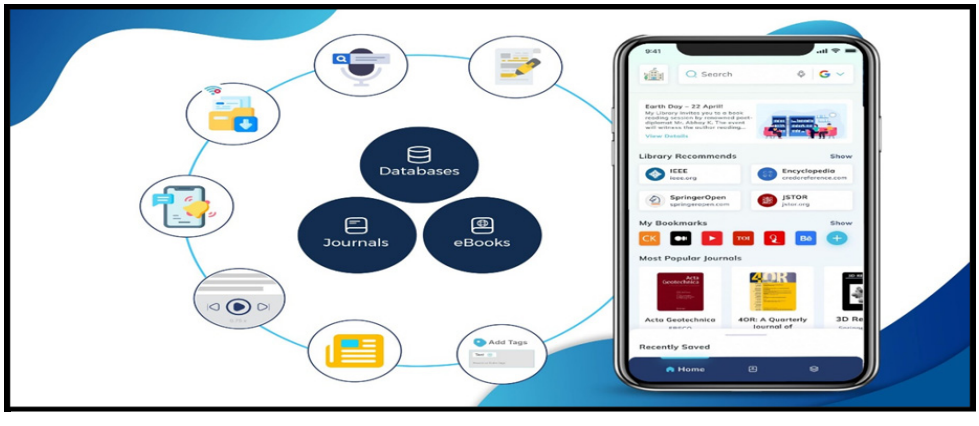
Fig 3: IoT-based Smart Shelves

notifications to users about book availability and overdue returns. Additionally, these shelves help in analysing book usage patterns, enabling librarians to optimise resource allocation and improve collection management. By integrating IoT technology, academic libraries enhance efficiency, reduce manual workload, and provide a seamless experience for both students and researchers.

Remote Access and Mobile Apps

Remote access and mobile apps in academic libraries enable users to access digital resources, catalogues, and library services from anywhere (Fig 4). Through remote access, students and researchers can browse e-books, e-journals, research databases, and institutional repositories without physically visiting the library. Mobile apps further enhance convenience by providing features like book searches, digital lending, due date reminders, and personalised recommendations. Many academic libraries integrate authentication systems such as VPNs, Single Sign-On (SSO), or institutional logins to ensure secure remote access. Mobile apps also facilitate interactive features like chat support, AI-driven assistance, and push notifications for library updates. By offering seamless digital access, these technologies expand learning opportunities, improve resource utilisation, and make academic libraries more accessible and efficient.

Fig 4: Remote Access and Mobile Apps



Examples of Smart Libraries in India

- ***National Digital Library of India (NDLI)*** **:** A virtual repository of learning resources.
- ***Delhi Public Library (DPL)*** **:** Implementing RFID technology for automation.
- ***IIT and IIM Libraries*** **:** Many premier institutes have adopted AI-based library systems.

Dimensions of Smart Libraries

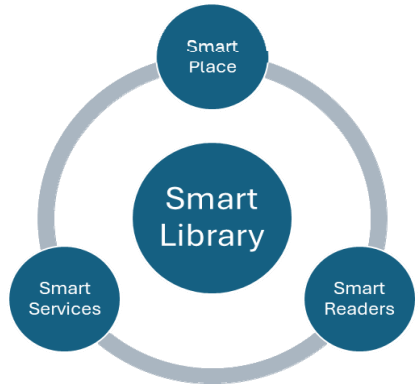
Smart Services

Smart services in a smart library include automated book lending and return systems, AI-powered book recommendations, digital catalogues with advanced search capabilities, self-checkout kiosks, RFID-based inventory management, virtual and augmented reality experiences, interactive learning spaces, smart study rooms with automated booking, remote access to e-books and audiobooks, IoT-enabled climate and lighting control, robotic assistance for sorting and shelving books, data analytics for personalized services, voice-assisted navigation, and integrated mobile apps for seamless user experience.

Smart Readers

Smart readers in a smart library include AI-powered e-readers with adaptive learning features, RFID-enabled library cards for seamless book access, voice-assisted reading devices, Braille e-readers for visually impaired users, Augmented Reality (AR) reading applications, interactive digital screens for immersive reading experiences, smart glasses with text-to-speech conversion, mobile apps with personalised reading suggestions, cloud-based reading platforms for synchronised access across devices, and AI-driven language translation tools for multilingual reading support.

Fig 5: Dimensions of Smart Library



Smart Place

The third dimension refers to the library as a building and as a place. Smart places in a smart library include automated book retrieval areas, IoT-enabled study rooms with customizable lighting and temperature, AI-powered collaborative workspaces, interactive digital learning zones, VR and AR experience corners, quiet zones with noise-cancelling technology, self-service kiosks for book lending and returns, intelligent seating areas with occupancy sensors, multimedia rooms for digital content creation, and smart conference rooms equipped with advanced communication tools.

Smart Library Services

Enhanced user experience and operational efficiency in libraries are achieved through the utilisation of advanced technology. These services comprise:

- *Automated Borrowing and Return Processes:* Self-service kiosks and RFID technology expedite the lending procedures.
- *AI-Driven Book Recommendations* : Tailored suggestions based on users' reading history and preferences.
- *IoT-Enhanced Smart Environments:* Automated lighting, climate control, and occupancy sensors for improved study settings.
- *Virtual and Augmented Reality Learning Tools :* Engaging resources for education and research.
- *Interactive Learning Areas* : Smart tables, digital whiteboards, and tools for collaborative learning.
- *Robotic Support and Sorting Solutions :* AI-powered robots for shelving books and providing navigation assistance.
- *Voice-activated Help :* AI chatbots and voice recognition to facilitate library navigation and information access.
- *Advanced Security Solutions:* Biometric authentication, facial recognition, and RFID tracking to enhance security.
- *Real-time Analytical Insights*: Usage data to refine library services and resource distribution.
- *Integration of Mobile Applications* : Library apps for booking, notifications, and tailored reading experiences.

These offerings foster a technology-enhanced, efficient, and user-friendly library environment.

Conclusion

In essence, a library serves as a disciplined and interconnected repository of global knowledge. The current emphasis on digital tools everywhere has facilitated the visualisation of data and information. This advancement has paved the way for the emergence of smart libraries. As discussed, today's academic libraries must adapt to swift changes to maintain relevance in an era where information can be sourced from various channels. The concept of a smart library encompasses four dimensions: smart services, smart personnel, smart spaces, and smart governance. Transitioning to a smart library will mitigate some risks and drawbacks associated with traditional library systems. Implementing a fully operational smart library is feasible through the steady integration of individual smart functions and mechanisms (offering personalised informational resources through user accounts). The author suggests the establishment of a singular information resource centre globally, where users can access diverse resources using ICT via the internet.

Weblinks

1. *https://www.researchgate.net/publication/26388519_Role_of_Librarian_in_Internet_and_World_Wide_Web_Environment*
2. Smart Libraries Newsletter. Available online: *https://journals.ala.org/index.php/sln/index*
3. *https://www.semanticscholar.org/paper/Next-Generation-Library-information-service-%27SmartMin/a060c58e0787700e6e470e6fe8a6dd64bc3e598dhttps://www.innovativepublication.com/ journal-article-file/2902*
4. *https://library.iitd.ac.in/LibraryLiteraryClub*
5. *https://dpl.gov.in/*
6. *https://ndl.iitkgp.ac.in/*
7. *https://iimidr.ac.in/facilities/library/*
8. *https://library.iitd.ac.in/* ❑

From Knowledge to Action: Shaping the Future with Values

Vinai Kumar Saxena, Hon'ble Lt. Governor of Delhi, delivered the Convocation Address at the 14th Convocation Ceremony at the O P Jindal Global University, Sonipat, Haryana on July 29, 2025. He said, "You are stepping into the larger world. You are equipped with knowledge and skills. You have courage and conviction. You have the discipline to make new paths. If you combine all these, the world will be yours. Go ahead and make this country proud, make yourself proud, make your parents proud. The opportunity is literally in your hands. Make the most of this opportunity." Excerpts

It is a matter of privilege for me to be delivering the Convocation Address on the occasion of 14th Convocation of the O.P. Jindal Global University. Convocations, indeed, are momentous events, more so for the students and their families.

Dear Students, today onwards, you will walk into a life, hitherto uncharted. Per our ancient traditions, you have today completed the phase of गुरुकुल and await your दीक्षांत. At the outset, as you move ahead in your life, I convey my best wishes to you.

Your achievements, which we celebrate today, are not just limited to you, your family, and your institution, but they are the achievements of our country. The future of India depends on young educated youth like you.

I would also like to congratulate the faculty, management of the University, parents and guardians on this occasion. Without your unwavering guidance and support, these young, brilliant minds would not have achieved what they have today.

Friends, in a short span of 15 years, O.P. Jindal Global University has evolved into a centre of excellence. I can imagine the hard work that must have gone into shaping this institution. I take this opportunity to also congratulate the Chancellor, Vice-Chancellor and the faculty of the University for this achievement.

किसी ने सही कहा है:
कौन बताता है समंदर का रास्ता नदियों को,
जिन्हे मंज़िल का जूनून है, वो मशविरा नहीं लेते।

Ladies & Gentlemen, as I see the sparkling eyes of the young, brilliant minds present here, I see a sparkling future for the country. The students gathered here have completed their courses successfully, in Law, Public Health, Literature, Environment & Sustainable Development.

All these disciplines are those where their practitioners will get a huge opportunity to shape the nation's trajectory. I am sure that all of you will succeed brilliantly in the professions that you now go on to pursue. But even as you move ahead, remember that the education you have received here is not just about academics; it is about values, ethics, and character.

चरित्र को पवित्र करने का कोई इत्र नहीं होता,
इंसान अपने किरदार से खुद महकता है।

Dear friends, you have the privilege of graduating from such a prestigious institution. In your professional career ahead, you would be competing with many others who did not have access or opportunities to study in a famed university like yours. It is my advice that you never underestimate them; they can be equally competent and productive. It is said:

जब आप किसी को छोटा देखते हैं,
तो या तो आप उसे दूर से देखते हैं, या अपने गुरूर से देखते हैं।

Even as, you proceed to excel professionally, to my mind, there is a larger national and global concern that should occupy your mind space. An education or a career that does not bring happiness to the people, particularly to the marginalised ones, is, to my mind, not a successful one. Empathy should be the pole star in all your endeavors, even when you pursue your own ambitions.

मेरा मानना है:
होंगी तुम्हारे पास जमाने भर कीडिग्रियाँ,
अगर छलकती आँखों को न पढ़ पाए, तो अनपढ़ हो तुम।

We are living in times that are unprecedented. What was pragma earlier is increasingly becoming dogma. We are witnessing a public discourse wherein the very idea of India as a Nation is being questioned by people in responsible positions. This is being done very deliberately, deepening our historical, social, cultural and geographical fault lines.

To say that, as a Nation or a civilisation, we did not have fault lines, would be denying the truth. However, the founders of modern India, very consciously and after much deliberation, chose to adopt a Constitution that aimed at cementing these fault lines. Leaders like Baba Saheb Amebdkar, Sardar Patel, Dr. Rajendra Prasad and Dr. Shyama Prasad Mukherjee, among others, led the unprecedented exercise of converting a civilizational nation state into a political nation state.

Caste, class, creed, religion, region, culture and geography were all very meticulously woven into a civilizational idea that was India-*Bharat*. We created an indestructible Union of India.

The years that followed after our Constitution's came into effect witnessed many challenges. We witnessed separatist tendencies, communal and caste riots, class violence and a threat to our national sovereignty. However, we weathered it all and emerged stronger as a nation during the almost eight decades after independence.

I will not be off the mark if I were to assert that this process was achieved mainly by ironing out and cementing our historical fault lines. This process was largely bipartisan. All major political parties, the intellectuals, the civil society and Indians at large participated in this महायज्ञ of nation building.

It is unfortunate that we are today witnessing a well-thought-out, deliberate exercise of undoing India. Needless to say, this dubious exercise is supported by elements who never wanted a strong, self-sufficient and secure sovereign India.

Dear Students and the intellectuals present here, as we move ahead, let us give these issues a serious thought. Let us put things in perspective and chart our way ahead as a nation.

Ladies & Gentlemen, as the Lt. Governor of Delhi, it gives me great pride to note that the NCR region is not just confined to economic activity, but has also emerged as the intellectual Capital of India. Jindal Global University's success and that of various other centres of higher learning in the area underlines that we are, indeed, becoming a hub for education and innovation.

To this end, I am happy to inform you that we are developing a new education hub in Delhi, at Narela. Many of you would know that Narela is right in your neighbourhood. I hope that the upcoming education hub, which will house many government universities, will also see robust participation from private institutions.

It is my endeavor, to see greater collaborations between institutions in Delhi, government as well as private. I hope to see a free flow of knowledge, a vigorous exchange of ideas and productive partnerships, all of which will strengthen the nation's academic fabric.

Dear students, your Graduating degree brings with it accountability and responsibility. By all means, strive to excel and succeed, and at the same time, always remember that you need to contribute to society and the nation. Your academic skills and professional achievements must also inculcate in you humility. Humility that teaches you to appreciate others and also inculcates in you the ability to assess yourself critically, in the context of society and the country. याद रखें:

सादगी और विनम्रता कोई तालीम नहीं जो किताबों से हासिल हो,
ये वो संस्कार हैं, जो किरदार में झलकता है।

India is witnessing a paradigm shift. Under the leadership of Hon'ble Prime Minister, Shri Narendra Modi, we are emerging as one of the world's fastest-growing economies, a leader in digital innovation, a champion for sustainable development, and a voice for the voiceless on the international stage.

A lot depends on what our youth choose to do with their lives. You have many options. You can start businesses that create jobs. You can do public service and strengthen governance. You can work to uplift the most vulnerable and marginalised communities. You can work for environmental protection. You can work to actualise the intent of our Constitution, and you can work to preserve our heritage.

The choices are yours alone to make, but the foundation for you to make the right choice has been laid here at JGU. I am of the firm view that an institution excels when it produces scholars and professionals who contribute meaningfully to nation-building.

Your parents deserve the deepest respect. I salute them. They are the force behind your success, their sacrifices must be remembered on all days of your life. They believed in you and brought you to this wonderful moment.

To the professors, who have shaped these young minds, your contribution is immeasurable and priceless; you are the architects of this intellectual edifice.

Coming back to you, Dear Graduating Students, you are stepping into the larger world. You are equipped with knowledge and skills. You have courage and conviction. You have the discipline to make new paths. If you combine all these, the world will be yours.

मुबारक हो सीढ़ियां उन्हें,
जिन्हे छत पर जाना है
आसमां से आगे है मंज़िल मेरी,
मुझे रास्ता खुद बनाना है।

Go ahead and make this country proud, make yourself proud, make your parents proud. The opportunity is literally in your hands. Make the most of this opportunity. Remember:

भाग्यशाली वो है, जिसे अवसर मिलता है,
प्रतिभाशाली वो है, जो अवसर पैदा करता है
विजेता वो है, जो अवसर का उपयोग करता है।

I pray that you will serve our nation and greater humanity with empathy and honor. Congratulations, God bless you all.

Jai Hind.

International Conference on Innovations in Agriculture and Outreach Programmes

A two-day International Conference-*VAKSANA- 2024* on 'Innovations in Agriculture and Outreach Programmes: Challenges and Opportunities' was organised by the Shri Vaishnav Vidyapeeth Vishwavidyalaya (SVVV), Indore, Madhya Pradesh, recently through online mode. The event was inaugurated by traditional lamp lighting as a tribute to Saraswati Mata, the Goddess of Knowledge by the dignitaries; Shri. Kamal Narayan Ji Bhuradiya, Secretary, Shri Vaishnav Vidyapeeth Trust, Indore, Dr. K N Guruprasad, Dean, Faculty of Agriculture, Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore, Prof. Vinod Dhar, Coordinator, Shri Vaishnav Institute of Agriculture, Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore and Coordinators of the event, Dr. Suhas Mane and Dr. Narayan Gurav.

The Guest of Honour, Dr C D Mayee felicitated by Dr. K N Guruprasad, virtually. In the Welcome Address, Dr K N Guruprasad threw light on the funding policy for research and education in agriculture should be 2 per cent of GDP as per the recommendation of the World Bank, however, presently, India has spent only 0.7 per cent of GDP on research and education in agriculture including extension. Dr. Guruprasad also underlined the need to maintain the proper ratio of extension workers and the number of farmers for effective transfer of technologies. He also emphasised that there is a need to provide agricultural education in the regional language. The Book and Souvenir of *Vaksana-2024* was released virtually by Shri. Kamal Narayan ji Bhuradiya and Dr. K N Guruprasad.

The session was continued with a brief introduction of the Guest of Honour, Dr C D Mayee, by Dr. Yuvraj Shinde, followed by his deliberation on 'Indian Agriculture: Innovations to Meet the Emerging Challenges' through pre-recorded video.

Dr. Mayee began with the importance of Agriculture in the Indian economy and the strengths of Indian agriculture with lots of statistical data about exports, imports, and changes in production levels over the period. He spoke about the transformation of Indian Agriculture and Agriculture vibrant sectors like Horticulture and Fisheries. He also mentioned major challenges such as population, malnutrition, water scarcity, climate change, yield gap, and size of farm holding, etc. He also pointed out the need for policy reforms to address challenges like waste-to-wealth, sustainable development, and startups. He also mentioned that there is a need for genome editing in India instead of genome modification in crops.

The session was concluded with a Vote of Thanks to all the dignitaries proposed by Shri Kamal Narayan ji Bhuradiya followed by the national anthem. The session was moderated by Dr Anu Naruka and Dr Kishor Muthal was the rapporteur for the inaugural session.

The Technical Session was chaired by Dr. Santosh Dhar, Rector, Shri Vaishnav Vidyapeeth Vishwavidyalaya and Dean, Faculty of Doctoral Studies and Research, Dean, Faculty of Management, Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore. Dr. Chhavi Tiwari and Rajni Solanki were moderators for the session and introduced the dignitaries with profile presentations. Dr. Hiral Gundaniya was the rapporteur of the session.

Dr. Santosh Dhar felicitated the Guest Speaker, Dr. Pramod Sawant, Former Professor, Extension Education, Dr. Babasaheb Sawant Konkan Krishi Vidyapeeth, Dapoli. Maharashtra. In initial remarks, Dr. Dhar said that social media helps to develop community, and it plays a very crucial role in the transfer of agricultural technologies from researchers to the farmers, but there are some challenges because 75% population lives in rural areas where farmers are facing availability and connectivity of the internet.

Dr. Sawant enlightened the participants with his profound knowledge about the role of social media in the transfer of agricultural technologies. He began with the concept of social media and different platforms like Facebook, YouTube, WhatsApp, etc. He explained the benefits of social media in the transfer of technologies over

traditional methods. Dr Sawant also commented on challenges in the use of social media, along with possible solutions for better use of social media. The session was continued with various oral presentations. Participants from different states of India presented their research papers, showcasing a wealth of innovative ideas and findings. Dr Rajni Solanki proposed the Vote of Thanks to dignitaries and the session was concluded.

Dr. Namit Gupta, Dean, Faculty of Engineering and Architecture, Director, Shri Vaishnav Institute of Technology and Science, Professor, Electronics and Communication, Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore was the chairperson of the next session. Dr. Milind Ahire, Professor, Department of Agricultural Extension Education, Mahatma Phule Krishi Vidyapeeth, Rahuri Maharashtra was the invited guest speaker who delivered a lecture on the topic 'Carbon Footprint and Carbon Sequestration in Agriculture'. The session was resumed with poster presentations by 17 different researchers. Dr Babasaheb Walunjkar was the session moderator and Dr Megha Vishwakarma was the rapporteur for the session. Dr. V R Sampath, Director, Shri Vaishnav Institute of Textile Technology, SVVV chaired the technical session. Dr Tirunima Patle was the moderator, and Prof Satish Patidar was the rapporteur for the session.

During the Valedictory Session, both the guests, Dr Narendra Singh Rathore, Former DDG, ICAR, New Delhi and Dr Rattan Lal, Distinguished University Professor, Ohio State University, Columbus, USA felicitated by the Chairperson, Dr K N Guruprasad virtually followed by a report presentation by Dr Narayan Gurav. Dr Narendra Singh Rathore deliberated on the topic 'Agriculture: Past, Present and Future', whereas Dr Rattan Lal delivered a lecture on 'Transforming Agriculture for Adaptation and Mitigation of Climate Change'. Both the guests highlighted the present status of Indian agriculture, and the strategies needed to face the existing as well as future challenges. Dr Rattan Lal stressed more on the issue of soil health mentioning its importance for human health. He suggested some points for a better-quality education that would be helpful for the teachers. Dr H M Patil, Mr Amar Dixit and Ms Anoosha Reddy gave feedback about the event. Dr. K N Guruprasad presented the concluding remarks. The Vote of Thanks was proposed by Prof Vinod Dhar.

International Conference on Thermofluids Engineering

A three-day International Conference on 'Thermofluids Engineering' is being organised by the Department of Mechanical Engineering, Indian Institute of Technology (Indian School of Mines) Dhanbad, October 10–12, 2025. The event aims to bring together academicians, researchers, students and scientists to exchange novel innovative ideas, methods, results and indulge in discussion on recent advancements in the broad fields of fluid dynamics and heat transfer. The Major Themes of the event are:

- Multiphase Flow.
- Experimental and Computational Fluid Dynamics.
- Microfluidics Flow and Heat Transfer.
- Clean Energy and Energy Storage.
- Refrigeration and HVAC.
- Aerodynamics and Aeroacoustics.
- Complex Fluids.
- Thermal Management.
- Heat Transfer and Fluid Flow in Mining Applications.
- Transport Phenomena in Biological Systems.
- Combustion and Propulsion.
- AI and ML in Heat Transfer and Fluid Flow.

For further details, contact the Organising Secretary, Department of Mechanical Engineering, Indian Institute of Technology (ISM) Dhanbad, Jharkhand- 826004, Mobile No : 07781002230, 09911920090, E-mail: *incotherm2025@gmail.com.* For updaters, log on to*: https://people.iitism.ac.in/~incotherm2025*

International Conference on Pioneering Science and Progress

A three-day International Conference on 'Pioneering Science and Progress: Nanotechnology for Sustainable Developments' is being organised by the School of Nanoscience and Biotechnology, Shivaji University, Kolhapur from September 11-

13, 2025. The event will bring together leading researchers, academicians, and industry experts from across the globe. The topics of the event are:

- Photocatalysis.
- Supercapacitors.
- Solar Cells.
- Battery.
- Fuel Cells.
- H2 Evolution.
- CO2 Reduction.
- Nano-materials.
- Nanotechnology.
- Gas Sensors.
- Memristor.
- Quantum Dots.
- Defence Applications.
- Materials: Space Applications.
- Nano-composites.
- Carbon Nanotubes.
- Biotechnology.
- Bio-materials.
- Photonics.
- Bio-sensors.
- Polymers.

For further details, contact Convenor, Prof. K K Sharma, Director (I/c), School of Nanoscience and Biotechnology, Shivaji University, Kolhapur-416004 (Maharashtra), Phone (O) 0231-2609490, Mobile No: 08605898790, E-mail: *snstconference@gmail.com.* For updates, log on to: *www.unishivaji.ac.in/events/*

India Higher Education Research Conference- 2025

A two-day India Higher Education Research Conference- 2025 is being organised by the India Higher Education Research Network (IHERN) on November 21-22, 2025 at IIT Delhi. The conference will serve as a platform for presenting high-quality research of relevance to Indian higher education, and also for discussing practice and policy issues related to Indian higher education. The event will enable and promote research in the scholarly field of higher education, and linking the same with the practice and policy of higher education in India. The topics of the event are:

- Employability and Student Success.
- Equitable Access and Success in Higher Education: India and the Rest of the World (session by World Access to Higher Education Network (WAHEN), University of West London, UK).
- Expansion, Access, and Participation in Higher Education.
- Financing in Higher Education.
- Higher Education and Development.
- Industry-Academia Relationship.
- Internationalisation of Higher Education.
- Policy in Higher Education.
- Privatisation and Marketisation.
- Research Excellence and Global Competitiveness.
- Sustainability in Higher Education.
- Teaching Quality and Learning Outcomes.
- Technology Integration or Online Higher Education (Special session by NIEPA, Delhi).
- Probing Interdisciplinarity: Goals, Contours and Response (Special session by IIM, Ahmedabad).
- The Many Purposes of Higher Education in a Globalised World (Special session by Indira Mahindra School of Education, Mahindra University).
- Third Mission of Universities.
- Other Topics of Relevance to Higher Education in India.

For further details, contact Conference Manager, Ms Gauri Khanna, E-mail: *iherc2025@iiitd.ac.in.* For updates, log on to: *https://iiitd.ac.in› IHERN* ❑

THESES OF THE MONTH

HUMANITIES

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

Cultural Studies

1. Dhar, Sreyoshi. **Through the queer lens: An analysis of the politics of representation in Amar Chitra Katha's Mahabharata**. (Dr. Moushumi Kandali), Department of Cultural Studies, Tezpur University, Tezpur.

Geography

1. Bhowmik, Sharmistha. **An evaluation of spatio-temporal dynamics of biophysical indices and its impact on land surface temperature: A study of Vadodara District, Gujarat**. (Prof. Bindu Bhatt), Department of Geography, M S University of Baroda, Vadodara.
2. Dev, Aisha. **Occupational environment and health hazards of female population in Kashmir Valley**. (Dr. Ishtiaq A Mayer), Department of Geography & Disaster Management, University of Kashmir, Srinagar.
3. Jain, Lakhan. **ARIMA based trend prediction and modelling of rainfall and temperature: A spatio-temporal analysis of Gujarat, India**. (Prof. Bindu Bhatt), Department of Geography, M S University of Baroda, Vadodara.
4. Saha, Sukanta Kumar. **Land suitability analysis of Bara Tract in Bharuch District, Gujarat**. (Prof. Rolee Kanchan), Department of Geography, M S University of Baroda, Vadodara.
5. Sandeep. **Status of nutrition and health among children of various groups in rural Haryana: A case study of Panipat District**. (Dr. Renu Arya), Department of Geography, Maharshi Dayanand University, Rohtak.
6. Tiwari, Atul Kant. **Urban sprawl and changing space dynamics in Varanasi City of Uttar Pradesh**. (Prof. Rolee Kanchan), Department of Geography, M S University of Baroda, Vadodara.

History

1. Chalavariya, Sunita. **A study of Arya Samaj movement in Gujarat during 19th and 20th centuries**. (Dr. Dilip Mohanlal Kataria), Department of History, M S University of Baroda, Vadodara.
2. Srivastava, Pragya. **A story of ideology and strategies of Subhas Chandra Bose**. (Dr. Ravindra Singh), Department of History and Indian Culture, Dev Sanskriti Vishwavidyalaya, Hardwar.
3. Sharma, Diwakar. **Prachin Bharat mein jantantra: Ek vivechnatamak adhyayan**. (Dr. Ravinder Singh), Department of History and Indian Culture, Dev Sanskriti Vishwavidyalaya, Hardwar.
4. Uniyal, Vipin. **Sanskritik evam aitihasik pariprekshey mein teerth nagri Rishikesh**. (Dr. Ipsit Pratap Singh), Department of History and Indian Culture, Dev Sanskriti Vishwavidyalaya, Hardwar.

LANGUAGES & LITERATURE

English

1. Amjad, Shoaah. **Landscapes of memory and identity: Reading the Middle East for resistance and reconciliation**. (Dr. Rimika Singhvi), Department of English Literature and Language, IIS University, Jaipur.
2. Biva, Tahenaz Parvin. **Transnational English language education landscapes: Indo-Bangla explorations**. (Prof. Hitesh Raviya), Department of English, M S University of Baroda, Vadodara.
3. Brooks, Tanya Marina. **Responses towards Content and Language Integrated Learning (CLIL) in vocational and skill education focusing on the State of Assam**. (Dr. Debasish Mohapatra), Department of English, Tezpur University, Tezpur.
4. Chakraborty, Arghya. **An exploration of temporal and spatial constructs in the selected works of Günter Grass and Ben Okri**. (Dr. Charul Jain), Department of English, M S University of Baroda, Vadodara.
5. Chakraborty, Enakshi. **A study of spatio-temporal relocations of Shiva in contemporary Indian mythological fiction with special reference to Amish Tripathi's Shiva Trilogy**. (Dr. Rajesh K. Bharvad), Department of English, M S University of Baroda, Vadodara.

6. Devi Rani. **Narratives of pain: A study of Baby Kamble's The Prisons We Broke, Omprakash Valmiki's Joothan, Sharankumar Limbale's Akkarmashi and Bama's Karukku**. (Dr. Ram Niwas), Department of English, Kurukshetra University, Kurukshetra.

7. Ghosh, Avijit. **Less is more: The poetics of microliterature**. (Dr. Binayak Roy), Department of English, University of North Bengal, Darjeeling.

8. Kashyap, Nitin Gajjar. **A comparative study of the representation of city in the Gujarati ghazals on Surat and Indian English poems on Mumbai**. (Prof. Madhurita Choudhary), Department of English, M S University of Baroda, Vadodara.

9. Khatai, Shrabanee. **Glocalization of energy commons after oil: Postmaterialist imagination in the graphic oil narratives from 2015-2022**. (Dr. Seema Kumari Ladsaria), Department of English, Kalinga Institute of Industrial Technology, Bhubaneswar.

10. Malviya, Parul. **Representation of caste and gender in retellings of the Ramayana and the Mahabharata in the mythological fictions of Kavita Kane**. (Prof. Hitesh Raviya), Department of English, M S University of Baroda, Vadodara.

11. Mohammad, Neelofar. **Feminism in the selected novels of Anita Desai and Nayantara Sahgal**. (Dr. Priyanka Kaushal), Department of English, Career Point University, Hamirpur.

12. Saha, Priyanka. **De-scribing the garden in fiction: A study through select texts**. (Prof. Bijay Kr Danta), Department of English, Tezpur University, Tezpur.

13. Samal, Prabhudutta. **Environmentalism and modernity: A critical analysis of Amitav Ghosh's selected works on climate change**. (Dr. Swati Samantaray), Department of English, Kalinga Institute of Industrial Technology, Bhubaneswar.

14. Shah, Vaimani Sarjubhai. **(Re)-reading poetry: The question of art and aesthetic experience in instapoetry**. (Prof. Madhurita Chaudhary), Department of English, M S University of Baroda, Vadodara.

15. Sharma, Rohini. **Mapping emotions through food and gender in contemporary women's fiction**. (Prof. Hitesh Raviya), Department of English, M S University of Baroda, Vadodara.

Gujarati

1. Gavali, Vinodbhai Shivrambhai. **A literary and cultural study of selected Dangi folktales**. (Dr. Pundlik C Pawar), Department of Gujarati, M S University of Baroda, Vadodara.

Hindi

1. Bharti, Aparna. **Chayanit Hindi samkaleen mahila aatmlekhan (2017-2022): Ek adhyayan**. (Prof. Rubi Zutshi), Department of Hindi, University of Kashmir, Srinagar.

2. Chauhan, Anuradhakumari Shrikumar. **Hari Krishna Devsare ke sahitye mein bachpan aur vaigyanik chetna**. (Dr. Mamta Sharma), Department of Hindi, Gujarat University, Ahmedabad.

3. Deo, Tiwari Krishna. **Nasira Sharma ke katha sahitya mein stri samvedna ke vividh aayam**. (Prof. Shanno Pandey), Department of Hindi, M S University of Baroda, Vadodara.

4. Devender Kumar. **Abdul Bismillah ke katha sahitye mein sangharsh chetna**. (Dr. Krishna Joon), Department of Hindi, Maharshi Dayanand University, Rohtak.

5. Gupta, Pooja. **Nirgun bhakti parampara mein Kabir kee chaap wale lokpado ka alochantamak adhyaan**. (Dr. Hariom Fuliya), Department of Hindi, Kurukshetra University, Kurukshetra.

6. Khound, Bornali. **Charan Singh Pathik kee kahaniyoan mein lok jeevan**. (Prof.Sushil Kumar Sharma), Department of Hindi, Mizoram University, Aizawl.

7. Lalrinmuanpuii, Mary R. **Dr Ramesh Pokhariyal Nishank ke upanyasoan mein lok chetna**. (Prof. Sushil Kumar Sahrma), Department of Hindi, Mizoram University, Aizawl.

8. Moni. **Swayam Prakash ke katha sahitye mein yugbodh**. (Dr. Vandana Sharma), Department of Hindi, Kurukshetra University, Kurukshetra.

9. Pal, Pushpaben Shivamsingh. **Phanishwar Nath Renu evam Pannalal Patel kee kahaniya: Kathanak tatha saranchna ka vishleshnatamak adhyayan**. (Dr. Rajendra Parmar), Department of Hindi, Gujarat University, Ahmedabad.

10. Rajput, Rashmi Sureshsingh. **Gyanranjan: kee kahaniyoan ka samajshastriye adhyayan**. (Dr. Nisha Rampal), Department of Hindi, Gujarat University, Ahmedabad.

11. Ramlavat, Saroj Suman. **Mehrunnisa Parvez ke katha sahitya mein madhyam evam nimnavargiya nari-jivan: Ek adhyayan**. (Dr. Manisha Thakkar), Department of Hindi, M S University of Baroda, Vadodara.

12. Vaghela, Jitendra Ratilal. **Samkalin stree vimarsh ke aalok mein Jitendra Shrivastav kee kavitaoan mein pratibimbit stree jivan ka adhyayan**. (Prof. Dipendrasinh Jadeja), Department of Hindi, M S University of Baroda, Vadodara.

13. Verma, Sangam Kumar. **Bhojpuri aur Awadhi kee lokoktiyoan ka sanskrutik evam sanrachanatmak adhyayan**. (Prof. Kalpana Gavli), Department of Hindi, M S University of Baroda, Vadodara.

14. Yadav, Pintoo. **Pragativadi sahitya andolan ke pariprekshya mein Nagarjun evam Faiz kee kavitaoan ka tulnatamak adhyayan**. (Dr. Mohammed Azhar Dheriwala), Department of Hindi, M S University of Baroda, Vadodara.

Marathi

1. Vadawale, Bhagyashree Ashutosh. **Maharaja Sayajirao (Tisare) yanchi bhashane: Samajik, sanskrutik ani bhashik abhyas**. (Prof. Sanjaykumar Karandikar), Department of Marathi, M S University of Baroda, Vadodara.

Persian

1. Sohil, Shakeel Ahmed. **Sher-e-na't Frasi-e-Kashmir: Mutalaie-e-Tatbiqi-e-Mulla Ahmad Banihali wa Mahmud Gami**. (Dr. Shahnawaz Shah), Department of Persian, University of Kashmir, Srinagar.

Sanskrit

1. Patel, Priyankaben Rajanikant. **Pagchammahakaveyeshu gatharthkadhatunam samikshatamakam adhyayanam**. (Dr. Bharatkumar D Parmar), Department of Sanskrit, Gujarat University, Ahmedabad.

2. Vijay Luxmi. **Valmiki Ramayana ke goun patra: Ek samikshnatamak adhyayan (Alochnatamak sanskaran ke adhar par)**. (Dr. Sunita Saini), Department of Sanskrit, Maharshi Dayanand University, Rohtak.

Urdu

1. Zamir, Shakira. **Saadat Hassan Manto aur Rajinder Singh Bedi kay afsanu mei Niswani Kirdaru ka nafisiyati tajziya: Ek taqabali mutala**. (Dr. Arifa Bushra), Department of Urdu, University of Kashmir, Srinagar.

Linguistics

1. Borkotoky, Reetom. **Argument structure constructions: The case of Assamese**. (Prof. Gautam Kumar Borah), Department of Linguistics and Language Technology, Tezpur University, Tezpur.

PERFORMING ARTS

Dance

1. Pandya, Dyuti. **The usages of Angika Abhinaya with reference to Karanas according to Bharata Natyashastra in Kathak dance form**. (Prof. Jagdish Gangani), Department of Dance, M S University of Baroda, Vadodara.

Music

1. Bisen, Tekeshwar. **Sangeetatamak laye ka manav jeevan mein mehtav evav vivechnatamak adhyayan**. (Dr. Santosh Namdev), Department of Bharatiya Shastriya Sangeet Vadan-Tabla, Dev Sanskriti Vishwavidyalaya, Hardwar.

2. Dorji, Sonam. **Stringed instruments of Bhutanese music: A comprehensive study**. (Dr. Rahul Kamal Barodia), Department of Music, M S University of Baroda, Vadodara.

Tabla

1. Date, Nandkishor Prabhakar. **Tabla ke Ajarada Gharane ke Ustad Habibuddin Khan Sahab dwara banayi evam bajayi hui rachnaoan mein nihit saundarya: Ek adhyayan**. (Prof. Ajay Ashtaputre), Department of Tabla, M S University of Baroda, Vadodara.

2. Lakum, Jaydeep Balrambhai. **Tabla kee bandishoan me upyogi pataksharo ka vishleshnatmak adhyayan**. (Prof. Gaurang Bhavsar), Department of Tabla, M S University of Baroda, Vadodara.

3. Mehta, Dhaivat Divyeshkumar. **Ustad Amir Hussain Khan Sahab ka table ke Farukhabad Gharane prati yogdan: Ek adhyayan**. (Prof. Ajay Ashtaputre), Department of Tabla, M S University of Baroda, Vadodara. ❑

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.

Association of Indian Universities

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P.P. Swami Vivekanand Sevashram Sanstha, Shirala

Vishwasrao Naik Arts, Commerce & Baba Naik Science Mahavidyalaya, Shirala,
A/P- Shirala Tal- Shirala, Dist: Sangli – 415 408 (Maharashtra)

(Affiliated to Shivaji University, Kolhapur)

(Permanently Granted)

WANTED

Applications are invited from eligible candidates for the following post:

Sr. No.	Name of post	Vacant Post	Reservation
1.	Director of Physical Education	01	Open to All 01

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

Place: Shirala
Date: 31/07/2025

Principal
Vishwasrao Naik Arts, Commerce & Baba Naik Science Mahavidyalaya, Shirala

Secretary /President
P.P. Swami Vivekanand Sevashram Sanstha, Shirala, Tal.-Shirala, Dist.-Sangli

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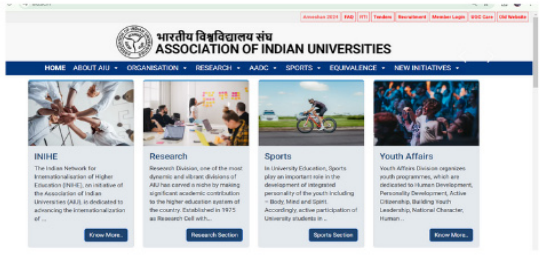

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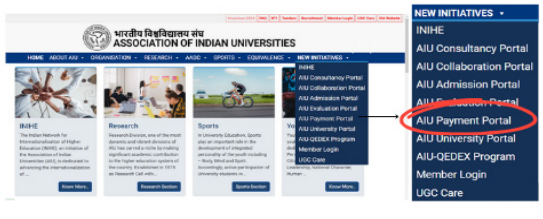

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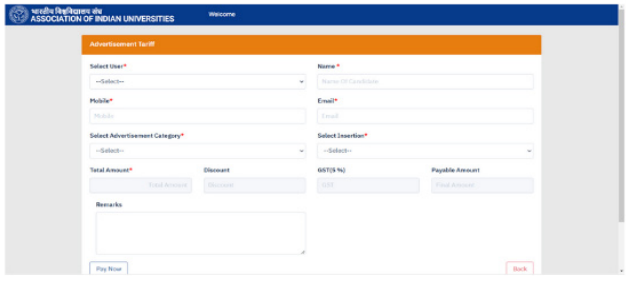

SANT GADGE BABA AMRAVATI UNIVERSITY, AMRAVATI

No. SGBAU/8/C-1538/2025 Date : 11/07/2025

SHIKSHAN PRASARAK MANDAL, CHIKHLI

Name of College : **S.P.M. Late Tatyasheb Mahajan Arts & Commerce College, Chikhli. Dist. Buldhana.**

WANTED

Applications are invited for Full Time Regular Posts as per following details in the faculty of Science & Technology/ Humanities/ Commerce & Management/ Interdisciplinary Studies.

Vacancies for Grant-in aid Courses/ Programmes

S.N.	Name of the Post	Subject/ Course	Category wise No. of Post						Total No. of Post
			Open	SC	ST	VJ-A	OBC	EWS	
	Principal	------	01	---	---	---	---	---	01

(उपरोक्त पदास मा. न्यायालयामध्ये दाखल याचिका क्र. 12501 क्ष्या अंतिम निकालाच्या अधीन राहून मान्यता देण्यात येत आहे.)

For qualifications/ Experience/ Pay Scale and other details/conditions visit university **website: www.sgbau.ac.in** and College **website: www.spmtmchikhli.ac.in.**

Applications on plain paper with necessary document giving complete bio-data along with attested copies of certificate and testimonials should be sent to Secretary, S.P.M. Late Tatyasaheb Mahajan Arts & Commerce College, Chikhli. Dist. Buldhana. Pin.443201 **within 15 days** from the date of publication of advertisement.

President / Secretary
Shikshan Prasarak Mandal, Chikhli. Dist.Buldana

Anjuman Imdadut Tulba's
Arts, Commerce & Science Night College

Malegaon. Dist. Nashik (M.S.)
(Affiliated to Savitribai Phule Pune University)
Permanent Non-Granted Minority Institution

Applications are invited for the following posts:

REQUIRED 2025-26

Cadre	Subject	No. Posts	Cadre	Subject	No. Posts
Asstt. Prof.	English	**3**	Asstt. Prof.	Physics	**2**
Asstt. Prof.	History	**2**	Asstt. Prof.	Mathematics	**3**
Asstt. Prof.	Geography	**3**	Asstt. Prof.	Chemistry	**2**
Asstt. Prof.	Politics	**1**	Asstt. Prof.	Zoology	**3**
Asstt. Prof.	Economics	**1**	Asstt. Prof.	Botany	**1**
Asstt. Prof.	Hindi	**1**	Asstt.Prof.	Commerce	**3**
Asstt. Prof.	Marathi	**1**	Librarian		**1**
Asstt. Prof.	Urdu	**1**	Physical Director		**1**

***Pay Scale and Service conditions:** As per UGC, Govt. of Maharashtra and Savitribai Phule Pune University norms.

Eligibility Criteria: i) For Assistant Professor: M.A/M.Com/M.Sc in the relevant subject with minimum 55% Marks (without rounding) and Ph.D/NET/SET in the relevant subject. ii) **For Physical Director:** M.P.Ed with 55% minimum Marks (without rounding) and Ph.D/NET/SET. iii) **For Librarian:** M.Li.Sc / M.Lib with 55% minimum marks and Ph.D/NET/SET. Eligible candidate can apply **within 15 days** of Publication of this advertisement To: The Secretary, Anjuman Imdadut Tulba. Also you can mail the application with resume and testimonials to **aitnightcol@gmail.com.** and submit your hardcopy resume & documents to the college office Time:11:00am to 07:00pm.

Secretary
Anjuman Imdadut Tulba
Industrial Compound, Quidwai Road,
Post. Box No. 159 Malegaon, 423203
Dist. Nashik (Maharashtra)

Principal
Anjuman Imdadut Tulba
Arts, Comm. & Sci. Night College
Pharmacy Nagar, Malegaon
Dist. Nashik Maharashtra

BHARAT SHIKSHAN SANSTHA OMERGA
SHRI CHHATRPATI SHIVAJI COLLEGE, OMERGA
Dist. -Dharashiv (MAH) 413606

WANTED

Applications are invited from the eligible **PRINCIPAL** for our **Bharat Shikshan Sanstha's Shri Chhatrapati Shivaji College, Omerga Dist. Dharashiv – 413606 (Maharashtra) at senior college level (Granted).**

The applications duly completed in all respect, along with copies of necessary certificates should reach **within 15 days** from the date of publication of this advertisement. **Application completed in all respect should reach send to "Principal, Shri Chhatrapati Shivaji College, Omerga Dist. Dharashiv – 413606 (Maharashtra)".**

Sr. No.	Subject	No. of Posts	Reservation
1	**PRINCIPAL**	01	OPEN

QUALIFICATIONS:-

Ph.D. Degree and Associate Professor/Professor having total experience of **FIFTEEN** years teaching in Universities and Colleges**.**

PAY SCALES & SERVICE CONDITIONS:

Pay scales and service conditions are as per UGC Rules, Govt. of Maharashtra, and Dr. B.A.M. University Chhatrapati Shambhajinagar.

Note : 1) Condition of services are as per rules and regulation prescribed by the UGC, Govt. of Maharashtra and University. **2)** The term of appointment of the college principal shall be **FIVE** years, extendable for another term of FIVE years on the basis of performance assessment by a committee appointed by the university constituted as per the UGC Regulations 2018. **3)** No T.A. D.A. will be paid for attending the interview. **4)** All attested Xerox copies of certificates, other relevant documents related to API score should be attached to application Form. **5)** Lady candidates would be considered under 30% reserved quota. **6)** Physically handicapped candidates would be considered under 3% reservation quota. **7)** For more details Visit college **web: www.scsco.org.in.**

Secretary
Bharat Shikshan Sanstha, Omerga

President
Bharat Shikshan Sanstha, Omerga

Marathwada Shikshan Prasarak Mandal,
Chhatrapati Sambhajinagar

WANTED

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

Post	No. of Posts	Category
Principal	01	Open to All

Note:-

1) Qualification, pay - scale and conditions of services are as per rules and regulations prescribed by the UGC ,Govt. of Maharashtra and University.
2) This Advertisment is made as per No Objection Certificate from Hon'ble Dy.Secretarty, Maharashtra Govt. (Higher Education), Mumbai vide letter No. JDHE Chhatrapati Sambhajinagar /NOC/2025/48, Dated 23/07/2025. & Dy. Registrar, Dr. Babasaheb Ambedkar Marathwada University,Chhatrapati Sambhajingar letter Special cell /2025/ 400, Dated 25/07/2025.
3) Employed candidates shall apply through proper channel and shall submit No Objection Certificate from the employer.
4) Candidate must get verified A.P.I. score from the University
5) No T.A. & D.A. will be paid for attending the interview.
6) Above Post are transferable among M.S.P. Mandal's colleges.

President **Secretary**
Marathwada Shikshan Prasarak Mandal, Chhatrapati Sambhajinagar (MS)

Vidya Prasarak Mandal's
MAHARSHI PARSHURAM COLLEGE OF ENGINEERING, VELNESHWAR
At: Velneshwar, Guhagar-Hedvi Road, Taluka: Guhagar, District: Ratnagiri – 415729

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

UNAIDED

Post	Subject	Total No. of Posts	Post Reserved for							
			SC	ST	DT (A)	NT (B)	OBC	SEBC	EWS	OPEN
Professor	Civil Engineering	1	--	--	--	--	--	--	--	1
	Computer Engineering	1	--	--	--	--	--	--	--	1
	Electrical Engineering	1	--	--	--	--	--	--	--	1
	Electronics and Computer Engineering	1	--	--	--	--	--	--	--	1
	Instrumentation Engineering	1	--	--	--	--	--	--	--	1
	Mechanical Engineering	1	--	--	--	--	--	--	--	1
Associate	Civil Engineering	1	--	--	--	--	--	--	--	1
	Computer Engineering	1	--	--	--	--	--	--	--	1
	Electrical Engineering	1	--	--	--	--	--	--	--	1
	Electronics and Computer Engineering	1	--	--	--	--	--	--	--	1
	Instrumentation Engineering	1	--	--	--	--	--	--	--	1
	Mechanical Engineering	1	--	--	--	--	--	--	--	1
Assistant	Civil Engineering	4	01--SC/ST		1	--	1	--	--	1
	Computer Engineering	4	01-- SC/ST		1	--	1	--	--	1
	Electrical Engineering	4	01-SC/ST		1	--	1	--	--	1
	Electronics and Computer Engineering	4	01-SC/ST		1	--	1	--	--	1
	Instrumentation Engineering	4	01SC/ST		1	--	1	--	--	1
	Mechanical Engineering	4	01-SC/ST		1	--	1	--	--	1
Librarian	--	1	01 –SC/ST		--	--	--	--	--	--

For Assistant Professor (Horizontal Reservation)

Persons with Disability Total Posts – 01 (A Group – B./LV. – 01 Post), Sportsmen – 01

The posts reserved for the Backward Class candidates will be filled in by backward category candidates (Domicile of State of Maharashtra) belonging to that particular category only. Reservation for women will be as per **University Circular No. BCC/16/74/1998 dated 10th March,1998, 4% reservation shall be for the persons with disability as per University Circular No. Special Cell/ICC/2019-20/05 dated 05th July, 2019.** Candidate having knowledge of Marathi will be preferred.

The Educational Qualification, Experience & pay-scale for the post of Professor, Associate Professor, Assistant Professor & Librarian are as per prescribed by the University of Mumbai, AICTE & DTE from time to time. Please refer University Circular No. मशिमाक/विशिमाक/तंत्रशिक्षण/११/२०२०-२०२१ दिनांक ११ जानेवारी, २०२१ **for qualifications and experience at the time of interview.** Applicants who are already employed must send their application through proper channel. Applicants are required to account for breaks, if any in their academic career

Application with full details should reach the CHAIRMAN, **Vidya Prasarak Mandal, Dr. Bedekar Vidya Mandir, Naupada, Thane – 400 602**, within 15 days from the date of publication of this advertisement. **This is University approved advertisement.**

Sd/-
CHAIRMAN

YENEPOYA (DEEMED TO BE UNIVERSITY)

University Road, Deralakatte, Mangalore 575018

Ref No:Y/REG/VC-SCSC/004/ 2025 Date 26/7/2025

INVITES APPLICATIONS FOR THE POST OF VICE-CHANCELLOR

Yenepoya (Deemed to be University), a premier academic institution recognized for excellence in higher education and research, accredited NAAC A+ ranked 95th in NIRF ranking with over 15000+ students, 1000+ teaching staff, invites applications/nominations for the post of Vice Chancellor. The University is seeking a distinguished academician with proven leadership qualities, administrative capabilities, and a strong commitment to the advancement of higher education and research.

Eligibility Criteria

As per the UGC Regulations and applicable statutory norms:

- A distinguished academician, not more than 65 years of age as on the date of application.
- Minimum of 10 years of experience as Professor in a University or 10 years of experience in an equivalent position in a reputed research and/or academic administrative organization, preferably from health sciences background.
- Demonstrated excellence in teaching, research, and institutional development with a commitment to uphold the values of academic integrity, inclusiveness, and innovation.

How to Apply

Interested candidates may submit their **detailed CV**, a **vision statement for the University**, and **names and contact details of three referees** through email addressed to:

The Registrar
Yenepoya (Deemed to be University)
Deralakatte, Mangaluru – 575018
Email: registrar@yenepoya.edu.in
The last date for receipt of applications is 30 August 2025.

Sd/-
REGISTRAR

SATERI PISANI EDUCATION SOCIETY'S

Shri. Gopal Gaonkar Memorial

GOA MULTI-FACULTY COLLEGE

Dharbandora – Goa
NH-4A, Ponda-Belgaum Road, Dayanand Nagar. Tal. Dharbandora District- South Goa 403406
Website: www.gmfc.ac.in ● Email Id: gmfcgoa2013@gmail.com
Contact No.7499918482/7499918491

APPOINTMENT

Applications are hereby invited in the prescribed **"Application Form"** with self-attested/certified true copies of marks secured from S.S.C. onwards from the Indian Citizens for the below mentioned 01 post on Regular basis from the academic year 2025-26:

Sr. No	Designation	No. of Post	Nature of post	Reservation
01	**College Librarian**	01	Regular Full-Time basis	UR

The prescribed **"Application Form"** is available on the college website **"www.gmfc.ac.in".** The applications should reach to the undersigned within **20 days** from the publication of this advertisement.

A) Educational Qualifications: As per the Goa University Statute, SC-16.4.7.(i) A Master's Degree in Library Science, Information Science or Documentation Science or an equivalent professional degree, with at least 55% marks (or an equivalent grade in a point –scale, wherever the grading system is followed) ii) A consistently good academic record, with knowledge of computerization of a library. iii) Besides fulfilling the above qualifications, the candidate must have cleared the National Eligibility Test (NET) conducted by the UGC, CSIR or similar test accredited by the UGC like SET or have been awarded a Ph.D. Degree in accordance with the University Grants Commission (Minimum Standards and Procedure for Award of M.Phil./Ph.D. Degree) Regulations, 2009 or 2016 and their amendments from time to time as the case may be or have been awarded Ph.D. degree from National Institutes of Importance: Provided that the, candidates registered for the Ph.D. degree prior to July 11, 2009, shall be governed by the provisions of the then existing Ordinances / Bye-laws / Statutes of the Institution awarding the degree, and such Ph.D. candidates shall be exempted from the requirement of NET/SET for recruitment and appointment of College Librarian subject to the fulfillment of the following conditions:- (a) The Ph.D. degree of the candidate has been awarded in the regular mode (b) The Ph.D. thesis has been evaluated by at least two external examiners; (c) Open Ph.D. viva voce of the candidate has been conducted; (d) Candidate has published two research papers from his/her Ph.D. work, out of which at least one is in a refereed journal; (e) The candidate has presented at least two papers based on his/her Ph.D work in conferences/seminars sponsored /funded/supported by the UGC/ICSSR/CSIR or any similar agency. Note: (i) The fulfilment of these conditions is to be certified by the Registrar or the Dean (Academic Affairs) of the University concerned. (ii) NET/SET shall also not be required for candidates in such Master's Programmes for which NET/SET is not conducted by the UGC, CSIR or similar test accredited by the UGC like SET.

(contd. on pg. 39)

(contd. from pg. 38)

2) **Mandatory requirement for the post:** a) Candidate should have minimum of 15 years of Residence in Goa (Domicile), b) Should have Knowledge of Konkani as essential & Knowledge of Marathi shall be desirable.

3) **Pay scale, Age and service conditions**: As laid down by the Goa University/Government of Goa and other statutory bodies. All other requirements prescribed by UGC/Goa University and Government of Goa shall be applicable**.** 4) The said post will be filled subject to the approval of the Goa University/DHE. 5) Applications with incomplete information will be rejected. 6) The right not to fill up the above-mentioned post is reserved.

Note: Applicants from reserved category of Goan origin must submit the copies of relevant certificates issued by the competent authorities of the state of Goa and having validity on the date of submission of the application

All the correspondence, if any, including call letters will be sent via email id as provided in the application form.

For details and updates, kindly check College website "www.gmfc.ac.in".

Sd/-
Professor & Principal

Guru Nanak Vidyak Society

GURU NANAK VIDYAK SOCIETY'S LAW COLLEGE

Guru Tegh Bahadur Nagar, Mumbai - 400 037.

Minority (UN-AIDED)

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

Sr. No.	Cadre	Subject	Total No.of Posts	Category
1	**Principal**	-	01	01-Open
2	**Assistant Professor**	Law	03	03-Open
3	**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 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 (CT0/ 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 PRINCIPAL, GURU NANAK COLLEGE OF ARTS, SCIENCE & COMMERCE (AUTONOMOUS), Guru Tegh Bahadur Nagar, Sion (E), Mumbai – 400 037, principal@gncasc.org **within 15 days** from the date of publication of this advertisement. This is University approved advertisement.

Sd/-
Principal

Guru Nanak Vidyak Society's

GURU NANAK COLLEGE OF ARTS, SCIENCE & COMMERCE (AUTONOMOUS)

Guru Tegh Bahadur Nagar, Mumbai - 400 037. Phone : 93217 34389.

Minority (UN-AIDED)

APPLICATIONS ARE INVITED FOR THE POSTS FORM THE ACADEMIC YEAR 2025-2026.

Sr. No.	Cadre	Subject	Total No.of Posts	Category
01	Assistant Professor	BMS	03	03 - OPEN
02	Assistant Professor	BBI	02	02 - OPEN
03	Assistant Professor	BAMMC	02	02 - OPEN
04	Assistant Professor	B.Com (Accounting & Finance)	02	08 - OPEN
05	Assistant Professor	B.Com (Management Studies)	02	02 - OPEN
06	Assistant Professor	B.Com (Financial Markets)	02	02 - OPEN
07	Assistant Professor	B.Com (Financial Management)	02	02 - OPEN
08	Assistant Professor	B.Sc. (I.T.)	02	02 - OPEN
09	Assistant Professor	B. Sc. (Investment Banking)	02	02 - OPEN
10	Assistant Professor	B. A. (Psychology)	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 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 (CT0/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 **PRINCIPAL, GURU NANAK COLLEGE OF ARTS, SCIENCE & COMMERCE (AUTONOMOUS), Guru Tegh Bahadur Nagar, Sion (E), Mumbai – 400 037.** admin@gurunanakcollegeasc.in within 15 days from the date of publication of this advertisement.. This is University approved advertisement.

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Minority (AIDED)

APPLICATIONS ARE INVITED FOR THE FOLLOWING CLOCK HOUR BASIS POSTS FOR THE ACADEMIC YEAR 2025-2026.

Sr. No.	Cadre	Subject	Total No.of Posts	Category
01	Assistant Professor	Englsih	02	02 - OPEN
02	Assistant Professor	Economics	02	02 - OPEN
03	Assistant Professor	Political Science	02	02 - OPEN
04	Assistant Professor	Chemistry	08	08 - OPEN
05	Assistant Professor	Physics	02	02 - OPEN
06	Assistant Professor	Botany	04	04 - OPEN
07	Assistant Professor	Commerce	04	04 - OPEN
08	Assistant Professor	Mathematics	02	02 - OPEN
09	Assistant Professor	Accountancy	02	02 - OPEN
10	Assistant Professor	Environment Studies	02	02 - OPEN

The above posts are open to all, however candidates from any category can apply for the post.
Reservation for women will be as per **University Circular No.BCC/16/74/1998 dated 10th March,1998. 4% reservation shall be for the persons with disability as per University circular No. Special Cell/ICC/2019-20/05 dated 05th July, 2019.**
Candidates having knowledge of Marathi will be preferred.

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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 **PRINCIPAL, GURU NANAK COLLEGE OF ARTS, SCIENCE & COMMERCE (AUTONOMOUS), Guru Tegh Bahadur Nagar, Sion (E), Mumbai – 400 037**. principal@gncasc.org within 15 days from the date of publication of this advertisement.

CLARA'S COLLEGE OF EDUCATION

Yari Road, Versova, Mumbai – 4000 61

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**	Education in English, Hindi, Marathi, History, Geography, Science, Mathematics, Economics & Commerce Method	06	06 - OPEN
3.	**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 05 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,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/2018-2019/1241, dated 26th March, 2019 and revised from time to time."

The Government Resolution and 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 **GENERAL SECRETARY, CLARA'S COLLEGE OF EDUCATION, Yari Road, Versova, Andheri (W), Mumbai-400 061 within 15 days** from the date of publication of this advertisement. **This is University approved advertisement.**

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UNIVERSITY NEWS 63 (31) August 04-10, 2025

Regd. No. RNI-7180/1963

Published on Monday: 04-08-2025 No. of Page 44 including Covers

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

Association of Indian Universities: Your Partner in Higher Education

ISSN-0566-2257

UNIVERSITY NEWS

A Weekly Journal of Higher Education

Association of Indian Universities

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

Printed by Chandu Press, D-97, Shakarpur, Delhi-110 092 Phone: 42448841, chandupress@gmail.com