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Reforms in Higher Education: A Case for Establishing a National Examination Authority

K Viyyanna Rao*

The present Central Government, since its first term in 2014, has started implementing reforms in school and higher education. These got further momentum since the declaration of the National Education Policy 2020. In the higher education sector, reforms included the revision of minimum standards for awarding degrees, recruitment of faculty, curriculum designs and credit framework, mode of learning, twinning programmes and dual degrees, binary accreditation system, and internationalisation of higher education. Efforts towards digitising the systems and processes are also on the evil, encompassing academic bank of credits, digital valuation, online content delivery and evaluation.

In this Changing Scenario, it is recommended to the Central Government to set up an Apex Body in the name and style of "National Examination Authority (NEA) to conduct examination and evaluation at the level of under- and postgraduation. This arrangement is proposed to ensure uniformity in the procedures followed in testing the knowledge of the students.

In addition, the Universities, Autonomous Colleges and Affiliating Colleges are relieved of this burden. The aim is also to address the issues that are cropping up in the existing practices followed by the Higher Educational Institutions (HEIs). Time and again, there is a complaint and uproar on the examination patterns followed by many institutions, prompting the involvement of an independent agency in the matter. Leakage of question papers, erratic valuations, and tampering of results are often reported in the press from one place to another. The students often complain about the inordinate delay in the publication of results by the Universities. It is believed that the proposed reform would address the above issues and ensure efficiency in the System. It would also emerge as a step towards implementing digitisation in the education sector.

The introduction of the proposed system presupposes certain actions at the level of the governments, both Central and State Governments, Regulatory and Academic Standard Setting bodies and the participating HEIs. Firstly, the Standard Setting bodies and curriculum designing and implementing authorities should take necessary measures and ensure uniformity in curriculum and syllabus to pave the way for national-level examination for both Undergraduate and Postgraduate programmes. The Regulatory and Standard Setting bodies, which include UGC, AICTE,

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NCTE, PCI, COA, have designed and issued a National-level Curriculum Framework for general education, technical education, vocational education and open and distance education. The guidelines for fixing and awarding credits are also done in the name of the National Credit Framework [NCrF] and released on October 19, 2022. This NCrF is designed to create a unified credit system across school education, higher education and vocational training. All the above bodies have also taken measures to develop Model Syllabi based on the NCrF and advised HEIs across the country to follow. Universities and Colleges, being autonomous, are required to adopt the same, with or without modification. In practice, many HEIs are adopting the same and tailoring their programmes accordingly. In the light of the prevailing situation, it should not be a difficult proposition for the universities and autonomous colleges to bring uniformity in the Curriculum.

The one question that is often asked is: Whether there shall be uniformity in the curriculum. syllabi and programmes in higher education, ignoring the scope for ingenuity expected at this level. In reality, there is little variation in the curriculum offered by diverse HEIs across the country, at least at the undergraduate level. Respecting the autonomy of the universities and the scope for imaginative models, postgraduate courses may be allowed to be run in the present mode and the UG programmes to be brought under the framework of 'One Nation One Syllabus' [ONOS].

Secondly, in the field of education, the authority and presence of State Governments is paramount. Unless there is cooperation from the States, reforms of this nature will not be successful. The opposition to the implementation of the National Education Policy—2020 by some States is already known. In addition to the consent required from the State governments, the State-level bodies like State Councils of Higher Education, Higher Education Departments and Universities must be roped into the framework to ensure smooth and effective implementation of the scheme. Further, the State Governments are also required to agree to the setting up of regional offices of the NEA in their States, by way of allotting land and granting other necessary permissions. These players are also required to help publicise the reform and take the stakeholders into confidence.

Thirdly, the academic schedules of the HEIs in respect of opening and closing dates of admission, instruction, internship, project work, etc., all need to be made uniform. Lest it should be difficult to announce the National Calendar of Exams. The national level regulatory bodies are, from time to time, advising the HEIs across the country to adhere to the common calendar of events. The UGC's advisory is known to all the HEIs in this regard. The Supreme Court of India also had to pay attention to this subject due to extraordinary circumstances created due to the COVID-19 pandemic and permitted AICTE to revise its Academic Calendar. In the previous Academic year, 2024-25 also the Supreme Court permitted AICTE to extend the admission deadline to October 23, 2024. Usually, UGC insists that there shall be 180 minimum instructional days in a year to enable the teacher to complete the syllabus properly to the benefit of students. This norm is followed by HEIs across India, without much deviation.

Fourthly, universities and colleges, being the implementing agencies, are required to gear up their infrastructure and other facilities. The national-level examination system requires suitable infrastructure and digital support in terms of Computer Systems, Workstations, internet bandwidth and good connectivity. Usually, these exams could be conducted on a 'proctored model', requiring CCTV Surveillance and being connected to a regional or national level portal.

With these precautionary pre-requisites, the Central Government may appoint a Technical Committee to design a suitable organisation structure and computer architecture. Regarding the organisation structure. The NEA should have at least three major wings to deal with question paper setting, conduct of examination and evaluation and publication of results. Each wing is required to be manned with experienced staff having the capability to handle the issues at the national level. The wing to deal with the conduct of examinations should fix up suitable exam centres based on the location and number of examinees, appoint invigilating staff and

ensure smooth conduct. The third wing is to decide on the suitable computer capacity to evaluate and process the results. It is in this context, a decision needs to be taken as to the manual involvement in the evaluation process. This decision would impact the facilities to be created at the examination and evaluation centres. Above all, the most crucial aspect in the entire process is to codify the operations and procedures intended to be adopted at each level in the form of a 'Manual', to avoid legal issues at a later stage. In this process, consultation with the stakeholders would also help refine the scheme and enlist support from them. At the end, it is believed that the setting up of 'National Examination Authority' would ensure uniformity in curriculum, examination and evaluation for the benefit of the student community, besides ensuring uniform implementation of academic calendar and quality standards.

The establishment of National Examination Authority is also expected to pave the way for implementation of another reform, closely connected to this, which came up for discussion during 2018 with the appointment of a committee under the Chairmanship of a Prof. M M, Salunkhe to examine the methods of examination and evaluation, Keeping in view of the 'Learning Outcomes'. One of the interesting and innovative recommendations of the Committee pertains to the introduction of a system of 'On-Demand Examination'. The Committee then felt that it was time to initiate steps to facilitate this reform. It also suggested applying this model on a select basis to the popular degree programmes like B.A., B.Com., and B. Sc. The advancements in technology and the further reforms introduced later to the recommendations of the Committee further reinforce the establishment of NEA and make it more imminent. ❑

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 **September 24-26, 2025**. The new dates will be rescheduled soon.
- 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 dates have been rescheduled for **September 06, 2025** (Online, Weekends Only).

For detailed information, Dr Ganesh Singh, Professor and Programme Director, All India Management Association, New Delhi may be contacted through E-mail: *gsingh@aima.in* and on Mobile No: 09818945611.

Trump, Tariffs, and Talent Migration: A Turning Point for India

Ganapati D Yadav*

American President Donald Trump stunned the world in April 2025 when he announced sweeping reciprocal tariffs against multiple nations, a move that sent shockwaves across global markets. Nobody understood the logic. His simultaneous feuds with prestigious universities, such as Harvard and Columbia, were equally perplexing. Although I refrain from commenting on their specifics, they point to a broader trend: the erosion of long-standing support for science, innovation, and international talent in the United States. This also provides a grand opportunity for India to revitalise its HEIs.

Now, with increasing restrictions on visa holders, many of whom are Indian and Chinese researchers, this concern has turned into an urgent global issue. Recently, the U.S. National Academies of Sciences, Engineering, and Medicine (NASEM), of which I am an elected international member-a rare honour, issued a striking alert to its members, warning of the catastrophic consequences of drastic federal funding cuts to American research and innovation. The US Members have been urged to write directly to their Congressional representatives, advocating for the protection of science funding.

Several major appropriations bills are currently under review in the U.S. Congress and must be passed before September 30 to avoid a government shutdown. Alarmingly, the proposed cuts are unprecedented; for instance:

- ***NIH*:** Slashed by $18 billion to ~$27.5 billion
- ***NSF*:** Budget cut by 57%
- ***NASA (Science):*** Reduced by 47%
- ***DOE Office of Science*:** Down by 14%
- ***NSF Chemistry Directorate*:** Cut by 75%
- ***Biological Sciences*:** Reduced by 71%
- ***Social, Behavioural, and Economic Sciences*:** Cut by 76%

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These are not just numbers, but they represent a dismantling of the very foundation on which America's global leadership in science and innovation has been built. These cuts could force senior researchers to abandon projects or leave the country, while shrinking the pipeline of young talent. The ripple effect will be felt globally. Many European and Canadian universities are hoping to recruit the best talent from such a vast pool. Why not India?

A Turning Point for India

This moment of crisis in the U.S. presents India with a rare and historic opportunity. India aspires to become a *Viksit Bharat* by 2047, with a projected $30 trillion economy and an estimated population of 1.67 billion. We aim to achieve a per capita GDP of $30,000, alongside improved life expectancy, sustainable prosperity, and technological advancement. The future will be shaped by clean energy, smart materials, vertical farming, nutritionally complete foods, mental health solutions, reduction in energy consumption for each man-made product, and deep integration of cyber-physical systems driven by 6G, 7G, and Industry 6.0. AI, ML, etc. will pervade every sector, but fundamental challenges will persist, and only bold, well-funded research and innovation can solve them. These are the tools to expedite processes, not to replace manufacturing.

Yet, I was recently contacted by a distressed parent whose son, completing his post-doctoral stint in the U.S., faces visa expiration. What was shocking was not the visa hurdle but the belief that he has no future in India. This perception must change, and we must *act* to change it.

Policy Actions India Must Take — Now

India must take swift, decisive steps to attract top global talent, including Indian-origin scientists and engineers affected by U.S. funding cuts. The ministries of education and science and technology must ponder these issues. Here's how:

Fast-Track Appointments

Enable the direct recruitment of qualified researchers, especially returnees from the U.S. and Europe, into Centres of Excellence and top 100

NIRF-ranked institutions. Bypass bureaucratic delays like advertisements or redundant approvals. Exceptional candidates should be allowed to join immediately.

Industry Integration

Encourage the Indian industry to absorb these returnees by offering attractive R&D roles and competitive salaries. China's "Thousand Talents Program" is a model worth adapting to our context, a bold government-industry-academia partnership to attract global expertise.

Expanded Fellowship Schemes

Significantly expand the scope and funding of initiatives such as INSPIRE and Ramanujan Fellowships to better attract and retain top talent. These schemes should not only provide competitive research grants but also be explicitly linked to tenure-track or faculty positions for meritorious returning scientists. Universities must proactively assess the vacancies expected over the next five years and align their recruitment strategies accordingly. Candidates selected under these fellowships, particularly those eligible under reserved categories, can be mentored and evaluated during the fellowship period, creating a pipeline of proven performers for eventual absorption into permanent roles. This approach not only accelerates recruitment but also ensures that high-potential researchers are seamlessly integrated into the academic system, addressing both excellence and equity in faculty appointments.

Address Faculty Vacancies

Over 30% of faculty positions in CFIs and SFIs remain vacant. State governments are highly bureaucratic and do not pay adequate attention to higher education, perhaps more as lip service. All central and state government institutions must be empowered to hire deserving candidates on an ad hoc basis with a clear path to regular appointment. Directors and Vice Chancellors should be given the authority to make fast-track appointments, without compromising quality.

Fund High-Risk, High-Reward Research

Agencies like DST, UGC, AICTE, CSIR, ICAR, and ICMR must be empowered to support "kite-flying" research, bold, unconventional ideas with high potential impact. This is how breakthroughs are made.

Some of the most effective initiatives launched by the MHRD, and subsequently implemented by the UGC, that once gave a significant impetus to higher education in India, must be revived and strengthened. Relaunching these best practices is essential to support aspiring academics and committed educators working within the country, and to translate the vision of the NEP into reality.

Let me also bring to the attention of academics and higher education authorities a proven and visionary model that can be reintroduced with great impact under the National Education Policy (NEP) 2020. It is the Empowered Committee for Research Support in Universities and Colleges, originally constituted by the then MHRD and chaired by Padma Vibhushan Prof. M. M. Sharma, *FRS.* A striking difference is that without the government's asking, the Committee took an unprecedented decision to dissolve itself after ten years of working.

This Empowered Committee was one of the most transformative policy instruments for building research ecosystems in higher education institutions across the country. It functioned with academic autonomy, expert peer review, and rapid decision-making, and significantly uplifted the quality of research and infrastructure in many colleges and universities.

Noteworthy Contributions of the Empowered Committee

Start-Up Research Grant (SRG)

This initiative enabled young faculty across colleges and state universities to establish modest but critical research infrastructure and seed research programs.

Faculty Recharge Programme

Facilitated the appointment of talented Ph.D. holders as research faculty in state and central universities, especially in underserved regions. A landmark initiative was launched to address faculty shortages in state universities by creating 1,000 new positions, each offering a guaranteed promotion within five years. The selection process was rigorous, with national academy fellows serving on the committees, and only about 2% of applicants were ultimately selected. These appointments were formalised through a tripartite agreement among the candidate, the UGC, and the host university. As Vice Chancellor

of ICT Mumbai, I was able to secure 16 such positions, the most by an institute, an invaluable addition to our academic strength. Unfortunately, the scheme was undermined in several state universities where entrenched faculty, perhaps out of insecurity or institutional resistance, refused to support the recruits. They were denied Ph.D. students, treated as mere lecturers or demonstrators, and marginalised within their departments. As a result, the Faculty Recharge Programme (FRP) was eventually shelved. Litigation continues to this day. Ironically, it is often members of the academic community themselves who become the greatest obstacles to such visionary reforms.

Basic Scientific Research (BSR) Fellowships & Grants

Provided critical recurring support for equipment maintenance, consumables, and doctoral fellowships in science departments. Each department under CAS, DSA, etc. and the like were provided with 15, 10 and 5 Ph.D. fellowships depending its grade and 10% extra seats were created for a single girl child. At least one girl child could be hired.

College-level Research Empowerment

Through modest infrastructure grants and faculty-centric projects, several colleges under UGC Sections 2(f) and 12(B) were able to generate research publications and train postgraduate and doctoral students.

Autonomy and Speed

The committee had the independence to evaluate proposals purely on merit without bureaucratic delays, and sanctions were issued within weeks—a rarity even today.

Special Grant

To productive faculty members who produced 15 Ph.Ds.

Single Girl Child Ph.D. Fellowships

These interventions transformed dozens of university departments and affiliated colleges into active centres of research, particularly in states like Maharashtra, Tamil Nadu, Punjab, Andhra Pradesh, and Gujarat. I can personally attest, as a former Vice Chancellor of ICT Mumbai, to the upliftment of research culture even outside IITs and IISc, thanks to the Empowered Committee's farsightedness. Alas, the next committee was not as effective despite its efforts and I am afraid the UGC no longer paid attention to its recommendations.

Faculty Recharge Programme (FRP)

Objectives

The Objectives of FRP were, as the name suggests:

- To recharge or rejuvenate teaching and research in Indian universities.
- To attract back Indian talent from abroad or from premier institutes (like IITs/IISERs) to state and central universities.
- To build long-term capacity in research and higher education.

FRP was an ambitious initiative launched in 2009–10 to address the acute shortage of faculty in Indian universities, especially in the sciences. It aimed to attract highly qualified young researchers, including those trained abroad, into Indian academia, particularly in state universities, which often struggled to recruit and retain talent.

Administered by an Empowered Committee

The MHRD/UGC set up the Empowered Committee comprising eminent scientists and Fellows of national academies (like INSA, IAS, NASI) to oversee the selection process. The committee ensured academic autonomy, high standards, and transparency in recruitment.

Highly Selective Recruitment

The selection process was rigorous and competitive; only about 2–3% of applicants were selected. Applicants were selected based on academic merit, research potential, and commitment to teaching and institutional development.

Attractive Terms

Faculty were appointed at the level of Assistant Professor or Associate Professor, full professors with salaries and benefits at par with UGC norms, with a retirement age of 65. They were provided start-up research grants and opportunities to supervise Ph.D. students. Importantly, the scheme assured promotion within five years , subject to performance.

Tripartite Agreement

A tripartite MoU was signed between the UGC, the host university, and the recruited faculty member. This ensured clarity of roles and responsibilities and was meant to protect the appointee from institutional politics or resistance.

Why the FRP Was Discontinued

Despite its strong design and early success, the FRP faced serious resistance and was eventually discontinued around 2018–2019 due to the following reasons:

Institutional Resistance

In many state universities, permanent faculty opposed the inclusion of FRP recruits. Some faculty were denied Ph.D. students, not given proper roles, or treated as junior lecturers or demonstrators. Jealousy and bureaucratic turf wars undermined the scheme in several institutions.

Administrative and Legal Challenges

In some cases, disputes over service conditions and tenure escalated into litigation, which stalled progress. The lack of clear integration mechanisms for FRP fellows into permanent roles created ambiguity and frustration.

Political and Financial Factors

Shifts in higher education policy and funding constraints also contributed to its premature termination. There was no successor scheme of comparable scale and vision, though the Ramanujan and INSPIRE Fellowships continued in parallel.

Legacy and Lessons

The FRP was a visionary programme that demonstrated how academic-led recruitment could raise the quality of faculty in Indian HEIs. Its discontinuation reflected deeper institutional inertia, lack of accountability, and resistance to meritocratic reform within parts of the academic system. The need for such schemes remains acute, especially in light of NEP- 2020, which emphasises talent retention, research excellence, and international competitiveness.

Proposal for Strengthening the Implementation of NEP-2020

In alignment with the transformative vision of the NEP-2020, the following priorities should be advanced with urgency:

- Facilitate the return of talented Indian professionals and researchers from across the globe, enabling them to contribute meaningfully to the *Viksit Bharat* mission, well before the 2047 milestone.
- Strengthen government-funded institutions that rank within the top 150 of the NIRF, ensuring they have the support and resources to compete globally.
- Promote undergraduate research and faculty development to build a robust academic foundation and cultivate future leaders.
- Establish interdisciplinary research clusters across HEIs to address complex national and global challenges.
- Foster international collaboration and develop innovation ecosystems, particularly within state and private universities.

To operationalise these objectives effectively, it is proposed that the Government reconstitute the Empowered Committee under the Ministry of Education, with a renewed mandate directly aligned to the goals of NEP- 2020. This committee could be tasked with:

- Relaunch some of the abandoned programmes, including Faculty Recharge
- Administering start-up and bridge grants to support high-potential early-career researchers;
- Facilitating inter-university research collaborations and cross-disciplinary networks;
- Enabling joint Ph.D. and postdoctoral mentorship programs in partnership with leading Indian and international institutions;
- Supporting autonomous colleges and Category I/II institutions in their efforts to attain global standards of research and innovation.

This mechanism would serve as a strategic, agile, and academically driven complement to the ongoing efforts of bodies such as the UGC, AICTE, CSIR, ICMR, ICAR, and the ANRF—ensuring faster, more flexible, and targeted implementation rooted in academic excellence and national priorities.

Hon'ble Prime Minister, Shri Narendra Modi's recent conversation with astronaut Shubhanshu Shukla and his emphasis on India's lunar missions were inspiring. But inspiration must be matched with institutional action. Let these scientific ambitions be backed by real reforms, consistent policies, and bold funding decisions.

The Road to 2047

To become one of the top three global economies by 2047, India must lead in strategic technologies like AI, electric mobility, advanced materials, electronics, and climate technologies. We must become global standard-setters in digital public infrastructure and science diplomacy. These goals cannot be met through vision statements alone. They demand: Visionary policymaking, Strong implementation, and Sustained public-private-academic partnerships.

The U.S. is at a crossroads. India must seize this moment to assert itself as the next global hub for research and innovation, not just as an alternative, but as a leader. The next two decades will define India's place in the world. The foundation must be laid now, boldly, swiftly, and wisely. Achieving this goal will require transformative reforms in education, research, innovation, smart industries, healthcare, food security, water management, and sustainable energy, aligned with the UN's Sustainable Development Goals (SDGs). Strong policies, a vibrant startup culture, world-class institutions, and effective leadership are essential.

Can our central and state governments seize this opportunity to recruit such a vast pool of talent? Will the heads of the institutes persuade the government to undertake an overhaul of higher education? Only time will tell.

Disclaimer: *The views expressed in the Article are Author's personal Views.* ❑

Leveraging Information Technology to Improve Work Culture in Indian Academia

Jagdish Rai*

In the last few decades, the quality of research in India has been perceived to be disappointing. Consequently, there have been many focused efforts to push scientific research in India. Former President of India, Shri Pranab Mukherjee, appealed for building 'world-class' universities, specifically aiming to win the Nobel Prize for India. Prof. C V Raman is the only one who won a Nobel Prize while working in India, and that too was in 1930 during British colonial times. There is no question about the talent or hard work of the Indian origin people because even today, they are achieving excellence in other countries. The excellence in modern science is not only about individual excellence; it requires institutional support, as we can see that most of the Nobel Prizes are coming from select institutes only. These institutions are not only about their size and financial support, but the most important aspect is the value system that has evolved in them. In our society as well, the scientific temperament may have taken a downturn.

Modern science emerged in Western countries during the Renaissance, after society moved out of the ancient feudal culture. The scientific temperament requires freedom and irreverence. Our society is still in the process of coming out of a faith-based feudal culture. The regionalism, casteism, communism, and patriarchy of our society also percolate to our government establishments, and the hegemony of a group can hamper the progress of a person of other identities through unreasonable hurdles. In a report commissioned by CSIR to enhance monetisation of research, the feudal culture was pointed out to be the cause that hampered the freedom of scientists as well as the efficient use of research facilities. People in authority can create hurdles in the research activities of young researchers and cause nuisances in access to resources if they do not get undue credit or other advantages. The report was too bitter in its language to be accepted, but then its author, Shiva Ayyadurai, made it public on a website (*http://innovationdemandsfreedom.com)*. To solve a problem, first, it has to be accepted.

Western countries like the USA have more diverse ethnic identities, but they accept the possibility of discrimination that it can cause, and have actively built mechanisms to prevent it. Diversity of human resources is a dividend in knowledge production enterprise, but it can also be destructive if a reasonable effort is not made to manage conflicts by ensuring justice. The hegemony of different regional identities in different Indian institutions is common knowledge. The non-transferable nature of jobs in universities and research institutes has bolstered these hegemonies. In Western universities, the faculty move on to other places 4-5 times in their career, which enhances productivity and creativity. There can be an online portal to facilitate such movement among the Indian academia by matching requirements and expertise.

Our institutions need a robust mechanism to ensure justice; our courts are too burdened to look into nuisances caused in these complex establishments. These nuisances are very small but frequent enough to lose the competitive edge required for excellence. Universities evolved a system of committees to make the decision process more democratic and fair. But making a committee of "select" people has also become a modus operandi to get illegal things done by scuttling individual responsibility in the name of committees. If the members of these committees are randomly selected from a long list of eligible persons, then it can truly deliver its intended function (Rai, and Dutta, 2021). This random selection will bring ignorance about the social identity of the person who is going to be in these committees for deliberating on the issues related to a person in the future. Therefore, it will instil a sense of justice beyond social identities and personal networks, as proposed by Philosopher John Rawls (Rawls, 1971). Information technology can make it easy to maintain the long list of eligible people for a committee and a truly random selection

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by a computer at headquarters, such as UGC. The unpredictability of such selection in committees will destroy the occult groups and networks that have captured our establishments.

Apparently, most of the universities have suffered the 'inbreeding' problem in their recruitment; consequently, many meritorious candidates working abroad are often sidelined. From time to time, UGC has devised elaborate rules to bring in meritocracy, but they are defeated by equally elaborate scheming and sharp practice. UGC even started a 'Faculty recharge program' but it failed due to the autonomy of universities. The transparency in recruitment and promotions can be enhanced by using objective criteria like H-index, i-index, instead of the present scheme, which has caused a journal glut. The interviews can be webcast, and all data can be made available online. But unless ordained, universities will not even computerise the clerical processes because it brings along transparency that decreases the arbitrary discretion of administrators. Recently constituted NETF (National Educational Technology Forum) under NEP may facilitate e-Governance in universities.

Most of the Nobel Prizes in Science are won by professors in universities worldwide, but most of the research funding in India is going to research institutes that are disconnected from universities. Sharing research facilities among these institutes also depends on mutual agreements, which further depend on groupism and favouritism. In universities as well, the instruments and resources are underutilised because of such conflicts of interest and identities. There is a need to make explicit arrangements for bringing transparency in the utilisation and sharing of these resources, and it can be done using Information technology. The Govt of India has recently started an ISTEM program, mandated to do such sharing of research facilities, but it is voluntary (*www.istem.gov.in)*. Unless the government makes it compulsory to share research facilities through ISTEM, it can take too long. Institutes in most of the developed countries do not need such explicit and elaborate programs for sharing small local facilities because the value system for reasonable cooperation and meritocracy has already evolved there.

ISTEM has also launched an internship program on 3rd January 2022, aiming to give training opportunities on advanced research facilities to the meritorious students of any college/university. This program can undo the separation of research institutes and universities. The training and practical exposure remain the only crucial part of education because classroom teaching will be phased out by high-quality MOOCs (massive open online courses). Information technology has created an opportunity to undo the separation of education and research in India through virtual training, MOOCs, and ISTEM-internship-like programs. In this rapidly changing scenario of telework culture and industry revolution 4.0, the MOOCs will take over the education market (Raj, 2021).

Summarily, we need to improve our work culture for efficient use of resources and facilitate merit and productivity. Information technology presents an unprecedented opportunity to devise schemes to share resources and bring in transparency and fairness in administration.

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To Our Readers

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

Curricular and Pedagogical Implications of Integrating Indian Knowledge Systems in Education

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It has become a practice of many Indian writers to recall Western figures such as Plato, Aristotle, Smith, and Hippocrates when discussing concepts in education, economics, philosophy, political science, mathematics, and medicine, often overlooking notable contributions from Indian scholars and philosophers. For example, Kautilya's Arthashastra is a classic in political economy, Charaka and Susruta made pioneering advancements in medicine, Aryabhata introduced the concept of zero and described planetary motion, Panini provided a scientific theory of phonetics and grammar through Astadhayai in linguistics, and Bhaskaracharya noted the force of gravity. Indian scholars like Manu, Kautilya, Aryabhatta, Varahamihira, Nagarjuna, and Bhaskaracharya made important contributions to math and science that are still relevant today. However, their work is often not included in school curricula. Albert Einstein appreciated ancient Indians for teaching the world how to count, which is essential for modern science. Moreover, J. Robert Oppenheimer was inspired by the Bhagavad Gita and ancient Sanskrit, demonstrating the worldwide influence of Indian philosophy and wisdom on famous leaders.

From the 6th century BC to the 12th century AD, Indian education flourished, with universities like Takshashila and Nalanda leading as global centres of knowledge. However, repeated invasions disrupted this legacy, leaving India unprepared for the Industrial Revolution and vulnerable to colonial rule. British education policies, influenced by Macaulay, prioritized creating clerks and bureaucrats, sidelining Indian knowledge systems and traditions in favour of Western education. Thus, in the last several centuries, many aspects of Indian knowledge systems have been lost or marginalised, despite their profound contribution to human knowledge. Post-independence, India continues to engage with reclaiming its educational and cultural heritage. While acknowledging the past, the reimagining of Indian education must infuse historical achievements with contemporary and future innovations to build a resilient and relevant system. In this case, the main challenge lies on that the Indian education system lacks traditional Indian knowledge in its curriculum, which disconnects the students from the rich heritage of the country. As an initiative to integrate Indian Knowledge Systems in modern curricula, UGC has established IKS centres that are purposefully functioning on introducing courses on IKS and helping students to understand their heritage while addressing current and future challenges. In this writing, a humble effort is being made to have an overview of Indian Knowledge Systems and the rationale of integrating IKS into modern education, along with different aspects of integrating IKS in the education of India in the curriculum, adopting an analytical approach based on available literature. It urges the need to introduce IKS across all levels of education to promote Indian languages, arts, science, and traditions. Launching new undergraduate and postgraduate programmes in IKS within higher education aligned with NEP–2020 guidelines and the incorporation of innovative teaching -learning and assessment methods for fostering holistic and inclusive education can enable us to preserve our tradition and also to face the present challenges of humanity.

Indian Knowledge System (IKS)

The Indian Knowledge System (IKS), with a rich history spanning 5000 years, is a rich source of evolving knowledge that encompasses a vast corpus where ancient scriptures merge seamlessly with timeless wisdom and traditions. This holistic and systematic framework is deeply intertwined with the cultural and philosophical roots of India. The Indian Knowledge System (IKS) includes knowledge originating from Akhanda Bharata, including insights from oral and literary traditions, including tribal wisdom, organised in a structured framework. It spans diverse disciplines from ancient India, integrating traditions preserved by various communities. It integrates theory and practice, emphasising a holistic learning approach. Comprising *Vidyas* (knowledge) and *Kalas* (skills),

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it reflects a blend of conceptual understanding and practical application, fostering all-rounded development. The Indian Knowledge System (IKS) comprises nine Darshanas, fourteen *Vidyas*, and sixty-four *Kalas,* integrating theoretical, practical, and philosophical knowledge (Patwardhan, 2020). The *Vidyas* include four Vedas, four Upavedas, and six Vedangas, forming the basis of theoretical learning, while the *Kalas* emphasise specialised arts and skills for holistic development. The Darshanas provide diverse philosophical perspectives, with six being *Astika* (based on Vedic authority) and Charvaka, Jaina, and Buddha classified as *Nastika* (non-Vedic). Preserving and enriching this legacy with contemporary relevance is essential to maintaining its significance.

Indian Knowledge Systems & National Education Policy-2020

The Indian Knowledge System (IKS) is a treasure trove of ancient wisdom across diverse fields, vital for preserving cultural identity and innovation. The National Education Policy–2020 (NEP) 2020 emphasises the study of Indian Knowledge Systems (IKS) to explore their contemporary relevance and future innovation potential through rigorous research. It defines IKS as a diverse spectrum of traditional knowledge, cultural practices, and philosophical insights, aiming to integrate them into modern education (NEP 2020 4.27). Key components include *Jnan* (knowledge), *Vignan* (science), and *Jeevan* Darshan (life philosophy), with applications across fields like mathematics, science, astronomy, medicine, linguistics, philosophy, yoga, and more. The policy promotes inclusivity by incorporating tribal and indigenous knowledge, ensuring equitable access to education, and addressing modern challenges. By blending ancient wisdom with modern systems, it seeks to enhance innovation, preserve cultural heritage, and influence sectors like education, arts, law, health, and commerce (NEP 2020).

Rationale of Integrating the Indian Knowledge System

Despite past disruptions, contributions of India to science and technology underscore the need for preservation and innovation. Rooted in values of truth, peace, and love, IKS aligns intellectual, physical, and spiritual growth, fostering well-being. Embracing this legacy can enhance global influence, drive innovation, and shape an inclusive, skill-integrated education system. The rationale for integrating the Indian Knowledge System (IKS) into education lies in its ability to nurture holistic development. Indian Knowledge Systems (IKS) aim to achieve *Vidya* (creation of new knowledge), *Vivek* (wisdom to apply knowledge appropriately), and *Visakhanata* (practical skills for real-world applications). Integrating the Indian Knowledge System (IKS) into modern education may foster holistic, multidisciplinary learning, bridge traditional and modern knowledge, and nurture future-ready innovation, promoting practical, learner-centric approaches aligned with Bloom's Taxonomy. Another vital need of integrating IKS in education is to foster sustainability by promoting ecological practices and resource efficiency among the students, which can enable us to showcase our unique tradition and contribute meaningfully to collective human wisdom. The National Education Policy–2020 has set a clear direction for integrating Indian Knowledge systems into education and research. Indian Knowledge Systems centres are playing a crucial role in this regard.

Indian Knowledge System (IKS) Centres

The Indian Knowledge System (IKS) is an initiative under the Ministry of Education (MoE) at AICTE, established in October 2020. It promotes interdisciplinary research on IKS, preserves its heritage, and integrates it into modern applications across fields like arts, literature, agriculture, sciences, and management. Currently, 32 IKS Centres drive original research, with 75 ongoing projects in areas like metallurgy and urban planning. Over 5200 internships, 50 faculty programs, and 1.5 lakh digitised books highlight its progress. Adopted by 8000+ Higher Education Institutions, the IKS Division collaborates on Vision 2047, aiming to revitalise '*Bhāratīya Gnana Paramparā*'. The primary aim of IKS is to draw from the past and integrate the Indian knowledge systems to solve the contemporary and emerging problems of India and the world by using our ancient knowledge systems represented by an uninterrupted tradition of knowledge transfer and a unique point of view (*Bhāratiyu Drishti*). The Indian Knowledge Systems (IKS) is in action with around 150 institutions incorporating it into their curriculum and offering UG and PG courses. The IKS Division facilitates interdisciplinary research on Indian Knowledge Systems (IKS) across institutions in India and abroad, promoting preservation and societal

applications. Its mission includes creating a database of contributors, a knowledge dissemination portal, and fostering research to address challenges. The division supports research fellowships, financial aid, and the integration of IKS into education. It encourages institutional collaboration, adopts a PPP model for platforms, and forms expert groups to oversee initiatives, driving the promotion and preservation of IKS. Research in IKS is expanding with publications and global collaboration for academic growth and innovation. Around 50,000 students are enrolled in IKS-related courses in higher education institutions (Vageeshan, & Kamalakar, 2025). The Government has actively supported this growth through the IKS division and curriculum workshops, benefitting a number of higher educational institutions. Synchronising with this, schools and colleges are encouraged to offer programmes at various levels-certificate, diploma, undergraduate, postgraduate, and research programmes, including training, ensuring a structured approach to study and promoting the rich intellectual heritage of India, and the successful implementation of such programmes definitely depends on effective IKS-based curricular designing and pedagogical strategies.

Curricular Implications

Indian Knowledge Systems (IKS) are deeply rooted in the cultural, philosophical, and spiritual traditions of India, evolving over thousands of years. The programmes in Indian Knowledge systems are multifaceted, serving to promote knowledge heritage covering diverse fields. There are different approaches to include indigenous knowledge systems (IKS) in formal education. The additive approach introduces IKS contents into existing curricula without major changes, such as including components of Ayurveda in medical science study or exploring traditional agricultural practices like organic farming. In healthcare, components from Ayurveda can be added that emphasise holistic healing through herbal medicine, diet, and lifestyle, as documented in texts like *Charaka Samhita and Sushruta Samhita*. Similarly, Yoga and meditation, known and recognised globally, for its contribution in holistic development and wellbeing, provide non-therapeutic and preventive healthcare solutions which are now offered under different forms of programmes.

Indian contribution in the field of science and technology is primarily seen in the invention of zero, the decimal system, algebra, trigonometry, and calculus, which were made by Aryabhata and Brahmagupta. The transformative approach reshapes learning to align with indigenous perspectives, designing mathematics on *Brahmasphutasiddhanta*, 'Vedic Mathematics', etc.

Curriculum can be enriched by integrating indigenous wisdom with modern advancements, fostering sustainability, innovation, well-being, and cultural integrity. The social action approach connects knowledge with practical applications, encouraging students to use traditional eco-friendly practices for environmental protection, water preservation to tackle modern problems (Singh, 2025). Ancient texts such as Surya Siddhanta and Varahmihir's work provide valuable insights into the field of astronomy, planetary motion, eclipses, and timekeeping. India is also known for its advancement in metallurgy, developing rust-free iron and steel, zinc extraction, etc. These contributions form the foundation for modern mathematics, physics, and engineering. Science curricula can include traditional insights on biodiversity, agriculture, and medicine, along with studying ancient water management systems with sustainability.

Ancient Indian practices for environmental sustainability are reflected in traditional water management measures like step wells, rainwater harvesting, eco-friendly farming, and soil conservation. Similarly, sustainability in architecture and town planning was promoted by Vastu Shastra. These aspects can be integrated into our curriculum to address contemporary environmental challenges.

Social sciences can integrate ethical and value-based traditional approaches in governance, diplomacy, warfare, economic approaches, and institutional management that are reflected in Kautilya's 'Arthashastra'. Values ingrained in ethical decision making, leadership, justice, business ethics in ancient practices can provide new insights to tackle the present value crisis in society.

Indian wisdom is also known for its 64 art forms or skills that hold significant cultural and historical value. Though many of these disciplines are precious today, some have become obsolete or in the verge of extinction. To ensure their survival, it is crucial to preserve, cultivate, and adapt these to modern relevance before they are lost forever. For economic self-reliance through local production, cottage industries, and entrepreneurship, traditional

handlooms, pottery, and handcrafted artifacts can be integrated into the courses.

In language and literature, India is versatile and enriched with classical languages like Sanskrit, Pali, Tamil, Prakrit that are considered a treasure trove of Indian wisdom. Panini's Astadhyayi, the advanced linguistic framework, is being found important in AI applications (Kulkarni, 2025). Such languages and literary resources can contribute to modern literary studies. In language and literature, incorporating classical and folk traditions can foster linguistic competence and cultural awareness.

By integrating ancient traditions with modern education, these courses provide learners with a well-rounded and comprehensive understanding (Mahadevan, et. al. 2022). Effective integration of IKS, however, requires curricular intervention in the form of a foundation course in IKS, integrating IKS components across disciplines, collaboration with the experts of IKS, capacity building of the teachers, etc. The University Grants Commission has issued guidelines to train faculties in Indian Knowledge systems, fostering research and academic engagement as per NEP 2020. Leading institutions like IITs, IIMs, and universities are introducing value-added and elective courses on IKS. The All-India Council for Technical Education (AICTE) has framed policies to introduce IKS as a minor course along with the core courses. The Indian Knowledge System (IKS) enriches fields like Humanities, Engineering, Medicine, Agriculture, and Fine Arts by integrating traditional knowledge with modern subjects such as Chemistry, Physics, and Mathematics. As mandated by the UGC, 5% of course credits focus on IKS to instil pride in the heritage of India while addressing societal challenges through interdisciplinary research in areas like health, neuroscience, and sustainability. The IKS for Sustainable Development cell promotes tribal and indigenous education, aligning traditional wisdom with modern societal needs across disciplines like astronomy, yoga, medicine, and governance. It emphasises Indian languages, arts, and culture, encouraging students to allocate 5% of credits to IKS, half within their major discipline, with courses taught in Indian languages. Faculty training programmes are expected to foster positive attitudes towards IKS among the faculty. Initiatives of IKS centres include induction programs, collaborations with artists, credit-based modular programs on Indian heritage, faculty training, students' internships and practical workshops. Research and innovations in IKS are being supported through grants and interdisciplinary research initiatives. Institutional mechanisms such as IKS and Global Centres of Excellence are being established to promote education and outreach. Besides, skill-based training programmes related to IKS attempted to create employment opportunities, particularly culture-based professions. International cooperations, including ASEAN fellowships and partnerships with global institutions promoting academic cooperation. Universities are also being encouraged to document regional culture and develop curricula highlighting the global glorious past. Existing IKS courses are also coordinated through digital learning platforms (SWAYAM, NPTEL) and ODL for learners across different geographies.

IKS & Pedagogical Implications

The National Education Policy (NEP 2020) emphasises a transformative shift from rote learning to fostering real understanding that aligns with ancient Indian pedagogical approaches that prioritise introspection, questioning, and guided exploration rather than mere transfer of information. Visionaries like Sankardeva, Swami Vivekananda, Rabindra Nath Tagore, J Krishnamurti, and Shri Aurobindo shaped Indian wisdom, advocating for creativity and critical thinking in learning. Ancient Indian pedagogical approaches that are being ingrained in present teaching learning processes are-

Interdisciplinary and Multi-disciplinary Teaching

Ancient Indian pedagogies advocate interdisciplinary and multi-disciplinary learning that is reflected in the integrated knowledge traditions of ancient scholars like Panini, Aryabhata, Bhaskaracharya, and Charaka. In the universities of ancient India, teachings of philosophy, linguistics, mathematics, logic, medicine, and art forms were there were of an interdisciplinary and multidisciplinary nature. The NEP 2020 also emphasises interdisciplinary and multidisciplinary approaches in present education.

Upanishadic Method of Learning

The Upanishadic method of learning encourages inquiry-based learning, debate, dialogue, and self-reflection, fostering critical thinking and wisdom. For example, the dialogue

between Uddalaka and Svetaketu in the Chandogya Upanishad illustrates the exploration of profound concepts through questions and analogies, guiding students towards self-discovery *(atma-vichara)*. This method resonates with questioning and constructivist learning and metacognition, encouraging learners to question their own thought process, leading to self-awareness and deep intellectual engagement, which the policy statements also reflect (NEP 2020).

Guru-Shishya Parampara (Mentorship-Based Learning)

The *Guru-Shishya* tradition, where teachers act as mentors and guides, is being revived in several institutions. It has been observed that Universities and schools are adopting mentorship models, where teachers closely engage with students beyond academic instruction (Sharma, 2021). Institutions like Chinmaya Vidyalaya, Ramakrishna Mission Schools, and IIT Gandhinagar's IKS programs emphasise value-based education and close teacher-student interactions (Singh, 2022).

Buddhist System of Learning

Rooted in monastic traditions, the Buddhist system of learning encourages experiential learning, mindfulness, ethical conduct, group discussion, collaborative and community-based education, fostering holistic and spiritual development. During the Buddhist period, debates and logic were employed to teach controversial topics, using eight types of evidence: Theory, Cause, Example, Parallelism, Contradiction, Evidence, Hypothesis, and Induction. Modern pedagogy benefits from these strategies, especially in socio-emotional learning, character education, and life satisfaction. Thus, the Buddhist system of learning offers a transformative model for contemporary learning.

Swa-Adhayana Vidhi (Self-study Method)

During the Buddhist period, the art of writing was developed, and hand-written manuscripts of important texts were prepared. All the higher educational institutions of that time had libraries containing these manuscripts. This gave rise to the Self-study method of learning, only at a higher level of education.

Shravan-Manana-Dhyan (Listening-Reflection-Meditation) Approach

The ancient *Shravan-Manana-Dhyan* model, which inculcates listening (Shravan), deep reflection (*Manana*), and meditation (*Dhyan*), is being implemented in modern learning environments. Schools such as Sri Sri Ravi Shankar Vidya Mandir and Krishnamurti Foundation Schools have incorporated mindfulness practices, Socratic discussions, and experiential learning into their pedagogy (Joshi, 2023).

Experiential & Hands-On Learning

The Gurukul system of education emphasised learning through real experience, a practice that aligns with modern project-based and vocational education (Ranganathan, 2019). Institutions such as IITs and Ashoka University have integrated experiential research, collaborative learning, and hands-on problem-solving into their academic frameworks (Mukherjee, 2020). This approach was also given importance in the modern education system from primary to higher levels of learning.

Value-Based & Ethical Education

Ethical education, derived from the Bhagavad Gita, Upanishads, and Indian philosophical texts, is now being integrated into modern curricula. At the present time, it is very important to instil value-based and ethical principles among the students, especially among teenagers, for the moral development of the students. Universities like Banaras Hindu University (BHU) and Nalanda University offer courses in Indian ethics, governance, and dharmic studies (Deshpande, 2022).

Prominent Ancient Indian Pedagogy

Imitation (*Anukarana*), repetition (punaravritti), Explanation and Illustration method (*Vyaakhya-Drishtaanta*), (Questioning), Discussion and Debate method (*Vada-Vivaada Vidhi*), Self-Study (*Swa-adhayana*), Demonstration and Practice method (*Pradarshana-Abhayasa*), Educational Tour (*Bhraman*), Storytelling (*Katha Kathan*), Logic method (*Tarka Vidhi*) are some of the teaching strategies that are still relevant and are being used in different forms. In late 20th and 21st-century Indian classrooms, ancient pedagogies like memorisation, mental computation, questioning, and oral repetition are still observed. System.

IKS & Digital Tools

Digital tools, including virtual archives and interactive simulations, further support the preservation and accessibility of Indian Knowledge Systems, making learning more engaging and relevant.

Integrating IKS in Primary Level

The Gurukul system of education, the ancient system of education, incorporated the Indian pedagogy of '*Shravana', 'manana'*, and '*dhyana'*. It emphasises holistic learning, moral values, and discipline that are aligned with Bloom's taxonomy of educational objectives. Learning about Indian knowledge systems from a young age will help children understand their culture, values, and identity. Schools can include traditional ideas in the curriculum and in lessons. At the primary level, students can be engaged directly with local traditional practices through hands-on experiences. Blending of new and old learning builds a strong, culturally rich future. In primary education, traditional wisdom can be integrated with regular courses that can be deliberated through storytelling, peer learning, and outdoor experiences, making learning more engaging. Multilingual learning can be promoted by encouraging the mother tongue and Sanskrit.

Integrating IKS at the Secondary Level

Teaching methodologies based on Indian knowledge systems help in rejuvenating Indian wisdom. Promoting experiential learning, interdisciplinary study, and practical application of IKS in the secondary level school curricula can foster creativity, strengthen identity, and critical thinking among students. As they progress to secondary and higher education, they can explore deeper philosophical ideas and ways of understanding knowledge, building on their foundational learning. Integration of components of Indian knowledge systems in different subjects of study can ensure learning about local traditions, history, folklore, traditional medicine, science, mathematics, arts, music, theatre, and environmental practices rooted in indigenous systems by the students. It can also promote classical and modern Indian languages. Efforts will require to translate traditional texts into modern languages for easy access. Integration of components from Vedas, Upanishads, Gita, '*Panchatantra, 'Hitopadesha*' can provide moral and ethical education to students. Such initiatives can provide holistic and inclusive education to students while preparing them for present challenges.

Integrating IKS at the Higher Education Level

For meaningful integration of Indian Knowledge Systems in higher education, institutions must restructure curricula, pedagogical approaches, and research frameworks methodically. Introducing programme on IKS at the undergraduate level can be designed with two approaches. One approach may be integrating components from IKS across disciplines. Another approach is to design an undergraduate-level programme specifically on IKS. Higher education can integrate Indian Knowledge Systems (IKS) by developing courses and programs that highlight contributions of India across disciplines, from governance (*Arthashastra*) and medicine (*Ayurveda*) to linguistics (Panini's grammar) and logic (Nyaya). Additionally, multilingual teaching can enhance literature, philosophy, and history by including texts in Sanskrit, Prakrit, and regional languages, celebrating India's rich linguistic heritage**.** Agarwal K A & Bagaria L R (2024) designed an undergraduate-level programme on Indian knowledge systems with an interdisciplinary approach that blends theory with practical application, fostering critical thinking, analytical skills, and interdisciplinary research. It provides a structured curriculum aligned with NEP 2020, incorporating diverse teaching methods spanning four years of the curriculum. Graduates can pursue careers in research, academia, cultural organisations, media, policy advocacy, consultation, and entrepreneurship after studying programmes of Indian knowledge systems.

IKS & Teacher Training

Teachers can play a significant role in integrating Indian Knowledge Systems into modern education by adopting culture-responsive teaching methods. Teachers can design a curriculum incorporating contextual examples, interdisciplinary approaches, and multilingualism to connect traditional Indian wisdom with contemporary subjects. Teachers are to transit from content delivery to mentorship, incorporating personalised teaching, storytelling, project-based work, hands-on training, and mentorship models while engaging in lifelong learning. Transition requires workshops focused on dialogue-based learning and experiential methodologies, ensuring inquisitiveness, ethical growth, and self-discovery. Training should also integrate traditional epistemological frameworks like direct experience (*pratyaksha*) and inferred (*paroksha*) experience into modern education, ensuring deeper intellectual inquiry, adopting interactive, technology-driven, and collaborative learning approaches. Teachers must create environments of trust, instil values like ethics and

integrity, and inspire students to embrace curiosity, human values, and creativity. Collaboration with scholars for deeper insights and active participation in course design to ensure authentic inclusion of IKS is equally important for teachers. However, this partnership should honour community property intellectual rights and ensure fair recognition and honorarium for knowledge sharing. By becoming facilitators and mentors, teachers shape students' minds and foster nation-building, evolving into role models and true Gurus (wisdom awakener).

Challenges and Considerations to Effective Integration of IKS

Integrating Indian Knowledge Systems (IKS) faces challenges like a lack of documentation due to oral traditions, rigid educational frameworks, biases against traditional knowledge, and resource constraints. The Indian Knowledge Systems (IKS) emphasise cultural preservation and understanding while integrating ethics, values, knowledge, and understanding. It promotes sustainability through traditional practices, but it can face challenges in balancing modern advancements. Although some texts have been translated and modified for educational purposes, many subjects still lack easy, relevant resources that can effectively link ancient wisdom with modern educational needs. Incorporating indigenous knowledge into education requires avoiding abstraction-recognizing its diversity and evolution, rather than treating it as static. Indian Knowledge Systems should be valued for their adaptability instead of being framed as fixed traditions. Striking a balance between cultural respect and critical examination is challenging, especially with historical marginalisation (Singh, 2025). Integrating traditional knowledge with a modern scientific framework needs careful validation methods that neither dismiss indigenous wisdom nor accept it without scrutiny.

Though IKS is promoting skill development specifically on indigenous knowledge, standardizing instruction and assessment of the same will remain a challenge. Besides, incorporating a multidisciplinary approach across disciplines will require careful and methodical integration for clarity of understanding of the contents. Promoting equity and inclusivity through recognising marginalised knowledge systems can face challenges because of limited resources and trained faculty. Regarding the creation of job opportunities in areas of tourism, Ayurveda, and traditional craft may face the challenge of low demand in the field. In addition to these, though IKS is expected to enhance the global presence of India, its integration with an internationally recognised framework may pose a question in the global employment market. Teacher training and collaboration with indigenous communities are vital for respectful and effective curriculum development. In Assam, integrating IKS can enrich education by incorporating the regional heritage, such as traditional agriculture, native culture, music-dance-art forms, and native plant medicine, fostering appreciation for local culture and ecology. It nurtures educators as cultural and ethical guides, fostering lifelong learning and human capital development. While integration faces challenges like resistance, resource constraints, and maintaining authenticity, it offers immense opportunities for holistic and impactful education.

Effective Strategies for Integrating IKS into Education

Integrating Indian Knowledge Systems (IKS) into education requires strategies like developing curricula in collaboration with local communities, training teachers to teach IKS effectively, involving local knowledge holders to ensure authenticity, and adopting flexible learning models to seamlessly blend IKS with mainstream subjects. Community practitioners, experts should work with academic professionals to create authentic and appropriate study materials, so that indigenous knowledge can be accurately represented and the quality of education too becomes high. It is also important to present the indigenous knowledge within their cultural, historical, and philosophical backgrounds, so that students can understand these in their real sense. Besides, learning materials should be designed to fit with students' age and cognitive abilities to make education more engaging and effective. Learning materials should also be designed to match students' age and cognitive abilities, making education more engaging and effective.

Institutions can drive the implementation of Indian pedagogy by establishing dedicated IKS centres, collaborating with Sanskrit institutions and *Veda Pathsalas* for expert training, and developing certification programs for educators. Faculty orientation programs in traditional learning settings, along with collaborative research initiatives, will strengthen pedagogical transformation. Additionally, curriculum workshops should align modern academic disciplines with traditional

wisdom, ensuring an integrated approach to education. Educators and policymakers are crucial for integrating Indian Knowledge Systems (IKS). Policymakers should create supportive policies and allocate resources for implementation. Educators must raise awareness about IKS based value, engaging students, parents, and communities, while ensuring its integration into curricula.

Potential Benefits and Impacts of IKS Integration on Education

Integrating Indian Knowledge Systems (IKS) into education fosters cultural preservation, instils pride, and ensures continuity of traditions. IKS supports holistic education, integrating spiritual, emotional, and intellectual growth, while involving communities in collaborative and intergenerational learning. Digital technologies, such as virtual repositories and interactive simulations, are offering new ways to preserve and disseminate these traditions in an engaging and systematic way. As knowledge holders age, education provides a way to safeguard wisdom that might otherwise be lost. Validating indigenous knowledge in educational institutions strengthens students' cultural identity and pride, especially for historically marginalised communities. It also promotes intercultural understanding, encouraging all students to appreciate diverse traditions. Thoughtful integration ensures indigenous knowledge is seen as universally valuable while honouring its cultural roots.

Conclusion

Thoughtful implementation of integrating Indigenous knowledge systems enhances academic outcomes, fosters cultural pride, and contributes to global knowledge diversity. Challenges such as resource limitations, teacher preparedness, and knowledge validation can be addressed through collaboration among stakeholders. Successful integration requires balancing respect for traditional wisdom with critical analysis, ensuring neither blind acceptance nor outright rejection. The goal is to develop educational approaches that honour traditional frameworks while engaging them in dialogue with contemporary perspectives, enabling both cultural preservation and knowledge evolution. The enduring teaching and learning heritage of ancient India emphasizes a transdisciplinary education system blending traditional and modern knowledge for global competitiveness. Indian Knowledge Systems (IKS) aim to inspire future luminaries while addressing sustainability challenges through Indian thought and solutions. Integrating IKS requires openness to new ideas, avoiding "self-pride-past-glory," and continuing knowledge pursuit. This approach aspires to contribute to national development and global unity, embodying the ethos of '*Vasudhaiva Kutumbakam'* (the world is one family).

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A New Era of Healthcare: Envisioning India@2047

Vinai Kumar Saxena, Hon'ble Lieutenant Governor of Delhi, delivered the Convocation Address at the 3rd Convocation Ceremony at the North Delhi Municipal Corporation Medical College on September 18, 2024. He said, *"I sincerely wish that you all become Noble Doctors, who, with their clinical acumen, change the misguided perception of some patients about the Health System. Never stop learning, never stop asking questions and never forget that medicine is an art as well as a science practised by doctors. You have to bring to your patients not only technology and training but also humanity, compassion, care and concern."* Excerpts

At the outset, I would like to extend my congratulations and good wishes to the graduating doctors and awardees of the 2016 & 2017 batch of the North DMC Medical College. It is indeed a red-letter day for all present here, especially the parents and students.

The profession of a doctor is one of the most sought-after professions globally. Though each year more than a million students apply for it, only a few make it through the other side.

You have been the scholars of one of the most difficult disciplines in the world and as you walk out of the portals of your alma mater, you will be the practitioners of one of the most difficult and yet the most gratifying and noble professions globally. As you move ahead pursuing your internships, postgraduate and doctoral degrees, I would as an elder like to underline the following for you. **"**Those who suffer need you to be something more than a doctor; they need you to be a healer. And to become a healer, you must do something far more difficult than putting your white coats on."

You will be, as you move ahead, managing, treating, healing and eliminating the sufferings of humankind. Indeed, you will be expected to have God like qualities, despite your being humans. As you go ahead with the healing of human beings, when they are at their most vulnerable, the first thing that you would need to inculcate and enhance is compassion. Let me tell you that a patient hearing on your part and a gentle pat will work as much as the drugs you would prescribe.

The profession that students and faculty of medicine pursue requires, life-long commitment to continuous and constant upgradation, updation and enhancement of knowledge. Practising doctors as well as faculty consistently need to take cognisance of the latest technological advancements and cutting-edge research, and innovation. At the same time, you will have to simultaneously apply these for the benefit of your patients and students. You will be committing your entire careers, if not your lives, to the pursuit of knowledge. Let me tell you, dear friends, this is easier said than done. However, I would like to inspire you with an oft-repeated couplet…

"कौन बताता है समुंदर का रास्ता नदी को....!
जिसे मंजिल का जूनून है वो मशवरा नहीं लेते....!!

ये आपका जूनून था जो आपको कठिन परिश्रम के बाद यहाँ तक ले आया और आगे आपका जूनून ही होगा जो आपको अपनी मंजिल तक पहुंचाएगा.

At this juncture, I would also like to quote one of our greatest philosophers, Swami Vivekananda, and I quote, "Arise, Awake and Stop not till the goal is reached".

Health is among the topmost priorities of the Government of India. Our way forward in the health and medicine sector is going to shape India @2047. A healthy nation is what will ensure the goal of **'**Viksit Bharat', as envisioned by our Prime Minister, Shri Narendra Modi Ji.

While the governments at various levels are doing their best with the available resources, the impoverishing impact of health and medical expenses on the common citizen is concerning. Data suggests that as many as 4 crore people of our country slip into poverty each year due to medical expenses. However, the same, despite challenges, is gradually changing.

Various schemes like the Ayushman Bharat, Jan Aushadhi and Pradhan Mantri Jan Arogya Yojna are playing an instrumental role in correcting this anomaly. At the same time, our Doctors and other Health Professionals in the Public Health infrastructure are playing a yeoman's role despite severe constraints and the volume of patients. I take this opportunity

to call upon the Medical Professionals in the Private Sector in Delhi, to come forward and contribute their own bit, by making the Health Industry think beyond just profits.

India has had a long-standing tradition of serving humanity. It is rooted in our very basic cultural ethos of **सर्वे भवन्तु सुखिनः,सर्वे सन्तु निरामयाः।** As a nation, we have evolved into one of the largest medical reservoirs, with about 600 medical institutions that annually provide more than 90,000 Doctors. We have a Doctor Population ratio of about 1.83 per thousand people, which is better than the WHO standard of 1:1000. However, this is no reason to be happy and complacent. The other side of the same statistics shows grave regional disparities in these numbers. While Delhi has one Doctor for about 330 people, States like Bihar, Haryana, and Jharkhand have one Doctor for around 3,300, 6,000 and 8,000 people, respectively.

To my mind, this is an area of grave concern. While on one hand, it underlines the need to upgrade Medical Infrastructure where it is required, on the other hand, it is also indicative of the increasing load of patients from such areas to places which have better medical facilities. This also leads to a huge burden – financial as well as emotional burden on the already suffering patients and their families.

Even as we wait for an enduring solution to this problem, it should be our endeavour to help, mitigate the problems caused by such imbalances at our levels. In this regard, I applaud North DMC Medical College under MCD for working tirelessly in not only providing services to an estimated population of 11 million but also imparting Medical education.

At this juncture, I would like to turn my attention towards the recent rising trends of violence against doctors and the medical fraternity. Apart from the skirmishes between attendants of patients and doctors and hospital staff, what we witnessed recently in Kolkata at a Medical College, makes our heads hang in shame. While at one level, this could be indicative of degenerating governance and social ethos, on another level, it requires serious introspection and concrete steps that ensure that the guilty are brought to book and such tragedies never happen again.

As young Physicians about to embark on a fabulous journey, you would continue to develop your clinical skills day after day and become fine Physicians, Surgeons and Teachers. On this red letter day of yours, I urge you to hold steady, your child's curiosity and amalgamate it to contribute to academia.

I sincerely wish that you all become Noble Doctors, who, with their clinical acumen, change the misguided perception of some patients about the Health System. Never stop learning, never stop asking questions and never forget that medicine is an art as well as a science practised by doctors. You have to bring to your patients not only technology and training but also humanity, compassion, care and concern. I have, as an elder, my two bits of advice for you.

डिग्रियाँ तो पढ़ाई के खर्च की रसीदें हैं,
ज्ञान वही है जो व्यवहार दर्शाता है.

I would conclude with these words and once again wish the students and the Institution, Godspeed.

Jai Hind.

Dialogue on Security of the Northeast Region in the Changing Global Scenario at Bir Tikendrajit University

Bir Tikendrajit University, Canchipur, Imphal, Manipur, organised a 'Dialogue on Security of the Northeast Region in the Changing Global Scenario' in association with Akhil Bhartiya Sainik Seva Parishad, Manipur, on 5th August, 2025, at its Maharaja Gambhir Singh Memorial Hall in the University in Imphal. It was organised in view of the demand to have such a dialogue on the Security of the Country, particularly of its Northeast region, in the changing global scenario. Lt Gen (Dr.) K Himalay Singh, P.V.S.M, U.Y.S.M, A.V.S.M, Y.S.M, President, ABPSSP, Northeast Region, was the Chief Guest, while Lt. Gen L.N. Singh, VSM (BAR), presided over it. Dignitaries participating in the dialogue were Dr. Anupam Mishra, Vice Chancellor, Central Agricultural University, Imphal, Col. R.K. Shrivastav, SM (Veteran), National Security Analyst, Col Shantikumar Sapam, Security Analyst, Northeast Region, Man. Pradip Joshi Ji, Akhil Bhartiya Sah Prachar Pramukh, Rastriya Swayamsevak Sangh (RSS).

Lt. Gen. (Dr.) K. Himalay Singh (Retd) showed concern relating to the grievances of the people of the Northeast and opined that the present Government in the centre, which emphasises Look East policy, must take effective steps to address these grievances of the people of the Northeast. He observed that the present scenario in the northeast region is volatile due to American dominance over Myanmar and other countries in Southeast Asia. China, being the neighbour, does not like the dominance of America, and its geopolitical activities are making this region very vulnerable. Lt Gen. K.H. Singh cited the 'Great Game', which was played by the then superpowers before the First and Second World Wars. Lt. Gen. K.H. Singh observes that China is playing a similar Great Game in Myanmar, where it is keeping the Military Junta and its rival ethnic groups happy by supplying Arms and Ammunition to both. Lt. Gen. Singh further expressed that the conflict in Myanmar amongst the ethnic groups is having a side effect on Manipur also, since those ethnic groups in Myanmar have their cousins amongst the ethnic groups in Manipur. Lt. Gen. Singh suggested that the Central Government must come up with a stronger policy so that neighbours of the Northeast region, namely Myanmar, Bangladesh, behave ethically, and at the same time, he suggests that India should have a brotherly term with Nepal and Bhutan. He suggested that the nation in general and the people of the northeast region in particular should stand unified to address the threats to the security of the region that are looming large alongside the international borders of the entire northeast region.

In his speech, Dr. Anupam Mishra, Vice Chancellor, Central Agricultural University, Imphal, while expressing his concern on national security, said that cyberwar, bioweapons, and water bombs are some of those elements that are destroying civic society. He further stated that we need to safeguard the diverse cultures and biodiversity of our country. If we succeed in safeguarding them, then the entire northeastern region, which represents more diverse cultures and biodiversity, will feel secure in all respects. Taking advantage of these diverse cultures of the northeast, which time to time give rise to ethnic clashes between the communities residing in this region, neighbouring countries like Bangladesh, Myanmar, and China, with their sinister covert aggression, are making this entire region vulnerable. China has also been keeping an eye on this rich biodiverse environment of the region for the last several years and has been making dams over the Brahmaputra on its territory to keep this entire northeast region inundated most of the time and to keep the river dry when the region would need plenty of water during dry season for paddy and other cultivation.

Col. R. K. Srivastav, SM (Veteran), applauded the Indian Army for its successful operation under the aegis of "Operation Sindoor". This "Operation Sindoor" invoked the Matri Sakti, i.e. Women's power amongst our mothers, sisters, and daughters with a blanket immunity that Pakistan never would dare to undertake any kind of misadventure, the one that it tried in Pahalgam on 22nd April,2025.

While talking on the borders that exist between India and China, he informed that the Mac Mahon line is an imaginary line deceitfully drawn by the Britishers to keep India busy fighting China to safeguard its borders that it shares with it. He appreciated the people of Manipur for enriching the Indian Armed Forces with so many soldiers whose heroic mindset is an example being followed by their counterparts serving in the armed forces. He appreciated the role of Assam Rifles and BSF, which are standing as a shield in border areas along the Sino-India and Indo-Bangladesh borders, as well as the borders that India shares with Myanmar.

Col. Shantikumar Sapam (Retd), expressed his concern that there is a drastic change in the demography of this region, mainly because of the influx of foreigners through the Porus Indo-Bangladesh border that runs across this region. Col. Sapam urges the people of this region, particularly of Manipur, to stand united, forsaking all the conflicts that exist between the indigenous people of the state. Furthermore he defined the ethnic conflict that is going on in Manipur anthropologically, and wishes that people of Manipur irrespective of their ethnic classes must be a part with their other Indian counterparts by improving their per capita income which is found to be lowest in Manipur, Since this data depicts the economic disparity that exists between them and their counterparts in other states, it could be reduced by the Center with its Look East policy ensuring that stability of this region no more remains a far cry. Col. Sapam further emphasised that unless the National Register of Citizens (NRC) is implemented in its true sense of the term, the volatile situation prevailing in the northeastern region cannot be avoided.

Pradip Joshi Ji from Akhil Bhartiya Sah Prachar Pramukh, with his considerable knowledge on socio-economic and geopolitical conditions of the entire region, appreciated Bir Tikendrajit University for organising the dialogue on "Security of the Northeast Region in the Changing Global Scenario". He reaffirmed that this northeast region remained invincible until the British came here, not in the shape of invaders but with a charter that clandestinely vindicated to keep this region unstable forever. The might of the Rulers and the Generals of this region did not let the infamous invaders like the Mughals invade this region despite their mighty attempts to spread their empire in the region. He lamented that all earlier governments in the Center all along treated this region with a step-motherly attitude, but the present Government in the Center, since it was voted to power in the year 2014, this region and its people no longer feel alienated from the mainland of the Country. Thanks to the Ministry of Development of North Eastern Region (DONER), the development in this region found strength in the Look East policy as advocated by Hon'ble Prime Minister Shri Narendra Modi. Now, the connectivity of this region with surface, airways, and waterways has gone through a historical change; hence, no one has to wait for 9 hours to reach Pasighat from Itanagar, as the new connectivity ensures their arrival in Pasighat from Itanagar within 3 hours only. He further stated that the youth of the region should be encouraged to recognise their strength to ensure economic growth of the region through their academic and professional enterprises.

The dialogue was well coordinated by Dr. J.P. Sharma, Pro-Chancellor of the Bir Tikendrajit University, Canchipur, Manipur, with the due support of Col. Robindro Sharma, Gen Secretary, ABPSSP, Manipur. Dr. J.P. Sharma gave a Vote of thanks.

National Seminar on Gender-specific Lingo, Identity, and Informal Communication

A two-day National Seminar on 'Gender-Specific Lingo, Identity, and Informal Communication in University Spaces: A National, Transdisciplinary Inquiry' is being organised by the Department of German Studies, Faculty of Arts, Banaras Hindu University, Varanasi, Uttar Pradesh, from September 18-19, 2025. The research scholars and academicians across a wide range of multidimensional and multidisciplinary fields, including Sociology, Geography, Psychology, Political Science, History, Economics, Anthropology, Mass Communication, Language and Culture, and Linguistics, may participate in the event.

In recent years, with the rise of social media, online activism, and AI-driven communication, the nature of student interaction has changed rapidly. Informal language is now circulated

across digital platforms in ways that tend to blur the lines between the private and the public, the humorous and the political, the personal and the collective. By studying such shifts, the Seminar seeks to highlight how informal speech is not just reflective of youth culture, but is actively constitutive of it. The Subthemes of the event are:

- Youth Language and Gender Identity in a Multicultural Context.
- From Slang to Literature: Youth Language in Contemporary Texts and Films.
- Meme Talk and Digital Expression on Campus in India and Germany.
- Multilingual Campuses: Everyday Code-Switching in Indian and Foreign Languages.
- Gender-specific lingo in the Classroom.
- Migrant Youth, Multilingualism, and German Intercultural Literature.
- Language of Protest and Student Movements around the World.
- Gendered Language in German and Indian Academic Culture.
- Humour, Sarcasm, and Informal Power Dynamics.
- Caste and Class in Everyday Speech.
- Queer Voices and Linguistic Creativity Globally.
- Chat Apps, AI, and Campus Conversations.
- Slang and the Challenges of Translation.
- Documenting the Unspoken: Ethics in Informal Language Research.
- Language, Emotion, and Coping in University Life.
- Regional Flavours: Mapping Youth Language Across India and Germany.
- Echoes of Empire: Colonial Traces in Slang.
- Surveillance, Free Speech, and Digital Youth Spaces.
- Youth Language and Culture in the 21st Century.
- Language Transition from Millennials to Gen Zs.

For further details, contact the Organising Secretary, Dr. Gitanjali Singh, Department of French Studies, Faculty of Arts, Banaras Hindu University, Varanasi–221005, Uttar Pradesh, E-mail: *gitanjalifr@bhu.ac.in /german.bhu@gmail.com.* For updates, log on to: *https://www.bhu.ac.in)*

International Conference on Digital Health, Artificial Intelligence, Machine Learning, and Viable Emerging Technologies

A two-day International Conference on 'Digital Health, Artificial Intelligence, Machine learning, and Viable Emerging Technologies' is being jointly organised by the Tata Institute of Social Science, School of Health Systems Studies & Centre for Library and Information Management Studies from November 28-29, 2025. The event aims to bring together healthcare professionals, researchers, technologies, and industry leaders to explore the transformative impact of AI, ML, VR, and AR in healthcare. The event will highlight innovative applications, discuss emerging trends, and address the challenges and opportunities in digital health. The themes and subthemes of the event are:

Digital Transformation, Virtual and Augmented Reality in Predictive Medication for Healthcare Providers

- Disease Detection in Advance.
- Risk Identification and Stratification.
- Customised Treatment Plans for Different Categories of Patients.
- Epidemic Outbreak Hospital Admission and Readmission.
- Drug Response and Compliance.
- Genomic Medicine and Outcome Prediction.
- Mental Health and Outcome Prediction.
- Predictive Modeling for Disease Risk Assessment.
- Early Detection of Diseases Using AI Algorithms.

AI and ML Applications in Hospital and Health Service Management

- Operational Efficiency Optimisation.
- Predictive Analysis for Resource Allocation.
- Supply Chain Management.
- Fraud Detection and Compliance.
- Integration of Care Across Providers, Administrative Decision Support and Enhancement.

- Patient Support, Engagement, and Communication.
- Workforce Analysis, Training, and Development
- Workforce Performance Monitoring and Productivity Measurements.
- Quality Improvement and Quality Assurance.
- Financial Management, Cost Control, and Optimisation.

Virtual and Augmented Reality in Clinical Decision-making

- Suggestions and Solutions - Evidence-based Support.
- Tools for Diagnostic Support.
- Patient Outcome Monitoring and Predicting.
- Optimising the Treatment Pathway.
- Integrating and Enhancing Clinical and Nonclinical Collaboration.
- Legal and Practices of Decision-Making in Hospital and Healthcare Settings.
- Wearables And Remote Health Monitoring
- AI and VR in Diagnostic Imaging.
- Emerging Digital Health Technologies such as Telemedicine, Remote Monitoring, Robotics, and AI for Patients, Service Providers, Clinicians, and Policy Makers.
- IoT-assisted Wearable Sensor Systems, AI, and Blockchain.

Digital Transformation in Patient Data and Diagnostics in Different Types of Healthcare Settings in India

- Data Analysis and Interpretation, Customisation, and Automation.
- Continuous and Real-time Monitoring and Altering.
- Medical Imaging Services Management and Interpretation.
- Personalised Care Services- predictive Analysis.
- Data Integration and Holistic Patient Videos Remote Healthcare Services Over.
- Telemedicine, Diagnostics, and Local Treatment Services.
- Natural Language Processing for Clinical Notes, Genome and Precision Medicine, Diagnostics, and Local Treatment Services.
- Chronic Condition Management Monitoring.
- Cybersecurity, Ethics, and Legal Aspects of Data Management.

For further details, contact Organising Secretary, School of Health Systems Studies, Tata Institute of Social Science, Mumbai, Maharashtra-400011, E-mail*: healthinformatics@tiss.ac.in.* For updates, log on to: *https://ceaimldht.tiss.edu/*

National Conference on Critical Metals

A three-day National Conference on 'Critical Metals: Recycling, Innovation, Separation and Processing' is being organised by the Department of Fuel Minerals and Metallurgical Engineering, Indian Institute of Technology, Indian School of Mines (ISM) Dhanbad, Jharkhand from October 13-15, 2025. The researchers, academicians, mining, mineral and metallurgical engineers, scientists and sustainability experts, industry professionals and e-waste recyclers, policy makers, and students may participate in the event.

The accelerating global transition towards clean energy, digitalisation, and advanced manufacturing has intensified the demand for critical metals - lithium, cobalt, rare earth elements, nickel, and more. These elements power the future: from EVs and wind turbines to aerospace and electronics. India, recognising the strategic importance of these resources, has launched the National Critical Minerals Mission to enhance domestic exploration, forge global partnerships, and build sustainable, resilient supply chains. Global efforts toward resource security, responsible mining, and innovation in recycling underscore the urgency for collaborative platforms that address the full lifecycle of critical metals. The Themes of the event are:

- Identification, Exploration and Characterisation of Critical Minerals.
- Beneficiation of Critical Minerals.
- Critical Metals Extraction from Primary and Secondary Resources.
- Advanced Separation and Purification Techniques.

- Value Addition and Alloy Development.
- Role of AI and Automation in Critical Metals Exploration and Extraction.
- Environmental Impact and Lifecycle Analysis.
- National Policy and Regulatory Framework on Critical Metals.
- Future Trends and Opportunities in Critical Metals.

For further details, contact the Convenor, Department of Fuel Minerals and Metallurgical Engineering, Indian Institute of Technology, Indian School of Mines (ISM) Dhanbad, Jharkhand-826004, Mobile No: 09304603155 / 08754510216, E-mail : *crisp2025@iitism.ac.in.* For updates, log on to: *https://people.iitism.ac.in/~crisp2025/*

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AIU Congratulates Prof. Akhilesh Mishra!

Prof. Akhilesh Mishra, Principal, Shambhu Dayal PG College, Ghaziabad, Uttar Pradesh, took over as the Chairman, National Institute of Open Schooling on July 22, 2025. A Doctorate in Economics from Jawaharlal Nehru University, New Delhi, Prof. Mishra has more than three decades of rich teaching experience at undergraduate and postgraduate levels, specialising in Banking and Finance, Econometrics, Development Economics, and International Economics.

He has delivered more than 50 research presentations at prestigious national and international platforms, including the IIFT Conference on 'Empirical Issues in International Trade and Finance' and global academic meets. His publications in UGC CARE-listed journals address critical themes such as financial sector reforms, banking inclusion, Indo-African trade, globalisation, women entrepreneurship, and skill development. He has successfully led two ICSSR-sponsored major research projects as Principal Investigator and Co-Principal Investigator, with notable contributions to policy evaluation in education and economic development. Prof. Mishra has enriched his expertise through advanced training at IIT Delhi, Azim Premji University, University of Oxford collaborations, and UNICEF. Skilled in econometric and statistical tools such as EViews, SPSS, SAS, DEA, Gretl, Statistica, and HDM-IV, he blends research rigour with applied policy insight.

Prof. Mishra served several government organisations as a Member, Peer Team and General Council, NAAC, Member, Governing Body, Shyamlal College, University of Delhi, Member, Academic Council, IGNOU, Member, Executive Council & Board of Studies, CCS University, Meerut, etc. He also served as a UGC Nominee, Finance Committee, Academy of Maritime Education and Training, Chennai. Apart from this, he is a lifetime member of the Indian Econometric Society, the Indian Economic Association, and the Indian Society of Labour Economics.

Prof. Mishra worked with leading publishers, including Springer, and contributed to works on the Fourth Industrial Revolution, Gandhian Economic Thought, and International Trade.

Through his visionary leadership, research excellence, and dedication to inclusive education, Prof. Mishra continues to shape economic policy discourse, strengthen the quality of higher education, and expand access to learning through open and distance education.

AIU congratulates Prof. Akhilesh Mishra on his new appointment and wishes him great success in his new office!

THESES OF THE MONTH

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

Commerce

1. Bhutani, Surinder Kumar. **Mobile banking: Enablers, inhibitors and its impact on financial inclusion in rural India (A study of selected districts of Haryana State)**. (Prof. Ashok Kumar), NICE School of Business studies, Shobhit University, Meerut.

2. Goyal, Puja. **An empirical study of financial performance of selected banks in India (With special reference to private sector banks)**. (Dr. Meenakshi Anand), Department of Financial Studies, IIS University, Jaipur.

3. Macwan, Erica Ankur. **An empirical study on strategic management of dark emotions among the students of higher education in the State of Gujarat**. (Dr. G P Japee), Department of Commerce, Gujarat University, Ahmedabad.

4. Poonam. **A critical evaluation of financial inclusion through Pradhan Mantri Mudra Yojna in Haryana**. (Dr. Kuldeep Singh Chhikara), Department of Commerce, Maharshi Dayanand University, Rohtak.

5. Sachin. **A comparative study of financial performance of Indian companies backed by and not backed by private equities**. (Dr. Shakti Singh and Dr. Sanjiv Kumar), Department of Commerce, Maharshi Dayanand University, Rohtak.

6. Samee ul Bashir. **Emotional intelligence and employee creativity linkages in hospitality sector of Jammu & Kashmir: Testing the mediating role of transformational leadership**. (Prof. Nazir Ahmad Nazir), Department of Commerce, University of Kashmir, Srinagar.

7. Shah, Muzafar Ahmad. **Testing the predictive power of capital asset pricing model in the Indian stock market**. (Prof. Khursheed Ahmad Butt), Department of Commerce, University of Kashmir, Srinagar.

8. Solanki, Kirtikumar Rajeshbhai. **Impact of Foreign Direct Investment and Foreign Institutional Investment on gross domestic products of India**. (Dr. Seema Hariramani), Department of Commerce, Gujarat University, Ahmedabad.

9. Sonia. **Issue and challenges of commodity market in India**. (Dr. Tilak Raj), Department of Commerce, Maharshi Dayanand University, Rohtak.

10. Swain, Bapuji Charan. **Management of stress among bank employees: A comparative study between public and private sector bank**. (Dr. Himanshu Agarwall Dr. Sanjeeb Kumar Jena), Kalinga Institute of Industrial Technology, Kalinga Institute of Industrial Technology, Bhubaneswar.

11. Vora, Robin Nalinbhai. **A comparative financial analysis of selected listed non-banking financial companies in India**. (Dr. B A Lakhani), Department of Commerce, Gujarat University, Ahmedabad.

Economics

1. Daoun, Abdulkarem. **Biodiversity and sustainable livelihoods: A shift from conflicting scenario to symbiotic possibilities with special references to Mangalajodi Wetland in Odisha, India**. (Dr. Damodar Jena), KIIT School of Rural Management, Kalinga Institute of Industrial Technology, Bhubaneswar.

2. Himadhar, Manikchand. **Gramin arthvyavastha ke vikas mein Suraji Gaon Yojana kee bhumika ka adhyayan: Chhattisgarh Rajye ke Koriya Jile ke vishesh sandarbh mein**. (Dr. Ranjana Nilima Kachhap), Department of Economics, Sant Gahira Guru Vishwavidyalaya, Chhattisgarh.

Education

1. Atwal, Archna. **Madhyamik shikshakoan kee shikshan dakshtaoan ke sandarbh mein unke mulyoan evam vyavsaik abhivriti ka adhyayan**. (Dr. Shail Dhaka), School of Education, Shobhit University, Meerut.

2. Baishya, Bhabani. **A Study on dimensions of value-pattern in relation to family environment and socio-economic status of B.Ed. students**. (Dr. Bonnie Amonge Crerar), Department of Education, Assam Don Bosco University, Guwahati, Assam.

3. Das, Sanjay. **Effectiveness of constructivist approach on the cognitive competencies of upper-primary school going learners in science: An experimental study**. (Dr. K C Kapoor), Department of Education, Assam Don Bosco University, Guwahati, Assam.

4. Fatima, Nazneen. **Professional ethics, teaching competence and job satisfaction of secondary school teachers of Ladakh**. (Dr. Mohammad Iqbal Mattoo), Department of Education, University of Kashmir, Srinagar.
5. Goyal, Ankit. **A study of academic achievement of senior secondary school students in relation to their meta-cognition, self confidence and peer pressure**. (Dr. Jitender Kumar), Department of Education, Maharshi Dayanand University, Rohtak.
6. Gupta, Kalpana. **Study on psychosocial problems faced by the teenage children of working and non working mothers with reference to Ghaziabad District of Uttar Pradesh**. (Prof. Dharam Singh Hernwal), Department of Education, Arunachal University of Studies, Namsai.
7. Mathew, Asha M. **Enhancement of creative thinking among standard IX students through teaching of English**. (Prof. Ashutosh Biswal), Department of Education, M S University of Baroda, Vadodara.
8. Mihim, Liza. **A study of girls education at secondary level in Papum Pare District of Arunachal Pradesh**. (Dr. Dinachandra Singh Chingakham), Department of Education, Arunachal University of Studies, Namsai.
9. Mukker, Tapasaya Raj. **A study of self-esteem, academic motivation and procrastination of secondary school students with respect to their psychological well-being**. (Dr. Shail Dhaka), School of Education, Shobhit University, Meerut.
10. Padhan, Malyani. **A study on teacher leadership practices of secondary school teachers of Bargarh District in Odisha**. (Prof. Sujata Srivastava), Department of Education, M S University of Baroda, Vadodara.
11. Pathak, Chandrang. **Situating constructivist strategies in lecture: An exploration in pedagogy of science at secondary level**. (Prof. R C Patel), Department of Education, M S University of Baroda, Vadodara.
12. Rajoriya, Pavan Kumar. **Madhyamik istar ke vidhyarthiyoan ke sav- niyantaranadhigam par chayenit yogik abhyasoan aur swadhyaye ke prabhavoan ka adhyayan**. (Dr. Prijma Jhare), Department of Education, Dev Sanskriti Vishwavidyalaya, Hardwar.
13. Vora, Sagar Kanubhai. **Identification of difficulty level of the content unit of physics of standard eleven and effectiveness of flipped classroom program of the difficult units**. (Dr. Nidatt P Barot), Department of Education, Saurashtra University, Rajkot.

Home Science

1. Karel, Archna. **Nutritional and phytochemical analysis of Clitoria Ternatea, Hibiscus Rosa-Sinensis, Nyctanthes arbor-Tristis and development of their infusions as beverages**. (Dr. Gargi Saxena), Department of Home Science, IIS University, Jaipur.

Journalism & Mass Communication

1. Ganie, Waseem Ahmad. **Post 2011 Syria through television documentaries: A study**. (Prof. Malik Zahra Khalid), Department of Media Education Research Centre, University of Kashmir, Srinagar.
2. Rana, Kunwar Mahendra Pratap Singh. **Samkaleen Dainik Hindi samachar patroan kee bhasha: Ek adhyayan**. (Dr. Ajay Bhardwaj), Department of Journalism & Mass Communication, Dev Sanskriti Vishwavidyalaya, Hardwar.

Law

1. Batra, Mehak. **International legal framework for prevention of vessel sourced marine pollution: A critical study of Indian Ocean**. (Dr. Mohd Imran), School of Law and Constitutional Studies, Shobhit University, Meerut.
2. Khan, Gulafroz. **E commerce and consumer protection in cyberspace: An analysis emerging legal issues**. (Prof. Mushtaq Ahmad Dar), Department of Law, University of Kashmir, Srinagar.
3. Prasanna, S. **Socio-legal perspective of Vitriolage: A gender based violence**. (Prof. Gowri Ramesh), Department of Law, The Tamil Nadu Dr Ambedkar Law University, Chennai.
4. Rajalakshmi, K. **Law relating to mental health with reference to workplace depression: A critical study**. (Dr. A Raghunatha Reddy), Department of Law, The Tamil Nadu Dr Ambedkar Law University, Chennai.
5. Sharan, Shelly. **Right to privacy and data protection in India: Changing scenario in personal jurisprudence**. (Dr. Surender Singh Dahiya), Department of Law, Maharshi Dayanand University, Rohtak.
6. Shivakumar, P R. **Changing dimensions of separation of powers under the constitution of India: An analytical study**. (Prof. V Balaji), Department of Law, The Tamil Nadu Dr Ambedkar Law University, Chennai.
7. Vikash. **Social inclusion and equality for transgenders in India: A Jurisprudential approach to legislative framework**. (Dr. Kavita Dhull), Department of Law, Maharshi Dayanand University, Rohtak.

8. Wilfer, G S Geraj Vinoth. **Green building regulatory framework for sustainable urban development: An agenda for model law**. (Dr. D Gopal), Department of Law, The Tamil Nadu Dr Ambedkar Law University, Chennai.

Library & Information Science

1. Chavan, Kailas Narsing. **A study of students behaviour for seeking information through learning resources with special reference to MBA/ MMS colleges affiliated to University of Mumbai**. (Dr. Mayank Trivedi), Department of Library and Information Science, M S University of Baroda, Vadodara.
2. Kamble, Sangeeta Sahebrao. **A study on administration of e-resources in management libraries of Mumbai Metropolitan City**. (Dr. Mayank Trivedi), Department of Library and Information Science, M S University of Baroda, Vadodara.

Management

1. Agarwal, Vishal. **A study on consumer buying behaviour and satisfaction towards real estate industry in Meerut District**. (Dr. Anuj Goel), NICE School of Business studies, Shobhit University, Meerut.
2. Ahlawat, Sapna. **Influence of job embeddedness on turnover intentions in IT sector**. (Dr. Sapna), Faculty of Management Science & Commerce, Maharshi Dayanand University, Rohtak.
3. Ahuja, Kapil. **ESG indices and conventional stock market indices: A comparative analysis in select economies**. (Dr. Ekta Rani), Faculty of Management Science & Commerce, Maharshi Dayanand University, Rohtak.
4. Chandwani, Manish. **An evaluation of the effectiveness of the performance appraisal system in private universities: A case study of Madhya Pradesh**. (Prof. Sunil Mishra), Faculty of Management Studies, Medi-Caps University, Rau, Indore.
5. Das, Amit. **Implications of gig talent ecosystem on future of work, workforce & workplace in Indian organizations**. (Dr. Shradha Padhi), KIIT School of Rural Management, Kalinga Institute of Industrial Technology, Bhubaneswar.
6. Das, Shusrisangeeta. **Climate change effects on tribal livelihoods and adaptive capacity: A study of a tribal group in Keonjhar District of Odisha**. (Dr. Damodar Jena), KIIT School of Rural Management, Kalinga Institute of Industrial Technology, Bhubaneswar.
7. Derashri, Isha. **Millennials' perception on green human resource management and its impact on their engagement (With special reference to IT sector in India**. (Dr. Aditi Jain), Department of Management Studies, IIS University, Jaipur.
8. Gupta, Anjali. **Exploring the dimensions of green human resource management practices and its influence on organizational performance**. (Dr. Sapna), Faculty of Management Science & Commerce, Maharshi Dayanand University, Rohtak.
9. Mishra, Chhayakanta. **Sustainability of agricultural livelihoods among marginal and small farmers in a mining contexts of Odisha: An empirical inquest in Sundargarh District**. (Dr. Damodar Jena), KIIT School of Rural Management, Kalinga Institute of Industrial Technology, Bhubaneswar.
10. Mishra, Pallavi. **Consumer buying behaviour towards online shopping in Odisha**. (Dr. Abhishek Kumar), KIIT School of Management, Kalinga Institute of Industrial Technology, Bhubaneswar.
11. Monika. **Role of digital marketing in customer engagement and business development**. (Dr. Kavita), Faculty of Management Science & Commerce, Maharshi Dayanand University, Rohtak.
12. Saini, Shweta. **Impact of social media influencers on brand image in premium cosmetics market**. (Dr. Rohit Bansal), Faculty of Management Science & Commerce, Maharshi Dayanand University, Rohtak.
13. Sarah, Dilip. **Maharishi Arvind Ashram ke prabandhan tantre ka vishleshnatamak adhyayan**. (Dr. Usha Jaiswal), Department of Management, Dev Sanskriti Vishwavidyalaya, Hardwar.
14. Sarita. **The influence of mindfulness and emotional intelligence on job satisfaction: A study of IT sector**. (Dr. Priyanka Yadav), Faculty of Management Science & Commerce, Maharshi Dayanand University, Rohtak.
15. Tamanna. **Customer value, trust and attitude as predictors of behavioural intentions: A study of online grocery shopping market**. (Dr. Pratibha Bhardwaj), Faculty of Management Science & Commerce, Maharshi Dayanand University, Rohtak.
16. Thapar, Sanjay. **A study the roll of adventure activities in promoting tourism in selected states of Northern India**. (Dr. Abhishek Kumar), NICE School of Business studies, Shobhit University, Meerut.

Physical Education & Sports

1. Baraiya, Sureshkumar Vaghabhai. **Effects of students psychological factors and educational achievements by the difference kinds of training of meditation**. (Dr. Kamleshkumar Patel), Department of Physical Education, Gujarat Vidyapith, Ahmedabad.

2. Batham, Lalima. **Effectiveness of amrit varsha dhyana by Pandit Shriram Sharma Acharya on emotional intelligence, happiness and general well being**. (Dr. Swarnakala Singh), Department of Yogic Science and Human Consciousness, Dev Sanskriti Vishwavidyalaya, Hardwar.

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

4. Dervaliya, Rameshbhai Dhirubhai. **Study of the effect of Surya Namaskar training on movement patterns**. (Dr. Geetabahen Patel), Department of Physical Education, Gujarat Vidyapith, Ahmedabad.

5. Desai, Jaydeep Khodabhai. **Comparative study of selected anthropometric, psychological and physiological variables of Basketball male players of different levels**. (Dr. Niraj Silawat), Department of Physical Education, Gujarat Vidyapith, Ahmedabad.

6. Kureshi, Asif Dilavarbhai. **Effects of yoga and calisthenics activity on health related ability and physiological component**. (Dr. Dalsangbhai Chaudhary), Department of Physical Education, Gujarat Vidyapith, Ahmedabad.

7. Makwana, Vishalkumar Dhanjibhai. **Study of the effects of yoga and aerobic training on health-related physical fitness and body composition aspects of overweight students**. (Dr. Arvind Rami), Department of Physical Education, Gujarat Vidyapith, Ahmedabad.

8. Rathava, Aminabahen Kunvarsing. **A comparative study of psychological aspects of employees working in police department**. (Dr. Jagadishchandra K Savalia), Department of Physical Education, Gujarat Vidyapith, Ahmedabad.

9. Reena. **Comparative study of government and non-government sports academies of Haryana**. (Dr. Bhagat Singh Rathee), Department of Physical Education, Maharshi Dayanand University, Rohtak.

10. Vala, Maheshbhai Ranabhai. **Urine creatinine level: A performance predictor in athletes and effect of creatinine level and explosive speed training on speed, agility and explosive strength**. (Dr. Jagadishchandra K Savalia), Department of Physical Education, Gujarat Vidyapith, Ahmedabad.

11. Verma, Shilpi. **Effect of pranakarshan pranayam on brain wave-with special reference to ancient and modern concepts of Prana**. (Dr. Manorama Nikhra), Department of Yogic Science and Human Consciousness, Dev Sanskriti Vishwavidyalaya, Hardwar.

Political Science

1. Atolia, Anju. **Mobilization of women for legal reforms in 21st century: A study of socio-political movements in India**. (Dr. Deepshikha Parashar), Department of Politics and International Relations, IIS University, Jaipur.

2. Ghritlahre, Saraswati. **Chhattisgarh kee rajniti mein pratipaksh daloan kee bhumika**. (Dr. Ambika Prasad Verma), Department of Political Science, Sant Gahira Guru Vishwavidyalaya, Chhattisgarh.

3. Wani, Janib Mohd. **Disability rights, state policies and their implementation in Kashmir: A case study of District Anantang**. (Dr. Aijaz Ashraf Wani), Department of Political Science, University of Kashmir, Srinagar.

Psychology

1. Bandana Kumari. **Kaamkaji aur gair kaamkaji mahilaoan ke aatam vishwas aur samman jeevan ke tushti ka adhyayan**. (Dr. Santosh Vishvkarma), Department of Psychology, Dev Sanskriti Vishwavidyalaya, Hardwar.

2. Devchoudhury, Supriya. **Academic stress, personality traits and coping strategies of undergraduate students**. (Dr. James D and Dr. Maria Choudhury), Department of Psychology, Assam Don Bosco University, Guwahati, Assam.

3. Singh, Vidya. **A study of the effect of practice of mindfulness and swadhyay on psycho-immunity of adolescents**. (Dr. Hemadri Sao), Department of Psychology, Dev Sanskriti Vishwavidyalaya, Hardwar.

4. Tripathi, Shradhanjali. **Role of 'Gaytri Mantra Meditation' on psychological distress, psychological capital, and mindfulness state among young adults**. (Dr. Santosh Vishvkarma), Department of Psychology, Dev Sanskriti Vishwavidyalaya, Hardwar.

5. Verma, Pooja. **Subjective well being in adolescence: The role of gratitude, optimism and religiosity**. (Prof. Poonam Devdutt), Centre for Psychology and Human Behaviour, Shobhit University, Meerut.

Sociology

1. Dutt, Baleshwar. **Contemporary farmers' movement in Haryana: A sociological study**. (Dr. Des Raj), Department of Sociology, Maharshi Dayanand University, Rohtak.

2. Nazar, Mudasir Ahmed. **A sociological study of children of broken families in Srinagar**. (Prof. Aneesa Shafi), Department of Sociology, University of Kashmir, Srinagar.

3. Neeraj. **Runaway marriages in Haryana: A sociological study of safe homes**. (Dr. Des Raj), Department of Sociology, Maharshi Dayanand University, Rohtak.

Tourism & Hospitality Services

1. Agarwal, Prachi. **Impact of nature-based health tourism in Uttarakhand with special reference to Rishikesh and Haridwar: A critical study**. (Dr. Arunesh Parashar), Department of Tourism Management, Dev Sanskriti Vishwavidyalaya, Hardwar.

2. Chandel, Pankaj Singh. **Effect of homestay tourism on local community development: A study of Grahwal, Uttrakhand, India**. (Dr. Umakant Indoliya), Department of Tourism Management, Dev Sanskriti Vishwavidyalaya, Hardwar. ❑

புதுவைப் பல்கலைக்கழகம் पाण्डिच्चेरी विश्वविद्यालय

Pondicherry UNIVERSITY

(A Central University)
Accredited by NAAC with 'A+' Grade (5th Cycle)
Dr. B. R. Ambedkar Administrative Building, R. V. Nagar, Kalapet, Puducherry - 605014

Advt. No: PU/RC/2025/49 **Dated: 25.07.2025**

RECRUITMENT OF FINANCE OFFICER
(RE-NOTIFICATION)
(Reference: Notifications dated 10.01.2022 & 20.09.2024)

Pondicherry University hereby re-notifies the vacancy of **Finance Officer** and invites fresh online applications.

For details of the post, Minimum Eligibility Criteria, Experience, General instructions, terms & conditions etc., visit the University **website: www.pondiuni.edu.in.**

The Last date: **25.08.2025 at 5.00 PM (IST)**.

The last date for receipt of Hard Copy: **01.09.2025 at 5.00 PM (IST).**

REGISTRAR (i/c)

SANT GADGE BABA AMRAVATI UNIVERSITY, AMRAVATI

No.SGBAU/8/C-1693/2025 Date : 29/07/2025

Name of the Society : **Navsanjivan Shikshan Prasarak Mandal, Darwha Dist- Yavatmal**

Name of the College: **Jijamata Kala Mahavidyalaya, Darwha Dist-yavatmal**

WANTED

Application are invited for Full Time Regular Post as per Following details in the faculty of Science & Technology / Humanities / Commerce & Management / Interdisciplinary Studies.

Vacancies for Grant-in-aid Courses / Programmes

Sr. No	Name of the Post	Subject /Course	No. of Posts	Category as per NOC on dt.27-06-2025
01	Principal	Arts	01	Open

(उपरोक्त पदास मा.न्यायालयामध्ये दाखल याचिका क्र.१२०५१/२०१५ च्या अंतिम निकालाच्या अधिन राहुन मान्यता देण्यात येत आहे.)

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

Application should reach before 10th September 2025, send to the favour of President/Secretary, Navsanjivan Shikshan Prasarak Mandal Arni Road, Darwha Tq.Darwha Dist-Yavatmal 445202.

President / Secretary

THE BYRAMJEE JEEJEEBHOY COLLEGE OF COMMERCE

33, M. Karve Marg, Opp. Charni Road Railway Station, Mumbai – 400 004

MINORITY

APPLICATIONS ARE INVITED FOR THE POST OF

PRINCIPAL

FROM THE ACADEMIC YEAR 2025-2026

UN-AIDED

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

Candidates having knowledge of Marathi will be preferred.

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

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

Applications with full details should reach the **TRUSTEE, THE BYRAMJEE JEEJEEBHOY COLLEGE OF COMMERCE,** 33, M. Karve Marg, Opp. Charni Road Railway Station, Mumbai - 400004 **within 15 days** from the date of publication of this advertisement. **This is University approved advertisement.**

Sd/-
TRUSTEE

SAURASHTRA UNIVERSITY
RAJKOT

Employment Notice No. Esta/A/2512353/2025 **Dt:-05/08/2025**

Special Recruitment Drive for Person with Disability (PwBD) candidate

Saurashtra University, Rajkot invites applications for the following posts in prescribed performa from the qualified Citizens of India:

No	Name of Post (s)	No. of Post	Name of the Department	Category	Pay Scale As per the 7th Pay
1	Professor	1	Chemistry (3rd Attempt)	PwBD (A,B,C,D)	Academic Level-14 Rationalize Entry Pay 1,44,200
2	Associate Professor	1	Sociology (3rd Attempt)	PwBD (A,B,C,D)	Academic Level-13A Rationalize Entry Pay 1,31,400
3	Assistant Professor	1	Law (2nd Attempt)	PwBD-B (D,HH)	Academic Level-10 Rationalize Entry Pay 57,700

Application form along-with details of essential qualifications, experience, pay scale, general terms and conditions etc. can be download from the University **website: www.saurashtrauniversity.edu. Last Date for online application: 02/09/2025 upto 24:00 hours.**

Uploaded application with all relevant testimonials in two (02) copy should reach by Personally/RPAD/ Speed post/Courier to "The Registrar, Establishment Section-A, Saurashtra University, Rajkot - 360005" on or before Date 08 /09/2025 up to 18:00 hours.

REGISTRAR

Sarvoday Shikshan Prasarak Mandal's
Yashwantbhau Patil Mahavidyalaya

Bhose (K),Tal-Pandharpur Dist-Solapur

(Affliiated to Punyashlok Ahilyadevi Holkar Solapur University, Solapur)

Wanted

Applications are invited for the post of Principal from the academic year 2025-26:

NON AIDED

Sr. No.	Subject/Designation	Total Vacant
1	Principal	01

1. The above post is open to all, however, candidates from any category can apply for the post. **2.** Educational Qualifications, Service Conditions & Pay Scale will be applicable as per existing rules prescribed by the UGC Notification dated 18th July 2018. Govt of Maharashtra Resolution No Misc/2018/C R 56/18 UNI-l dated 8th March, 2019 and University Circular No. PAHSUS/Estt/ 7th Pay 2019 /2285 / dated 25th March, 2019. **3.** Candidates should submit their Academic Research Score' (Academic Performance Indicator) report with related documents (Only for the post of Principal). **4.** A relaxation of 5% shall be allowed at the Bachelors as well as at the Masters level for the candidates belonging to SC/ST/OBC (Non-creamy Layer) Differently-abled for the purpose of eligibility and assessing good academic record for direct recruitment. **5.** Reserved candidates who are domiciled out of Maharashtra State will be treated as Open Category candidates. **6.** Reserved candidates should also to send a copy of their application to the Deputy Register, Special Cell, Punyashlok Ahilyadevi Holkar Solapur University, Solapur. **7.** Applications received after the last date will not be considered. The College will not be responsible for postal delay if any. **8.** Reservations for women and disabled persons will be as per the Govt. norms. **9.** Reserved categories candidates shall produce the Caste Validity Certificate as per the directives issued by the State Government vide Circular No.BCC2O 1 /Par. Kra.l064 / 2011/16B dated 12.12.2011. **10.** Reserved category candidates (except SC/ST) shall produce Non-Creamy Layer Certificate at the time of interview. **11.** Applicants who are in service must send their application through proper channel. **12.** Applicants are required to account for breaks, if any, in their academic career. **13.** Incomplete application will not be entertained. **14.** T.A. D.A. will not be paid for attending the interview. **15.** Applications with full details' should 'reach to the **Secretary, Sarvoday Shikshan Prasarak Mandal's Bhose (k) Tal-Pandharpur within 30 days** from the date of publication of this advertisement. Incomplete applications will not be entertained. **16.** This is University approved advertisement.

Place: Bhose
Date -

Secretary
Sarvoday Shikshan Prasarak Mandal's Solapur

Nayanta University

call for applications | Vice Chancellor

Nayanta University, established in January 2025, is a multidisciplinary university in Pune. Nayanta offers undergraduate and continuing education programmes, integrating arts, sciences, and technology. Admissions are merit-based, ensuring diversity and access.

Nayanta is looking to appoint as Vice Chancellor an eminent academic and administrative leader. Applicants must have a PhD with an outstanding academic record, at least 10 years of teaching and research experience as a Professor or equivalent at higher educational institutions. Those from industry or public service must also have substantial teaching and research involvement, along with senior-level leadership experience. A candidate with a global perspective and who is an institution builder will be preferred.

The Vice Chancellor will report to the Chancellor of the University and the Governing Board, and will be located at its current and future campus in and around Pune. Selection will be done by a Search and Selection Committee as prescribed by the act of incorporation of the University.

Applicants may send their detailed curriculum vitae by email to VCsearchandselectioncommittee@nayanta.org before midnight of September 7, 2025. Visit nayanta.edu.in for more details.

International Conference

Envisioning Education: Learner Agency in the A I Era

First Annual Convention of Council for Education and Management (CEAM)

Organised by St. Joseph College of Teacher Education for Women (**SJCTEW)**, Ernakulam, Kerala in Association with Council for Education And Management (**CEAM**) and Council for Teacher Educators Foundation (**CTEF**), Kerala Chapter on **09/10/2025 &10/10/2025**.

The subthemes of the conference are:-

1.Policy, Governance and System Preparedness for AI Integration	2.Data Privacy and Ethics in AI-Driven Learning Environments
3.Emerging Trends in Teacher Training for AI Integration	4.Re-defining Curriculum and Pedagogies for Human-AI Collaborations
5.Redefining Research and Innovation in the AI World	6.Preparedness for Dynamic Careers and Entrepreneurial Mindsets
7.Reimagining Professional Identity of Educators	8.Blending Human Values in AI Landscape
9 Cultivating AI Literacy and Digital Competencies	10.Addressing Digital Divide
11.Fostering Life Skills and Nurturing Competencies for an AI-Driven World	12.AI-Driven Technologies for Equitable, Inclusive and Accessible Education
13.Rethinking Assessment and Feedback in Evolving Educational Contexts	14.Cultural & Global Perspectives on Learner Agency in the AI Era
15.International Models and Comparative Research for Lifelong Learning	

Fee: Account Name: St. Joseph College of Teacher Education for Women, A/C No. 12830100321732, IFSCFDRL0001283, Branch: Ernakulam Broadway

Registration Fee	Academicians/Teachers	Research Scholars	Students
Early Bird (Last date: 31/08/2025)	1000	750	600
Late Bird(Last date: 15/09/2025)	1200	800	700
Spot Registration only for Indian Citizens	1500	1000	750

Submit the full paper at sjcteinternationalconference@gmail.com.
Register Now: https://forms.gle/auyKXo2N1BJtnkuXA
Contact: Dr Josephine Joseph : 8590319868 Dr. Dinimol Jacob:8921568167 Dr. Smitha Jose: 9495921362

PRITI ACADEMY EDUCATION SOCIETY'S
PRITI ACADEMY DEGREE COLLEGE

Kalyan Murbad Road Mharal, Tal. Kalyan, Dist Thane – 421301.

MINORITY

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

UNAIDED

Sr. No	Cadre	Subject	Total No. of Posts	Category
1.	Principal	--	01	01-OPEN
2.	Assistant Professor	Commerce	04	04-OPEN
3.	Assistant Professor	Information Technology	01	01-OPEN
4.	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.

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

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

Applications with full details should reach the **TRUSTEE / SECRETARY, PRITI ACADEMY DEGREE COLLEGE Kalyan Murbad Road Mharal, Tal. Kalyan, Dist. – Thane 421301 within 15 days** from the date of publication of this advertisement. This is University approved advertisement.

Sd/-
TRUSTEE/SECRETARY

Deputy Registrar,
TAAS (CT)

The draft of advertisement in so far as it relates to reservation for women & physically handicapped is verified and found in order. He is requested to check the educational qualifications, experience, pay-scale etc. at the time of final approval. Please note that the above para with regards to qualification is changed as per letter no. TAAS/(CT)/IS/ICD/2018-19/90 dated 29/08/2019.

Deputy Registrar
(Special Cell)

NUTAN VIDYA MANDIR EDUCATION SOCIETY, PARBHANI

WANTED

Applications are invited for the Post of **Principal** to be filled in **Late Sow. Kamaltai Jamkar Mahila Mahavidyalaya, Parbhani.** Eligible candidates should submit their application along-with all necessary documents **within 15 Days** from the date of publication of the advertisement **by Registered Post** only to the **President, Nutan Vidya Mandir Education Society's Late Sow. Kamaltai Jamkar Mahila Mahavidyalaya, Post Box No.34, Jintur Road, Parbhani - 431401 (M.S.)**.

Sr. No.	Post	No. of Post	Full Time	Reservation
01.	Principal	One	Full Time	Unreserved

Permission as per NOC No. JDHE Nanded/NOC/2025/52 Dated 04/08/2025

Educational Qualification: - 1) A Master's Degree with at least 55% of the marks (or an equivalent grade in a point scale whenever grading system is followed) by recognized University. **2)** A Ph.D. Degree in concerned/allied/relevant disciplne(s) in the institution concerned with evidence of published work and research guidance. **3)** Professor / Associate Professor with a total experience of 15 years of teaching / research in administration in University /College and other institutions of higher education. **4)** A minimum of 10 research publications in peer reviewed or UGC listed Journals. **5)** A minimum of 110 research score as per Appendix II, Table 2 of UGC Regulation 2018. **6)** Academic Eligibility and other Rules Regulations as per UGC Regulation 18/07/2018 and Govt. Resolution No. Misc-2018/C.R.56/18/UNI-1 Dated 08/03/2019 & 10/05/2019.

Tenure: - A college Principal shall be appointed for a period of 05 years extendable for another term of 05 years on the basis of performance-based assessment, a committee appointed by the University constituted as per rules of UGC and Govt. of Maharashtra. **Salary & Allowances: -** Pay scale as per the UGC, State Government of Maharashtra & Swami Ramanand Teerth Marathwada University, Nanded from time to time.

Note:

1. Prescribed application form & all details are available on the University **website (www.srtmun.ac.in).**
2. The vacant post is being under the decision of Hon'ble High Court writ petition No. 12051/2015.

President
Nutan Vidya Mandir Education Society, Parbhani

DNYAN BHARTI SOCIETY'S

SAU. SITABAI RAMKRUSHNA KARANDIKAR SENIOR COLLEGE OF COMMERCE & LATE MEHERNOSH BOMAN BURJOR IRANI COLLEGE OF ARTS, AND BSES JUNIOR COLLEGE OF SCIENCE

Vadkun, Dahanu Road, (West Rly.) Tal. - Dahanu, Dist. - Palghar 401602.

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

AIDED

Sr. No.	Cadre	No. of Post	Category
1.	Principal	01	01 – OPEN

The advertisement is approved subject to the final decision in the Writ Petition No. 12051/2015.

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

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

Candidates having knowledge of Marathi will be preferred.

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

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

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

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

Application with full details should reach the **HON. SECRETARY, Dnyan Bharti Society's, Sau. Sitabai Ramkrushna Karandikar Senior College of Commerce & Late Mehernosh Boman Burjor Irani College of Arts, And Bses Junior College of Science Vadkun, Dahanu Road (W), Tal. – Dahanu, Dist. – Palghar 401602 within 15 days** from the date of publication of this advertisement. This is University approved advertisement.

Sd/-
HON. SECRETARY

Shri Sharda Bhavan Education Society's
College of Education (B.Ed) Nanded.

(Affiliated to Swami Ramananda Teerth Marathwada University, Nanded.)
University College Code: 128
NCTE College Code: 113092

☎ 02462-353488 ✉ principalssbescoe@gmail.com

Hon. Ashok Shankarrao Chavan President | **Hon. D.P. Savant** Secretary | **Dr. S.N. Gadegaonkar (Patil)** Principal

Wanted

Applications are invited for the post of Perspectives in Education, Pedagogy Subjects, Health & Physical Education and Performing Arts (Music/Theatre/Dance) Fine Arts to be filled in **Shri Sharda Bhavan Education Society`s College of Education (B.Ed) Nanded** (Permanent Non Granted). Eligible Candidates should submit their application along with all necessary documents **within 15 Days** from date of publication of this Advertisement by Registered post only.

Sr. No	Designation	No. of posts	Nature	Reservation
01	Perspectives in Education	09	Full Time	Open -02 SC-02 ST -01 NT-B-01 OBC -02 SEBC -01
02	Pedagogy Subjects			
03	Health & Physical Education			
04	Performing Arts (Music/Theatre/Dance) Fine Arts			
(Note: As per the Government decision dated 25.01.2024, parallel reservation should be strictly Implemented in recruitment. Parallel reservation is as follows: Women-04, Person with Disabilities-01, Sports-01)				

Qualification: The faculty shall possess the following qualifications.

A) Perspectives in Education or Foundation Courses.

1. Post Gragraduate degree in Social Science with minimum 55% marks. **2.** M.Ed degree from a recognized university with minimum 55% marks **3.** SET/NET/Ph.D in Education **OR**

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

(B) Curriculum and Pedagogic Courses.

1. Postgraduate degree in Sciences/Mathematics/Social Science/Languages with minimum 55% marks. **2.** M.Ed Degree with minimum 55% marks. **3.** SET/NET/Ph.D in Education.

(C) Health & Physical Education

1. Masters of Physical Education (M.P.Ed) with minimum 55% marks. **2.** SET/NET/Ph.D in Physical Education

(D) Performing Arts (Music/Theatre/Dance) Fine Art.

1. Post graduate degree in Fine Art (MFA) with minimum 55% marks. **2.** SET/NET/Ph.D in Fine Arts.

Salary and Allowance Pay: Scale as per UGC State Government & Swami Ramanand Teerth Marathwada University, Nanded rules from time to time.

Note:

1. Preccribed application from available on the University **Website :** (**www.srtmun.ac.in**).
2. No TA and DA for attending interview.
3. Eligible Candidates those who are already in service should submit their application though proper channel.
4. 4% Reservation for Physically Handicapped Candidate.
5. 30% Reservation for Women Candidate.
6. All attested Xerox Copies of certificate and other relevant documents should be attached to the application.

Correspondence Address:-Secretary Shri Sharda Bhavan Education Society, I.T.M. Building V.I.P Road Baba Nagar, Nanded-431602.

Principal
SSBES
College of Education, Nanded.

Secretary
Shri Sharda Bhavan Education Society
Nanded.

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- Open the AIU Website: **https://aiu.ac.in**
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