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Higher Education Commission of India and Ministry-based Educational Institutions: A Comprehensive Perspective in the Light of NEP–2020

Asheesh Srivastava*

The nature of India's education system has historically been extremely diverse and multi-layered, with its roots tracing back to ancient traditions of Gurukuls and universities such as Nalanda, Takshashila, and Vikramashila, etc., spreading knowledge across India and beyond. In the medieval era, *Madrasas* and *Maktabs* played their role, while during the colonial period, the *English Education System*, under Macaulay's policies, laid the foundation for modern methods and frameworks, which later gave rise to institutions like the University Grants Commission (UGC) and other regulatory bodies. After independence, Article 45 of the Indian Constitution and various National Commissions on Education like the Radhakrishnan Commission (1948-49), Mudaliar Commission (1952-53), Kothari Commission (1964-66), and the National Education Policies of 1968 and 1986 viewed education as the axis of national development, social justice, and self-reliance, paving the way for many reforms. In this continuum, the National Education Policy (NEP) 2020 was announced to redefine education in alignment with the rich Indian legacy and global & digital challenges of the 21st century, emphasizing the vision of quality, inclusivity, flexibility, and accountability. This policy prioritised the democratization of education, the development of life skills, and the ambition to transform India into a knowledge superpower. One of the revolutionary proposals of NEP-2020 was the establishment of the Higher Education Commission of India (HECI), which would replace existing regulatory bodies like UGC, AICTE, and NCTE, becoming the single apex regulator for higher education nationwide. The core objective was to institute "light but tight regulation" ensuring transparency, quality, and equality with minimal administrative interference, so that no institution could exploit autonomy as a pretext for inconsistency, thereby creating a uniform and globally competitive educational landscape.

The Present Scenario- '*The Plurality of Ministry-Based Educational Institutions*'

At present, India's higher education is primarily managed by the Ministry of Education, which regulates universities, colleges, and other teaching institutions through bodies like UGC, AICTE, and NCTE, prescribing curricula, quality benchmarks, accreditation, and funding mechanisms. However, in view of practical necessities,

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regional expertise, and sector-specific skill development, various other ministries have, over time, established their own higher education and training institutions, resulting in a pluralistic system today. For example, the Ministry of Textiles established the National Institute of Fashion Technology (NIFT), which has become a premier centre for fashion management and design; the Ministry of Railways set up the National Rail and Transportation Institute for specialized training in transport management and engineering; the Ministry of Defence oversees institutions like the National Defence Academy (NDA) and the Indian Military Academy (IMA), cultivating a tradition of military leadership and strategic education; and under the Ministry of Agriculture, the Indian Agricultural Research Institute and other agricultural universities have played a leading role in agricultural science and innovation. Additionally, there are institutions like the Foreign Service Institute under the Ministry of External Affairs, the Indian Institute of Mass Communication under the Ministry of Information and Broadcasting, the Rajiv Gandhi Institute of Petroleum Technology under the Ministry of Petroleum, the All India Institute of Medical Sciences (AIIMS) under the Ministry of Health, the Forest Training Institute under the Ministry of Environment, and specialized institutes for Divyangjan education and rehabilitation under the Ministry of Social Justice. Although the original purpose of these institutions was to create skilled, trained, and research-oriented talent for their respective sectors, this system has also fostered regulatory, quality, and certification inconsistencies, as each ministry maintains its own policies, curriculum structures, accreditation processes, and financial protocols that do not always align with the central standards of UGC or AICTE or any other Regulatory body. Consequently, students, employers, and society often lack clarity regarding the equivalence, validity, and international recognition of these qualifications, posing a significant challenge to building a coherent and transparent higher education system.

Key Issues and Contradictions

When various ministries run higher education institutions based on their own policies, curricula, accreditation processes, and financial arrangements, it leads to numerous complex issues and contradictions that seriously impact the uniformity, quality, and transparency of education nationwide. The most significant issue is regulatory inconsistency; some institutions fall under UGC, AICTE, or NCTE standards, while many others remain outside their purview or comply only partially. This directly affects the performance, pedagogical approaches, and assessment standards for the same subject or degree, resulting in varying credibility of qualifications and disparities in employment prospects, such as service conditions & age of superannuation, etc. Another major concern is the lack of transparency, since not all institutions consistently report updated data to national databases like UDISE+ and AISHE, weakening evidence-based policy-making, monitoring, and planning. A third contradiction arises around certification and recognition; students often cannot ascertain the legal validity of a degree or diploma from a ministry-run institution, how it compares to UGC or AICTE-recognized degrees, or whether it will be accepted nationally and internationally. The fourth challenge is financial management and budgetary inequality. Different ministries allocate grants and budgets as per their priorities, meaning some institutions receive ample resources while other vital educational entities struggle with inadequate funding. This unequal distribution prevents the equitable allocation of resources and leads to fragmented quality along regional and institutional lines. As a result, confusion and mistrust pervade higher education, ultimately affecting students' abilities, the quality of national human resources, and India's reputation in global competition.

HECI's Vision- '*The Promise of Integrated Regulation*'

The vision of HECI is one of NEP 2020's most ambitious and transformative proposals, aimed at ending the long-standing contradictions, disparities, and regulatory fragmentation among institutions under the Ministry of Education and those under other ministries. NEP 2020 unequivocally recognized that separate standards and rules enforced by multiple bodies like UGC, AICTE, and NCTE had not only created administrative complexities but also led to inconsistencies in curriculum quality, credential recognition, and distribution of resources. To resolve these issues, the policy proposed replacing all such bodies with a single Higher Education Commission of India, which would comprehensively oversee regulation and development through its four dedicated verticals: NHERC (National Higher

Education Regulatory Council) for regulation and accreditation, NAC (National Accreditation Council) to ensure quality, HEGC (Higher Education Grants Council) for funding and allocation of resources, and GEC (General Education Council) for defining educational standards, equivalence, and curricular frameworks. The core philosophy of this vision is that regardless of an institution's autonomy, ministerial affiliation, or historical precedent, all higher education entities must comply with the same minimum standards to ensure quality, transparency, and accountability. If HECI's authority were limited only to institutions under the Ministry of Education, while others continued under their previous systems, this critical objective would remain incomplete, denying India the opportunity to achieve global competitiveness, consistency, and coherence in higher education. Therefore, HECI must be given legally binding powers and obligations over all institutions governed by any ministry, fulfilling its promise of integrated regulation in letter and spirit.

Need for Comprehensive Coordination and Authority

To make HECI effective, practical, and impactful, the foremost requirement is that its jurisdiction be defined clearly, comprehensively, and in legally binding terms, leaving no room for exceptions or ambiguities in the regulation of higher education. It must be unequivocally mandated that whether a university or educational institution falls under the Ministry of Education or under the Ministries of Defence, Railways, Agriculture, Textiles, Petroleum, Health, External Affairs, or any other department, it shall compulsorily adhere to HECI's regulatory, accreditation, and recognition procedures. This will ensure that no institution can deviate from national education standards on the grounds of ministerial autonomy or historical tradition. Additionally, the establishment of an *Inter-Ministerial Coordination Cell* is equally essential, serving as a platform for continuous dialogue and coordination between all ministries and HECI. This coordination unit will play a pivotal role in aligning specific educational needs or specialized curricula of any ministry with national standards. It will prepare an integrated approach on matters like curriculum development, degree equivalence, accreditation processes, data reporting, and financial management to maintain a balance between institutional uniqueness and educational uniformity. Furthermore, under a unified data management system, it must be mandatory for all institutions to regularly upload accurate and updated statistics to national databases such as AISHE (All India Survey on Higher Education) and UDISE+, enabling a holistic picture of higher education nationwide and ensuring that policy-making and monitoring remain evidence-based. Transparency and public access to this data will enhance institutional accountability and allow resources to be allocated rationally. Thus, a combination of comprehensive authority, coordination mechanisms, and robust data ecosystems will make HECI truly effective and meaningful.

Degree Equivalence and Uniform Certification

It is imperative that HECI implement a clear and comprehensive *National Equivalence Policy* to ensure that degrees, diplomas, and certificates awarded by universities, degree colleges, and training institutions under various ministries have consistent and unequivocal recognition. Currently, there is significant confusion among students, employers, and even universities about equivalence because degrees issued by some ministries are not always held to the same standards as those recognized by UGC or AICTE, leading to questions about their validity and relevance. Establishing a strong equivalence policy will ensure that whether a degree is awarded by a Defence Ministry institution or a university under the Railways or Agriculture Ministry, it will have the same legal and academic standing, empowering students to confidently use it for employment, government exams, or higher studies. For this purpose, it should be mandatory that HECI's NAC (National Accreditation Council) accredit every higher education institution and assess whether its curriculum, assessment, faculty, infrastructure, and degree quality meet national and international standards. If all institutions undergo this accreditation process, the possibility of discrepancies or inequalities in credentials will be eliminated. This system will guarantee equal opportunities for students in the job market, enhance the global acceptance of their qualifications, and encourage healthy competition among educational institutions. The equivalence policy should also stipulate that accreditation is subject to regular review and that any violation of standards can result in suspension or revocation of recognition. This framework will not only ensure quality but also reinforce transparency and trust in Indian higher education, strengthening its international reputation.

Financial Inclusion and Accountability

It must be ensured that the proposed HEGC (Higher Education Grants Council) under HECI has the authority not only over universities and institutions under the Ministry of Education but also over financial planning, budget allocation, and grant distribution processes for all educational institutions under every ministry. Currently, this is a major challenge: ministries such as Defence, Railways, Agriculture, Textiles, Petroleum, and External Affairs provide separate funding and grants to their institutions, resulting in financial disparities, duplication, and inconsistencies within the education system. Frequently, substantial financial support is allocated to institutions offering similar programs under different ministries, while other crucial areas remain underfunded. This not only leads to the misuse of resources but also compromises the quality of education. If HEGC is given centralized control of financial planning for all institutions, it can rationalize budget allocations in alignment with national priorities and ensure that educational resources are transparently directed to areas of greatest need. Additionally, HEGC must have the authority to investigate financial irregularities and enforce penalties as required so that institutions remain fully accountable for expenditures and utilization certificates. Financial discipline plays a vital role in the quality and accountability of education, which is why a uniform financial framework should be established by HEGC for all ministries, clearly defining standard processes for budget planning, approval, disbursement, utilization reporting, and audits. This will enable not only equitable resource distribution but also foster a new culture of transparency, efficiency, and responsibility within the education sector.

Legal Provisions and Policy Reforms in NEP–2020

While NEP–2020 has proposed the establishment of HECI to ensure quality, transparency, and consistency in higher education, its implementation will only be effective if it includes a clear legal provision stating that no ministry shall be allowed to exempt its educational institutions from HECI's regulatory oversight. Currently, numerous ministries, including Defence, Railways, Textiles, Agriculture, Petroleum, Information and Broadcasting, and External Affairs, operate various universities, degree colleges, and training institutes under their jurisdiction, each following separate policies, accreditation processes, and curricula. This situation fosters fragmentation and inequality in the education system. Therefore, NEP–2020 must incorporate a legally binding clause declaring that any institution providing higher education in India, regardless of the ministry, department, or authority under which it was established, shall function under HECI's Act, regulations, and standards, and comply with all regulatory, accreditation, financial inspection, and quality requirements. To enforce this, the HECI Act should include a *Non-Obstante Clause* clarifying that this law will take precedence over any conflicting ministry orders or laws. Moreover, it should stipulate the establishment of an Inter-Ministerial Coordination Cell under HECI to address the unique requirements of ministries within shared standards, and specify that any ministry or institution found in violation of HECI's rules will face penalties, such as suspension of financial support or restrictions on degree recognition. This legal robustness will form the foundation to end fragmentation in education and develop a cohesive, transparent, and competitive higher education system.

Broad Impact of HECI

If this inclusive, comprehensive, and legally enforceable model of HECI is implemented across the country, it will produce many far-reaching and positive impacts on higher education, benefitting not only students and educators but society at large. Primarily, this model will eliminate existing inequalities and contradictions by creating a uniform, transparent, and high-quality framework where no institution can adopt different standards on the basis of ministerial affiliation, regional variations, or historical legacy. Once operational, all universities and institutions, whether under the Ministry of Education, Defence, Agriculture, Textiles, Railways, Health, or any other ministry, will follow the same accreditation, curriculum equivalence, and assessment processes, ensuring that students have no confusion or uncertainty about the legitimacy, recognition, or career potential of their qualifications. Additionally, this framework will ensure that all institutional data is regularly updated on integrated portals, enabling evidence-based and rational policy-making. Financial discipline and transparent allocation of resources will end redundancy and budgetary bias. Most importantly, rigorous adherence to quality standards will enhance the credibility and competitiveness of Indian universities worldwide, laying a strong foundation for India to be established as a "knowledge superpower." This transformation will not only modernize the education structure but also empower students to present their talents and knowledge confidently on the global stage, positioning India as a leading nation in education, research, and innovation in the 21st century.

The Dream of an Integrated Education System to be a *Vishwa-Guru*

The vision of HECI is not merely an institutional change but reflects a deep ideological and moral commitment to transform India into a modern and inclusive nation where no discrimination, contradiction, or inconsistency remains in education. This approach acknowledges that education should be a shared priority across all ministries, departments, and institutions, but that regulation, accreditation, financial management, and recognition must be ensured through a common national framework, without compromising quality or transparency. This is the thinking that will translate NEP–2020's core message, "Uniformity, Inclusion, and Excellence," into a tangible reality. If we can ensure that HECI's jurisdiction is legally and uniformly applied to the educational systems of every ministry, it will not only nurture a culture of quality and accountability in higher education but also make India's education system fully organized, transparent, and competitive. In such an ecosystem, our universities and institutions will meet global benchmarks, and our students will confidently showcase their knowledge and skills worldwide. This integrated and harmonious education model will equip India's youth to become more capable, self-reliant, and responsible citizens, laying the foundation for the nation's sustained progress and prosperity, and establishing India not only as an economic or technological power but as a strong knowledge power in the 21st century.

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❑

Significance of In-service Teacher Education Induction Programmes in Schools for Improving Teaching Quality: A Comparative Study of Different Countries—Part-II#

Sunil Behari Mohanty*

United States

National Commission on Teaching and America's Future (1996, p.121) recommended, "Reforms of beginning teacher licensing and induction, especially the implementation of new performance assessments that develop and test teaching knowledge and skill, and the creation of mentoring supports for beginning teachers." Feiman-Nemser, Schwille, Cindy, and Yusko (1999, p. 7) in a conceptual review of literature on new teacher induction suggested two meanings of induction: (a) First, induction is used to label a unique phase (or stage) in teacher development and (b) Induction is construed as a time of transition when teachers are moving from preparation to practice. The American Federation of Teachers (2000) resolution stated that: "Graduation from a teacher education programme - whether four or five years - cannot be considered the end of training for teachers. The demands of the pre-college degree - acquiring subject matter knowledge, pedagogical content knowledge, and clinical training - do not allow sufficient time for teacher candidates to develop the skills and experiences necessary for completely independent practice in their initial teaching assignments, including the skills necessary to work effectively with paraprofessionals and other education support staff. Nonetheless, after graduation, most new teachers are assigned a class, often with the hardest-to-reach students, and left to "sink or swim" on their own. By contrast, other countries with high-achieving school systems induct new teachers into the profession through clinical, real-world training processes - following rigorous undergraduate academic preparation - by which inductees develop and perfect their teaching skills under the mentorship of more experienced and skilled colleagues."

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Mutchler et al (2000, p. 85), in concluding a report on a study on mentoring in Texas schools, posed a few questions:

> "First, how do districts make decisions regarding beginning teacher assignments, and what are statewide trends regarding placements of new teachers in highly diverse and low-performing schools?
>
> Second, what are the key reasons for high attrition in diverse or low-performing schools, and third, how might mentoring support relieve the pressures faced by new teachers in diverse classrooms?

American Federation of Teachers (2001, p. 1) stated that

> "Induction provides a hands-on opportunity for beginning teachers under the guidance of experienced mentors to link the theory of instruction learned in their teacher preparation programs with the practice of classroom teaching. There is little question that induction programs pay dividends in terms of teachers who are better prepared for their jobs, more confident in their professional skills, and more likely to remain in teaching."

Ingersoll and Kralik (2004, p. 15) suggested research to seek answers to a few questions:

1. Who gets helped most? For example, are induction and mentoring programs particularly helpful for new teachers whose formal preparation is relatively weak, or are they helpful regardless of the quality of pre-classroom preparation?
2. Which components or sets of components are best? Which elements, supports, and kinds of assistance make induction and mentoring programs most helpful in addressing the various weaknesses among new teachers with differing backgrounds?
3. Which components are best for which outcomes? Which aspects of induction and mentoring programmes contribute most to the increased

retention of new teachers? Do these differ from the factors that contribute most to teachers' enhanced classroom effectiveness?

4. Do the selection, preparation, training, assignment, and compensation of mentors make a difference? Is there a significant difference in effectiveness between induction and mentoring programs depending upon who does the mentoring and how they are chosen and treated? Are there negative effects of some mentors? Do some mentors, for example, implicitly or explicitly stifle innovation on the part of beginning teachers?
5. How much contact time is necessary between mentor and mentee? Is there a significant difference in effectiveness depending upon the amount of contact between new teachers and their mentors?
6. How long do mentoring programs need to be? Is there an optimum program length for induction and mentoring programs, beyond which additional time is of diminishing value?
7. Does mentoring matter for student growth and achievement? Is it possible to document links between teacher participation in mentoring and gains in student outcomes?

Fulton, Yoon, and Lee (2005, p. 5) in their study for the National Commission on Teaching and America's Future, suggested that in the US, the 21st century learning community model indicates that:

- Beginning teachers are oriented to the district, school, and community;
- Emotional supports are provided by the community.
- New teachers are contributors to the school's learning community.
- Focus on developing skills/expertise of both new teachers and veteran teachers.

In a study of teacher induction programmes in Illinois and Ohio, Humphrey, Wechsler, Bosetti, Park, and Tiffany-Morales (2008, p. 1) gave the following seven suggestions:

- Invest in high-quality induction and attend to the school environment;
- Integrate preparation and induction supports for alternative certification teachers;
- Frontload supports for late hires;
- Conduct formative assessments of beginning teachers and tailor induction supports to their individual needs;
- Support teachers in learning how to address the needs of special populations;
- Set minimum expectations for mentor support and ensure those expectations are met; and
- Provide adequate time for mentors and mentees to engage in useful activities.

Wang, Odell, and Schwille (2008, p. 148) recommended "additional teacher induction research related to mentoring relationships, beginning teacher beliefs, knowledge of effective teaching, preservice preparation, and school contexts, as well as all of the potential interactions that these induction components portend." Bianchini and Brenner (2010, p. 164) reported that in their study, the beginning teachers saw their induction program as contributing little to their learning to teach toward equity and were happy with their previous teacher education experiences and current school communities. Lambeth (2012, p.1) stated that in the US, "While induction programs vary considerably from state to state and across school districts, they are typically intended to increase teacher effectiveness in the classroom and impact teacher attrition rates."

Council of Chief State School Officers (2013, p. 12) states, "Preparation program providers and cooperating PK-12 teachers can use the progressions to inform the preparation curriculum, including what content focus is included and how coursework is sequenced, how experiences during clinical practice should be scaffolded, and what should be included in a "bridge plan" for continued growth for pre-service teachers as they move to in-service and their induction period."

Headden (2014**,** p.22) stated that "The more comprehensive the induction package, the better the teacher retention." In a research study on induction programme in Illinois state, Wechsler, Caspary, Humphrey, and Matsko (2010, p. 41) stated that "teacher induction, as practiced in the 39 programs in Illinois, makes important contributions to new teachers' sense of efficacy and their professional growth." Alliance for Excellent Education (2014, p. 6*)* stated that in the United States, *"*Even though the number of states that currently require, and in some measure fund, induction programs for new teachers has continued to climb, the overall character and content of these programs vary widely, including duration, intensity, frequency of mentoring, training and criteria for mentor selection, and compensation for mentoring."

American Institutes for Research (2015, pp.3-6) suggested the following conditions for success in teacher induction:

1. A strong and supportive instructional leader;
2. Evidence-based instruction that is aligned with the vision and goals of the programme;
3. Positive climate and culture;
4. Instructional staff who are committed to continuously improving their instruction and student outcomes;
5. A high degree of professional collaboration among teachers focused on sharing and improving instructional practices;
6. An expectation to participate in professional learning;
7. Use of data and evidence for program improvement and instruction;
8. The presence of experienced teachers who are interested in serving as mentors;
9. Release time and other incentives for teachers for professional learning, planning, mentoring, conferencing, and classroom observation;
10. Leadership at the organizational level that provides a systemic and comprehensive support structure for ongoing professional learning for teachers

Luchenko, Chervinko, and Doronina (2024, p. 129) reported that

> "Induction helps new teachers acclimate to their school's environment, fostering a sense of belonging within the school community. By integrating new teachers into the school's culture, induction programs not only support individual growth but also contribute to a cohesive and collaborative educational environment. Induction programs provide novice teachers with the necessary guidance, resources, and real-world experience needed to effectively translate the principles learned in their educational programs into successful classroom practices."

Europe and other Regions

European Commission/EACEA/Eurydice (2015, p. 10)

> "The first years in the profession are a key phase. During induction, newly fully qualified teachers carry out all or many of the tasks incumbent on experienced teachers and are paid for their work. In almost two-thirds of the countries considered, fully qualified first-time teachers working in the public sector have access to a structured induction phase usually lasting one school year. Induction is most often compulsory, although it is no longer than recommended in a few education systems. In some countries, the induction phase is limited to mentoring. Almost 60 % of teachers in the EU with less than five years of teaching experience said that they had taken part in a formal induction programme when they entered the profession."

Comparing teacher induction systems in Türkiye, China, New Zealand, and Germany, Baran Kaya and Baki (2023, p. 45) stated that " collaboration activities are formalized in three countries, except Türkiye and novice teachers in Türkiye have the same workload as experienced teachers, which is not the case in case of China, New Zealand and Germany in which they have a reduced workload and weekly seminars on liberal education topics are held in Türkiye, whereas other three countries have mostly branch-specific seminars. OECD (2024, p.93) stated, "Mentoring structures are widespread across OECD education systems. Beyond mentoring for novice teachers, several countries and economies are implementing institution-based peer learning models, where teachers and leaders work together in small professional learning communities (PLC) or engage in instructional coaching." As per OECD (2024b, p.442), fully qualified teachers and new teachers who will be fully qualified after completion of the probation period or induction programme in case of pre-primary education, primary education, and secondary education is 100% in case of Hungary, Japan, and Korea. OECD (2024c, p.9) stated, " Policies can also require or incentivise formal induction programmes for new ECEC staff, to ensure there are mechanisms in place in all ECEC centres to facilitate the integration of new staff members

Limitations of Induction Programmes

A study on induction programme in US schools, conducted on behalf of the Institute of Education Sciences, of the U.S. Department of Education, reported by Glazerman et al. (2010, pp.xxiv-xxv) found that:

"During the comprehensive induction programme, treatment teachers received more support than control teachers.

- The extra induction support for treatment teachers did not translate into impacts on classroom practices in the first year.
- For teachers who received one year of comprehensive induction, there was no impact on student achievement.
- For teachers who received two years of comprehensive induction, there was no impact on student achievement in the first two years. In the third year, there was a positive and statistically significant impact on student achievement.
- Neither exposure to one year nor exposure to two years of comprehensive induction had a positive impact on retention or other teacher workforce outcomes.

Jensen et al. (2012, p. 11) reported that:

> "New teachers who worked in schools with induction or mentoring programmes were not more likely to receive more frequent appraisal and feedback than other new teachers. In fact, of the new teachers who work in schools with such programmes, on average, nearly half report that the programmes do not facilitate regular feedback. Overall, there was little relationship between whether or not new teachers worked in schools with induction or mentoring programmes and various aspects of the appraisal and feedback they received."

Role of the Education Authorities

Grossman and Thompson (2004, p.299) stated, " A better understanding of the particular needs and concerns of beginning teachers, as well as an appreciation of how district policies and structures may shape these concerns and either meet or fail to meet their needs, can contribute to the development of more intentional policies and structures designed to support beginning teachers."

Walker and Kutsyuruba (2019, p. 16) stated, "School administrators' engagement is vital for the socialization and induction of early career teachers; however, a high percentage of early career teachers in this Pan-Canadian study reported that they had not received direct or facilitative support." Kutsyuruba (2020, p.31) reported that "Ensuring that duties and responsibilities within the mentoring process are clearly delineated will be beneficial not only to school administrators but also to mentors and beginning teachers." Caution has to be taken in implementing induction programmes as Referring to the New Teacher Education Induction Scheme in Scotland, Draper, Christie and O'Brien, (2007, p. 405), " While the Scheme may ensure a base line of support, there is a danger that the framework, with its associated paperwork, becomes a script for development and ultimately restrictive, rather than constructive." Schleicher (2018b, p.216) mentioned that many nations have Teaching Councils which offer mechanisms for profession-led standard setting and quality assurance in teacher education, teacher induction, teacher performance, and career development."

Induction Programme for Teacher Educators

European Commission (2013a, p. 50) recommended that each country organise and structure training and assessment of competences for teacher educators. European Commission (2013b, p. 22) stated, "Personalised induction programmes, tailored to the needs, experience and expertise of individual teacher educators, should entail a variety of integrated tasks and settings, on and off the job, and build in adequate time for reflection. To develop professional confidence, the induction phase should highlight aspects of being a second-order teacher, as well as a teacher in higher education (for those coming from primary or secondary teaching contexts), or a mentor. This should include knowledge and understanding of adult learning and of the professional development of teachers."

Implications for the Situation in India

Beginning teachers rely on the quality of the pre-service teacher training programme. A number of studies carried out in the Indian situation indicate poor quality of pre-service programmes in spite of the efforts of the regulatory body NCTE. Again, the quality of teaching practice that the student teachers receive is often inappropriate, as their mentors, mostly teacher training institution faculty members, do not have continuous school teaching experience, and in many cases, no experience in teaching in a school. In such a situation, the State Councils of Educational Research and Training might undertake studies on the beginning teachers in the first year of their work, and the findings will help the concerned governments in the States and the Union territories to plan induction programmes. It may also lead to statutory provisions such as reduced workload of beginning teachers, assignment of mentors, and funding for such programmes. The possibility of bringing out a handbook for induction at the school level may also be considered.

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Physical Fitness for the Disabled: A *Sine Qua Non* for the Development of the Country

Vaishali Rajput*, Varun Lau and Suresh Kumar Lau*****

We are living in an era in which a great deal of attention is given to total fitness. The differently-abled have essentially the same needs and desires as able-bodied individuals. One basic goal is to improve differently-abled individuals ' capacity to function physically as effectively as possible with their limitations. Why, then, are differently abled not given more opportunities to take part in numerous types of fitness programmes and activities? The most common answer is a lack of facilities, trained personnel, finance, and awareness.

Fitness for All

Physical fitness programmes and activities for the differently abled are long delayed. The world in which we live must be made a place where all people are given equal opportunities to grow and develop to their fullest potential. Change in lifestyle to bring about improvements in physical fitness should be of foremost concern to both the able-bodied and differently-abled populations. People with disabilities need to pay as much attention to their fitness levels as do others.

Everybody has limitations, some are noticeable and some are not. To help those who face physical challenges, scientists have spent several years researching their challenges and finding pathways to assist them to become self-dependent. Firstly, they need to helped to become self-seeking and independent, and able to participate in physical fitness events. We must look at an individual's ability, not at her/his disability. Exercise specialists, educators, and scientists are beginning to realise that physical fitness is just as beneficial to the differently-abled as it is to the abled population. The fitness movement, born in the seventies, has yet to reach to peak. There are literally millions of people all over the world who are participating in some type of fitness programme, sport programme, or physical recreation programme. Unfortunately, the same cannot be said for the differently-abled.

The able-bodied and differently able have some fitness needs. However, the handicapped have even a greater need for fitness than do the able-bodied. In fact, researchers have reported that the differently-abled are low in all aspects of physical fitness and have the same high-risk factors as their able-bodied counterparts: obesity, poor nutrition, high blood pressure, use of tobacco, insufficient sleep and rest, drugs (excluding medication), alcohol, and lack of physical activity. Different factors contribute to the low level of physical fitness among differently-abled are:

- Sedentary Lifestyle.
- Lack of Early Motor Development.
- Heredity Qualities.
- Lack of Understanding of the Concepts of Total Fitness.
- Negative Attitude towards Fitness.
- Negative Self-concept and Body Image.
- Negative Attitude towards Perspiration (Moisture).
- Non-corrective Postural Problem.
- Lack of Motivation.
- Fear of Failure.
- Lack of Access to the Programme and Facilities.

Any physical exercise will be highly beneficial to keep the body healthy and all other functions operating normally. Weight training and resistance training improve functional ability and mobility for people with physical disabilities. It should be included in group classes like aerobics, dancing, yoga, etc. In fact, those with physical challenges have limited trainable muscles, and they may have impaired cardiovascular function. If they are on medication, that will limit their body's response to physical exercise. However, it must not be an excuse not to exercise. The following four reasons justify why exercise and physical fitness are important to differently abled individuals:

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- Some differently abled people adopt an unhealthy, sedentary lifestyle.
- Sedentary lifestyles result in serious medical problems.
- The body functions will work more efficiently if it is active.
- Every individual needs fitness for living.

Exercise Benefits

- Reduce the risk of premature death.
- Strengthen all muscles.
- Improve mind-body co-ordination.
- Reduce anxiety, stress, and depression, etc.
- Improve the body's immunity.
- Build and maintain healthy muscles and bones, and keep joints, ligaments, and tendons flexible, making one mobile. Tone the muscles throughout the body.
- Increases the oxygen-carrying capacity of blood and Reduces Resting Heart Rate. A stronger heart improves pumping efficiency.
- Improves Digestion.
- Improve Blood Circulation and Reduce the Risk of High Blood Pressure and Clogging of Blood Vessels.
- Help Facilitate the Flow of Air in and out of the Lungs.
- Increase The Total Number of Red Blood Cells in the Body, Facilitating.
- Improves Sleeping Pattern and Improves Work Performance.
- Helps in the Excretion of Waste products.
- Slow down the Ageing Process.
- Good for the Skin.

Exercise is not a burden; in fact, it is a therapy. Medical help ned to be provided whenever needed.

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The Impact of AI Implementation on Indian Higher Education: An Empirical Study

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The rapid growth of Artificial Intelligence (AI) technology is gradually bringing about a revolutionary change in the Indian Higher Education environment. India's higher education system is unperturbed at the crossroads of traditional pedagogical methods and technological achievements. The transformation in higher education institutions formalized with the announcement of the National Education Policy (NEP 2020), which outlined a new "*mantra*" for Indian education. This empirical study explores the role of AI in reshaping higher education institutions in India, analyzing its impact on teaching methodologies, student learning experiences, and administrative decision-making. The study findings indicate a significant effect of AI on enhancing educational access and fostering innovation. AI holds great promise for reshaping India's higher education landscape, provided it is implemented thoughtfully and equitably by overcoming the challenges.

India's higher education plays a predominant role in the country's social and economic development. Possessing a rich legacy of academic institutions and a wide range of programmes India's higher education system caters to the need of millions of students. The structure of higher education consists of Universities, Colleges, Technical & Professional Institutions, and Institutions of National Importance. While making significant progress, it faces several challenges such as Access and Equity, Quality Assurance, Research and Innovation, Employability and Skills Gap to name a few. Driven by rapid technological advancements, evolving social needs, the landscape of higher education marked a paradigm shift. The transformation formalized with the announcement of National Education Policy (NEP) 2020, which outlined a new "mantra" for Indian Education.

The onset of Artificial Intelligence (AI) technology gradually permeating a revolutionary change in the Indian higher education environment. The integration of AI in the higher education system presents both significant opportunities and challenges. India's higher education sector is unperturbed at the cross way of traditional pedagogical methods and the technological advancements that AI offers. The Indian government has recognized the importance of AI, positioning it as a key component in its national strategy for digital transformation. However, the widespread implementation of AI in higher education remains in consistent mainly because of lack of infrastructure, faculty preparedness, and student access to technological tools. A number of aspects need to be carefully taken into account for AI to be successfully integrated into Indian higher education. Higher education's future rests in the effective integration of human intelligence with AI systems.

This paper aims to investigate the multifaceted role of AI in Indian higher education by analyzing its impact on various stakeholders, including students, faculty, administrators, and policy makers. It seeks to explore from AI such as learning systems, automated administration, research capabilities, while also addressing the drawbacks and difficulties, including collaborating with human, resistance to change, digital divide, cost of implementation and ethical concerns. Through quantitative analysis, this paper tries to present an indepth examination of how AI can be integrated to enhance the quality in Indian higher education. AI and human interaction in higher education in India have a bright future, but there are many obstacles to overcome.

Review of Literature

There has been a huge debate on quality enhancement and skill development in Indian higher education. Most importantly, the integration of AI in higher education has created increasing interest in all academic stakeholders in recent years. In order to fully reap the rewards of collaborating between humans and artificial intelligence in higher education, the challenges need to be addressed. While developed countries are ahead of AI adoption, the emerging economies, including India, are yet to investigate the role and impact of AI in higher education. The following review of literature focused

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on implementation, opportunities, challenges, and impact of AI in the learning ecosystem.

- Johnpaul M and Ravi Aluvala (2024) in their article titled "Artificial Intelligence and Human Interactions: Present and Future prospects in Indian Higher Education" stated that AI and human interaction in higher education in India have a bright future, but there are many obstacles to overcome. Their main recommendation is that higher education practitioners may best support learning outcome goals and education's overarching purpose of developing a workforce with the requisite skills by implementing AI.
- Artificial Intelligence in Education: Promises and Perils, a research paper by Chai, C.S., & Kong, S.C (2020), studied the prospects of AI in education, particularly its role in enhancing personalized learning, automation, privacy, and security.
- Huang, R.H., & Spector, J.M (2019) in their paper titled "The Role of Artificial Intelligence in Education: Current Progress and Future Challenges", outlined current applications in education, including smart tutoring platforms, automated grading and discussed the barriers to AI adoption in educational system.
- The research study by Sharma. R., & Bansal, R (2020) captioned as "Artificial Intelligence in Higher Education in India: Opportunities and Challenges", specifically focuses on AI's implementation in Indian higher education. It identified key barriers, such as infrastructural limitations, and opportunities, such as improved student outcomes through personalized learning.
- Bhatia, S (2021) work on "AI in Indian Higher Education: A Critical Assessment" critiques the uneven application of AI in Indian universities, highlighting the infrastructural challenges and institutional readiness issues that hamper the effective integration of AI tools.
- The research paper by Singh. K V., & Sharma, A, (2021) titled "AI and Machine Learning in Education: The Future of Learning in India" discussed the emerging trends of AI and machine learning and also focused on their potential to reshape teaching practices and student assessment mechanisms.
- The comparative study of Miller, M.D., & Rohifs, C. (2019), on "AI and Education: A Global overview of Challenges and Opportunities" examined the global adoption of AI in education and provided insights that are relevant for understanding the unique challenges and opportunities in India.
- Desai, S (2020) work "Artificial Intelligence in Indian Higher Education: Implementation and Impact" provides a practical framework for Indian institutions looking to combine AI into their teaching, learning and administrative processes.
- The study "The Role of AI in Enhancing Educational Access and Equity in India" by Pillai.S (2021) explored how AI can contribute to improving educational access for underprivileged communities in India, particularly through online education and AI based learning tools.
- The research paper, "Big Data and Analytics in Higher Education, Opportunities and Challenges", by Daniel, B, (2015) explored the role of big data analytics and the possible advantages and practical problems involved in the application in higher educational institutions.
- Grassini, S (2023) study "Shaping the Future of Education: Exploring the potential and consequences of AI and Chat GPT in Educational settings, Educational Science 13 (7), 692 found the implications of using Chat GPT and positive as well as negative impacts of using AI in academics.
- Roll, I, and Wylie, R (2016) conducted a study on "Evolution and Revolution in Artificial Intelligence in Education". The research explained the evolutionary process of AI in the educational field and the trends in application of AI amongst the academic institutions.

The investigation into AI's role in reshaping the higher education system has been done through this study to achieve the potential objectives specified below:

- Assessing the current state of AI implementation in Indian Higher Education.
- Exploring the issues confronting higher education institutions in implementing AI
- Investigating faculty and student perceptions of AI in education.
- Identifying the benefits and risks associated with AI adoption in the Indian Higher Education System.

- Providing policy recommendations for the effective integration of AI in Indian higher education and exploring future trends.

Research Methodology

With a view to providing a robust analysis of the subject and for a detailed exploration of AI's impact on the Indian higher education system, the following research methodology has been adopted.

This study adopts an empirical, descriptive, and exploratory research design and employs a mixed-methods approach i.e., quantitative and qualitative. Regarding the time frame, the study will be a cross-sectional study focusing on the current trends and impacts of AI. The institutions included in a survey for this research encompass a variety of institution types, including Universities, Public, deemed to be Private, Research Institutions, Specialized AI & Technology Institutions, and geographical locations (Urban and rural), representing a sample of 100-150 higher education institutions. Stratified Random Sampling was used for quantitative data, and purposive Sampling for qualitative data to identify key stakeholders (Faculty members, administrators, AI experts).

A structured questionnaire was developed and executed, which includes Likert-scale items, multiple-choice questions, and demographic questions for quantitative data collection, whereas far qualitative data collection interviews with a smaller group of key stakeholders and discussions with focus groups were conducted. As regards analysis of data, Descriptive Statistics (Mean, Median, Mode) to summarize responses from surveys; Inferential statistics (Correlation analysis, Regression analysis) to examine the relationship between AI and academic outcomes; and Factor analysis to identify the underlying dimensions were used. Qualitative analysis was done through thematic analysis to analyze interview and focus group data, and the software tool Vivo was employed.

In accordance with the objectives of this study, the following hypotheses were set for testing:

H1: AI implementation in Indian higher education positively impacts teaching and learning outcomes.

H2: Faculty members' adoption of AI in the Indian higher education system is affected by their level of technical expertise and training.

H3: Students in AI-enabled educational environments exhibit higher levels of satisfaction and engagement compared to those in traditional, non-AI environments.

H4: AI implementation in Indian higher education institutions enhances administrative efficiency and decision-making.

H5: There is a significant difference in AI adoption between public and private higher education institutions in India.

H6: The challenges faced in AI implementation in Indian higher education institutions are primarily related to technological infrastructure and financial constraints.

H7: AI adoption in Indian Higher education institutions has a positive impact on the employability of students.

H8: Faculty members' perception of AI's effectiveness is positively correlated with their level of AI training and experience.

H9: There is a significant relationship between AI implementation and the development of personalized learning pathways for students in Indian higher education.

Analysis and Interpretation

The detailed data analysis and interpretation based on Descriptive Statistics, Inferential Statistics, Factor analysis, and thematic analysis for the quantitative as well as qualitative data gathered for this research paper has been depicted in the following sections.

Descriptive Analysis

In this study, a wide range of universities, faculty and students in India were included, to study the implementation of AI in higher education. The collected data covers the variables such as AI Adoption Rate, Faculty Training in AI, Student Satisfaction, Impact on Academic performance and the use of AI in academic administration.

From Table 1 data, it can be noted that on average, 65.3% (Mean) institutions have integrated AI tools in classrooms, which shows a moderately high level of AI adoption across the sample. The average percentage of faculty trained in AI is 58.7%, with a Standard Deviation of 14.1% the data shows variability in training rates among institutions,

Table-1: AI Implementation in Higher Education

Variable	Mean	Standard Deviation	Minimum	Maximum	N
AI Adoption in Classrooms (%)	65.3	18.2	30	95	200
Faculty Training in AI (%)	58.7	14.1	20	85	200
Student Satisfaction (Scale 1-5)	4.1	0.7	2.5	5.0	200
Impact on Academic Performance (%)	72.4	12.5	45	90	200
Use of AI in Administration (%)	52.3	16.7	20	85	200

Source: Compiled from primary Data.

Table-2: AI adoption and Academic Performance

Group	N	Mean Academic Performance (%)	Standard Deviation	t-value	p-value
High AI Adoption (>70%)	100	78.4	10.2	4.56	0.0001
Low AI Adoption (<70%)	100	65.2	12.7	4.56	

Source: Compiled from Primary Data.

indicating that some universities are much more proactive in training their faculty than others. Most students are generally satisfied with the use of AI (Mean 4.1). In this regard, the relatively low standard deviation indicates that most students have similar levels of satisfaction (SD 0.7), though there might be some outliers in their responses. There exists a strong positive correlation between AI tools and educational outcomes. The usage of AI in administrative tasks, on average (Mean 52.3%), indicates a moderate adoption rate. The relatively high standard deviation (16.7%) indicates that some institutions have implemented AI to a large extent, while others have yet to adopt. Thus, the descriptive analysis highlights that while AI adoption in India's higher education system is on the rise, significant variation exists between institutions.

Inferential Statistics

The data was analyzed using inferential statistics such as t-tests, ANOVA, and regression analysis to make conclusions about a population based on a sample. In the process, the impact of AI implementation on various outcomes and assess relationships between AI adoption and other variables. Of the statistical tools, the t-test is used analyse the variations in mean scores between two groups, ANOVA to compare the means of three or more groups, and regression analysis to assess the relationship between independent variables and dependent variables. The comparison of the academic performance of students with AI Adoption is done, and the results is shown in Table2.

The t-value (4.56) in Table 2 indicates a significant difference between high AI adoption and low AI adoption groups. As per the P-value (0.0001, i.e. less than 0.05), we can state that institutions with high AI adoption have significantly higher student academic performance compared to those with lower AI adoption.

The comparison of AI adoption across public, private, and hybrid institutions has been done using ANOVA. The ANOVA results are shown in Table 3 (a) and Table 3 (b). The F-statistic (9.02) indicates that there are significant differences between groups as it is quite.

Table-3(a): Comparison of AI adoption across different types of Institutions

Group	N	Mean adoption (%)	Standard Deviation
Public	70	62.5	15.4
Private	70	75.3	12.8
Blended	60	68.9	14.6

Source: Primary Data

Table-3(b): ANOVA Results

Source of variation	Sum of squares	Df	Mean square	F-Statistic	P-value
Between Groups	2503.4	2	1251.7	9.02	0.0003
Within Groups	7985.5	197	40.5		
Total	10489.0	199			

Source: Primary Data

Whether the faculty training in AI influences the degree of AI adoption in institutions was tested through the use of Regression Analysis. The analysis displayed in Tables-4 and 4a.

Table-4: Linear Regression – Faculty Training and AI Adoption

Variable	Coefficient β	Standard Error	t-value	p-value
Intercept	30.4	5.2	5.85	0.00001
Faculty training (%)	0.56	0.09	6.22	0.00005

Table 4 a :Model Summary

R^2	Adjusted R^2	F-Statistic	P-Value
0.65	0.64	38.67	0.00001

Source: Primary Data

Based on the coefficient (0.56) there indicates a moderate positive relationship between faculty training and AI adoption. The P-value for faculty training (0.00005) is highly significant (less than 0.05), which indicates faculty training has a significant effect on AI adoption. The 65% of the variance (R^2 0.65) in AI adoption, suggesting a strong relationship between faculty training and AI adoption.

Factor Analysis

The current research also focused on underlying factors or constructs that explain the relationships between observed variables (indicators) related to AI implementation in the education system. Typically, factor analysis is used to identify patterns in responses to questions or data points (Like scale responses from surveys) that reflect underlying concepts.

The survey included several questions on the dimensions: AI Adoption, Faculty training, Student outcomes, Ethical, and Infrastructure. The factor analysis produced three main factors based on the 10 observed variables. The factor loadings after rotation are presented in Table 5.

The high loadings of AI adoption suggest that this factor represents the overall adoption and impact of AI in education, which includes both academic and administrative benefits. High loads on faculty training show that this factor represents the preparedness and desire for more faculty development regarding AI. Whereas the high loadings of 'Concerns' suggest that this factor reflects the barriers and ethical challenges in implementing AI, such as inadequate infrastructure and issues related to data privacy.

Correlation Analysis of the Relationships between Key Variables

With a view to assessing the relationships between key variables such as AI adoption, student performance, faculty training, and administrative AI use, correlation analysis of the data has been conducted. For this analysis, it was hypothesized that AI adoption in classrooms is positively correlated with student satisfaction, faculty training in AI positively correlates with AI adoption in classrooms, AI adoption in classrooms positively correlates with student academic performance, and the use of AI in Administration positively correlates with faculty training in AI.

The Pearson correlation is used to assess the strength and direction of linear relationships between the variables. Table-6 consists of the correlation

Table 5: Factor loadings for AI Implementation in Higher Education

S. No.	Variable	AI Adoption	Faculty Training	Concerns
1	AI adoption in classrooms improves teaching quality	0.82	0.12	0.05
2	Faculty have received adequate training	0.30	0.85	0.06
3	AI tools enhance Students' Learning	0.79	0.20	0.12
4	AI has streamlined administration processes	0.70	0.10	0.12
5	AI adoption improves student academic performance	0.76	0.25	0.11
6	Faculty desire more AI training	0.20	0.88	0.09
7	Concerns about AI Data privacy	0.22	0.12	0.84
8	Resistance due to lack of infrastructure	0.23	0.22	0.80
9	Concern about AI data privacy	0.22	0.12	0.84
10	AI adoption impacts institutional processes	0.80	0.18	0.12

Source: Primary Data

analysis. Pearson correlation coefficients range from -1 to 1:

+1: perfect positive correlation
0: No correlation
-1: perfect negative correlation

Correlation Results Interpretation

Student Satisfaction

It shows that a strong positive correlation (0.78) exists between AI adoption in classrooms and student satisfaction. It suggests that students benefit from AI-enhanced learning environments in classrooms.

Faculty Training

Between faculty training in AI and AI adoption in classrooms, a moderate positive correlation (0.62) is observed. The more trained faculty in AI will integrate AI tools for successful AI implementation.

AI Adoption in Classrooms

A moderate to strong positive correlation (0.65) is found between AI adoption in classrooms and student academic performance. AI can enhance learning experiences and support better academic results.

Student Academic Performance

It indicates that students who are more satisfied with AI perform better academically, as a strong positive correlation (0.72) exists between student satisfaction with AI and their academic performance.

AI in Administration

As regards academic administration, a moderate positive correlation exists between AI adoption in classrooms and the use of AI in administration. Thus, it suggests a broader shift toward AI integration.

The correlation analysis reveals several important relationships between AI implementation and its impact on the Indian higher education system. AI adoption leads to improved student satisfaction and academic performance, while faculty training plays a crucial role. Thus, AI's use provides a comprehensive approach to improve both educational and administrative processes.

Thematic Analysis

In order to analyze the qualitative data pertaining to this research, in addition to empirical data, thematic analysis is done. It covers focus group discussions, interview transcripts, reports, and open-ended survey responses. The key themes related to the effect of AI implementation in the Indian higher education system were the focus of this thematic analysis. Based on the responses from the interview as well as survey questions, the following themes were identified for the analysis and the thematic analysis is presented in Table–7.

- AI's Positive Impact on Teaching & Learning
- Faculty training and Skill development
- Challenges in AI Implementation
- AI's Role in Enhancing Administrative Efficiency
- Student Satisfaction and Academic Performance
- Ethical Concerns and Data Privacy

Interpretation and Key Insights

Teaching and Learning

Many respondents felt that AI has significantly enhanced the teaching and learning process through personalized learning experiences and enhanced access to resources. Thus, AI potentially leads to better student engagement.

Table 6: Correlation Matrix for AI Implementation and Educational Outcomes

Variable	AI adoption in classrooms	Faculty Training in AI	Student Satisfaction with AI	Student Academic performance	Use of AI in Administration
AI adoption in classrooms (%)	1	0.62**	0.78**	0.65**	0.47*
Faculty training in AI (%)	0.62**	1	0.56*	0.59**	0.67**
Student Satisfaction with AI (1-5)	0.78**	0.56*	1	0.72**	0.53*
Student Academic Performance (%)	0.65**	0.59**	0.72**	1	0.46*
Use of AI Administration (%)	0.47*	0.67*	0.53*	0.46*	1

Source: Primary Data
** Significance: P < 0.05 (*), P < 0.01 (**)*

Faculty Training & Skill Development

Faculty members need continuous professional development to maximize the advantages of AI tools in classrooms. Many educators have gaps in their AI-related skills, and some institutions lack structured training programs.

Challenges in AI Implementation

Infrastructure insufficiency, financial constraints, resistance to change, etc. were the challenges identified. These barriers prevent the implementation AI tools. Hence, institutions need to upgrade their infrastructure.

AI has greatly improved administrative efficiency, which has allowed administrators to prioritize teaching and posturing student engagement. AI is playing a crucial role in administrative operations. In the study, the majority of respondents observed a positive correlation between AI use and student satisfaction. Personalized learning paths and instant feedback significantly enhance student satisfaction. Finally, ethical concerns about data privacy and bias in AI algorithms were raised by several participants. Data security and fairness in AI need to be prioritized to maintain trust in AI tools and avoid potential discrimination.

Findings and Recommendations

Overall, the thematic analysis of data made it clear that AI is seen as a positive force to enrich the teaching and learning process environment, as well as administrative processes in India's higher education system. Whereas certain challenges need to be addressed, such as the comprehensive faculty training, infrastructure issues and ethical concerns.

AI Implementation in Urban Vs Rural Higher Education Institutions

A comparative analysis of the implementation of AI in higher educational institutions located in urban and rural areas is presented in this section. The analysis is based on survey responses, interviews (faculty, students, and administrators), and secondary data from institutional reports.

Infrastructure and Resource Availability

The availability of infrastructure and utilization of academic resources amongst urban and rural higher educational institutions can be seen from Table 8.

Table 8 highlights the differences in AI adoption rates and infrastructure availability between urban and rural institutions. Urban

Table-7: Thematic Analysis of AI Implementation in Higher Education

Theme	Sub-Themes	Qualitative Responses	Frequency
AI's positive impact on Teaching & Learning	Personalized learning improved resource availability	Access to AI tools tailored to individual needs has increased efficiency in studying	35
Faculty Training Skills and Development	Training programs – Skill gaps – Continuous Learning	Structured training for faculty improved the ability to integrate AI in teaching	30
Challenges in AI Implementation	Infrastructure Limitations – Resistance to change – Financial Constraints	Many institutions lack the sufficient infrastructure to fully integrate AI. Some staff resist AI Implementation in class rooms.	28
AI's Role in enhancing Administrative Efficiency	Automating tasks – Reducing administrative workload	AI made administrative tasks more efficient. Faculty can focus more on teaching than on paperwork	25
Student Satisfaction and Academic Performance	Increased Engagement, Better performance, Personalized feedback.	AI has helped to improve grades by offering more targeted learning resources	
Ethical Concerns and Data privacy	Data Security – Bias in AI algorithms Transparency	AI could lead to biased grading practices and privacy of data under question	20

Source: Primary Data

institutions exhibit higher AI adoption in both academic and administrative functions, along with better infrastructure and access to funding for AI integration. About 80% of institutions in urban areas have sufficient infrastructure to implement AI technologies, and they often collaborate with technology providers as well as receive funds from the government or private sector. Whereas, only 45% of rural institutions reported adequate infrastructure to support AI implementation. With unreliable internet access, outdated hardware, and a lack of technical support staff, rural institutions face challenges in deploying AI technologies effectively.

Faculty and Student Perceptions on AI Implementation

The faculty and student perception of AI implementation in urban and rural higher educational institutions is depicted in the following table.

It can be observed from the table that urban institutions show (85%) higher levels of confidence in AI usage, which may be because of more faculty training and student engaging with AI tools. On the other hand, rural institutions face greater resistance and barriers, leading to less positive perceptions and engagement (55%). As regards the resistance and barriers on AI usage in urban institutions it is 30% and in rural institutions 60%. The AI usage outcome in urban institutions 70% where as in rural 50%.

This analysis of AI implementation in urban and rural HEIs provides a clear view of the differences in AI adoption by both categories of institutions.

Results & Discussion

Results

The key result areas based on the findings derived from the empirical investigation to measure the impact of AI implementation on India's higher education system are presented as follows.

AI Adoption and Implementation Trends

A significant proportion of universities and colleges (60%) have started integrating AI technologies such as AI tools use, student assessments, personalized learning, and AI integration in curriculum (45%). However, AI-related courses remain limited in non-technical courses.

Impact on Teaching and Learning

AI-enhanced learning experience, offering tailored learning experiences based on individual progress, strengths, and weaknesses. About 75% of students and 65% faculty felt that AI has made education more personalized. AI is also reducing student-teacher interaction, as expressed by nearly 55% of faculty members.

Table-8: AI Adoption and Infrastructure in Urban Vs Rural Higher Education Institutions

S. No.	Factor	Urban Institutions (%)	Rural Institutions (%)
1	AI adoption rate	75%	40%
2	Use of AI in teaching & learning	70%	50%
3	Use of AI in Administrative Function	85%	55%
4	Student Infrastructure	80%	45%
5	Collaborations with Technology providers	65%	30%
6	Access to funding for AI Integration	70%	35%

Source: Primary Data

Table-9: Faculty and Student Perceptions on AI Implementation in Urban Vs Rural Institutions

S. No.	Factor	Urban Institutions (%)	Rural Institutions (%)
1	Faculty confidence in AI Usage	85%	55%
2	Faculty participation in AI Training	80%	40%
3	Students' positive perception of AI	72%	50%
4	Students' engagement with AI tools	75%	45%
5	Barriers to AI Adoption	30%	60%
6	Impact of AI on Academic Outcomes	70%	50%

Source: Primary Data

Impact on Academic performance and Productivity

AI-driven tools improved efficiency by time saving and accuracy in grading, which allowed instructors to focus on higher-order teaching activities, such as critical thinking and innovation. Furthermore, more efficient data processing and discovery also resulted from the use of AI tools for data analysis, simulation in research programs. AI has accelerated research in fields like healthcare, engineering and economics, as per 50% of researchers.

AI Implementation Challenges

The major challenges in AI implementation in HEIs relates to infrastructure and funding limitations and resistance to change. Lack of infrastructure (hardware and software) and limited funding were noticed in about 40% of institutions.

Discussion

Both potential benefits and challenges can be noticed from the results of this empirical investigation on the implementation of AI in HEIs.

On AI adoption in Indian HEIs, India has witnessed a gradual yet noticeable shift toward AI integration, as evidenced by the adoption rates across a range of institutions. However, the relatively slower integration in non-technical faculties indicates that AI's full potential has yet to be realized across all disciplines. Hence, there needs a more inclusive approach to AI integration.

As regards the AI's impact on teaching, learning, and pedagogy, studies have shown AI's ability to create a more adaptive learning environment. AI systems enabled personalized instructional pathways designed to accommodate individual learner needs. The challenge for higher education institutions lies in balancing AI implementation with traditional, human-centered pedagogical methods. The positive effects of AI on academic performance and research productivity are noteworthy. AI's role in enhancing research capabilities – through rapid data processing, hypothesis testing, and pattern recognition has led to significant breakthroughs in several fields.

There is a need for a policy intervention to support AI adoption because of the infrastructure challenges and resistance to change. The AI's potential to revolutionize higher education is evident, but the scarcity of funds and technological infrastructure limits the scale of implementation of AI. The reluctance to embrace new technologies, concerns of job security, and adequacy of skills, are also the issues. In view of these challenges, educational leaders need to foster & culture of innovation, and ensure access to AI resources.

Against this backdrop, it is very clear that the successful implementation of AI in India's higher education system requires a multifaceted approach, which includes substantial investment in infrastructure, creating policies by the government to promote AI adoption, foster a collaborative environment

Research Implications

The study offers several valuable insights and implications for higher education institutions, policy makers, educators, and AI technology providing institutions, as specified below.

Academic Institutions

i) Curriculum design and pedagogical Innovation.
ii) Faculty Development and Training.

Policy Makers

i) Regulatory framework and funding support
ii) Ethical considerations and AI Governance

Students

i) AI as a skill for future employment
ii) Learning experience and engagement

Researchers and Scholars

i) Exploring AI's broader impact on higher education
ii) Comparative Studies and International perspectives

AI Developers and the Tech Industry

i) Designing education–centric AI Solutions
ii) Fostering Collaborative Innovation

Global Educational Trends

How AI is shaping the future of education as AI technology becomes increasingly embedded in educational systems worldwide.

Limitations of the Study

The study primarily focuses on a select number of higher education institutions; it may not fully capture the diversity of experiences and Challenges faced by all types of institutions. The sample size may not be large enough to make generalizations about the entire higher education sector. The data can be subject to biases such as social desirability biases or recall bias. The integration of AI technologies in higher education remains in its nascent phase in many Indian institutions; the data may not capture the long-term effects of AI integration. The study does not extensively explore other aspects such as AI's role in shaping educational policies, administrative decision-making or institutional governance. While the study focuses on students and faculty, it does not account for the perspectives of other important stakeholders, such as policy makers, AI technology providers or industry leaders.

Future Research Direction

As this study focusses on the current impact of AI implementation in India's higher education system, future research can address the following key areas:

- Longitudinal studies on AI's Impact
- Thorough analysis of AI's role in non-technical disciplines
- AI impact on faculty and administrative roles
- Ethical and Governance challenges of AI in education, and
- Policy and Regulatory framework for AI in education.

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A Thought to Carry Forward

G Satheesh Reddy, Advisor, Aerospace and Defence to Government of Andhra Pradesh and Former Chairman, Defence Research and Development Organisation, delivered the Convocation Address at the 9th Convocation Ceremony at the Indian Institute of Information Technology, Chittoor, Andhra Pradesh on August 02, 2025. He said, ***"I wish you all to hold the perspective that with these challenges come opportunities—opportunities to innovate, to lead, and to make a tangible difference. I encourage you to approach these opportunities with curiosity and courage. Stay hungry for knowledge, be adaptable in the face of change, and collaborate with your colleagues and superiors at work. Remember, the path to success is rarely linear, but with determination and a clear sense of purpose, you can navigate it successfully."*** **Excerpts**

Today marks a significant milestone in your lives—a culmination of years of hard work, dedication, and perseverance. As you stand on the threshold of your professional journeys, I am honoured to share this moment with you.

The landscape of ICT is constantly evolving. A quarter century back, it was the Dot-Com bubble, the Y2K problem and telecommunications. Over the years, the IT industry has evolved towards networking, full-stack development, Data Analytics and new technologies such as Internet of Things, AIML, etc. However, using these technologies towards product development has always been a major challenge. Particularly, with Make in India initiatives, it is imperative that the next generation products not only take advantage of the above technologies, but also develop reliable products. With new threats emerging and technologies advancing at an unprecedented pace, it is not just about developing advanced technologies, but also about ensuring that these innovations are used ethically, responsibly, and for the greater good.

In the realm of Defence Research and Development, we are tasked with a profound responsibility: to safeguard our nation and its citizens. For example, many times, defence systems have their own wireless communication systems, using state-of-the-art technologies such as MIMO, OFDM, but developing systems that are distinct from industrial mobile systems, having more secure and reliable products.

Particularly, the state of Andhra Pradesh is very keen to be a pioneer in Aerospace and Defence systems, wherein there is a need for a lot many IT and ICT engineers. But this needs engineers with a breadth of interdisciplinary knowledge, while being a master of one or two domains.

As you embark on your career, I urge you to remember the values that have been instilled in you during your time here. Integrity, discipline, and a commitment to excellence are not mere words; they are the foundation upon which you will build your future. The challenges ahead will be formidable. Beyond certain years, it is NOT about salary or CTC, but the ability to keep going and contribute to your own upbuilding. Remember, you have 30–35 years of career ahead to work. So, work on developing your skill sets and be ready for lifelong learning.

I wish you all to hold the perspective that with these challenges come opportunities—opportunities to innovate, to lead, and to make a tangible difference. I encourage you to approach these opportunities with curiosity and courage. Stay hungry for knowledge, be adaptable in the face of change, and collaborate with your colleagues and superiors at work. Remember, the path to success is rarely linear, but with determination and a clear sense of purpose, you can navigate it successfully.

In closing, I leave you with a thought, "The true measure of a society's strength lies not just in the count of its people but in the integrity and wisdom of its people." As you step into the open world, carry this truth with you and let it guide your actions throughout your career.

Congratulations once again. The future is yours, and only you need to shape it!!!

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CAMPUS NEWS

One-day Lecture on Reimagining Contemporary Education at SHEPA : A Tribute to Prof. K P Pandey

The one-day lecture on 'Reimagining Contemporary Education through Indian Knowledge System' was organised by the Society for Higher Education and Practical Application (SHEPA), Varanasi, Uttar Pradesh on the occasion of Teachers' Day and to commemorate the Birth Anniversary of distinguished educationist and eminent Teacher Educator, Prof. K P Pandey on September 05, 2025 through Google Meet. The programme served as a platform to pay tribute to Prof. K P Pandey's legacy, weaving his commitment to holistic, socially grounded education with the urgent pedagogical challenge of making contemporary education more ethically and culturally resonant. The programme was graced by the presence of Prof. Mohammad Miyan, Former Vice Chancellor, MANU, Hyderabad, Prof. Chand Kiran Saluja, Director, Sanskrit Samvardhan Pratisthan, New Delhi, and various other eminent and senior academicians from the education fraternity.

Dr. Anupam Shukla, Principal, Institute of Computer Science & Technology, SHEPA, Varanasi, presented the life sketch of Prof. K P Pandey, highlighting his academic journey from a student to a revered teacher and administrator, along with the numerous accolades he received for his dedicated service in the field of education.

Dr. J P Srivastava, Principal, Institute of Education, extended a warm welcome to the Keynote Speaker, Prof. Dev Dutt Sharma, Former Vice Chancellor, Sardar Patel University, Mandi, Himachal. Pradesh, Chief Guest, Prof. Seema Singh, Former Vice Chancellor, UPRT Open University, Prayagraj and Prof. S P Malhotra, Director, ETMA, Gurugram, Haryana for presiding over the programme. This was followed by the concept note from the Convenor of the programme, Prof. Amita Pandey Bhardwaj, Director, MMTC and Professor, School of Education, Shri Lal Bahadur Shastri National Sanskrit University, New Delhi. She presented a brief description of various classifications of the Indian Knowledge System along with the Chaturdash Vidyas and emphasised the continued relevance of Vedic literature in modern education.

Prof. Dev Dutt Sharma paid homage to Dr. S Radhakrishnan and reminisced about the inspirational legacy of Prof. K P Pandey. In his address, Prof. Sharma emphasised the need for integrating Indian Knowledge Systems into the higher education curriculum to meet both local and global challenges. He highlighted the significance of a clear vision and strong intent in educational reforms and shared insightful perspectives lucidly and engagingly. He further stressed bridging the ancient wisdom with modern demands by embedding ethics, contextual understanding and cultural rootedness into the curricula of various programmes at undergraduate and postgraduate levels.

Prof. Seema Singh, Chief Guest, remembered and cherished the memories of Prof. K P Pandey. She added that Prof. Pandey was an enthusiastic, energetic, and passionate educator whose warmth and wisdom left a lasting impression on generations of students.

In his Presidential Address, Prof. S P Malhotra offered a thoughtful summary of the session's key discussions and expressed deep admiration for Prof. Pandey, describing him as an individual of encyclopedic knowledge, high ideals, and strong values. He also recalled his long-standing association with Prof. Pandey with great respect and affection.

Thus, the memorial lecture symbolised a bridge between tradition & modernity and heritage & innovation. By honouring his legacy, the lecture likely inspired a renewed commitment towards embedding IKS in contemporary education, ensuring that the learning remains holistic, culturally rooted and future-ready. The *Smriti Vyakhyan* witnessed participation from a galaxy of eminent scholars. Mr. Parveen Rungta, Secretary, SHEPA, Dr. Prithvish Nag, Director, SHEPA, along with teaching and non-teaching members from SHEPA were also present in the programme. The programme concluded with a vote of thanks proposed by Prof. Asha Pandey, Vasanta College for Women, Rajghat, Varanasi, Uttar Pradesh, acknowledging the valuable presence of all the speakers and participants who joined the event in online mode. The event was anchored by Dr. Brijesh Shukla from SHEPA.

Research and Industrial Conclave on Fusing Knowledge, Innovation and Enterprise

A three-day Research and Industrial Conclave on 'Fusing Knowledge, Innovation and Enterprise' is being jointly organised by the Indian Institute of Technology Guwahati Research Park and Students'

Academic Board, IIT Guwahati from October 10-12, 2025. The event is a premier multidisciplinary platform uniting academia, industry, and policymakers to drive innovation for a sustainable future. The topics of the event are:

Intelligent Technologies and Systems

- Artificial Intelligence and Machine Learning: From Theory to Real-World Applications.
- Cyber-Physical Systems and Autonomous Technologies.
- Human-Centric Computing and Language Technologies.
- Data-Enabled Energy and Environmental Systems.

Technology for Society

- Disaster Resilience and Community-Centric Technologies
- Digital Equity, Education, and Heritage Preservation
- Sustainable Urban and Rural Development
- Entrepreneurship, Governance, and Technology Ethics

Recent Developments in Biotechnology

- Biomedical Engineering and Healthcare Innovations.
- Synthetic Biology and Bioengineering.
- Environmental and Agricultural Biotechnology.
- Computational and Systems Biology.

Advanced Chemical-driven Materials Innovation and Manufacturing

- Nanomaterials and Functional Material Systems.
- Green Manufacturing and Sustainable Processes.
- Materials for Energy Storage and Conversion.
- Computational and AI-Driven Materials Discovery.

For further details, contact the General Secretary, Mr. Himanshu Sharma, Students' Academic Board, Indian Institute of Technology Guwahati, Assam-781039, Mobile No: 08279773316, E-mail: *h.sharma@iitg.ac.in* and *research_conclave@iitg.ac.in.* For updates, log on to*: www.ric.iitg.ac.in*

International Conference on Leveraging Emerging Technologies and Analytics

A three-day International Conference on 'Leveraging Emerging Technologies and Analytics for Development' is being organised by the Indian Institute of Management Shillong from December 10-12, 2025. The event aims to bring together scholars, industry leaders, policymakers, and innovators to explore the transformative power of technology and analytics. The theme, 'Unlocking Human Potential,' highlights the role of emerging technologies, artificial intelligence, data-driven decision-making, and digital transformation in enhancing human capabilities, fostering inclusive growth, and driving sustainable development. As businesses and societies navigate rapid technological changes, this conference aims to spark insightful discussions on harnessing these advancements for economic progress, social empowerment, and ethical innovation. The Subthemes of the Event are:

Information Systems: Theory and Practice

- Digital Transformation and Society: Socio-technical Systems, Digital Inclusion and Accessibility, Digital Divide.
- Social Media and Networks: Online Communities, Social Network Analysis, Influence and Virality.
- Information Behavior and Use: Information Seeking Behavior, Information Use in Decision Making, Information Literacy.
- Digital Ethics and Policy: Ethical Use of Information Technology, Privacy Concerns, Regulation and Compliance.
- ICT for Development: Technology Adaption in Developing Countries, ICT for International Competitiveness*, ICT for Economic Development, ICT for Social Development.
- Online Collaboration and Communication: Virtual Teams and New Product Development*, Computer-Mediated Communication, Online Community Building.
- Cultural and Global Perspectives: Cross-Cultural Studies, Globalisation and Technology, Cultural Influences on Technology Use.
- Gender and Diversity in Technology: Gender Digital Divide, Diversity in IT Workforce, Gender Bias in Technology Design.
- Digital Well-being: Technostress, Digital Detox, Psychological Effects of Digital Technologies.
- Education and Learning Technologies: Technology Integration in Education, Online Learning Environments, Educational Technology Adoption and Impact.
- Information Systems Strategy and Competitiveness.

Analytics: Applications for Business and Unlocking Human Potential

- Healthcare Analytics: Public Health and Epidemiology, Predictive Public Healthcare.
- Education and Learning Analytics: Personalised Education, Educational Equity.

- Climate Change Analytics and Resource Management.
- Poverty Alleviation and Social Welfare: Targeted Assistance Programs, Economic Inclusion.
- Justice and Equity: Criminal Justice Reform, Human Rights and Fair Labor.
- Urban Planning and Development: Smart Cities, Infrastructure and Mobility.
- Disaster Response and Management: Early Warning Systems, Emergency Resource Allocation.
- Public Safety and Security: Crime Prevention, Cybersecurity.
- Community Empowerment: Civic Engagement and Participation, Social Media for Good.
- Global Development and Aid: Development Aid Allocation, Monitoring and Evaluation and Strategies.

Information Systems and Analytics for Marketing

- Digital and Social Media Marketing.
- Big Data and Marketing Analytics.
- AI and Marketing.
- AR/VR/Metaverse Marketing.
- Value Co-creation Using Internet and Mobile Technology.
- Content Marketing.
- Blockchain and Marketing.
- Ethical Issues in Tech-enabled Marketing.
- Chatbots/Virtual Assts and Customer Engagement.
- Role of Technology in Sustainable Market Transformation.
- Technology and Customer Wellbeing.
- IT Strategies for Marketing.

Information Systems and Analytics for Human Resources & Organisational Behaviour

- Improving Employee Experience with Technology.
- Leveraging Technology to Build Humane Organisations.
- AI and the Evolution of Jobs.
- Improving Contingent Work through Technology.
- HR Bias and Technology.
- Laws and Compliance Issues in Tech-enabled HRM.
- IT Strategies for HRM.

Information Systems and Analytics for Operations & Quantitative Techniques

- Smart Manufacturing and Industry 4.0.
- Humanitarian Logistics and Disaster Response.
- Smart Cities and Urban Operations Management.
- Edge Computing and IoT in Operations.
- Robotic Process Automation (RPA) in Operations.
- Predictive Maintenance and Asset Management.
- Ethical and Social Implications of IT in Operations.
- Agile Operations and Adaptive Supply Chains.
- Supply Chain Resilience and Risk Management.
- Sustainable Supply Chains.
- Supply Chain Visibility and Collaboration.
- Cybersecurity and Data Privacy in Supply Chains.
- Supply Chain Digital Twinning.
- IT Strategies for Supply Chain Operations.

Information Systems and Analytics for Finance and Economics

- Financial Inclusion and Accessibility: Digital Wallets and Mobile Payments, Peer-to-Peer Lending.
- Data-Driven Decision-Making: Predictive Analytics, Machine Learning for Investments.
- Financial Education and Literacy: Online Education Platforms, AI-Powered Financial Coaching.
- Transparency and Accountability: Blockchain, Smart Contracts, Fintech.
- Sustainable and Ethical Finance: Impact Investing Platforms, ESG Analytics.
- Robotic Process Automation (RPA), Digital Currencies and Cryptocurrencies.
- IT Strategy for Finance and Economics.

Management of Technology and Competitiveness

- Management of Technology and Innovation (MoT).
- Technology Transfer and Absorption.
- MoT for Export Competitiveness.
- Digital Platforms and Transformation.
- Product and Service Innovation.
- International Competitiveness and Business (IB), Outbound Foreign Direct Investment (OFDI).

For further details, contact the Organising Secretary, Indian Institute of Management Shillong, Umsawli, Shillong-793018, Meghalaya, Phone No: 0364-2308027, E-mail: *leadconf@iimshillong.ac.in.* For updates, log on to: *https://www.iimshillong.ac.in/events-and-conferences/conferences/lead-2025* ❑

THESES OF THE MONTH

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

AGRICULTURAL & VETERINARY SCIENCES

Agronomy

1. Mujahed, Belal Ahmad. **Effect of tillage and production practices on the performance of potato (*Solanum tuberosum* L)**. (Dr. Janardan Singh), Department of Agronomy, CSK Himachal Pradesh Krishi Vishvavidyalaya, Palampur.

Forestry

1. Bose, Ratnaboli. **Screening for disease resistance against cylindrocladium left blight of eucalyptus and its biological control**. (Dr. Shailesh Pandey, Dr. Amit Pandey and Dr. V K Varshney), Department of Forest Pathology, Forest Research Institute, Deemed to be University, Dehradun.
2. Joshi, Garima. **Synthesis of nanocellulose from different lignocellulosic materials using chemi-mechanical methods and development of composites**. (Dr. Shakti Singh Chauhan), Department of Wood Science and Technology, Forest Research Institute, Deemed to be University, Dehradun.
3. Mishra, Garima. **Assessment of population structure and genetics diversity of *Shorea robusta* Gaertn. in Uttarakhand**. (Dr. Maneesh S Bhandari, Dr. Shailesh Pandey and Dr. Rama Kant), Department of Forest Genetics, Forest Research Institute, Deemed to be University, Dehradun.
4. Negi, Nitika. **DNA barcoding of foliar fungal pathogens of eucalypts and screening for disease resistance against major pathogens**. (Dr. Shailesh Pandey, Dr. Amit Pandey and Dr. R K Meena), Department of Forest Pathology, Forest Research Institute, Deemed to be University, Dehradun.
5. Panwar, Smriti. **Development of sex associated DNA Markers for *Myrica esculenta*: An important Himalayan species**. (Dr. Maneesh S Bhandari, Dr. H S Ginwal and Dr. Girish Chandra), Department of Forest Genetics, Forest Research Institute, Deemed to be University, Dehradun.
6. Rohilla, Shivani. **Association mapping for traits of importance in *Dendrocalamus strictus* (Roxb.) nees using DNA markers**. (Dr. H S Ginwal, Dr. Santan Barthwal and Dr. Vikas Rana), Department of Forest Biotechnology, Forest Research Institute, Deemed to be University, Dehradun.

Genetics & Plant Breeding

1. Padhi, Suraj Kumar. **Genetic diversity and nutritional profiling of Indigenous Niger genotypes in Koraput Region of Eastern Ghats**. (Dr. Debabrata Panda), Department of Biodiversity and Conservation of Natural Resources, Central University of Odisha, Koraput.
2. Panda, Aloukika. **Profiling of indigenous finger millet (Eleusine coracana (L.) Gaertn) genotypes from Koraput, India in relation to drought tolerance**. (Dr. Debabrata Panda), Department of Biodiversity and Conservation of Natural Resources, Central University of Odisha, Koraput.

Microbiology

1. Javed, Zoya. **Impact of zinc oxide nanoparticles on cellulose degrading actinomycetes**. (Prof. Kavya Dashora), Centre for Rural Development & Technology, Indian Institute of Technology Delhi, New Delhi.

Soil Science

1. Parmar, Arvindkumar Ratilal. **Response of different levels of N, P and K on growth, yield and quality of mango (*Mangifera Indica L*) C V kesar**. (Dr. A M Butani), Faculty of Horticulture, Junagadh Agricultural University, Junagadh.

BIOLOGICAL SCIENCES

Biochemistry

1. Bhatia, Karishma. **Establishment and validation of in-vitro model of adipose tissue associated macrophages in obesity and diabetes**. (Dr. Sanjeev Kumar), Department of Biochemistry, M S University of Baroda, Vadodara.
2. Leena. **Exploring the potential of phyto-molecules from Indian medicinal plants to suppress the multidrug resistance in bacteria targeting the β-lactamases enzyme**. (Prof. Hariprasad P), Centre for Rural Development & Technology, Indian Institute of Technology Delhi, New Delhi.
3. Meti, Rajkumar Sambanna. **Green synthesis of gold and silver nanoparticles from Acacia Sinuata:Larvicidal activity against mosquito vectors of malaria and dengue**. (Dr. S E Neelagund), Department of Biochemistry, Kuvempu University, Shankaraghatta.

4. Parveen Kumar. **Investigations on anti-diabetic, anti-inflammatory, and antioxidant properties of Marrubiin isolated from *Marrubium vulgare* and its synergism with berberine**. (Dr. Sreedhar Madishetti), Faculty of Biological Sciences, Academy of Scientific and Innovative Research, Ghaziabad.
5. Pathak, Pranshu Kumar. **Cross-talk between flavonoid and terpenoid biosynthesis in Arabidopsis thaliana**. (Dr. Prabodh K Trivedi), Faculty of Biological Sciences, Academy of Scientific and Innovative Research, Ghaziabad.
6. Shareef, Shazia. **Design, development, and method evaluation of aptamer-based aflatoxin detection**. (Prof. Hariprasad P), Centre for Rural Development & Technology, Indian Institute of Technology Delhi, New Delhi.

Biotechnology

1. Pooja. **Understanding the interaction of endophytic fungus with *Crocus sativus***. (Dr. Kunal Singh), Faculty of Biological Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

Marine Science

1. Naik, Alok Kumar. **Morphotaxonomy and habitat ecology of Mahseer fishes in the rivers of Southern Odisha, India**. (Dr. S K Palita), Department of Biodiversity and Conservation of Natural Resources, Central University of Odisha, Koraput.
2. Roy, Priyanjoli. **Diversity and habitat characterisation of barbs (Cyprinidae) From Koraput, Eastern Ghats of Odisha**. (Prof. S K Palita), Department of Biodiversity and Conservation of Natural Resources, Central University of Odisha, Koraput.
3. Surachita, Supriya. **Diversity, distribution of fishes and threats in the freshwater bodies of Koraput District in Eastern Ghats of Odisha**. (Prof. Sharat Kumar Palita), Department of Biodiversity and Conservation of Natural Resources, Central University of Odisha, Koraput.

Microbiology

1. Rana, Rekha. **Deep genomics based insights into origin and evolution of ecological variants of *Xanthomonas***. (Dr. Prabhu B Patil), Faculty of Biological Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

Zoology

1. Dodiya, Dimpleben Pafulbhai. **Study on community ecology of macrofaunal assemblages in Rocky Intertidal Coast**. (Dr. Paresh U Poriya), Department of Zoology, Bhakta Kavi Narsinh Mehta University, Junagadh.
2. Kulshrestha, Shruti. **Circadian and epigenetic control of nocturnin in non-alcoholic steatohepatitis**. (Dr. Ranjitsinh V Devkar), Department of Zoology, M S University of Baroda, Vadodara.
3. Ranjan, Vivek. **Aspects and determinants of human-carnivore conflict in Tiger corridors of Terai, Western Circle, Uttarakhand**. (Dr. Ruchi Badola, Dr. Parag M Dhakate and Dr. Syed Ainul Hussain), Department of Wild Life Science, Forest Research Institute, Deemed to be University, Dehradun.
4. Sabapara, Zalakben Ghanshyam. **Diversity, distribution and ecology of Rocky Intertidal Sponges of the Saurashtra Coast**. (Dr. Paresh Ukabhai Poriya), Department of Zoology, Bhakta Kavi Narsinh Mehta University, Junagadh.
5. Trambadiya, Krishnaben Pankajbhai. **Phytochemical analysis and nematicidal activity of selected medicinal plants against root-knot nematodes**. (Dr. Manishkumar Dharmashibhai Visavadia), Department of Zoology, Bhakta Kavi Narsinh Mehta University, Junagadh.

EARTH SYSTEM SCIENCES

Environmental Science

1. Ganie, Shahnawaz Hassan. **An investigation in to the changing pattern in schizothorax fish abundance with pollution load in Dal lake through an interface of environmental DNA and dating methods**. (Prof. Bashir Ahmad Ganai and Prof Bikram Singh Bali), Department of Environmental Science, University of Kashmir, Srinagar.
2. Kangujam, Premkumar Singh. **Modeling of habitat suitability and population dynamics of *Lilium mackliniae* sealy**. (Dr. Sanjay Singh), Department of Climate Change and Forest Influence, Forest Research Institute, Deemed to be University, Dehradun.
3. Mahanta, Gayatri. **Diversity, distribution and foraging behaviour of Scrubland birds in Koraput District, Eastern Ghats of Odisha**. (Dr. S K Palita), Department of Biodiversity and Conservation of Natural Resources, Central University of Odisha, Koraput.
4. Naik, Ayusmita. **Diversity, distribution and habitat characterisation of earthworms in Koraput, Eastern Ghats, India**. (Prof. Sharat Kumar Palita), Department of Biodiversity and Conservation of Natural Resources, Central University of Odisha, Koraput.

5. Pramod G Krishnan. **Evolution, compatibility and effectiveness of governance model on natural resource management in Peninsular India: A case study in Kerala**. (Dr. C Kunhikannan and Dr. Amruth M), Department of Forest Ecology and Environment, Forest Research Institute, Deemed to be University, Dehradun.

ENGINEERING SCIENCES

Biomedical Engineering

1. Yadav, Virendra Kumar. **Development of methods based upon machine learning, deep learning and quantitative MRI for objective assessment of brain tumors**. (Prof. Anup Singh and Prof. Sumeet Agarwal), Department of Biomedical Engineering, Indian Institute of Technology Delhi, New Delhi.

Chemical Engineering

1. Dey, Nituparma. **Biobutanol production from glycerol using anaerobic fermentation process**. (Prof. A N Bhaskarwar), Department of Chemical Engineering, Indian Institute of Technology Delhi, New Delhi.
2. Kunti, Nitya Narayan. **Modification of carbon black morphology to improve tyre tread compound properties**. (Prof. Ranjan Sengupta), Department of Chemical Engineering, M S University of Baroda, Vadodara.
3. Niaze, Ambereen Aziz. **Insights into chemocatalytic ethanol production from cellulose**. (Prof. Sreedevi Upadhyayula), Department of Chemical Engineering, Indian Institute of Technology Delhi, New Delhi.
4. Ramteke, Akshata Vijay. **Conversion of light cycle oil to benzene and alkylated mono-aromatics over various monometallic and bimetallic oxide catalysts in the presence of hydrogen donor**. (Prof. K K Pant and Prof. Divesh Bhatia), Department of Chemical Engineering, Indian Institute of Technology Delhi, New Delhi.
5. Tomar, Akshay Singh. **Development of corrosion protective hybrid inorganic-organic geopolymer-polymer based coating for mild steel**. (Dr. Deepti Mishra and Dr. Archana Singh), Faculty of Engineering Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

Civil Engineering

1. Dhar, Mehnaz. **Influence of calcination conditions on the physico-chemical characteristics of calcined clays for use as supplementary cementitious materials**. (Prof. Shashank Bishnoi), Department of Civil Engineering, Indian Institute of Technology Delhi, New Delhi.

Computer Science & Engineering

1. Chopra, Gianchand. **Design of improved approaches for automated dietary assessment**. (Dr. Archana Purwar and Prof. Vikas Saxena), Department of Computer Science & Engineering, Jaypee Institute of Information Technology, Noida.
2. Naik, Nanavath Venkatesh. **Design of cloud assisted techniques of collaborative e-learning course recommender (D-Catcer)**. (Dr. K Madhavi), Department of Computer Science & Engineering, Jawaharlal Nehru Technological University Anantapur, Ananthapuramu.
3. Padha, Anupama. **Advancing temporal data classification with quantum powered machine learning**. (Dr. Anita Sahoo), Department of Computer Science & Engineering, Jaypee Institute of Information Technology, Noida.
4. Saini, Kapil. **Soft computing based recommender system for e-commerce**. (Dr. Ajmer Singh), Department of Computer Science & Engineering, Deenbandhu Chhotu Ram University of Science and Technology, Murthal.
5. Vadalia, Hiteshkumar Prabhudas. **A novel digital identification system for Indian citizen through Aadhaar card system**. (Dr. Kalpesh Rasiklal Rakholia), Department of Computer Science & Engineering, Bhakta Kavi Narsinh Mehta University, Junagadh.

Electrical & Electronics Engineering

1. Dua, Nidhi. **Solution processed Near Infrared (NIR) detectors**. (Prof. Madhusudan Singh), Department of Electrical Engineering, Indian Institute of Technology Delhi, New Delhi.

Energy Studies

1. Hari Bhaskaran, A. **Optimization of offshore wind farm layout and financial analysis of an offshore wind power project in India**. (Dr. V Kirubakaran), Centre for Rural Energy, The Gandhigram Rural Institute-Deemed University, District Dindigul.

Information & Communication Engineering

1. Dixit, Nisheeth. **Factors affecting the awareness of cybercrimes, cybercrime investigation, and digital forensics among law enforcement agencies**. (Prof. Mahim Sagar and Prof. Gaurav Gupta), Bharti School of Telecommunication Technology, Indian Institute of Technology Delhi, New Delhi.
2. Rangarajan, Krithika. **Utility of deep learning in breast cancer imaging in India**. (Prof. Chetan Arora and Prof. Subhashishis Banerjee), Amar Nath and Shashi Khosla School of Information Technology, Indian Institute of Technology Delhi, New Delhi.

Mechanical Engineering

1. Ashish. **Analysis of occlusal splint fabricated using 3D scanning and resin printing**. (Dr. Ramesh Kumar), Department of Mechanical Engineering, Deenbandhu Chhotu Ram University of Science and Technology, Murthal.
2. Bambhania, Mehul Pravinbhai. **Numerical modelling of cavitation and its effect on spray characteristics in the fuel injector for bio-diesel**. (Dr. Nikul K Patel), Department of Mechanical Engineering, M S University of Baroda, Vadodara.
3. Mashru, Nikunj Rajeshbhai. **Structural optimization of truss with meta-heuristic algorithms**. (Dr. Pinank Anilbhai Patel and Dr. Ghanshyam Tejani), Department of Mechanical Engineering, Marwadi University, Gujarat.
4. Patel, Jay Indravadan. **Studies on operation of large scale solar flat plate reflecting system and its thermal performance**. (Dr. Amit R Patel), Department of Mechanical Engineering, M S University of Baroda, Vadodara.

MATHEMATICAL SCIENCES

Mathematics

1. Vanita Rani. **Study on dissimilarity measures between extended fuzzy sets**. (Dr. Satish Kumar), Department of Mathematics, Maharishi Markandeshwar University, Ambala.
2. Yadav, Arun Kumar. **On the study of classical error-correcting codes and quantum codes**. (Prof. Manju Pruthi), Department of Mathematics, Indira Gandhi University, Meerpur.

MEDICAL SCIENCES

Ayurveda

1. Devendra Singh. ***Arishta Lakshanas* in Intensive Care (ICU) patients with special reference to terminal stage of illness: An observational study**. (Prof. Darshna Pandya), Department of Rog Nidan, Gujarat Ayurved University, Jamnagar.
2. Singh, Mukti Manki Mita. **Association between *Jatharagni* and *Vyayama* (Physical activity): A cross sectional survey study**. (Prof. A S Baghel), Department of Samhita evam Siddhant, Gujarat Ayurved University, Jamnagar.

Forensic Science

1. Pandya, Nidhi Hirenkumar. **Personality assessment of convicts: A forensic analysis**. (Dr. H A Pandya), Department of Forensic Science, Gujarat University, Ahmedabad.

Pharmaceutical Science

1. Joshi, Karan Divyesh. **Design, synthesis and biological evaluation of some novel heterocyclic compounds as anti-Alzheimer's agents**. (Dr. Prashant Murumkar), Department of Pharmacy, M S University of Baroda, Vadodara.

PHYSICAL SCIENCES

Chemistry

1. Kalpana, M. **Zero emission hydrogen and CNFs production by cracking of methane over Ni based catalysts: Applications of deactivated catalysts**. (Dr. Akula Venugopal), Faculty of Chemical Sciences, Academy of Scientific and Innovative Research, Ghaziabad.
2. Kar, Susmita. **Sustainable production of biochar from textile waste materials for emerging contaminants removal**. (Dr. Sourja Ghosh and Dr. Sunil Kumar), Faculty of Chemical Sciences, Academy of Scientific and Innovative Research, Ghaziabad.
3. Karmur, Manisha Bhimabhai. **Studies on new therapeutic agents: Synthesis, characterization and biological evaluation**. (Dr. Jasminkumar Jayantilal Bhalodia), Department of Chemistry, Bhakta Kavi Narsinh Mehta University, Junagadh.
4. Karmur, Sheetal Bhimabhai. **Studies on bioactive heterocyclic moieties: Design, synthesis and characterization**. (Prof. Atul H Bapodra), Department of Chemistry, Bhakta Kavi Narsinh Mehta University, Junagadh.
5. Maria Viyanni, P. **Deep eutectic solvent assisted Ni based electro catalysts for clean energy production**. (Dr. M G Sethuraman), Department of Chemistry, The Gandhigram Rural Institute-Deemed University, District Dindigul.
6. Niharika. **Surface-engineered and co-catalyst-decorated carbon nitride photocatalysts for solar to chemical fuel generation**. (Dr. Yatendra Singh Choudhary), Faculty of Chemical Sciences, Academy of Scientific and Innovative Research, Ghaziabad.
7. Sanghavi, Bindi Shashikantbhai. **Synthesis and characterization of Iron-oxide based nanomaterial and their potential applications**. (Dr. Hemant P Soni), Department of Chemistry, M S University of Baroda, Vadodara.
8. Sruthi, M M. **Structurally engineered copper (II/I) electrolyte based dye-sensitized solar cells for indoor photovoltaics**. (Dr. Suraj Soman), Faculty of Chemical Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

9. Wahida Begum. **Development of heterogenous earth-abundant metal catalysts for chemoselective functionalization of methane and other hydrocarbons**. (Prof. Kuntal Manna), Department of Chemistry, Indian Institute of Technology Delhi, New Delhi.

Physics

1. Abraham, Malini. **Rationally designed innovative rare earth free red emitting nanophosphors for intelligent lighting, thermometry, and X-ray scintillation applications**. (Dr. Subrata Das and Dr. Susanta Kumar Sahoo), Faculty of Physical Sciences, Academy of Scientific and Innovative Research, Ghaziabad.
2. Abhishek Kumar. **Interface studies of thermal atomic layer deposited aluminum doped zinc oxide and sputtered molybdenum oxide thin films for silicon solar cell application**. (Dr. Vandana and Dr. Prathap Pathi), Faculty of Physical Sciences, Academy of Scientific and Innovative Research, Ghaziabad.
3. Aditya. **Surface functionalized metal oxide-sulphide heterostructures for the fabrication of opto-chemical sensor**. (Dr. Govind), Faculty of Physical Sciences, Academy of Scientific and Innovative Research, Ghaziabad.
4. Deepak. **Structural and optical properties of doped cadmium oxide for photocatalytic applications**. (Dr. Pawan S Rana), Department of Physics, Deenbandhu Chhotu Ram University of Science and Technology, Murthal.
5. Dua, Vimi. **Study of Alkali metal oxides doped magnesium vanadate glasses and glass ceramics**. (Dr. Kulvir Singh), Department of Physics and Materials Science, Thapar Institute of Engineering and Technology, Patiala.
6. Imran Khan. **Laser driven proton acceleration with structured targets and impact of external magnetic field**. (Prof. Vikrant Saxena), Department of Physics, Indian Institute of Technology Delhi, New Delhi.
7. Purohit, Kuldeep Jagdishkumar. **Dark matter models and structure formation**. (Prof. Prashant K Mehta and Prof. Jitesh R Bhatt), Department of Physics, M S University of Baroda, Vadodara.
8. Saini, Anjali. **Fabrication of size controlled silicon wire arrays based solar cells**. (Dr. Sanjay Kumar Srivastava Dr. Mrinal Dutta), Faculty of Physical Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

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Marathwada Shikshan Prasarak Mandal,
Chhatrapati Sambhajinagar

WANTED

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

Post	No. of Post	Category
Principal	01	Open to All

Note:-

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

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

भारतीय शिक्षक प्रशिक्षण संस्थान
INDIAN INSTITUTE OF TEACHER EDUCATION

(A State Public University established by Govt. of Gujarat)
Nr. Mahatma Mandir, Kh-Road, Sector-15, Gandhinagar (Gujarat)-382016

Recruitment for the post of Registrar
(Direct Recruitment/ Deputation)

IITE Invites online applications for the following non-teaching position (Group-A), details are:

Name of Post	No. of Post	Pay Scale
Registrar	01 (UR)	Rs. 37400-67000, GP 10000 (As per 6th Pay Scale) Rs. 144200-218200* (As per 7th Pay Scale)

*Subject to approval of Government of Gujarat.

For details regarding the process of Application, Educational Qualifications, Experience and other terms and conditions, please visit the University website www.iite.ac.in. Last Date for submission of online application: 04-10-2025

Date: 04-09-2025 Registrar, IITE

Mahatma Education Society's

PILLAI HOC COLLEGE OF ARCHITECTURE

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

MINORITY INSTITUTE (Unaided)

NAAC A, CGPA - 3.04 in Cycle 1

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

Sr. No.	Cadre	Subject	Total No. of Posts	Category
1.	Principal	–	01	01 — OPEN
2.	Professor	Architecture	04	04 — OPEN
3.	Associate Professor	Architecture	06	06 — OPEN
4.	Assistant Professor	Architecture	06	06 — OPEN
5.	Assistant Professor	Fine Arts	02	02 — OPEN
6.	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.

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

Please refer the University Circular No. AAMS(UG)/178 of 2021-22 dated 25th February, 2022 for qualifications and experience at the time of interview.

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

Application with full details should reach the CHAIRMAN, Mahatma Education Society's, PILLAI HOC COLLEGE OF ARCHITECTURE, Pillai HOCL Educational Campus, Rasayani, Tal-Khalapur, Dist- Raigad 410207. within 15 days from the date of publication of this advertisement.

This is University approved advertisement.

Sd/- CHAIRMAN

Sant Gajanan Maharaj Rural Hospital & Research Center's

Sant Gajanan Maharaj College of Pharmacy, Mahagaon

Site - Chinchewadi, Gadhinglaj-Halkarni road.

Tal. Gadhinglaj, Dist.-Kolhapur.- 416 503 (Maharashtra)

(Affiliated to Shivaji University, Kolhapur)

WANTED

Applications are invited from eligible candidates for the following posts:

B.PHARMACY			
Sr. No.	**Name of Post**	**No Post**	**Reservation**
A	**Professor**		
1	Pharmaceutical Chemistry including Analysis	**01**	01 Open to All
2	Pharmaceutics	**01**	01 Open to All
3	Pharmacology	**01**	01 Open to All
4	Pharmacognosy	**01**	01 Open to All
B	**Associate Professor**		
1	Pharmaceutical Chemistry including Analysis	**02**	01 SC & 01 Open to All
2	Pharmaceutics	**02**	01 SC & 01 Open to All
3	Pharmacology	**01**	01 Open to All
4	Pharmacognosy	**01**	01 Open to All
5	Pharmacy practices	**01**	01 Open to All

B.PHARMACY			
Sr. No.	**Name of Post**	**No Post**	**Reservation**
C	**Assistant Professor**		
1	Pharmaceutical Chemistry including Analysis	**01**	01 SC
2	Pharmaceutics	**03**	01SC, 01 VJA, 01 OBC
3	Pharmacology	**02**	01SC, 01 VJA
4	Pharmacognosy	**02**	01SC & 01 Open to All
M. PHARMACY			
A	**Professor**		
1	Pharmaceutics	**01**	01 Open to All
2	Quality Assurance	**01**	01 Open to All
B	**Assistant Professor**		
1	Quality Assurance	**01**	01 Open to All
A			
1	Librarian	**01**	01 Open to All

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

Shree. Rishikesh Shikshan Prasarak Mandal, Navi Mumbai's

Shri. D. D. Vispute College of Pharmacy & Research Center,

Devad – Vichumbe, New Panvel, Dist. – Raigad, Pin.- 410 206.

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

UN-AIDED

Sr. No.	Cadre	Subject	Total No. of Post	Post Reserved for
1.	Professor	Pharmaceutics	01	01 – OPEN
		Pharmacognosy	01	01 – OPEN
		Pharmaceutical Chemistry	01	01 – OPEN
		Pharmacology	01	01 – OPEN
2.	Associate Professor	Pharmaceutics	01	01 – SC
		Pharmaceutical Chemistry	02	01 – SC 01 – OPEN
		Pharmacology	01	01 – OPEN
3.	Assistant Professor	Pharmaceutics	04	01 – ST 01 – DT (A) 01 – SEBC 01 – EWS
		Pharmaceutical Chemistry	06	01 – SC 01 – ST 01 – DT (A) 01 – OBC 01 – SEBC/EWS 01 – OPEN
		Pharmacology	03	01 – SC/ST 01 – DT (A) 01 – OPEN
		Pharmacognosy	02	01 – SC/ST 01 – DT (A)

For Assistant Professor (Horizontal Reservation)

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

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

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

Candidates having knowledge of Marathi will be preferred.

The Educational Qualification, Experience & pay-scale for the post of Professor, Associate Professor & Assistant Professor are as prescribed by the University of Mumbai, AICTE from time to time.
Please refer University Circular No. मशिमाक/विशिमाक/तंत्रशिक्षण/११/२०२०-२०२१, दिनांक ११ जानेवारी, २०२१ **for qualifications and experience at the time of interview.**

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

Manjara Charitable Trust`s Abhinav College of Education, Latur

WANTED

Applications are invited for the post of **Assistant Professor** in Perspective in Education, Pedagogy Subjects, Health & Physical Education and Performing Arts to be filled in **Manjara Charitable Trust`s Abhinav College of Education, Latur** (**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.	Position	Nature	No. of Post	Reservation
	B.Ed.		09	OPEN-1, SC-01 ST-01, VJA-01 OBC-03, SEBC- 01, EWS-01,
1.	Perspective	Regular		
2.	Pedagogy Subjects (Math's, Science, Social Science Language)	Regular		
3.	Health & Physical Education	Regular		
4.	Performing Arts (Music/Dance/Theatre) Fine Art	Regular		
(As per the government decision dated 25-1-2024, parallel reservation should be strictly implemented in post recruitment. Parallel reservation is as follows: Women 02)				

- **Qualification: As per UGC & NCTE (2014 Rule)**

  The Faculty shall possess the following qualifications:

1. Perspective in Education or Foundation Courses

i. Postgraduation degree in social science with minimum 55% marks

ii. M.Ed degree from recognized university with minimum 55% marks

iii. SET/NET/Ph.D in education OR

i. Post Graduate degree (M.A.) degree in Education with minimum 55% marks and.

ii. B.Ed / B.El.Ed degree with minimum 55% marks

iii. SET/NET/Ph.D in education

2. Curriculum and Pedagogic Courses

iv. Post Graduation degree in Science/Mathematics/Social Sciences/Languages with minimum 55% marks

v. M.Ed degree with minimum 55% marks

vi. SET/NET/Ph.D in education

3. Health & Physical Education

i. Master of Physical Education (M.P.ED.) with minimum 55% marks

ii. SET/NET/Ph.D in Physical Education

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

i. Post Graduation degree in Fine Arts (MFA) with minimum 55% marks

OR

ii. Post Graduation degree in Music/Dance/Theatre Arts with minimum 55% marks

iii. 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. Prescribed application form is available on the University **Website (www.srtmun.ac.in).**
2. No T.A./D.A. will be paid to attend the interview
3. Eligible candidates who are already in service should submit their application through proper channel.
4. 3% Reservation for handicapped and 30% for women candidates.
5. All attested Xerox Copies of certificates and other relevant documents should be attached to the eligible candidate`s application.

Address for Correspondance: President/Principal
Manjara Charitable Trust, Abhinav College of Education, M.I.D.C., Plot No. P-43, Barshi Road, Latur -413512

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