Rs. 50.00
ISSN-0566-2257

UNIVERSITY NEWS

A Weekly Journal of Higher Education

Association of Indian Universities

Vol. 63 • No. 48 • December 01-07, 2025

Association of Indian Universities

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UNIVERSITY NEWS
Vol. 63 December 01-07
No. 48 2025
Price Rs. 50.00

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

In This Issue

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(Effective April 01, 2025)

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Postdoctoral Fellows in HEIs: Importance, Implications and Way Forward

H A Ranganath*

Charles Darwin, has emphasized the importance of transitional or linking species for understanding how new species emerge from common ancestors through gradual modification.

Post-doctoral fellows constitute an important segment of the University Research Ecosystem. In the words of Balram (Current Science, 1999), together with PhD students, postdoctoral fellows are the backbone of the scientific enterprise. They are, indeed, foot soldiers of science. Postdocs represent an intermediate stage/step between academic staff/independent research faculty and the research students. Postdocs, as a skilled scientific cadre, can contribute towards building a sustained and innovative scientific activity exploring new domains of research. This is akin to the argument of Charles Darwin, emphasising the importance of transitional or linking species for understanding how new species emerge from common ancestors through gradual modification. In a way, the presence of post-docs reflects many dynamic aspects of the research ambience of institutions.

The journal NATURE conducted a global postdoc survey, and the full survey data sets are available at go.nature.com/3tmckuq. Chris Woolston has captured the essence of the outcome of this survey in articles that appeared in Nature (2020). Nature's survey of postdoctoral researchers drew responses from more than 7,600 respondents in 93 countries, including a series of questions about job prospects. One of the major responses to this query was 'Cloudy prospects', as Postdoctoral researchers often struggle to turn their temporary positions into full-time, stable careers. Most of them were worried about their career progression. Further, it depends on the reputation of the mentor and the laboratory where one had the postdoc position, as well as the domains/ disciplines of research. Researchers have opined with little job security, poor compensation and an unclear path to a permanent post.

In spite of a postdoc stint, the fellows suffer from limitations like computational skills, some wished they were better at specific experimental techniques, and a lack of proficiency with statistics and lack skills to compete, especially in the current job climate. Thirty per cent said they had already completed two or three positions, a few reported having more than four or five, and some had done as many as six or seven. Some have felt after a postdoc, "There is a disappearance of options"!

Prior to NATURE's survey, another attempt to get the feedback from Postdocs was the 'U-MARC survey' (2017, Understanding Motivations for Academic Research Careers). U-MARC included Postdoctoral scholars ("postdocs") in the biological and biomedical sciences from across the United States. The summary of the qualitative analysis of this survey was published in PLOS ONE (Afonja et al., 2021). Even

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though the postdoc respondents overwhelmingly agree that academia is most rewarding when you are truly passionate about scientific research and discovery, the financial insecurity, work-life balance, securing a grant, academic politics, and a competitive job market emerged as challenges of academic research.

Some consider postdocs as "They are the hands-on researchers." In some fields, the concept of a postdoc can still feel nebulous. "Is it a path to academia? Is it a research position?" asks Petra Hermankova, a postdoctoral archaeologist at Aarhus University in Denmark. "Nobody knows what postdocs are, so we have to struggle on our own." Both surveys uncover a sense of instability and disenchantment among postdocs.

Similar to these surveys, a nationwide survey was conducted by the Indian National Young Academy of Sciences (INYAS), gathering responses from 189 postdoctoral researchers across India (Chatterjee, Chakravorty, Devi et al., 2025) Based on the feedback following recommendations have been made: These include increasing fellowship numbers and durations, fostering inter-institutional collaborations, minimizing biases in recruitment, and supporting career development, particularly for women researchers. Implementation of these recommendations can contribute to building a more robust and supportive research ecosystem, promoting talent growth and retention within the country.

Postdoctoral researchers are highly trained academics. "Postdocs are the most valuable component of a lab because of what they can produce… says Anna Coussens, an immunologist at WEHI in Parkville, Australia. Since the importance of the presence of postdocs in research laboratories is realised, many leading research universities have space for postdocs. For example, post-doctoral strength in a few leading universities was/is as follows: Stanford University (2400), Harvard (1300), Cambridge (4200), MIT (1400), UC Berkeley (1400), UCLA (1400), Yale (1200), Columbia University (1,800) and Zurich (1500). On a personal note, while I was visiting the Max-Planck Institute at Tubingen, Germany, the then Director, Nobel Laureate Prof. Christiane Nüsslein-Volhard, introduced me to Postdocs coming from over 20 different nationalities/countries. She expressed that such diversity facilitates getting feedback/ideas from diverse research backgrounds. Let alone our state universities, I am not sure whether our leading research institutions and universities have such a valuable support system. Frequently, articles have been published on the situation of Postdocs in our country (Balram, 1999; Muniyappa, 2007; Lakhotia, 2015; Singhvi,2022; Chatterjee, Chakravorty, Devi et al., 2025). Singhvi has argued that the Science and Technology Personnel (STP) landscape could be improved through an augmented and revitalised postdoctoral fellowship programme.

As per data available with the Organisation for Economic Co-operation and Development (OECD), India awards nearly 24,000 doctoral degrees annually. Multiple career options are available to PhDs. One of them is to look for a Postdoctoral position available both in the public and private sectors, such as universities and research institutions. However, its capacity to retain them in active academia with reasonable jobs and adequate funding for research is less than a few per cent (Singhvi, 2022). Those who wish to make a career in science prefer to go abroad, where they have advanced labs, which is reflected as India remains a major "supplier" of post-doctoral research force not only to the West but, in recent years, also to the upcoming advanced labs in Southeast Asia and Australia (Singhvi, 2022). It is a paradox that the system is not in a position to retain research-oriented youngsters, causing 'brain drain' in the country. Some time back, an unsuccessful 'brain gain' concept was floated to bring them back. One of the reasons may be the absence of internationally reputed laboratories with globally recognised mentors/leaders, which assures a bright prospect for making a career in science. Chaudhary et al., (2025) have presented an overview of how the Department of Science and Technology (DST), Government of India, is implementing significant schemes for strengthening the scientific infrastructure in academic institutions and universities. A positive and proactive development.

The objective of postdoctoral fellowships is to support researchers' careers and foster excellence in research. Postdocs can build skills and establish credentials towards becoming an independent principal investigator. The following are a few postdoctoral fellowships in India: CSIR-Nehru Science Postdoctoral Research Fellowship, DBT, DST-SERB National Post Doctoral Fellowship (N-PDF), DST–Women Scientist Fellowships, UGC-Post Doctoral Fellowship to Women Candidates, UGC-Post-Doctoral Fellowship to SC/ ST Candidates, USIEF-Fulbright-Nehru Postdoctoral Research Fellowships for Indian Citizens, Sir Ratan Tata Trust-Sir Ratan Tata Post-doctoral Fellowship, ICSSR Post-Doctoral Fellowship, UGC-Dr. D. S. Kothari Postdoctoral Fellowship, DBT – Research Associates, INSPIRE, and the SERB and Institutions' sponsored Postdocs and the projects of Principal

investigators. But these provisions are underutilised. The ANRF-National Post Doctoral Fellowship (N-PDF) is aimed at identifying motivated young researchers and providing them with support for doing research in frontier areas of science and engineering. The fellows will work under a mentor, and it is hoped that this training will provide them with a platform to develop as independent researchers. To the best of my knowledge, Kerala is the only state in our country which is awarding post-doctoral fellowships from state funds. The Kerala Chief Minister's Nava Kerala Post Doctoral Fellowship is a state-funded program that provides financial support for postdoctoral research in Kerala. Since 2022, it has been offering a monthly fellowship of ₹50,000 to ₹1,00,000 and an annual contingency grant of up to ₹2 lakhs for a period of two years. In a way, this has promoted 'brain gain' for Kerala.

Promoting and recognising a good post-doctoral research culture within the country is essential to attain the required wider base (Lakhotia, 2015). The system has to address a few issues, like the status of post-docs in the academic and research landscape.

The National Postdoctoral Association (NPA) in America takes up the issues related to salary, working conditions, career prospects, funding, etc. and presents more effectively to the concerned authorities like NIH, NSF and Scientific Advisory Committees set up by the Federal Govt. The NPA acts as a liaison between postdocs and policymakers. The postdoc community in India is growing, and some formal structures might ensure the comprehensive growth of this talent pool (Prasad Krishnan, 2015). NCBS/InSTEM Postdoctoral Fellows' Association, along with others, periodically organises National Post-Doc Symposium (NPDS) in different parts of the country to sensitise, promote networking and also to exchange their experiences in their respective institutions. The forum of IndiaBioscience has highlighted the need for a national postdoctoral association and supports initiatives like the NPDS.

The Way forward

To the best of my knowledge, none of our Education Commissions, till now, have recognised the importance of Postdocs in the research ecosystem of HEIs. Let alone state universities, I am not sure whether our leading research institutions and universities have such a valuable and structured institutionalised support system.

Even though postdoctoral fellowships are awarded by different funding agencies, as mentioned earlier, we don't have a national-level policy framework for postdoctoral fellowships. Globally, almost all research-oriented advanced research institutions, Postdocs form an important link between fresh research students, principal investigators/mentors and the faculty. In fact, my perception is, postdocs contribute heavily to the sustenance and progress of research in institutions. Postdocs play a critical role in scientific research and are drivers of research in their Institutions.

Postdocs are not treated as an important part of academia. They are somewhere between PhD students and permanent staff, not belonging anywhere and not having a voice on their own. Postdocs must be encouraged to develop independent and new lines of research. Postdocs have to be recognised in the institutional organogram with a definite status and responsibilities. PDFs are not cheap labour. They are professionally skilled assets, competent colleagues and potential future faculty members. Since Postdocs are not rewarded properly a sense of instability, insecurity and uneasy feelings prevail among postdocs.

Postdocs form an important stratum in the ecosystem of research-intensive universities, which are well known for their contributions. Taking cues from such institutions and also from the Journal NATURE's survey, U-MARC survey and INYAS survey, as well as suggestions shared by academics, which have been discussed above, a robust policy has to be enacted to expand its base and to strengthen the postdocs segment in our HEIs.

Message

Postdocs with professional experience represent a crucial link in a research ecosystem. They need to be nurtured both in the interest of the institute as well as for their career prospects. We need a culture and a policy of having postdocs in our HEIs, including those from developed countries.

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Compliance to Capacity Building: Improving Organisational Health in Indian Universities

Karanam Pushpanadham*

The organisational health of Indian universities is shaped by the complex interplay of regulatory frameworks, governance practices, faculty capacity, and research ecosystems. While the expansion of higher education has significantly increased access, quality concerns persist because of underfunding, fragmented regulation, faculty shortages, and low research productivity. Power struggles, bureaucratic inefficiencies, and micro-politics further weaken institutional vitality, creating tensions between compliance and innovation. The National Education Policy (NEP) 2020 marks a paradigm shift by advocating regulatory simplification, capacity building, and internationalisation to foster autonomy and excellence in higher education. However, challenges remain in building robust research infrastructure, ensuring sustainable funding, promoting faculty well-being, and integrating equity and inclusivity into institutional culture. In this context, organisational health extends beyond compliance measures, encompassing leadership effectiveness, academic culture, financial sustainability, and global competitiveness. Strengthening Indian higher education thus requires a holistic approach—balancing accountability with institutional autonomy, fostering a culture of research and innovation, and prioritising faculty and student well-being—to transform universities into resilient, knowledge-driven institutions capable of meeting national development goals and contributing to the global knowledge economy.

The higher education sector in India has historically been shaped by an intricate framework of regulations, policies, and quality assurance mechanisms that seek to maintain academic standards while ensuring institutional accountability. Regulation in higher education, however, is not only about enforcing compliance; it also functions as a mechanism to nurture institutions, faculty, and students to achieve excellence. Over the decades, India's regulatory landscape has transitioned from rigid oversight to a more balanced approach that combines control with facilitation, aligning with the global movement towards autonomy, innovation, and outcome-based learning. Higher Education Institutions (HEIs) are not merely neutral sites for the production and dissemination of knowledge; rather, they are complex social organisations shaped by competing interests, cultural values, and power relations (Ball, 1987).

Universities are governed by formal structures such as statutes, policies, and committees; however, much of their everyday functioning is influenced by informal negotiations, alliances, and conflicts. Power struggles and micro-politics are central to organisational life. While some scholars view these dynamics as barriers to effective governance, others argue that they are inevitable and even necessary for pluralism and democratic deliberation in higher education. The health of a university is not measured solely by its infrastructure or enrolment numbers but by the quality of its governance, the vitality of its academic culture, and its responsiveness to societal needs. However, in the Indian context, the organisational health of universities has long been constrained by rigid regulatory frameworks, political interference, faculty shortages, and uneven quality assurance mechanisms. Despite having one of the world's largest higher education systems, India continues to struggle with fragmented regulation, underfunding, and a compliance-driven culture that prioritises procedural conformity over institutional innovation and autonomy. The National Education Policy (NEP) 2020 marks a turning point by proposing structural reforms, such as separating the functions of regulation, accreditation, and funding, and encouraging institutional autonomy. However, regulation alone cannot guarantee organisational well-being. A critical gap lies in the nurturing dimension: building capable leadership, strengthening faculty development, investing in digital and research ecosystems, and cultivating a culture of trust and continuous improvement in the academic environment. Without such nurturing, regulations risk becoming mere checklists that

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suppress creativity rather than enabling it. Thus, improving organisational health in Indian universities requires moving beyond the binary of control and liberation. It demands a careful balance between regulatory guardrails that ensure accountability and nurturing practices that empower universities to grow in mission-driven, context-sensitive, and student-centred ways.

Organisational health in universities describes the degree to which an institution is capable of consistently delivering high-quality education and research through good governance, fair and competent staffing, robust processes, supportive culture, and adaptive leadership. In India, improving organisational health requires both sensible regulation (to set minimum standards and accountability) and active nurturing (to build capability, morale, and mission focus). This article outlines the current regulatory architecture, major challenges, and a practical mix of regulatory reforms and nurturing measures to strengthen institutional health care. Improving organisational health in Indian universities is not a matter of incremental reform but an urgent necessity for several critical reasons. Although India has expanded access to higher education, quality has not kept pace. International rankings show only a handful of Indian universities in the top 500 globally. This is symptomatic of structural weaknesses, such as fragmented governance, inconsistent research ecosystems, and underdeveloped faculty development systems. Without substantial improvement, Indian universities will remain peripheral to global knowledge production and innovation.

With one of the world's largest youth populations, India faces immense pressure to provide quality higher education to its youth. Expansion without organisational health leads to overcrowded classrooms, faculty shortages and underprepared graduates. Weak organisational structures particularly harm students from disadvantaged backgrounds who rely on public universities for upward mobility, thereby widening societal inequities. Excessive compliance requirements from multiple regulatory bodies have created a culture of paperwork rather than performance improvement. Institutions are often judged by how well they fulfil regulatory checklists rather than how effectively they educate, innovate, and serve society. This undermines institutional autonomy and suppresses innovation in the field. Vacant positions, contractual hiring, and poor career progression opportunities have resulted in a severe faculty shortage. Talented scholars often migrate abroad or leave academia, thereby weakening the intellectual capital of Indian universities. Unless organisational health improves through better staffing policies, professional development, and nurturing environments, this "brain drain" will continue. India's investment in research and development, relative to GDP, remains low, and universities produce only a fraction of patents and publications of their global peers. Weak institutional cultures and fragmented research support systems hinder innovations. Without organisational renewal, India's aspiration to become a knowledge economy cannot be realised. Universities are expected to address pressing national challenges such as climate change, digital transformation, public health, and inclusive growth. Institutions with outdated systems, politicised governance, and poor morale cannot fulfil this mandate. Strengthening organisational health is essential not only for higher education but also for the nation's social and economic progress.

The Regulatory Context of Higher Education in India

The regulatory landscape of higher education in India has long been characterised by a culture of compliance. Universities and colleges were traditionally required to conform to rigid guidelines prescribed by regulatory bodies such as the University Grants Commission (UGC), the All India Council for Technical Education (AICTE), and professional councils such as the Medical Council of India (MCI) and the National Council for Teacher Education (NCTE). These regulations emphasise structural requirements—land, infrastructure, faculty-student ratios, and procedural approvals—often prioritising bureaucratic compliance over academic innovation. This compliance-driven approach succeeded in creating uniform standards across the country but simultaneously constrained institutional autonomy, limited diversity in pedagogical approaches, and slowed the responsiveness to the dynamic needs of society and the global knowledge economy.

However, in recent years, there has been a significant shift in the philosophy of higher education governance, moving from compliance to capacity building. This transformation is best articulated in the National Education Policy (NEP)

2020, which emphasises a new vision of "light but tight" regulation of higher education institutions. Here, regulation is reconceptualised not as a set of restrictive controls but as a facilitating framework aimed at nurturing the institutions. Capacity building refers to strengthening the internal capabilities of institutions by improving governance structures, investing in faculty development, advancing research culture, adopting innovative pedagogy, and creating inclusive and equitable learning environments.

The proposed establishment of the Higher Education Commission of India (HECI), with its four verticals—the National Higher Education Regulatory Council (NHERC), National Accreditation Council (NAC), Higher Education Grants Council (HEGC), and General Education Council (GEC)— illustrates this shift. While the NHERC ensures transparent and simplified regulations, the NAC promotes continuous quality enhancement through accreditation. The HEGC focuses on funding mechanisms that strengthen institutional resources, while the GEC defines academic standards that nurture innovation and interdisciplinary approaches. Together, these mechanisms seek to empower institutions to build their own capacities, rather than function solely as compliance-driven entities. This transition is profound from the perspective of higher education institutions. Moving away from a culture of "box-ticking" compliance allows universities to prioritise long-term institutional development and sustainability. Regulatory frameworks are now expected to support initiatives such as faculty training in research and teaching, international collaboration, the adoption of digital technologies, and the promotion of inclusive practices for marginalised groups. These aspects align with the broader global discourse that positions universities as engines of innovation and social transformation, rather than as institutions constrained by procedural mandates. The regulatory context of Indian higher education is evolving from one dominated by compliance to one oriented towards capacity building. This paradigm shift is crucial for creating a system that ensures accountability and quality while nurturing creativity, diversity, and innovation. The future success of Indian higher education lies in balancing these perspectives—maintaining the necessary oversight while simultaneously enabling institutions to develop the capacity to thrive in a rapidly changing global landscape.

India's higher education architecture combines national policy, statutory regulators, and quality assurance agencies. The National Education Policy (NEP) 2020 proposed a major reorganisation of regulatory functions and emphasised distinct, independent bodies for regulation, accreditation, funding, and standard-setting to reduce fragmentation and promote autonomy. The University Grants Commission (UGC) currently issues service-and-qualification regulations for faculty and institutions; the NAAC performs institutional assessment and accreditation; and programmes like the RUSA provide state-level reform funding and incentives for governance improvements. National surveys, such as the AISHE, provide baseline data for planning and monitoring. Fragmented and overlapping regulations. Multiple authorities and guidelines (central + state + affiliated universities) cause confusion, duplication, and restrict institutional autonomy.

Regulatory Reforms in Indian Higher Education to Strengthen Organisational Health

The concept of organisational health in higher education extends beyond financial stability and structural efficiency. It encompasses the overall vitality of institutions—their ability to adapt to change, foster innovation, promote faculty and student well-being, ensure transparency in governance, and deliver quality education in accordance with societal needs. In the Indian context, regulatory reforms have become central to strengthening organisational health, especially given the challenges of massification, quality disparities, and demand for global competitiveness.

For decades, the Indian higher education system has been governed by a compliance-driven regulatory model, largely coordinated by the University Grants Commission (UGC) alongside specialised councils such as the All-India Council for Technical Education (AICTE) and the National Council for Teacher Education (NCTE). These bodies provide guidelines related to infrastructure, faculty qualifications, and course approvals. While these regulations created uniformity and minimum standards, they often restricted institutional autonomy and innovation, thereby weakening the adaptive capacity of universities. Such rigidity limits the growth of organisational health by prioritising compliance over creativity and sustainability. Recognising these limitations, recent regulatory

reforms have aimed to transition from control to facilitation, ensuring that institutions are not only compliant but also empowered to build their capacity. The National Education Policy (NEP) 2020 is the cornerstone of this reform agenda. It redefines regulation as a nurturing function that supports institutions in governance, teaching, research, and inclusivity. Its guiding philosophy of "light but tight regulation" emphasises simplification, transparency, and continuous improvement, rather than bureaucratic control.

Criticalities of Improving the Organisational Health of Indian Universities

Universities must function effectively, adapt to challenges, and sustain academic excellence while fulfilling their social mandate. For Indian universities, organisational health is not only an institutional concern but also a national priority, as universities play a central role in producing skilled graduates, advancing research, and contributing to social and economic development. However, improving organisational health in Indian universities is fraught with several criticalities—systemic, structural, and cultural—that require careful consideration.

Micro-Politics

Micro-politics in universities plays a vital role in organisational inefficiency. It refers to informal, often hidden, power relations, negotiations, and struggles that occur within universities. Unlike formal governance (laws, regulations, policies), micro-politics operates through interpersonal dynamics, interest groups, and informal networks that influence decision-making, resource distribution, and the academic culture.

Power struggles within universities manifest at multiple levels. Administrators and academics often conflict over the balance between managerial control and academic autonomy. Administrators emphasise compliance, accountability, and resource efficiency, whereas academics prioritise collegiality, research freedom, and intellectual exploration (Altbach, Reisberg, & Rumbley, 2009). Tensions also emerge in the allocation of scarce resources, such as research funding, infrastructure, and faculty appointments, which often pit departments and disciplines against each other. Governance itself is a site of power contestation. The authority of governing councils, vice-chancellors, and deans frequently clashes with that of faculty bodies, unions, and student associations. Vice-Chancellor appointments, departmental headships, and administrative positions often involve lobbying, patronage and political influence. Divisions along seniority, caste, religion, ideological, or disciplinary lines and conflicts over promotions, workload distribution, research funding, and committee memberships are some examples of power contestation.

Determinants of Organisational Health in Indian Universities

The healthiest Indian universities differentiate themselves through visionary leadership, empowered faculties, and a culture of continuous improvement with accountability. These practices reinforce one another: good leadership nurtures people, empowered faculty sustain a quality culture, and a culture of improvement feeds back into stronger leadership. Together, they ensure that organisational health and performance go hand in hand, creating institutions that are not only efficient and effective but also resilient and future-ready.

Governance and Leadership

The strength of governance structures is a key determinant of organisational health. Many Indian universities suffer from *centralized and bureaucratic governance*, delays in decision-making, and political interference. Weak leadership often results in a lack of strategic direction, diminished faculty morale, and a fragmented academic culture. Therefore, building effective, transparent, and accountable governance systems is critical to institutional vitality.

Regulatory Flexibility

Although regulatory bodies such as the UGC, AICTE, and NAAC have been instrumental in standard-setting, their compliance-driven approach has historically constrained the flexibility of institutions. Universities often engage in procedural compliance rather than genuine quality enhancement. The criticality lies in balancing regulatory oversight with institutional autonomy so that reforms such as the NEP–2020's "light but tight regulation" are effectively implemented.

Quality and Relevance of Teaching-Learning

Organisational health is also linked to the quality of the academic ecosystem. Issues such as outdated curricula, limited use of technology,

and a shortage of innovative pedagogies weaken the teaching-learning process. Unless universities improve the relevance of their programs to match the demands of the knowledge economy and the aspirations of students, organisational health will remain compromised.

Faculty Capacity and Professional Development

Faculty members are central to institutional health; however, many universities face faculty shortages, contractual hiring practices, and limited opportunities for professional growth. Without adequate investment in continuous faculty development, mentorship, and research opportunities, sustaining a vibrant academic culture is difficult. Therefore, enhancing faculty capacity is a critical challenge for improving organisational health.

Research and Innovation Ecosystem

While India has made progress in higher education expansion, its research output and innovation remain relatively low compared to global benchmarks. The absence of adequate funding, lack of research infrastructure, and weak linkages with industry hinder the research culture in many universities in the country. Without a strong research foundation, organisational health is vulnerable to stagnation and irrelevance in the global knowledge landscape.

The absence of a strong research culture undermines global competitiveness and threatens the organisational health of universities. Institutions that neglect research risk stagnation, irrelevance, and a reduction in academic prestige. Conversely, fostering a vibrant research ecosystem contributes to faculty motivation, student engagement, and institutional reputation, thereby creating a virtuous cycle of academic excellence. The National Education Policy (NEP) 2020 recognised this challenge, emphasising the need to establish a National Research Foundation and encourage multidisciplinary research to revitalise the system (Government of India, 2020).

Financial Sustainability

Many public universities face shrinking government funding, whereas private universities depend heavily on tuition fees. This financial imbalance creates stress and limits the ability to invest in infrastructure, research, and faculty development. Ensuring financial sustainability through diversified funding sources, endowments, and industry partnerships is critical for strengthening organisational health.

Inclusivity and Student Well-being

Organisational health is not confined to administrative efficiency; it encompasses the *well-being and inclusivity of all stakeholders, including students.* Issues of access, equity, gender disparities, and lack of psychosocial support systems create barriers to a healthy academic environment. Universities must prioritise student-centric policies to build inclusive and nurturing campus environments.

Globalisation and International Competitiveness

The pressure to align with global higher-education standards is both an opportunity and a challenge. Many Indian universities struggle to meet international benchmarks for quality, research, and global visibility. Strengthening organisational health requires institutions to adapt to global standards while remaining relevant in their local context.

Conclusion

Improving the organisational health of Indian universities is a complex, multidimensional challenge. This demands reforms in governance, faculty development, regulatory practices, financial models, and student support systems. The criticalities lie not only in designing policies but also in ensuring their effective implementation across diverse institutional contexts in India. As India aspires to become a global knowledge hub, addressing these criticalities is essential for nurturing resilient, innovative, and socially responsive universities.

Enabling organisational health in Indian universities requires a dual agenda: regulatory frameworks that ensure standards and nurturing strategies that empower people, foster innovation, and strengthen institutional culture. If leadership, people, quality systems, and student-centric approaches are aligned with this agenda, universities can transform from compliance-driven bureaucracies into vibrant, resilient, and globally competitive knowledge institutions. Improving organisational health in Indian universities requires balancing regulation (to ensure accountability and minimum standards) with nurturing (to

foster autonomy, creativity and innovation). If reforms in governance, faculty development, funding, quality assurance, and student support are implemented holistically, Indian universities can transform from compliance-driven institutions into globally competitive and socially responsive hubs of knowledge and innovation. While research on organisational health in Indian universities is still emerging, existing studies provide valuable insights into the factors that contribute to a healthy organisational environment in higher education institutions. By focusing on faculty satisfaction, employee well-being, organisational culture, and health-promoting initiatives, Indian universities can enhance their organisational health, leading to improved academic performance and overall institutional success.

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Invitation to Authors

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

Dr Sistla Rama Devi Pani, Editor

Enterprise Risk Management in Higher Education System is Now a Must: How to Go About?

D K Ghosh*

Why Risk Management in Higher Education Institutions?

Globally, Higher Education has become more complex than ever before. For example, issues from the creation and building of institutions to accommodate the swelling number of students, their admission and campus life, faculty recruitment and retention, funding and fund management, to growing pressure of compliance, including accreditation and rankings, precisely tell the huge areas of responsibilities that the institutions have to face.

Undeniably, there is an element of risk in each of these areas, and frankly speaking, a forward-looking institution not only cannot afford to lose its position on any count from the present, but it has to move forward with a new strategy to achieve new heights to survive the era of market forces.

For many, talking about Enterprising Risk Management (ERM) in the higher education system might sound funny or irrelevant. To them, the general perception of risk management is associated with banks and corporates because their activities relate to commercial objectives in particular, profit making, which means money and where risk management makes sense.

Risk Management in Other Organisations

Initially, even in commercial organisations, due to the general attitude of resisting new things, recognition of ERM was not smooth. However, over time possibilities of Risks have since been recognised in various organisations such as production factories, retail businesses, banks, corporates, refineries or similar places where security hazards are huge and if there is a lapse, that would cost millions, depending on the size and activities of the organisation. For example, in the case of an oil refinery, a security lapse could cost millions. It has also been established that with a Risk Management system in place, organisations have benefited.

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Earlier, until the 1980s, and in particular the 1990s, even in commercial organisations, risk management was not being seriously taken. According to a study at Western Michigan University in 2015, understanding or recognition of 'risk' in corporate sectors made a beginning, and that was because of pressures of regulatory compliance, for failure led to even cancellation of licenses or other losses.

Slowly, due to several important "significant business failures in the 1980s and 1990s, Risk Management as a requirement of governance was felt. A beginning to recognise this relatively new activity started getting attention. Precisely, it is important to vigorously pursue risk management in the interests of the organisation[1].

The shocks due to several failures of corporates leading to huge losses, including Banks, had raised many eyebrows and concerns in many governments. For the first time, it was in Europe, interestingly not the USA, that many countries started imposing risk management as a requirement from Regulators. (Abrams, et al., 2010; Demidenko & McNutt, 2010).

In 1992, The Financial Aspects of Corporate Governance (also referred to as the Cadbury Report) was issued in England, suggesting that governing boards are responsible for setting risk management policy. Resultantly, "..risk management started finding its due place in companies embracing'.. a broader range of risks in their analysis" [1]

Risk Management in Higher Education: What Happens without ERM in Place

In the absence of an ERM in place, an institution is caught unaware in a crisis that could lead to property loss and, at times, suffering and even loss of lives. In such cases, additionally, the institution's reputation is at risk because the impression goes around that it does not protect its property, students, faculty and staff.

An example in this regard is the IPB University, Indonesia, where "...In less than five months, there were two accidents involving... students and

researchers. In the accidents, four people died. The reports were published by the national mass media [2].

This is an example that accidents and calamities never come with notice. This was in 2018, by which time lots were written and many examples of ERM in universities in developed countries were available. But that hardly made any impact on this university, or, for that matter, other institutions. Most institutions do not have ERM in place, which means they run the risk of losses of various kinds.

Institutions, like most individuals, get serious only after some hard hit experience resulting in a big or irreparable loss. That is exactly what happened in IPB University, where, after two accidents, the Rector decided to set a general policy under which any project involving outdoor activities would require a risk analysis.

However, there are risks in the campus itself, which has multifarious activities such as experiments in laboratories, sudden death of students for some reason, financial loss due to bad planning, inability to recruit good faculty and or issues relating to their retention, students' selection, including its processes, issues for their campus life, etc.

In a private conversation, the Rector mentioned how he was impressed and influenced by risk management systems implemented in very high-risk oil and mining projects for which he served as an expert consultant. He was right in holding that if risk management could save lives and property from fatal accidents, it must be able to save a university from avoidable accidents too.[2] .

Precisely, ERM aims at reducing, if not eliminating, possible risks in identified areas which broadly differ from organisation to organisation. However, in higher education, there would be many common areas of risks for all institutions aiming at providing quality education, recruiting brilliant faculty and bright students and operating in the common competitive market of higher education institutions.

In institutions, while working in laboratories, accidents are not uncommon or at least there are possible risk areas. What the affected institutions normally do is to take insurance cover. Actually, in terms of ERM, insurance is not risk management. Insurance covers a cost, not lives. The ERM would, in fact, identify areas, analyse them and put in place preventive measures to avoid possible accidents or loss. It is not just compensating people or institutions for the loss, but also how to ensure that they do not happen, ie preventive measures.

The higher education sector is operating amid resource constraints, market competition, public criticism, and demands of students for value for money that they invest in equipping them for employment, etc. Since the idea of risk management is relatively new to the sector, not all associated risks are known. But once the ERM is in place, its team will be able, in consultation with other functionaries, to identify possible risks in the various functional areas of the institutions.

In many higher education institutions of developed countries, in particular America, UK and Australia, they have broadly identified areas that are relevant for an institution of higher learning. In fact, many risks are common because the main business of all institutions is the same, i.e the business of knowledge transmission and knowledge creation..

It is time that every higher education institution recognises the need for Enterprise Risk Management so that it can avoid or at least reduce the impact of risks. There are some external risks that are beyond the control of the institution, but what can certainly be done by the ERM team is to put in place a contingency plan to protect or reduce the adverse impact through a suitable plan. In a worst situation, the institution can absorb the shock for which the capability has to be built well in advance.

For example, all institutions were seriously affected by the fury of COVID-19, with the result that they had to resort to many unpleasant actions, including asking many contract employees to leave and go back home. This was done because, income from students was blocked because they had all left. If the institution had a contingency fund earmarked for situations like a Pandemic, it could have saved the jobs of a number of people. It could even provide some financial assistance to international students to buy their tickets to go home, or even give loans to them.

Enterprise Risk Management (ERM): How to Go About It?

Higher Education is in the marketplace with growing competition among institutions for everything that is important for institutional survival and growth, namely, funding, good students, talented faculty, funding for research, industry collaborations, rankings, accreditation, donations, etc. There is tough competition.

That makes it necessary for the university to function with maximum efficiency and effectiveness in the overall governance with accountability. In order to ensure achievements in the competitive environment, it is necessary to use the contemporary tools and techniques of corporations. However, achieving targets in the competitive market depends on the appetite and ability of the individual institution's Board and Vice-Chancellor.

For the institution to steer through the competition, an important prerequisite is to ensure that the Enterprise Risk Management (ERM) is in place with a suitable structure and team. Once that is there, the Team would identify the risk areas and take appropriate actions to protect from any possible problems to achieve targets.

To their advantage, institutions have before them lessons of corporates who had first suffered and then introduced ERM, albeit due to federal mandates. Indeed, higher education institutions are not mandated by the federal or state government to introduce ERM. But since they have embraced the business model of corporate sans profit making and profit distribution, to generate income and achieve efficiency using their tools and techniques, and higher education is now in the marketplace, there is no reason why they should delay the introduction of ERM.

A number of universities in the USA, UK and Australia have since introduced ERM for some time past which has proved beneficial to them. More about them is discussed later here.

Today, the higher education system is required to survive on a number of factors, mainly stable sources of funding. Higher Education institutions, which are social and cultural institutions, are subject to public scrutiny, Accreditation, Ratings by Agencies, compliance requirements of Regulators, Legislators and finally the watchful eyes of students and parents.

For some time past, the National Association of College and University Business Officers (NACUBO), USA, and the National Association of College and University Attorneys (NACUA), USA, have recommended the introduction of ERM for the higher education system.3.

In the marketisation of the higher education system, there are now new areas that need focus. For example, rapid changes now entail new risks as well as changes to existing risks that can lead to crises. When ERM is in place, its team can identify likely crises to alert leaders so that they are better informed and equipped to deal with possible risk-related challenges. This will at least reduce the impact of crises. Actual measures to risk management would be initiated by the team with the approval of the Board or Vice-Chancellor, based on the policy decision of the Board.

For successful risk management, the ERM team must work in collaboration with various departments of the university so that it is well aware of what new things each department is doing and what possible new risks could be there, so that preparations can be made either to eliminate risks or minimise the impact of risks.

Based on the basic concept and some elements of ERM, higher education institutions should develop their own ERM to customise their specific needs, as the functioning of higher education institutions differs in different institutions and countries because of regulatory requirements and local conditions.

Even in the context of American institutions, the observation is that "IHEs in the U.S. have the opportunity to develop a new model for ERM in higher education, that isn't bound up with the bureaucracy of "new managerialism," but that integrates seamlessly with existing organizational structures and improves strategic decision-making in ways that ultimately lead to effective governance, accomplishing accountability goals with mission at the core"[1]

A Wake-Up Call for ERM in the Higher Education System

The Association of Governing Boards of Universities and Colleges and United Educators (AGB), USA, had conducted a Survey in 2013, for assessing the position of ERM practices in

Universities and Colleges. It felt that as the custodian of universities, namely, Presidents and Boards/ Trustees, have the primary responsibility to introduce ERM in the institution.

In view of the positive advantages of introducing ERM, Boards should first discuss and decide to introduce ERM and then put in place a robust and efficient structure spelling out the responsibilities of different players and create an awareness among functionaries for risk management. Initially, it would be good to consult an expert to prepare a document in this regard.

Thereafter, the board's role would be to monitor the effectiveness of the ERM through the senior management Team headed by an Expert, led by the Vice-Chancellor, to ensure that it is functioning smoothly and that all functionaries are cooperating with ERM team in achieving the objectives of ERM. The Board should review the working of ERM at regular intervals so that gaps, if any, can be bridged. This will convey the message about the seriousness of the Board for ERM. This process will also give the Board an opportunity to review the working of various departments, including fund management, strengths and weaknesses of each area, as well as public awareness, which is important in the competitive market forces and fundraising.

Where necessary, instead of the Board, the Chief Risk Officer (CRO) could directly report to and work under the Vice-Chancellor, for he is the CEO. In order to convey the message of the importance of ERM, the CRO should not be asked to report to any authority lower than the Vice-Chancellor.

Since Risk Management is a highly specialised job, only qualified and experienced specialists should be appointed to head the ERM Division.

Identifying and Covering Risk Areas

Yossi Raanan defines Risk management as "the systematic management process intended to discover various risks that the institution is facing at a given time and then decide what to do about them and how to handle them properly. It is not to be confused, as mentioned earlier, with insurance cover. Even though many people still consider risk management to be synonymous with insurance, current practices of risk management view insurance as only one of a number of ways to handle risks, and not necessarily the option of first choice. Broadly, there would be four levels of risk management, such as:

- Risk identification,
- Risk classification,
- Risk analysis and
- Risk mitigation

According to Deloitte, 'By taking an 'enterprise' approach to risk management, universities can be more proactive and prepared; avoiding, accepting, mitigating, sharing, or exploiting risk where possible, or responding to higher education issues and challenges more effectively when they arise.4

Cyber Risk Management

As the world is moving fast to digital technology, Cyber Risks are increasing, drawing attention, requiring all departments to be aware of possible areas of threats. Cyber risk management is required to manage access across many devices. Identity and access management (IAM) capabilities have to be enhanced to support the new demands of technology. In particular, since universities are the centres of high-end research, including those of high-value funders, the security of data is of utmost importance.

Universities Need Their Own ERM

Examples of Risk Management in: A few World-Class Institutions

The MIT, a world-wide role-model for technology education and research, has identified Five Risk areas to cover by addressing each one effectively to ensure mitigation.

In general, although the ultimate objective of all higher education institutions is the same, in reality, no two institutions, even when of the same level, are likely to identify the same risk areas, albeit one or two could be common. That is natural for the objective, strength, weakness and ability differ from institution to institution based on the perception of each one. In exceptional cases, while they may be the same, the order of identification would be different. Table 1 is an example of identified areas of risk.

Clearly, the two world-class institutions of two different countries have identified altogether different areas of risk altogether. Except for 'Financial' by MIT and 'Resources' by the University of Oxford, which

Table-1: Identified Areas of Risk

MIT Identified Risks	University of Oxford Identified Risks
1. Safety.	1. Education.
2. Operational	2. Research
3. Behaviour	3. People.
4. Financial	4. Engagement and Partnership
5. Compliance	5. Resources

in reality cover the same area, there is no similarity in identification. The reason is clear. MIT considers Safety, Operational and Behaviour as the top three priorities, while Oxford has put Education, Research and People as its top three risk areas.

Identification of risk areas depends on each institution's values, vision and perceptions. For example, ".MIT considers Safety as the top priority risk area for it considers that there could be the risk of loss due to an unsafe or insecure campus, including external events affecting the campus". The types of risks on a campus like MIT's range from the safety and security of members of the community to financial risks and privacy. Similarly, in case of any unforeseen reason, if property is damaged due to an external reason that would cause huge financial loss, besides operational complications and reputation. That requires comprehensive and strict campus security by the Security system of the institution.

Risk Framework of MIT

MIT's policy to address various areas of risk has been described in a risk management framework, which states that "The goal of MIT's risk assessment framework is to foster a culture of risk awareness that promotes intelligent, informed decisions about risk consistent with the MIT values of excellence and integrity and within the decentralised, collaborative and entrepreneurial spirit of MIT" [6].

Risk Management at Oxford University

In contrast, Oxford has identified Education, Research and People as the top three risk areas. Oxford provides the best collegiate education in the world, which it has maintained for centuries. For obvious reasons, it does not want to reduce the importance of the same. The university will do everything to ensure that its reputation continues for its best collegiate education in the world.

The second top identified risk area is Research, which, on one hand, is a good source of income for the university, and on the other hand, quality research brings huge reputation to the university, including future funding for useful research. It also helps in the world university rankings.

These two top identified areas i.e Education and Research, are what students look for to build their career.

In the sequence of identified risk areas, the university has rightly identified 'People' as the third top risk area, for it is on the strength of quality faculty and researchers and research infrastructure supported by staff that the first two areas are taken care of.

In order to offer a real-life- life good example of Risk Management in higher education as part of the Internal Control System, Oxford University, which is the second oldest university in the world and one of the world's best universities, securing top position in successive years in the world university rankings, offers a good model. It has successfully managed risks of various types amid growing complexity with its visionary planning and efficient handling.

What is distinctive in the ERM of the Oxford University is that it had identified 'Pandemic' as a risk and it is because of that, perhaps it is the only university in the world which was not required to resort to asking any staff to leave the university as would be clear from the following statement in the Financial Statement of the University for the year 2019-20.

"Oxford is fortunate in having unrestricted reserves to draw down and can thereby avoid the more radical financial steps other institutions have taken and protect its current staff. Savings are being made by cutting costs, deferring planned capital expenditure and freezing recruitment and merit-based awards. The University remains resolutely committed to protecting existing jobs, going ahead with the implementation of the Oxford Living Wage, and ensuring that all staff on furlough receive 100% of their salary"

The extraordinary ability of Oxford University in managing the most crisis-ridden time due to COVID-19 is exemplary for all universities and colleges.

Conclusion

Undeniably, in the growing complexities of marketisation of the higher education sector, ERM is a *sine qua non* for all higher education institutions, in particular the large ones, amid lots of challenges and complexities.

Unfortunately, many think that they are well aware of all possible risks and that they are doing the needful. If that was sufficient, a large number of tuition-dependent colleges in different countries would not have been closed, with some of them bought over by for-profit institutions/companies. Nor would institutions globally of all sizes and shapes have suffered so badly as the COVID-19 pandemic caused in all such institutions, affecting students, faculty and staff. In this connection, the example of Oxford University is convincing in favour of ERM in higher education institutions.

That is the precise reason why risk management must be taken seriously in the best interests of stakeholders. It is a specialized job and must be handled by a whole-time specialist with his dedicated team, assisted by people of the system who are knowledgeable about the university functions across the university in various academic and other areas.

The Board/Trustee has the basic responsibility to ensure that its institution creates the necessary structure for ERM. The first step in this direction is to take a policy decision to introduce the Enterprise Risk Management (ERM) and then roll out the plan for pursuing Risk Management.

Examples of identified areas of Risks given in the article of MIT and Oxford University precisely tell about how the risk areas of institutions are identified.

To head the ERM Team, there has to be a Chief Risk Officer (CRO) with domain knowledge of risk management and ability to adapt to the higher education system, duly assisted by a few others of the system in a committee of five members of which two should be teachers, two executive officers-may be by rotation from areas like-finance, human resource, administration etc.

Objectively, the CRO should report directly to the Board and in no case to any other functionary lower than CEO. If it is otherwise, the very purpose might be defeated

Finally, higher education institutions which do not have any Risk Management structure, it is time that in the growing complexities of higher education system, they make it mandatory to prepare a good structure for Risk Management with a built-in system to imaginatively cover risks of all nature. Identification of risk areas is a continuous process in the fast changing challenges.

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Capacity Building for Teachers: Strategies, Challenges, and Implications for Quality Education

Lissy Koshi*

Teacher capacity building has become a central focus in global educational reform efforts, as high-quality teaching is strongly correlated with improved student learning outcomes. Capacity building goes beyond initial teacher training and involves sustained professional learning, collaborative inquiry, reflective practice, and contextual adaptation. This paper examines capacity building as a multidimensional process that strengthens teachers' pedagogical knowledge, instructional skills, and professional identities. It draws on international research and policy frameworks, including UNESCO and OECD guidelines, and integrates Indian education reforms such as the National Education Policy (NEP) 2020, NISHTHA, and DIKSHA. The paper highlights key strategies, barriers, and the importance of school-based support systems.

The quality of any education system is closely linked to the quality of its teachers. As classrooms become more diverse and educational expectations rise, teachers are expected to continually upgrade their practices to respond to changing pedagogical needs (Darling-Hammond, 2017). Capacity building refers to equipping teachers with the knowledge, skills, resources, and confidence necessary to enhance teaching and learning (Fullan, 2021). Rather than a one-time training program, it is a continuous and collaborative process embedded within the everyday work of educators.

In India, recent reforms such as the National Education Policy (NEP) 2020 have emphasised ongoing professional development and competency-based teaching. Programs like NISHTHA and DIKSHA provide digital platforms and structured learning opportunities to support teachers across regions (Ministry of Education, 2020). This reflects a global trend where teacher capacity building is recognised as an essential prerequisite to educational quality.

Concept of Capacity Building in Education

Capacity building is more than professional development; it is a sustained investment in teachers' growth. According to UNESCO (2019), teacher capacity building involves strengthening pedagogical expertise, reflective capabilities, and leadership potential. It supports teachers in adapting to curriculum reforms, integrating technology, and responding to students' diverse learning needs. Key dimensions include:

- ***Knowledge and Pedagogical Skills:*** Understanding subject matter and applying varied teaching strategies.
- ***Reflective Practice*****:** Continuously evaluating and improving instructional approaches.
- ***Collaboration and Professional Community*****:** Engaging in shared planning, peer observation, and mentorship.
- ***Adaptability:*** Responding to new challenges such as digital learning or inclusive classroom practices.

Importance of Capacity Building for Teachers

Research consistently shows that teacher expertise is one of the strongest predictors of student achievement (OECD, Organisation for Economic Co-operation and Development,2020).

Effective capacity building:

- Enhances classroom instruction and student engagement.
- Empowers teachers to initiate meaningful change within their schools.
- Encourages innovation and flexibility in instructional methods.
- Builds teacher confidence and professional identity.

NEP–2020 recognises teachers as "designers of learning" and emphasises their continuous development as key to transforming education (Ministry of Education, 2020).

Strategies for Effective Teacher Capacity Building

Effective capacity building integrates multiple approaches rather than relying on isolated training workshops. Key strategies include:

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School-Based Professional Learning Communities (PLCs)

PLCs encourage teachers to collaborate, share experiences, and reflect on classroom practices. Studies show that collaborative learning is more impactful than one-off training sessions (Vescio et al., 2008).

Mentoring and Coaching

New teachers benefit from support by experienced colleagues, while coaching provides ongoing feedback to improve instructional quality (Knight, 2021).

Technology-Enabled Learning

Digital platforms like DIKSHA enable teachers to access training anytime, especially in remote areas (Ministry of Education, 2020).

Action Research and Reflective Practice

Teachers who engage in inquiry-based reflection develop deeper pedagogical awareness (Zeichner, 2019).

Challenges in Capacity Building

Despite its importance, capacity building often encounters difficulties:

- **Limited Time and Resources:** Teachers face heavy workloads.
- ***Generic Training Programmes:*** Training modules may not consider local school contexts.
- ***Lack of Follow-Up Support:*** Initial workshops may not be reinforced.
- ***Infrastructure Gaps*****:** Digital access remains uneven, especially in rural regions.

Recommendations

To strengthen teacher capacity building:

- Develop ongoing, context-based professional learning.
- Encourage peer collaboration and mentoring.
- Integrate digital platforms while improving technological access.
- Align training programmes with school needs and classroom realities.

Conclusion

Teacher capacity building is essential for improving educational quality. Professional development for teachers that incorporates technology, updated pedagogies, and a focus on skills through collaborative learning environments, reflective practice, and supportive leadership would be effective. A balanced approach that blends global research insights with locally relevant strategies can help empower teachers and enhance student learning by incorporating student engagement, innovation and flexibility.

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To Our Readers

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

Dr Sistla Rama Devi Pani, Editor

Women Entrepreneurship in India: Strategic Roadmap for Skill-based Empowerment with Special Emphasis on Village-level Enterprises

Ojisha*

In India, women entrepreneurship has emerged as a significant driver of economic growth, employment generation, and social transformation. The 21st century is an era of numerous entrepreneurship policy interventions—such as the "Survival of a Girl to Her Journey in Becoming an entrepreneur" initiative—and a range of government programs, and women, particularly in rural and village communities, continue to grow despite formidable barriers. The development of digital public infrastructures, enormous awareness programs, skill-based education and government of India initiatives provide societal reforms, and adequate opportunities for reskilling and upskilling.

The present study draws insights from over 47 diverse research methodologies, which offer a comprehensive understanding of the current landscape of women entrepreneurship in India. Employing a qualitative, review-based approach, it explores four critical dimensions: (1) Awareness of Government Schemes, (2) Challenges, (3) Emerging Opportunities, and (4) Role of Skill Education. Each of these components is examined within a structured framework that aligns them with the broader goal of fostering sustainable entrepreneurial development to meet the UN Sustainable Development Goals.

Blueprint of Women's Entrepreneurship Initiatives

India has introduced a wide array of financial and developmental schemes aimed at empowering women entrepreneurs, particularly those at the grassroots level. Under the Pradhan Mantri Loan Yojana, women can access credit through three tailored categories—*Shishu, Kishor*, and *Tarun*—each designed to support various stages of enterprise growth. Complementary schemes such as the Dena Shakti Scheme, Pradhan Mantri Rozgar Yojana, and the Udyogini Scheme (targeting women with nominal annual family incomes that further enhance financial inclusion.

High-value support is available through initiatives like the Cent Kalyani Scheme, Mahila Udyam Nidhi Scheme, Stree Shakti Yojana, Synd Mahila Shakti Scheme, and Mahila Coir Yojana, which provides an equipment subsidy. Social empowerment programs such as Beti Bachao Beti Padhao Yojana and initiatives like the Women Entrepreneurship Platform (WEP) by NITI Aayog foster awareness and capacity-building.

Entrepreneurial momentum is also driven by innovation-focused initiatives, including MUDRA Yojana, India Pitch-Pilot-Scale Start-up Challenge (AMRUT 2.0), National Startup Awards, Startup India Yatra Awards, Bharat Startup Grand Challenge Awards, and Youth Co: Lab Hackathon Competitions. Infrastructure and support mechanisms like PM-SETU, Bharatiya Mahila Bank Business Loan, and Orient Mahila Vikas Yojana further strengthen the women entrepreneurship ecosystem.

Additionally, schemes administered by SIDBI—such as Mahila Udyam Nidhi and Mahila Vikas Nidhi—alongside cluster-based development programs like the Micro & Small Enterprises Cluster Development Programme (MSE-CDP) and skill-building initiatives such as Training of Rural Youth for Self-Employment (TRYSEM), have significantly improved participation and knowledge dissemination. However, many CSR-based skilling programs remain concentrated in urban areas, underscoring the need for targeted capacity-building efforts in rural and village contexts to ensure *inclusive and sustainable entrepreneurial expansion.*

An Overview of CSC Village Level Entrepreneurship

The CSC Village Level Entrepreneurship (VLE) initiative empowers rural citizens to deliver essential digital services locally, bridging the urban-rural divide through technology.

**Assistant Professor, Indukaka Ipcowala Institute of Management, Faculty of Management Studies, Charu Sat University, Changa, Gujarat-388421. E-mail: ojishabhardwaj80@gmail.com*

CSC and VLE

- **Common Services Centres (CSC)** are digital access points established under the Government of India's Digital India Programme, aimed at delivering e-governance, financial, healthcare, and educational services to rural and remote areas.
- A **Village Level Entrepreneur (VLE)** is the individual who operates a CSC. VLEs act as the frontline service providers, enabling citizens to access government and private services digitally.

Key Roles of a VLE

- ***Service Delivery****:* Provide access to services like Aadhaar enrollment, PAN card applications, passport services, banking, insurance, telemedicine, and skill development.
- ***Digital Literacy***: Promote digital awareness and training through programs like PMGDISHA (Pradhan Mantri Gramin Digital Saksharta Abhiyan).
- ***Financial Inclusion***: Facilitate banking services through DigiPay, AEPS, and micro-ATM systems.
- ***Social Empowerment***: Function as change agents by supporting schemes like Ayushman Bharat, e-Shram registration, and pension enrolments.

Scale and Reach

- Over 5.4 lakh VLEs operate across India, with *4.35 lakh located in Gram Panchayats,* making CSC one of the largest digital service networks in the world CSC-SPV.

Benefits to VLEs

- ***Entrepreneurial Opportunity***: VLEs earn commissions and service fees, promoting self-employment, especially the women entrepreneurs.
- ***Training and Support****:* CSC-SPV provides onboarding, digital training, and access to the Digital Seva Portal.
- ***Community Recognition****:* VLEs often gain respect and credibility within their villages due to their role in enabling access to essential services. HR Informative CSC - JAANKARI SUVIDHA.

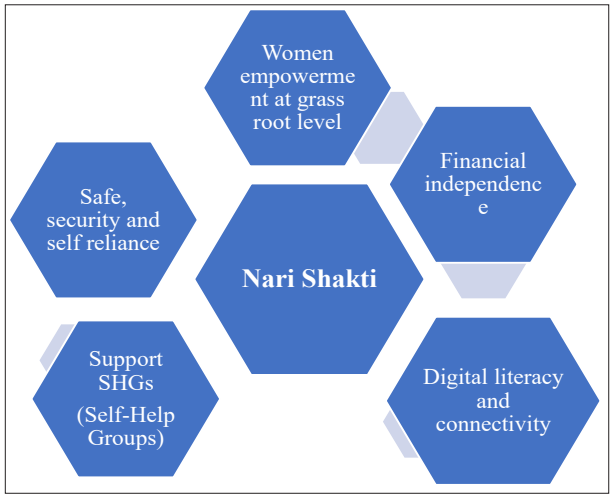
Strategic Importance

The CSC-VLE model is a cornerstone of India's digital inclusion strategy. It not only enhances service delivery but also fosters grassroots entrepreneurship, women's empowerment, and rural development.

"Nari Shakti" Entrepreneurship

"Nari Shakti" (translated as *Women Power*) represents a transformative movement under the ***Digital India*** and ***Atmanirbhar Bharat*** missions (Fig. 1). It seeks to enable women to become active economic agents by supporting their entrepreneurial aspirations through policy, financial, and digital interventions.

Figure 1: Diagrammatic Representation of Nari Shakti



Women now lead ***millions of SHGs***, micro-enterprises, and startups across sectors like textiles, food processing, handicrafts, and digital services.

Case study: Self Help Groups (SHGs)

The NaMo Drone Didi Scheme is a pioneering initiative that empowers rural women by integrating drone technology into agriculture, transforming Self-Help Group (SHG) members into tech-enabled entrepreneurs.

Launched by the Government of India in 2023, the NaMo Drone Didi Scheme is part of a broader push to modernise Indian agriculture and promote women-led rural entrepreneurship. The initiative equips 15,000 women-led SHGs with agricultural drones and provides them with specialised training to operate these drones for precision farming services.

Government-led Skill Development Programs

Ministry of Skill Development and Entrepreneurship (MSDE) runs specialised

vocational training programs for women across socio-economic groups and age brackets. These aim to stimulate employment and entrepreneurial opportunities for women.

- ***Skill India Mission*** empowers women through focused initiatives, including:
- ***Long-Term Training via ITIs****:* Over 15,000 Industrial Training Institutes (ITIs) offer one- and two-year courses, with a strong push for female enrollment.
- ***Short-Term Skill Training***: Delivered through PMKVY (Pradhan Mantri Kaushal Vikas Yojana), covering trades like tailoring, beauty, food processing, and digital services.
- ***Recognition of Prior Learning (RPL)****:* Certifies informal skills, helping women formalise their expertise.

The Swavalambini Women Entrepreneurship Programme is a structured initiative designed to empower final-year female graduates in India by cultivating entrepreneurial skills, providing mentorship, and facilitating startup incubation.

The Swavalambini Women Entrepreneurship Programme is a national initiative launched by the Ministry of Skill Development and Entrepreneurship (MSDE) in collaboration with NITI Aayog. It specifically targets female students in Higher Education Institutions (HEIs), especially those in their final year, to prepare them for entrepreneurial careers.

Key Objectives

- ***Instil an entrepreneurial mindset*** among young women
- ***Provide structured training*** in business planning, financial literacy, and digital tools
- ***Connect students with mentors, incubators, and funding networks***
- ***Encourage self-employment and startup creation***, to enable at least 10% of participants to launch viable enterprises

The initiative is delivered in three progressive stages:

i. Entrepreneurship Awareness Programme (EAP)

ii. Women Entrepreneurship Development Programme (WEDP)

- Offers firsthand training in business model development, marketing, compliance, and digital tools.

iii. Faculty Development Programme (FDP)

- Trains faculty members to become entrepreneurship facilitators within their institutions

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Inspiring Icons and Future Leaders

C P Radhakrishnan, Hon'ble Vice President of India delivered the Convocation Address at the 37th Convocation Ceremony of Ranchi University, Ranchi on March 15, 2024 as the then Governor of Jharkhand. He said, *"Learning is a lifelong journey as you step into the next chapter of your life. Success requires hard work, resilience, and a willingness to embrace new opportunities. Failure is not a setback but a chance to learn and grow; as our former President and the 'Missile Man', Bharat Ratna Dr. A.P.J. Abdul Kalam once said, "Don't rest after your first victory; if you fail, there's always room to try again." This world remembers those who live for others. I hope you make your alma mater proud through your services to society."* Excerpts

I touch and salute the holy feet of Bhartmatha.
Johar! Namaskar!

I warmly greet everyone here today at the 37th convocation ceremony of Ranchi University, Ranchi. Heartiest congratulations to all the degree recipients! Today is a momentous occasion, celebrating your hard work and dedication. I also extend my greetings to the dedicated teachers and mentors who have guided you on this journey and to the parents whose support has been invaluable.

Dear students, remember that learning is a lifelong journey as you step into the next chapter of your life. Success requires hard work, resilience, and a willingness to embrace new opportunities. Failure is not a setback but a chance to learn and grow; as our former President and the 'Missile Man', *Bharat Ratna* Dr. A.P.J. Abdul Kalam, once said, "Don't rest after your first victory; if you fail, there's always room to try again."

In today's world, we are living in a knowledge-based society. Knowledge is not only necessary but also essential for human progress and development. It empowers us to make a difference, both personally and professionally. Let us remember the words of Swami Vivekananda, who emphasised the importance of education for the holistic development of individuals. He believed that education should be accessible to all, regardless of their social status or background. Swamijee advocated for a system that empowers individuals to break free from poverty and inequality.

A university bears a significant responsibility for preparing the youth of a nation by furnishing them with quality education. Throughout history, the progress of human civilisations attests to the notion that the advancement of any nation hinges upon the competence of its educated populace. A nation with ambitions of global leadership must boast citizens who are intellectually astute, physically robust, ethically upright, culturally rooted, and spiritually harmonious. Hence, universities are pivotal in nurturing well-rounded individuals capable of steering their nation toward a prosperous and enlightened future.

As a nation, India has been known to the world for producing the best teachers, philosophers, astronomers, mathematicians, scientists, linguists, etc., who have contributed significantly to the uplift of humanity in all walks of life since ancient times. The entire world is looking towards India as a nation with tremendous potential to enrich the lifestyle of humankind. The revelation of yoga to the world as a gift from India is well known to all. We can cite several examples to establish that India has much more to contribute to improving the world.

Ranchi University has a rich and glorious history. It has produced many scholars in the past. I hope that the University continues to impart quality education to its students. The students graduating today will always draw inspiration from our rich intellectual tradition. With the great initiative of our Hon'ble Prime Minister Shri Narendra Modi Ji, the National Education Policy 2020 has been introduced in our country, emphasising the revival of the Indian Knowledge System. Under his visionary leadership, we are marching toward the goal of '*vikasit bharat@2047'*.

My Dear Students, you all know that today, many Indians hold top positions in different organisations worldwide. Sundar Pichai (CEO, Google), Satya Nadella (CEO, Microsoft), and

many others serve as youth icons in India and abroad. One day, you may prove your ability like these successful CEOs from our land, following their footprints and taking inspiration to excel in life. Young generations are the most potent agency for bringing transformation to society. Our former President, *Bharat Ratna*, Dr. A.P.J. Abdul Kalam, said, "All of us do not have equal talent. But we all have an equal opportunity to develop our talents." Our dreams of turning the motherland into the world's mightiest nation rest on your shoulders.

My dear students, you should all be proud of the rich culture of your country. Wherever you go, remember your civilisation and culture. Strive to do good for yourself, your family, and society. Ensure that your efforts educate at least one child from an underprivileged background. Many people earn money, but what is the use of such wealth if it only brings happiness to oneself and one's family? This world remembers those who live for others. I hope you make your alma mater proud through your services to society.

Ultimately, we are all in one, so no one can stop us from achieving our dream of making India the mightiest nation in the world. Our most respected Hon'ble Prime Minister and visionary leader of the world today has already set the goal of *Viksit Bharat@2047*, and now it is our responsibility to transform this vision into reality. Your dreams must stand aligned with this noblest goal. I hope all of your dreams come true. My blessings are always there with all of you.

Jai Hind!

Celebration of Convocation Ceremony at JK Lakshmipat University, Jaipur

The Convocation Ceremony was held at JK Lakshmipat University, Jaipur, on November 24, 2025, where 295 students received degrees and diplomas across engineering, management, and design. The ceremony coincided with Founder's Day, celebrated on the birth anniversary of the late industrialist and educationist Lala Lakshmipat Singhania. Mr. R Gopalakrishnan, renowned author, corporate advisor, and former Director of Tata Sons Limited, graced the occasion as the Chief Guest. Dignitaries present at the ceremony included Members of JKLU's Board of Management and Academic Council, Directors of the Institutes of Engineering and Technology, Management, and Design, Registrar, CA K K Maheshwari (CFO) and Controller of Examinations, Dr Umesh Gupta.

The Chief Guest, Mr. R Gopalakrishnan, congratulated the whole graduating class. Noting the excellence exhibited by the female graduates, he said, "Unless this country can get more economic output out of women, it is quite unlikely that our GDP growth will surpass 9 or 10 per cent. If women's employment increases and their contribution to the economy grows, our GDP will go up. This is the most gratifying thing about the future in India."

"How to stay relevant is a challenge that everybody will face over the years. Try to stay up to date with all the latest technology like AI, but also try to learn a new language. Your performance and your success in your professional and personal lives will depend not on your technical knowledge, but on your 'human knowledge.' How well you get along with people will play a critical role in your life," he said.

Pro Chancellor, JKLU, Mr. Harsh Pati Singhania, welcomed all dignitaries, guests and students at the ceremony and highlighted the JK Group's 140-year legacy of excellence and nation-building while paying rich tribute to Lala Lakshmipat Singhania for his pioneering contribution to India's industrial growth and social transformation. Delivering the Founder's Day speech, Mr. Singhania said, "Lala Lakshmipat Singhania believed that quality education is the right of every citizen of our country. He inspired the JK Group to set up numerous education institutions and research centres in the fields of sociology, applied physics, radiology and cancer, much before most businesses recognised the term corporate social responsibility. The JK Group runs 40 schools, five institutes for vocational studies and five higher education institutes, imparting education to over 50,000 students."

"In an increasingly dynamic and technology-driven environment where facts evolve rapidly, what truly endures is the capability to question, reason and envision new possibilities. At its core, education is about building intellectual agility, the ability to approach unfamiliar challenges with curiosity, assess evidence with sound judgement and innovate with a sense of responsibility," he said. Calling learning a 'life-long mandate', he advised the students to continue investing in their own growth.

The Vice Chancellor, Prof. Vijaysekhar Chellaboina, presented the annual report, featuring the university's academic progress and achievements over the past year. Wishing the students success, Prof. Chellaboina said, "As you move ahead, remember that your personal and professional lives are not separate journeys. A meaningful professional life is the foundation of a stable personal life. The world of work is changing at a breathtaking pace. Today, AI is redefining skills; tomorrow, something else will. One thing is certain, what you learned in university is your starting point, not your entire toolkit. You will have to learn, unlearn and relearn throughout your life."

"Over the years, I have learned something simple but powerful: skills fade, talent evolves, but your character endures. And if I could leave you with three qualities that will carry you through every challenge, they would be: Sensitivity, the insight to sense situations deeply and understand people; humility, the grace to stay grounded no matter how high you rise; and curiosity, the spark that keeps you alive, relevant and growing," he added.

Out of the 295 degrees and diplomas awarded at the ceremony, 103 were Bachelor of Technology (B. Tech), 94 Bachelor of Business Administration (BBA), 49 Bachelor of Computer Applications (BCA), 40 Bachelor of Design (B. Des), 3 Master

of Design (M. Des), 5 PhD and 1 PG Diploma. Out of ten, nine gold medals were conferred on outstanding female students. The gold medalists were Manasvi Jain (B. Tech CSE Topper), Poorna Bhati (Best B. Tech Student), Khushi Agarwal (BBA Topper), Kavisha Gupta (Best BBA Student), Shruti Kumari (B. Des. Integrated Communication Topper), Naomika Dwidesh & Jasmine Kaur (Best B. Des Students), Trisha Roy (BCA Topper & Best Student) and Anay Sinhal (Dr. Kavita Choudhary Award for Best Outgoing Student in B.Tech. CSE). The Institute of Design was honoured with the prestigious Don Norman Design Award (DNDA) in Education this year for transforming learning and cultivating the next generation of humanity-centred designers.

International Research Conference and Doctoral Workshop

A three-day Annual International Research Conference and Doctoral Workshop is being organised for researchers and practitioners in all areas of Business and Management by the Indian Institute of Management Lucknow, Lucknow, Uttar Pradesh from February 12-14, 2026.

Globally, it is witnessing increased interest in many management and policy-level initiatives which require looking at national and global developments from different perspectives. Understanding of effective firm operations and societal well-being is critical for overall growth in an economy. In an increasingly unpredictable era of rapidly changing technology, collective crises such as COVID-19, globalisation and the rise of social media, managing robust supply chains, efficient production, marketing, financial management and employee engagement has become even more challenging. The Tracks of the event are:

Economics

- Agricultural and Natural Resource Economics.
- Business Economics.
- Economic Development and Growth Economic History.
- Economic Systems, Environmental and Ecological Economics.
- Financial Economics.
- Health, Education and Welfare Economics.
- Industrial Organisation International Economics.
- Labour Economics and Demographic Economics.
- Law and Economics Mathematical and Quantitative Methods.
- Microeconomics, Macroeconomics, Monetary Economics, Public Economics, Transportation Economics, Urban Economics.

Information Technology and Systems

- Agile Project and Program Management.
- Artificial Intelligence and Emerging Technologies.
- Big Data and Digital Goods, Blockchain and Fintech, Cyber Security and Risk.
- Data and Information Privacy.
- Data Mining and Predictive Analytics Decision Support Systems, and Data Management.
- Digital Innovation, Entrepreneurship and Business Models.
- Digital Learning Digital Transformation.
- Human Computer Interaction IS and Future of Work.
- IS for Industry.
- IS Governance and Networking and its Role in Business Sharing Economy, Platforms and Crowds.
- Social Media and Digital Collaboration.

Finance

- Accounting, Auditing and Taxation Issues, Alternative Asset Classes, Asset Pricing.
- Banking and Regulations.
- Behavioural and Experimental Finance.
- Big Data and Artificial Intelligence in Finance.
- Blockchain and Cryptocurrencies.
- Corporate Finance, Corporate Governance, Entrepreneurship/ Venture Capital/Start-up financing, Financial Inclusion.
- Financial Literacy.
- Financial Markets and their Linkages.
- Fintech.
- Sustainable Finance.

Communication

- Audience Theory and Research Communication Theory and Research.
- Crisis Communication.

- Cross-cultural Communication.
- Environmental Communication/ Communicating Climate Change.
- Global Communication and Social Change.
- Health Communication.
- Interpersonal, Intergroup and Mass Communication.
- Journalism and the News Industry Media Ethics.
- Media Literacy.
- Media Policy and Technology Organisational and Workplace Communication.
- Political Communication, Popular Culture and Communication.
- Visual Communication Studies.

Marketing

- Advertising and Promotions.
- Bottom of Pyramid Marketing.
- Business-to-Business Marketing Consumer Behaviour.
- Customer Relationship Management.
- Emerging Role of AI in Marketing Activities.
- Innovations in Marketing.
- Marketing Analytics.
- Marketing Education.
- Marketing for a Better World (includes topics on sustainability, Public Policy, Ethics, Social Responsibility, Social Marketing, and Transformative Consumer Research).
- Product and Brand Management.
- Reimagining Marketing during Post COVID-19 Era.
- Research Methods in Marketing.
- Retail and Distribution Management.
- Sales Management.
- Services Marketing.
- Social Media and Digital Marketing.
- Tourism Marketing.

Sustainability

- Business, Society and Government.
- Circular Economy and Resource Efficiency.
- Climate Change.
- Corporate Social Responsibility, Energy and Environment Policies, Energy Businesses.
- Environment and Externalities Trading.
- Environment and Resource Economics.
- Environment and Social Risk Management.
- ESG: Measurement Certification and Reporting.
- Impact Investment Institution Building Public policy.
- Social Entrepreneurship, Stakeholder Management, Sustainable Supply Chain Management.
- Systems Dynamics.

Decision Sciences

- Applied Statistics.
- Bayesian Data Analysis.
- Behavioural or Statistics.
- Decision Analysis.
- Econometrics.
- Forecasting.
- Game Theoretic Modelling, Or in Healthcare Administration.
- Integer Programming Models.
- Multi-objective Decision Models.
- Multivariate Analysis.
- Network Flow Models.
- Nonlinear Optimisation.
- Operations Research (OR).
- Mathematical Programming.
- Optimisation and Control.
- Parametric and Non-parametric Models.
- Probability Theory and Models.
- Queuing Theory.
- Regression Models.
- Resource Allocation Models.
- Simulation Modelling.
- Statistical Inference.
- Stochastic Optimisation.
- Stochastic Process.
- Time-Series Analysis.

- Transportation and Logistics.
- Unconstrained Optimisation.

Operations Management

- Behavioural Operations Management.
- Coordination Mechanisms in Supply Chain and Transportation.
- Data Driven Decision Making during COVID-19.
- Decision Making Under Uncertainty.
- E-Commerce Operations.
- Emerging Technologies in Operations and Supply Chain Management.
- Game Theory.
- Healthcare Management.
- Heuristics in Decision Making.
- Industry 4.0 Applications.
- Inventory and Warehouse Management.
- Last Mile Delivery Optimisation.
- Revenue Management.
- Reverse Logistics and Network Optimisation.
- Service Operations Management.
- Sharing Economy.
- Supply Chain Collaboration and Coordination.
- Supply Chain Resilience and Risk Management.
- Sustainability, CSR, and Humanitarian Operations Theory of Constraint.

OB/HRM

- Careers.
- Change Management.
- Diversity and Inclusion.
- HRM.
- International Management.
- Leadership.
- Organisation and Management Theory.
- Organisational Culture.
- Social Issues in Management, Technology and Innovation Management.

For further details, contact the Organising Secretary, Indian Institute of Management Lucknow, Prabandh Nagar, IIM Road, Lucknow – 226 013, Uttar Pradesh, Phone No: 0522-2734101, 2734111-20, 6696001. For updates, log on to: *https://sites.google.com/iiml.ac.in/airc/home*

International Conference on Reimagining *Bhartiya* Languages, Knowledge, and Interdisciplinarity

A three-day International Conference on 'Reimagining *Bhartiya* Languages, Knowledge, and Interdisciplinarity: Philosophical Reflections and Educational Transformations Under NEP-2020' is being organised by the Faculty of Arts, Banaras Hindu University, Varanasi, Uttar Pradesh in collaboration with the Central Institute of Indian Languages, Ministry of Education, Mysuru, and Bharatiya Bhasha Samiti, Ministry of Education, New Delhi from February 12–14, 2026. The university/college faculty and researchers in Humanities and Social Sciences, students, early-career researchers, artists, social workers, performers, independent scholars, policy makers, curators, and civic organisations may participate in the event.

More than a policy document, the National Education Policy-2020 articulates a philosophical vision to redefine the purpose, process, ethics, and objectives of Indian education. Rooted in Indian civilisational ethos yet oriented toward the global knowledge economy, it calls for integrating Indian Knowledge Systems (IKS) with contemporary education. The event explores how language, knowledge, skills, values, and interdisciplinarity can foster creativity, critical inquiry, and holistic human development—harmonising tradition and modernity, science and spirituality, and local knowledge with global engagement. The Thematic Areas of the event are:

- Philosophy of Education in the 21st Century: Humanistic, Ethical, and Spiritual Dimensions of Learning.
- Indian Knowledge Systems (IKS) and Global Thought: Dialogues between Indigenous Epistemologies and Contemporary Sciences.
- Interdisciplinarity and the Future University: From Holistic Learning to Transdisciplinary Innovation.
- Decolonising Theory and Praxis Knowledge: Comparative Educational Paradigms Across Countries and Cultures.

- Globalisation, Sustainability, and Educational Policy: Balancing Local Knowledge with Global Imperatives.
- Reimagining the University: Institutional Autonomy, Creativity, and the Pursuit of Wisdom in the Post-NEP Era.
- Language and Epistemic Justice: Rethinking Linguistic Hierarchies and Reclaiming Indian Languages as Sites of Knowledge Production.
- Translation, Transcreation, and Knowledge Transmission: Bridging Ancient Wisdom and Modern Academic Discourse.
- Technology, Language, and Learning: The Digital Mediation of Multilingual and Inclusive Education.
- Ethics, Aesthetics, and Value-based Pedagogy: Integrating Moral and Creative Education Within Institutional Frameworks.

For further details, contact Organising Secretary, Faculty of Arts, Banaras Hindu University, Varanasi–221005, Uttar Pradesh, E-mail: *rlkconfbhu26@gmail.com.* For updates, log on to: *www.bhu.ac.in/events/*

Conclave on Collaborative Intelligence

A two-day Conclave on 'Collaborative Intelligence: Building Smarter Libraries Together' is being organised by the Association of Senior Library and Information Professionals (ASLIP) in collaboration with Nehru Library, Chaudhary Charan Singh Haryana Agricultural University, Hisar, Haryana on January 08-09, 2026. The Subthemes of the Event are:

- Balancing Technology with Human Interaction.
- Collaboration Intelligence in Libraries.
- AI-based Library Services.
- Making and Sustaining Futuristic Libraries.
- Libraries and Information Literacy.
- Innovative and Need-based Library Practices.
- Librarians as Knowledge Creators.
- Library Professionals as Preservers of Culture and Heritage.

For further details, contact the University Librarian, Nehru Library, Chaudhary Charan Singh Haryana Agricultural University, Hisar-125004, Haryana, Mobile No: 09896608941 and 09896825445, E-mail: *aslipconclave2026@gmail.com.* For updates, log on to: *www.aslip.in/events/* ❑

ATTENTION READERS

The government is commemorating the 150th birth anniversary of Sardar Vallabhbhai Patel with a two-year-long nationwide programme from 2024 to 2026 to honour his monumental contribution to the country. University News also invites articles on the 'Contributions of Sardar Vallabhbhai Patel to the Nation' . Authors can submit manuscripts throughout the year till September 30, 2026 to Dr Sistla Rama Devi Pani, Editor, University News, via Email: ramapani.universitynews@gmail.com, and also send a copy to: universitynews@aiu.ac.in.

Guidelines for Contributors are available on the AIU Website. For any queries, Contact Dr Yogita Kanwer on mobile no 9968469765 or Office Landline number 011-23230059, Ext 209.

Editor

Using Turnitin's AI Writing Puzzle to Develop an Academic AI Policy

Laura Young*

As generative AI tools are increasingly embedded into daily education practices, institutions are recognising the need for clear, balanced AI policies that promote authentic student learning.

Turnitin's AI Writing Puzzle offers a practical framework to help educators guide students in using AI effectively—embracing innovation while safeguarding academic integrity. Here, we explore the significance of each 'piece' of the puzzle and invite you to download the full guide.

Understanding AI's Role in Education

Educators first need to understand AI's purpose and capabilities before setting expectations for students. Without this clarity, misconceptions can arise, leading to inconsistent expectations, student confusion, and even fear of use.

Over 60 per cent of Higher Education Institutions (HEIs) in India now permit students to use AI tools (EY Parthenon, 2025). Yet 50% of Indian students say they don't know how to get the most benefit out of AI in their studies (Turnitin & Vanson Bourne, 2025)

Understanding the role of AI writing is the first step in creating an informed AI policy that reflects both its potential and its limits.

Setting Clear Expectations for AI Writing

Clear expectations help students make informed choices. From defining what "original writing" means to outlining how (or whether) AI tools can be used in assignments, educators lay the groundwork for responsible use.

Without it, students may underuse AI tools (missing out on a multitude of learning benefits), or develop an overreliance on them (risking academic misconduct).

Over 56% of higher education institutions in India have now implemented formal AI policies in alignment with UGC guidelines (EY Parthenon, 2025)—but translating policy into teaching practice is an ongoing process.

Building Educator Confidence

Educators play a vital role in shaping how AI is used, but many are still learning the tools themselves. Cultivating their AI literacy is an important first step to solving the AI writing puzzle.

When educators understand the tools, they can better support students and reduce uncertainty about AI's role in assessment and learning. Training, shared policies, and open dialogue can help educators model responsible AI use.

Rethinking Grading and Assessment

AI is transforming how students think about and produce work, meaning traditional grading practices may no longer reflect the realities of AI-assisted learning.

By reviewing rubrics, focusing on process over product, and safeguarding key skills, it ensures assessment fairness, maintains accountability, and keeps learning outcomes at the centre.

Safeguarding Academic Integrity

Institutional values and policies need to evolve alongside AI technology to preserve a culture of integrity.

That includes updating integrity frameworks, addressing new forms of academic misconduct—including AI bypassers—and using data and feedback to deter AI misuse.

Advancing AI-readiness

By understanding AI's scope, setting expectations, and evolving assessment and integrity frameworks, Indian institutions and educators can turn disruption into opportunity.

Turnitin's AI Writing Puzzle provides guidance to help shape an AI policy that fosters integrity and meaningful learning.

**Content Marketing Lead, Turnitin*

Note: For QR code download the AI writing puzzle.

THESES OF THE MONTH

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

AGRICULTURAL & VETERINARY SCIENCES

Agricultural Economics

1. Bhosale, Ashwini Santosh. **Economic impact of improved soybean variety MAUS-612 released by VNMKV, Parbhani in Marathwada Region of Maharashtra State**. (Dr. D S Perke), Department of Agricultural Economics, Vasantrao Naik Marathwada Krishi Vidyapeeth, Parbhani.

2. Jaybhaye, Usha Pralhad. **An economic analysis of farmer producer organizations in Marathwada Region of Maharashtra**. (Dr. R V Chavan), Department of Agricultural Economics, Vasantrao Naik Marathwada Krishi Vidyapeeth, Parbhani.

Agricultural Extension

1. Padaliya, Darshana Arvindbhai. **Awareness of vegetable growers about hazardous effects, their buying behaviour and attitude towards toxicity of agrochemicals**. (Dr. B N Kalsariya), Department of Agriculture Extension Education, Junagadh Agricultural University, Junagadh.

Agronomy

1. Solanki, Bhavik Pravinbhai. **Nutrient management in Kharif groundnut (*Arachis hypogaea* L) - Chickpea (*Cicer arietinum* L) cropping sequence under organic farming**. (Dr. P D Vekariya), Department of Agronomy, Junagadh Agricultural University, Junagadh.

Biotechnology

1. Gautam, Himani. **Development of rapid immuno-assay(s) for the diagnosis of leptospirosis in cattle and dogs**. Department of Biotechnology, Guru Angad Dev Veterinary and Animal Sciences University, Ludhiana.

Entomology

1. Barad, Bhumiben Dilipbhai. **Ecology and management of Rugose spiralling whitefly, *Aleurodicus rugioperculatus Martin* infesting coconut in Saurashtra Region**. (Dr. A M Bharadiya), Department of Entomology, Junagadh Agricultural University, Junagadh.

2. Chauhan, Narendrasinh Nagjibhai. **Biology, seasonal abundance and management of thrips, *Scirtothrips dorsalis* Hood infesting acid lime**. (Dr. K D Shah), Department of Entomology, Junagadh Agricultural University, Junagadh.

3. Gore, Shubham Hanmant. **Studies on seasonal incidence and insecticides spray schedule against major insect pests of chilli**. (Dr. S D Bantewad), Department of Agricultural Entomology, Vasantrao Naik Marathwada Krishi Vidyapeeth, Parbhani.

4. Salve, Rahul Sitaram. **Monitoring of major insect pests of *Bt* cotton and their management with biorationals**. (Dr. P S Neharkar), Department of Agricultural Entomology, Vasantrao Naik Marathwada Krishi Vidyapeeth, Parbhani.

Epidemiology

1. Iqra Arif. **Study on neglected zoonoses of one health significance in North-West States of India**. Department of Veterinary Public Health & Epidemiology, Guru Angad Dev Veterinary and Animal Sciences University, Ludhiana.

Food Science & Technology

1. Janardan, Veer Shailesh. **Studies on standardization of maturity indices and quality evaluation of Dragon fruit (*Hylocereus spp*.)**. (Dr. R B Kshirsagar), Department of Food Engineering, Vasantrao Naik Marathwada Krishi Vidyapeeth, Parbhani.

Genetics & Plant Breeding

1. Brar, Rana Partap Singh. **Exploring the systems biology through differential miRNome profiling using *In-vitro* disease simulation model in indigenous goats**. Department of Animal Genetics and Breeding, Guru Angad Dev Veterinary and Animal Sciences University, Ludhiana.

2. Godhani, Chirag Manubhai. **Genetic diversity and stability analysis in Spanish bunch groundnut (*Arachis hypogaea* L)**. (Dr. R B Madariya), Department of Processing & Food Engineering, Junagadh Agricultural University, Junagadh.

3. Naik, Sabavat Raju. **Dissecting sorghum bicolor SBI-02 genomic region for stay green QTL *STG3B***. (Dr. S P Mehtre), Department of Agricultural Botany, Vasantrao Naik Marathwada Krishi Vidyapeeth, Parbhani.

4. Vasava, Hiteshkumar Vitthalbhai. **Effect of time of transplanting and spacing on growth, yield and quality of Broccoli (*Brassica oleracea L var. italica Plenck*) in Saurashtra Region**. (Dr. A M Butani), Department of Genetics and Plant Breeding, Junagadh Agricultural University, Junagadh.

Soil Science

1. Muley, Pooja Anil. **Effect of various levels of potassium on K-adsorption and release behaviour under safflower in vertisols**. (Dr. P H Vaidya), Department of Soil Science and Agricultural Chemistry, Vasantrao Naik Marathwada Krishi Vidyapeeth, Parbhani.

BIOLOGICAL SCIENCES

Bio Sciences

1. Deepak Kumar. **Design and synthesis of B-Carboline based natural products and its analogues along with their biological evaluation**. (Dr. Dipti Vaya and Dr. Tejpal Singh Chundawat), Amity School of Applied Sciences, Amity University, Gurgaon.

Biotechnology

1. Halder, Nirmalya. **Bioprospecting of microalgae from sewage water for production of lipids and lactic acid**. (Dr. Dinesh Goyal and Dr. Rajiv K Aneja), Department of Biotechnology, Thapar Institute of Engineering and Technology, Patiala.
2. Kakkar, Priyanka. **Unveiling the potential of vegetable peels: A key source for value-added products**. (Prof. Pammi Gauba), Department of Biotechnology, Jaypee Institute of Information Technology, Noida.
3. Sharma, Ekta. **In-vitro and in-vivo studies on obesity using plant based formulations**. (Prof. Reena V Saini), Department of Biotechnology, Maharishi Markandeshwar (Deemed to be University), Ambala.
4. Singh, Shubhi. **Development of novel prebiotic nutri-seed cookies: A scientific exploration of nutritional and functional properties**. (Dr. Smriti Gaur), Department of Biotechnology, Jaypee Institute of Information Technology, Noida.

Botany

1. Lone, Shoaib Ahmad. **Taxonomic studies and biochemical characterization of polyporales in Northern Kashmir**. (Prof. Ab Hamid Wani and Prof. Mohd Yaqub Bhat), Department of Botany, University of Kashmir, Srinagar.
2. Mihu, Inda. **Value added traditional minor food products and their role in sustaining livelihood of rural indigenous people of Arunachal Pradesh**. (Prof. Sumpam Tangjang), Department of Botany, Rajiv Gandhi University, Itanagar.
3. Richa Kumari. **Impact of crop residue burning on climate change and soil sub-system**. (Prof. P K Khare), Department of Botany, Dr Harisingh Gour Vishwavidyalaya, Sagar.

Marine Science

1. Mutum, Deepti. **Utilization of different duckweed species as fish feed binder for enhanced water stability, nutrition and conversion efficiency**. Department of Aquaculture and Fisheries Resource Management, Guru Angad Dev Veterinary and Animal Sciences University, Ludhiana.
2. Supreet Kaur. **Seasonal cyclicity of gonadal development *in Tor Putitora* (Hamilton, 1822) and *Catla Catla* (Hamilton, 1822) inhabiting Gobind Sagar Reservoir**. Department of Aquaculture and Fisheries Resource Management, Guru Angad Dev Veterinary and Animal Sciences University, Ludhiana.

Zoology

1. Bhatt, Supriya. **Phylogeography and population genetics of leopards (Panthera Pardus Fusca) in India**. (Dr. Samrat Mondol), Department of Wildlife Science, Saurashtra University, Rajkot.
2. Saikia, Bipul. **Freshwater oligochaetes in Bao Rice Fields of Lakhimpur District, Assam, India**. (Prof. D N Das), Department of Zoology, Rajiv Gandhi University, Itanagar.
3. Thaker, Bhargavi Lalitbhai. **Study on habitat utilization patterns of birds in Rajkot City Area**. (Dr. Bhupatlal B Radadia), Department of Zoology, Saurashtra University, Rajkot.

EARTH SYSTEM SCIENCES

Environmental Science

1. Ghai, Manan Kaur. **Enhanced production and upgradation of biomethane for energy and agricultural activity**. (Dr. Indu Shekhar Thakur, Dr. Ramovatar Meena and Dr. Kunal Seth), Amity School of Earth and Environmental Sciences, Amity University, Gurgaon.

Geophysics

1. Biswas, Anirban. **Lithospheric structure and mechanical strength variations over the Indo-Burma Subduction Zone, Southeast Asia**. (Prof. Saumen Maiti and Prof. Srinivasa Rao), Department of Applied Geophysics, Indian Institute of Technology, Dhanbad.

ENGINEERING SCIENCES

Architecture & Planning

1. Bharmoria, Rahul. **Visual place quality framework for hill towns of Himachal Pradesh**. (Dr. Vandna Sharma), Department of Architecture, National Institute of Technology, Hamirpur.

2. Chauhan, Avijit. **GIS based approach and strategies for resourceful solid waste system in Gurugram-Manesar Urban Complex**. (Dr. Pallavi Sharma and Dr. Syed Mohammad Noman Tariq), Amity School of Architecture & Planning, Amity University, Gurgaon.

Biotechnology

1. Akanksha Kumari. **Engineering supported lipid bilayer to study structural and functional aspects of tethered proteins in lipid environment**. (Dr. Ranjita Ghosh Moulick and Dr. Sobhan Sen), Amity Institute of Biotechnology, Amity University, Gurgaon.

Civil Engineering

1. Roy, Debjit Mitra. **Mechanical, durability and micro-structural characterization of ambient cured cement-free composite concrete**. (Prof. Satadru Das Adhikary and Prof. Piyali Sengupta), Department of Civil Engineering, Indian Institute of Technology, Dhanbad.

2. Saikhom, Victor. **The use of remote sensing and GIS techniques for route alignment planning in hilly terrain: A study from Ukhrul District, Manipur to Phek District, Nagaland**. (Dr. M Kalita), Department of Civil Engineering, Assam Don Bosco University, Guwahati, Assam.

Computer Science & Engineering

1. Choudhary, Anjali. **Design of workflow load balancing models with scheduling in Cloud Computing Platform (CCP)**. (Dr. Ranjit Rajak), Department of Computer Science & Applications, Dr Harisingh Gour Vishwavidyalaya, Sagar.

2. Jain, Vijal. **A novel technique for speckle reduction in SAR images for evaluating classification accuracy**. (Dr. Sanjay Sandipan Shitole), Department of Information Technology, S.N.D.T. Women's University, Mumbai.

3. Patil, Charushila Nilesh. **Design and implementation of a novel deep neural network classifier-COPD**. (Dr. Anita Chaware), Department of Computer Science, S.N.D.T. Women's University, Mumbai.

4. Rath, Subrata. **Reliability along with availability estimation and improvement of hardware devices**. (Prof. Subhashis Chatterjee and Prof. Ashis Kumar Chakraborty), Department of Mathematics and Computing, Indian Institute of Technology, Dhanbad.

Electrical & Electronics Engineering

1. Dhar, Sujit. **Solar induction cooker equipped green powered vehicle for mobile hospitality**. (Prof. Pradip Kumar Sadhu and Prof. Debabrata Roy), Department of Electrical Engineering, Indian Institute of Technology, Dhanbad.

2. Goswami, Goutam. **Robust energy-efficient operating strategies for high performance induction motor drives**. (Prof. Sukanta Das), Department of Electrical Engineering, Indian Institute of Technology, Dhanbad.

3. Saini, Abhishek. **Optimal operation of power system incorporating renewable energy sources**. (Dr. O P Rahi), Department of Electrical Engineering, National Institute of Technology, Hamirpur.

4. Singh, Amita. **Model predictive controller based frequency regulation of renewable energy sources integrated power system**. (Dr. Veena Sharma), Department of Electrical Engineering, National Institute of Technology, Hamirpur.

Electrical Instrumentation Engineering

1. Arya, Puneet. **Estimating psychophysiological changes using heart rate variability analysis**. (Dr. Mandeep Singh and Dr. M D Singh), Department of Electrical and Instrumentation Engineering, Thapar Institute of Engineering and Technology, Patiala.

Electronics & Communication Engineering

1. Biswakarma, Amar Bahadur. **Artificial Intelligence based approach for cardiac arrhythmia classification**. (Dr. Jagdeep Rahul and Dr. Kurmendra), Department of Electronics & Communication Engineering, Rajiv Gandhi University, Itanagar.

2. Kaushal, Priya. **Design and performance investigations of thickness engineered tunnel field effect transistor based on two dimensional materials**. (Dr. Gargi Khanna), Department of Electronics & Communication Engineering, National Institute of Technology, Hamirpur.

3. Manvir Kaur. **Design and development of signal processing and AI-based classification framework for BCI applications**. (Dr. Vinay Kumar and Dr. Rahul Upadhyay), Department of Electronics & Communication Engineering, Thapar Institute of Engineering and Technology, Patiala.

4. Pednekar, Madhavi Suryakant. **Automatic identification of the Malvani dialect: A hybrid meta-heuristic optimization and deep learning framework for linguistic preservation**. (Dr. Kaustubh Bhattacharyya and Dr. BK Lande), Department of Electronics & Communication Engineering, Assam Don Bosco University, Guwahati, Assam.

Mechanical Engineering

1. Jashveer Singh. **Atomistic modelling-based mechanical characterization of Titanium matrix nanocomposites reinforced with Gr/hBN/GrhBN**. (Prof. Rakesh Sehgal and Dr. Rajesh Kumar), Department of Mechanical Engineering, National Institute of Technology, Hamirpur.

2. Joshi, Bhavna Hemraj. **Highly resolved direct numerical simulations of transition to turbulence with non-overlapping parallelization**. (Prof. Aditi Sengupta), Department of Mechanical Engineering, Indian Institute of Technology, Dhanbad.

3. Saluja, Gourav. **An investigation into the flowability and conveyability of fly ash**. (Dr. S S Mallick), Department of Mechanical Engineering, Thapar Institute of Engineering and Technology, Patiala.

4. Sharma, Sohan Lal. **Design, development and performance analysis of rectangular duct reverse flow solar air heater**. (Dr. Ajoy Debbarma), Department of Mechanical Engineering, National Institute of Technology, Hamirpur.

5. Singh, Uttam Kumar. **Simulation and experimental analysis of a electro-hydrostatic actuator for next-generation primary flight control systems**. (Dr. Jay Prakash Tripathi and Dr. Kishore Khanna), Department of Mechanical Engineering, Thapar Institute of Engineering and Technology, Patiala.

Mining Engineering

1. Sikandar Kumar. **Investigation into the influence of hydraulic sand stowing on stability of rib pillars and design of barrier pillars in bord and pillar depillaring workings at deeper horizon**. (Prof. Rabindra Kumar Sinha), Department of Mining Engineering, Indian Institute of Technology, Dhanbad.

2. Sujit Kumar. **Influence of explosive properties on blast performance in opencast coal mines**. (Prof. A K Mishra and Prof. Bhanwar Singh Choudhary), Department of Mining Engineering, Indian Institute of Technology, Dhanbad.

Nanotechnology

1. Kharbanda, Saarthak. **Development of nano magneto-dielectric materials for patch antenna miniaturization**. (Dr. Atul Thakur, Dr. Preeti Thakur andDr. P K Soni), Amity Institute of Nanotechnology, Amity University, Gurgaon.

MATHEMATICAL SCIENCES

Mathematics

1. Chatterjee, Tapan. **Mathematical modeling of transport phenomenon in porous medium**. (Prof. Mritunjay Kumar Singh), Department of Mathematics and Computing, Indian Institute of Technology, Dhanbad.

2. Gupta, Neha. **On serial and biserial queue network models**. (Dr. Deepak Gupta), Department of Mathematics, Maharishi Markandeshwar (Deemed to be University), Ambala.

3. Muskan. **Mathematical investigation of traffic dynamics on a network**. (Dr. Sapna Sharma), Department of Mathematics, Thapar Institute of Engineering and Technology, Patiala.

4. Pandey, Mahesh Kumar. **Some improved alternative estimation procedures of population parameters in sample surveys**. (Prof. G N Singh), Department of Mathematics and Computing, Indian Institute of Technology, Dhanbad.

MEDICAL SCIENCES

Audiology

1. Mohite, Jyoti Shailesh. **Development of a test in English language for children with learning disability**. (Dr. R Rangasayee), Department of Audiology and Speech Language Pathology, Maharashtra University of Health Sciences, Nashik.

Dentistry

1. Bashir, Taseer. **Comparison of diagnostic efficacy of Cone Beam Computed Tomography (CBCT) and Ultrasonography (USG) in temporomandibular joint disorders**. (Prof. M K Sunil and Prof. Upender Malik), Department of Oral Medicine and Radiology, Teerthanker Mahaveer University, Moradabad.

2. Joshipura, Vaibhavi Neerav. **A clinical, biochemical and interventional evaluation of possible relationship between periodontal disease and adverse pregnancy outcome: A randomized controlled trial**. (Dr. Bela Dave), Department of Periodontology, Gujarat University, Ahmedabad.

3. Melwani, Sunita R. **Effectiveness of piezocision assisted corticotomy and low level laser therapy in enhancing rapid maxillary canine retraction: A randomised controlled trial**. (Dr. Shalabh Mehrotra), Department of Periodontology, Teerthanker Mahaveer University, Moradabad.

4. Parmar, Abhishek Prabhatsinh. **Evaluation of association of chronic apical periodontitis, periodontal disease and coronary heart disease: A cross sectional study**. (Dr. Shikha Kanodia), Department of Conservative Dentistry and Endodontics, Gujarat University, Ahmedabad.

5. Patel, Jinal Raseshkumar. **Awareness and knowledge on smoking and periodontal disease: A cross-sectional study**. (Dr. Neeta Bhavsar), Department of Periodontology, Gujarat University, Ahmedabad.

Forensic Science

1. Upadhyay, Rupesh Kumar. **A psycho-criminological study on incarcerated drug traffickers**. (Prof. Mamta Patel), Department of Criminology and Forensic Science, Dr Harisingh Gour Vishwavidyalaya, Sagar.

Neuroscience

1. Sah, Nand Kishor Prasad. **Impact of sensory stimulation to improve the level of consciousness among traumatic brain injury patients with impaired consciousness**. (Prof. Abdur Raheem Khan and Prof. Mukesh Kumar Prasad), Department of Physiotherapy, Teerthanker Mahaveer University, Moradabad.

Nursing

1. Sen, Sheuli. **Effect of simulation assisted training programme Vs mobile app based training programme on first aid and basic life support among undergraduate students of selected universities of Haryana**. (Dr. Sunita Srivastava Reader and Dr. Manoj K Kashyap), Amity Medical School, Amity University, Gurgaon.

Pharmaceutical Science

1. Adkonkar, Amol Arun. **Supply chain management practices and performance of Indian pharmaceutical firms**. (Prof. Anand Sharma), Department of Pharmaceutical Management, National Institute of Pharmaceutical Education and Research, Mohali.
2. Jain, Anuja. **Development of nascent methodology for diagnosis of diabetes using electrocardiogram signals**. (Dr. Amit Kumar Verma and Prof. Anurag Verma), Faculty of Pharmacy, Teerthanker Mahaveer University, Moradabad.
3. Jain, Neeraj. **Development of novel carrier drug delivery system for treatment of ocular disease**. (Dr. Vaibhav Rastogi and Prof. Anurag Verma), Faculty of Pharmacy, Teerthanker Mahaveer University, Moradabad.
4. Rasool, Shafiqa. **Design and development of universal health coverage policy framework for Jammu and Kashmir**. (Prof. Mohammad Ishaq Geer), Department of Pharmaceutical Sciences, University of Kashmir, Srinagar.
5. Sharma, Chandra Shekhar. **Formulation and evaluation of transdermal patches of antineoplastic drug**. (Prof. Subas Chandra Dinda and Dr. Prashant Kumar), Faculty of Pharmacy, Teerthanker Mahaveer University, Moradabad.
6. Sharma, Himanshu. **Elucidating mechanism of action of phytoconstituents from selected plants for Alzheimer's disease**. (Prof. Phool Chandra), Faculty of Pharmacy, Teerthanker Mahaveer University, Moradabad.

PHYSICAL SCIENCES

Chemistry

1. Dabhi, Ranjitsinh Chandrasinh. **Rational approach in coupling reactions to synthesize chemical seaffolds and their biological applications**. (Dr. Jayesh J Maru), Department of Chemistry, Gujarat University, Ahmedabad.
2. Kori, Mithun. **Synthesis, characterization of some transition metal complexes via schiff base and their applications**. (Dr. K K Raj), Department of Chemistry, Dr Harisingh Gour Vishwavidyalaya, Sagar.
3. Pramanik, Shyamal. **Photo-generation and utilization of electrophilic alkyl radicals towards (Hetero) arenes and alkene functionalization**. (Prof. Soumitra Maity), Department of Chemistry and Chemical Biology, Indian Institute of Technology, Dhanbad.

Physics

1. Bhattacharya, Parag. **Multi-wavelength spectral fitting and variability studies of supersoft X-ray sources**. (Dr. Monmoyuri Baruah and Dr. Ranjeev Misra), Department of Physics, Assam Don Bosco University, Guwahati, Assam.
2. Dutta, Arindam. **Design and analysis of a set of discrete variable protocols for secure quantum communication**. (Prof. Anirban Pathak), Department of Physics and Materials Science and Engineering, Jaypee Institute of Information Technology, Noida.
3. Gupta, Sateesh Kumar. **Development and characterizations of biodegradable polymer based hydrogels**. (Prof. Ranveer Kumar), Department of Physics, Dr Harisingh Gour Vishwavidyalaya, Sagar.
4. Navneet Kaur. **Study of calcium silicate glasses derived from agro-food wastes and minerals for biomedical applications**. (Dr. Kulvir Singh), Department of Physics and Materials Science, Thapar Institute of Engineering and Technology, Patiala.
5. Raval, Nisarg Amit. **Device characteristics of manganite based bilayered thin films**. (Dr. Nikesh A Shah), Department of Physics, Saurashtra University, Rajkot.

❑

Corrigendum

This has a reference to the advertisement published in UNIVERSITY NEWS 63 (24) dated June 16-22,2025 on behalf of Ideal foundation's Ideal Institute of Pharmacy At. Village: Posheri, Taluka-Wada, District Palghar-421303, Affiliated to University of Mumbai (Unaided), for the recruitment to the post of Principal/Professor/Associate Professor/ Assistant Professor/Librarian from the Academic year 2025-2026.

Some rectifications are made here with, the same should be read as follows:

Post	Subjects	Total Posts	Posts Reserved for					
			SC	ST	DT(A)	NT (B)	OBC	OPEN
Assistant Professor	Pharmaceuti-cal Chemistry	03	01		01	--	--	01
	Pharmaceu-tics	04	01		01	--	01	01

Sd/-
Chairman

ABHINAV BHARAT SHIKSHAN SANSTHA, NANDED

WANTED

Applications are invited for the Post of **Principal** to be filled in **Netaji Subhashchandra Bose Arts, Commerce & Science College, Nanded.** Eligible candidates should submit their application along with all necessary documents **within Fifteen Days** from the date of publication of the advertisement **by Registered Post** only to the **President, Abhinav Bharat Shikshan Sanstha's Netaji Subhashchandra Bose Arts, Commerce & Science College, Tarasingh Market, Vazirabad, Nanded 431601 (M.S.)**.

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

Permission as per NOC No. JDHE Nanded/NOC/2025/55 Dated 29 /09 /2025

- **Educational Qualifications:-**

1) A Master's Degree with at least 55% of the marks (or an equivalent grade in appoint scale whenever grading system is followed) by recognized University. **2)** A Ph. D. Degree in concerned/allied/relevant discipline(s) in the institution concerned with evidence of published work and research guidance. **3)** Professor / Associate Professor with a total experience of fifteen years of teaching / research in administration in University /College and other institutions of higher education. **4)** A minimum of 10 research publication in peer reviewed or UGC listed Journals. **5)** A minimum of 110 research score as per Appendix II, Table 2 of UGC Regulation 2018. **6)** Academic Eligibility and other Rules Regulations as per UGC Regulation18July 2018 and Govt. Resolution No. Misc-2018/C.R.56/18/UNI-1 Date 08 March 2019 & 10 May 2019.

- **Tenure: -** A college Principal shall be appointed for the period of Five years extendable for another term of Five years on the basis of performance based assessment, a committee appointed by the University constituted as per rules of UGC and Govt. of Maharashtra.
- **Salary&Allowances:-**

Pay scale as per the UGC, State Government of Maharashtra & Swami Ramanand Teerth Marathwada University, Nanded from time to time.

Note:
1. Prescribed application form is available on the University **website (www.srtmun.ac.in) 2.** No T.A./D.A. will be paid for attending the interview. **3.** Employed candidates shall apply through proper channel & shall submit No Objection Certificate from the Employer. **4.** All Attested Xerox copies of certificates and other relevant documents should be attached with the Application form. **5.** The original certificates must be produced at the time of interview. **6.** The vacant post is being under the decision of Hon'ble High Court writ petition No.12051/2015.

President
Abhinav Bharat Shikshan Sanstha, Nanded

बाबासाहेब भीमराव अम्बेडकर विश्वविद्यालय
BABASAHEB BHIMRAO AMBEDKAR UNIVERSITY
(A Central University)
Vidya Vihar, Raebareli Road, Lucknow-226025 (U.P.)
Website: www.bbau.ac.in

Dated: 14/11/ 2025

EMPLOYMENT NOTICE FOR TEACHING & NON-TEACHING POSITIONS

Online Applications are invited from eligible candidates for filling up the following vacant teaching (37 nos.) and non-teaching (34 nos.) positions in various departments of the University at its main campus at Lucknow and its Satellite Centre at Amethi:

TEACHING POSITIONS (Advt. No.: BBAU/T/01/2025):

Post	Vacancies	Category	Academic Level
Professor	16	UR/ SC/ ST/ OBC/ EWS/ PwBD	AL-14
Associate Professor	07		AL-13A
Assistant Professor	08		AL-10
Tenure Position			
Professor-cum-Resident Director	01	OBC	AL-14
Temporary Positions for Centre for the Study of Social Inclusion			
Professor-cum-Director	01	UR	As per UGC norms
Associate Professor-cum-Deputy Director	01	SC	
Assistant Professor-cum-Assistant Director	01	UR	
Research Associate	02	UR, SC	

Qualifications & Experience: As per UGC/AICTE/PCI norms.

NON-TEACHING POSITIONS (Advt. No.: BBAU/NT/01/2025):

Post	Vacancies	Category	Level in Pay Matrix
Group A (Internal Audit Officer, Assistant Librarian, Assistant Registrar)	04	UR/ SC/ ST/ OBC/ EWS	Level-12 & Level-10
Group B (Security Officer, Private Secretary, Assistant Engineer (Civil), Estate Officer, Junior Engineer (Electrical), Nurse, Professional Assistant, Assistant)	10		Level-7 & Level-6
Group C (Technical Assistant, Technical Assistant (Computer), Lower Division Clerk, Hindi Typist, Driver, Library Attendant, Laboratory Attendant)	16		Level-5, Level-2 & Level-1
Temporary Positions for Centre for the Study of Social Inclusion			
Group B (Professional Assistant)	01	UR	Level-6
Group C (Data Entry Operator, Library Attendant)	03	UR	Level-4 & Level-1

Online Application Fee (Non-Refundable)

- General/ OBC (Non-Creamy Layer) candidates: Rs. 1000/-
- SC/ ST/ EWS/ PwBD/ Women candidates: Rs. 500/-

Last date for submission of online application form along with fees submission is **14/12/2025 (23:59:59 hrs)**. For details including filling up of online application form, qualifications, experience, age limit, terms & conditions, etc., please visit University official website www.bbau.ac.in.

Any addendum/ corrigendum/notices/updates in respect of this Recruitment Notice shall be posted on University Website only.

REGISTRAR

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Postal Regd. No. DL (C)-05/1241/2024-26
UNIVERSITY NEWS 63 (48) December 01-07, 2025
Regd. No. RNI-7180/1963
Published on Monday: 01-12-2025 No. of Pages 40 including Covers
Posted at LPC Delhi RMS, Delhi-6 on Tuesday/Wednesday every week

Announcement for Special Issues of 'University News'

Special Numbers of the University News on two different themes are being brought out. The Special Numbers will cover the articles invited from eminent educationists and practitioners of higher education. 'University News' invites you, the Readers, also to contribute to the Special Numbers by submitting papers/articles. You can find details below:

THEME 1: PROMOTING SUSTAINABILITY AND SOCIAL RESPONSIBILITY IN HIGHER EDUCATION

Special Issue on this theme will be brought out on December 22, 2025, on the occasion of East Zone Vice Chancellors' Meet—2025 to be held at **Aryabhatta Knowledge University, Patna** on 22nd and 23rd December, 2025. Subthemes for this Special Issue are:

- ***Research and Innovation in HEIs for Sustainable Development Goals (SDGs).***
- ***University Social Responsibility (USR) for Promoting Swadeshi.***
- ***Futuristic Digital and Technological Pathways to Sustainability.***

The last date for submission of articles for this Special Issue is **December 08, 2025.**

THEME 2: PROMOTING ENTREPRENEURSHIP AND STARTUPS IN HIGHER EDUCATION INSTITUTIONS (HEIS)

Special Issue on this theme will be brought out on January 19, 2026 on the occasion of South Zone Vice Chancellors' Meet—2025-26 to be held at **M S Ramaiah University of Applied Sciences, Bengaluru** on **20th and 21st January 2026**. Subthemes for this Special Issue are:

- ***Education for Increasing Entrepreneurship Mindset in Students.***
- ***Establishing Incubation and Innovation Centres to promote Techno-Nationalism.***
- ***University–Industry Collaboration for Startup Development.***

The last date for submission of articles for this Special Issue is **January 03, 2026.**

Manuscripts may be sent to Dr Sistla Rama Devi Pani, Editor, University News, Association of Indian Universities, AIU House, 16 Comrade Indrajit Gupta Marg (Kotla Marg), New Delhi- 110 002, through E-mail: *ramapani.universitynews@gmail.com* with a copy to: *universitynews@aiu.ac.in.* Guidelines for contributors are placed on the AIU Website, *www.aiu.ac.in*. Papers will be published in the Issue, subject to the approval of the Editorial Committee of the University News. In case of space or time constraints, the articles submitted for these Issues can also be considered for publication in the general Issues.

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For any queries, Contact Dr Yogita Kanwer on her mobile number 09968469765 or office landline number 011-23230059, Ext. 209.

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