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Announcement
for
Special Issues of 'University News'

Special Numbers of the University News on two different themes are being brought out on the occasion of AIU Zonal Vice Chancellors' Meets—2025-26. 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: CREATING AI AND QUANTUM-ENABLED HEIS

Special Issue on this theme will be brought out on February 16, 2026 on the occasion of Central Zone Vice Chancellors' Meet—2025-26 to be held at Osmania University, Hyderabad on **February 19-20, 2026**. Subthemes for this Special Issue are:

- ***Integrating AI and Quantum Technologies into Higher Education Curriculum, Pedagogy and Governance.***
- ***AI-Driven Indigenous Research and Product Development.***
- ***Global Regulatory Framework for AI and Ethics in AI.***

The last date for submission of articles for this Special Issue is February 08, 2026.

THEME 2: SELF-RELIANT *BHARAT* THROUGH *SWADESHI*, ECONOMIC PATRIOTISM AND TECHNO-NATIONALISM

Special Issue on this theme will be brought out on **March 16, 2026** on the occasion of West Zone Vice Chancellors' Meet—2025-26 to be held at Janardan Rai Nagar Rajasthan Vidyapeeth, Udaipur, Rajasthan on **March 17-18, 2026**. Subthemes for this Special Issue are:

- ***Redesigning Educational Ecosystem to Promote Swadeshi***
- ***Promoting Research and Development in Indigenous Technologies***
- ***Economic Patriotism Leading to Economic Indigenisation***

The last date for submission of articles for this Special Issue is March 06, 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.

Interested Universities/Institutions, Government Agencies, Publishers or recognised and reputed Organisations dealing with Education may give their Advertisement for publication in the Special Issues. The Issues will have Special visibility. Advertisement Tariff is available on the AIU Website: *www.aiu.ac.in*

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

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Strategic Need of India and the Uniqueness of the Discipline

V K Patil* and P V Patil**

Once, Mahatma Gandhi was present at a programme at Banaras Hindu University along with Pandit Madan Mohan Malviya. After many intellectuals had spoken, Gandhiji stood up to speak. What will he say now? Many people thought so. Mahatmaji said very clearly and in eloquent words. "There are two reasons for the misery of our country: 1) Unemployment of youth, 2) Neglect of farmers." Today, after many years, we clearly realise that these two problems have defeated us. Nay, these two problems have gradually assumed a monstrous form. The problem of our youth's unemployment seems to be insurmountable. It is certain that employment for needy people has become the only strategic need of India.

We are stuck in a triangular vicious circle of poverty. Decreasing employment due to poverty, thereby resulting in environmental degradation, and finally, the victim getting trapped in still more poverty. The bottom side of the triangle is poverty. The great majority of the population is trapped in poverty. Many of them, out of necessity or frustration, resort to crime, naxalism, terrorism, and commit suicide. The other side of the triangle is the increasing inequality and instability in society.

To reduce poverty within the country, it is necessary to strengthen industry and public works, which requires energy on a large scale. However, this increases pollution, which shoots temperature and adversely affects agriculture and health. The flow of rivers is blocked. Rainfall becomes uncertain. Uncertainty about the weather and the result is damage to the environment, and this is the third side of the triangle.

Who should be considered unemployed?

When a person with the desire and ability to work does not get an opportunity to work, we call him unemployed. If a person is in student status and is not interested in doing a job/business/work, such a person is not considered unemployed. At the same time, if a person is not able to work due to physical or mental disability, such a person is also not considered unemployed.

Youths and Unemployment

The average age in India is 29 years, while in the US and China it is 38, in France it is 42, in Germany it is 45, Japan it is 48. 64.2 per cent of India's population is young. This is clear from the 2021 statistics. From an economic point of view, these are auspicious

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signs. Because this will boost production growth and market expansion.

A happy thing is that India is the youngest country in the world. About 66 per cent of the country's total population is below the age of 35. This is the immense strength of this country, which is called the demographic dividend. China also benefited from the demographic dividend. They used it creatively and made China a developed Country. They included vocational education in primary and secondary education. They skilled the youth. By increasing investment in this field of education, they put all the youth to work. And by exporting goods to the whole world, they made the country prosperous. We could not do this.

In order to derive the maximum benefit of the demographic dividend, we have to transform young India into fruitful India. If we don't avail this opportunity, the unruly mob will create insurmountable problems. Quality human resource is everything for the progress of the country.

The population dividend is indeed the first and most important thing for India to become a great and prosperous country. Indian youth of vibrant blood should get 100 per cent employment suited to their education, personality, and skills. If it is not happening, then the same vibrant blood may become violent and destructive. If that happens, the population dividend may become a curse. Therefore, the direction of all policies should be 100 per cent employment creation.

Every year, there is an increase of 1.25 crores youth seeking employment in India, and currently, the increase in employment availability does not exceed 1 per cent. We are engulfed in a situation of decreasing purchasing power due to unemployment, resulting in decreasing demand, and finally leading to severe unemployment.

Due to a lack of jobs and employment, the problem of livelihood has arisen. The struggle for survival has reached its peak. It is an indigestible matter that more than 22 crore youth are seeking jobs, and only 7 to 7.5 lakh people out of them are getting jobs. That is, 0.32 per cent of the applicants get jobs. What about the rest of the people? The question of those who are not educated or who are less educated remains unanswered. Unemployment is the most pressing issue facing the country. Since all problems in the country are routed through unemployment, the same should be addressed realistically.

The total number of workers in our country is 43 crores. The number of people who are currently employed or looking for employment was 42.13 per cent in May 2022. (Source: Centre for Monitoring Indian Economy 2022). This ratio can be called the worst in the world. Unemployment has affected every section of society. The report jointly prepared by the United Nations' International Labour Organisation (ILO) and the Institute of Human Development (IHD) highlighted that the proportion of youth among the unemployed in India is about 83 per cent. According to the report, the rate of unemployment among youth has been increasing continuously between 2000 and 2019.

Agriculture Sector

It is necessary to formulate employment-related policies, improve the agriculture and animal husbandry sectors, increase agricultural-related business, strengthen the industrial sector and encourage self-employment. Instead of piecemeal farming in India, experiments like collective farming, group farming, agricultural producers' companies, and crop insurance are leading the agricultural sector towards progress. In India, there is a lot of employment generation in fruits, vegetables, their processing and animal husbandry, but for this, attention should be paid to the cold chain and marketing management. The overall market system needs to be free from brokerage, and a system from producer to consumer should be created. At the local level, small-scale industrial processes on agricultural products will have to be set up, and employment opportunities will have to be provided.

Skill Development and Value Education

Traditional degree skill programmes are becoming less relevant in a rapidly changing world, where new technologies and industries are emerging at an unprecedented pace. Instead, the focus should be on developing the skills needed to thrive in the new economy, such as digital literacy, critical thinking, and problem-solving.

The Indian government has launched several initiatives to promote skill development, such as the Skill India Mission, which aims to train millions of young people in a variety of trades and professions. However, more needs to be done to ensure that

the workforce is prepared for the challenges and opportunities of the future. This includes not only technical skills but also soft skills such as communication, teamwork, and adaptability.

India's journey from being the world's most prosperous nation to struggling under colonial rule and now emerging as a key player in the global economy is a testament to its resilience and potential. While the Industrial Revolutions of the past largely bypassed India, the country is now poised to make significant contributions to the ongoing Fourth and upcoming Fifth Industrial Revolutions.

Our deemed-to-be universities will continue aggressively preparing students for the careers they choose to enter by giving them all possible knowledge, skills, and attitudes that would favour them.

Our people do not have the skills to deal with the situation. Industry-oriented education is the need of the hour. Due to the outdated education system, young men and women do not have skill & confidence. There is an absolute need today for skill-based and employment-oriented quality education. Skill development is crucial to stimulate the process of economic development. In the backdrop of globalisation and open market economy, it is through skill development, skill upgradation of the youth that employment can be generated, national productivity improved and sustainability of development ensured.

In addition to imparting knowledge and skill, they need to create an environment of self-discipline, trust and accountability by inculcating values and enhancing principles of ethics and integrity among students. Education should shape students' minds and lives, encourage inquisitiveness, nurture human values, and inculcate tolerance, environmental sensitivity and passion for peace. Since time immemorial till the end of the 12th century (devastation of Nalanda University), the entire world experienced such a type of ecosystem only in India.

Our students will necessarily follow a transformative curriculum. It is the curriculum that transforms the learners into people of noble character, who in turn will build noble societies and noble nations. Today, India is a socially transformed nation, yet it has not reached the status of a noble nation. Poverty, inequality, domestic violence, unemployment, etc., are all part of the nation. If India has to reach the destination of being a noble nation, ethics and values need to be an integral part of the curriculum. Whether the higher education stream is Arts, Science, Engineering, Medicine, etc., every course must have a content of ethics and values.

Our role was as "*Vishvaguru"* for a long period of 1800 years. We should not forget that ancient India has shown the path of 'spiritualism' to the entire world. Science and technology, although they help bring prosperity in life, spiritualism provides a solid base for the emotional prosperity of human beings. In the modern era, we see that Mahatma Gandhi, Tagore, Jawaharlal Nehru, Swami Dayanand, Swami Vivekanand, etc., unanimously said that the imparting of human values is our ultimate goal. Indian thinkers have considered serving the poor, empathising with the misery of the poor, and paying attention to their oppressed condition as their best religion (dhammo dayavisuddho). The NEP-2020 added the components of human values like Truth, Righteous conduct, Peace, Love, non-violence, etc., to carry forward the essence of our Indian tradition. Value education and moral education should be an integral part of the curriculum, ensuring that the next generation is not only skilled but also grounded in ethical principles. India's cultural heritage, with its emphasis on compassion, tolerance, and respect for nature, can serve as a guide as the country navigates the challenges of the future. By integrating these values into education and training programs, India can ensure that its economic growth is both sustainable and inclusive.

We are beset with the problems of poverty, unemployment and increasing inequality. These are matters of concern in the country, and efforts should be made to turn the youth seeking employment into employers giving employment. According to the Labour Survey, the country's unemployment rate is 7.6 per cent.

World Inequality Lab studies economic inequality around the world. Their report 'Income and Wealth Inequality in India 1922-2022: The Rise of the Billionaire Raj' written by Thomas Piketty and colleagues, has been published recently (March 2024). According to it, the share of the top 1 per cent in total wealth was stable until the 1980s, but then it started increasing. Earlier, it was around 12 per cent; now it is around 45 per cent. No other country

in the world (except South Africa) has seen such extreme inequality. On the contrary, the share of the bottom 50 per cent in total wealth has fallen from 10 per cent to less than 5 per cent. This problem needs adequate addressing. Reducing unemployment will not only increase the income of the nation, but it will also help in raising the standard of living of the people.

Why No Jobs?

There are two recent reports on the Micro, Small, and Medium Enterprises (MSME) sector. Under the current classification, Micro enterprises have an investment limit of up to Rs 2.5 crore and a turnover limit of up to Rs 10 crore; Small have up to Rs 25 crore and up to Rs 100 crore; and Medium have up to Rs 125 crore and up to Rs 500 crore. By this classification, it is seen that all but a few thousand enterprises in India are MSMEs. The distribution of the total number of MSMEs is skewed in favour of Micro: the shares are Micro-98.64 per cent; Small-1.24 per cent; and Medium -0.12 per cent only.

There are approximately 7,34,00,000 MSMEs in India. Of these, about 6,20,00,000 are registered on the Udyam Portal as of March 2025. MSMEs contributed approximately 45 per cent of India's merchandise exports in 2023-24. In absolute terms, the number of exporting MSMES was 1,73,350 in 2024-25 (that is a fraction of 1 per cent of the total number of MSMES). The key goods that are exported are ready-made garments, gems and jewellery, leather goods, handicrafts, processed foods and auto components - all but one, low technology goods.

MSMEs are the primary source of employment generation. It is claimed that the total employment generated by the sector is around 26 crore. Among the major challenges in the MSME sector, the reports list Skilled labour shortages, skill gaps and difficulty in attracting talent.

These findings present the picture of unemployment in the country. It is fair to assume that larger industries (with investment of over Rs 125 crore and turnover of over Rs 500 crore) employ persons with higher educational qualifications and higher skills, which the bulk of the unemployed do not possess. On the other hand, MSMEs need labour; yet, if they have labour shortages and difficulty in attracting talent, why? The answer is that the applicants for jobs do not have the education or the skills to fill the jobs, and that the jobs on offer are not attractive because of the structure of the enterprise or the emoluments.

The employers often receive setbacks due to a lack of credit, oppressive regulations, and multiple compliances. The potential employees are hindered by the lack of quality education, lack of skills and absence of training-in short, there is little 'talent'. The government should focus on these shortcomings. The school education must include skills training. The next step is helping SMEs with a liberal credit-cum-interest subsidy scheme.

Situation in Maharashtra

We will assume the current population of Maharashtra to be 14 crore, since the census was not conducted in 2021; all are estimates. Out of 14 crore, 65 per cent are of working age, that is, about nine crore. According to the Periodic Labour Force Survey, 57 per cent of the people in Maharashtra are looking for work or are working. That is, 5.18 crore. Of these, 45 per cent are still in nonremunerative agriculture. They are not getting substantially more from it. They have to find some employment outside agriculture. Non-farm employment is the lifeline for farming families. But is this employment available? What is the employment situation of 55 per cent out of 5.18 crore, that is, 2.8 crore people, who are looking for or doing employment? Government of India statistics show that there is a maximum of 20 lakh jobs in large (i.e. with more than ten workers) establishments. So, what do the remaining 2.6 crore people in rural areas do? They are working in very small establishments, that is, with 2-3 workers. Nearly all establishments have very little capital. In rural Maharashtra, 83 per cent of businesses are established with their own capital. Therefore, there is a situation of low investment and low productivity.

According to the data of the National Statistical Office (NSO), Center for Monitoring India Economy (CMIE), unemployment has increased in India at the national, urban and rural levels. Our economy is failing to generate more and more jobs. If India's economy is growing rapidly in the world, then the employment growth rate should also be the highest in the world. But it is not happening. Jobless growth of the economy is not healthy. Death records reveal suicide statistics, but beyond that, it should be kept in mind that problems like addiction and crime also increase due to unemployment.

Self-employment

We will have to constantly develop new learning skills. We will have to absorb the rapid changes happening around us. Now, the process of economic and social fundamental changes has started through artificial intelligence and robotics. At such a time, all the youth should realise that self-employment is the answer to the future. They have to stand on their feet with strength, and in the future, they should not be job seekers but job providers. That is, we have to embrace entrepreneurship, and then the path will be towards a bright future.

Excellence and Competence

The words to be engraved on the heart are excellence and Competence, the biggest challenge before the youth generation is to achieve this excellence and competence in the chosen field of life and to do penance not to achieve it. In fact, being excellent and Competent in the chosen field is patriotism. Yes, if every young man and woman, that is, the entire youth, becomes successful in this, then India will definitely emerge as a capable and prosperous nation.

In today's modern era, there is a great need for technically skilled manpower. But technical skills alone are not of use; they need to innovate or further innovate. Only then will the productivity of society increase, which is why the aim of technical education should not be to make people good workers, but efforts should be made to make them innovators, to create new production systems from their innovations.

New Entrepreneurs

The central government is trying to encourage the youth of the country to create their own employment and create job opportunities. For this, the government is trying to provide loans to them with the help of various banks to encourage new entrepreneurs. Not only this, but it is also preparing the youth for small businesses by providing skill-based education. Efforts are being made to create employment through such initiatives, but the desired output is not being seen from this.

IV & V Industrial Revolution

As the world moves into the Fourth Industrial Revolution, India faces both challenges and opportunities. The Fourth Industrial Revolution, which began around 2012, is characterised by the integration of more than 15 advanced technologies, including artificial intelligence (AI), robotics, the Internet of Things (IoT), blockchain, 3D printing, and biotechnology. These technologies are transforming industries and economies, creating new opportunities for innovation and growth.

As the Fourth Industrial Revolution continues to unfold, the world is already looking ahead to the Fifth Industrial Revolution. This new era is expected to focus on sustainability, with an emphasis on the intelligent and efficient use of natural resources. The Fifth Industrial Revolution will likely see the integration of advanced technologies with sustainable practices, creating a bio-economy that is both economically and environmentally sustainable.

In the context of India, the Fifth Industrial Revolution presents an opportunity to address some of the country's most pressing challenges, such as poverty, Unemployment and environmental degradation. By embracing sustainable practices and investing in the bio-economy, India can create new jobs, reduce its carbon footprint, and ensure that the benefits of economic growth are shared more equitably.

Supplying Manpower to Foreign Countries

India is the only country in the world that supplies labour to the world. In every country in the world, Indian youth are accelerating the economy of that country in large numbers. If such a young working population is used as a producer, the growth rate can increase significantly. There is continuing demand for specific technical persons or/and/or general workforce from many resourceful countries. A comprehensive survey & study should be done immediately, and an MOU with all such countries should be made to fully harvest the benefit of this situation. This will enhance our GDP, and our dream to become a developed country by 2047 will also be fulfilled. Shri Hanumantrao Gaikwad, an entrepreneur from Pune, has a target to employ 20 lakh people in 10 years. He has already given employment to 1 lakh people from Maharashtra. He is sending people to Japan, Italy, Thailand, South Korea, the U.K., America and other countries. According to him, the candidate would be able to save at least Rs. 1.5 lakh per month after deducting the monthly expenses. He is sending people having XII pass plus some diploma courses in the vocation. This is a good opportunity for the needy people from

our country. Similarly, the Maharashtra Government has signed an MOU with Germany and is sending manpower to this country. In 2023, it is recorded that 4 lakh Indians have left India to work in Middle Eastern countries.

Unique Multidisciplinary Approach

As per clause 11.1 of NEP (2020), "India has a long tradition of holistic and multidisciplinary learning, from universities such as Takshashila and Nalanda, to the extensive literature of India combining subjects across fields. Ancient Indian literary works such as Banabhatta's Kadambari described a good education as knowledge of the 64 Kalaas or arts, and among these 64 'arts' were not only subjects, such as singing and painting, but also 'scientific 'fields, such as chemistry and mathematics, 'vocational' fields such as carpentry and clothes-making, 'professional 'fields, such as medicine and engineering, as well as 'soft skills such as communication, discussion, and debate. The very idea that all branches of creative human endeavour, including mathematics, science, vocational subjects, professional subjects, and soft skills, should be considered 'arts', has distinctly Indian origins. This notion of a knowledge of many arts, or what in modern times is often called the 'liberal arts' (i e., a liberal notion of the arts) must be brought back to Indian education, as it is exactly the kind of education that will be required for the 21st century."

A multidisciplinary approach is recognised as one that leads to holistic development as it brings about not only the development of knowledge but also skills and changing values. The ability to study an issue from different perspectives leads to the development of critical thinking, analysis, logical thinking and problem solving. It also generates competencies of application of knowledge, communication and flexibility along with values of respect, tolerance & appreciation for different perspectives.

We will work on creating a unique blend of curriculum that will focus on a multidisciplinary approach and cater to the integration of all these disciplines. While discussing the importance of a holistic and multidisciplinary education, Clause 11.4 of NEP (2020) deals. "A holistic and multidisciplinary education, as described so beautifully in India's past, is indeed what is needed for the education of India to lead the country into the 21st century and the fourth industrial revolution. Even engineering institutions, such as IITs, will move towards more holistic and multidisciplinary education with more arts and humanities. Students of arts and humanities will aim to learn more science, and all will make an effort to incorporate more vocational subjects and soft skills."

The blend of more than a single subject generally becomes very effective, and the resulting composite discipline indeed becomes unique.

As per clause 20.5 of NEP (2020), healthcare education needs to be re-envisioned so that the duration, structure, and design of the educational programmes match the role requirements that graduates will play. Students will be assessed at regular intervals on well-defined parameters primarily required for working in primary care and in secondary hospitals. Given that people exercise pluralistic choices in healthcare, our healthcare education system must be integrative, meaning that all students of allopathic medical education must have a basic understanding of Ayurveda, Yoga and Naturopathy, Unani, Siddha, and Homoeopathy (AYUSH), and vice versa.

Conclusion

Employment Generation is the Motto behind our offerings! Our institutes have to strategically position themselves not merely as job providers but as job creators. Through a combination of industrial partnerships, innovation incubation centres, entrepreneurship cells, and vocational training hubs, we have to enable students to build their own enterprises and create employment for others. ❑

From Regulation to Trust: The *Viksit Bharat Shiksha Adhishthan* Bill 2025 and the Future of Indian Higher Education

Amit Shrivastava*

Higher education occupies a central role in India's socio-economic transformation. With one of the largest higher education systems in the world, India faces the dual challenge of ensuring access at scale while simultaneously enhancing quality, relevance, and global credibility. Over the decades, the sector has expanded rapidly, yet this growth has been accompanied by persistent concerns related to over-regulation, fragmented oversight, limited institutional autonomy, and uneven quality outcomes.

The *Viksit Bharat Shiksha Adhishthan Bill, 2025* emerges against this backdrop as a major legislative initiative aimed at restructuring the regulatory architecture of higher education. Closely aligned with the spirit of the National Education Policy (NEP) 2020, the Bill envisions a governance framework that emphasizes outcomes over inputs, autonomy over control, and accountability over compliance. By proposing a unified apex body and a clear separation of regulatory functions, the Bill seeks to address systemic inefficiencies and lay the foundation for a more resilient and globally competitive higher education ecosystem.

Rationale and Vision of the Bill

The underlying rationale of the Bill is rooted in the recognition that higher education is a public good essential for national development, innovation, and social mobility. Existing regulatory arrangements, characterized by multiple bodies with overlapping mandates, have often resulted in excessive procedural compliance, reduced academic freedom, and slow institutional innovation.

The Bill articulates a vision of higher educational institutions as autonomous, multidisciplinary, and research-oriented spaces that are accountable to society through transparent quality assurance mechanisms. Its guiding principles include minimal and facilitative regulation, graded autonomy based on performance, outcome-based accreditation, and integration of Indian knowledge systems with global academic practices. Rather than viewing regulation as a mechanism of control, the Bill reframes it as an enabler of quality and excellence.

Scope and Applicability

The scope of the Bill is comprehensive, covering central and state universities, deemed universities, institutions of national importance, affiliated colleges, technical institutions, open and distance learning providers, and digital and online education platforms. It also coordinates academic standards for institutions governed under existing statutory frameworks such as the AICTE and NCTE, while carefully excluding professional councils like the National Medical Commission and the Bar Council of India from direct regulatory overlap.

This calibrated approach seeks to ensure system-wide coherence in higher education governance while respecting the autonomy of discipline-specific professional education and practice.

The *Viksit Bharat Shiksha Adhishthan*: Apex Institutional Framework

At the core of the proposed architecture is the *Viksit Bharat Shiksha Adhishthan*, envisioned as the apex strategic and advisory body for higher education in India. Constituted as a statutory authority, it comprises a Chairperson of national eminence, Presidents of the three councils, representatives of central and state governments, and distinguished academicians and experts.

Significantly, the role of the Adhishthan is strategic rather than operational. Its mandate includes long-term planning for higher education development, promotion of multidisciplinary institutions, internationalization of Indian higher education, and integration of Bharatiya knowledge systems into mainstream curricula. It also functions as an advisory body to governments, thereby providing intellectual leadership and policy coherence at the national level.

Three-Council Architecture: Functional Separation and Clarity

One of the most innovative features of the Bill is the separation of regulatory, accreditation,

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and academic standard-setting functions into three independent councils. This structural clarity is intended to reduce conflicts of interest, enhance transparency, and improve efficiency.

Regulatory Council

The *Viksit Bharat Shiksha Viniyaman Parishad* acts as the common regulator for higher education institutions. Its focus is on ensuring basic norms of governance, financial probity, transparency, and academic integrity. A defining feature of its approach is graded autonomy, wherein institutions progressively earn academic and administrative freedom based on accreditation status and performance indicators. High-performing non-university institutions may also be authorized to grant degrees, thereby encouraging the evolution of autonomous and quality-driven colleges.

Accreditation Council

The *Viksit Bharat Shiksha Gunvatta Parishad* is responsible for developing a technology-enabled, outcome-based accreditation framework. Accreditation emphasizes learning outcomes, research quality, governance standards, student support systems, and societal engagement rather than mere infrastructural inputs. Public disclosure of accreditation outcomes enhances transparency and empowers stakeholders to make informed choices.

Standards Council

The *Viksit Bharat Shiksha Manak Parishad* is entrusted with determining academic standards, qualification frameworks, learning outcomes, and credit transfer mechanisms. By providing broad curricular and pedagogical frameworks rather than rigid prescriptions, the Council balances national coherence with institutional and academic freedom. Its explicit mandate to promote Bharatiya knowledge systems alongside global standards reflects an effort to harmonize cultural rootedness with international relevance.

Governance, Accountability, and Enforcement

The Bill lays down detailed provisions regarding appointments, tenure, and removal of members of the Adhishthan and the three councils through transparent, merit-based selection processes. Ethical safeguards such as declarations of interest, post-tenure restrictions, and protection against arbitrary removal are intended to ensure institutional independence and credibility.

A graduated enforcement and penalty framework addresses non-compliance, ranging from financial penalties to withdrawal of autonomy or degree-granting powers. Importantly, the Bill explicitly mandates that regulatory actions should not adversely affect student interests. Provision for adjudication and appeal reinforces procedural fairness and adherence to the rule of law.

Implications and Conclusion

The *Viksit Bharat Shiksha Adhishthan Bill, 2025* represents a significant step toward reimagining higher education governance in India. By emphasizing autonomy, outcome-based quality assurance, and functional separation of powers, the Bill aligns closely with the reformist spirit of NEP 2020 and it has the potential to reduce regulatory burden, enhance institutional innovation, and strengthen India's global academic standing. The bill marks an important milestone in India's journey toward building a resilient, inclusive, and globally respected higher education system in the vision of a *Viksit Bharat*. ❑

Young India Skill University in Telangana

Gedam Kamalakar*

Young India Skill University in Telangana stands as a transformative initiative within India's higher education sector, aimed at connecting conventional education with the needs of the industry. Founded to provide students with job-ready skills, the university combines theoretical knowledge with practical training across a range of fields, including engineering, information technology, healthcare, and more. Its distinctive approach prioritizes competency-based education, partnerships with industries, and global collaborations, ensuring that graduates are thoroughly prepared for a competitive job market. Equipped with modern infrastructure and advanced technology, the university emphasizes experiential learning, striving to cultivate a skilled workforce that will stimulate economic growth and innovation in Telangana and beyond. This paper examines the university's goals, programs, and its potential influence on the region's socio-economic development.

The Young India Skill University, located in Telangana, is a leading institution that seeks to bridge the skills gap and improve employability for young people. Today 48% of graduates are unemployable and 80% of Engineering students are unemployable due to a lack of skills it was founded with a vision of transforming the workforce of India, while it focuses on vocational training education which is relevant to industry and the development of practical skills. As demand for skilled professionals has been increase across several sectors this university aims to empower student with essential tools and knowledge so that they can succeed in a competitive job market that becomes more competitive. Through partnerships with leaders in industry and a focus on innovation, the Young India Skill University take place at the forefront of the changing educational landscape not only in Telangana but also beyond (Table-1).

Young Skills India University (YISU) is an innovative project to meet the growing demand for technical education in Telangana. The University aims to bridge the gap between technical education and job demands by imparting vocational training to students in a variety of fields and skills. The mission of the University is to develop the skills required by the youth to succeed in a changing business environment that meets the needs of the economy, such as manufacturing, IT, healthcare, agriculture, etc. YISU is part of Telangana's broader strategy to foster youth employment and economic growth in the region. As a polytechnic, YISU can collaborate with industry, government agencies, and international organisations to offer courses that meet international standards. The YISU is required to provide a diploma, degree and certificate as well as vocational training and internship.

Table 1. The Recent Report of GER in Higher Education

1.	2021-2022, the All India Survey on Higher Education (AISHE) reported 1.07Cr
2.	2021-2022, India's gross enrolment ratio (GER) for higher education was 28.4%
3.	2020-2021, The global enrolment ratio (GER) for higher education, or tertiary education, was 40% in 2020
4.	2021- 2022 30,70,3,223 lakh students graduate every year in India.
5.	2021- 2022 India produces 15 lakh engineers every year

https://aishe.gov.in/

The concept and vision of Young India Skilling University is based on the educational and vocational goals of the state. The first skill Institution is Vishwakarma Skilling University in Haryana. The Government of Haryana passed Ordinance No. 25 of 2016. For the establishment and strengthening of Skilling University in the state to promote and encourage new skills, business development, technical education and research in various industries and to increase the level of expertise in various fields Shri Vishwakarma Skill University is a not-for-profit public higher education institution located in Gurgaon, the largest city of the state of Haryana (population range of 500,000-1,000,000 people). There are many courses and programs that lead to accredited higher education in various fields. Telangana's higher education rate

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or Gross Enrolment Ratio (GER) represents the percentage of students enrolled in higher education institutions by the eligible age group in 18-23 years age groups (Table-2).

Table 2. GER in Higher Education in Telangana 2021-2022

GER in Telangana (2020-21): Telangana's GER in higher education was around 40%, slightly above the national average in India. This means that 36% are eligible population in the state is enrolled in higher education institutions like universities and colleges.
1) Gender-wise GER: The GER for female students in Telangana is improving, and the gap between male and female enrolment is gradually narrowing. Efforts are being made to enhance access to education for women and underrepresented groups
2) Telangana State Portal, about 13% of the state's population is enrolled in colleges to pursue graduate courses. The state also has over 2, 50,000 students enrolled in 4,750 institutions.
3) 2021-2022 – The highest No. of Colleges in Telangana state is 2083
4) 2021-2022 – The Enrolment of students in Private and Government Colleges is 22,67,903
5) 2021-2022 - No. of awarded Ph.D. in Telangana is 6967
6) 2021-2022 –The No. of qualified B.Tech students every year in Telangana is 1.11 Lakh
2021-2022 – The total No. of Graduates in Telangana is 11,86,775

https://aishe.gov.in/

The All India Survey of Higher Education (AISHE) was launched in 2021 and collected data for 2021-22. This survey was necessary because there is no source of higher education data that provides a complete picture of higher education in the country. The survey was designed to cover all the institutions engaged in providing higher education in the country. For the first time, all the major stakeholders in higher education, such as the University Grants Commission, All India Council of Technical Education, Medical Council of India and the state governments, participated in data collection. Educational development indicators such as institution density, total enrolment ratio, student-teacher ratio and gender equality index are also collected. It is calculated based on data collected through AISHE, which is useful for making informed policy decisions.

Table 3 lists the Central Universities, State Universities, Private Universities, and Deemed Universities in Telangana, along with their year of establishment.

Table 4 categorises the universities in Telangana based on their type (Central, State, Private, Deemed) along with their respective year of establishment.

The Objectives

Youth Skills University of India (YISU) in Telangana is recognised as a pioneering institution committed to equipping the youth with the knowledge and skills required for the present workforce

- ***Skill Development*****:** To provide technical and vocational education to meet the needs of the economy and increase youth employment.
- ***Collaboration with Business***: The University aims to work with the business community to create courses that meet the needs of the business community and ensure that students receive relevant and effective education.
- ***Innovation and Entrepreneurship***: YISU strives to promote self-employment and create new jobs that will support the economy by developing innovation and entrepreneurship.
- ***Holistic Education*****:** The YISU aims to provide holistic education in addition to Academics as well as intellectual, communication and leadership training.
- ***Development*****:** YISU is committed to providing access to quality education to students from diverse backgrounds, promoting development and reducing poverty in society

The Telangana Government is working towards establishing technical institutes to provide career opportunities to students by imparting skill training as per the needs of the job. The government is also ready to provide adequate funds for establishing and maintaining higher education institutions. The government has decided to set up satellite campuses at regional locations, including the Engineering Staff College campus in Hyderabad and the main campus of Swami Ramananda Tirtha Rural College in Bhoodan Pochampally. The performance of technical colleges in Delhi and Haryana, the state commerce department

Table 3 : List of Universities in Telangana

Category	Name of University	Year of Establishment
Central Universities	University of Hyderabad (UoH)	1974
	Maulana Azad National Urdu University (MANUU)	1998
	NALSAR University of Law	1998
	English and Foreign Languages University (EFLU)	1958 (Deemed in 1973; Central in 2007)
State Universities	Osmania University (OU)	1918
	Kakatiya University	1976
	Jawaharlal Nehru Technological University, Hyderabad (JNTUH)	1972
	Telangana University	2006
	Palamuru University	2008
	Mahatma Gandhi University, Nalgonda	2007
	Potti Sreeramulu Telugu University	1985
	Satavahana University	2008
	Dr. B.R. Ambedkar Open University	1982
	Rajiv Gandhi University of Knowledge Technologies (RGUKT)	2008
	Professor Jayashankar Telangana State Agricultural University	2014
	Kaloji Narayana Rao University of Health Sciences	2014
	Young India Skill University	2024
Private Universities	ICFAI Foundation for Higher Education (Deemed)	2008
	Vignan Foundation for Science, Technology and Research (Deemed)	2008
	Anurag University	2020
	Malla Reddy University	2020
	Mahindra University	2020
	Woxsen University	2014
	SR University	2020
	Guru Nanak University	2021
	Sreenidhi University	2022
Deemed Universities	International Institute of Information Technology, Hyderabad (IIIT-H)	1998
	National Institute of Technology, Warangal (NIT-W)	1959 (Deemed 2002)
	Tata Institute of Social Sciences, Hyderabad Campus	2011 (Deemed)

https://en.wikipedia.org/

Table 4. Telangana Universities and Institutions 2023-2024

1	Central University	4
2	Institute of National Importance	4
3	State Public University	15
4	Institute under State Legislature Act	1
5	State Open University	1
6	State Private University	8
7	Deemed University Private	2
Grand Total		35

https://aishe.gov.in/

has developed a model for setting up technical colleges in the state, including the courses offered by the colleges, duration of study, requirements for the college, resources, management and collaboration with different companies. Skills University will be set up in partnership with private companies (PPP model). It has decided to set up the organisation as a not-for-profit organisation. In addition to three to four-year programmes, the school will also offer one-year post-graduate programmes and three to four-month certificates. The new courses have been selected keeping in mind the future needs of various fast-growing sectors and businesses in Telangana.

The Chief Minister disclosed his ideas during the launch of the skill development programme for engineering and non-engineering graduates in association with the Banking, Financial Services and Insurance (BFSI) consortium. Mr. Revanth Reddy said that during his recent meeting with the World Bank President Ajay Banga, the latter had connected him to the Microsoft CEO Satya Nadella and Adobe Systems CEO Shantanu Narayen.

He said that the recently established Young India Skill University will provide skill development training to the youth. Hyderabad will not only be transformed into an education hub but also a destination for skill development training. "Our vision is to promote Hyderabad as a destination for technical skills and a cosmopolitan city on the world stage. For this, the government is seeking cooperation from all," He said. The government will establish the Sports University and Sports Academy next year and promote Telangana as a role model for the country. Asserting that alumni of Hyderabad Public School have become CEOs of top companies in the world, he said the government will seek their cooperation to take the state forward on the path of development. Want to turn Hyderabad into a major hub for quality education, particularly in skill education, compete with the best in the world and make Telangana a role model in technical skill training education.

Private companies to be included in the management of the school - Headquarters and Main Campus of the University of Hyderabad. The government has decided to implement Skill Colleges in the next budget session. The aim is to provide employment opportunities to students, and the government is ready to allocate sufficient funds for its preparation. - Telangana Government has appointed Shri Mahindra Group Chairman Anand Mahindra as India Youth Skills University, Telangana.

As many as 17 important courses have been identified. The institute will initially offer training in different areas, including life sciences and BFSI business studies; financial and financial services, e-commerce and delivery, retail, entertainment, visual, gaming and comic design to meet the emerging needs and ensure that the youth graduate from college and are, of course, ready for a career. The YISU will issue a certificate of recognition and a certificate of completion. Each course is associated with the participation of reputable companies with whom the government will sign a Memorandum of Understanding. The school will train 2,000 people in the first year and 20,000 people gradually. The facility trains 20,000 people annually.

Approximately 140 agencies had been interested in taking part in this young India talent university, plans had been made to begin about 17 courses, and certificates, guides and diploma publications can be started inside the first college of e-trade, logistics and retail area. The course fee is Rs. 50,000 fee and the scholars belonging to SC, ST, and OBC categories will be reimbursed.

50% of the Course will be Practical-based

Speaking at the Young India Skills College Bill in the meeting, stated that 50% of everything can be practical. The countries like Germany, China, Singapore and South Korea had reframed their schooling as consistent with industry requirements, and this model was studied so that students could be imparted abilities for jobs overseas additionally. The invoice exceeded through the meeting after incorporating certain amendments recommended by the participants.

Collaboration with the Enterprise

The university's technique of training is unique, as it involves collaboration with industry

partners. Many corporations have already expressed their willingness to provide schooling and process opportunities for students. This partnership guarantees that the curriculum stays applicable and aligned with industry wishes, giving college students a clear pathway to employment upon commencement. *via* securing admission to Younger India Skill College, students are actually guaranteed a job, considerably improving their career possibilities.

Table 5. School and Potential Partners

S. No	School	Potential Partner
1	SchoolofPharmaceutical & Life Sciences	Dr. Reddy's
2	School of E-commerce and Logistics	Adani Logistics,09 Solutions
3	School of Banking, Financial Services, and Insurance (BFSI)	State Bank of India(SBI), Physics Wallah
4	School of Construction & Interiors	National Academy of Construction(NAC)
5	School of Retail Operations & Management	Retailers Association of India (RAI)
6	School of Animation, Visual Effects, Gaming, and Comics (AVGC)	Telangana VFX; Animation and Gaming Association (TVAGA)

https://www.newsonair.gov.in/telangana-govt-introduces-young-india-skill-university-public-private-partnership-bill-2024/

Impact on Job Creation

Employment Opportunities: YISU ambitions to enhance employability among its graduates with the aid of presenting them with abilities which can be in high demand. this is anticipated to make contributions to job introduction in Telangana.

- *Activity Placement*: The college's awareness on enterprise partnerships enables in securing activity placements for its graduates, by means of aligning academic programs with industry needs. YISU improves the possibilities of employment for its students.
- *Talent Development*: By equipping students with realistic skills, YISU performs a role in lowering the skill gap in the workforce, which can result in accelerated job possibilities and professional increase for the graduates.
- The authorities plan to construct a brand-new city with education, health and employment infrastructure.
- The college will provide competency development, education and employment certification, ensuring the employability of graduates.
- Destiny plans encompass growing the place right into an advanced township, a healthy one.

The Young India Ability College (YISU) in Telangana is a pioneering institution devoted to nurturing skilled specialists and driving industrial growth in the country. Established with a new vision to bridge the gap between academia and industry, YISU offers a wide variety of vocational and technical courses that align with the evolving needs of the process marketplace.

Strategy of Telangana to Benefit a larger number of Students in its Region

- ***Enterprise-Aligned Education***: YISU's curriculum is designed in close collaboration with industries in Telangana, ensuring that students collect the skills and understanding that are maximum in demand. This complements their employability and career possibilities.
- ***Infrastructure***: The University conducts various programmes like as workshops, laboratories, and libraries. This enables powerful mastering and hands-on education.
- ***Skilled Faculty***: YISU's school members are skilled and qualified experts who are committed to supplying information and capabilities to college students. They provide personalised steering and mentorship, supporting students to achieve their educational and career goals.
- ***Palms-On Training***: The College emphasises practical latest via hands-on training and internships. students get sufficient possibilities to use their theoretical know-how in real-world situations, improving their abilities and self-assurance.
- ***Enterprise Partnerships***: YISU has robust partnerships with various industries in Telangana, providing college students with internship opportunities, visitor lectures, and enterprise-subsidized tasks. those collaborations foster a robust connection between academia and industry, benefiting college students in terms of contemporary publicity and networking.

- ***Placement Opportunities***: The University has a dedicated placement mobile that works tirelessly to connect students with capable employers. This will increase the chances of today's students securing employment after graduation.
- ***Less Costly Schooling***: YISU gives low-cost education in comparison to many private universities, making it accessible to a wider range of brand-new students.
- ***Scholarships and Economic Resource***: The university provides scholarships and monetary aid to deserving students, making education greater affordable for people who may also face financial challenges.
- ***Talent Development***: YISU focuses on growing college students' abilities, not simply academic knowledge. This equips them to excel in their selected fields and make contributions to the increasing contemporary Telangana.
- ***Holistic Development***: The University promotes holistic development by imparting extracurricular activities, sports, and cultural events. This allows college students to develop well-rounded personalities and enhance their overall development.

Legislative Help and Infrastructure Initiatives

To turn this imaginative and prescient into truth, invoice was passed in the legislative meeting to approve the establishment of the state university. This university can be a cornerstone of the new town's infrastructure, imparting a middle for mastering and talent improvement. The authorities have also laid the inspiration for several other key infrastructure tasks, including a sophisticated generation centre, a modern school, a primary health centre, and a network centre.

Ancient Context: Building on Past Successes

This initiative attracts inspiration from ancient precedents, such as Jawaharlal Nehru's emphasis on training and irrigation and education became into top priority. It became the Congress celebration that brought the waters of the Godavari and Krishna rivers to Hyderabad, allowing its boom and development. The ability university's ambitions to build on this legacy by imparting ability education and certification to many young people. The college will offer expert certifications, making sure that graduates are equipped with the competencies needed to excel in gift competitive job market.

Empowering Adolescents through Talent Development

The skill college is about to offer education and certification to thousands and thousands of young people, equipping them with the skills needed to be triumphant in the modern-day team of workers. numerous corporations have already expressed interest in making a partnership with the university to offer internship placements, making sure that admission to the university is largely an assurance of employment.

Government's Commitment towards Youth

The government is devoted to securing a wealthy destiny for the location's youth. With plans to transform this place into a "destiny town," the focus is on developing a present-day city middle that surpasses even Big Apple town in its advanced infrastructure. The improvement will consist of a fitness tourism hub and a sports activities hub, attracting visitors and funding from around the world.

Supporting the Network: A Promise of Prosperity

The government assures local citizens, especially those who've lost land within the development method; they will not be left behind. Support and opportunities can be provided to ensure that everyone's destiny is secure. The authorities take responsibility for offering quality schooling and employment opportunities to the youngsters of affected households.

Enhancing Connectivity: Roads and Transportation

Plans are in place to assemble a 200 feet road huge avenue from the new metropolis to the airport, and Metro Rail Facility, improving connectivity and accessibility. Additionally, the government aims to extend the metro network to serve the brand new improvement, making transportation greater convenient for citizens and traffic.

Nearby Ring Avenue: A Brand New Era of Connectivity

The authorities have decided to decorate a nearby ring road may be set up to in addition beautify the place's connectivity by means of providing a critical infrastructure link in an effort to help the region's growth and development in Telangana.

A Vision for Regional Improvement

The national authorities' bold plans involve not only the status quo of younger India ability college however also the development of a new city that encompasses training, healthcare, and employment facilities. This complete approach is objective to ensure sustainable increase and enhance the quality of lifestyles for citizens.

Infrastructure Initiatives

Several key infrastructure projects have been announced by the authorities of Telangana, like the Advanced Technology Centre, modern-day faculty, number one fitness Centre, and community Centre. Each of those initiatives is designed to help the overall improvement of the vicinity, presenting critical services and fostering a feel of community amongst residents.

Modern Transportation Network

The Outer Ring Road in the erstwhile united Andhra Pradesh, the present government of Telangana has focused on enhancing regional connectivity with the construction of a Regional Ring Road (RRR) is set to begin and this transportation network will play a crucial role in facilitating trade and commerce, further driving the region's economic growth in Telangana region.

Foreign going 37% are form three States

Indian Student Mobility Report 2023-24. Abroad, Why do students want to go to study halls? What precautions should be taken? How are the costs of their accommodation and necessities increasing there? What are the accommodation facilities in Vishwavi Dalayas? This report analysed etc. According to this, there are significant. Numbers of Indian students in Germany, Kyrgyzstan, Ireland, Singapore, Russia, Philippines, France, New Zealand and other countries. More than a third. from those states.

States of Andhra Pradesh/ Telangana (Joint), Maharashtra and Punjab are the top states in terms of the number of students going for foreign education from India. In 2023, about 13 lakh people will go for foreign studies, of which 37.5% are from these three states. The states of Delhi, Gujarat and Tamil Nadu are next with 8%. Apart from banks, financial institutions are also coming forward to give education. Loans, which are encouraging for foreign education. Most people are going abroad for Master's Courses. 60% are going for masters, 33% for bachelors, 2% for diploma and 5% for professional certification. The number of people going. For bachelors is increasing in recent times. Go up, for example, stem courses are in demand. Online and hybrid admissions are also increasing.

These universities focus on bridging the gap between education and industry needs, primarily targeting skill development for employability. If you need more information about a specific university or further insights into the landscape of skill development in India, along with tuition fees in foreign universities and colleges, the cost of accommodation and necessities are increasing every year. In order to reduce costs, Indian students are staying in rented rooms. Together in two or three rooms. Residence outside the university is preferred: While Indian students spent Rs 3.10 lakh crore on overseas education in 2019, this expenditure will increase by 9% to Rs 3.93 lakh crore in. 2022. If the sector continues its current growth rate of 14%, Indian students' spending on overseas education will

Table 6: Skill Universities Established in India, along with their Year of Establishment

Name of Skill University	State	Year of Establishment
Young India Skill University	Telangana	2024
Shri Vishwakarma Skill University	Haryana	2016
Gujarat Skill Development University	Gujarat	2019
Delhi Skill and Entrepreneurship University	Delhi	2020
Assam Skill University	Assam	2020
Bihar Skill Development University	Bihar	2021
Rajasthan ILD Skill University (RISU)	Rajasthan	2017
Bharathidasan University - Centre for Skill Development	Tamil Nadu	2019
Kerala Academy for Skills Excellence (KASE)	Kerala	2012

https://en.wikipedia.org/wiki/Skill_University_(India)

reach Rs 5.86 lakh crore by 2025, the organisation estimates.

Table 7: Average Expenditure per Indian Student in Rs lakhs

	Academic	Accommo-dation	Other total Expenses	Total
America	24.90	9.90	8.30	43.10
Canada	16.60	8.30	7.40	32.30
Australia	18.20	10.70	13.20	42.10
Britain	21.50	8.05	7.70	37.25

www.ministry of External Affairs, Government of India (mea.gov.in)

Over the past decade expenditure associated with academic travel by Indians has greater than doubled, rising from US$2.46 billion in financial 2015 to a widespread US$6.3 billion in monetary 2024, in line with a breakdown of Reserve Bank of India (RBI) quarterly stability of bills statistics in 2024, India topped the whole remote places higher schooling expenditure at a whopping $ 6. 3 billion, accompanied with the aid of China at $4.0 million.

Table 8: Indian Students Studying Abroad in 2023

Indian Students Studying Abroad State-wise in 2023	
State	**Percentage**
Andhra Pradesh/ Telangana	12.5
Maharashtra	12.5
Punjab	12.5
Gujarat	8
Tamil Nadu	8
Delhi	8
Karnataka	6
Other States	33

www.Ministry of External Affairs, Government of India (mea.gov.in)

To reduce the migration of college students from Telangana to overseas and preserve sales inside the state, numerous techniques can be employed:

Broaden Activity-oriented Publications

Enterprise-Aligned Curriculum: Collaborate with industries to lay out guides that align with modern-day process market needs. This ensures students are prepared with the abilities required by way of employers in Telangana and India. Skill-based education: Focus on practical, hands-on training in areas like technology, healthcare, engineering, and entrepreneurship. Certification packages: provide short-term certification applications in rising fields including AI, data science, renewable electricity, and digital marketing.

Enhance Higher Education Infrastructure

Improve institutions: enhance the fine of present universities and colleges via investing in faculty development, infrastructure, and research facilities. International Collaboration: partner with overseas universities to provide joint degree programs and bring global colleges to Telangana. Talent Universities: establish extra establishments like Young India Ability University to raise awareness on vocational and technical education, tailored to the wishes of Telangana's economic system.

Promote Local Employment Opportunities

Incubation centres: inspire entrepreneurship by way of putting in incubation centres in universities and providing assistance for start-ups. Industry Clusters: increase enterprise clusters in sectors like IT, biotechnology, and production to create activity possibilities. Authority's projects: reinforce government regulations to attract investments in Telangana, growing greater jobs locally.

Retain Revenue

Local Talent Utilisation: encourage companies to hire domestically by imparting tax advantages and other incentives. Inspire Returnees: Create programs that encourage students who have studied overseas to return and make contributions to the country's financial system by using supplying presents, fellowships, or employment possibilities. by using focusing on these areas, Telangana can reduce student migration abroad, retain talent and strengthen the local economy.

Young India Skill University, Telangana - Challenges

Even as the Younger India skill college in Telangana is a promising initiative aimed toward bridging the space between training and industry, it is likely to come across several demanding situations. The subsequent are a number of the potential hurdles:

Curriculum Enhancement

- *Industry Alignment*: Ensure that the curriculum remains updated and aligned with industry requirements. Regularly engage with industry partners to identify emerging skills and incorporate them into training programs.

- *Integration of Digital and Soft Skills*: In addition to technical skills, emphasize digital literacy, communication, teamwork, and problem-solving skills to make students more versatile and adaptable.

Public-private Partnerships

- *Industry Collaborations*: Establish strong partnerships with companies, both local and national, for internships, apprenticeships, and job placements. Companies can also provide real-time projects and case studies that can be incorporated into the curriculum.
- *CSR Initiatives*: Engage with companies under their Corporate Social Responsibility (CSR) initiatives for funding, scholarships, and technological resources to benefit students.

Job Creation and Placement Programmes

- *Placement Cells*: Strengthen the university's placement cell by connecting with more employers across sectors. Develop a robust alumni network that can assist in placements and provide mentorship to current students.
- *Entrepreneurship Support*: Create incubation centres to encourage entrepreneurship among students, providing them with the resources, mentorship, and funding opportunities to start their own ventures.

Skill Development for Emerging Sectors

- *Focus on Emerging Technologies*: Expand programs focused on emerging sectors such as artificial intelligence, blockchain, renewable energy, and e-mobility. Offering specialised courses in these areas can lead to job opportunities in cutting-edge industries.
- *Sustainability Skills*: The courses on sustainability and green technologies is required as there is a growing demand for skilled professionals in these areas.

Outreach and Awareness Programmes

- *Career Counselling*: Organize career counselling sessions in collaboration with schools and colleges to raise awareness about the importance of skill development and the opportunities available at Young India Skill University.
- *Skill Development Camps*: Conduct regular skill development camps and workshops in rural and semi-urban areas to tap the talent pool in these regions and to provide access to quality education and training.

Monitoring and Evaluation

- *Assessment:* Regularly track the employment outcomes of graduates and assess the effectiveness of training programs. Use this data to make necessary adjustments and improve the university's offerings.
- *Feedback Mechanisms*: Create a system to gather feedback from students, employers, and other stakeholders to continuously refine the programs.

Government Collaboration

- Collaborate with the state and central government to take advantage of skill development schemes, subsidies, and funding opportunities to enhance the university's infrastructure and training programs.

International Collaborations

- *Exchange Programs*: Develop partnerships with international universities for student and faculty exchange programs, allowing for the transfer of knowledge and to adopt global best practices through which the teachers and students are benefited.
- *Certifications and Standards*: Align the university's programs with international certifications and standards, making graduates more competitive in both national and global job markets.

Inclusivity

- *Scholarships for Underprivileged Students*: To provide scholarships and financial aid to students from economically weaker sections, ensuring that access to quality skill development is inclusive.
- *Gender Inclusivity:* Encourage and support women's participation in skill development programs, particularly in non-traditional sectors like technology and engineering and medical field.

Data collection: Gather as much information as possible about the university, including its courses, faculty, placement records, and infrastructure. Alumni meet: Connect with students or alumni to get their first-hand experiences through a platform. Consider Your Career Goals: Evaluate if the university's programs and focus align with your career aspirations. These recommendations can help Young India Skill University in Telangana enhance its impact, create

more job opportunities for students, and contribute to the overall development of the region.

Recommendations for Young India Skill University in Telangana

Curriculum Alignment with Industry Needs

- Regularly update the curriculum to match evolving industry requirements.
- Collaborate with key industry stakeholders to design skill-based programs and certifications.
- Introduce sector-specific skill courses, particularly in high-demand areas like IT, renewable energy, agriculture, and healthcare.

Focus on Entrepreneurship Development

- Offer incubation centers and entrepreneurial training programs to encourage start-up culture among students.
- Establish partnerships with financial institutions to provide funding opportunities for young entrepreneurs.

Integration of Technology in Education

- Utilize digital platforms for blended learning models to make education more accessible, especially in rural areas.
- Provide hands-on training in emerging technologies like AI, machine learning, data analytics, and blockchain.

Strengthen Industry-Academia Partnerships

- Build strong collaborations with industries for internships, apprenticeships, and live projects.
- Ensure regular feedback from industries to maintain relevance in skill development programs.

Inclusion of Marginalized Groups

- Offer scholarships, fee waivers, and other incentives to students from economically weaker and marginalized sections.
- Conduct awareness campaigns to encourage participation from tribal and rural communities.

Focus on Global Skill Standards

- Align training programs with international standards to make students globally competitive.
- Encourage participation in global skill competitions and international exchange programs.

Regional Development Focus

- Establish satellite centers in rural and semi-urban areas of Telangana to make skill training accessible to underserved regions.
- Tailor skill development programs to regional economic activities, such as agro-industries, handicrafts, and textiles.

Collaboration with Government Programs

- Integrate skill development initiatives with existing government schemes like PMKVY (Pradhan Mantri Kaushal Vikas Yojana).
- Partner with state government initiatives to increase job placements for Telangana's youth.

Monitoring and Evaluation Mechanisms

- Develop systems to track the success of training programs, placements, and entrepreneurial ventures.
- Continuously review the effectiveness of skill development programs and address gaps in implementation.

Capacity Building for Faculty

- Conduct regular training and certification programs for instructors to keep them updated with industry trends and modern teaching techniques.
- Encourage faculty participation in national and international skill development initiatives.

Promoting Green Skills and Sustainability

- Introduce skill development programs focused on renewable energy, sustainable construction, and green technologies.
- Create awareness about environmental sustainability among students as part of their training.

Placement Support and Career Counselling

- Establish dedicated placement cells to assist students in securing employment opportunities.
- Provide career counseling services to help students choose the right career paths aligned with their skills.

These recommendations aim to make Young India Skill University a hub for skill development excellence, catering to both local needs and global aspirations, while contributing to Telangana's overall socio-economic growth.

Conclusion

The younger India Ability University in Telangana is a valuable addition to the kingdom's academic panorama. YISU is well-placed to provide professional experts who can make a significant contribution appreciably to the growth and improvement of state-of-the-art Telangana. Younger India Talent College in Telangana offers numerous benefits to college students from the state, together with enterprise-aligned training, infrastructure, experienced school, hands-on training, industry partnerships, placement opportunities, low-cost schooling, scholarships and economic resources, ability development, and holistic improvement. those advantages make YISU an exquisite choice for college kids who are looking to pursue vocational and technical education and construct a hit careers. by aligning its curriculum with enterprise needs and fostering sturdy connections with employers, the university has drastically contributed to process advent and greater employability among Telangana students. The colleges have to recognise practical competencies and enterprise-relevant education will not handiest put together the students for immediate employment but also ready them with the adaptability wished for long-term career fulfilment. Through its various applications and partnerships, the organisation has bridged the gap between schooling and industry, making sure that graduates are properly organised to fulfil the evolving demands of modern-day personnel. Moreover, the status quo trend the college displays elangana's dedication to ability improvement and economic boom. The effective effect on nearby employment rates and the increased possibilities for college students highlight the fulfilment modern-day universities' vision and its position in shaping the destiny of today's country's body of workers. The younger India talent university stands as a testament to the transformative power of state-of-the-art, centred education and skill improvement projects.

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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!

CAMPUS NEWS

National Seminar on Reimagining Teacher and Teacher Education

A two-day National Seminar on 'Reimagining Teacher and Teacher Education as per the Vision of National Education Policy 2020: Perspectives from Indian Knowledge Traditions to Global Discourses on Education' was organised by the Department of Education, Central University of Jharkhand, Ranchi from January 21-22, 2026. The seminar was sponsored by the Indian Council of Social Science Research (ICSSR), New Delhi, Indian Council of World Affairs (ICWA), New Delhi and Maulana Abul Kalam Azad Institute of Asian Studies (MAKAIAS), Kolkata. The event witnessed the participation of more than 200 scholars, teacher educators, researchers, policymakers, students and many other academicians from 15 different states and Union Territories across India, reflecting its wide national outreach and academic significance.

During the inaugural session, Mr. K Koshala Rao, Registrar, Central University of Jharkhand, Ranchi delivered the welcome address of the event. The session was graced by Prof. Subhash Chandra Panda, former Principal, Regional Institute of Education (RIE), National Council of Educational Research and Training (NCERT), Bhubaneswar and former Consultant, National Council for Teacher Education (NCTE), New Delhi. He emphasised the need for teachers to be sensitive to global educational challenges while remaining rooted in India's intellectual and cultural heritage. He stressed that teacher education should go beyond technical training and focus on developing critical thinking, ethical values and contextual understanding. Prof. Panda further highlighted the significance of andragogical methods in enriching students' knowledge and relating theoretical knowledge to real-world examples that foster problem-solving and critical thinking.

The session was further enriched by the presence of Dr. Sanjeev Kumar, Senior Research Fellow and representative of the Indian Council of World Affairs (ICWA), New Delhi, who highlighted the global dimensions of educational reforms and the transformative role of NEP 2020 in preparing learners for an interconnected world.

Prof. Gurmeet Singh, former Vice Chancellor of Pondicherry University and representative of Maulana Abul Kalam Azad Institute of Asian Studies (MAKAIAS), Kolkata, elaborated on innovative Dimensions of NEP 2020 and its emphasis on holistic and skill-based learning.

Outlining the academic objectives of the seminar, Convener, Prof. Tapan Kumar Basantia, Dean, School of Education, Central University of Jharkhand, highlighted the objectives and relevance of the seminar in the context of NEP 2020 implementation with special reference to the integration of Indian Knowledge Traditions with global educational perspectives.

In the presidential address, Prof. R K Dey, Vice Chancellor (I/C), Central University of Jharkhand, underscored the historic opportunity provided by NEP 2020 to re-envision teacher and teacher education by integrating Indian Knowledge Traditions with modern pedagogical innovations. He reaffirmed the university's commitment to promoting academic excellence through national seminars' interdisciplinary collaborations and research-oriented initiatives.

The plenary sessions were addressed by eminent academicians and experts from leading institutions across the country. Key speakers included Professor Karanam Pushpanadham, Head, Department of Educational Administration, MS University of Baroda, who provided insights on 'Reimagining Teacher and Teacher Education for *Viksit Bharat*@2047'; Professor Vijayan K from the Department of Teacher Education and the Department of Curriculum Studies and Development, NCERT, New Delhi, discussed the theme 'The Four-Year Integrated B.Ed. Programme: Redefining Teacher Education for the 21st Century'; Professor Sridipa Sinha, Department of Education, University of Calcutta, Kolkata addressed on the theme 'From Rote Learning to Lifelong Learning: Holistic Education and 21st Century Skills in NEP 2020'; Dr. Ajay Kumar Nayak, Pro Vice Chancellor, Centurion University of Technology and Management, Bhubaneswar highlighted on the topic 'From Degree Holders to Employable Graduates: The Role of Teachers under NEP 2020'; and Prof. Partha Sarathi Mallik, Head, School of Education, Gangadhar Meher University, Sambalpur spoke on the theme 'Theoretical Perspectives on Technology Integration in Teacher Education: Design, Processes, and Contexts'. The plenary sessions offered rich academic insights and

set a strong intellectual foundation for the subsequent technical deliberations.

The event comprised nine technical sessions spread over two days, focusing on a wide range of themes aligned with the vision of NEP 2020. Delegates presented papers addressing contemporary issues in education, leading to meaningful academic dialogue and interdisciplinary engagement. A cultural programme was also organised during the event by the students of the Department of Education, Central University of Jharkhand, highlighting the significance of NEP 2020 and Indian Knowledge Traditions through various artistic expressions and adding a vibrant cultural dimension to the academic proceedings.

The valedictory session commenced with the presentation of the seminar report by Prof. Tapan Kumar Basantia, who highlighted the major academic deliberations, thematic engagements, and outcomes of the two-day event. This was followed by feedback from the participants, who shared their reflections on the academic richness of the deliberations and the overall organisational effectiveness of the seminar. The session was thereafter graced by Padma Shri Shri Ashok Bhagat, eminent social worker and Founder Secretary of Vikash Bharati, Bishunpur, Gumla, Jharkhand, who highlighted the transformative role of education in social development and the responsibility of teachers in promoting equity, inclusion, and ethical values, particularly in marginalised contexts.

In the presidential address, Prof. Kshiti Bhusan Das, Vice Chancellor, Central University of Jharkhand, emphasised the need for sustained academic dialogue, interdisciplinary collaboration, and research-oriented initiatives for the effective implementation of NEP 2020. Certificates were subsequently distributed to the participants, followed by a vote of thanks proposed by Prof. Vimal Kishor, Head, Department of Education, Central University of Jharkhand, acknowledging the contributions of all dignitaries, speakers, and participants. The event concluded with a renewed academic commitment to reimagining teacher and teacher education in alignment with NEP 2020 and the national vision of *Viksit Bharat*@2047.

International Conference on Power, Control and Computing Technologies

A three-day International Conference on 'Power, Control and Computing Technologies' is being organised by the Department of Electrical Engineering, National Institute of Technology, Raipur, Chhattisgarh from March 11-13, 2026 through a hybrid mode. The students, academicians, researchers, scientists and practising engineers may participate in the event for potential knowledge exchange on recent trends, theories and practices of Power Systems, Power Electronics, Machine Drives, Control Systems and Computational Technologies. The innovative use of artificial intelligence, machine learning and deep learning and data visualisation approaches for the power management in a variety of contexts, including efficient network management, improved situational awareness and anomaly detection, will be of interest. The Tracks/Topics of the event are:

- Power Systems.
- Power Quality.
- Green Technology.
- Renewable Energy.
- Smart Grid.
- Cyber Security for Electrical Systems.
- High Voltage Technologies.
- HVDC and FACTS Devices.
- Power Electronics and Drives.
- Electric Transportation Systems.
- Instrumentation and Control.
- Process Control and Automation.
- Signal and Image Processing Techniques.
- Cyber Physical Systems for Electrical Systems.
- Internet of Things.
- Data Mining.
- Cloud Computing.
- Data Analytics.
- Artificial Intelligence and Machine Learning for Electrical Systems.
- Optimisation Techniques for Electrical Systems.
- Deep Learning for Electrical Systems.
- Control Engineering.

For further details, contact the Organising Secretary, National Institute of Technology Raipur – 492010, Chhattisgarh, E-mail: *ayadav.ele@nitrr.ac.in*. For updates, log on to: *www.icpc2t.nitrr.ac.in*

International Conference on Literature and Culture

A two-day International Conference on 'Literature and Culture in the Digital Age' is being organised by the Department of English and Culture

Studies, Mizoram University, Aizawl, Mizoram from April 29-30, 2026.

The digital age has transformed how literature and culture are produced, circulated, and experienced. Though literary forms have continually evolved, the core power of literature—the emotion, insight, and truth carried through language—endures, even as it reaches audiences through diverse, technologically mediated channels. Where writers once slowly built readerships and shaped cultural sensibilities, today's literary landscape is defined by rapid shifts driven by digital technologies and shrinking attention spans. Literature and cultural production now compete with fast-moving trends and fleeting digital spectacles. In this continuous flow of information, there is a growing risk of normalisation, where war, trauma, hunger, disease, violence, and even religion become consumable fragments within an endless media stream.

Historically, literature has illuminated human truth and reshaped individual and collective consciousness. In the present moment, however, technology, including digital platforms, algorithms, and artificial intelligence, plays an increasingly central role in generating and disseminating narratives. This raises urgent questions about authorship, authenticity, and the evolving place of literature when human and technological modes of storytelling intersect. The themes of the event are:

- Authorship and Creativity in the Digital Era.
- Indigenous Voices and Intersectional Identities in the Digital Age.
- Body, Performance and Representation in Digital Literature.
- Digital Cultures and Communities: Fan Fiction and Online Readerships.
- Literature, Culture, and Artificial Intelligence: Philosophical, Ethical, and Cultural Implications.
- The Posthuman Body in Literature and Media.
- Pedagogy and Research in the Digital Age: E-learning, Digital Pedagogy, Open Access, Future of Literary Scholarship.
- Posthumanism, AI and the Future of Cultural Studies.

For further details, contact Organising Secretary, Department of English and Culture Studies, Mizoram University, Aizawl, Mizoram-796004, Mobile No: 09862296755 / 09717339807, E-mail: *ecs.iclc2026@gmail.com.* For updates, log on to: *https://mzu.edu.in/events/*

National Conference on *Viksit Bharat*@2047

The one-day National Conference on '*Viksit Bharat*@2047: Innovations in Social Dynamics, Sustainable Agriculture, Creative Arts and Wellness' is being jointly organised by the School of Social Sciences & Humanities, School of Agriculture, School of Performing & Fine Arts, and School of Yoga and Naturopathy, OM Sterling Global University, Hisar on February 28, 2026 through blended mode. The event brings together researchers, scientists, technicians and scholars in all fields of the Social Sciences & Humanities, Agriculture, Fine Arts and Yoga sectors for the propagation of original research conclusions, new approaches and developmental practices that yield real results. The Themes of the event are:

- Socio-Cultural Transformations: Challenges & Opportunities in a Developing Nation.
- Community Resilience & Social Cohesion: The Role of Arts, Culture & Wellness.
- Decoding India: Social Dynamics, Rural Futures & Urban Development.
- Agri-Innovation for Food Security: Sustainable Practices & Farmer Empowerment.
- From Field to Feast: Integrating Agri-Tech, Biodiversity & Rural Livelihood.
- Bharat Krishi: Advancing Sustainable Agriculture Through Indigenous Knowledge & Science.
- Art for Social Change: Expression, Identity & Nation Building.
- Creative Futures: The Intersection of Arts, Heritage & Contemporary Expression.
- Visualising India: A Journey through Art, Culture & Community.
- Yoga and Naturopathy: Pillars of Holistic Health & Social Well-being.
- Mind-Body-Society: Advancing Wellness Through Yoga & Integrated Sciences.
- The Science of Balance: Yoga, Ayurveda & Sustainable Living.

For further details, contact the Organising Secretary, Dr. Sunil Kumar Bainda, Dean, School of Social Sciences & Humanities, OM Sterling Global University, NH-52, Hisar-Chandigarh Road, Hisar-125001, Haryana, Mobile No. 094662-88008. For updates, log on to: *www.osgu.ac.in* ❑

COMMUNICATION

Consciousness Education

K C Mishra*

A complete divinization of human persona is the gospel of Swami Chidananda Saraswati; His Divine Call that manifest: "See but Look Not, Hear but Listen Not, Taste but Relish Not, Touch but Feel Not" is only to awaken us from the deep sleep of ignorance and have break-through the dream to claim our birth-right, recognize our True Identity, know our Real Nature right here and enter into the experience of divine joy and wisdom which is the Eternal Self. This is his knock at our innermost chamber and compassionately soliciting an answer from the Inner voice.

The Highway of our life can hear the rotating sound of the earth, but we have not tuned our ears for the purpose; here we need the presence of a Divine Messenger to support and sustain. Therefore, Swami says, "Don't merely believe, but Be and Live." Unfortunately, we look and look but never genuinely see; we listen and listen but never hear to understand; we relish always but taste not; and we feel and feel and never try to touch. The truest fact is that the Swami doesn't teach his disciples rather creates conducive conditions for them to learn. While creating human beings, the Supreme Divine had conditioned the narratives to see, hear, Taste and Touch, but the irony is we don't righteously use these faculties, and so far, we have averred that we are innocent of these narratives. This non-moralistic preaching of the Swami invites us to step across a threshold to more wholesome ways of Seeing-Being in the Universe. This way, we are reminded of our higher goals, of which we shouldn't so easily lose sight.{ Abstract*}*

See but Look Not;
Hear but Listen Not;
Taste but Relish Not; and
Touch but Feel Not.

Swami Chidananda Saraswati of Divine Life Society, Rishikesh, India, delivered these prophetic discourses to his disciples while addressing a gathering at Trivandrum during morning Satsang as part of the All-India Tour undertaken from September 09, 1950, accompanied by his Spiritual Master Swami Sivananda Saraswati. For us, understanding these four veiled lines is very crucial. The fundamentals are simple: the process of mundane-spiritual process begins when we go beyond 'see, hear, taste, and touch' (as the mind remains engrossed wanting more of these mundane desires) to Look, Listen, Relish and Feel. Soon contemplation session ended, the Sage focused on this kind of inner Sadhana, wanting the "spiritually adept" to adopt the practice with deep inner focus, intelligence and perception.

The author likes to put forth that our beautiful universe is an excellent creation of its creator with a well-conceived plan. The stark reality is: it's fully obedient to its creator. After thousands of millions of years, the sun, the moon, the stars and planets are moving at incredible speed around their orbits and have never wavered even by a fraction of a second in their course of action, each one of them faithfully and diligently discharging duties assigned to it. The irony is: all work in harmony with each other, and there has never been a case sun/moon worked in conflict with each other. The galaxy of twinkling little stars does not collide with each other, nor do the planets cross their own orbits to collide with another. The chirping of birds does reveal the gospel of praise to their creator and sustainer.

Swamiji's clarion call to us to follow and glorify the One: the Creator; should He choose to extinguish the light, darkness would envelope the whole universe, and the survival of all of us would be at stake. He suggests our indulgence should be very much limited to moderate ourselves in a way that the centrifugal tendencies are cajoled to go centripetal so that our mind is tamed to look inwards and lives become more in spirit than worldly wishes.

Let's Know the Common Parlance

See: Noticing or becoming aware of (someone or something) by using one's own eyes, and *Look*:

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Directing one's eyes in a particular direction. *Hear*: To be aware of the (sound) through the ear, and *Listen*: To pay attention to someone or something to hear what is being said, sung, played, etc., to enjoy/ feel sad. *Taste*: Sample the flavour of something orally, and *Relish*: Taste or eat with pleasure, to like the flavour of, to take great pleasure in eating. *Touch:* more towards interpretation and execution, and *Feel*: to be aware of physical or emotional sensation (a person or object) through.

The Perfect Narrative: I

To begin from the beginning, we may see a personality stepping up the ladder climaxing; religious faith and conviction transformed from M K Gandhi to Mahatma Gandhi to transform the basic notions of religion vis-à-vis Indian/World Politics. Bereft of knowing about the *Bhagavad Gita* during his stay in India till he reached London, it is strange but interesting to note that his first introduction to the *Gita* happened there through two English brothers. Undertaking a study in Law, the brothers read the *Gita* regularly, and Gandhi was motivated to join them; they contemplated that they might get to know the text in Sanskrit better from him, but Gandhi could not come to their rescue because he lacked knowledge of Sanskrit.

Gandhi unravelled the English version written by Sir Edwin Arnold as recommended by his English friends; he was moved by the genuine philosophy of life, which happened to be the *Gita's* message. Understanding the doctrine of Dharma, he practiced reading the *Gita* regularly; later in the original Sanskrit language and utilised his jail tenure to read the scripture in detail. Then he translated it into Gujarati; later English translation appeared.

Non-violence and Truth were the offshoots of his journey along with the *Gita,* and both are inseparable and presuppose one another. Gandhi internalised the practical aspects that satisfaction be positioned in action, not in the feat. As a priceless gift of the peerless disciple, Gandhi emerged in the Global public life and the Indian Freedom Movement as the gift of the *Gita*. His contributions towards India's Freedom, there are no expendable emotions in our memoirs and the World was in all attention till 1947 and even till January 30, 1948. In our heart of hearts, to note, a non-saint trading the path of saint-hood in an extraordinary way has snatched India's freedom from a mighty empire in a way the World didn't see earlier.

The Special Note

85 % of the jobs around 2030 have not been invented yet, as things are not what they seem to be, and nothing is what it appears to be. Though the Al and ML are the centre stage today, the oneness necessitates all to exchange heart-to-heart feelings, thus cohabiting peacefully. India is gaining its lost sheen as the Global Leader, not by its own course (*nemo judex in causa sua),* but rather chosen by the human race to lead the world, following the path of spirituality. In our sense of the term, values are not taught, but they are caught; our family culture, in its own way, imbues this in the posterity and so on. We believe the capacity to learn is a gift to us, the ability to learn is our skill earned, and the willingness to learn is our choice, and we have chosen it to practice dharma in the righteous way to prevail upon the earth to continue to win despite naysayers.

Understanding

Beauty of Beauties is God, and let's identify with that which is everywhere. Rather than perceiving a person, it's good to feel his/ her presence as one feels one's own self. Thus, change lives by education; one of them is creating opportunities to benefit from their transformative experiences. The University education knows the crux of the world that is huge and amazing, astounding and breathtaking, learning the efficacy of dialoguing, pattern of understanding, humanities and knowledge of many arts, history and language to facilitate setting the creation in context. Today's academic degree, worth its cost of having it means most to a student; at the same time, we need to inspire them to experience and internalise the broadness of learning.

The Outcomes of True Education

Understanding the Self thus Begins All Wisdom

A netizen realised she can tackle the complex issues to create a sound system. She, then, used her natural strengths and thus picked the above kind of projects and leveraged her analytical skills.

Elite can Delight in a thought Without Taking Receipt of

An expert was a patient listener to a proposal without critiquing, aiming at understanding the whole edifice, just without throwing. Then he gained insights to work on the improvisation of his own proposal.

Both Mind and Heart Need to be Educated

An MBA in his debut marketing profession was unhappy because of his complete focus on skill building rather than thrusting his core values.

Excellence Emerges from Out of High Intention, Best Effort and Brilliant Execution and not Just an Accident

A Bio-Chemical Researcher, knowing his life's focus was pioneering disease combating innovations to comprehensively build knowledge and skills, thus collaborating to emerge as the Biotech giant. His passion fueled perseverance through obstacles and helped develop life-saving medicines by living his purpose.

The Lock, Stock and Barrel

We didn't achieve our freedom by entreaty, but it was possible with very sincere effort, struggle by one and all, led by genuine guidance. Today, our education doesn't teach us to strive to be a part of the solution and not part of the problem. The 3 Ps: Purpose, Perseverance and Passion have to move together to solve any problem. Education is for self-development, but not like an ass carrying its load of sandalwood knows only the weight and not the value of the sandalwood. Education for self-enrichment should be like the flower-bud blooming and then its qualities like beauty, fragrance, colour, etc., revealed; similarly with the manifestation of the Self, all higher values will shine forth brightly. A seed in a potential student of a School/College/University needs the right mode of teaching and guidance as external conditions to sprout and unleash his/her inherent potential. The right education can't just be taught by anyone; rather, understanding comes from within.

Today's education is only and only career making, for which the whole education sector has been commercialised. Students know how to smile but don't know how to feel the smile; know how to work but don't know how to live a worthy life; know how to exploit but don't know how to expand; are well-informed but ill-equipped to face the challenges of life, and know everything about the world but know nothing about themselves. The Self-Esteem, the essence of education, is missing a total cultural background which withstands kinds of shocks, not a simple mass of wisdom. We can put a mass of knowledge into the world, but that will not do them much good, for them? Like tigers, savages, there must prevail upon culture in the blood.

Education for self-confidence is possible with restraint and abstaining from mundane activities; a great such force moved from the animal-like actions and sent upward to the brain, the dynamo of the human system to store up, becoming Ojas or spiritual force. The innovations and wisdom resolve a part of animal energy into Ojas; today, it's completely absent, leaving the youth effeminate and irresolute, intellectually debilitated and prey to sexual irritation. Education for self-reliance; we have huge ideas and opinions, but by the time a student is sixteen, s/he is a mass of negation, but education must make one emotionally mature and independent. Education for self-restraint; one has to work hard and struggle ceaselessly against inimical forces, undeterred by failures, thus establishing character through a thousand stumbles. Education is for the Self; the person steering the boat has rarely to rock the same.

Today, we have nobody to grope towards, no devil to blame upon, no personal God to carry our burdens; we have to rise to our best thinking: 'I am the bringer of good unto myself; I am the bringer of evil'. Education should redress this and instil a sense of responsibility in us. Education for self-perfection**;** religion is rice, and the rest are all curries. Eating only curry without bread causes indigestion, and so does eating rice alone. Our Pedagogues are making parrots of our students, thus running their brains by cramming a lot into them without knowing the ABC of those; where is mastery then?

What is Education?

- Assimilating Knowledge.
- Manifesting Inner Potentialities.
- Instilling Respect for the Self and National Culture.
- Awakening Self-confidence.
- Equip to be Self-reliant.
- Training towards Character-building.
- Creating Responsible Citizens.
- Inculcating an Attitude of Service.
- Developing a Holistic Personality, an Integrated One.
- Having Religion as the Inner core.
- The Profession of a Teacher is the Result of Meritorious Actions of Several Births.
- Teaching Students is a Spiritual Activity.

Swami Vivekananda says, “I look upon religion as the innermost core of education.”

The Perfect Narrative: II

The soul is subtle of the subtlest, and doubt arises when someone dies, few say/he is no more, some agree on its existence; this was the prayer for the third boon, the curiosity of Nachiketa to be unleashed from the God of Death. Can we starve our ego and feed the soul? Whether we walk in the light of the soul or detour our journey in the darkness? Whether our *vani* (words) becomes veena (musical instrument), to make life lyrical and melodious; if *vani* becomes *vana* (cacophonic) the great Mahabharat may usher in. Now, water shouldn’t lose its dignity to bring catastrophe, and *vani* shouldn't lose its dignity to invite destruction. The Sun alone shines always, and to learn to be like the sun, one has to trust in oneself.

Philosophical Edifice of Life

- Our past is ‘earth (clay)’ and our future is also ‘earth (clay)’, why feed our ego?
- To know one’s ignorance is the greatest awareness of a person.
- Trust, heart, love, promise: never to break these things to maintain the sanctity of the relationship.
- Only and only, I am right: this mistake mars all relationships.
- Expression of the Ego on one’s small power is meaningless.

In the duel between candlelight and an incense stick in a temple, the winner is the latter as the former is extinguished with a little blow of wind, but that power of wind could spread the fragrance of the incense stick more in the temple. Remaining fully conscious of the fact that Jeevan-Deep (lamp of the life) may be extinct any time, one has to visit/ remember the graveyard to see that arrogance of the arrogant has been turned into ashes. Going back to the sayings of Swami Chidananda: to See but Look Not, to Hear but Listen Not, to Taste but Relish Not, to Touch but Feel Not are the nectar of life to lift us to the higher state of consciousness to know the true purpose of life.

Let’s remember the answer given by Socrates, whether he was the most knowledgeable, he replied: “I know nothing, how can I be knowledgeable?”

Conclusion

All of us lead a transient life, forgetting our origin, even without worrying about our ultimate destination. Overcoming space and all we have left is there; overcoming time, and all we have left is now, and in the middle of both Here and Now, anew we might see. When we look, all it shows is limitation; listening hinders the sound of divinity, the movement of earth; relishing is longing for the experience of mundane taste, and feeling stops to know the truth.

The whole narrative can be better exemplified by throwing light on the types of hormones in the brain: *Dopamine*, the reward chemical (happy hormone) released in the brain, is the *Feel Good* setting the goal and reaching it; *Serotonin***,** a monoamine neurotransmitter, carries messages between central nervous system and the body. This is the regulatory hormone which enhances mood, sense of optimism and quality of sleep; *Oxytocin***,** the chemical messenger, love hormone gives feeling of safety, recognition and belongingness, enhances trust and empathy, romantic attachment and mother-infant bonding; *Endorphins***,** the pain reducer, natural pain-killers in the body, reduce stress and improves feeling of well-being; it set going a positive feeling in the Self.

To end, now let’s accept the mystic and unfathomable words of Swami Chidananda with all humility. Recalling the four epic lines of Swamiji, let’s conclude that we can’t choose the external circumstances, but we can always choose how we respond to them by manifesting divinity within us, and everything will be harmoniously arranged around it.

- Sow a seed of Thought, reap an Action.
- Sow a seed of Action, reap a Habit.
- Sow a seed of Habit, reap a Character.
- *Sow a seed of Character, reap a Destiny*.

The *Path* to tread is *long*, but Self-Surrender makes it short and smooth. The *Way* is Difficult, but *Genuine*. *Trust* makes it *Easy* and *Enjoyable*. ❑

THESES OF THE MONTH

SCIENCE & TECHNOLOGY
A List of doctoral theses accepted by Indian Universities
(Notifications received in AIU during the month of Dec 2025-Jan 2026)

AGRICULTURAL & VETERINARY SCIENCES

Agronomy

1. Chaudhari, Priyaben Raysingbhai. **Response of pearl millet: Cowpea intercropping to row arrangement and nutrient management**. (Dr. R M Pankhaniya), Department of Agronomy, Navsari Agricultural University, Navsari.

Biotechnology

1. Ram Kumar, P. **Development of indigenous virulent strain of nucleopolyhedrovirus for the management of invasive insect pest fall armyworm *Spodoptera frugiperda* (J E Smith) in India**. (Dr. G Sivakumar), Department of Biotechnology, Jain (Deemed-to-be University), Bangalore.
2. Satish Kumar. **Functional validation of heat stress responsive genes through agrobacterium mediated transformation method in plant model system**. (Dr. Diwakar Aggarwal), Department of Biotechnology, Maharishi Markandeshwar (Deemed to be University), Ambala.

Genetics & Plant Breeding

1. Jyoti. **Genetic analysis for seed yield and its related traits in adzuki bean (*Vigna angularis* (Willd) Ohwi and Ohashi)**. (Dr. Gopal Katna), Department of Genetics and Plant Breeding, CSK Himachal Pradesh Krishi Vishvavidyalaya, Palampur.

Soil Science

1. Sisodiya, Ravat Rambhai. **Study on feasibility of available organic resource based organic farming in sugarcane under South Gujarat condition**. (Dr. K G Patel), Department of Soil Science and Agricultural Chemistry, Navsari Agricultural University, Navsari.

Veterinary Science

1. Verma, Kritika. **Assessment of livestock technology transfer services among dairy farmers of Punjab**. Department of Veterinary and Animal Husbandry Extension Education, Guru Angad Dev Veterinary and Animal Sciences University, Ludhiana.

BIOLOGICAL SCIENCES

Biochemistry

1. Acharya, Ashwitha. **Gut microbiota derived Short Chain Fatty Acids as regulators of hypothalamic-pituitary-ovarian axis in polycystic ovary syndrome**. (Prof. Suchetha Kumari N), Faculty of Allied Health Sciences, NITTE (Deemed to be University), Mangaluru.
2. Aluru, Vasuki. **Comparison of conventional and phase partitioning systems for purification of milk clotting proteases from Wrightia Tinctoria r Br with respect to yield and cost benefits**. (Prof. Bindhu O S), Department of Biochemistry, Jain (Deemed-to-be University), Bangalore.
3. Nonglang, Flavius Phrangsngi. **Effect of *Kaempferia galanga* on diabetes induced apoptosis and oxidative stress in mouse liver**. (Dr. Surya Bhan), Department of Biochemistry, North Eastern Hill University, Shillong.
4. Shrewastwa, Mukesh Kumar. **A study to evaluate the role of secreted frizzled related protein 4 (SFRP-4) as a risk predicting novel biomarker in type 2 diabetes mellitus**. (Prof.Viyatprajna Acharya), Department of Biochemistry, Siksha O Anusandhan (Deemed to be University), Bhubaneswar.

Biotechnology

1. Lenka, Smarita. **Biosynthesis of silver nanoparticles using *Coccinia grandis* and its antimicrobial activity against head and neck infection MDR pathogens: *In-silico*, *in-vitro* and *in-vivo* study**. (Prof. Santosh Kumar Swain), Department of Biotechnology, Siksha O Anusandhan (Deemed to be University), Bhubaneswar.
2. Sneha, H. **Exploring the biochemical and behavioural impacts: A comparative study of phyto-fabricated selenium nanoparticles and sodium selenite in Zebrafish (Danio rerio)**. (Dr. Swamynathan G), Department of Biotechnology, SRM Institute of Science and Technology, Kattankulathur, Chennai.
3. Thabah, Stevenson. **Characterization of plant growth promoting rhizobacteria associated with *Camellia Sinensis* plantations in Meghalaya**. (Prof. S R Joshi), Department of Biotechnology & Bioinformatics, North Eastern Hill University, Shillong.

Botany

1. Megu, Titel. **Organic cultivation of pink oyster mushroom (Pleurotuseous (Berk) Sacc) on various substrates and application of Spent Mushroom Compost (SMC) as green manure for growing selected vegetables**. (Dr. Tenya Rina), Department of Botany, Rajiv Gandhi University, Itanagar.
2. Ray, Asit. **Studies on mycorrhizal association in tea grown in Darjeeling Hills of West Bengal**. (Prof. Aniruddha Saha), Department of Botany, University of North Bengal, Darjeeling.

3. Tayang, Amanso. **Effect of Arbuscular Mycorrhizal Fungi (AMF) on growth, nutritional status and antioxidant potential in Acmella paniculata (Wall ex DC) R K Jansen and Houttuynia cordata Thunb**. (Dr. Heikham Evelin), Department of Botany, Rajiv Gandhi University, Itanagar.

Food Science & Nutrition

1. Nishith Kumar, S K. **Protein hydrolysates containing ACE-I inhibitory activity and their potential in nutraceuticals**. (Dr. Mamatha B S), Faculty of Biological Sciences, NITTE (Deemed to be University), Mangaluru.

Microbiology

1. Godhaniya, Manojkumar Dineshbhai. **Ecogenomics and microbial bioprocessing for tributary pollution management**. (Dr. Charmy R Kothari), Department of Biosciences, Saurashtra University, Rajkot.

2. Pinto, Gillaine Vail. **Circulating micrornas as novel biomarkers for leptospirosis**. (Dr. Krishna Kumar B), Faculty of Biological Sciences, NITTE (Deemed to be University), Mangaluru.

3. Raval, Shivani Deepakbhai. **Synergistic effects of prebiotics and probiotics on Short Chain Fatty Acid (SCFA) production and their bifidogenic potential in in-vitro and ex-vivo batch gut model**. (Prof. G Archana), Department of Microbiology, Maharaja Sayajirao University of Baroda,Vadodara.

Zoology

1. Lanong, Aquisha Suklin. **Studies on the effects of lead oxide nanoparticles on the expression of antioxidant, inflammatory and heat shock protein genes in air-breathing catfish, *Clarias magur* (Hamilton)**. (Prof. N Saha), *Department of Zoology, North Eastern Hill University, Shillong.*

2. Modak, Debabrata. **Assessment of anti-inflammatory and anti-arthritic potential of *Drynaria quercifolia*, a commonly found pteridophyte from the Northern Part of West Bengal, India**. (Prof. Soumen Bhattacharjee and Dr. Subarna Thakur), Department of Zoology, University of North Bengal, Darjeeling.

3. Syngkli, Superior. **Cloning purification and characterization of human mitochondrial glycerol 3 phosphate dehydrogenase**. (Dr. Bidyadhar Das), Department of Zoology, North Eastern Hill University, Shillong.

4. Vyas, Agnikumar Hareshkumar. **Zooplankton diversity and physico-chemical parameters of various dams of Saurashtra Region, Gujarat, India**. (Dr. Bhupat B Radadia), Department of Bio Sciences, Saurashtra University, Rajkot.

EARTH SYSTEM SCIENCES

Environmental Science

1. Bodhankar, Anuradha Sambhajirao. **Investigation on soil nutrients to assess the soil quality and its effects on crop: Studies of selected villages from Ardhapur Tehsil, District Nanded (MS)**. (Dr. Yogesh P Lolage), School of Earth Science, Swami Ramanand Teerth Marathwada University, Nanded.

2. Mishra, Artatrana. **Impact of mining on climatic and environmental parameters in the mining zones of Odisha**. (Prof. Sarat Chandra Sahu), Department of Environmental and Climate Change, Siksha O Anusandhan (Deemed to be University), Bhubaneswar.

3. Panda, Lipsa. **Fabrication of silver loaded perovskites: Their characterization and application to photocatalysis and antimicrobial studies**. (Dr. Abanti Pradhan), Department of Environmental Science, Siksha O Anusandhan (Deemed to be University), Bhubaneswar.

Geophysics

1. Tiwari, Jit Varish. **Modelling and inversion of geophysical datasets using metaheurastic algorithms**. (Prof. Upendra K Singh and Prof. Haider Banka), Department of Applied Geophysics, Indian Institute of Technology, Dhanbad.

ENGINEERING SCIENCES

Biotechnology

1. Bhattacharjee, Sangya. **Design of carbon allotropes supported noble metal nanocomposite based electrochemical sensors for detection of essential cancer biomarkers**. (Dr. Jayabrata Das), Department of Biotechnology, SRM Institute of Science and Technology, Kattankulathur, Chennai.

Chemical Engineering

1. Chaitra, Shantharam Shenoy. **Rational catalyst design for the removal of organic contaminants from water**. (Prof. Mohammad Ali Haider), Department of Chemical Engineering, Indian Institute of Technology Delhi, New Delhi.

2. Pratap, Priyanshu. **CO_2 activation and methanol synthesis over copper doped ceria-zirconia mixed oxide: A combined experimental and theoretical investigation**. (Prof. Siddhartha Sengupta), Department of Chemical Engineering, Indian Institute of Technology, Dhanbad.

3. Seth, Deepak. **Theoretical insights into the transport, kinetics and electronic properties of battery materials for energy storage devices**. (Prof. Ali Haider and Prof. Manish Agarwal), Department of Chemical Engineering, Indian Institute of Technology Delhi, New Delhi.

Civil Engineering

1. Arivukkarasu, D. **Experimental investigation of floating wetland treatment for remediation of waterbodies polluted with domestic wastewater**. (Dr. Sathynathan Rangarajan), Department of Civil Engineering, SRM Institute of Science and Technology, Kattankulathur, Chennai.

2. Reghunath, K P. **Management and Decision Support System of construction projects using digital technologies**. (Dr. Vasala Madhava Rao and Dr. Sarbesh Mishra), Department of Civil Engineering, GIET University, Gunupur.

3. Thoriya, Amitkumar Jasamatbhai. **Corrosion monitoring and assessment of rebar embedded in concrete structures using the EMI technique**. (Dr. Tarak Prafulkumar Vora), Department of Civil Engineering, Marwadi University, Rajkot.

Computer Science & Engineering

1. Abiko, Aschalew Tirulo. **Artificial intelligence-driven detection and mitigation of cyberattacks in IoT enabled smart grids**. (Dr. Siddhartha Chauhan), Department of Computer Science & Engineering, National Institute of Technology, Hamirpur.
2. Abirami, T. **Open source solution using data pipeline architecture for telco big data analytics**. (Dr. Chandrasekar B S), Department of Computer Science and Engineering, Jain (Deemed-to-be University), Bangalore.
3. Attri, Ishana. **Deep learning based framework for early detection of diseases in seasonal crops**. (Prof. Lalit Kumar Awasthi and Dr. T P Sharma), Department of Computer Science & Engineering, National Institute of Technology, Hamirpur.
4. Budhiraja, Aastha. **Design of citation based judicial judgment system using machine learning techniques**. (Dr. Kamlesh Sharma), Department of Computer Science and Engineering, Manav Rachna International Institute of Research and Studies, Faridabad.
5. Dey, Sumon. **Landslide susceptibility assessment and zonation in Darjeeling Himalayan Region through RS-GIS and machine learning based techniques**. (Dr. Swarup Das), Department of Computer Science & Technology, University of North Bengal, Darjeeling.
6. Mallepogu, Sivalakshmi. **Efficient privacy protection techniques for video surveillance data**. (Dr. K Rajendra Prasad and Dr. C Shoba Bindu), Department of Computer Science and Engineering, Jawaharlal Nehru Technological University Anantapur, Ananthapuramu.
7. Singla, Deepak. **Towards improving performance of e-healthcare system in collaborative environment**. (Dr. Sanjeev Kumar Rana), Department of Computer Science & Engineering, Maharishi Markandeshwar (Deemed to be University), Ambala.
8. Sirsat, Sudarshan Manikrao. **Recognizing sentiments in regional language text on social media using machine learning techniques**. (Dr. Nitish Shankar Zulpe), School of Computational Sciences, Swami Ramanand Teerth Marathwada University, Nanded.
9. Vanamamalay, Sree Ranganayaki. **Design machine learning based intelligent intrusion classification system for IOT gateway communication**. (Prof. A Ramesh Babu), Department of Computer Science, Chaitanya (Deemed to be University), Himayatnagar, Hyderabad.

Electrical & Electronics Engineering

1. Badi, Manjulata. **Application of soft computing techniques in reactive power management**. (Dr. Sheila Mahapatra), Faculty of Engineering and Technology, Alliance University, Bengaluru.
2. Bhat, Ranjith P. **Cryptogan: Design of generative deep learning-based secure steganography model for image encryption**. (Dr. Raghu N), Department of Electronics Engineering, Jain (Deemed-to-be University), Bangalore.
3. Chaurasiya, Saran. **Design and development of portable and off-board chargers for wide categories of electric vehicles**. (Prof. Bhim Singh), Department of Electrical Engineering, Indian Institute of Technology Delhi, New Delhi.
4. Dhulipala, Eswara Venkata Kumar. **On travelling salesman problem for dynamical systems**. (Prof. Deepak U Patil), Department of Electrical Engineering, Indian Institute of Technology Delhi, New Delhi.
5. Jayachandran, Jinu. **Delay doppler domain pulse shaping for reliable communication in high delay and doppler spread wireless channels**. (Prof. Saif Khan Mohammed), Department of Electrical Engineering, Indian Institute of Technology Delhi, New Delhi.
6. Nitish Kumar. **Piezoresistive sensing and reliability analysis of GATE-all-around junctionless transistor**. (Prof. P Singh and Prof. Ankur Gupta), Centre for Applied Research in Electronics, Indian Institute of Technology Delhi, New Delhi.
7. Purnima, K. **Adaptive and secure with privacy preserving configuration framework for MANETS using reinforcement and federated learning**. (Dr. M N Giri Prasad), Department of Electronics & Communication Engineering, Jawaharlal Nehru Technological University Anantapur, Ananthapuramu.
8. Ramakrsinha, E. **Power quality improvement in the distribution system by using MMC based D-STATCOM with different techniques**. (Dr. G Jayakrishna and Dr. P Sujatha), Department of Electrical & Electronics Engineering, Jawaharlal Nehru Technological University Anantapur, Ananthapuramu.
9. Sharma, Shivam. **Detecting and characterizing harmful memes: Techniques and applications**. (Prof. Tanmoy Chakraborty), Department of Electrical Engineering, Indian Institute of Technology Delhi, New Delhi.
10. Shivarudraiah, B. **A deep learning technique based study of ionospheric effects on electromagnetic wave propagation on navigation and imaging Radar missions**. (Dr. Raju G), Department of Electronics Engineering, Jain (Deemed-to-be University), Bangalore.
11. Shruthi, M. **Evaluation of harmonics in a spwm, svpwm inverter fed 3-phase variable speed induction motor drive through simulation and experimental validation**. (Dr. G Ezhilarasan), Department of Electronics Engineering, Jain (Deemed-to-be University), Bangalore.
12. Vargil, Vijay E. **Spectrum sensing for wireless cognitive radio networks with an equalizer aided deep learning approach**. (Dr. K Aparna), Department of Electronics & Communication Engineering, Jawaharlal Nehru Technological University Anantapur, Ananthapuramu.

Electronics & Communication Engineering

1. Kalingani, Subhangi. **Design and development of ceramic electronic component for humidity sensing application**. (Dr. Satyaprakash Narayan Das), Department of Electronics and Communication Engineering, Siksha O Anusandhan (Deemed to be University), Bhubaneswar.

Mechanical Engineering

1. Arokya Agustin, S. **Investigation on modified foil structures in air foil bearings under limiting and start stop conditions**. (Dr. A Arul Jeyakumar), Department of Mechanical Engineering, SRM Institute of Science and Technology, Kattankulathur, Chennai.

2. Rohan, R. **Design and analysis of photonic MEMS sensors for healthcare applications**. (Dr. Venkadeshwaran K), Department of Mechanical Engineering, Jain (Deemed-to-be University), Bangalore.

3. Singh, Ramji. **Assessment of projected sustainable energy demand by the year 2040 in Bihar State**. (Prof. Kumar Surendra), Department of Mechanical Engineering, Aryabhatta Knowledge University, Patna.

Nanotechnology

1. Patil, Sayali Ashok. **Synthesis of ultrathin 2d metal oxide/ hydroxide nanosheets and heterostructures for energy storage and conversion applications**. (Dr. Manav Saxena), Department of Nanotechnology, Jain (Deemed-to-be University), Bangalore.

Textile & Fiber Engineering

1. Vandana Kumari. **Studies on the development of bioactive polycaprolactone based hybrid nanofibers**. (Prof. Samrat Mukhopadhyay and Prof. Bhuvanesh Gupta), Department of Textile & Technology Engineering, Indian Institute of Technology Delhi, New Delhi.

MATHEMATICAL SCIENCES

Mathematics

1. Bhandwalkar, Vidhya Ganeshrao. **Mathematical modeling of some mixed boundary value problems of thermoelasticity using fractional differential equations and computational software's**. (Dr. Kishor R Gaikwad), Department of Mathematics, Swami Ramanand Teerth Marathwada University, Nanded.

2. Jothika, S. **Investigating the role of delay differential equations in mathematical modeling of Covid-19 and Vector-host disease dynamics**. (Dr. Radhakrishnan M), Department of Mathematics, SRM Institute of Science and Technology, Kattankulathur, Chennai.

3. Kumudha, H R. **Identifying new statistical methods for modelling and forecasting Karnataka monsoon rainfall**. (Dr. Kokila Ramesh), Department of Mathematics, Jain (Deemed-to-be University), Bangalore.

MEDICAL SCIENCES

Audiology

1. Prema Devi. **Comparison of cognitive communicative abilities in aging and disordered population**. (Dr. Arun Banik), Department of Audiology and Speech Language Pathology, Maharashtra University of Health Sciences, Nashik.

Biotechnology

1. Prakash, Vijeta. **Evaluating the synergistic effects of phytocompounds on glioblastoma complexities**. (Prof. Reema Gabrani), Department of Biotechnology, Jaypee Institute of Information Technology, Noida.

Biochemistry

1. Mohammed, Mustafa Abdulkadhm. **Evaluation of serum CTRP12 and adipsin as biomarkers of chronic kidney disease in patients undergoing hemodialysis in Indo-Iraq population**. (Dr. Rushikesh Joshi), Department of Biochemistry and Forensic Science, Gujarat University, Ahmedabad.

Dentistry

1. Dhull, Kanika Singh. **Prevalence and pattern of early childhood caries with changing dietary habits in preschool children in Bhubaneshwar: A cross sectional study**. (Dr. Brahmananda Dutta), Kalinga Institute of Dental Science, Kalinga Institute of Industrial Technology, Bhubaneswar.

2. Mary Vinola Jenifer, S. **Anti inflammatory effect of Resin based root canal sealer modified with curcumin, pachymic acid, petasin and Shilajit: An in vitro and in vivo animal study**. (Dr. S Mahalaxmi), Department of Dentistry, SRM Institute of Science and Technology, Kattankulathur, Chennai.

Nursing

1. Cecilia, Kaini. **Effect of yoga on serum inflammatory biomarkers, psycho physiological and quality of life indicators in breast cancer patients**. (Prof. Fatima Dsilva), Faculty of Nursing, NITTE (Deemed to be University), Mangaluru.

2. Fernandes, Sarita Telma. **Effectiveness of nurse-led dietary counselling on knowledge of nutritional requirements and noncompliance behaviour of patients undergoing haemodialysis**. (Prof. Fatima Dsilva), Faculty of Nursing, NITTE (Deemed to be University), Mangaluru.

3. Sujatha, K. **Palliative care cognitive edification on nursing competency and self-resilience: Its impact on patient satisfaction- A mixed-method approach**. (Prof. Jacintha Veigas), Faculty of Nursing, NITTE (Deemed to be University), Mangaluru.

4. Thomas, Timi. **Multi component lifestyle strategies on knowledge, menopausal symptoms, life style behaviour and biological parameters among women**. (Prof. Neetha Kamath), Faculty of Nursing, NITTE (Deemed to be University), Mangaluru.

Pharmaceutical Science

1. Anuj Kumar. **In *situ* forming dental cements loaded with metronidazole and doxycycline to treat periodontitis**. (Prof. Anurag Verma), Department of Pharmacology, Teerthanker Mahaveer University, Moradabad.
2. Mahesh, M. **Bioanalytical method development and validation of selected drugs in biological matrix by LC-MS/MS technique**. (Dr. N Devanna), Department of Pharmacy, Jawaharlal Nehru Technological University Anantapur, Ananthapuramu.
3. Nandakumar, U P. **Pharmaceutical care in breast cancer patients and its association with medication adherence and quality of life**. (Dr. Juno J Joel), Faculty of Pharmaceutical Sciences, NITTE (Deemed to be University), Mangaluru.
4. Nayak, Santosh Kumar. **Pharmaco economic aspects of drugs used in migraine patients**. (Prof. Pratap Kumar sahu), Department of Pharmacy, Siksha O Anusandhan (Deemed to be University), Bhubaneswar.
5. Nitish. **Effect of Rosiglitazone along with probiotic nanoformulation in the prevention of ethidium bromide-induced experimental model of multiple sclerosis in rats**. (Dr. Alok Pratap Singh and Dr. Sidharth Menon), Department of Pharmacy, SRM Institute of Science and Technology, Kattankulathur, Chennai.
6. Pathak, Rashmi. **Pharmacological evaluation of selected ethnomedicinal Plants for antiulcer activity**. (Prof. Phool Chandra), Department of Pharmacology, Teerthanker Mahaveer University, Moradabad.
7. Rao, Regu Vara Prasada. **Topical delivery of metformin for ocular applications**. (Prof. Bharat Bhusan Subudhi), Department of Pharmacy, Siksha O Anusandhan (Deemed to be University), Bhubaneswar.
8. Rinu Rana. **Development, characterization and evaluation of phytosomes containing *Carica Papaya* leaf extract for antithrombocytopenic and anticancer activity**. (Dr. M S Ashawat), Department of Pharmaceutical Sciences, Himachal Pradesh Technical University, Hamirpur.

Physiology

1. Jayaswal, Arohi Abhinav. **Study of prevalence and risk factors on non Alcoholic Fatty Liver Disease (NAFLD) with special reference to liver enzyme at JLNMCH, Bhagalpur**. (Dr. Narayan Sinha), Department of Physiology, Aryabhatta Knowledge University, Patna.
2. Praveena, M. **Evaluation of hand grip strength test as a tool to assess the pulmonary function and to equate to pulmonary function tests in Type 2 diabetes mellitus**. (Dr. Thamaraiselvi K), Department of Physiology, SRM Institute of Science and Technology, Kattankulathur, Chennai.

PHYSICAL SCIENCES

Chemistry

1. Avtar Chand. **Pegylated citric acid based dendritic polymers as drug delivery carriers**. (Dr. Bharti Gaur), Department of Chemistry, National Institute of Technology, Hamirpur.
2. Balaganesh, D. **Design and development of electrospun polyacrylonitrile nanofiber infused with various bioactive nanocomposites for bone tissue regeneration**. (Dr. Kalaivizhi R), Department of Chemistry, SRM Institute of Science and Technology, Kattankulathur, Chennai.
3. Deokar, Sarita Chandrakant. **Studies in the synthesis of quinoline type compounds as anticancer agents**. (Dr. S R Bhusare), School of Chemical Sciences, Swami Ramanand Teerth Marathwada University, Nanded.
4. Manna, Kalipada. **Rational design and application of stimuli-responsive amphiphilic self assembled copolymers**. (Prof. Sagar Pal), Department of Chemistry and Chemical Biology, Indian Institute of Technology, Dhanbad.
5. Mezhubeinuo. **Study on organocatalytic 1,2 and 1,4 addition reactions for carbon-carbon and carbon-heteroatom bond formation**. (Prof. G Bez), Department of Chemistry, North Eastern Hill University, Shillong.
6. Nellur, Usha. **Porous-hybrid material-based membranes for water remediation**. (Dr. Mahesh S Padaki), Department of Chemistry, Jain (Deemed-to-be University), Bangalore.
7. Srilekha, Adaboina. **Synthesis of some new 1,8-Naphthyridinyl derivatives as biologically active agents**. (Prof. Kumara Swamy Jella), Department of Chemistry, Chaitanya (Deemed to be University), Himayatnagar, Hyderabad.
8. Venkat Reddy, D. **Organocatalytic (3+2) cycloaddition: Synthesis of 1.4,5-Trisubstituted 1,2,3-Triazoles and their biological evaluation**. (Prof. S Narsimha), Department of Chemistry, Chaitanya (Deemed to be University), Himayatnagar, Hyderabad.

Nanotechnology

1. Yasmin Sulthana, R. **Development of nonisocyanate polyurethanes and nanocomposites for coatings**. (Dr. Senthil Andavan), Department of Nanotechnology, SRM Institute of Science and Technology, Kattankulathur, Chennai.

Physics

1. Ansari, Md Sarfaraz. **Fillers unified polypyrrole composites as symmetric electrode materials for supercapacitor application**. (Prof. Ram Bilash Choudhary), Department of Physics, Indian Institute of Technology, Dhanbad.

2. Bhammar, Neetaben Amrubhai. **Investigations on physical properties of some oxide materials**. (Dr. Nikesh A Shah), Department of Physics, Saurashtra University, Rajkot.

3. Chauhan, Rakeshkumar Dineshbhai. **Study of neutron induced reaction cross sections at different energies and reaction mechanisms**. (Prof. Nand Lal Singh), Department of Physics, Maharaja Sayajirao University of Baroda, Vadodara.

4. Ghodpage, Rupesh Namdeorao. **Uses of ground based all sky imager for the investigation of middle and upper atmospheric phenomena**. (Dr. M K Patil), School of Physical Sciences, Swami Ramanand Teerth Marathwada University, Nanded.

5. Karvannan, E. **Tunable carrier and thermal transport properties of Bi2S3 via doping for midtemperature thermoelectric applications**. (Dr. Karthigeyan A), Department of Physics, SRM Institute of Science and Technology, Kattankulathur, Chennai.

6. Kesavavarthini, T. **Bias correction and analysis of CMIP6 GCMs rainfall projections over the monsoon core region of India under shared socioeconomic pathways using deep learning methods**. (Dr. Naga Rajesh A), Department of Physics, SRM Institute of Science and Technology, Kattankulathur, Chennai.

7. Mondal, Arpita. **In medium properties of strange and heavy flavor mesons**. (Prof. Amruta Mishra), Department of Physics, Indian Institute of Technology Delhi, New Delhi.

8. Rakesh Kumar. **Magnetic field evolution by Weibel instability in counter streaming plasmas**. (Prof. H K Malik and Prof. Sandeep Kumar), Department of Physics, Indian Institute of Technology Delhi, New Delhi.

9. Rout, Sukanta Kumar. **Bismuth ferrite based nanocomposites for supercapacitor electrodes: Development, structural characterization and electrochemical performance analysis**. (Dr. Dibyaranjan Rout and Dr. Swetapadma Praharaj), KIIT School of Applied Sciences, Kalinga Institute of Industrial Technology, Bhubaneswar. ❑

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Professor	-	-	-
Associate Professor	1	1	1
Assistant Professor	2	4	4

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

UNAIDED

Sr. No.	Cadre	Subject	No. of Posts	Reserved for Posts
1	Principal	--	01	01-Open
2	Assistant Professor	Accountancy	01	01-Open
3	Assistant Professor	Commerce	01	01-Open
4	Assistant Professor	English	01	01-Open
5	Assistant Professor	Economics	01	01-Open
6	Assistant Professor	Business Law	01	01-Open
7	Librarian	--	01	01-Open

The Posts reserved for the Backward Class candidates will be filled in by backward category candidates (Domicile of state of Maharashtra) belonging to that particular category only

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

Candidates having knowledge of Marathi will be preferred.

"Qualifications, Pay Scales and other requirement are as prescribed by the UGC Notification dated 18th July, 2018, Government of Maharashtra Resolution No. Misc-2018/C.R.56/18/UNI-1 dated 26th March, 2019 and revised from time to time."

The Government Resolution and Circular are available on the University **website: www.mu.ac.in.**

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

Applications with full details should reach **President, Agashi Virar Arnala Education Society's, Padmashree Bhausaheb Vartak College, Virar (E), Tal: Vasai Dist: Palghar Pin:401 305 or mail us on pbvartak2016@gmail.com within 15 days** from the date of publication of this advertisement. **This is University approved advertisement.**

Sd/-
Secretary

Maharana Pratapsinh Shikshan Sanstha's
ANANDIBAI RAORANE ARTS, COMMERCE & SCIENCE COLLEGE

At./Post./Tal. Vaibhavwadi, Dist. Sindhudurg, Pin- 416810

APPLICATIONS ARE INVITED FOR THE POST OF PRINCIPAL FROM THE ACADEMIC YEAR 2025-26 (AIDED):

Sr. No.	Cadre	No. of Post	Category
1	**Principal**	01	01 - Open

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

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

Reservation for women will be as per University Circular No. BCC/16/74/1998 dated 10th March, 1998. 4% reservation shall be for the persons with disability as per University Circular No. Special Cell/ICC/2019-20/05 dated 05th July, 2019. Candidates having knowledge of Marathi will be preferred. "Qualification, Pay Scales and other requirement are as prescribed by the UGC Notification dated 18th July, 2018, Government of Maharashtra Resolution No. Misc.- 2018/C.R.56/18/UNI-1, dated 8th March, 2019 and University circular No. TAAS/(CT)/ICD/2018-19/1241, dated 26th March, 2019 and revised from time to time." The Government Resolution & Circular are available on the **website: mu.ac.in** Applicants who are already employed must send their application through proper channel. Applicants are required to account for breaks, if any in their academic career. Application with full details should reach the **CHAIRMAN, Maharana Pratapsinh Shikshan Sanstha's Anandibai Raorane Arts, Commerce & Science College, At. Post. Tal.- Vaibhavwadi, Dist. Sindhudurg, Pin- 416 810 within 15 days** from the date of publication of this advertisement. This is University approved advertisement.

Sd/-
CHAIRMAN

WANTED

Applications are invited for the following posts in **MIT College of Computer Science & IT, Vasmat Tq. Basmath Dist. Hingoli (Permeant Non-Granted)** run by **Yuvak Pratishthan, Basmath.** Eligible candidates should submit their application along with all necessary documents within fifteen days from the date of publication of the Advertisement by Registered post only.

Sr. No.	Subject	Post	No. Post	Full Time	Reservation
01	1. B.C.A. (Computer Science) 2. B.Sc.C.S. (Computer Science)	Assistant Professor Assistant Professor	03 03	Full Time	Open – 02 SC – 01 ST – 01 VJA-01 OBC-01 SEBC-01 EWS-01
02		Director Physical Education	1	Full Time	
03		Librarian	1	Full Time	

(टिप: शासन निर्णय दि. २५.०१.२०२४ नुसार पदभरतीमध्ये समांतर आरक्षणाची काटेकोर पणे अंमलबजावणी करण्यात यावी. समांतर आरक्षण पुढील प्रमाणे - महिला - ०२)

Permission as per NOC No. विशिससं/उशि/नांवि/अनु-२/२०२३-२४/२९८९ दि. २३.१०.२०२४

Note : Educational Qualification and other details about above posts are mentioned on the university website : https://srtmun.ac.in/ as well on college website : https://mitbasmath.com/

President
Yuvak Pratishthan, Basmath

VIDYA VIKAS MANDAL

Shree Damodar Educational Campus
G. R. Kare Road, Tansor, Comba, Margao – Goa 403 601
Email: office@vvm.edu.in

Applications are invited for the post of

PRINCIPAL

of VVM's Shree Damodar College of Commerce & Economics, Margao - Goa

Applications with full Biodata are invited from Indian Citizens for the POST OF PRINCIPAL (Unreserved Category). The required minimum qualifications for the post of Principal are as follows:

A. ELIGIBILITY:

i. Ph.D. Degree

ii. Professor/Associate Professor with a total Service/ Experience of at least Fifteen years of Teaching/Research in Universities, Colleges and other institutions of Higher Education.

iii. A minimum of 10 Research Publications in peer reviewed journals as approved by Goa University from time to time or in UGC listed journals, of which at least 02 should be in Scopus/Web of Science Journals.

iv. A minimum of 110 Research Score as per Appendix II, Table 2 of Goa University Statute SC-16.

B. TENURE:

A College Principal shall be appointed for a period of five years.

ESSENTIAL REQUIREMENTS:

a) Knowledge of Konkani Language.
b) Certificate of 15 years of Residence in Goa issued by a competent authority.

DESIRABLE REQUIREMENTS: Knowledge of Marathi Language.

SCALE OF PAY: As prescribed by the UGC, Goa University and Directorate of Higher Education, Govt. of Goa from time to time.

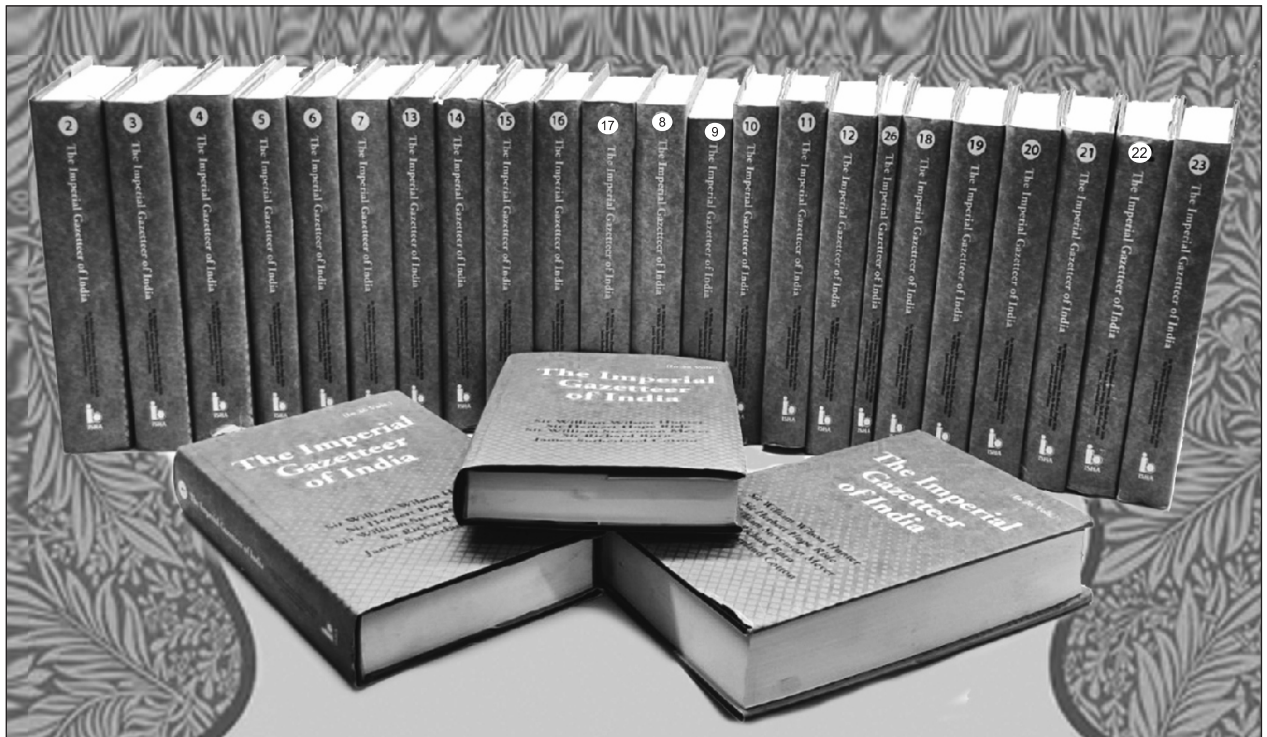
SERVICE CONDITIONS: As prescribed by the UGC, Goa University, Directorate of Higher Education, Govt. of Goa and other competent authorities from time to time.

Applicants who are already employed shall send their applications through proper channel.

Applications complete in all respects, with photograph, along with self-certified photocopies of statement of marks of all public examinations from S.S.C onwards, copy of 15 years Residence Certificate, Experience Certificate, publications, research score sheet, etc. should reach the undersigned at the above address of the Mandal **within 20 days** from the date of publication of this advertisement, by superscribing on the envelope "Application for the post of Principal of VVM's Shree Damodar College of Commerce & Economics".

Place: Margao – Goa
Date: 24/01/2026

PRESIDENT
VIDYA VIKAS MANDAL



THE IMPERIAL GAZETTEER OF INDIA:

THE INDIAN EMPIRE

Sir William Wilson Hunter

Volume: 26 Vols. ISBN: 9788182052147 (Set)
Price: 54000/ (26 Vols. HB Set) Size: (5.25X8.5)

The Imperial Gazetteer of India from 1908 comprises 26 volumes-**Vol. 1st** - (Descriptive), **Vol. 2nd** - (Historical), **Vol. 3rd** - (Economic), **Vol. 4th** - (Administrative), **Vol. 5th** - (Abazai to Arcot), **Vol. 6th** - (Argaon to Bardwan), **Vol. 7th** - (Bareily to Berasia), **Vol. 8th** - (Berhampore to Bombay), **Vol. 9th** - (Bomjur Ot Central India), **Vol. 10th** - (Central Provinces to Coopta), **Vol. 11th** - (Coondapoor to Edwardesabad), **Vol. 12th** - (Einme to Gwalior), **Vol. 13th** - (Gyaraspur to Jais), **Vol. 14th** - (Jaisalmer to Kara), **Vol. 15th** - (Karachi to Kotayam), **Vol. 16th** - (Kotchandpur to Mahavinyaka), **Vol. 17th** - (Mahbubabad to Moradabad), **Vol. 18th** - (Moram to Nayagarh), **Vol. 19th** - (Nayakanhatti to Parbhani), **Vol. 20th** - (Pardi to Pusad), **Vol. 21st** - (Pushkar to Salween), **Vol. 22nd** - (Samadhiala to Singhana), **Vol. 23rd** - (Singhbhum to TrashiChodZong), **Vol. 24th** - (Travancore to Zira), **Vol. 25th** - (Index), **Vol. 26th** - (Atlas 1909).

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GYAN CATALOGUE

RESEARCH FOR LIFE

SUN PHARMA SCIENCE FOUNDATION POST DOCTORAL PROGRAM 2026

NURTURING INDIA'S NEXT GENERATION OF SCIENTIFIC TALENT

The Sun Pharma Science Foundation (SPSF) invites applications from outstanding young researchers for Post-Doctoral Research Fellowship Programme in Biological and Biomedical Sciences. Building on SPSF's long-standing commitment to recognising and nurturing excellence in Biomedical and Pharmaceutical research, this programme aims to support highly trained Indian researchers at a critical stage in their academic journey and offer them an opportunity to contribute meaningfully to academia, industry, and national scientific priorities.

This first of its kind initiative seeks to create a strong, home-grown platform for advanced research. By strengthening India's research ecosystem, the fellowship supports nation-building and contributes to developing a robust talent pool for academia and industry alike, in alignment with the vision of Atmanirbhar Bharat,

The Sun Pharma Science Foundation Post-Doctoral Research Fellowship Programme

The programme is designed to benefit researchers who have completed their PhD in India, in disciplines related to biomedical science, such as Biotechnology, Microbiology, Molecular Biology, Pharmacology, offering them an opportunity to pursue high-quality post-doctoral research at recognised institutions within the country, under the guidance of experienced mentors, The proposed postdoctoral work must be carried out at an institution other than the one where the PhD research was undertaken and with a different mentor. Further details regarding fellowship duration, financial support, and research scope are provided in the detailed programme guidelines.

▲ **Eligibility**

Researchers who have completed (or submitted) a PhD from a recognised Indian institution in Biological, Biomedical, or Allied Sciences.

Candidates demonstrating academic excellence and a strong research proposal aligned with the objectives of the fellowship.

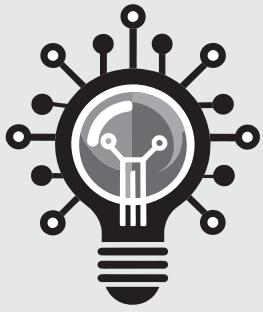
▲ **How to apply**

Applications must be submitted online through:
https://www.sunpharmasciencefoundation.net/

A copy of the completed application form along with supporting documents should reach the Foundation's office within the stipulated timeline mentioned on the website.

For further information, if any, please contact :

OFFICE OF SUN PHARMA SCIENCE FOUNDATION
8C, 8th Floor, Hansalaya Building, 15-Barakhamba Road,
New Delhi : 110 001 (India)
Tel. (91-11) 23721414 / 23721415
email : sunpharma.sciencefoundation@sunpharma.com
Website : https://sunpharmasciencefoundation.net/



INTERNATIONAL RESEARCH CONCLAVE 2026

RESEARCH | INNOVATION | PROMOTION | PRESENTATION

24th & 25th APRIL 2026

About the Conclave:

The two-day International Research Conclave (24–25 April 2026) provides an interdisciplinary platform for researchers, academicians, healthcare professionals, industry experts, and innovators. The conclave focuses on emerging thematic areas shaping secure and intelligent healthcare systems and collaborative networking opportunities to:

- Showcase ideas promoting engagement with industry leaders
- Platform for national and international laboratories
- Industry R&D innovation and collaboration
- Institutional collaboration and future R&D initiatives

Patrons:

Sardar Gagandeep Singh Kohli
Chancellor, Guru Nanak University

Prof. (Dr.) H. S. Saini
Vice Chancellor, Guru Nanak University

Chair and Co-Chair:

Dr. C. Kalaiarasan (Rector, GNU)

Dr. Vishal Walia (Registrar, GNU)

GURU NANAK UNIVERSITY
Hyderabad **EMPOWERING YOUTH**
www.gnuindia.org

Themes of the Conclave

- Artificial Intelligence & Machine Learning
- Quantum Computing & Quantum Algorithms
- AI for Biotechnology, Healthcare & Medical Sciences
- Intelligent Systems in Engineering, Management & Allied Sciences
- Mathematical Foundations for Secure & Intelligent Systems
- Emerging Digital Technologies, Cyber Security & Privacy
- Robotic Technology & Artificial Intelligence
- Drone Technology & Artificial Intelligence
- Autonomous Vehicles Technology
- Interdisciplinary Innovations

Call for Abstracts / Posters

Researchers, Ph.D. scholars, faculty members, innovators, and industry professionals are invited to submit their research contributions.

Submission Guidelines

- Abstracts: max 300 words
- Must fit into the conclave themes
- Submit through Google Form link
- Accepted abstracts will be included in GNU Research Conclave Proceedings
- Selected abstracts will be invited for poster presentation.

Important Dates

- Call for Abstracts: **10 Jan 2026**
- Abstract Submission Deadline: **30 Jan 2026**
- Acceptance Notification: **15 Feb 2026**
- Registration Deadline: **20 Feb 2026**

Registration

Please register using the Google Form.

- Internal Participants: ₹1000
- External Participants: ₹1500
- Students: ₹500
- International Participants: $50

Form Link: https://forms.gle/6LgQzQJ8itzRZRLX7

Contact:
Office of Dean R&D, GNU Hyderabad | Email: deanrnd@gnuindia.org | Phone: +91-7382145827

Entrepreneurship Development Institute of India

Ahmedabad

announces

The Seventeenth Biennial Conference on Entrepreneurship

February 24-26, 2027

CALL FOR PAPERS

Entrepreneurship Development Institute of India (EDII) has been organizing Biennial Conferences on Entrepreneurship since 1994 providing a forum for researchers, educators, and practitioners to share their research findings and experiences in entrepreneurship development. The conferences are organized under the aegis of the Centre for Research in Entrepreneurship Education and Development (CREED), setup by EDII. EDII has organized sixteen Biennial Conferences from 1994 to 2025. conference.ediindia.org

In line with the sixteen biennial conferences held over the past 32 years, the 17th Biennial Conference on Entrepreneurship continues to serve as an established forum to share their ideas and research findings with other researchers, professionals and thinkers in the field. Researchers are invited to contribute papers that explore and expand upon the field of entrepreneurship theory and practice. Some broad indicative themes include:

- Entrepreneurship Policy, Governance, and Ecosystems
- Entrepreneurship Theory, Practice, and New Venture Development
- Innovation, Technology, and Digital Entrepreneurship
- Entrepreneurship Education and Capability Development
- Cognitive, Behavioral, and Psychological Aspects of Entrepreneurship
- Inclusive Entrepreneurship and Social Innovation
- Sustainability, ESG, and Responsible Entrepreneurship
- Family Management Ventures
- Emerging Perspectives and Cross-Cutting Research
- Submissions on topics beyond those listed above are also welcome

The **3rd Doctoral Colloquium**, scheduled for **February 23, 2027**, will provide doctoral students with an opportunity to present and discuss their research with senior academicians.

Important Dates and Deadlines:

• Extended Abstract (approximately 2000 words)	: August 7, 2026
• Decisions on the acceptance of Extended Abstracts	: August 14, 2026
• Paper Development Workshop for Conference Paper	: August 28, 2026
• Full Paper Submission	: November 13, 2026
• Acceptance of Full Paper	: November 27, 2026
• Last Date for Registration	: December 31, 2026

Please upload your contributions at https://easychair.org/conferences/?conf=bice2027 or send your contributions to conference@ediindia.org.

Selected papers will be appreciated based on merit.

For details regarding submission guidelines, conference registration and other administrative aspects, please contact:

Ganapathi Batthini
Conference Coordinator
E-mail: conference@ediindia.org
Web: conference.ediindia.org
Mobile: 9327045345
Tel: +91-79-6910 4900 / 6910 4999

Bhat, Gandhinagar (Dist) - 382 428, Gujarat
Tel: +91-79-6910 4900 / 6910 4999
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