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Subhash Misra and Shishir Kumar

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Integration and Flexibility: New Horizons in Higher Education through the UGC (Minimum Standards of Instruction) Regulations, 2025

Subhash Misra* and Shishir Kumar**

As India's higher education landscape rapidly evolves, innovative delivery modes such as accelerated degrees, online learning, blended learning, and modular courses are gaining prominence. These flexible formats aim to expand access, cater to diverse student needs, and support working adults, rural learners, and first-generation students. In a global knowledge economy that demands adaptability and interdisciplinary expertise, India's higher education framework must adapt to meet international standards while addressing local needs and aspirations.

The University Grants Commission's (UGC) 2025 Regulations on Minimum Standards of Instruction for Undergraduate and Postgraduate Degrees, notified in April 2025, signify a paradigm shift in India's higher education landscape. This transformative framework diverges from traditional models, which emphasised rigid discipline-specific learning, and instead promotes integration, flexibility, mobility, and recognition of diverse learning pathways. Aligned with the National Education Policy (NEP) 2020 and the National Credit Framework (NCrF), these regulations support broader educational goals. The NEP 2020 aims to boost the Gross Enrolment Ratio (GER) and foster lifelong learning, acknowledging that knowledge acquisition extends beyond formal education. The NCrF facilitates recognition of all learning forms, including Recognition of Prior Learning (RPL), which validates experiential learning against formal qualifications. By bridging the gap between formal and informal learning, RPL can drive economic growth, skill development, and social inclusion, particularly for marginalised groups.

Recognition of Prior Learning (RPL) is known by various names globally, reflecting regional nuances. Terms like Prior Learning Assessment (PLA) in the US, Prior Learning Assessment Recognition (PLAR) in Canada, Accreditation of Prior Learning (APL), and Validation of Prior Learning (VPL) are used interchangeably with RPL. These frameworks formally acknowledge skills and knowledge gained through non-traditional pathways, such as on-the-job training, internships, apprenticeships, project-based learning, and self-directed learning. RPL enables learners to earn credits towards qualifications based on diverse experiences in the formal and informal learning settings, including:

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- Project Based Learning.
- On the Job Training.
- Internship.
- Work experience.
- Volunteer work.
- Cultural interactions.

Mentorship, akin to the Guru-Shishya Parampara .By recognising diverse learning methods, RPL promotes inclusivity, flexibility, and validation of skills acquired through various means, including:

- Immersive Learning.
- Simulations.
- Virtual Reality.
- Educational Games.
- Intergenerational Knowledge Transfer.

RPL's adaptability and recognition of non-traditional learning pathways make it a valuable tool for promoting lifelong learning and skill development.

Over the past decade, UK Higher Education Institutions (HEIs) have increasingly offered accelerated degree programs to cater to diverse student needs and employer demands. These programs provide an alternative pathway, particularly for mature students or those requiring rapid graduation, without compromising curriculum content or increasing weekly study loads. By condensing vacation periods, accelerated degrees enable students to complete a Bachelor's qualification in two years, rather than the traditional three. This approach challenges the notion that learning success is time-dependent, emphasising prior experience and learning readiness as key predictors (Foster, et al., 2011; Wlodkowski, 2003 and Fenwick, 2000). Research suggests that accelerated programs can yield equal or better academic outcomes compared to traditional formats (Scott & Conrad, 1992), with adult learners benefiting from the format's relevance to their life experiences (Husson & Kennedy, 2003). Recent studies continue to affirm the effectiveness of accelerated programs in achieving strong learning outcomes.

Accelerated degrees are not unique to the UK; countries like the US, Australia, and some Asian nations have long implemented similar models, recognising their effectiveness for mature,

motivated students who can handle intensified academic workloads (McCaig et al., 2007). These programs offer an efficient pathway for students to quickly complete their qualifications and enter the workforce, particularly those with specific career goals or personal circumstances. In England, governments have promoted expanded accelerated degree offerings to boost university enrollment and address rising student debt (Curtis, 2009 and Smith, 2006). Consequently, universities have introduced fast-track degrees in fields like business, engineering, law, and technology, where condensed programs are feasible due to structured curricula and high demand for graduates. However, accelerated degrees in education remain limited, largely due to well-defined career paths and the strong link between initial teacher training and traditional degree timelines, making it challenging to condense programs without compromising training quality.

The introduction of accelerated degrees has expanded educational options, offering students a flexible pathway to complete their studies quickly while maintaining academic excellence. Despite challenges in certain fields, such as education, the growing adoption of this model demonstrates a commitment to meeting student needs and adapting to the evolving job market. As higher education institutions continue to innovate, accelerated degrees are likely to become increasingly prevalent, balancing academic rigor with the demand for faster graduation timelines.

Over the past few decades, a significant trend in US higher education has been the resurgence of working adults pursuing undergraduate and graduate degrees. Adult learners now comprise approximately 44% of undergraduate students (Plageman & Sabina, 2010). In response, universities have developed accelerated degree programs that maintain traditional learning objectives while offering flexible delivery formats, including compressed schedules, extended class sessions, and evening/weekend classes (Husson & Kennedy, 2003; Singh & Martin, 2004 and Wlodkowski, 2003).

The rise of these programmes is crucial not only for educational access but also for the nation's economy. The Lumina Foundation's report *Return to Learning* emphasises that empowering adult learners is essential for the United States to remain competitive in the global economy, as a more

skilled workforce is needed to meet the demands of a rapidly evolving, technology-driven economy. (Pusser, et al., 2007). Therefore, the development of alternative learning modalities, such as accelerated degrees, aligns with broader national goals of workforce readiness and economic resilience.

However, the accelerated degree movement has not escaped controversy. Critics question whether such programs can genuinely deliver a learning experience that is both intellectually challenging and sufficiently broad and deep to cultivate critical thinking and problem-solving abilities (Beekie, 2006; Kasworm, 2003b; Wlodkowski, 2003; Wlodkowski & Kasworm, 2003). The central concern is whether these programs compromise educational quality in favor of convenience and financial gain, leading to fears that accelerated degrees could become mere “degree mills.” (Beekie, 2006; Kasworm, 2003b; Wlodkowski, 2003).

The distinction between accelerated degree programs and traditional higher education models stems from differing assumptions. Accelerated program advocates argue that learning effectiveness isn't solely tied to instructional time, as time is only a modest predictor of learning outcomes (Wlodkowski, 2003). Instead, accelerated learners are presumed to bring significant prior knowledge and competencies from real-world experiences, making them more ready to learn (Fenwick, 2000; Husson & Kennedy, 2003; Kasworm, 2003b; Wlodkowski & Kasworm, 2003). Driven by life responsibilities and clear goals, these students are motivated by the relevance of education to their personal and professional objectives (Day et al., 2011; Goto & Martin, 2009; Kasworm & Marienau, 1997; Kiely et al., 2004; Kroth & Boverie, 2000). In contrast, traditional undergraduate programs cater to younger students with limited real-world experience, requiring different approaches to learning (Husson & Kennedy, 2003).

Evaluations of accelerated programs generally indicate that they yield learning outcomes comparable to, if not surpassing, those of traditional programs. A literature review by Scott and Conrad (1992) found that despite adjustments in assignments and formats, students in accelerated courses achieved similar grades and test results as their traditional counterparts. They concluded that concentrated learning in accelerated formats significantly benefits students. Recent research

by Husson and Kennedy (2003) and Wlodkowski (2003) supports these findings, confirming that well-designed accelerated programs can be as effective as traditional methods.

Accelerated Degree Programmes and Extended Degree Programmes

The UGC's (Minimum Standards of Instruction for the Grant of Undergraduate Degree and Postgraduate Degree) Regulation 2025, in line with the National Credit Framework (NCrF), offers students flexibility in pacing their academic programs. Higher Education Institutions (HEIs) can now offer both standard-duration degrees and Accelerated Degree Programs (ADPs) and Extended Degree Programs (EDPs). These adaptable options enable students to complete degrees at their own pace, catering to diverse learning needs. Key features include:

1. HEIs can reserve up to 10% of sanctioned intake for ADPs.
2. A committee evaluates student applications for ADP and EDP, typically after the first or second semester.
3. Both programs retain standard curriculum and credit requirements, varying only in pace and duration.

ADPs allow students to complete degrees faster by earning extra credits, while EDPs enable students to extend their program duration by carrying a lower credit load. Committee approval is based on academic performance and credit potential.

Integration of Higher Education, Vocational Education, and Skilling

The regulations strongly advocate integrating vocational education, training, and skilling into both UG and PG curricula in accordance with the Curriculum and Credit Frameworks for UG, PG, and Apprenticeship Embedded Degree Programmes, notified by the UGC. This blurring of lines between academic and vocational pathways democratizes education and addresses India's traditional divide between 'formal education' and 'skill-based learning.'

Integration of Skill Courses and Apprenticeships

To earn an undergraduate degree with a major in a specific discipline, students must accumulate at least 50% of the total required credits within that

discipline. The remaining credits can be fulfilled through a flexible combination of:

1. Skill-oriented courses
2. Structured apprenticeship programs
3. Interdisciplinary or multidisciplinary subjects

This approach promotes academic flexibility, enhances employability, and fosters a holistic educational experience by integrating theoretical knowledge with practical application across diverse domains. Exploring educational knowledge during the digital revolution opens pathways toward dimensions of complexity and promise (Tripathi & Misra, 2024), and in alignment with the UGC's (Minimum Standards of Instruction for the Grant of Undergraduate Degree and Postgraduate Degree) Regulation 2025, the integration of skill-based courses, apprenticeships, and MOOCs represents a forward-looking strategy to enhance employability, experiential learning, and academic flexibility in higher education.

Student Mobility between General and Vocational Education

The regulation offers 'Multiple Entry and Exit' (ME&E) options in academic programs, facilitating seamless mobility between streams. This structured approach introduces much-needed flexibility, democratizing education and empowering students to explore diverse academic and career pathways

Multimodal Credit Accumulation

Recognition of learning through online, Open and Distance Learning (ODL), and Recognition of Prior Learning (RPL) modes expands access to education for working professionals, rural learners, and non-traditional students, promoting lifelong learning. The regulation allows credits earned through these modes to be incorporated into transcripts, contributing to the final degree award, following a well-defined assessment process. Notably, students pursuing UG Certificate, UG Diploma, and Degree programs through ODL/ Online modes must ensure that the Higher Education Institutions (HEIs) and the UGC recognise them for offering such programs.

Examination, Continuous Evaluation, and Prioritisation of Formative Assessment

In this regulation, formative assessments like presentations, seminars, and fieldwork are

prioritised over traditional end-term examinations, which promote critical thinking, creativity, and continuous engagement.

Biannual Admissions, Intake Capacity and Norms and Standards

The regulation enables Higher Education Institutions (HEIs) to conduct biannual admissions with clear eligibility criteria. HEIs can now admit students twice a year, in July/August and January/February. Student intake capacity will be determined by the institution based on:

- Academic and physical facilities.
- Student-teacher ratio.
- Teaching-non-teaching ratio.

As per UGC guidelines and statutory body norms, To ensure quality education, HEIs must establish standards for:

- Classrooms.
- Laboratories.
- Library.
- Sports and health facilities.
- Hostel accommodation.
- Canteen/cafeteria.
- Other essential facilities.

Duration and Certification

Academic program durations vary according to the National Credit Framework (NCrF), which allows multiple entry and exit points. Here's an overview:

Undergraduate Programmes

- Certificate: 40 credits, Level 4.5, with a 4-credit skill course.
- Diploma: 80 credits, Level 5, with additional skill courses.
- Degree: 120 credits, Level 5.5.
- Honours/Honours with Research: Additional year, Level 6.

Postgraduate Programmes

- Duration: 1-2 years, or 5-year integrated programs.
- Eligibility: 3-year UG degree for 2-year PG, 4-year Honours UG for 1-year PG.
- Postgraduate Diploma: 40 credits, Level 6.5.

- Full PG Degree: Completion of Levels 6.5 or 7, depending on prior UG qualifications.

This framework offers flexibility and multiple exit points, enabling students to pursue academic and career goals.

The UGC (Minimum Standards of Instruction for the Grant of Undergraduate Degree and Postgraduate Degree) Regulations, 2025, mark a significant reform in Indian higher education. Aligning with the National Education Policy (NEP) 2020 and operationalising the National Credit Framework (NCrF), these regulations introduce flexibility, inclusivity, and integration into higher education. By recognising diverse learning pathways, including:

- Accelerated and extended degree programs.
- Online and open distance learning (ODL).
- Vocational education.
- Skill-based training.
- Recognition of Prior Learning (RPL).

The regulations empower learners from varied backgrounds to access and navigate higher education on their own terms. This shift towards a learner-centric approach promotes mobility, lifelong learning, and employability, moving away from rigid, time-bound models.

By integrating academic and vocational education, offering credit flexibility, and recognising learning through multiple modes, the regulations acknowledge the evolving demands of modern economies, which value interdisciplinary knowledge, adaptability, and practical skills. The inclusion of accelerated and extended degree programs promotes democratisation of opportunity, catering to both highly motivated learners and those requiring a slower pace. Additionally, biannual admissions and continuous formative assessments enhance institutional responsiveness to student needs, academic performance, and capacity.

These reforms also promote social inclusion by recognising experiential and non-formal learning, benefiting marginalised, first-generation learners, working adults, and rural communities. By facilitating seamless mobility between academic and vocational streams and offering multiple entry-exit options, the regulations aim to boost India's Gross Enrolment Ratio (GER) and enhance skill acquisition aligned with national workforce needs.

Successful implementation hinges on institutional preparedness, robust quality assurance, and ongoing faculty development. Higher Education Institutions (HEIs) must balance flexibility and innovation with rigorous academic standards. Key factors include:

- Transparent assessment processes.
- Rigorous evaluation of experiential learning.
- Adequate infrastructure.
- Digital support.

The 2025, UGC regulations represent a transformative shift in higher education, reimagining it as inclusive, flexible, and future-ready. By bridging the gap between knowledge and skills, tradition and innovation, and access and excellence, these regulations set a progressive course for India's education system to address global challenges and local needs. Ultimately, the success of this vision depends on faithful and equitable implementation across all institutions and regions.

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Impact of Migration of Indian Workers to Gulf Countries on their Children's Education: A Comprehensive Review

Mohammad Sajid Khan* and Arif Mohammad**

Migration to Gulf countries has become a prominent feature of many Indian families, particularly from states like Kerala, Uttar Pradesh, Bihar, and Andhra Pradesh. The migration of Indian workers to Gulf Cooperation Council (GCC) countries has played significant role for their socio-economic status and the education of their children. The remittances sent by immigrant parents often enhance household incomes, allowing better access to schooling, private tuition, and educational resources. This study seeks to explore the impact of parental migration to Gulf countries on the education of their children left behind. It examined factors such as academic performance, psychological well-being, access to educational resources, and the role of caregivers in shaping children's learning experiences as well as how parental migration to the Gulf influenced the educational outcomes of their children. The existing literature and empirical studies were reviewed using pre-defined inclusion and exclusion criteria. A total number of 15 articles and reports were analysed. The review analysed positive and negative consequences. Findings reveal that remittances enhance educational opportunities, reduce child labor, and increase aspirations. However, parental absence often creates psychological stress, less motivation, and a lack of parental supervision, leading to potential declines in educational outcomes (Rajan & Zachariah, 2020 and Gulati, 2019). The impact varies depending on factors such as the duration of migration, the gender of the migrating parent, and the availability of alternative caregiving structures (Mazumdar et al., 2013). Conversely, some children benefit from improved financial stability, allowing them to attend better schools or access supplementary education. The overall impact varies depending on caregiving arrangements, socio-cultural context, and effective use of remittances. (Abstract)

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Migration from India has been a significant socio-economic phenomenon over the past four decades. Millions of Indian workers have left their country to seek better economic possibilities in the Gulf Cooperation Council (GCC), which includes Saudi Arabia, the United Arab Emirates (UAE), Qatar, Kuwait, Oman, and Bahrain (Rajan & Zachariah, 2020). These migrants, who left their family behind, are mostly low- and semi-skilled laborers, because of the socioeconomic changes in their home areas. One important area impacted by this migration is the education of their children, who frequently continue to live in India under the care of relatives. There are both advantages and disadvantages to Indian workers' migration to the Gulf in terms of their wards' schooling. According to Rajan and Joseph (2020), remittances sent home can raise household incomes, which in turn can enhance access to private tuition, educational resources, and education. However, children who lose their parents—especially fathers—may experience emotional discomfort, lack of supervision, and a decline in their academic performance (Mazumdar et al., 2013). Research has demonstrated that parental relocation can cause family structures to change, making kids more susceptible to psychological stress and lower academic motivation (Gulati, 2019). Because of this, children are usually sent to boarding schools, left in the care of a single parent, or even placed with relatives. This separation may affect their general growth, emotional health, and academic achievement in both positive and negative. Moreover, the scholastic achievements of these children differ according to variables including the length of parental migration, the migrant parent's gender, and the accessibility of substitute caregiving assistance (Parreñas, 2005). Some children improve access to better education due to more financial security, while others face emotional and intellectual difficulties because of parental absence. In order to alleviate these discrepancies, policymakers and educators must put in place support networks including motivation, mentorship programs, and counseling services (Sasikumar & Hussain, 2017).

Method and Materials

Research Design and Data Sources

Using a systematic literature review methodology, this study examines government reports, peer-reviewed publications, and non-governmental organisation studies published between 2010 and 2024. Keywords such as ‘Indian Gulf migration’, ‘children’s education’, and ‘left-behind children’ were utilised in databases including Google Scholar, JSTOR, and Scopus.

Inclusion Criteria

Studies conducted between 2010–2024, focusing on Indian migrant households in GCC countries. Peer-reviewed articles, governmental, or NGO reports. Studies assessing academic outcomes, psychological well-being, or school access.

Exclusion Criteria

Non-Indian migrant populations. Editorials, opinion pieces without empirical data. Duplicate studies.

Final Number of Studies

A total of 30 studies were identified through database searching. After applying the inclusion criteria, 15 articles were selected.

Data Analysis

Thematic synthesis under two major domains: Positive and negative impacts of migration.

Results

Systematic review of the published studies and government records suggested that there are some positive as well as negative impacts of migration on children’s education, which are presented in Table—1 and some are documented below:

Positive Impact of Migration on Children’s Education

- *Enhanced Financial Resources:* Rajan and Zachariah (2020) reported that migration helps to enhance financial resources and educational outcomes by facilitating improved access to private schooling, tutoring, and educational resources. Rahman (2015) discovered that migration increased the financial resources and changed the attitude of migration regarding education. Now they are keen to provide good education. For this reason, they moved towards cities.

- *Academic Performance and Aspiration:* No doubt, remittances help families to invest more in education, such as paying for better schools, tuition, books, and technology. These resources often enhance the learning environment as well as motivate children to perform better academically. Rajan et al. (2010), reported that remittances have helped Keralans in getting high level of education, particularly in technical and medical professions, where education is seen as a means of achieving social mobility and possibly even migration for the next generation. Mariam (2018) found mixed results. Some children of migrants do better when they receive more financial assistance, others suffer when they don’t have parental monitoring.
- *Higher Educational Aspirations:* Démurger (2015) highlighted that exposure to success stories motivates children to pursue higher education.
- *Reduction of Child Labor:* Binci & Giannelli (2018) reported that improving household financial conditions through remittances reduced child labour, allowing them to focus on schooling.
- *Community-Level Educational Investments:* Rajan & Zachariah (2019) discovered in his study that Gulf returnees and their families have collectively invested in upgrading local schools and libraries which benefit all children, not just those from migrant families.

Negative Impact of Migration on Children’s Education

- *School Dropouts and Educational Discontinuity:* Rajan & Zachariah (2018) emphasized that despite better financial standing, dropout rates among Gulf migrants’ children in rural areas of Uttar Pradesh and Bihar remain concerning and some communities, children’s schooling suffers due to frequent relocations or lack of consistent guardianship.
- *Gender Disparities:* Gulati (2019) found that while remittances could increase overall schooling, daughters were often expected to take up domestic roles in the absence of a male guardian. Therefore, girls in migrant families faced high dropout rates due to increased domestic responsibilities. Osella & Osella (2000) noted that in Gulf migrant households, girls were

sometimes withdrawn from school earlier due to safety or social concerns.

- **Parental Absence and Weak Supervision:** Thomas (2021) noted that in digital era many migrant parents use video calls (WhatsApp, Zoom) to monitor their children’s education, but time zone differences and work pressures limit meaningful engagement. Thapan (2005) observed that the emotional stress of separation and lack of parental supervision negatively affected academic performance and school engagement.
- **Misallocation of Resources:** Although remittances increase household incomes, they are not always invested in education. Some families prioritise conspicuous consumption—building large houses, buying vehicles, and hosting lavish weddings over educational investments. This ‘status consumption’ can lead to underinvestment in children’s schooling, despite improved financial capacity. Moreover, the temporary nature of migration means that households may view education as less important if the expectation is

for children, particularly boys, to eventually join the Gulf workforce as laborers.

- **Regional Variations in Impact:** Rajan & Joseph (2018) highlighted that the effects of migration on children’s education are not uniform across India. In Kerala, where literacy rates are high and education is culturally valued. In contrast, in parts of Uttar Pradesh and Bihar, where educational infrastructure is poor and social norms devalue schooling, migration has had mixed or even negative effects, particularly for girls.

Research Gaps

Due to Kerala's lengthy history of migration, a lot of studies have been conducted there, but few have been conducted on the offspring of Gulf migrants in northern states like Uttar Pradesh and Bihar. Additionally, there is a dearth of longitudinal studies that monitor the educational progress of children in these households over time. Thus, carry out comparative research in various states and localities. To gain a deeper understanding of psychological aspects, incorporate the perspectives of children and

Table 1: Comparative Account of Positive and Negative Impact of Migration to Gulf Countries

Aspect	Positive Impacts	Negative Impacts
Economic Support	Increased family income allows better access to quality schools, tuition, and educational resources	Remittances may not be used effectively for education; money alone doesn’t guarantee better outcomes.
Educational Opportunities	Ability to afford private schooling, English-medium education, and higher studies.	Children may drop out early to manage household in parent’s absence, especially girls.
Learning Environment	Improved living conditions at home (books, internet, quiet space) enhance study.	Lack of parental guidance and supervision leads to poor study habits and lower motivation
Psychological Impact	Pride in parent’s success can motivate children to succeed.	Emotional stress and loneliness due to long parental absence affect focus and mental health.
Educational Continuity	Some families relocate children to Gulf for better education opportunities	Frequent school changes (if family migrates) disrupt education and peer networks.
Long-term Outcomes	Better chances of higher education and professional careers if income is invested well.	Risk of early school leaving, low educational attainment, and cycle of unskilled migration continuing
Social Status	Higher social standing boosts children’s confidence and aspiration.	Social pressure to work and support family rather than continue schooling.

caregivers. Additionally, there aren't many studies comparing the children of Gulf migrants to those from non-migrant households. inadequate study on how schools may help these kids.

Discussion

Enhanced Financial Resources

Migration, especially for job possibilities, can have several positive impacts on children's schooling. One of the best things about it is that migrant parents send money their homes, which raises the family's income and provides them many facilities. With these funds, families are able to afford better schools, pay for school fees, books, uniforms, tuition, coaching, and other learning materials. They can even send their children to schools with better teaching standards. Migration also makes parents more hopeful and aware of how important education is, which often leads them to spend more money on their children's learning as a means to help them in moving forward in the world. In Kerala, research indicates that migrant households enroll a greater percentage of children in English-medium and best schools in the state than non-migrant households. This 'remittance-driven educational enhancement' is especially evident in rural regions where local incomes are low and public education is frequently substandard. Numerous studies demonstrate that remittances from Gulf nations facilitate families in enhancing educational investments by enrolling children in private institutions, obtaining superior learning resources, and ensuring uninterrupted schooling. Rahman (2015) discovered that migration increased the financial resources and changed the attitude of migration regarding education. Now they are keen to provide good education. for this reason, they moved towards cities.

Academic Performance

One significant impact is the increase in household income through remittances, which helps families to invest more in education, such as paying for better schools, tuition, books, and technology. This improved access to resources often enhances the learning environment and motivates children to perform better academically. Moreover, children of migrant parents are often told stories of success, global perspectives, and higher living standards, which raise their own aspirations to pursue higher education and achieve upward mobility. The migration experience of parents may also foster a

culture of discipline, ambition, and resilience in the household, encouraging children to take their studies more seriously. Furthermore, social comparisons with peers in destination countries, and communication with parents abroad who emphasize the importance of education, can inspire children to aim for similar success. Studies have shown that these children often perceive education as a pathway to social mobility and potential migration themselves, which motivates them to perform better academically. Children of migrants tend to develop higher educational and occupational aspirations, inspired by the success of their migrant relatives and their exposure direct or indirect to global lifestyles and opportunities (Démurger, 2015).

Reduction of Child Labour

In many low-income households, children especially boys are compelled to contribute to household income through labor, which disrupts their schooling. Migration alleviates this pressure by providing a steady flow of remittances, which helps families to remove children from the workforce and reintegrate them into school. In some North Indian districts, girls' school attendance has increased because migration reduced the need for their economic contribution at home.

Community Level Educational Investment

At a community level, in high-migration regions of India, collective remittances and returnee investments have led to the improvement of educational infrastructure, such as building school classrooms, providing scholarships, and supporting teacher salaries through parent-teacher associations.

School Dropouts and Educational Discontinuity

While remittances improve material conditions, the absence of a parent, especially the father, often results in emotional insecurity and psychological stress among children. This can manifest in reduced motivation for studies, behavioural problems, and even school dropout in extreme cases. Children may experience a sense of abandonment, which affects their self-esteem and performance. Studies from Kerala and Bihar report that some children, particularly boys, develop disciplinary issues due to a lack of paternal supervision.

Gender Disparity

Migration often exacerbates gender disparities in education. In patriarchal regions, families may

prioritise boys' education or migration preparation over girls' schooling. Daughters are often expected to assume household responsibilities in the father's absence, compromising their educational opportunities. Some evidence from Uttar Pradesh and Bihar suggests that the care deficit disproportionately harms girls' education compared to boys. Research reveals that the impact of migration on children's education is gendered. Boys may receive more educational investment than girls due to prevailing patriarchal norms, but the absence of a father can also result in boys dropping out to assume adult responsibilities.

Parental Absence and Weak Supervision

Despite financial improvements, the physical absence of one or both parents—especially the father—has emotional and educational consequences. In many migrant households, mothers or grandparents assume the role of caregivers. However, they may not have the educational background, time, or authority to adequately supervise children's schooling. In some cases, mothers are also migrants, and children are left with relatives, further weakening support for education (Nair, 2022). Ahmad (2024) highlighted that inadequate supervision negatively impacts children's education. These children are often encouraged to migrate to earn money over higher education.

Regional Variation in Impact

The effects of migration on children's education are not uniform across India. Migration has largely enhanced educational outcomes in Kerala. In contrast, in parts of Uttar Pradesh and Bihar, where educational infrastructure is poor and social norms devalue schooling, migration has had mixed or even negative effects, particularly for girls. The social and institutional context plays a critical role in shaping how remittances and parental absence interact to affect education (Kumar, 2021).

Policy Implications

Government Schemes like India's Pravasi Bharatiya Bima Yojana (Overseas Indian Workers' Insurance) provides some educational support, but implementation remains weak (Ministry of External Affairs, 2023). Governmental and community support mechanisms can mediate the impact of migration. For instance, some state governments in India have introduced schemes to support the children of migrants. Nair (1999) emphasised the

need for policy intervention to support "left-behind" children through counseling, academic support, and social services. IOM (2018) recommended localised education programs and family support systems to mitigate the negative effects of migration on children. Given the significant role of migration in shaping children's education, policy interventions are needed to maximise benefits and mitigate harms.

Parental Education Programs

Awareness campaigns encouraging migrant families to prioritise educational investments over status consumption. Mothers and guardians should be trained and empowered to supervise and support children's education effectively through establishing mentoring programs and they should be assured that girls have equal opportunities and that household burdens are reduced through subsidised childcare and household services. There should be improved public education by strengthening the quality of public schools in migrant-sending regions to make education accessible and effective for all.

Conclusion

Gulf migration has both empowering and detrimental effects on children's education in India. On one hand, remittances enhance household income, improve access to better schooling, reduce child labor, and raise educational aspirations. On the other hand, parental absence is creating emotional stress, weakening supervision, and exacerbating gender inequalities, sometimes undermining educational outcomes. The net impact of migration depends on the socio-economic context, household priorities, and institutional support available to families. Policymakers must recognise these dynamics and craft targeted interventions to ensure that migration translates into long-term human capital development through education. By doing so, the benefits of migration can be harnessed more equitably and sustainably, fostering not just better livelihoods but brighter futures at home.

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Quality and Safety Challenges in Recycled Cooking Oil in India: Risks, Legal Framework and Mitigation Strategies

Tanishaka*, Vinita Sharma** and Nitin Sonkar***

The recurrent use of cooking oil, particularly in the informal food sector and domestic settings in India, constitutes a significant but underregulated public health concern. Recycled Cooking Oil (RCO) undergoes complex physicochemical and microbial transformations during repeated heating, leading to the accumulation of toxic compounds such as aldehydes, trans fats, acrylamide, and Polycyclic Aromatic Hydrocarbons (PAHs). These substances are associated with a heightened risk of chronic diseases including cancer, cardiovascular disorders, and neurodegenerative conditions. This review provides a comprehensive assessment of the quality and safety challenges posed by RCO, elucidating the degradation pathways, health risks, and extent of microbial contamination. It further examines the existing legal frameworks, particularly the Food Safety and Standards Authority of India's RUCO initiative, and evaluates the effectiveness of current monitoring and detection strategies, from advanced spectroscopic tools to accessible household indicators. The paper underscores the critical need for integrated policy interventions, enhanced consumer education, and sustainable valorisation of used cooking oil into biodiesel and oleochemicals. Bridging scientific evidence with practical solutions, this review advocates for a multi-stakeholder approach to mitigate risks and promote safe, circular use of edible oils in India's rapidly evolving food landscape. (Abstract)

Introduction

Cooking oil is a common ingredient in bustling kitchens all over India, from sophisticated dining

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establishments to street-side vendors. The frequent usage of this oil is referred to as recycled cooking oil (RCO). Although it may seem cost effective, reusing oil has serious health hazards since it can produce toxic chemicals when heated repeatedly. According to a report in *India Times* 2022, about 60% of spent cooking oil in India reenters the food chain, frequently without the necessary treatment or monitoring. Customers are exposed to deteriorated oils through this common technique which may have negative health effects. The Food Safety and Standards Authority of India (FSSAI) has taken action to control the usage of RCO after realizing the seriousness of the situation. The FSSAI started the Repurposed Used Cooking Oil (RUCO) program to further prevent RCO abuse. This aims to support environmental sustainability and public health; the program seeks to divert used oil from the food industry to biodiesel production.

States like Kerala, have been taking a proactive approach by enforcing severe penalties of up to 1 lakh rupees on establishments that reuse cooking oil beyond permissible limits to support the problem. This article will explore the multifaceted challenges associated with RCO, including its sources, chemical transformations, health implications, regulatory frameworks, detection methods, sustainable practices, and the role of consumer awareness in ensuring food safety (FSSAI, 2018) .

Cooking Oil Recycling in India: An Overview

India stands as one of the world's largest consumers of edible oil, with annual consumption reaching approximately 25-26 million metric tonnes (MMT). However, domestic production meets only about 11 MMT, fulfilling roughly 40% of the country's needs, while the remaining 60% is met through imports, according to *Business Standards*, 2024. Alongside rising consumption, the generation of used cooking oil (UCO) has also surged, with India producing around 3.4 million tonnes of UCO each year. Report from *Edible Oil Export from India Statistics*, 2024 reveals, India

shipped 7,070 consignments of edible oils between March 2023 and February 2024, a 115% increase from previous years, though edible oil exports still represent only a small share of total production. With the edible oil market continuing to expand, improving UCO collection systems, tightening regulatory enforcement, and promoting sustainable recycling practices are critical for safeguarding public health and supporting India's renewable energy goals.

Common Sources and Methods of Recycling Cooking Oil

One of the main causes of UCO generation in India is the country's expanding food processing industry. The industry uses enormous amounts of frying oil due to the growing demand for fried and packaged meals, which results in significant UCO production. The burgeoning food processing sector and rising awareness of sustainable practices are expected to propel the India used cooking oil market, which reached 3.4 million tons in 2024, and will rise to 4.4 million tons by 2033. Another significant source of UCO is the hotels, restaurants and catering sector. India's food service market, approximately valued at USD 50.99 billion in 2024 is projected to grow at Compound Annual Growth Rate of 10.33% shows the usage and import of cooking oil. As a result, calling for an effective system for collection and recycling. Even though they individually contribute less, domestic kitchens as a whole account for a sizable portion of UCO. The problem is that household generated UCO is not well organized and collected, which may result in inappropriate disposal practices that are harmful to the environment. India's thriving street food culture, though delicious to the tongue, frequently involves repeated use of cooking oil. Due to their lack of resources and understanding, many small scale merchants tend to reuse this fried oil, resulting in its lower quality and possessing health hazards. With this large quantity of production, the methods for recycling used cooking oil are necessary. In 2023, over 70,000 metric tons of UCO were utilized in India to produce biodiesel; by 2024 it increased up to 125,000 metric tons. The RUCO program makes it easier to collect and turn UCO into biodiesel by transesterification, preventing it from re-entering the food chain. In addition to gasoline, UCO is a useful raw material for the oleochemical sector. It is used in

the manufacturing of lubricants, detergents, soaps and other chemicals. This encourages a circular economy by lowering the need for raw materials and offering a way to use waste. In some places, processed UCO is added to animal feed. To protect the health and safety of animals, this method calls for strict quality control procedures untreated UCO may include dangerous substances that could endanger the health of animals. Recent studies demonstrate UCO's potential for bio-lubricant synthesis. These eco-friendly lubricants provide a sustainable substitute for petroleum-based lubricants and can be applied to a wide range of industrial applications. By 2032, the world wide bio-lubricants market is expected to have grown from its 2023 valuation of USD 3.26 billion to USD 4.90 billion. UCO frequently goes through purifying procedures before it may be used again. A popular technique for removing contaminants and food particles from oil is centrifugation. The recycled oil's quality is improved by this procedure, enabling it to be used in more applications (Observer Research Foundation et al., 2022).

Chemical and Physical Changes in Recycled Cooking Oil

Cooking oil experiences a number of chemical directions that degrade the quality of repeated heating: triglycerides are broken down into free fatty acids (FFAs) by the process of hydrolysis, which raises the acidity of the oil and produces unpleasant flavours. When oils are exposed to oxygen particularly at high temperatures, they undergo oxidation, forming peroxides and aldehydes which are substances known to be hazardous and possibly carcinogenic. Fatty acids bind at high temperatures to form polymers during polymerisation, which raise the viscosity of the oil and leave behind a sticky residue. As food particles build up and new chemicals are created during breakdown, the oil becomes darker, and as the temperature at which oil starts to smoke drops, there is a greater chance that toxic substances will be released while cooking (Bansal et al., 2010).

Degradation of Nutritional and Sensory Properties





Economically tempting RCO transforms the oil's character not just on a minor level but into potentially harmful substances. Repeated heating and frying reduce the nutritional quality of oils,

fat-soluble compounds like tocopherol (vitamin E) and polyunsaturated fatty acids (PUFAs) degrade rapidly upon exposure. For instance, extra-virgin olive oil, when heated to 338°F (170°C), can lose up to 75% of its antioxidants, which ordinarily helps protect cells from oxidative stress. According to studies by Andrikopoulos et al., 2002, heating vegetable oils for 6 hours at 180°C increased the amount of lipid peroxidation products. Similar to this, heating oils above their smoke point changes there, smoke point changes their fatty acid composition, frequently leading to an increase in saturated and trans fats, both of which are cardiovascular risks. As oil degrades, its smoke point lowers, leading to increased smoke production. Decline in sensory qualities also occurs: colour darkening brought on by maillard reactions, viscous texture brought by polymerisation, rancid odor and off flavours caused by oxidation and volatile aldehydes such as acrolein and hexanal (Olatunde et al., 2018).

Formation of Harmful Compounds during Reuse

A number of dangerous chemicals are created as frying oil degrades: aldehydes, harmful substances produced during oxidation, have been connected to a number of illnesses, including cancer; trans fats, linked to an elevated risk of heart disease, can be produced by repeated heating; free radicals, unstable molecules which cause oxidative stress resulting in chronic illnesses and inflammation. Reused oil produces polycyclic aromatic hydrocarbons (PAHs), and acrylamide as well, which are mutagenic and potentially carcinogenic.

Fig. 1: Harmful Compounds Formed during Oil Reuse

COMPOUND	SOURCE/FORMATION	HEALTH IMPACT
 Aldehydes	Formed via oxidation of unsaturated fatty acids	Cytotoxicity: promoting stress, DNA damage, and inflammation
 Acrylamide	Produced when starchy foods are fried in reused oil	Neurotoxic and a potential human carcinogen (Group 2A, IARC)
 Trans Fatty Acids	Generated by pyrolysis and incomplete combustion at high frying temperatures	Gastrointestinal and lung cancers Gastrointestine
 Total Polar Compounds (TPCs)	Result of isomerization of c/s-unsaturated fats under heat	Indicators of oil degradation linked to liver vascular damage

The buildup of these substances emphasizes how crucial effective oil management is to protecting public health (Hamdy *et al.*, 2011).

Health Risks Associated with Recycled Cooking Oil

The implications for public health are increasingly being recognized by global authorities, including the Indian Council of Medical Research (ICMR), which has issued strong warnings against the repeated use of cooking oil in households and food businesses alike. Aldehydes formed during frying can induce DNA damage, elevating the risk of cancer. A study published in *Discover Sustainability* (2025) found that oils reused for frying can show up to 8-fold increases in peroxide values and 2.5 times higher levels of trans fats, both linked with chronic diseases. Oxidized fats and trans fatty acids formed in UCO are known contributors to dyslipidemia and atherosclerosis. According to a review by Yamashima *et al.*, (2020), the presence of 4-hydroxynonenal, a lipid peroxidation product in reheated oil, has been implicated in the progression of lifestyle diseases such as hypertension and ischemic heart disease. Exposure to oxidized oils affects intestinal epithelial cells, triggering inflammation and apoptosis, which may aggravate conditions like Inflammatory Bowel Disease (IBD). Emerging data indicate that repeated oil degradation products like acrolein and hydroxynonenal can cross the blood-brain barrier, contributing to neurodegenerative disorders such as Alzheimer's and Parkinson's disease. Oxidative stress in neuronal cells leads to impaired synaptic signaling and memory loss over time. Acrylamide and PAHs have been shown to disrupt hormonal balance and reduce reproductive potential. Studies in rodents have linked these compounds to altered estrogen signaling and reduced sperm viability, raising concerns about their endocrine-disrupting effects in humans (Li et al., 2022).

Microbial Contamination as Food Safety Concern

Microbial contamination of reused cooking oil in India is emerging, especially in the unregulated food sectors like street vendors and small eateries. Oils that are not properly filtered, stored or reused beyond recommended limits can harbor microorganisms such as *Bacillus subtilis*, *Candida tropicalis*, and even *Aspergillus*

species. A study conducted in Varanasi found bacterial contamination in used frying oils from local vendors, with isolates of *Bacillus* and *Pseudomonas* detected due to repeated use and lack of proper storage. Similarly, research in Tamil Nadu identified fungal growth in coconut and groundnut oils reused for more than three frying cycles, particularly *Aspergillus flavus*, which is known for producing aflatoxins under moist, warm conditions. Remaining food particles and water residues serve as growth media for these microorganisms, which flourish in oil kept at room temperature in open or reusable containers. Their presence poses serious health problems, such as food poisoning, liver stress, and long-term carcinogenicity, in addition to altering the organoleptic qualities of oil, such as its odour, clarity, and taste (Ramesh, et al., 2021).

Legal Frameworks: Regulatory Standards and Quality Control

According to a study by Rahman et al., 2023, around 50% of Indian families do not store oil in airtight containers, and more than 60% reuse oil repeatedly without filtering. Over time, these minor mistakes that are made every day might develop into long-term health risks. Families can significantly lower their exposure to dangerous substances by implementing wiser home practices without the need for costly equipment or specialized labs. Cooking oil containing more than 25% Total Polar Compounds (TPC) should not be recycled or combined with new oil, according to a crucial recommendation. With every heating cycle, TPC levels increase, signifying the oil's deterioration and possible toxicity.

Detection Methods for Adulteration and Degradation

Ensuring the authenticity and safety of edible

Fig. 2: FSSAI Guidelines on Handling and Disposal of Used Cooking Oil

HEALTH RISKS
Use increased oil increases levels of Total Polar Compounds (TPC), trans fats, and harmful toxins linked to heart disease, Alzheimer's, and liver damage

REUSE LIMIT
Limit oil reuse to no more than three times. Ideally, oil should only be

TPC THRESHOLD
Oil with TPC $\geq 25\%$ is unfit for human consumption

SIGNS OF OIL DETERIORATION
Blue-grey smoke • Rancid odor
Foaming • Dark color or increased viscosity

DISPOSAL INSTRUCTIONS
Do not pour drains or sewers, offer it to authorized UCO aggregators

GUIDELINES FOR LARGE FBOs
Maintain records of UCO generation
Partner with licensed UCO collectors

HOUSEHOLD RECOMMENDATIONS

oils necessitates robust detection methods to identify adulteration and degradation. Advances in analytical techniques have enhanced the ability to detect even minute adulterations, safeguarding public health and maintaining quality standards. Gas Chromatography (GC) and High-Performance Liquid Chromatography (HPLC) are pivotal in identifying adulterants by analysing the fatty acid composition of oils. These methods can detect specific adulterants and quantify their concentrations, providing precise assessments of oil purity. Coupled Techniques: Combining GC or HPLC with Mass Spectrometry (MS) enhances detection capabilities, allowing for the

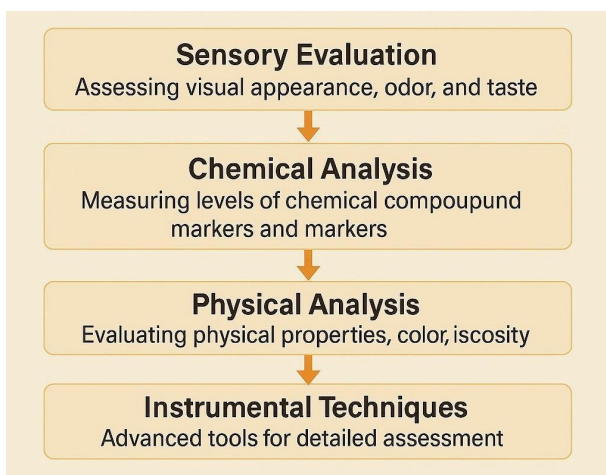
Table 1: Contamination Caused by Microorganism in Oils

Microorganisms	Oils Commonly Affected	Source	Changes Caused
<i>Pseudomonas aeruginosa</i>	Groundnut oil, soybean oil	Contaminated equipment, water residues	Rancid/soapy odor, increase in peroxide value
<i>Bacillus subtilis</i>	Palm oil, mustard oil	Airborne spores, poor storage	Emulsification, turbidity, and increased viscosity
<i>Aspergillus flavus</i>	Groundnut oil, coconut oil	Moist conditions, organic debris	Aflatoxin production, musty smell, sediment formation
<i>Candida tropicalis</i>	Sunflower oil, soybean oil	Contaminated surfaces in industrial fryers	Cloudiness, foaming, off-flavours

identification of complex adulterant profiles and providing comprehensive molecular information. Spectroscopic Methods: Fourier Transform Infrared Spectroscopy, a rapid, non-destructive technique that identifies functional groups in oil molecules, making it effective for detecting adulteration and monitoring degradation. Near-Infrared (NIR) and Mid-Infrared (MIR) Spectroscopy, offer quick analysis with minimal sample preparation, suitable for routine quality control in industrial settings. Raman spectroscopy provides molecular fingerprints of oils, enabling the detection of adulterants through vibrational energy shifts. Natural fluorescence of certain oil components allows the identification of adulteration based on fluorescence intensity changes. NMR spectroscopy offers detailed insights into the molecular structure of oils, facilitating the detection of adulterants and the assessment of oil quality. Its high reproducibility and minimal sample preparation make it a valuable tool in authenticity studies. E-nose devices mimic human olfactory systems to detect volatile compounds in oils. They are effective in identifying spoilage and adulteration by analysing odour profiles, providing rapid and non-invasive assessments. Integrating analytical data with machine learning algorithms enhances the detection of adulteration. Techniques such as Principal Component Analysis (PCA) and Partial Least Squares Discriminant Analysis (PLS-DA) improve classification accuracy and enable the prediction of adulterant types and concentrations (Roy & Yadav, 2021).

The detection of adulteration and degradation in edible oils is essential not only in industrial

Fig. 3: Detection Methods for Degraded Oil



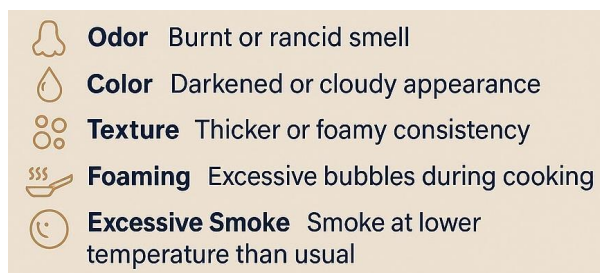
settings but also at household level, since oil reuse is frequent. While the above-mentioned methods are a gold standard for analysis, they are neither practical nor accessible for most customers. Nonetheless, several useful and sensory-based techniques can enable households to make knowledgeable judgments on the safety of oil. Odour: oxidative spoiling is indicated by a harsh and rancid smell. Colour: degradation brought on by the buildup of food particles and polar compounds is indicated by darkening and cloudiness. Foaming: too much foaming during frying is indication of TPC and oil degradation. Texture: triglyceride polymerisation is indicated by a sticky or thicker consistency. Excessive smoke: oil is deteriorated if it starts to smoke at lower temperatures than usual, and should not be used further. FSSAI endorses these observations as practical, first-line indicators of oil spoilage at home kitchens (FSSAI, 2018). In many areas, it is common practice to mix edible oils with less expensive or inedible oils. Even while sophisticated laboratory tests yield conclusive results, a few simple at-home techniques can be used as preliminary screening tools:

Refrigeration Test (for mustard oil): While adulterated oil stays fully liquid under refrigeration, pure mustard oil tends to semi-solidify. Floating Paper Test: Pure coconut oil burns cleanly when it absorbs into paper and is ignited. The presence of contaminants frequently results in dark smoke or sputtering. Saponification Test: Although more complicated, this method can be used to identify non-edible oils like castor or paraffin by mixing oil with alcohol and hydrochloric acid (with the right safety precautions).

Sustainable and Safe Practices

Adopting thoughtful practices based on both cleanliness and nutritional knowledge is crucial to ensuring the safe and sustainable use of

Fig. 4: Sensory Detection of Oil Degradation



cooking oil in the home. To ensure authenticity and regulatory compliance, consumers should make it a priority to buy oils from reliable companies and check for FSSAI licence numbers on packaging. Because of the significant danger of adulteration and inadequate quality control, loose or unlabelled oils, which are frequently obtained in local markets or supplied by unapproved vendors should be avoided. Rotating between oils like mustard, sunflower, and rice bran is advised for households to improve nutritional diversity and lessen the chemical load caused by extended exposure to a single oil type. Reused oil needs to be treated carefully, if its quality is in question, it is safer to throw it away rather than run the risk of long-term health effects. Oil should be carefully strained after every use to get rid of any remaining food particles that hasten deterioration. After that, it needs to be kept dry, clean, and sealed in a container that is protected from light and heat to prevent oxidation. In order to keep track of the number of reuses and avoid unintentional misuse, containers should be labelled with the date of first use. It is crucial to remember that mixing spent oil with new oil contaminates the latter and lowers its quality. Cooking oil should never be reused more than two or three times, according to the ICMR and FSSAI recommendations (Kumar, et al., 2025).

Awareness among Masses

Low consumer awareness remains a chronic concern in the shadow of sustainability and innovation. Most households and small food sellers are still ignorant of the toxicological consequences of reusing cooking oil, which range from metabolic problems to carcinogenicity. There is a dangerously large gap between science and the real world. Oil is recycled for five to seven frying cycles in many areas, particularly in the unorganised sector, which

Fig. 5: Best Practices for Preventing Adulteration and Degradation

Strain oil after each use
Store in an airtight container
Label reused oil with usage history
Limit reuse to 2 or 3 cycles
Buy packaged oil from reputable sources

is far more than what is advised for safety. Surveys undertaken in India and Southeast Asia suggest that over 65% of small-scale vendors and 45% of families reuse the oil without knowing the related health hazards (FSSAI, 2018). In areas where RUCO campaigns were conducted, awareness climbed by 40% and food vendors' compliance increased by 32% in just one year, demonstrating the effectiveness of educational initiatives (FSSAI, 2020). Only 18% of Indian families were aware of the FSSAI's standards for UCO reuse, despite 72% of them reporting that they stored spent oil for future use. To enhance consumer awareness on the safe use of cooking oil, efforts must extend beyond traditional campaigns. Strategies such as incorporating "Best Before Frying" labels and QR codes on oil packaging, engaging shopkeepers in awareness, and using social media micro-content in local languages can foster daily vigilance. Educational integration in schools, partnerships with women's self-help groups and community health workers, and religious or cultural event-based messaging can deepen outreach. Additionally, expanding features in FSSAI's mobile app for reporting, alerts, and oil reuse calculators, along with localised collection points and incentives like "RUCO-certified kitchen" badges, can bridge the gap between regulation and real-life behavior, particularly in informal and rural sectors.

Conclusion and Future Perspectives

Recycled cooking oil (RCO) remains a double-edged sword, while it presents opportunities for sustainability through biodiesel and oleochemical production, its unregulated use and frequent recycling in food systems pose serious threats to public health. Most of us rarely give used cooking oil thought, whether it's leftover oil from frying pakoras or the sizzling batches used roadside. However, the repeated usage of that same oil gradually transforms into something hazardous for the environment as well as our health. This article has looked closely at how reused oil breaks down, the harmful substances it can form, and how little we often know about the risks involved. The good news, India has already started moving in the right direction. With initiatives like FSSAI's RUCO program, we're seeing efforts to collect and recycle used oil into biodiesel, while also trying to limit how many times oil is reused in the kitchen. However, there is still a long way to go, the current

problem is to ensure that this awareness spreads to all settings, including small street sellers, home kitchens and big restaurants. In the future, the need to focus more on affordable oil testing tools, simple education campaigns in local languages, and even mobile apps that may instruct users on when and how to reuse oil safely. Making this part of broader sustainability and waste management policies, especially as India pushes towards green energy. With better teamwork between health authorities, food businesses, and everyday citizens, India can not only make its food safer but also turn a hidden health risk into a valuable resource for clean energy and a healthier future.

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Accelerating an English Teaching Career

Dhanappa Makanna Metri* and Reddi Shekhar Reddy Gudisa**

General English teaching at all the levels of education in India is entrusted with the Arts faculty graduates, post graduates specialized in English Language and Literature studies with the essential diploma or degree and entrance tests. The subject is taught and the outcomes are measured through the traditional techniques of marks and grades. Since the National Education Policy 2020 stresses on the Outcome Based Education, examination performance based English learning is fast losing its grip. Technology integration in the form of Artificial Intelligence is redefining the ways of acquiring English language competency and the role of English educators. However, continuing with the age-old practice of English teaching and learning in majority of the cases is making learners ill-equipped and educators redundant. This transitional phase is a challenge for every English educator and it demands acceleration of their professional proficiency.

A simple introspective question, are my students acquiring the expected Listening, Speaking, Reading and Writing skills or the Course Objectives of a paper of the language of opportunities is sufficient to frustrate any sensitive English educator. An unproductive professional outcome will put the educator on a defensive mode with a number of excuses like; changed student mentality, their addiction to mobile, private classes, overburdened non-academic responsibilities to teachers, continuously changing policies, interference of Artificial Intelligence etc. The blames may vary geographically, culturally and institutionally. Amidst the blame game, it seems that the field is slipping away from the hands of the formal learning systems. This article is a meditation of the authors on strengthening the morale of the English educators to prepare them to maintain their professional fitness to justify their changed role.

Career Proficiency Test: The educators aspiring to match themselves with the present professional expectations need to answer the following questions:

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- Am I adequately equipped to carry out my profession?
- Are my students attaining the expected course objectives?
- Am I curious about the newly introduced texts and courses?
- Do I practice my self- evaluation?
- Am I happy with my profession?
- Am I professionally organized?
- Do I make need based innovations in teaching?
- Have I made any contribution to English learning beyond my class?
- Have I made any contribution to my subject content?
- Do I pay attention to feedback on my teaching?
- Do I visit to the library regularly and recommend books to enrich it?
- Do I generate interest in learning English?
- Have I any publications to my credit?
- Do I share my innovations with my colleagues?
- Have I been invited as an expert?
- Am I an active member of my subject professional Associations?
- Do I experience autonomy in my job?
- Do I enrich myself with the English texts from different curricula?
- Have I made any innovation with the help of technology?
- Do I judiciously leverage Artificial Intelligence in my job?

A Career Conscious Educator

A career conscious teacher in English is clear with a couple of concepts; self-actualization through teaching profession, National Policy of language teaching, institutional vision and mission, role of English in the capacity building of his learners and his higher contribution in nation building. He is aware of his own professional essentials like spirit of English language and its beauty. He equips his learners with all language learning tools. He practices suitable innovative pedagogical

and evaluation practices with empathy. English teaching is his career not his job. He nurtures interest in different curriculum designs and their effective implementation. He is aware of different courses, their outcomes, pedagogical practices and the innovative evaluation techniques. He is capable to design the syllabus and create content. This productive English educator is an enthusiast to study the newly introduced courses and gives his feedback. He is able to understand his learners and their needs to equip them with the need based tools. He is very much familiar with the new trends in English language teaching and the technological integration. He blends all formal informal and non-formal ways of English learning.

Developing an interest in English learning is his career objective. He facilitates his learners with real life connections rather than getting busy into covering his allotted syllabus. His learners are creative and critical thinkers rather than the best performers in the exams. He takes student-centric English learning beyond the classroom and exposes them to co curricular and extracurricular activities to give a practical touch to his English teaching. A professionally fit teacher rejoices at the outcome of his honest efforts. He leaves no stone unturned to put his empowered learners on the path of successful English language learning. His innovations in teaching and testing are in addition to the fixed patterns. He runs extra miles to achieve his professional pleasure. He shares his successful experiments with his colleagues and fellow faculties through his publications. He is an indispensable asset of his institution contributing to its reputation. He is also a positive feature to his subject and profession. Totally, he is a tech-savvy, continuously growing, student-centric and a collaborative spirit.

Career Acceleration Strategy

Individual SWOT Analysis: To build professionally selfanalysis of the educators is essential through the simple analysis given below:

Strengths

As an English educator, one may have several strengths like deep subject knowledge, mastery in grammar, well-read, effective in communication and creativity etc. It is always beneficial to further strengthen the strengths one already has and add a many more. Sometimes educators may be unaware of their strengths, but they are mentioned by the honest colleagues, students,

parents and the institutional head. However, one's gut feelings should be considered final.

Weaknesses

Educators may have weaknesses from the subject knowledge to one's own mentality. No one is perfect is a common pretext that makes them to compromise. As mentioned above the feedback from the above stakeholders is sufficient to fix the weaknesses. However, it needs guts to accept them. Overcoming those weaknesses is very important to build the educators professionally.

Opportunities

There is no scarcity of opportunities in the present world full of varieties. Blessed are the teachers today with Technological tools that can build them professionally. Being a part of English educators' network or having mentor can definitely build them as per their aspirations. Maximizing the opportunities is the responsibility of the educator to insulate from the threats.

Threats

It needs no research to predict the threat of artificial Intelligences which is looming large to replace the educators. It will further expose the weaknesses. It is high time the English educators are insulated with skills and creativity of its application.

Strengthening the strengths, overcoming the weaknesses, creating the opportunities out of the strengths and facing the threats is the best route for the educators today.

Being Empathetic

Empathy keeps the educators professionally fit with a lot of positivity. Paying attention to students' thoughts, feelings, focusing on their strengths and giving space to express help the educator build the trust. It results into the academic growth of the students. Showing interest in the learners and being flexible develops a good rapport between students and educators.

Developing Adaptability

An English educator needs to be flexible to adapt to the changing curriculum, pedagogical and assessment practices. Adapting to the new technologies is significant. Not accepting or accepting unwillingly the institutional and government policies becomes a hurdle in the proficiency development. Educators come across

students from diverse background every year. Unless the educator has an attitude to adapt, he will find the responsibilities, his burdens.

Practicing Inclusivity

Indian English classes are full of diversity based on educational, intellectual, cultural, social and financial background. A professionally fit educator is a responsible educator considering the diverse background. He creates the inclusive environment equipments and practices differentiated instruction to meet the diverse learning requirements. He is empathetic at his core.

Lifelong learning

Getting a degree then a teaching diploma and continuing teaching testing with traditional style lifelong is no more working today. Every career is fast changing and the life needs lifelong learning to update continuously. English language career is gifted with online courses by national and international platforms like SWAYAM, Coursera, edx and future learn. The webinars organized by TESOL, British council and the IATEFL are very useful in updating the educators. Attending the local to global level conventions can empower and update the educators.

Innovative

To make learning immersed, exciting and relevant is the need of the hour. Making the learning personalized, including the real-life contexts, using different apps, creative projects and flexible assessments are indispensable. An English educator aspiring to harvest the professional pleasure knows his learners, their learning tools, interest in learning the language. He innovates and experiments under the professional commitment.

Organized

He should be a teacher planning lessons, activities, and materials well in advance with definite learning objectives and outcomes. Secondly, he should be using the tech tools to create materials like quizzes and presentations. Regular formative assessments and the solutions on the challenges make the educators well-organized.

Micro-credential Earning

Micro-credentials are valued most by the employers today and the smart job seekers are

meticulously earning them. There is a lot of demand for the Micro-Credentials from the job market today. It is always beneficial for the English educators who are looking for boosting their skills and career prospects. To up-skill themselves in the application of technology or using the AI tools or specialize in teaching English for Specific Purposes, the Micro-Credentials are very instrumental. There are certificate programs, short courses in using technology, curriculum design, and assessment etc by TESOL and the other associations

Staying Professionally Connected

There is a lot of scope for network of English educators from the local to international associations. ELTAI- English Language teachers' Association of India is one such platform preparing the English educators with its regular National and International academic meets. They foster the professional development, collaboration and innovation among the educators. Webinars organized by its chapters are equally useful to the teachers aspiring to build themselves professionally. IATEFL- (International Association of teachers of English as a Foreign Language) from UK organizes International conferences, publishes blogs, magazine and a journal. The blogs published from this International platform are very instrumental to share the ELT practices. RELO- (Regional English language office) under the American Embassy in India promotes English Language Teaching, teacher training, resource distribution and online courses. Their English teaching materials, books and digital resources are super. British Council India and TESOL- (Teaching English to speakers of other Languages) are the platforms that bring together and build the English educators.

Exposed to ELT Journals

To be super fit and fully updated English educator, one should be acquainted with the ELT journals. There is a plethora of local to the International journals with applied research papers instrumental to empower the educator to any responsibility in the field of English language teaching. Following is the list of some useful journals; *The Journal of English Language Teaching*, IATEFL, publishes *Voices magazine* and *ELT journal* by Oxford University press. *The TESOL Quarterly* is one more internationally acclaimed journal. In addition to the above a number of reputed journals are published by

different Institutes and Associations within and outside India.

Judicious Leveraging of the Artificial Intelligence

Blessed are the English educators with technological professional partner. The AI can enrich the syllabus, plan the lesson plan, provide the teaching tools, and set questions, assess answers, analyze the results and communicate the outcomes to the guardians and the authorities. It can be used in all research activities and publications. The AI magic is ready to amplify student learning with different tools in their preparation of the power point presentations and research projects. The wonder tool saves a lot of time and hard work so the time can be used on innovations to make learning effective.

Avoiding the over-reliance on technology is a smart step by the educators. It should not kill their creativity; diminish personal connection and

empathy that is the source of student motivation and engagement. Essential skills of critical thinking of learners and the autonomy of the educators should not be affected. He should bring the limitations of the Artificial Intelligence to the notice of his learners.

Conclusion

English teaching is fast evolving with the technological integration like Post human Pedagogy. English educators also should accelerate their teaching career to match the changes. The acceleration will make them passionate and enhance their engaged performance. It will bring essential professional pleasure with the effective innovations. Otherwise, the inefficient educators will be replaced by the proficient. Under the self-directed professional development, the proficient educators can accelerate their career! □

(contd. from pg. 7)

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Cultivating Success: From Education to Innovation

Ashutosh Sharma, Padma Shree, Formerly Secretary, Government of India and President, Indian National Science Academy and Institute, New Delhi. Currently, Chair Professor, Indian Institute of Technology Kanpur, Uttar Pradesh delivered the Convocation Address at the 13th Convocation Ceremony at the Indian Institute of Science Education and Research, Mohali on June 19, 2024. He said, “*Don’t confuse success with excellence. Both successes and failures are transitory. It is our sensitivity to the little joys and sorrows of the world around us that makes our lives have any meaning at all.*” Excerpts

Friends, I am delighted at the opportunity to address this gathering of bright young minds in the annual convocation of IISER Mohali- an Institute of visibility and excellence. I have had the pleasure of association with it rather early as a member of its first BoG. I have counted among its faculty some of my mentors, friends and colleagues and have marvelled at their commitment and deep minds.

All of you graduating today make your institute, your professors, your family and friends, and indeed your country, hugely proud of you. Some of you have received well-earned medals and prizes. But remember, no matter what your CPI (Cumulative Performance Index) has been, each one of you will contribute strongly to your profession, society and the nation. And no matter if you got a prize or not, you will always be the shining star in our hearts.

If there is one life’s lesson above all that I would like to share with the graduates today, it is this: while our decisions and failures are our own, we must never make the cardinal mistake of thinking of ‘our’ successes to be entirely our own! Today is a good occasion to acknowledge this fact. Let’s remember our sincere gratitude to our society, family, coworkers, teachers and friends for our blessings. For if we don’t know how to thank properly, our debts remain forever.

I am happy to learn that the institute with over a hundred committed faculty in its 6 degree-granting departments is consistently producing top quality research, publications and students, with many going abroad but some also returning to take up faculty or scientific positions in the country. This fulfils the main purpose of setting up IISERs to have quality scientific human resources working for our society.

IISER Mohali will soon transcend its teen-

years. It may be a good time to plan for stronger connects with society in various ways, both locally and nationally, to bring ever greater recognition and impact. One of the ways often ignored is stronger outreach through effective communication.

As a chemical engineer-scientist, I understand that the role of science in an increasingly fragmented, digital society is growing rapidly. IISERs can be perfect examples of technological growth through basic sciences. For example, green hydrogen production by water splitting, the use of AI in scientific research, sustainability solutions, etc. What is needed is to cultivate the highest quality, profoundness and leadership in basic research; and to inject relevance, direction and connect to the outside in applied research.

Translational research and entrepreneurship have steadfastly been on the rise in India. The strong teaching and research components of the institute can seed our students with the ideas and the confidence to pursue innovation and entrepreneurship. The NIDHI program of the DST and AIM of NITI Ayog and others are playing a catalytic role in supporting the entire chain of innovation from the pre-incubation to the market stage. It has never been a better time for science-fueled startups. Admittedly, for such to happen, faculty also have to create a cultural, behavioural foundation and space which encourages the students with appropriate personality and potential, and not prepare them necessarily only for academic careers.

Friends, let us quickly look at the bigger picture of life beyond graduation as you step into the world out there.

The role of higher education is not only to cultivate intellect, but also to ignite the imagination, creativity, passion and risk-taking ability. It has to

create scholars and not just academics; transfer values and not just information; and prepare you for a career and not just a job. You are fortunate to have studied in an institution which provides a broad-based educational experience, making all this possible. The future is being shaped by an unprecedented convergence and integration of materials, machines, biological systems, communication, data, information, computation, decision-making, and autonomous perception and action. In this context, I should quickly point out the next-generation challenges and opportunities. Among the major ones are: Rise of Intelligent Machines, Sustainable and Inclusive Development, including Climate Change, and Globalisation. Addressing these challenges requires balancing data with due diligence, information with intelligence and passion with compassion. And it takes life-long learning. To learn something new, to solve problems, we ought to talk to the people who are unlike us, even at the cost of our psychological comfort. We have to create a balance between competition and cooperation. Even though most of your successes thus far have been in the mode of competition, don't let that fool you into believing in its absolute power.

Ours is an age of information overload. There is an unprecedented amount of data and information available for decision-making. Ninety per cent of the data in the world today has been created in the last two years alone. Our current data generation is over 3 quintillion bytes a day. However, all of these may be of limited value if we do not understand the whole of the knowledge pyramid. The real challenge is to understand, sort and analyse this information to arrive at insights, knowledge and wisdom. This alone allows meaningful synthesis, innovation, discoveries, inventions, planning, decision-making and problem-solving. This alone is the future hope of mankind.

Friends, a development that respects sustainability is an extraordinarily complex issue. We may think that technology is the key. It is certainly an important factor. However, the gains of technology can be easily offset and even surpassed by the rise of greed, mindless consumption and apathy. We know that excellence begets excellence. However, excellence is built not only on formal intelligence measured in exams, but also on

commitment, emotional balance and empathy. If we are committed, the community around us will also excel and prosper, and in turn aid in our quest for a life well lived. You will then smile not only with your purse, which is a small thing, but with your whole being. I thus urge the faculty members of this Institute to impart to the young minds not only technical education, but also the education that teaches one to respect diversity and negotiate and help the fabric of our multicultural society.

Thinking of sustainability, everything should be sustainable. This includes the sustainability of knowledge! Our education and R&D convert some resources into knowledge. Clearly, we need to convert some of the knowledge back into more resources for societal well-being. This is closing the circle of knowledge, which is called innovation. If you should, do become a techno-entrepreneur earlier rather than later, when you have more energy, ideas and fewer social responsibilities. As they say, after you are married, you cannot even change a TV channel! Lose the energy vampires-friends and associates who suck the energy out by their negativity and doomsday scenarios. Connect with the best people who believe in 'we can'.

Friends, ours is an extraordinarily complex and diverse society. The best of global products and technologies may not always address our inclusive and sustainable needs. Creative innovation is the key. There has never been a better time to be a techno-entrepreneur! Be a creator of knowledge, wealth and employment.

Any society calls its best and brightest to lead the charge for the big transformative changes. A nation of some 1.4 billion citizens should have even higher expectations from you, the cream of the nation. There are today unprecedented global stresses and challenges in sustainable economic growth and job creation, but there are also huge opportunities for technology-led transformative changes in sectors such as energy, water, environment, transport, climate, manufacturing, cyber-physical systems, communication, computing and hygiene and health.

The time for incremental fixes is now well past us. Our challenges are huge, clear and present. The window for effective action will not remain open forever. The relentless forces of globalisation,

coupled with the rise of deep technologies and climate concerns, can turn our demographic dividend into a demographic liability. The rise of man-machine and brain-computer interfaces will throw up further huge challenges of technology, ethics and society. It is only a holistic mind that can meet these challenges head-on and turn them into opportunities. I am confident that the young minds here have the confidence, intent, zeal, commitment and capacity to successfully address these challenges.

Friends, we are at the end. Let me quickly run through some things I try to remember and do, although not always with success!

Be curious. Feed well not only the body, but the mind and the heart too. Do visit little cool streams and fields pregnant with mustard seeds. Witness the splendid show of stars on a dark night.

A mind made silent by the understanding of its own insignificance is a fountainhead of holistic insights. Don't confuse success with excellence. Both successes and failures are transitory. It is our sensitivity to the little joys and sorrows of the world around us that makes our lives have any meaning at all.

Friends, we are at the end of our short journey together. Many thanks for the privilege I received to be your co-walker on this beautiful day full of positivity and meaningful memories. The future is now and the next phase of your journey begins. May your path be lit always by the gold of the rising Sun, and framed on all sides by the deep blue of the sky.

I wish you a path with a heart for the journey that you start now. Live long and prosper. □

AIU Publication on

IMPLEMENTING NATIONAL EDUCATION POLICY—2020: A ROADMAP

By

Dr (Ms) Pankaj Mittal & Dr Sistla Rama Devi Pani

'Implementing National Education Policy—2020: A Roadmap' edited by Dr (Ms) Pankaj Mittal and Dr S Rama Devi Pani is a step towards getting to understand the concept of NEP and its rollout expectations from the side of the practitioners of education. It is a collection of essays by some of the greatest thinkers in the field of Indian higher education. Each essay in the book examines one or more of the critical topics and provides solutions and methods to overcome the issues involved in the implementation of NEP—2020. The book generates a corpus of new ideas that are significant for reforming the Indian higher education system to align with the Policy. The book aims to provide a roadmap to the government as well as the universities to gear themselves towards becoming more responsive to the Policy which in turn can secure the present and future demands of higher education. The Book is available at the AIU Website: www.aiu.ac.in

For further details, contact the Editor at E-mail : ramapani.universitynews@gmail.com

CAMPUS NEWS

Seminar on Empowering the Nation's Youth

The One-day Seminar on 'Empowering the Nation's Youth to Live Addiction-free Life' was organised by the Principal K. M. Kundnani College of Pharmacy, Cuffe Parade, Mumbai in collaboration with the Student Council, Department of Lifelong Learning, KMKCP, Mumbai and Hetero Healthcare Ltd., recently. The event aimed to empower the students to live an addiction-free life by providing a deeper understanding of addiction, including the science behind it and how it affects the brain. The event explored the psychology of tobacco dependency and raised awareness about the dangers of tobacco use and its long-term health consequences. The session also offered expert strategies to help individuals quit smoking and tobacco habits, along with free guidance and support resources to assist them throughout their journey. The event began with the introduction of the guests and speakers by Ms Nimarta Gill. The guests were welcomed by presenting floral greetings. The Guest Speaker, Mr Rohann Bokdawala, Psychiatrist, delivered the talk, addressing various forms of addiction prevalent among the youth, such as cigarette smoking, cannabis use, tobacco chewing, and the rapidly growing trend of vaping. He explained how these substances create psychological and physical dependency, their harmful effects on health, and provided guidance on overcoming addiction. Mr Bokdawala elaborated on multiple psychological techniques and therapeutic approaches, including the use of nicotine patches, one of which— a unique 3-day nicotine transdermal patch— is developed by Hetero Healthcare, the only company manufacturing this product. Following his insightful talk, a question-and-answer session was conducted where students actively participated and raised queries regarding toxicity, health hazards, and possible alternatives to smoking.

Adding to the session, Mr Devendra Morajkar, General Manager, Healion Division, also shared his insights on the importance of early intervention and awareness in curbing substance abuse. The Teacher In-Charge, Dr Mrinal Sanaye, further emphasised how crucial it was for pharmacy students to be well informed and actively involved in promoting anti-tobacco initiatives for the betterment of community health. As a token of appreciation, a memento was presented to Mr. Rohann Bokdawala on behalf of K

M K College of Pharmacy by Dr Mrinal Sanaye. The session concluded with a vote of thanks by Ms Nimarta Gill, acknowledging the efforts of the organisers, the speakers, and the audience who contributed to making the event successful.

Virtual Workshop on Enhancing Oral and Written Communication Skills Using e-Technology

A five-day Virtual Workshop on 'Enhancing Oral and Written Communication Skills Using e-Technology' is being jointly organised by the Department of Humanities & Social Sciences and Department of Mechanical Engineering, National Institute of Technology Raipur, Chhattisgarh from March 10-14, 2026. The event aims to provide a comprehensive platform for interaction and training in enhancing the oral and written communication skills through digital applications/methods with ample materials and application orientations with professional academicians, experts from reputed national institutes, academic centres and recruiters and training and placement officials. The event will feature distinguished experts in the field of communication skills, adept at utilising digital technology applications. The Topics of the event are:

- Digital Communication and Collaboration Tools.
- E-Learning and Language Improvement Technologies.
- Soft Skills Development through Digital Media.
- AI and Communication Enhancement.
- Virtual Learning and Digital Literacy.
- Innovation and Entrepreneurship Communication.

For further details, contact Convenor, Dr. Anoop Kumar Tiwari, Associate Professor, Department of Humanities & Social Sciences, National Institute of Technology Raipur-492 010 (Chhattisgarh). Contact on: 091312 01185/ 0891 937 5175 / 093028 37666, E-mail: etechnitraipur@gmail.com. For updates, log on to: www.nitr.ac.in

Faculty Development Programme

A five-week Faculty Development Programme is being organised by the Indian Institute of Management Indore, Madhya Pradesh from April 07-May 09, 2026. It is a residential programme designed

for faculty members of management education and training institutions to enhance the research and teaching capabilities of management educators. The management teacher, trainer or researcher employed in management schools, university departments, degree colleges, professional institutes, training centres of business enterprises, staff training institutes of central and state governments may participate in the event. The modules of the programme are:

Module 1: *Developing Teaching Skills*

- Participant Centred Learning.
- Teaching through Cases.
- Writing Cases.
- Evaluation and Assessment.
- Developing and Using Simulations and Games.
- Developing an Engaging Lecture and Presentation.
- Developing Course Outlines.
- Communication Skills for Teachers.
- Flavour of Electives.

Module 2: *Developing Research Skills*

- The Research and Publication Landscape.
- Philosophy of Management Research.
- Identifying the Research Question.
- Conducting a Literature Review.
- Research Methodology.
- Introduction to Qualitative Research Tools.
- Introduction to Quantitative Research Tools.
- Crafting a Research Manuscript.
- Navigating through the Review Process.

For further details, contact the Coordinator, Prof. Rajhans Mishra, Indian Institute of Management Indore, Madhya Pradesh, Phone No: 0731-2439720/726, E-mail: fdp@iimdr.ac.in. For updates, log on to: www.iimdr.ac.in

International Conference on Natural Science and Environment

A two-day International Conference on ‘Natural Science and Environment’ is being organised by the International Institute of Engineers and Researchers from April 24-25, 2026 at Pune. The event is a premier annual forum for researchers and scholars from multiple disciplines to come together to share knowledge, discuss ideas, exchange information, and learn about cutting-edge research in diverse fields.

The event will bring together leading researchers, engineers and scientists from around the world. The Topics of the event are:

Natural Science

- Atmospheric Sciences.
- Meteorology.
- Biology.
- Microbiology.
- Botany.
- Mineralogy.
- Bacteriology.
- Neuroscience.
- Chemistry.
- Palaeoecology.
- Environmental Sciences.
- Pharmacology.
- Food Science.
- Physical Sciences.
- Health Sciences.
- Physics.
- Materials Science.
- Physiology.
- Mathematics.
- Plant Sciences.
- Computer Science.
- Computational Science.

Environment

- Environmental Science and Technology.
- Environmental Dynamics.
- Meteorology.
- Hydrology.
- Geophysics.
- Atmospheric Physics.
- Physical Oceanography.
- The Global Environmental Change and Ecosystems Management.
- Climate and Climatic Changes.
- Global Warming.
- Ozone Layer Depletion.
- Carbon Capture and Storage.

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THESES OF THE MONTH

SOCIAL SCIENCES

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

Accountancy

1. Buch, Param Jayesh. **The role of accountants and auditors in assisting business to deal with cyber security challenges in selected companies of India.** (Dr. Vinod Nayak), S D School of Commerce, Gujarat University, Ahmedabad.

Business Administration

1. Goyal, Abhimanyu. **Examining the relationship between technology business incubators and incubatees in Northern and Western Regions of India.** (Dr. Ravi Kiran), School of Humanities and Social Sciences, Thapar Institute of Engineering and Technology, Patiala.
2. Yaseen, Ali Hasan. **Impact of work from home practices on organizational effectiveness in IT-industry in India.** (Dr. Rajneesh Ahlawat), Department of Business Administration, Chaudhary Devi Lal University, Sirsa.

Commerce

1. Amin, Raja Abdul Wahid. **Job autonomy as a mediator between transformational leadership and employee creativity: A study in higher education institutions.** (Prof. Parvaiz Ahmad Shah), Department of Commerce, University of Kashmir, Srinagar.
2. Ansari, Nilima Nazirulhaque. **Impact of financial structure on profitability of selected information technology companies in India.** (Dr. F C Shastri), Department of Commerce, Saurashtra University, Rajkot.
3. Chougule, Sagar Ravaso. **A study of income tax evasion in Maharashtra with special reference to Kolhapur District.** (Dr. S B Adkine), School of Commerce and Management Sciences, Swami Ramanand Teerth Marathwada University, Nanded.
4. Murthy, G. **Impact of marketing health care services: A study of selected corporate hospitals in Bangalore.** (Dr. Bhupendra Bahadur Tiwari), School of Economics & Commerce, CMR University, Bengaluru.

5. Poswal, Rachna. **Analysing the effect of digital marketing on consumer's buying behavior: A study of organic cosmetic products.** (Dr. Narinder Tanwar), School of Commerce, Manav Rachna International Institute of Research and Studies, Faridabad.
6. Ribadiya, Chirag Valajibhai. **A study on financial performance analysis of selected sugar firms of India.** (Dr. Yogesh Desai), S D School of Commerce, Gujarat University, Ahmedabad.
7. Sandpa, Saroj Bavanjibhai. **The impact of liquidity on profitability in selected units of automobile sector in India.** (Dr. Rajesh K Dave), Department of Commerce, Saurashtra University, Rajkot.
8. Shariff, Mohammed Irfan. **A study on impact of financial literacy among house wives reference to Bangalore Central.** (Dr. Ranjith Kumar S), School of Economics & Commerce, CMR University, Bengaluru.
9. Shrivastava, Guru Daaman. **An impact assessment of digital content marketing strategies on buying behaviour of consumers of Madhya Pradesh: With special reference to consumer electronics.** (Dr. Shalini Choithrani), Department of Commerce, Dr Harisingh Gour Vishwavidyalaya, Sagar.
10. Talesara, Shweta. **A study of industrial sickness in Madhya Pradesh.** Department of Commerce, Samrat Vikramaditya Vishwavidyalaya, Ujjain.

Economics

1. Amith, H H. **An economic analysis of production and marketing of potato in Chikkamagaluru District.** (Dr. K B Dhananjaya), Department of Economics, Kuvempu University, Shankaraghatta.
2. Chahal, Pinki. **An impact assessment of industrial hazard in Haryana: The case study of Weaver City Panipat.** (Dr. Durairaj Kumarasamy), Department of Economics, Manav Rachna International Institute of Research and Studies, Faridabad.

3. Dash, Sachidananda. **Self Help Group led micropreneurship and rural development: A case study of Kandhamal District, Odisha.** (Dr. Sadananda Sahoo and Dr. Mahendra Prasad Agasty), Department of Economics, GIET University, Gunupur.
4. Jain, Shikha. **Economic burden of cancer treatment on the patients and its impact on their quality of life.** (Dr. Anima Vaish), Department of Economics, IIS (Deemed to be University), Jaipur.
5. Meena, Meenakshi. **Financing of higher education in Rajasthan implications on marginalized sections.** (Prof. Kaustuva Barik), School of Social Sciences, Indira Gandhi National Open University, New Delhi.
6. Singhi, Sonica. **International transmission mechanism of monetary policy from the US to India: An empirical analysis.** (Prof. Kaustuva Barik), School of Social Sciences, Indira Gandhi National Open University, New Delhi.
7. Srivastava, Chandni. **Human capital in relation to economic opportunities: A comparative analysis of selected states in India.** (Dr. Jayant Kumar), Department of Business Economics, Maharaja Sayajirao University of Baroda, Vadodara.
8. Vashistha, Ayushi. **Dynamic link between good governance, economic growth and human development: A study in global perspective with special reference to India.** (Prof. C R Bishnoi), Department of Economics, IIS (Deemed to be University), Jaipur.
4. Dharmendra Kumar. **Uchh siksha ke pariprekshey mein Bharat kee shaishik neetiyoan ka vishleshnatamak adhyayan.** (Dr. Sarita Sharma), Department of Education, IASE (Deemed to be University), Sardarshahr.
5. Manderia, Sunil Kumar. **Rashtriya Shiksha Neeti 2020 ke pariprekshay mein CM Raise School ke sarthakta evam prabhavsheelta ka samikshatmak adhyayan.** (Dr. Jyoti Maiwal), Department of Education, Samrat Vikramaditya Vishwavidyalaya, Ujjain.
6. Pandit, Manoj Kumar. **Madhyamik istar par adhyayanrat vidhyarthiyoan kee bahubudhi parivarik vatavaran evam shaikshik uplabdhhi ka adhyayan.** (Dr. Radhe Shyam Mishra), Department of Education, AKS University, Satna.
7. Patel, Dimpalbaben Pravinbhai. **Innovative atmosphere of family in relation to certain variables.** (Dr. Nitin Raval), Faculty of Education, Swaminarayan University, Gandhinagar.
8. Patel, Truptiben Jayantilal. **A critical study of pre primary schools of Gujarat State.** (Dr. Nitin Raval), Faculty of Education, Swaminarayan University, Gandhinagar.
9. Rosangpuii, Ruth. **An evaluation of the pre-school education programme in the government primary schools in Mizoram.** (Dr. Krishna Kant Tripathi), Department of Education, Mizoram University, Aizawl.
10. Ruchi Payal. **Improving access to elementary schools: A critical review of educational reform programs in Rajasthan.** (Dr. Suman Negi), Department of Educational Planning, National Institute of Educational Planning and Administration, New Delhi.
11. Rukaya Rashid. **Effect of collaborative learning strategies on students emotional intelligence, social adjustment and academic achievement.** (Dr. Mahmood Ahmad Khan), Department of Education, University of Kashmir, Srinagar.
12. Yadav, Santosh. **Anusuchit Jati evam Anusuchit Janjati kee chatra-chatraoan kee career prathmikta par vidhyalayeen vatavaran ke prabhav ka adhyayan.** (Dr. Bharti Bhat), School of Education, Dr B R Ambedkar University of Social Sciences, Indore.

Education

1. Chandel, Mannat. **A correlational study between gender stereotypes and self efficacy among undergraduate students.** (Dr. V K Shanwal), Department of Education & Training, Gautam Buddha University, Greater Noida.
2. Chauhan, Janakkumari Shamji. **A study of online and face to face modes of education in secondary schools.** (Prof. Dipti Oza), Department of Education, Maharaja Sayajirao University of Baroda, Vadodara.
3. Dave, Ruchiben Virendrabhai. **Construction and effectiveness of multimedia package for learning: Teaching education of peace.** (Dr. Dipooaba Devda), Department of Education, Gujarat Vidyapith, Ahmedabad.

Journalism & Mass Communication

1. Augustine, Aby. **Impact of various road safety advertisements on the knowledge, attitude and practice of youth.** (Dr. P A Varghese), Department of Journalism and Mass Communication, Kuvempu University, Shankaraghatta.
2. Gaur, Monika. **Auteurship in Indian cinema: A study of films of Hrishikesh Mukherjee.** (Prof. Bandana Pandey), Department of Mass Communication and Media Studies, Gautam Buddha University, Greater Noida.
3. Guarav Kumar. **Media literacy and fake news: A study of social media users in India.** (Prof. Bandana Pandey), Department of Mass Communication and Media Studies, Gautam Buddha University, Greater Noida.
4. Kaushal, Abhishek. **Cognitive effects of agenda setting on public: With reference to attitude and perception.** (Dr. Pavitra Shrivastava), Department of Mass Communication, Makhanlal Chaturvedi University of Journalism and Communication, Bhopal.
5. Shalini. **Cyber bullying in social media networks: A study amongst youngsters.** (Prof. Bandana Pandey), Department of Mass Communication and Media Studies, Gautam Buddha University, Greater Noida.
6. Vinod Kumar. **Uchchar shiksha ke kshetre mein new media ka prayog evem santushti: Ek adhyayan.** (Dr. Amit), Department of Journalism & Mass Communication, Chaudhary Devi Lal University, Sirsa.

Law

1. Alaknanda. **Trademark counterfeiting in India: Revisiting existing law and analysis of judicial enforcement system.** (Prof. Anirban Mazumder), Department of Law, West Bengal National University of Juridical Sciences, Kolkata.
2. Bansal, Prabhanshu. **A critical analysis of the police interrogation and its role in the criminal justice process: A socio legal study in the context of human rights.** (Dr. Parantap Kumar Das), School of Law and Constitutional Studies, Shobhit Institute of Engineering & Technology (Deemed to be University), Meerut.

3. Bhattacharya, Arunima. **Combating corruption especially with the Prevention of Corruption Act 1988: A critical analysis with special reference to West Bengal.** (Prof. Kavita Singh), Department of Law, West Bengal National University of Juridical Sciences, Kolkata.
4. Chaudhary, Pallavi. **A critical study of air pollution and its impact on human rights with special reference to NVR Delhi.** (Dr. Kuldeep Kumar), School of Law and Constitutional Studies, Shobhit Institute of Engineering & Technology (Deemed to be University), Meerut.
5. Deshpande, Gunjan Shyam. **Copyright protection in the digital age with special reference to entertainment industry in India: Drawing lessons from the best practices of UK, USA and Japan.** (Dr. Ashok P Wadje), Department of Law, Maharashtra National Law University, Chhatrapati Sambhajnagar.
6. Doss, Hannah Divyanka. **Data protection vis-a-vis growth of Artificial Intelligence in India: A comparative study.** (Dr. Achyuta Nanda Mishra), School of Law, Christ (Deemed to be University), Bengaluru.
7. Himanshu. **A socio legal study of human rights of incarcerated women and their children: With special reference to prisons in State of Delhi and Uttar Pradesh (Meerut Zone).** (Dr. Rama Sharma), Department of Law, Gautam Buddha University, Greater Noida.
8. Jain, Surabhi. **Efficacy of transgender laws with special reference to The Transgender Persons (Protection of Rights) Act, 2019: A socio legal study in India.** (Dr. Ashok P Wadje), Department of Law, Maharashtra National Law University, Chhatrapati Sambhajnagar.
9. Jayaprakasam, R. **A perspective approach on special legislations on recovery of money due to banks and financial institutions.** (Prof. M S Soundara Pandian), Department of Law, Tamil Nadu Dr Ambedkar Law University, Chennai.
10. Khare, Shrishti. **Climate change governance: A study of Indian Legal Framework from the lens of Paris Agreement, 2015.** (Prof. Rajiv Khare), Department of Law, National Law Institute University, Bhopal.

11. Kurian, Jasmin. **Unfolding dimensions of online international arbitration in the post-covid scenario in India.** (Dr. Tarundeep Kaur and Dr. Kanu Priya), School of Law, Manav Rachna University, Faridabad.
12. Pandya, Darshankumar Hariprasad. **Efficacy of mediation and conciliation as alternative dispute resolution mechanism: An analytical study with special reference to Gujarat.** (Dr. Rahul Jairam Nikam and Dr. Rhishikesh Narendra Dave), Department of Law, Marwadi University, Rajkot.
13. Patel, Mangala Prasad. **Bharat mein kaamkaji mahiloan ke vidhik evam samvedhanik adhikaroan ka vishleshnatamak naveen adhyayan.** (Dr. Dushyant Kumar), Department of Law, Bhagwant University, Ajmer.
14. Raushan. **Emerging trends of post poll alliance and its effect on democracy: A critical study with reference to defection laws in India.** (Dr. G P Pandey), Department of Law, Chanakya National Law University, Patna.
15. Raza, Aqa. **Separation of powers under the Indian constitution in theory and practice: A critical study.** (Prof. Rajiv Khare), Department of Law, National Law Institute University, Bhopal.
16. Sati, Santosh. **Protection of women's right to property under personal laws: A comparative study among Hindus, Shariat and Parsi Laws.** (Dr. Pallavi Jain), School of Law and Constitutional Studies, Shobhit Institute of Engineering & Technology (Deemed to be University), Meerut.
17. Wagholikar, Sumedha Subhashchandra. **Challenges in the implementation of the geographical indication of goods (Registration and Protection) Act, 1999 in respect of handlooms: A case study of the Paithani saree.** (Dr. Ashok P Wadje), Department of Law, Maharashtra National Law University, Chhatrapati Sambhajanagar.
2. Kumari Amrita. **Establishment and maintenance of public libraries in India: A critical study with special reference to library legislations in Bihar.** (Prof. S P Singh), Department of Interdisciplinary Studies, Chanakya National Law University, Patna.
3. Manoj Kumar, K S. **Strategic management of medical college libraries in Karnataka: A study.** (Dr. S Padmamma), Department of Library and Information Science, Kuvempu University, Shankaraghatta.

Management

1. Achary, A Chriranjibi Rambabu. **A study on antecedents of entrepreneurial intentions with reference to management graduates of the State Odisha.** (Dr. Subhasish Das and Dr. Jeeban Jyoti Mohanty), School of Management Studies, GIET University, Gunupur.
2. Anukampa. **Impact of employee engagement on job satisfaction: A study on employees working in five star hotels of Haryana.** (Dr. Priyanka Ranga), Department of Management, Maharishi Markandeshwar (Deemed to be University), Ambala.
3. Bepari, Christo Aditya Bikram. **Stock market prediction using machine learning technique.** (Prof. B B Pradhan), Department of Management, Siksha O Anusandhan (Deemed to be University), Bhubaneswar.
4. Bi, Aatika. **Impact of individual relative deprivation in knowledge on employees behavior and performance: Past, present and future knowledge stature.** (Dr. Pratima Verma), Alliance School of Business, Alliance University, Bengaluru.
5. Chattarki, Madhavi Shyamarao. **Design thinking and efficiency in knowledge management practices in global information technology companies.** (Dr. Sukanya Kundu), Alliance School of Business, Alliance University, Bengaluru.
6. Das, Bikram. **Role of micro Small and Medium Enterprises (MSMEs) in economic development of Tripura.** (Dr. Bidhu Kanti Das), Department of Management, Mizoram University, Aizawl.
7. Jakhar, Renu. **A study on consumer behaviour towards digital shopping of electronics communication products in Delhi NCR.** (Dr. Abhishek Kumar), NICE School of Business studies, Shobhit Institute of Engineering & Technology (Deemed to be University), Meerut.

Library & Information Science

1. Anil Kumar. **Research trends in physical sciences: A scientometric analysis of PhD theses submitted to Doctor Harisingh Gour Vishwavidyalaya (A Central University) Sagar, M P.** (Dr. Mahendra Kumar), Department of Library and Information Science, Doctor Harisingh Gour Vishwavidyalaya, Sagar.

8. Maheshwari, H. **Exploring the influence of cognitive and emotional biases in investment decisions among Indian investors: Role of financial literacy and AI interventions.** (Prof. Anup Kumar Samantaray), Department of Management, Siksha O Anusandhan (Deemed to be University), Bhubaneswar.
9. Maurya, Vipin Kumar. **Green human resource management: An emerging perspective among telecom companies in India.** (Dr. Sanjay Thakur), Department of Commerce & Management Studies, Career Point University, Hamirpur.
10. Patra, Ratan Kumar. **Changing customers expectations and futuristic trends in real estate sector with reference to Gurugram Haryana State.** (Dr. Y Soma Shekhar Patro), School of Management Studies, GIET University, Gunupur.
11. Seth, Dinesh. **An empirical investigation on role of Artificial Intelligence (AI) in Indian private banks.** (Dr. Meenu Gupta and Dr. Bikramjit Singh), Department of Management, Maharishi Markandeshwar (Deemed to be University), Ambala.
12. Sharma, Rohit Kumar. **Service quality of mobile application and its effect on Customer Perceived Value (CPV) in planned buying.** (Dr. Sanjeev Padashetty), Alliance School of Business, Alliance University, Bengaluru.
13. Uday Kiran, K C. **Electric vehicles: A strategic choice for Indian consumers - factors influencing Indian consumers to adopt electric vehicles- A study on Indian vehicle consumer behaviour with special reference to two-wheeler segment.** (Dr. N V Jagannadha Rao and Dr. P Pinakapani), School of Management Studies, GIET University, Gunupur.
14. Verma, Pooja. **Impact of moment marketing on branding and consumer purchase intention.** (Dr. Pragya Jaroliya), Shri Vaishnav School of Management, Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore.
15. Vijendra Kumar. **Impact of spiritual leadership on employees performance.** (Dr. Ashutosh Singh), Institute of Business Management, GLA University, Mathura.
16. Yadav, Pooja. **Antecedents of parasocial relationship and its impact on customer satisfaction.** (Dr. Bharti), Department of Management, Indira Gandhi University, Meerpur.

Physical Education & Sports

1. Sarkar, Chetna. **Maharshi Patanjali evam Shriram Sharma Acharya ke kriyayog ka tulnatamak adhyayan.** (Dr. Arun Kumar Sao), Department of Yoga Education, Dr Harisingh Gour Vishwavidyalaya, Sagar.
2. Shukla, Harsh Kumar. **Vartman rashtriye samasyaon ke nidan mein Shrimad Bhagvad Gita Patanjali yog ke yogdan ka samikshatamak adhyayan.** (Dr. Dileep Kumar Tiwari), Department of Yoga, AKS University, Satna.
3. Varsha. **Yogic panchkoshi sadhna evam vyaktitav vikas: Ek samikshatamak adhyayan.** (Dr. Dileep Kumar Tiwari), Department of Yoga, AKS University, Satna.

Political Science

1. Das, Jiban. **Impact of sixth schedule on indigenous people of North East India: A case study of Karbi Anglong Autonomous Council of Assam.** (Dr. Rajesh Chatterjee and Dr. Deepak Sharma), Centre for Study of Social Exclusion and Inclusive Policies, Tripura University, Suryamaninagar.
2. Dixit, Varun. **A comparative analysis of the role of MEA and PMO in foreign policy making during UPA (2004-09) and NDA (2014-19) governments.** (Dr. Akshay Kumar Singh), Department of Political Science & International Relations, Gautam Buddha University, Greater Noida.
3. Kawlramchhani, Melody. **Women representation in decision making processes in Mizoram.** (Dr. Suwa Lal Jangu), Department of Political Science, Mizoram University, Aizawl.
4. Pandit, Rajaram. **Paris Jalvayu Sammeylan (2015) ke pariprekshey mein viksit aur vikassheel deshoan ke vaishvik rajneeti.** (Dr. Raj Kumar Prasad), Department of Political Science, T M Bhagalpur University, Bhagalpur.
5. Parihar, Garima Singh. **A study of refugee problem and its social, economic and political impact in South Asia.** (Dr. Deepika Gupta), Department of Political Science, Samrat Vikramaditya Vishwavidyalaya, Ujjain.
6. Rosangpuii, Mimmy. **Women workers in border trade centres in North East India: A study of Mizoram and Manipur.** (Dr. Suwa Lal Jangu), Department of Political Science, Mizoram University, Aizawl.

7. Thakur, Diksha. **Changing vistas of INDO-US relations: Shift from Trump to Biden.** (Dr. Archana Gupta), Department of Political Science & International Relations, IIS (Deemed to be University), Jaipur.
8. Tiwari, Nishikant. **Revisiting coercion and deterrence in asymmetric conditions: A case study of Kargil Crisis (1999) and Balakot Air Strikes (2019).** (Prof. Pushpalata Kumari), Department of Political Science, Patna University, Patna.
2. Lalrinzuala. **Social support occupational health and well-being of the healthcare workers during Covid-19 pandemic in Mizoram.** (Prof. H Elizabeth), Department of Social Work, Mizoram University, Aizawl.
3. Nyahale, Durga. **Kaushal vikas kendraon ke madhyam se mahila sashaktikaran ek samajshastriya adhyayan: Indore Jile ke vishesh sandarbh mein.** (Dr. Dhanraj Dongre), Department of Sociology and Social Work, Dr B R Ambedkar University of Social Sciences, Indore.

Psychology

1. Dalal, Ankita. **Study of social connectedness on resilience, self-esteem, locus of control and psychological well being among acid attack survivors.** (Dr. Indu Bala and Prof. Rajesh Nair), Amity Institute of Behavioural and Allied Sciences, Amity University, Gurugram.
2. Gudadhe, Jayshri. **Study of psychological distress and drug adherence among persons with drug sensitive and drug resistant tuberculosis.** (Dr. Manasee Rajhans), Department of Psychology, S.N.D.T. Women's University, Mumbai.
3. Jain, Devyani. **Reflective thinking, subjective success and objective success in relation to career calling: A comparative study across genders.** (Dr. Megha Arya), Department of Psychology, IIS (Deemed to be University), Jaipur.
4. Manjari, A.S. **Development and testing the efficacy of mental health awareness and destigmatisation program among adolescents.** (Dr. Sudhesh N T), School of Psychological Sciences, Education and Social Work, Christ (Deemed to be University), Bengaluru.
5. Roy, Saurav. **Prevalence and factors affecting alcohol use among young people their health seeking behavior in North Eastern States of India.** (Dr. Priyanka and Prof. Rajesh Nair), Amity Institute of Behavioural and Allied Sciences, Amity University, Gurugram.
6. Vaidya, Smita. **Impact of wellness intervention on emotional self efficacy, psychological well being and adjustment of migrated college students.** (Dr. Manasee Rajhans), Department of Psychology, S.N.D.T. Women's University, Mumbai.
4. Rajput, Sagarkanwar Premsinhji. **An empirical study of youth's perception and vision of governance: A study of educated youth's perception and vision of governance with special reference to inclusiveness and diversity.** (Dr. Leena V Mehta), Faculty of Social Work, Maharaja Sayajirao University of Baroda, Vadodara.
5. Rynjah, Martius Rangiasaid. **Ecotourism and rural livelihood in East Khasi Hills District, Meghalaya.** (Dr. Grace Lalhlupuii Sailo), Department of Social Work, Mizoram University, Aizawl.
6. Solanki, Sharmishtha Thakorlal. **Life style and perceived well being of manual scavengers in Gujarat State.** (Prof. Jagdish Solanki), Faculty of Social Work, Maharaja Sayajirao University of Baroda, Vadodara.

Sociology

1. Ahmad, Vaseem. **Impact of domestic violence on women: A comparative study of rural and urban areas in Kashmir, District: Anantnag, Srinagar and Baramulla.** (Dr. Sourabh Vyas and Dr. Showkat Rashid Wani), Department of Sociology, Bhagwant University, Ajmer.
2. Chowdhary, Farhat. **Gujjars and Bakarwals: A sociological study in Jammu and Kashmir Region.** (Dr. Archana Singh), School of Social Sciences, Indira Gandhi National Open University, New Delhi.
3. Pura, Pooja. **Vaishvikaran ka anusuchit janjati ke arthik vikas evam samajik gatisheelta par prabhav: M P ke Jhabua Jile ke vishesh sandarbh mein.** (Dr. Deepak Karbhari), Department of Sociology and Social Work, Dr B R Ambedkar University of Social Sciences, Indore.
4. Rafique, Syed Towseefah. **Family in transition: A sociological study of dual career couples in Kashmir.** (Dr. Humaira Showkat), Institute of Kashmir Studies, University of Kashmir, Srinagar. □
1. Dkhar, Ainamlin. **Life skills education and mental health among high school students in West Khasi Hills, Meghalaya.** (Dr. Grace Lalhlupuii Sailo), Department of Social Work, Mizoram University, Aizawl.

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NOTIFICATION

Applications are invited from eligible candidates for the appointment to the following permanent posts of **Assistant Professors** in St. Aloysius College Edathua, subject to the provisions and approval of Mahatma Gandhi University, Kottayam, the Government of Kerala and in accordance with the UGC Regulations 2018.

Post of Assistant Professor		
Subject	Category	No. Posts
Mathematics	PWD (Category b. Deaf and hard of hearing)	1
	Open	1
Commerce	PWD (Category a. Blindness and low vision)	1

Two vacancies are reserved for persons with benchmark disabilities as mentioned in clause 34 of the Rights of Persons with Disabilities Act, 2016, and GO(Ms)No. 96/121/H.Edn dated 15.02.2021. Age, Scale of pay, qualifications etc as prescribed by Kerala Govt/UGC/MG University Rules. Application forms can be obtained from the College website www.aloysiuscollege.ac.in with an online payment of Rs. 2000 for the General Category, Rs. 1000/- for SC/ST, and no fee for PWD Candidates. Send the hard copy along with all supporting documents, to The Manager **within 30 days** of the publications of this notification.

Edathua/January 28, 2026 Sd/Manager



MARIAN COLLEGE KUTTIKKANAM AUTONOMOUS

Kuttikkanam P O, Peermade – 685 531, Idukki Dt., Kerala

Phone: 7594971020

E-mail: mariancollege@mariancollege.org

NOTIFICATION

Applications are invited for the following permanent posts of **Assistant Professors** in Marian College Kuttikkanam Autonomous subject to the provisions and approval of Mahatma Gandhi University, Kottayam, Government of Kerala and in accordance with the UGC Regulations 2018. Age, scale of pay and qualifications as prescribed by the rules and regulations of UGC/State Government/ Mahatma Gandhi University Kottayam. Application form can be downloaded from the College website www.https://mariancollege.org on payment of ₹ 2000/- for general category, Rs. 1000/- for SC/ ST and no fee for PWD candidates.

Department	No. of Vacancy	Category
Commerce	1	Open
Physical Education	1	Community
Computer Application	1	PWD – category a. blindness and low vision
B.S.W.	1	Community

Filled applications along with copy of certificates and all supporting documents should be submitted through registered post/ speed post or submit in person at the college office **within 30 days** of this notification. This notification is in compliance with G.O.(MS) No. 96/2021/ H.Edn. dated 15/02/2021 as per the provisions of rights of persons with disabilities Act 2016.

31-01-2026
Kuttikkanam

Sd/-
Manager



ST. ALBERT'S COLLEGE (AUTONOMOUS)

Banerji Road, Ernakulam – 682018, Kerala, India.

Mob: +91 8330833332 | Email: manager@alberts.edu.in

NOTIFICATION

Applications are invited from eligible candidates for appointment to the following permanent posts of Assistant Professors in St. Albert's College (Autonomous), Ernakulam, subject to the provisions and approval of Mahatma Gandhi University, Kottayam, the Government of Kerala, and in accordance with the UGC Regulations, 2018.

POST OF ASSISTANT PROFESSOR

Subject	Category
Statistics	PwD (Category A - Blind) - 1
Aquaculture	PwD (Category B - Deaf & Hard of Hearing) - 1; Open - 1; Community - 1
Chemistry	PwD - (Category D: Autism, intellectual disability, specific learning disability and mental illness) -1; Community - 1
Mathematics	PwD (Category C - Locomotor Disability) - 1; Open - 1
Zoology	Open - 1; Community - 2
Physics	Open - 1; Community - 1
English	Community - 1

Community Quota candidates must belong to Latin Catholic community and shall produce a valid community certificate issued by the competent Authority. Vacancies reserved for Persons with Benchmark Disabilities as per Clause 34 of the Rights of Persons with Disabilities Act, 2016, and applicable Government orders. Age limit, scale of pay, qualifications, etc., shall be as prescribed by Kerala Govt./UGC/M.G. University Rules. Candidates can Apply through the link provided on the college website (www.alberts.edu.in). The Application Fee : General Category: ₹3000/-, SC/ST: ₹1500/-, PwD Candidates: No Fee. Candidates shall apply online and send the hard copy along with all supporting documents to the Manager within 30 days of the publication of this notification. Address for Communication: The Manager, St. Albert's College (Autonomous) , Banerji Road, Ernakulam – 682018

Ernakulam

Date: 09 /02/2026



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(2) ASSISTANT PROFESSORS

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https://www.unigoa.ac.in/uploads/config_docs/20221111.104815~Statutes_11-11-2022.pdf

All the above posts are subject to sufficient workload and approval of Goa University. Pay scale and Rules & Regulations applicable, as per statutes of Goa University and Govt. of Goa.

Applications with detailed CV, 2 recent passport size photographs, copies of certificates and mark sheets, should be sent in an envelope superscribed with the post applied for within 20 days from the date of this advertisement to **The Director, V. M. Salgaocar Institute of International Hospitality Education, Manora-Raia, Salcete, Goa 403720.**



Shikshan Prasarak Mandal Anadur's
JAWAHAR ARTS, SCIENCE & COMMERCE COLLEGE, ANADUR

Tal- Tuljapur Dist-Dharashiv 413603

(Affiliated to Dr. B.A.M.U. Chhatrapati. Sambhajinagar)

Email- jasccollegeanadur@gmail.com • Website: <https://jascca.org>

WANTED

Applications are invited for the following full time aided posts of **Assistant Professor** from eligible candidates. Applications duly completed in all respect should reach to the Principal, Jawahar Arts, Science & Commerce, College, Anadur, Tal- Tuljapur, Dist- Dharashiv (MS) **within 15 days** from the date of Publication of the advertisement.

Sr. No	Subject	No of Vacant Post	No. of Posts	Reservation
1.	Botany	1	1	ST-1
2.	Sociology	1	1	OBC-1

Conditions:

1. Reserved category candidates should send one copy of their application to Deputy Registrar, Special Cell, Dr. Babasaheb Ambedkar Marathwada University, Chhatrapati Sambhajinagar. 2. Permission as per NOC No. JDHE Chhatrapati Sambhajinagar/ NOC/2026/54 Date 30-01-2026 from Hon. Deputy Secretary (Higher Education), Mantralaya, Govt. of Maharashtra, Mumbai & advertisement permission as per No. BC Cell/2026/509 Date-03-02-2026 of Dr. Babasaheb Ambedkar Marathwada University, Chhatrapati Sambhajinagar. The said posts have been approved and subject to the final judgment of Court in Case No.12051/2015. 3. Educational qualifications, pay scales and service conditions are as prescribed by the UGC, Govt. of Maharashtra & Dr. B.A.M.U. Chhatrapati Sambhajinagar from time to time 4. Reserved category candidates shall produce the Caste Validity Certificate as per the directives issued by the State Government vide Circular NO. BCC-201/Pra.Kra.1064/2011/16 B dated 12-12-2011. 5. Reserved Category Candidates (except SC/ST) shall produce Non-Creamy Layer Certificate at the time of interview. 6. The complete application should be sent to **Principal, Jawahar Arts, Science & Commerce, College Anadur, Tq-Tuljapur, Dist-Dharashiv (MS) Pin-413603.** 7. Candidates who are already in service should apply through proper channel. 8. No T.A/D.A. will be paid for attending the Interview.

Place: Anadur
Date:

Principal
Jawahar Arts, Science & Commerce
College, Anadur, Dist- Dharashiv

Secretary
S. P. M. Anadur Tal-.Tuljapur
Dist. Dharashiv

UGC-DAE Consortium for Scientific Research

University Campus, Khandwa Road, Indore-452 001 (M.P.)
(www.csr.res.in)

Advertisement No. 04-2026I

Inviting Applications for CENTRE-DIRECTOR

The UGC-DAE Consortium for Scientific Research (UGC-DAE CSR) is an autonomous institution established by the University Grants Commission (UGC), New Delhi, with its headquarters in Indore and centres in Indore, Mumbai, Kolkata, and Kalpakkam. This consortium also has a node at Bhubaneswar. A Centre Director heads each Centre.

UGC-DAE CSR invites applications for the post of Centre Director for its Indore Centre. This post is in the pay band Level 14 plus other allowances as per the rules. The gross salary at present, at the minimum of the scale, is Rs.2,68,392, inclusive of all allowances.

The UGC-DAE CSR has a mandate to enable university scientists to use the accessible big-science facilities of DAE. The CSR has also established and continues to develop various state-of-the-art experimental research facilities that university scientists are encouraged to utilise. The Indore Centre supports research in universities and colleges across the nation by providing specialised training to advanced in-house characterisation facilities, as well as making the synchrotron source at RRCAT, Indore, accessible to them. The Indore Centre of CSR operates an angle-integrated PES beamline on INDUS-1 and a soft x-ray absorption and XMCD (SXAS) beamline and a grazing incidence x-ray scattering beamline at INDUS-2. These beamlines have generated notable research output from university users. The Indore Centre has also established state-of-the-art experimental facilities for various measurements at low temperatures and in high magnetic fields, which are undoubtedly the best in the country. Research students from across the country use these facilities extensively. The scientists at the Indore Centre conduct research in the frontier areas of condensed matter physics and materials science, guiding their own PhD students as well as visiting research students with their expertise. For more information, please visit our website at www.csr.res.in.

The Centre Director, who will be an expert in condensed matter physics and materials science, will provide general guidance and encouragement to the Centre's scientific activities and university users and support the broad mission to enhance the impact of university research.

- S/he should be a researcher of high standing and reputation, with journal publications showing a high standard of independent research activities.
- S/he must have at least 20 years of research experience after obtaining a PhD and must presently have a position which is at level 13 or equivalent pay scale.
- S/he should be an Indian citizen and preferably below 55 years of age (**as on 05-03-2026**).

The last date for receiving applications is **05-03-2026**. In absentia considerations from any person will not be honoured. Please visit our **website: www.csr.res.in** for details on how to apply and other relevant information.

[RECRUITMENT CELL]



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CONTACT US FOR MORE INFORMATION:

+91 7428895912
011-30418900

admissions@iihmrdelhi.edu.in

www.iihmrdelhi.edu.in

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SHRI GUJARATI SEVA SAMAJ'S
SMT. CHAMPABEN BALCHAND SHAH MAHILA MAHAVIDYALAYA,
Ratanshinagar, Sangli. 416416 (P.B.No. 161)

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 Website: <https://cbshahcollege.ac.in> • E-mail ID: cbshah10@yahoo.com

Application for the following posts are invited from the eligible and duly qualified candidates at the Shri Gujarati Seva Samaj Sanchalit Smt. Champaben Balchand Shah Mahila Mahavidyalaya, Ratanshinagar, Sangli-416416 (Maharashtra) affiliated to SNDT Women's University, Mumbai.

Sr. No.	Post / Subject	No. of Posts	Qualifications
1	Principal (on tenure basis for a period of 5 years)	01 Open	1. A Master's Degree in Arts/Science/Social Science Humanities/Commerce with 55% marks; or a relevant grade regarded as equivalent to 55% wherever grading system is followed by a recognized university. 2. Ph.D. qualification with evidence of published work and research guidance. 3. Professor/Associate Professor total experience of 15 years of teaching/research/administration in universities/colleges or other institutions of higher education. 4. A minimum of 10 research publications in peer-reviewed or UGC-listed journals. 5. A satisfactory score as stipulated in the Academic Performance Indicator (API) system developed by UGC in this notification.

Note :

- A minimum of 55% marks (or and equivalent grade in a point-scale, wherever the grading system is followed) at the Master's level shall be the essential qualification for direct recruitment of teachers and other equivalent cadres at any level
 I. A relaxation of 5% shall be allowed at the Bachelor's as well as at the Master's level for the candidates belonging to Schedule Caste/ Schedule Tribe / Other Backward Classes (OBC) (Non- Creamy Layer) / Differently-abled.
 (a) Blindness and low vision; (b) Deaf and Hard of Hearing (c) Locomotor disability including cerebral palsy, leprosy cured, dwarfism, acid-attack victims and muscular dystrophy; (d) Autism, intellectual disability, specific learning disability and mental illness; (e) Multiple disabilities from amongst persons under (a) to (d) including deaf-blindness for the purpose of eligibility and assessing good academic record for direct recruitment. The eligibility marks of 55% marks (or and equivalent grade in a point scale wherever the grading system in followed) and the relaxation of 5% to the categories mentioned above are permissible, based only on the qualifying marks without including any grace mark procedure.
- A relaxation of 5% shall be provided, (from 55% to 50% of the marks) to the Ph.D. Degree holders who have obtained their Master's Degree prior to 19 September, 1991.
- A relevant grade which is regarded as equivalent of 55%, wherever the grading system is followed by a recognized university, at the Master's level shall also be considered valid.
- For the open posts candidates from backward classes as well as physically challenged persons can also apply.
- The reservation for women and physically challenged persons shall be as per the Govt. of Maharashtra rules.

Pay Scale : As per the U.G.C. and the State Government.

Mode of application :

- Duly qualified candidate shall apply therewith certified copies of the certificate/mark-sheets so as to reach the President of the Trust, on the above address **within 21 days from the date of publication of the advertisement** in the newspaper.
- Candidates already employed shall apply through proper channel and shall submit 'NO OBJECTION CERTIFICATE' from the present employer along with the application and also bring the same at the time of the interview.

President/Secretary
 Shri Gujarati Seva Samaj Sanchalit
 Smt. Champaben Balchand Shah Mahila Mahavidyalaya
 Ratanshi Nagar, Sangli



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Themes of the Conclave

- Artificial Intelligence & ML
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- AI for Biotechnology & Healthcare
- Intelligent Systems
- Mathematical Foundations
- Cyber Security & Privacy
- Robotic Technology & Artificial Intelligence
- Drone Technology & Artificial Intelligence
- Autonomous Vehicles Technology
- Interdisciplinary Innovations

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 event focuses on emerging technologies shaping secure and intelligent healthcare systems, including AI, quantum computing, cybersecurity, and advanced digital systems. The conclave includes keynote talks, technical sessions, poster presentations, panel discussions, and collaborative networking opportunities to:

- Showcase ideas that promote engagement with industry leaders
- Provide a platform for National and International Importance Laboratories to present their facilities and R&D capabilities
- Enable leading industries to highlight their ongoing R&D innovations and collaborative initiatives
- Offer opportunities for academic institutions to present their collaborations and upcoming research and development plans.

Call for Abstracts / Posters

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

Submission Guidelines

- Abstracts: max 300 words • Times New Roman, 12 pt
- Must fit into the conclave themes
- Submit through Google Form link
- Accepted abstracts will be included in GNU Conclave Proceedings

Important Dates

- Call for Abstracts: **10 Jan 2026**
- Abstract Submission Deadline: **30 Jan 2026**
- Acceptance Notification: **15 Feb 2026**
- Registration Deadline: **20 Feb 2026**
- Selected abstracts will be invited for poster presentation.

Registration

Please register using the Google Form. Early registration is recommended.

- Internal Participants: ₹500 • External Participants: ₹1000
- Students: ₹250
- International Participants: \$25

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

Contact: Office of Dean R&D, GNU Hyderabad
Email: deanrd@gnuindia.org | bmchowdary1@gmail.com | **Phone:** +91-7382145827



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