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Announcement
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Special Issue of 'University News'

Special Number of the University News is being brought out on the occasion of *AIU West Zone Vice Chancellors' Meet—2025-26.*

West Zone Special Issue will be published on **March 16, 2026** on the theme '***Self-reliant Bharat through Swadeshi, Economic Patriotism and Techno-nationalism*'.**

Subthemes for West Zone Special Issue

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

The Last Date for submission of articles is **March 06, 2026**

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

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Heras Institute of Indian History and Culture (Mumbai): Its Place in the Western India School of Orientalism

K Paddayya*

Indological studies as an organised research endeavour have a history of about two and a half centuries. Sir William Jones, a true product of the Age of Enlightenment, rightly lays claim to their beginnings. Standing one evening on the deck of his India-bound ship *Crocodile* and facing before him the amphitheatre-like landmass stretching between the Arabian and Indian peninsulas, he underwent a mystical experience and visualized the whole tract as "the nurse of sciences, the inventress of delightful and useful arts, the scene of glorious actions, fertile in the production of human genius, abounding in natural wonders, and infinitely diversified in the forms of religion and government, in the laws, manners, customs and languages, as well as in the features and complexions of people…" (Jones 1807: 1-2). Once he reached India and assumed charge as a puisne judge of the East India Company's Supreme Court in Kolkata in September 1783, he took less than six months, aside from his demanding judicial responsibilities, to establish the Asiatic Society for initiating investigations into what he called 'Man and Nature' in Asia--whatever is performed by the former and whatever is produced by the latter. Then followed a flurry of activities by Jones himself and others relating to the study of geographical features, ancient languages and literatures, translations of ancient texts, decipherment of ancient scripts, examination of ancient art and architecture, study of ancient religions and philosophies, etc. (Kejariwal, 1988).

This investigative urge to know about the land and its people and their history soon spread to the Madras presidency. Here, too, some spectacular discoveries came up in the first quarter of the nineteenth century. These include the famous year-long foot-survey by Francis Buchanan of the people and their lifeways of the whole tract from Madras to Malabar; founding of the Madras Literary Society in 1810; pioneering discoveries of Amaravati and many other mound-bearing archaeological sites by Colin Mackenzie and his Indian assistants and their collection of a vast number of manuscripts in local languages; Mackenzie's recognition of Jainism as a separate sect; and, of course, the recognition of the Dravidian languages as a distinct family in 1816 by the Madras district collector Francis Whyte Ellis. Thomas Trautmann rightly clubbed together all these discoveries to constitute what he called the Madras School of Orientalism (Trautmann, 2009).

Was Western India lagging behind? Surely No. Sites like Elephanta, Kanheri and Ellora were already being visited and commented upon by foreign travellers in the seventeenth and

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eighteenth centuries. The Literary Society of Bombay was formed in 1804 and was renamed as the Bombay Branch of the Royal Asiatic Society in 1826. There was a spurt in antiquarian pursuits once the area came under the Company rule in 1818. Bhau Daji Lad, Bhagavanlal Indraji and others initiated studies of art objects, coins and inscriptions (Jamkhedkar 2010; Dharamsey 2012). The Hindoo College (nucleus of the Deccan College) was established in Pune in 1821 where ancient Indian learning was the only subject of study for the first two decades. Indological studies acquired a true academic status in the second half of the nineteenth century. Ancient India and Sanskrit studies received focused attention in Elphinstone College in Mumbai and Deccan College in Pune. A large manuscript collection project was launched covering the whole of Western India, including Rajasthan. We must in particular, highlight the contributions made by R.G. Bhandarkar. Bringing together the written, archaeological, epigraphic and art historical sources, and rising above all native scholars, he prepared the first syntheses of both Deccan and Indian history, Indian religions, and Indo-Aryan family of languages (Paddayya, *et al.* 2025). Equally important, he formulated the famous critical and comparative approach to Indological studies and adopted it in his own writings (Bhandarkar, 1933). In fact, Bhandarkar's writings on this topic constitute the first attempt to introduce research methodology in the entire history of higher education in India.

With these nineteenth-century developments serving as the foundations, a whole edifice of Indology was built up in the early part of the twentieth century. Bharat Itihas Samshodhak Mandal was established in Pune by the historian V. K. Rajwade in 1910 and its contributions to Maratha history in particular are well known. Seven years later the Bhandarkar Institute was established in Pune on the occasion of the 80th birth anniversary of Sir Ramakrishna Gopal Bhandarkar. Its completed projects on history of the Dharmasastra undertaken by Mahamahopadhyaya P. V. Kane and the critical edition of the Mahabharata text edited by V.S. Sukthankar have won an exalted place in the world of Indology. Oriental Research Institute came up in Vadodara in 1927 and the publication of a critical version of the Ramayana text (edited by G. H. Bhatt) is one of its major contributions. Bharatiya Vidya Bhavan and Gujarat Research Society were founded in Mumbai in 1938. The former institution completed the History and Culture of the Indian People in eleven volumes between 1951 and 1969 under the editorship of R.C. Majumdar. The Deccan College was reopened after a gap of five years as a Postgraduate and Research Institute in 1939 and made many valuable contributions to Sanskrit and linguistic scholarship, anthropology, ancient and medieval history, culture and archaeology (Paddayya, 2021). Recognising the special nature of some of the themes and projects, I brought together all these studies under the label Western India School of Orientalism (Paddayya, 2015).

Even those readers with a limited degree of familiarity with Indological studies in Western India will surely miss one name in the list of institutions cited above. This is the Heras Institute of Indian History and Culture, which is a part of and housed in St. Xavier's College in Mumbai. It was founded in 1926 by the renowned historian Rev. Father Henry Heras S.J. and he named it as Indian Historical Research Institute. As the Director, he guided its work in a fatherly way till his death in 1955. Thereupon, the institution was renamed after him as the Heras Institute of Indian History and Culture. It is celebrating its centenary this year. So it is a fitting occasion to present a brief account of Father Heras's own contributions to historical scholarship in India and of the work done by the Institute he had established.

Henry Heras was born on 11 September 1888 in a well-to-do rural family in the Catalonia part of Spain but gave up his property rights and chose to become a Jesuit in 1904. Then he underwent long courses in theology and philosophy. Thereafter, he took up teaching work in theology and history for some time and was ordained a Catholic priest in 1920. He came to India in 1922 as a Jesuit priest at the age of 34 with feeble English and no knowledge of India and its history. He started teaching history at St. Xavier's College, confidently asserting that he would learn Indian history while teaching it. By sheer dedication and hard work he emerged as an inspiring and revered teacher and an outstanding scholar of Indian history and archaeology in the next 33 years. After Independence he opted for Indian citizenship. He succumbed to cancer and passed away in Mumbai on 14 December 1955.

While teaching Indian history, Father Heras created special interest among students in the

subject by taking them to important historical places in the country. During these visits he also collected objects of historical importance wherever these were found lying around unattended to. What is amazing is that he soon complemented his teaching work with a deep research interest in the subject. In a short span of four years he established the Indian Historical Research Institute in St. Xavier's College for pursuing his own research interests and for attracting and guiding research scholars.

Father Heras's research output is most impressive and consists of 17 books and pamphlets and 275 research articles which appeared in English, Spanish and French in Indian and European journals and special volumes (for details, see Correia-Afonso and Fernandes 1990). It is amazing that Father Heras covered with equal ease topics like the Pallavas in ancient history, Vijayanagara empire in mediaeval history and correspondence between Fort William and the Board of Directors in London in colonial history. What is equally laudable, he made archaeology an integral part of his research domain. We shall first take a brief review of his historical research (for details, see Moraes 1976).

Father Heras showed special interest in South Indian history. Within a short period of five years he gained full grip over the entire course of Vijayanagara history and the indigenous and foreign source materials required for its reconstruction. He published two books on this topic. *The Aravidu Dynasty of Vijayanagara*, published in 1927, is a 600-page account of the last dynasty of this empire (1927). He made use of even unpublished sources including Portuguese accounts and gave a detailed account of the political events, including the establishment of Nayaka kingdoms and also referred to literary activities and religious conditions marked by the rise of Vaishnavism. Two years later he published a second book which deals with a critical study of the factors involved in the very beginnings of this great empire. Then Heras took up the topic of Pallavas and wrote two books, one about their genealogy based on the study of inscriptions and the other dealing with general conditions under their rule.

Foreign invasions were another important topic of interest for Father Heras. He commented upon Arab invasions and Portuguese occupations. He also dealt with topics concerning Maratha southern expansion and Mughal history like Akbar's conquest of Asirgarh fort and Jahangir's relations with the Portuguese. He edited a full volume containing the letters forming part of the correspondence between Fort William in Kolkata and India House in London during the initial phase of the British occupation. Christian missionary activity in India was another topic of interest for Father Heras; he made special comments about the methods adopted by the Jesuits in India.

One aspect of Father Heras's scholarship which distinguishes it from that of other historians of the time is his emphasis on research methodology. Amazingly, coinciding with the establishment of the Indian Historical Research Institute in 1926, he published a 130-page-long book on this topic (Heras 1926). It is remarkable that this book titled *The Writing of History; Notes on the Historical Methodology for Indian Students* appeared at a time when history was yet to find a secure place in the university curricula in the country and research endeavours themselves were mostly confined to the European workers. As Heras himself admitted, this book was "a first attempt on a difficult subject." It offers a clear statement about the nature and scope of history as well as about its goals and methods (1926: 1-6). As mentioned earlier, as early as 1888 R.G. Bhandarkar called for the need to adopt a critical and comparative approach in ancient India studies and introduced the germs of research methodology in Indian higher education system. Father Heras's book-length work marked its formal introduction in historical research in its widest sense.

Emphasising the holistic nature of historical research, Father Heras says that it is not about individual facts like wars, revolutions and great events; rather it seeks to weave a narrative of these facts as these are bound together by causal relationships. He clarifies that these facts are not loose statements but must pass through "a series of reasonings by analogy." Heras avers that these narratives should lead us to a reconstruction "of the life of the society in all its aspects of wars, political affairs, social life, progress in arts and sciences, religious evolution, international events, etc." (1926: 2). This is almost the same as the manifesto of the French Annales school of history which came up in the 1930s. Borrowing from the famous book *Introduction to the Study of History* by Langlois-

Seignobos, Heras then refers to the four-fold methodological process of history, viz. heuristics, criticism, synthesis and exposition.

With a view to alerting the students about the nature and wide range of source material available for historical research, Heras devoted ninety pages of the book listing by name articles, books, monographs and unpublished manuscripts covering archaeology, excavations, ancient texts and writings, epigraphy, numismatics, art and architecture, images, paintings, travel and missionary accounts, official correspondence and letters, etc. This bibliographical account is ample testimony to Father Heras's crusading and all pervasive efforts to create a solid base for scientific historical research. He concludes the book by noting that an aspiring historian "requires a versatile mind, a special training, and a critical sense not possessed by the common run of men." (1926: 127). He further adds that historians need to place themselves in the spirit of times they are writing about. Referring to the ultimate use of history, Father Heras wrote that it is "a vast field of ideal human study, appealing to the best gifts of human heart and mind" (1926: 127).

What is equally laudable, unlike most historians of the day, he made archaeology an integral part of historical research (for details, see Sankalia 1976). Half a century later historians like R.S. Sharma, Irfan Habib and Romila Thapar reinvented this idea and made elaborate use of archaeological writings in their historical studies. As mentioned above, Father Heras included a large number of books, excavation reports and other writings in archaeology in the list of sources cited in his book on methodology. He took particular interest in the Harappan culture. In 1936-37 he wrote two articles on Mohenjodaro and made his own readings of the seals. He pursued this interest unwaveringly and published a full volume in 1953 titled *Studies in Proto-Indo-Mediterranean Culture*. He inferred unifying or common threads among the cultures of East Africa, Syria, Mesopotamia and pre-Aryan India. Father Heras derived the Indus culture from the Libyan desert and held that the authors spoke a proto-Dravidian language and used a proto-Dravidian script, from which developed the present Dravidian languages and the northern and Tamil Brahmi scripts. He read in the petroglyphs of Mohenjodaro seals the names of tribes like Alinas (Squirrels) and Kolis (Fowls) and places like Irupati, Arirur and Kudukopa.

Father Heras also conducted excavations at Vala and Son in Kathiawar and at Chandor in Goa. He gave Indian archaeology an important concept which is accepted and widely used now. This is the concept of protohistory which covers the time period stretched between the Indus and Aryan cultures at one end and Alexander's invasion of the northwestern part of the country at the other end (Heras 1942).

Father Heras also took a deep interest in Indian culture and published a number of research articles on a variety of topics in various journals in India and outside. These cover sites like Kanheri, Nalanda, Halebid, Fatehpur Sikri and Taj Mahal. He wrote on other topics like origins of Indian philosophy, Ashoka's dharma policy, Gandhara school of art, spread of Buddhism outside the country, iconography and sculptures. He also commented on the place of religion in the Indian constitution. For preparing these writings he made use of all relevant sources including the Vedic texts and Puranas. In a 60-page article on Ganapati published in 1954, he came to the conclusion that Ganapati as a deity has no Vedic foundations nor was he the son of Siva and Parvati. Originally, his face was that of a beautiful youth and elephant tusk was added to it in the Puranas. His image worship commenced in the Gupta period (Heras 1954). Writing about the sacred symbol Svastika (Sanskrit word, meaning "that which is well-being"), Heras compared it to Cross in Christianity in terms of world-wide importance and traced its origins to the Harappan seals. It was adopted by the Aryan culture and soon spread to other countries. So Heras called India 'the Empire of Svastika' (Heras, 1937).

As mentioned before, the Heras Institute is celebrating its centenary this year, so a few additional remarks about its activities will not be out of place here (for details, see Correia-Afonso 1976). Father Heras held the opinion that, while students at the undergraduate level merely study Indian history and complete examinations, it was necessary to train research scholars who would take up the task of its reconstruction. Realising the lack of facilities for historical research in the region, he established the Institute for Indian Historical Studies in 1926. Soon a fairly good number of students gathered around him and completed

their M.A. dissertations on different topics. These include illustrious personalities such as H.D. Sankalia, George M. Moraes, B.G. Gokhale, B.A. Saletore and E. A. Pires. All of them have paid glowing tributes to him on different occasions as a loving and fatherly figure and for his depth of scholarship. In his autobiography Professor Sankalia wrote at length about the encouragement and guidance which he had received from Father Heras on different occasions: research supervision provided for his M.A. thesis on the ancient Nalanda university, persuasion of his parents to send him to England for doctoral research, and advice to join the teaching post at the Deccan College in Pune in preference to a museum curator's position in Mumbai (Sankalia 1978). He also stated that not a day had passed in his service career without remembering Father Heras. George Moraes (1976: 23) was profuse too in his estimate and wrote that Father Heras was "a man of great attraction, simplicity and highmindedness, a fabled guru who apart from his massive scholarship existed only for his students, scorning delight and living laborious days, who was a father to us all, loving us, rejoicing and grieving with us, praising us and rebuking us…"

Even after Father Heras's death in 1955 the Institute continued, and happily still continues, to serve as an important centre for doctoral and postdoctoral studies. Under the guidance of its successive directors Father A. Esteller, Father J. Velinkar, Father John Correia-Afonso and Father Aubrey A. Mascarenhas, it expanded its activities and organised periodic theme-based seminars and exhibitions.

The Institute celebrated its silver, golden, diamond and platinum jubilees in 1954, 1976, 1986 and 2001, respectively. The year 1988 was special for the Institute and the birth centenary of its founder was celebrated in a befitting way. A volume containing selected writings of Father Heras was published (Anderson and Correia-Afonso 1990). In deference to an old plan of Father Heras, the Institute started the publication of its own periodical called *Indica* in 1964 devoted to the publication of refereed research articles covering ancient to colonial history, and ancient Indian culture and archaeology. It has come out uninterruptedly since then and has carved a place for itself in Indological literature. Another important activity taken up by the Institute concerns the institution of annual lecture series in memory of Father Heras. These lectures were delivered by eminent scholars who include A. L. Basham, Bipan Chandra, Barun De, P. M. Joshi, Romila Thapar and H. D. Sankalia. I had the honour of delivering these special lectures on two occasions – the 43rd lecture in the series in 2006 and the 62nd lecture in 2025.

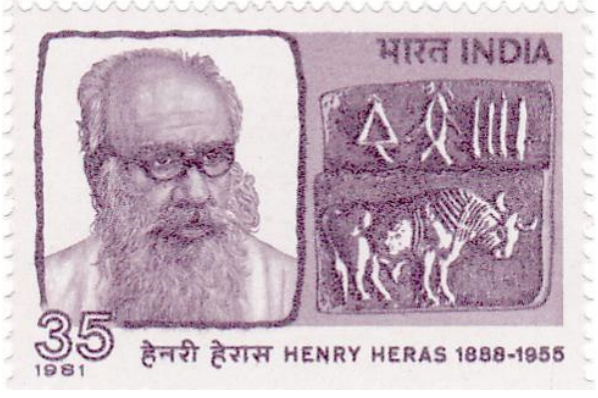
Father Heras developed a museum and a library as important adjuncts to the Institute, which he had founded. In particular he had in mind the study and research interests of his students. The museum started with four Maratha guns presented by a donor and other donations followed soon. The collection began to increase with some purchases and the objects which Father Heras himself acquired during his visits to various historical sites in and outside the country (Desai 1976). Mesopotamian antiquities are a unique collection of this museum and these include seals, amulets and terracottas. The Indian antiquities include Buddhist stone and stucco figures of the Gandhara school and stone and metal images and sculptures of Hindu and Jaina faiths. Images and paintings of Indian Christian art are another important collection of the museum.

What about the library? Father Heras started it with just 80 books and, thanks to the support from the college authorities and his own untiring efforts including spending some amounts from his own purse, the collection rose to 26,000 volumes by 1954. With its much enlarged collection of books and other writings covering history proper and ancient Indian history, culture and archaeology, the library is a rich resource and readily extends its services to both students and research scholars. It boasts of some rare books too, including Becher's *Remarks and Occurrences*, which is the only available copy of the first book printed in Mumbai.

Father Heras won for himself a place of honour in historical scholarship in the country. He was appointed as a member of the Historical Records Commission by the Government of India. . A postal stamp (Fig. 1) was issued in his name in 1981. He received well-deserved appreciation for his qualities of head and heart from both fellow historians and archaeologists and highly placed personalities in the government and society. During his visit to the Heras Institute in 1954 on the occasion of its silver jubilee celebrations, Vice-President of India Dr. S. Radhakrishnan commended his work in these words: "The work in this connection (the

cultivation of the values of the Indian culture) which is being done by Rev. Fr. Heras and by the Institute is a shining example of devotion to learning and knowledge." In his obituary note, K. M. Munshi, the venerable founder of Bharatiya Vidya Bhavan, remembered Father Heras in these endearing words: "A conscientious and thorough-going historian, the vast knowledge and patient labours of Father Heras lit up many obscure corners of India's history. He lived like a sage surrounded by the books he loved, and inspired a large number of scholars to pursue research. His death has been a loss to scholarship in India."

Fig.1: Postal stamp issued in 1981 showing Father Heras and a seal from Mohenjo-Daro



Father Heras was a self-made historian in the fullest sense of the term. He mirrored the spirit of the Age of Enlightenment which called for respect for other peoples and their cultures. It is this broad-mindedness which led him to take to India and its history and culture heart and soul. While his breadth of scholarship serves as a beacon even now to young scholars, there is another aspect of his personality which has lessons for modern times, which are riven by schisms and conflicts driven by conflicting religious, ethnic, cultural and linguistic claims and interests. While remaining a devout Catholic, once he set his feet on the Indian soil, Father Heras began to recognize the need for Christian church architecture, sculpture and paintings to incorporate Indian symbols and styles of art–"build a church according to the exigencies of our liturgy and requirements of Canon Law, but in an Indian style of architecture", as he put it. He not only put forward this approach in several of his articles (e.g. 1990) but in fact extended his guidance in this respect in the execution of several works in Karnataka and Kerala. The plan of the beautiful chapel at Belgavi is often cited as a good example of the union of religious architectural styles. Father Heras's thought stream is a shining example of how incoming groups of people can assimilate themselves into the native groups without losing their identities.

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Research-driven Learning

Nishith Nagar*

"Learners need to move from being consumers of information to becoming producers of information."

New Education Policy- 2020 (herein after referred to as "NEP"), reoriented for the first time post-independence, provides a silver lining at the fag end of the underpass, as it vehemently bats for a research ecosystem, and thus, has set the ball rolling, for sure. Much stress has been laid upon research work in Higher Educational Institutions (hereinafter referred to as "HEIs"). This move has definitely brought to the forefront that academic research is an indispensable portion of the HEI. The need for a robust research ecosystem rose from the fact that universities and other higher educational institutes have started drifting from research-based activities and have confined themselves to book-based teaching and education, not only at the collegiate/graduation and master's level but also at the doctoral level. The essence of research lies in the fact that it facilitates exploring new knowledge and gives impetus to innovative thinking. Recently, the Union Cabinet gave its approval for the introduction of the National Research Foundation (hereinafter referred to as "NRF") Bill, 2023. This move is being gauged as a game-changer because NRF, once established as an apex body, would definitely play a pivotal role in seeding, nurturing, and promoting Research and Development (hereinafter referred to as "R&D") while fostering a culture of research and innovation across universities, colleges, research institutions, and R&D laboratories in India. It is expected that under the aegis of NRF, the research ecosystem in our country would flourish to greater heights. As is well known and even highlighted in NEP that our country's funding on R&D is less than 1 per cent of the Gross Domestic Product. This is on a very low side when compared with the funding pattern of other smaller nations. This reflects that focus on R&D in our country is scanty as well as asymmetrical. As we Indians have dreamt that the 21st century will be dominated by India, and this dream, to some extent, saw the light of day when India assumed the presidency of the G20 forum. We Indians firmly believe it is just the beginning and more is yet to come. In view of this, the time has come for us should focus more towards R&D activities that too, on a war footing. Approval of the NRF Bill is like a shot in the arm, which is surely going to give a new dimension to research and universities in turn would reinstitute the research culture and become knowledge formation centres. With respect to patents, we are on the back foot when compared with other developed countries, say for e.g., China, which is way-way ahead. The key reason for this abysmal performance is the lack of collaboration between academia and industry. They both have to work in tandem as our NEP strongly vouches for an optimum patent policy structure at the university as well as the industry level to clear the way for increased patent applications. Focusing more and more on patents shall definitely act as a catalyst in boosting and promoting exploration and research-based activities.

Way Forward

Now, the NRF Bill 2023 sees the light of day, our country may witness a massive transformation in the field of R&D. Further, the passing of the bill would foster a culture of research and innovation through Indian Universities, Institutes of Eminence, etc. Quick as a flash, NRF will look after funding, mentoring and development of high-end research. We may expect a strong synergy established between research, academia, and industry at an all-time high, leading to more power-packed R&D work.

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Infoxication in Academia and Managing Information Overload

Priyanka Joshi* and Dinesh Kumar**

The digital revolution has greatly transformed the world of academia, providing unparalleled access to information. But with all this information available, people are experiencing a state of cognitive overload called 'infoxication', which is when they feel overwhelmed by excessive and often repetitive information. This paper explores the various ways infoxication affects students, teachers, and schools, focusing on its psychological, academic, and institutional effects. By critically reviewing existing literature, this paper explains how information overload impacts our thinking and feelings, leading to issues like reduced comprehension, higher anxiety levels, and diminished productivity. Digitalisation plays a big part in exacerbating infoxication, showing how technology can help us learn but also make it harder to find the right information. Moreover, the paper also looks into ways to mitigate infoxication, stressing how crucial it is to have digital literacy, time management, and to get support from institutions. One important area of focus is how Web 3.0 technologies and AI tools can help as potential solutions for managing information overload effectively. By encouraging a cultural shift that values high-quality research, supports mindful engagement with academic materials, and equips individuals with essential skills for processing information, the academic world can better handle the difficulties brought on by too much information. The paper wraps up by concluding that it's important to find a balance between leveraging technological advancements and focusing on mental health for sustaining meaningful academic engagement in the digital era (Abstract).

Introduction

Have you ever experienced a sense of being overwhelmed by the vast amount of information readily accessible to you at fingertips? In today's academic environment, the continuous generation of data has resulted in a significant challenge known as 'Infoxication'. The term infoxication is a blend of terms "information" and "intoxication" which describes the condition of being burdened by excessive and often repetitive information, which complicates the processes of comprehension, prioritisation, and effective utilisation. The global digital landscape produces approximately 2.5 quintillion bytes of data each day, with academic publications playing a significant role in this increase (Reyero and Martín, 2021). This staggering volume has reshaped the academic sphere, offering both new opportunities and challenges.

Infoxication in academia presents itself in multiple forms. Students often find it challenging to sort through all the information they receive from course materials, scholarly articles, research papers, and constant digital alerts. Educators and researchers have the tough job of going through millions of scholarly articles - over 3 million are published each year - contending with the intense pressure to publish or risk falling behind (Suhaimi & Hussin, 2017 and Feroz, et. al., 2021). For educational institutions, infoxication presents challenges in curriculum development, burdens library systems, and leads to disparities in digital accessibility. This issue is further compounded by the swift increase in online courses, webinars, and open-access materials, which, though advantageous, often add to the cognitive strain faced by academic stakeholders (Lauri, et. al., 2020).

The experience of living in a world characterised by an excessive amount of information significantly affects decision-making, productivity, and mental health. According to Masrek and Baharuddin (2023), the volume of global academic output doubles nearly every 15 years, creating a deluge of information for both students and educators. This rapid growth complicates the task of identifying credible sources, leading to greater confusion and hindering the development of critical thinking skills. Borawska-Kalbarczyk (2022) highlights that infoxication is more than just a logistical problem; it's also a cultural and psychological one, necessitating media literacy and information competency crucial for students

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in today's academic environment.

As academia confronts the challenges associated with infoxication, it is crucial to understand its origins, contributing factors, and cultural foundations. The roots of infoxication are linked not just to the explosion of academic content but also to the evolving pattern and ways in which we create and consume information. Numerous factors, including the expansion of digital resources, the rise of online learning platforms, and the competitive nature of academic publications, plays key role in this phenomenon. Moreover, the changing academic culture, marked by an increasing dependency on digital tools and the constant pressure to publish, intensifies the situation.

This article looks into the issue of infoxication within the academic sphere by systematically exploring its origins, consequences, and possible solutions. By reviewing its effects on students, educators, and educational institutions, the article aims to offer a thorough understanding of how an excess of information disrupts academic productivity and overall well-being. Furthermore, the discussion also underscores effective strategies for managing infoxication, focusing on both individual and systemic methods. Also, the article anticipates the future of academia in the digital age, emphasising the necessity for cultural and technological shifts that will foster sustainable academic engagement.

The Phenomenon of Infoxication in Academia

Infoxication, derived from the words 'information' and 'intoxication', denotes the cognitive strain resulting from an excessive influx of information. Originally introduced to describe general information overload, this concept has become especially relevant in academic settings, where the rapid expansion of data has altered the way students, educators, and researchers interact with knowledge (Masrek & Baharuddin, 2023). Within academic contexts, infoxication is not solely a consequence of technological advancement; rather, it is a systemic challenge that is deeply woven into a culture characterised by incessant productivity and competition (Aadland & Heinström, 2024).

Understanding Infoxication

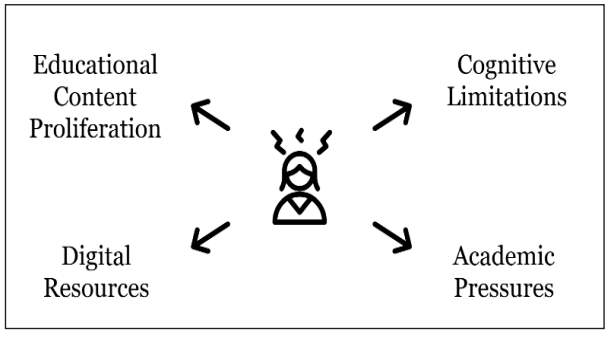
Infoxication primarily refers to the difficulty in processing and prioritising information as a result of its large quantity and complexity. The academic environment, marked by the constant generation of scholarly articles, online courses, and research databases, intensifies this issue. Peter (2020) emphasises that although the abundance of digital resources has made information more accessible, it has simultaneously posed significant challenges in effectively navigating extensive repositories of knowledge.

In academia, infoxication presents itself as a challenge that obstructs the capacity to concentrate on critical tasks. Researchers often struggle with literature reviews and data collection, frequently coming across superfluous or irrelevant information (Kisilowska-Szurmińska, 2024). Likewise, students also find themselves flooded with complex syllabi and a constant flow of academic obligations, leading to indecision and reduced educational effectiveness (Ellington, 2005). Educators also contend with the task of selecting high-quality content from a vast array of resources, which further amplifies the issue (Aussu, 2023).

Contributors to Infoxication in Academia

Multiple factors play a role in infoxication, reflecting the complex interplay between technological progress and academic pressures.

Figure 1. Key Contributors to Infoxication in Academic Settings



Proliferation of Educational Content

The rapid increase in academic publications and digital resources has resulted in an environment of abundance. The availability of scholarly articles, digital repositories, and open-access journals has facilitated accessibility to information, but it has also rendered the task of filtering this information quite difficult (Lauri, et. al., 2020). According to Peter (2020), the exponential growth of online publications presents a paradox of choice, thereby complicating the selection of relevant and credible content.

Digital Resources and Online Platforms

The emergence of Massive Open Online Courses (MOOCs), webinars, and various virtual learning resources has made education more accessible, but it has also added additional layers of complexity. Although these platforms promote accessibility, they can also overwhelm users with fragmented knowledge and overlapping content (Bawden & Robinson, 2020).

Academic Pressures and the Publish-or-Perish Mentality

The intense competition in academia, marked by constant pressure for frequent publications, often makes infoxication even worse. Researchers feel the need to keep up with the latest advancements in their disciplines, which often results in them taking in too much information within constrained periods (Masrek & Baharuddin, 2023). The pressure to publish or risk falling behind only adds to the problem, as it emphasises quantity over quality, resulting in a superficial interaction and shallow understanding of scholarly material (Feroz, et. al., 2021).

Cognitive Limitations and Time Constraints

Humans have a limited cognitive ability to process and integrate information. As noted by Ellington (2005), students often express difficulty in managing the extensive and intricate nature of content with tight deadlines, which hinders effective learning. Additionally, the inefficiency of sorting through a lot of resources adds to the cognitive burden (Borawska-Kalbarczyk, 2022).

Academic Culture and Infoxication

The academic culture significantly contributes to infoxication. The prevailing publish-or-perish ethos emphasises continuous output, compelling researchers and educators to contend with unmanageable volumes of information (Reyero & Martín, 2021). This incessant drive for productivity frequently results in a disjointed understanding of knowledge, as scholars also prioritise a wide-ranging approach rather than a thorough exploration of specific topics (Aadland & Heinström, 2024).

Moreover, the increasing dependency on digital tools designed to facilitate research has, paradoxically, led to an overflux of information. Tools such as citation managers, search engines, and automated content aggregators tend to emphasise more on the quantity of information rather than its quality, thereby adding more confusion (De La Fuente, 2021). As pointed out by Kisilowska-Szurmińska (2024), this reliance can scatter our concentration and weaken our critical thinking, which ultimately lowers the quality of our academic outputs.

Towards a Systemic Understanding

Understanding the concept of infoxication means acknowledging how deeply it is rooted in the academic system. The combination of new technologies, the competitive pressures, and our own cognitive limits has led to a situation where being overwhelmed by information is both a cultural, logistical and practical problem. To address this problem, academia needs to change the way it produces, organises, and consumes knowledge. By encouraging critical thinking and prioritising quality of information rather than just the amount, universities and institutions can help reduce the harmful effects of infoxication and ensure more meaningful learning experiences.

Impacts of Infoxication on Students

Reduced Focus and Prioritisation Abilities

Students often struggle to concentrate on academic assignments due to the vast array of resources available. This surplus of information disrupts their attention, complicating the process of identifying essential material. A study by Aadland and Heinström (2024) suggests that the relentless stream of data undermines cognitive effectiveness, leading to a shallow, superficial understanding of subjects rather than comprehensive learning.

Anxiety and Stress

The overwhelming volume of academic content, along with the Fear of Missing Out (FOMO), creates considerable stress for students. According to Lauri and Virkus (2019), students often feel the pressure to stay abreast of an excessive amount of content, which often leads to decision-making paralysis and procrastination. This stress further contributes to burnout, as students find it difficult to meet academic expectations while dealing with a flood of unnecessary information.

Difficulty Distinguishing Credible Sources

The phenomenon of infoxication hinders students' ability to distinguish between credible

and unreliable sources. The brisk growth of misinformation amplifies this issue, adversely impacting the quality of research and educational results (Kisilowska-Szurmińska, 2024). Devoid of proper guidance, students may mistakenly rely on erroneous or misleading information for their academic works, which can significantly impede their educational development.

Cognitive and Emotional Challenges

The widespread availability of fragmented information across digital platforms intensifies cognitive fatigue. Borawska-Kalbarczyk (2022) noted that younger students, especially those in critical developmental stage, are particularly susceptible to this issue, resulting in diminished self-confidence and reduced academic performance.

Impacts of Infoxication on Educators and Researchers

Shifting Through Overwhelming Content

Educators and researchers experience considerable difficulties in managing and filtering through a vast and continuously expanding array of academic resources. According to Lauri et al. (2020), this challenge leads to cognitive exhaustion, reduced productivity, and a lack of capacity to concentrate thoroughly on any specific subject.

Increased Burnout and Cognitive Fatigue

The relentless pressure to stay updated about emerging developments substantially causes professional burnout. Kisilowska-Szurmińska (2024) highlights infoxication as a primary cause of stress for educators, who frequently face the challenge of reviewing extensive amounts of information within constrained time limits. This situation adversely impacts their capacity to innovate and engage meaningfully within their respective fields.

Fragmented Research Output

The quality of academic research is jeopardised by the divided focus resulting from an excess of information. Feroz et al. (2021) emphasise that the researchers frequently struggle to manage numerous sources, which decreases their capacity to conduct thorough analysis and restricts the originality of their findings.

Impaired Decision-making

Educators face difficulties in making well-informed decisions regarding curriculum development or research directions because of the presence of fragmented and repetitive information sources. This situation can hinder academic advancement and restrict the potential to generate significant contributions to the discipline.

Impacts of Infoxication on *Institutions*

Overloaded Library Systems

Academic institutions struggle with infrastructure issues as libraries are overwhelmed with too many resources. This overload makes it difficult to organise and manage everything properly, which in turn affects how students and staff can access these materials, leading to wasted opportunities in the utilisation of academic resources effectively.

Inequity in Resource Access

Regional differences in access to digital and physical resources make educational inequalities even worse. Some institutions have the ability to gather and manage large amounts of information, while others struggle even for the essentials. This situation increases the gap between students and teachers in various areas (Aadland & Heinström, 2024).

Challenges in Curriculum Design

The ever-expanding number of academic resources makes it harder to create effective curricula. Teachers and administrators have to sort through an overload of information to find the best and up-to-date material, which can cause delays and inconsistencies in course delivery.

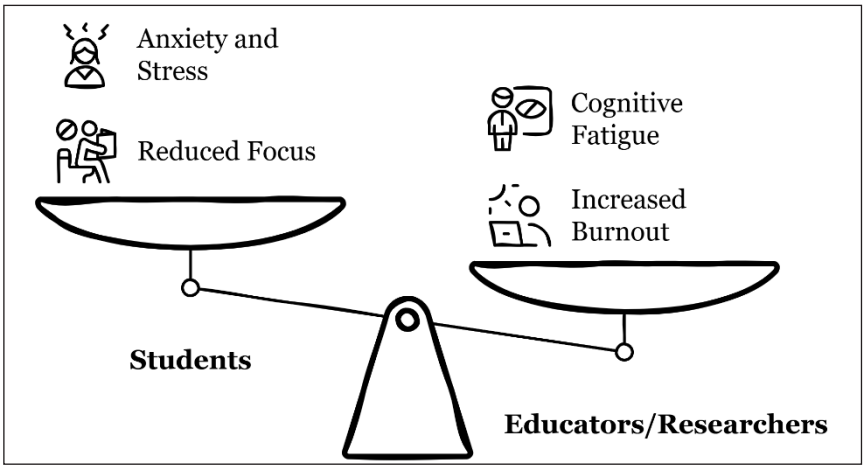
Increased Dependence on Technology

More and more institutions are progressively turning to the utilisation of digital tools to address the challenges of information overload. Although this approach makes it easier to access data, but it simultaneously brings forth concerns related to data security, cost efficiency, and the level of digital literacy among various stakeholders.

Strategies for Managing Infoxication

Effective addressal of infoxication necessitates a twofold strategy that includes both individual actions and organisational initiatives. By implementing practical strategies and fostering a supportive atmosphere, both individuals and institutions can mitigate the daunting challenge posed by the overwhelming burden of excessive information.

Figure 2. Comparative Impacts of Infoxication on Students and Educators



Strategies for Managing Infoxication for Individuals

Digital Literacy Training

Enhancing digital literacy is essential for the effective filtering and assessment of credible sources amidst an overwhelming amount of information. Educational initiatives equip individuals with the necessary skills to identify pertinent and reliable content, which in turn minimises their susceptibility to misinformation and irrelevant data (Lauri & Virkus, 2019).

Time Management Techniques

Using effective time management techniques like the Pomodoro Technique can really boost how much you get done. This time management method involves working in short, focused bursts with brief breaks in between, such as working in 25-minute intervals, which helps people handle their cognitive workload, prevent burnout, and maintain focus for longer periods (De La Fuente, 2021).

Utilising Tools and Technology

Advanced tools such as Zotero and Mendeley facilitate students to keep their academic resources organized, making it easier for them to manage citations and quickly find information. Additionally, AI-based content summarizers also assist in breaking down complicated content into simpler formats, which saves time and lessens cognitive strain (Kisilowska-Szurmińska, 2024).

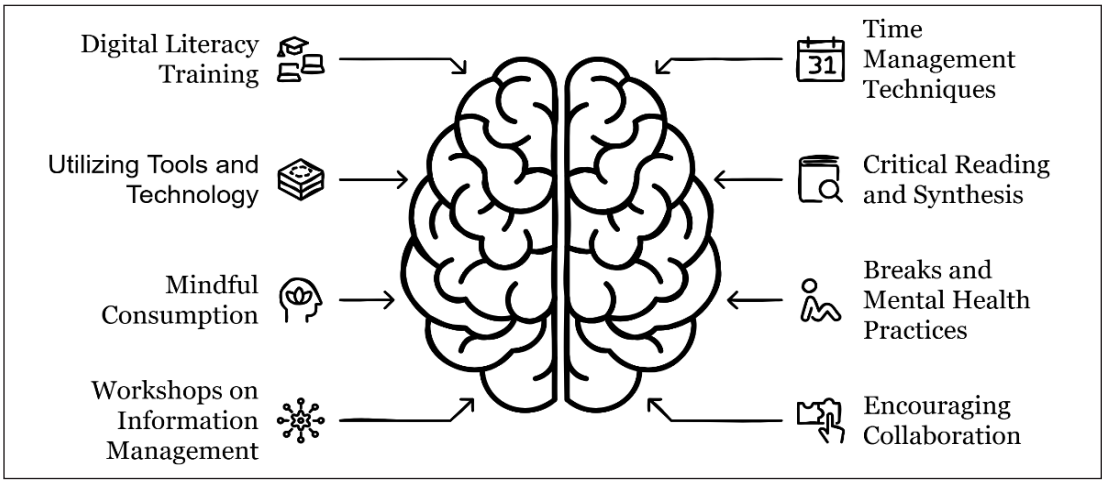
Critical Reading and Synthesis

Developing critical reading and synthesis skills will also help individuals to recognise main ideas without repeating them. This method promotes thoughtful engagement with information and ensures better understanding of relevant content (Bawden & Robinson, 2020).

Mindful Consumption and Digital Minimalism

Focusing on selective reading and prioritising important tasks first can really help reduce information overload. By adopting digital minimalism like cutting down on screen time and avoiding low-quality content, individuals can concentrate more on meaningful and purposeful activities (Aadland & Heinström, 2024).

Figure 3. Strategies for Managing and Reducing Information Overload in Academia



Breaks and Mental Health Practices

Frequent rest breaks and practising mindfulness techniques, including meditation and deep breathing, contribute to mental rejuvenation and alleviate the stress that comes from excessive information intake. These practices not only boost concentration but also enhance overall productivity (Ellington, 2005).

For Institutions

Workshops on Information Management

Institutions can tackle infoxication by organising workshops that focus on better management of information. These workshops can cover topics like critical thinking, digital literacy, and utilising resources effectively, helping students and researchers equip themselves with important skills (Lauri, et. al., 2020).

Encouraging Collaboration Among Researchers

Academic institutions need to foster a collaborative environment to minimise unnecessary repetition in research. When researchers share their findings and resources, they can mitigate repetition of work, enhance the utilisation of information, and build strong integrated knowledge networks (Kisilowska-Szurmińska, 2024).

Promoting Critical Thinking

Academic institutions must accentuate the importance of critical thinking within academia. By prioritising quality over quantity instead of just information, students and researchers can concentrate on meaningful content, thereby mitigating the risk of being overwhelmed by the vast amount of information accessible (Bawden & Robinson, 2020).

Implementing Information Curation Tools

Institutions can implement digital tools and platforms that will efficiently curate and organise the content, which in turn will enhance research workflows and ensure access to high-quality and well-structured information (Reyero & Martín, 2021).

Developing Policies for Information Overload

Policies and strategies aiming to mitigate information overload, including the restriction of mandatory readings and the prioritisation of carefully selected academic resources, will promote a more organised and focused educational environment (Suhaimi & Hussin, 2017).

Creating Supportive Environments

Academic settings should create an environment that supports reflection, collaboration, and critical engagement with information. By promoting these values, educational institutions can help individuals manage the complexities of today's information ecosystem (Aadland & Heinström, 2024).

Thus, tackling the issues of infoxication requires a teamwork approach involving both individual initiatives and institutional support. Individuals can reduce cognitive overload by improving their digital literacy, employing wise time management strategies, using advanced tools, and practising mindful practices. Meanwhile, institutions can play their part by promoting collaboration, fostering critical thinking skills, and establishing structured settings that will help manage information better. Collectively, these efforts allow for a more effective interaction with the ever-growing world of information.

The Future of Academia and Infoxication

Adapting to the Digital Ecosystem

As academia adapts to the digital era, new technologies bring both opportunities and challenges in handling infoxication. Tools powered by AI, advanced search algorithms, and automated content curators are becoming more common in academic settings to streamline information processing and lessen cognitive overload. (Peter, 2020). The emergence of AI-driven summarisation tools and intelligent research assistants provides a great opportunity for filtering and managing vast amounts of information. This enables researchers to concentrate more on analysing important details instead of just information retrieval (Aadland & Heinström, 2024).

However, while technology boosts efficiency, it's really important to find a balance between machine-driven automation and human creativity. Relying too much on algorithmic curation can weaken independent critical thinking, which is essential for academic exploration. Therefore, the challenge for future academic institutions is to use digital tools effectively while still encouraging independent thinking and deep learning

(Kisilowska-Szurmińska, 2024). Ensuring that new technologies support rather than take over our thinking processes will be key to creating valuable knowledge.

Cultural Shifts

To tackle the issue of infoxication, we need more than just tech solutions; we need a paradigm shift in academic culture. Presently, there's too much focus on how much information we can produce - like constant publication pressures, data-focused evaluations, and the fast pace of creating content. This leads to students and researchers feeling overwhelmed. We really need to transition from valuing quantity to prioritising quality in our academic approach. This change will help to foster deeper learning and more significant research (Masrek & Baharuddin, 2023).

Promoting mindfulness and a focused engagement with information can really help students, teachers, and researchers to deal with the stress of academic life. By encouraging reflective reading, organised learning habits, and selective research choices, we can reduce the negative impact of being overwhelmed by too much information (Lauri, et. al., 2020). Additionally, institutions should focus on sustainable research methods that emphasise depth over volume, making sure that scholars interact with knowledge in a way that improves their comprehension instead of just merely expanding the information pools they have (Feroz, et al., 2021).

Integrating new technology with a cultural shift that focuses on high-quality, driven academic work can help tackle the problems caused by infoxication in the sphere of education. It's important to find a middle ground between digital efficiency and cognitive well-being for creating a sustainable and enriching academic environment.

Conclusion

Infoxication in the academic world represents a significant issue in today's digital era, impacting students, educators, and institutions. The exponential increase in information, combined with academic pressure and digital reliance on technology, has resulted in cognitive overload, decreased concentration, and inefficiencies within the system. According to Peter (2020), excessive information availability puts a strain on our mental capabilities and worsens disparities in academic success and access to resources.

Addressing infoxication requires a multidimensional strategy that combines technological innovations, institutional reforms, and individual strategies. Digital literacy programs, along with good time management skills and sorting structured information, can help people learn to handle academic information wisely. Additionally, schools and universities must shift from a quantity-driven evaluation model to one that prioritises quality and depth of learning. This way, they can create spaces that encourage critical thinking and a deeper connection with knowledge (Masrek & Baharuddin, 2023).

As education progresses, it's crucial to find a balance between new technological advancements and human creativity and intellectual autonomy to reduce the negative impacts of information overload. Aadland and Heinström (2024) point out that creating sustainable solutions requires teamwork among institutions, educators, and policymakers to establish guidelines that encourage careful use of academic resources. By fostering a mindset that prioritises meaningful interaction with information rather than just hoarding it, the academic world can turn the challenge of information overload into a chance for richer and more significant learning experiences.

The future of education really depends on striking a balance between making knowledge accessible and ensuring mental well-being. By working together to tackle information overload at different levels - like structural, pedagogical, and individual levels- academic communities can build supportive and enriching spaces that will help both students and researchers to succeed in a world full of information.

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Invitation to Authors

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

Dr Sistla Rama Devi Pani, Editor

Transforming Higher Education through Technology: Government Initiatives and the Road ahead in India

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The integration of technology in Higher Education has emerged as a transformative force that is redefining the educational landscape of India. The National Education Policy (NEP) 2020 emphasizes the role of technology in achieving inclusive, equitable, and quality education. This paper critically explores how technology is reshaping teaching, learning, and governance processes in higher education, highlighting key government initiatives such as SWAYAM, National Digital Library, DIKSHA, e-PG Pathshala, and the National Knowledge Network. The article also discusses challenges in implementation—such as digital divide, infrastructural gaps, and capacity-building issues—and suggests strategic interventions for creating a sustainable, technology-enabled higher education ecosystem. The study concludes that technology-driven education can democratize access, foster innovation, and enhance the global competitiveness of India's higher education system if supported by robust policy frameworks and institutional readiness (Abstract).

Introduction

The twenty-first century marks a paradigm shift in education driven by the exponential growth of technology. From online classrooms to virtual laboratories and artificial intelligence–based learning platforms, technology has become an inseparable part of the higher education ecosystem. In India, where the higher education sector is one of the largest in the world, technology plays a pivotal role in addressing issues of accessibility, quality, and employability. According to the All India Survey on Higher Education (AISHE, 2023), the Gross Enrolment Ratio (GER) reached 28.4%, signaling the potential for digital innovations to accelerate progress toward the NEP–2020 target of 50% GER by 2035. The integration of technology thus aligns with India's vision of building a knowledge-based society that promotes inclusive and lifelong learning opportunities for all.

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The Role of Technology in Higher Education

Technology in Higher Education serves as both a catalyst and an enabler. It enhances pedagogy, fosters collaborative learning, and facilitates administrative efficiency. Digital tools allow educators to deliver blended, hybrid, and flipped learning experiences. Learning Management Systems (LMS) such as Moodle, Google Classroom, and SWAYAM provide flexible, student-centered learning environments that encourage critical thinking and creativity. Artificial intelligence (AI) and data analytics are increasingly used to personalize learning, assess performance, and predict student outcomes. Additionally, technologies such as virtual reality (VR), augmented reality (AR), and simulation-based laboratories enhance experiential learning, particularly in technical and professional education.

Policy Framework for Technology Integration

The Indian government has been proactive in formulating policies that integrate technology into the education system. The NEP 2020 envisions the establishment of a National Educational Technology Forum (NETF) to facilitate the exchange of ideas, best practices, and research on educational technology. The Digital India initiative launched in 2015 provided a strong foundation for the digitization of education. Similarly, the Rashtriya Uchchatar Shiksha Abhiyan (RUSA) and National Mission on Education through ICT (NMEICT) have been instrumental in expanding digital infrastructure and e-content development. The policy environment thus supports a holistic, technology-driven approach to improving the accessibility, quality, and equity of higher education.

Major Government Initiatives Promoting Technology in Higher Education

The Government of India, through the Ministry of Education and University Grants Commission

(UGC), has launched several initiatives to leverage technology in higher education. Some of the most notable programs include:

SWAYAM (Study Webs of Active Learning for Young Aspiring Minds)

SWAYAM (Study Webs of Active Learning for Young Aspiring Minds) is a Government of India initiative launched to provide free, quality education through online courses developed by top institutions such as IITs, IIMs, and central universities. It aims to bridge the digital divide and promote inclusive education under the National Education Policy (NEP) 2020.SWAYAM is a programme initiated by the Government of India and designed to achieve the three cardinal principles of Education Policy viz., access, equity and quality. The objective of this effort is to take the best teaching and learning resources to all, including the most disadvantaged. SWAYAM seeks to bridge the digital divide for students who have hitherto remained untouched by the digital revolution and have not been able to join the mainstream of the knowledge economy. Learners can earn credits transferable to their academic programs as per **UGC regulations**. By integrating technology with pedagogy, SWAYAM fosters flexible, learner-centered, and lifelong learning opportunities across India.

The courses hosted on SWAYAM will be in 4 quadrants-(1) video lecture, (2) specially prepared reading material that can be downloaded/printed (3) self-assessment tests through tests and quizzes and (4) an online discussion forum for clearing the doubts. Steps have been taken to enrich the learning experience by using audio-video and multi-media and state of the art pedagogy / technology. In order to ensure best quality content are produced and delivered, seven National Coordinators have been appointed: They are NPTEL for engineering, UGC for post-graduation education, CEC for under-graduate education, NCERT & NIOS for school education, IGNOU for out of the school students and, for management studies.

National Digital Library of India (NDLI)

National Digital Library of India (NDLI) is a digital repository developed by the Ministry of Education, Government of India, under the National Mission on Education through ICT (NMEICT), managed by IIT Kharagpur, NDLI provides free access to millions of academic resources, including books, research papers, theses, audio-visual materials, and journals in multiple languages and disciplines. It serves learners from schools to universities, supporting formal and informal education. NDLI's unified search platform allows users to access content from diverse sources, promoting equitable and inclusive learning. It plays a vital role in democratizing knowledge and advancing India's digital education ecosystem.

DIKSHA (Digital Infrastructure for Knowledge Sharing)

It is a national digital platform launched by the Ministry of Education, Government of India, to support teachers, students, and institutions in enhancing learning outcomes. It provides e-content, lesson plans, teaching aids, and assessment tools aligned with the curriculum in multiple Indian languages. DIKSHA enables teachers to access professional development programs and share best practices across the country. Accessible via mobile app and web, it supports offline learning as well. As envisioned in the NEP–2020, DIKSHA plays a crucial role in integrating technology into education, promoting teacher empowerment, and ensuring inclusive digital learning.

e-PG Pathshala

It is an initiative under NMEICT offering postgraduate-level e-content across diverse disciplines. It includes e-Adhyayan ,a platform to provide 700+ e-Books for the Post-Graduate Courses. All the e-Books are derived from e-PG Pathshala courses. It also facilitates play-list of video content. ILMS i.e. INFLIBNET Learning Management Service offered by the Information and Library Network Centre (An IUC of UGC) to the institutions of higher education across the country. This service is being offered to all the Central, State and Deemed universities on a request basis. It provides pre-populated learning content, derived from e-PG Pathshala: A Gateway to PG Courses, as per the prevailing guidelines of UGC.

National Academic Depository (NAD)

NAD is a digital platform for storing and verifying academic credentials, enhancing transparency and reducing fraudulent documentation. A National Academic Depository (NAD) is an online, digital storehouse for academic awards like degrees, diplomas, marksheets, and

certificates, managed by the government to ensure their authenticity and safe storage. It allows academic institutions to lodge their awards digitally, and students to access and retrieve them easily and securely through platforms like DigiLocker, eliminating the need for physical documents .

National Knowledge Network

NKN is a state-of-the-art Pan-India network and is a revolutionary step towards creating a knowledge society without boundaries. It will provide unprecedented benefits to the knowledge community and mankind at large. NKN with its multi-gigabit capability aims to connect all universities, research institutions, libraries, laboratories, healthcare and agricultural institutions across the country to facilitate data sharing, collaboration, and advanced research. The leading mission oriented agencies in the fields of nuclear, space and defense research are also part of NKN. By facilitating the flow of information and knowledge, the network addresses the critical issue of access and creates a new paradigm of collaboration to enrich the research efforts in the country. The network design is based on a proactive approach that takes into account the future requirements and new possibilities that this infrastructure may unfold, both in terms of usage and perceived benefits. This will bring about a knowledge revolution that will be instrumental in transforming society and promoting inclusive growth.

Virtual Labs and MOOCs

Virtual Labs and MOOCs under IITs and NITs – Platforms that simulate laboratory experiments and provide flexible access to specialised technical learning. Virtual labs aims to provide remote-access to simulation-based Labs in various disciplines of Science and Engineering. To enthuse students to conduct experiments by arousing their curiosity. This would help them in learning basic and advanced concepts through remote experimentation. To provide a complete Learning Management System around the Virtual Labs where the students/ teachers can avail the various tools for learning, including additional web-resources, video-lectures, animated demonstrations and self-evaluation.

Massive Open Online Courses (MOOCs) are free online courses available for anyone to enroll. MOOCs provide an affordable and flexible way to learn new skills, advance your career and deliver quality educational experiences at scale. Examples of MOOCs (Massive Open Online Courses) include popular courses like Harvard's "Introduction to Computer Science" on edX, Yale's "The Science of Well-Being," and Stanford's "Machine Learning" on Coursera. MOOCs are available in various subjects and are offered through platforms like edX, Coursera, Udacity, and FutureLearn.

Academic Bank of Credits (ABC)

This is a system that digitally records students' earned credits to promote mobility and flexibility in higher education pathways. In line with the National Education Policy (NEP) 2020 and powered by the National Credit Framework (NCrF), ABC acts as a dynamic academic portfolio that captures, stores, and showcases a learner's achievements across the entire education spectrum. It provides a unique ABC ID to every learner, creating a unified digital identity for all their academic pursuits. This ID, linked to DigiLocker, allows for the secure storage, management, and transfer of academic credits earned from various Higher Education Institutions (HEIs) and potentially even from school education and vocational training in the future, as envisioned by the NCrF.

Benefits and Impact of Technology Integration

The integration of technology into higher education has yielded several tangible benefits. It has democratized access to quality learning resources, bridging geographical and economic barriers. Digital learning has also enhanced inclusivity for differently-abled learners through adaptive technologies. Institutions have improved administrative efficiency through e-governance tools and data-driven decision-making. Technology facilitates continuous learning through MOOCs and online certifications, improving employability and lifelong learning. Furthermore, digital pedagogies promote interactive learning, critical analysis, and collaborative problem-solving skills essential for the 21st-century workforce.

Challenges in Technology-driven Higher Education

Despite the progress, several challenges persist in achieving a fully technology-enabled higher education ecosystem in India. The digital divide between rural and urban areas continues to limit access to online learning opportunities.

Insufficient infrastructure, including low internet penetration and outdated hardware, hampers digital learning in many institutions. Faculty readiness is another major challenge, as many educators lack the necessary digital literacy and pedagogical skills to effectively use technology in classrooms. Issues of cybersecurity, data privacy, and quality assurance in online education further complicate the landscape. Moreover, excessive reliance on technology risks reducing interpersonal engagement and critical thinking if not implemented thoughtfully.

Strategic Recommendations

To optimise technology integration in Higher Education, several strategic interventions are necessary:

***Infrastructure Enhancement*–**Expanding broadband connectivity, particularly in rural areas, and ensuring affordable access to digital devices.

Capacity Building for Educators – Conducting regular professional development Programs to equip faculty with digital teaching competencies.

Institutional Readiness and Policy Support – Establishing dedicated ICT cells and adopting institution-level digital transformation strategies.

Blended and Hybrid Learning Models – Encouraging a balance between online and face-to-face learning for better engagement and outcomes.

Strengthening Research and Innovation Ecosystems**– Promoting interdisciplinary research through digital collaboration platforms.

Quality Assurance Frameworks – Developing national guidelines for accreditation and evaluation of online courses.

Cybersecurity Measures – Implementing data protection policies and ethical guidelines for technology use in academia.

The Future of Technology in Indian Higher Education

The future of Indian higher education is likely to be characterised by an intelligent blend of physical and digital learning environments. Artificial intelligence, blockchain, and data analytics will redefine academic management and personalised learning. Institutions are expected to transition toward smart campuses with advanced ICT infrastructure. Global collaborations and virtual exchange programs will expand internationalisation efforts. The NEP 2020's vision of a digitally empowered, inclusive, and flexible education system aligns with the Sustainable Development Goal 4 (SDG-4), ensuring equitable quality education and promoting lifelong learning opportunities for all.

Conclusion

Technology has emerged as a transformative enabler in Indian higher education, fostering accessibility, innovation, and global competitiveness. The NEP 2020 provides a visionary framework to harness digital technologies for inclusive growth. However, successful implementation depends on the collective commitment of policymakers, educators, and institutions to address infrastructural, pedagogical, and ethical challenges. By fostering a balanced and equitable technology-enabled ecosystem, India can realise its goal of becoming a global hub of knowledge and innovation in the coming decades.

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Understanding Gender Differences in Student Motivation and Behaviour: Implications from BIS/BAS Analysis for Counselling and Campus Support

Prasanna Prabhu D*

Why Do Students Behave So Differently in the Same Campus?

In every college and university, educators observe a curious and recurring pattern of student behaviour. Within the same classroom environment, exposed to the same teaching methods and academic expectations, students respond in remarkably different ways. Some eagerly volunteer, take initiative, and actively seek new learning experiences. Others remain silent, hesitate to participate, and appear anxious even during routine academic tasks. Over time, teachers, mentors, and counsellors also begin to notice that these patterns often show subtle gender differences. Female students are frequently perceived as more cautious, sensitive to evaluation, and hesitant to expose themselves to situations where they might be judged. Male students, in contrast, may appear more willing to take risks, speak up, or engage competitively in academic and co-curricular activities.

These observations are often explained in social or cultural terms. However, psychological research suggests that such behavioural patterns are deeply connected to underlying motivational and emotional systems that guide how individuals respond to reward, punishment, uncertainty, feedback, and opportunity. These systems operate largely at an unconscious level and influence how comfortable a student feels while participating in class, attempting new tasks, facing evaluation, or seeking recognition.

Gray's Reinforcement Sensitivity Theory provides a useful framework to understand these behavioural tendencies through two key systems: The Behavioral Inhibition System (BIS) and the Behavioural Activation System (BAS). These systems influence whether an individual is more sensitive to potential threats and criticism, or more responsive to rewards and opportunities. In educational settings, this translates into visible behaviours such as participation, withdrawal, enthusiasm, hesitation, risk-taking, and response to encouragement.

Understanding these systems is particularly important in higher education today, where student engagement, emotional well-being, mentoring, and counselling support have become central concerns. When educators recognise that student behaviour is shaped not only by ability or interest but also by deeper motivational sensitivities, they can design more supportive and inclusive learning environments.

This article draws upon findings from a study examining gender differences in BIS and BAS components and discusses how these insights can be meaningfully applied to counselling practices, mentoring systems, classroom interaction, and campus support structures in colleges and universities.

The BIS and BAS: A Psychological Lens to Understand Student Behaviour

The Behavioral Inhibition System (BIS) relates to how sensitive a person is to threat, fear, and the possibility of negative outcomes. Students with higher BIS sensitivity often:

- Avoid participation for fear of making mistakes,
- Feel anxious before presentations or examinations,
- React strongly to criticism or negative feedback, and
- Prefer predictable and safe academic situations.

The Behavioural Activation System (BAS), in contrast, governs how individuals move toward rewards, goals, and enjoyable experiences. BAS has three components:

1. ***Drive*** : persistence in working toward long-term goals
2. ***Reward Responsiveness*** : emotional reaction to appreciation and positive outcomes

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3. ***Fun-Seeking*** : interest in new, exciting, and stimulating experiences

Students with higher BAS tendencies usually:

- Seek opportunities and challenges,
- Engage in co-curricular activities,
- Take initiative in projects and leadership roles, and
- Respond positively to recognition and encouragement.

Differences in these systems often shape how students behave within the same academic environment.

What the Study Explored

An exploratory study among Indian adults examined gender differences across BIS and the three BAS components (Prasanna Prabhu, D. (2026). *An exploratory study of gender differences in behavioural inhibition and activation: A component-level BIS/BAS analysis* [Unpublished manuscript]). The findings showed a clear pattern:

- Women demonstrated higher Behavioural Inhibition.
- Women scored higher on Reward Responsiveness and Fun-Seeking.
- No Gender Difference was Observed in Drive.

These findings may appear theoretical, but they have direct relevance to student behaviour in colleges and universities.

What Higher BIS Means for Female Students on Campus

Higher BIS sensitivity may appear in female students as:

- Fear of speaking in class or presenting publicly,
- Anxiety related to evaluations and performance,
- Overthinking mistakes and being highly self-critical,
- Withdrawal from competitive situations, and
- Reluctance to assume leadership roles.

This should not be interpreted as lack of ability. Rather, it reflects greater emotional sensitivity to perceived risk and criticism.

Many capable students remain silent in classrooms or avoid opportunities not because they lack competence, but because they are more sensitive to the possibility of negative outcomes.

Reward Responsiveness and Fun-Seeking: A Meaningful Contrast

At the same time, these students also show stronger Reward Responsiveness and Fun-Seeking. This means they:

- Respond very positively to appreciation and encouragement.
- Participate actively when the environment feels emotionally safe.
- Thrive in supportive, non-threatening learning situations.
- Benefit greatly from mentoring and positive reinforcement.

This combination of higher inhibition and higher reward sensitivity highlights how important the institutional approach becomes.

Why There Was No Gender Difference in Drive

The absence of gender difference in BAS Drive suggests that male and female students are equally capable of persistence and long-term goal achievement.

The difference lies not in motivation, but in the emotional pathway through which motivation is expressed.

Implications for Teachers

Silence in class is often mistaken for disinterest, and hesitation is interpreted as low confidence. Understanding BIS/BAS patterns can help teachers:

- Encourage participation gently rather than forcefully.
- Offer private feedback instead of public criticism.
- Use appreciation and reinforcement regularly.
- Create psychologically safe classrooms.
- Introduce challenging tasks gradually.

Implications for Counsellors and Mentors

Counsellors frequently deal with students who struggle with:

- Performance anxiety.
- Fear of failure.
- Avoidance of opportunities.
- Low classroom engagement.

Knowledge of BIS/BAS helps counsellors focus on confidence-building and motivational support rather than only skill training.

Implications for Campus Administration

Student development programs can be strengthened by:

- Designing supportive orientation practices.
- Promoting mentoring systems.
- Structuring confidence-building activities.
- Training faculty to recognize inhibition-based behaviour.
- Creating positive and reward-rich academic climates.

Why Psychological Assessment Tools are Needed in Colleges

Academic marks alone do not explain student behaviour. Emotional and motivational tendencies strongly influence how students perform.

Simple psychological assessments can help identify students who:

- Are prone to anxiety.
- Need motivational reinforcement.
- Tend to withdraw from opportunities.
- Would benefit from mentoring support.

Practical Campus Strategies

1. Use appreciation and recognition as regular motivational tools.
2. Avoid public criticism in classrooms.
3. Promote small group participation.
4. Offer mentoring for hesitant students.
5. Train faculty in basic motivational psychology.
6. Integrate counselling with academic mentoring.

Relevance in the Era of NEP and Student-Centric Education

The National Education Policy (NEP) places strong emphasis on holistic development, student wellbeing, inclusive practices, and the creation of supportive learning environments that go beyond academic instruction. Institutions are now encouraged to focus not only on what students learn, but also on how they experience learning, how confident they feel in participating, and how emotionally secure they are within the campus environment. In this context, understanding the Behavioural Inhibition and Behavioural Activation tendencies of students offers a valuable psychological perspective for implementing truly student-centric practices.

When educators recognise that some students hesitate to participate not due to lack of interest or ability, but due to higher sensitivity to criticism or uncertainty, classroom interaction can be planned more thoughtfully. Similarly, knowing that many students respond strongly to encouragement, appreciation, and positive reinforcement allows teachers and mentors to adopt strategies that naturally enhance engagement. BIS/BAS understanding also supports the development of gender-sensitive counselling and mentoring frameworks, where emotional needs are acknowledged rather than overlooked.

NEP calls for mentoring systems, counselling services, experiential learning, and inclusive classrooms. Insights from BIS/BAS analysis align closely with these goals by explaining why some students require gradual exposure, reassurance, and supportive feedback to fully participate in academic and co-curricular life. By integrating such psychological awareness into teaching practices, student support services, and institutional policies, colleges and universities can move closer to creating environments where every student feels confident, motivated, and emotionally secure in their learning journey.

Conclusion

Differences observed in student behaviour within classrooms and campus spaces often arise from deeper motivational systems rather than from surface-level personality traits or attitudes. When female students appear hesitant to speak up, overly cautious about mistakes, or anxious in evaluative situations, it may reflect higher sensitivity to perceived risk and criticism rather than lack of competence or interest. At the same time, their strong responsiveness to appreciation, encouragement, and positive feedback shows that the right kind of

academic environment can significantly enhance their participation and confidence. The finding that long-term goal persistence remains similar across genders further highlights that the issue is not about motivation to achieve, but about the emotional pathway through which achievement is expressed.

Recognising these subtle but meaningful patterns enables teachers, counsellors, and administrators to interpret student behaviour more accurately and respond with greater empathy and effectiveness. Instead of labelling students as disinterested, introverted, or under-confident, educators can create conditions that reduce fear of criticism and increase opportunities for supportive reinforcement. In doing so, institutions can cultivate classrooms and campus cultures where students feel psychologically safe to express themselves, take initiative, and engage fully in learning experiences.

Understanding BIS and BAS, therefore, moves beyond theoretical psychology and becomes a practical framework for enhancing student engagement, counselling effectiveness, and overall well-being within higher education settings.

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A Journey of Passion and Excellence: From Knowledge to Innovation

S Somanath, Distinguished Scientist (Apex Grade) and Former Secretary, Department of Space (DoS), and Chairman, Space Commission and Chairman, Indian Space Research Organization (ISRO) delivered the Convocation Address at the 19th Convocation Ceremony at the Dhirubhai Ambani Institute of Information and Communication Technology, Gandhinagar, Gujarat on January 18, 2025. He said, "I have no doubt that throughout your career, you will have a positive influence on thousands of people that you come across. The world today needs individuals having the ability to connect empathetically with others, to show compassion to our peers is critical to our lives and helps us thrive as a progressive society. One of the qualities you need to develop is to be a student always. Strive to bring benefits of your learning for the betterment of the society and nation." Excerpts

I am sure that this is a glorious and memorable occasion for all of you. I am very happy to be invited to this year's convocation day so that I could come across the vision of the Founder Chairman Shri. Dhirubhai Ambani in creating this institution vision "to help build a knowledge-led society founded on intellectual competitiveness for global leadership"

DA-IICT is envisioned as a leader in higher learning and research in Information and Communication Technology and allied domains. The Institute has attracted the best of faculty with academic credentials from prominent institutions across the world as well as having exceptional research credentials.

I would like to express my heartfelt congratulations to each and every student graduating with degrees and specially those receiving awards and medals. I also wish to appreciate the work of the administration, faculty members, staff, parents, and everyone else who contributed to the development of this Institution and these exceptional young minds.

Award of degrees is a recognition not only of your work but also of the support of families and friends and of the teachers you have had along the way. For any achiever, success comes through consistent efforts and commitment. Any specific accomplishment today is only a beginning. Your success in future life – both personal and professional – is determined by many attributes:

You must have Passion: To be completely dedicated to what you do. Commitment: To lead from the front, 24 hours a day, 7 days a week, in all adverse conditions. Excellence: To set the highest standards of professional integrity and performance. Determination: You may fail sometimes, but never lose the spirit. focus: Always see the big picture, and don't get distracted by the small ones. Learn ability: You need to be a student all through your life. Above all, have Humility, Honesty and Integrity.

The expanse of space always Fascinated Human beings. It is this fascination and resultant passion and commitment that makes everyone in ISRO work wonders in space technology. It is one organization which has the end-to-end capability to conceive applications, build the space crafts and launch using its own space launch vehicles. ISRO has a very strong and matured partnership with Industry and Academia in realisation of the space systems. Strong institutional mechanisms and linkages with user community from the governmental sector, non-governmental sector and industry have also been in place.

I am happy to note that DA-IICT has developed collaborations with industry, teaching and research institutions in India and abroad for faculty exchange, joint research, and the guidance of Masters, Doctoral and Postdoctoral scholars. The Institute offers eleven academic programs, four undergraduate and six for post graduates including a Doctoral Program. The academic programmes are interdisciplinary, having combination of core and elective courses in ICT, Basic Sciences, Humanities, Social Sciences, Design, Management and project-based, flexible learning and internships in rural, industrial and research environments. All the programs also involve internships and projects which is mandated by NEP. The Institute has signed Memorandums of Understanding with national and international institutions to promote and enhance academic and research interaction as well as collaboration.

The alumni of the Institute consist of over 7500 ICT engineers, design professionals, agriculture and rural development professionals and doctoral

scholars. They have carved a name for themselves in technical, managerial and research domains in major Indian and international technology corporations and institutions. They are spread worldwide and have made a name for themselves in their respective fields The Institute houses a government of India funded incubation centre to promote innovation and entrepreneurship culture among the DA-IICT community. I am happy to note that government of Gujarat has also been supporting and funding start-ups under the Incubation Center.

The experience of development of space technology has been that of successes and failured for all. The unforgiving nature of the systems makes it very difficult to achieve perfection. There is no re- call in case of an anomaly. The challenges in the launch vehicle design are in achieving perfection, efficiency and repeatability in all the missions through the established processes of testing and validation. This is the result of understanding the minute details, designing and validating through simulations or testing. This can be equated to challenges in real life as well, where failures and challenges make one perfect over time to perfect the skills and venture again.

We in ISRO work on many advanced technologies such as miniaturised avionics and intelligent vehicle health management systems, thus bringing more intelligence to rockets and autonomy to space crafts in flight which is in the domain of Machine learning and AI applications in space systems. Some of the domain expertise of this institution could be useful in achieving much growth in this area if we collaborate.

Applications are the primary goal of the space technology development. Ultimately the benefits to the society and the nation should justify the investments made by the nation. So far, the investments made in space technology in ISRO has reaped benefits surpassing the investments. I am sure DA-IICT can contribute much to the applications domain based on space based data such as image analytics, edge computing onboard, integration of PNT services with our day-to-day work, climate and weather services, space data based and IOT based services etc.

I am particularly fortunate to work at ISRO focussed on the use of space technology to find solutions to the problems of people and society. Not far from now, Bharat should become a technology powered nation, where home grown innovations will create new opportunities in industries, product development, business and economic progress. The initiatives of our government to have the industry-academia-government support system for research and innovation through creation of ANRF and other models will definitely bring results.

I am also aware that you are looking at creating incubation centres for nurturing innovative ideas and environments for budding entrepreneurs. You have a very young faculty with lots of energy and enthusiasm, with a desire to venture into new and emerging technology domains.

An Institute by its purpose should re-define and shape the world we live in where creativity and innovation co-exist. The goal of any academic institution is to sharpen mental faculties of students for effective decision-making in a professional career once they become India's top business leaders, engineers, designers, and so on and so forth.

You have just completed one phase of your journey. I have no doubt that over the course of your further career, you will have a positive influence on thousands of people that you come across. The world today needs individuals having ability to connect empathetically with others, to show compassion to our peers is critical to our lives and helps us thrive as a progressive society.

In the coming years, much growth is forecast in the field of science, engineering and other allied field that will make significant changes in your profession as well. Technology disruptions will change everything we see today. One of the quality you need to develop is to be a student always.

Another important thing to keep in mind are the issues we face, such as economic crises, terrorism, climate change, and resource constraints. It is your duty as the future generation to address them and to come up with solutions.

I congratulate all of you once again and wish every one of you an exciting, challenging and a rewarding journey ahead in your life and career and may you fulfil all your dreams. Strive to bring benefits of your learning for the betterment of the society and nation. Make your parents and teachers proud of you.

Good luck. Thank you all. Jai Hind. ❑

Capacity Building Programme on Quantitative and Qualitative Research Methods

A two-week Capacity Building Programme on 'Quantitative and Qualitative Research Methods in Social Sciences' was organised for the Social Science Faculty Members by the Department of Education in collaboration with the Department of Economics and Development Studies, Central University of Jharkhand (CUJ), Ranchi, recently. The event was sponsored by the Indian Council of Social Science Research, New Delhi. The programme aimed to strengthen the research capacities of social science faculty members by providing them with comprehensive exposure to contemporary quantitative and qualitative research paradigms, tools and methodologies, and emerging interdisciplinary perspectives of quantitative and qualitative research. A total of 34 participants from different universities and colleges across twelve Indian states attended the event. The participants represented diverse disciplines within the social sciences and their allied fields like Education, Economics, History, Political Science, Global Affairs, Statistics, Anthropology and Tribal Studies, Journalism and Mass Communication, Visual Arts, Sanskrit, English and Korean, etc. A total of twenty-one resource persons from different leading institutions of the country, including Central University of Jharkhand, contributed to the event.

The Inaugural Session was graced by the presence of Prof. C B Sharma, Vice Chancellor, Vinoba Bhave University, Hazaribagh, Jharkhand and Prof. Santosh K Panda, National Fellow, National Institute of Educational Planning and Administration (NIEPA), New Delhi, as esteemed guests. In the inaugural address, Prof. C B Sharma stressed the importance of truth in research, highlighting the need for methodological training in research to promote authenticity and integrity in research. He stated that a researcher should reflect deeply on the purpose, process, and societal relevance of his/her work.

Prof. Santosh K Panda, in his inaugural remarks, highlighted the importance of research for societal development from multidimensional perspectives. He explained its relevance to the Academic Performance Indicator (API) in educational institutions. He also linked research to global and national academic priorities by referring to the World Happiness Index and the National Credit Framework.

The Presidential Address of the session was delivered by Prof. Kshiti Bhushan Das, Vice Chancellor, Central University of Jharkhand, Ranchi. Prof. Das, in his address, emphasised the indispensable need for capacity-building programmes in research to equip scholars and teachers for the evolving academic landscape. Emphasising that research is driven by passion, curiosity, and critical inquiry, he remarked that every teacher must view himself/herself as a researcher.

The programme enlightened and enriched the participants on the latest perspectives of quantitative and qualitative research methods in the social sciences through forty-eight academic sessions. Quantitative research methods, such as descriptive and experimental research, meta-analysis, and causal inference, as well as qualitative research methods, including grounded theory, phenomenology, symbolic interactionism, ethnography, narrative inquiry, content analysis, naturalistic inquiry, decolonial perspectives of research, etc. were the focal points of discussion in the many sessions of the programme. Extensive emphasis was placed on data analysis using parametric and non-parametric statistics, supported by statistical and analytical software like SPSS, STATA, EViews, JAMOVI, and JASP, along with reference management tools such as Zotero and digital and AI-based research tools in many academic sessions of the programme.

The qualitative research data management, coding, scaling, and analysis had a special place in the academic sessions of the event. Mixed-method research was specifically focused on during the academic sessions of the programme. Sessions on research reporting, research publication, research proposal writing, research grant preparation, and promotion of research culture, including critical reflections on the Indian Knowledge System in research with reference to the perspectives of quantitative research and qualitative research in the programme, provided participants with a holistic understanding of contemporary research practices.

Some of the sessions of the programme further emphasised the effective use of library and e-library resources, complemented by a guided library visit to the Central University of Jharkhand library, which familiarised participants with the academic support services available in the university library.

In an academic session, Prof. Kshiti Bhusan Das, Vice Chancellor, Central University of Jharkhand, engaged the participants with research-oriented interactions, and he appreciated their representation from diverse disciplines, institutions, and states across the country. He remarked that this kind of programme fosters academic excellence by promoting interdisciplinary dialogue and a deeper understanding of social realities. In addition to academic deliberations and interactions, the programme offered hands-on learning through participant-led PowerPoint presentations on research issues, and field exposure-based activities (conducted in anthropological research sites at Patratu valley and Hundru fall of Ranchi) that connect theory with practice. The academic engagement of the event was further complemented by cultural evening(s), an evening notably graced by Padma Shree, Padma Bhushan and Grammy Awardee Pt. Vishwa Mohan Bhatt, whose captivating performance added a distinguished cultural dimension to the programme. These academic and cultural engagements together enriched the participants' learning experiences and contributed significantly to the holistic success of the programme.

The Valedictory Session was graced by the Chief Guest, Prof. P C Agarwal, Joint Director, National Council of Educational Research and Training (NCERT), New Delhi. Shri K Koshala Rao, Registrar, Central University of Jharkhand, delivered the presidential address marking the successful completion of the two-week capacity-building programme. In his valedictory address, Prof. P C Agarwal emphasised the importance of continuous professional development of the teachers, underscoring that a teacher must constantly update knowledge and competencies to remain relevant in an ever-evolving academic environment. With these insightful remarks, the programme was concluded successfully, marking a significant milestone for sustained academic engagement and scholarly capacity building of social science faculty members. Prof. Tapan Kumar Basantia, Dean, School of Education, Central University of Jharkhand, Ranchi served as the Course Director of the event, while Dr. Sanhita Sucharita, Assistant Professor, Department of Economics and Development Studies, served as the Co-course Director. The programme not only strengthened participants' research competencies but also led to the development of a vibrant research culture aligned with contemporary academic and societal needs.

Faculty Development Programme in Pedagogy and Research Methods

The Faculty Development Programme in 'Pedagogy and Research Methods' is being organised by the Indian Institute of Management Ahmedabad, Gujarat from April 07 – May 21, 2026. It is a residential programme that provides rigorous training in pedagogical techniques (including case method) and cutting-edge research methods. The programme is designed for management teachers and researchers working in management schools, universities, colleges, and professional institutes. Individuals teaching in staff training colleges, training centres of industrial organisations, and staff training institutes of central and state governments, which teach management and allied subjects, may also participate. It is especially suited for management educators seeking to strengthen their understanding of research, learn and experiment with effective pedagogical techniques and gain familiarity with essential aspects of carrying out research studies.

Course Work

The programme consists of the following courses:

- Case Method in Management Education.
- Communication for Management Teachers.
- Crafting and Publication of Research.
- Psychometrics and Structural Equation Modeling.
- Qualitative Research Methods.
- Quantitative Research Methods.

For further details, contact the Faculty Development Programme Office, Indian Institute of Management Ahmedabad, Vastrapur, Ahmedabad - 380 015, Gujarat. Contact on 09909038704, E-mail: *fdpoffice@iima.ac.in.* For updates, log on to: *https://iima.ac.in/academics/FDP*

International Seminar on Contemporary Psychosocial Issues

A two-day International Seminar on 'Contemporary Psychosocial Issues: Integrating Research and Practice' is being organised by the Department of Psychology, Mizoram University, Aizawl, Mizoram from April 01-02, 2026, through a hybrid mode. The academicians, researchers, practitioners, policymakers, and students from India and abroad may participate in the event.

Accelerated social, economic, technological, and environmental transformations have significantly influenced human behaviour, social relationships, and psychological well-being, contributing to increasing levels of stress, emotional distress, and mental health concerns across diverse populations. Despite significant advances in psychosocial research, a gap persists between empirical knowledge and its application in real-world contexts. Emphasis is placed on integrating research evidence with practice-based insights to develop contextually relevant and culturally sensitive responses to psychosocial challenges. Through interdisciplinary engagement and capacity building, the event aims to strengthen research–practice integration, inform practice and policy, and contribute to the promotion of mental health, resilience, and psychosocial well-being at the individual, community, and societal levels. The Subthemes of the Event are:

- Mental Health and Social Change.
- Technology, Media, and Society.
- Gender and Sexuality.
- Women's and men's mental health.
- Youth and Education.
- Substance Use and Risk Behaviours.
- Socio-Political and Environmental Stressors.
- Positive Psychology and Resilience.
- Child and Adolescent Development.
- Neurodevelopmental Disorders: Challenges and Interventions.
- Workplace Well-Being and Work-Life Balance.
- Cultural and Cross-Cultural Psychology.

For further details, contact Organising Secretary, Dr. C Zothanmawia, Assistant Professor, Department of Psychology, Mizoram University, Aizawl, Mizoram – 796004, Mobile No: 9774366607. For updates, log on to: *www.mzu.edu.in › international-seminar/*

National Workshop on Learning Architectures in Computer Vision

A five-day National Workshop on 'Learning Architectures in Computer Vision: Concepts, Design, and Research' is being organised by the Department of Information Technology, National Institute of Technology Raipur, Chhattisgarh from March 16-20, 2026. The faculty members, research scholars and M. Tech / M S in Computer Science, AI, Data Science, and related disciplines, and industry professionals involved in vision-based AI systems may participate in the event. The event is a focused academic workshop that bridges foundational theory with current research practice in computer vision. It examines how modern deep learning architectures are designed, why they work, and where the field is heading. Rather than treating models as black boxes, the sessions unpack architectural choices, training strategies, and evaluation practices that drive real-world performance in vision tasks. Emphasis is placed on understanding research trends, reading recent literature critically, and translating ideas into implementable solutions. The Topics of the event are:

- Foundations and Evolution.
- Convolutional Architectures.
- Attention and Transformer-based Models.
- Advanced Architectural Concepts.
- Research Trends and Open Challenges.

For further details, contact the Coordinator, Dr. Suvendu Rup, Associate Professor, Department of Information Technology, National Institute of Technology Raipur, Chhattisgarh-492010, Mobile No: 09853125354. For updates, log on to: *www.nitrr.ac.in/events/* ❑

THESES OF THE MONTH

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

AGRICULTURAL & VETERINARY SCIENCES

Agronomy

1. Rana, Bharat Bhushan. **Weed management with new herbicides in conservation agriculture based maize (Zea mays L)-gobhi sarson (*Brassica napus* L) + toria (*Brassica campestris* L) var Toria) system**. (Dr. Vinod Sharma), Department of Agronomy, CSK Himachal Pradesh Krishi Vishvavidyalaya, Palampur.

Biochemistry

1. Guna, Gautam Dayabhai. **Biochemical changes influenced by nano-silicon under drought in germinating groundnut (*Arachis hypogaea* L)**. (Dr. H P Gajera), Department of Biochemistry, Junagadh Agricultural University, Junagadh.

Biotechnology

1. Baliyan, Himanshu. **Study on bioactive peptides derived from different fermented whey samples of organic milk against enteric pathogens**. (Prof. Sandeep Kumar), School of Biotechnology & Life Sciences, Shobhit Institute of Engineering & Technology (Deemed to be University), Meerut.
2. Goley, Rashmi. **Isolation, characterization and mass production of lactic acid bacteria from cow colostrum and evaluation of their probiotic potential**. (Prof. Amar P Garg), School of Biotechnology & Life Sciences, Shobhit Institute of Engineering & Technology (Deemed to be University), Meerut.
3. Verma, Rana Vinay Kumar. **To study organophosphate residues in paddy and rice bran using analytical techniques**. (Dr. Jyoti Sharma), School of Biotechnology & Life Sciences, Shobhit Institute of Engineering & Technology (Deemed to be University), Meerut.

Floriculture

1. Chaudhari, Parmeshvari Kesarisinh. **Effect of irrigation schedule and fertigation of water soluble and nano fertilizer on gerbera in greenhouse**. (Dr. Alka Singh), Department of Floriculture and Landscape Architecture, Navsari Agricultural University, Navsari.

Food Science & Nutrition

1. Jyoti. **Formulation of herbal supplement by utilizing selected citrus fruit peels and antioxidant rich spices with nutritional and physiochemical properties in Sonepat**. (Dr. Veena), Department of Food and Nutrition, Bhagat Phool Singh Mahila Vishwavidyalaya, Khanpur Kalan.

Food Science & Technology

1. Chaudhary, Vishal. **A comparative study on nutraceutical properties of germinated and non-germinated multigrain wheat bread**. (Prof. Amar P Garg and Dr. Umesh Kumar), School of Biotechnology & Life Sciences, Shobhit Institute of Engineering & Technology (Deemed to be University), Meerut.

Forestry

1. Phom, Henchai P. **Reproductive ecology of *Prunus cerasoides* D Don in tropical and temperate forest conditions**. (Prof. Kalidas Upadhyaya, Dr. Kewat Sanjay Kumar and Prof. V P Khanduri), Department of Forestry, Mizoram University, Aizawl.

Horticulture

1. Verma, Anita. **Diversity analysis and heterosis study in Momordica Charanita**. (Dr. Alpana Joshi), School of Agriculture and Environmental Sciences, Shobhit Institute of Engineering & Technology (Deemed to be University), Meerut.

Soil Science

1. Deepasree, A. **Development and evaluation of the drip fertigation based STCR targeted yield equation for baby corn in vertic ustochrepts of South Gujarat**. (Dr. Sonal Tripathi), Department of Soil Science and Agricultural Chemistry, Navsari Agricultural University, Navsari.

BIOLOGICAL SCIENCES

Biotechnology

1. Gautam, Shilpa. **Fermentation process optimization for microbial acidic protease production and purification**. (Dr. Deepak Mishra), Department of Biotechnology, AKS University, Satna.
2. Thakur, Nilam. **Identification and characterization of new gene variants of sex chromosome between two different populations in male infertility based on whole exome sequencing**. (Prof. Amar P Garg and Dr. Ajit K Saxena), School of Biotechnology & Life Sciences, Shobhit Institute of Engineering & Technology (Deemed to be University), Meerut.

Botany

1. Mahesha, N. **Ethnobotanical and pharmacological studies of some plant species in Chitradurga District, Karnataka, India**. (Dr. Shrishail), Department of Applied Botany, Kuvempu University, Shankaraghatta.
2. Pawar, Geetanjali Shyamrao. **HPLTC analysis and bioefficacy of some selected medicinal plants of Rubiaceae from Kinwat Forest**. (Dr. D M Jadhav), School of Life Sciences, Swami Ramanand Teerth Marathwada University, Nanded.

Microbiology

1. Bamal, Anchal. **Isolation and characterization of gut microbiome of vegetarian and non-vegetarian humans vis-a-vis their probiotic potential**. (Prof. Amar P Garg), School of Biotechnology & Life Sciences, Shobhit Institute of Engineering & Technology (Deemed to be University), Meerut.
2. Gogoi, Mrigakshi. **Molecular investigations on antibiotic resistant *Staphylococcus aureus* isolates of bovine milk samples from Kamrup (Metro) District of Assam, India**. (Dr. Jayanti Datta Roy), Department of Microbiology, Assam Don Bosco University, Guwahati.
3. Hinore, Jitendra Singh. **Studies of multidrug resistant bacteria and ESBL positive strain of gram negative bacteria of the River Kshipra Ujjain**. (Dr. Preeti Dass and Sehla Isac), School of Studies in Microbiology and Food Technology, Samrat Vikramaditya Vishwavidyalaya, Ujjain.
4. Madhvi. **Microbiological and molecular studies on phytase from microbial origin and its industrial applications**. (Dr. Hardik S Shah), Department of Microbiology, Ganpat University, Mehsana.
5. Mishra, Aditi. **Studies on effects of selective phytochemicals and antibiotics on dominant microbes isolated from UTI patients**. (Dr. Manjoo Rani and Dr. Munish Rastogi), School of Biotechnology & Life Sciences, Shobhit Institute of Engineering & Technology (Deemed to be University), Meerut.

Zoology

1. Giri, Abinash. **Honeybee floral interactions between invasive and native plants: DNA barcoding approach**. (Prof. G Gurusubramanian), Department of Zoology, Mizoram University, Aizawl.
2. Misra, Krishnakshi. **Study on effects of phytocompounds on embryo development and fetal maternal cellular proliferation during early gestation (D4-D7) in Mice**. (Prof. H N Sarma), Department of Zoology, Rajiv Gandhi University, Itanagar.
3. Ranju Devi. **A study on assessment of water quality index with special emphasis on flow of heavy metals in Giri Riverine ecosystem of Himachal Pradesh, India**. (Dr. Ankush Sharma and Dr. Meenakshi Sharma), Department of Zoology, Sri Sai University, Palampur.

EARTH SYSTEM SCIENCES

Biotechnology

1. Garg, Ritika. **Electronic-Waste: Its impact and bioremediation**. (Prof. Pammi Gauba Prof. Shweta Dang), Department of Biotechnology, Jaypee Institute of Information Technology, Noida.

Environmental Science

1. Jincy, Rachel Mathew. **Physiognomy of Alpine treeline ecotone in Indian Himalaya using *In-situ* and space based LiDAR observations**. (Dr. Hitesh Solanki and Dr. C P Singh), Department of Environmental Science, Gujarat University, Ahmedabad.

Geology

1. Pandya, Rakesh Kumar. **Evaluation of ground water potential in parts of Chambal River Basin for drinking and irrigation requirements of Badnagar Block, District Ujjain, Madhya Pradesh**. (Dr. Pavnendra Nath Tiwari and Dr. Pramod Kumar Verma), School of Earth Science, Samrat Vikramaditya Vishwavidyalaya, Ujjain.

Geophysics

1. Gupta, Surabhi. **Hydrogeochemical analysis with IWQI and AI/ML based groundwater quality prediction**. (Prof. Saumen Maiti), Department of Applied Geophysics, Indian Institute of Technology, Dhanbad.

ENGINEERING SCIENCES

Aerospace Engineering

1. Reddy, Swathi Pennapa. **Studies on secured wireless networks and its implementations to authenticate inter aircraft ADS-B communications**. (Dr. Ramprasad Srinivasan), Department of Aerospace Engineering, Jain (Deemed-to-be University), Bangalore.

Architecture

1. Nainwal, Rajat. **Development of an energy prediction framework from energy consumption pattern of residential buildings of Himachal Pradesh**. (Dr. Aniket Sharma), Department of Architecture, National Institute of Technology, Hamirpur.

Civil Engineering

1. Grover, Rahul. **Analysis of rainfall trend and assessment of climate change**. (Dr. Siddhartha Sharma), Department of Civil Engineering, Maharishi Markandeshwar (Deemed to be University), Ambala.
2. Jyoti Kumari. **Aerosol emission inventory for residential sector of India based on fuel use survey and on-field emission measurement**. (Prof. Gazala Habib), Department of Civil Engineering, Indian Institute of Technology Delhi, New Delhi.
3. Modi, Ashwini. **Cultivation and yield performance of Mushroom on various environmental effects with EIA and industrial waste management**. (Dr. Anand Babu), Shri Vaishnav Institute of Technology and Science, Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore.

Computer Science & Engineering

1. Ahmed, Faheemuddin Ahmed Samiuddin. **Design and development of algorithms for secure data transmission using IoT devices**. (Dr. Nayana S Ratnaparkhi), Faculty of Science and Technology, Swami Ramanand Teerth Marathwada University, Nanded.
2. Ali, Mahmoud Emad Aldin. **Face recognition based on deep learning for attendance system**. (Dr. Anjali Diwan and Dr. Dinesh Kumar), Department of Computer Engineering, Marwadi University, Rajkot.
3. Andal, V. **A novel approach for reliable cloud data storage through data deduplication**. (Dr. Ganesh D), Department of Computer Science and Information Technology, Jain (Deemed-to-be University), Bangalore.
4. Bhowmik, Arijita. **Design of efficient and secure task matching techniques in crowdsourcing platform**. (Dr. Somen Debnath and Dr. R Chawngsangpuii), Department of Information Technology, Mizoram University, Aizawl.
5. Chowdhary, Mohit. **Design of framework for semantic information retrieval from online social network**. (Dr. Poonam Chahal), Department of Computer Science & Engineering, Manav Rachna International Institute of Research and Studies, Faridabad.
6. Kale, Rupali Santosh. **A novel optimizer in neural networks for fruit gradation**. (Dr. Sanjay Sandipan Shitole), Department of Computer Science & Technology, S.N.D.T. Women's University, Mumbai.
7. Kavitha, V. **A multiphase intelligent system for staging autism spectrum disorder using deep learning framework**. (Dr. Siva R), Department of Computer Science and Engineering, SRM Institute of Science and Technology, Kattankulathur,Chennai.
8. Mathada, Mallikarjuna. **Design of mobility based algorithms for wireless sensor networks**. (Prof. Tarachand Amgoth), Department of Computer Science and Engineering, Indian Institute of Technology, Dhanbad.
9. Pandey, Purushottam Kumar. **A novel approach to predict dementia towards mild cognitive impairment (Alzheimer) using computational techniques**. (Dr. Jyoti Pruthi and Dr. Surbhi Bhatia Khan), Department of Computer Science & Technology, Manav Rachna University, Faridabad.

10. Patel, Rupa. **Design and implementation of efficient DCNN for smart phone platform**. (Dr. Anita Chaware), Department of Computer Science, S.N.D.T. Women's University, Mumbai.

11. Sharma, Anshu. **Design and development of Autism spectrum disorder detection model using deep learning and image processing**. (Dr. Poonam Tanwar), Department of Computer Science & Engineering, Manav Rachna International Institute of Research and Studies, Faridabad.

12. Surolia, Anuradha. **Effective techniques and datasets for detecting political polarization in Indian elections on online social networks**. (Prof. Shikha Mehta and Prof. Ponnurangam Kumaraguru), Department of Computer Science and Engineering, Jaypee Institute of Information Technology, Noida.

13. Tapan Kumar. **Analysis, classification and interpretation of medical imaging data using deep learning techniques**. (Prof. A Chandra Sekhara Rao), Department of Computer Science and Engineering, Indian Institute of Technology, Dhanbad.

14. Vipin, V. **Local differential privacy for data security and privacy in key-value pair data**. (Dr. Suchithra R), Department of Computer Science and Information Technology, Jain (Deemed-to-be University), Bangalore.

15. Wani, Ed Gowhar Hafiz. **Prognostication and detection of suicidal ideation in social media forums using machine learning**. (Dr. V K Sharma), Department of Computer Science, Bhagwant University, Ajmer.

Electrical & Electronics Engineering

1. Managre, Jitendra. **Design and development of machine learning algorithms for energy management in smart grid system**. (Dr. Namit Gupta), Shri Vaishnav Institute of Technology and Science, Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore.

2. Salma, N. **Design and development of efficient algorithms for digital image analysis and segmentation**. (Dr. Madhuri G R), Department of Electronics, Kuvempu University, Shankaraghatta.

3. Varuna Kumara. **A robust self-organizing fuzzy sliding mode controller with JAYA optimization for wastewater treatment**. (Dr. G Ezhilarasan), Department of Electronics Engineering, Jain (Deemed-to-be University), Bangalore.

4. Virendra Kumar. **Design and development of calibration techniques for active phased arrays**. (Prof. Ravi Kumar Gangwar and Dr. K S Beenamole), Department of Electronics Engineering, Indian Institute of Technology, Dhanbad.

Electronics & Communication Engineering

1. Gupta, Reshu. **Automated human stress detection using machine learning: Exploring multimodal data fusion techniques**. (Dr. Aniket Kumar and Dr. Anil Rajput), School of Electrical, Electronics & Mechanical Engineering, Shobhit Institute of Engineering & Technology (Deemed to be University), Meerut.

Mechanical Engineering

1. Ameen, Haitham Al Njjar. **Processing and analysis of SiC, B4C and Graphene reinforced aluminium matrix composites via powder metallurgy for aerospace application**. (Dr. Amit Vinod Sata), Department of Mechanical Engineering, Marwadi University, Rajkot.

2. Bhatia, Chandrakant Vishnu. **Investigation of formability in sheet metal forming operations using additively manufactured tools**. (Dr. Dhiren Patel), Department of Mechanical Engineering, Indus University, Ahmedabad.

3. Dhal, Dhal Abraham Matoc. **Development of smart and eco-friendly strategies for VAT photopolymerization additive manufacturing**. (Dr. Bhavesh Kantilal Kanabar and Dr. Amit Vinod Sata), Department of Mechanical Engineering, Marwadi University, Rajkot.

4. Hemanth Kumar, N. **Influence of carbon nano fibers addition on mechanical and tribological properties of 3D printed polymer composites**. (Dr. Adarsha H), Department of Mechanical Engineering, Jain (Deemed-to-be University), Bangalore.

5. Patel, Rashmiben Hasmukhlal. **Investigation of stress concentration factor for different polygonal discontinuities in a plate**. (Dr. Bhavesh P Patel), Department of Mechanical Engineering, Ganpat University, Mehsana.

6. Vikram, Kamlendra. **Investigation of tribological properties of polyamide 6 and polyoxymethylene copolymer matrices based hybrid composites: Effects of glass fiber, graphite and hexagonal boron nitride**. (Dr. Sumit Pramanik and Dr. Shubrajit Bhaumik), Department of Mechanical Engineering, SRM Institute of Science and Technology, Kattankulathur, Chennai.

Mining Engineering

1. Simon, C Robert. **An investigation into sustainable development for small scale limestone mines in Katni District, M P**. (Dr. G K Pradhan), Department of Mining Engineering, AKS University, Satna.

MATHEMATICAL SCIENCES

Mathematics

1. Dukru, Dovine. **Computational simulation and analysis of fluid flow with variable flow specifications**. (Dr. Bamdeb Dey), Department of Mathematics, Assam Don Bosco University, Guwahati.
2. Jadeja, Divya Kishansinh. **Certain important topics of graceful and related labelings**. (Dr. V J Kaneria), Department of Mathematics, Saurashtra University, Rajkot.
3. Patel, Anjalibahen Bharatbhai. **Study and analysis of queueing systems in some public places of Gujarat**. (Dr. Ravi Gor), Department of Mathematics, Gujarat University, Ahmedabad.
4. Umdekar, Shilpa. **Mathematical modeling and analysis of various human diseases in epidemiology**. (Dr. Anand Prakash), Shri Vaishnav Institute of Science, Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore.
5. Varghese, Geethu. **Numerical study of performance optimization and thermal management in polymer electrolyte membrane fuel cells**. (Dr. Joseph T V and Dr. Purushothama Chippar), Department of Mathematics, Christ (Deemed to be University), Bengaluru.

MEDICAL SCIENCES

Anatomy

1. Rai, Alisha. **A comprehensive approach for the assessment of Pelvic floor muscle integrity: A cross sectional study**. (Prof. Sanjeev Kumar Jain and Dr. Astha Lalwani), Department of Anatomy, Teerthanker Mahaveer University, Moradabad.
2. Shehzeen. **Anthropometric facial analysis: A comprehensive approach for identification and aesthetic restoration in different zones of Indian population**. (Prof. Sanjeev Kumar Jain), Department of Anatomy, Teerthanker Mahaveer University, Moradabad.
3. Singh, Shikha. **Gender specific evaluation of hand anthropometry and its role in surgical ergonomics**. (Prof. Sanjeev Kumar Jain), Department of Anatomy, Teerthanker Mahaveer University, Moradabad.

Ayurveda

1. Katakdound, Shailendra Dadarao. **A randomized controlled clinical trial of efficacy of Dhatrilauha on Serum Ferritin levels in Garbhini Pandu with special reference to iron deficiency anemia in pregnancy**. (Dr. P N Dalvi), Faculty of Ayurved, Maharashtra University of Health Sciences, Nashik.

Biochemistry

1. Trimbake, Sangeeta Bhalchandra. **Study of oxidative stress and antioxidant status in leprosy**. (Dr. Alka Sontakke), Faculty of Medicine, Maharashtra University of Health Sciences, Nashik.

Biotechnology

1. Tazeen Fatima. **Study on carbazate derivatives as potential antifungal compound against Candida auris**. (Dr. Saif Hameed and Dr. Muriel Billamboz), Amity Institute of Biotechnology, Amity University, Gurugram.

Dentistry

1. Dilip, S. **Evaluation of the effectiveness of nanocoating superelastic orthodontic archwires on the mechanical properties and frictional resistance: An in vitro study**. (Dr. Rajkumar K), Department of Dentistry, SRM Institute of Science and Technology, Kattankulathur,Chennai.

Pharmaceutical Science

1. Chaudhari, Sneha Tulshiram. **Evaluation of some natural polysaccharides as pharmaceutical excipient for sustained drug delivery system**. (Dr. Rajasekaran S), Department of Pharmacy, Bhagwant University, Ajmer.

2. Madhu Bala. **Design, synthesis and pharmacological evaluation of 2, 5-disubstituted 1,3,4- thiadiazole as potential candidates for the treatment of Alzheimer's disease**. (Dr. Amar Deep Ankalgi), Department of Pharmaceutical Sciences, Himachal Pradesh Technical University, Hamirpur.

3. Thakur, Priyanka. **Pharmacological evaluation of biologically synthesized silver nanoparticles of *Atropa Acuminata*: A mechanistic investigation**. (Dr. Vinay Pandit), Department of Pharmaceutical Sciences, Himachal Pradesh Technical University, Hamirpur.

Physiotherapy

1. Sharma, Kavita. **Normative scores, validity and reliability of multi directional reach test in children**. (Dr. Shantha Kumar), Department of Physiotherapy, Maharishi Markandeshwar (Deemed to be University), Ambala.

PHYSICAL SCIENCES

Chemistry

1. Diyali, Sangharaj. **Development of coordination driven functional molecules for electrocatalytic hydrogen production and optoelectronic applications**. (Prof. Bhaskar Biswas), Department of Chemistry, University of North Bengal, Darjeeling.

2. Dutta, Utpal. **Investigation towards natural and synthetic organic compounds of biological relevance**. (Dr. Dwipen Kakati), Department of Chemistry, Rajiv Gandhi University, Itanagar.

3. George, Jesna K. **Pushing the boundaries of perovskite-based optical sensors: Novel design and synthesis of stable perovskite nanocrystals for high detection limits**. (Dr. R Geetha Balakrishna), Department of Chemistry, Jain (Deemed-to-be University), Bangalore.

4. Laldinpuii, Z T. **Waste biomass derived heterogeneous catalysts and their applications in organic transformations**. (Prof. Zodinpuia Pachuau and Dr. K Vanlaldinpuia), Department of Chemistry, Mizoram University, Aizawl.

5. Magesh Kumar, M. **Preparation of hexagonal-boron nitride based composites for the electrochemical detection of anticancer drugs**. (Dr. Arockia Selvi J), Department of Chemistry, SRM Institute of Science and Technology, Kattankulathur,Chennai.

6. Manikanta, P. **Design and synthesis of innovative metal oxides and their composites for enhanced electrochemical sensing applications**. (Prof. B M Nagaraja), Department of Chemistry, Jain (Deemed-to-be University), Bangalore.

7. Mishra, Reenu. **Impact of industrial and urbanisation activities on Kelo River water in agricultural perspective of toxic elements with phytoremediation at Raigarh City and its adjoining areas**. (Dr. P K Singh), Department of Chemistry, Shaheed Nandkumar Patel Vishwavidyalaya, Raigarh.

8. Naik, Pooja Bhaskar. **Biomass derived engineered carbon as electrodes for metal-ion batteries and capacitors**. (Dr. Debasis Ghosh and Prof. S K Nataraj), Department of Chemistry, Jain (Deemed-to-be University), Bangalore.

9. Paramanik, Krishnendu. **Electronic, magnetic, catalytic and biological activities of transition metal complexes based on redox active quinonoid, phenalenyl, BIAN and imidazole ligands**. (Dr. Hari Sankar Das), Department of Chemistry, University of North Bengal, Darjeeling.

10. Patel, Naitik Kumar Harshadbhai. **Synthesis and characterization of thermally sustainable low cost supported Ni catalyst for dry reforming of methane**. (Dr. Rawesh Kumar), Department of Chemistry, Indus University, Ahmedabad.

11. Pawel, P. **Design of metal-organic framework based nanohybrids for high performance electrochemical sensing of water pollutants**. (Dr. T Pushpa Malini), Department of Chemistry, SRM Institute of Science and Technology, Kattankulathur,Chennai.

12. Prakash, Aishwarya. **Recyclable Ni and Cu based catalysts for the synthesis of organoboranes and their applications**. (Dr. Shubhankar Kumar Bose), Department of Chemistry, Jain (Deemed-to-be University), Bangalore.

13. Ranjeet Kumar. **Corrosion inhibition of N80 steel in hydrochloric acid solution: Electrochemical and computational studies**. (Prof. Mahendra Yadav), Department of Chemistry and Chemical Biology, Indian Institute of Technology, Dhanbad.

14. Samrudhi, B M. **Design and synthesis of new carbazole based hole transporting materials for perovskite solar cells**. (Dr. Ahipa T N), Department of Chemistry, Jain (Deemed-to-be University), Bangalore.

15. Sharma, Anju. **Superabsorbent polymer in agriculture industry for plant protection**. (Dr. Arpit Sand), Department of Chemistry, Manav Rachna University, Faridabad.

16. Singh, Ruchi. **Plasmonic surface effects and label-free profiling in Raman and SERS- based probing of molecular and biological systems**. (Prof. Soumik Siddhanta), Department of Chemistry, Indian Institute of Technology Delhi, New Delhi.

17. Sukhandeep Kaur. **Preparation and structural characterization of coinage metal loaded ZnO and TiO_2 nanostructures for photodegradation of organic pollutants**. (Dr. Bonamali Pal), Department of Chemistry & Biochemistry, Thapar Institute of Engineering and Technology (Deemed to be University), Patiala.

18. Suma, B. **Synthesis and applications of regiodefined alkenyl and alkyl boronates using 3D transition metal or base mediated approaches**. (Dr. Shubhankar Kumar Bose), Department of Chemistry, Jain (Deemed-to-be University), Bangalore.

19. Vishnu, S. **Development of fluorescent chemosensors for the selective detection of biologically and environmentally significant cations and environmentally significant cations and anions**. (Dr. Avijit Kumar Das), Department of Chemistry, Christ (Deemed to be University), Bengaluru.

Physics

1. Goswami, Pradeep. **Radio chromic dosimetry studies for Ultra Violet-C (UVC) radiation measurements**. (Prof. R K Jain and Dr. Suryanshu Choudhary), School of Humanities, Physical & Mathematical Sciences, Shobhit Institute of Engineering & Technology (Deemed to be University), Meerut.

2. Mange, Priya Laxmanbhai. **Synthesis and characterization of spinel ferrite-TiO_2 based nanocomposites**. (Dr. Kunal B Modi), Department of Physics, Saurashtra University, Rajkot.

3. Pandey, Suchi. **Studies on electrical and optical properties of double sulphate hexahydrate**. (Prof. R K Jain and Dr. A K Mishra), School of Humanities, Physical & Mathematical Sciences, Shobhit Institute of Engineering & Technology (Deemed to be University), Meerut.

4. Santosh Kumar. **Studies on optical, thermal and mechanical properties of glasses for automotive applications**. (Dr. Kulvir Singh and Dr. Devender Kumar), Department of Physics and Materials Science, Thapar Institute of Engineering and Technology (Deemed to be University), Patiala.

5. Sharma, Manisha. **Study of aluminium based nano-thermites with graphene/carbon nanotube as additional fuels for micro-propulsion applications**. (Dr. Vimal Sharma and Dr. Subhash Chand), Department of Physics, National Institute of Technology, Hamirpur.

6. Vipin Kumar. **Study of integrability and chaos in nonlinear dynamical systems**. (Prof. Ram Mehar Singh and Dr. Shalini Gupta), Department of Physics, Chaudhary Devi Lal University, Sirsa. ❑

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Dr Sistla Rama Devi Pani, Editor

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