Rs. 50.00
ISSN-0566-2257

UNIVERSITY NEWS

A Weekly Journal of Higher Education

Association of Indian Universities

Vol. 64 • No. 12 • March 23-29, 2026

Announcement
AGM Special Issue of 'University News'

A **Special Number of University News** on the theme ***'Shaping Self-Reliant Bharat through Knowledge and Innovation'*** is being brought out on **April 27, 2026.**

The **Special Issue** will cover the articles of eminent educationists on the afore-mentioned theme. Readers of the University News are also invited to contribute to the Special Number by submitting papers/articles on the above theme by **April 17, 2026**. The papers will be published in the Issue subject to the approval of the Editorial Committee of the University News. The contributions are invited on the following Subthemes:

Integrating Traditional Wisdom in Curriculum and Research

- *Embedding Indian Knowledge Systems (IKS) into Curricula & Faculty Development.*
- *Interdisciplinary Research Linking Ancient Wisdom with Modern Science & Technology.*
- *Futuristic Dimensions of IKS.*

Promoting Sustainability and Social Responsibility in HEIs

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

Promoting Entrepreneurship & Startups in Higher Education Institutions (HEIs)

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

Creating AI & Quantum-enabled HEIs

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

Self-reliant Bharat through Swadeshi, Economic Patriotism and Techno-nationalism

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

Any Other Relevant Subthemes

Guidelines for contributors are placed on the AIU Website. Manuscripts may be sent to the 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*** on or before **April 17, 2026.**

UNIVERSITY NEWS
Vol. 64 March 23-29
No. 12 2026
Price Rs. 50.00

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

In This Issue

Subscription Tariff
(Effective April 01, 2025)

Inland

	Institutions	Academics/ Students *(at residential address only)*
	Rs.	Rs.
1 year	2500.00	1000.00
2 years	4400.00	1800.00

Subscription is payable in advance by Bank Draft/MO/NEFT only in favour of Association of Indian Universities, New Delhi.

Unveiling the Invisible Challenges in Implementing NEP–2020

Ajit M Mulajkar*

The National Education Policy–2020 (NEP–2020), launched by the Government of India after an extensive consultative process, represents a transformative vision to overhaul the country's education system by emphasising holistic, multidisciplinary, and skill-oriented learning. It seeks to align education with the demands of the 21st century while rooted in the Indian ethos. However, despite its ambitious framework, the implementation of NEP–2020 has encountered several deficiencies, including uneven readiness across states, inadequate funding, limited teacher training, and gaps in institutional capacity. Additionally, the lack of clear operational guidelines and monitoring mechanisms has led to inconsistencies in execution, highlighting the persistent divide between policy intent and ground realities.

The phrase "dark matter" is a popular metaphor in academic and policy writing for *invisible yet influential factors*. In NEP–2020, there exist several invisible challenges—often described as the "dark matter"—in the implementation, which subtly yet significantly influence its outcomes. These include deeply embedded institutional cultures, resistance to change, disparities in administrative capacity, and the gap between policy vision and grassroots realities. Such intangible factors, though not always explicitly acknowledged in policy frameworks, play a crucial role in shaping the pace and effectiveness of implementation. This article brings to light such dark matter and provides strategies to combat it for the effective implementation of NEP–2020. The researcher has focused the study on its effective implementation only, for it is the fifth year of the launch of the policy.

"The first step in the process of reasoning is that of conception or the forming of concepts. The second step is that of Judgement, or the process of perceiving the agreement or disagreement of two conceptions…When we have two concepts in our mind, we are likely to compare them and arrive at a conclusion regarding their agreement or disagreement. This process of comparison and decision is what, in Logic, is called Judgement" (Atkinson 2023:9). The study is not judgmental, as "In every act of judgment there must be at least two concepts to be examined and compared; this comparison must lead to a judgment regarding their agreement or disagreement" (Atkinson, 2023, p. 9). In the world of academia, some are talking about 'digital divide', after observing the emphasis on the use of technology in the NEP–2020. Some are brooding on the points like transforming the institutions into multidisciplinary institutions, Multiple Entry-Multiple Exit (MEME) and Academic Bank of Credits (ABC) and some on the other concerns of NEP 2020. For all this, the institutions should be prepared both at a physical and mental level. The issue

* *Associate Professor & Head, Department of English, Maharashtra Mahavidyalaya, Nilanga, MS. Email: ammulajkar@gmail.com*

of 'digital divide' can be solved in some days, if not overnight, but what about 'mental divide'? The physical infrastructure required for addressing the issue of digital divide and transforming the institutions into multidisciplinary institutions, where students can avail the facility of MEME with the help of ABC, can be set up by proper planning and making a good investment in it. Of course, some are doing their best. But the question is, how to resolve the issue of the mental divide? How to create the soft infrastructure required for addressing the problem of the mental divide? Perhaps there can be no definite and one solution for it. It is to be addressed at multiple levels and in multiple ways, for India has a diversified socio-educational history and culture, and the issue is more socio-cultural and less educational. To address this issue, one has to understand the socio-educational history of the nation along with its culture in totality. Then only can one devise some plans and methods to figure out the riddle, and the study is an attempt in that direction. In this regard, Amartya Sen, in his book, *The Argumentative Indian,* rightly said, "We cannot live without history; we need not live within it either" (Sen, 2005, p. 353. This statement is applicable to both adopting the entirely new India-centred NEP 2020 and its effective implementation. In this context, the statement by Romila Thapar in her great work, *Early India: From the Origins to AD1300,* is worth noting. She says, "Societies were divided into those who have a sense of history and those who lack it" (Thapar, 2002).

Understanding Academia

In academia, we have people with heterogeneous cultures, religions, cults, and people with personal and individual thinking and personal perspectives. In the 'Preface' to *The Argumentative Indian*, Amartya Sen says, "India is an immensely diverse country with many distinct pursuits, vastly disparate convictions, widely divergent customs and a veritable feast of viewpoints. Any attempt to talk about the culture and of the country, or about its history or contemporary politics, must inescapably involve considerable selection" (Sen 2005: ix). In this regard, it is worth considering the understanding of the National Assessment and Accreditation Council (NAAC) about higher education in India: "India has one of the largest and most diverse education systems in the world" (NAAC 2025).

It is not a common statement by NAAC, but it is the deep understanding of the education system in India in its broadest sense. In such a continental country with great cultural and educational diversity, the implementation of the NEP-2020 with its spirit is a great challenge. Mere conversion of institutions into multi-disciplinary is easy, but actually transforming them into multidisciplinary institutions in letter and spirit is rather very difficult. It also requires a holistic understanding of NEP- 2020, the earlier education policies and the teaching and clerical staff of the higher educational institutions (HEIs) to the top officials in academia, along with the managements of all the HEIs.

Every office that relates to the educational system and every educational institution that imparts education develops a culture and adopts certain behaviour; the real challenge before NEP–2020 is to change the culture, develop a new culture and modify the behaviour that will suit the spirit of NEP 2020. Even after five years of launch and after organising several seminars, workshops and faculty development programmes, only superficial change is observed. The nation can have the true fruits of NEP 2020 after 20 years only if there is a DNA change in the present education system. For the DNA change, the communication must be from both sides; only downward communication makes a formal and superficial change in the system; to make a change from within, at a deeper level, a suitable chain is to be created for upward communication and positive actions are required on it.

Abrupt change in any system is not possible. To have the fruits of NEP–2020, multiple changes are required in the thinking and behavioural patterns of government, government officers, teachers, employees, persons in administration and society at large.

New Leadership

Academic leaders, despite their experience, may be less effective in implementing NEP 2020 if they exhibit rigidity and resistance to change. Unless leaders themselves are willing to change, institutional transformation remains unlikely. Such rigidity can discourage subordinates who genuinely understand the spirit of NEP 2020, often constraining their initiative and limiting constructive action. Therefore, leadership must undergo a shift in mindset; where this is not feasible, it becomes necessary to induct

individuals who possess both policy sensitivity and a commitment to reform. A systematic effort is required to identify leadership bottlenecks and replace them with individuals capable of effectively steering implementation. If the nation can adopt a new policy in response to emerging challenges, it is equally reasonable to expect a renewal of leadership where required.

The transformative vision of NEP–2020 calls for a paradigm shift in both governance and pedagogy. Just as the principles of classical physics do not fully explain the dynamics of unseen "dark matter," conventional leadership approaches may prove inadequate for such a transition. What is needed is a new genre of leadership—adaptive, forward-looking, and technologically attuned—capable of navigating complexity with a "quantum" mindset. In this context, Tom Peters aptly observes, "Leadership is all about… passion… enthusiasm… engagement… commitment… and an insatiable appetite for change" (Peters, 2004, p. 162).

Revolutionise the Education System

Any system that continues for a long time creates a deep impact on the minds of the people who are a part of that system. It also gives birth to a number of erroneous interpretations of the rules and laws, which create certain reserved misunderstandings in their minds. Detecting that cache of earlier systems that transformed into habits and deleting those forever so as to create space for a new system to transform those into habits is a great challenge as well as an opportunity. In this regard, it is important to note that the University Grants Commission (UGC) has been taking several initiatives for the better implementation of NEP 2020, but several HEIs either do not know about it or have no will to do something in that regard, unless their affiliating university orders them to do something.

Revolutionary strategies are to be adopted both at the government and institutional levels for the better implementation of NEP–2020, so that it may reform the entire education system. Are they really created and adopted? That is another point of discussion, which we are not going to discuss here. For its effective implementation, critical thinking is to be made from both points. It is to be thought—how it should be implemented ideally, and how it will be distorted by several brains working in the system. Areas where it will be twisted and misinterpreted in such a way as if it is the only right interpretation of the same are to be traced out. Once a poem is written and delivered into the hands of the readers, it is open for interpretation for the readers. In this era of social media, reading, and that too printed material, is a very rare thing.

In this connection, it is worth noting what Mustafa Suleyman says in his book, "The Coming Wave". "Technology exists in a complex, dynamic system (the real world), where second, third, and nth-order consequences ripple out unpredictably. What on paper looks flawless can behave differently out in the wild, especially when copied and further adapted downstream. What people actually do with an invention, however well intentioned, can never be guaranteed. Thomas Edison invented the phonograph so people could record their thoughts for posterity and to help the blind. He was horrified when most people just wanted to play music. Alfred Nobel intended his explosives to be used only in mining and railway construction" (Mustafa, 2024 , India, Vintage, pp 35.). Although he talks about technology, it is applicable to the policy also. The policy is almost at the last stage of its implementation, and it should not happen with the policy! Corrections are to be made in case of misinterpretation. But at present, we do not find any such mechanism. Of course, *Pradhan Mantri Uchchatar Shiksha Abhiyan* (PM- USHA) is there, but it is a different mechanism; even though its core part is the implementation of recommendations of NEP 2020. It would focus on equity, access, inclusion, and developing quality teaching and learning processes, accreditation of non-accredited institutions, improving accreditation, ICT-based digital infrastructure, and enhancing employability through multidisciplinarity. It talks about implementing and monitoring through an institutional structure of bodies with clearly defined roles and powers at the central, state, and institutional levels. It says that all the bodies shall monitor the progress of the scheme at their respective levels, starting right from the institutional level up to the national level. This mission has fifteen objectives. The first objective talks about improving the overall quality of existing state higher educational institutions (HEIs), but what about the behaviour of such HEIs and the other administrative officers who will monitor the quality of the HEIs?

Every policy is prepared in a room, but once launched in the society, its implementation goes

on auto-modifying mode and modifies itself from place to place, situation to situation, time to time and even from person to person. The disparity in the implementation of NEP 2020 stems from deep-seated structural, financial, and political divides that risk turning a visionary national policy into a fragmented collection of local initiatives. This inconsistency doesn't just slow progress; it trivialises the policy by creating a "lottery of geography" where a student's educational quality depends entirely on their state of residence. It must be borne in mind, “The barriers to progress come not only from old dividing lines, but also from new ones” (Sen 2005: 218). While improving the intelligence quotient students are asked to find out the odd figure in almost identical figures along with what will be the next figure, if two are given; in the same way, in case of implementation of NEP 2020 attempts are to be made based on logic to find out odd figures along with it, what will be the next to find out possibilities.

In the same way that artificial intelligence (AI) researchers must decode the mental mechanics of comparing distinct concepts to build General Artificial Intelligence (AGI) and Super Intelligence (ASI), the implementation of the National Education Policy (NEP) 2020 requires a similar leap in "systemic thinking. Students of the present day are using the internet and smart gadgets to collect information from various e-sources like Wikipedia and various websites. YouTube and TED Talks are some of the main platforms for learning new things. The syllabus prescribed for the students is not enough, and the teachers’ age-old method of teaching the syllabus only from the examination point of view can neither create any kind of interest nor assure any hope of placement. In such a situation, bringing the students back to classrooms is a big challenge. Only ‘customised teachers’, as per the needs of the learners, can be successful in retaining the good strength of their classrooms, and the rest will play the blame game. To achieve the goal of 50% Gross Enrolment Ratio (GER) in higher education, the urgent need is to fill the vacant posts of teachers as early as possible. Young and energetic faculties newly appointed with their knowledge of technology and better understanding of the psyche of the youngsters will be the game changers in effective implementation of NEP 2020, but the appointment of such a large no of teachers is a part of dark matter. The faculty members who are in service should be re-oriented to adapt as per the need and should be provided enough liberty to implement their ideas to transform the institutions, for their experience cannot be substituted with anything other than themselves, but such liberty to the faculty is also again a part of the dark matter.

Suggestions Made by the Committee

A committee constituted as a task force wrote to the Minister of Higher and Technical Education, Government of Maharashtra, noting that “in some areas, the availability of data was inadequate in terms of both quantity and quality” (Mashalkar 2021). Working without data is like working with nothing. Such suggestions made by the Committee are alarming. Data will indeed be the determining factor in both planning and decision-making, but there are many things where the non-availability of data is the key factor. In such areas, only experienced persons, whether they may be the leaders or faculty, will play a vital role. Such people are both data and decision makers. But no such mechanism is prepared to identify such persons, for they are not only the assets, but also ‘cloud’, a single ecosystem with applications to use the data.

Pursuit of Reason Rather than Reliance on Tradition

An educational institution’s smooth functioning largely depends upon the academic head. India, a land once ruled by *rajas* and *maharajas,* became free in 1947 and accepted democracy in 1950. But have we transformed ourselves into this new and opposite form of governance? The answer is ‘yes’ up to a certain extent, but not completely. Still, the roots of considering oneself a king or queen are found in our soil, but in a modified form. It is difficult to see the grass roots in the soil in the summer season, but with the first rain, the greenery proves the presence of grass roots in the soil. ndividuals occupying key positions often begin to perceive themselves as absolute authorities within their department, treating employees more as subordinates than as valued contributors. Consequently, the functioning of the institution tends to align with the preferences of the head rather than with collective deliberation. In many instances, the perspectives and capabilities of employees are overlooked or undervalued. Meetings, instead of serving as platforms for meaningful dialogue, are sometimes reduced to instruments for silencing dissent or endorsing predetermined decisions. As a result, administrative processes

operate more on personal discretion—at times even whim—than on democratic principles, mutual respect, and shared understanding among all members of the institution.

Of course, some exceptions might be there, but overall, the picture is not satisfactory. Much water flows under the bridge 'orally', and nothing comes on the surface in 'written form', for there is no mechanism to address this technically unseen but really exciting problem. To keep the intellectual life of the employees healthy, their emotional life should be healthier, "Emotions… matter for rationality." It is enough to note here that "we have two minds—and two different kinds of intelligence: rational and emotional"(Goleman 1996:32).

As a result of it, a number of able employees develop a type of sense of detachment from the institution as a wise means to keep themselves sane. In this connection, it is worth considering what John Rawls says, "We must make sure that the conception of goodness as rationality explains why this should be so. We may define self-respect (or self-esteem) as having two aspects. First of all, …it includes a person's sense of his own value, his secure conviction that the conception of his good, his plan of life, is worth carrying out. And second, self-respect implies a confidence in one's ability, so far as it is within one's power, to fulfil one's intentions. When we feel that our plans are of little value, we cannot pursue them with pleasure to take delight in their execution. Nor, plagued by failure and self-doubt, can we continue in our endeavours. It is clear then why self-respect is a primary good" (Rawls 1999: 386).

If all the employees develop a sense of attachment and a sense of belongingness towards the institution where they are working, the journey of that institution will definitely be towards success, for collective efforts bring far better results than those of an individual. And to develop a sense of belongingness, the head of the institution plays a vital role. The picture is not so good from the developmental point of view, as well as the social point of view. If the employees remain silent to every whimsical act of the head of the institution, their voices will be suppressed and remain unheard forever. And it must be noted, "Silence is a powerful enemy of social justice" (Sen 2005: 39). A suitable mechanism is to be developed where we can find 'the pursuit of reason' rather than 'reliance on tradition (Sen 2005: 16).

In this connection, it is worth considering Edward de Bono's Other People's Views (OVP), a thinking tool. He says, "Imagine a boxing match for the world heavyweight championship. One of the fighters throws an uppercut. His opponent is knocked out. There is a new world champion. In thinking that is to be followed by action, there is usually someone who does something and someone else (or many others) who is affected by the action, as in the boxing match. In that match, however, there were many other people affected, not just the fighters. There were the spectators, there were the media (TV and newspapers), there were those who made bets, there was the next challenger, the promoters, etc. In the same way, an action can affect many other people apart from those directly connected. So, thinking about the action must also consider these other people… The world is full of people. Thinking is done by people. Thinking affects people" (Bono: 1993: 121).

In a meeting called by the academic/ administrative head, he throws a verbal uppercut, as usually happens, of course, exceptions are there, and his opponent(s), as he thinks, knocked out. This action affects other staffers, students and other stakeholders also. In this connection it is important to note here what R. K. Narayan, one of the greatest Indian novelists and educationist says, "The main business of an educational institution is to shape the mind and character…" A. G. Gardiner in his short story *On Saying Please* says that people do not like to keep the burden of hatred and anger with themselves; they just pass it to other who is next to them. Therefore, attempts are to be made to make the environment conducive for all.

In the above case, the researcher has not used any scientific formula for knowledge i.e. "Knowledge = Empirical Data × Mathematics." But a new formula for acquiring ethical knowledge appeared: Knowledge = Experiences × Sensitivity." In this connection, Yuval Noah Harari in his book Homo Deus says, "The Scientific formula for knowledge led to astounding breakthroughs in astronomy, physics, medicine and multiple other disciplines. But it has had one huge drawback: it could not deal with questions of value and meaning" (Harari 2017: 276-277).

Need for Creative Design

"Socrates never set out to be a constructive thinker. His purpose was to attack and to remove

'rubbish'. Most of the arguments in which he was involved (as written up by Plato) ended with no positive outcome at all… He seemed to believe that if you attack what is wrong, then eventually you would be left with the truth. This has left us with our obsession with criticism." (Bono 1996: 9-10) His disciple, Plato, was influenced by Pythagoras, who had demonstrated ultimate truths in mathematics, and Plato believed there were ultimate truths everywhere if only we looked hard enough for them. Plato was also reacting against 'relativism' of some of the Sophists, who believed that something was not good or bad in itself but only in itself but only in relation to a system. Plato realised that society could never be run on such a complicated basis… From Plato came our obsession with the 'truth' and the belief that we could establish this logically. This belief has been a powerful motivator to all subsequent thinking" (Bono 1996:11).

Plato's disciple, Aristotle, tried everything together as a powerful logical system based on 'boxes'. These were definitions or classifications based on our experience. So, whenever we encountered something, we had to 'judge' into which box that thing fitted. If necessary, we could fit these into standard boxes. Something was either in a box or 'not' in a box. It had to be one or the other, and could be anything else. From this came a powerful logic system based on 'is' and 'is not' and the avoidance of contradictions" (Bono 1996:11).

From these three great thinkers, a thinking system developed which was based on analysis, judgement (and boxes), argument and criticism. "We find our way around by fitting new experiences into the boxes (or principles) derived from the past. This is perfectly adequate in a stable world where the future is the same as the past—but totally inadequate in a changing world where the old boxes do not apply. Instead of judgment, we need to design our way forward" (Bono 1996: 11).

Life is full of possibilities and requires novel ways to understand the problems in different ways and to find solutions to them. "While analysis does solve a great many problems, there are other problems where the cause cannot be found, and if found, cannot be removed. Such problems will not yield to yet more analysis. There is a need for design. We need to design a way forward, leaving the cause in place. Most of the major problems in the world will not be solved by yet more analysis. There is a need for creative design" (Bono 1996: 11).

For that purpose, richness in thinking matters. Instead of thinking about selecting and rejecting pathways, a thought about opening up new pathways matters, for that provocative thinking matters, which can make jumps (Bono 1970: 29-30).

"The possibility system gives hypotheses in science and visions in technology. That is what has driven Western achievement" (Bono, Edward de 1996:12). In the present situation, imaginative thinking is to be made, for it will bring new possibilities, and the use of cutting-edge technology is to be made for better decisions and academic surveillance. A sense of accountability and respect for others' experience and talent is essential. For academic progress, everyone should be held responsible for what they do, irrespective of their position.

Conclusion

Obviously, the role of government is pivotal in the effective implementation of NEP–2020, but the role of every stakeholder, including society and parents, cannot be overlooked. The policy is envisioned to reap the demographic dividend of India by elevating gross enrolment ratio (GER) up to 100% at the primary school level and up to 50% in higher education, and providing high-quality education. Government and educational institutions are taking care of the same, up to what extent and how, i.e. is another point of discussion, but along with government and schools, colleges and parents also have an important role to play, which cannot be denied. In this regard, it is worth mentioning a letter written by Jo Ann Price, Freehold, N. J., to the editor in "The New York Times" (September 1, 2005) in response to a column on faltering American education by Bob Herbert. "I respectfully suggest that we may be looking at a crisis here… As a highly qualified teacher of English at the high school level, I agree. But this crisis we see in our schools has its roots in American homes increasingly devoid of books and printed material, where children turn exclusively to television, computers and electronic games for entertainment—and see the adults around them doing the same. Instant-gratification technology has, for many students, replaced the task—and the thrill—of reading. One cannot develop solid writing skills without first being a decent reader; underdevelopment of these skills translates to low scores in standardized testing across racial and

economic lines, and in all subject areas. Education begins in a home where reading is intrinsically valuable and necessary; where recantation of hard work associated with education and doing well in school are top priorities; and where parents join schools in having high expectations for their children's success. Without their initial foundation and continued support at home, a teacher's hands are tied at school." This letter by Jo Ann Price, Freehold, N. J., was written long ago, before 18 years in America, to explain the root cause of poor education in America, and it is equally applicable to India in 2023 (Friedman 2006:395).

Considering the government is responsible for not providing adequate funds for education is correct to a certain extent, but not absolutely, for funds released for certain purpose are utilised for the same purpose and persons paid for catering certain services are doing the same with sincerity, are the platonic conditions that one can imagine only. Moreover, one more thing is to be added in this regard: "The teachers' unions then served as an important part of the institutional support in favour of more justice. Now, however, these institutions of justice seem to work largely against justice through their inaction—or worse—when faced with teacher absenteeism and other responsibilities" (Sen 2005: 217).

Intelligence Quotient (IQ) is, of course, important, but it should be clubbed with emotional quotient (EQ). To underline the importance of values, Dr APJ Abdul Kalam says, "It was Einstein's turn. I would like to recall my friend Werner Heisenberg's view, "You know, in the West we have built a large, beautiful ship. It has all the comforts in it, but one thing is missing: it has no compass and does not know where to go. Men like Tagore, Gandhi and their spiritual forebears found the compass. Why can this compass not be put in the human ship so that both can realise their purpose?" (Kalam: 2002: 5).

While addressing a gathering on the occasion of Vigilance Awareness Week, the General Manager of the aircraft manufacturing division of Hindustan Aeronautics Ltd. (HAL), Nashik, stressed the need to fight corruption through self-introspection." In this regard he further added that "being vigilant also helps in systemic improvements, thereby simplifying complex processes." His statement is very significant to make society corruption free through self-introspection. His speech was a part of celebration of a week under the theme of "corruption free India for a developed nation" (2022).

The Government of India is dreaming of India as a developed country, and the NEP-2020 is a means to achieve the same. In fact, NEP-2020 will play a vital role in it. Prevention of corruption is the sole responsibility of the government, according to a general belief. Rather, it is a safe way to shift the responsibility to the shoulders of the government and remain free to blame the government and the system. Every employee or administrative head in a government office is a part of society first and then a government employee or officer next. His/her thinking and acts are governed largely by the social environment in the area where he was brought up and then by the area where he is working. A number of systems within a system operate in every institution. And every individual who is a part of that system gets altered to some extent and modifies the system to a certain extent. People generally put government and society in two different watertight compartments, which is wrong. In fact, government and society are the two sides of the same coin. Rather, it will not be wrong to say that the government, as is the society and vice versa. Better transparency, true democratic rule can be found in the government where the society is vigilant!

Suggestions

1. Need to establish a good and functional feedback mechanism.
2. Need to develop a good mechanism to address complaints against the authority and address the grievances. Such a grievance mechanism must be strong enough to protect the rights of both the employees and the employer, so that employees should not misuse it as a harmful weapon against the employer and vice versa.
3. A new mechanism is to be developed to find out the people who are really contributing devotedly to implement NEP-2020 with its spirit and intent, and should be honoured for their contribution.
4. Speedy recruitment in the majority, if not all, of vacant posts as early as possible to cater to the increased Gross Enrolment Ratio. Otherwise, it will be an additional burden to already overburdened teachers.
5. Effective use of technology to leverage human resources and address the hurdles in the effective implementation of NEP–2020.

References and Readings

1. Atkinson, William Walker (2023): *The Art of Logical Thinking or The Law of Reasoning*, Namaskar, New Delhi, pp 9.
2. Bono, Edward de (1996): *Teach Yourself to Think,* Penguin, England, pp 12.
3. ——(1970): *Lateral Thinking,* Penguin, England, pp 29-30. ABC Amber Pub Converter Trial version, *http://www.processtext.com/abcepub.html*
4. —— (1996): *Teach Yourself to Think,* Penguin, England, pp 9-10.
5. —— (1996): *Teach Yourself to Think,* Penguin, England, pp 11.
6. —— (1993): *Teach Your Child How to Think,* Penguin, England, pp 121.
7. Friedman, Thomas L. (2006): *The World is Flat*, Penguin, London, England, pp 395.
8. General Manager, Aircraft Manufacturing Division HAL (2022): *"*Vigilance awareness week observed at HAL", *The Times of India*, 3/11/2022 *https://timesofindia.indiatimes.com/city/nashik/vigilance-awareness-week-observed-at-hal/articleshow/95266298.cms*
9. Gardiner, A. G."*On Saying Please" http://ndl.iitkgp.ac.in/document/UGxqbGI0NjB1cFlQYlgvNHMvVXVnSU-R6eEZtSkhD SzhhZGc0amZwOExlUT0* pp 52.
10. Goleman, Daniel. *Emotional Intelligence,* Bantam, New York, pp 32.
11. Harari, Yuval Noah (2017): *Homo Deus: A Brief History of Tomorrow*, Vintage, London pp 276-277.
12. Kalam, A P J Abdul (2002): *Ignited Minds,* Penguin, New Delhi, pp-5
13. Mashalkar, A., R. (2021): *"Report of The Task Force for Implementation of NEP 2020 in Maharashtra,"* October, 2020 – June. *https://dte.maharashtra.gov.in › 2022/04 › NEP... Maharashtra.gov.in*
14. Murthy, N., R. Narayana (2002): "Learning from the West", IIT Delhi, *https://web.iitd.ac.in ›HTMLobj-1452 ›Learni...https://web.iitd.ac.in/~mamidala/HTMLobj-452/LearningFromTheWest.pdf* pp 4. https://dte.maharashtra.gov.in/wp-content/uploads/2022/04/NEP_Task_Force_26_2_2022.pdf
15. Govt. of India, *"Pradhan Mantri Uchchatar Shiksha Abhiyan (PM-USBA),* Ministry of Education, Govt. of India, New Delhi. *https//www.education.gov.in https://www.education.gov.in/sites/upload_files/mhrd/files/upload_document/pm-usha_guidelines.pdf* pp 4-9.
16. Rawls, John (1999): *A Theory of Justice:* The Belknap Press of Harvard University Press Cambridge, Massachusetts, pp 386.
17. Sen, Amarys (2005): *The Argumentative India: Writings on Indian Culture, History and Identity*, Noida, India: Penguin, pp 353.
18. — (2005): *The Argumentative India: Writings on Indian Culture, History and Identity*, Noida, India: Penguin, pp ix.
20. —— (2005): *The Argumentative India: Writings on Indian Culture, History and Identity*, Noida, India: Penguin, pp 218.
21. —— (2005): *The Argumentative India: Writings on Indian Culture, History and Identity*, Noida, India: Penguin, pp 217.
22. —— (2005): *The Argumentative India: Writings on Indian Culture, History and Identity*, Noida, India: Penguin, pp 16.
23. ——(2005): *The Argumentative India: Writings on Indian Culture, History and Identity*, Noida, India: Penguin, pp 39.
24. NAAC-Home (2023): National Assessment and Accreditation Council, *http://naac.gov.in http://naac.gov.in/index.php/en/* (June 1)
26. Narayan, R., K.(2006): The English Teacher Indian Thought Publication Maderas, pp 135.
27. Suleyman, Mustafa (2024): The Coming Wave, India, Vintage, pp 35.
28. Tom, Peters (2004): *Re-imagine,* London: Dorling Kindersley Ltd., pp 162.
29. Thapar, Romila (2002): *Early India: From the Origins to AD1300, Girgaon,* Penguin, pp2 ❑

To Our Readers

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

Dr Sistla Rama Devi Pani, Editor

Fostering Global Citizenship Education in India through Multilingualism in Higher Education

Astik Mishra*, Suprabha Dey and Asheesh Srivastava*****

Education in the 21st century is undergoing significant changes in response to the changing needs of students, technological advances, and the changing landscape of the global economy and social order. This paper explores the richness and global significance of Indian languages in promoting diversity, culture, peace and values. The objective of this paper is to explore the richness of Indian languages and their global outreach, and also to understand the importance of multilingualism in higher education, in addition to its harmony with the core dimensions of GCED. This paper underlines the necessity of preparing higher education learners with multilingual perspectives, enabling them to better understand the complexity and problems of society and the nation profoundly, and they can apply skills, knowledge, and values to create an inclusive environment. The paper also views multilingualism through the lens of the National Education Policy 2020. It explores the existing challenges in achieving multilingualism in higher education, along with the strategies for fostering global citizenship through multilingualism in higher education. Conclusively, the paper advocates for the transformative potential of multilingualism as an innovative and powerful tool to prepare global citizens and advance Global Citizenship Education in higher education (Abstract).

Every country endeavours to provide a better life for its citizens. For this, all countries participate in the conservation and promotion of their natural wealth, cultural wealth, and human wealth. In the present time, education makes a significant contribution to preserving them all. We live in an era where the world has become more interconnected than ever, and technological advancements like the internet have played a significant role in quickly making this happen. As much as technology has made people's lives easier, it has also introduced us to the shared global challenges that the world is facing at the moment, such as gender sensitisation, peace, justice, climate, cultural and individual identity crises and many more. To address these common global challenges through education and build a sustainable society, global leaders have emphasised fostering global citizenship (Target 4.7) under the SDG goals in 'Quality Education' (Goal 4).

"*Global Citizenship Education (GCE) is a framing paradigm which encapsulates how education can develop the knowledge, skills, values and attitudes learners need for securing a world which is more just, peaceful, tolerant, inclusive, secure and sustainable*" (UNESCO, 2014, p. 09). Global citizenship education is not a completely new idea; rather, it synthesises elements of peace education, values education, cosmopolitan education, human rights education, and civic education into a cohesive framework. Its goal is to equip learners with the practical skills and experiences needed to tackle the global challenges of the 21st century. One of the aims of education is to develop values within the citizens, such as brotherhood, responsibility, unity, nationalism and a sense of inclusivity. Global citizenship education encourages learners to be creative and innovative, striving to expose learners and society to the global challenges they face and, along with these challenges, enable learners to work toward finding solutions to problems through dialogues and participation.

Higher Education Institutions, often the least experimental in terms of multilingualism, play a crucial role in preparing students for a globalised workforce where multilingualism is an increasingly valuable skill. By creating multilingual classrooms, these institutions can equip graduates to communicate and collaborate across borders, enhancing their competitiveness in an interconnected world. Recognising the importance of linguistic diversity and actively promoting and celebrating it within the educational context, higher

**Doctoral Research Scholar, School of Education, Mahatma Gandhi Central University East Champaran, Bihar-845401. E-mail : astikmishra.bharadwaj@gmail.com*

***Assistant Professor, Amity Institute of Education, Amity University, Lucknow Campus, Lucknow-226010 (Uttar Pradesh). E-mail : sdey@lko.amity.edu*

****Professor, Higher Education Policy, Inter University Centre for Teacher Education Banaras Hindu University, Varanasi – 221005 (Uttar Pradesh). E-mail : profasheesh@iucte.ac.in*

education institutions can contribute significantly to fostering global citizenship. The paper includes the following objectives:

1. To explore Global Citizenship Education (GCED) in the Indian context.
2. To explore the richness of Indian languages and their global outreach.
3. To explore the importance of multilingualism in higher education and its harmony with the core dimensions of GCED.
4. To explore multilingualism through the lenses of the National Education Policy 2020.
5. To identify the existing challenges for opting for multilingualism in higher education.
6. To outline strategies for fostering global citizenship through multilingualism in higher education.

Global Citizenship Education in the Indian Context

We are progressing towards a world that is being interconnected through technology, communication and trade relations, and global citizenship here plays a significant role in making us realise the importance of shared responsibilities so as to nurture a sense of belongingness within the global community. The consequences of individual actions can extend beyond local boundaries to have both direct and indirect effects on a global scale. Global Citizenship Education (GCED) is pivotal in empowering individuals with the essential knowledge, skills, and values required to navigate the intricacies of our interconnected world. It is built on a lifelong perspective, prioritising formal and informal education as equally important, with age not being a limitation to developing an individual's attitude as a global citizen.

There is a growing initiative to incorporate global citizenship education into mainstream educational systems to reach a broader audience. This initiative is particularly crucial in the Indian context, where the population's actions and decisions can have significant global implications. By equipping individuals with global citizenship knowledge, skills, and values, we can better address global challenges such as climate change, poverty, and inequality.

GCED and the spirit of sustainable development have been embedded in the Indian ethos for thousands of years—the values associated with global citizenship have traditionally been part of India's cultural heritage for a long time. Peace, harmony, compassion, and human values are crucial lifestyle factors discussed extensively in ancient times. In philosophical and theoretical aspects, we can easily find the components of GCED in the Indian education system. India has a rich philosophical heritage spanning thousands of years, and our indigenous philosophy has always taught us that we are all interconnected and interdependent in this world. Indian culture believes in the interdependence and interconnected nature of life on Mother Earth, strengthening the spirit of *Vasudhaiva Kutumbakam* (One Earth, One Family). *Vasudhaiva Kutumbakam* (the world is one family) is not only related to philosophical preaching but also teaches individuals about having a global perspective and prioritizes global solidarity to nurture a sense of belongingness on this planet.

The components of Global Citizenship Education (GCED) have always been deeply ingrained in the Indian education system. A closer look at the current state of education in India reveals a consistent focus in Indian educational policies on promoting democratic values, inclusivity within society, and the development of well-informed and responsible citizens. The role of democracy in the holistic development of learners is not to be underestimated. This is evident in the Mudaliar Commission Report, which states that "a *democracy of people who can think only confusedly can neither make progress, nor even maintain itself, because it will always be open to the risk of being misled and exploited by demagogues who have within their reach today unprecedentedly powerful media of mass communication and propaganda" (Secondary Education Commission,* 1952-53, pg. no. 24). These lines not only highlight the long-standing advocacy of Indian education policies for democratic values but also the vision of the National Education Policy 2020, which aims "to *instill among the learners a deep-rooted pride in being Indian, not only in thought, but also in spirit, intellect, and deeds, as well as to develop knowledge, skills, values, and dispositions that support responsible commitment to human rights, sustainable development and living, and global well-being, thereby reflecting a truly global citizen*." (NEP 2020). However, these ideals have

not been fully realised within the institutional system for various reasons. Therefore, there is a need for a transformative approach based on inclusive values that can impart the required global skills among the learners so that they can emerge as truly global citizens. In this regard, language can be a powerful tool for learners to communicate and connect within society and efficiently serve their duties and responsibilities. Multilingual education, therefore, should be promoted in higher education institutions to help learners prosper with the inculcation of global values.

Languages Around the World: An Overview

Language is linked to the identity of any individual and their cultural heritage, through which people develop their worldview. Language is an essential medium for developing human connection. Even though all species communicate in some way or another, humans are a rare species that have mastered cognitive (verbal and non-verbal) language communication. Language allows us to share our thoughts, feelings and ideas with others and even has the power to build societies. Thus, language makes us human. Language is multifunctional: its utility is not only crucial for establishing dialogue, but in this interconnected world, language is also instrumental in promoting culture, providing identity to individuals, and strengthening national and international relations.

Across the globe, a variety of languages are spoken in different regions. According to the World Atlas of Languages (WAL), 8,324 languages (spoken and signed) are documented by governments, public institutions and academic communities, with approximately 7,000 still in use (UNESCO, 2021). Several reports indicate that out of these 8324 languages, English is the most spoken language, followed by Mandarin and then Hindi. There can probably be three main factors behind the popularity and outreach of the language. First, the complexity and simplicity of the language, then the population of the native speakers in a particular region, and the employability and trade factor associated with it.

The Richness of Indian Languages and Their Global Outreach

The roots of the Indian languages are ancient, so it is tough to trace the actual time of origin. The earliest forms of speech and language in India were reflected in texts such as the Rigveda (the oldest preserved text), the Brahmanas, and the Upanishads. The earliest compositions were transmitted by singing (hymns) or recitation, from which the Indian 'literary' traditions of poetry emerged. There has been a tradition of transmitting compositions or language mainly orally, which were later documented in written form. Sanskrit and Tamil are considered to be some of the most ancient languages in the world, as well as the classical languages of India. The influence of the Sanskrit language is also present in other spoken and written languages in India. Languages like Malayalam, Odia, and Telugu also have an important place in India's oldest languages list, and the texts written in these languages still work to strengthen India's fundamental and logical ideology. Nearly all Indian languages have been categorised into one of the four groups – Afro-Asiatic, Dravidian, Indo-Aryan, and Sino-Tibetan. After independence (1947), when the Constitution was framed, the constitution makers included the languages of India in the Eighth Schedule of the Constitution, in which initially 14 languages were listed. The Eighth Schedule to the Constitution consists of 22 languages. This linguistic diversity is a unique feature of India and a testament to its rich cultural heritage. It is also a valuable resource that can be leveraged to promote global citizenship education and prepare students for a globalised world.

In India, the mother tongue is also a significant contribution. The 1961 Census reports mentioned a total of 1,652 'mother tongues'. UNESCO (2021) published a report in which it was mentioned that "Indian pluralism is being viewed as a 'centrifugal' device by which different groups attempt to retain and preserve their unique cultural attributes while developing common institutional participation at the national level." Such efforts make India the largest democratic country in the world, where people of different cultures who speak different languages live together.

In 2023, India voluntarily contributed $1 million to the United Nations. This contribution promotes the Hindi language within the organisation and aims to foster inclusive dialogue and understanding. Also, society must realise its role in promoting inclusivity and boosting education to serve as a strong foundation for preparing learners to be responsible citizens who can work as the driving force behind contributing to the country's progress. Higher education

plays a vital role in nurturing global citizenship by encouraging students to recognise their place within a broader global community. It equips them with the knowledge, skills, and tools necessary to work collaboratively in addressing important local and global challenges. By fostering a spirit of solidarity, higher education empowers individuals to make meaningful contributions that benefit humanity as a whole.

Importance of Multilingualism in Higher Education and Its Harmony with the Core Dimensions of GCED

There are three core dimensions emphasised by GCED that learners must acquire over time.

Cognitive

The Cognitive dimension of GCED focuses on developing knowledge about global citizenship to acquaint learners with global, national, regional and local issues. Learners must be critical thinkers and develop their understanding of the interconnected world and the interdependence of different countries and populations.

- Multilingual education can establish connections with people from all across the globe. They will not be limited to a small group of people who speak the same language; they will not see language as a barrier to communication. Instead, it will help them to understand each other's ground realities.
- Higher education demands learners to be quick, versatile and multi-taskers so that they can learn different skills and perform better in challenging situations.
- Multilingual learners develop memory and concentration, multitasking and problem-solving abilities, and critical thinking skills more quickly.
- As the workplace is becoming global, it is imperative for learners to understand the global requirements and, along with skills, learn Indian or foreign languages to get good job opportunities both in India and abroad.

Socio-emotional

This core dimension of GCED refers to the affective domain that focuses on developing a positive attitude towards common humanity, respecting diversity, fostering empathy and responsibility, as well as inculcating values related to solidarity and global citizenship. By being able to communicate in another language, students learn to empathise with each other, make better connections with the classroom environment, respect diversity and foster an appreciation for the traditions, arts and history of the people associated with that language.

- India is a country of diversity. As much as there are geographical variations, such as plains, plateaus, mountains, deserts, etc., there are also cultural variations, such as dance forms, clothing styles, food preferences, etc., and along with this, there are also linguistic variations, such as mother tongues, regional languages, dialects, voices, etc. Institutions of higher education in India are the centre of integrating all this diversity and moving forward together in solidarity.

Behavioural

Behavioural dimension refers to the psychomotor dimension that develops attitude and the required competencies among learners so that they can act responsibly as global citizens.

- The behavioural aspect of multilingualism in higher education will bring a paradigm shift in addressing the differences among communities more systematically. The participation of students in different activities within the community, society, and locality will help them better understand and relate to the societal problems as well as prepare them to address it.
- Multilingual learners will get exposed to marginalised sections of the country, such as tribal communities, and their challenges concerning their identity crisis, language and culture.

Peace is essential to building a sustainable world. Multilingualism in higher education will make students more concerned about local, national and global issues. This will allow the students to be more open to understanding and solving global and local challenges, and make it a better place to live in.

Multilingualism from the Lenses of National Education Policy–2020

The relationship between different languages and their role in education has been discussed for decades. Efforts have been made to include the importance of language in almost all the educational policies made in India. That's why when the Kothari Commission (Indian Education Commission, 1962-64) talked about the three-language formula, it was

discussed all over India, and several educational policies suggested the same thing with very few changes. But India is yet to be able to implement the three-language formula effectively. The primary reasons for the failure of the three-language formula were a poor implementation strategy and the reluctance of some state governments to implement it. The diversity of languages in India, especially in higher education, is shallow compared to school education. Efforts have been made in schools run by state governments to teach in the mother tongue in primary classes, but this has yet to be replicated in secondary and higher education. Debi Prasanna Pattanayak mentioned in the UNESCO document (A Treasury of Tongues) that *"Only 58 languages are used as school languages. The structure of the education system is such that the higher one goes in the ladder, the greater is the demand for a lesser number of languages."* The spirit of multilingualism is even worse in private colleges and schools in India. Most institutions groom students with subject-centric and exam-centric approaches and focus on educating the young lad only with employable skills. In the process, multilingualism suffers a lot.

Language works to bring art and culture together. People who speak different languages tend to perceive the world in unique ways, shaped by their distinct priorities, challenges, and methods for tackling those challenges. As a language starts to diminish in everyday usage within a community, the associated issues can become increasingly evident. Often, when the elder speakers of a specific language pass away, the language itself may also cease to exist. This risk is particularly pronounced for languages that are spoken by only a small number of individuals in the community. The various languages spoken by tribal communities in India are facing similar challenges. As underlined in the NEP–2020, it is truly unfortunate that in the absence of due attention and care to Indian languages, the nation lost over 220 languages in the last 50 years. UNESCO has raised a similar concern, declaring 197 Indian languages 'endangered'. Multilingualism has also affected the Indian education system. Despite having 22 official languages, only a few are prioritised in school and higher education.

However, the National Education Policy 2020, which is the latest education policy in the country, has tried to reflect upon the negligence of promoting the Indian language as compared to the languages of other countries and indicated that India has been slow in producing quality language material and in updating the vocabulary for the Indian dictionary. In contrast, some nations worldwide put their efforts into strengthening their local or native languages, and as a result of this, languages like English, French, German, Hebrew, Korean, and Japanese are now widely used on global platforms. The National Education Policy has highlighted some of the issues that need to be taken care of on an urgent basis. Key points are as follows:

- It is important to actively integrate the teaching and learning of Indian languages at all levels of education, from primary school to higher education.
- High-quality learning materials in different languages and various forms like textbooks, magazines, plays, and novels must be consistently produced.
- Language learning must emphasise conversations and experiential learning rather than focusing too much on grammar and literature.
- Music, arts, crafts, drama and cultural activities, along with traditional Indian knowledge, need to be embraced more to foster Indian languages.

The impact of the recommendations of NEP–2020 to promote Indian language and multilingualism in India is now visible. In the last four years, many digital initiatives have been taken regarding language promotion, with the help of which the means to gain in-depth knowledge about the nuances, diversity and complexity of the language have increased, and now learners have access to more digital platforms and can easily avail themselves.

Existing Challenges for Opting for Multilingualism in Higher Education

Multilingualism and diversity play an important role in India's unique identity, which has suffered a severe dent in the last few decades. Also, the effect of globalisation has pushed India to encourage homogenous languages, and it has affected several regional or tribal languages. Especially in educational institutions, teaching in a homogenous language and an employable language has changed the ecosystem for the

learners. Policymakers have tried to address this issue and highlighted the importance of multilingualism in educational institutions. It can be observed in policies like the Indian Education Commission 1964-66, NPE 1968, NPE 1986, POA 1992, NCF 2005 and NEP 2020, but things have not materialised well at the grassroots levels. Apart from this, there are also several other existing challenges in the way of achieving multilingualism in higher education. Some of them are mentioned below.

Overemphasis on the English Language at the Workplace

English is a widely accepted language across the globe, and it is being popularised to power even more with the emerging corporate dynamics. This has undoubtedly impacted Indian workplaces, and 90% of the Indian employers in the Cambridge English Language Assessment Report (2016) said that English is important for the organisation. Higher education has always played an important role in orienting learners towards their careers, which has overemphasised the dependence on the English language to make the learners job-ready or acceptable to their workplace. This situation is not only unfortunate for a diverse country like India, but it is also an alarming indicator of ignoring the inclusion of various other Indian languages. To be accepted and valued in the workplace not only allows learners to pursue their studies in English only, but also imparts a natural ignorance, exclusion and therefore omission of other diverse languages of India from the higher education institutions.

Lack of Awareness of the Benefits of Multilingual Education Among Learners

India has been the motherland to hundreds of languages, dialects and tones and having a command of multiple languages along with the mother tongue promotes cognitive and affective development, as well as cultural development that further leads to the emergence of Global Citizens. The knowledge system, as mentioned in the NEP 2020, also emphasises learning through various Indian languages from the school education itself and addresses the issue of the poor implementation of the three-language formula in India. Only some elite private schools in India have tried incorporating foreign languages like French, German, Chinese, Japanese, Korean, etc. However, we still have not found any such attempts made regarding the Indian languages. Having adequate knowledge of various languages helps learners understand local issues in a better way that would, in turn, help them address local and global issues, thus addressing the common challenges of the globe. The learners, however, remain unaware of such and many other benefits of multilingual education; therefore, multilingual education also fails to be a part of the higher education system.

The Unwillingness of Parents towards Multilingual Education

As job markets in India are immersed with the dominance of the English language, parents also want their children to read, write, perform and present fluently in English for their wide acceptance in their various jobs and careers. However, they are so affected by the unanimity of English that they fail to see the skills and knowledge that knowing other languages, along with English, can provide to their children. They even ignore the rich cultural heritage of the Indian language, which can provide their child with knowledge and an in-depth understanding of their cultural roots and literature. Parents fail to understand the multidimensional learning and skills these languages, in turn, can provide their children and how much they can promote their cognitive, metacognitive, and affective intelligence.

Strategies for Fostering Global Citizenship through Multilingualism in Higher Education

By adequately addressing students' linguistic backgrounds, rather than imposing a standard language as the medium of instruction, we can empower students, boosting their confidence and performance. Currently, students rarely get to use many of the languages they already know in their classrooms, leading to alienation and damage to their cultural identity. However, by embracing multilingual diversity in our classrooms, we can pave the way for equality, social justice, and tolerance. This situation highlights the need for thoughtful engagement and strategic solutions to address these issues in a constructive manner.

Proper Incorporation of Multilingualism in HEIs

Multilingualism is a valuable asset in today's technologically advancing world. It can be a medium to promote cross-cultural relationships

within nations and address diverse global issues, thus contributing to society. Multilingual education not only enhances linguistic skills but also fosters cultural appreciation, empathy, and understanding. Therefore, it is imperative to incorporate bilingual or multilingual education into HEIs. For this, the introduction of multilingual education, as well as curriculum imparted through multiple languages, can also be incorporated into the HEIs. Along with this, learners should be exposed to various new languages through curricular and co-curricular activities. This may be through short stories, folk tales, heritage enrichment through cultural knowledge, participating in plays and skits, dance, drama, and other cultural activities. This will not only encourage cultural exchange but will also allow the learners to appreciate the diverse culture of India and abroad through varied Indian languages as well as foreign languages.

Transformative Pedagogical Approaches to Promote Multilingualism in HEIs

In addition to the curriculum, various innovative pedagogies must also be applied in the chosen medium of instruction among higher education institutions. For example, suppose a learner chooses to learn Bengali (an Indian language) or French (a foreign language). In that case, he or she must be imparted through innovative pedagogical approaches, including brainstorming sessions, extempore, focus group discussions, debates, simulated teaching and learning workshops, seminars, conferences, symposiums, etc. These approaches encourage active participation, critical thinking, and practical application of language skills.

Well-trained Teachers and Trainers to Foster GCED through Multilingualism

Multilingual education, along with encouraging cultural appreciation, also promotes cross-cultural cooperation by bridging the gap between different cultures through language diversity. This preservation and promotion of language variety establishes a global connection and enhances worldwide cooperation, thereby fostering global citizenship education. Regarding this, trained and skilled teachers and trainers should be made part of HEIs, having high proficiency in multiple languages, as they develop learners with a global outlook and cultural sensitivity, which is an urgent need. These efficient and trained teachers will thereby effectively inculcate the essence of the global spirit of internationalisation of higher education in India.

Conclusion

Multilingualism at the primary level is universally accepted, and the benefits related to it have been discussed for decades across the globe. The same intensity has not been replicated at secondary or higher education levels, and there could be various reasons. However, when we discuss developing learners as global citizens and bringing them closer to the local, national, and global reality, it is extremely important to nurture learners with the competency to understand the varied problems. In this regard, along with several other perspectives, developing learners with a multilingual mindset is also important. Multilingualism plays a significant role in developing learners with a global mindset and intercultural competence. It allows students to connect with global and local issues, critically analyse different perspectives, and develop a global mindset to discharge their responsibilities towards society properly. This is in harmony with the main dimensions of GCED, i.e. cognitive, psycho-emotional, and behavioural, which are very important for the all-round development of learners. By incorporating multilingual approaches in curriculum and teaching, institutions can promote the values of global citizenship, including intercultural competence, social responsibility and sustainable development. By preserving and promoting regional languages, HEIs in India can also contribute significantly to protecting their cultural heritage and empowering linguistic minorities. This contributes to the richness of India's cultural fabric and promotes inclusiveness and social cohesion within society. In conclusion, prioritising multilingualism in higher education in India has immense potential to strengthen diversity and promote global citizenship education (GCED).

References and Readings

1. Cambridge English Language Assessment (2016). English at Work: Global Analysis of Language Skills in the Workplace. *https://www.cambridgeenglish.org/images/english-at-work-full-report.pdf*
2. Census of India (1961). General Report, Part I-A, Vol-XI - Census 1961. *https://censusindia.gov.in/nada/index.php/catalog/30677*

(contd. on pg. 29)

Spiritual Revolution in Higher Education Teaching

Rashmi Soni* and Manish Mishra**

"We want that education by which character is formed, strength of mind is increased, the intellect is expanded and by which one can stand on one's own feet."

Swami Vivekananda

For centuries, a commitment to teaching and learning has been a hallmark of the academic profession throughout the world. The contribution a teacher can make in the life of student is truly remarkable and this is manifested in everything from employment opportunities to interpersonal relationships to child rearing. Teaching effectively, that is enhancing and nurturing student learning is thus justifiably seen as the core function of higher education. In fact, most of the world's universities are mainly teaching institutions, and in developing countries virtually all are in this category (Altbach, 2003).

Although, teaching is not the be all and end all of higher education, it does make the single biggest contribution to the student learning experience and success. In 2010, the Higher Education Academy (HEA) published a report on the 'dimensions of quality' in higher education by Professor Graham Gibbs. This meta-analysis examined factors that make up a high quality learning experience for students in higher education. Gibbs found that process variables i.e. the way institutions use their resources make the biggest difference to educational outcomes. He picks out class size, the level of student effort and engagement, the teacher and the quality of feedback to students on their work assignment as the significant and valid process indicators[1].

A fundamental part of undergraduate education is to help create "free" people, inculcating critical thinking and exploratory inquiry in students. To quote Socrates here: "The unexamined life is not worth living." In higher education, we are obligated to help students examine their "inner drives," commitments, and devotions, many of which are inherited, received, and unconscious." Their identity is shaped by the messages they receive their entire lives regarding their family, community and their religion. Mostly students are not aware about their values and principles of life, they do not even know they have different philosophies and ideas from others because these ideas have always been part of their life and they have not been exposed to "the other" until entering college. Helping students to become aware of these identities and appreciatively examine them with an unbiased commitment in trying to understand and make good choices about these received beliefs and values are a fundamental task of a liberal education.

Our colleges and universities help students examine many dimensions of the external world viz. history, politics, economics, physical reality; yet we rarely turn the lens inward to help students examine their own lives. They are unaware about themselves, not connected to their real self. This spiritual connect is so important especially today in this world of artificial intelligence and social media platforms wherein our youth is loosing their real identities. This lack of critical inquiry into these personal dimensions of students' lives reflects a multi-leveled fear on the part of academics i.e. the fear of venturing into "subjective territory." But faculty and staff need to find ways to help students to examine their inner drives and dynamics within the classroom and co-curricular activities that lead to greater self-understanding, without which one cannot be said to be well-educated. The aim should be to produce good and value laden citizens of the nation, productive members of the society, a learner, a problem solver, one who is involved in self-realization. Empowerment for learning should be the main focus of university teaching and learning.

Higher Education Teaching: The Spiritual Dimension

Teaching in higher education should incorporate a "spiritual dimension" by focusing on fostering students' emotional and social well-being, encouraging self-discovery, and cultivating a sense of interconnectedness, purpose, and inner peace. This involves promoting reflective practices, critical thinking, and the integration of personal values, which helps students develop holistic understanding, resilience, and social responsibility along with their intellectual growth.

**Professor and Head, Department of Education, Sri JNMPG College (KKC), Lucknow- 226001. E-mail: sonirashmi1975@gmail.com*

***Senior Assistant Professor, Department of Education, Shri JNMPG College (KKC), Lucknow- 226001*

To integrate spiritual intelligence (SI) in higher education, teachers should cultivate mindfulness and reflection, facilitate discussions on values and purpose, foster a safe and supportive learning environment, incorporate ethical dilemmas and case studies, and model compassion and open-mindedness. This approach helps students find meaning, develop self-awareness, and enhance their well-being and overall academic experience.

A "spiritual revolution" in higher education teaching involves a shift towards a holistic model of education that integrates spiritual dimensions, focusing on students' personal growth, meaning-making, and the development of attributes like self-awareness, empathy, and resilience. This movement seeks to develop the whole person, not just their intellectual capacity, by fostering a deeper understanding of inter-connectedness, ethical values, and purposeful living. It aims to cultivate spiritual intelligence to help students sail through the complexities of life and contribute meaningfully to society, moving beyond purely academic or vocational outcomes.

The goal is to develop the fully functioning individual by supporting their intellectual, emotional, social, and spiritual growth. Education moves beyond knowledge acquisition to helping students find meaning, purpose, and personal significance in their lives. The need of the hour is to cultivate qualities such as self-awareness, emotional regulation, empathy, motivation, resilience, and self-efficacy, which are crucial for navigating life and the workforce. Students learn to see the world as a non-fragmented whole, recognizing the fundamental relationship between themselves, others, and the environment. The higher education teaching and learning should encourage reflection and contemplation on one's values and principles of life and the exploration of multiple perspectives, promoting cultural and emotional maturity.

To foster a spiritual revolution in higher education, institutions should integrate practices like mindfulness, meditation, and contemplative practices into their curriculum and campus life. Empowering students for social service and community engagement fosters caring and ethical values in them. Incorporating value-based education, arts, music, and interdisciplinary studies further supports holistic student development, leading to greater self-awareness, connection to others and values, and a stronger sense of purpose.

Spiritual growth comprises the involvement and awakening of consciousness through practices such as meditation and introspection in order to perceive the changes in the world through a clear lens and bring about positive changes in lives. Spiritual learning and growth are important in students' lives because, surviving in a world that is guided and overwhelmed by technological advancements has led to a compulsion in being an all-rounder and a perfect individual. Owing to this, a student is expected to rise in every field open to them. Subsequently, they tend to involve themselves in academics and other necessary fields to focus in their future prospects, such that they hardly take some time from their busy schedule to introspect their lives. Spiritual experience is not merely about feeling transcendental, but is about helping in the development of an individual by engaging in activities that are meaningful and helps them to understand their purpose in their lives thoroughly.

In order to integrate a spiritual growth in students' lives, it is essential for them to engage in activities that fosters their overall development. Some of the efficient experiences are meditation, Yoga, self-reflection and contemplation. Activities centred around the students includes service learning, volunteering in charity events, helping other students in academics. Service learning is a student-oriented approach that involves community service guided by societal needs. This leads the student to be aware of their surrounding in multiple levels. Establishing small clubs in higher education such as Nature club, Professional success club, writing clubs, etc can initiate interactions across various disciplines that will direct the students into knowing more about the world. Incorporating the activities that leads to spiritual attainment, can be done after the college is dispersed, for two hours every alternate day. Spiritual teaching therefore, becomes an important course to incorporate in syllabus as it guides the students in applying their knowledge gathered in real-life situations.

Spiritual development is a continuous progress that puts the negative emotions away and aids in maintaining a balanced lifestyle. Inner calmness, physical health and mindfulness are some of the achievements that direct the students to value their relationships. Frustrations, anxiety, jealousy, etc begin to fade away and the attainment of spirituality provides a different lens altogether to perceive the world in a positive way.

Research over the past 50 years has shown that the most effective forms of teaching and learning integrate the subjective and the objective. Objective learning focuses on measurable, factual, and

external reality, while subjective learning involves personal interpretation, reflection, and experience. When integrated, these approaches provide a more comprehensive and engaging educational experience than either one could on its own.

A good teacher must learn how to connect the discipline being taught with the personal lives of the students, without which students' learning will not go very deep or very far. Any educational experience that lacks an experiential component, simply presenting content or research, is far less effective in helping students learn the subject matter than those that provide opportunities for engagement. By adding the component of experiential learning students are actually able to grasp the cognitive factors better as well.

Rabindranath Tagore on the establishment of Vishva Bharati University at Shanti Niketan in early 20's wanted to link education with nature and emphasized on development of personality of an individual in totality. If we study the political systems of the developing countries, we observe that these countries have all types of governances, such as democracy, communism, monarchy and military. But in all these countries we observe the same kind of problems viz. poverty, illiteracy, unemployment, diseases and crimes. Hence, it is clear that only mental empowering can change the society and the world and not the system of governance. Human beings possess four dimensions of power viz. physical, mental, intellectual and spiritual. Quality teaching at higher education level must empower a person in all the four dimensions.

Practical Spirituality in Higher Education

Understanding and acceptance of oneself is the first important principle and pre-requisite for understanding the universe as a whole. Experience has shown that human resources are the most valuable assets of any profession. It is more valuable than capital or equipment. Unfortunately, it is also the most wasted. People can be the biggest asset or the biggest liability. It is the need of the hour to build up people with character, integrity, good values and a positive attitude. Any and every University today emphasizes numerous programs, mostly academic, but these will work only when we have the right foundation.

According to Dr. William James of Harvard University, the greatest discovery of this generation is that human beings can alter their lives by altering their attitudes of mind. Most of our attitude is established during our formative years. It is the responsibility of the universities to suitably mould the attitudes of the students so that the quality of the society is improved. Surprisingly, almost 100% of money in education go to teach facts and figures which account for only 15% of success in work. Knowledge strategically applied translates into wisdom, ensuring success. We are drowning in information but starving for knowledge and wisdom. Education, especially higher education ought to teach the youths not only how to make a living but also how to live and understand oneself. For holistic personality development, apart from academics education in spiritual intelligence is needed.

Learning is acquiring necessary knowledge and skill for better performance. A commission appointed by UNESCO has recommended four pillars of learning viz. learning to know, learning to do, learning to be and learning to live together. Learning is at the central core of an educational system. The quality of the society is enhanced when the quality of the individuals is enhanced. Universities as they presently do, place more emphasis on the first two pillars of learning. Unless the university system strengthens the last two pillars of learning, the learning society system becomes unstable.

Preparing for life with a scientific frame of mind is more essential than preparing for examination. For a country to grow meaningfully and in a sustainable way, the university systems and colleges have to become centers of excellence where the best minds apply themselves to the task of moulding India's coming generation. To achieve this it is important to introduce reflective practices at higher education level. Teachers should incorporate journaling, mindfulness, and discussions that prompt students to reflect on their values and experiences. Along with this students should be engaged in activities that foster self-discovery and connection to something larger than themselves, such as service-learning or nature-based experiences. Through curriculum integration efforts should be made to discuss ethical issues, spiritual concepts, and different cultural perspectives within existing courses.

It is important to foster caring and empathetic relationships where teachers model spiritual values and encourage students to explore their own potential and skills. Teachers should help the students to develop consciousness towards their inner lives.

Changing Mission of Higher Education

We have been consumed recently by internally derived changes in the structure and function of

higher education. In particular the old conception of a university-essentially that of an ivory tower separate from society at large and therefore not contaminated by pressures of everyday life, is now virtually dead. University education is no longer funded publicly as an end in itself. Rather it is funded for more ulterior, even utilitarian purposes. In other words higher education is a means rather than an end. While universities remain dependent upon the public purse this is inevitable, but this also implies a degree of flexibility to change in relation to externally defined goals, which universities have felt it uncomfortable to come to terms with. It is the promotion of lifelong learning along with the complete growth of the student- it implies a set of qualitative and not just quantitative changes in the nature of teaching and learning.

Any and every University should:

- Set high-quality admission standards and increase consideration of leadership and other dimensions of the whole student.
- Nurture the individual student to insure highest probability of success. We must assume responsibility for the success of our students.
- Increase opportunities for all students to develop the academic and social connections that facilitate academic success and involvement in the life of the institution. Bring students and faculty into more frequent and productive interaction.
- Create opportunities for students for open platforms for open discussions where students can freely express their emotions and turmoils of life. Valuable orientation programmes on issues like stress management, life skills, emotional and spiritual intelligence and personality development should be organized at classroom level and at college and university level.
- Continually evaluate and adjust academic offerings and curricula to keep them relevant and strong.

Guidance and counseling has to be made an integral part of higher education to make it meaningful and purposeful for the students. A programme, if it is to make its impact felt on the growth and development of students and enhance the quantity and improve the quality of the educational programme as a whole, there needs to be set up a well organized structure covering the three major functions of the programme viz, adjustmental, orientational and developmental. It is desirable that the upcoming universities and institutes build this provision into their organizational structure at the planning stage itself and the old universities suitably add this provision into their educational programme so that the students may avail of this service easily and profitably.

Education today is an enterprise of universal dimensions, huge and far reaching, and the aims have universal application. Education for individual excellence and for nation- building is missed in many of the colleges, which under a mistaken definition of secularism do not even offer a prayer at the beginning of the day's work. Courses in value and spiritual education need to be conducted for students, teachers and administrators, so as to ensure a value-imbibing atmosphere in the whole campus. As Swami Vivekananda has said, institutions of higher education are meant for man-making and character-building and unless such a mission is undertaken in all seriousness by higher educational institutions, the nation and the world would continue to be destroyed by violence and other evils (S. Laxmi, 1994).

Beyond their traditional academic role the Universities should aspire to achieve the goal of spiritual education by sensitizing about values to the prospective teachers and varied workforce produced by the universities, reforms in curricula of higher education courses for value education, development of knowledge and research base for value education, collaborations and liaison with other national and international institutions and academia engaged in work in this field.

Notes

1 *https://eric.ed.gov/?id=ED562081#:~:text=Professor%20Gibbs'%20highly%20influential%202010,quantity%20and%20quality%20of%20feedback.*

References and Readings

1. Laxmi, S. (1994). *Revamping Higher Education*, in the *Indian University System: Revitalisation and Reform*, in M.V. Mathur, Ramesh K Arora and Meena Sogani, Wiley Eastern Limited, New Delhi. pp 167-168.
2. Sodha, M., S. (2000), Education Plus, *University News*, 38, (20), Pp 1-4.
3. UNESCO (1996), '*Learning: The Treasure Within,'* Report of the International Commission on Education for the Twenty-first Century (Delors Report), UNESCO, Paris.
4. UNESCO (1998). Higher Education in the Twenty-first *Century: Vision and Action, UNESCO, Paris.*
5. *https://www.linkedin.com/pulse/spiritual-teaching-higher-education-attainment-mats-university*
6. Soni R., (2014). *Higher Education: India and Abroad, Volume 1*, Atlantic Publishers, New Delhi. ❑

Navigating the Copyright Crossroads: Libraries and Intellectual Property in the Digital Age

G Ramadas*

Libraries are at a juncture where traditional ideals of access, preservation, and dissemination of knowledge meet increasingly complex copyright and licensing landscapes. In the face of rapid digital transformation driven by open science movements, big data analytics, artificial intelligence, cloud computing, mass digitisation, and global research collaborations, libraries experience unprecedented challenges related to the management of intellectual property rights. The paper discusses the changing copyright crossroads of libraries from legal, technological, and ethical perspectives in light of the provision of equitable access with respect for creators' rights. Issues covered are rights management for digital and born-digital resources, text and data mining, licensing versus ownership models, orphan works, mass digitization, fair use and fair dealing across jurisdictions, digital preservation, AI-generated content, and cross-border enforcement. Based on international best practices, this paper also identifies actionable strategies and policy recommendations that would position libraries as proactive stewards of knowledge and advocates of balanced copyright reform (Abstract).

Libraries have always been more than repositories---they are living infrastructures of knowledge creation, access, and cultural memory. In the analogue era, copyright frameworks provided relatively clear boundaries around library use: lending, photocopying, and preservation were governed by national statutes with predictable limits. In the digital age, however, these boundaries have blurred. Content flows instantly across borders; research increasingly relies on machine-readable datasets; and commercial licensing frequently displaces ownership, restricting libraries' ability to lend, archive, or adapt materials. Meanwhile, AI consumes unprecedented volumes of library-sourced content for model training, raising new questions about rights, reuse, and attribution. Table 1 shows the key emerging challenges at the copyright crossroads.

**Deputy Librarian, Noorul Islam Centre for Higher Education, Kanyakumari-629180, Tamil Nadu. E-mail: pro@niuniv.com*

This paper explores how libraries can navigate that copyright crossroads, where technological innovation both amplifies opportunities and complicates obligations. It identifies the main emerging IPR challenges defining the digital era, analyses the legal and technical drivers behind them, and proposes a roadmap for how libraries can safeguard their public mission while remaining compliant with intellectual property law.

Licensing Supplanting Ownership

In the digital era, libraries are increasingly licensing, not buying, resources, which turns upside down their traditional relationship with content. Unlike physical books, which can be lent freely to patrons, stored in archives, or migrated among formats, licensed digital content often carries significant use, copying, and sharing restrictions. That upends the long-standing first-sale doctrine, thereby circumscribing interlibrary lending programs and limiting libraries' abilities to guarantee long-term access. Preservation efforts are also complicated by licenses that restrict archival storage or format migrations, raising questions about the long-term usability of digital collections. With that, libraries find themselves having to adapt to new circumstances in which legal permission, rather than ownership itself, determines the extent of their ability to pursue their public service missions.

Orphan Works and Mass Digitisation

A substantial part of library collections cannot be made digitally accessible due to the inability to find the rights holders, which are then labelled "orphan works". The absence of harmonised national rules concerning orphan works remains one of the main barriers to mass-scale digitisation. This places libraries in a kind of legal limbo. Although jurisdictions such as the European Union have drafted guidelines that permit controlled digital access under a diligent search, no such consensus exists elsewhere. Besides delaying the effective spread of information, this fragmentation also blocks libraries from fulfilling their public commitment to universal access and locks away valuable cultural and scholarly content.

Table 1: Key Emerging Challenges at the Copyright Crossroads

Challenge	Description	International Example
Licensing over Ownership	Shift from purchase to license-based access restricts long-term use, interlibrary loans, and preservation.	Academic libraries subscribing to "big deals" from commercial publishers.
Text and Data Mining (TDM)	Computational research on licensed or copyrighted works is legally ambiguous.	EU DSM Directive (2019) provides a TDM exception; other regions lack clarity.
Digital Preservation & Orphan Works	Unclear rights for digitizing or archiving works whose rights-holders cannot be traced.	European a's Orphan Works Database in the EU.
AI-Generated Content	Questions over copyright ownership and training data used by AI systems.	U.S. Copyright Office rejecting AI-only works for copyright registration.
Cross-Border Access	National copyright laws limit sharing and interlibrary lending internationally.	WIPO Marrakesh Treaty for accessible format copies.

Text and Data Mining (TDM) Uncertainty

Modern scholarship increasingly depends on large-scale text and data mining to extract patterns, insights, and trends from large corpora of scholarly articles, books, and datasets. However, the permissibility of TDM is highly variable depending on licensing agreements and national copyright laws. Non-consumptive uses may be permitted under fair use or fair dealing provisions in some countries, but others prohibit machine analysis in the absence of explicit consent. These inconsistencies create friction for both researchers and librarians as they seek to enable advanced computational scholarship, slowing the pace of innovation and complicating cross-border research collaboration.

AI Training and Copyrighted Content

The rapid rise of artificial intelligence has brought new complications to libraries, as AI models are increasingly dependent upon digitised works for training. Questions remain unresolved regarding the copyright status of training data, derivative outputs, and AI-generated content. Libraries providing large-scale digital collections face potential liability for the works they host should those works become part of an AI model without authorisation. It follows that this is a legislative grey area that exposes institutions to compliance risks while simultaneously illustrating the transformative role of libraries in the emerging AI-driven knowledge ecosystem.

DRM and Technical Barriers

Technological Protection Measures, more commonly referred to as Digital Rights Management, add yet another layer of barriers to libraries in carrying out legitimate functions. Such activities that might be prohibited by DRM restrictions include the conversion of works to accessible formats on behalf of visually impaired users, making preservation copies, or migrating content to new platforms. Circumventing TPMs for such lawful purposes may violate anti-circumvention laws unless explicit legal exemptions are provided, placing a library in the invidious position whereby essential elements of its public service role are limited by technology, rather than copyright law alone.

Cross-Border Copyright Conflicts

The inherently global nature of digital libraries clashes with nationally bounded copyright laws. Libraries that serve international scholars have to deal with a patchwork of rules concerning fair use or fair dealing, database rights, and TPM circumvention. For example, a practice that is considered permissible under U.S. fair use law may be illegal under EU copyright directives. This creates operational complexity for institutions that provide digital access to a worldwide audience, necessitating careful compliance strategies and limiting the potential for truly global knowledge sharing.

Intersections of Privacy and Rights

Digitization and AI-driven metadata can sometimes reveal personal or sensitive information inadvertently. Libraries need to balance obligations under data protection laws with commitments toward open access and scholarly transparency. For instance, user-generated metadata or AI-curated

annotations may be integrated into the resource and expose identifiable data without consent. The many overlapping concerns make a case for policies that protect privacy while enabling responsible access to digitized and AI-enhanced resources.

Comparative Perspectives: The Global Patchwork

The legal and regulatory environment in which libraries operate is very heterogeneous around the world, with a complex "patchwork" of regulations that are challenging for institutions to navigate in the digital era. In the United States, the doctrine of fair use enables libraries to pursue projects involving digitisation, text and data mining, and transformative research by providing a broad and flexible framework for such initiatives. This flexibility, however, is mitigated by the wide use of contracts containing restrictive terms and DRM technologies that interfere with statutory rights, significantly undermining practical access. As such, even in countries at the vanguard of applying fair use, there are difficult operational limits on the extent to which libraries can maximise access in the digital arena. The copyright regime in the European Union is more prescriptive, rooted in principles of fair dealing with specified exceptions.

Sui generis database rights further complicate access to large-scale datasets and TDM projects beyond the standard considerations of copyright; indeed, separate permissions may well be needed. Recent EU directives, such as the exception for text and data mining for research purposes, represent an important step toward reconciliation of these restrictions, but the overall system remains intricate and highly regulated. Libraries need to navigate both copyright and database rights with great care, often involving consulting lawyers and taking into account possible risks before a digitisation or analytical project is initiated.

Across the Asia-Pacific and the broader Global South, rapid growth in digital infrastructure and collections occurs against uneven and often underdeveloped legal frameworks. Libraries in these regions thus face a dual challenge of implementing global practices for digital curation while working within incomplete or inconsistent copyright legislation. The cross-border licensing challenges already daunting in North America and Europe are exacerbated by resource constraints, serving to limit library access or full participation in international collaborations. Strategic responses for Libraries at crossroads are given in Table 2.

Case Studies at the Crossroads: Intellectual Property and Access to Knowledge

Europeana and Orphan Works (European Union)

Europeana is the leading digital platform for cultural heritage, collecting metadata and digital objects from libraries, archives, and museums across the European Union. It has the broad mission of providing access to pan-European content for research, education, and public purposes. One of the most significant challenges faced by Europeana is the orphan works problem: copyrighted works where the rights-holder cannot be identified or located. Before the EU's recent regulatory intervention, such works were effectively unavailable for digitization, since using them without permission entailed serious legal risk.

Table 2: Strategic Responses for Libraries at the Crossroads

IPR Challenge	Strategic Response	Potential Benefits
Licensing Restrictions	Negotiate licenses that include archiving and interlibrary loan clauses.	Sustainable access & preservation.
TDM Rights Uncertainty	Develop internal TDM policies and use secure research environments.	Encourages computational research.
Orphan Works	Establish risk-management frameworks and rely on collective licensing schemes.	Enables large-scale digitization.
AI Content Issues	Track provenance of training data and create usage policies for AI-generated outputs.	Mitigates legal risk & ethical concerns.
Cross-Border Limitations	Collaborate through consortia, leverage WIPO treaties, and develop cross-border lending protocols.	Greater global knowledge sharing.

To address this challenge, there was the introduction of the Directive 2012/28/EU on Orphan Works. The directive allows libraries, museums, and other cultural institutions in member states to digitize and publicly display orphan works after a "diligent search" for the rights-holder has been conducted. Key features include the establishment of a centralized orphan works registry, rigid limitations on commercial exploitation, and legal protection if a rights-holder emerges later. Taking advantage of this directive, Europeana has been able to unlock large-scale digitization of orphan works, enabling wider public access and facilitating scholarly research across multiple jurisdictions. This case underlines how a harmonized legal framework is able to balance copyright protection with the need for cultural accessibility and may therefore be a model for the many transnational digital heritage projects.

HathiTrust Digital Library (United States)

HathiTrust is a collaborative endeavor by the major US research institutions to build a digital repository of millions of books, mainly digitized through its partnerships with Google Books and institutional digitization efforts. Apart from its preservation, another key focus for HathiTrust has been TDM, as it enables researchers to analyze large corpora in ways they could never do before. However, the scale of its digitization activities also meant that it attracted significant legal attention. In the seminal case Authors Guild v. HathiTrust (2012), the Authors Guild objected to the mass digitization of copyrighted works, even for non-consumptive uses like search and data analysis, on the grounds that it violated copyright. The court ruled in favor of HathiTrust, applying the fair use doctrine. The judgment emphasized that HathiTrust's activities were transformative-digitized copies were used for research, search, and accessibility, not as substitutes for originals. Furthermore, the access provided was non-commercial, limited, and served the broader public interest. The HathiTrust case illustrates the tension between copyright protection and knowledge democratization in the United States. Whereas fair use allows flexibility for digital libraries, restrictive licenses and DRM technologies continue to cabin broader access. It also illustrates the legal precocity that institutions pursuing large-scale digitization and advanced research services have been confronted with, underlining the need for appropriate risk assessment and policy planning.

Indian Copyright Act Amendments (2012)

In 2012, India introduced comprehensive amendments to its Copyright Act, which essentially reflected the rapidly growing digital knowledge economy and the imperative to include broad-based access to information. The revisions broadened the scope of fair dealing by clearly permitting activities for education, research, criticism, review, and reporting. Crucially, these provisions extend both to digital uses and online uses, allowing libraries, universities, and research organizations to make use of copyrighted materials without infringing, provided the use is non-commercial and the source is acknowledged. Another major reform concerned accessibility by persons with disabilities. The revisions granted educational institutions the right to reproduce and distribute works in accessible formats such as Braille or audiobooks, empowering visually impaired and differently-abled users to participate fully in the educational eco system. The amendments also provided for compulsory licensing and flexible exceptions to enable non-commercial uses in specific education and research contexts. These changes mark a fundamental paradigm shift in India's copyright policy towards social equity, dissemination of knowledge, and the public interest. By directly addressing the needs of educational institutions, researchers, and marginalized users, the 2012 amendments foreshadow a perspective that is attuned to matching legal frameworks with technological and social realities. Compared with Europe and the United States, India has placed greater emphasis on inclusiveness and access, in line with Global South imperatives to promote knowledge-sharing and educational equity.

Implications across Case Studies

These case studies together demonstrate the varied ways in which legal frameworks shape digital access to knowledge. Europeana illustrates how coordinated EU directives can facilitate cross-border cultural digitisation, HathiTrust represents the transformative possibilities of fair use in research-intensive environments, and the amendments within India undergird inclusive copyright reform in order to achieve equitable access. Comparative insights of crossroad analysis are given in Table 3. Together, they show the tensions and opportunities at the crossroads of copyright, digital libraries, and public access, and provide key lessons for policymakers, librarians, and scholars navigating the complex landscape of intellectual property in the digital era.

Table 3: Comparative Insights and Crossroads Analysis

Aspect	Europeana (EU)	HathiTrust (USA)	Indian Copyright Amendments (2012)
Primary Focus	Mass digitization of orphan works	TDM and preservation of books	Inclusive access and educational use
Legal Mechanism	EU Orphan Works Directive	Fair use doctrine	Fair dealing & accessibility exceptions
Scope	Cultural heritage, non-commercial	Research, non-consumptive use	Education, research, disability access
Challenge Addressed	Missing rights-holders	Litigation risk for mass digitization	Ensuring inclusivity and digital equity
Outcome/Impact	Centralized digitization platform, public access	Legal precedent for transformative use	Broader access for students and persons with disabilities

Key Takeaways

- **Legal frameworks shape access:** Both the EU and India have adopted specific legal tools to enable libraries and institutions to digitize content while mitigating copyright risk.
- **Balancing act:** The US case highlights the tension between copyright protection and public interest in transformative uses like TDM.
- **Global South perspective:** India's approach emphasizes social equity and accessibility, showing that copyright law can be leveraged to promote inclusive knowledge ecosystems.
- **Strategic lessons for libraries:** Institutions worldwide must navigate legal uncertainty, technological challenges, and social imperative**s** when pursuing mass digitization and open access projects.

Special Focus: AI, Training Data, and Libraries

The rapid integration of artificial intelligence into research and public services has brought about a complex set of challenges and responsibilities for libraries, particularly in terms of the use of training data. A fundamental concern regards provenance and record-keeping: libraries have to capture metadata with full information about the source, licensing terms, and any data transformation applied on the datasets used for AI model training. Proper record-keeping ensures transparency and facilitates accountability, permitting an institution to answer for any legal or ethical inquiries. Closely associated with provenance are questions of license clarity. Libraries should seek explicit permissions for using copyrighted works in training AI or prioritize openly licensed datasets. Ambiguities in licensing create specific infringement risks where the use involves vendors or commercial models. Apart from purely legal adherence, ethical consideration for AI initiatives is another challenge before libraries. This includes the review of potential privacy issues, identification of bias within the dataset, and assessment of possible harm that AI-generated outputs may create in individuals or communities. Ethical oversight ensures alignment of AI integration with both societal values and professional library standards.

Another critical consideration is risk management. Prior to releasing large corpora to external vendors for model training, libraries should assess both legal and reputational risks, including potential misuse of data or unintended sensitive content exposure. Strong risk assessment protocols provide an opportunity to protect the institution's reputation and reduce its liability. Last but not least, libraries have a key role to play in supporting reproducibility and transparency in AI research by making machine-readable, open formats and complete metadata available. These practices allow researchers to verify findings, reuse data in a responsible manner, and build a more trusted and transparent AI ecosystem. In conclusion, the intersection of AI and library science requires attention to rights, ethics, and strategy. Libraries adopting meticulous tracking of provenance, clear licensing, ethical oversight, and reproducibility measures will be able to navigate challenges in AI while continuing to realize their mission of equitable and sustainable knowledge access.

Policy Recommendations: Pathways for Balanced Reform

Addressing the complex challenges faced by libraries in the digital era requires a multi-pronged

approach that balances the rights of creators with the public interest in access to knowledge. Among the critical recommendations, there is a need for non-overridable exceptions for activities like text and data mining, preservation, and accessibility. By safeguarding these core library functions against contractual limitations or restrictive licenses, institutions ensure that essential research and preservation activities continue unhindered. In areas dealing with orphan works, policy frameworks should combine diligent search requirements with collective licensing mechanisms, enabling libraries to digitize and disseminate orphaned content in a legally certain way. This allows cultural heritage institutions to unlock historically significant works while avoiding the potential for liability. Similarly, transparency obligations pertaining to AI training datasets are key: Libraries should document the provenance, licensing, and processing applied to the data, thereby ensuring accountability and facilitating ethical oversight into AI research and model development.

Modernized legal deposit laws are also necessary, enabling libraries to capture, preserve, and provide access to digital content, including cross-border dissemination, in ways that meet the realities of the digital knowledge ecosystem. Complementing this, accessibility carve-outs should allow lawful circumvention of Technological Protection Measures (TPMs), thereby allowing visually impaired or differently-abled users to access such content without legal or technological barriers. Policies should also impose limitations on contractual override of statutory exceptions, in particular that license agreements may not extinguish essential rights, such as those of preservation, lending, or research use. Finally, addressing these challenges requires deeper international collaboration through institutions like the World Intellectual Property Organization (WIPO) and regional copyright frameworks. In this direction, a harmonization of rules concerning TDM, orphan works, AI use, and cross-border digital access would position libraries to work better in the context of a globally interconnected knowledge environment. These policy pathways, taken together, underscore flexibility, transparency, and equity in developing a legal and operational ecosystem within which libraries can fulfill their mission of providing inclusive, sustainable, and legally compliant access to knowledge.

Governance, Ethics, and the Future Role of Libraries

In this light, robust governance structures become particularly important in a landscape where copyright, digital access, and AI-driven innovation are increasingly complex. A key recommendation is that each library establish a rights governance board responsible for overseeing the use of copyrighted materials, digital licenses, and large-scale datasets. Such boards can advise on compliance, risk management, and strategic decision-making to help institutions strike a balance between legal obligations and the mission of open access. Libraries should establish ethics committees to review AI projects for potential bias, privacy implications, and larger societal impacts. Such committees can ensure that AI-driven services, metadata enrichment, and predictive analytics are deployed in service of fairness, transparency, and the values of the communities they serve. Finally, governance and ethical review should be complemented by making rights metadata and the rationale underlying policy decisions publicly transparent. Documenting the provenance of datasets, licensing terms, and the rationale for policy decisions creates accountability and can foster trust among researchers, users, and creators alike.

Another crucial element for the future of library governance is community engagement. Libraries will have to actively consult with and involve stakeholders-students, researchers, and marginalized communities-to ensure alignment with societal values and needs. This participatory approach not only strengthens the relevance of library services but also reinforces public trust in institutional decision-making. Eventually, libraries combining legal acumen and technical capability with ethical and policy engagement will be best positioned to navigate the evolving digital knowledge ecosystem. The institutions can protect and expand access to information, support equitable scholarship, and responsibly leverage emerging technologies, all while respecting creators' rights and contributing to a sustainable, inclusive information society.

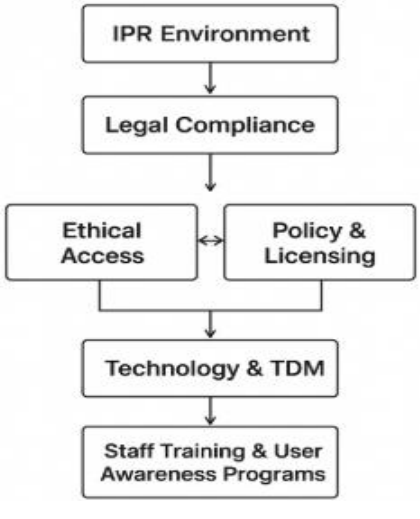
Actionable Checklist for Libraries

To help libraries navigate this complex environment of digital copyright, AI, and access to knowledge, what is required are practical, actionable steps that bring together legal, technical,

and ethical considerations. First among priorities will be the need to inventory digital holdings and comprehensively map rights metadata. By understanding which works are licensed, orphaned, or restricted, libraries can make informed decisions about access, preservation, and reuse. Identifying at-risk materials such as licensed-only, DRM-protected, or orphaned content will support prioritizing resources and planning interventions to avert loss of access longitudinally. Preservation planning should cover escrow clauses, format migration, and backup protocols that ensure digital collections remain usable and secure long into the future. Licenses should be negotiated with explicit permission given for activities such as TDM, preservation, and accessibility, reducing ambiguity and protecting key scholarly and public services. Adoption of standardized rights statements promotes efficiencies in user understanding and aligns the ways in which digital resources are managed and shared.

Libraries should establish trusted research environments for computational research by providing secure, controlled spaces where large-scale data analysis can take place without violating copyright or privacy obligations. Meanwhile, continuous training of staff and users in intellectual property rights, licensing, and the ethical use of AI tools will help build institutional capacity to manage new emerging challenges responsibly. Libraries should also be actively involved in consultations about policy at the national or international level to advocate for copyright frameworks that are fair, inclusive, and forward-looking. Such collaboration, through consortia or networks, improves bargaining power when negotiating licenses and strengthens collective solutions for shared problems. By documenting all rights clearance efforts and decision-making processes, transparency, accountability, and reproducibility are enhanced, allowing users, creators, and regulators to verify and trust a library's actions. Figure -1 provides a conceptual framework for library management. This framework helps libraries follow a systematic path on safeguarding access, maintaining legal and ethical standards, and reinforcing their role as indispensable stewards of knowledge in the digital era.

Fig-1: Conceptual Framework for Library IPR Risk Management



Conclusion

While intellectual property rights remain necessary to encourage creation, too inflexible or outdated protections hinder libraries' ability to preserve culture, enable education, and facilitate modern research. The Internet era calls for flexible, transparent, and public-interest-sustaining strategies for IPR. By embedding rights-awareness in all aspects of acquisition, preservation, and access; negotiating with vendors assertively; investing in secure digital infrastructures; and advocating for balanced global reforms, copyright challenges become opportunities for leadership. Libraries also fulfill their foundational role as caretakers of the intellectual commons: instead of merely managing the copyright crossroads, they are charting an unequivocal path-an ethical path into the future-that generations of researchers and learners can follow.

References and Readings

Books

1. European Commission. Directive on Copyright in the Digital Single Market (DSM Directive 2019/790), Official Journal of the EU.
2. Hargreaves, Ian (2011). Digital Opportunity: Review of Intellectual Property and Growth, UK Intellectual Property Office.
3. OECD. Data Governance and Cross-Border Data Flows for Libraries and Research Institutions.
4. Open Knowledge Foundation, Open Data Handbook for Libraries.

Articles

1. Band, Jonathan, and Jaszi, Peter (2013). "The Role of Fair Use in Supporting Libraries and Educational Innovation," *Journal of Copyright Society of the U.S.A*.

2. Crews, Kenneth, D. (2012). "Copyright Law and Libraries in the Digital Age: Challenges and Opportunities," *Journal of Academic Librarianship*.
3. Samuelson, Pamela (2014). "Mass Digitisation as Fair Use," Communications of the ACM.
4. Secker, Jane, and Morrison, Chris (2019). "Copyright Literacy and the Information Professional: Emerging Skills for Digital Libraries," *Journal of Information Literacy.*
5. Smith, Kevin, L. (2014). "Libraries, Licensing, and Digital Rights Management: Rethinking Access in a Digital World," Portal: Libraries and the Academy.
6. Suber, Peter (2015). "Open Access, Copyright, and Knowledge Commons: The Library Perspective," College and Research Libraries.

Book Chapters

1. ARL (Association of Research Libraries). Code of Best Practices in Fair Use for Academic and Research Libraries.
2. Creative Commons. Licensing for Open Access and Digital Reuse.
3. IFLA. Copyright Limitations and Exceptions for Libraries.
4. IFLA. Statement on Marrakesh Treaty Implementation – Guidelines for Accessible Format Copies and Cross-Border Exchange.
5. LIBER Europe. Text and Data Mining Rights and Best Practices. (LIBER Working Group Reports).
6. Model License Guides. Published by IFLA, LIBER, ARL, and Regional Consortia.
7. National Digital Stewardship Alliance. Digital Preservation Standards and Policies for Libraries and Archives.
8. National Library and Consortium Policy Papers on Mass Digitisation. (Europeana, British Library, Library of Congress initiatives)
9. Research Data Alliance (RDA). Ethics and Legal Aspects of Data Sharing and Reuse.
10. UNESCO. Open Science Recommendations and the Role of Libraries. ❑

(contd. from pg. 17)

3. *https://www.education.gov.in/sites/upload_files/mhrd/files/upload_document/languagebr.pdf*
4. Government of India (n.d.) (2020). National Education Policy- 2020, Ministry of Human Resource Development, Government of India, New Delhi. *https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf*
5. Report of the Education Commission (1966). *Education and National Development.* New Delhi
6. The Secondary Education Commission (1953). The Government of India, New Delhi. Retrieved May 19, 2024. *https://dspace.gipe.ac.in/xmlui/bitstream/handle/10973/33772/GIPE-111964.pdf*
7. UNDP (2015). Sustainable Development Goals. *https://www.undp.org/sustainable-development-goals*
8. UNESCO (1983). *A Treasury of Tongues,* Paris *https://unesdoc.unesco.org/ark:/48223/pf0000074694*
9. UNESCO (2021). *Language Education in Multilingual India*. *https://unesdoc.unesco.org/ark:/48223/pf0000125246*
10. UNESCO (2021). *The World Atlas of Languages. https://en.wal.unesco.org/world-atlas-languages*
11. UNESCO (2014). *Global Citizenship Education – Preparing Learners for the Challenges of the Twenty-first Century,* Paris: UNESCO. *http://www.unesco.org/new/en/global-citizenship-education* ❑

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

The Importance of Mentorship in Academic Success

Abhijat Sheth, President, National Board of Examination in Medical Science (NBEMS), Ministry of Health and Family Welfare, Government of India delivered the Convocation Address at the 32nd Convocation Ceremony at Manipal Academy of Higher Education (MAHE), Manipal, Mangalore on May 24, 2025. He said, *"Remember that your education does not end here. It is essential to embrace a mindset of lifelong learning, keeping abreast of the latest advancements, and refining your expertise to meet the evolving needs of your field."* Excerpts

It is with immense honour and gratitude that I stand before you today at this momentous occasion.

Manipal Academy of Higher Education (MAHE), Manipal, Mangalore, with its rich legacy and commitment to excellence, has consistently been a beacon of knowledge and innovation in our nation.

First and foremost, I extend my heartfelt congratulations to all the graduates and postgraduates who are being conferred with their degrees in this 32nd convocation of the MAHE. Your dedication, perseverance, and hard work have led you to this significant milestone in your professional journey.

A convocation is a grand ceremony meant to celebrate an individual's academic achievements. It is the time when all those sleepless nights and random breakdowns become all worth it. Students, faculty members, and parents are acknowledged for their never-ending support and constant effort. It is also one of the most memorable and sentimental days for your parents.

Dear Students, remember that your education does not end here. It is essential to embrace a mindset of lifelong learning, keeping abreast of the latest advancements, and refining your expertise to meet the evolving needs of your field.

It reminds me of a famous quote from past legends, Sir William Osler 'A doctor is a student till his death; when he fails to be a student, he dies.' Also, learning medicine is not a quick-fix solution. Sir Benjamin Franklin said, 'At twenty years of age, the will reigns; at thirty, the wit; and at forty, the judgment.' A path from knowledge to effective practice requires strong commitment, courage, and compassionate care to treat patients successfully.

I would also like to praise the faculty members, mentors, and team at MAHE for their unwavering support and dedication in shaping the future of their students. Your guidance and mentorship have been instrumental in nurturing the talents and aspirations of these young professionals, and your contributions to education are invaluable.

In an era where the world grapples with rapid technological advancements, environmental concerns, and socio-economic challenges, the role of educated and ethical individuals becomes paramount. We at Apex Policy Institutions believe that effective communication and clinical research are essential clinical disciplines that should be prioritised in the formative years of medical education. I believe that institutions like MAHE play a crucial role in shaping individuals who can lead with integrity and vision. MAHE has instilled in you the foundation to navigate the complexities of the modern world. Carry forward its legacy of excellence, innovation, and service.

On behalf of NBEMS, I extend my gratitude to the MAHE faculty for developing a wonderful faculty development programme for NBEMS. I take this opportunity to request MAHE's leadership to explore the possibilities of wider collaboration with NBEMS.

Once again, congratulations to all the graduates and their family members, and I wish you every success in your future endeavours. Convocation Day is a special day for the students, and I want all of you to rejoice in your achievements.

Thank you. Jai Hind!

National Seminar on Academic Freedom, Institutional Autonomy, and Democratic Resilience

A two-day National Seminar on 'Academic Freedom, Institutional Autonomy, and Democratic Resilience: Rethinking Higher Education in the Age of NEP- 2020' was organised by the Faculty Forum, Kakatiya Government College, Hanamkonda, Telangana from March 06-07, 2026. The event aimed to bring together academicians, educationists, policymakers, representatives of teachers' organisations, research scholars, and students to critically reflect on the evolving challenges facing higher education in India. The event began with a collective opening session presided over by Prof. G Srinivas, Principal of Kakatiya Government College. The session included several distinctive elements designed to emphasise the democratic ethos of higher education. A collective reading of the Preamble to the Constitution of India was conducted, symbolically reaffirming the foundational values of justice, liberty, equality, and fraternity that underpin the Indian educational system. The session also witnessed the release of the Draft 'Hanamkonda Declaration on Academic Freedom and Institutional Autonomy', which was presented as a discussion document for deliberation during the seminar. The declaration sought to reaffirm the importance of academic freedom as a fundamental condition for the pursuit of knowledge and democratic resilience. The inaugural proceedings were facilitated by Adama Srinivas Reddy, Convener of the Faculty Forum, while Dr. Uppula Swamy proposed the vote of thanks.

The Keynote Address was delivered by Prof. G Haragopal, a distinguished political scientist and General Secretary, Telangana Save Education Committee. His lecture, 'Autonomy of Universities: The Unfolding Crisis in Higher Education,' addressed the growing challenges confronting academic freedom in India.

Prof. Haragopal observed that the National Education Policy-2020 has generated significant debate, with several states expressing reservations about aspects of the policy and its implications for federalism and institutional governance. He noted that in recent years, restrictions on academic freedom and institutional autonomy have increased, and the democratic atmosphere within universities has been affected. He emphasised that the process of knowledge creation requires academic freedom, and universities must remain spaces where critical inquiry and intellectual dissent can flourish. Drawing from historical examples, he referred to the case of Socrates, who was punished by the state for questioning established beliefs, to underline the importance of protecting education from political interference. Prof. Haragopal also highlighted the influence of neo-liberal economic policies, which increasingly treat education as a market commodity rather than a public good. According to him, higher education must maintain autonomy both from excessive state control and from market forces, as universities are meant to nurture enlightened individuals capable of contributing to a democratic society.

The invited lecture was delivered by Prof. Harjinder Singh Laltu, International Institute of Information Technology, Hyderabad. His lecture examined the theme 'Digitalisation and Commercialisation: Education for Whom?'

Prof. Laltu expressed concern over the declining public investment in education, noting that India has historically failed to allocate the recommended 6 per cent of GDP to the education sector. He pointed out that while technological advancements have expanded access to digital tools, they have also created new forms of inequality. He discussed the digital divide, the commercialisation of higher education, and the growing use of surveillance technologies in educational institutions, which may threaten privacy and intellectual independence. He argued that technological solutions alone cannot resolve the challenges facing higher education unless they are accompanied by equitable access, adequate public investment, and democratic governance. Prof. Laltu also stressed the importance of 'mother-tongue education', highlighting that linguistic accessibility plays a crucial role in cognitive development and meaningful learning.

The next invited lecture was delivered by Prof. K Srinivasulu, former Dean, Social Sciences, Osmania University, Hyderabad, Telangana. His lecture, 'State of Higher Education and NEP 2020 in India: Reflecting on Challenges and Possibilities', presented a historical perspective on the evolution

of knowledge systems and educational institutions. Prof. Srinivasulu explained that historically, education has often been influenced by religious institutions and political power structures. However, after the Renaissance period, universities gradually evolved as spaces where scientific knowledge and rational inquiry could develop with greater freedom. He emphasised that the idea of a university rests on the principles of open debate, verification of knowledge, and fearless search for truth. However, contemporary universities are increasingly facing pressures from political authority and market forces. According to him, the neo-liberal economic era has transformed education into a commodity, moving away from the earlier conception of education as a public good. He suggested that the reforms associated with NEP 2020 represent the culmination of long-term trends toward privatisation and corporatisation in higher education.

Prof. Arun Kumar, General Secretary, All India Federation of University and College Teachers' Organisations (AIFUCTO) delivered his talk, which examined the implications of emerging higher education reforms for academic autonomy and public education. Prof. Kumar argued that academic freedom is increasingly threatened by corporate influence and ideological pressures within the education system. He expressed concern that policy decisions affecting universities are often taken without sufficient consultation with academic communities. He emphasised that universities supported by public resources must remain accountable to democratic values, and warned against reforms that may lead to excessive privatisation or concentration of decision-making authority.

Prof. Burra Ramesh, Regional Institute of Education, Mysore, delivered a lecture on 'Teacher Autonomy: For and From'. Prof. Ramesh distinguished between institutional autonomy and individual teacher autonomy, arguing that teachers play a crucial role in exercising academic freedom within the classroom. He emphasised the importance of critical pedagogy, which encourages teachers to help students transform information into meaningful knowledge. He noted that teachers often face constraints not only from external authorities but also from internal institutional structures, social norms, and personal beliefs. Therefore, teachers must cultivate ethical responsibility, intellectual independence, and professional commitment to exercise autonomy effectively.

A panel discussion on 'Teachers' Organisations, Academic Freedom and Institutional Autonomy: Challenges, Responsibilities and Collective Action' was organised and the session was moderated by Adama Srinivas Reddy. The panel included Prof. Arun Kumar (AIFUCTO), Prof. K Laxminarayana, Former Professor, Economics, Hyderabad Central University, and Organising Secretary of Telangana Save Education Committee, Mr. K Venugopal, Former President of Telangana Progressive Teachers' Federation, Dr. T S Praveen Kumar, President of Qualified Lecturers' Association. The panellists discussed the role of teachers' organisations, faculty associations, and academic communities in safeguarding academic freedom and institutional autonomy. They highlighted concerns regarding centralised curriculum development, the weakening of participatory governance structures, and the growing market orientation of higher education institutions. The discussion emphasised the importance of collective action and professional solidarity in defending the democratic character of universities and colleges.

During Technical Sessions, papers were presented on various themes, i.e. Academic Freedom as a Human Right and Public Good, NEP 2020 and the Promise of Autonomy: Vision vs Reality, Challenges and Realities of Autonomous Colleges in India, Academic Freedom in the Digital and Commercial Era, Building Collective Agency and Solidarity, and Policy Pathways and Future Directions.

The valedictory session was presided over by Prof. G Srinivas, Principal of Kakatiya Government College. Prof. K Laxminarayana served as the Guest of Honour. The report of the event was presented by Dr. M Ravinder, summarising the key insights and discussions from the seminar. During the Session, the final version of the 'Hanamkonda Declaration on Academic Freedom and Institutional Autonomy' was presented by Adama Srinivas Reddy, Convener of the Faculty Forum. The declaration was collectively adopted by the participants, reaffirming their commitment to protecting academic freedom and strengthening democratic governance in higher education institutions, while Dr. Gangishetty Srinivas proposed the vote of thanks.

National Workshop on Ancient Indian Coins

The One-week National Workshop on 'Ancient Indian Coins in the Framework of Indian Knowledge Systems : Sources, Script, and Minting Technology' is

being organised by the Department of Ancient Indian History, Culture and Archaeology, Banaras Hindu University, Varanasi, Uttar Pradesh, commemorating the 100th Birth Anniversary of Late Professor A K Narain from April 16-22, 2026.

Ancient Indian coins constitute one of the most authentic and tangible sources for reconstructing the political, economic, social, and cultural history of early India. Beginning with the Punch-Marked Coins (6th century BCE) and continuing through cast and die-struck issues of various dynasties, coinage reflects administrative systems, trade networks, metallurgical advancements, religious symbolism, iconographic traditions, and the evolution of scripts. As durable archaeological artefacts, coins provide crucial evidence for chronology, polity formation, monetary standards, and regional interactions.

Despite their immense historical value, systematic academic training in numismatics remains limited, particularly at the undergraduate and postgraduate levels. Many students and early researchers lack familiarity with essential numismatic terminology, minting technologies, script reading, and scientific methods of classification and interpretation. Given the inherently interdisciplinary nature of numismatics—bridging history, archaeology, epigraphy, palaeography, linguistics, and material science—there is a pressing need for structured and methodologically grounded academic engagement in this field. The thematic areas of the event are:

- Foundations of Numismatics – Terminology, Methods, and the Importance of Coins as Historical Sources.
- Evolution of Coinage in Ancient India – From Punch-Marked Coins to Regional and Imperial Series.
- Minting Technology and Fabric – Materials, Weight Standards, and Manufacturing Techniques.
- Scripts and Legends – Introduction to Brahmi Palaeography and Reading Coin Legends.
- Typology and Iconography – Study of Symbols, Motifs, and Classification of Coin Series.
- Practical Orientation – Visual Analysis and Exercises in Identification and Description of Coins
- Application of Science in the Field of Numismatics.

For further details, contact the Organising Secretary, Prof. M P Ahirwar**,** Head, Department of Ancient Indian History and Culture and Archaeology, Banaras Hindu University, Varanasi, Uttar Pradesh-221005, E-mail: *numismaticsbhu@gmail.com.* For updates, log on to: *www.bhu.ac.in/events/*

National Seminar on Sociology and Social Science Research

A two-day National Seminar on 'Sociology and Social Science Research in North East India : A Retrospection into 50 Years of Academic Journey' is being organised by the Department of Sociology, North-Eastern Hill University, Shillong, Meghalaya, commemorating 50 years of the Department from May 18-19, 2026.

North-East India is a melting pot of a variegated cultural mosaic of people, culture, and races. This ethnic tapestry of many hues and shades has long provided the perfect space for administrators, social historians, ethnographers and anthropologists to delve deeper into the study of social interactions, economic processes, political behaviour and normative patterns of the people of this region. This has served as a perfect backdrop for the development of social science research in northeast India which was mainly a product of three processes: the political integration of the region under the colonial administration; the entry of modern organisations such as the Christian missions (namely, the Presbyterian, the Catholic, the Baptist and other denominations), the Ramakrishna Mission and others; and the evolution of the modern state, that is, India from 1950 onwards. The event brings together sociologists, policy makers, academicians, researchers, development agencies, activists and the community in a shared space that will highlight the role of the discipline in becoming a locus of critical thinking of the problems and prospects of building better societies. The themes of the event are:

- Ethnicity and Identity.
- Cross-border issues (Border trade and ILP).
- Land and Forest Resource Management.
- Migration and Identity.
- Education and Literacy.
- Health (Maternal Health).
- Traditional Governance (Political Institutions).
- Gender and Society.
- Local Self-Government among Tribes.
- Sustainable Tourism and Economic Development of North-East.

- Sociology of Religion.
- Resource Utilisation (Water, Land, Forest).
- Tribal Art Forms and Culture.
- Slow Food Movement and Globalisation.
- Challenges of Higher Education in North-East India.
- Elderly and Society.

For further details, contact Convener, Prof. Rekha M Shangpliang, Head, Department of Sociology, North-Eastern Hill University, Shillong, Meghalaya, Mobile Number: 09856030387, E-mail: *socionehu@gmail.com*. For updates, log on to: *www.nehu.ac.in/events/*

International Conference on Futuristic Materials for Sustainable Development Goals

A two-day International Conference on 'Futuristic Materials for Sustainable Development Goals' is being organised by the Department of Chemistry, University Institute of Sciences, Chandigarh University, Mohali, Punjab from April 09-10, 2026. The event seeks to bring together scientists, academicians, industry professionals, young researchers, and students from around the world to exchange expertise and discuss emerging advancements in sustainable materials. The conference will focus on green chemistry, nanomaterials, renewable energy, advanced functional materials, catalysis, corrosion inhibition, and environmental remediation, with a special emphasis on their contributions to the United Nations Sustainable Development Goals (SDGs). The Areas of the event are:

Environmental Remediation

- Environmental Chemistry and Green Chemistry.
- Photocatalysis and Artificial Energy Generation.
- Materials for Carbon Capture, Utilization and Storage.
- Bio-Inspired and Biometric Materials for Environmental Remediation.
- Microplastics, Nanoplastics and Environmental Impact.
- Materials for Water Purification and Desalination.

Energy

- Biofuels and Renewable Energy.
- Advanced Functional Materials for Energy and Biomedical Applications.
- Superconductors, Magnetic, Electronic and Optical Materials.
- Green Hydrogen and Fuel Cell Technologies.

Catalysis

- Organometallic Compounds, Catalysis, And Corrosion Inhibition.
- Sustainable Synthesis and Industrial Applications.
- Materials for Sustainability
- Nanomaterials and Nanocomposites.
- Polymeric and Biomaterials for Sustainable Development.
- Sustainable Materials for Circular Economy.
- Next Generation Energy Storage (Solid-State Batteries, Supercapacitors).
- Advanced Biopolymers and Biodegradable Plastics.

Materials for Computers and AI

- Artificial Intelligence and Machine Learning in Material Science.
- Quantum Materials and Computing Materials.
- Next Generation Energy Storage (Solid-State Batteries, Supercapacitors).

Bio-inspired Materials and Chemical Biology for a Sustainable Future

- Chemical Biology and Sustainable Materials for SDGs.
- Biosensors and Bioanalytical Platforms for Water/Food/Environment Monitoring.
- Biointerfaces and Functional Biomaterials (Antimicrobial/Antibiofilm, Wound/Implant Interfaces).
- Enzyme/Biocatalysis and Chemo-enzymatic Green Synthesis (Sustainable APIs/Intermediates).
- Microbiome/Biofilms and Antimicrobial Resistance (AMR): Detection and Mitigation Materials.
- Nano–bio Interactions, Nanotoxicology, and Safe-by-design Nanomaterials.

For further details, contact the Convenor, Prof. Renu Sharma, Professor, Department of Chemistry, University Institute of Sciences, Chandigarh University, Mohali, Punjab. E-mail:*fmsdg-2026@cumail.in*. For updates, log on to: *www.cuchd.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 Jan-Feb, 2026)

AGRICULTURAL & VETERINARY SCIENCES

Forestry

1. Madaan, Sheeba. **Molecular characterization of *Trichoderma* species and their evaluation against important pathogens of Poplar**. (Dr. Amit Pandey and Dr. Shailesh Pandey), Department of Forest Pathology, Forest Research Institute (Deemed to be University), Dehradun.
2. Manish Singh. **Effect of elevated CO_2 with varying nitrogen regimes on growth dynamics, physiological and biochemical response of *Neolamarckia cadamba* L**. (Dr. Hukum Singh, Dr. Santan Barthwal and Dr. Manoj Kumar), Department of Forest Ecology and Environment, Forest Research Institute (Deemed to be University), Dehradun.
3. Salunkhe, Priyanka Shantaram. **Spatial mapping, assessment of carbon sequestration potential and valuation of ecosystem services provided by urban tree cover of Mumbai**. (Dr. A Rajasekaran), Department of Forest Ecology and Environment, Forest Research Institute (Deemed to be University), Dehradun.
4. Sandhya, M C. **Generation and characterization of transgenic eucalyptus down regulated for EcHKT1;1 expression**. (Dr. Mathish Nambiar Veetil), Department of Forest Biotechnology, Forest Research Institute (Deemed to be University), Dehradun.

Plant Pathology

1. Hallan, Somya. **Etiology and management of storage rot of garlic**. (Dr. Suman Kumar), Department of Plant Pathology, CSK Himachal Pradesh Krishi Vishvavidyalaya, Palampur.

BIOLOGICAL SCIENCES

Biochemistry

1. Humaira. **Regulation of Cdt2 by Ubiquitin proteasome system**. (Dr. Mohd Ashraf Dar), Department of Biochemistry, University of Kashmir, Srinagar.

Biotechnology

1. Saxena, Arushi. **Exploring bioremediation potential of ciprofloxacin using plants and microbes**. (Prof. Pammi Gauba), Department of Biotechnology, Jaypee Institute of Information Technology, Noida.
2. Srivastava, Utkarsha. **A comparative assessment on the therapeutic potential and phytocompounds composition of *Selaginella bryopteris* from different geolocations of India**. (Prof. Ashwani Mathur), Department of Biotechnology, Jaypee Institute of Information Technology, Noida.

Botany

1. Laldingliani, TBC. **Studies on antidiarrhoeal potential of selected medicinal plants of Mizoram**. (Prof. Awadesh Kumar), Department of Botany, Mizoram University, Aizawl.
2. Tandel, Krishnakumari Mahendrabhai. **Investigating the functions of type I metacaspases in tomato**. (Prof. Sunil Kumar Singh), Department of Botany, Maharaja Sayajirao University of Baroda,Vadodara.

Food Science & Nutrition

1. Nandhini, G. **Development and investigation of anticancer effects of seleniumenriched probiotics on colon cancer caco-2 cells and toxicity analysis in a zebrafish model**. (Dr. Sundaresan S), Department of Food and Nutrition, SRM Institute of Science and Technology, Kattankulathur,Chennai.

Life Science

1. Bhavnagari, Hunayna Mohammedhanif. **Identification of epigenetic modulators in breast cancer**. (Dr. Franky D Shah), School of Sciences, Gujarat University, Ahmedabad.
2. Singh, Nidhi. **Role of sequestosome1 variants in ALS pathogenesis and its mitigation using flavonoid compounds**. (Prof. James Gomes), Kusuma School of Biological Sciences, Indian Institute of Technology Delhi, New Delhi.

Zoology

1. Aftab. **Study on waterbird assemblages of the middle Ganga River**. (Dr. V B Mathur), Department of Bio-Sciences, Saurashtra University, Rajkot.

2. Panchal, Satishbhai Tribhovanbhai. **Effect of ethylene glycol monomethyl ether on fertility and early embryonic development to implantation in wistar rats**. (Prof. K D Vachhrajani), Department of Zoology, Maharaja Sayajirao University of Baroda,Vadodara.

EARTH SYSTEM SCIENCES

Environmental Science

1. Shahid Hameed. **Assessing genetic diversity, distribution and habitat suitability of the Kashmir gray languar (Semnopithecus ajax) with implications for its conservation**. (Prof. Md Niamat Ali and Dr. Tawqir Bashir), Department of Environmental Science, University of Kashmir, Srinagar.

Geology

1. Sahoo, Sapneswar. **Petrogenesis of the mayudia ophiolite complex, NE Himalaya: Implication for the geodynamic evolution of the Eastern neo-tethys during mesozoic**. (Prof. Alik Sundar Majumdar), Department of Applied Geology, Indian Institute of Technology, Dhanbad.
2. Sharma, Sugeeta. **Evaluation of groundwater resources and its management strategies in Aik-watershed, Jammu and Kashmir, India**. (Dr. M Prashanth and Dr. Rajesh Kumar), School of Sciences, Indira Gandhi National Open University, New Delhi.

ENGINEERING SCIENCES

Biomedical Engineering

1. Febina, J. **Development and analysis of carbon quantum dots infused dental cement for eliminating cement residues in implant cementation to prevent peri-implant disease**. (Dr. Varshini Karthik), Department of Biomedical Engineering, SRM Institute of Science and Technology, Kattankulathur,Chennai.

Chemical Engineering

1. Nagar, Jayant. **High frequency response supercapacitor for AC line filtering and storage of ambient energy harvesting system**. (Prof. Anupam Shukla), Department of Chemical Engineering, Indian Institute of Technology Delhi, New Delhi.

Civil Engineering

1. Koshti, Utsav Kamalbhai. **Piston-cylinder based prototype passive damping devices: Development, hysteresis behavior and implementation with seismically excited benchmark building**. (Dr. Sharad Purohit), Department of Technology, Nirma University, Ahmedabad.
2. Palai, Deepika Priyadarshini. **Analytical modelling of porous media and porous boundary flow of Newtonian and non-Newtonian fluids**. (Dr. Bitanjaya Das and Dr. Sumanta Chaudhuri), KIIT School of Civil Engineering, Kalinga Institute of Industrial Technology, Bhubaneswar.
3. Raiyani, Sunil Dineshbhai. **Torsional behaviour of reinforced concrete beam strengthened with stainless steel wire mesh**. (Dr. P V Patel), Department of Technology, Nirma University, Ahmedabad.
4. Suthar, Jahanviben Mitesh Kumar. **Seismic analysis of re-entrant corner dominant plan irregular RC buildings**. (Dr. Sharad Purohit), Department of Technology, Nirma University, Ahmedabad.

Computer Science & Engineering

1. Abdulla, Jassim Yassin. **Multi factor authentication in an IoT environment**. (Dr. Kalyani Patel), Department of Computer Science, Gujarat University, Ahmedabad.
2. Gurjar, Arunaben Prahladbhai. **An enhanced machine learning approach with optimal feature subset to upgrade diagnosis of autism spectrum disorder**. (Dr. Satyen M Parikh), Faculty of Computer Applications, Ganpat University, Mehsana.
3. Modi, Anitha. **Comprehensive study of applications of supervised and unsupervised techniques on spectral data**. (Dr. Swati Jain), Department of Technology, Nirma University, Ahmedabad.
4. Nisha Rani. **Developing an improved method for early detection of students at risk by predicting student dropouts**. (Prof. P V Suresh), School of Computer and Information Sciences, Indira Gandhi National Open University, New Delhi.
5. Patel, Vaibhaviben Kantilal. **Designing multi-class classification method to handle imbalanced big data**. (Dr. Hetal Bhavsar), Department of Computer Science & Engineering, Maharaja Sayajirao University of Baroda,Vadodara.
6. Ranjana, S. **Hybrid deep learning models for breast cancer classification with explainable artificial intelligence techniques**. (Dr. Meenakshi A), Department of Computer Science, SRM Institute of Science and Technology, Kattankulathur,Chennai.
7. Shafi, Nahida. **Design and development of an efficient bidirectional encoder representations using transformers based framework for joint intent recognition and slot filling**. (Dr. Manzoor Ahmad Chachoo), Department of Computer Sciences, University of Kashmir, Srinagar.

8. Sisodiya, Neha. **Data mining architecture and algorithms for big earth observation data**. (Dr. Priyank Thakkar and Dr. Nitant Dube), Department of Technology, Nirma University, Ahmedabad.

9. Sivasankari, K. **Enhancing the efficiency of privacy preservation in online social networks using optimization algorithms**. (Dr. Uma Maheswari K M), Department of Computer Science and Engineering, SRM Institute of Science and Technology, Kattankulathur, Chennai.

10. Thakkar, Manan Dhaneshbhai. **Assessment of machine learning techniques for IoT based agriculture applications**. (Dr. Rakesh D Vanzara), Faculty of Engineering and Technology, Ganpat University, Mehsana.

11. Vanlalhruaia. **Development of secure communication schemes for wireless mesh networks**. (Prof. Ajoy Kumar Khan and Dr. Amit Kumar Roy), Department of Computer Engineering, Mizoram University, Aizawl.

Electrical & Electronics Engineering

1. Biradar, Shivanagouda. **Topology reconstruction of circular planar electrical network**. (Prof. Deepak U Patil), Department of Electrical Engineering, Indian Institute of Technology Delhi, New Delhi.

2. Krishnakumar, Karthika. **Efficiency enhancement of excitonic solar cells through active layer optimization**. (Dr. Ashish Grover and Dr. Pardeep Kumar), Department of Electrical & Electronics Engineering, Manav Rachna International Institute of Research and Studies, Faridabad.

3. Patil, Atul Jaysing. **A graphical and synthetic data driven methodology to enhance transformer incipient fault diagnostics**. (Prof. Ram Naresh Sharma and Dr. Raj Kumar Jarial), Department of Electrical Engineering, National Institute of Technology, Hamirpur.

4. Sah, Randhir Kumar. **Development of fiber bragg grating based sensors for structural health monitoring**. (Prof. Amitesh Kumar), Department of Electronics Engineering, Indian Institute of Technology, Dhanbad.

5. Saini, Suruchi. **Study of short channel effects in sub-10 nm MOS structures**. (Dr. Hitender Kumar Tyagi), Department of Electronic Science, Kurukshetra University, Kurukshetra.

6. Srikanth, S. **Reliability enhancement of PV inverter with bifacial solar panels**. (Dr. Byamakesh Nayak), KIIT School of Electrical Engineering, Kalinga Institute of Industrial Technology, Bhubaneswar.

Electronics & Communication Engineering

1. Parmila Devi. **Physical layer security for wireless networks over different fading channels**. (Dr. Manoranjan Rai Bharti), Department of Electronics & Communication Engineering, National Institute of Technology, Hamirpur.

Mechanical Engineering

1. Chinna Ankanna, B. **Experimental investigation and numerical modeling of plasma ARC welding process**. (Dr. K Govindarajulu), Department of Mechanical Engineering, Jawaharlal Nehru Technological University Anantapur,Ananthapuramu.

2. Hasan, Rania Mofeed. **Investigation of nanoclays reinforced in ultra high molecular weight polyethylene used as liner in total hip arthroplasty**. (Dr. Sarang Sadashiv Pande and Dr. Pravin Narayanrao Bhalerao), Department of Mechanical Engineering, Marwadi University, Rajkot.

3. Kalluru, Madhurima. **Characterization, parametric modelling and optimization of additively manufactured and heat treated aluminium alloy component**. (Dr. K Devaki Devi), Department of Mechanical Engineering, Jawaharlal Nehru Technological University Anantapur, Ananthapuramu.

MATHEMATICAL SCIENCES

Mathematics

1. Alex, Annie. **Study on secure equitable domination in graphs**. (Dr. Sangeetha Shathish), Department of Mathematics, Christ (Deemed to be University), Bengaluru.

2. Boruah, Shrabanika. **A study of elastic waves in electro magneto thermoelastic materials**. (Prof. S Sarat Singh), Department of Mathematics and Computater Science, Mizoram University, Aizawl.

3. Chowdhury, Sandip. **Numerical solutions for study of bio-convection in nanofluids**. (Prof. Pentyala Srinivasa Rao), Department of Mathematics and Computing, Indian Institute of Technology, Dhanbad.

4. Garg, Nikita. **Fixed point theorems on intuitionistic fuzzy metric space and its extensions**. (Dr. Vishal Gupta), Department of Mathematics, Maharishi Markandeshwar (Deemed to be University), Ambala.

5. Medhi, Ridip. **On iterated function systems beyond hyperbolicity: Structure, dynamics and a note on dimension**. (Prof. Viswanathan Puthan Veedu), Department of Mathematics, Indian Institute of Technology Delhi, New Delhi.

6. Parida, Sashibhushana. **Hydromagnetic fluid flow, heat and mass transfer over stretching surfaces with convective boundary conditions**. (Dr. Mrutyunjay Das), KIIT School of Applied Sciences, Kalinga Institute of Industrial Technology, Bhubaneswar.

Statistics

1. Patel, Anant. **Estimation of finite population parameters using calibration approach in the presence of non-response**. (Dr. Neha Garg), School of Sciences, Indira Gandhi National Open University, New Delhi.

MEDICAL SCIENCES

Audiology

1. Prusty, Venkat Raman. **Development of a test to assess phonological and morphological abilities in Oriya language**. (Dr. Arun Banik), Department of Audiology and Speech Language Pathology, Maharashtra University of Health Sciences, Nashik.

Diet & Nutrition

1. Hegde, Pramukh Subrahmanya. **Perinatal stress and dietary modulation on maternal gut microbiota and their impact on cardiometabolic and cognitive outcomes in offsprings**. (Dr. Damodara Gowda K M), K S Hegde Medical Academy, NITTE (Deemed to be University), Mangaluru.

Nursing

1. Biaknungi, V L. **Generalized anxiety disorder: Co-morbidity among adults**. (Prof. Zokaitluangi and Dr. Lukima Saikia), Department of Nursing, Mizoram University, Aizawl.

Pharmaceutical Science

1. Bandiwadekar, Akshay Vishnu. **Transdermal delivery of resveratrol loaded solid lipid nanoparticle as a microneedle patch: A novel approach for the treatment of Parkinson's Disease**. (Dr. Jobin Jose), Nitte Gulabi Shetty Memorial Institute of Pharmaceutical Sciences, NITTE (Deemed to be University), Mangaluru.
2. Deepak, C G. **A prospective study to assess the impact of pharmacist-led patient-centered interventions in schizophrenia**. (Dr. Juno J. Joel), Nitte Gulabi Shetty Memorial Institute of Pharmaceutical Sciences, NITTE (Deemed to be University), Mangaluru.
3. Gupta, Dheeraj Rajesh. **Design, synthesis and cytotoxic evaluation of heterocyclic compounds derived from condensed schiff base derivatives**. (Dr. Pankaj Kumar), Nitte Gulabi Shetty Memorial Institute of Pharmaceutical Sciences, NITTE (Deemed to be University), Mangaluru.
4. Gupta, Rupa. **Development and characterization of mixed micellar lipid formulation for bioavailability enhancement of poorly water soluble hepatoprotective phytoconstituent**. (Dr. Satish Sardana and Dr. Neeraj Kumar Sethiya), Amity Institute of Pharmacy, Amity University, Gurugram.
5. Harish Kumar. **Evaluation of medicinal mushrooms for neurodegeneration associated with age dependent oxidative stress**. (Dr. Seema Bansal), Department of Pharmacology, Maharishi Markandeshwar (Deemed to be University), Ambala.
6. Jain, Aditya Vikram. **Development of a hair formulation to prevent hair loss and premature greying of hair**. (Prof. Anurag Verma and Prof. A Elphine Prabhar), Department of Pharmaceutics, Teerthanker Mahaveer University, Moradabad.
7. Kakade, Vaibhav Vikram. **Formulation, optimization and evaluation of niosomal gel of ellagic acid using natural penetration enhancer**. (Dr. Ravindra B Laware), Department of Pharmaceutical Sciences, Bhagwant University, Ajmer.
8. Kayat, Jitendra. **Development and characterization of novel drug delivery system for rheumatoid arthritis**. (Dr. Neeraj Sharma), Department of Pharmacy, Bhagwant University, Ajmer.
9. Pawar, Nilesh Vishwanath. **Analytical method development and it's validation for simultaneous estimation of bempedoic acid and ezetimibe in bulk and tablet dosage form**. (Dr. Sanjay Bhawar), Department of Pharmaceutical Sciences, Bhagwant University, Ajmer.
10. Philip, Anu. **Impact of pharmacist-assisted guideline directed medical therapy in heart failure patients on quality of life and clinical outcomes**. (Prof. C S Shastry), Nitte Gulabi Shetty Memorial Institute of Pharmaceutical Sciences, NITTE (Deemed to be University), Mangaluru.
11. Sardiya, Jinendra. **Development and characterization of nano carriers mediated drug delivery system for rheumatoid arthritis**. (Dr. Neeraj Sharma), Department of Pharmacy, Bhagwant University, Ajmer.
12. Solat, Sarla Sakharam. **Development and validation of stability indicating HPTLC method of simultaneous estimation of azithromycin, fluconazole and ornidazole in combined dosage form**. (Dr. Neeraj Sharma), Department of Pharmacy, Bhagwant University, Ajmer.

13. Varsha, A. **Effect of protein malnutrition on drug and alcohol interaction in rodent models**. (Prof. Murali Badanthadka), Nitte Gulabi Shetty Memorial Institute of Pharmaceutical Sciences, NITTE (Deemed to be University), Mangaluru.

14. Yadav, Alka. **Synthesis of substituted coumarin derivatives containing pyrazoline ring and their evaluation for antimicrobial activity**. (Dr. Neeraj Sharma), Department of Pharmaceutical Sciences, Bhagwant University, Ajmer.

15. Yadav, Preeti. **Isolation, characterization chemical modification and pharmaceutical evaluation of some polymers derived from natural edible origin**. (Prof. Anurag Verma and Prof. A Elphine Prabhar), Department of Pharmaceutics, Teerthanker Mahaveer University, Moradabad.

PHYSICAL SCIENCES

Chemistry

1. Ashish Kumar. **Synthesis and applications of 5 and 6 membered N-Heterocycles**. (Dr. Raj Kamal), Department of Chemistry, Kurukshetra University, Kurukshetra.

2. Barbhaya, Parth Rohitbhai. **Synthesis and therapeutic evaluation of bio-active heteroaromatic compound**. (Dr. Y T Naliapara), Department of Chemistry, Saurashtra University, Rajkot.

3. Mishra, Kirti. **Synthesis characterization and applications of noble metal based materials for electro oxidation of alcohols**. (Dr. Samarjeet Singh Siwal), Department of Chemistry, Maharishi Markandeshwar (Deemed to be University), Ambala.

4. Pawar, Ramesh Yashwant. **Stability indicating HPLC method development and validation of synthesised peptides**. (Dr. Jayantilal Somajibhai Makasana), Department of Chemistry, Marwadi University, Rajkot.

5. Tewatia, Nisha. **Effect of water soluble polymers on physico chemical properties of soil and soil amino acid interactions**. (Dr. Shagufta Jabin), Department of Applied Sciences, Manav Rachna International Institute of Research and Studies, Faridabad.

6. Vashisht, Ketan. **Synthesis characterization and biological exploration of nitrogen and oxygen containing heterocyclic compounds**. (Dr. Pooja Sethi and Dr. Anshul Bansal), Department of Chemistry, Maharishi Markandeshwar (Deemed to be University), Ambala.

Physics

1. Bhabal, Rinkoo Rajaram. **Nanostructured transition metal compound derived from 2D MOF for H_2 production by electrolysis of alkaline and urea based water**. (Dr. Nainesh Kantilal Patel), Department of Physics & Electronics, Christ (Deemed to be University), Bengaluru.

2. Chaubey, Priyanshu. **Development of bifunctional nanocomposites for electrocatalytic water splitting applications**. (Prof. Prashant Kr Sharma), Department of Physics, Indian Institute of Technology, Dhanbad.

3. Vijay Vel, R. **Bismuth vanadate based composite catalysts for solar driven hydrogen production**. (Dr. Siva C), Department of Physics, SRM Institute of Science and Technology, Kattankulathur,Chennai.

4. Vikas. **Luminescence study of rare earth doped and co-doped zinc aluminate phosphor**. (Dr. Vikas Lahariya and Dr. Raunak Kumar Tamrakar), Amity School of Applied Sciences, Amity University, Gurugram.

❑

Shri Datta Shikshan Prasarak Mandal Panutre

Vitthaalrao Patil Mahavidyalaya

(Arts, Commerce & Science), Kale

Tal-Panhala, Dist-Kolhapur-416205, Maharashtra

(Affiliated to Shivaji University, Kolhapur)
(Permanently Granted)

WANTED

Applications are invited from eligible candidates for the following posts:

Sr. No.	Name of Post	Vacant Post	Reservation
1.	**Librarian**	01	O.B.C- 01

Note:

1) For detailed information about post, qualifications and other terms and conditions, please visit university **website: www.unishivaji.ac.in**
2) Apply giving full particulars **within 15 days** from the date of publications of this advertisement.

Place-Kale
Date-16/03/2026

PRESIDENT/SECRETARY
Shri Datta Shikshan Prasarak
Mandal Panutre
Tal-Panhala, Dist-Kolhapur-416205

NATIONAL INSTITUTE OF TECHNOLOGY, ARUNACHAL PRADESH

Admission to Ph. D Programme July-Dec, 2026

Applications are invited for admission to Ph. D programme of NIT Arunachal Pradesh. For details, please visit the Institute **website: www.nitap.ac.in.** The last date for submission of application is 08/05/2026 up to 5:00 PM.

Sd/- Dean (Academic)

KEYI SAHIB TRAINING COLLEGE
KARIMBAM,TALIPARAMBA
[Affiliated to Kannur University]
Minority Institution, Aided by Govt.of Kerala,
P.O. Karimbam, Kannur – 670 142.
Phone: 0460 – 2205557
E-mail: kstcollege@gmail.com
Web: www.keyisahibtrainingcollege.org

WANTED

Advt. No. 1/2026 Dated 16/03/2026

Applications are invited for the following posts at Keyi Sahib Training College, Karimbam,Taliparamba:

ASSISTANT PROFESSORS		
1) **Social Science**	**PWD – Blindness and low vision**	**1**
2) **Mathematics**	**Muslim Community Reservation**	**1**

Age, Qualifications and Scale of Pay: As per UGC, Kerala Government, NCTE and Kannur University norms. Application form is available from the college office on payment of Rs. 1000/- in person or through money order for Rs. 1050/- by post. DD or Cheque is not acceptable. Application along- with copies of certificates should reach the Manager **within 30 days** from the date of publication of this notification.

(Sd/-)
16.03.2026 **Manager**

NOTIFICATION

ST. ALBERT'S COLLEGE (AUTONOMOUS)

(*Affiliated to M.G. University, Kottayam, Kerala*),
Ernakulam 682 018, Kerala. 8330833332 | jobs@alberts.edu.in

Applications are invited from eligible candidates for the appointment to the following posts:

1. Librarian* (1 Post) - Reserved for PWD Category 'a' (Blindness & Low vision).

2. Gardener (1 Post)**.**

Age, Qualifications & Scale of Pay: As per Govt. of Kerala / UGC/ University rules

Application Fee: General - ₹1000/-, SC/ST - ₹500/- PWD - No fee.

*Librarian: Apply online. Visit the college website, complete the online application, and send the hard copy along- with all supporting documents to the undersigned **within 30 days** of this notification.

Gardener: Apply offline. Application forms can be downloaded from the college website. Submit the filled forms along with your bio-data and copies of relevant certificates directly to the undersigned **within 30 days of this notification.

13/03/2026

Sd/-
Manager

NATIONAL LAW UNIVERSITY AND JUDICIAL ACADEMY, ASSAM

(ESTABLISHED BY ASSAM ACT NO. XXV OF 2009)

Advertisement

NLUJAA/ESTT/F RECRUITMENT/UFS/2026/001

Date: 12.3.2026

RECRUITMENT NOTICE

National Law University and Judicial Academy, Assam invites applications for the following Regular/Permanent positions:

Sl. No.	Name of the post	No. of posts	Reservation
1	**Professor of Law**	02	UR
2	**Associate Professor of Law**	04	SC(01), UR (03)
3	**Assistant Professor of Law**	02	01 UR (PwD), 01 (UR)
4.	**Assistant Professor of Political Science**	01	01 (UR)

Last Date for receipt of Application: 30.04.2026

For further details, minimum qualifications, experience and application form, please visit **www.nluassam.ac.in.**

Sd/-
Registrar

KOYANA EDUCATION SOCIETY'S

BALASAHEB DESAI COLLEGE, PATAN

Tal.- Patan, Dist.- Satara – 415206 (Maharashtra)
(Affiliated to Shivaji University, Kolhapur)
(Permanently Granted)

WANTED

Applications are invited from eligible candidates for the following post :

Sr. No.	Name of Post	Vacant Post	Reservation
1.	**Principal**	01	Open to all – 01

Note :

1) For detailed information about post, qualifications and other terms and conditions, please visit University **Website : www.unishivaji.ac.in**
2) Apply giving full particulars **within 15 days** from the date of publications of this advertisement to undersigned.

Place :
Date :

Dr. Sopanrao Chavan
President,
Koyana Education Society, Patan
Tal.- Patan,Dist.- Satara – 415206

Amarsinh Patankar
General Secretary,
Koyana Education Society, Patan
Tal.- Patan, Dist.- Satara – 415206

Koregaon Education Society, Koregaon's Shankarrao Jagtap Arts and Commerce College, Wagholi

Tal -Koregaon, Dist - Satara – 415525 (Maharashtra)
Affiliated to Shivaji University, Kolhapur

(Permanently Granted)

WANTED

Applications are invited from eligible candidates for the following post:

Sr. No.	Name of Post	Vacant Post	Reservation
1.	**Principal**	01	Open to All - 01

Note:

1. For detailed information about post qualifications and other terms and conditions, please visit University website: **www.unishivaji.ac.in**
2. Apply giving full particulars **within 15 days** from the date of publication of this advertisement to the undersigned.
3. Applications should be sent to the following address: To, The Secretary, Koregaon Education Society, Koregaon. Office: Jalgaon High School, Jalgaon, At/Post-Jalgaon, Tal -Koregaon, Dist- Satara Maharashtra, Pin – 415510

Place: Wagholi
Date: 23/03/2026

Secretary,
Koregaon Education Society, Koregaon

DARUL IRSHAD ARABIC COLLEGE PARAL

(Affiliated to Kannur University and Aided by Govt of Kerala)PO.Paral,Kannur.Dt ,Kerala 670671Phone:9947646164,diac39@yahoo.com

APPLICATIONS INVITED
FOR THE POST OF PRINCIPAL

Ref No.D2/91/2026-HEDN dtd 11-03-2026

Subjects : Arabic/English only, **Category:**General Qualifications shall be as prescribed by UGC Regulations 2018 and rules of Kannur University.

Age: As per Kerala Government and Kannur University rules.

Application: Prescribed application form can be obtained from the college office or downloaded from the college website www.diacparal.in

Last Date: Completed applications with copies of relevant documents should reach The Manager, Darul Irshad Arabic College Paral, Post Paral, Kannur Dt, Kerala - 670671 **within 30 days** from the date of publication of this advertisement.

As per the reference cited Government reserves the right to turn down the proposal for approval, if it is revealed later that the appointed post is one which is not sanctioned by the Government or not existing as per the workload criteria.

Sd/-Manager

ADV. BHAGWAN KENI SHIKSHAN PRASARK MANDAL'S

DEVTA COLLEGE OF EDUCATION & RESEARCH

Parshik Rd, Near Vitthal Mandir, Kharegaon, Kalwa, Thane- 400 605

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

UNAIDED

Sr. No.	Cadre	Subject	Total No. of Posts	Post Reserved for
1.	Principal	--	01	01 - OPEN
2.	Assistant Professor	Education (Method – Marathi, Hindi, English, Science, Mathematics, History, Geography, Economics and Commerce	12	02 - SC, 01- ST, 01-DT(A), 01-NT(B), 02–OBC, 01 - SEBC, 01 - EWS, 03- OPEN
3.	Librarian	---	01	01 - OPEN

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

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

Candidates having knowledge of Marathi will be preferred.

"Qualifications, Pay Scales and other requirements are as prescribed by the UGC Notification dated 18th July 2018, Government of Maharashtra Resolution No. Misc-2018/C.R.56/18/UNI-1, dated 8th March, 2019 and revised from time to time" The Government Resolution & Circular are available on the website: mu.ac.in.

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

Applications with full details should reach to the **CHAIRMAN, Adv. Bhagwan Keni Shikshan Prasarak Mandal's, Parsirk Road., Near Vitthal Mandir, Kharegaon, Kalwa, Thane- 400 605 within 15 days** from the date of publication of this advertisement. **This is University approved advertisement.**

Sd/-
CHAIRMAN

BHAVIKA VIDYA PRASARAK MANDAL'S

JAI BHAGWAN COLLEGE OF EDUCATION

Opp. H.P Petrol Pump, Near Octrol Naka, Surya Nagar, Vitawa
Kalwa, Thane – 400 605

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

UNAIDED

Sr. No.	Cadre	Subject	Total No. of Posts	Post Reserved for
1.	Principal	--	01	01 - OPEN
2.	Assistant Professor	Education (Method – Marathi, Hindi, English, Science, Mathematics, History, Geography, Economics and Commerce	12	02 - SC, 01- ST, 01-DT(A), 01-NT (B), 02–OBC, 01 - SEBC, 01 - EWS, 03- OPEN
3.	Librarian	---	01	01 - OPEN

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

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

Candidates having knowledge of Marathi will be preferred.

"Qualifications, Pay Scales and other requirements are as prescribed by the UGC Notification dated 18th July 2018, Government of Maharashtra Resolution No. Misc-2018/C.R.56/18/UNI-1, dated 8th March, 2019 and revised from time to time" The Government Resolution & Circular are available on the website: mu.ac.in.

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

Applications with full details should reach to the **CHAIRMAN, Bhavika Vidya Prasarak Mandal's Jai Bhagwan College of Education. Opp. H. P. Petrol Pump, Near Octrol Naka, Surya Nagar, Vitawa, Kalwa, Thane – 400 605 within 15 days** from the date of publication of this advertisement. **This is University approved advertisement.**

Sd/-
CHAIRMAN

ADV. BHAGWAN KENI CHARITABLE TRUSTS

JAI BHAGWAN COLLEGE OF LAW

Opp. H.P Petrol Pump, Near Octrol Naka, Surya Nagar, Vitawa Kalwa, Thane – 400 605
APPLICATIONS ARE INVITED FOR THE FOLLOWING POSTS
FROM THE ACADEMIC YEAR 2025-26.

UNAIDED

Sr. No.	Cadre	Subject	Total No. of Posts	Post Reserved for
1.	Principal	Law	01	01-OPEN
2.	Assistant Professor	Law	07	01 – SC, 01-ST, 01- SEBC, 03 - OPEN
3.	Librarian	Law	01	01-OPEN

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

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

Candidates having knowledge of Marathi will be preferred.

"Qualifications, Pay Scales and other requirements are as prescribed by the UGC Notification dated 18th July 2018, Government of Maharashtra Resolution No. Misc-2018/C.R.56/18/UNI-1, dated 8th March, 2019 and revised from time to time" The Government Resolution & Circular are available on the website: mu.ac.in.

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

Applications with full details should reach to the **CHAIRMAN, Adv. Bhagwan Keni Charitable Trusts, Jai Bhagwan College of Law, Opp. H.P Petrol Pump, Near Octrol Naka, Surya Nagar, Vitawa, Kalwa, Thane- 400 605 within 15 days** from the date of publication of this advertisement. **This is University approved advertisement.**

Sd/-
CHAIRMAN

ST. ALOYSIUS COLLEGE EDATHUA

Alappuzha-689573, Kerala, India
Tel : 0477-2212264, 2210564,
Email: sacedathua@gmail.com • www.aloysiuscollege.ac.in

NOTIFICATION

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

Post of Assistant Professor		
Subject	**Category**	**No. Posts**
Assistant Professor of Mathematics (Re-Notification)	PWD (Category b. Deaf and hard of hearing)	1

Age, Scale of pay, qualifications etc as prescribed by Kerala Govt/UGC/MG University Rules. Application forms can be obtained from the College **Website www.aloysiuscollege.ac.in.** Send the hard copy along with all supporting documents, to The Manager **within 30 days** of the publications of this notification.

In the absence of candidates, with benchmark disability specified in the advertisement, the provisions contained in the G.O.(Ms). 242/2022/H. Edn dated 18.05.2022, GO (Ms) 684/2023/H.EDN. dated 08.12.2023 will be made applicable for rotation (Ortho PH/Locomotor Disability/Cerebral Paisy). If there are no eligible candidates as per the notification, further process will be as per the Government/University Norms and directives.

Edathua/March 10, 2026 **Sd/Manager**

Anjuman Imdadut Tulba's
ARTS, COMMERCE & SCIENCE NIGHT COLLEGE

Malegaon. Dist. Nashik (M.S.)
(Affiliated to Savitribai Phule Pune University)
Permanent Non-Granted Minority Institution

Applications are invited for the following posts:

REQUIRED 2025-26

Cadre	Subject	No. Posts	Cadre	Subject	No. Posts
Asstt. Prof.	English	**3**	Asstt. Prof.	Physics	**2**
Asstt. Prof.	History	**3**	Asstt. Prof.	Mathematics	**3**
Asstt. Prof.	Geography	**3**	Asstt. Prof.	Chemistry	**2**
Asstt. Prof.	Politics	**1**	Asstt. Prof.	Zoology	**3**
Asstt. Prof.	Economics	**1**	Asstt. Prof.	Botany	**2**
Asstt. Prof.	Hindi	**1**	Asstt. Prof.	Commerce	**3**
Asstt. Prof.	Marathi	**1**	Librarian		**1**
Asstt. Prof.	Urdu	**1**	Physical Director		**1**

***Pay Scale and Service conditions:** As per UGC, Govt. of Maharashtra and Savitribai Phule Pune University norms.

Eligibility Criteria: i) For Assistant Professor: M.A/M.Com/M.Sc in the relevant subject with minimum 55% Marks (without rounding) and Ph.D/NET/SET in the relevant subject. ii) **For Physical Director:** M.P.Ed with 55% minimum Marks (without rounding) and Ph.D/NET/SET. iii) **For Librarian:** M.Li.Sc / M.Lib with 55% minimum marks and Ph.D/NET/SET. Eligible candidate can apply **within 15 days** of Publication of this advertisement To, The Secretary, Anjuman Imdadut Tulba. Also you can mail the application with resume and testimonials to **aitnightcol@gmail.com.** and submit your hardcopy resume & documents to the college **office Time:11:00am to 07:00pm**.

Secretary
Anjuman Imdadut Tulba
Industrial Compound, Quidwai Road,
Box No. 159 Malegaon, 423203
Dist. Nashik (Maharashtra)

Principal
Anjuman Imdadut Tulba
Arts, Comm. & Sci. Night College Post.
Pharmacy Nagar, Malegaon
Dist. Nashik Maharashtra

Uka Tarsadia University

Maliba Campus" Bardoli – Mahuva Road, Dist – Surat, 394 350
Web Site: www.utu.ac.in ● E mail : provost@utu.ac.in
Approved by: Gujarat Govt. under private University act No. 25 of 2011 & section 22 of UGC act 1956

Require Active Researchers, Practising Scientist & Technocrats

AREAS OF SPECIALISM

UTU is in the process of establishing a large high-tech inter disciplinary research center. UTU requires researchers, scientists & Technocrats in the areas of **(1)** AI & Data Science **(2)** Cloud Computing and Quantum Science **(3)** Cyber Security and Networks **(4)** Telecommunication Engineering and Digital Signal Processing **(5)** Micro & Nano machines and Nano Sciences **(6)** Biotechnology and Chemical Sciences **(7)** Predictive Sciences and Molecular Physics. **(8)** Energy and Environmental sciences **(9)** Food, Dairy, Plant and Animal Sciences. **(10)** Rural and Urban Sciences

Salary and Experience

- The gross salary will be in the range of INR **2.00 to 3.00 lakhs per month**, depending on work experience and recommendations of the selection committee.
- **Professors and Researchers** from premier institutions of repute and or of good standing; such as Indian Institutes of Technology (IITs), National Institutes of Technology (NITs), Institute of eminence and reputed foreign universities, as well as experienced technocrats who are nearing retirement or desirous of early retirement, are encouraged to apply in confidence to the email id shared below.
- **Researchers with postdoctoral experience** from abroad and technocrats from leading multinational companies are also encouraged to apply.

Interested candidates are required to apply your resume on email provost@utu.ac.in and assistant.registrar@utu.ac.in **Within 15 days of the date of the release of the advertisement.**

Chhatrapati Shahu Institute of Business Education & Research Trust's (CSIBER)
College of Non-Conventional Vocational Courses for Women
University Road, CSIBER Campus, Kolhapur- 416004 (Maharashtra)

(Non-Grantable)

(Affiliated to Shivaji University, Kolhapur)

WANTED

Applications are invited from eligible candidates for the following posts for UG & PG Courses.

Sr. No.	Name of the Post	Total Posts	Open Posts	Reserved Category Posts
A.	**Assistant Professor (Undergraduate Courses)**			
01.				
02.	B.Com (Bank Management)	03	01	01 (SC), 01 (VJA)
03.	B. Sc. (Environmental Science)	03	01	01 (SC), 01 (VJA)
04.	B. Sc. FTM (Food Technology Mgt.)	01	--	01 (SC)
05.	BA Dress Making & Fashion Co-ordination (BADMFC)	03	00	01 (SC), 01 (VJA) 01 (SEBC)
06	BID (Bachelor of Interior Design)	06	02	01 (SC), 01 (VJA) 01 (OBC) 01 (SEBC)
B.	**Assistant Professor (Post Graduate Courses)**			
01.	Post Graduate Diploma in Nutrition & Dietetics (PGDND) Course	01	01	--
02.	M.Sc. (Food Science & Nutrition (M.Sc. FSN)	03	01	01 (SC) 01 (VJ-A)
D.	Director of Physical Education	01	01	--

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

Place: - Kolhapur
Date:- 17/03/2026

President & Managing Trustee
CSIBER, Kolhapur

Shir Vyankanath Shikshan Prasarak Mandal, Solankur
Shri Yashwantrao Patil Science College Solankur,
TAL.RADHANAGARI DIST.KOLHAPUR

(Affiliated to Shivaji University, Kolhapur)
(Permanently Granted)

WANTED

Applications are invited from eligible candidates for the following posts.

Sr. No.	Name of post	Total posts	Open Post	Reserved Category Post
A)	Assistant Professor			
1.	Chemistry	2 FT	0	1 ST, 2 SEBC, 2 OBC 1 EWS, 1 NT-B
2.	**Physics**	2 FT		
3.	Mathematics	1 FT		
4.	**Zoology**	1 FT		
5.	**Botany**	1 FT		

Note: 1) **For detailed information about posts, qualifications and other terms and conditions, please visit University website: www.unishivaji.ac.in**

2) Apply giving full particulars **within 15 days** from the date of publication of this advertisement to the undersigned.

Place: Solankur
Date: / /2026

Chairaman
Shri Yashwantrao Patil Science College
Solankur

Shriram Bahuuddeshiya Sevabhavi Sanstha, Atpadi

Shri. Tanajirao Patil B.Ed. College, Atpadi

Tal- Atpadi, Dist-Sangli – 415 301

(Affiliated to Shivaji University, Kolhapur)

(Non Grant)

WANTED

Applications are invited from eligible candidates for the following posts:

Sr. No.	Name of Posts		Vacant Posts	Open Posts	Reserved Posts
A.	**Principal**		01	01	--
B.	**Assistant Professor**				
1.	Mathematics	Pedagogy Subject	01	--	SC-1.
2.	Science		02	01	SC-1.
3.	Social Science		02	01	SC-1.
4.	Language		02	01	SC-1.
5.	Health & Physical Education		01	01	--
6.	Fine Arts		01	01	--
7.	Performance Arts		01	01	--

Conditions:

1. Educational qualifications, pay scales and service conditions are as prescribed by the Appex body, Govt. of Maharashtra and Shivaji University, Kolhapur from time to time.
2. Appointment to the post of Principal will be for a period of 5 years from the date of appointment or up to the attainment of the age of superannuation of the candidate, whichever is earlier.
3. It is necessary to submit the certificate issued by Shivaji University Kolhapur about minimum of 110 Research Score as per Appendix II, Table – 2 mentioned in Government letter dated 08th March,2019.
4. Reservation of SC/ST Categories is interchangeable as per Govt. GR dated 05.12.1994.
5. Relaxation of 5% will be provided from 55% to 50% of the marks at the Master's degree level for SC/ST category.
6. Reserved category candidates shall produce the Caste Validity Certificate as per the directives issued by the state Government vide Circular No. BCC-2011/Pra. Kra 1064/2011/16-B dated 12-12-2011.
7. Reserved category candidates are advised to send a copy of their application to the Deputy Registrar, Special Cell, (Room No. 138 Inward Outward Section) Shivaji University, Kolhapur- 416004.
8. Reserved category candidates outside the State of Maharashtra will be treated as Open Category candidates.
9. Reserved Category Candidates from the category except SC/ST Shall produce Non-Creamy layer certificate at the time of interview.
10. PWD, Woman, Orphans and Sports Person Reservation will be applicable as per Government Resolution and Circulars issued from time to time.
11. Please note that the recruitment procedure initiated by this advertisement is subject to the decision of Hon. Bombay High-court, Aurangabad Bench on writ petition No. 12051/2015.
12. Applicants who are already in service should apply through proper channel.
13. Incomplete applications will not be entertained.
14. Full time leave vacancy under FIP for two years from date of appointment.
15. Apply giving full particulars **within 15 days** from the date of publication of this advertisement to the undersigned.

Place : Atpadi
Date : 13/03/2026

President
Shriram bahuuddeshiya Sevabhavi Sanstha, Atpadi
Tal-Atpadi, Dist-Sangli

जम्मू केंद्रीय विश्वविद्यालय
Central University of Jammu
Rahya- Suchani (Bagla), District: Samba – 181143, Jammu (J&K))

EMPLOYMENT NOTIFICATION NO.: 30

(FOR TEACHING POSTS)

Central University of Jammu invites online application for various teaching positions under direct recruitment from the eligible Indian Citizens and Overseas Citizen of India (OCI) in the prescribed format. Minimum qualification, Experience, Reservation, Service Conditions, Emoluments, Age of Superannuation, etc. are as prescribed by the University/ UGC/ Government of India/ AICTE/NCTE and as per details available at **www.cujammu.ac.in**

S. No.	Name of the Department/ Centre	Associate Professor	Assistant Professor
1.	**Chemistry & Chemical Sciences**	01- OBC	01- OBC
2.	**Physics & Astronomical Sciences**	01- ST	01 - OBC
3.	**Botany**	01 - SC	01 – EWS
4.	**Zoology**	01 - UR	01 – SC
5.	**Electronics and Communication Engineering#**	01 - OBC	02 – UR, 01 - ST
6.	**Computer Science & Engineering #**	01 – UR, 01 – ST	02 – UR, 01 - OBC

#As per AICTE norms

SC - Scheduled Caste, ST- Scheduled Tribe, EWS - Economically Weaker Section, OBC- Other Backward Classes, PwBD – Person with Benchmark Disability

Note: 1. Persons with Benchmark Disability (PwBD) shall be considered subject to availability and suitability of positions for PwBD as per reservation norms. The PwBD candidates shall be provided horizontal reservation as per the Government Guidelines wherever PwBD candidates are available.

2. If suitable EWS candidates do not become available, the vacancy will be treated as unreserved and filled as an unreserved vacancy. Therefore, other candidates (who fulfill eligibility at UR standards) may also apply for the post.

Important Information

1. The detailed eligibility conditions and other relevant details are available on the University **website:** ***www.cujammu.ac.in*****.** Online application form, complete in all respects, must be submitted along with online payment of **Rs 1,000/-** (fee exempted for candidates belonging to SC, ST & PwBD) on or **before 10.04.2026** (11:59 PM).
2. Online portal will be available on University website and remain open from 23.03.2026 **(10:00 AM)**
3. The candidates are requested to regularly visit the University **Website:*****www.cujammu.ac.in*** for further updates. Hereafter, issuance of notifications in the newspapers, for any information in this regard, is not obligatory on the part of the University.
4. For any queries please email at ***teaching.recruitment@cujammu.ac.in.*** Queries on any other email will not be entertained.

Sd/-
कुलसचिव/Registrar
फोन : 91-8082197957
ईमेल: registrar@cujammu.ac.in

No. CUJ/Estab.T/ EN30/2026/279
Date: 17.03.2026

Dnyanprassarak Mandal's

College and Research Centre (DMC)

Assagao, Bardez - Goa 403 507

Inspiring, Igniting and Transforming to Excel

Affiliated to Goa University and recognised by U.G.C. under sections 2(f) and 12(B) of the UGC Act of 1956
Accredited by NAAC with 'A' Grade (4th cycle) with CGPA of 3.15/4.00

Advertisement No. 2026/01

Applications are invited for the post of **PRINCIPAL** of Dnyanprassarak Mandal's College and Research Centre, Assagao, Bardez-Goa.

Applications stating full name, address, age with date of birth, photograph, self-certified photocopies of all educational qualifications (from S.S.C. onwards) with marks and percentages secured, valid 15 Years Residence Certificate, Experience Certificates, Publications, Research Score Sheet, etc. are invited from Indian Nationals for the post of Principal **within 20 days from the date of Advertisement by superscribing on the envelope "Application for the post of Principal: Dnyanprassarak Mandal's College and Research Centre, Assagao, Bardez-Goa".**

The required minimum qualifications for the post of Principal are as follows:

A. ELIGIBILITY:

i. Ph.D. Degree.

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

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

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

B. TENURE:

A College Principal shall be appointed for a period of five years, extendable for another term of five years on the basis of performance assessment by a committee appointed by the University, constituted as per Goa University Statutes SC-16.

ESSENTIAL REQUIREMENTS:

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

DESIRABLE REQUIREMENTS: Knowledge of Marathi Language.

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

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

Note:

1. Candidates who are already employed shall send their applications through proper channel and shall account for break in service, if any, in their academic career.
2. The Candidates should compulsorily submit a soft copy of the Publications, Research Score Sheet on the college official **email id: info@dmscollege.ac.in** and attach two hard copies of the same to the application as well.
3. Applications not supported with the requisite certificates shall be liable for rejection.
4. Application should be addressed to the Chairman, Dnyanprassarak Mandal's College and Research Centre, Assagao, Bardez-Goa 403 507.
5. The applications can be sent by post or dropped in the Inward Box at the college from 9.00 a.m. to 3.30 p.m. (Monday to Saturday).
6. Candidates applying for the above post have to compulsorily fill google form available on the college website and submit the hard copy of the same along with the application.
7. Late and Incomplete application will be rejected outright.
8. The right to fill up the above mentioned post is reserved.

Date: 23/03/2026

Sd/-
Shri. Kiran H. Shirodkar
CHAIRMAN

Association of Indian Universities

Advertisement Tariff: UNIVERSITY NEWS JOURNAL

W.E.F. April 01, 2017

For Educational Institutions, Govt. Organizations, Publishers, Book Sellers & Distributors

GST Rate of 5% is payable for Publication of all types of advertisement in addition to the payable charge as mentioned below. Effective 01st April 2020

1. Rate of Black and White Advertisement

Description of Advertisements	1 Insertion	Total Amount Payable (including 5 % GST)	4 Insertions	Total Amount Payable (including 5 % GST)	8 Insertions	Total Amount Payable (including 5 % GST)	12 Insertions	Total Amount Payable (including 5 % GST)
Full Page	15,000	**15,750**	45,000	**47,250**	85,000	**89,250**	1,20,000	**1,26,000**
Half Page	8,000	**8,400**	28,000	**29,400**	50,000	**52,500**	68,000	**71,400**
Quarter Page	5,000	**5,250**	16,000	**16,800**	28,000	**29,400**	40,000	**42,000**
Cover (Inside)	16,000	**16,800**	55,000	**57,750**	1,00,000	**1,05,000**	1,44,000	**1,51,200**
Cover (Back)	20,000	**21,000**	65,000	**68,250**	1,20,000	**1,26,000**	1,65,000	**1,73,250**

Mechanical Data of Journal

Size of Page: 21 Cms x 27 Cms

PRINT AREA

FULL PAGE	23 Cms (Height) x 16.5 Cms (Width)
HALF PAGE	12 Cms (Height) x 16.5 Cms (Width)
QUARTER PAGE	11 Cms (Height) x 8 Cms (Width)

(Preferable Size of the Font-Minimum 10 point)

The Art Work/CRC IN PDF in High Resolution as per Mechanical Data above (in BLACK & WHITE ONLY) or as an OPEN FILE in MS WORD may be sent positively at E-Mail IDs as shown below. **MATTER FOR ADVERTISEMENT MUST REACH SEVEN (07) DAYS IN ADVANCE FROM THE DATE OF PUBLICATION OF A PARTICULAR ISSUE OF UNIVERSITY NEWS, WHICH IS PUBLISHED EVERY MONDAY.**

Advertisement Agencies (INS Accredited) are allowed 15 % Discount

Full advance payment must be sent directly to AIU Account using any of the digital modes. The details of AIU Account are available in AIU Website (www.aiu.ac.in)

Your guide to making the Online Payment for the Advertisement Tariff

- Open the AIU Website: **https://aiu.ac.in**
- Go to the AIU Payment Gateway Option (payment.aiu.ac.in)
- Click on the **Advertisement Tariff** section of the Payment Portal
- Fill up the required details and make the payment for the Advertisement Tariff
- **Insertion** means your advertisement is printed in one issue of University News

UPI ID: 10342296000975@cnrb

For further information write to:

Publication & Sales Division

Association of Indian Universities
AIU House, 16, Comrade Indrajit Gupta Marg,
New Delhi – 110 002

EPABX: 011-23230059 (Extn. 208)

DIRECT LINE: 011 23213481

E-mail ID: advtun@aiu.ac.in

www.aiu.ac.in |

Licensed to post without prepayment under WPP No. U(C)-109/2024-26

Postal Regd. No. DL (C)-05/1241/2024-26

UNIVERSITY NEWS 64 (12) March 23-29, 2026

Regd. No. RNI-7180/1963

Published on Monday: 23-03-2026 No. of Pages 52 including Covers

Posted at LPC Delhi RMS, Delhi-6 on Tuesday/Wednesday every week

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

Printed by Chandu Press, D-97, Shakarpur, Delhi-110 092 Phone: 42448841, chandupress@gmail.com