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Ananta Dnyanoba Harkal

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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**.

NEP–2020 Implementation: Challenges and Opportunities for State Universities and Affiliated Colleges

Ananta Dnyanoba Harkal *

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The Government of India moved the subject of education from the State list to the Concurrent list through the 42nd Constitutional Amendment in 1975. The concurrent list allows both the central and state governments to make legislation on subjects listed in it. However, according to the union list, point 66, the central government has the authority to coordinate and determine standards for institutions of higher education or research, as well as for scientific and technical institutions. It means that while both the centre and states can make laws on education, the central government has specific authority over higher education standards and certain aspects of scientific and technical education. So, accreditation, ranking, funding, and institutional development schemes related to higher education standards are directly regulated by the Central Government.

The nation celebrated five years of implementing the National Education Policy 2020 in 2025. Over the last five years, the central government and most state governments have endeavoured to implement the national education policy in both letter and spirit. However, conflicts have arisen between many states and the central government regarding the implementation of policies such as language education and a few others. Most state universities and colleges have a practice of implementing policies and notifications from the Ministry of Education or the University Grants Commission (UGC) once they are adopted and endorsed in the form of government resolutions by the respective states. Following the introduction of the national education policy, numerous state governments began implementing the central government's policies and notifications in a positive manner. It is also evident that many central government policies and notifications were overlooked or not implemented by state universities and colleges, as they were not issued in the form of notifications by the respective state governments. It seems that the state governments proceed with the policies of the central government related to higher education mainly in three ways:

- 1) The state governments adopt the policies and notifications as notified by the central government, and also accept the amendments by the central government thereafter. For example: Uniform Statute No. 03, 2023, was accepted by the government of Maharashtra regarding norms for a grant for autonomy to affiliated colleges, recognised Institutions, conducted colleges and constituent colleges, National Credit Framework, NAD notifications, etc.

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- 2) State governments directly implement minimum qualifications for appointment and promotions of teachers as notified by UGC from time to time.
- 3) Some of the policies and notifications are adopted with amendments as per the recommendations of state committees, e.g., the credit framework for an undergraduate degree.

Since the National Education Policy–2020 was announced, the University Grants Commission has published various policy documents and guidelines for its implementation. The documents are not limited to the national credit framework and the structures of undergraduate and postgraduate programmes, but also include many policies related to Student-Centric Education, Promotion of Research, Internationalisation of Education, Digitisation of Education, Industry-Academia Collaboration, and the Indian Knowledge System. Perhaps, it is the first time that such a large number of regulations have been published in a short period since the establishment of the UGC. Recently, the UGC has published policies or draft policies on its website covering areas such as funding schemes, accreditation, ranking, and teacher recruitment and promotions in higher educational institutions. These policies underscore the significance of effectively implementing the National Education Policy and related initiatives in all higher education institutions.

Institutions that implement the NEP can expect enhanced opportunities in accreditation and ranking, Aspirants and early-career teachers can also benefit by proactively implementing UGC’s policies to implement the National Education Policy.

State Universities and affiliated colleges must focus on several key aspects to secure development funds and maintain their accreditation and ranking. By focusing on these and other aspects, higher education institutions can raise their academic standards and provide students with quality education.

These initiatives/schemes are as follows:

UTSAH Portal

The UTSAH portal initiative is to track and support the implementation of the National Education Policy (NEP) 2020 across Higher Educational Institutions (HEIs). The portal will provide detailed information on UGC’s initiatives

for qualitative reforms and generate monthly reports on HEIs’ progress.

NEP SAARTHI Scheme

The NEP SAARTHI (Student Ambassador for Academic Reforms in Transforming Higher Education in India) scheme aims to involve students in implementing NEP—2020. Students selected as NEP SAARTHIs will work as ambassadors, promoting NEP and collecting feedback from students to improve its implementation. Selected students will receive orientation, a certificate of recognition, and opportunities to publish articles in the UGC newsletter.

E-Samadhan Portal

The UGC’s e-Samadhan portal is a centralised platform for students and staff to register complaints and grievances. The portal aims to streamline the complaint resolution process, ensuring transparency and accountability.

Institutional Development Plan

Detailed guidelines are provided to develop a detailed institutional development plan with short- and long-term goals.

AEDP Programmes

The Apprenticeship Embedded Degree Programme (AEDP) is an innovative initiative launched by the University Grants Commission (UGC) to integrate apprenticeships into undergraduate degree programs. This program aims to enhance students’ employability by providing practical work experience alongside their academic studies.

Most state universities and affiliated colleges appear to be taking no action regarding several initiatives, including the UTSAV portal, NEP SARTHI scheme, AEDP Programmes, SWAYAM Courses, E-Samadhan Portal, Student Grievance Redressal Cell, and the implementation of a Institutional Development Plan. While most private universities attract students by effectively utilising updated websites and social media platforms, the websites and social media platforms of aided and government colleges remain largely outdated, with few exceptions. The lethargy of most colleges across the country in introducing the fourth year of the undergraduate programme is likely to impact their accreditation and ranking negatively.

State universities and affiliated colleges should examine the strategies used by private universities and

colleges in their vicinity. These private institutions are collaborating with colleges in semi-urban and rural areas, offering free seminars, guest lectures, and awards to college teachers. Colleges generously accept these proposals, primarily to achieve good grades in the NAAC assessment. However, this tactic employed by private universities is aimed mainly at advertising and attracting students from that region. If this trend continues over the next few years, state universities will likely have many vacant seats across most academic programmes.

In addition to teaching major and minor subjects to students through lectures and practical sessions, faculty members are expected to publish literature in Indian languages related to their subjects. They will also guide undergraduate students in Field Projects (FP) and Community Engagement Projects (CEP), as well as postgraduate students in research projects. Furthermore, faculty members will need to convert student research projects into publishable papers for submission to national and international research journals. Student publications not only improve institutional publication databases but also benefit students in recruitment. They will also have to teach their subjects to students from other disciplines in regional languages and teach courses such as the Indian Knowledge System, Value Education, and Co-curricular Courses beyond their primary area of expertise. Field Projects, Community Engagement Projects, Research Projects, On-Job Training, and Co-Curricular Courses/Activities are introduced in the undergraduate curriculum to promote learning beyond the classroom.

However, many universities and colleges lack guidelines for effectively implementing these courses. The submissions of all activities not only enrich students' profiles but also serve as essential documents for mentor recruitment, promotions, and the accreditation of higher education institutions.

Additionally, teachers will need to develop MOOCs for various online education platforms. These activities will contribute to teacher recruitment and promotion. Effective implementation of the National Education Policy will lead to the holistic development of students, teachers, and colleges.

Expectations

The state governments need to encourage state universities and colleges to implement all UGC regulations related to the National Education Policy (with appropriate instructions as per state policies). If higher education institutions effectively implement the National Education Policy, they will benefit from various schemes, funds for implementing these initiatives, accreditation, and ranking. Teachers at higher education institutions will also need to implement this policy for their recruitment and promotion.

Since education is a concurrent subject, states can play an independent role in implementing the National Education Policy–2020 to some extent. However, it is essential to ensure that this does not affect salary funds, teachers' workloads and staffing patterns, teacher recruitment and promotion, and students' national and international opportunities.

What Dr. Babasaheb Ambedkar said about the implementation of the Constitution in his last speech in the constituent assembly is equally applicable to the implementation of NEP. i.e. *“However good a Constitution may be, if those who are implementing it are not good, it will prove to be bad. However bad a Constitution may be, if those implementing it are good, it will prove to be good.”* If governments, higher education institutions, teachers, students, and all other stakeholders apply the above quote to the National Education Policy and implement it, it would undoubtedly lead to the development of higher education institutions, teachers, students, and society at large. □

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

Community College System: In-depth Analysis

S Xavier Alphonse, S J*

Community College aims at the Empowerment of the Disadvantaged through appropriate skills development leading to gainful employment, thus making a qualitative difference in the lives of the urban poor, rural poor, tribal poor and women in collaboration with local industrial establishments and potential employers, community leaders, after taking into account the opportunities available for employment and self-employment in the local area. Community College has become a Movement, centred around the mission of empowering disadvantaged communities with employable skills and securing their livelihoods through gainful employment in partnership with local industries. ICRDCE has been spearheading this Movement, hand-holding 175 community colleges set up and run by NGOs over these years.

ICRDCE has carried out various research studies with the following objectives.

- To strengthen and consolidate the Community College movement
- To take the movement forward
- To increase the number of beneficiaries from the marginalised sections of India
- To improve the quality of training and placement through the rigorous and relevant training of the teachers of Community Colleges
- To monitor the impact of the ongoing Community College movement through periodic regional and national workshops and impact studies
- To collaborate effectively with the Government of India and National Skill Development Corporation (NSDC) through the integration of the Community College programme.

Based on the above objectives, ICRDCE has carried out the following research studies:

- *Pathways to Community Colleges: A Research Study on the Impact of Community Colleges in India, November 2020.*
- Impact Study to record the Social, Educational and Economic Transformation of Students and

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their families benefited through the Community Colleges in India during the year 2023 -2024.

Findings of the Research Study, November 2020

Growth and performance of the Community Colleges over these 30 years have offered a number of lessons. There are varying degrees of performance and adherence to the commonly accepted principles and practices. Also, the stability and sustainability of Community Colleges are often fluctuating due to the interplay of many factors. Such as:

1. Defining Community College Philosophy
2. Driven by the Mission
3. Need-based Curriculum
4. Holistic training
5. Sustainability of the Movement
6. Synergising Local Partnerships
7. Dynamic Leadership
8. Adaptive to Changing Infrastructure & Technology
9. Capable Human Resource and
10. Identification with the Community.

Defining Community College Philosophy

Community College Philosophy is central to every organisation, which defines its character and personality. The philosophy of Community Colleges lies in their belief in empowering the socially and economically vulnerable communities. And this core belief can never change over time. When this philosophy erodes, the Community Colleges cease to stay in the service. A successful and enduring Community College will never deviate from its core philosophy, which is embedded deeply in its implementation.

Driven by the Mission

Another significant test for a self-reliant Community College is its mission-centeredness. The defining mission of a Community College is to be of the community, by the community and for the community. Realising the well-being of the community through community-driven processes should be a hallmark of a successful Community

College. The ultimate goal of a Community College is to build responsible citizens who will, in turn, build a prosperous nation free of poverty and inequality. When a Community College drifts from this mission, it can no longer stay relevant in the community.

Need-based Curriculum

Curriculum, which is grounded in practice, evolved from the experiences of teaching at the Community Colleges, responsive to the needs of students and industry, has been a factor of success. With more than three decades of intensive engagement with the teachers and practitioners, ICRDCE has developed a process of Developing a Curriculum (DACUM) for curriculum development. It follows a process of:

- Preparing an exact job description,
- Listing out responsibilities and tasks that the person should fulfil,
- Skills required to fulfil the tasks,
- Courses needed to equip the students with these skills.

The curriculum development is highly process-centric, and it involves all the relevant stakeholders. The prescribed process of curriculum development could fulfil the needs of the job market and stay relevant.

Holistic Training

Community Colleges are not merely meant for training the workforce. It is for enabling people from socially and economically marginalised communities to unleash their potential. It is for realising all-round development of the students by preparing them with life skills, work skills, hands-on experience and readiness for employment. The training should ultimately instil the spirit of *Magis altruism*: Men and Women for others.

Sustainability of the Movement

Achieving sustainability necessitates appropriate systems and processes in place that will enable the services from Community Colleges to be available continuously without interruption. Financial sustainability envisages the ability of the Community Colleges to cover all their present and future costs of operation. In other words, the Community Colleges should be able to meet their operational costs,

financial costs to meet inflation and costs incurred for growth. Also, it requires constant support and guidance from the promoting/parent organisation.

Synergising Local Partnerships

Community Colleges are primarily involved in bridging the gap between the industries that are creating jobs and the young people who lack the appropriate skills to become employable. Community Colleges cannot operate in isolation; it requires a strong local connection. There should be an organic link between Community Colleges and industries, skill-promoting private and public institutions, local civic institutions and the community. This synergistic partnership should aid in designing an appropriate curriculum, evolve trades, and provide internship and job opportunities. Only through partnerships that are mutually reinforcing and operating with a shared goal, Community Colleges can prosper and make a significant impact at the grassroots.

Dynamic Leadership

An ideal Community College requires continuous mentoring by an inspiring, capable and visionary leadership. A successful governance of a Community College necessitates a leadership, which is grounded in basic respect for fellow members, capable of evolving and implementing policies and programmes that are equitable, transparent, non-discriminatory, socially sensitive and above all accountable to the community at large. The leadership should be skilled in embracing change, open to introspection, and able to cope with the ever-changing socio-economic realities. It has to engage in constant interaction within and outside the organisation to understand and act on the changes swiftly.

Adaptive to Changing Infrastructure & Technology

In the fast-paced growth and development of industries, swiftly changing technologies and production infrastructure, Community Colleges can thrive only with the rapid adaptation to such changes. They should continuously re-examine and re-invest in updating infrastructure for adapting to changing industrial needs and opportunities. Skilling with the updated technology and infrastructure is an imperative to make the students competitive and competent. It can happen either through our own or through tie-ups with the partnering industries.

Capable Human Resources

A well-functioning Community College will have a pool of qualified and trained faculty and administrative staff. Constant up-skilling and re-skilling of faculty are very much needed to make them competent enough to handle the challenge of rapidly changing skill requirements. The Community Colleges should invest in professional development opportunities for the faculty, which is often time and resource-intensive. However, aligning faculty members with the mission of the Community College necessitates such investments.

Identification with the Community

Unlike conventional educational institutions, the Community Colleges command larger support from local communities. Its identity is merged with the communities, and a successful Community College always leverages its mission of empowering the marginalised communities. Increasing students' enrolment, enhanced visibility and acceptance among the neighbourhood communities, and increased community participation in its programmes are the indicators that demonstrate the rootedness of the Community College within the community.

Ref: Extracts from Pathways to Community Colleges: A Research Study on the Impact of Community Colleges in India, November 2020.

Findings of the Research Study, March 2025

The Indian Community College system aims at the 'Empowerment of the Disadvantaged through appropriate Skills Development, eventually, leading to employment. Thus, it helps to bring a qualitative difference in the lives of the poor and the women, establishing collaboration with local industries, potential employers and community leaders for exploring the opportunities available for employment and self-employment in the local area. It serves the marginalised, less privileged and School dropouts.

The Skill Development process consists of Life-Skills, Trade Skills (Work-Skills), Assessment, Internship and Job Placement. The internship consists of hands-on experience and testing of Life-Skills and Work-Skills in the industries. The ICRDCE has data for more than 2,00,000 students from the year 1996 to date. The present research study pays special attention to students who have passed through the National Skill Development Corporation (NSDC) Skill Certification Programme. Under the

NSDC scheme in the year 2023-2024, through 102 Community Colleges associated/approved NSDC Skill Training Centres with ICRDCE, have trained 7,028 students (Table1).

Table 1: Salient features of the Profile for the Year 2023-2024

• Female Students	69%
• Married/Widows/ Separated	17%
• Students above 22 years	71%
• Differently abled	3%
• Below 10 th	22%
• Socially Marginalised (SC, ST, MBC, BC)	89%
• Monthly family income below Rs. 10,000	51%
• Total number of students	7,028
• Total number of community colleges	102

The concept has become a secular one, transcending religions, castes and languages. It is truly a nation - building and capacity-building exercise. ICRDCE has achieved a significant networking of all groups: Hindus, Christians, Muslims and all other service-minded NGOs and organisations.

Job Placement

Compared to the National Average

National Average Employment	-51.3%
Community Colleges	-74%

Ref: Research Unit, Press Information Bureau, Government of India, October, 2024

As the Government of India is insisting and emphasising on the expansion and improvement of skill development. ICRDCE is pleased about its contribution to this significant movement of skill India by reaching beyond the national average to the research study conducted by us.

General Observations

- The data for this research study were collected from 74 Community Colleges/ Training Centres.
- It has been noted that students who received their diplomas from Community Colleges in different parts of India have access to higher education in their respective fields, which is considered to be vertical mobility.
- The Vertical mobility becomes possible because of rigorous teaching and training in Life-Skills,

Communication Skills, Basic English and Trade Skills.

- One of the most wanted and useful courses has been “*General Duty Assistant*” and healthcare-related courses leading to sustainable employment. Most of the women prefer this course because of Empowerment and Livelihood. These courses help them to become compassionate, leading them to human care and concern. The course is affordable and helps students to access jobs immediately. These courses lead to employment because of the adequate and required infrastructure facilities available, and hospitals’ tie-up and patient care. We can consider short-term courses in Palliative Care.
- The overseas placement is possible because of the National Skill Development Corporation (NSDC) under the Ministry of Skill Development and Entrepreneurship, Government of India, Certification.
- We also serve in the Central Prison for Men, Puzhal (Mahatma Gandhi Community College). 1,536 inmates have been trained from 2011 to 2025. After their release from prison, they get a better acceptance in society, and people are ready to accept them for employment.

Specific Course Observations

- **Tailoring/Fashion Designing:** This course is taken by rural and tribal women, and even those who are below the poverty line. It enables them to become Entrepreneurs (self-employed). It helps them to move to a decent livelihood.
- **Date Entry Operator/IT field:** 48% of the students have gone for Higher Education. It paves the way to Higher Education in Computer Science and especially in the Information Technology field. Students who are HIV+ are also studying in the IT Helpdesk and healthcare-related courses.
- **Field Technician Air Conditioner:** All the salaries marked up here are entry-level salaries and depend on the Industries and workplaces.
- **Electrical Technician:** They have received the basic knowledge, which enables them to go to Polytechnic Colleges with self-confidence.
- **Automobile (Two Wheeler/Four Wheeler Mechanism):** One of the students from St. Aloysius Industrial Training Institute,

Mangalore has gone abroad (Gulf countries) with a monthly Salary of Rs. 60,000/-

- **Early Childhood Care Education:** This diploma course helps them to go for the Bachelor of Education (B.Ed.) and other graduate courses. We can consider short courses like the Shadow Teacher Training Course to reach out to children with special needs.
- **Hotel Management-Multi-Cuisine Cook:** Multi-Cuisine Cooks who are employed in Gulf countries receive a monthly salary of Rs. 70,000 and have done higher-level courses in Hotel Management.
- **Emergency Care Assistant:** This course is in high demand, and many training centres are conducting this course; there is demand in the international job market.
- **Beauty Therapist:** This course promotes entrepreneurship while many students are employed in well-known Beauty Clinics. Many set up their own beauty parlours, which promotes Self-Employment.
- **Media and Entertainment – Animation:** Media and Entertainment courses have a bright future and potential for employment.

Future Directions

1. To persuade the Community Colleges and Skill Development Centres to take new courses that have not come under this research study.
2. Propagating the certification programme to different parts of India through region-wise workshops and meetings.
3. Strengthening and Updating the Teaching of Life-Skills
4. To do the industrial survey of the new job opportunities available and to keep pace with evolving industry demands and the advent of new age technology, 400+ new courses on i. AI ii. 5G Technology iii. Cyber Security iv. Green Hydrogen v. Drone Technology vi. Eclectic Vehicle Charging Station VII. Cloud Practitioner VIII. Data Centre Management ix. Guest Service Associate (Hospitality Programme)
5. To deliberate and to promote a deeper understanding of the latest Skilling Policy of India to Community Colleges.
6. To reach Financial Literacy and to make the students aware of schemes and loans available

in the Government for self-employed ventures among the underprivileged.

Ref: Extracts from Impact study to record the Social, Educational, and Economic Transformation of Students and their Families benefited through the Community Colleges in India during the year 2023-2024, March, 2025.

Skilling India: Empowering the Workforce

India is paving the way towards becoming the Skill Capital of the world. With one of the youngest populations in the world, India can realise its demographic dividend through a workforce that is trained in 'employable' skills and is industry-ready. Significant progress has been made, with the employable percentage of final-year and pre-final-year students increased from 33.9% in 2014 to 51.3% in 2024. As India continues its journey towards becoming the skill capital of the world, various ambitious programs and policies are steering the nation towards a skilled, employable, and future-ready workforce

Research Unit, Press Information Bureau, Government of India, October 11, 2024.

Commemoration of 30 Years of Community College Movement

Indian Centre for Research and Development of Community Education (ICRDCE), Chennai, is at the threshold of completing thirty years of existence in taking the Community College movement in India forward and other parts of the world. This historical event was celebrated on the 26th & 27th of September, 2025, with the National Conference, in which 142 participants from 75 Community

Colleges participated. They shared their experiences and the way forward. (Conference on the Review and Functioning of Community Colleges and Skill Development Centres in India and Commemoration of 30 Years of Community

College Movement in India,1995-2025.

ICRDCE is a prime NGO in India, engaged in social development activities, especially in the education field, giving life skills, language skills, and communication skills training for the community college teachers and students. ICRDCE have engaged our entire associate Community Colleges / Skill Development Centres to participate in these skill development activities through training given under 14 Sector Skill Councils with 49 Job roles to the students, certified and placed across India.

The Skill India Programme plays a crucial role in equipping India's workforce with the skills needed to thrive in a rapidly evolving global economy. By integrating industry-relevant training, emerging technologies, and international mobility initiatives, the programmes aim to create a highly skilled and competitive workforce. As a key driver of economic empowerment, Skill India contributes to employment generation, entrepreneurship, and productivity enhancement across sectors. The Ministry of Skill Development & Entrepreneurship (MSDE) remains committed to strengthening vocational education, expanding apprenticeship opportunities and fostering lifelong learning, ensuring that India's workforce is future-ready and positioned as a global leader in skill-based employment.

(For more details, visit: <https://www.skillindiadigital.gov.in/home>). □

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Increasing Access to Higher Education through SWAYAM: An Enrolment Analysis of Humanities and Arts Courses

Abhishek Kumar Maurya* and Anjali Bajpai**

In the 21st century, higher education has become central to building a knowledge-driven society, yet challenges of access, equity and quality continue to affect India's educational landscape. To address these issues, the Ministry of Education launched SWAYAM a Massive Open Online Courses (MOOCs) platform in 2017, designed to democratize access to the higher education in alignment with the goals of the National Education Policy 2020. This study examines the role of SWAYAM in expanding access to higher education in the Humanities and Arts domain, with special reference to the role of Banaras Hindu University. Adopting a survey research design, the study does secondary data analysis of the July 2025 cycle from the SWAYAM Central portal. A total of 374 Humanities and Arts courses were analysed across institutions, with enrolment and subject-wise distribution presented through descriptive statistics and graphical representation. Findings indicate that while institutions like IGNOU, IITs and BHU play significant roles development of courses, enrolment patterns remain uneven across subjects and regions. Humanities and Social Sciences recorded the highest participation (4.9 lakh), while Philosophy and other disciplines attracted fewer learners. Moreover, course trends highlight both career-oriented motivations (e.g., communication and soft skills) and intellectual enrichment goals (e.g., literature and history). Overall, SWAYAM demonstrates transformative potential in enhancing access, though greater regional and disciplinary inclusion is necessary for deeper impact (Abstract).

In the 21st century, higher education is a powerful tool for building a knowledge-based society. Almost all aspects of human creative and intellectual endeavours are available in the Indian higher education system, mainly in the disciplines

of arts and humanities. Higher Education may include General, Vocational, Professional or Technical education programs (AISHE, 2025). Higher education institutions in India, classified under the UGC Act 1956, are three categories: 1) University or university-level institutions, which may be central, private, state or deemed, 2) College may be affiliated or autonomous and 3) Stand-alone Institutions. Higher education is very crucial for becoming a member of a transformative society, skill development and personal growth, vocational training and employability, holistic and multidisciplinary learning and research & innovation (National Education Policy, 2020). As discussed in para 9.4(d), universal access in higher education is a major problem of Indian education and the vision discussed in para 9.3(i) is to increase access, quality and inclusion through online education and Open Distance Learning (National Education Policy, 2020). There are 1363 universities in 2025 as stated by the Department of Higher Education.

Again, the enrolments in higher education is increasing year by year from 3.8 crore on 2019 to 4.3 crore on 2022. Male and female enrolments are also increasing but male are more than females in every year.

The conventional higher education system has many challenges, like continuous low enrolment rates in higher education, equity issues among different socio-economic structures of the students, infrastructure deficiencies in rural contexts, insufficient faculty and lack of training to them, accreditation gaps in research and innovation and a rigid structure of the higher education (Sheikh, 2017). Para 10.10 of the National Education Policy 2020 discusses the potential of institutions to run the Open Distance Learning and online programmes to improve access & increase GER (National Education Policy, 2020) in higher education. Also online education can overcome geographical barriers by providing accessible reach to everyone, give flexible learning environment to the learner for speed and cost convenience, it is cost-effective and offers personalised learning by the use of AI and

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Table 1: Universities in India (Department of Higher Education, 2025)

Year	Central University	Institute of National Importance	State Public University	Institute under State Legislature Act	State Open University	State Private University	Deemed University-Government	Deemed University-Government Aided	Deemed University-Private	Grand Total
2025	55	158	475	6	17	511	41	11	86	1363
2021-22	53	153	423	6	16	391	33	10	81	1168
2020-21	51	149	403	5	14	365	34	10	80	1113
2019-20	48	135	386	5	14	327	36	10	80	1043

Table 2: The Status of Enrolments in Higher Education According to AISHE Reports

Year	Male	Female	Total
2019-20	19643747	18892612	38536359
2020-21	21237910	20142803	41380713
2021-22	22576389	20691792	43268181

machine learning (Muonline team, 2024). Due to the convenience, cost-effectiveness, accessibility, low or minimal fee structure, variety of courses, self-paced and focused skill development, increases the open education in India (Sahoo, 2024).

National Education Policy 2020's para 23.6, 23.11, 24.1 and 24.4(c) combinedly appeals for an online and open platform in which access to higher education can be provide with quality content and certification (*National Education Policy, 2020*). National Mission on Education through ICT of MHRD in 2009 was a landmark in the integration of ICT in higher education, which focused on three core principles of access, equity and quality. By this massive e-content creation was created by NPTEL on science, engineering and humanities. CEC joins the e-content creation for UG level 68 subjects and UGC for PG level 77 subjects under the banner e-PGPathshala and Parallel to this, IIT

Delhi developed hundreds of virtual labs with 12 participating institutions (Kanjilal & Kaul, 2016). IIT Madras started 3 MOOC courses in 2013 with examination and certification, so far NPTEL has offered 157 MOOCs. After that IIT Bombay was advised by MHRD to work on platform development, using funds available from other projects already approved and running, then IIT Bombay proposed the name Smart Webs of Active Learning for Young Aspiring Minds. After that, AICTE and other partners, in collaboration with Microsoft and its software partner WizIQ developed and made live the Beta version of the site on August 15, 2016 (Kanjilal & Kaul, 2016). SWAYAM has a four-quadrant approach - (1) video lecture, (2) specially prepared reading material that can be downloaded/printed (3) self-assessment tests through tests and quizzes and (4) an online discussion forum for clearing the doubts. Steps have been taken to enrich the learning experience by using audio-video and multi-media and state-of-the-art pedagogy/technology (*Swayam Central, n.d.*).

Launched in 2017 by the Ministry of Education, SWAYAM offered more than 11,770 courses by 2023, developed by over 200 institutions, including IITs, IIMs and central universities (Online Bureau, 2024). It registered over 3.9 crore (39 million) users, with more than 2.5 million successfully completing their courses. The platform gained momentum for its credibility and integration with India's formal education system, especially through the Academic Bank of Credits, allowing course credits to be transferred to university degrees (UGC, 2021), highlighting the future importance of MOOCs. In conclusion, the exponential growth of MOOCs from 18 million learners in 2014 to over 220 million by 2021 globally, and nearly 40 million on SWAYAM alone, demonstrates their transformative potential.

Humanities and Art in SWAYAM

SWAYAM portal has total of 16530+ courses having 5.5+ crore enrolments from the start until now. In the session, July 2025, the 1720+ courses were offered and they got 49.2+ lakhs enrolments

Table 3: Enrolments of Non-regular Students in Higher Education

Year	Male	Female	Total
2019-20	2379574	1907348	4286922
2020-21	2478752	2093122	4571874
2021-22	2546380	2026129	4572509

Figure 1: Types of Universities in India

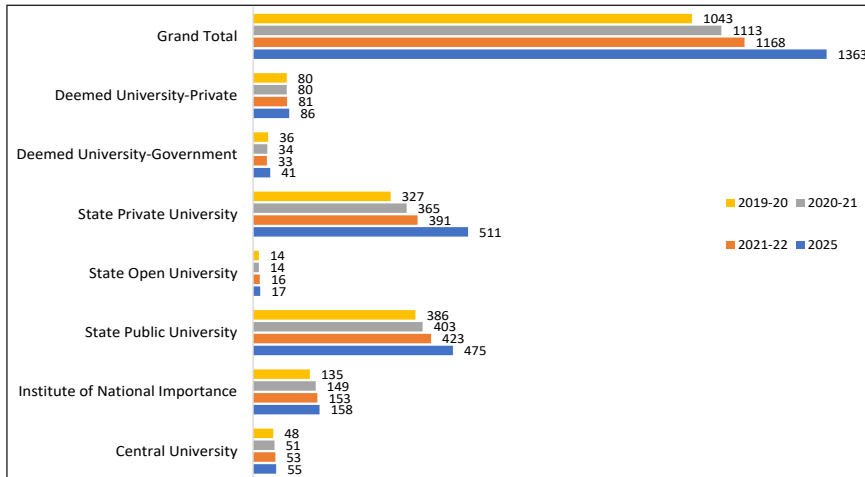


Figure 2: Total Enrolment of the Students from 2019-20 to 2021-22

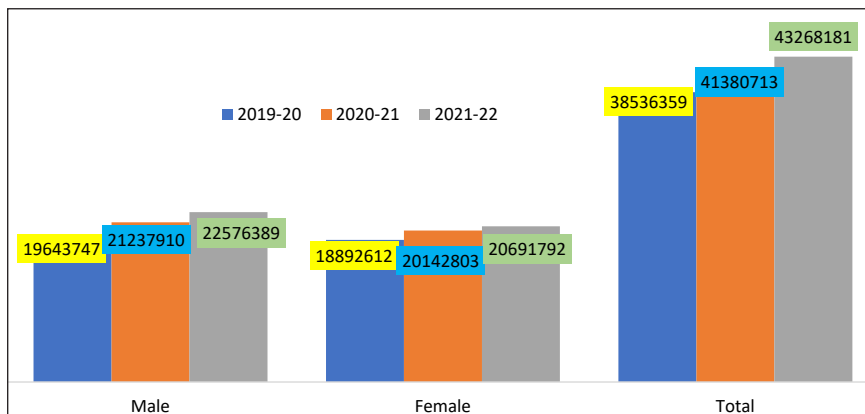
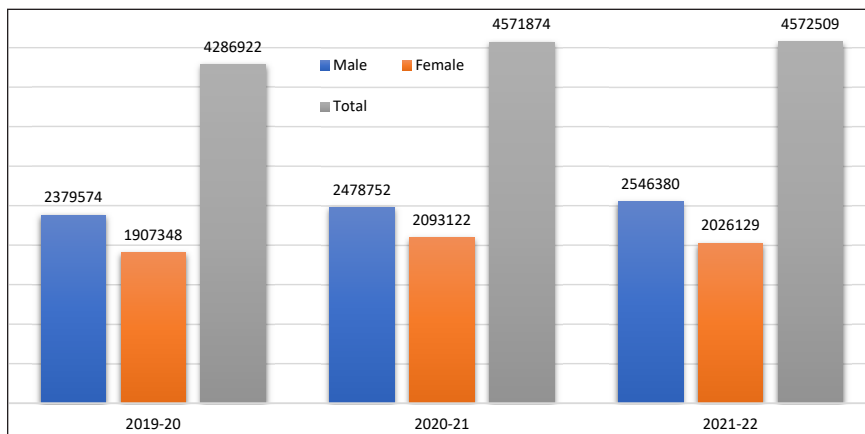


Figure 3: Enrolments of Non-regular Students in Higher Education



(Swayam Central, 2025b). All courses are categorised into the following categories :

1. Annual Refresher Programme in Teaching
2. Architecture and Planning
3. Design
4. Energy, Climate and Sustainability

5. Engineering and Technology
6. Health Sciences
7. Humanities and Arts
8. Law
9. Management & Commerce
10. Maths & Sciences
11. NPTEL Domain
12. School
13. Teacher Education

Further, ‘Humanities and Art’ is divided into the following subcategories:

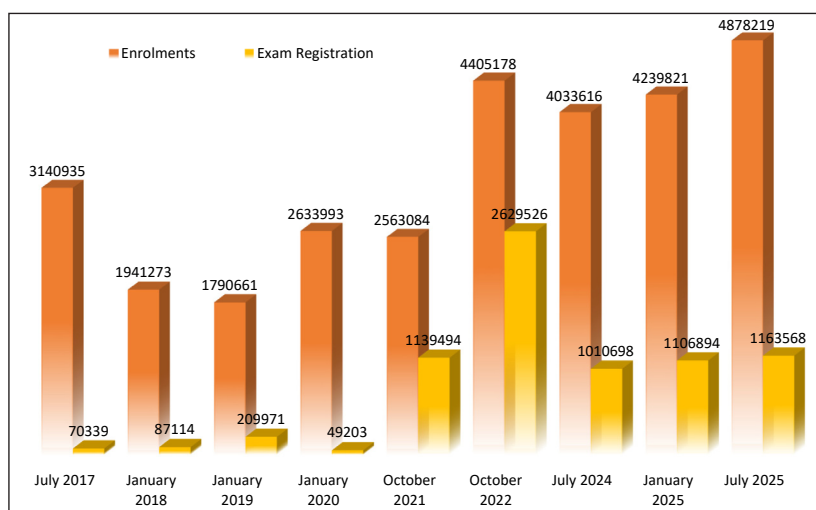
- Anthropology
- Arts
- Communications
- Economics
- English History
- Humanities and Social Sciences
- Journalism
- Language/Linguistics
- Philosophy
- Political Science
- Sociology

The courses are then divided into two phases: upcoming (enrolment open) and ongoing (enrolment closed). In this study, the enrolment status of the July 2025, for both is taken. A total of 374 courses have been taken from the ‘Humanities and Art’ domain of the SWAYAM portal, in which 308 courses were Ongoing (Enrolment closed), and 66 courses were Upcoming (Enrolment Open) type on 22 September, 2025. The main focus of this study is how the SWAYAM platform has contributed to improving access and participation in Humanities and Arts education. Further, it has been limited to the contribution of the Banaras Hindu University for the SWAYAM platform.

Table 4:Enrolment in the SWYAM Portal (*Swyam Central, 2025a*) (Shah, 2021)

Semester	Enrolments	Exam Registration	Certified
Jul-2017	3140935	70339	54132
Jan-2018	1941273	87114	66214
Jan-2019	1790661	209971	64916
Jan-2020	2633993	49203	32883
Oct-2021	2563084	139494	83266
Oct-2022	4405178	229526	88625
Jul-2024	4033616	1010698	639719
Jan-2025	4239821	1106894	714385
July-2025	4878219	1163568	-

Figure 4: Enrolment in the SWYAM Portal



Data is collected from SWAYAM Central portal for the July 2025 session only. Descriptive statistics is applied for the data analysis and tabulation with graphs is used to present the results.

Results

Objective 1: To State the Role of the SWAYAM Platform in Enhancing Access and Participation in Humanities and Arts by Active Enrolments.

A total of 374 courses have been taken from the ‘Humanities and Art’ domain of the SWAYAM portal in which total 81 universities

Methodology

This study follows a survey research design using secondary data analysis to explore the role of SWAYAM in expanding access to higher education, with a focus on the Humanities and Arts domain.

have contributed for this session, July 2025. Indira Gandhi National Open University, New Delhi is the highest contributor with 90 courses and 114617 enrolments maximum on both. Banaras Hindu University is next with 29 courses but

Table 5: Subject-wise Distribution of the Courses with Enrolments

Subject	Number of Courses	Total Enrolment	Average Enrolment	Minimum Enrolment	Maximum Enrolment
Humanities and Social Science	199	491,717	2,471	102	50,990
Arts	26	81,287	3,126	175	36,526
Language	64	68,161	1,065	60	12,095
Economics	25	41,340	1,654	455	6,106
Political Science	10	16,672	1,667	534	4,434
Sociology	20	15,275	764	265	1,704
History	10	12,686	1,269	277	3,484
Geography	4	8,074	2,018	970	2,730
Philosophy	7	7,439	1,063	294	3,273
Communications	3	5,420	1,807	294	4,392
Journalism	4	5,255	1,314	687	1,828

low in enrolments. The following contributors are IIT Madras (28), Aligarh Muslim University (23) and IIT Roorkee (20). After IGNOU, IIT Kanpur is second having 102133 enrolments in only 16 courses; IIT Kharagpur recorded 94226 enrolments in 19 courses, IIT Madras recorded 77389 enrolments in 28 courses.

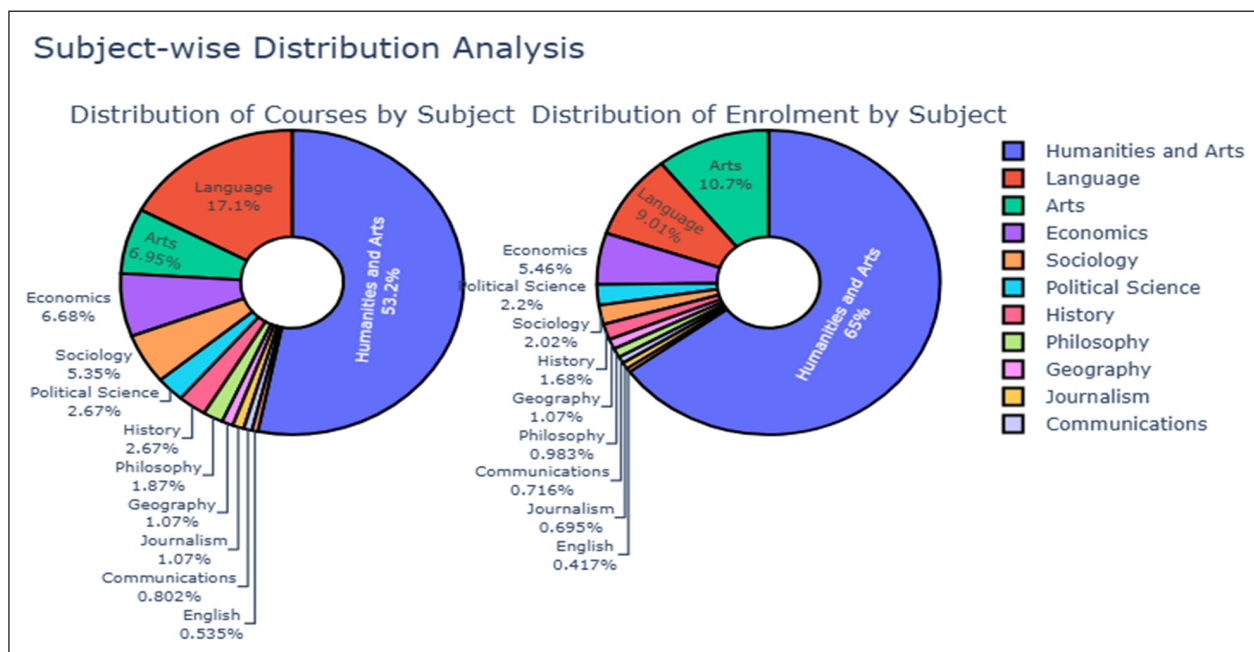
From the above table, it is clear that Humanities and Social Science lead with 199 courses and 491,717 total enrolments. Developing Soft Skills and Personality from the IIT Kanpur has the maximum enrolments in this category (Swayam Central, 2025). Arts have the highest average enrolment per

course 3,126 with only 26 courses of total 81,287 enrolments, in which Mind Education by Prof. Kim Soo Yoen is leading with 36,526 enrolments (Swayam Central, 2025). Language courses are 64 but have lower average enrolment 1,065. Economics shows strong performance with 25 courses and 41,340 total enrolments. Political Science has consistent enrolment with good average numbers 1,667. Other courses are contributing very little both in terms of courses and enrolments. Top 5 subjects come from the Humanities and Social Science (177), language (64), Arts (26), Economics (25) and sociology (20). The top 5 enrolment subject-wise come from

Table 6: Institution-wise Distribution of the Course and Enrolments

Institution	Number of Courses	Total Enrolment	Average Enrolment	Minimum Enrolment	Maximum Enrolment
Indira Gandhi National Open University, New Delhi	90	114,617	1,260	67	12,095
Banaras Hindu University	29	32,564	1,123	114	5,272
IIT Madras	28	77,389	2,764	265	22,979
Aligarh Muslim University	23	11,612	505	60	2,676
IIT Roorkee	20	74,975	3,749	287	28,771
IIT Kharagpur	19	94,226	4,959	253	30,208
IIT Kanpur	16	102,133	6,383	319	50,990
IIT Guwahati	14	34,758	2,483	402	7,260
Krishna Kanta Handiqui State Open University, Guwahati	13	17,800	1,369	201	4,684
Savitribai Phule Pune University, Pune	8	7,300	912	334	2,029

Figure 5: Course-wise and Enrolment-wise Distribution of Enrolments



Humanities and Social Science (491717), Arts (81287), Language (68161), Economics (41340) and Political Science (16672).

Then the institution-wise distribution of enrolments is represented in the following manner. Top 10 contributing universities are Indira Gandhi National Open University, New Delhi, Banaras Hindu University, IIT Madras, Aligarh Muslim University, IIT Roorkee, IIT Kharagpur, IIT Kanpur, IIT Guwahati, Krishna Kanta Handiqui State Open University, Guwahati and Savitribai Phule Pune University, Pune.

The above table indicates that IGNOU (Indira Gandhi National Open University) leads with 90 courses and 114,617 total enrolments. IIT institutions dominate the top rankings with high enrolment numbers like IIT Kanpur, which has the highest average enrolment per course 6,383 students, with 102133 enrolments only with 16 courses. Mind Education by Prof Kim Soo Yoen has

a single course with massive enrolment of 36,526 participants. Banaras Hindu University, Varanasi offers 29 courses with 32564 enrolments, which shows a moderate account in SWAYAM.

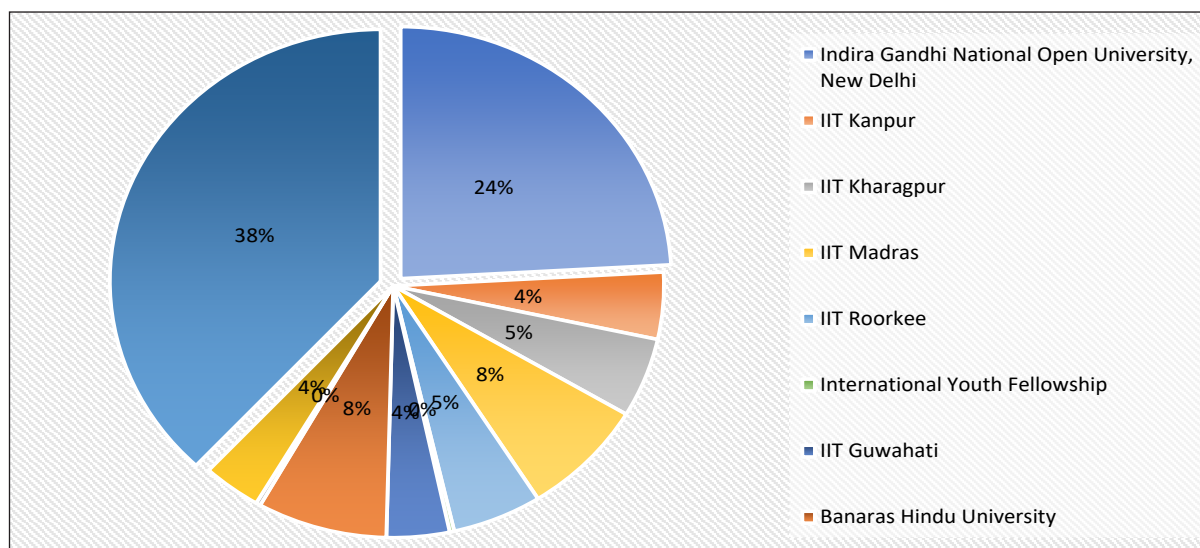
The courses available on the portal are divided by the target audience into UG, PG, UG/PG, Continuing education, Self-paced, Diploma and Certificate it-selves. There are 147 courses offered for undergraduate level, 77 courses for postgraduate level, 108 courses for both undergraduate and postgraduate level, 25 diploma courses, 11 certificate courses and 1 course on Mind Education by Prof Kim Soo Yoen is labelled as the continuing education.

Apart from this the maximum enrolment on the level wise distribution is for courses which are labelled as both undergraduate and postgraduate with 304,070 enrolments. Only undergraduate category has 264,980 enrolments, while only postgraduate category has 106,956 enrolments on the portal.

Table 7: Level-wise Distribution of the Enrolments

Level	Number of Courses	Total Enrolment	Average Enrolment	Minimum Enrolment	Maximum Enrolment
UG/PG	108	304,070	2,815	60	30,208
UG	147	264,980	1,803	102	50,990
PG	77	106,596	1,367	115	6,149
Continuing Education	1	36,526	36,526	36,526	36,526
Self-Paced	4	20,880	5,220	238	18,298
Diploma	25	16,765	671	67	2,044
Certificate	11	6,662	606	162	958

Figure 6: University-wise Distribution of the Courses



Objective 2: To State the Contribution of Banaras Hindu University in Promoting Humanities and Arts Courses through the SWAYAM Platform

In the category, Humanities and Arts of the SWAYAM portal, Banaras Hindu University offered total 29 courses in session July 2025, total 32,565 enrolments, maximum enrolled course is 20th Century Literary Criticism and Theory-I from the Department of English with 5272 enrolments. The Humanities and Social Science category has 14

courses, also the 15 courses are labelled for both for undergraduate and postgraduate levels.

A total of 15 departments, faculties or constituent colleges of BHU contributed to the category of Humanities and Arts in the July 2025 session on SWAYAM. Vasanta College for Women and Vasant Kanya Mahavidyalaya both offered 5 courses having more than 4000 enrolments each. After that faculty of Education make significant contribution by 4 courses with 2912 enrolments,

Table 7: Department/Faculty-wise Contribution in SWAYAM from BHU

Department/ Faculty	Total Courses	Total Enrolment	Maximum Enrolment	Minimum Enrolment
Vasanta College for Women	5	4599	1475	399
Vasant Kanya Mahavidyalaya	5	4103	1221	456
Faculty of Education	4	2912	1211	277
Department of English	3	6135	5272	369
Faculty of Arts	3	3463	3093	370
Department of Journalism and Mass Communication	1	4392	4392	4392
Department of Foreign Languages	1	1586	1586	1586
Department of Sanskrit	1	1312	1312	1312
Mahila Maha Vidyalaya	1	957	957	957
Department of Hindi	1	915	915	915
Faculty of Arts	1	704	704	704
Department of Museology	1	445	445	445
Department of Dharmashastra & Mimansa	1	175	175	175
Faculty of Commerce	1	114	114	114

Figure 7: Course Distribution of the BHU in SWAYAM

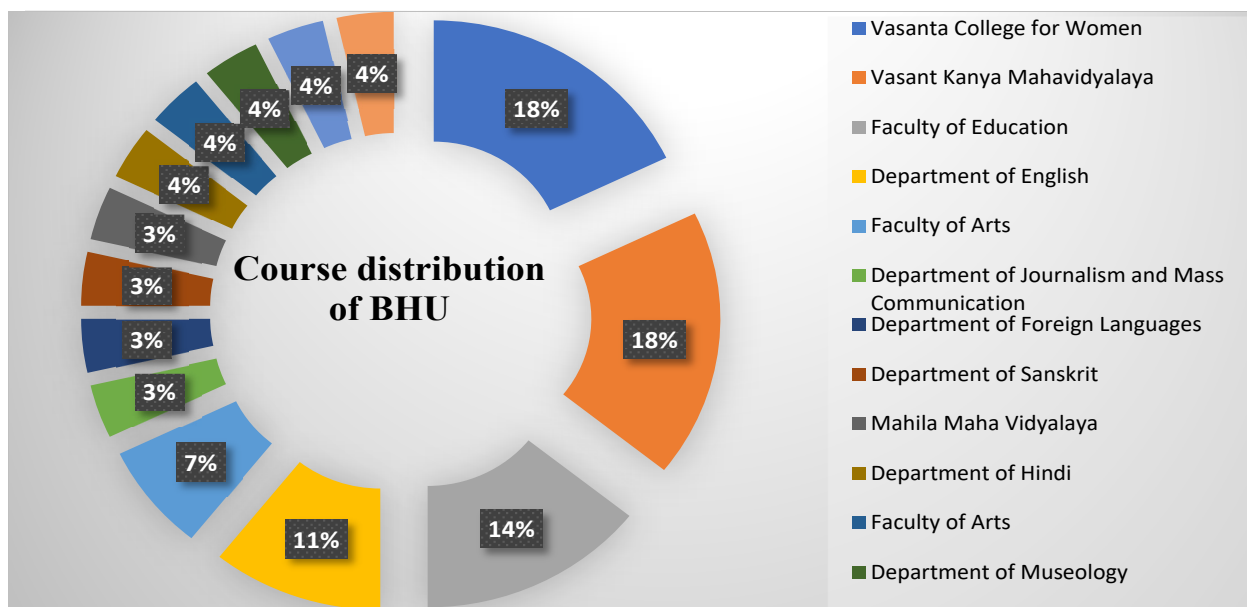
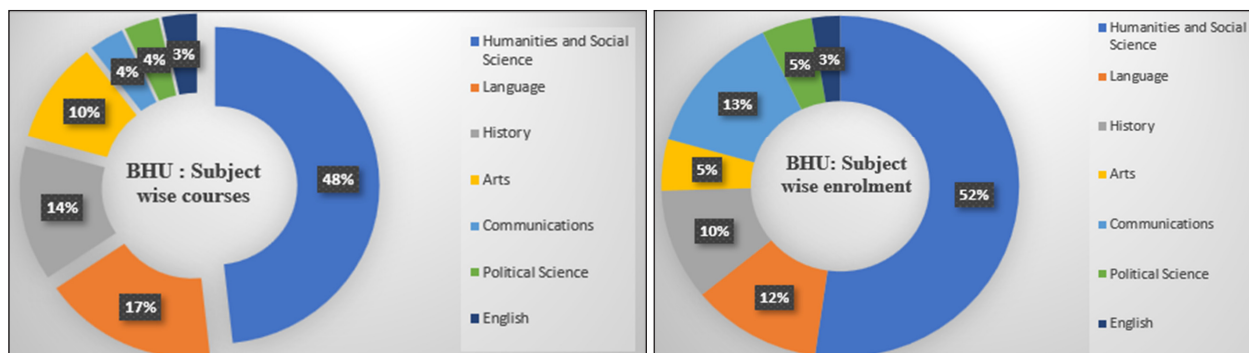


Table 8: Subject-wise Contribution of BHU in SWAYAM

Subject	Total Courses	Total Enrolment	Minimum Enrolment	Maximum Enrolment
Humanities and Social Science	14	17020	114	5272
Language	5	3841	277	1586
History	4	3410	627	1122
Arts	3	1584	175	915
Communications	1	4392	4392	4392
Political Science	1	1475	1475	1475
English	1	842	842	842

Figure 8: BHU's Subject-wise Courses and Enrolments in SWAYAM



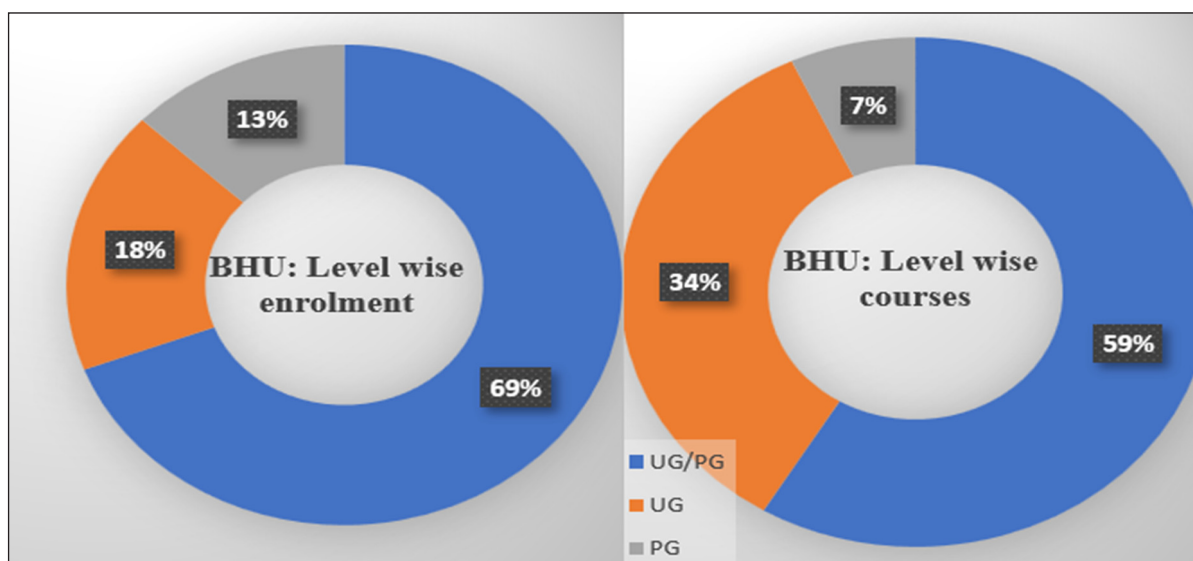
Department of English and the Faculty of Arts are next with 3 courses each and 6135 & 3463 enrolments respectively.

In the subject-wise distribution, Humanities and Social Science is the leading sub-category, having 14 courses with 17020 enrolments, of which

Table 9: BHU's Level-wise Courses and Enrolments

Level	Total Courses	Total Enrolment	Minimum Enrolment	Maximum Enrolment
UG/PG	17	22554	114	5272
UG	10	5795	277	856
PG	2	4215	1122	3093

Figure 9: BHU's Level-wise Courses and Enrolment



20th Century Literary Criticism and Theory-I from the Department of English with 5272 enrolments. Language is the next with 5 courses and 3841 enrolments, and after that, History follows with 4 courses and 3410 enrolments. The one communication subcategory course, Effective Communication Skills for Personal and Professional Development with 4392 enrolments, marks very efficiently in BHU's contribution.

The 17 courses are offered for both undergraduate and postgraduate by the BHU with 22554 enrolments. Undergraduate 10 courses from BHU record 5795 enrolments and postgraduate 2 courses record 4215 enrolments.

Discussion

Democratisation of Access

The expansion of SWAYAM has significantly contributed to the democratisation of higher education in the Humanities and Arts. The platform's low or no-cost structure, flexibility and recognition through credit transfer under the Academic Bank of Credits (*Swayam Central*, n.d.) have reduced barriers of entry for learners from diverse social and economic backgrounds. Data from the July 2025 session shows more than 49.2 lakh enrolments in Humanities and Arts courses with large participation from premier institutions such as IGNOU, IITs and BHU, reflecting that quality learning opportunities are no longer confined to elite university campuses but have become widely accessible. At the same time, disparities in enrolment patterns among disciplines such as high participation in Humanities and Social Sciences (4.9 lakh) compared to low enrolments in Philosophy (7,439) indicate that democratisation is uneven across subjects.

Regional and Linguistic Inclusion

SWAYAM's nationwide reach has enabled contributions from a wide range of institutions, including central universities, IITs and state open universities. The presence of universities like Krishna Kanta Handiqui State Open University Assam, alongside central institutions like BHU and IGNOU suggests regional diversity in content creation and access. However, the course data shows that enrolments are concentrated in institutions with national visibility (IITs), while regional universities contribute fewer courses and attract smaller enrolments. Moreover, despite the diversity

of subjects, languages, history, and philosophy, the dominance of English-medium instruction continues to limit accessibility for learners from rural and vernacular backgrounds. While some courses in Hindi and other Indian languages exist or the translation is provided in the subtitle for courses, they remain underrepresented compared to English-dominated offerings.

Career and Job Orientation

The enrolment distribution across Humanities courses reveals the coexistence of two learner motivations: career orientation and personal development for the job market. Courses such as Developing Soft Skills and Personality (IIT Kanpur, 50990 enrolments) and Effective Communication Skills (BHU, 4392 enrolments) reflect a strong career-oriented demand, emphasising employability and transferable skills. Conversely, courses in Philosophy, History and Literature, such as 20th Century Literary Criticism and Theory (BHU, 5272 enrolments) demonstrate learners' interest in intellectual enrichment, cultural literacy and academic progression. This dual orientation highlights the hybrid role of MOOCs in Humanities not only for job-market, but also supporting lifelong learning and personal development.

Conclusion

The analysis of SWAYAM's role in enhancing access to higher education, with a specific focus on Humanities and Arts, demonstrates its growing impact in democratizing learning opportunities. The platform has expanded participation by offering diverse courses, thereby bridging gaps caused by geographical, infrastructural and institutional limitations in the conventional higher education system. The data from the July 2025 session reflects that premier institutions such as IGNOU, IITs and BHU have played pivotal roles in enriching Humanities and Arts offerings, with notable enrolments across subjects like Humanities and Social Sciences, Arts, and Language.

However, this study also reveals uneven participation across disciplines and the continued dominance of English-medium instruction, which limits broader linguistic inclusion. At the same time, the coexistence of career-oriented courses like *Developing Soft Skills and Personality* and enrichment-oriented courses such as *20th Century Literary Criticism and Theory* highlights the dual

value courses in fostering both employability and intellectual growth.

Banaras Hindu University's contribution illustrates how traditional universities can leverage SWAYAM to promote academic diversity and reach new learners, though there remains scope to scale enrolments further. Overall, SWAYAM has emerged as a transformative instrument aligned with the objectives of the National Education Policy 2020 by promoting access, equity, and quality. Strengthening regional participation, expanding multilingual offerings, and ensuring balanced representation across disciplines will be crucial for sustaining and deepening its impact in the future.

Delimitation of the study

- This study is limited to the courses offered only in July 2025 cycle.
- This study is limited to the category of the Humanities and Arts in the SWAYAM.

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Invitation to Authors

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

Dr Sistla Rama Devi Pani, Editor

Teachers' Attitude towards Gender Inclusiveness in the Context of the NEP–2020: An Empirical Study

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Education plays a pivotal role in promoting well-being, equality, and social justice. Schools serve as crucial platforms for nurturing these values through quality and inclusive education. One essential dimension of this educational mission is imparting scientific knowledge and fostering awareness about reproductive health, gender equity, and inclusiveness—factors that contribute to reducing inequality and promoting peace, justice, and sustainable development.

Teachers stand at the centre of this transformative process. They are not only facilitators of learning but also vital implementers of governmental educational policies, schemes, and reforms (Ghosh & Deb, 2017). Their attitudes, beliefs, and practices profoundly shape the learning environment and influence how inclusivity is perceived and practised within classrooms. Empowering teachers with confidence in their decision-making and pedagogical autonomy enables them to effectively uphold gender inclusiveness, thereby fostering a learning atmosphere where every student—regardless of gender—can thrive (Sharma, 2019).

Despite the global commitment to inclusive education, as emphasised by initiatives such as the World Conference on Education for All (EFA, 1990), the goal of fully inclusive schooling remains partially unrealised. A primary barrier lies in the lack of adequately trained and sensitised teachers (Jana & Halder, 2018). Teachers' awareness and attitudes toward inclusivity and gender equity significantly influence students' understanding and acceptance of these concepts (NCERT, 2005). Hence, it is imperative that teachers recognise and believe in their ability to foster inclusivity across genders within the education system (Sharma, 2019).

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Inclusive education today transcends the narrow focus on special needs to encompass all forms of diversity, including gender. It represents a multidimensional framework that values difference, promotes equity, and upholds the principles of human rights and social justice. It integrates both the social model of disability and the socio-political model of education, emphasizing participation, representation, and fairness (Roy, Saha, & Maji, 2017).

In alignment with the National Education Policy (NEP) 2020, which underscores equity, inclusion, and gender sensitivity as guiding principles of educational reform in India, this study seeks to explore teachers' attitudes toward gender inclusiveness in schools (Das & Barman, 2024). By examining these attitudes, the study aims to contribute to the broader discourse on inclusive education and provide insights into how educators can strengthen gender-responsive practices that support equitable learning opportunities for all students.

Need and Significance of the Study

Understanding teachers' attitudes toward gender inclusiveness is essential for cultivating educational environments that respect and value diversity. Teachers play a pivotal role in shaping students' perceptions of gender roles, norms, and identities, which profoundly influence both their academic and social development. A gender-inclusive approach in education ensures that all learners—irrespective of their gender identity or expression—have equitable access to learning opportunities and are treated with dignity and respect.

Teachers who actively address gender biases and stereotypes can create more equitable and engaging classroom environments. Their attitudes directly affect students' sense of belonging, safety, and comfort in expressing their gender identity and interacting within diverse social contexts. Conversely, when teachers hold biased or exclusionary views, students may experience marginalisation, reduced participation, and diminished well-being.

Research consistently highlights that gender-inclusive teaching practices enhance students' academic engagement, motivation, and performance. Educators who challenge traditional gender norms and embrace diversity tend to foster more dynamic, interactive, and learner-centred pedagogies that benefit all students. Moreover, self-awareness among teachers regarding their own gender-related biases is critical in preventing discrimination, harassment, and exclusion.

By promoting respect, acceptance, and empathy, teachers can help build safer and more inclusive school environments. The insights derived from this study are particularly significant within the framework of NEP 2020, which emphasises transforming Indian education into an equitable, inclusive, and holistic system. Understanding and addressing teachers' attitudes toward gender inclusiveness will not only advance policy implementation but also contribute to achieving the larger goal of equality and social justice in education.

Review of Related Literature

Avramidis and Norwich (2002) discovered that most mainstream and special education teachers who were not already engaged in inclusion programs had strong, unfavourable views regarding inclusion and believed that decision makers were out of touch with classroom reality. In another study by Reddy and Sujathamalini (2005), school instructors had moderate and low attitudes and awareness, as well as moderate skills, regarding the integration of children with disabilities in conventional classrooms. Midikana, Ntshangase, and Mayekiso (2007) performed a study to determine pre-service instructors' opinions regarding inclusive education. The results showed that the selected participants had overall pleasant learning experiences. According to Bansal (2013), male instructors, urban teachers, and private teachers held more positive sentiments about female teachers, rural teachers, and government teachers. However, the experience had little effect on the attitudes of elementary school instructors. Chavhan (2013) indicated that there were considerable disparities in attitudes toward inclusive education. Female student teachers exhibited more favorable sentiments toward inclusive education than male student teachers. Student teachers' views toward inclusive education were unaffected by their caste or area. Ramakrishnarao (2013)

showed that elementary school teachers have a positive attitude toward universal education. Primary school teachers' attitudes toward inclusive education varied significantly by gender, locality, age, educational status, and teaching experience. Kaur and Kaur (2015) revealed that there was no significant difference in views toward inclusive education between male and female instructors, but there was a significant difference based on school location. Guria and Tiwari (2016) revealed that male and female instructors have significantly different views about inclusive education, with statistically significant gender differences indicating that male teachers are more favorable about inclusion than female teachers. In the study by Parkash and Hooda (2016), secondary school teachers, female primary and secondary school teachers, and urban primary and secondary school teachers all had more positive attitudes than primary school teachers, male primary and secondary school teachers, and rural primary and secondary school teachers. The findings of Paramanik and Barman (2018), there is a considerable disparity in attitudes toward inclusive education among rural and urban instructors. This survey also found that male and female secondary school instructors have similar sentiments regarding inclusive education.

A notable research gap exists regarding teachers' attitudes towards gender inclusiveness, particularly in the context of primary and secondary education. While there is some existing research on this topic, there remains a lack of comprehensive understanding regarding the factors influencing teachers' attitudes towards creating gender-inclusive learning environments. Specifically, there is limited research exploring how teachers' own gender identities, educational backgrounds, cultural beliefs, and professional experiences shape their attitudes towards addressing gender diversity in the classroom. Therefore, there is a need for more empirical studies examining the effectiveness of specific interventions and strategies aimed at promoting positive attitudes and behaviours among teachers towards gender inclusiveness.

Research Question

RQ: What is the status of teachers' attitude towards gender inclusiveness in schools?

Research Objectives

The following objectives were constructed for the study:

O₁: To study the status of teachers' attitudes towards gender inclusiveness in schools.

O₂: To find out the attitude of male school teachers and female school teachers towards gender inclusiveness in schools.

O₃: To find out the attitude of school teachers in boys' schools and school teachers in girls' schools towards gender inclusiveness in schools.

O₄: To explore the attitude of rural school teachers and urban school teachers towards gender inclusiveness in schools.

Hypotheses of the Study

The following hypotheses were framed for the study:

H₀₁: There is no significant difference between male school teachers and female school teachers regarding their attitude towards gender inclusiveness in schools.

H₀₂: There is no significant difference between the school teachers in boys' schools and school teachers in girls' schools regarding their attitude towards gender inclusiveness in schools.

H₀₃: There is no significant difference between rural school teachers and urban school teachers regarding their attitude towards gender inclusiveness in schools.

Delimitations of the Study

This study was specifically delimited to the following parameters:

- The study focused solely on boys' schools and girls' schools.
- Only secondary school teachers were included.
- The research was confined to institutions under the West Bengal Board of Secondary Education (WBBSE).
- Only Kolkata, Howrah, and South 24 Parganas districts were taken in the state of West Bengal.

Research Methodology

Descriptive survey research was adopted to analyse the quantitative data in this study. An empirical research design was employed. Thirty secondary schools and 265 secondary school teachers (135 from boys' schools, 130 from girls' schools; 130 rural teachers, 135 urban teachers;

105 male teachers, and 160 female teachers) were randomly selected from West Bengal. In the present study, the investigators considered two types of variables. The first variable was attitude towards gender inclusiveness, which was a major variable and the second variables were gender (male & female), type of school (boys & girls), and location (rural & urban), which were categorical variables. A close-ended, self-structured questionnaire with 20 items on a three-point Likert scale was used to collect data. The response categories were Agree, Neutral, and Disagree. Twelve items were positive (scored as Agree-3, Neutral-2, and Disagree-1) and eight items were negative (scored as Agree-1, Neutral-2, and Disagree-3). The investigators used a standardized tool, the Teachers' Attitude Scale towards Gender Inclusiveness (TASTGI), developed by the researchers. Data were collected through a field survey. Analysis was conducted using descriptive statistics (mean, standard deviation, percentile) and inferential statistics (independent-samples t-test at a 0.05 level of significance) with SPSS 20. Graphical representations, including pie charts and bar graphs, were created using MS Excel 2007.

Results of the Study

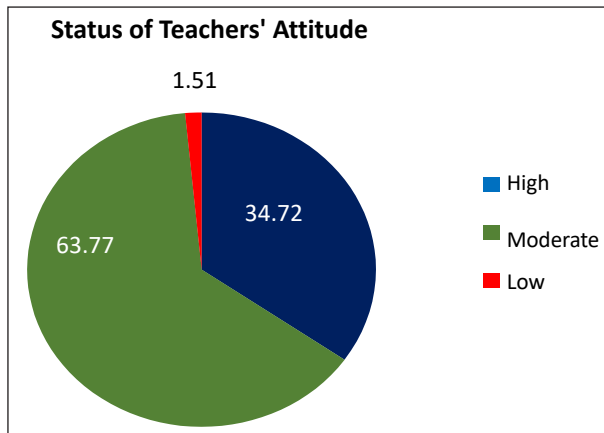
Table 1: Percentile Status for Teachers' Attitude towards Gender Inclusiveness

Percentiles	Raw Scores	No. of Teachers	Percentage	Levels of Attitude towards Gender Inclusiveness
P75 & Above	51 & Above	92	34.72	High
P25 to P75	41 to 50	169	63.77	Moderate
P25 & Below	40 & Below	4	1.51	Low
Total		265	100	

Table 1 and Figure 1 revealed that 34.72% of the participants (92 school teachers) had the attitude of high level of gender inclusiveness, 63.77% of the participants (169 school teachers) had the attitude of moderate level of gender inclusiveness and 1.51% participants (4 school teachers) had the attitude of low level of gender inclusiveness.

Testing of H₀₁: There is no significant difference between male school teachers and female

Figure 1: Pie Chart for Status of Teachers' Attitude towards Gender Inclusiveness



school teachers regarding their attitude towards gender inclusiveness in schools.

Table 2 revealed a non-significant mean difference between the male school teachers and female school teachers on their attitude towards gender inclusiveness with $t(263) = 0.23, p > .05$. Table 2 & figure 2 showed that male school teachers exhibited higher attitude scores on gender inclusiveness ($M = 48.86, SD = 4.02$) compared to the female school teachers ($M = 48.75, SD = 3.62$). Therefore, the null hypothesis (H_{01}) was not rejected.

Testing of H_{02} : There is no significant difference between the school teachers in boys' schools and school teachers in girls' schools regarding their attitude towards gender inclusiveness in school.

Figure 2: Bar Graph for Mean & Std. Deviation Score of Teachers in Boys' Schools and Teachers in Girls' Schools Regarding Their Attitude towards Gender Inclusiveness in Schools

Figure 2: Bar Graph for Mean & Std. Deviation Score of Male Teachers' and Female Teachers' Attitude towards Gender Inclusiveness in Schools

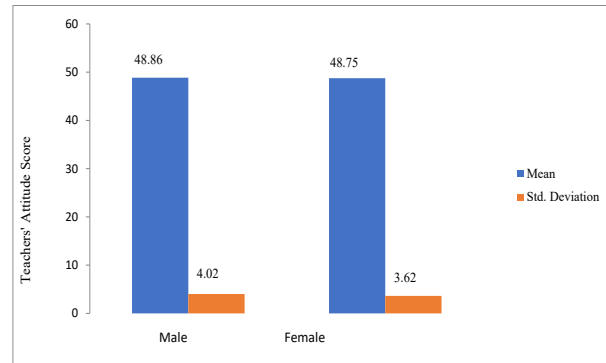


Table 3 revealed non-significant mean difference between the teachers in boys' schools and teachers in girls' schools on their attitude towards gender inclusiveness with $t(263) = 0.52, p > .05$. Table 3 & figure 3 showed that teachers in boys' schools exhibited higher attitude score on gender inclusiveness ($M = 48.91, SD = 3.97$) compared to the teachers in girls' schools ($M = 48.67, SD = 3.57$). Therefore, the null hypothesis (H_{02}) was not rejected.

Testing of H_{03} : There is no significant difference between rural school teachers and urban school teachers regarding their attitude towards gender inclusiveness in schools

Table 4 revealed a non-significant mean difference between the rural school teachers and urban school teachers on their attitude towards gender inclusiveness with $t(263) = 0.49, p > .05$. Table 4 & figure 4 showed that male school teachers exhibited higher attitude scores on gender inclusiveness ($M = 48.68, SD = 3.89$) compared to the female school teachers ($M = 48.90, SD = 3.67$). Therefore, the null hypothesis (H_{03}) was not rejected.

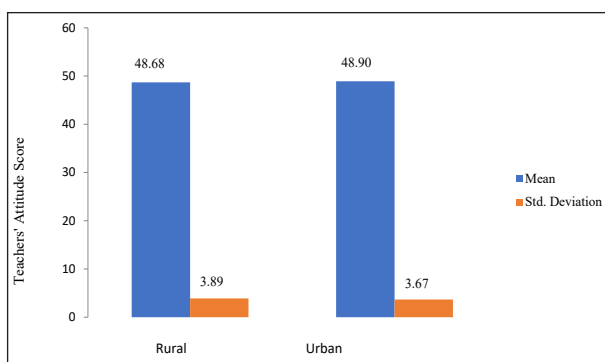
Table 2: Mean Comparison of Teachers' Attitude towards Gender Inclusiveness based on Gender

Gender	N	M	SD	Mean Difference	SED	t(263)	p	Result
Male	105	48.86	4.02	0.11	0.48	0.23*	.82	Not significant at .05 level*
Female	160	48.75	3.62					

Table 3: Mean Comparison of Teachers' Attitude towards Gender Inclusiveness Regarding Type of School

Type of School	N	M	SD	Mean Difference	SED	t(263)	p	Result
Boys	135	48.91	3.97	0.24	0.46	0.52*	.60	Not significant at .05 level*
Girls	130	48.67	3.57					

Figure 4: Bar Graph for Mean & Std. Deviation Score of Rural Teachers' and Urban Teachers' Attitude towards Gender Inclusiveness in Schools



Findings at a Glance

The findings of the study were:

- The majority of school teachers exhibited a moderate to favorable attitude towards gender inclusiveness. A smaller proportion of teachers demonstrated low or unfavorable attitudes, while a few showed highly positive and most favorable attitudes. This indicates that, overall, teachers hold a generally supportive but not uniformly strong attitude toward gender-inclusive practices.
- The analysis revealed only a marginal difference in the mean attitude scores between male and female teachers. This suggests that both male and female teachers hold similar and equitable perspectives regarding gender inclusiveness, reflecting a balanced understanding of gender equality in the educational context.
- The mean attitude score of teachers working in boys' schools was found to be higher than that of teachers in girls' schools. This indicates that teachers in boys' schools exhibited a more positive attitude towards gender inclusiveness, possibly reflecting a greater awareness or engagement with gender equality initiatives in mixed or male-dominated settings.
- The study found that rural school teachers had a higher mean attitude score compared to urban school teachers. This finding suggests that rural teachers demonstrated a more positive attitude

towards gender inclusiveness than their urban counterparts, potentially highlighting differences in community engagement, cultural context, or implementation of NEP 2020 directives at the grassroots level (Das & Das, 2024).

Discussion and Conclusion

The findings of the study indicate that both male and female school teachers exhibited similar attitudes toward gender inclusiveness, as the difference in their mean scores was marginal. This suggests that teachers, irrespective of gender, share a comparable understanding of and commitment to gender equity in education. Teachers in boys' schools demonstrated a slightly more positive attitude toward gender inclusiveness compared to those in girls' schools, while rural teachers exhibited more favourable attitudes than their urban counterparts. Overall, the majority of teachers reflected moderate to fair attitudes toward gender inclusiveness, with fewer showing either highly favourable or unfavourable attitudes.

These findings are consistent with the observations of Midikana, Ntshangase, and Mayekiso (2007), who also reported no significant gender-based differences in teachers' attitudes toward inclusiveness. However, the results differ from Chavhan (2013) and Guria and Tiwari (2016), who found that male teachers held more positive attitudes than female teachers. Similarly, the current study's conclusion that there was no significant difference between teachers in boys' and girls' schools aligns with Chanda and Behera (2018) but contrasts with the findings of Bhakta and Shit (2016), who noted differences in school-type-based attitudes. Regarding location, the present findings diverge from Paramanik and Barman (2018), who found disparities between rural and urban teachers. The moderate and friendly attitudes observed among most participants are consistent with Parkash and Hooda (2016), but differ from Reddy and Sujathamalini (2005), who reported more polarized views.

The study thus reveals that secondary school teachers generally hold positive and inclusive

Table 4: Mean Comparison of Teachers' Attitude towards Gender Inclusiveness based on Location

Location	N	M	SD	Mean Difference	SED	t(263)	p	Result
Rural	130	48.68	3.89	0.23	0.46	0.49*	.62	Not significant at .05 level*
Urban	135	48.90	3.67					

attitudes toward gender equality within the framework of school education. The similarity in attitudes across gender, school type, and location highlights a growing awareness and acceptance of inclusive values among educators. This trend aligns closely with the vision of the National Education Policy (NEP) 2020, which emphasizes the creation of an equitable and inclusive education system that ensures equal access and participation for all learners, regardless of gender or background (Das & Barman, 2023).

However, the findings also suggest that while teachers demonstrate awareness and moderate support for gender inclusiveness, more active engagement and practical implementation are needed. To strengthen gender inclusiveness in schools, it is crucial to enhance teachers' capacity through training programs, sensitisation workshops, and policy-oriented awareness campaigns. Teachers should be empowered to integrate gender-responsive pedagogy into their classroom practices, thereby fostering environments where every student—regardless of gender identity or expression—feels respected and valued.

Moreover, the effective realisation of gender inclusiveness requires institutional and systemic support. Educational institutions must ensure the provision of safe and equitable infrastructure, including separate hostel facilities, gender-sensitive sanitation, and hygiene provisions. Collaboration among teachers, administrators, policymakers, and government bodies is essential to sustain an inclusive culture that upholds the principles of equality and justice envisioned by NEP 2020 (Das & Barman, 2023).

In conclusion, the study underscores that teachers play a pivotal role in translating the ideals of NEP 2020 into classroom realities. Their generally positive attitude toward gender inclusiveness reflects readiness for inclusive reforms but also highlights the need for continuous professional development and institutional backing. Gender inclusiveness is not merely a policy directive—it is a moral and educational imperative. Promoting inclusivity in schools ensures that all students, irrespective of gender, have equal opportunities to learn, participate, and succeed. Therefore, a collective and sustained effort is essential to build a truly inclusive education system—one that

embodies the spirit of equity, diversity, and holistic development envisioned in NEP 2020.

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AIU Publication on

IMPLEMENTING NATIONAL EDUCATION POLICY—2020: A ROADMAP

By

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

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

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Visionary Leadership

Ananya Mukherjee, Vice Chancellor, Shiv Nadar University, Delhi delivered the Convocation Address at the 33rd Convocation Ceremony at KMC Greens, Manipal on November 21, 2025. She said, “Please think today what your contribution to that Vikas would be. Which heights do you want to steer our nation to? How will you bring together algorithms and ethics? How will neural networks and human networks collaborate? How will that new India unfold? Think of that today, think of yourselves as active leaders of that change, and not as passive recipients.” Excerpts

Congratulations! It is such an honour to stand amidst all of you at this momentous occasion to see a new cohort of exceptional talent make its way to the world. Congratulations to all parents, families, and friends who have stood by you to make this day happen. And of course, it is a day of much pride for the professors who have taught you and guided your research, as well as the institution that has nurtured all of you to ensure your success.

I am particularly delighted to have received this invitation to be with you today. As you know, your institution and Shiv Nadar University, Delhi-NCR, are two of the only four private institutions to have been designated as Institutions of Eminence. India has produced great visionaries who gave birth to both institutions. The respective families are leading families of the country who have chosen to give the gift of education to generations of Indians. I am also a great admirer of the leadership of MAHE – I have enjoyed every opportunity to interact with Professor Dr Venkatesh, one of the most respected Vice Chancellors in the country.

Today, the institution is graduating professionals in Medicine, Engineering, Health Professions, Hotel Management, Dental, Nursing, Pharmaceutical Sciences, Information Sciences, Communication, Management, Life Sciences, Public Health, Architecture, and PhD. It is truly gratifying to see what the efforts of dedicated educational leaders and visionaries, along with the commitment of hundreds of families from across India, can yield.

As newly graduated professionals in your fields, you have a great responsibility as you step into a world transforming so rapidly. The boundaries between human capability and machine intelligence are disappearing with alarming speed in front of our very eyes. I want to spend a few minutes talking about the change. While everyone agrees that this

shift can generate tremendous human benefit, there are also concerns about the negative impact it can have. I want to refer to three recent Nobel Laureates who won Nobel Prizes in AI and AI-related fields. First, let me talk about Geoffrey Hinton, often referred to as the father of AI and a pioneer of the neural network.

“This new form of AI excels at modelling human intuition. It will enable us to create highly intelligent and knowledgeable assistants who will increase productivity in almost all industries. If the benefits of the increased productivity can be shared equally, it will be a wonderful advance for all humanity. Unfortunately, the rapid progress in AI comes with numerous short-term risks. There is also a longer-term existential threat that will arise when we create digital beings that are more intelligent than ourselves.”

Nobel Laureate Demis Hassabis, the CEO of Google DeepMind, has spoken of ‘radical abundance’. He imagines a world where disease can be eradicated with the power of AI. His Alphaphold breakthrough, for which he won the Nobel Prize, was for the development of an AI model that accurately predicts the 3D structure of proteins – apparently, it read the structure of 200 million proteins. But Hassabis is also worried about the misuse of AI. He emphasises the need for international cooperation and “smart regulation” to navigate these challenges safely. Nobel Laureate Daron Acemoglu, an Institute Professor at MIT, has long studied the impact of technology in society, particularly modelling the large-scale adoption of innovations. Professor Acemoglu expressed a clear concern with the AI hype, which is channeling investments into one kind of AI.

He is concerned about the ‘AI hype’. “I think that hype is making us invest badly in terms of

the technology, and many businesses are being influenced too early, without knowing what to do.

“The faster you go, and the more hype you have, that a course correction becomes less likely,” Acemoglu says. “It is very difficult, if you are driving 200 miles an hour, to make a 180-degree turn.”

What does all of this tell us? Deriving the maximum benefit for the maximum people from AI is a social mission we must all embrace. All of you will have to lead this mission. You are going out into the world with enormous talent, a world-class education, and a nation as dynamic as ours: to all of this, please add your spirit full of empathy. Bring your hearts, minds, souls, spirit, and intellectual prowess all together. Ensure that AI’s extraordinary power serves the maximum benefit of the maximum number of people.

Every day, we hear some staggering numbers:

300 M jobs transformed, 97M new jobs created. By 2026, the electricity consumption of data centres is expected to approach 1,050 terawatt-hours (making it close to the power consumption of entire countries like Japan – this is only one impact of Gen AI).

But on the other hand, the time to drug discovery may be shortened dramatically, more people may have access to personalised medicine, and the benefit of education may spread to people in unimaginable ways. The key here is to remember two things:

- the goal is the maximum benefit for all, including nature;
- the magic lies not in humans or machines alone but in the collaboration between the two.

The Power of Collaboration: Humans and Machines

The prevailing narratives often position AI as either saviour or destroyer, replacement or threat. Both extremes miss the power of collaboration. You

have been nurtured in an institution that is situated in the ethos of service to society.

Most importantly, never delegate your judgment. Leverage all the powers of AI and computational techniques to inform decisions, not make them. Do not let go, but reserve moral choices for human wisdom.

Viksit Bharat

We have now come to share a vision of *Viksit Bharat* – a developed India by 2047. Only 20 years from now, you will be world-renowned professionals, innovators, scholars, and leaders in that new world.

Please think today what your contribution to that *Vikas* would be. Which heights do you want to steer our nation to? How will you bring together algorithms and ethics? How will neural networks and human networks collaborate? How will that new India unfold? Think of that today, think of yourselves as active leaders of that change, and not as passive recipients.

Let me conclude remembering Rabindranath Tagore, who in one of his poems invited all our souls to awaken on the shores of the sea of a great humanity that is India. On this very momentous occasion of your journey that you begin as leaders of a *Viksit Bharat*, let us invite each other once again to the ever-expanding shores of India’s great humanity. Let that be your guide.

Be bold and define what it is to be human in this evolving algorithmic age.

May you create a legacy that honours the education you have received and the values this prestigious institution represents. And may you always remember that you belong here - this is your intellectual home, now and forever. Let me say once more how grateful I am to this great institution, its founders, its patrons, and its leadership for giving me this opportunity to speak to you today.

Thank you. □

CAMPUS NEWS

Workshop on Greening Your Research

The one-day Workshop on ‘Greening Your Research: Sustainable Practices in Academia’ was jointly organised by the Department of Education Library and the Department of Social Work Library, Delhi University Library System (DULS), University of Delhi, and The Energy and Resources Institute (TERI) on January 16, 2026. The event began with opening remarks by Ms. Jyoti Sharma, Assistant Librarian, Department of Social Work Library, DULS, who set the tone by outlining the objectives and relevance of the programme. This was followed by addresses from the patrons of the workshop, Dr. Susmita Lakhyani, Head and Dean, Department of Education, and Dr. Sanjoy Roy, Head, Department of Social Work and Dean, Faculty of Social Sciences, who emphasised the role of higher education institutions in promoting sustainability.

The Chief Guest, Dr. Rajesh Singh, University Librarian, Delhi University Library System, appreciated the initiative and highlighted the evolving role of libraries in supporting sustainable academic practices. He discussed various green initiatives undertaken by DULS, such as the increased procurement of e-books, the DU e-Library, and the research support service *Shodhsarathi*, as significant steps towards promoting green research.

The keynote speaker, Dr. P K Bhattacharya, Director, Knowledge Resource Centre and EIACP Coordinator, TERI, provided an overview of the growing CO₂ emission rates and referred to India’s commitment announced at COP-26 to achieve Net Zero greenhouse gas emissions by 2070. He elaborated on Mission LiFE (Lifestyle for Environment), its concept, importance, and the opportunities it presents for green research. He also discussed sustainable research processes, key areas of green research in the social sciences, government initiatives, and institutional mechanisms supporting sustainability.

Dr. Reeta Sharma, Fellow, TERI, shared valuable insights on sustainable research practices, highlighting the use of digital tools to reduce environmental impact. She also addressed energy-efficient technologies, e-waste management, and

strategies for minimising the use of physical and energy resources in academic research.

Another speaker, Ms. Taru Mehta, Senior Fellow and Associate Director, Environment Education and Awareness Division, TERI, spoke on ‘Education for Sustainable Development (ESD)’. She discussed global and national frameworks and policies related to ESD, the importance of greening research in education and social work, and the integration of sustainability, environmental justice, and social responsibility into research. She also made participants aware of TERI’s experiential learning programmes and highlighted challenges and barriers in integrating sustainability.

The event witnessed active participation from faculty members, research scholars, and students from both departments of the University of Delhi. The programme concluded with a vote of thanks proposed by Dr. Manpreet Kaur, Assistant Librarian, Department of Education Library (DULS), who expressed gratitude to the guests, speakers, organisers, and participants.

International Conference on Intelligent Systems and Embedded Design

A three-day International Conference on ‘Intelligent Systems and Embedded Design’ is being organised by the Department of Computer Science and Engineering, National Institute of Technology Warangal from December 18-20, 2026. The event aims to foster collaborative endeavours and unveil cutting-edge research that can further drive innovation and development in the interdisciplinary domains of high-performance/low-power circuits, algorithms, electronics, embedded systems, AI chips, and SoC technology, etc. It serves as a premier platform for researchers, academics, professionals, and industry experts to converge and exchange knowledge, ideas, and experiences in intelligent systems and embedded design. The Tracks of the event are:

Track 1: *Embedded AI and Machine Learning*

- Deep learning applications for embedded systems;
- Real-time machine learning on edge devices;

- Efficient algorithms for embedded AI;
- Neural network optimization for resource-constrained devices;
- Edge computing and distributed learning in embedded systems;
- Hardware accelerators for AI inference on embedded platforms;
- Explainable AI for embedded systems;
- Federated learning on edge devices;
- Transfer learning in resource-constrained environments;
- Adaptive learning algorithms for dynamic embedded systems;
- Energy-efficient training strategies for embedded AI models; and
- Benchmarking and performance evaluation of embedded ML models.

Track-2: IoT and Sensor Networks

- Integration of intelligent sensors in embedded systems;
- Energy-efficient communication protocols for IoT devices;
- Security and privacy in embedded IoT networks;
- Edge computing for IoT data processing;
- Sensor fusion and data analytics in embedded systems;
- Wireless sensor networks for smart environments;
- Edge-based anomaly detection in IoT networks;
- Low-power communication protocols for sensor networks;
- Cognitive IoT: Learning and adapting IoT devices;
- Edge-based data aggregation and compression techniques;
- Blockchain for securing IoT transactions; and
- Energy harvesting techniques for IoT devices.

Track-3: Embedded Systems Security

- Secure boot and firmware update mechanisms;
- Hardware-based security for embedded devices;
- Intrusion detection and prevention in embedded systems;
- Cryptographic techniques for securing embedded communications;

- Trustworthy computing in resource-constrained environments;
- Security challenges in the Internet of Things (IoT) devices;
- Side-channel attack mitigation in embedded systems;
- Post-quantum cryptography for embedded security;
- Hardware Trojan detection and prevention;
- Secure bootstrapping and attestation in IoT devices;
- Biometric authentication in embedded systems; and
- Security-aware design methodologies for embedded systems.

Track 4: Robotics and Autonomous Systems

- Intelligent control systems for robots;
- Embedded vision and perception for autonomous robots;
- Swarm robotics and collaborative embedded systems;
- Human-robot interaction in embedded environments;
- Navigation and mapping algorithms for autonomous systems;
- Safety and reliability in embedded robotic systems;
- Explainable decision-making in autonomous systems;
- Human-aware navigation for robots;
- Swarm intelligence and optimization in robotic networks;
- Embedded systems for medical and healthcare robotics;
- Adaptive learning for robotic task optimization; and
- Ethical considerations in the deployment of autonomous systems.

Track 5: Edge Computing and Fog Computing

- Architecture and design of edge/fog computing systems;
- Edge-based analytics and decision-making;
- Resource management and optimisation in edge/fog computing;

- Latency-aware applications for edge devices;
- Edge intelligence for real-time data processing;
- Case studies of successful edge computing implementations;
- Edge-based machine learning model deployment strategies;
- Adaptive resource allocation in fog computing;
- Edge-based data preprocessing and filtering techniques;
- Edge/fog computing for real-time video analytics;
- Integration of edge computing with cloud services; and
- Energy-efficient algorithms for edge device communication.

Track 6: *Emerging Technologies in Embedded Systems*

- Quantum computing for embedded applications;
- Neuromorphic computing in embedded systems;
- Bio-inspired algorithms for embedded devices;
- 5G and beyond for embedded communication;
- Augmented reality and embedded systems;
- Integration of blockchain in intelligent embedded systems;
- Edge quantum computing applications;
- Neuromorphic hardware design for embedded AI;
- Bio-inspired sensor networks and algorithms;
- Integration of AI and 5G technologies in embedded systems;
- Edge-based augmented reality applications; and
- Robustness and security considerations in blockchain-enabled embedded systems.

Track 7: *Drone Technologies and Applications*

- Autonomous navigation and obstacle avoidance for drones;
- Real-time embedded vision processing in drone applications;
- Energy-efficient algorithms for drone flight control;
- Swarming and collaborative behaviors in drone networks;
- Embedded systems for aerial mapping and surveying;

- Security and privacy considerations in drone communication;
- Edge computing for on-board data processing in drones;
- AI-based decision-making in autonomous drone missions;
- Integration of sensors and actuators for enhanced drone capabilities; and
- Emerging trends in drone hardware design and miniaturization.

Track 8: *Medical and Healthcare Embedded Devices*

- Embedded systems for remote patient monitoring;
- Wearable healthcare devices and biosensors;
- Real-time processing of medical imaging data on embedded platforms;
- Edge computing for healthcare analytics and decision support;
- Secure communication in medical IoT networks;
- Assistive technologies and smart prosthetics;
- Embedded systems for drug delivery and dosage control;
- Biomedical signal processing and analysis in embedded devices;
- Patient-centric healthcare applications of embedded technology; and
- Ethical and regulatory considerations in medical embedded systems.

Track 9: *Pollution and Environmental Monitoring*

- IoT-based air quality monitoring systems;
- Water quality sensing and monitoring with embedded devices;
- Soil contamination detection using embedded sensors;
- Noise pollution monitoring and control strategies;
- Integration of drones for environmental surveillance;
- Smart city solutions for pollution management;
- Real-time data analytics for pollution prediction and control;
- Low-power embedded systems for long-term environmental monitoring;
- Crowdsourced data collection for pollution mapping; and

- Climate change and sustainability through embedded technologies.

Track 10: Green Technology and Sustainable Embedded Systems

- Energy-efficient embedded systems design and optimization;
- Renewable energy sources for powering embedded devices;
- Green computing strategies for resource conservation;
- Eco-friendly materials and manufacturing processes in embedded systems;
- Life cycle assessment of embedded devices and technologies;
- Smart grids and energy-aware communication protocols;
- Sustainable practices in hardware and software development;
- Carbon footprint reduction through intelligent embedded solutions;
- Integration of green technology in smart cities; and
- Environmental and social responsibility in embedded system design.

Track 11: Recent trends in AI and Machine Learning

- Cognitive Science;
- Image Processing, and Computer Vision;
- Natural Language Processing and LLMs;
- Machine Translation;
- Bioinformatics, Biomedical Informatics and Computational Biology;
- Big Data Analytics, Computational Finance;
- Text Mining, Visual Mining, Graph Data Mining;
- Social Media Analysis; and
- Optimisation Techniques.

Track 12: Recent trends in Security and Privacy

- Privacy Sensitive Data Mining;
- Information Network, and Cyber Security, Content Protection, and Digital Rights;
- Watermarking, Stenography, Cryptography, and Biometrics;
- Performance Analysis and Security in Cloud Computing;
- Power Systems, Smart Grid, and Grid Computing;

- Cybersecurity in Power Grids;
- Power System Security Management through Advance IT Applications;
- IP Core Design and Algorithm for IP Core Protection; and
- Artificial Intelligence and Deepfakes.

For further details, contact Prof. Sanjaya Kumar Panda, Department of Computer Science and Engineering, National Institute of Technology Warangal, Telangana-506004, Mobile Number: 09861126947, E-mail: sanjaya@nitw.ac.in and ised2026@nitw.ac.in. For updates, log on to: www.iimraipur.ac.in/events/

Summer School on Research Issues

The eleven-day Summer School on ‘Research Issues in Empirical Finance’ is being organised by the Indian Institute of Management Raipur from April 13-23, 2026. This residential programme is designed for faculty, doctoral scholars, and advanced research professionals, including financial markets regulators, seeking expertise in state-of-the-art methods, analytics, and publication skills essential for high-impact academic research. Participants will engage with leading scholars, explore contemporary topics, and build collaborative research networks in a rigorous academic environment. The Topics of the event are:

Future of Finance Research

- Contemporary Research Issues: Corporate Finance, Banking, Asset Pricing.
- Designing Research for Top Journals.
- Data Ecosystem for Finance Research.

Future of Finance Research

- Identifying Research Gaps & Literature Reviews.
- Framing Research Questions.
- Introduction to R/Python/Stata/SAS/Excel.

Corporate Finance Research Issues

- Capital Structure Dynamics & Financial Constraints.
- Dividend Policy, Payouts, and Governance Mechanisms.
- Related Party Transactions, Tunnelling & Business Groups.
- Empirical Methods: Event Studies in Corporate Finance.

Asset Pricing & Investment Research

- Risk Premia and Factor Models (CAPM to Fama-French 5-Factor and Beyond).
- Market Efficiency vs. Anomalies: Behavioral Biases.
- Machine Learning in Asset Pricing.
- Hands-on Session: R/Python/Stata/SAS/Excel.

Derivatives, Risk Management & FinTech

- Research Issues in Derivatives Markets.
- Empirical Models of Volatility (ARCH/GARCH, Stochastic Volatility).
- FinTech, Digital Lending & Cryptocurrencies.
- Hands-on: Volatility Forecasting and Risk Management (R/Python/Stata/SAS/Excel).

Banking & Regulation

- Credit Markets & Bank Lending.
- Banking Crises & Regulations (Basel I–III, ICAAP, AQR).
- Bank-Firm Relationships.
- Bank Risk Measurement Hands-on (Data Analytics with Z-score, Distance-to-Default).

Data Analytics for Finance

- Data Cleaning, Variable Construction, Descriptive and Diagnostic Analytics.
- Econometric Foundations: OLS, Robustness Checks, Diagnostics.
- Applied Session: Lending Models & Big Data Handling (R/Python/Stata/SAS/Excel).

Panel Data Methods

- Fixed, Random, and Dynamic Panels.
- Instrumental Variables and Two-Stage Least Squares (2SLS).
- Event Study.

Panel Data Methods

- Difference-in-Differences (DiD) Designs.
- Staggered DiD.
- Regression Discontinuity.

Time Series Modelling

- Volatility Forecasting (ARCH/GARCH, Machine Learning).

- Machine Learning/Text Analysis Applications for Finance.
- Hands on Session: (R/Python/Stata/SAS/Excel).

For further details, contact EL & D Office, Indian Institute of Management Raipur, Atal Nagar, P. O. - Kurru (Abhanpur) Raipur – 493 661, Chhattisgarh, Phone: +91 771 2474 697/ Mobile: 07880009845, E-mail: eldc_office@iimraipur.ac.in. For updates, log on to: www.iimraipur.ac.in/events/

Faculty Development Programme in Pedagogy and Research Methods

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

Course Work

The programme consists of the following courses:

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

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



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

Biotechnology

1. Alice Jasmine, D. **Sustainable approach for process optimization and production of lactic acid from sugarcane (*Saccharum officinarum*) leaf.** (Dr. K Tamilarasan), Department of Biotechnology, SRM Institute of Science and Technology, Kattankulathur, Chennai.

Forestry

1. Chauhan, Astha. **Assessment of floristic diversity and ethnobotanical evaluation of eco-sensitive zones of Daranghati Wildlife Sanctuary, Shimla Himachal Pradesh.** (Dr. Vaneet Jishtu and Dr. Sanjay Singh), Department of Forest Ecology and Environment, Forest Research Institute (Deemed to be University), Dehradun.
2. Jangra, Anamika. **Characterization and assessment of bacterial endophytes for plant growth promotion in forestry species.** (Dr. Santan Barthwal, Dr. Maneesh Singh Bhandari and Dr. Shailesh Pandey), Department of Forest Biotechnology, Forest Research Institute (Deemed to be University), Dehradun.

BIOLOGICAL SCIENCES

Botany

1. Mayank Singh. **Ethnobotanical and phytochemical study of selected members of the family fabaceae in the Panna District of Madhya Pradesh.** (Dr. Amita Arjariya), Department of Botany, Maharaja Chhatrasal Bundelkhand University, Chhatarpur.
2. Quazi, Shirin. **Floristic analysis of the vegetation of Kumbhalgarh Wildlife Sanctuary with special reference to ecophysiological studies of family acanthaceae.** (Dr. Shahdab Hussain), Department of Botany, Sangam University, Bhilwara.
3. Rashmi, R. **Effect of heavy metals on growth and production of Rosmarinic acid and Stevioside from *Salvia officinalis* L and *Stevia rebaudiana* (Bertoni) bertoni.** (Dr. Praveen N), Department of Botany, Christ (Deemed to be University), Bengaluru.

Microbiology

1. Patel, Bhoomi Narendrabhai. **Bioactive metabolites produced by actinomycetes sp and its activity against plant disease in *Ricinus Communis* L.** (Dr. Pratiben H Patel and Dr. Gayatri B Patel), Faculty of Science, Ganpat University, Mehsana.

Zoology

1. Ekta Kumari. **A study on impact of wildlife conflict over animals and human relationship with other living things.** (Dr. Purnima Shrivastava and Dr. U C Gupta), Department of Zoology, Bhagwant University, Ajmer.
2. Khandelwal, Rashmi. **Hematological analysis related to survey of Gundalav Lake regarding biodiversity and ecological status.** (Dr. Sudha Summarwar), Department of Zoology, Sangam University, Bhilwara.
3. Lalthansangi. **Evaluation of wound healing and antibacterial activity of *Lindernia ruellioides* (Colsm.) pennell extracts in wistar albino rats.** (Prof. Esther Lalhmingliani), Department of Zoology, Mizoram University, Aizawl.
4. Sarma, Subhrata. **Efficacy of quercetin and melatonin in modulation of immune function in diabetic mice.** (Dr. Shiv Shankar Singh), Department of Zoology, Tripura University, Suryamaninagar.
5. Vanlalsiammawii. **Studies on ecology breeding behavior and development of *Polypedates Braueri* (Vogt, 1911) (Amphibia: Anura: Rhacophoridae) from Mizoram, India.** (Prof. H T Lalremsanga), Department of Zoology, Mizoram University, Aizawl.

EARTH SYSTEM SCIENCES

Atmospheric Science

1. Reddy, Kangari Narender. **Terrestrial fluxes in major Indian agroecosystems: A modeling study using the Community Land Model (CLM5).** (Prof. Somnath Baidya Roy), Centre for Atmospheric Sciences, Indian Institute of Technology Delhi, New Delhi.

2. Vivek Kumar. **Black carbon characterization over India.** (Prof. P C S Devara and Dr. Vijay Kumar Soni), Amity Centre of Ocean Atmospheric Science and Technology, Amity University, Gurugram.

Environmental Science

1. Gospel, Lallawmzuali. **Study on heavy metal contamination of soil and air particulate matter along roadside of Aizawl District, Mizoram.** (Prof. A S Devi and Dr. Thanhmingliana), Department of Environmental Science, Mizoram University, Aizawl.
2. Sweety. **Biogenic synthesis of modified graphitic carbon nitride nanomaterials for environmental applications.** (Dr. Sudesh Chaudhary and Dr. Anshu), Centre of Excellence for Energy and Environmental Studies, Deenbandhu Chhotu Ram University of Science and Technology, Murthal.
3. Tyagi, Sonia. **Enhancement of antimicrobial efficacy of antibiotics conjugated with doped nanoparticles against staphylococcus spp Isolated from bovine mastitis.** (Dr. Pamela Singh and Dr. Vipin Khasa), Department of Biotechnology, Deenbandhu Chhotu Ram University of Science and Technology, Murthal.

ENGINEERING SCIENCES

Civil Engineering

1. Kalidindi, Murali Krishnam Raju. **Study of hydrodynamic riverbed scour around bridge piers: Perspective based on lagrangian coherent structures.** (Prof. Rakesh Khosa and Prof. K N Jha), Department of Civil Engineering, Indian Institute of Technology Delhi, New Delhi.
2. Sarkar, Debashis Ray. **Measuring surrogate road safety at unsignalized intersections in heterogeneous traffic conditions.** (Prof. K Ramachandra Rao and Prof. Niladri Chatterjee), Transportation Research and Injury Prevention Centre, Indian Institute of Technology Delhi, New Delhi.
3. Sharma, Mohit Kumar. **Hybrid reentrant metamaterials with snap-through mechanisms: Design, energy dissipation and impact performance of architected auxetic structures.** (Prof. Sukanta Chakraborty), Department of Civil Engineering, Indian Institute of Technology, Dhanbad.

4. Sivani Remash, T. **Seismic active earth pressure analysis of hunch back retaining wall with unsaturated backfill.** (Prof. Vishwas Nandkishor Khatri), Department of Civil Engineering, Indian Institute of Technology, Dhanbad.
5. Yadav, Himanshu. **Wind induced dynamic responses on high-rise building.** (Dr. Amrit kumar Roy), Department of Civil Engineering, National Institute of Technology, Hamirpur.

Computer Science & Engineering

1. Ankireddy, Priyanka. **Optimized vehicle detection in real time traffic environment using hybrid deep learning approach.** Department of Computer Science & Engineering, Hindustan Institute of Technology and Science (Deemed to be University), Chennai.
2. Lalitha, T B. **E-learning recommendation framework for self-directed learners in corporate sector.** Department of Computer Application, Hindustan Institute of Technology and Science (Deemed to be University), Chennai.
3. Mishra, Ankit. **Performance augmentation of underwater communication for benthic of ocean.** (Dr. Indrajeet Gupta), Department of Computer Science & Engineering, Rama University, Kanpur.
4. Naik, Harish B M. **Multi cloud security technique for protecting confidential data.** (Dr. Rajanikanta Mohanty and Dr. Jayanthi M Kannan), Department of Computer Science & Engineering, Jain (Deemed-to-be University), Bangalore.
5. Nair, Vinita Narayan. **Comprehensive framework for automated credibility evaluation of twitter user for fake news detection.** (Dr. Jyoti Pareek), Department of Computer Science, Gujarat University, Ahmedabad.
6. Saloni Fathima. **An optimized approach to predict and classify rheumatoid arthritis using deep learning techniques.** (Prof. G Shankar Lingam), Department of Computer Science and Engineering, Chaitanya (Deemed To Be University), Himayatnagar, Hyderabad.
7. Verma, Akash. **Deep learning based brain tumor segmentation and classification from MRI images.** (Dr. Arun Kumar Yadav), Department of Computer Science & Engineering, National Institute of Technology, Hamirpur.

- Vijay, Anushri. **Design & implementation of machine learning based protein function prediction model to study hypothetical protein.** (Dr. Neha Tiwari and Dr. Amita Sharma), Department of Computer Science & IT, IIS (Deemed to be University), Jaipur.

Electrical & Electronics Engineering

- Shetty, Ganesh Srinivasa. **Secure and energy efficient data aggregation mechanisms for IOT-based healthcare applications.** (Dr. Raghu N), Department of Electronics Engineering, Jain (Deemed-to-be University), Bangalore.

Electronics & Communication Engineering

- Dave, Kinjal Jayeshbhai. **Crop type classification by hyperspectral image using limited ground-truth data and supervised machine learning models.** (Dr. Yogesh Trivedi), Department of Technology, Nirma University, Ahmedabad.
- Panchal, Dipeshkumar Jashvantbhai. **Design and simulation of ultra low voltage analog front end for digital hearing aid applications.** (Dr. Amisha Naik), Department of Technology, Nirma University, Ahmedabad.
- Suganthi Brindha, G. **A novel hybrid deep learning model for detection and diagnosis of cardiovascular diseases using electrocardiogram and phonocardiogram signals.** (Dr. J Manjula), Department of Electronics & Communication Engineering, SRM Institute of Science and Technology, Kattankulathur, Chennai.

Fire Engineering

- Payyanad, Sachin. **Studies on an Advanced Biomass Combustion Device (ABCD) and a novel dehydration system for fruits and vegetables.** (Prof. C S Bhaskar Dixit and Prof. H S Mukunda), Department of Fire Engineering, Jain (Deemed-to-be University), Bangalore.

Mechanical Engineering

- Dutt, Karan Ajaybhai. **Investigations on fatigue life and wear behaviour of one-way power transmission elements.** (Dr. S J Joshi), Department of Technology, Nirma University, Ahmedabad.
- Manikandann, N. **Assessment of mechanical, microstructural and sliding wear behavior of CMT-WAAM fabricated al5356 using machine learning techniques.** (Dr. Mathivanan A), Department of Mechanical Engineering, SRM Institute of Science and Technology, Kattankulathur, Chennai.

- Parikh, Priyam Anilkumar. **Vision based optimal trajectory planning of a robotic arm for paramedical applications.** (Dr. Reena Trivedi), Department of Technology, Nirma University, Ahmedabad.

- Patil, Anant Arun. **Performance analysis of hybrid solar photovoltaic wind biomass smart renewable energy system for power generation in rural India.** (Dr. Rajesh Arora, Dr. Ranjana Arora and Dr. S N Sridhara), Amity School of Engineering and Technology, Amity University, Gurugram.

- Raval, Tejaskumar Nitinkumar. **Development of dual grid lattice-boltzmann level set method based multi-phase flow solver and its application to study dynamics of multiple bubbles.** (Dr. A M Lakdawala), Department of Technology, Nirma University, Ahmedabad.

- Singhal, Ath Satish. **Experimental and numerical studies for performance enhancement of Savonius rotor using slit based augmentation technique.** (Dr. R N Patel), Department of Technology, Nirma University, Ahmedabad.

- Thummar, Mayank Pravinkumar. **Effect of wall suction, injection and heating on the global stability of boundary layers.** (Dr. Rameshkumar Muljibhai Bhoraniya), Department of Mechanical Engineering, Marwadi University, Rajkot.

MATHEMATICAL SCIENCES

Mathematics

- Aarathi, K. **Exploring extremal sonthe atom-bond sum-connectivity index of graphs.** (Dr. Suresh E), Department of Mathematics, SRM Institute of Science and Technology, Kattankulathur, Chennai.

- Aleti, Rekha. **Study of some mathematical models on syn: Ecosystem and epidemiology.** (Prof. B Hari Prasad), Department of Mathematics and Statistics, Chaitanya (Deemed To Be University), Himayatnagar, Hyderabad.

- Harshleen Kaur. **Two stage flowshop under no idle scheduling.** (Dr. Shakuntla Singla), Department of Mathematics, Maharishi Markandeshwar (Deemed to be University), Ambala.

- Jeevana Jyothi, E. **Study of the geometry of contact and paracontact manifolds.** (Dr. Venkatesha), Department of Mathematics, Kuvempu University, Shankaraghatta.

5. Nagpal, Mitu. **Symmetry reductions and bifurcation analysis of non-linear partial differential equations.** (Dr. Rajeev Budhiraja), Department of Mathematics, Maharishi Markandeshwar (Deemed to be University), Ambala.
6. Pooja, M N. **Theoretical investigation of boundary layer flow and heat transfer over certain geometries.** (Dr. S K Narasimhamurthy), Department of Mathematics, Kuvempu University, Shankaraghatta.
7. Rao, Vaka Sreenivasa. **Investigation on dark energy cosmological models in certain theories of gravitation.** (Dr. Vamaravilli Ganesh and Dr. Kuna Dasunaidu), Department of Mathematics, GIET University, Gunupur.
2. Sadananda, Vandana. **Synthesis of dentine stabilizing nanoparticle incorporated endodontic sealer.** (Prof. Mithra N Hegde), A B Shetty Memorial Institute of Dental Sciences, NITTE (Deemed to be University), Mangaluru.
3. Yadav, Ekta. **A cross-sectional study to compare knowledge of obstructive sleep apnea among medical graduates, dental graduates and post graduates.** (Dr. Mukesh Kumar), Department of Orthodontics & Dentofacial Orthopedics, Teerthanker Mahaveer University, Moradabad.

Pharmaceutical Science

1. Gaikwad, Vaishali Kondibhau. **Formulation and evaluation of plarosomes comprising *Mimosa Pudica* L plant extract: It's pharmacological screening.** (Dr. Ravindra B Laware), Department of Pharmacy, Bhagwant University, Ajmer.
2. Manmode, Priyanka Dattatraya. **Formulation and evaluation of *Phyla Nodiflora* containing herbal anti-dandruff shampoo.** (Dr. Santosh B Dighe), Department of Pharmaceutical Sciences, Bhagwant University, Ajmer.
3. Sonawane, Nilesh Dnyaneshwar. **Formulation development and evaluation of caspofung in emulgel using quality by design approach.** (Dr. Santosh B Dighe), Department of Pharmaceutical Sciences, Bhagwant University, Ajmer.
4. Yadav, Kamlesh Kumar. **Formulation development and evaluation of ethosomal gel of *Nyctanthes arbor-tristis* herbal plant.** (Dr. Ravindra B Laware), Department of Pharmaceutical Sciences, Bhagwant University, Ajmer.

MEDICAL SCIENCES

Anatomy

1. Rai, Alka. **Spectrum of valvular lesions in rheumatic heart disease by echocardiography with genetic interpretation.** (Dr. Vandana Tewari), Faculty of Medical Sciences, Rama University, Kanpur.

Audiology

1. Hattiangadi, Gayatri Atmaram. **Development of an assessment protocol & management module for swallowing disorders in neonates with high risk factors.** (Dr. Geeta Gore), Department of Audiology and Speech Language Pathology, Maharashtra University of Health Sciences, Nashik.

Biotechnology

1. Darul Raiyaan, G I. **Exploring the efficiency of *Moringa Oleifera* leaf as a promising radioprotective agent: Comparative evaluation with synthetic radioprotective drug amifostine in a pangasius sutchi model exposed to cobalt-60 gamma radiation.** (Dr. Sankari D), Department of Biotechnology, SRM Institute of Science and Technology, Kattankulathur, Chennai.

Dentistry

1. Acharya, Pratik Dinbandhubhai. **To study awareness and the effectiveness of occlusal splint therapy in treatment of temporo mandibular joint disorders amongst prosthodontists in India.** (Dr. Dipti Shah), Faculty of Medical Sciences, Gujarat University, Ahmedabad.

Physiotherapy

1. Joshi, Paras Arunkumar. **Effects of home based cognitive and balance training on fall incidences in recovering rural stroke patients: A single blinded randomized controlled trial.** (Dr. Dinesh Sorani), Department of Physiotherapy, Saurashtra University, Rajkot.
2. Pruthviraj, R. **Shoulder symptom modification procedure, heavy slow resistance and graduated functional rehabilitation versus conventional therapy in rotator cuff related shoulder pain: A comparative study.** (Prof. Dhanesh Kumar K U), Nitte Institute of Physiotherapy, NITTE (Deemed to be University), Mangaluru.

3. Saini, Preeti. **Investigating the efficacy of aerobic and breathing exercise on neurocognitive, pulmonary and autonomic functions in smokers.** (Dr. Nitesh Malhotra), Department of Physiotherapy, Manav Rachna International Institute of Research and Studies, Faridabad.
4. Sibbala, Nagaraja. **Effect of diaphragmatic breathing exercise on diaphragm excursion, thickness, tactile acuity, and lumbar mobility in subjects with chronic low back ache.** (Prof. Dhanesh Kumar K U), Nitte Institute of Physiotherapy, NITTE (Deemed to be University), Mangaluru.
7. Siva, M. **Design and development of small π conjugated optical probe for analytical and biomedical applications.** (Dr. Priyadip Das), Department of Chemistry, SRM Institute of Science and Technology, Kattankulathur, Chennai.
8. Yadav, Himanshu. **Analysis of pesticide residue and their seasonal variation in soil, groundwater and crops.** (Dr. Navneet Kumar), Department of Chemistry, Teerthanker Mahaveer University, Moradabad.
9. Yadav, Vandana. **Life cycle assessment of bio-fuel production from phytoplankton and factors affecting GHG emission and energy use.** (Dr. Jyoti Sharma and Dr. Shuchi Verma), Department of Chemistry, Maharishi Markandeshwar (Deemed to be University), Ambala.

PHYSICAL SCIENCES

Chemistry

1. Ashif Iqbal. **Studies directed towards two chambers enabled hydrogenation/deuteration and monoselective N-methylation of arylamides: Access to pharmaceuticals.** (Prof. Parthasarathi Das), Department of Chemistry and Chemical Biology, Indian Institute of Technology, Dhanbad.
2. Godaba, Dharmendra. **Removal of anionic dyes from wastewater using iron oxide and graphene oxide modified on activated carbon derived from plant residues.** (Dr. Jitendra Kumar Sahoo), Department of Chemistry, GIET University, Gunupur.
3. Manuel, Manju. **Electrochemical sensor systems for the detection of sweeteners in food samples.** (Dr. Suvardhan K), Department of Chemistry, Christ (Deemed to be University), Bengaluru.
4. Nandini, R. **Design and synthesis of pharmaceutically important heterocycles: A sustainable approach with and without transition metal based catalysts.** (Dr. Ramesh B Dateer and Dr. Siddapa A Patil), Department of Chemistry, Jain (Deemed-to-be University), Bangalore.
5. Patel, Shweta Sureshlal. **Synthesis and surface modification of nanoparticles for waste water treatment.** (Dr. Ajay Kumar Gupta), Faculty of Science, Ganpat University, Mehsana.
6. Paul, Debasish. **Understanding the importance of the electronic effects to modulate the photophysics of doubly locked GFP chromophore analogues: Synthesis, computational and spectroscopic studies.** (Prof. Soumit Chatterjee), Department of Chemistry and Chemical Biology, Indian Institute of Technology, Dhanbad.

Physics

1. Agrawal, Himanshu. **Computational study for enhancing the efficiency and stability of solar cells.** (Dr. Nand Kumar Patel and Dr. Rajendra Prasad Kumhar), Department of Physics, Maharaja Chhatrasal Bundelkhand University, Chhatrapur.
2. Bhavna. **Preparation, characterization and sensing properties of nanostructured mesoporous materials derived from chemical method.** (Dr. Surender Duhan), Department of Physics, Deenbandhu Chhotu Ram University of Science and Technology, Murthal.
3. Chandra Jit Singh. **Synthesis, structural and magnetic studies of rare earth substituted CuFe_2O_4 spinel ferrites.** (Dr. Rajendra Prasad Kumhar), Department of Physics, Maharaja Chhatrasal Bundelkhand University, Chhatrapur.
4. Dhall, Monika. **Synthesis and analysis of oxide composites for the application as hydroelectric cell.** (Dr. Satish Khasa), Department of Physics, Deenbandhu Chhotu Ram University of Science and Technology, Murthal.
5. Jha, Dharendra. **Synthesis and investigation of metal oxide nanostructures for energy applications.** (Dr. Nagaiah Kambhala), Department of Physics, Jain (Deemed-to-be University), Bangalore.
6. Juyal, Girijesh Prasad. **Modeling and numerical simulation for highly efficient solar cell.** (Dr. Nand Kumar Patel and Dr. Rajendra Prasad Kumhar), Department of Physics, Maharaja Chhatrasal Bundelkhand University, Chhatrapur.

7. Madival, Harish. **Synthesis and characterization of Alkali doped bioactive glasses.** (Dr. Asha Rajiv), Department of Physics, Jain (Deemed-to-be University), Bangalore.
8. Nasa, Sukanya. **Nonlinear optical properties of GaAs quantum dot in Terahertz range.** (Prof. S P Purohit), Department of Physics and Materials Science and Engineering, Jaypee Institute of Information Technology, Noida.
9. Nishakavya, S. **Synthesis of MoS2 nanohybrids for cancer cell imaging and targeted cancer therapy.** (Dr. Anandhakumar S), Department of Physics, SRM Institute of Science and Technology, Kattankulathur, Chennai.
10. Reenu. **Study on structural, magnetic and electrical properties of CNT based ferrite nanocomposites.** (Dr. Ashok Kumar), Department of Physics, Deenbandhu Chhotu Ram University of Science and Technology, Murthal.
11. Sahoo, Priyadarshi. **Probing the nonlinear photophysics of biopolymers for biomedical applications.** (Prof. Umakanta Tripathy), Department of Physics, Indian Institute of Technology, Dhanbad.
12. Simran Rani. **Analysis of heavy-ion fusion reactions at around coulomb barrier energies.** (Dr. Pardeep Singh), Department of Physics, Deenbandhu Chhotu Ram University of Science and Technology, Murthal.
13. Singh, Anuj Kumar. **Equilibrium and out-of-equilibrium explorations of self-assembled magnetic colloids.** (Prof. Varsha Banerjee), Department of Physics, Indian Institute of Technology Delhi, New Delhi.
14. Tripathy, Bipin Bihari. **Study of the structural, optical, and magnetic properties of oxide-based wide band gap semiconductors.** (Dr. Kamalakanta Satapathy and Dr. Jayashree Das), Faculty of Basic Science & Humanities, Silicon University, Bhubaneswar.

□

MAR ATHANASIVUS COLLEGE ASSOCIATION

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Assistant Professor : Economics - 1 (General)

Age, Qualifications and Scale of pay will be as per the norms prescribed by the UGC/Mahatma Gandhi University/ Government of Kerala. Application Form and other details can be had from the **Secretary, Mar Athanasius College Association, Kothamangalam - 686666, Kerala** on payment of Rs. 2000/- or can be downloaded from **www.macollege.in** and forwarded to the Secretary along with DD for the requisite amount.

Filled application should reach the office of the undersigned **within 30 days** from the date of publication of this notification.

25/03/2026 SECRETARY

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ST XAVIER'S COLLEGE VAIKOM
KOTHAVARA P.O, VAIKOM, KOTTAYAM, KERALA-686607

Ph. 9544958526, E-mail: stxaviersvkm@gmail.com Website: stxavierscollegevaikom.ac.in
 No. Estb/TS/1/2026 **NOTIFICATION** Date: 19.03.2026

Applications are invited from the eligible candidates for appointment to the following permanent vacancies of **Assistant Professor** in St. Xavier's College Vaikom, Kothavara, subject to the provisions and approval of Mahatma Gandhi University Kottayam, the Government of Kerala, and in accordance with the UGC Regulations 2018.

Subject	No. of Vacancy	Category
PHYSICS	1	PWD - category a. blindness and low vision
MATHEMATICS	1	PWD - category b. deaf and hard of hearing
ECONOMICS	1	Open
COMMERCE	1	Open

Vacancies reserved for Persons with Benchmark Disabilities as per Clause 34 of the Rights of Persons with Disabilities Act 2016, and applicable Government orders. Age limit, scale of pay, qualifications, etc. shall be as prescribed by Kerala Govt./UGC/M.G University Rules. The Application Fee: General Category: 2000/-, SC/ST: 1000 & no fee for PWD Candidates. Filled applications along with copy of certificates should be submitted at the college office within 30 days of this notification. Application form is available from the college office on all working days and also on the official website of college. **Sd/- Manager**



Panchakshari Shivacharya Trust's
CHANNABASWESHWAR PHARMACY COLLEGE (DEGREE)

Kava Road, Basweshwar Chowk, Latur-413512 (Maharashtra) Tel./Fax :- (02382) 243855
 DTE Code :- 2253, University Code :- 947, MSBTE Code :- 2041

Email:- channabasweshwar@gmail.com / principalcbpc@gmail.com Website:- www.channabasweshwar.org



Approved by:- Govt. of Maharashtra, PCI, New Delhi, Affiliated to:- S.R.T.M. University, Nanded, MSBTE, Mumbai.

RECRUITMENT

Applications are invited from the Eligible candidates for the following posts. The applications should be in the format prescribed by University duly completed in all respect should reach the undersigned **within 15 days** from the date of publication of the advertisement at the college address. Candidates of reserved category should submit one copy of Application to the Assistant Registrar, (Special Cell) S.R.T.M. University, Nanded.

Sr. No.	Post	No. of Posts	Subject & Vacancies	Reservation
1	Professor	10	1) Pharmaceutics 2) Pharmaceutical Chemistry 3) Pharmacology 4) Pharmacy Practice 5) Quality Assurance 6) Pharmacognosy	Open-01, SC-02, ST-01, VJ(A)-01, NT-B-01, OBC-02, SEBC-01, EWS-01
2	Associate Professor	11	1) Pharmaceutics 2) Pharmaceutical Chemistry 3) Pharmacology 4) Pharmacy Practice 5) Quality Assurance 6) Pharmacognosy	Open-03, SC-01, ST-01, VJ(A)-01, NT-B-01, OBC-02, SEBC-01, EWS-01
3	Assistant Professor	05	1) Pharmaceutics 2) Pharmaceutical Chemistry 3) Pharmacology 4) Pharmacy Practice 5) Pharmacognosy	SC-01, VJ(A)-01, OBC-01, SEBC-01, EWS-01

Note:-The Government resolution dated. 25/01/2024, for Parallel (horizontal) reservation should be implemented strictly as per rules.
Professor – Women – 04, Sports Person – 01, **Associate Professor** - Women – 03, Sports Person – 01, **Assistant Professor** – Women -04, Person with Disability – 01, Sports Person – 01.

Essential Educational Qualification & Experience: - As per the norms prescribed by PCI, New Delhi, Govt. of Maharashtra and SRTM University, Nanded.

For Detailed advertisement visit to university website: <https://srtmun.ac.in/advt-for-the-teaching-post-channabasweshwar-pharmacy-collegekava-road-latur/>

Address:

To,

Principal

Secretary

Hindi Vidya Prachar Samiti's
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ADVERTISEMENT FOR ADMISSION to
Ph.D. in COMMERCE, HINDI AND ZOOLOGY

The Research Centre of R. J College of Arts, Science & Commerce, Ghatkopar, Mumbai (Affiliated to University of Mumbai) invites applications for **Ph.D** in the following subjects **COMMERCE, HINDI AND ZOOLOGY** for the **Second Half** of the academic year **2025-26** from the eligible candidates

Eligibility:

Ph.D (As per the Ordinance 0.5473, 05476 of the University of Mumbai as mentioned in the VCD No. Exam./Thesis/Uni./VCD/2414 of 2010, refer also to VCD No. Exam./Thesis/Uni./VCD/947 of 2018)

- NET/SET/PET/GATE or any other qualifying exams approved by UGC
- Minimum 55% Marks at M.Sc/M.A/M.Com and 50% for Reserved Category.

Photocopies of the following Documents must be submitted along-with completed Application form:

- Appropriate Mark list and degree certificates
- Appropriate Caste certificates if applicable
- PET/NET/SET/GATE. Etc Certificate

Pre-Application forms are available in the office.

Last Date for acceptance of completed application form: **11th April 2026 (Till 1.00 pm)**

All the eligible candidates will be invited for interviews in the third week of April 2026 (the date will be announced later).

JAIHIND GRAMONNATI SANSTHA, SALGAON
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Salgaon ,Tal. - Kudal, Dist. – Sindhudurg
 APPLICATIONS ARE INVITED FOR THE FOLLOWING POSTS
 FROM THE ACADEMIC YEAR 2026-27

UNAIDED

Sr. No.	Cadre	Subject	Total No. of Posts	Post Reserved for				
				SC / ST	DT (A)	OBC	EWS/SEBC	OPEN
1	Principal	-	01	-	-	-	-	01
2	Assistant Professor	Education (Method - Marathi, English, Hindi, Sanskrit, Science, Mathematics, History, Geography, Economics and Commerce.)	06	01 – SC/ST	01	01	01 – SEBC/EWS	02
3	Librarian	-	01	-	-	-	-	01

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 requirement are as prescribed by the UGC Notification dated 18th July, 2018, Government of Maharashtra Resolution No. Misc - 2018/C.R.56/18/UNI-1, dated 08 March, 2019 and University Circular under No. TAAS/(CT)/ICD/2018-19/1241, dated 26th March, 2019 and revised from time to time.”

The Government Resolution & Circular are available on the website: mu.ac.in.

Applicants who are already employed must send their application through proper channel.

Applicants are required to account for breaks, if any, in their academic career.

Application with full details should reach the Secretary, Jaihind Gramonnati Sanstha, Salgaon, C/O Lokmanya Education Office, Rameshwar Plaza, Beside Jagannath Pednekar Jewellers, Sawantwadi, Taluka - Sawantwadi, Dist. – Sindhudurg 416510, within 15 days from the date of publication of this advertisement. This is University approved advertisement.

Sd/-
Secretary



Uka Tarsadia University

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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.

Shriram Pratishthan's

Dr. Ram Rodge Adhyapak Mahavidyalaya, Selu

WANTED

Applications are invited for the Post of Principal to be filled in **Dr. Ram Rodge Adhyapak Mahavidyalaya, Selu Tq. Selu Dist. Parbhani** (Parmanent Non-Granted) Run By **Shriram Pratishthan, Selu Tq. Selu Dist. Parbhani (Maharashtra)**. Eligible Candidates should submit their applications along with all necessary documents **within Fifteen Days** from the date of the Advertisement by Registered post only.

Sr.No	Name of Post	Number of Post	Reservation
1	Principal	01	Unreserved

Educational Qualification:- The Candidate shall Possess the following qualification

- 01) Post Graduation degree in Arts/Science/Social Science/Humanities/Commerce with minimum 55% marks.
- 02) M.Ed. With minimum 55%.
- 03) Ph.D. in Education or in any pedagogic subject offered in the institution.
- 04) Ten years of Teaching experience in a secondary Teacher-Education institution.
 - **Dirigible:-** Diploma/Degree in Educational Administration or Educational Leadership.
 - **Salary & Allowance Pay:** Scales as per UGC/State Govt. & Swami Ramanand Teerth Marathwada University's rules form time to time.

Note:- 1) Prescribe Application form is available on the University Website (www.srtmun.ac.in) 2) No T.A./D.A will be paid to candidates to attend the interview. 3) Eligible Candidates those who are already in services. Should submit their application through proper channel. 4) All attested Xerox copies of certificates and other relevant document should be attached with the application form

Address of Correspondence:-

Shriram Pratishthan's, Dr. Ram Rodge Adhyapak Mahavidyalaya, Vidyavihar Sankul Rawalgaon Road, Selu Tq. Selu Dist. Parbhani (Maharashtra) Pin-431503 Tel.Ph.02451-222353 Mob. 9422175353/9923070753/ 9975207890

Sd/-

President/Secretary

Shriram Pratishthan, Selu, Tq. Selu Dist. Parbhani.

Shriram Pratishthan's
Dr. Ram Rodge Adhyapak Mahavidyalaya, Selu
Selu Tq. Selu Dist. Parbhani

WANTED

Applications are invited for the post of Assistant Professor in **Dr. Ram Rodge Adhyapak Mahavidyalaya, Selu Tq. Selu Dist. Parbhani** run by **Shriram Pratishthan, Selu Tq. Selu Dist. Parbhani** (Permanent Non Grant.) Eligible candidates should submit their application with all necessary documents **within Fifteen days** from the date of publication of the Advertisement by Registered post only. The reserved candidates are to send a copy of application to the Assistant Registrar Special Cell, S.R.T.M. University, Nanded-431606.

Sr. No.	Name of Post	Subjects	No of Post	Reservation
01	Assistant Professor	Perspectives in Education	09	OPEN-02, SC-01, ST-01,
02	Assistant Professor	Pedagogy Subjects Math, Science, Social Science, Language		OBC-01, VJ(A)-01, NT(B)-1, SEBC-01, EWS-01
As per the Government decision dated 25/01/2024, parallel reservation should be strictly implemented in recruitment. Parallel reservation is as follows (Women-04, Divyang-01 and Sports-01)				

Qualifications: - As per UGC & NCTE (2014 Rule)

The faculty shall possess the following qualification.

A) Perspectives in Education or Foundation Courses.

- i) Post Graduate degree in Social Science with minimum 55% marks
- ii) M.Ed. degree from a recognized university with minimum 55% marks
- iii) SET/NET/ Ph.D. in Education.

OR

- i) Postgraduate (M.A.) degree in Education with minimum 55% marks
- ii) B.Ed./B.El.Ed. degree with minimum 55% marks.
- iii) SET/NET/ Ph.D. in Education.

B) Curriculum and Pedagogic Courses.

- i) Postgraduate degree in Sciences/Mathematics/Social Sciences with minimum 55% marks.
- ii) M.Ed. degree with minimum 55% marks.
- iii) SET/NET/ Ph.D. in. Science/Mathematics/Social Science.

Scale and allowances :-

As per the norms of UGC, Maharashtra Govt., & SRTM University Nanded.

Note:-

- 1) Prescribed application form is available on the University Website (www.srtmun.ac)
- 2) No. T.A./D.A. will be paid to candidates to attend the interview.
- 3) S.C./S.T. Candidates are eligible to apply even if they have 50% marks only at PG level degree.
- 4) 3% reservation for handicapped and 30% for women candidates.
- 5) Eligible Candidates those who are already in services should submit their application through proper channel.
- 6) Ph.D. Candidates who were awarded degree prior to Dt, 19 Sep, 1991 are eligible even if they have 50% marks at P.G. level.

Address for Correspondence:-

Shriram Pratishthan's, Dr. Ram Rodge Adhyapak Mahavidyalaya,
Vidyavihar Educational Campus, Rawalgaon Road, Selu Tq. Selu Dist. Parbhani 3
Pin Code- 431503 Ph.No.02451-223552,222289 M-9422175353/8605928904/9923070753
Email: drramrodge.bed7016selu@gmail.com

Sd/-
President/Secretary
Shriram Pratishthan, Selu
Selu Tq. Selu Dist. Parbhani

**Chhatrapati Shahu Institute of Business Education and Research Trust's
V. P. Institute of Management Studies and Research, Sangli**

Sangli-Mraj Road, Wanlesswadi, Sangli - 416414

(An Autonomous Institute affiliated to Shivaji University, Kolhapur)

(Non Grant)

WANTED

Applications are invited from eligible candidates for the following posts:

Course	Sr. No.	Name of Post	Vacant Post	Open Post	Reserve Post
MBA	A	Director/Professor			
	1	General Management	01	01	--
	B	Associate Professor			
	1	Marketing Management	01	01	--
	2	IT & System Management	01	01	--
	C	Assistant Professor			
	1	Entrepreneurship Development	01	01	--
	2	International Business	01	01	--
MCA	A	Professor	01	01	--
	B	Associate Professor	02	--	01 SC, 01 VJA
	C	Assistant Professor	05	--	01 SC, 01 ST, 01 VJA, 01 OBC, 01 SEBC
M.Com.	A	Assistant Professor			
	1	Accountancy	01	--	01 SC
BBA	A	Professor	01	01	--
	B	Associate Professor	03	01	01 SC, 01 VJA
	C	Assistant Professor	09	03	01 ST, 01 VJA, 02 OBC, 01 SEBC, 01 EWS
BCA	A	Professor	01	01	--
	B	Associate Professor	03	01	01 SC, 01 VJA
	C	Assistant Professor	09	02	01SC, 01 ST, 01 VJA, 02 OBC, 01 SEBC, 01 EWS
	A	Director of Physical Education	01	01	--

Important Instructions:

1. Apply giving full particulars **within 15 days** from the date of publication of this advertisement.
2. Eligible candidates will be contacted for an interview through **email only**.
3. Applicants who are already in service should apply through proper channel.
4. Qualification: - As per AICTE, UGC and University Norms. **Email: admin@vpimsr.edu.in**

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