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# UNIVERSITY NEWS

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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 20, 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](mailto:ramapani.universitynews@gmail.com) with a copy to: [universitynews@aiu.ac.in](mailto:universitynews@aiu.ac.in) on or before **April 20, 2026**.

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## Broadcasting the Future: CEC's Role in India's Digital Education Revolution

Harendra Singh\*

### The Logic of Scale in Indian Higher Education

India's higher education system ranks among the world's largest, with over 1,100 universities, more than 42,000 colleges, and a student body exceeding 40 million (AISHE, 2023). This vast and diverse ecosystem faces significant challenges: disparities in infrastructure, wide linguistic and cultural diversity, and ongoing shortages of qualified teachers in many regions. In this context, the "logic of scale" is crucial for developing sustainable solutions. Democratizing higher education in India demands not only quality assurance but also delivery models capable of reaching millions of learners—across both rural and urban landscapes—simultaneously.

Broadcast technologies, often dismissed as relics of the analog era, acquire renewed relevance within this framework. Unlike broadband-based platforms, which are constrained by uneven internet penetration and bandwidth reliability, broadcast modes such as satellite television can reach virtually every household with a dish and television set. This universality ensures that the marginal cost of serving additional learners is negligible, making it a strategic infrastructure for equity and inclusion (CEC, 2025). Educational broadcasting, therefore, does not merely supplement digital platforms but forms the foundational "first-mile" access layer for mass higher education in India.

The Consortium for Educational Communication (CEC), established in 1993 as an Inter-University Centre of the University Grants Commission (UGC), was conceived with this logic in mind. It was tasked with leveraging broadcast and emerging information and communication technologies (ICTs) to serve higher education. Over three decades, CEC has functioned as both a technology enabler and a content orchestrator, expanding its mandate from televised lectures to massive open online courses (MOOCs), from single-channel broadcasting to a bouquet of 24×7 Direct-to-Home (DTH) channels, and from stand-alone programs to integrated credit-bearing systems aligned with national policy (CEC, 2025; SWAYAM, 2025).

The introduction of EDUSAT in 2004 further reinforced this trajectory. As India's first satellite dedicated to education, EDUSAT marked the transition from one-way transmission to two-way interactive classrooms, enabling students in remote districts to engage with university lectures and discussions in real time (ISRO, 2005). This infrastructural leap illustrated how scale and interactivity could coexist, laying the foundation for hybrid education models that continue to evolve in the 2020s.

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The logic of scale is not only technological but also pedagogical. Broadcast ensures structured, curriculum-aligned exposure to academic material, creating predictable learning rhythms for students. When paired with broadband-based platforms such as SWAYAM, which provide interactivity, assessments, and certification, the system achieves both reach and depth. This complementarity—“broadcast plus broadband”—has since become a defining feature of India’s national ed-tech architecture, explicitly endorsed in the National Education Policy (NEP) 2020 (Ministry of Education, 2020).

Moreover, scale in Indian higher education is inseparable from the imperative of equity. Millions of learners are first-generation college-goers, often located in regions where institutional capacity is thin and faculty expertise is uneven. For these students, access to high-quality lectures through SWAYAM Prabha DTH channels or MOOCs coordinated by CEC can bridge structural gaps, leveling the playing field. By aligning its content with UGC’s Choice-Based Credit System (CBCS) and Academic Bank of Credits (ABC) framework, CEC ensures that this access is not only informational but also formally recognized within degree pathways (UGC, 2021).

This paper situates CEC within the broader narrative of India’s digital education revolution and argues that its broadcast-first infrastructure, combined with broadband interactivity, embodies the most durable model for achieving scale with quality. The subsequent sections examine the historical evolution of educational broadcasting, the operational architecture of platforms such as VYAS, SWAYAM Prabha, and SWAYAM MOOCs, and the policy frameworks that sustain them. By analyzing challenges of multilingualization, accessibility, and data privacy, and by outlining a forward roadmap, the paper makes the case for CEC as the orchestrator of a national learning commons.

### **Historical Background of CEC and Educational Broadcasting in India**

The origins of educational broadcasting in India can be traced back to the early decades of radio and television expansion, when policymakers recognized mass media as a means of democratizing knowledge and addressing regional disparities in access to higher education. Radio broadcasts for education began in the 1930s, with the All India Radio (AIR) gradually incorporating instructional content into its programming (Agrawal, 1981).

The launch of television in 1959, initially as an experimental service in Delhi, marked the beginning of visual broadcasting for educational purposes. The medium quickly attracted the attention of the Ministry of Education, which saw its potential for delivering structured content to geographically dispersed audiences.

By the 1970s, with the Satellite Instructional Television Experiment (SITE) of 1975–76, India undertook one of the world’s most ambitious experiments in using space technology for social and educational development (Joshi, 1976). Although primarily aimed at rural education and development, SITE demonstrated the ability of broadcast technologies to reach millions with tailored educational content. This experiment shaped subsequent strategies for integrating television into formal higher education.

It was in this context that the University Grants Commission (UGC) began to explore educational television programming in the late 1970s and 1980s. The establishment of the Countrywide Classroom (CWC) project in 1984 signalled a systemic effort to deliver high-quality, curriculum-based content to university students through Doordarshan’s national network (UGC, 1985). This initiative provided lectures and modules by leading academics, with the explicit goal of standardising access to knowledge across India’s expanding university system.

To institutionalise and coordinate these efforts, the UGC established the Consortium for Educational Communication (CEC) in 1993. Conceived as a central body for the planning, production, and dissemination of educational content, the CEC was tasked with harnessing television and, later, digital platforms for higher education. A key innovation of the CEC was the creation of Educational Multimedia Research Centres (EMRCs) in universities, which functioned as production hubs for regionally relevant yet nationally distributed content (CEC, 1995). This decentralised model balanced national curriculum priorities with linguistic and cultural diversity.

Thus, the historical trajectory of CEC reflects India’s evolving vision of mass education through media—from the experimental stages of radio and SITE, to the national outreach of Countrywide Classroom, and eventually, to the coordinated digital ecosystem under the CEC. The continuity of this trajectory underscores a persistent national logic:

leveraging broadcast scale to democratize access, reduce inequalities, and supplement the traditional face-to-face higher education system.

### **CEC's Evolution: From Television to Digital Ecosystems**

The genesis of the Consortium for Educational Communication (CEC) was rooted in the audiovisual and broadcasting experiments of the 1970s and 1980s, when Indian higher education institutions began to explore technology-mediated instruction. Initiatives such as the Satellite Instructional Television Experiment (SITE, 1975–76) and the University Grants Commission's Countrywide Classroom (CWC, 1984) signaled the first attempts to use national broadcasting infrastructure to deliver structured educational content to dispersed learners (Agrawal, 1981; Kumar, 2004). These efforts crystallised into the establishment of the CEC in 1993 as an inter-university centre under the UGC, tasked with coordinating Educational Multimedia Research Centres (EMRCs) across India (CEC, 2015). Its foundational mandate was to develop, curate, and disseminate high-quality educational television content for college and university students.

The initial phase of CEC was dominated by television programming, especially through Doordarshan's national and regional channels. Programs under the Countrywide Classroom banner addressed core undergraduate subjects, fostering academic standardisation and accessibility across states and languages (Raina, 1996). However, television as a one-way broadcast medium carried inherent limitations: absence of interactivity, rigid scheduling, and difficulties in content archiving and retrieval. By the late 1990s, with the expansion of personal computers and the internet in India, the need for digitisation and on-demand learning models became increasingly urgent.

Responding to these shifts, CEC progressively transitioned from traditional broadcast to digital ecosystems. The digitisation of archives, creation of CD-ROM and DVD-based learning modules, and the launch of thematic web portals represented the early stages of this transformation (Patra, 2007). The real breakthrough, however, occurred in the 2010s, when CEC aligned with India's national mission on ICT in education. The launch of the National Mission on Education through ICT (NMEICT) and later the SWAYAM platform

positioned CEC as a central partner in MOOCs and digital repositories (MHRD, 2016). CEC's e-Content development project, encompassing over 87 undergraduate subjects, became a flagship initiative that redefined its relevance in the digital age (CEC, 2020).

Today, CEC functions as more than a content-producing consortium; it has evolved into a digital ecosystem facilitator. Its integration with SWAYAM, YouTube channels, and digital libraries extends its reach beyond conventional classrooms to millions of learners worldwide. Moreover, the use of interactive tools, mobile applications, and multilingual subtitles reflects a deliberate strategy to overcome linguistic and regional divides. In this sense, CEC's journey from television broadcasting to a multi-platform digital ecosystem epitomizes the larger trajectory of India's educational technology landscape—bridging the analog past with the digital future.

### **Platforms and Programmes (VYAS, SWAYAM Prabha, MOOCs, e-PG Pathshala, EMRCs)**

The effectiveness of the Consortium for Educational Communication (CEC) lies not only in its vision but also in its diversified platforms and programmatic initiatives that have enabled large-scale knowledge dissemination across India. Over the years, the CEC has developed a rich ecosystem of educational broadcasting and digital learning opportunities, ranging from traditional television channels to cutting-edge online platforms.

#### ***VYAS Higher Education Channel***

The VYAS channel was one of CEC's earliest large-scale educational broadcasting efforts, launched as a 24x7 higher education channel dedicated to telecasting curriculum-based lectures, documentaries, and interactive discussions. VYAS played a crucial role in reaching students in remote and rural areas, bridging the gap between universities and learners without access to conventional higher education institutions. By offering subject-specific programming aligned with university syllabi, VYAS demonstrated the scalability of broadcast media for academic instruction.

#### ***SWAYAM Prabha***

The advent of digital satellite transmission transformed the reach of CEC's programming through SWAYAM Prabha, a group of 34 DTH channels launched by the Ministry of Education

in 2017. CEC manages several of these channels dedicated exclusively to higher education. With 24x7 telecasts and four-hourly content repetitions, SWAYAM Prabha ensures that learners can access quality educational content at flexible timings. By harnessing free-to-air satellite television, it provides inclusive access to students without reliable internet connectivity, thus democratizing digital education in a diverse country like India.

### ***MOOCs (Massive Open Online Courses)***

CEC has been a key national coordinator for higher education MOOCs under the SWAYAM (Study Webs of Active Learning for Young Aspiring Minds) initiative. MOOCs hosted by CEC are designed by faculty members across universities and cover undergraduate and postgraduate disciplines. These courses, complete with video lectures, reading material, quizzes, and certification, have significantly expanded the reach of Indian higher education beyond physical campuses. MOOCs also serve as a mechanism for blended learning, enabling teachers to integrate digital content into conventional classroom teaching.

### ***e-PG Pathshala***

Launched under the National Mission on Education through ICT (NMEICT), e-PG Pathshala represents a pioneering effort in creating high-quality, peer-reviewed e-content for postgraduate students. Coordinated by the CEC and developed by subject experts from across Indian universities, e-PG Pathshala provides digital modules, interactive assessments, and multimedia resources in diverse disciplines. This initiative has not only enhanced the availability of academic resources but also contributed to the standardisation of postgraduate curricula across universities, creating a common academic repository.

### **Educational Multimedia Research Centres (EMRCs)**

At the core of CEC's content production network are the Educational Multimedia Research Centres (EMRCs), located in various universities across India. EMRCs serve as hubs for producing curriculum-based video lectures, documentaries, and digital modules. They bridge the gap between academic expertise and media technology by enabling teachers to collaborate with media professionals. EMRCs also provide training to faculty in digital pedagogy, thus fostering capacity-

building in higher education institutions. Through their decentralised model, EMRCs embody the logic of scale by enabling localised content creation that feeds into national broadcasting platforms.

Together, these platforms and programmes illustrate CEC's role as a pioneer in leveraging media and digital technologies for higher education. By combining television, satellite broadcasting, and online platforms, CEC has created a multi-modal ecosystem that addresses the needs of learners with varying access levels to technology and connectivity. This integrated approach not only widens the reach of higher education but also promotes equity, inclusivity, and innovation in India's educational landscape.

### **CEC in Policy Context (NEP-2020, PM eVidya, DIKSHA, UGC/ABC)**

The trajectory of the Consortium for Educational Communication (CEC) cannot be understood in isolation from the larger policy frameworks that have shaped Indian higher education in the past decade. The National Education Policy (NEP) 2020 has provided a transformative vision for Indian education, stressing access, equity, quality, affordability, and accountability (Ministry of Education, 2020). Central to this vision is the promotion of digital learning ecosystems that can reach diverse learners across geographical and socio-economic divides. In this landscape, CEC has emerged as a strategic institutional player, aligning its broadcasting and digital initiatives with the policy thrust towards democratisation of knowledge.

One of the core features of NEP-2020 is its emphasis on technology-enabled learning, open educational resources, and the creation of platforms that enable lifelong learning. CEC's initiatives, such as SWAYAM Prabha channels and e-PG Pathshala, directly contribute to these objectives by making high-quality, curriculum-aligned educational content available to learners irrespective of their institutional affiliation. Furthermore, the policy's call for greater integration of online and offline modes of instruction situates CEC as a key enabler of blended learning environments in Indian higher education (Sharma, 2021).

The Government of India's PM eVidya program, launched during the COVID-19 pandemic, further consolidated CEC's role in national educational broadcasting. As part of this initiative, multi-

ple dedicated television channels—branded as ‘One Class, One Channel’—were deployed to ensure continuity of learning for students without internet access (Ministry of Education, 2021). CEC’s existing infrastructure in educational television, developed over decades, was critical in operationalising this vision. In this sense, the consortium served as both a technological backbone and a pedagogical content curator for a national emergency response in education.

CEC’s mandate also intersects with DIKSHA (Digital Infrastructure for Knowledge Sharing), the Ministry of Education’s flagship platform for school and teacher education. While DIKSHA primarily serves the school sector, its design principles of scalable repositories, multilingual access, and interactivity resonate with the digital strategies adopted by CEC in higher education (NITI Aayog, 2020). There is a growing scope for greater integration between DIKSHA and CEC platforms, particularly in the domains of teacher training, interdisciplinary resource sharing, and content dissemination in regional languages.

In the regulatory domain, CEC aligns with the University Grants Commission’s (UGC) vision of the Academic Bank of Credits (ABC), a system that enables credit mobility and recognition of learning across institutions (UGC, 2021). By producing modular, credit-bearing digital content through MOOCs and SWAYAM, CEC contributes to the realisation of ABC as a functional reality in higher education. This move toward academic flexibility reflects a systemic shift in the Indian education system—one that recognises the value of broadcast and digital resources as legitimate, credit-worthy components of a university degree.

Thus, the policy environment post-2020 has not only validated CEC’s legacy as a pioneer in educational broadcasting but also positioned it as an indispensable institution in India’s digital education revolution. Its synergy with NEP–2020, PM eVidya, DIKSHA, and UGC’s reforms underscores the logic of scale and inclusivity in contemporary educational governance.

### **Broadcast + Broadband: The Hybrid Model for Scale**

The future of educational broadcasting in India increasingly rests upon the integration of *traditional broadcast media* with *digital broadband ecosystems*. The Consortium for Educational

Communication (CEC), which historically relied on television-based dissemination through platforms such as VYAS Channel, has progressively expanded into broadband-enabled initiatives, creating a hybrid model that leverages the strengths of both modalities.

*Television broadcasting* retains unparalleled advantages of reach and accessibility, particularly for learners in rural and remote regions with limited internet penetration. Satellite-based platforms such as SWAYAM Prabha ensure that high-quality video lectures and curriculum-aligned content can be delivered to millions of households without dependence on expensive infrastructure. This model supports the inclusivity mandate of the National Education Policy (NEP) 2020, which emphasizes equitable access for all learners.

On the other hand, *broadband-based platforms* enable a more *interactive, personalized, and adaptive learning ecosystem*. Initiatives like *MOOCs (SWAYAM)*, *e-PG Pathshala*, and EMRC-generated repositories allow for flexible learning pathways, assessment integration, and learner analytics. The CEC’s shift towards *digital ecosystems* represents not merely a change of medium but a transformation of pedagogical logic—from passive reception of televised content to active engagement in multimodal environments.

The hybrid model—“*Broadcast + Broadband*”—is therefore a strategic innovation. It combines the *universality and scalability of broadcast* with the *depth, interactivity, and adaptability of broadband platforms*. For instance, a lecture broadcast on SWAYAM Prabha can simultaneously be archived and made available on MOOCs or DIKSHA, ensuring continuity between synchronous and asynchronous modes of learning. This dual infrastructure also builds resilience in crisis situations such as the COVID-19 pandemic, when both TV and internet-based learning provided complementary avenues for uninterrupted education.

Internationally, this hybrid approach resonates with global experiments in “blended learning at scale,” but the Indian context provides a unique case where *digital divides necessitate a dual-track model*. CEC’s role lies in orchestrating this synergy, ensuring that content flows seamlessly across broadcast and broadband channels while maintaining academic quality, inclusivity, and cultural relevance.

In the coming decade, this hybrid model is poised to be the *bedrock of India's digital education revolution*, supporting not only the aspirations of NEP–2020 but also the vision of a digitally empowered society articulated in *Digital India*.

### **Inclusion, Accessibility, and Multilingualization**

A central challenge—and opportunity—in CEC's journey towards a digital education ecosystem lies in ensuring *inclusion, accessibility, and multilingualization*. The National Education Policy (NEP) 2020 underscores equitable access and linguistic diversity as foundational to democratizing education. The CEC, with its network of Educational Multimedia Research Centres (EMRCs) and digital initiatives, is uniquely positioned to operationalize this vision.

*Inclusion* demands that digital education platforms do not reproduce or exacerbate existing socio-economic divides. Television broadcasting through SWAYAM Prabha provides *low-cost, device-independent access* to millions of learners in rural and underserved regions. Simultaneously, broadband-based MOOCs and e-PG Pathshala offer flexible, high-quality learning experiences to those with internet access. The CEC's hybrid strategy thus ensures that learners across the digital divide are not excluded from the knowledge economy.

*Accessibility* goes beyond mere availability of content. It requires designing learning materials that are *usable by learners with disabilities, those from marginalized communities, and learners with differential digital literacy levels*. CEC's embrace of *universal design principles*, closed captioning, sign-language integration, screen-reader compatibility, and simplified interfaces is vital in creating an inclusive digital learning ecosystem. Moreover, low-bandwidth versions of video lectures and downloadable offline content have proven crucial for students in regions with poor connectivity.

*Multilingualization* is perhaps the most culturally significant dimension of accessibility. India's educational landscape is linguistically diverse, and learners often face barriers when high-quality resources are available only in English or Hindi. CEC has taken steps to translate and adapt content into regional languages through EMRCs, while initiatives like *SWAYAM, DIKSHA, and e-PG Pathshala* are increasingly focusing on multilingual

repositories. This not only aligns with NEP 2020's emphasis on education in the mother tongue but also strengthens *cultural inclusivity, identity affirmation, and learner engagement*.

Importantly, multilingualization is not limited to translation but involves *contextualization of pedagogy*, ensuring that local examples, metaphors, and cultural references resonate with learners. Such efforts create not just linguistic accessibility but also intellectual and cultural accessibility, bridging the gap between standardized curricula and India's lived diversity.

By foregrounding *inclusion, accessibility, and multilingualization*, the CEC contributes to building a digital education ecosystem that is *socially just, culturally relevant, and globally competitive*. This triad ensures that the benefits of educational broadcasting and broadband-based platforms extend to every learner, irrespective of geography, ability, or language.

### **COVID-19 as a Stress Test for CEC's Ecosystem**

The COVID-19 pandemic served as an unprecedented *stress test* for India's higher education ecosystem, including the CEC's broadcasting and digital platforms. The sudden shift to online learning in March 2020 highlighted both the *strengths and limitations* of the CEC's infrastructure, while simultaneously accelerating innovation and adoption of digital resources at scale.

On one hand, the crisis *validated the relevance of CEC's dual model* of broadcast and broadband. With schools, colleges, and universities closed, millions of learners without stable internet access turned to *SWAYAM Prabha DTH channels*, where CEC's curated video lectures became a lifeline for uninterrupted learning. Unlike commercial platforms that required subscriptions or high-bandwidth internet, television-based broadcasting offered an *equitable, low-cost solution*, particularly in rural and semi-urban areas.

At the same time, the *broadband-based initiatives*—e-PG Pathshala, MOOCs on SWAYAM, and other CEC digital repositories—saw a surge in usage. This demonstrated the *latent demand for high-quality academic resources* and the increasing willingness of students and faculty to integrate digital materials into their teaching-learning practices. The pandemic acted as a *catalyst*, normalizing digital

pedagogy and making online lectures, quizzes, and virtual classrooms a mainstream educational practice.

However, the stress test also revealed *critical challenges*. First, the *digital divide* became starkly visible: while some students seamlessly transitioned to online platforms, others struggled due to a lack of devices, unreliable connectivity, or electricity shortages. Second, *linguistic limitations* of digital resources—often concentrated in English or Hindi—underscored the urgency of accelerating multilingualization. Third, *faculty preparedness* emerged as a bottleneck: many educators lacked training in designing and delivering digital pedagogy, highlighting the need for *capacity-building programmes* alongside infrastructure.

Additionally, questions of *assessment integrity, learner engagement, and digital fatigue* surfaced as systemic issues requiring long-term solutions. CEC's traditional focus on content delivery needed to evolve into a more *holistic digital learning ecosystem*, integrating interactivity, feedback loops, and adaptive technologies.

Despite these challenges, the pandemic proved that the CEC's ecosystem is not only *resilient* but also *indispensable* in times of crisis. By functioning as a *national safety net for higher education*, the CEC reaffirmed its strategic role in India's digital education revolution. The stress test of COVID-19 thus became a *turning point*, compelling the CEC to reimagine its mandate—from being a content producer and broadcaster to becoming an *enabler of inclusive, flexible, and future-ready education*.

## **Challenges**

While the CEC has made significant contributions to India's digital education landscape, several *persistent challenges* continue to shape its trajectory. These challenges are both *structural and pedagogical*, requiring systematic interventions for long-term sustainability.

### ***Digital Divide***

Despite the expansion of both broadcast and broadband-based platforms, a large section of students—particularly in rural and economically weaker regions—still face barriers to access. Limited internet penetration, lack of affordable devices, and unreliable electricity supply constrain the reach of digital education initiatives.

### ***Infrastructure and Bandwidth Constraints***

The CEC's broadband-based resources rely heavily on stable internet connectivity. However, bandwidth limitations, especially in semi-urban and remote areas, lead to uneven learning experiences. This technological gap hampers equitable participation in MOOCs, live lectures, and interactive content delivery.

### ***Multilingualization Gap***

Although efforts are underway to produce content in regional languages, the majority of existing digital repositories remain concentrated in English and Hindi. This creates barriers for students who are more comfortable learning in their mother tongues, thus limiting the inclusivity of the ecosystem.

### ***Pedagogical Preparedness***

Faculty training remains a critical bottleneck. Many educators are not fully equipped to design digital-first curricula or engage students effectively in virtual environments. The absence of structured *capacity-building programmes* for teachers reduces the impact of otherwise high-quality content.

### ***Assessment and Quality Assurance***

While CEC has excelled in content delivery, the mechanisms for student assessment, feedback, and monitoring remain underdeveloped. Ensuring academic integrity in online assessments, developing scalable evaluation methods, and maintaining rigorous quality standards are pressing concerns.

### ***Learner Engagement and Motivation***

Digital platforms often face challenges of low learner retention and high dropout rates. Lack of interactivity, minimal peer-to-peer engagement, and digital fatigue reduce motivation, particularly in self-paced learning environments.

### ***Funding and Sustainability***

The continued success of CEC initiatives depends on sustained public investment. With rapidly changing technologies and learner expectations, ensuring regular upgradation of infrastructure, platforms, and content requires robust financial and policy support.

### ***Integration Across Institutions***

Although CEC resources are widely available, their integration into mainstream university

curricula remains uneven. Many institutions still treat digital content as supplementary rather than central, limiting the transformative potential of CEC initiatives.

### **Opportunities**

Despite the constraints, the CEC stands at a pivotal moment in India's digital education journey. The convergence of *policy momentum, technological advancement, and shifting learner expectations* presents unique opportunities for the CEC to redefine its role as a national leader in educational broadcasting and online learning.

#### ***Leveraging NEP–2020 and PM eVidya***

The National Education Policy (NEP) 2020 and flagship initiatives like PM eVidya and DIKSHA provide a *clear policy mandate* for digital and blended learning. CEC can emerge as the central hub for implementing these reforms by aligning its platforms—VYAS, SWAYAM Prabha, MOOCs, and e-PG Pathshala—with curricular restructuring and credit transfer under the Academic Bank of Credits (ABC).

#### ***Hybrid Model of Broadcast + Broadband***

By integrating television-based broadcasting with internet-based interactive learning, CEC can bridge the *digital divide*. This hybrid model ensures inclusivity, reaching learners in areas with limited internet access while simultaneously offering advanced features like MOOCs, interactive lectures, and adaptive learning for digitally equipped students.

#### ***Expansion into Regional and Vernacular Content***

With India's multilingual diversity, CEC can significantly increase its impact by accelerating *regional language content production*. Collaborations with state universities, language departments, and local educators will help localise learning material, ensuring accessibility and cultural resonance for a wider learner base.

#### ***AI, Analytics, and Personalisation***

The adoption of artificial intelligence and big data analytics can enhance the learner experience through *personalised learning pathways, adaptive assessments, and predictive analytics* for student performance. This will also allow CEC to improve content quality by tracking usage patterns and feedback at scale.

### ***Faculty Development and Collaboration***

Structured training programs for faculty in *digital pedagogy, instructional design, and multimedia content creation* can strengthen the teaching ecosystem. CEC's network of EMRCs can serve as national hubs for teacher training, ensuring sustained quality improvement.

### ***Global Outreach through MOOCs and Virtual Exchange***

India's growing reputation as a hub for affordable, quality education offers CEC the chance to *internationalize its platforms*. MOOCs and open-access content can be positioned for global learners, particularly in developing nations, thus establishing India's soft power in digital education.

### ***Strengthening Assessment and Credentialing***

By integrating secure digital proctoring, blockchain-based certification, and alignment with UGC's Academic Bank of Credits, CEC can ensure *trusted, portable, and credit-bearing qualifications* that enhance the credibility of online learning.

### ***Public–private Partnerships (PPPs)***

Collaboration with ed-tech companies, telecom providers, and content developers can accelerate innovation and scalability. Such partnerships would enable CEC to access cutting-edge technology and pedagogical innovations without losing its public character.

### ***Inclusive and Lifelong Learning Ecosystem***

CEC has the opportunity to expand beyond formal higher education into *continuing education, skill development, and lifelong learning*. This would align with India's demographic needs, preparing not only students but also professionals and informal learners for a rapidly changing job market.

### ***Future Roadmap for CEC***

The Consortium for Educational Communication (CEC) stands at a pivotal juncture where the future of Indian higher education is increasingly shaped by digitalisation, artificial intelligence, and global connectivity. To remain relevant and impactful in this dynamic environment, the CEC must envision a forward-looking roadmap that integrates technological innovation with pedagogical inclusivity.

First, *technological upgradation* remains central to CEC's mission. The transition from

traditional broadcasting to smart broadcasting, incorporating AI-driven recommendation systems, adaptive learning platforms, and interactive content delivery, will significantly enhance learner engagement. Virtual reality (VR) and augmented reality (AR) technologies can further enrich content in science, engineering, and professional education, making abstract concepts more accessible. The CEC could spearhead a national initiative for “immersive education,” positioning itself as a leader in digital pedagogy.

Second, *integration with national platforms* such as SWAYAM, DIKSHA, and Academic Bank of Credits (ABC) needs to be deepened. This would enable seamless credit transfer, recognition of online courses, and inclusion of CEC’s video content in the national credit framework. By aligning its content with the NEP 2020’s emphasis on flexibility and interdisciplinary learning, CEC can strengthen its position as a vital enabler of the new higher education ecosystem.

Third, *multilingual and inclusive education* must remain a priority. Expanding beyond major Indian languages into regional dialects and marginalized linguistic traditions will democratize access for millions of students who remain on the periphery of higher education. CEC can leverage AI-powered translation tools and natural language processing (NLP) to provide real-time subtitling and dubbing, ensuring that linguistic diversity does not become a barrier to knowledge.

Fourth, *industry-academia collaboration* can become a cornerstone of CEC’s roadmap. By co-creating content with industries, professional councils, and sector skill bodies, the CEC can align educational broadcasting with employability and future workforce needs. Skill-based micro-credentials, stackable certifications, and competency-based video modules can position the CEC as an essential bridge between academic theory and workplace practice.

Fifth, *strengthening international outreach* is a vital opportunity. With India’s growing role as an exporter of digital knowledge resources, CEC can collaborate with universities and educational broadcasters in the Global South, creating South-South knowledge partnerships. Such initiatives would not only globalise Indian higher education content but also strengthen India’s soft power in education.

Finally, *sustainability and resilience* must guide the roadmap. This includes investment in cloud infrastructure, green broadcasting technologies, and cybersecurity frameworks. It also requires capacity-building of educators through continuous professional development, ensuring that digital pedagogy becomes second nature in Indian classrooms.

In sum, the future roadmap for CEC lies in its ability to balance scale with personalisation, technology with accessibility, and national priorities with global outreach. If effectively pursued, CEC will not only remain a vital instrument of India’s digital education revolution but also emerge as a global benchmark for educational broadcasting in the 21st century.

### **Case Studies of Impact**

The effectiveness of the Consortium for Educational Communication (CEC) can be best appreciated through concrete case studies where its initiatives have directly influenced teaching, learning, and knowledge dissemination. These instances not only highlight CEC’s contributions but also demonstrate its role in shaping India’s digital education landscape.

#### ***Case Study 1: E-Content Development for SWAYAM***

CEC has played a crucial role in developing e-content for India’s national MOOC platform, SWAYAM. Through its 21 Media Centres (EMRCs/AVRCs), CEC has produced high-quality, peer-reviewed video lectures across diverse disciplines. For instance, in the field of Social Sciences, a complete suite of video modules on subjects such as Political Science, Economics, and History has been made freely available. Students across remote areas, who previously lacked access to quality teachers, have benefited from structured, curriculum-aligned courses. Data from SWAYAM indicates that courses produced by CEC’s Media Centres consistently attract high enrollments, often exceeding 20,000 learners per course, reflecting their scalability and reach.

#### ***Case Study 2: UGC-CEC MOOCs and Career Enhancement***

CEC’s MOOCs on professional subjects such as Commerce, Management, and Computer Applications have been instrumental in supporting employability. For example, the *MOOC on Financial*

*Accounting* developed by EMRC Ahmedabad has seen thousands of learners complete certification, many of whom have reported improved job readiness and placement opportunities. The flexible nature of these MOOCs, coupled with their recognition under the Academic Bank of Credits (ABC), has allowed students to integrate online learning into formal degree programs—an innovation in Indian higher education delivery.

### **Case Study 3: GyanDarshan and GyanVani Broadcast Networks**

CEC's role in *educational broadcasting* through GyanDarshan (TV channel) and GyanVani (FM radio) illustrates the power of reaching learners outside conventional classrooms. During the COVID-19 pandemic, these platforms became lifelines for millions of students who lacked stable internet access. GyanVani's community radio stations in states like Bihar and Uttar Pradesh delivered lessons in local dialects, ensuring that rural and marginalized learners were not excluded. A survey conducted by CEC revealed that more than 60% of rural learners accessed these broadcasts regularly, demonstrating the continuing relevance of traditional broadcast media in the digital era.

### **Case Study 4: Digitization of Archives and Academic Resources**

The *CEC-UGC Inffibnet collaboration* for digitising lectures and educational programs has created an extensive archive accessible through YouTube and institutional repositories. The CEC YouTube channel, with millions of views, has democratized access to academic knowledge beyond registered students. For example, lectures on Environmental Science and Indian Culture have become widely used by competitive exam aspirants, civil service candidates, and self-learners across the country, showcasing the broad societal utility of CEC's digital resources.

### **Case Study 5: Regional Language Content for Inclusive Education**

Recognising India's linguistic diversity, CEC has undertaken initiatives to produce content in *regional languages*. For instance, EMRC Roorkee developed Hindi-medium content on core science subjects, which has proven critical for students in Northern India's rural areas. Similarly, Tamil and Bengali content projects have been launched to meet local learner needs. Feedback indicates that such

efforts have significantly reduced dropout rates and enhanced conceptual understanding among first-generation learners.

## **Discussion**

The journey of the Consortium for Educational Communication (CEC) demonstrates how broadcasting, once considered a traditional medium, has been strategically reimagined for the digital age. The logic of scale in Indian higher education—where over 40 million learners are enrolled in diverse institutions—demands solutions that can balance reach, quality, and affordability. CEC's multi-platform ecosystem provides valuable insights into how scale can be achieved without compromising inclusivity.

A first dimension of this discussion is the *interplay between technology and pedagogy*. While CEC's early initiatives were content-centric, focusing on recorded lectures and televised modules, its contemporary models emphasise learner interactivity, modular learning, and integration with credit frameworks. This pedagogical shift underscores the importance of aligning broadcasting with 21st-century educational practices, ensuring that content is not merely disseminated but actively engaged with.

Second, the *hybrid model of broadcast and broadband* situates CEC at the intersection of India's digital divide. Television remains a widely accessible medium, particularly in rural and low-income households, while internet-based platforms such as MOOCs and SWAYAM cater to digitally connected learners. By straddling both infrastructures, CEC creates a bridge between two Indias: one with robust digital connectivity and another still dependent on traditional broadcasting. This duality enhances resilience and inclusivity but also raises questions about resource allocation, duplication of content, and the efficiency of delivery.

Third, the *policy environment* provides both an opportunity and a constraint. The National Education Policy (NEP) 2020, PM eVidya, and the Academic Bank of Credits (ABC) position CEC as a crucial node in the national digital education framework. However, institutional inertia, coordination challenges across ministries, and the uneven quality of digital pedagogy highlight the need for sustained governance reforms. This

makes CEC not merely a content producer but a critical stakeholder in policy implementation and innovation.

The *COVID-19 pandemic* further brought into sharp relief the significance of CEC's role. As a stress test, it validated the robustness of satellite and television broadcasting for continuity of learning during crises, while also exposing limitations in interactivity, learner engagement, and assessment. This duality demonstrates that while CEC's infrastructure is indispensable, its effectiveness depends on complementary innovations such as mobile learning, AI-enabled personalisation, and teacher training in digital pedagogy.

Finally, the *issue of inclusivity and multilingualism* raises both challenges and opportunities. India's linguistic diversity demands content production in multiple regional languages to ensure equitable participation. While CEC has made progress in developing multilingual resources, the scale of demand remains enormous. Similarly, the accessibility of content for learners with disabilities is still in its nascent stages, highlighting the need for universal design principles in future platforms.

In sum, CEC embodies the paradox of Indian higher education's digital revolution: it is at once a legacy institution of broadcasting and a dynamic actor in digital transformation. Its success will ultimately depend on how effectively it integrates pedagogy with technology, balances broadcast with broadband, and navigates the competing imperatives of scale, equity, and quality.

## Conclusion

The Consortium for Educational Communication (CEC) occupies a pivotal space in India's digital education landscape, serving as both a custodian of broadcast-based learning and a catalyst for digital transformation. Its trajectory illustrates how traditional educational broadcasting can evolve into a multi-modal, technology-driven ecosystem capable of addressing the complexities of a diverse, multilingual, and unequal society.

The analysis reveals that CEC's enduring strength lies in its ability to *bridge the gap between accessibility and innovation*. By leveraging the wide reach of television and satellite networks while simultaneously expanding into internet-based platforms, MOOCs, and digital repositories, CEC

ensures that the benefits of educational technology extend beyond urban, privileged learners to include rural and marginalized populations. This dual strategy of broadcast and broadband has positioned CEC as a key agent of equity in Indian higher education.

At the same time, challenges remain. The *digital divide*, particularly in terms of connectivity, device availability, and digital literacy, continues to limit the inclusiveness of online initiatives. Moreover, the quality and interactivity of digital pedagogy must evolve further to match the aspirations set out in the National Education Policy (NEP) 2020 and global benchmarks for higher education. Sustained investments in teacher training, multilingual content creation, and universal accessibility are necessary for CEC to fully realize its transformative potential.

Looking ahead, the future of CEC will depend on how effectively it can *integrate emerging technologies*—such as artificial intelligence, adaptive learning systems, and data-driven analytics—into its content and delivery mechanisms. Its role in national frameworks like the Academic Bank of Credits and PM eVidya underscores the strategic importance of aligning institutional capacity with policy vision.

In conclusion, CEC symbolises both continuity and change in India's higher education system. It carries forward the legacy of educational broadcasting while reimagining its role in a digitally empowered India. By harmonising scale with inclusivity, and innovation with tradition, CEC has the potential to be not just a broadcaster of content but a *broadcaster of the future*—a dynamic force shaping India's journey toward a more equitable, accessible, and technologically enabled knowledge society.

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# IGNOU @ 40: A Revolution in Open and Distance Learning

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As Indira Gandhi National Open University (IGNOU) celebrates its 40th birth anniversary in 2025-26, it affirms its standing as a global leader in democratizing access to quality higher education. Established through an Act of Parliament on September 20, 1985, IGNOU was envisioned as an institution without walls, which reaches learners' doorsteps irrespective of geography, socio-economic background, or life circumstances. Today, IGNOU stands as the world's largest university by enrollment and a national treasure in India's educational system. It offers over 334 academic programs across disciplines through 21 Schools of Studies, supported by a vast network of 69 Regional Centres and nearly 2,500 Learner Support Centres in India.

With a commitment to inclusive education, scientific pedagogy, and technological integration, IGNOU serves millions of learners, including marginalised communities, differently-abled individuals, senior citizens, and prisoners. IGNOU periodically updates curricula aligned with national policies like the NEP-2020 and global trends, making it a dynamic and forward-looking institution. Its ongoing story is one of innovation, inclusion, and impact—a model of how distance education can power inclusive national development and global understanding.

## Vision and Early Challenges

India's higher education landscape in the early 1980s was marked by stark inequalities and limited access, with a gross enrollment ratio of just 5 to 7 per cent. Traditional campus-based universities were concentrated in urban centres, leaving millions across the country marginalised. Inspired by international models and responding to national imperatives, IGNOU set out with a bold vision: "Why should students come to us when we can go to them?"

Starting with just two diploma programmes and a student body of 4,528, IGNOU faced immense logistical, technological, and academic challenges. The absence of internet infrastructure mandated innovative use of print materials, postal services, radio, and television for content delivery. Rigorous quality assurance mechanisms ensured academic rigour despite distance and diversity.

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## Transformative Growth and Academic Expansion

Over 40 years, IGNOU has blossomed into the world's largest university by enrollment numbers, serving over 3.5 million learners nationally and internationally. Its portfolio spans more than 334 academic programs across 21 Schools of Studies, catering to 50 disciplines from management and social sciences to health and vocational education. The credit-based modular system empowers learners with flexibility: offering multiple entry and exit points that facilitate lifelong learning. Embracing India's linguistic diversity, IGNOU offers materials in over a dozen regional languages while integrating multimedia and digital platforms like eGyanKosh.

## Pioneering Technology Integration

IGNOU's forward-thinking adoption of educational technology has been exemplary. Early satellite broadcasts through seven dedicated Swayamprabha DTH channels, a dedicated Gyan Darshan TV channel and Gyan Vani FM channel bridged infrastructural gaps. The introduction of virtual classrooms, online learning management systems, and the offering of more than 300 SWAYAM courses, 40 online programmes, podcasts, audio books, mobile apps, and AI-driven personalised learning ensure IGNOU remains at the forefront of digital education. During the COVID-19 pandemic, IGNOU's preparedness enabled uninterrupted academic delivery and mass online examinations, highlighting its role as a resilient institution in unprecedentedly tough times.

## Comprehensive Learner Support

Critical to IGNOU's success is its extensive network of 69 Regional Centres and 2,500 Learner Support Centres, including many in rural, marginalized & the latest one being at Mayurbhanj district of Odisha, covering dense tribal areas and for communities which have been historically excluded from higher education. These centres provide personalised academic counselling, administrative assistance, and community engagement, enhancing learner experience and outcomes.

## Global Footprint and Collaborations

IGNOU's influence transcends borders with 25 overseas study centres across 15 countries, serving nearly 92,000 international students. Collaborations

with UNESCO, the Commonwealth of Learning, and governments foster global educational development and knowledge sharing.

### **Research and Innovation**

The university has around 900 PhD scholars and has awarded more than 800 PhD degrees. The university actively contributes to research in distance education methodologies, educational technologies, social equity, and sustainability. Its scholarly pursuits enhance pedagogy, policy, and practice, both within India and internationally.

### **Commitment to Quality and Policy Alignment**

IGNOU continuously aligns with India's National Education Policy 2020, emphasising flexibility, multi-disciplinarity, inclusiveness, and technology integration. IGNOU's commitment to excellence and quality education has been nationally and internationally recognised. The university proudly holds the prestigious A++ accreditation from the National Assessment and Accreditation Council (NAAC). This accreditation reflects IGNOU's outstanding infrastructure, pedagogical innovations, governance, learner services, and research contributions. Additionally, IGNOU secured the Number 1 rank among Open Universities in India in the National Institutional Ranking Framework (NIRF) consecutively for years -2024 and 2025, underscoring its leadership in quality, accessibility, and impact in higher education. These accolades reaffirm IGNOU's stature as a premier institution committed to democratizing education and continuously enhancing academic standards.

### **Inclusivity and Multilingual Programme Delivery**

IGNOU exemplifies inclusivity in its academic ethos by offering a broad spectrum of programmes tailored to diverse learner needs, ensuring equitable access irrespective of socio-economic, linguistic, or geographic barriers. A cornerstone of this commitment is its multilingual programme delivery, with curricula and self-learning materials in regional languages. This language diversity allows learners to engage deeply with content in their mother tongue or preferred language, thereby enhancing comprehension and retention. Beyond regional languages, IGNOU's School of Foreign Languages offers flexible, cost-effective certificate and diploma courses in international languages such as Arabic, French, German, Japanese, Korean, Persian, Russian, and Spanish, further extending access to global

linguistic competencies. Notably, professional programmes like the highly sought-after Master of Business Administration (MBA) leverage flexible delivery modes and include multilingual support systems to enable working professionals from varied backgrounds to enhance their managerial acumen without compromising their employment or regional affiliations. Through this comprehensive linguistic and cultural inclusivity, IGNOU ensures that learning truly transcends boundaries, fulfilling its mission of being the People's University.

### **Industry Academia Linkage, Placements and Alumni Connect**

IGNOU maintains strong and dynamic industry-academia linkages to bridge the gap between academic learning and practical workforce requirements. These collaborations involve diverse partnerships with leading corporations, professional bodies such as ICAI and ICMAI, CII, government agencies, and the skill development sector to co-develop curricula, offer internships, and facilitate placement opportunities for students. Through Memoranda of Understanding (MoUs), IGNOU integrates real-world case studies, guest lectures by industry experts, project-based learning, and vocational training into its programs, particularly in management and professional courses. The university also promotes entrepreneurship and innovation by encouraging student ventures and supporting incubation initiatives. Placement cells across regional and learner support centres actively work to connect graduates with employment opportunities, celebrating the successful transition of thousands of learners into competitive job markets. This symbiotic relationship between academia and industry enhances the relevance, employability, and lifelong career growth of IGNOU alumni.

### **Governance Structure**

Designed to manage one of the world's largest open universities effectively, IGNOU's governance system ensures strategic leadership robustly balanced with decentralised operational autonomy. The university's statutory bodies—Board of Management, Academic Council, Planning Board, and Research Council—bring together eminent educationalists, administrators, government representatives, and industry experts to steer policy, academic standards, resource allocation, and research priorities. At the institutional level, the Administration and Academic Coordination Divisions manage day-to-day governance functions, while the Regional Services Division at

head quarter, oversee 69 Regional Centres across vast geographical regions. IGNOU's governance model is lauded for transparency, accountability, and inclusivity, fostering continual quality enhancement through systematic stakeholder feedback and data-driven decision-making. This multi-tier governance framework enables IGNOU to innovate, expand, and maintain academic excellence across its unparalleled scale and diversity.

IGNOU's governance structure embodies inclusivity and progressive leadership, marking milestones in gender diversity within higher education administration. In a landmark appointment in 2025, Prof. Uma Kanjilal became the first woman Vice Chancellor in the university's four-decade history. The university's statutory bodies, including the Board of Management and Academic Council, are increasingly diverse, drawing on broad expertise and perspectives to govern an institution that serves millions across varied social and cultural backgrounds.

### Looking Forward

For four decades, IGNOU has remained a beacon of accessible, equitable, and quality higher education. It continues to break barriers and transform

lives by reaching the last mile. As IGNOU steps into its fifth decade, it remains committed to expanding access, embracing technological innovations catering to Industry 5.0, and strengthening international partnerships to meet evolving learner needs in a rapidly changing world. As education evolves globally amidst rapid technological change, IGNOU's fundamental principles—flexibility, quality, inclusivity, and lifelong learning—remain steadfast. The university's journey is not merely a retrospective but a living and dynamic revolution, with the best chapters still to unfold.

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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](http://www.aiu.ac.in)

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# Linking NAAC Accreditation with NEP–2020 Implementation

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Higher education in India is witnessing a profound transformation, driven by the nation's aspiration to establish a globally competitive and equitable educational ecosystem. The National Education Policy (NEP) 2020, a ground-breaking reform initiative, envisions restructuring the education system to emphasise multidisciplinary learning, innovation in research, and the integration of digital technologies. In a significant development, the University Grants Commission (UGC) has proposed a framework that links NAAC accreditation with the implementation of NEP 2020. This framework represents a paradigm shift, ensuring that the progress of educational institutions is evaluated based on measurable outcomes aligned with policy objectives.

The NAAC (National Assessment and Accreditation Council) has been a cornerstone of quality assurance in Indian higher education. By assessing institutions on parameters such as curriculum development, teaching-learning processes, research output, and community engagement, NAAC ensures that academic and administrative standards are upheld. Traditionally, NAAC grades have served as benchmarks for funding, autonomy, and other privileges granted by the UGC. The integration of NAAC accreditation with NEP–2020, however, elevates its role to a driver of reform, encouraging institutions to innovate and adopt practices aligned with national priorities.

The NEP–2020 marks the most comprehensive education reform in decades, aiming to address systemic gaps while fostering global competitiveness. It emphasises breaking rigid subject boundaries to create a multidisciplinary learning environment that offers students holistic experiences. Flexible curricula blending arts, sciences, and vocational studies form a key part of this vision. Additionally, the NEP seeks to establish research-driven ecosystems within institutions, incentivising problem-solving and knowledge creation for societal benefit. Equally important are its goals of equity and inclusion, ensuring access to education for marginalised and underserved communities while promoting gender

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parity and regional representation. The policy also integrates digital transformation, leveraging technology to enhance pedagogy and administration while developing robust digital infrastructure for blended and distance learning.

The UGC's new evaluation framework introduces a structured two-step process to ensure transparency and objectivity. The first step involves a preliminary assessment to evaluate basic compliance with NEP 2020 reforms. This includes examining curriculum restructuring, faculty development initiatives, and the adoption of technology in learning and administration. Measurable outcomes such as research output, graduate employability, and inclusivity metrics are key parameters in this stage. Institutions that excel in the preliminary assessment proceed to the detailed evaluation phase, which rigorously examines the depth and impact of their initiatives. This includes case studies, stakeholder feedback, and the long-term sustainability of reforms. By tying NAAC grades directly to the progress of NEP 2020 implementation, the framework incentivises institutions to achieve higher standards in exchange for UGC privileges like increased funding, autonomy, and opportunities for collaboration.

The optimism surrounding this initiative stems from its potential to encourage innovation across the educational landscape. The framework inspires institutions to innovate in pedagogy, research, and governance, creating a ripple effect that raises standards nationwide. Its focus on inclusivity ensures that education becomes accessible to marginalised communities, promoting equity in higher education. By addressing regional disparities, particularly in state-funded universities, the framework fosters infrastructure development and outreach programs. Aligning Indian higher education with international standards is another promising aspect, enhancing the nation's global competitiveness. This alignment has the potential to attract global partnerships and investments, offering opportunities for students and researchers to thrive in an interconnected world. Furthermore, the UGC's decision to invite feedback from stakeholders ensures that the framework is inclusive and well-rounded, with public

participation fostering trust and accountability in policy-making.

Despite its promise, the framework faces significant challenges. Resource disparities remain a pressing issue, as many institutions, particularly in rural areas, lack the necessary infrastructure and funding to implement NEP reforms effectively. Bridging this gap requires substantial investments in infrastructure, faculty training, and digital access.

Standardisation is another challenge, as ensuring consistent evaluations across diverse institutions is complex. The criteria must account for regional and institutional differences to avoid bias. Additionally, the framework's reliance on performance metrics risks reducing education to a numbers game, potentially neglecting qualitative aspects such as creativity, ethical development, and cultural context. Resistance to change is another critical issue, as institutions entrenched in traditional practices may resist the systemic shifts required by NEP adoption. Overcoming this inertia demands strong leadership, continuous engagement, and a collective commitment to reform.

To address these challenges, several measures are necessary. Capacity building should be prioritised by providing financial and technical support to underserved institutions, alongside training modules for faculty and administrators to facilitate smooth transitions. Evaluation criteria must be contextualised to account for regional and institutional diversity, using peer reviews and expert committees to ensure fairness and accuracy. The focus should shift from short-term outputs to long-term outcomes, emphasising sustainability and

societal impact. Institutions should be encouraged to collaborate and share best practices and resources to create a culture of mutual growth. Transparency in assessment processes is essential to maintain trust and accountability, with evaluation outcomes made publicly accessible. Regular updates to the framework based on stakeholder feedback and emerging needs will ensure its relevance and effectiveness.

The integration of NAAC accreditation with NEP implementation has the potential to transform India's education landscape. It promises institutional growth, empowering higher education institutions to evolve into multidisciplinary hubs of learning and research, preparing students for global challenges. Students will benefit from diverse learning opportunities, enhanced employability, and exposure to global best practices. On a societal level, the framework's emphasis on inclusivity and innovation will contribute to nation-building and socio-economic development.

In conclusion, the proposed evaluation system is a significant step toward realising the transformative goals of NEP 2020. While its implementation requires careful planning, substantial investment, and continuous improvement, it holds immense potential to uplift India's higher education system. By addressing challenges and fostering innovation, India can create an education ecosystem that is inclusive, dynamic, and globally competitive—a true testament to its commitment to progress and excellence.

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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

# Recognition of Prior Learning, Skill Development and the Role of Open Universities

Ritimoni Bordoloi\*

A university is often considered to be the think tank of a place where it is located, and eventually it plays a central role in terms of bringing welfare to the people of the country. As a higher educational institution, a university has to bring up the multifaceted human resources development by promoting the knowledge-enabled population and protecting them against all antisocial activities by ensuring their socio-economic mobility, social peace and progress in the society. A university that imparts need-based higher education makes the people highly educated with a progressive, rational, analytical, and skilful mind. But, the irony is that the degree takers as well as degree holders from a university are very few compared to the total population living in the society. At present, the Gross Enrolment Ratio of higher education in India is not more than 29 percent whereas in the developed countries like Germany, USA, it is more than 90 per cent. Therefore, it is high time that a university made the people in society conscious about their rights and duties, besides making them productive in a welfare country. Of late, in a developing country like India, apart from the conventional universities and institutions, Open Universities, offering education through the ODL mode, have played a pivotal role by encompassing all those people having a knack for learning but were deprived of education due to more than one reason. Even though it has been expected that open education is the target of the National Education Policy (NEP) 2020, in terms of reaching 50% Gross Enrolment Ratio (GER) for higher education in the country by 2030 can be achieved.

Even though it has been observed that the development processes across the globe are confronted with a crisis never seen before due to the Lockdown caused by the coronavirus (COVID 19) Pandemic since December 2019. The consequences of the crisis are most visibly felt in the socio-cultural, educational, economic and political arena of the society as a whole. Until when this situation will continue is uncertain, and there is every possibility that such situations may be recurrent in future as well.

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The job market too appears gloomy, and newer job prospects are a far cry from the different offshoots of the pandemic-led situations. The deprived section of the people with a lack of skills and resources is further disadvantaged in dealing with such an economic adversity. Even the issue of the migrant workers who lost their jobs due to the sudden nationwide shutdown of companies in different parts of India has further aggravated the condition of poverty in all the states in India. So, what is the probable respite at this moment? Can Open Universities play a pertinent role in mobilising the productivity of the youngsters by providing the scope for enhancing their need-based skills in the states? Again, in terms of industrial development as well as for the growth of the economy in the states, we may think of some of the pertinent issues like providing skill based education, offering compulsory need based vocational education for the lifelong learners, linking or facilitating the industry-academia relationship before offering courses to the stakeholders, recognising and issuing certificates by re-enrolling the learners so that their prior learning could be recognised in a justified and productive way, etc. The suggestions like multiple entry and exit of the NEP 2020 are an exemplar of providing more flexibility to open universities for reducing the most challenging issue, like drop out of the learners from the system, as well as encourage the learners to become more productive individuals. In this context, Recognition of Prior Learning (RPL) can be redefined in the context of the Indian education system, which is the outcome of having a more flexible and sustainable education system. RPL is a revolutionary framework that can be used to provide validation of skills and experiences to needy and deserving individuals, ensuring an empowering and inclusive society in the 21st century.

## Relevance of RPL (Recognition of Prior Learning) and Skill Development

When we are talking about skilling India, we need to think about how skills are acquired. Is it the innate qualities of human beings, or is it the education and training that people can acquire in different phases of life? Although it has been seen that some people are well-skilled and also engage in many economic sectors as their livelihood, with

their rich inherited skills and abilities. These kinds of skills are inherited from the ancestors or from the locality. Some people are very rich followers who can easily adopt the skilling capacity that helps them become productive. However, it could be better considered that skills can be acquired through proper training and retraining mechanisms so that people may get the proper direction to become more productive and efficient. In fact, the actual productivity implies well thought of culmination of knowledge and skills, which are quite relevant in the emerging economy for any country across the world. Therefore, in order to enhancing the better productivity and getting proper livelihood in the 21<sup>st</sup> century knowledge economy, everyone should be well-acquainted with a sufficient amount of knowledge and relevant skills so that people may get their livelihood according to their own preferences. In this context, it is the proper way of education that helps in bringing up the required skills of the people on time. Therefore, most of the individual abilities are *acquired through learning in educational institutions*. An innate theory of development is that a child is born with the abilities or predispositions called as genetic makeup that increase the likelihood of a child being able to display a particular characteristic.

Thus, from the above discussion, it was understood that although there are some innate potentialities or qualities or abilities in an individual by birth, education can shape the qualities into a more productive and constructive way. It is the education that provides the platform for skilling, upskilling and reskilling the capacity or qualities of an individual by considering the need and demand of the present context. By contextualising and recognising the innate qualities, and also for making skilled India, it was NSDC that incorporated the concept of Recognition of Prior Learning through the National Skill Qualification Framework. For making a skill-enabled population, in December 2013, the Department of Economic Affairs, Ministry of Finance, Government of India, notified the National Skill Qualification Framework (NSQF), which is being facilitated by the National Skill Development Agency (NSDA). This policy can easily be adopted by the ODL universities and institutions for its wider, flexible nature. The NSQF provides the outcome-based approach, which is very much essential for assessing the acquired knowledge of the people in an immediate way. Again, it is also helpful to each institution, student and employer to get themselves a

self-assessment regarding the progression pathways in terms of their competency level, i.e. what they can do and cannot do after taking the course under NSQF. Besides these, this course is the only course through which uniformity in terms of course duration, curriculum, entry requirements, as well as title or degree across the country can be established. The most interesting benefit of this course is that it facilitates the Recognition of Prior Learning (RPL) through which people, irrespective of their age, sex, and geographical distance, can get formal recognition of their traditional skills so that they can use these kinds of informal skills in a productive form. The NSQF also helps in the alignment of the Indian qualifications to international qualifications in accordance with relevant bilateral and multilateral agreements. Thus, each university should adopt such recognised skill-based courses in order to develop the national and international mobility among people across the nation.

Recognition of Prior Learning (RPL) programme recognises the value of learning acquired outside a formal setting and provides a government certificate for an individual's skills. As we know, India had a rich demographic dividend. It is because there are the highest numbers of population in the age group of 15-64 years. India has 62.5% of its population in the age group of 15-59 years, which is ever increasing and will be at the peak around 2036 when it will reach approximately 65%. According to the *Economic Survey 2018-19*, India's Demographic Dividend will peak around 2041, when the share of working-age, i.e. 20-59 years, population is expected to hit 59% (<https://www.drishtiiias.com/to-the-points/paper1/india-s-demographic-dividend>). Therefore, it is the golden opportunity of India to provide the training to the population and make *skilled India* a reality. But ironically, in India, the population at least with secondary education (ages 25 and older) is comparatively few with many developing countries of the world. Only 27% female and 47% male are oriented with some kind of secondary educational experiences. (HDR 2020). In fact, in India, the adult literacy percentage is not more than 70%, besides having huge gender disparity between males and females.

In this context, we need a lifelong learning opportunity. In fact, the Sustainable Development Goals also aimed to provide quality lifelong learning opportunities to all by 2030. So, in that context, for achieving the targets of SDGs, the

recognition of prior learning programmes is very much pertinent, which can be possible by providing the scope of lifelong learning opportunities in the formal and non-formal settings. The lifelong learning opportunity helps the learners to formalise their qualities or capacities into a productive form, and also provides people with the chance to enhance their qualities or capacities for a better livelihood. For example, a man is selling some craft items for his livelihood in his local market, which was inherited from his father. He has learned the skills on his own. Without any formal training, he can get his sustenance of living, and his family has lasted 10 to 15 years. This is a simple example of such kind of learning experiences, which are earned from a self-learning mindset and experiences. For mobilising or enhancing the informal experiences or self-learning experiences, there is needed of some mechanisms such as recognition of prior learning, which could be learned irrespective of time, age and geographical location. For better productivity and getting more formal support from the credit or bank agency, such inherited abilities should be recognised or certified through providing training and retraining formal and non-formal learning opportunities. However, under the current National Skills Qualification Framework (NSQF), attempts are being made to address the mobility issue through Recognition of Prior Learning (RPL) and the establishment of a credit system for skills, knowledge, and experience gained by an individual either formally or informally. The National Skills Qualifications Framework (NSQF) is designed to provide a variety of entry and departure points between vocational education, skills training, general education and technical education.

Again, in the 4<sup>th</sup> industrial era, we are living in a digital economy where people should be skill-oriented with relevant skills and knowledge in order to cope with the fast-changing economy of the world. Human capital is the only way of meeting the needs and demands of the digital economy so that people may get their rightful way of livelihood for a decent standard of living. Therefore, the enhancement of vocational-based skills courses at all levels of education should be a priority issue under the National Skills Qualifications Framework. In fact, in India, academic degrees are frequently preferred over vocational training for getting better career opportunities in terms of compensation and work quality. However, vocational education and training

provide people with valuable industry-specific skills, increasing their employability.

The Ministry of Skill Development and Entrepreneurship (MSDE) launched Pradhan Mantri Kaushal Vikas Yojana (PMKVY) in the year 2015. This Scheme was further extended in the year 2016. The objective of this Skill Certification Scheme was to enable a large number of Indian youth to take up industry-relevant skill training that will help them in securing a better livelihood. Recognition of Prior Learning (RPL) is a component of the PMKVY Scheme. Recognition of Prior Learning (RPL) largely refers to an assessment process used to evaluate a person's existing skill sets, knowledge and experience gained either by formal, non-formal or informal learning.

As from the above discussion, it has been noted that RPL is very important for ensuring an inclusive society where people may have recognised skills that eventually help people achieve a decent standard of living.

- Through RPL, the aim is to align the competencies of the pre-existing workforce of the country to the standardised framework.
- Certification builds confidence, brings respect and provides recognition to the candidates; it has the potential to make skills aspirational.
- Supporting the formalisation of the informal learning of youth will supplement their efforts in finding sustainable livelihood opportunities and reduce inequalities based on privileging certain forms of knowledge over others.
- It aims to align the competencies of the unregulated workforce of the country to the standardised National Skills Qualification Framework (NSQF).
- To enhance the employability opportunities of an individual as well as provide alternative routes to higher education.
- To provide opportunities for reducing inequalities based on privileging certain forms of knowledge over others.

### **Role of the Open Universities**

The vision of a university should be focused on the needs of the locality and on fulfilling the needs and desires of the stakeholders. It is because, to maintain the status and reputation of the university in the competitive age, the university authorities

should ensure some special contributions to society and the country. In this regard, due to the nature of flexibility and its openness, Open Universities play the role of a people's university by harnessing the needs and demands of the common masses. Thus, even an open university needs to be linked to a mission like ensuring the economic viability of the nation by promoting and enhancing the capacity and skills of the learners or the degree holders. This means that the education received, even from an open university, should improve the living standard of the people so that they are able to have a dignified life. Nobody can deny the possibility and prospects of sustainable education that would ameliorate the living standard of the people at present and in the near future. Skill-based education could bring viability to the institutions as well as to the people in terms of ensuring their sustainability and generating employment opportunities in the present world. Therefore, an open university should develop need-based and skill-based courses, which have a direct link with industrial and vocational recruitments.

The Open universities and ODL institutions would be the major providers for providing the RPL programme to the learners irrespective of their age, time and geographical locations in a flexible manner. In order to maintain its reputation, an open university should design such courses that bring special credit and recognition to the university itself. Before launching the course, the faculty members of the university should be sent to field work, or to different exchange programmes, to understand the validity, reliability and authenticity of the courses in a practical way. Once they return with some experiences, the university should assign to them the duty to prepare the course content and subsequently launch the programme. This process can help the university to identify the shortage and paucity of manpower in society in various fields, and then supply the manpower by launching the need-based courses. Besides, the content of the syllabus must be up-to-date, regularly monitored and revised by an internal or external Quality Assurance Unit, and must provide some social services like making people aware of certain important things. However, with quality people emerge quality in administration as well as in academics. And the success of an open university lies in the way it remains devoted to social causes, besides paying sufficient attention to learning outcomes. Therefore, against all sorts of allegations on the ODL mode itself, the Open Universities should be able to develop a Qualification Framework

(QF) which can be an instrument that develops and classifies qualifications based on a set of criteria that is agreed nationally and benchmarked with international 'good practices'.

## Conclusion

For mobilising the positive and constructive economy, skilling, upskilling, and reskilling of the people are the priority issues in order to cope with the knowledge economy of the 21<sup>st</sup> century. Recognition of prior learning provides such flexibility as a resilient approach in order to mitigate the crisis, which has been taking place in the market economy from time to time. In fact, we have seen that the COVID-19 pandemic has placed an urgent demand on individuals to acquire new skills, reskill, and upskill to adapt to the new normal. As the COVID-19 pandemic accelerated changes in the demand for skills and raised the possibility of structural shifts in labour markets around the world, there is an urgent need for quality training to support a robust economic recovery. In order to enhance the agility and resilience of societies to deal with the challenges posed by the pandemic and crises in the future, governments have a crucial responsibility in ensuring the continuation of training and development at workplaces, as well as improving the effectiveness of skills development and lifelong learning systems. In fact, an effective skills development system depends on close coordination between governments, social partners, the private sector, and education or training providers. Therefore, it is the duty and responsibility to make people aware of the programme (like RPL) and contextualise such learning into practice while providing training to the needy and lifelong learners.

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# Reimagining Economic Priorities for a Sustainable Future

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**Soumya Swaminathan, Indian Paediatrician and Clinical Scientist, Formerly WHO's Chief Scientist and Director General of the Indian Council of Medical Research (ICMR), Ministry of Health and Family Welfare, Government of India, delivered the Convocation Address at the 3<sup>rd</sup> Convocation Ceremony at Madras School of Economics, Chennai, Tamil Nadu on January 22, 2026. She said, “Choose career paths that challenge you intellectually and align with your values. Success should not be measured solely by position or prestige, but by the impact of your work on people’s lives. In a world of growing complexity, humility, collaboration, and ethical clarity will be among your greatest strengths.” Excerpts**

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It is a great honour to join you today on this memorable occasion. Convocation ceremonies mark both an ending and a beginning, an ending of years of disciplined study, and a beginning of responsibility, leadership, and public engagement. For each of you graduating today, this moment represents not only personal achievement but an entry into a world that urgently needs thoughtful, ethical, and courageous economists.

The Madras School of Economics has played a seminal role in shaping economic thought and public policy in India. Its alumni have contributed to national planning, global development institutions, academia, and the private sector. You inherit this legacy at a time of unprecedented transformation economically, socially, technologically, and environmentally.

My own professional journey from clinical medicine to public health research, and from national service to global policy, has taught me that careers today are rarely linear. They evolve as evidence accumulates, contexts change, and moral priorities sharpen. What remains constant is the value of strong analytical foundations and a commitment to public good qualities that institutions like this one nurture.

You are graduating into a world facing multiple, interconnected crises. Climate change, economic inequality, public health emergencies, demographic shifts, and geopolitical uncertainty are no longer abstract concepts. They are shaping livelihoods, markets, and governance systems in real time. These challenges are complex, systemic, and deeply interlinked, demanding new ways of thinking across disciplines.

One of the most defining features of these crises is inequality. While shocks such as climate change or pandemics affect entire populations, their impacts are not evenly distributed. Marginalised

communities, especially women, children, informal workers, older adults, and the urban and rural poor, bear a disproportionate burden, despite contributing the least to these global challenges.

Consider extreme heat, now recognised as one of the most significant climate-related risks in India. Rising temperatures affect agricultural productivity, labour capacity, health systems, and energy demand. Yet, the economic costs of heat are rarely captured fully in national accounts. Outdoor workers, such as farm labourers, construction workers, and street vendors, experience productivity losses, income instability, and health risks that are largely invisible in macroeconomic indicators. Women, who constitute a large share of informal and agricultural labour, face compounded risks due to occupational exposure, unpaid care work, and limited access to healthcare.

Children are also profoundly affected. Heat stress and climate variability disrupt food systems, increase food prices, and worsen undernutrition, particularly among low-income households. These shocks have long-term consequences for physical growth, cognitive development, educational attainment, and future productivity. From an economic perspective, this represents a loss of human capital with intergenerational implications.

India’s experience during the COVID-19 pandemic further exposed structural vulnerabilities. Informal workers, migrants, women-headed households, and children faced disproportionate economic and health shocks. While aggregate recovery indicators have improved, the unevenness of recovery highlights the importance of distribution-sensitive economic analysis.

This is where your role as economists becomes critically important. Economics has traditionally prioritised efficiency, growth, and optimisation, and

these remain essential. However, today's realities demand that the discipline expand its focus to include equity, resilience, sustainability, and well-being. The metrics you choose, the assumptions you make, and the questions you ask shape policy choices in powerful ways.

Economists are uniquely positioned to quantify what is often ignored: the economic value of health, the cost of environmental degradation, the burden of unpaid care work, and the long-term returns on social investments. You can help ensure that climate adaptation, public health preparedness, and social protection are seen not as expenditures, but as investments in economic stability and growth.

For example, investments in heat-resilient infrastructure, early warning systems, and occupational safety measures yield returns through improved productivity, reduced healthcare costs, and avoided mortality. Similarly, investments in maternal and child nutrition generate some of the highest known economic returns, yet remain under-prioritised in many policy frameworks.

Gender-responsive economic analysis is particularly vital. Women's contributions to economies, especially through unpaid care, subsistence agriculture, and informal work, remain systematically undervalued. Climate change and economic shocks often increase women's unpaid labour while reducing their access to income and assets. Policies that fail to account for these dynamics risk reinforcing inequality and undermining long-term development. Children, too, must be central to economic thinking. Investments in early childhood health, nutrition, and education are foundational to building a productive workforce. Economists have a responsibility to frame these investments not as welfare measures, but as strategic economic priorities.

At the same time, no single discipline can address today's challenges alone. The future lies in interdisciplinary approaches. Economics must engage deeply with public health, environmental science, behavioural science, and social policy. Adapting to climate change, for instance, requires coordination

across urban planning, labour regulation, energy policy, health systems, and social protection. Economic analysis can guide these decisions by identifying trade-offs, evaluating cost-effectiveness, and ensuring that benefits reach the most vulnerable.

India's development trajectory offers both promise and caution. Rapid economic growth has lifted millions out of poverty, yet inequalities persist across regions, genders, and social groups. As the country navigates its demographic transition and climate risks, economists trained at institutions like the Madras School of Economics have a vital role to play in shaping inclusive, evidence-based policy.

To the graduating students, I offer this advice: remain anchored in evidence, but guided by empathy. Data and models are powerful tools, but they must be informed by lived realities. Engage with communities, listen to diverse voices, and remain open to learning beyond textbooks and spreadsheets.

Choose career paths that challenge you intellectually and align with your values. Success should not be measured solely by position or prestige, but by the impact of your work on people's lives. In a world of growing complexity, humility, collaboration, and ethical clarity will be among your greatest strengths. India and the global community need economists who can think rigorously, act responsibly, and lead with compassion. You are well-equipped for this task, and the world awaits your contributions.

In closing, I return to a principle that has guided my own journey: economics and science are not ends in themselves; they are tools to advance equity, dignity, and well-being. As economists and social scientists, you will influence policies, investments, and priorities that shape societies for decades to come. I urge you to remember that the true test of economic progress is not how fast we grow, but how well we protect those with the least power and the greatest vulnerability.

I congratulate each one of you and wish you courage, clarity, and purpose as you step into the future. □

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## CAMPUS NEWS

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### **National Conference on Sustainable and Green Accounting at Gujarat Vidyapith, Ahmedabad**

The One-day National Conference on 'Sustainable and Green Accounting: A New Language of Accounting' was organised by the Department of Commerce, Faculty of Management and Commerce, Gujarat Vidyapith (Deemed-to-be University), Ahmedabad, Gujarat on March 27, 2026 through a hybrid mode. Conference Director, Prof. Lokesh Jain, Head, Department of Commerce and the Coordinator, Ms Janvi Sethi said that the event received excellent representation of participants from twenty-seven universities and higher education institutions of eleven states. More than fifty quality research papers were presented in two offline and six online technical sessions. There were more than seventy participants from the field of academics, researchers, NGO personnel, and the industrial world, besides the participants of the host university campus. The online sessions were chaired by various eminent academicians. These sessions were managed by Dr. Satish Patel, Associate Professor, Department of Management, with direct assistance of Priti, Dhara, Moupriya, Rajal, & Mona. The Chief Guest of the Inaugural Session was CA Aniket Talati, Former President of ICAI, who represents in 180 Asia-Pacific countries and has a landmark contribution towards Green, Sustainable and Responsible Accounting.

In his Presidential Address of the Valedictory Session, Dr. Harshad Patel, Vice Chancellor, Gujarat Vidyapith, said that the subject of this commerce conference is emerging and very important to respond to sustainability for not only the Nation but the entire world. Green and Sustainable accounting is the future of business. No one can secure their existence without compensating the universe. Business and accounting must be liable for it. It is necessary for the existence of both. He congratulates the organiser and the team for a good number of participants and appreciates the scholars and academicians for their quality presentations. Commerce should lead ethical accounting practices in the interest of all.

In his Visionary Address, CA Aniket Talati said that Green and Sustainable accounting is not the

future, it will be our near present. He gave the '3-P Formula' for business- 'Profit + People + Planet'. He focused on the integration of three 'P' Forces for the wellness of business, society and world. He said that profit is not the prime motive of business, but it must care for the interests of stakeholders (people) and be responsible for nature (planet). He initiated the standards to measure sustainability in the accounting system, which will be a part of the near future of the accounting world. Shri Talai realised the relevance of Gandhian thoughts in managing sustainable and green accounting, socially responsible practices.

Special Guest, CA Chandravadan Shah, focused on value-based accounting in the light of CSR and Ethical Accounting practices. He said that it is the integrated part of our business accounting world that saves and safeguards the existence of all. Business society must be honest, liable and sensitive towards its surrounding universe. He also advocated sustainable, measurable and accountable efforts for holistic development.

Executive Member of Gujarat Chamber of Commerce and Industry, CA Jainik Vakil significantly focused on the urgent need for a sustainable and green accounting concept by drawing a picture of current unethical business practices and keeping its horrible effects before the wise academic masses for thinking and taking action in the right direction. He said that sustainable and green accounting is a prime need of our future. We need to take serious and compact steps in the field of accounting and auditing to meet the demand of sustainable and responsible accounting. He further said that India has sustainable cultural practices in his life. So, our country should lead in adopting green and sustainable measures in accounting.

Special Guest CA Pradip K Modi, Principal, P K Modi and Co., having more than thirty years of rich experience as a Finance Advisor, said in his address that Sustainability in the financial analysis and decision-making field is the demand of the smart finance market. Sustainability and Green accounting are the future of the next-generation business. Academician and accounting personnel must be equipped not only with such skills and knowledge

but with the attitude and vision of sustainability that lead their business behaviour. He congratulate to organizer to select such a conference theme. He said again that Ethical Corporate Governance, Smart Commerce and technology should mix with the Sustainable and Green Accounting concept. No future can be imagined without the existence of these prime factors.

Keynote Speaker of the offline technical session, Ms Mittal Patel, Founder, Vicharata Samuday Samarthan Manch, Gujarat, shared her rich accounting experience concerned with the NGO world. Chairperson of the next technical session and President, Gujarat University Area & Teachers Association and having more than thirty years of experience in Commerce, Dr. Dipak R. Raste said that sustainability will be the key feature of the future accounting world. He advocates systematic efforts in this direction from the academic and industrial worlds. He said that the event conclude policy level remark to implement measurable standards for sustainable, green, and responsible accounting in an integrated manner.

Keynote Speaker of the next technical session, Dr. Deshmukh Manish Madhav, Head Department of Commerce, Sonepant Dandekar V.S. Apte Commerce College, Palghar (University of Mumbai), said that sustainability must be inculcated in present and future accounting and business behaviour. Prof. Rajiv Patel, Dean of the Faculty of Management and Commerce, delivered his address and thanked all guests, the Deans of various faculties, and participants for their valuable presence at the conference.

#### **Doctoral Research Conference at IIM Ranchi**

The two-day Doctoral Research Conference is being organised by the Indian Institute of Management Ranchi (IIM Ranchi), Jharkhand from June 11-12, 2026. The event is open to doctoral students at advanced stages of their thesis work, limited to one submission per student, co-authorship with faculty is allowed, provided the doctoral student presents the paper, and the submissions must be original and unpublished work. The event serves as a platform for Ph.D. scholars to present their research, receive constructive feedback, and engage in meaningful academic discussions. The areas of the event are:

- Economics.
- Finance and Accounting.

- Information Systems and Business Analytics.
- Liberal Arts and Sciences.
- Marketing.
- Organisation Behaviour and Human Resources.
- Operations Management.
- Strategy and Entrepreneurship.
- Legal Studies and Responsible Business.

For further details, contact the Conference Chair, The Indian Institute of Management Ranchi (IIM Ranchi), Jharkhand-834001, E-mail: [drc2026@iimranchi.ac.in](mailto:drc2026@iimranchi.ac.in). For updates, log on to: [www.iimranchi.ac.in/drc2026/](http://www.iimranchi.ac.in/drc2026/)

#### **International e-Conference on Women at NIT Hamirpur**

A two-day International e-Conference on 'Women in Engineering, Education, and Sciences' is being organised by the Department of Electrical Engineering, National Institute of Technology Hamirpur from 20- 21 August, 2026. The event serves as a platform featuring, role of women in engineering, women in diversity, equity and inclusion, leadership, empowering women through pedagogical skills, education and outreach. The Tracks of the event are:

##### **Track 1 : Role of Women in Engineering**

- Women engineers: civil, mechanical, electrical, computer science and many more.....

##### **Track 2 : Women in Diversity Equity and Inclusion**

- Education skills and economic empowerment.
- Workplace equity and policy.
- Psychological empowerment.
- Access to opportunities and resources (economic and social access).
- Autonomy (Power to control her own life).
- Ability to influence social change (collective power).
- Right to determined choices.

##### **Track 3 : Leadership and Representation**

- Leadership and team management with pedagogical skills.
- Women in leadership, breaking barriers and building pathways.
- Advancing women into executive and board roles.

- Sponsorship vs Mentorship for women's career growth.
- Women leading in diversity in education transformations.

#### **Track 4: Empowering Women through Pedagogical Skills**

- Enhancing pedagogical skills through lesson, course and class planning.
- Empowering women engineers through legal framework special reference to Posh Act.
- Effective pedagogical technologies for women in engineering.

#### **Track 5: Education and Outreach**

- Soft skills as the backbone of sustainable human capital.
- Advancing research and innovation in contemporary landscape.
- Redefining work life balance in perspective of women in engineering.
- Empowering women in *Viksit Bharat @2047*.
- Perspective of new education policy and its implementation.

For further details, contact the Organising Secretary, Dr. Gargi Khanna, Electronics and Communication Engineering Department, National Institute of Technology Hamirpur, Hamirpur, Himachal Pradesh-177005, Mobile Number, 98058 70101, E-mail: [weesnith@gmail.com](mailto:weesnith@gmail.com). For updates, log on to: [www.nith.ac.in/workshops-conferences](http://www.nith.ac.in/workshops-conferences)

#### **National Seminar on Reimagining the Indian Economy for *Viksit Bharat 2047***

A two-day National Seminar on 'Reimagining the Indian Economy for *Viksit Bharat 2047*: Skill, Sustainability and Strategic Growth' is being organised by the Rukmini Devi Institute of Advanced Studies, New Delhi, from May 08 – 09, 2026 through Hybrid Mode. The event is sponsored by the NRC-Indian Council of Social Science Research, New Delhi.

India's aspiration of achieving *Viksit Bharat 2047* requires a comprehensive reimagining of the Indian economy that integrates structural reforms, innovation-led growth, sustainability, and inclusive development. As the nation progresses

through *the Amritkaal*, economic transformation must be anchored in resilience, productivity enhancement, digital expansion, financial stability, and strategic sectoral advancement. The country has unparalleled potential due to its greatest youth population, growing digital infrastructure, vibrant entrepreneurial ecosystems, and heightened global participation.

The event may serve as a transformative dialogue for the nation's future. It seeks to establish a collaborative platform for academia, industry leaders, policymakers, and youth to discuss actionable strategies for India's long-term economic development. Skill upgradation and workforce transformation form the core pillars of this developmental agenda. The transition toward a knowledge-driven and technology-intensive economy necessitates continuous upskilling and reskilling aligned with Industry needs. India's economic architecture is increasingly driven by services, manufacturing diversification, technological innovation, and entrepreneurial dynamism. This evolving framework directly aligns with the pillars of skill, sustainability, and strategic growth. Skill development serves as the foundational driver enabling workforce readiness, productivity enhancement, and innovation capacity across emerging sectors. Sustainability ensures that economic expansion remains environmentally responsible, socially inclusive, and institutionally resilient. Strategic growth integrates policy coherence, digital transformation, capital formation, and sectoral advancement to strengthen India's long-term global positioning. Together, these interconnected dimensions provide a structured pathway for transforming India's developmental aspirations into measurable progress toward *Viksit Bharat 2047*. The Tracks of the event are:

#### **Marketing**

Digital Marketing Skills for a Technology-Driven Economy Consumer Analytics, AI and Data-Driven Marketing Competencies Rural and Inclusive Market Development through Entrepreneurial Skills Global Branding and Strategic Market Positioning for *Viksit Bharat* Sustainable and Ethical Marketing for Responsible Growth Omnichannel Retail Strategy: Industry Insights Building Competitive Brands in Emerging Markets Data-Driven Marketing Decision Making Social Media, Influencer Marketing and

Youth Engagement Sustainable Marketing and Responsible Consumption.

### **Finance**

Financial Inclusion and Digital Literacy for Inclusive Growth Sustainable Finance, ESG Practices and Green Skill Development FinTech Innovation and Skill Requirements in Digital Finance Capital Market Reforms and Financial Competency Building Climate Finance and Risk Management Capabilities Industry Outlook on Capital Markets and Investment Trends Corporate Financial Strategy in a Changing Regulatory Environment Green Finance and Sustainable Investment Practices Budget Analysis, Fiscal Policy and India's Growth Strategy Emerging Careers in FinTech and Banking.

### **HR and General Management**

Upskilling and Reskilling for Industry 4.0 and Future of Work Workforce Readiness and Employability for Viksit Bharat 2047 Talent Development, Leadership Skills and Innovation Culture HR Analytics and Strategic Human Capital Development Gig Economy, Labour Reforms and Adaptive Skill Frameworks Role of MSMEs in Economic Development and Regional Growth Startup Ecosystem, Innovation Policy, and Entrepreneurial Governance Industry Expectations from Management Graduates Bridging the Skill Gap: Corporate HR Strategies.

### **IT & AI (Digital Transformation)**

Artificial Intelligence and Skill Transformation in the Digital Economy Digital Upskilling for MSMEs, Startups and Emerging Enterprises Ethical AI, Data Governance and Cyber Security Competencies Automation, Smart Manufacturing and Technology-Driven Workforce Skills Innovation Ecosystems Supporting Strategic Growth towards *Viksit Bharat 2047* Digital Transformation Challenges in Indian Industry Public-Private Partnerships for Economic Growth Leveraging Data for Competitive Advantage: Corporate Experiences Industry Outlook on India's Growth Trajectory Towards 2047 Business Intelligence for Strategic Planning and Policy Design Data Governance, Ethical Data Use, and Regulatory Frameworks Predictive Analytics in Finance, Marketing, and Public Administration Digital Transformation in MSMEs and Emerging Enterprises Cyber Security

Awareness and Digital Responsibility Tech-Driven Entrepreneurship and Innovation AI Tools and Emerging Career Pathways for Management Graduates.

For further details, contact Convener, Dr. Upasana Diwan, Rukmini Devi Institute of Advanced Studies 2A & 2B, Phase-1, Madhuban Chowk, Outer Ring Rd, Block D, Sector 14, Rohini, Delhi-110085, Mobile No: 09811300019, E-mail: [SeminarRIEVB@rdias.ac.in](mailto:SeminarRIEVB@rdias.ac.in). For updates, log on to: [www.rdias.ac.in/events/](http://www.rdias.ac.in/events/)

### **Training Course on AI in Health Research**

The Training Course on 'AI in Health Research: From Discovery to Delivery' is being organised by the ICMR-National Institute for Research in Reproductive and Child Health (NIRRCH), Mumbai from May 04-29, 2026. The course is sponsored by the Department of Health Research (DHR), Ministry of Health and Family Welfare, Government of India. The faculty from Medical Colleges, Research Institutes, MRHRUs, MRUs, or universities, candidates with MBBS/M Pharm/ MD/ MDS/ MVSc/ BDS/ BAMS/ Ph.D. degrees, interested in a research career, and candidates from north-east, semi-urban, or rural regions may participate in the event.

- Machine learning and deep learning for diagnostics, drug discovery, epidemiological and disease modelling, and risk prediction.
- Experimental validation, interpretation, regulatory, and ethical aspects of AI delivered leads from discovery to delivery.
- Hands-on training on biomedical techniques such as PCR, Real-time PCR, Droplet Digital PCR, DNA sequencing, Pyrosequencing, ELISA, and flow cytometry, as well as data processing and bioinformatics workflows.
- Research methodologies covering grant writing, study design, sample size calculation and basic biostatistics.

For further details, contact ICMR-National Institute for Research in Reproductive and Child Health, Jehangir Merwanji Street, Parel, Mumbai-400012, Phone on: 022-24192000, E-mail: [training@nirrch.res.in](mailto:training@nirrch.res.in). For updates, log on to: <https://nirrch.res.in> □

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## COMMUNICATION

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### Academic Social Consciousness: The Fire has to Come from Within

G Palanithurai\*

In recent days, I have been visiting various higher learning institutions in Tamil Nadu at the invitation to interact with teachers on an important issue: “creating social consciousness” among faculty members and how to connect themselves with the community as an assumed function, not as an assigned function. In this process, I met a retired Prof. Viswanathan from a government college in Pudukkottai, Tamil Nadu. He is a very active and most sought-after person among the public of Pudukkottai town. From dawn to dusk, he is with the community, and he is the busiest and most active in public life. Having had this much information from many, I met him and interacted with him in a private library meant for Tamil research in Pudukkottai City, contributed by two teachers, both husband and wife. Prof. Viswanathan started his community outreach work in the library itself by creating a Reader’s forum “Vasakar Vattam”.

This reader’s forum has organised several meetings by inviting public intellectuals and literary giants to Pudukkottai to interact with the public, more specifically, the well-informed citizens and students of various colleges in Pudukkottai town. The meetings were organised in the meeting hall of the Library, which is called Gnanalaya Library. For organising such meetings, the expenditure had been incurred jointly by the owner of the library and Prof. Swaminathan initially and later, many volunteers came forward to contribute to such a kind of activity. It continues even today.

Later, he initiated a programme of felicitating the sanitary workers of Pudukkottai town by organising a function specifically to honour them. He started honouring the women sanitary workers by giving a salary and a gift of their choice. After seeing the activities, a number of donors came forward to help him hold the function annually. This also continues even today.

Every year, while celebrating Women’s day, he organised a programme to felicitate women working

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*\*Former Professor, Rajiv Gandhi Chair for Panchayati Raj Studies Department of Political Science and Development Administration Gandhigram Rural Institute-Deemed University Gandhigram-624302 E-mail: gpalanithurai@gmail.com*

in the post office in the same way as it has been done to sanitary women workers.

On 29<sup>th</sup> January, every year, Newspaper Day was celebrated, and during that time, all newspaper boys were invited and felicitated fittingly. It is his regular habit to visit public schools and attend to the needs of the students. While visiting schools, he used to interact with students and get to know the details of the needs of the students. In the same way, he used to visit the colleges and offer his services to them.

Organise the students for tree planting in public places, for which he got support from various agencies. Where there was a natural disaster, he helped the poor families by providing essential things to the needy, for which he collected money from the traders and other businessmen of the city. By seeing his activities, a student of Prof. Swaminathan sent 2 lakh rupees to him to continue to do the good works.

Ramraj Cotton is a very big cloth-making company that has established its outlets in all the major towns in Tamil Nadu. This company publishes a monthly magazine called ‘Vennmai’ white. It is a development magazine very useful for the youth. He gets 100 copies every month from the showroom and distributes them to the school-going students. As the manager knows his public service, he gives the same to the public school students, mostly the poor boys and girls.

Yet another of his remarkable public services is on the entire four compound walls of Raja’s Government College, a portrayal of three great leaders of Pudukkottai has been done with costly paints by investing huge money collected from the public. Apart from the description of the three leaders, namely former Chief Minister Baktharachalam, Dr Muthulakshmi Reddy, and Akilan, a great writer, the preamble of the Constitution of India and the responsibilities of the citizens as enshrined in the Constitution of India have been written on the walls. Anybody walking on the roads can learn about the nation and the town through the writings.

Yet another achievement is that on the walls nearer to the Bus stand, one would find only absent cinema posters in the past. To avoid such a kind of activity, he has painted the national flag on the walls with costly paint. Now one could see only the National flag on the walls of the road. Now one cannot see political and cinema posters on the walls.

His association with Dr.Ramdoss, a medical practitioner to burn the unclaimed dead bodies in the town, is a much-appreciable service. Totally, they have done this service for more than 600 dead unclaimed bodies. By doing this service with the help of the police and other officials, both of them earned the faith and respect of the public and the officials.

He started this kind of service even when he was in service. He got some kind of training and passion when he was in the Red Cross society. He worked with students to donate blood to the government hospitals for poor patients. He trained 1000 students for the blood donation service. Still, 100 individuals continue to do that service for the needy.

Every morning, he used to walk on the roads of the city, and wherever he found any disrepair, he immediately took photographs and communicated with the appropriate responsible officials in the Government departments. The officials took a photograph after repairing it and sent it to him. He immediately gives his compliments to the officials. Thereby, he nurtured a good relationship with officials to solve many of the problems of the people. Later, he organised a WhatsApp group in which all responsible officials and citizens joined. He started communicating problems and issues to the officials in the form of photos.

He became a scribe to report many of the good events to the newspapers, as for many dailies, there is no reporter in the town. Whenever good events are being conducted naturally, he becomes a participant and takes note of the happening. He makes a story out of it and sends it to the newspapers. They are being published the next day. In such a way, he plays an active role in bringing out the events of Pudukkottai to the outside world.

He is doing yet another service to the readers of his group. He reviews rare old Tamil books, which are essential for the youth to lead a meaningful life.

Even after retirement, he is busy, active, socially conscious, and has established community connections, and he is a role model for many teachers in colleges and universities. He is the most sought-after and inevitable person in Pudukkottai town.

There is yet another person by the name of Prof.Madurai Veeran, a retired person from the University of Madras, who has started an Academy of Development Affairs in his native Usilampatti by investing his retirement benefits. He was a professor at the Anna Centre for Public Affairs and headed the Department for some time. I used to participate in many of the programmes of the Anna Centre for Public Affairs.

During those periods, I found in him the public spirit. He used to groom the students coming from rural areas for writing competitive examinations. Apart from classroom teaching, he did many student-oriented activities outside the purview of the university. Now he is taking steps to create an academy for doing research in the rural areas and to train the rural youth to prepare for competitive examinations and to go for higher studies in premier institutions. It has to work for the empowerment of the rural folk. He has invested rupees one crore in the Institute. He is not so rich. Yet he has determined to work for the community where he hails.

Right now, I have been involved in two kinds of activities. One is taking the constitution to the masses through the village panchayat and the student communities. The second activity is grooming the youth to contest in the ensuring the local government election as transformational leaders. I have fixed a target of 1000 youth to be trained this year. In the same way, taking the preamble of the constitution to the masses through the Gram Sabha requires another huge support. The above two activities are supported by an industrial group in Tamil Nadu. What we need is that we have to initiate activities at the community level, and it will draw the attention of the investors. Investors are looking for good impact-making proposals from social workers. If we, the teachers, are ready to work with the community, many motivated individuals from the business community are ready to support all our impact-making activities at the grassroots, both in urban and rural settings. The fire has to come from within every teacher in higher learning institutions.

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# THESES OF THE MONTH

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## HUMANITIES

A List of doctoral theses accepted by Indian Universities  
(Notifications received in AIU during the month of Feb-March, 2026)

### Geography

1. Abida. **Land use planning for sustainable development in North Kashmir, India.** (Dr. Harmeet Singh and Prof. Pervez Ahmed), Department of Geography & Disaster Management, University of Kashmir, Srinagar.
2. Shah, Asif Iqbal. **Assessment of flood risk and related mitigation measures in the Jhelum River Basin of the Kashmir Himalaya, India.** (Prof. Nibedita Das), Department of Geography and Disaster Management, Tripura University, Suryamaninagar.
3. Singh, Taniya. **Role of geographical factors on crime in Rajasthan: A case study of Karauli and Dholpur Districts.** (Dr. Manoj Kumar Saini), Department of Geography, IIS (Deemed to be University), Jaipur.
4. Wani, Mehraj Ud Din. **Cross border tourism and its impact on regional cooperation and peacebuilding in South Asia.** (Prof. Shamim Ahmad Shah and Dr. Zubair Ahmad Dada), Department of Geography & Disaster Management, University of Kashmir, Srinagar.

### History

1. Agarwal, Mamtesh. **Marwar ke Motaraja Udaisingh aur unka yug.** (Prof. Sharad Rathore), Department of History and Indian Culture, IIS (Deemed to be University), Jaipur.
2. Bagchi, Pallabi. **Tracing tara: Development of the iconography of Tara in India and other Asian Countries (5th century to 12th Century CE).** (Prof. Sushmita Sen), Department of Archaeology and Ancient History, Maharaja Sayajirao University of Baroda, Vadodara.
3. Costa, Anil D. **Educational, socio-cultural accomplishments, leader motives and congregation's culture of Franciscan capuchins from a historical perspective.** (Dr. Joseph C C and Dr. Kennedy Andrew Thomas), Department of International Studies, Political Science and History, Christ (Deemed to be University), Bengaluru.

### LANGUAGES & LITERATURE

#### English

1. Dikshya Samantarai. **Corporeality and body politics in Jayanta Mahapatra's Poetry.** (Prof. Nandini Sahu), School of Humanities, Indira Gandhi National Open University, New Delhi.
2. Minu, A. **Narratives of violence, power and gender: A study of select novels by T D Ramakrishnan.** (Dr. Sharon J), Department of English and Cultural Studies, Christ (Deemed to be University), Bengaluru.
3. Nagpal, Anushka. **Mapping the margins: Critical study of the projection of dalit women in selected Indian cinematic representations.** (Prof. Parmod Kumar), School of Humanities, Indira Gandhi National Open University, New Delhi.
4. Patel, Ganeshkumar Sumanbhai. **Nation and history in the select novels of Chaman Nahal.** (Dr. Rakesh Damir), Department of English, Gujarat University, Ahmedabad.
5. Patel, Hareshkumar Vinodbhai. **Select novels of J R R Tolkien and Michelle Paver: An ecocritical reading.** (Dr. S J Singh), Department of English, Gujarat University, Ahmedabad.
6. Ralte, Catherine Lalruatfeli. **Locating violence: Exploration of American school culture in select narratives.** (Prof. K C Lalthlamuani), Department of English and Culture Studies, Mizoram University, Aizawl.
7. Rathore, Yashasvini. **Narratives of the ambiguous self: A study of selected works of Margaret Atwood.** (Dr. Sucharita Sharma), Department of English Literature and Language, IIS (Deemed to be University), Jaipur.
8. Sharma, Susismita. **Understanding the relationship between nature and humans in Herge's The Adventures of Tintin: An ecocritical analysis.** (Dr. Smita Devi), Department of English, Assam Don Bosco University, Guwahati.
9. Subba, Shradha. **Cultural dislocation in select works by Manjushree Thapa.** (Prof. Margaret L Pachuau), Department of English and Culture Studies, Mizoram University, Aizawl.

10. Thakur, Sapna. **Diasporic sensibility in the selected works of Indian women poets.** (Dr. Jyoti Syal), Department of English, Maharishi Markandeshwar (Deemed to be University), Ambala.
11. Thomas, A Mattappallil. **A study of paradox, dilemma and responses of characters in select works from lockdown literature.** (Dr. Saji Varghese), Department of English and Cultural Studies, Christ (Deemed to be University), Bengaluru.
12. Zirsangliana, C. **The politics of repression and the queer identity in select American novels.** (Prof. Sarangadhar Baral), Department of English and Culture Studies, Mizoram University, Aizawl.
13. Zomuansangi. **Situating pandemic literature: A study of select narratives.** (Prof. Margaret L Pachuau), Department of English and Culture Studies, Mizoram University, Aizawl.

#### French

1. Gaur, Vaishali. **Enseignement/apprentissage DU FLE dans les universités privées de Delhi NCR choix DU matériel pédagogique ETL acquisition des compétences de communication.** (Prof. Deepanwita Srivastava), School of Foreign Languages, Indira Gandhi National Open University, New Delhi.

#### Hindi

1. Chhetry, Tulsi. **Hindi aur Bharatiya Nepali sahityik patrikayen: Ek tulnatmak adhyayan, sandarbh: 1990 se 2010 tak.** (Dr. Bhanwar Singh Shaktawat), Department of Hindi, Jain (Deemed-to-be University), Bangalore.
2. Kavita. **Mahavir Prasad Dwivedi ka anuvad karm: Vishesh sandarbh Beccan ke nibandhoan ka anuvad.** (Prof. Rajendra Prasad Pandey), School of Translation Studies and Training, Indira Gandhi National Open University, New Delhi.
3. Mehta, Monika. **Mridula Garg ke kathaoan mein sangharashrat istriyoan kee dasha.** (Dr. Suman Kaushik), School of Liberal Studies, CMR University, Bangalore.
4. Mir, Heena Majeed. **Socio religious themes in Jaishree Roi: A study of select fiction work/ Jaishree Roi ka katha sahitya: Samajik evam dharmik adhyayan.** (Prof. Zahida Jabeen), Department of Hindi, University of Kashmir, Srinagar.
5. Prajapati, Brajesh Kumar. **Maharani Saroj Gaurihar ke vyaktitav evam krititav ka anusheelan.** (Dr. Kunji Lal Patel), Department of Hindi, Maharaja Chhatrasal Bundelkhand University, Chhatarpur.

6. Sharma, Ranju. **Purvottar kendrit Hindi upanyasoan mein stree.** (Dr. Sushma Kumari), Department of Hindi, Mizoram University, Aizawl.
7. Shekhawat, Hemraj Kanwar. **Krishna Sobti aur Maitreyi Pushpa ke upanyasoan mein lok sanskriti evam samaj: Ek adhyayan.** (Dr. Rajesh Kumar Sharma and Dr. Shivani Sharma), Department of Hindi, Bhagwant University, Ajmer.

#### Kannada

1. Shashikalamma, U. **Kannada vaigyanika sahithyadalli Parisara Praghe mattu jeeva vaividhyateya aayaamagalu.** (Dr. Shivakumara D C), Department of Kannada, Jain (Deemed-to-be University), Bangalore.

#### Persian

1. Hussain, Janaid. **Noor Naameh of Baba Kamaal-ud-din: Critical introduction with annotation.** (Dr. Shahnawaz Shah), Department of Persian, University of Kashmir, Srinagar.

#### Sanskrit

1. Dvivedi, Awanish Dhar. **Gargasamhitayah kavyashastradrishtyanusheelanam.** (Prof. Sukhdev Bhoi), Department of Sahitya, Shri Lal Bahadur Shastri National Sanskrit University, New Delhi.
2. Kaushik, Priya. **Ameradurgasya vastusastriyadhyayanam.** (Dr. Yogender Kumar Sharma), Department of Vastushastra, Shri Lal Bahadur Shastri National Sanskrit University, New Delhi.
3. Mahla, Pintiyabhai Kashinath. **A study of Kama-Purushartha as described in the major Kama-shastra texts.** (Dr M K Moliya), Department of Sanskrit, Saurashtra University, Rajkot.
4. Pankaj. **Ācāryakeśavarāmaśarmanah kāvyesu s āmskritikasāmājikadhārmikādīpaksānām gau-ravasya ca adhyayanam.** (Dr. Shyam Babu), Department of Sahitya, Central Sanskrit University, New Delhi.
5. Parida, Subhadarshini. **Śātrika-mānasikavikāsāya yogaśastroktaprāyogikopāyānām paryālocanam.** (Dr. Nandighosh Mahapatra), Department of Sarva Darshan, Central Sanskrit University, New Delhi.
6. Poonam Rani. **Mahabharat mein manvadhikar: Ek samalochnatamak adhyayan.** (Prof. Kaushalya), School of Humanities, Indira Gandhi National Open University, New Delhi.
7. Ruma. **Pañcamahākavyesumanovinodatattvānām samīksātmakamadhyayanam.** (Prof. Ratnamohan Jha), Department of Sahitya, Central Sanskrit University, New Delhi.

8. Sahu, Sumita. **Manuyājñavalkyoktakarmavipāk asya tulanātmakamadhyayanam.** (Prof. Lalit Kumar Ashoo), Department of Dharamashastra, Central Sanskrit University, New Delhi.
9. Semwal, Sandeep Prasad. **Ekvinshshatake san-skritsaahityasya vikase Uttarakhandraajye virachitnaatakaanaam sarvekshanam sameekshanancha.** (Prof. Arvind Kumar), Department of Sahitya, Shri Lal Bahadur Shastri National Sanskrit University, New Delhi.
10. Sharma, Kamlesh. **Śrīkulanāthaviracitāyāh gāthāsaptasatakavivaranatikāyāh sampādanam anuśīlanañca.** (Dr. Satya Dev), Department of Sahitya, Central Sanskrit University, New Delhi.
11. Tiwari, Shubham. **Srisankaracaryakrtatattvabodhasya sadanandakrtavedantasaryasya ca tulanatmakamadhyayanam.** (Prof. Jawahar Lal), Department of Sarva Darshan, Shri Lal Bahadur Shastri National Sanskrit University, New Delhi.
12. Upadhyay, Ankit. **Bhasyavyakhyatidesasutranam udyotanadrstya vivecanam.** (Prof. Sujata Tripathi), Department of Vyakarana, Shri Lal Bahadur Shastri National Sanskrit University, New Delhi.
13. Upadhyay, Bhim Narayan. **Mādhyandina-samhitāyām yāgāvivecanaprakarane samāgatānām paryāvaranasambaddhapādānām vyākaranadiśāstradrstayā anusandhānātmakamadhyayanam.** (Prof. Shail Kumari Mishra), Department of Sahitya, Central Sanskrit University, New Delhi.
14. Yadav, Sheela. **Īśvaraproktaśivasamhitāyāh samīksanātmakamadhyayanam.** (Prof. Baidynath Jha), Department of Darshana, Central Sanskrit University, New Delhi.

#### Linguistics

1. Qasim, Rehana. **Shaikh ul Aalam (R A) poetry: A lexical study.** (Prof. Aejaz Mohammed Sheikh and Dr. Mohammad Shafi Sumbli), Department of Linguistics, University of Kashmir, Srinagar.

## PERFORMING ARTS

### Fine Arts

1. Saxena, Neelakshi. **An analytical study on chips packaging with respect to color impact on Jaipurites.** (Prof. Nirupama Singh), Department of Applied Art & Sculpture, IIS (Deemed to be University), Jaipur.
2. Shah, Nimesh Shaileshkumar. **Investigating change and constant in Indian tea advertising campaign from the perspective of visual storytelling: A study of national level electronic and print advertisements.** Department of Applied Arts, Maharaja Sayajirao University of Baroda, Vadodara.

### Music

1. Shah, Siddha Kamlesh. **Historical monuments as museums: Adaptive usability, designing and challenges.** (Prof. Ambika Bipin Patel), Department of Museology, Maharaja Sayajirao University of Baroda, Vadodara.

## RELIGION

### Islamic Studies

1. Ganaie, Bilal Ahmad. **Islamic sociological thought in modern times: A study of Ilyas Ba Yunus and A R Momin.** (Dr. Ab Rashid Bhat), School of Social Sciences, University of Kashmir, Srinagar.

### Jainism

1. Jain, Prashant. **Jainadarsane agamapramanavimarsah.** (Prof. Anekanth Kumar Jain), Department of Jain Darshan, Shri Lal Bahadur Shastri National Sanskrit University, New Delhi.

□

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03	Associate Professor	Pharmaceutics Pharmaceutical Chemistry Pharmacology Pharmacognosy Pharmacy Practice Regulatory Affairs	09	OPEN-03, SC-01, ST-01, VJ(A) - 01, OBC-01, SEBC-01, EWS - 01.
04	Assistant Professor	Pharmaceutics Pharmaceutical Chemistry Pharmacology Pharmacy Practice Regulatory Affairs	09	OPEN-03, SC-01, ST-01, VJ(A)-01, OBC-01, SEBC-01, EWS - 01.

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**Mahatma Phule Adhyapak Mahavidyalaya, Jalkot**  
 Tq. Jalkot Dist. Latur – 413532

**WANTED**

Applications are Invited for the post of **Principal** to be filled in **Mahatma Phule Adhyapak Mahavidyalaya, Jalkot** Run By **Mahatma Phule Gramin Vikas Sevabhavi Sanstha Sonwala Tq. Jalkot Dist. Latur** (Permanent Non-Grant) Eligible Candidates should submit their application along with all necessary documents **within 15 Days** from the date of Advertisement by Registered post only.

Sr. No.	Subject	Name of post	No. of Post	Reservation post
1	Principal	Principal	1	Un-Reserved

**Educational Qualification**

**The Candidates shall possess the following qualification.**

1. Postgraduate Degree in Arts/Sciences/Social Sciences/Humanities/Commerce with minimum 55% Marks.
2. M.Ed. With minimum 55% Marks.
3. Ph.D. in Education or in any Pedagogy subject offered in the institution.
4. Ten years teaching experience in a secondary Teacher Educational Institution.

**Desirable :** Diploma/Degree in Educational Administration or Educational Leadership.

**Salary and Allowance Pay :-** Pay Scales as per the U.G.C.State Government & Swami Ramanand Teerth Marathwada University's rules from time to time

**Note:-**

1. Prescribed application form available on the University Website: ([www.srtmun.ac.in](http://www.srtmun.ac.in))
2. No T.A./D.A. will be paid to attend the interview.
3. Eligible candidates who are already in service should submit their application through proper channel.
4. All attested Xerox copies of certificates and other relevant documents should be attested to the application form.

**Address for Correspondence:-** Secretary, Mahatma Phule Adhyapak Mahavidyalaya, Opp. Gov. Rest House, Kunki Road, Jalkot Tq. Jalkot Dist. Latur (Maharashtra). Mob. 9421560280, 9764744602 E-mail : [mpcej21@gmail.com](mailto:mpcej21@gmail.com)

## Mahatma Phule Gramin Vikas Sevabhavi Sanstha Sonwala's. Mahatma Phule B.Ed/M.Ed College Jalkot Tq. Jalkot Dist. Latur.

### WANTED

Applications are invited for the post of Professor, Associate Professor and Assistant Professor (M.Ed), & Perspectives in Education, Pedagogy Subjects, Health & Physical Education and Performing Arts (B.Ed) to be filled in **Mahatma Phule Gramin Vikas Sevabhavi Sanstha Sonwala's. Mahatma Phule B.Ed/M. Ed College Jalkot Tq. Jalkot Dist. Latur.** (Permanent Non Granted). Eligible Candidates should submit their application along-with all necessary documents **within 15 days** from the date of publication of this Advertisement by registered post only.

Sr. No.	Position	No. of Posts	Nature	Reservation
<b>M.Ed.</b>				
01	<b>Professor</b>	01	Regular	Unreserved
02	<b>Associate Professor</b>	01	Regular	Unreserved
<b>B.Ed. Assistant Professor</b>				
01	Perspective in Education	09	Regular	SC 01, ST 01, VJ(A) 01, NTB-1, OBC 01, EWS- 02. SEBC 02,
02	Pedagogy Subject (Math., Science, Social Science, Language)			
03	Health & Physical Education			
04	Performing Arts (Music/Dance/Theatre)Fine Art			

**Note :-** As per Government Decision dated 25.01.2024, parallel reservation in recruitment will be strictly implemented. parallel reservation is as follows – Assistant Professor Female – 05, Divyang – 01, Sportsperson-01.

#### **Qualifications :- As per UGC & NCTE**

Salary and Allowance Pay : Scale as per UGC State Government & Swami Ramanad Teerth Marathwada University, Nanded rules from time to time.

#### **NOTE :**

- 1) Prescribed application form is available on the University **Website : (srtmun.ac.in)**
- 2) No. T.A./D.A. will be paid to attend the interview.
- 3) Eligible candidates who are already in service should submit their application through proper channel.
- 4) 3% Reservation for handicapped and 30% for woman candidates.
- 5) All attested Xerox Copies of certificates and other relevant document should be attached to the application form.

#### **Address of Correspondence**

Mahatma Phule B.Ed. & M.Ed. College, Opp. GOV. Rest House, Kunki Road Jalkot. Tq. Jalkot Dist. Latur Pin Code:- 413532  
Contact. No.9545160198, 9764744602

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Sr. No.	Department	Professor	Associate. Prof.	Assistant Prof.
01	Homoeopathic Materia Medica	UR - 01	UR - 01	UR- 01 OBC - 01
02	Organon & Hom. Philosophy	UR - 01	UR - 01	UR - 01
03	Homoeopathic Pharmacy	----	----	UR - 01
04	Homoeopathic Repertory & Case Taking	EWS - 01	UR - 1	02(UR)
05	Human Anatomy	ST - 01	UR - 01	UR - 01
06	Human Physiology & Biochemistry	UR - 01	OBC- 01	OBC – 01 ST - 01
07	Forensic Medicine & Toxicology	-----	-----	UR - 01
08	Community Medicine, Research Methodology	OBC - 01	UR - 01	----
09	Pathology & Microbiology	OBC - 1	UR - 01	-----
10	Surgery	UR - 01	----	PWD - 01
11	Gynecology & Obstetrics	UR - 01	ST - 01	UR - 01
12	Practice of Medicine	UR - 1	OBC - 01	01(EWS) OBC - 1
13	Yoga Instructor ( 01 Male ) ( 01Female )	UR - 02		

**Essential Requirements for all Position:**

1. Minimum of 15 years of Residence in Goa.
2. Knowledge of Konkani
3. Knowledge of Marathi shall be desirable.

**Qualification:** Desirable qualification and experience as per National Commission for Homoeopathy (MES) Regulations 2024.

**GENERAL INSTRUCTION:**

- Candidate should pass NTET ( Recruitment at entry point level )
- Age limit shall not exceed 45 years (Relaxation as per rules of Govt. of Goa).
- Pay Scale as per State Government of Goa..
- Candidate already in service should apply through proper channel.
- T.A./D.A. shall NOT be paid by this institute for attending the interview.
- In case of non-availability of the suitable candidates in the Reserved Category, the post shall be filled by the General Category candidate for the academic year 2026-2027.

The complete application must reach the undersigned **within 15 days** from the date of publication of this advertisement. Can also be forwarded on college **E-mail: skhmcoffice22@gmail.com**. Incomplete application or application without enclosures will not be accepted and rejected without giving any notice.

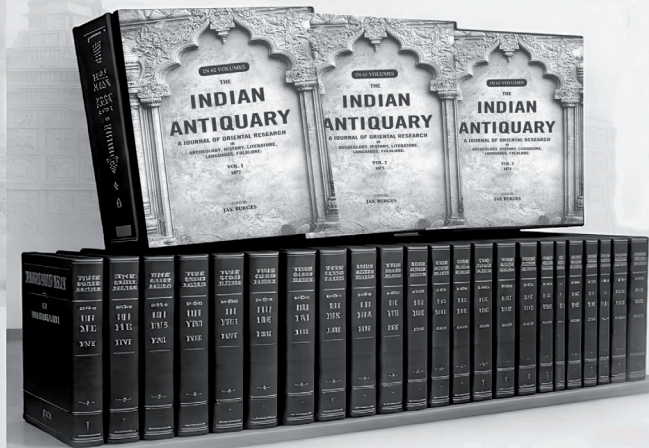
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**FOR ST. JOSEPH VAZ COLLEGE, CORTALIM, MORMUGAO – GOA**

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### **A) Eligibility:**

- i) Ph.D. degree
- ii) Professor/Associate Professor with a total service/experience of at least 15 years of teaching/research in universities, colleges and other institutions of higher education.
- iii) A minimum of 10 research publications in peer reviewed journals as approved by Goa University from time to time or UGC-listed journals out of which at least two should be in Scopus/Web of Science Journals.
- iv) A minimum of 110 Research Score as per Appendix II, Table 2 of Goa University Statute SC-16
- v) Minimum qualifications and other requirements as prescribed by Goa University Statutes SC-16.4

### **B) Tenure:**

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

### **C) Essential Requirements:**

- a) Knowledge of Konkani language. Additionally, knowledge of Marathi shall be desirable.
- b) 15 years of residence certificate in Goa issued by competent authority.

**Scale of pay:** As prescribed by UGC, Goa University and Directorate of Higher Education, Government of Goa from time to time.

**Service Conditions:** As prescribed by the UGC, Goa University, Directorate of Higher Education, Government of Goa, St. Joseph Vaz Educational Society and other competent authorities from time to time.

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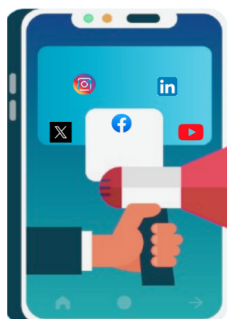


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