Since 2012

January 2026 | Vol. XIII Issue 01

RNI No. DELENG/2012/45970

EducationPost

₹300.00

RANKINGS | RESEARCH | VIEWS

www.educationpost.in



WHEN LAW DRAWS THE LINES AND DESIGN BUILDS THE WORLD

All India New-Age Pvt. Universities
IIRF Ranking 2025

WOXSEN UNIVERSITY

India's Fastest-Growing Globally Ranked University

UG PROGRAMS

B.Tech | B.Des (Hons.) | BBA/BBA (Hons.) | B.Arch | BA (Hons.) BA-LLB (Hons.) | BBA-LLB (Hons.) | BBA+MBA | B.Sc (Hons.) BCA | B.Sc (Sports Science)

PG PROGRAMS

MBA (General) | MBA (Financial Services) | MBA (Business Analytics) | M.Tech (AI & ML) | Master in Healthcare Planning & Design | M.Des (Product Design Innovation)

175+ Global Partner Universities



24 Diverse Student Communities







163+ Corporates for Internship & Placements

53+ Representing Countries



100% Placement Track







200 Acre Residential Campus



Woxsen University, Hyderabad

Corporate Office: Plot No. 1270, JSP Jubilee Crown, 4th floor, Rd. No. 36, Jubilee Hills, Hyderabad - 500033, Telangana, India, (040) 4444 8888
Campus: Kamkole, Sadasivpet, Sangareddy District, Hyderabad - 502 345, Telangana, India, +91 (0) 84552 55555

SCAN TO APPLY

EASWARI SCHOOL OF LIBERAL ARTS
CRAFTING SELVES. CURATING LEADERS.

SRM UNIVERSITY AP
Andhra Pradesh

EASWARI SCHOOL OF LIBERAL ARTS

For Minds That Question, Create & Transform.

- Interdisciplinary Approach and Experiential Learning
- Comprehensive and Multidisciplinary Curriculum
- Scholarships Offered in Various Categories
- State-of-the-art Facilities (Language Lab, Psychology Lab, Econometrics Lab)
- Placements in Social Sector, Research Organisations, Think Tanks, Governmental Organisations, Traditional and New Media, and the Leisure and Hospitality Industry
- Faculty from the Best National and Global Universities

PROGRAMMES OFFERED

Knowledge To Go Places.

- B.A. (Hons.) English
- B.A. (Hons.) Political Science
- B.A. (Hons.) History
- B.A. (Hons.) Media Studies
- B.A. (Hons.) Sociology and Anthropology
- B.Sc. (Hons.) Psychology
- B.Sc. (Hons.) Economics

Upcoming Lab: Interdisciplinary Centre for Media Studies *(Centre For Academic Excellence) - A Media Lab that facilitates hands-on, immersive experience of media technologies and practices.*

FUTURE FORWARD THINKING

50% publications featured in Q1 and Q2 Journals

6+ Faculty awarded Research Grants

50% Students opt for advanced studies at top international universities

Easwari School of Liberal Arts, SRM University-*AP*
Guntur District, Andhra Pradesh - 522240
Website: www.srmap.edu.in | **Email:** admissions@srmap.edu.in | **Helpline:** 080 6988 6999

Follow us : SRMUAP | SRMUAP | srmuap | SRMUAP | SRMUAP

BUILD YOUR FUTURE WITH US

APPLY NOW



INDIA BY DESIGN
OF ROOTS, CHANGES, AND QUIET COTNFIDENCE

Design in India has never moved in a straight line. It has grown slowly, shaped by habit, climate, belief, and need. Long before design became a profession, it was simply a way of living. Indian design was never about standing out. It was about fitting in with place, with people, with purpose.

After Independence, that practical mindset became even stronger. The focus was on building a nation. Architecture was institutional and serious. Graphic design existed to inform, not to impress. Objects were made to last, not to tell stories. There was little room for personal expression, and even less for experimentation.

Things began to change in the 1990s. Liberalization opened the doors to global ideas, new markets, and new ambitions. Designers suddenly had references from outside and audiences willing to look beyond function. Style entered the conversation. So did branding, identity, and storytelling. Indian design started to loosen up and ask bigger questions about who it was speaking to and what it wanted to say.

In recent years, that excitement has settled into something more thoughtful.

Many designers are stepping back and looking inward again. There is a growing desire to work with local materials, regional stories, and traditional knowledge systems. Instead of asking how to look international, the question has shifted to how to stay honest. This change has brought long-ignored regions into focus, such as Jharkhand.

Jharkhand's design sensibility has always been present. It just wasn't framed as design. Tribal art forms like Sohrai and Khovar are part of daily life, painted on walls, shaped by seasons, rituals, and architecture. These are not decorative motifs borrowed for effect. They belong to the spaces they live in.

Today, a younger generation is translating this visual language into contemporary work, graphic design, public art, textiles, and products, while keeping its meaning intact.

What stands out in Jharkhand's growing design scene is its calm assurance. There is no rush to impress the metros. Designers are comfortable working with soil, stone, bamboo, natural pigments, and memory. The work feels grounded because it is. It grows from lived experience rather than market pressure.

Architecture reflects this shift too. Across India, there is increasing unease with buildings that ignore climate and context. Architects are rediscovering courtyards, cross-ventilation, shaded spaces, and materials that respond to local conditions.

The evolution of Indian design today is not about rejecting modern ideas. It is about making careful choices. About knowing when to innovate and when to step back. The most meaningful work is happening where tradition meets contemporary thinking, without either trying to overpower the other.

For students and young professionals, the lesson is simple. Design does not have to shout to be relevant. It does not have to imitate to be modern. India's design future will be written not just in metros, but also in other overlooked regions, where strength comes from staying rooted while quietly moving forward.

Rohit Wadhwaney
Managing Editor
rohit@theeducationpost.in
rohit.wadhwaney@gmail.com

ICFAI Foundation for Higher Education
(Deemed-to-be University under Section 3 of the UGC Act, 1956)
Category I Autonomous Institution ● Accredited by NAAC with 'A++' Grade
Accredited by | Recognized by
NAAC Accredited A++ Grade 3.59/4
Career oriented UG / PG / Doctoral programs in the areas of
Management | Engineering | Law | Social Sciences | Architecture
for Programs details please visit website www.ifheindia.org
Upto 100% Scholarship for B.Tech & B.Arch Students
MERIT SCHOLARSHIPS: Based on performance in Qualifying Examination & Semester-wise Performance in respective programs
RANKINGS
6 RANKED Among Top 100 B-Schools of India (Govt. & Pvt.) Times B-Schools Survey 2024
10 RANKED Among India's Best B-Schools (Pvt.) Careers360 2025
11 RANKED Among Top 100 Private B-Schools in India Business Today 2025
1 RANKED Among Top Law Schools of Telangana (Govt.&Pvt.) GHRDC 2025
3 RANKED Among Pvt. Engineering Institutes of Telangana Education World Ranking 2025
9 RANKED Among Top 125 Pvt. Engineering Institutes Times Engineering Rankings 2025
Toll-free: 1-800-599-0767
www.ifheindia.org | /IFHEHyderabadOfficial
Campus: Dontanapalli, Shankerpally Road, Hyderabad
ICFAI GROUP
● 11 Universities ● 9 B-Schools ● 9 Law Schools ● 7 Tech Schools ● 3 Pharma Schools ● 4 Decades in Flexible Learning

EducationPost
NEWS | RESEARCH | VIEWS www.educationpost.in

Vol. XIII Issue 01 | January 2026

EDITOR-IN-CHIEF
Shiv S. Sharma

MANAGING EDITOR
Rohit Wadhwaney

SENIOR CORRESPONDENT
Fatima Zohra Hasan, Prabhav Anand, Amin Masoodi

CORRESPONDENT
Siddharth Verma, Praful Pandey, Pragya Kumari

ART & GRAPHICS
Brij Mohan Singh

PHOTO
S.P. Singh

HEAD OF MARKETING
Ravi Kumar R.V. (South) +91-9972529721

BUSINESS STRATEGIES, PROJECT ALLIANCES & EVENTS
Ankita Yadav
+91-9871823833

DATA & RESEARCH
Maction Consulting

IT TEAM
Junaid Alam, Ajay Kumar Singh, Varsha Kushwaha, Ramdeo Kumar, Sabir, Dushyant Singh, Shadab

ADMIN. & CIRCULATION
Md. Azharuddin Ansari
+91-9312332433

SAT SUKRIT MEDIA PVT. LTD.

Registered Office
Flat No. 103, UGF, Plot No. G-84, Sector-7,
Dwarka, New Delhi-110077 Phone: 011-25086952

Editorial & Marketing Office
Delhi: B-212, 2nd Floor, Ansal Chambers-1 (Above SBI Bank)
Bhikaji Cama Place, New Delhi-110066.
Phone: +91-11-45604578

Chennai: Janaki Building, Sardar Patel Road,
Adyar, Chennai-600020.

Advertisement / Circulation / Subscription Enquiries
B-212, 2nd Floor, Ansal Chambers-1 (Above SBI Bank)
Bhikaji Cama Place, New Delhi-110066.
Phone: +91-11-45604578, 9312332433, 9818539997
E-mail: shiv@theeducationpost.in

Advisory Support
FWA
FEDERATION FOR WORLD ACADEMICS
www.fwainternational.org

Write Back
letter@theeducationpost.in

Printed and Published by Shiv Shankar Sharma on behalf of SAT SUKRIT MEDIA PVT. LTD.
Printed at All Time Offset Printers, F-406, Sector-63, Noida-201301
and
published from Flat No. 103, UGF, Plot No. G-84, Sector-7, Dwarka, New Delhi-110077

CONSULTING EDITORS

ACADEMIA

Prof. Goutam Dutta
Professor (Retd.)
IIM Ahmedabad

Prof. Simrit Kaur
Principal, SRCC
University of Delhi

Prof. Shailendra Singh
Professor and Dean (Research)
IIM Lucknow

Dr. S S Vernekar
Emeritus Professor
D Y Patil Global Business School
& Research Centre, Pune

Dr. Sandeep Sharma
Chairman, Sikkim College of Pharmacy & Research, Sikkim
Co-Founder, Education Post

Dr. Irfan A. Rizvi
Professor, IMI
New Delhi

Prof. Ashish Joshi
Dean and Distinguished University Professor
School of Public Health
University of Memphis

Prof. Madhu Vij
Professor, FMS
University of Delhi

Braj Kishor Gupta
Chief Mentor
GiantStep

Ganit Guru Ganitanand
Founder
Ganit Math

INDUSTRY

Harjeet Khanduja
Sr. Vice President
Human Resources
Reliance Jio

Rajeev Bhadauria
Advisor, PR and Corporate Affairs,
Reliance Infrastructure Limited,
Reliance ADA Group

Vir Bharat
Head-HR
YAMAHA Motor Solutions
India Pvt. Ltd.

Deepak Jhangiani
Ex-VP, Business India
and Former CEO
DSIJ Ltd.

Saswati Sinha
Head - Human Resources
Evalueserve (India & MEA)

Puja Kapoor
Global Senior Director-HR
OLX Autos - OLX Group

Madhu Menon
National Head
Talent Acquisition
Deloitte

Sahil Nayar
Sr. Associate Director - KPMG

Dr. Kamaljit Anand
Chief Data Scientist
KIE Square Analytics

DISCLAIMER

*All rights reserved. While all efforts are made to ensure that the information published/ uploaded is accurate, authentic and up to date, that the company/publisher/editor holds no responsibility for any error that might occur. All material contained herein is though reliable, are not infallible.

All disputes are subjected to the exclusive jurisidiction of competent courts and forums in Delhi/New Delhi only.

CONTENTS


10

COVER STORY
Between Childhood and Criminality India's Juvenile Justice System in Crisis
Rohit Wadhwaney


14

Law must shape technology with ethics, not chase innovation after disruption
Prof. P. Sree Sudha
Dean, SRM School of Law, SRMIST


20

Law today must integrate technology, ethics, and global thinking to remain socially relevant
Dr. Annamaneni Sreelatha
Dean – School of Law, Woxsen University


26

Future-ready legal education must blend technology, ethics, and experiential learning
Dr. Shashikant C. Hajare
Principal, New Law College, Bharati Vidyapeeth, Pune


32

Design education must be rooted in India while shaping global, ethical, and impactful designers
Prof. A. Balasubramaniam
Director, Institute of Design, JK Lakshmipat University, Jaipur


36

AI should reduce hiring friction and expand access, not replace human judgment
Kartik Narayan
Chief Executive Officer – Jobs Marketplace, Apna.co


40

Architecture education must train systems thinkers, not designers for an idealised past
Mr Harkunwar Singh
CEO & Co-Founder, Novatr


44

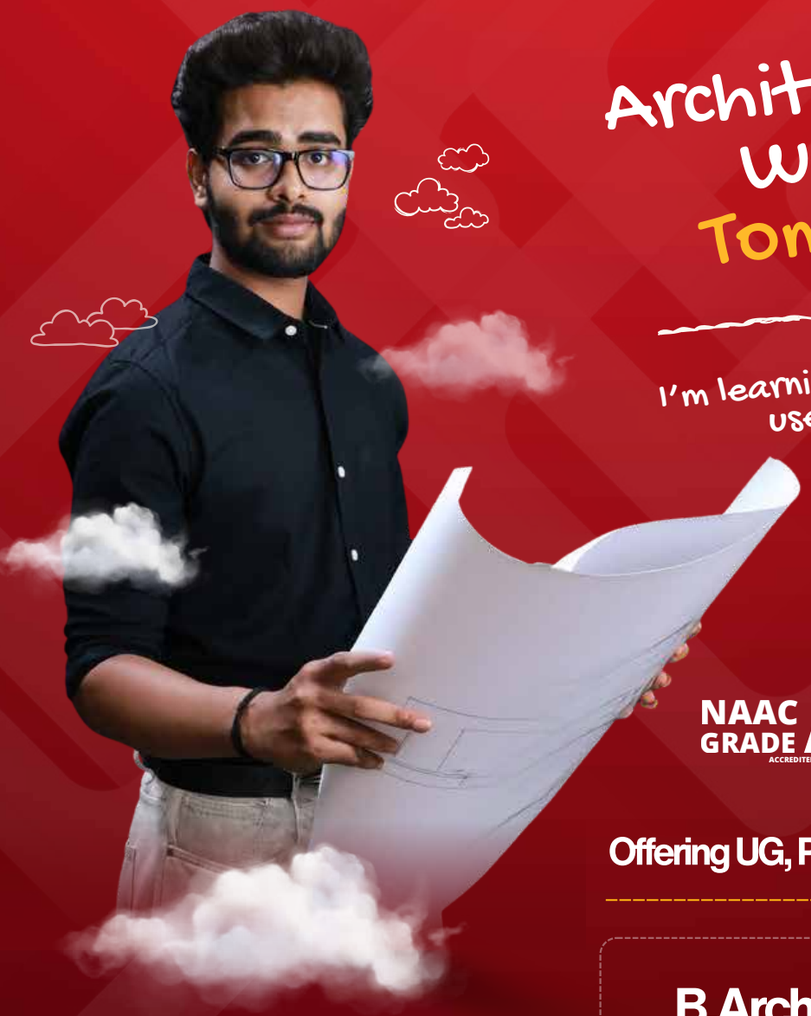
Education Must Be Accessible, Affordable, and Honest
Sadashiba Mishra
Founder & CEO of Testquest
E-learning and Chairman of Swabalambi Odisha


54

Teaching Justice Beyond Textbooks : Why Criminology and Victim Studies Must Be Central to Legal Education
Dr. Priyamvada Tiwari
Head of the Department and Associate Professor, Faculty of Law, Medicaps University, Indore

VIVEKANANDA GLOBAL UNIVERSITY
VGU
JAIPUR

VGU



Architecting the World of Tomorrow !

I'm learning to build the future I used to only draw.

NAAC GRADE A+ ACCREDITED UNIVERSITY

QS | 666 Ranking by QS World Ranking : Asia

Offering UG, PG and Research Programs

B.Arch

M.Plan
Urban & Regional Planning

1800-3131-415
WWW.VGU.AC.IN | WWW.ONLINEVGU.COM
ADMISSIONS@ONLINEVGU.COM | ADMISSIONS@VGU.AC.IN
VGU CAMPUS, SECTOR 36, NRI RD, JAGATPURA, JAIPUR

It Starts With You

VIVEKANANDA GLOBAL UNIVERSITY
VGU
JAIPUR

VGU



Creating Products That Improve Lives !

I'm here to bridge the gap between imagination and utility.

NAAC GRADE A+ ACCREDITED UNIVERSITY

QS | 666 Ranking by QS World Ranking : Asia

Offering UG, PG and Research Programs

B.Des
Fashion & Textile, Interior & Product, UX & Communication, Event Design

M.Des
Fashion & Textile, Interior & Product, UX & Communication

1800-3131-415
WWW.VGU.AC.IN | WWW.ONLINEVGU.COM
ADMISSIONS@ONLINEVGU.COM | ADMISSIONS@VGU.AC.IN
VGU CAMPUS, SECTOR 36, NRI RD, JAGATPURA, JAIPUR

It Starts With You



BETWEEN CHILDHOOD AND CRIMINALITY

India's Juvenile Justice System in Crisis

Rohit Wadhwaney

India's juvenile justice system promises care, reform, and second chances. But for thousands of children, it delivers delay, detention, and quiet damage. Behind the softened language of "homes" and "boards" lie overcrowded institutions, stalled hearings, and young lives suspended in legal limbo. Meant to rehabilitate, the system often mirrors the very punishments it claims to reject, hardening children instead of healing them. As public anger demands tougher responses to juvenile crime, a more uncomfortable truth remains buried. The system is failing the children it was created to protect, and the cost is being paid in lost childhoods, ***Education Post's Rohit Wadhwaney*** *finds.*

Fifteen-year-old Rohan (name changed) remembers the sky above the observation home where he spent six months. "It looked the same," he says. "But it wasn't freedom anymore." His voice carries that strange mix of innocence and exhaustion common to kids who've seen too much adult reality too young.

Rohan was arrested for involvement in a neighborhood fight that turned violent — a scuffle that left another minor severely injured. The fight earned him months in a juvenile home.

Stories like his are symptomatic of a justice system that, half a decade after ambitious legal reforms, still struggles to uphold the foundational promise of rehabilitation and protection for children in conflict with the law. Instead, the system too often becomes an echo chamber of delays, neglect, and punitive habits that mirror the adult criminal justice framework much to the detriment of the children it is meant to protect.

Built for rehabilitation, failing in practice

The Juvenile Justice (Care and Protection of Children) Act, 2015 was meant to be a watershed. It replaced an earlier legal framework with a child-centric law that aimed to treat juveniles first as children, not criminals. It envisioned quick hearings, specialized Juvenile Justice Boards (JJBs), psychological support, and community reintegration instead of incarceration.

Yet, today, more than half of all cases before JJBs nationwide languish unresolved adding to a backlog of more than 50,000 children caught in procedural limbo.

Imagine being 16, awaiting a hearing that never comes. "You lose time," said a minor who spent months waiting in an overcrowded home in western India. "You miss school, you miss your family, you miss growing up." Because the data is so incomplete and opaque, this young person's experience is not an outlier, it's the norm for many.

According to the India Justice Report 2025, despite the law requiring full, specialized JJBs in every district, one in four boards still functions without a complete bench, and almost 30% operate without attached legal aid clinics. Without lawyers, counsellors, and child specialists present at the outset, juvenile cases lose the very protections the Act sought to guarantee.

As Rani Dhavan Shankardass, a leading Indian expert on penal reform, has observed in international forums, juvenile justice is often a mirror of broader systemic neglect. "Children trapped in conflict with the law are being deprived of a second chance. Our system pays lip service to rehabilitation, but the ground reality shows cramped institutions and procedural drift," BBC quotes her as saying.

The procedural limbo

As of October 31, 2023, more than 55,000 children across the country were waiting for their cases to be decided, with 55% of them pending before JJBs in 18 states and two Union Territories. In the year ending October 2023, 1,00,904 cases came up before 362 JJBs, including over 50,000 carried forward from previous years. Fewer than half (45,097 cases) were actually disposed of.

The disparities between states were stark. Odisha recorded a pendency rate of 83%, while Karnataka kept it to 35%. Nationally, nearly one in every two cases simply rolled over into the next year.

These findings emerge from a detailed study titled Juvenile Justice and Children in Conflict with the Law: A Study of Capacity at the Frontlines, based on parliamentary answers, a year-long RTI exercise, and data collected from states between November 2022 and October 2023. The report points to a structural bottleneck at the heart of the system. Nearly one in four JJBs were functioning without the legally mandated full bench of a principal magistrate and two social worker members. Only three states and Union Territories —Odisha, Sikkim, and Jammu & Kashmir — had fully constituted benches across all districts.

With each board handling an average of 154 pending cases, these gaps are not just administrative lapses. Incomplete benches slow hearings, dilute child-sensitive decision-making, and often extend a child's stay in institutional care far beyond what the law intends.

The report also underscores how uneven the system's basic readiness remains across districts. Of 292 districts that provided usable data on essential requirements, ranging from the presence of JJBs and child care institutions to probation officers, legal aid clinics, staffing levels, and manageable caseloads, only 11 met the minimum standards needed to deliver justice in a child's best interest. Eight of these districts were in Mizoram.

Homes that harden, not heal

The architecture of juvenile justice is meant to be protective — observation homes, special homes, shelter homes. But in practice, these often resemble under-resourced detention centers.

A 2025 legal analysis noted that overcrowding, poor hygiene, lack of teachers, counsellors, or vocational programs, and even emotional or physical mistreatment are common in child care institutions. Many juveniles leave feeling less prepared for life than when they entered.

"You're supposed to learn, to grow," says



another adolescent, who spent a couple of months in a juvenile home in south India. “But when you’re inside, you learn how to survive, not how to live.”

These conditions aren’t just anecdotal. Multiple NGOs who monitor institutional care point to systemic issues that resemble incarceration more than rehabilitation. They warn that such environments can turn vulnerable children into hardened repeat offenders, defeating the very goals of juvenile justice.

Forgotten by design

The gaps are even more glaring when it comes to residential infrastructure. Fourteen states, including large and influential ones such as Maharashtra, Gujarat, Madhya Pradesh, West Bengal, Punjab, Andhra Pradesh, and Telangana, have failed to establish even a single Place of Safety for children aged 16 to 18 accused of heinous offences, despite this being a clear legal requirement.

For girls in conflict with the law, the neglect is sharper still. Across the entire country, there are only 40 homes that can accommodate them, a figure that includes facilities meant to house both boys and girls. For many adolescent girls, the promise of care and protection exists only on paper.

The punitive turn

The tension between rehabilitation and punishment has become an increasingly raw subject in India. High-profile violent cases involving older adolescents, like the infamous 2012 gang rape in Delhi, have fueled public anger, with many citizens arguing that brutality deserves adult-level sentencing.

On social platforms, heated discussions often devolve into calls for harsher punishments, with commentators saying things like “kids this age know right from wrong, and they should be tried as adults.”

Officials sometimes respond to these pressures. In Nagpur, the city police introduced a standard operating procedure giving greater latitude to try juveniles (especially ages 16–18) as adults for heinous crimes, though legal experts caution against misusing such provisions.

And yet, even within the corridors of power, there are voices urging caution. Union Minister Annapurna Devi and Justice Anubha Rawat Choudhary have publicly reiterated that juvenile justice “must remain restorative, not retributive,” and that young offenders should be treated as trauma survivors first, not simply as perpetrators.

This ideological clash between public demand for tougher measures and the law’s focus on children’s welfare is perhaps the central tension of India’s juvenile justice story.

Long delays, lost childhoods

Beyond institutional neglect, procedural sluggishness inflicts deep harm. A child’s legal case drags on, months turn into years, and in that time their education stalls, family ties weaken, and social stigma intensifies. A 2025 study found that across the country, nearly 101,000 cases were pending, with pendency rates reaching as high as 83% in some states.

A 17-year-old from a rural district tells Education Post: “They forgot my case. Every time I asked, they said tomorrow. Tomorrow became never.” The delay became punishment itself — a sentence without conviction, a childhood in limbo.

Legal experts warn this backlog doesn’t just reflect inefficiency, but actively undermines justice. When hearings are delayed, juveniles may spend more time in homes than recommended, or lose the chance for diversion programs that could steer them away from re-offending.

Effective juvenile justice requires more than judges and police. It requires child psychologists, social workers, probation officers, legal aid lawyers — professionals trained specifically to understand developmental vulnerabilities. Reports document a severe shortage of such specialists.

With many JJBs operating without full benches or legal aid clinics, decisions are often made without proper professional input. Children are left to navigate legal processes with little guidance or emotional support.

One probation officer in Delhi, speaking on condition of anonymity, confided that she handled cases involving dozens of juveniles alone, juggling paperwork with counselling duties she was never trained for. “I’m doing my best,” she says. “But best isn’t enough.”

Numbers don’t tell stories

Despite a relative drop in juvenile crime in some cities, serious offences by young people remain troublingly common. Recent police data from Pune, for example, showed a fall in overall juvenile crime but a persistently high proportion of serious offences, underscoring that deterrence is not rehabilitation.

National statistics tell a similar tale. Tens of thousands of juveniles are apprehended every year, with most aged 16–18, the very group for whom the law allows adult-court transfer in heinous cases. And these numbers mask lived realities of children whose childhoods slip through legal cracks.

A 2025 legal study concluded that the system’s institutional mechanisms are often punitive by default rather than rehabilitative in spirit despite the statutory language. Most juvenile courts and associated bodies lack adequate resources, leading to outcomes that punish rather than transform.

Child rights lawyer and activist Bhuwan Ribhu argues that India must do more than tweak procedures: “Justice isn’t served by keeping children in legal limbo or under-resourced homes. What they need is support to rebuild their lives.”

A system at a crossroads

In courtrooms and shelters across India, juveniles wait. Some will emerge as adults hardened by the system’s failures. Others will return to society with the resilience only youth can muster, but carrying the scars of a justice process that neither understood nor healed them.

There is no simple fix. But there is a clear imperative: to breathe life back into the promise of the Juvenile Justice Act, to equip institutions with specialists and resources, and to trim the backlog of hearings.

Because rehabilitation isn’t merely a legal term. It’s a second chance at childhood. And thousands of children, like Rohan, deserve nothing less.

LAW MUST SHAPE TECHNOLOGY WITH ETHICS, NOT CHASE INNOVATION AFTER DISRUPTION



Prof. P. Sree Sudha
Dean, SRM School of Law, SRMIST

*In this wide-ranging conversation, **Prof. P. Sree Sudha,** Dean, SRM School of Law, SRMIST, offers a clear-eyed view of how legal education must evolve in an era shaped by technology, regulatory flux and social responsibility. She outlines how the institution is reimagining its curriculum by embedding artificial intelligence, data protection and digital rights into core legal teaching, while emphasising that law must guide technology through ethics, constitutional values and human judgment. Prof. Sudha also speaks about strengthening experiential learning through clinics, policy labs and interdisciplinary collaboration, ensuring students are practice-ready and socially conscious. The interview, conducted by Education Post's **Prabhav Anand,** also reflects her thoughts on balancing doctrinal rigour with critical engagement on legislative change, access to justice and future-ready reforms that can prepare lawyers not just for careers, but for public purpose.*

Q Legal education is transforming globally with interdisciplinary and tech-driven approaches. How is SRM School of Law reimagining its curriculum to prepare students for emerging domains like AI regulation, data protection, and cyber justice?

The advent of Artificial Intelligence is not a future challenge for legal education it is a present responsibility. At the School of Law, we have consciously redesigned our curriculum to ensure that AI is approached not merely as a technology, but as a legal, ethical, regulatory, and governance phenomenon.

Our curriculum integrates AI across multiple layers. First, at the doctrinal level, students are trained in emerging areas such as AI governance, data protection, and intellectual property in the digital economy, algorithmic accountability, and technology contracts. Second, at the skills level, we focus on legal analytics, technology-assisted research, compliance automation, and risk assessment areas where AI is already reshaping legal practice.

Importantly, we do not train students to compete with machines, but to complement them. The emphasis is on human judgment interpretation, ethics, constitutional values, and policy reasoning areas where the law must guide technological innovation, not follow it blindly.

We also work closely with industry experts, technologists, startups, and incubators to ensure experiential learning. Through interdisciplinary courses, live projects, and incubation-linked legal clinics, our students engage with real-world AI deployments from startups to regulated industries.

Our objective is clear: to produce lawyers who are AI-literate, regulation-ready, and future-resilient professionals who can shape the legal architecture of emerging technologies rather than merely respond to their disruptions.

Q You've written about technology and privacy in the context of constitutional morality. In your view, how should law schools integrate teaching on privacy law and digital rights into core legal programmes?

Privacy law and digital rights are no longer niche or elective subjects; they are foundational to contemporary legal education. At the School of Law, we have consciously integrated these themes into the core curriculum rather than treating them as standalone add-ons. Students encounter privacy and digital rights across multiple compulsory courses constitutional law, administrative law, criminal law, contract law, and intellectual property. This ensures that issues such as data protection, surveillance, consent, algorithmic decision-making, and digital due process are understood as part of everyday legal reasoning, not isolated specializations.

At the doctrinal level, we engage deeply with constitutional jurisprudence on privacy, comparative global data protection regimes, and emerging statutory frameworks. At the applied level, students work on case studies involving technology platforms, start-ups, state surveillance, fintech, and health-tech sectors where privacy and digital rights are constantly tested.

Equally important is the ethical and rights-based dimension. Our pedagogy emphasises the balance between innovation, governance, and civil liberties, preparing students to advise responsibly in both public and private sectors. The objective is to graduate lawyers who are not only legally competent, but digitally conscious professionals capable of safeguarding rights while enabling lawful technological progress.

Q What pedagogical innovations (e.g., experiential learning, clinical legal education) have you introduced or are planning to introduce at SRMIST to deepen practical legal skills beyond traditional classroom teaching?

At SRMIST School of Law, we recognise that effective legal education today must extend well beyond traditional classroom instruction. Accordingly, we have introduced—and continue to strengthen pedagogical innovations that place experiential learning and clinical education at the core of our programmes.

Our curriculum integrates structured clinical legal education through legal aid clinics, drafting and advocacy clinics, and sector-focused clinics in areas such as intellectual property, technology law, and regulatory compliance. These clinics allow students to work on live issues under faculty supervision engaging with real clients, institutions, and problem statements.

We have also embedded experiential components across courses, including simulation-based learning, moot courts, contract drafting exercises, policy labs, and compliance audits. Students are regularly exposed to practitioner-led workshops and interdisciplinary projects in collaboration with engineering, management, and medical faculties, reflecting the realities of modern legal practice.

Looking ahead, we are expanding incubation-linked legal clinics and technology-enabled learning, where students will support start-ups, research teams, and innovation hubs on matters of IP protection, data governance, and regulatory readiness. This ensures that legal learning is aligned with emerging professional contexts.



Our pedagogical approach is guided by a simple principle: to graduate lawyers who are practice-ready, ethically grounded, and capable of navigating complex, technology-driven legal environments with confidence.

Q India's legal framework is rapidly evolving – from personal data protection debates to judicial reforms. How do you see law schools balancing doctrinal teaching with critical engagement on contemporary legislative change?

India's legal framework is indeed in a period of accelerated transformation, and law schools have a critical responsibility in shaping how future lawyers engage with this change. At the School of Law, we view doctrinal teaching and critical engagement not as competing priorities, but as mutually reinforcing.

Strong doctrinal foundations remain non-negotiable. Constitutional principles, statutory interpretation, jurisprudence, and procedural law provide the intellectual discipline that enables students to analyse any legal reform with rigour rather than reaction. Without this grounding, engagement with contemporary change risks becoming superficial.

At the same time, we actively integrate ongoing legislative and judicial developments into classroom discourse. Students engage with live policy debates such as data protection, judicial reform, digital governance, and regulatory restructuring through case-based discussions, legislative analysis exercises, and comparative law perspectives.

Pedagogically, this balance is achieved by teaching students not only what the law is, but why it is evolving, how it is contested, and what its implications are for rights, governance, and institutional design. Faculty encourage critical reasoning, dissent, and policy-oriented thinking within a structured doctrinal framework.

Our goal is to produce graduates who are doctrinally sound yet intellectually agile lawyers who can navigate continuity and change with equal confidence, and who are equipped to contribute meaningfully to India's evolving legal and constitutional landscape.

Q Many top law universities globally are offering more choice-based electives and interdisciplinary degrees. Do you envision similar structural shifts in Indian legal education, and what challenges or opportunities do you foresee in implementing them here?

There is no doubt that global legal education is moving towards greater flexibility through choice-based electives and interdisciplinary degrees, and I do envision similar structural shifts taking deeper root in India. In fact, we are already seeing the early contours of this transformation within the Indian legal education ecosystem.

That said, any such shift in India must be thoughtfully calibrated. Legal education here operates within a strong regulatory framework, and core doctrinal competencies remain essential for professional credibility and public trust. The challenge, therefore, is not whether to introduce flexibility, but how to do so without diluting foundational legal training.

The opportunity lies in designing interdisciplinary pathways that complement not replace core legal education. Areas such as technology law, public policy, business and finance, health sciences, and environmental studies offer natural points of convergence. When structured carefully, choice-based electives can deepen expertise, enhance employability, and reflect the increasingly hybrid nature of legal practice.

From an institutional perspective, implementation requires faculty capacity, cross-school collaboration, curriculum coherence, and regulatory alignment. These are not insignificant challenges, but they are also opportunities for innovation within universities that have diverse academic strengths.

Ultimately, the objective should be to empower students with informed choice while ensuring academic rigour. If approached strategically, greater curricular flexibility can strengthen rather than fragment Indian legal education and better prepare graduates for both domestic and global professional environments.

Q Access to justice and legal empowerment remain pressing issues. How can modern law education equip students not only with legal knowledge but also with a sense of public service and community engagement?

Access to justice and legal empowerment are not peripheral concerns; they are central to the purpose of legal education in a constitutional democracy. Modern law schools must therefore educate students not only as legal professionals, but as public actors with a responsibility towards society.

At the curricular level, this begins with a strong grounding in constitutional values, rights-based jurisprudence, and procedural justice. Students must understand how law operates for those at the margins, and how legal systems can either enable or obstruct access to remedies.

Beyond the classroom, experiential learning plays a critical role. Through legal aid clinics, community outreach programmes, mediation centres, and policy labs, students engage directly with individuals and communities who face real legal barriers. These experiences cultivate empathy, ethical awareness, and a practical understanding of justice delivery.

Equally important is embedding public service into professional identity. We encourage students to view pro bono work, legal literacy initiatives, and community engagement not as extracurricular activities, but as integral components of legal practice.

The objective is to graduate lawyers who are technically competent, socially conscious, and institutionally responsible professionals who can bridge the gap between law on the books and justice in action.

Q Given the increasing role of AI and technology in the legal profession, what ethical and regulatory challenges should law students be prepared to address in the next decade?

As AI and technology become increasingly embedded in the legal profession, the central challenge for the next decade will be ensuring that technological efficiency does not come at the cost of ethical integrity, accountability, and the rule of law. Law students must therefore be prepared to engage with AI not only as a tool, but as a subject of legal and moral scrutiny.

Key ethical concerns include algorithmic bias, transparency and explainability of automated decision-making, data privacy and confidentiality, and the responsible use of AI in legal research, adjudication, and client advisory services. Students must understand how these technologies can inadvertently reinforce inequality or obscure accountability if left unchecked.

From a regulatory perspective, future lawyers will need to navigate evolving frameworks governing data protection, AI governance, cyber security, and professional responsibility. This includes questions of liability for AI-assisted decisions, standards of due diligence, and the regulation of legal tech platforms.

Equally important is the question of professional ethics. As AI tools assist in drafting, research, and analytics, lawyers must retain independent judgment, ensure accuracy, and uphold duties of candour, confidentiality, and competence.

Our role as law schools is to prepare students to ask the right questions about fairness, accountability, and human oversight so that AI strengthens, rather than undermines, justice delivery. The lawyer of the future must be technologically informed, ethically grounded, and regulation-ready.

Q Reflecting on your leadership role as Dean, what reforms in legal education policy – at the institutional or national level – do you think are most urgent for making legal education more future-ready?

From the perspective of institutional leadership, one of the most urgent reforms in legal education both at the institutional and national level is the need to align legal training more closely with the realities of a rapidly changing society, economy, and technological landscape.

At the institutional level, greater curricular flexibility is essential. While doctrinal rigour must remain the foundation, law schools need the autonomy to introduce interdisciplinary courses, emerging technology law modules, and experiential learning components without excessive procedural delays. This includes strengthening clinical legal education, policy labs, and incubation-linked learning that expose students to real-world problem-solving.

At the national level, regulatory frameworks must evolve to encourage innovation while safeguarding academic standards. Streamlining approval processes for new courses, recognising interdisciplinary degrees, and supporting digital and hybrid pedagogies would allow law schools to respond more effectively to contemporary challenges.

Another critical reform is faculty development. Continuous upskilling in areas such as technology law, AI governance, data protection, and regulatory compliance is essential if legal education is to remain relevant. Investment in research-led teaching and international academic collaboration will further enhance quality and global engagement.

Finally, access, inclusion, and ethical grounding must remain central. Future-ready legal education is not only about technology or employability; it is about producing lawyers who are socially conscious, constitutionally grounded, and capable of serving both the profession and the public good.

At SRM School of Law, our effort is to contribute to this transformation responsibly by combining academic rigour with innovation, and institutional leadership with national responsibility. EP

ICFAI® UNIVERSITY
The ICFAI University, Dehradun
UGC Approved and NAAC Accredited

Career oriented UG / PG / Doctoral programs in the areas of
Management | Engineering | Law | Education | Pharmaceutical
for Programs details please visit website www.iudehradun.edu.in
Upto 100% Scholarship for B.Tech Students
• MERIT SCHOLARSHIPS: Based on performance in Qualifying Examination & Semester-wise Performance in respective programs
• Fee Concession to Domicile Students of Uttarakhand
RANKINGS
1 RANKED Among Top Engg. Colleges of Uttarakhand GHRDC 2025
2 RANKED Among Top Pvt. Law Colleges in Uttarakhand Open Magazine, 2023
4 RANKED Among Top Leading Law Schools of Super Excellence in India (Govt. & Pvt.) GHRDC Law School Ranking 2025
1 RANKED Among Top Pvt. Universities in Uttarakhand IIRF Ranking 2023
1 RANKED Among Top Pvt. B-Schools in Uttarakhand Education World B-School Ranking 2025
For details & eligibility, please visit: www.iudehradun.edu.in
Toll-free: 1-800-120-8727
Campus: Rajawala Road, Central Hope Town, Selaqui, Dehradun.
ICFAI® GROUP
● 11 Universities ● 9 B-Schools ● 9 Law Schools ● 7 Tech Schools ● 3 Pharma Schools ● 4 Decades in Flexible Learning

LAW TODAY MUST INTEGRATE **TECHNOLOGY, ETHICS, AND GLOBAL THINKING** TO REMAIN SOCIALLY RELEVANT



Dr. Annamaneni Sreelatha
Dean – School of Law, Woxsen University

In an era where law is being reshaped by digital governance, artificial intelligence, and evolving regulatory frameworks, **Dr. Annamaneni Sreelatha,** Dean – School of Law at Woxsen University, offers a compelling vision for future-ready legal education. She articulates how Woxsen Law School is reimagining its curriculum by integrating technology law, data protection, AI governance, and interdisciplinary learning, while firmly grounding students in doctrinal rigor. Emphasising experiential pedagogy, she highlights the role of moot courts, legal aid initiatives, industry collaborations, and ethics-driven instruction in shaping globally competent and socially responsible lawyers. The conversation also reflects her commitment to community engagement, women's leadership, and bridging the gap between academia and practice. This insightful interaction, conducted by Education Post's **Prabhav Anand,** captures a progressive roadmap for legal education aligned with contemporary professional and societal needs.

Q Law is evolving rapidly with digital governance, AI, and new regulatory frameworks like the DPDP Act and intermediary liability rules. How is Woxsen Law School re-designing its curriculum to go beyond traditional subjects and equip students for these contemporary legal challenges?

Law is no longer confined to courtrooms and statutes—it is shaping and being shaped by digital governance, artificial intelligence, and rapidly evolving regulatory frameworks such as the Digital Personal Data Protection (DPDP) Act and intermediary liability regimes.

At Woxsen Law School, we are proactively re-designing our curriculum to prepare future-ready legal professionals who can navigate these contemporary challenges with confidence and competence.

Our curriculum goes beyond traditional doctrinal subjects by integrating emerging areas such as Technology Law, Data Protection & Privacy, Artificial Intelligence & Law, Cyber Laws, FinTech Regulation, Platform Governance, and Intermediary Liability. These courses are complemented by interdisciplinary learning, drawing insights from management, analytics, and technology to reflect real-world legal problem-solving.

We emphasize experiential learning through:

Live industry projects with technology companies and policy think tanks. Regulatory simulations and policy drafting exercises. Clinical courses in data protection compliance and cyber law advisory, Moot courts and research labs focused on technology and innovation law.

To bridge academia and practice, Woxsen Law School actively collaborates with law firms, in-house legal teams, start-ups, and regulatory experts, ensuring students gain exposure to contemporary compliance frameworks, digital governance models, and global best practices.

By blending strong legal foundations with future-facing specializations, Woxsen Law School is committed to nurturing agile, ethical, and innovation-driven legal professionals who are equipped to lead in an increasingly digital legal ecosystem.

Q Experiential learning seems central to your pedagogy with moot courts, client counselling, and legal aid outreach. How do you balance the demands of rigorous doctrinal study with these practical, real-world experiences without compromising depth of learning?

Our teaching pedagogy follows a scaffolded and integrated model. Core doctrinal courses provide strong theoretical foundations through structured lectures, case analysis, and problem-based learning. These concepts are then applied through experiential components such as moot courts, client counselling exercises, drafting workshops, and legal aid outreach, allowing students to test doctrine against real-world contexts.

We ensure balance and academic rigour through:

- Credit-weighted clinical courses, ensuring practical work is academically evaluated through reflective journals, research briefs, and supervised assessments.
- Faculty-led supervision, where experiential exercises are guided by subject experts who connect practice back to legal theory, jurisprudence, and policy.

Assessment methods are designed to measure both conceptual understanding and applied reasoning, including case briefs, simulation-based evaluations, research memoranda, and oral advocacy, ensuring that practice strengthens—not substitutes—theoretical learning.

Through this integrated pedagogy, Woxsen Law School ensures that students develop analytical depth, professional skills, and ethical judgment, graduating as well-rounded legal professionals equipped to excel in both traditional and emerging legal roles.

Q The recently inaugurated moot court at Woxsen gives students exposure to advocacy at an early stage. In your view, what specific competencies should modern lawyers possess to thrive in international and comparative law arenas?

The recently inaugurated Moot Court at Woxsen Law School is a strategic academic investment aimed at preparing students for the realities of international and comparative legal practice, where advocacy today demands far more than knowledge of domestic law.

In my view, modern lawyers aspiring to thrive in international and transnational legal arenas must develop a distinct set of core competencies, many of which are actively cultivated through structured moot court and advocacy training at Woxsen.

- Strong comparative legal reasoning is essential. Lawyers must be able to understand, interpret, and contrast different legal systems—common law, civil law, and hybrid models—and appreciate how legal principles operate across jurisdictions.
- Second, advanced research and analytical skills are critical. International practice requires working with treaties, conventions, soft law instruments, foreign judgments, and policy documents. The ability to synthesize diverse sources into coherent legal arguments is indispensable.
- Third, effective oral and written advocacy is a defining competency. Whether appearing before international tribunals, arbitral panels, or academic forums, lawyers must communicate persuasively, precisely, and with cultural sensitivity. Moot courts provide early and sustained exposure to these skills.
- Fourth, cross-cultural competence and ethical awareness are vital. International legal practice operates across cultures, legal traditions, and professional norms. Lawyers must demonstrate adaptability, respect for diversity, and a strong ethical compass.
- Fifth, technological and digital literacy has



become non-negotiable. From virtual hearings and e-arbitration to digital evidence management and AI-assisted research, modern advocacy increasingly relies on technology-driven tools.

- strategic thinking and collaboration distinguish successful international lawyers. Complex transnational disputes often require teamwork across borders, time zones, and disciplines, demanding leadership, negotiation, and problem-solving abilities.

Through early advocacy exposure at the Moot Court, Woxsen Law School seeks to nurture these competencies holistically ensuring that students are not only trained advocates, but also globally competent legal professionals equipped to engage with international courts, arbitration forums, and comparative legal systems.

Q With increasing reliance on AI, data analytics, robotics and interdisciplinary law practice, how do you ensure that ethical considerations and professional responsibility remain embedded across these newer dimensions of legal education?

With the growing integration of AI, data analytics, robotics, and interdisciplinary legal practice, the challenge for legal education is not merely to keep pace with innovation, but to ensure that ethics and professional responsibility remain central to the formation of future lawyers. At Woxsen Law School, this balance is addressed through a values-driven and integrated pedagogical approach.

- Ethics is embedded across the curriculum, rather than confined to a standalone professional ethics course. Subjects relating to technology law, data protection, AI governance, and platform regulation are taught alongside discussions on accountability, transparency, bias, privacy, consent, and access to justice, ensuring that ethical reasoning is inseparable from legal analysis.
- We adopt a problem-based and case-study approach where students engage with real and emerging ethical dilemmas—such as algorithmic bias, automated decision-making, surveillance technologies, data misuse, and professional liability in AI-assisted legal services. This enables students to critically examine the ethical implications of technology-driven legal practice.
- Clinical and experiential learning plays a key role in reinforcing professional responsibility. Through legal aid clinics, client counselling, drafting exercises, and regulatory simulations, students confront real-world issues of confidentiality, conflict of interest, informed consent, and lawyer accountability, even within technology-enabled environments.
- We emphasize interdisciplinary dialogue by integrating perspectives from management, technology, and public policy, while grounding all discussions in the ethical standards governing the legal profession. This helps students appreciate that innovation must operate within clearly defined ethical and professional boundaries.

Through this holistic approach, Woxsen Law School ensures that graduates are not only technologically proficient and interdisciplinary in outlook, but also ethically grounded, socially responsible, and professionally accountable, capable of navigating the complexities of modern legal practice with integrity.

Q Woxsen has organized legal aid sessions and rights awareness programmes for communities. How do these initiatives influence students' understanding of justice and civic engagement, especially in contexts like dowry law or workplace rights?

At Woxsen Law School, legal aid sessions and community rights-awareness programs are integral to our pedagogy, as they connect classroom learning with the lived realities of law and justice. These initiatives play a transformative role in shaping students' understanding of substantive justice, social responsibility, and civic engagement, particularly in sensitive and impactful areas such as dowry laws, domestic violence, and workplace rights.

These initiatives help students move beyond abstract legal provisions to appreciate how law operates on the ground. When students engage with communities on issues like the Dowry Prohibition Act, Protection of Women from Domestic Violence Act, or sexual harassment at the workplace (POSH framework), they witness firsthand the social, cultural, and economic barriers that often prevent access to justice. legal aid outreach cultivates empathy and ethical lawyering. By interacting with affected individuals, students learn to approach legal problems with sensitivity, confidentiality, and respect—essential qualities for responsible legal professionals. such programs strengthen civic consciousness and constitutional values. Students recognize the role of law as an instrument of social change and understand their responsibility as future lawyers to uphold dignity, equality, and fairness.

Through sustained engagement in legal aid and rights-awareness programs, Woxsen Law School ensures that students internalize the true meaning of justice—one that is inclusive, compassionate, and grounded in societal realities. These initiatives shape graduates who are not only legally competent but also civically engaged, socially conscious, and committed to advancing access to justice.

Q What are the major gaps you've identified between academia and the legal profession, and how is the School of Law bridging these — for example through industry partnerships, internships, or specialised certifications?

One of the most significant challenges in legal education today is the gap between academic training and professional practice. At Woxsen School of Law, we have identified several key gaps and have adopted a practice-oriented, industry-engaged approach to bridge them effectively.

The theory–practice disconnect remains a major concern. While doctrinal knowledge is essential, it often lacks direct application to real-world legal problem-solving. To address this, we integrate experiential learning through moot courts, client counselling, drafting labs, legal aid clinics, and simulation-based courses, ensuring that theory is consistently reinforced through practice, limited exposure to industry expectations is another gap. Many graduates are unfamiliar with the working cultures, compliance requirements, and professional standards of law firms, corporates, start-ups, and public institutions. Woxsen bridges this through strategic industry partnerships, guest lectures by practitioners, adjunct faculty from practice, and institutional collaborations with law firms, corporate legal departments, NGOs, and policy bodies.

Mismatch between curriculum and emerging legal domains poses challenges in employability. Traditional curricula often lag developments in technology law, data protection, fintech, and regulatory compliance. To overcome this, the school offers specialised certifications, electives, and skill-based modules in areas such as Data Protection & Privacy, AI & Law, Arbitration, Corporate Compliance, IPR, and Technology Regulation, aligned with current industry needs.

Through this multi-pronged strategy, Woxsen School of Law ensures that its graduates are not only academically strong but also professionally competent, industry-aware, and future-ready, capable of

transitioning seamlessly from the classroom to the legal profession.

Q The Woxsen Law Review aims to be a platform for interdisciplinary legal scholarship. How do you envision its role in shaping legal discourse beyond campus — in policy, law reform, and academic innovation?

The Woxsen Law Review is envisioned not merely as an academic publication, but as a thought leadership platform that actively contributes to shaping legal discourse beyond the classroom and the campus—in the realms of public policy, law reform, and academic innovation.

At its core, the Review seeks to foster interdisciplinary legal scholarship that responds to contemporary societal and regulatory challenges. By encouraging scholarship at the intersection of law with technology, economics, governance, public policy, management, and social sciences, the Woxsen Law Review aims to generate research that is both theoretically rigorous and policy relevant.

In the domain of policy engagement,

The Review aspires to serve as a bridge between academia and decision-making. Articles, policy briefs, and commentaries published in the Review are designed to offer evidence-based insights that can inform legislators, regulators, courts, and civil society organizations. Special issues on emerging areas—such as digital governance, data protection, ESG, access to justice, and regulatory reform—can directly contribute to ongoing policy conversations.

With respect to law reform,

The Review aims to promote critical evaluation of existing legal frameworks and propose forward-looking reforms grounded in comparative and empirical research. By publishing doctrinal analyses, reform-oriented essays, and case commentaries, the Review can help identify gaps in legislation and judicial interpretation, offering constructive pathways for reform.

In terms of academic innovation,

The Woxsen Law Review provides a collaborative space for scholars, practitioners, and students to engage in cutting-edge research methodologies, including comparative studies, interdisciplinary analysis, and data-driven legal research. It also nurtures early-career scholars and student editors, strengthening research culture and academic rigor within and beyond the institution.

Ultimately, the Woxsen Law Review is envisioned as a platform that amplifies informed voices, advances responsible and innovative legal thinking, and contributes meaningfully to the evolution of law and policy at national and global levels—reflecting Woxsen Law School's commitment to intellectual leadership and societal impact.

Q As Convenor of the Women Empowerment Cell and a long-serving leader in legal academia, how do you mentor young women law students to take on leadership roles in a profession still grappling with gender disparities?

As Convenor of the Women Empowerment Cell and as someone who has spent several years in legal academia, I view mentorship not merely as guidance, but as a deliberate process of empowerment, confidence-building, and opportunity creation, especially in a profession that continues to face structural gender disparities.

My mentorship approach begins with creating safe and inclusive spaces where young women students can articulate their aspirations, concerns, and challenges without hesitation. Through regular mentoring interactions, leadership workshops, and one-on-one academic counselling, students are encouraged to develop self-belief, professional clarity, and ethical confidence.

We focus on early leadership exposure. Women students are actively encouraged to take up roles in academic committees, moot court teams, legal aid clinics, research projects, and editorial boards. These responsibilities allow them to develop decision-making abilities, public speaking skills, and institutional leadership experience at an early stage.

Through the Centre for Gender Justice and the Women Empowerment Cell, we organize sessions on negotiation, advocacy, workplace rights, litigation ethics, and work–life balance, along with interactions with women judges, senior advocates, corporate leaders, and policy professionals who serve as role models.

We, adopt a rights-based and intersectional approach. Students are mentored to understand gender not merely as a personal challenge but as a legal and structural issue—engaging with laws relating to workplace equality, violence, access to justice, and representation. This strengthens their commitment to social justice and informed leadership.

ICFAI UNIVERSITY

The ICFAI University, Himachal Pradesh



Career oriented UG / PG / Doctoral programs in the areas of

Management | Engineering | Law | Liberal Arts | Pharmaceutical

for Programs details please visit website www.iuhimachal.edu.in

Upto 100% Scholarship for B.Tech Students

100% Placement Assistance

Faculty supervised academically integrated Internships

MERIT SCHOLARSHIPS: Based on performance in Qualifying Examination & Semester-wise Performance in respective programs

www.iuhimachal.edu.in | /icfaiuniversity.himachal | Toll-free: 1-800-121-2201

Campus: # 5, HIMUDA Education Hub, Kalujhanda, P.O. Mandhala, Barotiwala, Baddi, District - Solan, Himachal Pradesh, PIN - 174103

ICFAI GROUP

11 Universities 9 B-Schools 9 Law Schools 7 Tech Schools 3 Pharma Schools 4 Decades in Flexible Learning



FUTURE-READY LEGAL EDUCATION MUST BLEND TECHNOLOGY, ETHICS, AND EXPERIENTIAL LEARNING

Dr. Shashikant C. Hajare
Principal, New Law College, Bharati Vidyapeeth, Pune

In an era of rapid transformation in legal education, **Dr. Shashikant C. Hajare,** Principal of New Law College, Bharati Vidyapeeth, Pune, offers a compelling perspective on preparing future-ready legal professionals. In this wide-ranging interaction, he highlights how the institution has embedded Artificial Intelligence, data privacy, and legal technology into its core curriculum, with a strong focus on the Digital Personal Data Protection Act and global regulatory frameworks. Dr. Hajare emphasizes skill-oriented, interdisciplinary, and experiential learning—ranging from moot courts and legal aid clinics to mediation labs and technology-driven research—to ensure graduates are practice-ready and ethically grounded. He also underscores the importance of aligning pedagogy with NEP 2020, revisiting doctrinal courses in light of new criminal laws, and fostering global exposure for students. This insightful conversation, conducted by Education Post's **Prabhav Anand**, reflects a forward-looking vision for Indian legal education rooted in constitutional values, innovation, and societal relevance.

Q India's legal education landscape is evolving rapidly with technology and policy reforms (e.g., curriculum innovations like AI in law). How is New Law College integrating emerging subjects such as legal tech, AI, and data privacy into its curriculum to prepare students for the future legal profession?

Artificial Intelligence and Data Privacy form core components of the curriculum at Bharati Vidyapeeth's New Law College, Pune, with a focused emphasis on the Digital Personal Data Protection (DPDP) Act, 2023 and its 2025 Rules, alongside international regulatory frameworks such as the EU AI Act.

The institution has adopted a skill-oriented, interdisciplinary, and experiential pedagogy to deliver instruction in AI Law and Data Privacy Law. Through collaborations with eminent legal experts and leading law firms, students are continuously exposed to emerging legal developments in Cyber Law, Cyber Security Law, and AI Law.

To encourage the effective use of Legal Technology, the College has made substantial investments in subscription-based electronic resources, including DELNET, Lexis Advance, AIR Online, SCC Online, EBC Reader, Manupatra, Westlaw, Thomson Reuters eBooks, and Live Law, as well as AI-powered legal research tools such as Manupatra's AI-driven Legal Technology Suite. These resources enhance the efficiency, accuracy, and speed of legal research while reducing reliance on physical law reports.

Q With the Bar Council of India recently imposing regulatory pauses on new law colleges to improve quality standards, what role should established institutions like yours play in raising the bar for legal education quality across India?

Established and reputed law institutions must focus on creating skilled, employable, practice-ready, ethical, and globally competent lawyers who uphold constitutional values such as justice, equality, liberty, fraternity, and the unity and integrity of India.

Mediation and Alternative Dispute Resolution (ADR) should be introduced as dedicated, mandatory subjects to equip students for the evolving legal landscape that increasingly favors non-litigious solutions.

Law colleges can encourage a research culture by motivating students and teachers to work on legal research projects, write articles, and take part in conferences and seminars. They can create research centers, give access to online legal databases, and hold workshops on research methods and writing. By offering guidance, group projects, and chances to study across different subjects, colleges can help students build critical thinking, analytical skills, and a habit of inquiry that supports both academic learning and professional development.

Law colleges can encourage experiential learning by giving students practical opportunities such as moot courts, internships, legal aid clinics, and working on real client cases. They can also create simulation labs, cyber law centers, and innovation hubs where students can apply what they learn in class to real legal situations. These hands-on experiences help students build skills in advocacy, negotiation, research, and problem-solving, preparing them effectively for a career in law.

Q How is New Law College adapting its teaching methods and assessments to align with the spirit of the National Education Policy (NEP) 2020, particularly in terms of interdisciplinary learning and practical skill development?

BVDU New Law College Pune resonates with the spirit of the National Education Policy (NEP) by promoting an interdisciplinary framework that mirrors the complex role of law within society. We are trying to accomplish this goal by embedding subjects and electives from fields such as economics, management, technology, sociology, psychology, and public policy into the law curriculum. Inter-departmental teaching, collaborative research, and multidisciplinary projects help students analyze legal issues through wider social, economic, and technological lenses. Such an approach nurtures critical thinking, adaptability, and innovation, enabling learners to develop the comprehensive outlook envisioned by the NEP.

With regards to practical skill development, New Law College Pune enhances experiential learning by expanding clinical legal education, moot court activities, simulation-based training, internships, and community-oriented initiatives. Well-structured legal aid clinics, mediation and negotiation labs, drafting and advocacy workshops, along with exposure to legal technology, allow students to gain practical competencies alongside conceptual understanding. By prioritizing hands-on learning, ongoing evaluation, and real-world problem-solving, our law college prepares competent, ethical, and socially aware graduates equipped to address



contemporary legal challenges in line with the objectives of the NEP.

In the context of emerging Indian criminal law codes (e.g., Bharatiya Nyaya Sanhita and related reforms), do you see a need to revise traditional doctrinal courses, and how should law schools update pedagogy to reflect these changes?

Law colleges can strengthen the teaching of the new criminal law codes—Bharatiya Nyaya Sanhita (BNS), Bharatiya Nagarik Suraksha Sanhita (BNSS), and Bharatiya Sakshya Adhiniyam (BSA)—by adopting innovative pedagogical approaches that go beyond traditional, text-centric instruction. Revising the curriculum to incorporate comparative study of the previous and new enactments enables students to appreciate the rationale, evolution, and objectives of the reforms. Engaging teaching strategies such as case analysis, problem-based learning, and focused modules on procedural and evidentiary changes help students understand how these laws function in practice. Equally important are faculty training initiatives and updated academic resources to ensure effective and informed classroom delivery.

Alongside these reforms, experiential and skill-based learning is essential for translating theoretical knowledge into practical competence. Activities such as moot courts, mock trials, drafting and pleading exercises, and simulations of investigation and trial procedures under the BNS, BNSS, and BSA provide students with hands-on exposure to real legal processes. Legal aid clinics, structured internships with courts and investigative agencies, and expert-led workshops by judges, prosecutors, and legal practitioners further enhance practical understanding. Through these pedagogical innovations, law colleges can equip students with both conceptual clarity and applied skills, preparing them to navigate and contribute meaningfully to the reformed criminal justice system.

The legal profession increasingly demands not just knowledge, but competencies like advocacy, negotiation, and tech-savvy research. How does New Law College measure and ensure student competence beyond exams, such as through moot courts, internships, and experiential learning?

BVDU New Law College Pune helps students build important skills like arguing cases, negotiating, and doing research using technology by focusing on practical learning. Moot courts are an important part of this because they give students a chance to act like lawyers in real court situations. Students learn how to speak confidently, think logically about legal issues, and handle questions under pressure. By writing case documents and presenting arguments before judges and legal experts, they improve their thinking skills and gain confidence in speaking and planning legal strategies. This hands-on practice helps students clearly understand how law works in real life, not just in textbooks.

Internships and technology-based research training further prepare students for their legal careers. Through internships in courts, law firms, NGOs, and companies, students experience real legal work, deal with clients, and learn how negotiations happen in practice, while also understanding professional ethics. At the same time, training in online legal databases and modern research tools helps students find and analyze legal information efficiently. By combining classroom lessons with real-world experience, a law college ensures that students are well-prepared, flexible, and ready to meet the changing needs of the legal profession.

Bar Council of India and higher education reforms are reshaping regulation. What is your view on specialized legal diplomas and certificate programs as supplements to traditional LL.B./LL.M courses — like those in arbitration, taxation, or cyber law?

Specialized legal diplomas and certificate programs are a valuable addition to traditional LL.B. and LL.M. courses because they give students focused knowledge in specific areas of law. While degree programs teach the basic and important legal subjects, short-term diplomas or certificates in areas like arbitration, taxation, or cyber law let students gain deeper expertise in fields that are in demand. These programs are often more practical and skill-based, helping students learn about current laws, procedures, and industry practices that may not be fully covered in regular courses.

These programs also boost students' career prospects by making them more prepared for the professional world. They offer hands-on learning through case studies, regulatory guidance, and practical tools in their chosen field. For instance, arbitration courses teach dispute resolution, taxation courses cover compliance and financial rules, and cyber law courses focus on digital crimes and data protection. By adding these programs to regular legal education, students can stay updated, improve their skills, and be ready to meet the changing demands of the legal profession.

How is your institution responding to the globalization of legal services — for example through international interactions, collaborations, or preparing students for cross-border legal careers?

BVDU New Law College Pune is trying to adapt to the globalization of legal services by giving students chances to gain international exposure and work with global partners. We are focusing on exchange programs for students and faculty with foreign universities, participating in international moot court competitions, and organizing global seminars and conferences. These activities help students learn about different legal systems, international treaties, and cross-border rules, giving them a wider perspective beyond Indian law. They also improve cultural understanding, communication, and teamwork skills, which are important for careers in multinational law firms, international organizations, or global corporate legal departments.

We also prepare students for international legal careers by offering specialized courses in areas like international business law, trade law, and arbitration. Partnerships with foreign universities, law firms, and NGOs provides internships and practical projects on global legal issues. Training with online legal research tools and digital platforms helps students access foreign legal databases and stay updated on international laws. By combining classroom learning with global experiences and practical skill-building, we equip students to succeed in a fast-changing, global legal environment.

Looking ahead, what changes in legal education policy or curriculum would you advocate at the national level to ensure Indian law graduates are both practice-ready and ethically grounded for modern legal challenges?

Law does not function in isolation; it exists within society. Legal education cannot be limited to statutes and case law alone. A lawyer is expected to be versatile, with a broad understanding of social, economic, political, scientific, and international issues to effectively tackle complex legal problems.

Modern legal education should also incorporate emerging subjects such as Artificial Intelligence, Data Science, Blockchain, E-Discovery, Cybersecurity, Robotics, Bioethics, Aviation Law, Sports Law, Space Law, Telecom Law, Energy Law, Forensic Science, Military Law, Agriculture Law, International Economic Law, Immigration Law, Maritime Law, and Environmental Science.

The curriculum should be designed to meet the evolving needs of the legal profession and industry, aiming to produce employable and practice-ready graduates. To ensure this, experts from the Bar, Bench, and industry should actively participate in developing and delivering the curriculum effectively. EP

VIVEKANANDA GLOBAL UNIVERSITY
VGU
JAIPUR

VGU

Apply to the place where disciplines collide and ideas take a flight!



NAAC GRADE A+ ACCREDITED UNIVERSITY

QS | 666 Ranking by QS World Ranking : Asia

Offering UG/ PG and Research Programs

- Engineering & Technology
- Law
- Design
- Journalism & Mass comm.
- International Trade & Commerce
- Pharmaceutical Science
- Agriculture
- Forensic Science
- Physiotherapy & Occupational Therapy
- Computer Applications
- Basic & Applied Sciences
- Management
- Architecture & Planning
- Hospitality
- Para Medical Science
- Humanities & Social Sciences

1800-3131-415
WWW.VGU.AC.IN | WWW.ONLINEVGU.COM
ADMISSIONS@ONLINEVGU.COM | ADMISSIONS@VGU.AC.IN
VGU CAMPUS, SECTOR 36, NRI RD, JAGATPURA, JAIPUR

It Starts With You

VIVEKANANDA GLOBAL UNIVERSITY
VGU
JAIPUR

VGU



Creating Products That Improve Lives!

I'm here to bridge the gap between imagination and utility.

NAAC GRADE A+ ACCREDITED UNIVERSITY

QS | 666 Ranking by QS World Ranking : Asia

Offering UG, PG and Research Programs

BA LLB 5 Years

BBA LLB 5 Years

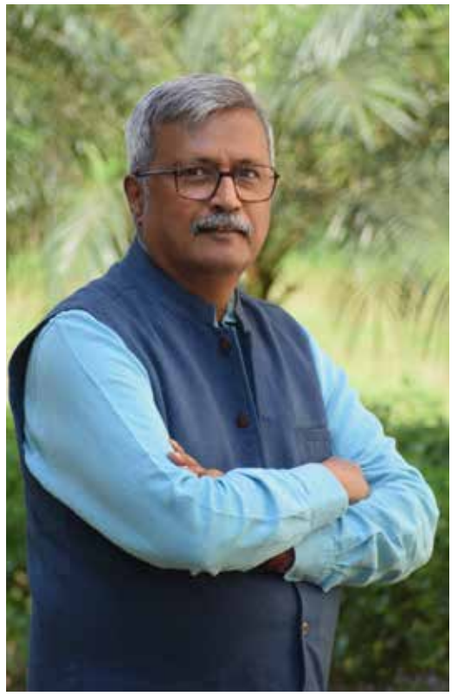
LLB 3 Years

LLM (1 Year / 2 Years

Constitutional Law
Corporate Law
Criminal Law
IPR

1800-3131-415
WWW.VGU.AC.IN | WWW.ONLINEVGU.COM
ADMISSIONS@ONLINEVGU.COM | ADMISSIONS@VGU.AC.IN
VGU CAMPUS, SECTOR 36, NRI RD, JAGATPURA, JAIPUR

It Starts With You



DESIGN EDUCATION MUST BE ROOTED IN INDIA WHILE SHAPING GLOBAL, ETHICAL, AND IMPACTFUL DESIGNERS

Prof. A. Balasubramaniam
Director, Institute of Design, JK Lakshmipat University, Jaipur

*At a time when design is increasingly positioned as a catalyst for innovation, sustainability, and social change, **Prof. A. Balasubramaniam,** Director, Institute of Design, JK Lakshmipat University, Jaipur, urges a deeper pause and reflection on how design is actually being taught in India. In this wide-ranging interaction, he critically examines the rush to scale design programs without equal attention to academic rigour, faculty capability, and studio-based inquiry. He speaks candidly about why design continues to remain on the margins of university ecosystems and what structural reforms are needed to place it at the strategic core of higher education. In the interview conducted by Education Post's **Prabhav Anand**, Prof. Balasubramaniam also makes a compelling case for India-rooted pedagogies—drawing from crafts, local manufacturing systems, and community engagement—while warning against reducing education to short-term industry skills. His insights offer a thoughtful blueprint for nurturing designers who can think ethically, act contextually, and lead change in an increasingly complex world.*

Q Design education in India has expanded rapidly over the last decade, yet concerns around quality, depth, and relevance persist. From an academic standpoint, what are the most critical gaps in India's current design education ecosystem that institutions must address urgently?

One of the most critical gaps is the imbalance between scale and depth. While the number of design programs has grown rapidly, many lack rigorous foundations in critical thinking, research, and contextual inquiry. Studio pedagogy is often compressed, faculty-student ratios are skewed, and assessment tends to prioritise output over process. There is also limited integration of social sciences, technology, and systems thinking, which are essential for contemporary design practice. Another concern is uneven faculty capability and insufficient exposure to real-world complexity. Addressing these gaps requires slowing down learning, strengthening fundamentals, and investing seriously in academic culture, not just infrastructure.

Q Despite policy recognition of design as a driver of innovation and manufacturing, design education often remains peripheral within universities. What structural or regulatory changes are required for design to be treated as a core academic and strategic discipline rather than an add-on creative program?

For design to be treated as a core discipline, structural changes are essential at both regulatory and institutional levels. Design must be embedded within interdisciplinary frameworks, allowing equal standing alongside engineering, and management. Regulatory bodies should recognise design research, practice-based inquiry, and studio pedagogy as legitimate scholarly outputs. Universities need flexible credit structures, shared laboratories, and flexible pathways. Administratively, design schools should be involved in institutional strategy, innovation cells, and policy engagement. Without this systemic integration, design risks remaining a peripheral program rather than a strategic driver of innovation and societal change.

3. There is an increasing push for industry-aligned curricula in design schools. How can institutions ensure industry relevance without allowing short-term skill demands to dilute foundational design thinking, ethics, and long-term problem-solving capabilities?

Industry alignment is necessary, but it must be approached thoughtfully. Institutions should distinguish between creative capabilities, such as problem perception, ideation, contextual understanding of business requirements, and ethics in one hand and systems thinking and social design on the other. Industry engagement should extend live projects, internships, and feedback loops, not dictate curricula. Faculty must act as filters, contextualising industry needs within long-term learning goals. Regular curriculum reviews, advisory boards, and reflective practice can help maintain balance. Ultimately, strong fundamentals enable graduates to adapt across industries and time, whereas ignoring these risks obsolescence and undermines the broader purpose of design education.

Q Indian design education has historically drawn heavily from Western pedagogical models. What should an India-rooted design education framework look like today, particularly in relation to crafts, indigenous materials, local manufacturing ecosystems, and grassroots innovation?

An India-rooted design framework must engage deeply with local contexts while remaining globally conversant. This includes meaningful integration of crafts, indigenous materials, informal manufacturing systems, and community-based problem-solving into studio learning, not as nostalgia, but as contemporary knowledge systems. Students should engage with artisans, MSMEs, and grassroots innovators to understand sustainability, frugality, and resilience embedded in Indian practices. Pedagogy must emphasise fieldwork, cultural literacy, and ethical engagement. Rather than importing Western models wholesale, Indian design education should evolve hybrid approaches that respond to local realities while contributing original perspectives to global design discourse.

Q With sustainability, circularity, and social impact becoming central to global design discourse, how well prepared are Indian design schools to embed these concerns meaningfully into curricula rather than treating them as elective or thematic add-ons?

Many Indian design schools acknowledge sustainability and social impact, but integration remains uneven. Too often these themes are positioned as electives or isolated projects rather than core lenses shaping all design decisions. Meaningful embedding requires curriculum-wide alignment from materials and production to systems thinking, life-cycle analysis, and social equity. Faculty capacity is critical; educators must themselves be conversant with these frameworks. Partnerships with communities, NGOs, and public systems can ground learning in real impact. When sustainability becomes a way of thinking rather than a topic, students develop responsibility as an integral part of their design identity.



Q Digital tools, AI, and emerging technologies are rapidly reshaping design practice. How should design education recalibrate its approach to technology—both in terms of skill training and critical engagement—so that students remain human-centred designers rather than tool-dependent practitioners?

Design education must shift from training in aesthetics to critical technological literacy. Digital tools, AI, and emerging technologies should be taught as enablers within a broader human-centred and ethical framework. Students need to understand not just how to use tools, but their implications, bias, authorship, sustainability, and societal impact. Strong grounding in conceptual thinking, user research, and judgment ensures technology augments rather than replaces design intelligence. Institutions should encourage experimentation, interdisciplinary collaboration, and reflective practice. The goal is to produce designers who can question, adapt, and lead technological change, not simply follow rapidly evolving software ecosystems.

Q Faculty capability remains one of the most under-discussed challenges in design education. What kind of academic and professional experience should future design educators possess, and how can institutions develop or attract such talent at scale?

Future design educators need a balanced profile: strong academic grounding, sustained professional practice, and the ability to mentor reflective, critical thinkers. Unfortunately, such profiles are scarce due to limited opportunities for faculty development programs and undervaluation of practice-based research. Institutions must invest in faculty development through research support, industry sabbaticals, pedagogical training, and international exposure. Flexible hiring models that value diverse experiences can help attract talent. Building academic communities, rather than relying on individual stars, is key. Without empowered and continuously evolving faculty, improvements in curriculum or infrastructure will have limited long-term impact.

Q Looking ahead, what indicators should define the success of a design institution in India—graduate employability, societal impact, research output, industry transformation, or cultural contribution? How should design schools measure and balance these outcomes?

No single metric can define the success of a design institution. Graduate employability is important, but so are societal impact, research contribution, cultural relevance, and influence on industry practices. Institutions should track alumni trajectories, quality of student work, research outputs, community engagement, and policy or industry impact. Equally important are intangible indicators, ethical sensibility, critical thinking, and the ability to address complex problems. A balanced evaluation framework recognises that design education serves multiple stakeholders and time horizons. Ultimately, success lies in producing designers who contribute meaningfully to society, economy, and culture, not just immediate job markets. EP

ICFAI UNIVERSITY

The ICFAI University, Jaipur



Career oriented UG / PG / Doctoral programs in the areas of

Management | Engineering | Law | Liberal Arts | Pharmaceutical

for Programs details please visit website www.iujaipur.edu.in

Upto 100% Scholarship for B.Tech Students

MERIT SCHOLARSHIPS: Based on performance in Qualifying Examination & Semester-wise Performance in respective programs

RANKINGS

AAA RATED Among Deemed, Central, State Pvt. Universities of Rajasthan for best Engineering Colleges Careers 360 2025

1 RANKED Among Top Engineering Colleges of Rajasthan GHRDC 2025

3 RANKED Among Prestigious B-Schools GHRDC 2025

AA+ RATED Among Top Law Colleges of Rajasthan Careers 360 2025

AAA RATED Among Pvt.Universities in Rajasthan Careers 360 India's Best Engg.Colleges 2025

Campus: Agra Road, Jamdoli, Near Cambay Golf Resort, Jaipur, Ph: 8094688800

For details & eligibility, please visit: www.iujaipur.edu.in

/iujaipur

ICFAI GROUP

11 Universities • 9 B-Schools • 9 Law Schools • 7 Tech Schools • 3 Pharma Schools • 4 Decades in Flexible Learning



AI SHOULD REDUCE HIRING FRICTION AND EXPAND ACCESS, **NOT REPLACE HUMAN JUDGMENT**

Kartik Narayan
Chief Executive Officer – Jobs Marketplace, Apna.co

*In an insightful conversation, **Kartik Narayan,** Chief Executive Officer – Jobs Marketplace at Apna.co, outlines how the platform is redefining India's high-volume hiring ecosystem through speed, trust, and responsible AI. He explains Apna's evolution from a listings-based portal to an AI-led career ecosystem that enables faster hiring cycles, better match quality, and improved candidate readiness across frontline and emerging white-collar roles. Drawing from findings in the India at Work 2025 report, Narayan highlights how skills visibility, interview preparedness, and human-in-the-loop AI are addressing persistent gaps in employability and hiring efficiency. He also reflects on the role of education institutions in building outcome-driven job readiness and the importance of policy support for fair, transparent AI adoption. This interview was conducted by Education Post's **Prabhav Anand** as part of the magazine's upcoming issue focused on the future of work and employability in India.*

Q Apna.co has emerged as one of India's largest jobs marketplaces for frontline and emerging white-collar talent. How do you define Apna's core value proposition today, and how has it evolved since you took charge of the Jobs Marketplace vertical?

Apna's core value proposition is to make high-volume hiring and career mobility work for India's frontline and emerging white-collar workforce fast, local, and increasingly AI-assisted. Apna has scaled to over 6 crore users across 900+ cities, with coverage across 40% of India's pincodes, and is trusted by over 7 lakh employers, which reflects both demand and distribution strength.

The Jobs Marketplace vertical has evolved from a listings-led marketplace to an AI-led career ecosystem: better match quality, faster hiring cycles, and more candidate readiness. Apna's India at Work 2025 report highlights over 9 crore job applications in 2025 and 14 lakh job postings that year, indicating marketplace scale and employer adoption.

Q Unlike traditional job portals, your organization focuses deeply on high-volume and often informal-to-formal employment transitions. What gaps in India's hiring ecosystem does Apna aim to solve that legacy platforms struggled with?

India's hiring reality is high-frequency and high-friction: multilingual job seekers, hyperlocal mobility constraints, and a major informal-to-formal transition layer that traditional portals were not built for. Apna's India at Work 2025 report points to marketplace activity at the level of over 9 crore job applications and 14 lakh postings, which is typical of the volume-intensive segments (retail, logistics, BFSI field sales, customer operations) where speed and trust matter as much as credentials.

The gap Apna targets is not just jobs discovery, but end-to-end conversion: verified profiles, rapid employer response loops, and AI-assisted screening that reduces drop-offs. The direction is to reduce time-to-hire and increase offer-to-joining through automation (shortlisting, nudges, reminders) while still supporting human decision-making for final selection.

Q There is growing concern that AI in hiring may exclude or disadvantage certain candidate segments. How does Apna ensure fairness, transparency, and inclusion while deploying AI-driven hiring solutions?

AI can amplify exclusion if it over-weights proxies like English fluency, polish, or brand-name colleges; consequently, Apna's approach is skills- and intent-forward rather than pedigree-forward. To ensure equity, the AI bot is engineered with several guardrails and "weightage science," which prevents the system from over-indexing on any single parameter and preserves overall fairness in the matching process.

Apna is also using AI to reduce, rather than increase, access gaps through candidate-side enablement like AI Interview Prep. We have concluded 39 lakh minutes of usage across 7.6 lakh simulated interviews, with the system supporting role-specific preparation at scale. Importantly for inclusion, the tool supports English, Hindi, and "Hinglish," and it has seen strong adoption among Gen Z (58% of users are aged 18–24), which is critical for supporting first-job readiness.

Q Looking ahead, do you see AI replacing human recruiters in frontline hiring, or will it remain an augmentation tool? How is Apna designing for that future?

In frontline and entry-level hiring, AI is far more likely to augment human recruiters than replace them, because real-world hiring involves tradeoffs (attendance risk, shift constraints, communication fit, joining probability) that still benefit from human judgment. Apna's stated direction is that AI becomes the practical layer that improves employer efficiency and candidate preparation, rather than removing humans from the loop. As a starting point, we know that most of the candidates who apply for a role, do not get screened much less get a response letter from the organisations they are applying to. AI can step in to ensure that nearly 100% of all candidates who apply get screened at a minimum and the best candidates' basic criteria go to the next level.

The future design is AI-first workflows where AI handles repetitive steps/screening questions, interview scheduling, reminders, and first-pass assessments while recruiters focus on higher-signal evaluation and closing. AI Interview Prep is one example of shifting capability to the candidate side at scale, using resume-based personalization and instant feedback loops.

Q Despite job availability, employers often cite a "skills mismatch." Is the challenge more about lack of skills, lack of access, or lack of information?

Skills mismatch is often a combination of (a) real skill gaps, (b) poor signaling of skills, and (c) incomplete information on both sides. The India at Work 2025 report's scale indicators over 9 crore job applications and 14 lakh job postings suggest the market is active, but the conversion problem is frequently about fit and readiness, not just vacancy volume.

AI can reduce mismatch by making skills more legible (structured profiles, inferred skills from work history) and by improving readiness via guided prep. Apna's AI Job Prep usage of 39 lakh minutes across 7.6 lakh simulated interviews is a good signal that readiness infrastructure is becoming part of the marketplace, not a separate add-on. AI is a force multiplier in this.

Q As an education-focused publication, Education Post closely tracks employability outcomes. In your view, where is India's education system falling short in preparing students for real-world jobs?

Education is still too input-driven (syllabus completion) rather than outcome-driven (job readiness, communication, practical problem solving). The gap becomes visible when large segments of first-time job seekers need last-mile support on interview confidence, role expectations, and workplace communication needs that AI-based tools are now trying to address at scale.

The demand for structured interview practice is not hypothetical.Apna's AI Job Prep adoption at 7.6 lakh simulated interviews indicates that students and early-career candidates are actively seeking guided, low-stakes rehearsal environments. This is also where education institutions can integrate industry-aligned mock interviews, portfolio-based evaluation, and apprenticeship-like exposure earlier in the learning journey.

Q Government initiatives focus heavily on skilling and employment generation. From an industry standpoint, what policy interventions have worked–and what still needs urgent attention?

What has worked is the broad push toward formalization and digital public infrastructure that makes access and verification easier, enabling platforms to operate at scale. The India at Work 2025 report also notes AI becoming a practical layer in everyday hiring, which aligns with policy goals of improving job matching efficiency and transparency.

What needs urgent attention is portability and clarity for worker protections in platform work, plus stronger incentives for employer-led, outcome-linked training (training tied to hiring and retention rather than just certification). At the same time, AI governance in hiring bias testing, auditability, and disclosure needs clearer standards to protect vulnerable candidate segments without slowing innovation.

Q What advice would you give to young professionals aspiring to build careers in workforce technology, HR-tech, or platform-based businesses?

Build your foundation in three areas: (1) labor market and HR domain understanding, (2) data/AI fluency, and (3) product thinking for scale. The reason is simple: workforce platforms operate at massive scale. At Apna we have over 6 crore users and over 7 lakh employers so small model/product improvements can create large real-world impact.

On the AI side, learn how to deploy AI responsibly: prompt engineering, evaluation, bias/variance tradeoffs, human-in-the-loop design, and measuring outcomes like time-to-hire, drop-off rate, and retention.

9. Finally, as India moves toward becoming a $5 trillion economy, what role do you believe platforms like Apna.co will play in shaping the future of work—and what legacy do you personally hope to build through this journey?

As India moves toward a $5T economy, platforms like Apna will increasingly act as labor market infrastructure: matching, verification, readiness, and mobility at national scale especially as hiring expands beyond metros and becomes more skill and data led.

On the AI frontier, BlueMachines (as an Apna group company) reflects the move from AI experiments to production-grade, agentic automation: it is positioned around enterprise voice AI agents, with deployment speeds in under a week and we have had 100% implementation success rate, plus over $6 million worth of enterprise contracts within 45 days of launch. Enterprise agentic AI voice is really the next force multiplier in all ecosystems.

The personal legacy for me is to aim for, in that context, is building systems that don't just find jobs but measurably reduce friction, increase trust, and expand access to opportunity through responsible AI. EP

ICFAI UNIVERSITY
The ICFAI University, Jharkhand
Grooming Professionals. With Values.

Career oriented UG / PG / Doctoral programs in the areas of
Management | Engineering | Law | Liberal Arts
for Programs details please visit website www.iujharkhand.edu.in
Upto 100% Scholarship for B.Tech Students
MERIT SCHOLARSHIPS: Based on performance in Qualifying Examination & Semester-wise Performance in respective programs
RANKINGS
1 RANKED Among Private Universities in Jharkhand Education World 2023
AA+ RATED Among Private Engg.Colleges in Jharkhand Careers 360 2025
1 RANKED Among Top Engg. Colleges in Jharkhand GHRDC 2025
1 RANKED Among Top Pvt. B-Schools in Jharkhand GHRDC 2025
www.iujharkhand.edu.in | /icfaijharkhand | 8709445599
Campus: 2065, Daladali Chowk, Simalia, Near Ring Road, Ranchi - 835 222.
ICFAI GROUP
11 Universities 9 B-Schools 9 Law Schools 7 Tech Schools 3 Pharma Schools 4 Decades in Flexible Learning

ARCHITECTURE EDUCATION MUST TRAIN SYSTEMS THINKERS, NOT DESIGNERS FOR AN IDEALISED PAST



Mr Harkunwar Singh
CEO & Co-Founder, Novatr

In this insightful conversation, **Mr. Harkunwar Singh,** CEO & Co-Founder of Novatr, offers a sharp critique of contemporary architecture education and its widening gap with industry realities. He highlights how outdated curricula and assessment-heavy studio models often prioritise conceptual creativity over employability, leaving graduates unprepared for collaborative, technology-driven AEC workflows. Emphasising that tools like BIM and computational design are not ends in themselves, he argues for education rooted in systems thinking, performance-led design, and real project contexts. Midway through the discussion, in an interview conducted by Education Post's **Prabhav Anand,** Singh underscores the importance of industry-aligned learning, sustainability as a baseline competency, and continuous upskilling through EdTech platforms. Looking ahead, he envisions architects evolving into systems thinkers—professionals equipped to contribute meaningfully to cities, climate resilience, and society at large.

Q Architecture education has long been criticised for lagging behind industry practice. From your perspective, where does the disconnect between architecture schools and the AEC industry originate, and what structural changes are most urgent today?

The disconnect comes from outdated curricula and a weak focus on outcomes. Architecture schools train students to think like designers, but the industry expects them to work within collaborative, tech-enabled systems. What's urgent is aligning education with real project workflows and employability.

Q With design increasingly shaped by BIM, computational tools, and data-driven workflows, how should architecture curricula balance foundational design thinking with rapidly evolving technologies—without becoming tool-centric?

The mistake is framing this as design versus tools. Tools are simply a medium—what matters is the thinking they enable. Architecture curricula should anchor students in core design principles—spatial reasoning, systems thinking, human behavior—while using technology as a way to test, simulate, and validate decisions, not just represent them.

ICFAI® UNIVERSITY

The ICFAI University, Meghalaya



MERIT SCHOLARSHIPS: Based on performance in Qualifying Examination & Semester-wise Performance in respective programs

FEE Concession to Domicile Students of the State of Meghalaya

Programs Offered

BA (Eco. | Pol.Sc. | Eng. | Edu.) | BBA | BCA | B.Com | BTTM | B.Sc.(Maths.)

MA (Pol.Sc. | Eng. | Edu | Garo# | Khasi* | Music*) | MBA

MCA | M.Com | MSW | MTTM*

Offered only at ICFAI University, Tura Campus

* Offered only at ICFAI University, Shillong Campus

HIGHLIGHTS

Spacious classrooms with audio visual equipment and Wi-Fi facility State-of-the-art library, computing and laboratory facilities Modern and quality education Contemporary curriculum Internal and continuous evaluation Extra curricular and co-curricular activities Committed and experienced faculty Extra curricular and co-curricular activities Locational advantage to study within the North-east states No CUET required

For eligibility and admission criteria please visit: www.iumeghalaya.edu.in

Tura Campus: Danakgre, (Near BSF Camp), P O Araimile, Meghalaya.
Shillong Campus: Phawa Ville, Near Shillong Law College, Dhankheti, Meghalaya.

Ph: 6909987677, 9485158603, 9304745167

ICFAI® GROUP

11 Universities 9 B-Schools 9 Law Schools 7 Tech Schools 3 Pharma Schools 4 Decades in Flexible Learning

Instead of teaching software in isolation, programs should teach design intent → digital translation → measurable outcomes. When students understand why a design decision exists and how technology amplifies it—through performance analysis, coordination, or automation—the tools become invisible. The goal isn't software proficiency; it's designers who can think computationally and adapt as tools evolve.

Indian architecture education still largely follows studio-heavy, assessment-driven models. Do you believe this approach adequately prepares graduates for global AEC careers, or does it need a fundamental rethink?

The studio model builds creativity and resilience, but in isolation, it no longer reflects how architecture is practiced globally. Today's AEC work is collaborative, data-driven, and deeply integrated with engineering, construction, and operations—something most studio systems don't expose students to.

What's missing is context: real constraints, real timelines, real stakeholders. Graduates often excel at concept generation but struggle with coordination, delivery, and accountability. Indian architecture education doesn't need to abandon studios—but it does need a rethink where studios are industry-linked, outcome-oriented, and embedded within real project workflows. Without that shift, we're training designers for an idealized past, not the profession they're entering.

You often speak about "industry-aligned learning." What does meaningful industry participation in architectural education actually look like—beyond internships and guest lectures?

It means learning from people who've actually built projects. Real mentors, real workflows, constant feedback, and learning environments that mirror how the industry works—not just lectures or short-term exposure.

As sustainability, climate resilience, and smart cities become central to architectural practice, how well are institutions equipping students to respond to these real-world challenges at scale?

Most institutions treat sustainability as a theoretical overlay, not an operational responsibility. Students learn concepts—climate responsiveness, green materials—but rarely how to apply them at scale, speed, or within real-world constraints.

What's missing is systems thinking: understanding how design decisions affect energy, cost, constructability, and long-term performance simultaneously. Future-ready education must move beyond isolated "green" studios and teach performance-led design, using data, simulation, and interdisciplinary collaboration. Sustainability isn't an elective anymore—it's a baseline competency, and education needs to reflect that urgency.

Architecture graduates today face a paradox: strong creative training but limited career mobility. What skills—often overlooked by academia—are now critical for architects to remain globally relevant?

Beyond design, architects today need workflow literacy—how projects actually move from concept to construction to operations. Skills like BIM coordination, data interpretation, stakeholder communication, and basic project economics are rarely emphasized, yet they define career growth.

Equally important are meta-skills: adaptability, digital fluency, and the ability to learn continuously as tools and roles evolve. Globally relevant architects aren't just good designers—they're problem-solvers who can collaborate across disciplines, work with technology confidently, and deliver outcomes, not just ideas. Academia often celebrates creativity; the industry rewards reliability, clarity, and impact. Bridging that gap is critical.

Edtech platforms are increasingly filling gaps left by formal education. In your view, should such platforms complement traditional architecture schools or actively reshape how architectural education is delivered?

Both. Traditional institutions are slow-moving by design. EdTech platforms can adapt faster, update curricula continuously, and bring practising professionals into the learning ecosystem. More importantly, they enable personalised, outcome-driven learning and lifelong upskilling - something the traditional degree model struggles to support today.

8. Looking ahead a decade, what shifts do you foresee in the identity of an architect—and how must education evolve to prepare architects not just as designers, but as contributors to cities, systems, and society?

Architects will move from being form-makers to systems thinkers - working across design, data, sustainability, and technology. As cities scale and complexity increases, architects will need to collaborate across disciplines and continuously reskill. Education must shift from one-time degrees to ongoing learning journeys that evolve with the industry. EP

ICFAI® UNIVERSITY

The ICFAI University, Mizoram



Programs offered

BBA | BBA (H & T)
B.Com | BCA | BSW
Certificate Courses (H & T)

MBA | M.Com | MA (Economics) | MA (English)
MA (Pol.Sc.) | MA (Education) | MA (History)
MA (Mizo & CS) | MA (Sociology) | MSW | M.Sc (Geog)
Ph.D (Management | Edu. | Eng. | Pol.Sc. | Social Work | Geography)

MERIT SCHOLARSHIPS: Based on performance in Qualifying Examination & Semester-wise Performance in respective programs

NJY Merit Scholarships up to 50% of Program Fee | Placement & Internship Offered Relaxation Quota for outstanding Sports Persons and Cultural Artists

HIGHLIGHTS

• To provide high quality, value-based, career-oriented education for students. • To facilitate students in understanding, developing, integrating and applying both core and specialized concepts and practices. • To provide students with stimulating and learning friendly atmosphere to utilize a higher level of their intellectual capacity, required to specialize in the respective areas of study. • To produce energetic, effective, efficient and ethical professionals to meet the desired needs of the dynamic world and serve the society.

/IcfaiuniversityMizoram

For details & eligibility, please visit: www.iumizoram.edu.in

For details, please contact
Campus: Durtlang North, Aizawl, Mizoram - 796 015.
City Office: Chanmari, Opp. KFC, Near HDFC Bank, Aizawl, Mizoram. Ph: 8709445599

ICFAI® GROUP

● 11 Universities ● 9 B-Schools ● 9 Law Schools ● 7 Tech Schools ● 3 Pharma Schools ● 4 Decades in Flexible Learning



EDUCATION MUST BE ACCESSIBLE, AFFORDABLE, AND HONEST

Sadashiba Mishra
Founder & CEO of Testquest E-learning and Chairman of Swabalambi Odisha

In an era where education is rapidly turning digital but access remains uneven, **Sadashiba Mishra** stands out as a grounded, grassroots entrepreneur who understands India beyond metro boardrooms. In conversation with **Prafull Pandey,** Mishra—Founder & CEO of Testquest E-learning and Chairman of Swabalambi Odisha, Mishra has spent years working at the intersection of education, entrepreneurship, law, and ecosystem building.

In this wide-ranging conversation, he speaks candidly about EdTech price hikes, rural internet challenges, startup failures, mentorship gaps, investor myths, and what it truly takes to build sustainable ventures in India. More than a success story, this is a reality check for aspiring entrepreneurs.

Today, EdTech platforms are becoming expensive. How do you view this trend, especially in states like Odisha?

As someone who has worked closely with the education ecosystem for many years, I find this trend deeply concerning. EdTech was meant to democratize education, not commercialize it to the point where it becomes inaccessible. In a state like Odisha, this challenge is even more pronounced. A significant percentage of learners do not have access to high-speed internet, and many families operate within limited financial means. When platforms increase prices aggressively, they unintentionally exclude a large section of deserving students. Education, especially digital education, must be built on the principles of inclusion, affordability, and social responsibility. If EdTech solutions are not grounded in ground realities, they risk becoming elite products rather than mass enablers of learning.

How does Testquest E-learning address these ground realities?

Testquest E-learning was conceived with a clear understanding that meaningful education must be built around real-world challenges rather than ideal digital conditions. Recognising that large parts of India—particularly states like Odisha—still struggle with limited connectivity and affordability, the platform was intentionally designed to function effectively even on low-bandwidth networks such as 2G. This technological inclusivity ensures that learning is not restricted to urban or well-connected regions alone. Affordability remains another cornerstone of Testquest's philosophy, with pricing models crafted to suit middle- and lower-income families, reinforcing the belief that quality education should never be a privilege of the few. Beyond access and cost, Testquest reimagines assessment through game-based learning, transforming examinations from a source of anxiety into an engaging and confidence-building experience. By also offering parents clear insights into students' learning behaviour, the platform encourages informed participation in a child's educational journey. Together, these elements position Testquest E-learning not merely as a digital tool, but as a thoughtful bridge between aspiration and opportunity—where technology serves learners with empathy, equity, and purpose.

How do you view the recent price hikes in the EdTech sector?

The recent surge in pricing across the EdTech sector reflects a growing disconnect between commercial ambitions and the lived realities of learners on the ground. What began as a movement to democratise education is increasingly drifting towards exclusivity, particularly in regions where digital infrastructure and household incomes remain limited. In states like Odisha, where stable internet access is still uneven and many families struggle with basic connectivity, premium-priced digital learning platforms often remain out of reach. This trend risks widening educational inequality rather than addressing it, creating a divide between those who can afford technology-driven learning and those who cannot. Education technology should function as an equaliser, not a barrier, and its success must be measured by learning impact and accessibility rather than profit alone. For EdTech to truly fulfil its promise, pricing models and platforms must be designed around real-world conditions—ensuring that innovation remains inclusive, affordable, and rooted in the diverse needs of India's learners.

What is the reality of internet penetration in Odisha and similar regions?

In regions like Odisha and other comparable parts of the country, the narrative of seamless digital connectivity often contrasts sharply with ground realities. While urban pockets benefit from relatively stable 4G networks and the promise of 5G, vast rural and semi-urban areas continue to grapple with weak signals, frequent disruptions, and limited access altogether. For a significant section of students and families, reliable internet remains a luxury rather than a given. This digital divide goes beyond the availability of smartphones or data packs—it reflects deeper infrastructural and socio-economic gaps that directly influence access to education and opportunity. When digital learning platforms are designed assuming uninterrupted, high-speed connectivity, they inadvertently leave behind learners who need them the most. As a result, online education risks reinforcing inequality instead of reducing it. Meaningful impact, therefore, lies in reimagining digital education solutions that are lightweight, inclusive, and adaptable to low-bandwidth environments—only then can technology truly democratise learning across regions like Odisha.

What role should technology play in parental involvement in education?

Technology, when used thoughtfully, can become a powerful bridge between parents and a child's learning journey. Rather than acting as a distraction or a replacement for guidance, it should empower parents with visibility and control. Digital platforms can help parents understand how much time their children spend studying, what kind of content they consume, and where they are progressing or struggling. This transparency builds trust and enables timely intervention, especially in households where parents may not be academically equipped to guide their children directly.

More importantly, technology should simplify parental engagement, not complicate it. Simple dashboards, progress alerts, and meaningful performance insights can help parents stay involved without feeling overwhelmed. In regions where parents are busy or lack digital literacy, tools must be intuitive and language-friendly. Ultimately, technology's role is not to take over parenting, but to support it—ensuring that education remains a shared responsibility between institutions, students, and families.

How does mobile phone usage impact students' learning behavior today?

Mobile phone usage has fundamentally changed the way students engage with learning, bringing both opportunities and challenges. On one hand, smartphones provide instant access to information, learning apps, and digital classrooms, making education more accessible than ever before. On the other hand, unchecked usage often leads to distraction, reduced attention spans, and a tendency to consume content passively rather than engage in deep learning. Many students spend significant time on social media and entertainment platforms, which

can dilute focus and disrupt study routines if not guided properly.

The real concern lies not in the device itself, but in how it is used and monitored. When mobile phones are integrated purposefully into the learning process—with structured content, time tracking, and clear learning objectives—they can enhance curiosity and self-paced learning. However, without supervision from parents and educators, students may confuse screen time with productive study time. Therefore, mobile phones should be positioned as learning tools under guidance, not as unchecked companions, to positively shape students' learning behavior in today's digital age.

How does game-based learning improve student engagement?

Game-based learning significantly improves student engagement by transforming the learning process from a passive activity into an interactive and immersive experience. When lessons are designed in the form of challenges, levels, rewards, and real-time feedback, students become active participants rather than mere listeners. This approach taps into natural human motivations such as curiosity, competition, and achievement, making learning feel enjoyable instead of obligatory. As a result, students are more willing to invest time and effort, leading to higher attention spans and better concept retention.

Beyond motivation, game-based learning also encourages problem-solving, critical thinking, and collaboration. Students learn to apply concepts in simulated real-life scenarios, make decisions, and learn from mistakes without the fear of failure. This experiential style of learning builds confidence and nurtures a growth mindset. When thoughtfully implemented, game-based learning not only sustains engagement but also deepens understanding, making education more meaningful and outcome-oriented.

What lies ahead for Testquest and your broader vision?

Looking ahead, Testquest is envisioned as more than just an EdTech platform—it aims to become a holistic learning ecosystem that bridges aspiration with opportunity. The immediate focus is on strengthening affordability, accessibility, and relevance, particularly for students from semi-urban and rural regions who are often left out of the mainstream digital education wave. By combining adaptive technology with strong academic mentoring, Testquest seeks to ensure that quality learning is not a privilege, but a right.

At a broader level, the vision extends to nurturing self-reliant learners and future-ready professionals. This includes expanding skill-based and assessment-driven learning models, deeper integration with schools, colleges, and community institutions, and creating pathways for employability and entrepreneurship. Ultimately, Testquest aims to contribute to a stronger educational ecosystem—one that empowers students to think independently, adapt confidently, and succeed in a rapidly evolving world.

You also lead Swabalambi Odisha. What problem does it solve?

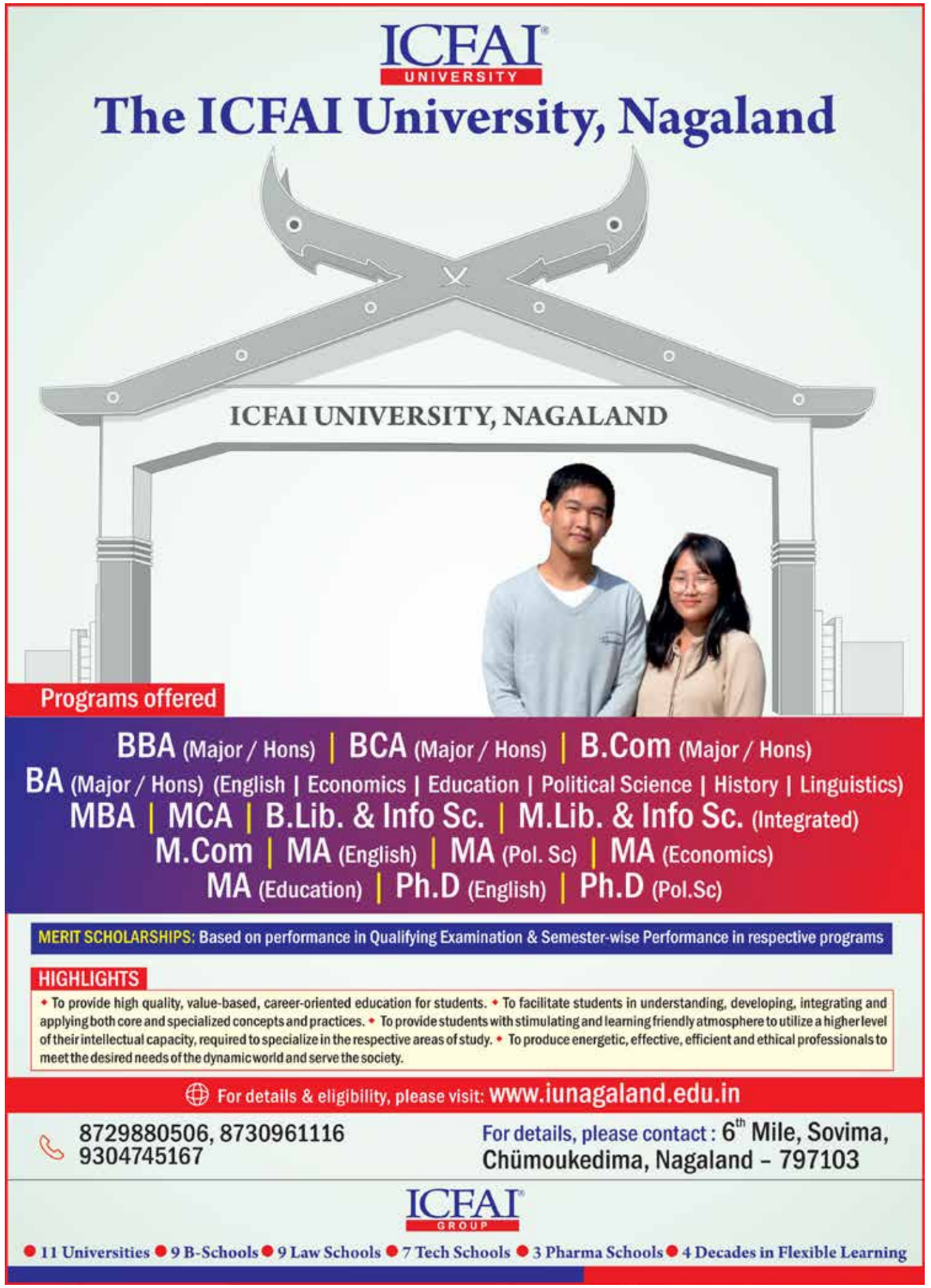
Swabalambi Odisha was born out of a very practical need—to create sustainable livelihood opportunities at the grassroots level. While education is a powerful enabler, many capable individuals still struggle due to lack of guidance, skill mapping, and access to structured ecosystems that can help them become self-reliant. Swabalambi Odisha addresses this gap by working closely with youth, women, and local entrepreneurs to promote entrepreneurship, skill development, and community-led economic growth.

The initiative focuses on mentoring, capacity building, and connecting people with the right institutional and market support. By fostering a culture of self-employment and local enterprise, Swabalambi Odisha aims to reduce dependency, curb migration, and strengthen the regional economy. At its core, the movement is about dignity of work and empowerment—helping individuals realise that with the right support system, they can create opportunities not only for themselves but also for others in their communities.

You've worked deeply in the startup ecosystem. Why do nearly 90% of startups fail?

Startup failure is often discussed in terms of funding shortages, but in reality, the problem runs much deeper. Nearly 90% of startups fail because many founders begin with an idea but lack a clear understanding of how that idea will translate into a sustainable business. Having a concept is only the first step; without a well-defined business model, revenue logic, and execution roadmap, even the most innovative ideas struggle to survive.

Another major reason is the absence of financial and analytical preparedness. Many entrepreneurs do not know how to build a financial model, conduct proper market research, or interpret analytical reports that guide decision-making. This leads to unrealistic expectations, poor scaling decisions, and inefficient use of resources. Additionally, startups often fail due to limited manpower, weak mentorship, and a lack of long-term vision. Successful ventures require either strong capital support



or a committed, skilled team—ideally both. Without these foundations, startups find it difficult to withstand market pressures, adapt to change, or compete sustainably, ultimately leading to early closure.

What are the most common mistakes made by first-time entrepreneurs?

First-time entrepreneurs often make the mistake of falling in love with their idea without validating it against real market needs. They assume that a good idea will automatically find buyers, but in reality, understanding the target audience, their pain points, and their willingness to pay is far more important. Many founders invest heavily in building a product before testing whether the market is ready or even interested, which leads to wasted time, money, and energy.

Another common mistake is underestimating the importance of business fundamentals. New entrepreneurs frequently lack clarity around pricing, financial planning, marketing strategy, and operational sustainability. They focus too much on product creation and too little on customer acquisition, branding, and cash flow management. Additionally, many first-time founders hesitate to seek mentorship or expert advice, believing they must do everything independently. This reluctance, combined with unrealistic growth expectations and poor risk assessment, often results in burnout or failure. Successful entrepreneurship requires patience, learning from experienced voices, and the ability to adapt continuously rather than chasing quick success.

What advice would you give to aspiring entrepreneurs and students?

For aspiring entrepreneurs and students, my first advice would be to focus on building strong fundamentals before chasing big dreams. Education, skill development, and practical exposure should go hand in hand. Don't rush into entrepreneurship just because it sounds glamorous or trendy. Take time to understand how businesses actually work—learn about finance, marketing, operations, and human behavior. Most importantly, develop the habit of problem-solving. Real businesses are built by identifying genuine problems and offering simple, sustainable solutions, not by copying ideas that are already overcrowded in the market.

Secondly, I would strongly encourage young minds to be patient and resilient. Failure is not the end; it is part of the learning process. Use technology wisely—as a tool, not a shortcut—and avoid depending solely on online information without critical thinking. Seek mentors, ask questions, and remain open to feedback. Whether you choose a job, a startup, or higher studies, integrity, discipline, and continuous learning will define your long-term success. Believe in your journey, stay grounded, and remember that meaningful impact takes time to create.

As the conversation draws to a close, one message emerges with unmistakable clarity: the future of education and entrepreneurship must be firmly anchored in reality, inclusivity, and purpose. Through his measured yet deeply insightful reflections, Sadashiba Mishra underscores the pressing need to bridge long-standing gaps—between technology and accessibility, ambition and preparedness, and ideas and their real-world execution. His journey with Testquest E-learning and Swabalambi Odisha stands as a testament to his commitment to grassroots empowerment, where students, parents, and aspiring entrepreneurs are not just participants, but active stakeholders in change.

In an age defined by rapid digital acceleration, this exchange serves as a timely reminder that sustainable progress cannot be built on hype alone. It requires a genuine understanding of people, consistent nurturing of skills, and the creation of systems that are designed to serve society at large. As educators, policymakers, and young leaders chart the road ahead, voices like Mishra's offer both direction and reassurance—grounded in lived experience, guided by empathy, and firmly focused on long-term impact rather than fleeting success.



ACADEMICS BACK

SUPREME COURT STAY ON UGC NORMS, STUDENTS FIND RELIEF



Amin Masoodi

The Supreme Court's decision to stay the University Grants Commission's 2026 caste discrimination regulations has drawn strong backing from academic experts and brought immediate relief to students across campuses, who had staged nationwide protests against what they described as a selective and exclusionary grievance-redress mechanism.

The court warned that the new framework, if enforced, could have "very dangerous" social consequences and deepen divisions within higher education.

The interim order, which puts the ugc's Promotion of Equity in Higher Education Institutions Regulations, 2026 in abeyance and restores the 2012 framework, has been widely seen by scholars as a corrective intervention — one that acknowledges mounting student anxiety while reopening space for a more inclusive and constitutionally sound policy debate.

Reacting to the court's order, experts said the stay has helped restore institutional clarity at a time when trust between students and university administrations was under strain.

Professor Arvind Kumar of the School of International Studies at Jawaharlal Nehru University (JNU) said the ruling sends a clear message that anti-discrimination frameworks cannot be selective in scope.

"The intent to address caste-based discrimination is not in dispute—it is a constitutional obligation," Kumar told Education Post. "But any regulation that seeks to correct injustice must protect all stakeholders equally. Otherwise, it risks replacing one form of discrimination with another."

He argued that the core problem with the 2026 regulations lay not in their stated objective, but in the narrow and asymmetrical definitions they adopted — definitions that, he said, were vulnerable to misuse and could corrode institutional trust.

"When grievance mechanisms appear selective, campuses stop being spaces of shared legitimacy," Kumar said. "Students begin to fear that the system recognizes only certain forms of harm while ignoring others."

Kumar warned that policies perceived as unfair by large sections of society could weaken their sense of participation in nation-building, ultimately undermining India's long-term developmental goals.

"Decisions driven more by political calculation than balance rarely lead to a win-win outcome," he said. "Unless competence is empowered alongside equity, India cannot realistically achieve the vision of Viksit Bharat by 2047."

While making it clear that he was not opposed to reservation in principle, Kumar cautioned against what he described as excessive or poorly calibrated interventions that could deepen social fault lines rather than promote equity.

He stressed that in critical sectors such as health sciences, engineering, and strategic research, compromising on competence could have grave consequences.

"In health sciences, you cannot afford to prioritize anything over capability. Lives are at stake," he said, adding that placing underqualified individuals in sensitive roles could weaken institutions and erode public trust.

Extending his argument to strategic domains such as space research, nuclear programs, and advanced research and development, Kumar warned that dilution of merit could severely limit India's long-term growth and global standing—outcomes that would be counterproductive to the very idea of nation-building.

'A constitutional pause, not a policy reversal'

Echoing these concerns, Professor Noor Baba, former head of the Political Science department at Kashmir University, said the court's order should be read as a constitutional pause rather than an ideological rollback.

"The reaction across campuses is not triumphalism; it is relief," Baba told Education Post. "There was a growing apprehension that grievance redress mechanisms would become selective, leaving some students institutionally unprotected."

He said the court had acknowledged anxieties that could not be dismissed as politically motivated or fringe concerns.

"Universities function on shared legitimacy. If students begin to believe that policy frameworks recognize only some forms of vulnerability while dismissing others, campuses become adversarial spaces," he said.

Baba cautioned that any future framework must avoid reinforcing social binaries.

"Equity cannot be pursued by creating hierarchies of grievance. The constitutional promise is dignity for all—not calibrated dignity. That is the principle the court appears to have reaffirmed," he added.

Students welcome stay, express cautious relief

The court's order has brought immediate relief to students who had staged protests across several states, demanding safeguards against discrimination of any kind—irrespective of the caste of either the victim or the accused.

At Lucknow University, the interim order was met with visible celebrations, with students distributing sweets and gathering on campus.

"This gives us temporary reassurance," a student said. "The issue is far from settled, but the court has acknowledged that students' concerns matter."

Another student described the stay as a necessary corrective. "For years, there has been a feeling that some rules end up being applied selectively. The court's intervention was essential," he said, adding that the regulations should ideally be withdrawn and rethought.

Students also flagged concerns about derogatory slurs such as "sudama quota" and

"bheekari," arguing that upper-caste students too faced social humiliation that was not adequately addressed under the 2026 framework.

The prevailing mood on campuses, students said, was one of cautious optimism rather than celebration.

"There is happiness, but also hope that the government listens," a student remarked. "Either the concerns should be addressed meaningfully, or the regulations should be repealed."

Relief beyond campuses

Scenes of relief were reported from other parts of Uttar Pradesh as well. In Varanasi, residents marked the stay by applying gulal and thanking the apex court, framing the decision as a moment of reprieve.

"The regulation, as it stood, appeared to push society towards further division," a local resident said. "The court's stay has brought breathing space."

In Basti district, residents said the court's intervention had helped defuse fears of growing social tension. Similar sentiments were echoed by students at Barkatullah University in Bhopal, who welcomed the stay while stressing the need for a balanced and inclusive policy rethink.

Court flags 'dangerous impacts', restores 2012 framework

Staying the 2026 regulations, a bench comprising Chief Justice of India Surya Kant and Justice Joymalya Bagchi said several serious questions required consideration before the framework could be enforced.

"There are four to five serious questions which arise. Otherwise, this will have very sweeping consequences. It will divide the society and lead to very dangerous impacts," CJI Kant observed.

Invoking Article 142 of the Constitution, the Court directed that the UGC's 2012 regulations on caste-based discrimination—considered broader in scope—will continue to operate until further orders.

The bench also asked the central government to constitute a committee of eminent jurists to re-examine the regulations, making it clear that the court must approve the committee's composition.

Vague language, misuse concerns

The challenge before the court centred largely on Section 3(1)(c) of the 2026 regulations, which petitioners argued was loosely worded and redundant.

Justice Bagchi questioned how the provision differed from Clause 3(1)(e) of the 2012 framework, which already defined discrimination.

"If Clause (e) already addresses discrimination, what is the necessity of Clause (c)?" he asked.

The bench also raised concerns about scenarios where students belonging to the same caste harass each other—situations petitioners argued were not clearly addressed under the new regulations.

"Prima facie, the language is completely vague and the provisions are capable of misuse," the Court observed.

Justice Bagchi further invoked the constitutional principle of non-regression, questioning why a newer law aimed at social justice should offer narrower protections than its predecessor.

Warning against segregation

In some of its strongest remarks, the bench cautioned against institutionalizing segregation in educational spaces.

Justice Bagchi drew a comparison with racial segregation in the United States, warning against divided educational systems.

CJI Kant also took exception to provisions hinting at separate hostels. "For God's sake, don't do that," he said, recalling how shared hostel life had fostered inter-caste friendships and social cohesion.

"We must move towards a casteless society, not away from it," he added.

What lies ahead

With the stay now in place, the fate of the 2026 UGC regulations will depend on the central government's response and the recommendations of the proposed jurists' committee.

For now, the court order has not only paused a contentious policy but has also reframed the national conversation on how equity, inclusion, and protection should be defined — and applied — within India's universities.

ICFAI® UNIVERSITY

The ICFAI University, Sikkim

Empowered by UGC to award degrees under Section 22 of the UGC Act, 1956



Scan to Register

MULTIPLE ENTRY EXIT OPTION AS PER NEP 2020

School of Liberal Arts
BA | BA (Hons) | BA (Hons. with Research)
Pol.Sc. | Eng. | Eco. | Sociology | Public Administration
International Relations | Civil Services | Mass Communication & Journalism (3 Years / 4 Years)
MA (Eco.) | MA (Pol.Sc.) (1 or 2 Years) | Ph.D.

School of Management Studies
BBA | BBA (Hons) | BBA (Hons. with Research)
Marketing | Finance | Business Analytics | Family Business
Digital Marketing & HR (3 Years / 4 Years)
B.Com | B.Com (Hons) | B.Com (Hons. with Research)
Accounting & Finance | Banking & Insurance
Accounting & Insurance | Accounting & Taxation) (3 Years / 4 Years)
M.Com Accounting & Finance (1/2 Years)
MBA | MBA (Working Professionals) | Ph.D.
Marketing | Finance | IT | Healthcare Management & HR (1/2 Years)

School of Information Technology
BCA | BCA (Hons) | BCA (Hons. with Research)
Artificial Intelligence & Data Science | Cyber Security
Cloud Computing | Full Stack Development
(3 Years / 4 Years)
MCA
Artificial Intelligence & Data Science | Cyber Security
Cloud Computing | Full Stack Development
(2 Years)

School of Hotel & Tourism Management
BHM | BTTM (4 Years) | MTTM (2 Years)

School of Legal Studies BBA-LL.B (Hons.) | BA-LL.B (Hons.) (5 Years) | LL.B (3 Years) | LL.M (1 Year) | Ph.D.

MERIT SCHOLARSHIPS Based on Entry Level Marks & Semester-wise Performance

HIGHLIGHTS
Conducive Learning Environment ▸ Qualified and experienced faculty ▸ Research Work ▸ Case Studies and Analysis ▸ Role Plays & Simulation Exercises ▸ Multimedia Classrooms ▸ Soft Skills, Internships & Project ▸ Cultural Diversity ▸ Campus Placement Assistance ▸ Wi-fi Enabled Campus ▸ Well-equipped F&B Lab ▸ Indoor Sports facilities ▸ Industrial Tours ▸ Digital Library ▸ Unique Internships ▸ Cafeteria ▸ IT Lab ▸ Medical Facilities

FEE CONCESSION*
▸ Fee concession to the students from Sikkim Govt. Quota.
▸ Fee concession to the students from North East States, GTA Region & North Bengal.
* T & C Apply

As per NEP, for the Undergraduate Programs, Students will achieve:
- UG Certificate for 1 year duration
- UG Advanced Diploma for 2 years duration
- Bachelors Degree for 3 years duration
- Bachelors Research with Honors for 4 years duration

Call: 9800037383 / 9800037351

www.iusikkim.edu.in | /iusikkim | E-mail: admissions@iusikkim.edu.in

Campus: The ICFAI University, Sikkim, Ranka Road, Lower Sichey, Gangtok, Sikkim - 737101



TEACHING JUSTICE BEYOND TEXTBOOKS

WHY CRIMINOLOGY AND VICTIM STUDIES MUST BE CENTRAL TO LEGAL EDUCATION

Dr. Priyamvada Tiwari
Head of the Department and Associate Professor, Faculty of Law, Medicaps University, Indore

Legal education has traditionally focused on core doctrinal subjects such as Constitutional Law, Contracts, Criminal Law, and Civil Procedure. The dynamic nature of contemporary crime and justice systems requires legal education to expand its curriculum beyond fundamental subjects which include Constitutional Law, Criminal Law and Civil Procedure and Contracts. The legal education system requires Criminology and Victim Studies to train lawyers who will work in modern criminal justice systems.

Criminology exists as a scientific discipline which examines criminal activities and the behavior of criminals and how society responds to these crimes. The field combines knowledge from sociology and psychology and law to understand criminal behavior and develop strategies for crime prevention and improve criminal justice system responses. Crime victims receive study in victimology which represents a separate branch of criminology that examines their complete experience and legal rights and the effects of criminal activities which traditional legal education has ignored. The Indian legal system has historically regarded victims as witnesses who have only restricted rights to access justice throughout the legal process. The existing framework not only pushes victims to the sidelines but it also restricts future attorneys from delivering complete justice to others.

SINCE 2003
TAXILA
BEYOND EDUCATION
TAXILA BUSINESS SCHOOL
RANKED AMONG TOP 30 B- SCHOOLS IN INDIA
PGDM+ BUSINESS ANALYTICS
(With Triple Specialization)
HIGHEST PLACEMENT
Rs. 28.60 LPA
AVERAGE PLACEMENT
Rs. 11.50 LPA
www.taxila.in
HIRING PARTNERS
pwc EY Building a better working world HSBC Deloitte. citibank Deutsche Bank
IBM TESCO McKinsey&Company BNY MELLON ORIX
CRED S&P Global Mahindra FINANCE KPMG
YES BANK Hindustan Unilever Limited Infosys BOSCH GRAVITA INDIA LIMITED SIEMENS
Gartner Capgemini vedanta transforming for good केनरा बैंक Canara Bank ICICI Bank Reliance
Sector 9, Mandir Marg, Patel Marg, Mansarovar, Jaipur, Rajasthan, India. 302020
+91-84040 40404 www.taxila.in taxilabusinessschool

In the Indian context, many national law universities have established its specific departments for Criminology and Victimology which exists as a permanent institution to conduct research and training programs and policy evaluation activities in both disciplines while its main goal remains to combine criminology and victimology studies into legal training and judicial work. This integration into the academic fields allows maintaining victim rights as the main focus of justice system discussions. These initiatives are evidence that academic institutions recognise the need for law graduates who understand crime beyond statutes and courtroom procedure.

Why Criminology and Victim Studies Matter for Law Students

1. A Holistic View of Justice: Law students equipped with criminological insights can analyse underlying causes and patterns of crime, rather than merely applying rules. This enables future lawyers to think preventively and compassionately
2. Victim Centric Advocacy: Victimology emphasises victims' rights and experiences, pushing legal professionals to recognise victims as participants with rights and needs rather than collateral to offender prosecution. This shift allows lawyers to design more effective redressal strategies, including compensation, protection, and rehabilitation
3. Policy and Prevention: By studying victimisation patterns and theories such as Routine Activity Theory or Lifestyle Theory, students gain tools for crime prevention and policy development skills critical for public service, private practice, and policy roles
4. Interdisciplinary Skills: Modern crime often intersects with technology, psychology, and society. For instance, cybercrime, white collar offences, and systemic violence cannot be adequately addressed without an interdisciplinary lens that criminology provides

Bridging Theory and Practice in Law Schools

The legal education program at different institutions needs to implement criminology and victimology studies as required components of its curriculum. Law programs need to incorporate these two fields of study into their essential academic material which includes classroom instruction and legal training activities. Students acquire practical skills through their fieldwork experiences which involve collaboration with police agencies and non-governmental organizations and victim assistance programs and restorative justice meetings. The learning environment at the institution provides students with practical learning opportunities through its legal clinics and victim rights moot courts and interdisciplinary study sessions which simulate actual real world situations.

Internationally, victimology has played a crucial role in shaping justice policies and support mechanisms, including victim impact statements and compensation programmes that honour the physical, emotional, and economic realities faced by victims. Legal education in India will be enriched when such practices and insights become part of mainstream legal training.

Reimagining Legal Education for 21st Century Justice

The call to integrate criminology and victim studies into legal education is not merely academic reform: it reflects evolving notions of justice that prioritise fairness, empathy, and societal well being. Lawyers trained with these perspectives will be better equipped to serve justice in its fullest sense protecting rights, preventing crime, and advocating for both offenders and victims with equal rigor.

By weaving criminology and victimology into the fabric of legal education, we prepare future legal professionals not just to interpret laws, but to shape systems of justice that are more equitable, responsive, and humane.

VIVEKANAND EDUCATION SOCIETY
College of Architecture
V.E.S. Since 1962
VESCOA IS A CONSTITUENT COLLEGE UNDER V.E.S. SIGNATORY TO PRME

51% Seats Sindhi Minority
Recognized by
Council of Architecture (COA)
Affiliated to University of Mumbai (UoM)
Approved by Government of Maharashtra and Recognized by UGC.
VESCOA-SOD Affiliated to MSBTE

INSTITUTE CODES
COA MH 102 I DTE 3496 I MSBTE 19094 & 2064

Master Degree
Bachelor Degree
Diploma Program
Certificate Courses



The VES College of Architecture is focused towards developing socio-cultural, environmental, technological, aesthetic & philosophical values in Architectural education. Creating a favourable environment for learning, innovation, integration & leadership has been the key focus of the institute.

At VESCOA, students are encouraged to participate actively in live projects through the Research Cell. The campus has provisions of facilities such as the Library, Labs, Workshops and other resources for utilization by the students. The institute makes a continuous effort to encourage our students to attend relevant Seminars, Workshops as well as take part in various competitions at the National and International levels.

COURSES OFFERED

1 BACHELOR OF ARCHITECTURE (B.Arch.)
Five year Full-Time Undergraduate Degree affiliated to UOM. (Intake:80)

2 MASTER OF ARCHITECTURE (M.Arch.)
Two Year Full-Time Post Graduate Degree affiliated to UOM
Master of Urban Design (Intake: 20)
Master of Landscape Architecture (Intake: 20)

3 DIPLOMA IN ARCHITECTURE
Three Year Full-Time Diploma recognised by COA and affiliated to MSBTE. (Intake:40)

4 DIPLOMA IN INTERIOR DESIGN & DECORATION
Three Year Full-Time Diploma recognised by COA and affiliated to MSBTE. (Intake:40)

5 DIPLOMA IN INTERIOR DESIGNING & DECORATIONS
Three Year Part-Time Diploma affiliated to MSBTE. (Intake:40)

6 MODULE COURSE IN INTERIOR DESIGNING WITH SPECIALIZATION
Three Year Part-Time Diploma affiliated to MSBTE. (Intake:40)

7 VESCOA ABHIVRUDDHI - (CPD)
Short -term Certificate Courses with industry collaboration. (Intake:40)

VESCOA PEDAGOGY



The overall aim is to sensitize the students towards building sustainable human habitat & achieve excellence in education. VESCOA encourages students to spend time in campus and use all the resources like Library, Labs, Workshops and other resources.

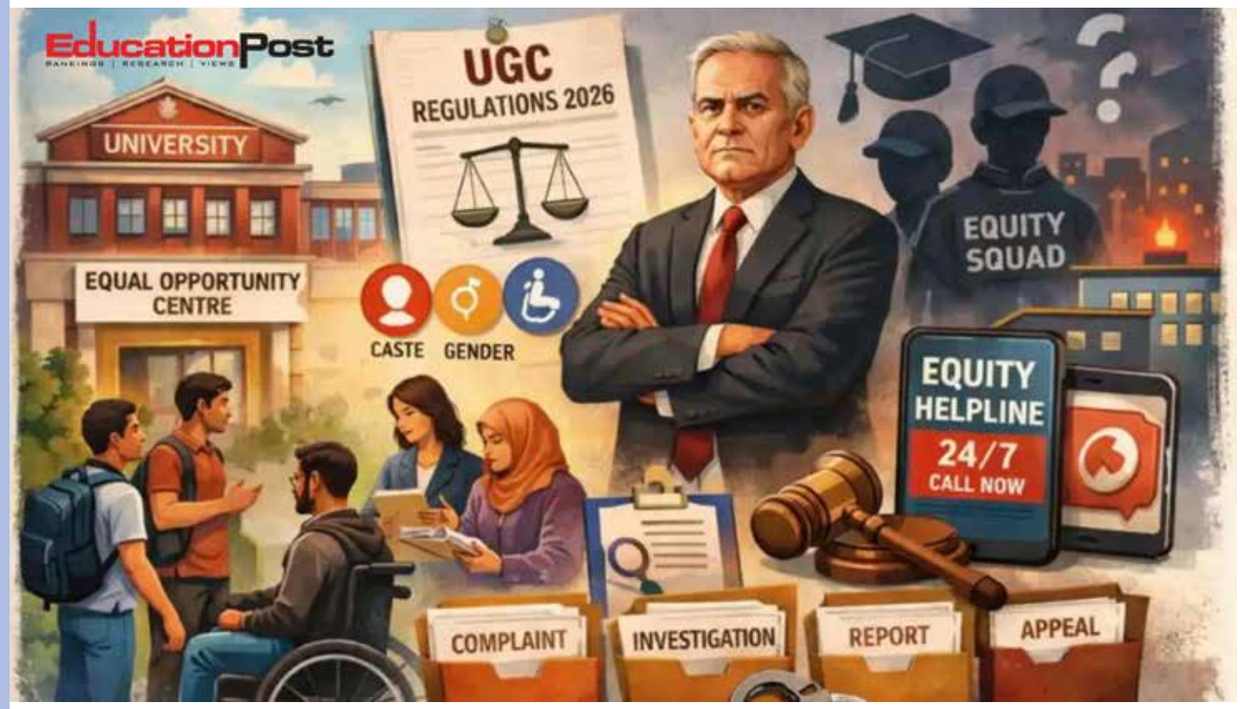
VESCOA RANKING AND ADMISSION DETAILS

TIMES 2025	IIRF2025	ET-EDGE 2025	TIMES 2025	TIMES 2025	GHRDC 2025
1ST Rank	1ST Rank	Best Education Brand	Education Excellence Awards'25	Education Excellence Awards'25	2nd Rank
Top Education Institute & Alternative Careers	Maharashtra State 5th Rank All India Rank	In the Field of Architecture Education	Exemplary academic Leader in Higher Education	Outstanding Architecture & Design College	Maharashtra State & Western Region 3rd Rank Category of Excellence

v.e.s.c.o.a
VES_COA
VESCOA

VESCOA, HAMC, Campus 2, Collector's Colony, R.C. Marg, Chembur, Mumbai- 400074
Phone: (022) 62913333, Email:vescoa.admission@ves.ac.in website: https://vescoa.ves.ac.in/

VESCOA
VESCOA
VESCOA



UGC EQUITY RULES

REPLACING LAWS WITH PERCEPTION

Dr. Abhinav Nikunj
A Healthcare Provider, Policy Observer, and Education System Analyst

The University Grants Commission or UGC has made some rules for 2026 that are supposed to be about fairness.. These equity rules might actually cause big trouble for students. The student ecosystem is a thing and the UGCs rules could end up breaking it. This is why the UGCs equity rules for 2026 are a concern, for the student ecosystem. The UGCs equity rules are meant to help. They might do the opposite. The student ecosystem needs to be protected not hurt by the UGCs equity rules.

The Dangerous Comfort of Good Intentions

History shows us something important: the systems that cause the most harm are not made by people who want to do bad things. They are made by people who want to do things but they do not design them very well.

The UGC Equity Rules 2026 were brought in with a good intention, that is to give people justice, dignity, inclusion and protection. These are things that no good society can say no to. The UGC Equity Rules 2026 are all about values that every student thinks are important. The UGC Equity Rules 2026 are based on principles that every democracy should stand up for because that is what the UGC Equity Rules 2026 are, about.

But governance is not poetry. Policy is not morality. And intention is not impact.

We should not judge a system by what it says it will protect. By what it actually allows to happen. A system is judged by what it enables, not by what it claims to do. We need to look at what a system enables to really understand it.

From a students point of view the UGC Equity Rules 2026 are not really about helping students they are like the beginning of a system that uses fear to control what students do in school. The UGC Equity Rules 2026 are supposed to protect students. They might actually start to control every little thing students do. The UGC Equity Rules 2026 are also supposed to help students who have problems. They might turn into a way for schools to have more power over students. The UGC Equity Rules 2026 are supposed to be about fairness. They might just make students feel anxious all the time, about the UGC Equity Rules 2026.

This is not an attack on inclusion. This is not an attack on equity. This is not an attack on social justice.

This is a warning about system design failure.

The Core Shift: From Justice Systems to Power Systems

Healthy societies work in a simple way: they operate on this principle that is really important for healthy societies to function properly. Healthy societies need to follow this principle in order to be societies.

> Law → Evidence → Due Process → Justice

The way the new framework is set up is a bit different. The structural logic of the framework does not follow the same pattern as what we are used to. The new framework has its structural logic that works in a different way. This is what is important, about the logic of the new framework.

> Complaint → Interpretation → Committee → Authority → Consequence

This is definitely not a model that follows the law. It does not work like a model that is used in court. The thing, about this model is that it does not care about peoples rights.

This is a control model.

When people in charge make decisions and stories become more important than facts and what people think is true becomes more important than actual proof. This is when the way a country is run starts to change into a system where the people in power control what people think and believe, which's a kind of psychological authority. The system of governance transforms into this authority very quietly. Committees replace courts. This is a big change. Narratives replace evidence. This is also a big change. Perception replaces proof. This is another big change. All of these changes happen quietly. They transform governance into psychological authority. Governance is the system of running a country.

When it transforms into psychological authority the people in power have a lot of control, over what people think and believe.

The danger is subtle. The transformation is invisible. The consequences are irreversible.

The big risk, with weapons that nobody is talking about

When you have a system that gives power to people without making sure they use it correctly it can lead to people using that power in ways. This is what creates a market of misuse. Every system that does this will have the problem because the people with power will often try to use it for their own gain and not for what it was meant for. Every system like this needs to have safeguards, in place to prevent the misuse of power. It will always lead to trouble.

Not because people are bad — but because systems shape behavior.

The UGC Equity framework does something that it does not mean to do. It makes a system where the UGC Equity framework has an effect. The UGC Equity framework is, like a path that the UGC Equity framework creates. This path is a problem because of the way the UGC Equity framework works.

When people have conflicts, with each other these personal conflicts can become formal complaints. Personal conflicts are a deal and they can really get out of hand. If personal conflicts are not resolved they can turn into complaints.

When people who are academics do not agree on something this can sometimes turn into a problem, for the school or university they work for. Academic disagreements can become cases.

When people do not get along this can lead to action being taken by the people, in charge. Social friction is a problem because it can turn into administrative action.

When a complaint is made and it gets into a system like an organization, the process of dealing with it can be really tough. The process itself becomes a kind of punishment. You have to go through much to get anything done it is like the system is punishing you for making a complaint, about something. This is what happens when a complaint enters a system the process itself becomes punishment.

Reputation damage is instant. Social stigma is immediate. Psychological trauma is irreversible.

If someone is found to be innocent, on the damage is still done. The person who was accused has already had to deal with the consequences. Innocence is a deal and when it is questioned it can be very costly. Even if innocence is proven later the cost is still paid because the harm has already been done to the persons life and reputation.

These days all it takes is an accusation to ruin someones life even if they are not found guilty. An accusation is enough to cause a lot of harm to a persons life. In todays world accusation can destroy a persons life it does not matter if they are actually convicted or not. The accusation itself is very powerful. It can change everything for the person who is being accused.

The Psychological Economy of Fear

The most dangerous outcome of such systems is not legal — it is psychological.

Students start to watch what they say. Teachers lose interest in their work. Institutions make many rules and this affects the students and the teachers so the institutions begin to over-regulate the students and the teachers.

When people stop talking to each other conversation falls apart. Discussion comes to an end. The idea of risk the idea of intellectual risk just goes away.

Schools and universities are not really about learning. They have become places where people just follow the rules. Campuses are supposed to be where students go to learn and grow.. Now campuses are more about making sure everyone does what they are told. Campuses stop being spaces of learning. Become spaces of compliance, where the focus is, on following rules rather than learning new things on the campuses.

Fear is something that people learn without realizing it. It is like a lesson that everyone picks up on. Fear becomes the hidden curriculum that teaches people things they do not even know they are learning. The hidden curriculum of fear is, around us.

The thing is, this situation affects students who're from the reserved category as well. Students, from the reserved category are also going to feel the impact of this. It is not one group of students the reserved category students are also going to be hurt by this. This is something that affects the reserved category students too.

The greatest myth in this debate is that only unreserved category students are at risk.

In life systems that are too protective can cause people to react badly and create a whole environment where people are against them. This happens because these overprotective systems can be really annoying and make people feel like they are not trusted. Overprotective systems are the reason, for this kind of backlash.

When people think that protection is like a shield it makes others feel bad. This bad feeling can turn into anger. When anger builds up people start to look down on the ones who have protection.. When that happens those people become isolated from everyone else. Protection is what creates this problem because protection is seen as treatment and that is not fair, to others so protection leads to isolation.

This thing does not help students who are already struggling. It actually makes them feel more alone. The system does not empower marginalized students it just isolates them from everyone. Marginalized students need support and understanding. This does the opposite. It isolates marginalized students. Makes their situation worse.

True inclusion comes from people being and doing things as one group, not from being divided into separate institutions. Inclusion is really about integration, where everyone's part of the same whole not, about being separate.

When we have systems that put many labels on people it makes the differences between them seem bigger. This does not help to bring people and make things better. Systems that over-label identities are really not doing what they should be doing which is to help people understand each other. Instead systems that over-label identities make people focus on what makes them different from each other and that creates divisions. Systems that over-label identities do not help to heal the divisions, between people they actually make these divisions worse.

The Silent Casualty: Academic Freedom

Universities are around for one reason: they want to find the truth. The whole point of universities is to look for the truth. Universities are, about finding the truth.

To find the truth you need a things.

- An open mind
- A lot of patience
- The ability to listen to the truth.

Finding the truth is not easy it requires people to be honest. The truth requires people to be brave. The truth requires people to be willing to hear the truth and to see the truth.

The truth requires people to ask questions. The truth requires people to look for answers. The truth requires people to think for themselves and the truth requires people to be strong.

The truth is not always easy to find. The truth is always worth it. The truth is what makes us free. The truth is what makes us happy. The truth requires work. The truth requires time.

People who seek the truth are people they are people who want to know the truth and they are people who want to be free. The truth is a thing and the truth is a powerful thing. The truth requires us to be honest with ourselves and the truth requires us to be honest with others.

The truth is what makes life worth living it is what makes us human. It is what makes us real. The truth requires us to be brave. The truth requires us to be strong. The truth requires us to stand up for what's right and the truth requires us to stand up for what we believe in.

The truth is the important thing in life it is what makes us who we are and it is what makes us free. The truth requires us to be patient. The truth requires us to be kind. The truth requires us to be honest. The truth requires us to be fair. People who seek the truth are people who want to make a difference they are people who want to change the world. They are people who want to be happy. The truth requires us to be happy. The truth requires us to be free. The truth is what makes life worth living and the truth is what makes us real.

The truth requires us to be us it requires us to be true to ourselves. It requires us to be true, to others. The truth is a thing and the truth is a powerful thing. The truth requires work. The truth requires time but the truth is always worth it.

Fear driven systems just cannot handle this kind of thing. They are really sensitive, to these sorts of issues. Fear driven systems have a time dealing with them.

People are replacing courage, with administrative caution. This is what is happening with courage. It is being replaced by administrative caution. Academic courage is no longer the priority administrative caution is what matters now. Academic courage is being pushed aside for caution.

Innovation is dying. The ability to think critically is also dying. The culture of doing research is dying too. When innovation dies we do not have ideas. Critical thinking is



very important it is dying well. The research culture is. This is a big problem. Innovation. So does the research culture.

Learning is about following steps than really understanding things. Education is not about using your brain to think it is just, about doing what you are told. Education becomes procedural not intellectual.

The Structural Paradox

We need to make sure that a system that is supposed to help people who are vulnerable does not end up making them more vulnerable.

A system like this has to be very careful not to create problems for the people it is trying to protect.

The system has to think about how it can help vulnerable people without making things worse, for them.

A system designed to protect the vulnerable must not create forms of vulnerability.

A system that is supposed to be fair and just should not trade the law for what people think. The law is what matters in a system designed for justice not what people perceive as just. A system designed for justice has to stick to the law.

A system that is supposed to be fair to everyone must not make people feel scared all the time. We need a system where people feel not a system that makes people feel afraid of what might happen. A fair system is one where people are treated equally. They do not have to live in fear. Fear should not be a part of a system that is designed to be fair to everyone, like the one we are talking about.

This is the paradox at the heart of the UGC Equity Rules 2026.

The Deeper Danger: Governance Psychology

These days power does not need to use force to get things done. Power is not about being strong or tough. Modern power is about being smart and clever. It is, about getting what you want without having to fight for it. Modern power is a kind of power.

We need systems, for this to work. The thing is, systems are very important. We cannot do without systems. Systems are what make things run smoothly. So we really need systems in place.

We need committees to get things done. Committees are very important. We cannot do without committees.

The thing is that it needs some procedures to follow. Procedures are really important for this. It has to have procedures, in place.

The thing that is missing is language. We need to have language. Moral language is really important. It needs to be included. The moral language will make it better.

They do not silence people they make people silence themselves. This is what happens when people are afraid to speak up. People silence themselves because they are scared of what might happen. The people, in charge do not actually silence people the fear of them does. This fear makes people silence themselves. That is a very powerful thing. People silencing themselves is a problem because it means that people are not able to say what they think.

What real equity would look like is a situation where everyone has the opportunities. Real equity is when people are treated fairly. It is not about being equal it is about being just.

Real equity would look like people getting what they need to be successful. For example some people may need help than others. Real equity is when we give people what they need to be on the level as everyone else.

Some things that real equity would look like include:

- People having access to the resources
- Everyone being treated with respect
- People having the chances to succeed

Real equity is about making things right. It is, about making sure that everyone has what they need to be successful. Real equity would look like a world where everyone has the opportunity to thrive.

A healthy system is about balance. You need to have the amount of everything, in a healthy system. This balance is what makes a healthy system work properly. A healthy system would really be built on this balance.

Protection + Safeguards + Evidence + Due Process + Transparency

Complaint + Authority + Speed + Punishment

To get justice there has to be some friction. Real justice is not easy to come it needs proof. You have to be patient when you are waiting for justice. Real justice also needs to be independent so it is fair, to everyone. Real justice is very important. It requires all these things.

Real justice requires friction. Real justice requires proof. Real justice requires patience. Real justice requires independence.

Conclusion: A Choice That Will Define Indian Higher Education

India is not just building universities.

It is building future citizens.

It is building future institutions.

It is building future governance culture.

The UGC Equity Rules 2026, in their current form, risk normalizing a culture where fear replaces trust, silence replaces dialogue, and compliance replaces courage.

If this path continues, campuses will not become safer. They will become quieter.

And silence is not safety.

Silence is suppression.

True equity empowers.

True justice balances.

True protection liberates.

Systems that forget this do not create equality — they create control.





REINVENTING THE IVORY TOWER

INDIA'S BOLD BLUEPRINT TO RESHAPE HIGHER EDUCATION

Prabhav Anand

On a brisk December morning in New Delhi, India's Parliament witnessed one of the most consequential steps in higher education in decades — the introduction of the Viksit Bharat Shiksha Adhishthan Bill, 2025. This legislation, set to dismantle the current regulatory framework and replace it with a single, streamlined system, marks a moment of reckoning for India's universities, colleges, and the millions of students who pass through their doors each year.

The proposed law, presented to the Lok Sabha in mid-December and now under review by a Joint Parliamentary Committee, is the most ambitious attempt yet to overhaul the governance of higher education in India. At its heart lies a simple yet profound idea: to replace an intricate web of regulatory bodies with a unified architecture that promises coherence, quality, and transparency.

A Fragmented Past Meets an Integrated Future

For decades, India's higher education system has been overseen by multiple statutory bodies. The University Grants Commission (UGC) regulated general universities, the All India Council for Technical Education (AICTE) governed engineering and technical institutes, and the National Council for Teacher Education (NCTE) oversaw teacher-training programmes. While each body served a specific purpose, their overlapping mandates often resulted in confusion, duplication, and bureaucratic inertia — critics argued that this fragmentation hampered innovation and compromised quality.

The Viksit Bharat Shiksha Adhishthan — literally, the Developed India Education Establishment — aims to end this fragmentation by creating a unified regulatory body under which three specialized councils will function in harmony. These are the Regulatory Council, the Standards Council and the Accreditation Council, each with its own defined role in guiding the nation's higher education ecosystem.

The Regulatory Council is designed to act as the guardian of compliance and autonomy, ensuring institutions meet the minimum standards required to operate while also facilitating their evolutionary growth. The Standards Council will set benchmarks for academic rigour and qualifications, and the Accreditation Council will oversee continuous quality assessment — effectively replacing the roles played individually by UGC, AICTE and NCTE.

More Than a New Name: Redefining Power and Accountability

What distinguishes this reform from earlier efforts is not just institutional restructuring but the philosophy behind regulation. The new framework consciously separates regulation from funding. Under the proposed law, the new commission will focus purely on academic standards, accreditation and oversight — leaving grant disbursement and funding responsibilities directly with the Ministry of Education. This shift represents a significant departure from the UGC-led system, which traditionally combined regulatory and financial powers.

Instead of routine inspections and multiple approvals, the reform seeks to leverage technology and public transparency. Higher education institutions will be expected to disclose financials, faculty details, infrastructure and academic outcomes on a central regulatory portal — a move proponents say will discourage malpractices and raise accountability.

Yet, with new powers come new responsibilities. The Bill proposes some of the toughest penalties ever seen in the sector. Institutes that fail to meet regulatory standards could face fines ranging from tens of lakhs to as high as □2 crore; those that operate without proper approval could even see their licences revoked. There are also provisions to protect students caught in such closures by facilitating transfers to other accredited institutions.

A Paradigm of Promise and Peril

Supporters of the Bill argue that its integrated approach could finally align India's higher education system with global best practices, while emphasizing the spirit of the National Education Policy (NEP) 2020. By reducing red tape and enabling a clear regulatory path, institutions could chart a more autonomous, multidisciplinary future. The framework aims not just to regulate, but to enable excellence, encourage research, and make Indian universities more competitive globally.

Jagadesh Kumar, former chairperson of the UGC and a respected academic voice, has publicly supported the idea of unified regulation — arguing that a single body, if implemented with safeguards, could eliminate the longstanding inefficiencies of the current system.

Yet for all its promise, the Bill has provoked sharp debate across academic circles. Critics — including university teachers, state representatives and opposition lawmakers — have raised concerns about excessive centralisation of power. Some argue that the Bill gives the Centre disproportionate control over institutions historically governed through a federal balance. They warn that this might erode institutional autonomy and undermine the contextual needs of diverse regions.

State universities, in particular, have voiced anxieties. Under the proposed framework, with funding powers removed from the regulatory body and placed within the Ministry's domain, questions remain about how state-run institutions will secure financial resources — a gap that could strain budgets and hamper academic activities.

Voices from Campus: Autonomy and Accountability

Across campuses, reactions have been mixed. In central universities and academic associations, some scholars have staged protests against the Bill, fearing it could weaken the independence that universities have traditionally enjoyed. Teachers' unions in particular have highlighted concerns about how funding reallocations could affect not just infrastructure and research, but faculty appointments and service conditions.

Students and parents, while broadly supportive of improved quality and accountability, have also expressed curiosity and caution. The promise of a more transparent system, with clear standards and enforcement mechanisms, is attractive — but there are apprehensions about implementation, especially in ensuring safeguards for students if institutions run afoul of new norms.

The Road Ahead: Parliamentary Scrutiny and Public Debate

Recognizing the sensitivity and scale of the reforms, the government has referred the Bill to a Joint Parliamentary Committee. This step — involving detailed scrutiny and inputs from experts, state representatives and stakeholders — signals a willingness to refine the legislation before its expected passage in the Budget Session of 2026.

With the Bill still in its legislative infancy, its final contours remain subject to negotiation. Will the unified regulatory architecture deliver on its promise of quality and global competitiveness? Can it balance central coordination with institutional autonomy and federal diversity? These are the questions animating academic conferences, policy debates, and coffee-table conversations in university towns from Chennai to Chandigarh.

A Defining Moment for Indian Higher Education

The Viksit Bharat Shiksha Adhishthan initiative is nothing less than a bold experiment in policy and governance. It seeks to transform the regulatory DNA of a system that educates millions, influences national development, and shapes the aspirations of a youthful population. Whether it succeeds in strengthening excellence — while nurturing diversity and autonomy — will define India's higher education trajectory for generations to come.

In a world where knowledge economies are reshaping societies, India's efforts to craft a system that is coherent, transparent and forward-looking may well be its most consequential intellectual investment yet.



The New DNA of Business Education:

iMBA — Interdisciplinary, Immersive, Integrated

Prabhav Anand

For decades, business education followed a fairly predictable script. Students moved from accounting to marketing, from operations to strategy, often mastering frameworks that were well-suited to stable markets and linear growth models. But the world they now step into is anything but predictable. Climate uncertainty, rapid digitalisation, artificial intelligence, geopolitical shifts, and changing workforce aspirations have fundamentally altered what it means to lead a business. In this context, the MBA is being reimagined, not as a degree that teaches management functions in isolation, but as an ecosystem that prepares leaders to thrive in complexity. This transformation has given rise to a new model increasingly described as the iMBA — Interdisciplinary, Immersive, and Integrated — the new DNA of business education.

Across India and globally, business schools are recognising that tomorrow's leaders will not succeed on technical competence alone. They must connect data with human behaviour, technology with ethics, and strategy with purpose. The iMBA framework reflects this shift, breaking down silos between disciplines, embedding learning in real-world experiences, and integrating education with industry, technology, and society at large.

At NIIT University, this philosophy is deeply embedded in the design of its dual degree integrated MBA programme. Prof. Prakash Gopalan, President, NIIT University, captures the essence of this transformation succinctly. "As India's business landscape evolves, achieving success demands much more than the traditional management skills. It requires adaptability, innovation, and the ability to connect technology, data, and human insights," he says. According to him, the iMBA represents a fundamental rethink of how business leaders are shaped. "At NIIT University (NU), the iMBA embodies this new DNA of business education — Interdisciplinary, Immersive, and Integrated. Designed for the next generation of changemakers and nation builders, our dual degree integrated MBA programme seamlessly blends the worlds of business, technology, and leadership to nurture professionals who are not only job-ready but future-ready."

This blending of domains is no longer optional. Businesses today operate at the intersection of technology and human experience. A marketing leader must understand analytics and AI; a finance professional must factor in sustainability and ESG metrics; a strategy head must appreciate organisational psychology and digital disruption. Interdisciplinary learning responds to this reality by encouraging students to draw insights from multiple fields, helping them develop a holistic view of problems rather than fragmented solutions.

Dr. Umesh Kothari, Assistant Dean, PG Programs at SP Jain School of Global Management, emphasises that this shift is driven by the demands of modern workplaces. "Today's workplace demands professionals who are skilled across multiple areas of business, ready to tackle challenges that are increasingly complex and interconnected," he explains. In response, he notes, business education has evolved around three powerful pillars: interdisciplinary, immersive, and integrated learning. "Together, these dimensions are redefining how we prepare the leaders of tomorrow."

Interdisciplinary learning, as Dr. Kothari points out, enables students to think across boundaries. By bringing together perspectives from technology, psychology, sustainability, and even the humanities, learners are better equipped to approach problems with creativity and context. This approach reflects the reality that business decisions rarely exist in isolation; they affect communities, environments, and cultures. Leaders who can navigate these interconnections are far better prepared to make responsible and impactful choices.

Yet knowledge alone is insufficient if it remains abstract. This is where immersion becomes critical. The iMBA model moves learning out of the confines of the classroom and places it squarely in the real world. Students are no longer passive recipients of theories; they are active participants in solving live business challenges. At NIIT University, for instance, Prof. Gopalan highlights how students engage in a "transformative journey that moves beyond classrooms into real-world contexts — from live industry projects and entrepreneurial challenges to mentoring by industry experts and internships with leading organisations." Each of these experiences is designed to sharpen strategic thinking, problem-solving, and decision-making skills, ensuring that graduates can translate ideas into action.

Immersive learning is also being enhanced through technology. As Dr. Kothari observes, tools such as artificial intelligence, virtual reality, and augmented reality are increasingly being used to simulate complex business environments. These technologies allow students to experience decision-making under uncertainty, test strategies in risk-free settings, and develop confidence before facing real-world consequences. "In this new paradigm, adaptability, empathy, and innovation form the true competitive advantage," he notes. By engaging with realistic simulations and consulting projects, learners develop resilience and collaboration skills that traditional lecture-based models struggle to instil.

Noida International University echoes this perspective, emphasising the convergence of management, technology, and creativity. Dr. Tanya Singh, Dean Academics, believes that the long-standing boundaries between these domains are dissolving. "The business leader of tomorrow will need to be knowledgeable in finance, marketing, data analytics, sustainability, psychology, and creativity/innovation," she says. According to her, interdisciplinary learning stimulates students to think beyond siloed knowledge and integrate multiple areas to create solutions for complex, real-world problems.

Immersion, she adds, is the bridge that connects theory to practice. Through live projects, simulations, and industry engagements,

students experience the realities of business rather than merely studying them. This exposure not only enhances employability but also builds a deeper understanding of organisational dynamics, ethical dilemmas, and market pressures.

The third pillar of the iMBA — integration — ties these experiences together into a cohesive whole. Integration ensures that learning is not fragmented across courses, semesters, or platforms. Instead, it becomes a continuous, connected journey. Digital platforms, cross-campus collaborations, and industry partnerships enable students to learn in business, not just about business, as Dr. Kothari aptly puts it. This integration also extends to values. Ethics, leadership, and digital transformation are no longer treated as standalone subjects but woven into every aspect of the curriculum.

At NIIT University, Prof. Gopalan underscores that the integrated MBA is "not just another degree, but an ecosystem to develop leaders that will operate in complex situations, generate innovation, and be purpose-oriented in an economy that is continually evolving across the world." This emphasis on purpose is significant. As businesses face increasing scrutiny from stakeholders, leaders must balance profitability with social responsibility. The iMBA model recognises this by embedding sustainability, governance, and ethical decision-making into the learning process.

Dr. Tanya Singh views this integration as central to shaping the leadership profile of the future. "Integration synthesises all facets of business education — ethics, leadership, and digital transformation — into one experience," she explains. The result is a new kind of graduate: agile, empathetic, tech-savvy, and comfortable with uncertainty. These are not just managers trained to optimise processes, but creators and change agents capable of leading organisations through disruption.

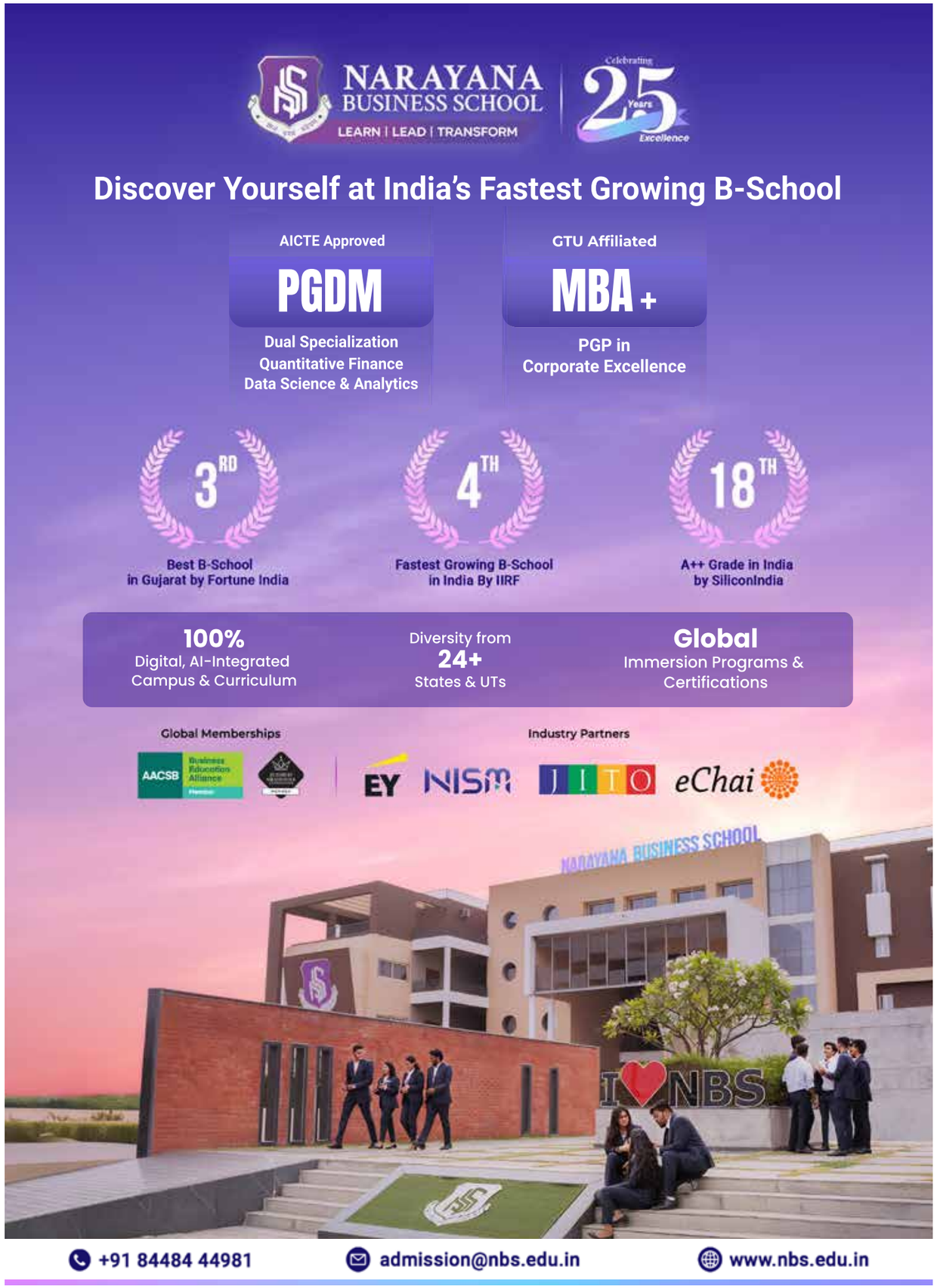
The rise of the iMBA also reflects broader changes in how students view education. Today's learners seek relevance, flexibility, and impact. They want to see the connection between what they study and the challenges they care about, whether it is climate change, social inequality, or technological disruption. Business schools that adopt interdisciplinary, immersive, and integrated models are better positioned to meet these expectations, offering education that feels meaningful rather than mechanical.

Industry, too, is playing a growing role in shaping this new DNA. Employers increasingly value skills such as critical thinking, collaboration, and adaptability over narrow functional expertise. By partnering with organisations, inviting practitioners into classrooms, and embedding internships and live projects into curricula, iMBA programmes ensure that graduates are aligned with real-world needs. This alignment reduces the gap between academia and industry, a gap that has long been a concern in management education.

Ultimately, the iMBA is less about adding new buzzwords and more about rethinking the purpose of business education itself. It recognises that leadership in the 21st century is not about having all the answers, but about asking the right questions, integrating diverse perspectives, and acting with integrity in uncertain conditions. As Dr. Kothari notes, this new model "transforms learning into a continuous engine of innovation, ethical leadership, and forward-thinking business practice."

As India positions itself as a global economic powerhouse, the need for such leaders has never been greater. Institutions like NIIT University, SP Jain School of Global Management, and Noida International University are demonstrating how business education can evolve to meet this moment. By embracing the principles of interdisciplinarity, immersion, and integration, they are redefining what it means to earn an MBA — and, more importantly, what it means to lead.

The new DNA of business education is clear. It is adaptive rather than rigid, experiential rather than theoretical, and purpose-driven rather than purely profit-focused. The iMBA is not merely preparing students for their first job; it is equipping them for a lifetime of learning and leadership in a world where change is the only constant.





RISING CRIMES, RECEDING JUSTICE
MAPPING INDIA'S RAPE PARADOX

Pragya

Even after convictions, India's rape survivors face delayed justice, flawed investigations, social intimidation, and systemic bias. Landmark cases reveal how power, class, and caste shape whose voices are heard, finds Pragya Kumari.

"We realize the importance of our voices only when we are silenced." – Malala Yousafzai, Pakistani education activist

In early 2024, a brief court order reignited a wound that many believed had finally begun to heal. Kuldeep Singh Sengar, the former Uttar Pradesh MLA convicted in the Unnao rape case and sentenced to life imprisonment in December 2019, was granted interim bail on medical grounds.

The news barely stayed in headlines for long. But for the survivor, whose life had been reduced to a fight for survival long before the trial even began, the message was devastating: even after conviction, even after years of suffering, justice in India can still slip out of reach.

The Unnao case began in June 2017, when a minor accused Sengar of raping her at his residence. When the police allegedly failed to act, she attempted self-immolation outside the Chief Minister's residence in April 2018.

Her family faced continuous intimidation. In July 2019, a car carrying the survivor and her relatives was rammed by a truck, killing two family members. Only after sustained media attention and Supreme Court intervention was the case transferred to Delhi. On Dec 16, 2019, a trial court convicted Sengar and sentenced him to life imprisonment.

For many, the conviction symbolized accountability. For survivors across India, the later grant of bail symbolized something else entirely: how fragile justice can be when power, class, and endurance collide.

India continues to record high levels of sexual violence, but the justice system delivers closure to only a fraction of survivors. Many assaults are never reported. Of those that are, a large number stall at investigation, bail, or trial.

Even convictions do not always translate into long-term incarceration. The result is a widening gap between the scale of the crime and the reach of justice.

A crime larger than its statistics

India's sexual violence crisis is far larger than official numbers suggest. According to the National Crime Records Bureau (NCRB), 31,516 rape cases were registered across the country in 2022. The figure is often cited to show trends, comparisons, and policy outcomes. Yet it reflects only cases in which an FIR was registered.

The ground surveys tell a far more chilling story. The National Family Health Survey (NFHS-5), conducted in 2019–21, found that only a very small proportion of women who experienced sexual violence sought help from the police or other formal institutions.

Most survivors either told no one or confided only within their families. Fear of stigma, retaliation, loss of livelihood, and social exclusion remains a powerful deterrent.

This gap between violence and visibility is the foundation of India's rape justice paradox. Crimes occur in far greater numbers than cases, and justice systems respond only to what they are allowed to see.

Police station: The gatekeepers of justice

For survivors who attempt to report rape, the first obstacle is often the police station itself. Despite Supreme Court rulings mandating compulsory FIR registration in sexual offense cases, non-registration remains common, particularly in rural and semi-urban India.

Ground realities are shaped by class and caste. Survivors from economically weaker backgrounds often lack the resources to make repeated visits to police stations or pursue complaints aggressively.

Dalit, Adivasi, and minority women report being dismissed, questioned harshly, or pressured into compromise, especially when the accused is socially dominant or politically connected.

Medical examinations, which should be conducted immediately, are often delayed. Forensic infrastructure remains uneven across states, and DNA reports can take months. By the time evidence reaches court, it is already weakened. Inadequate forensic facilities, lack of trained staff, and insensitive procedures weaken cases from the outset.

Investigations that fail survivors

Even registered cases struggle to survive investigation. Charge-sheets are frequently delayed or poorly drafted. Witnesses are left unprotected. Statements are recorded without care. These failures are not theoretical; they are daily realities that decide whether a case will stand or fall.

The Justice JS Verma Committee, constituted after the Dec 16, 2012 Delhi gang rape, warned in its 2013 report that poor investigation and lack of police accountability were among the biggest barriers to justice in rape cases.

The committee emphasized that harsher punishment without systemic reform would not improve outcomes. More than a decade later, its warnings remain painfully relevant.

According to NCRB data, conviction rates in rape cases hover around one-third of cases disposed of, with the rest ending in acquittal or discharge. Each acquittal is not just a statistic but a survivor being told that the system could not hold.

Cases that shaped national conscience

On the night of Dec 16, 2012, a 23-year-old physiotherapy student was gang-raped on a moving bus in Delhi. She died of her injuries 13 days later, sparking nationwide protests that forced India to confront sexual violence as a systemic failure rather than a series of isolated crimes.

The case, later known as the Nirbhaya case, moved faster than most: in September 2013, a fast-track court convicted four accused and sentenced them to death; in May 2017, the Supreme Court upheld the sentence; and on March 20, 2020, the four were executed.

The fifth accused died in custody, and the juvenile offender was released in December 2015 after serving the maximum term under the law then in force. The Nirbhaya case became a symbol of decisive justice. It also became an exception.

The case triggered legal reforms, including the Criminal Law (Amendment) Act, 2013. But it also created an illusion that justice had been fixed.

In January 2018, an eight-year-old girl was raped and murdered in Kathua, Jammu and Kashmir. The case drew national outrage amid allegations of communal interference in the investigation.

On June 10, 2019, a trial court convicted six accused; three were sentenced to life imprisonment, and three others received lesser sentences for evidence destruction and abetment. The judgment was seen as a rare instance where sustained scrutiny translated into accountability.

Bail, delay, and the return of fear

For many survivors, bail is the most terrifying stage of the process. Courts grant bail citing constitutional liberty and prolonged trials. On the ground, bail often restores the same power imbalance that enabled the crime.

In villages and small towns, accused persons frequently live close to survivors. Intimidation resumes. Families are pressured to withdraw cases. Social boycotts follow. Survivors are forced to move, drop out of school, or abandon work. Justice, in these cases, comes at the cost of everyday life.

Fast-track courts were meant to prevent this. Yet Law Commission reports and parliamentary responses show that many fast-track courts suffer from staff shortages, vacancies, and overwhelming caseloads. Trials stretch over years, exhausting survivors emotionally and financially.

This pattern was evident in the Hathras case. In September 2020, a 19-year-old Dalit woman died after being assaulted in Uttar Pradesh. The case became a flashpoint over caste violence, policing, and state power.

On March 2, 2023, a special court acquitted all three accused, citing insufficient evidence. The verdict underscored how procedural gaps and evidentiary weaknesses can unravel even the most closely watched cases.

Conviction without closure

Even conviction does not guarantee safety. Life imprisonment is subject to remission and parole policies. Survivors are rarely consulted or informed when convicts are released temporarily or permanently. India has no nationwide system to monitor released sexual offenders or ensure survivor protection after release.

The National Commission for Women has repeatedly flagged gaps in victim support, rehabilitation, and compensation. Monetary compensation, where provided, cannot restore lost security or dignity.

The Bilkis Bano case exemplifies this. Gang-raped during the 2002 Gujarat riots, Bilkis Bano saw 11 men convicted in January 2008 by a Mumbai court and sentenced to life imprisonment. The convictions were upheld in 2017.

In August 2022, the Gujarat government granted remission to all 11 convicts. On Jan 8, 2024, the Supreme Court quashed the remission, calling it illegal, and ordered the convicts back to prison. For Bilkis Bano, justice had to be fought for again, two decades after the crime.

The numbers, the pain, and the silence

NCRB data captures registered cases, pendency, and convictions. NFHS data exposes under-reporting. The Justice Verma Committee and Law Commission reports diagnose institutional failure.

Together, they reveal a justice system that filters survivors out at every stage: before reporting, during registration, at investigation, at bail, during trial, and even after sentencing.

A paradox lived, not measured

India's rape laws are among the strictest in the world on paper, shaped by amendments in 2013 and 2018. Yet the lived reality for survivors is defined less by statutes than by access, delay, and endurance. The Nirbhaya case showed what swift justice can look like. Most cases show how rare it is.

When crimes rise but cases lag, the paradox is not merely statistical. It is institutional. Until reforms address under-reporting, investigative capacity, trial timelines, and post-conviction accountability together, the gap between sexual violence and justice will persist, measured not just in numbers, but in lives lived without closure.

It is lived daily by survivors who speak and are punished for it, who wait and are exhausted by it, and who win and still feel unsafe.

Until ground realities are addressed alongside legal reform, India's rape justice system will remain a promise fulfilled only in rare, extraordinary moments, not in the ordinary lives where justice is needed most.



MONTHLY DIGEST

NITK Launches Village Immersion Programme for UG Students



NIT Karnataka (NITK) has begun a four-year Village Immersion Programme for undergraduates, connecting academic learning with rural development issues like education, health, and agriculture to build grassroots innovation skills.

IIM Ahmedabad Receives ₹100 Crore Endowment for AI School



IIM-Ahmedabad secured a ₹100 crore donation to establish the Krishnamurthy Tandon School of Artificial Intelligence, focusing on responsible AI education and research to address societal and tech challenges.

639 PM SHRI Schools to Become Centres of Excellence in Rajasthan



Rajasthan will transform 639 PM SHRI schools into Centres of Excellence with digital labs, child-friendly infrastructure, and improved learning tools to strengthen practical and employment-oriented education.

Bihar Cabinet Approves Increase in Scholarships



The Bihar government has approved 31 proposals, including enhanced student scholarships across the state, aimed at improving access to education and reducing financial barriers for learners.

Cambridge University Expands Research Presence in India

Cambridge University inaugurated a new research centre in India to boost academic collaboration and research engagement with Indian higher education institutions, enhancing opportunities for graduate and doctoral scholars.

MONTHLY DIGEST

Kerala Budget 2026: Free College and PhD Support Scheme



Kerala's 2026 budget introduces free undergraduate education in arts/science colleges and a monthly fellowship of ₹15,000 for full-time PhD scholars, alongside expanded hostel and research funding.

Education Sector Leaders Set Big Expectations from Union Budget 2026



Education experts want the upcoming Union Budget 2026–27 to prioritise funding for research, innovation hubs, skills development, and education infrastructure to strengthen India's education ecosystem.

Amar Ujala Highlights Youth Innovation & Employment Ahead of Budget



With Budget 2026 near, media highlights the national focus on youth innovation, entrepreneurship, skilling, and employment tied to education strategy — reflecting demand for future-ready education reforms.

Centre Signals Stronger Funding Push for Education & Research



Union Education Minister held talks with the Finance Minister emphasizing increased investments in skills, research, and higher education priorities in the 2026–27 budget.

MP Announces 2026 Higher Education Rules and Scholarship Updates

Madhya Pradesh issued new guidelines for college admissions and scholarships, including streamlined processes and enhanced e-portal services to improve access for students statewide.

MONTHLY DIGEST

Economic Review Emphasises Continued Education Beyond Class 8

Latest Economic Review stresses the importance of retaining students in formal education beyond Class 8 to strengthen foundational learning and reduce early dropouts — a key policy focus.

National Scholarship Portal's 2025–26 Deadline Extended



The National Scholarship Portal extended the last date for submitting applications for 2025–26 scholarships to reach more students eligible for central scholarship schemes.

CBSE Board Exam Dates Announced for 2026 Session

The CBSE released the 2026 Board exam schedule



SUBJECT	PHASE-I	PHASE-II
MATHS	17-02-2026	05-05-2026
REST OF THE SUBJECTS- I	19-02-2026	07-05-2026
SOCIAL SCIENCE	21-02-2026	09-05-2026
REST OF THE SUBJECTS-II	23-02-2026	11-05-2026
SCIENCE	25-02-2026	13-05-2026
HINDI	27-02-2026	21-05-2026
ENGLISH	02-03-2026	18-05-2026
REST OF THE SUBJECTS-III	03-03-2026	19-05-2026
OTHER LANGUAGES	06-03-2026	15-05-2026

for Classes 10 and 12, with exams starting February 17, giving students clarity and preparation time for major assessments.

Economic Survey 2026 Calls for Universal School Enrolment by 2030



The Economic Survey 2026 outlines NEP-aligned reforms with a goal of 100 % school enrolment by 2030 and enhanced focus on access, inclusion, and learner-centric education reforms.

GNDU Mandates Punjabi Alongside English for PhD Theses



Guru Nanak Dev University now requires research scholars to submit PhD theses in Punjabi alongside English, promoting academic use of Punjabi language while maintaining scholarly standards.

SSIM
SIVA SIVANI INSTITUTE OF MANAGEMENT
Crafting Careers Since 1992

Approvals | Accreditations

Shaping Futures with Top Rankings & Results
Since 1992



PGDM (TPS)
Triple Specialization - 35th Batch
- Global Immersion Program
- 35 Years of Legacy
- Multi-Domain Expertise
- Versatility that Employers Value
- Future-Ready Curriculum
- Practical Learning Edge
- Robust Industry Connect
- Strong Placement Edge
- Entrepreneurship & Leadership Development
- Global Alumni Network

PGDM (BIFS)
Banking, Insurance & Financial Services - 20th Batch
- Licentiate Certification from Insurance Institute of India (III), Mumbai
- NISM Immersion Program @ Mumbai for 3 days / NISM Certification
- Certificate courses on Fin-Tech / Mortgage Banking

PGDM (BA)
Business Analytics
7th Batch
- Industry certification courses Membership with analytical society of India for conducting various training and events
- Course accreditation by the Association of Analytics practical learning edge
- Business analytics lab

Placements Highlights
98.74% Student Placed
₹12.7 LPA Highest CTC
₹ 6.91 LPA Average CTC
180+ Recruiters on Campus

2nd Top B-School in Telangana (Outlook 2026)
15th Overall – GHRDC Top B-School Ranking 2025

SSIM EDGE
350+ Corporate Partners
₹90000 Merit Scholarship
33+ Years of academic excellence since 1992
5000+ Alumni across the Globe
9+ Value Added Certification Programs
23+ years of average faculty expertise
50+ New Age Specializations
35+ Full - time faculty

Corporate Partners
KPMG · Oxane Partners · Nestle · asian paints · Deloitte. · Metrics4 Analytics · ITC · Jersey · Codeyoung · Profectus Capital · MedPlus · & Many More..

SSIM HYDERABAD | 93911 14948 | admissions@ssim.ac.in | www.ssim.ac.in

MATHEMATICS CHALLENGE

CMT – SERIES PROBLEMS – by GANIT MATH (गणित मठ)

CMT-2020/69:

Find the value of:

$$\frac{19y^2z^2}{z^{32}-y^{32}}[\{y^{10}+z^{10}+y^2z^2(y^6+z^6)\} \times \{y^{20}+z^{20}+y^4z^4(y^{12}+z^{12})\}] =?$$

if:

1.) $x=\frac{1}{\alpha+\beta+\gamma}+\frac{1}{\alpha-\beta+\gamma}+\frac{1}{\alpha+\beta-\gamma}+\frac{1}{\alpha-\beta-\gamma};$

2.) $y=\frac{1}{\beta+\gamma+\alpha}+\frac{1}{\beta-\gamma+\alpha}+\frac{1}{\beta+\gamma-\alpha}+\frac{1}{\beta-\gamma-\alpha};$

3.) $z=\frac{1}{\gamma+\alpha+\beta}+\frac{1}{\gamma-\alpha+\beta}+\frac{1}{\gamma+\alpha-\beta}+\frac{1}{\gamma-\alpha-\beta};$

4.) $\alpha^4+18\alpha^3-7\alpha^2-1512\alpha-6468=0;$

5.) $\beta^8-244\beta^6+22326\beta^4-907924\beta^2+13845841=0;$

6.) $\left(3\gamma+\sqrt{9\gamma^2-1}\right)\div\left(3\gamma-\sqrt{9\gamma^2-1}\right)+\left(3\gamma-\sqrt{9\gamma^2-1}\right)\div\left(3\gamma+\sqrt{9\gamma^2-1}\right)=826;$

, where $\alpha>0, \beta>0,$ and $\gamma>0$

Test your IQ:

$$\left(\frac{611-72\sqrt{69}}{62500}\right)\left(23+\sqrt{69}\right)\left(13+\sqrt{69}\right)\left(92+9\sqrt{69}\right)=?$$

Answers:

CMT-2020/67: **51** CMT-2020/68: **2**

Answers will be published in the next issue. You can ask any queries and send your solution to: Email: ganitmath.india@gmail.com, M: +91 8826337312.
Website: www.ganitmath.in | Copyright © 2025 researved with Ganit Math (गणित मठ) ... a Trust for worldwide revolution in Mathematics Education!

Composed by:
Teachers' Teacher, Maths Wizard



श्री श्री 1008 गणित गुरु गणितानन्द जी महाराज
संस्थापक – गणित मठ

MENTAL MATHS
Algebra Work Book
...for **Speed & Accuracy**

If $x^2+y^2=\alpha$ and $xy=\beta$, then find the value of: $x^{16}+y^{16}, x^{15}+y^{15}$ and $x^{12}+y^{12}$ in terms of α and β in the simplest form.

...a part of Ganitanand Facts

Trigonometry
Work Book
...for **Speed & Accuracy**

If $\text{cosec}^2(3\theta)+\cot^4(3\theta)=3\cot(3\theta)\{\text{cosec}^2(3\theta)+\cot(3\theta)\}$, then $\tan^8(3\theta)+\cot^8(3\theta)=?$

www.ganitmath.in

FLAME UNIVERSITY
EVERLASTING learning

DESIGN BEYOND BOUNDARIES

UNDERGRADUATE DESIGN PROGRAM

INTERDISCIPLINARY LEARNING
BACHELOR OF DESIGN (B.DES)

MAJOR OFFERED
Experience Design

MINORS OFFERED
Psychology | Marketing | Business Analytics and AI | Entrepreneurship | Literary and Cultural Studies

EXPERIENTIAL LEARNING PROGRAMS
Discover India Program | Developmental Activities Program | Summer Internship Program | Interdisciplinary Major Project

INFRASTRUCTURE AND FACILITIES
Mechanical FabLab | Cutting-Edge Digital FabLab | Painting and Sculpture Studio | State-of-the-art Sports Facilities | Extensive Library Resources

PROFESSIONAL PRACTICE COURSES
Maker's Week | Masterclasses and Workshops | Prototype Development | Skill-up Saturday | Engage with Industry Practitioners



70+ ACRE CAMPUS
65+ LEARNING SPACES
1:15 FACULTY : STUDENT RATIO

CAREER PATHWAYS

Design Strategist | Product Designer | Experience Designer | Service Designer | UX Designer | Interaction Designer and more

Scan to know more about the program

For Admissions, enquire at 1-800-209-4567 or write to us at enquiry@flame.edu.in

Gat No. 1270, Lavale, Off. Pune Bengaluru Highway, Vadzai, Dist. Pune - 412115, India

SRM School of LAW
In Pursuit of Truth

SRM
INSTITUTE OF SCIENCE & TECHNOLOGY
(Deemed to be University u/s 3 of UGC Act, 1956)

Shaping Future Leaders in Governance:

SRM School of Law Launches Master of Public Policy (MPP) Programme

With access to state departments, research institutions, NGOs, and policy-driven industries, the Post Graduate - Master of Public Policy Programme offered at SRM School of Law, SRMIST-Chennai, constitutes real-world context for evidence-based policy analysis and public administration.

Master of Public Policy

@ SRM School of Law

#DestinationSRMIST

