

CECNews





CONTENT

Activities	04-18
Media and Education	19-23
Lecture of the Month	24
EduTweets	25
DTH Channels	26
CEC Birthdays	27

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“भारत जैसे विशाल और विविधतापूर्ण राष्ट्र में, मौजूदा परिदृश्य संभवतः शिक्षा का हमारा सबसे लोकतांत्रिक माध्यम है।”

“In a nation as vast and diverse as India, the moving image may well be our most democratic medium of education.”

Prof. (Dr.) Parikshat Singh Manhas

Director, CEC

प्रिय शिक्षार्थियों,

मैं शैक्षिक संचार संकाय (सीईसी) की ओर से सभी शिक्षार्थियों को हार्दिक शुभकामनाएं एवं बधाई प्रेषित करता हूँ।

जैसा कि हम शिक्षण और रचनात्मक अभिव्यक्ति की भावना का उत्सव मना रहे हैं, यह ऋतु हमारे बढ़ते हुए शिक्षार्थियों, शिक्षकों और ज्ञान-सृजनकर्ताओं के समुदाय के लिए नव उत्साह, अवसर और सतत प्रेरणा लेकर आए। सीईसी में, हम नवोन्मेषी दृष्टिकोणों की खोज के प्रति कटिबद्ध हैं, जो रचनात्मक मीडिया और प्रौद्योगिकी को शैक्षिक शिक्षण-पद्धति के साथ सहज रूप से एकीकृत करते हैं। विशेष रूप से, सिनेमा में विचारों को उजागर करने, धारणाओं को चुनौती देने और सार्थक परिवर्तन के लिए प्रेरित करने की अद्वितीय क्षमता होती है। शिक्षा और सामाजिक संवादात्मक साधन के रूप में फिल्म की इस परिवर्तनकारी शक्ति में हमारा यह स्थायी विश्वास ही हमारी प्रमुख पहल— सीईसी-यूजीसी शैक्षिक फिल्म महोत्सव का मूल आधार रही है।

मुझे यह साझा करते हुए अत्यंत हर्ष हो रहा है कि 27वां सीईसी-यूजीसी शैक्षिक फिल्म महोत्सव का सफलतापूर्वक आयोजन गौतम बुद्ध विश्वविद्यालय, ग्रेटर नोएडा (उत्तर प्रदेश) में किया गया, जिसमें फिल्म निर्माताओं, शिक्षकों, छात्रों और वैचारिक गुरुओं ने शिक्षण के उद्देश्य से सिनेमा के सामूहिक उत्सव में सहभागिता निभायी। विविध श्रेणियों में प्रदर्शित फिल्मों ने यह पुनः स्थापित किया कि दृश्य कथन पारंपरिक कक्षाओं से बाहर शिक्षा को दृष्टिकोण, सहानुभूति और सहभागिता से समृद्ध कर सकता है। इस दृष्टि से, शैक्षिक सिनेमा न केवल जानकारी प्रदत्त करता है, बल्कि जिम्मेदार नागरिकता के लिए प्रेरित, मूल्यों का निर्माण और सकारात्मक सामाजिक परिवर्तन को दिशा प्रदान करता है।

विकसित भारत-2047 का दृष्टिकोण प्रत्येक संस्था और नागरिक को भारत को एक विकसित एवं ज्ञान-आधारित राष्ट्र बनाने की दिशा में सार्थक योगदान देने के लिए प्रेरित करता है। सीईसी में, यह दृष्टि हमें डिजिटल एवं मीडिया-आधारित शिक्षा के प्रति हमारी प्रतिबद्धता का मार्गदर्शन प्रदान करती है, ताकि उच्च गुणवत्ता वाली शैक्षिक सामग्री भौगोलिक सीमाओं, भाषाओं और विविध शिक्षण परिस्थितियों के बावजूद प्रत्येक शिक्षार्थी तक पहुंच सके। शैक्षिक प्रसारण, ई-कंटेंट विकास और सहयोगात्मक डिजिटल मंचों की संभावनाओं का उपयोग करते हुए, हम ज्ञान-संवर्द्धन के एकीकरण तथा जागरूक, दक्ष और सामाजिक रूप से उत्तरदायी नागरिकों की पीढ़ी का निर्माण करने का प्रयास कर रहे हैं।

अग्रगामी रहते हुए, सीईसी नवोन्मेषी, समावेशी और मीडिया-आधारित शिक्षा प्रोत्साहन के अपने मिशन को और सुदृढ़ करता रहेगा। हम अपने फिल्म महोत्सवों को ऐसे सार्थक मंचों के रूप में देखते हैं, जहां सिनेमा जागरूकता, सहानुभूति और क्रियाशीलता का उत्प्रेरक बनकर स्क्रीन के माध्यम से समाज में सार्थक प्रभाव उत्पन्न करता है।

जय हिन्द!

Dear Readers,

On behalf of the Consortium for Educational Communication (CEC), I extend my warm greetings and best wishes to all our readers.

As we celebrate the spirit of learning and creative expression, may this season bring renewed enthusiasm, fresh opportunities, and continued inspiration to our growing community of learners, educators, and knowledge creators. At CEC, we remain committed to exploring innovative approaches that seamlessly integrate creative media and technology with educational pedagogy. Cinema, in particular, possesses a unique ability to illuminate ideas, challenge assumptions, and inspire meaningful change. It is this enduring belief in the transformative power of film as an instrument of education and social dialogue that lies at the heart of our flagship initiative—the CEC-UGC Educational Film Festival.

I am delighted to share that the 27th CEC-UGC Educational Film Festival was successfully organised at Gautam Buddha University, Greater Noida, bringing together filmmakers, educators, students, and thought leaders in a collective celebration of cinema in the service of learning. The films showcased across diverse categories reaffirmed how visual storytelling can transcend traditional classroom boundaries, enriching education with perspective, empathy, and engagement. Educational cinema, in this sense, not only informs but also inspires responsible citizenship, shapes values, and catalyses positive social transformation.

The vision of Viksit Bharat 2047 calls upon every institution and individual to contribute meaningfully to India's journey towards becoming a developed and knowledge-driven nation. At CEC, this vision continues to guide our commitment to digital and media-driven education, ensuring that high-quality educational content reaches learners across geographies, languages, and diverse learning contexts. By harnessing the potential of educational broadcasting, e-content development, and collaborative digital platforms, we strive to bridge the knowledge divide and nurture a generation of informed, skilled, and socially responsible citizens.

As we move forward, CEC will continue to strengthen its mission of promoting innovative, inclusive, and media-driven education. We envision our film festivals as dynamic spaces where cinema becomes a catalyst for awareness, empathy, and action—transcending screens to create meaningful impact in society.

Jai Hind!

27वां सीईसी-यूजीसी शैक्षिक फिल्म महोत्सव गौतम बुद्ध विश्वविद्यालय में आयोजित

27वां सीईसी-यूजीसी शैक्षिक फिल्म महोत्सव 27 एवं-28 मार्च, 2026 को गौतम बुद्ध विश्वविद्यालय, ग्रेटर नोएडा के सहयोग से सफलतापूर्वक आयोजित किया गया। सीईसी प्रतिवर्ष फिल्म निर्माताओं और फिल्म प्रेमियों को प्रोत्साहित करने हेतु सीईसी-यूजीसी शैक्षिक फिल्म महोत्सव का आयोजन करता है। पहला फिल्म महोत्सव वर्ष 1988 में आयोजित किया गया था। तब से यह प्रतिवर्ष एक मीडिया आयोजन के रूप में आयोजित होता रहा है, जो फिल्म निर्माताओं, विद्यार्थियों, शिक्षाविदों, प्रशासकों, विकास कार्यकर्ताओं और मीडिया को वृत्तचित्र निर्माण की कला की सराहना हेतु एक साथ लाता है। जागरूकता, सराहना और क्रियान्वयन को बढ़ावा देते हुए, यह फिल्म महोत्सव शैक्षिक पहलुओं पर कार्य करने वाले लोगों के व्यापक गठबंधन की दिशा में एक प्रयास है।

कार्यक्रम से पूर्व, विश्वविद्यालय परिसर में एक प्रेस वार्ता आयोजित की गई, जिसमें आचार्य परिक्षित सिंह मनहास, निदेशक, सीईसी; आचार्य राणा प्रताप सिंह, कुलपति, गौतम बुद्ध विश्वविद्यालय; डॉ. सुनील मेहड़ू, संयुक्त निदेशक (सॉफ्टवेयर), सीईसी; तथा आचार्य माधव गोविंद, अधिष्ठाता, मानविकी एवं सामाजिक विज्ञान संकाय, उपस्थित थे।

मीडिया प्रतिनिधियों को संबोधित करते हुए, आचार्य (डॉ.) परिक्षित सिंह मनहास, निदेशक, सीईसी, ने अकादमिक जगत और फिल्म निर्माण के बीच सहयोग की परिवर्तनकारी क्षमता पर प्रकाश डाला। उन्होंने कहा, “मेरा मानना है कि शिक्षा का भविष्य केवल पाठ्यपुस्तकों में नहीं लिखा है। जब शिक्षाविद् की कठोरता फिल्म निर्माता की दूरदृष्टि से मिलती है, तो हम ऐसी सामग्री का निर्माण करते हैं जो जानकारी देती है और रूपांतरित करती है। सीईसी-यूजीसी शैक्षिक फिल्म महोत्सव इस सहयोग की अनिवार्यता की हमारी पुष्टि है। जैसे-जैसे भारत ‘विकसित भारत 2047’ की ओर अग्रसर है, हमें फिल्म निर्माता को शिक्षा के मिशन में समान भागीदार के रूप में मान्यता और संस्थागत रूप देना होगा।”

आचार्य राणा प्रताप सिंह, कुलपति, गौतम बुद्ध विश्वविद्यालय, ने आचार्य मनहास के दृष्टिकोण के साथ अपनी सहमति व्यक्त की और इस महोत्सव को उच्च शिक्षा क्षेत्र में वीडियो सामग्री निर्माण को बढ़ावा देने की विशिष्ट दृष्टि वाला भविष्य-उन्मुख प्रयास बताया। प्रेस कार्यक्रम का समापन आचार्य मनहास और आचार्य सिंह के बीच सीईसी समाचार पत्र के आदान-प्रदान के साथ हुआ। इस प्रेस वार्ता ने महोत्सव के दायरे और महत्व का अवलोकन प्रस्तुत किया।

कार्यक्रम में अगले दिन, विश्वविद्यालय के सभागार में दीप प्रज्वलन समारोह और उद्घाटन सत्र आयोजित किया गया, जहां आचार्य मनहास ने उद्घाटन भाषण में भारत की विशाल और स्थायी प्राचीन ज्ञान एवं विरासत पर प्रकाश डाला। आचार्य मनहास ने बताया कि यह फिल्म महोत्सव एक सार्थक मंच के रूप में कार्य करता है, जिसके माध्यम से सीईसी फिल्म निर्माताओं और शिक्षाविदों को इस ज्ञान को आगे ले जाने में सक्षम बनाता है, जिससे यह किसी भी व्यक्ति के लिए, कहीं भी और किसी भी समय सुलभ हो सके। उन्होंने “सिनेमा फॉर चेंज” की अपनी दृष्टि व्यक्त की, जिससे शैक्षिक वीडियो के माध्यम से देश के दूरस्थ क्षेत्रों तक भी शिक्षा पहुंच सके। 28 मार्च को आयोजित समापन समारोह उच्च स्तर पर सम्पन्न हुआ, जिसने दो दिनों के प्रभावशाली प्रदर्शन और सार्थक संवादों का सफल समापन चिह्नित किया। समापन सत्र की अध्यक्षता आचार्य (डॉ.) परिक्षित सिंह मनहास, निदेशक,



Prof. Parikshat Singh Manhas, Director, CEC and Prof Rana Pratap Singh, Vice-Chancellor, Gautam Buddha University light the lamp at the enaugural ceremony
आचार्य परिक्षित सिंह मनहास, निदेशक, सीईसी एवं आचार्य राणा प्रताप सिंह, कुलपति, गौतम बुद्ध विश्वविद्यालय, उद्घाटन समारोह में दीप प्रज्वलित करते हुए।



Prof. Paikshat Singh Marhas, Director, CEC, addresses the audience at the 27th CEC-JGC Educational Video Festival
आचार्य परिक्षित सिंह मनहास, निदेशक, सीईसी, 27वें सीईसी-जीसी शैक्षिक वीडियो महोत्सव में श्रोताओं को संबोधित करते हुए।

सीईसी; आचार्य राणा प्रताप सिंह, कुलपति, गौतम बुद्ध विश्वविद्यालय; आचार्य माधव गोविंद, अधिष्ठाता, मानविकी एवं सामाजिक विज्ञान संकाय; तथा डॉ. सुनील मेहड़, संयुक्त निदेशक, सीईसी द्वारा की गई।

समापन सत्र में, आचार्य (डॉ.) परिक्षित सिंह मनहास ने फिल्म के प्रभावशाली माध्यम से शैक्षिक सामग्री प्रस्तुत करने की महोत्सव की स्थायी परंपरा का उल्लेख किया। उन्होंने प्रतिभागियों की सराहना की भारत की समृद्ध विविधता और सांस्कृतिक विरासत को सामने लाने तथा देश के ज्ञान की प्रभावशाली सिनेमाई कथाओं में प्रस्तुत करने का प्रयास किया।

इस अवसर पर मुख्य अतिथि आचार्य मनोज कुमार धर, निदेशक, एकेडमी ऑफ साइंटिफिक एंड इनोवेटिव रिसर्च (एसीएसआईआर), नई दिल्ली तथा पूर्व कुलपति, जम्मू विश्वविद्यालय, उपस्थित रहे। मुख्य अतिथि के रूप में संबोधित करते हुए, आचार्य मनोज कुमार धर ने इस महोत्सव को भारत के युवाओं के लिए अपनी रचनात्मकता और प्रतिभा को दृश्य माध्यम से प्रदर्शित करने का एक सार्थक अवसर बताया। उन्होंने कहा कि फिल्म के माध्यम से कही गई कहानियां लिखित या मौखिक शब्दों की अपेक्षा कहीं अधिक प्रभावशाली होती हैं और गतिशील चित्रों में दर्शकों की भावनाओं को उद्बलित करने तथा स्थायी प्रभाव छोड़ने की विशिष्ट शक्ति होती है। उन्होंने यह भी बल दिया कि फिल्म निर्माण केवल एक तकनीकी कौशल नहीं, बल्कि एक गहन कला है, जिसमें दृष्टि, संवेदनशीलता और कौशल का समान महत्व है।

आचार्य राणा प्रताप सिंह, कुलपति, गौतम बुद्ध विश्वविद्यालय, ने कहा कि यह दो दिवसीय महोत्सव प्रेरणादायक और शिक्षाप्रद रहा, जिसने दर्शकों और युवा विद्यार्थियों को समान रूप से जोड़ा तथा सृजनात्मकता की भावना को प्रोत्साहित किया। उन्होंने ऐसे मंचों के महत्व को रेखांकित किया, जो जागरूक, संवेदनशील और सामाजिक रूप से उत्तरदायी व्यक्तियों के निर्माण में सहायक होते हैं।

आचार्य माधव गोविंद, मानविकी एवं सामाजिक विज्ञान संकाय, ने धन्यवाद ज्ञापन प्रस्तुत करते हुए कहा कि शिक्षाविदों को पारंपरिक शिक्षण पद्धति में नई और उभरती प्रौद्योगिकियों को समाहित करना चाहिए, जिससे विद्यार्थियों के लिए सार्थक सहभागिता का वातावरण निर्मित हो सके।

दो दिनों के दौरान, एक प्रतिष्ठित जूरी द्वारा चयनित 19 फिल्मों का प्रदर्शन किया गया, जिससे विद्यार्थियों और अन्य हितधारकों को संवेदनशील बनाया जा सके। शिक्षाविदों, तकनीकी विशेषज्ञों और फिल्म निर्माताओं को 12 श्रेणियों में पुरस्कृत किया गया, जिनमें ₹25,000 से ₹1,00,000 तक के नकद पुरस्कार, स्क्रिनिंग प्रमाणपत्र और ट्रॉफियाँ समापन सत्र के दौरान प्रदान की गईं। प्रदर्शन के दौरान आयोजित संवाद सत्रों ने दर्शकों को प्रदर्शित फिल्मों के निदेशक और निर्माता से सीधे संवाद का अवसर प्रदान किया। इस संस्करण के लिए कुल 320 प्रविष्टियाँ प्राप्त हुईं।

महोत्सव में विशिष्ट गणमान्य व्यक्तियों, मान्यता प्राप्त मीडिया प्रतिनिधियों, फिल्म निर्माताओं, अधिष्ठाताओं, निदेशकों, विभागाध्यक्षों, संकाय सदस्यों, सीईसी के शैक्षिक मल्टीमीडिया अनुसंधान केंद्रों (ईएमआरसी) के प्रतिनिधियों तथा गौतम बुद्ध विश्वविद्यालय के विद्यार्थियों की उत्साहपूर्ण सहभागिता देखने को मिली।

27th CEC-UGC Educational Film Festival organised @ Gautam Buddha University

The 27th CEC-UGC Educational Film Festival was successfully organised on 27-28 March 2026 in collaboration with Gautam Buddha University (GBU), Greater Noida. CEC annually organises the CEC-UGC Educational Film Festival to encourage filmmakers and film enthusiasts. The 1st Film Festival was organised in 1988. Since then, it has been held annually as a media event that brings together filmmakers, students, academics, administrators, development workers, and the media to appreciate the art of documentary filmmaking. Promoting awareness, appreciation and action, the Film Festival is a move towards a broad alliance of people working on the educational aspects. Ahead of the event, a press conference was organised at the university campus, which was attended by Prof. Parikshat Singh Manhas, Director, CEC, Prof. Rana Pratap Singh, Vice-Chancellor, Gautam Buddha University, Dr Sunil Mehru, Joint Director (SW), CEC, and Prof. Madhav Govind, Dean, School of Humanities and Social Sciences.

Addressing the assembled media persons, Prof. (Dr.) Parikshat Singh Manhas, Director, CEC, highlighted the transformative potential of the collaboration between academia and filmmaking. He stated, “I believe that the future of education is not written in textbooks alone. When the rigour of the academician meets the vision of the filmmaker, we create content that informs and transforms. The CEC-UGC Educational Film Festival is our affirmation of the essential nature of this collaboration. As India marches towards Viksit Bharat 2047, we must recognise and institutionalise the filmmaker as an equal partner in the mission of education.”

Prof. Rana Pratap Singh, Vice-Chancellor, Gautam Buddha University, expressed his alignment with Prof. Manhas’s vision and described the festival as a future-forward initiative with a distinctive perspective on promoting video content production in the higher education sector. The press event concluded with an exchange of the CEC newsletter between Prof Manhas and Prof Singh. The press conference provided an overview of the festival’s scope and significance.

The lamp-lighting ceremony and inaugural session were organised the following day at the university’s auditorium, where Prof Manhas reflected upon India’s vast and enduring repository of ancient knowledge and heritage during the inaugural address. Prof. Manhas spoke of how the film festival serves as a purposeful platform through which CEC enables filmmakers and academicians to carry this knowledge forward, making it accessible to anyone, anywhere, and at any time. He articulated his vision of “Cinema for Change”, ensuring that learning reaches even the most remote corners of the country through the medium of educational videos.



The valedictory function held on the 28th of March concluded on a high note, marking the successful culmination of two days of compelling screenings and meaningful dialogues. The valedictory session was presided over by Prof. (Dr.) Parikshat Singh Manhas, Director, CEC; Prof. Rana Pratap Singh, Vice-Chancellor, Gautam Buddha University; Prof. Madhav Govind, Dean, School of Humanities and Social Sciences; and Dr Sunil Mehru, Joint Director, CEC.

At the valedictory session, Prof. (Dr.) Parikshat Singh Manhas spoke of the festival's enduring legacy of presenting educational content through the evocative medium of film. He commended the participants for their efforts in bringing India's rich diversity and cultural heritage to the fore, and for distilling the country's knowledge into compelling cinematic narratives.

The occasion was graced by Prof. Manoj Kumar Dhar, Director, Academy of Scientific and Innovative Research (AcSIR), New Delhi, and formerly Vice-Chancellor of the University of Jammu, as Chief Guest. Addressing the gathering as Chief Guest, Prof. Manoj Kumar Dhar described the festival as a meaningful opportunity for the youth of India to showcase their creativity and talent through the visual medium. He observed that stories told through film carry a far greater impact than the written or spoken word alone, and that the moving image has a unique power to stir emotions and leave a lasting impression on the viewer. He emphasised that filmmaking is not merely a technical craft but a profound art form, demanding vision, sensitivity, and skill in equal measure.

Prof. Rana Pratap Singh, Vice-Chancellor, Gautam Buddha University, noted that the two-day festival had been both inspirational and educational, engaging audiences and young students alike and cultivating a spirit of creativity. He highlighted the importance of such platforms in shaping informed, sensitive, and socially aware individuals.

Prof. Madhav Govind, SoHSS, delivered the vote of thanks, emphasising that academicians must integrate new and emerging technologies into traditional pedagogy to create an environment where students can engage in meaningful ways.

Over the two days, 19 films selected by an eminent jury were screened to sensitise students and other stakeholders. Academicians, technical experts, and filmmakers were awarded across 12 categories, receiving cash prizes ranging from ₹25,000 to ₹1,00,000, along with Screening Certificates and Trophies during the valedictory session. Interactive sessions held throughout the screenings gave audiences the opportunity to engage directly with the directors and producers of the featured films. A total of 320 entries were received for this edition.

The festival witnessed enthusiastic participation by distinguished dignitaries, accredited media persons, filmmakers, Deans, Directors, Heads of Departments, faculty members, representatives of CEC's Educational Multimedia Research Centres (EMRCs), and students of Gautam Buddha University.





**27th CEC-UGC
Educational Film Festival
@ Gautam Buddha University**





Results: 27th CEC-UGC Educational Film Festival

Category	Award-Winning Film / Documentary	Films Recommended for Citation
Best Film / Documentary Award	The Scientist Who Runs at Night — Directed & Produced by Mithun Pramanik (₹50,000)	Nature's Bandage — Produced by Sajeed Naduthody
	The Divine Sculptor – "Arun Yogiraj" — Directed & Produced by Chandra Kumar P.H. (₹50,000)	The Dirty Sky — Directed & Produced by O.P. Srivastava
Best Short Film Award	Unseen Tears — Produced by Kongbrailatpam Geetchandra Sharma (₹50,000)	Arthashastra — Produced by Mradul Gupta
Innovative Lecture Award (Academician)	Bhimbetka — Delivered by Mr Rahul Khadia (₹50,000)	—
Best MOOCs Award	Jaundice in Newborn (Neonatal Hyperbilirubinemia) — Directed & Produced by Dr. Balkrishna Damle and Dr. Yugantara Kadam (₹50,000)	—
Best Research Award	Behind The Mask — Researched by Samyuktha Nair and Sujan Surender (₹25,000)	—
Best Script Writing Award	Shringara — Scripted by Mradul Gupta (₹25,000)	—
Best Cinematography Award	Song of Daringbadi Hills — Cinematographed by Birender Toppo and Chandan Gharai (₹25,000)	—
Best Editing Award	A Secret Life – Ginger's Rhizome — Edited by Y. Herojit Singh (₹25,000)	Nalanda University — Edited by Kuldeep Singh; Kalaripayattu – The Indian Martial Arts — Edited by K. Gopinath
Best Sound Design Award	Safe — Sound Design by Omkar Marathe (₹25,000)	—
Best Visual Effects & Animation Award	Nature's Bandage — Graphics & Animation by Sajid P.C. (₹25,000)	—
Best Amateur Video Production	Ullil — Produced by Pranav A. (₹25,000)	Mitti Ke Badalte Rang — Produced by Alok Shukla
Best Programme of the Year Award (Exclusively for UGC-CEC Media Centres)	Paavai Koothu — Directed & Produced by Dr. S. Arulchelvan and D. Vinoth Rajesh (₹50,000)	Curious Connections — Produced by Sreemith N.

परिणाम: 27वाँ सीईसी-यूजीसी शैक्षिक फिल्म महोत्सव

श्रेणी	पुरस्कार विजेता फिल्म / वृत्तचित्र	उद्धरण के लिए अनुशंसित फिल्में
सर्वश्रेष्ठ फिल्म / वृत्तचित्र पुरस्कार	द साइंटिस्ट व्हा रन्स ऐट नाइट – निर्देशित एवं निर्मित: मिथुन प्रामाणिक (₹50,000)	नेचर्स बैंडेज – निर्मित: साजीद नदुथोडी
	“द डिवाइन स्कल्पचर - 'अरुण योगीराज’” – निर्देशित एवं निर्मित: चंद्र कुमार पी.एच. (₹50,000)	द डर्टी स्काई – निर्देशित एवं निर्मित: ओ.पी. श्रीवास्तव
सर्वश्रेष्ठ लघु फिल्म पुरस्कार	अनसीन टियर्स – निर्मित: कोंगब्रैलतपम गीतचंद्र शर्मा (₹50,000)	अर्थशास्त्र – निर्मित: मृदुल गुप्ता
नवाचार व्याख्यान पुरस्कार (शिक्षाविद)	भीमबेटका – प्रस्तुत: श्री राहुल खडिया (₹50,000)	–
सर्वश्रेष्ठ MOOCs पुरस्कार	जॉन्डिस इन न्यूबॉर्न (नियोनेटल हाइपरबिलिबिनेमिया) – निर्देशित एवं निर्मित: डॉ. बालकृष्ण दामले और डॉ. युगांतरा कदम (₹50,000)	–
सर्वश्रेष्ठ शोध पुरस्कार	बिहाइंड द मास्क – शोधकर्ता: संयुक्ता नायर और सुजान सुरेंदर (₹25,000)	–
सर्वश्रेष्ठ पटकथा लेखन पुरस्कार	श्रृंगार – पटकथा: मृदुल गुप्ता (₹25,000)	–
सर्वश्रेष्ठ छायांकन पुरस्कार	सॉन्ग ऑफ डेरिंगबाड़ी हिल्स – छायांकन: बीरेंद्र टोप्पो और चंदन घराई (₹25,000)	–
सर्वश्रेष्ठ संपादन पुरस्कार	अ सीक्रेट लाइफ - जिंजर्स राइज़ोम – संपादन: वाई. हेरोजित सिंह (₹25,000)	नालंदा यूनिवर्सिटी – संपादन: कुलदीप सिंह; कलारीपयट्टु - द इंडियन मार्शल आर्ट्स – संपादन: के. गोपीनाथ
सर्वश्रेष्ठ ध्वनि डिज़ाइन पुरस्कार	सेफ – ध्वनि डिज़ाइन: आंकार मराठे (₹25,000)	–
सर्वश्रेष्ठ विज़ुअल इफेक्ट्स एवं एनिमेशन पुरस्कार	नेचर्स बैंडेज – ग्राफिक्स एवं एनिमेशन: साजिद पी.सी. (₹25,000)	–
सर्वश्रेष्ठ शौकिया वीडियो निर्माण पुरस्कार	उल्लिल – निर्मित: प्रणव ए. (₹25,000)	मिट्टी के बदलते रंग – निर्मित: आलोक शुक्ला
वर्ष का सर्वश्रेष्ठ कार्यक्रम पुरस्कार (केवल यूजीसी-सीईसी मीडिया केंद्रों के लिए)	पावें कूथु – निर्देशित एवं निर्मित: डॉ. एस. अरुलचेल्वन और डी. विनोथ राजेश (₹50,000)	क्यूरियस कनेक्शंस – निर्मित: श्रीमिथ एन.

मैसूर विश्वविद्यालय में “बुद्धिमान एवं समावेशी डिजिटल शिक्षा” पर दो-दिवसीय राष्ट्रीय संगोष्ठी आयोजित

मैसूर विश्वविद्यालय में ईएमआरसी मैसूर के सहयोग से 16 एवं 17 मार्च 2026 को “भविष्य के लिए शिक्षा का रूपांतरण: बुद्धिमान, समावेशी एवं गहन अधिगम” विषय पर दो-दिवसीय राष्ट्रीय संगोष्ठी का आयोजन किया गया। इस संगोष्ठी में शिक्षाविदों, शोधकर्ताओं तथा मीडिया पेशेवरों ने शिक्षा में प्रौद्योगिकी की बदलती भूमिका पर विचार-विमर्श किया।

उद्घाटन सत्र की अध्यक्षता मैसूर विश्वविद्यालय के कुलपति आचार्य एन. के. लोकनाथ ने की तथा इसमें नई दिल्ली स्थित शैक्षिक संचार संकाय (सीईसी) के निदेशक आचार्य परिक्षित सिंह मनहास मुख्य वक्ता के रूप में उपस्थित रहे। इस सत्र में आचार्य ए. बालासुब्रमणियन, पूर्व प्रति-कुलपति, पांडिचेरी विश्वविद्यालय; आचार्य मंजुनाथ एस. जे., वित्त अधिकारी, मैसूर विश्वविद्यालय; तथा डॉ. गंटा रवि कुमार, निदेशक, ईएमआरसी मैसूर भी उपस्थित रहे। संगोष्ठी के उद्घाटन सत्र में मंचासीन गणमान्य व्यक्तियों का सम्मान किया गया।

अपने संबोधन में आचार्य मनहास ने विकसित भारत-2047 के लक्ष्य की प्राप्ति में शिक्षा की भूमिका पर बल देते हुए प्रौद्योगिकी, नवाचार एवं अंतर्विषयक अधिगम के समावेशन की आवश्यकता पर जोर दिया। उन्होंने कहा, “महत्व मशीन का नहीं, बल्कि मशीन के पीछे कार्यरत मानव मस्तिष्क का है,” जिससे कृत्रिम बुद्धिमत्ता के युग में मानवीय भूमिका के महत्व को रेखांकित किया। उन्होंने भविष्य उन्मुख शिक्षार्थियों के लिए पांच स्वर—अनुकूलनशीलता, सहानुभूति, सत्यनिष्ठा, अवसर एवं सार्वभौमिकता—पर आधारित एक रूपरेखा भी प्रस्तुत की। रोजगार संबंधी चिंताओं पर प्रकाश डालते हुए उन्होंने शैक्षणिक प्रशिक्षण और उद्योग की आवश्यकताओं के बीच अंतर की ओर संकेत किया तथा सीईसी द्वारा ऑनलाइन डिग्री कार्यक्रमों के विकास के प्रयासों का उल्लेख किया।

मैसूर विश्वविद्यालय के कुलपति आचार्य एन. के. लोकनाथ ने वक्तव्य में कहा, “शिक्षा व्यक्तियों और समाज के रूपांतरण का सबसे सशक्त माध्यम है,” तथा पारंपरिक शिक्षा को कृत्रिम बुद्धिमत्ता (एआई), संवर्धित वास्तविकता (एआर) और आभासी वास्तविकता (वीआर) जैसी उभरती प्रौद्योगिकियों के साथ समन्वित करने के महत्व पर बल दिया। उन्होंने यह भी कहा कि संगोष्ठी का विषय—बुद्धिमान, समावेशी एवं गहन अधिगम—तेजी से हो रहे तकनीकी विकास और बदलते शैक्षिक परिदृश्य के संदर्भ में अत्यंत प्रासंगिक है।

संगोष्ठी में व्याख्यान, तकनीकी सत्र तथा एक मास्टरक्लास का आयोजन किया गया, जिनमें एआई एकीकरण, डिजिटल अधिगम तथा समावेशी शिक्षा पर विशेष ध्यान दिया गया। तकनीकी सत्रों में एआई-आधारित अधिगम, डिजिटल साक्षरता, मूक्स तथा विशेष रूप से ग्रामीण शिक्षार्थियों के लिए पहुंच संबंधी चुनौतियों जैसे विषयों पर चर्चा की गई। शोध प्रस्तुतियों में क्षमता-आधारित अधिगम, शिक्षक प्रशिक्षण तथा शिक्षा और उद्योग के बीच की खाई को पाटने की आवश्यकता पर बल दिया गया। श्री सुनील प्रभाकरन, परामर्शदाता एआई एवं डिजिटल प्रथाएं, द्वारा “शैक्षणिक क्षेत्र में एआई” विषय पर आयोजित मास्टरक्लास में यह प्रदर्शित किया गया कि एआई उपकरण किस प्रकार शोध, शिक्षण एवं उत्पादकता को सुदृढ़ कर सकते हैं, साथ ही नैतिक उपयोग और शैक्षणिक सत्यनिष्ठा पर भी जोर दिया गया। समग्र रूप से, इन सत्रों ने तकनीकी प्रगति के साथ-साथ आलोचनात्मक चिंतन, रचनात्मकता और मानवीय मूल्यों के संतुलन की आवश्यकता को रेखांकित किया।

समापन संबोधन में आचार्य मनहास ने पुनः कहा कि “अधिगम एक सतत एवं आजीवन प्रक्रिया है, जिसे समय के साथ विकसित होना चाहिए।” उन्होंने इस बात पर बल दिया कि यद्यपि एआई शिक्षा को रूपांतरित कर रहा है, परंतु वास्तविक नवाचार और सार्थक प्रगति का आधार “मशीन के पीछे कार्यरत मनुष्य” ही है। उन्होंने प्रतिभागियों को चुनौतियों को अवसर के रूप में देखने तथा परंपरा और आधुनिक प्रौद्योगिकी के संतुलित समन्वय को अपनाने के लिए प्रेरित किया।

समापन सत्र का डॉ. गंटा रवि कुमार, निदेशक, ईएमआरसी, मैसूर विश्वविद्यालय द्वारा प्रस्तुत धन्यवाद ज्ञापन के साथ हुआ। इस सत्र में आचार्य परिक्षित सिंह मनहास, निदेशक, सीईसी, नई दिल्ली; आचार्य एन. ममता, अध्यक्ष, पत्रकारिता एवं जनसंचार विभाग, मैसूर विश्वविद्यालय; डॉ. आर. महेश, अध्यक्ष, व्यवसाय प्रशासन अध्ययन विभाग, मैसूर विश्वविद्यालय; तथा डॉ. गंटा रवि कुमार, निदेशक, ईएमआरसी मैसूर उपस्थित रहे। संगोष्ठी में मैसूर विश्वविद्यालय एवं संबद्ध महाविद्यालयों के संकाय सदस्य, शोधकर्ता, विद्वान एवं शिक्षाविद बड़ी संख्या में शामिल हुए तथा इसे प्रिंट एवं ऑनलाइन मीडिया में व्यापक रूप से प्रकाशित किया गया।

Two-Day National Seminar on Intelligent and Inclusive Digital Education organised at University of Mysore

A two-day National Seminar on “Transforming Education for the Future: Intelligent, Inclusive & Immersive Learning” was organised at the University of Mysore, in collaboration with EMRC Mysore, on the 16th and 17th of March 2026, bringing together academicians, researchers, and media professionals to deliberate on the evolving role of technology in education.

The inaugural session was presided over by the Vice-Chancellor, Prof. N. K. Lokanath, University of Mysore, and featured Prof. Parikshit Singh Manhas, Director, Consortium for Educational Communication (CEC), New Delhi, as the keynote speaker. The session was also attended by Prof. A. Balasubramanian, Former Pro Vice-Chancellor, Pondicherry University, Prof. Manjunath S. J., Finance Officer, University of Mysore, and Dr. Ganta Ravi Kumar, Director, EMRC Mysore. The dignitaries on the dais were felicitated during the seminar's inaugural session.

In his address, Prof. Manhas emphasised the role of education in achieving the vision of Viksit Bharat 2047, stressing the need for integrating technology, innovation, and interdisciplinary learning. He remarked, “It is not the machine that counts, but the human mind behind the machine,” highlighting the importance of human agency in the age of Artificial Intelligence. He also introduced a framework based on the five vowels: Adaptability, Empathy, Integrity, Opportunities, and Universalism, as essential qualities for future-ready learners. Addressing employability concerns, he pointed out the gap between academic training and industry requirements and noted CEC's ongoing efforts to develop online degree programmes.

Prof. N. K. Lokanath, Vice-Chancellor, University of Mysore, stated, “Education remains the most powerful instrument for transforming individuals and society,” and emphasised the importance of combining traditional learning with emerging technologies such as AI, AR, and VR. He also noted that the theme of the seminar, intelligent, inclusive, and immersive learning, is highly relevant in the context of rapid technological advancements and the evolving educational ecosystem.

The seminar featured lectures, technical sessions, and a masterclass focusing on AI integration, digital learning, and inclusive education. Technical sessions explored themes such as AI-driven learning, digital literacy, MOOCs, and challenges in accessibility, especially for rural learners. Research presentations highlighted the need for capability-based learning, teacher training, and bridging the gap between education and industry. The masterclass on AI in academia by Mr Sunil Prabhakaran, Consultant – AI & Digital Practices, demonstrated how AI tools can enhance research, teaching, and productivity, while also emphasising ethical usage and academic integrity. Overall, the sessions reinforced the importance of balancing technological advancement with critical thinking, creativity, and human values.

In his valedictory address, Prof. Manhas reiterated that “learning is a continuous and lifelong process that must evolve with changing times.” He emphasized that while AI is transforming education, it is ultimately the “man behind the machine” who drives innovation and meaningful progress. He encouraged participants to view challenges as opportunities and to adopt a balanced approach that integrates tradition with modern technology.

The valedictory session concluded with the Vote of Thanks proposed by Dr. Ganta Ravi Kumar, Director, EMRC, University of Mysore. The session was graced by Prof. Parikshit Singh Manhas, Director, CEC, New Delhi; Prof. N. Mamatha, Chairperson, Department of Journalism and Mass Communication, University of Mysore; Dr. R. Mahesh, Chairman, Department of Studies in Business Administration, University of Mysore; and Dr. Ganta Ravi Kumar, Director, EMRC Mysore. The seminar was attended by faculty members, researchers, scholars, and academicians from the University of Mysore and affiliated colleges, and it received widespread media coverage on both print and online platforms.

ईएमआरसी उस्मानिया में 17वीं प्रबंधन मंडल बैठक

शैक्षिक मल्टीमीडिया अनुसंधान केंद्र (ईएमआरसी), उस्मानिया विश्वविद्यालय की 17वीं प्रबंधन मंडल बैठक 13 मार्च, 2026 को आयोजित की गई। वरिष्ठ आचार्य कुमार मोलुगारम, कुलपति, उस्मानिया विश्वविद्यालय ने बैठक की अध्यक्षता की।

बैठक का प्रारंभ केंद्र की रिपोर्ट की प्रस्तुति के साथ हुआ, जिसमें ईएमआरसी की गतिविधियों, उपलब्धियों तथा प्रचलित पहलों का विवरण प्रस्तुत किया गया। आचार्य मनहास ने सीईसी एवं ईएमआरसी के माध्यम से ऑनलाइन शिक्षा के विविधीकरण पर अपने विचार साझा किए, जिसमें भविष्य में समग्र एवं बहुविषयी स्नातक (यूजी) एवं स्नातकोत्तर (पीजी) पाठ्यक्रमों के विकास को सम्मिलित किया गया। प्रबंधन मंडल ने प्रत्येक कार्यसूची बिंदु पर विस्तार से विचार-विमर्श किया तथा केंद्र के शैक्षणिक, निर्माण, वित्तीय एवं प्रशासनिक कार्यों से संबंधित विषयों पर व्यापक चर्चा की।



बैठक में आचार्य परिक्षित सिंह मनहास, निदेशक, सीईसी; आचार्य एम. कृष्णन, कुलपति, केंद्रीय विश्वविद्यालय तमिलनाडु; आचार्य जी. नरेश रेड्डी, कुलसचिव, उस्मानिया विश्वविद्यालय; आचार्य बी. लावणया, अधिष्ठाता (विकास एवं यूजीसी कार्य), उस्मानिया विश्वविद्यालय; डॉ. रक्षक जैन, निदेशक, ईएमआरसी, कोलकाता; तथा सुश्री दिशा अवतार, समन्वयक, स्वयं प्रभा, सीईसी उपस्थित रहीं। बैठक में विशेष आमंत्रित सदस्य के रूप में वित्त अधिकारी तथा संयुक्त कुलसचिव, उस्मानिया विश्वविद्यालय भी सम्मिलित हुए। श्री पी. रघुपति, निदेशक, ईएमआरसी, उस्मानिया विश्वविद्यालय, ने सदस्य सचिव के रूप में कार्य किया, जबकि उप सचिव, यूजीसी, नई दिल्ली भी ऑनलाइन माध्यम से उपस्थित रहे।

बैठक का समापन प्रमुख निर्णयों एवं रणनीतियों पर सर्वसम्मति के साथ हुआ, जिनका उद्देश्य उच्च शिक्षा एवं डिजिटल अधिगम के विकसित होते परिदृश्य में केंद्र के योगदान को और सुदृढ़ करना है।



Prof. Parikshat Singh Manhas, Director, CEC, attends the 17th Board of Management meeting of EMRC Osmania
आचार्य परिक्षित सिंह मनहास, निदेशक, सीईसी, ईएमआरसी उस्मानिया की 17वीं प्रबंधन मंडल बैठक में भाग लेते हुए।

17th Board of Management Meeting @EMRC Osmania

The 17th Board of Management Meeting of the Educational Multimedia Research Centre (EMRC), Osmania University, was held on March 13, 2026. Sr. Prof. Kumar Molugaram, Vice-Chancellor of Osmania University, chaired the meeting.

The meeting commenced with the presentation of the Centre's Report, outlining the activities, achievements, and ongoing initiatives of EMRC. Prof. Manhas shared insights on the diversification of online education by CEC and EMRCs, including the development of holistic and multidisciplinary UG and PG courses in the future. The Board deliberated in detail on each agenda item, engaging in comprehensive discussions on academic, production, financial, and administrative matters related to the Centre's functioning. The meeting was attended by Prof. Parikshit Singh Manhas, Director, CEC; Prof. M. Krishnan, Vice-Chancellor, Central University of Tamil Nadu; Prof. G. Naresh Reddy, Registrar, OU; Prof. B. Lavanya, Dean (Development and UGC Affairs), OU, Dr Rakshak Jain, Director, EMRC, Kolkata; and Miss Disha Avatar, Coordinator SWAYAM Prabha, CEC. Special invitees to the meeting included the Finance Officer and the Joint Registrar, OU. Shri P. Raghupathi, Director, EMRC, OU, served as the Member Secretary, while the Deputy Secretary, UGC, New Delhi, was also present online.

The meeting concluded with a consensus on key decisions and strategies to further enhance the Centre's contribution to the evolving landscape of higher education and digital learning.



Prof. Parikshit Singh Manhas, Director, CEC, with the board members at Osmania University
 उस्मानिया विश्वविद्यालय में आचार्य परिक्षित सिंह मनहास, निदेशक, सीईसी, प्रबंधन मंडल सदस्यों के साथ।

उस्मानिया विश्वविद्यालय में 'डिजिटल शिक्षा एवं विकसित भारत 2047' विषय पर द्वि-दिवसीय राष्ट्रीय संगोष्ठी आयोजित

“उच्च शिक्षा का पुनः परिकल्पन: विकसित भारत-2047 की ओर डिजिटल मार्ग” विषय पर द्वि-दिवसीय राष्ट्रीय संगोष्ठी दिनांक 12 एवं 13 मार्च 2026 को शैक्षिक संचार संकाय (सीईसी), नई दिल्ली तथा ईएमआरसी उस्मानिया द्वारा उस्मानिया विश्वविद्यालय के सहयोग से, रूसा 2.0 एवं तेलंगाना उच्च शिक्षा परिषद के अंतर्गत आयोजित की गई। इस संगोष्ठी में देशभर से शिक्षाविदों, नीति-निर्माताओं, शोधकर्ताओं एवं विद्यार्थियों के विविध समूह ने भाग लिया। यह आयोजन उच्च शिक्षा में डिजिटल प्रौद्योगिकियों, कृत्रिम बुद्धिमत्ता तथा नवाचारी शिक्षण पद्धतियों के एकीकरण पर विचार-विमर्श हेतु एक सशक्त मंच सिद्ध हुआ।

उद्घाटन सत्र की अध्यक्षता करते हुए आचार्य परिक्षित सिंह मनहास, निदेशक, सीईसी, ने देशभर में गुणवत्तापूर्ण शिक्षा की पहुंच को लोकतांत्रिक बनाने में डिजिटल प्लेटफॉर्म, मूक्स तथा शैक्षिक प्रसारण की महत्वपूर्ण भूमिका पर प्रकाश डाला। उन्होंने कहा कि संस्थानों को प्रौद्योगिकी को केवल एक उपकरण के रूप में नहीं, बल्कि एक परिवर्तनकारी शक्ति के रूप में अपनाना चाहिए, जो शिक्षण, अधिगम एवं अनुसंधान प्रक्रियाओं को पुनः आकार देने में सक्षम है। आचार्य मनहास ने डिजिटल शिक्षा को सुदृढ़ करने में सीईसी एवं ईएमआरसी की भूमिका भी स्पष्ट की।

मुख्य भाषण में आचार्य वी. बालकिस्ता रेड्डी, अध्यक्ष, तेलंगाना उच्च शिक्षा परिषद ने तीव्र गति से विकसित हो रही ज्ञान अर्थव्यवस्था की आवश्यकताओं की पूर्ति हेतु उच्च शिक्षा को तकनीकी प्रगति के अनुरूप बनाने के महत्व पर बल दिया। उद्घाटन भाषण में वरिष्ठ आचार्य कुमार मोलुगारम, कुलपति, उस्मानिया विश्वविद्यालय, ने विश्वविद्यालयों में सुदृढ़ डिजिटल अवसंरचना, अंतःविषयी अनुसंधान तथा नवाचार-आधारित अधिगम परितंत्र की आवश्यकता पर जोर दिया।



Prof Parikshat Singh Manhas, Director, CEC, receives a memento at the inaugural ceremony of the seminar at Osmania University

उस्मानिया विश्वविद्यालय में संगोष्ठी के उद्घाटन समारोह में आचार्य परिक्षित सिंह मनहास, निदेशक, सीईसी, स्मृति-चिह्न प्राप्त करते हुए।

संगोष्ठी में विभिन्न विषयों पर चार आमंत्रित व्याख्यान आयोजित किए गए, जिनमें कृत्रिम बुद्धिमत्ता आधारित उच्च शिक्षा, मूक्स में डेटा विश्लेषण तथा विकसित भारत-2047 के संदर्भ में शिक्षा का भविष्य सम्मिलित था। इसके अतिरिक्त, समानांतर रूप से आयोजित चार तकनीकी सत्रों में 38 शोध-पत्रों का प्रस्तुतिकरण किया गया, जिससे डिजिटल शिक्षाशास्त्र, अधिगम विश्लेषण तथा गुणवत्ता आश्वासन पर सार्थक चर्चा को बढ़ावा मिला। समापन सत्र में आचार्य बी. लावण्या, अधिष्ठाता (विकास एवं यूजीसी कार्य), उस्मानिया विश्वविद्यालय, मुख्य रूप से उपस्थित रहीं, जिन्होंने इस समयोचित एवं प्रभावशाली संगोष्ठी के सफल आयोजन हेतु आयोजकों की सराहना की। विशिष्ट अतिथि के रूप में आचार्य टी.टी. श्रीकुमार, निदेशक, ईएमआरसी, ईएफएल्यू, ने सीईसी एवं ईएमआरसी, उस्मानिया को संगोष्ठी के सफल आयोजन के लिए बधाई दी। श्री पी. रघुपति, निदेशक, ईएमआरसी, उस्मानिया विश्वविद्यालय, ने अपने समापन उद्बोधन में संगोष्ठी के प्रमुख निष्कर्षों का सार प्रस्तुत करते हुए डिजिटल शिक्षा को आगे बढ़ाने हेतु शैक्षणिक संस्थानों के मध्य सतत सहयोग के महत्व पर बल दिया।

इस संगोष्ठी में आंध्र प्रदेश, कर्नाटक, बिहार, केरल, पंजाब, उत्तर प्रदेश एवं तेलंगाना सहित विभिन्न राज्यों से 149 प्रतिनिधियों ने उत्साहपूर्वक भाग लिया। 81 प्रतिभागियों द्वारा ऑनलाइन पंजीकरण के साथ, इस आयोजन ने शैक्षणिक सहभागिता के डिजिटल माध्यमों के बढ़ते उपयोग को भी प्रदर्शित किया। प्रतिभागियों ने अत्यंत सकारात्मक प्रतिक्रिया व्यक्त करते हुए संगोष्ठी को ज्ञान आदान-प्रदान, नेटवर्किंग तथा भविष्य के सहयोग की संभावनाओं के अन्वेषण हेतु एक महत्वपूर्ण मंच बताया।

संगोष्ठी का समापन इस सामूहिक संकल्प के साथ हुआ कि विश्वविद्यालयों को रणनीतिक डिजिटल रूपांतरण के अंगीकार, नवाचार परितंत्र को सुदृढ़ करना तथा शैक्षिक समावेशन सुनिश्चित करना चाहिए, जिससे वर्ष 2047 तक भारत को एक विकसित राष्ट्र बनाने के लक्ष्य में सार्थक योगदान दिया जा सके।



Two-Day National Seminar on Digital Education and Viksit Bharat 2047 organised at Osmania University

A two-day National Seminar on “Re-Envisioning Higher Education: Digital Pathways Towards Viksit Bharat 2047” was organised on 12th & 13th March 2026 by the Consortium for Educational Communication, New Delhi, and EMRC Osmania, in collaboration with Osmania University under RUSA 2.0 and Telangana Council of Higher Education. The seminar brought together a diverse group of academicians, policymakers, researchers, and students from across the country. The event provided a vibrant platform for deliberations on the integration of digital technologies, artificial intelligence, and innovative pedagogical practices in higher education.

Presiding over the inaugural session, Prof. Parikshat Singh Manhas, Director, CEC, highlighted the pivotal role of digital platforms, MOOCs, and educational broadcasting in democratizing access to quality education across the country. He noted that institutions must embrace technology not merely as a tool, but as a transformative force capable of reshaping teaching, learning, and research practices. Prof. Manhas also explained the role of CEC and EMRCs in strengthening digital education.

In his keynote address, Prof. V. Balakista Reddy, Chairman of the Telangana Council of Higher Education,

underscored the importance of aligning higher education with technological advancements to meet the demands of a rapidly evolving knowledge economy. The inaugural address by Sr. Prof. Kumar Molugaram, Vice-Chancellor, OU, emphasised the need for robust digital infrastructure, interdisciplinary research, and innovation-driven learning ecosystems in universities.

The seminar featured four invited lectures delivered by eminent experts on topics including AI-powered higher education, data analytics in MOOCs, and the future of education in the context of Viksit Bharat 2047. Additionally, four technical sessions conducted in parallel facilitated the presentation of 38 research papers, generating meaningful discussions on digital pedagogy, learning analytics, and quality assurance.

The valedictory session was graced by Prof. B. Lavanya, Dean, Development & UGC Affairs, OU, who appreciated the organisers for hosting a timely and impactful seminar. Another guest of honour, Prof. TT Sreekumar, Director, EMRC, EFLU, congratulated both the CEC and the EMRC, OU, on successfully conducting the seminar. Shri P. Raghupathi, Director, EMRC, OU, in his concluding remarks, summarised the key insights and emphasised the importance of sustained collaboration among academic institutions to advance digital education initiatives.

The seminar witnessed enthusiastic participation from 149 delegates representing various states, including Andhra Pradesh, Karnataka, Bihar, Kerala, Punjab, Uttar Pradesh and Telangana. With 81 participants registering online, the event reflected the growing adoption of digital modes of academic engagement. Participants expressed highly encouraging feedback and highlighted the seminar as a valuable platform for knowledge exchange, networking, and the exploration of future collaborations.

The seminar concluded with a collective resolve that universities must pursue strategic digital transformation, strengthen innovation ecosystems, and ensure educational inclusivity to contribute meaningfully to India's goal of becoming a developed nation by 2047.



Organising Committee and participants of the 2-day National Seminar on Digital Education and Viksit Bharat 2047 at Osmania University
 उस्मानिया विश्वविद्यालय में आयोजित "डिजिटल शिक्षा और विकसित भारत 2047" पर दो दिवसीय राष्ट्रीय संगोष्ठी के आयोजन समिति एवं प्रतिभागी।

ENHANCING INDIAN HIGHER EDUCATION AMIDST THE INDIA-EU FREE TRADE AGREEMENT: REFORMS FOR ACADEMIC EXCELLENCE, RESEARCH INNOVATION, AND SOCIO-ECONOMIC EMPOWERMENT



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In an era of accelerating globalization, free trade agreements (FTAs) serve as conduits for not only economic integration but also the exchange of knowledge, skills, and cultural capital. The India-EU FTA, finalized in early 2026 after protracted negotiations, stands as a landmark pact that transcends conventional trade barriers. By facilitating preferential access for 99.5% of trade value and opening avenues in services, intellectual property, and sustainable development, this agreement positions India as a key player in the Euro-Asian economic corridor. Yet, the true measure of its success lies in the capacity of domestic institutions—particularly universities—to translate these macroeconomic gains into micro-level human capital development.

Indian higher education, serving over 40 million students across 1,000 universities and 50,000 colleges, grapples with systemic inefficiencies that undermine its global standing. The prevalent academic style, rooted in colonial legacies, prioritizes rote memorization, standardized examinations, and disciplinary silos over critical inquiry, interdisci-

plinary synthesis, and practical application. Such deficiencies are starkly evident in international benchmarks: India's Gross Enrolment Ratio (GER) in higher education hovers at 28.4% (2023 data), yet employability rates for graduates remain below 50% in many sectors, as per the India Skills Report 2024. This disconnect is particularly acute in the context of the FTA, which demands a workforce proficient in multilingual communication, digital technologies, and collaborative research to exploit opportunities in EU markets for textiles, gems, IT services, and green energy.

The National Education Policy 2020 (NEP 2020) represents a transformative shift in India's educational landscape, emphasizing holistic, flexible, and multidisciplinary learning while integrating vocational skills and technology as core enablers of equitable access and innovation. By promoting a credit-based system, experiential pedagogy, and the seamless blending of arts, sciences, and professional disciplines, NEP 2020 envisions an ecosystem that fosters critical thinking, creativity, and lifelong learning. Yet, despite these ambitious goals, implementation remains uneven, hampered by fragmented

curricula adoption, inadequate digital infrastructure in rural and underserved regions, and a persistent urban-rural divide in access to quality resources. This paper argues that profound reforms in academic styles and pedagogical approaches—viewed through the strategic prism of the proposed India-EU Free Trade Agreement (FTA)—are essential to accelerate NEP's vision and address these bottlenecks. The FTA, with its focus on mutual recognition of qualifications, collaborative R&D, and knowledge exchange, offers a blueprint for elevating Indian higher education to global standards, potentially unlocking bilateral investments in skill development and innovation hubs.

Central to this reform agenda is the empowerment of students and emerging business ventures through enhanced academic rigor and research ecosystems. By fostering interdisciplinary programs that align with industry needs—such as sustainable technologies and digital entrepreneurship—NEP can catalyze a new generation of innovators capable of driving economic growth. For instance, targeted collaborations under the India-EU FTA could facilitate joint curricula in emerging fields like green energy and AI ethics, equipping students with competencies that bridge academia and enterprise. This not only bolsters nascent startups by providing a talent pipeline but also positions India as a knowledge partner in the EU's digital single market.

A pivotal aspect of NEP 2020's technology infusion is the rapid evolution of India's digital education infrastructure, which is taking shape through a suite of government-led initiatives designed to democratize learning and mitigate implementation gaps. Foremost among these is SWAYAM (Study Webs of Active-Learning for Young Aspiring Minds), a flagship Massive Open Online Course (MOOC) platform

launched by the Ministry of Education in 2017. SWAYAM hosts over 4,000 courses developed by premier institutions like IITs, IIMs, and central universities, offering free, credit-transferable content in diverse domains from engineering to humanities. Complementing this, SWAYAM PRABHA extends digital reach beyond internet-dependent learners by broadcasting 34+ high-quality educational DTH channels (with plans to expand to 80) via GSAT-15 satellites, delivering curriculum-aligned lectures, vocational training, and interactive sessions directly to homes and community centers across the country. These channels, operational since 2017, have reached millions in remote areas, aligning with NEP's equity goals by providing multilingual content in 13 Indian languages.

Further amplifying MOOC accessibility, eminent universities and institutes—such as IGNOU, NPTEL collaborators, Central Universities, IIMs, IITs and state open universities—contribute specialized courses on SWAYAM, covering advanced topics like data science and climate studies, with enrollment exceeding 3 crore learners to date. Supporting this ecosystem are the Educational Multimedia Research Centers (EMRCs), operating under the Consortium for Educational Communication (CEC) of the University Grants Commission (UGC). With 21 EMRCs nationwide, these hubs work round-the-clock to produce multimedia-rich digital content, including over 400 MOOCs (327 hosted on SWAYAM), animations, and e-resources tailored for higher education and teacher training. Their efforts ensure culturally resonant, interactive materials that enhance engagement and retention. At the school level, NEP's digital thrust is operationalized through NCERT's Central Institute of Educational Technology (CIET), which curates MOOCs on SWAYAM for K-12 learners, alongside tools like DIKSHA (a national platform for teacher professional development) and ePathshala for open-access textbooks and videos. Complementing this is the National Institute of Open Schooling (NIOS), India's largest open learning system, which integrates digital modules for secondary and senior secondary education, enabling flexible pacing for over 5 lakh annual enrollees, particularly dropouts and working youth. Collectively, these initiatives—unified under the PM e-VIDYA umbrella since 2020—have bridged access gaps during disruptions like the COVID-19 pandemic, with SWAYAM alone registering a 150% enrollment surge. However, challenges persist, including low completion rates (around 20-30%) due to limited offline support and digital literacy barriers.



To refine NEP's implementation, the paper proposes targeted interventions in language learning, leveraging Artificial Intelligence (AI) and Machine Learning (ML) advancements. AI-driven adaptive platforms could personalize multilingual content on SWAYAM, using natural language processing to support regional dialects and EU-partnered language exchanges under the FTA. For example, ML algorithms could analyze learner data from NIOS and CIET resources to recommend customized pathways, reducing dropout rates and enhancing inclusivity. Refinements to NEP, such as mandatory AI literacy modules and public-private partnerships for 5G-enabled rural hubs, would further amplify these digital tools. Ultimately, by intertwining domestic digital strides with international collaborations, India can realize a resilient, future-ready education system that not only empowers its youth but also fortifies global economic ties.

Theoretically, this inquiry draws on human capital theory (Becker, 1964), which views education as an investment yielding economic returns, and endogenous growth models (Romer, 1990), emphasizing knowledge spillovers from research. Methodologically, it employs a desk-based review of secondary sources, including FTA texts, NEP documents, World Bank reports, and peer-reviewed journals, to construct a forward-looking framework. The structure proceeds as follows: Section 2 delineates the FTA's educational ramifications; Section 3 critiques current challenges; Section 4 outlines reforms; Section 5 assesses benefits for students and startups; Section 6 proposes AI/ML and NEP enhancements; and Section 7 concludes with policy recommendations.

By reimagining Indian universities as engines of innovation rather than mere credentialing bodies, this paper contributes to discourses on post-colonial education reform and Indo-European partnerships. It argues that in the FTA's shadow, academic evolution is not optional but existential for India's tryst with a \$5 trillion economy by 2027.

The India-EU Free Trade Agreement: Implications for Education and Research

The India-EU FTA, ratified in January 2026, emerges from a decade of dialogue, culminating in a comprehensive pact that liberalizes 96% of tariff lines and addresses non-tariff barriers in agriculture, manufacturing, and services. Economically, it

promises a \$27 trillion bilateral market, with India gaining duty-free access for labor-intensive exports like apparel and jewelry, while the EU secures footholds in India's burgeoning digital and pharmaceutical sectors. Beyond commerce, Chapter 12 of the agreement explicitly champions *"cooperation in education, research, culture, technology, and innovation," signaling a strategic pivot towards knowledge economies.*

This educational dimension is multifaceted. First, it facilitates student and faculty mobility through visa waivers and scholarship exchanges, akin to the Erasmus+ program, potentially increasing Indian outbound mobility from 1.3 million (2023) to over 2 million by 2030. Second, it promotes joint research initiatives in priority areas: Artificial Intelligence (AI), Machine Learning (ML), renewable energy, and biotechnology—fields where EU strengths in regulation and funding complement India's demographic dividend and cost advantages. For instance, the pact includes provisions for co-funded projects under Horizon Europe, targeting sustainable trade solutions like carbon-neutral supply chains.

Third, the FTA underscores soft power synergies, with cultural exchanges enhancing mutual understanding and market penetration. India's soft power, via yoga and Bollywood, aligns with EU emphases on diversity and inclusion, fostering tourism and creative industries. However, these opportunities hinge on India's educational readiness. Current university outputs—dominated by theoretical knowledge—fall short of the FTA's skill imperatives, such as proficiency in EU languages (e.g., French, German) for cross-border negotiations or ML expertise for predictive analytics in trade logistics.

Empirical evidence from analogous pacts, like the EU-Japan EPA (2019), illustrates the stakes. Post-EPA, Japanese universities revamped curricula with EU-partnered modules, boosting R&D collaborations by 40% and graduate employability in tech sectors. In contrast, India's research expenditure lingers at 0.7% of GDP (2023), far below the global average of 2.4%, constraining its ability to co-innovate with EU counterparts like Germany's Fraunhofer Institutes. Moreover, the FTA amplifies geopolitical imperatives. Amidst supply chain disruptions from the Ukraine conflict and US-China tensions, Indo-EU ties offer diversification. Educationally, this translates to demands for resilient curricula that integrate global citizenship, ethical AI, and sustainable development

goals (SDGs). NEP 2020's alignment—via its focus on internationalization (e.g., 50% foreign student enrollment targets)—provides a scaffold, but requires acceleration.

In sum, the FTA reframes Indian higher education as a strategic asset. By embedding FTA-driven themes into academic styles, universities can catalyze human capital formation, positioning India not as a peripheral supplier but as an equal innovator in the Euro-Asian knowledge nexus.

Current Challenges in Indian University Academic Styles

Indian higher education's academic paradigm, evolved from the Macaulay Minute of 1835, perpetuates a Eurocentric yet ironically insular model ill-suited to contemporary exigencies. At its core lies rote learning: students memorize vast syllabi for high-stakes examinations, fostering superficial comprehension over deep analysis. This is exacerbated by disciplinary silos, where engineering curricula ignore humanities, and commerce programs sideline sciences, contravening NEP 2020's holistic vision.

Assessment regimes compound these issues. The Credit-Based Choice System (CBCS), implemented unevenly since 2015, remains exam-dominant, with continuous evaluation comprising less than 30% in most institutions. Consequently, graduate attributes—critical thinking, communication, and collaboration—lag, as evidenced by the National Assessment and Accreditation Council (NAAC) scores, where only 15% of universities achieve A++ status (2024 data).

Research ecosystems fare worse. With faculty burdened by teaching loads (up to 18 hours weekly), publication pressures yield quantity over quality: India's 1.5% share of global citations (Scimago, 2023) belies superficial outputs. Funding fragmentation—across UGC, ICSSR, and DBT—stifles interdisciplinary pursuits, vital for FTA sectors like AI-pharma hybrids.

Infrastructure deficits amplify inequities. Rural universities, serving 40% of enrollees, lack digital tools, widening urban-rural divides. Teacher training is antiquated, with only 20% of faculty versed in pedagogy reforms (ASER, 2023). Gender and caste disparities persist: women's GER is 28% versus men's 29%, and Scheduled Caste enrollment hovers at 14%. In the FTA context, these challenges manifest acute-

ly. Multilingual barriers hinder EU collaborations; without French or Spanish proficiency, Indian researchers forfeit joint grants. AI/ML integration is nascent, with just 5% of programs offering dedicated courses, per AICTE surveys. Startups, reliant on university incubators, suffer from IP gaps—India ranks 40th in Global Innovation Index (2023)—limiting commercialization.

Critiques from scholars like Tilak (2021) highlight "academic inbreeding," where promotions favor loyalty over merit, eroding autonomy. The All India Survey on Higher Education (AISHE) 2022-23 reveals stagnant Ph.D outputs (0.2% of students), underscoring research aversion.

Thus, the status quo not only perpetuates inefficiency but imperils India's FTA leverage, demanding a recalibration towards adaptive, inclusive academic styles.

Proposed Major Improvements in Academic Styles

To surmount these hurdles and synchronize with the FTA, Indian universities must undertake systemic reforms, transitioning from input-driven to outcome-based paradigms. This section delineates five pivotal enhancements, grounded in NEP 2020 and global best practices.

First, curricular restructuring for multidisciplinary. NEP's multiple entry-exit framework should be universalized, enabling majors in AI with minors in international trade law. Drawing from Singapore's NUS model, flexible credit banks could allow 20% elective space for FTA-relevant modules, like EU regulatory compliance. This fosters holistic graduates adept at interdisciplinary challenges, such as sustainable textiles innovation.

Second, pedagogical innovation emphasizing skills. Replace lecture monologues with flipped classrooms, project-based learning (PBL), and simulations. For instance, case studies on Indo-EU supply chains could integrate economics and engineering, enhancing retention by 30% (Hattie, 2009 meta-analysis). Faculty upskilling via platforms like SWAYAM—expanded to 10 million users—ensures experiential delivery.

Third, bolstering research orientation and autonomy. Elevate R&D spending to 2% of GDP by 2030, channeling funds through autonomous bodies like the Higher Education Commission of India (HECI). Incen-

tivize undergraduate research via capstone projects, mirroring MIT's UROP, to yield 50,000 patents annually. FTA-specific grants for EU-India labs could target ML applications in pharma, reducing bureaucratic delays. Fourth, forging industry-global linkages. Mandate 20% curriculum co-design with EU firms (e.g., Siemens, Airbus) and startups, incorporating internships and virtual exchanges. The FTA's mobility chapter supports this, potentially hosting 100,000 Indian students in EU universities by 2030. Incubators like IIT Madras Research Park exemplify scalability.

Fifth, technological infusion for equity. Deploy AI tutors for personalized learning, bridging rural gaps via 5G-enabled platforms. Blockchain for credentialing ensures tamper-proof degrees, appealing to EU employers.

These reforms, tabulated below, align academic styles with FTA imperatives:

Improvement Area	Current Challenge	Proposed Reform	Expected FTA Impact
Curriculum	Siloed, rigid	Multidisciplinary, flexible (NEP-aligned)	Enables innovation in IT-pharma trades
Pedagogy	Rote, lecture-based	Skill-focused, experiential	Builds critical thinkers for ventures
Research	Underfunded, bureaucratic	Autonomous, collaborative	Amplifies joint R&D outputs
Linkages	Isolated from industry	Global partnerships, internships	Facilitates tech transfers
Technology	Inequitable access	AI/ML-integrated, inclusive	Enhances digital services exports

Implementation requires phased rollout: pilot in 100 universities (2026-28), scaling via HECI oversight. Monitoring via KPIs (key performance indicator)—employability rates, patent filings—ensures accountability.

Benefits of Improved Academics and Research for Indian Students and Business Startups

Reformed higher education, attuned to FTA dynamics, proffers profound dividends for students and startups, catalyzing individual agency and entrepreneurial ecosystems.

For students, enhanced academics cultivate versatile profiles. Multidisciplinary exposure equips them for hybrid roles, such as AI ethicists in EU-compliant firms, elevating employability from 45% to 70% (projected, *Aspiring Minds 2024*). Research immersion—through labs and theses—hones problem-solving, yielding personal patents and scholarships; NEP's FYUP facilitates early specialization, reducing dropout by 15%. Experiential learning fosters resilience, vital in volatile markets, while global

exchanges build networks, accessing EU jobs in renewable (projected 1 million openings by 2030). Quantitatively, a skilled cohort could add \$500 billion to GDP via productivity gains (McKinsey, 2023). Qualitatively, it empowers marginalized groups: AI tools democratize access, boosting SC/ST enrollment by 10%. For startups, universities morph into innovation crucibles. Research pipelines feed prototypes—e.g., ML algorithms for trade prediction—via incubators like Atal Innovation Mission. FTA tariff cuts lower export barriers, enabling ventures in e-commerce (e.g., Flipkart-EU tie-ups). Enhanced IP frameworks, per NEP, spur spinouts; India's 100,000 startups (2024) could double, creating 20 million jobs.

Case: IIT Kanpur's startup cell has birthed 200 ventures, valued at \$2 billion; scaled nationally, this leverages FTA for EU market entry. Research commercialization addresses SDGs (Sustainable Development Goals), like bio-plastics, attracting venture capital (India's \$10 billion ecosystem, 2023). In tandem, students-turned-entrepreneurs drive self-reliance, transforming India from service provider to value creator in the \$27 trillion pact.

Integrating Language Learning, AI, ML, and Enhancements to NEP 2020

The FTA's cultural pillar necessitates multilingual proficiency; AI/ML offers scalable solutions. Embed NLP tools like Duolingo-adaptive apps for EU languages, starting Class 6 per NEP's three-language formula. Immersive VR simulations could achieve 80% fluency gains, enhancing negotiation skills.

AI/ML as disciplines: Core credits in ethical AI, with NEP additions for bias mitigation modules. Tools like adaptive assessments personalize paths, teacher efficiency up 25%.

NEP enhancements: Mandate 10% curriculum for international pacts; rural AI hubs via Digital India; startup credits as electives. These fortify NEP's equity goals.

The India-EU FTA beckons a renaissance in Indian higher education. By reforming academic styles towards interdisciplinary, skills, and innovation, universities can empower students and startups, harnessing bilateral synergies. Policymakers must prioritize funding, autonomy, and tech integration to realize this vision, ensuring India's equitable ascent in the global knowledge economy. ★

Disclaimer: Views expressed in the article are personal.



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What is Environmental Ethics



Scan for lectures

About the Expert

Ananya Barua pursued her Bachelor's in Philosophy from Indraprastha College for Women, Delhi University. She was the gold medalist in her Masters program that she completed from Hyderabad Central University. She has a teaching experience of 18 years and is currently working as an Associate Professor in the prestigious Hindu College, Delhi University. She has a number of research papers, articles and books to her credit. Currently she is guiding six research scholars for PhD. She has recently completed a project on Goddess Kamakhya as a Principal Investigator. Dr. Barua is also currently a Co - Project investigator in a multi country, John Templeton funded project "Concepts of God and the Variety of Theisms in Indian Traditions". Further, an interdisciplinary project on 'Ecological restoration' awarded by Hindu College, a project entitled "Moksha Bhawan (Salvation Hotels) of Kashi: A Phenomenological attempt to understand the Bharatiya Model of Liberation" awarded by ICSSR and a project "Ramayana-Beyond Ayodhya : Indigenous Knowledge Systems and Oral Philosophical Traditions of NorthEast India" funded by ICPR have been her current academic engagements.

Overview of the series

At its core, this lecture on 'What Is Environmental Ethics' asks: How should humans treat nature? Does nature have value beyond human use? Do animals, plants, rivers, or ecosystems have rights?. It deals with the key areas such as : Value of Nature: Is nature valuable only for humans (instrumental value)? Or does it have value in itself (intrinsic value)? Human vs Nature Relationship: Should humans dominate nature? (anthropocentrism) or are humans just one part of a larger ecological system? (ecocentrism). Moral Status of Non-Humans: Do animals have rights?; Should forests, rivers, and ecosystems be protected morally? Environmental Responsibility: Duties toward Future generations, Biodiversity and Climate balance Contemporary Issues: Environmental Ethics helps us think critically about climate change, deforestation, pollution and species extinction

Learning Objectives

- To understand the meaning and scope of Environmental Ethics
 - Grasp what environmental ethics is as a branch of Moral Philosophy
 - Understand how it extends ethical concern beyond humans to nature
- To examine different human–nature relationships
 - Analyze anthropocentric (human-centered), biocentric (life-centered), and ecocentric (ecosystem-centered) perspectives
 - Reflect on how these perspectives shape moral attitudes toward the environment
- To identify major environmental issues and ethical dilemmas
 - Climate change, biodiversity loss, pollution, deforestation
 - Recognize the moral questions embedded in these issues




EduTweets



Ministry of Education @EduMinOfIndia · Mar 9
माननीय प्रधानमंत्री श्री नरेन्द्र मोदी ने पोस्ट बजट वेबिनार के दौरान कहा कि नई पीढ़ी का नया माइंडसेट देश की सबसे बड़ी ताकत है।

उन्होंने इस ताकत को Capitalize करने के लिए हमारे Education System को निरंतर आधुनिक बनाए रखने की आवश्यकता पर बल दिया और कहा कि NEP 2020 ने इसके लिए Show more



Ministry of Education @EduMinOfIndia · Mar 9
Hon'ble Union Minister of Education Shri @dpradhanbjp addressed the concluding session of the Post Budget Webinar on the theme "Sabka Saath Sabka Vikas – Fulfilling Aspirations of People." The webinar focused on deliberating key reforms announced in the Union Budget and exploring Show more



UGC INDIA @ugc_india · Mar 14
UGC has released the result of the Expressions of Interest (Eoi) for the development of MOOCs in five thematic areas of Environmental Studies.

Read the UGC Notice:
ugc.gov.in/pdfnews/017734...



Ministry of Education @EduMinOfIndia · Mar 29
Glimpses from Foundational Literacy and Numeracy Assessment Test (FLNAT) under ULLAS: Nav Bharat Saaksharta Karyakram in Telangana on 29.03.2026.

The large-scale participation is an encouraging step towards Fully Literate Bharat by 2030.



Dharmendra Pradhan @dpradhanbjp · Apr 1
Each academic year brings us closer to realising the vision of National Education Policy 2020, placing curiosity, conceptual understanding, and holistic development at the heart of learning.

Sharing my thoughts:

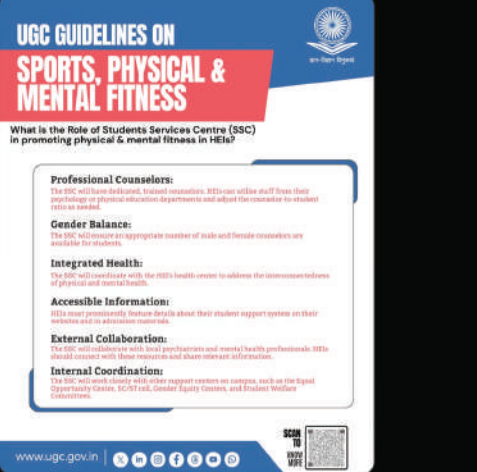


UGC INDIA @ugc_india · Mar 13
Empowering Student Well-being with SSCs!

Explore how Student Services Centres (SSCs) are strengthening support systems in HEIs by:

- Providing access to professional counselors
- Ensuring gender balance in counseling services
- Promoting integrated health through

Show more



Ministry of Education @EduMinOfIndia · Mar 28
Over 1 lakh registrations by aspiring explorers across the country!

A true testament to the incredible enthusiasm of our youth ✓

The momentum keeps growing, strengthening the spirit of #EkBharatShreshthaBharat 🇮🇳





CEC's Bouquet of 07 DTH Channels on **SWAYAM Prabha**

संस्कार | Sanskar

Channel No.01 – CEC-UGC - CH 01 & CH 02 are Merged

Channel Scope
Language and Literature; History, Culture & Philosophy

संवाहक | Samvahak

Channel No.02 – CEC-UGC - CH 04 & CH 05 are Merged

Channel Scope
Education and Home Science; Information,
Communication and Management Studies

कौटिल्य | Kautilya

Channel No.03 – CEC-UGC - 07

Channel Scope
Economics, Commerce and Finance

आर्यभट्ट | Aryabhata

Channel No.04 – CEC-UGC - CH 08

Channel Scope
Physical sciences, Mathematics, Physics, Chemistry

स्पंदन | Spandan

Channel No.05 – CEC-UGC - CH 09

Channel Scope
Life Sciences, Botany, Zoology, Bio-Science

दक्ष | Daksh

Channel No.06 – CEC-UGC - CH 40

Channel Scope
Applied Sciences, Allied Physical and
Chemical sciences and related subjects

Channel Name - व्यास | Uyas

Channel No.07 - CEC-UGC - 40

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Bold and driven, Aries leads with courage and clarity of purpose. Their dynamic energy and fearless spirit inspire action in others. A natural trailblazer, Aries turns challenges into opportunities. With passion and determination, they lead by example and uplift everyone around them.



Prof. (Dr.) Parikshat Singh Manhas
Director, CEC



12



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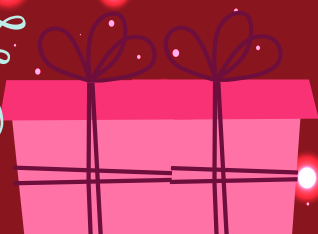


24

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Taurus are generally tough to figure out because they answer every question with a question. 

CEC wishes you all a very



Happy
Birthday

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