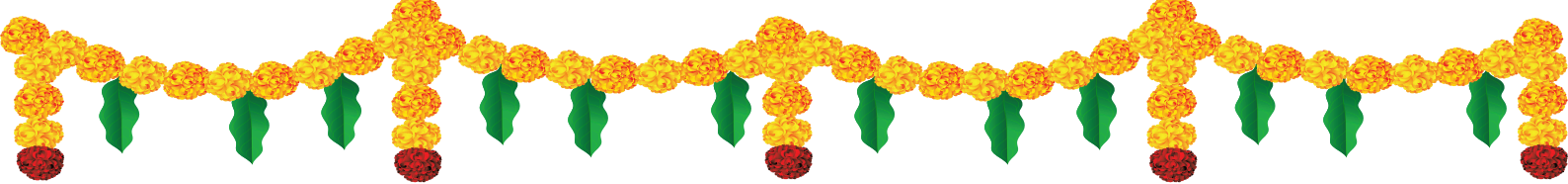


# CEC News



शैक्षिक संचार संकाय  
Consortium for Educational Communication  
(इलेक्ट्रॉनिक मीडिया पर विश्वविद्यालय अनुदान आयोग का एक अंतर-विश्वविद्यालय केन्द्र)  
(An Inter-University Centre of University Grants Commission on Electronic Media)





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Happy  
Diwali

प्रिय पाठकों,

रोशनी के त्योहार दीपावली के अवसर पर मैं आप सबको हार्दिक शुभकामनाएं प्रेषित करता हूं। आप सभी के लिए प्रकाश का यह त्योहार आनंद, नवोन्मेषी, शिक्षण एवं विकास के नवीन अवसरों को लेकर आए।

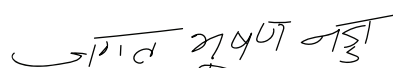
राष्ट्रीय शिक्षा नीति-2020 शिक्षार्थियों के चहुंमुखी विकास में बहु-विषयक और समग्र शिक्षा प्रावधानों पर जोर देती है। सीईसी इस दृष्टिकोण के अनुरूप, देशभर में कार्यशालाओं, प्रशिक्षण कार्यक्रमों की निरंतर श्रृंखला के माध्यम से डिजिटल शिक्षा में कृत्रिम बुद्धिमत्ता (एआई) के एकीकृत प्रयोग एवं सक्रियता को प्रोत्साहित कर रहा है। इन उपादानों का उद्देश्य शिक्षकों और शिक्षार्थियों को ज्ञान और तकनीकी संसाधनों से संवर्द्धित करना है, जिससे वे शिक्षण, अधिगम और मूल्यांकन के तरीकों को बेहतर बनाने के लिए एआई को प्रयोज्य करके और अधिक कौशल और समावेशी शिक्षा हेतु प्रशस्त कर सकेंगे।

राष्ट्रीय एकता दिवस पर हम सरदार वल्लभभाई पटेल के दृष्टिकोण- प्रत्येक भारतीय एकता और प्रगति के प्रकाश में निखरे और पल्लवित हो, के वक्तव्य को स्मरण करें। साथ ही शैक्षिक समावेशीकरण, शिक्षण संसाधनों की सर्वस्व तक पहुंच सुनिश्चित करने के लिए एआई प्रौद्योगिकी से लाभान्वित होकर अपनी प्रतिबद्धता सुनिश्चित करें। गांधी जयंती के अवसर पर हम महात्मा गांधी के शब्दों- 'जो परिवर्तन आप दुनिया में चाहते हैं उसका वाहक स्वयं बनें' पर विचार, के साथ ही एक उज्ज्वल और अधिक सुदृढ़ भविष्य के लिए डिजिटल शिक्षा में अत्याधुनिक एआई तकनीकी एकीकरण से युवा पीढ़ी के सशक्तिकरण की दिशा में प्रयासरत रहें।

सकारात्मक परिवर्तन के लिए सीईसी नवाचार और प्रौद्योगिकी उपादानों के प्रयोग के माध्यम से प्रतिबद्ध हैं, जिससे सर्वस्व शिक्षण का असीम क्षितिज विस्तारित होगा।

मैं, सभी शिक्षकों और शिक्षार्थियों को एआई तथा डिजिटल शिक्षा में जनित संभावनाओं को भावी अंगीकरण, सहयोग, समाहित करने के लिए प्रोत्साहित करता हूं, जिसमें सीईसी अग्रणी भूमिका निर्वहन के लिए तत्पर है।

जय हिन्द!



निदेशक - सी.ई.सी.

Dear Readers,

On the occasion of Diwali, I extend my heartfelt wishes to everyone. May the festival of lights bring joy, innovation, and new opportunities for learning and growth.

The National Educational Policy 2020 emphasizes multi-disciplinary and holistic education for the overall development of learners. In alignment with this vision, CEC has been actively promoting the use of Artificial Intelligence in digital education through a series of workshops and training programs across India. These initiatives aim to equip educators and learners with the knowledge and tools to harness AI for enhancing teaching, learning, and assessment methods, paving the way for smarter and more inclusive education.

On National Unity Day, we remember Sardar Vallabhbhai Patel's vision to see every Indian rise and shine in the light of unity and progress. We reaffirm our commitment to leveraging technology, including AI, to bridge educational gaps and ensure equitable access to learning resources. On Gandhi Jayanti, we reflect on Mahatma Gandhi's words, "Be the change that you wish to see in the world," and strive to empower youth by integrating cutting-edge technologies like AI into digital education for a brighter and more sustainable future.

At CEC, we are committed to using innovation and technology as tools for positive change, expanding the horizons of learning for all.

I encourage all educators and learners to embrace the future, collaborate, and explore the possibilities that AI and digital education offer, with CEC leading the way!

Jai Hind!



Director, CEC

# ELEVATING GIRLS THROUGH DIGITAL EDUCATION: BRIDGING KNOWLEDGE, CONFIDENCE, AND GENDER EQUALITY



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**A**

s we explore the transformative potential of digital education, it becomes clear that empowering girls is not just about access to information but also about fostering confidence and promoting gender equality. This article examines the multifaceted impact of digital education on girls and the necessity of addressing the challenges they face.

## **Empowering Knowledge and Critical Thinking Through Digital Access**

Digital education considerably improves girls' knowledge by giving access to a multitude of educational information and resources that were previously inaccessible due to geographic and socio-economic obstacles. The rise of digital technologies has revolutionized the educational landscape, allowing learners to overcome the traditional obstacles that often prevent them from acquiring skills and knowledge. This increased accessibility is particularly vital for girls, who have always faced disparities in educational opportunities. Thanks to digital platforms, girls can get involved in autonomous learning, which allows them to explore a diverse range of materials,

including those in critical fields of Science, Technology, Engineering and Mathematics (STEM). Research indicates that when girls are exposed to digital literacy programs, there is a marked improvement in their school performance and their future prospects (Bansal and Choudhary, 2024).

In addition, digital education facilitates the development of vital skills in analytical and critical thinking. Using online resources such as interactive courses, educational videos and collaborative platforms, girls can improve their understanding of STEM subjects, which are essential to navigate a rapidly evolving labour market. This new knowledge prepares them not only for future job opportunities but also enriches their global school experience. In this context, digital education catalyses intellectual growth and development.

## **Addressing Challenges and Strategies in Digital Education for Girls**

Despite its potential, the general implementation of digital education for girls is often hampered by several challenges, including limited internet access and inadequate support in the use of technology. In



many rural areas, the lack of infrastructure, such as stable electricity and internet connectivity, lays substantial obstacles to access to digital resources. The absence of advice and mentorship in the use of technological tools creates a gap of trust and competence among young learners. Without appropriate support systems, the transforming effects of digital education can remain out of reach for many girls.

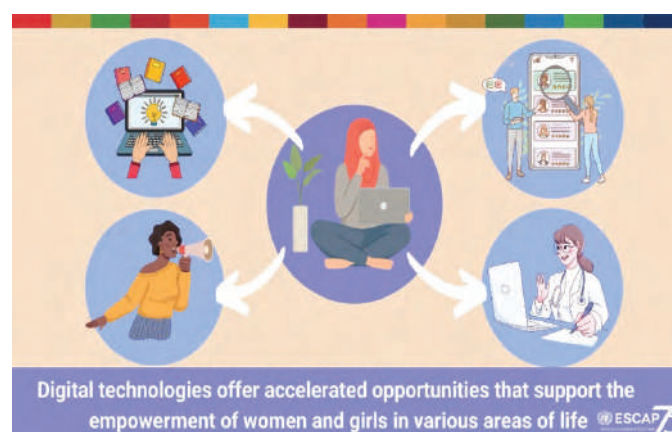
To effectively meet these challenges, targeted strategies are necessary. Community digital literacy initiatives can play a central role in filling the gap between technology and learners, especially in disadvantaged regions. These programs can be adapted to meet the specific needs of girls, providing them with the skills and confidence necessary to navigate in digital platforms. Training sessions that incorporate practical experience with technology, as well as mentoring of trained educators and community leaders, can promote a supportive learning environment. Such initiatives contribute not only to the improvement of digital skills, but also promote a culture of gender equality within the community.

### Fostering Success Through Stakeholder Involvement and Empowerment

The involvement of local stakeholders, such as parents, teachers and community organizations, is crucial for the success of these initiatives. By raising awareness of the importance of girls' education and digital literacy, these stakeholders can create a support ecosystem that encourages girls to participate in digital learning. Financial support mechanisms, such as scholarships for technological resources or Internet subscriptions, can also mitigate some of the access obstacles, allowing more girls to benefit from digital education.

To effectively implement digital education programs that empower girls, it is essential to recognize and process existing obstacles while promoting inclusive and united environments that promote learning. In doing so, we can exploit the potential of digital education to inspire a generation of autonomous girls who are equipped with the knowledge and skills necessary to prosper in an increasingly digital world., In addition to improving knowledge, digital education plays a crucial role in promoting girls' confidence and the promotion of gender equality by providing platforms for self-expression and empowerment through digital networks. The proliferation of online communities allows girls to connect with colleagues who share similar experiences and aspirations, promoting a sense of belonging and support that can mitigate the effects of social stereotypes. According to Roy et al. (2024), these platforms not only facilitate the exchange of ideas, but also train girls to articulate their thoughts and experiences, thus improving their self-esteem. For example, social networks and online forums can serve as means for girls to affirm their identities, advocate their rights and participate in discussions on relevant issues to their lives. This digital commitment is essential to encourage girls to see themselves as taxpayers capable of society, even more dissipating generalized stereotypes that often limit their potential.

However, systemic barriers continue to prevent girls from participating fully in these digital spaces. Cultural attitudes rooted in many societies often dictate that education and self-expression are mainly designated roles for boys, leaving marginalized girls. Kuteesa, Akpuokwe and Udeh (2024) argue that such biases are perpetuated by the lack of family support, where girls can face resistance to seeking access to educational technology or online



platforms. This situation is exacerbated in communities with limited resources, where families prioritize the education of boys over that of girls. The security concerns regarding online harassment and privacy problems can even more dissuade girls to participate fully in digital education. These challenges highlight the importance of addressing the sociocultural dynamics that influences girls access to digital learning resources.



### **Comprehensive Strategies for Equitable Access and Institutional Role**

To combat these barriers, it is imperative to implement comprehensive strategies that address the multifaceted nature of the problem. The awareness campaigns that highlight the benefits of digital education for girls can play an important role in changing cultural perceptions. These initiatives must aim to educate communities about the positive results associated with the participation of girls in digital education, as well as the essential role that families play to foster the aspirations of their daughters. Involving influential community leaders and models to follow in these campaigns can improve credibility and attract broader support.

In addition to community commitment, it is crucial to involve families in the process of supporting

girls' education. Programs that promote dialogue within families on the value of girls' education, both digital and traditional, can help overcome resistance. The workshops that focus on digital literacy not only equip girls with the necessary skills but also involve parents in the learning process, thus promoting a supportive environment. Educational institutions must prioritize gender equity in their programs, integrating curricula that are sensitive to the unique challenges faced by girls. This may include training educators to recognise and counteract gender biases in the classroom.

Finally, guaranteeing that digital tools are accessible remains an essential element in the movement towards gender equality in education. Providing subsidized devices, establishing community access points and improving Internet infrastructure in unattended areas can create opportunities for girls to get involved with digital education. By prioritizing equitable access to technology, interested parties can help create an environment that fosters growth, learning and participation, ultimately contributing to a more equitable society. In summary, when addressing barriers and proposing effective strategies, we can empower girls through digital education, reinforcing their right to knowledge, trust and equality in all aspects of life.



*Disclaimer: Views expressed in the article are personal.*

# AI AND ITS IMPACT ON TEACHING IN INDIA



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**A** few years ago, if someone had told you that a computer program could answer your questions, write your essays, or even make your teacher's life easier, you might have thought it was a scene from a science fiction movie. However, in 2025, this has become a part of daily life. Artificial Intelligence, or AI, has entered schools and colleges in India, and it is changing the way teaching and learning happen. AI simply means smart computer programs that can do tasks that usually need human thinking—like solving problems, giving explanations, or even creating pictures. Some well-known AI tools are ChatGPT, Google Gemini, and Khan Academy's AI tutor "KhanMigo." There are also Indian projects like Saksham AI and MindCraft that work in schools and colleges.

Across India, teachers use AI to prepare lessons, make slides, create practice questions, check answers, and even plan activities for different kinds of learners. In places like Delhi and Karnataka, smart boards with AI are now part of government school plans. These boards make it easy for teachers to show videos, diagrams, and interactive exercises in the middle of a lesson. In Nagpur, Maharashtra, India's first AI-powered Anganwadi has replaced chalkboards with smart screens. Children learn in a playful, hands-on way. The system keeps track of their learning progress and even records basic health details. Parents trust this system more, and attendance has gone up. This shows that AI is not

just for big cities or rich schools; it can help even in early childhood education. Colleges are also moving fast. BITS Pilani is building a massive "AI+" campus in Amaravati, Andhra Pradesh, investing over ₹1,200 crore in high-tech infrastructure. The All-India Council for Technical Education (AICTE) has declared 2025 as the "Year of AI" and is encouraging colleges to start AI labs and courses. This will reach lakhs of students across engineering, commerce, arts, and science streams. Even for individual students, big AI companies are introducing special learning tools. ChatGPT now has a free "Study Mode" in India that quizzes students, explains tough topics in steps, and gives extra practice. Google has introduced "Guided Learning" in Gemini AI to help students learn one step at a time, instead of just dumping answers. This shows a shift from "AI giving solutions" to "AI helping you understand."

AI's biggest gift to teachers is time. Preparing lessons, making test papers, and grading assignments can take hours. AI can now do the first draft of many of these tasks. For example, a teacher can ask an AI chatbot to prepare a set of history questions for Class 10. The teacher can then review and edit them, instead of starting from scratch. This means more time for explaining concepts and interacting with students. Students benefit too. If a student doesn't understand a science topic in class, they can ask AI to explain it again in simple words, give examples, or even show diagrams. Tools like Napkin AI turn text into visuals, and Leonardo AI can generate illustra-

tions for art or biology topics. Engineering students can use Saksham AI to solve programming problems with hints, not just answers, helping them learn logically.

But AI is not perfect. IIT Delhi conducted a survey where over 80% of students and 77% of faculty said they use AI tools. They also admitted that sometimes AI gives wrong or biased answers, and students can become too dependent on it. The institute has now made rules: disclose when you use AI, verify the content, and attend training sessions on responsible use. In rural areas, the MindCraft project is using AI to give each child a personal learning plan and a remote mentor. This helps when there aren't enough trained teachers. But challenges remain - weak internet, lack of computers, and low awareness about AI's limits. Another issue is fairness. Not all students can afford a personal computer or high-speed internet. This "digital divide" means some children will get the benefits of AI while others are left out. There's also the danger that students will simply copy AI answers for homework, losing the habit of thinking critically.

On a deeper level, AI makes us ask important questions. What does it mean to "learn" something? If AI can instantly give you an answer, does that mean you understand it? Philosophers call this an epistemological question—it's about how we know what we know. Education experts say learning is not only about having correct answers. It's also about asking questions, testing ideas, making mistakes, and understanding the process. Some thinkers compare AI in classrooms to calculators in maths. When calculators became common, people feared students would forget basic arithmetic. But over time, calculators became a tool to solve bigger problems faster—if students already understood the basics. The same can be true for AI: it should help with higher thinking, not replace basic understanding.

AI is now being used in almost every subject, from the arts to engineering. But how it is used, and whether it truly improves learning, depends on the way teachers and students handle it. In arts and humanities, AI helps in summarising long readings, translating difficult texts, and giving debate topics. For example, BA English students at Delhi University are using AI tools to turn old literary works into easy-to-read summaries so more people can enjoy them. This is helpful, but teachers make sure students still read the original text and think about its meaning.

In commerce and management, students in Mumbai colleges are using AI to analyse financial reports and prepare presentations on market trends. AI can quickly collect facts, make graphs, and suggest ideas. But students are told to double-check all figures and understand them before presenting. This keeps learning active instead of passive. In science and engineering, AI-powered simulations are helping students in places like NIT Warangal to run virtual experiments when lab equipment is not available. For computer science courses, coding assistants like GitHub Copilot and Indian tools like Saksham AI are guiding students through complex programming tasks, but without giving away the full solution immediately. In medical education, AI tools can label parts of an anatomy diagram, show a 3D model of a human organ, or generate patient case studies for practice. Medical colleges in Bengaluru are testing AI-based simulators to train students in diagnosis. Still, senior doctors stress that AI should only be a guide — the final decision must be made by a trained human.

Teachers can make AI a strong helper by following some simple steps: Use AI for drafts, not final answers; verify all AI content; encourage questions, not just answers; be open about AI use; and train regularly. Students should: use AI to understand, not to copy; cross-check answers; learn the basics first; be honest about AI use; and explore creatively.

Philosophical and ethical questions remain: How do we protect student data? How do we ensure AI tools are not biased? How do we prevent over-dependence?

AI has the potential to make learning more personalised, interactive, and accessible. In Delhi, smart boards and robotics labs are being introduced in government schools. In rural Rajasthan, AI is helping teachers plan lessons for children who speak different local languages. In Karnataka, PUC lecturers are experimenting with AI-generated visual notes to explain tough physics concepts. But to get the most from AI, India needs equal access, teacher training, and clear ethical guidelines. AI is here to stay. It can save time, spark creativity, and help personalise learning. But it must be used thoughtfully, with teachers guiding its role and students learning to think critically. If we do this, AI will not replace teachers — it will help them, and it will support students to learn better and become responsible, capable citizens. ★

*Disclaimer: Views expressed in the article are personal.*

## सीईसी में कार्मिकों के लिए राष्ट्रीय कर्मयोगी प्रवाही प्रशिक्षण-सत्र का आयोजन

राष्ट्रीय कर्मयोगी- वृहद् स्तर पर जन सेवा कार्यक्रम के तहत शैक्षिक संचार संकाय (सीईसी), नई दिल्ली में अधिकारियों, कर्मचारियों के लिए क्षमता निर्माण प्रशिक्षण कार्यक्रम का 16 और 23 सितंबर, 2025 को आयोजन किया गया।

डॉ. शत्रुद्ध, अनुसंधान वैज्ञानिक, सीईसी ने इसके प्रशिक्षण-सत्रों में अधिकारियों, कर्मचारियों को परिचालन उत्कृष्टता की पुनर्प्राप्ति और टीम-निर्माण तथा व्यक्तिगत गतिविधियों की एक श्रृंखला के माध्यम से सेवा अभिविन्यास विकसित करने में समन्वयक के रूप में मार्गदर्शन किया। प्रशिक्षण में राष्ट्र सेवा में 'सेवा भाव' को शामिल करने पर ध्यान केंद्रित करने से राष्ट्र के विकासात्मक लक्ष्यों और हितधारकों को अधिक प्रभावी तरीके से गहन अंतर्दृष्टि, स्पष्टता और प्रतिबद्धता बनाने के साथ बारे में जोर दिया गया।

इसमें लगभग 80 अधिकारी एवं कर्मचारियों ने सक्रियता और उत्साह से प्रशिक्षण कार्यक्रमों में सम्मिलित हुए। साथ ही इस बात पर विमर्श किया गया कि वे अपनी भूमिकाओं में सर्वश्रेष्ठ प्रदर्शन और डिजिटल शिक्षा के सीईसी के दृष्टिकोण को आगे बढ़ाने, राष्ट्र के विकसित भारत- 2047 लक्ष्य प्राप्ति में कैसे योगदान दे सकते हैं। प्रतिभागियों को व्यापक कार्यों, गतिविधियों और एक संसूचित मूल्यांकन प्रक्रिया पूर्ण करने के बाद 'राष्ट्रीय कर्मयोगी' का प्रमाण-पत्र भी प्रदान किया गया।

## CEC conducts Rashtriya Karmayogi Cascading Training for employees

The Consortium for Education Communication organised a cascading training (2 batches) under the Rashtriya Karmayogi - Large Scale Jan Sewa Programme on the 16th and 23rd of September, 2025, for its employees.

The training sessions, conducted by Dr Shatrudha, Research Scientist, CEC helped staff members rediscover operational excellence and develop service orientation through a series of team-building and individual activities. The training sessions focused on incorporating "Sewa Bhaav" in service to the nation, keeping in mind the Nation's developmental goals and stakeholders more effectively with deeper intent, clarity and commitment.

About 70 employees actively and enthusiastically participated in the training programmes, discussing how they could best perform in their own roles, taking CEC's vision of Digital Education ahead and contributing to the nation's ultimate goal of Viksit Bharat 2047. The participants earned their "Rashtriya Karmayogi" certificates after completing comprehensive tasks, activities and a graded assessment.



Dr. Shatrudha, Research Scientist, CEC conducts a cascading training under RK-LSJSP at CEC

सीईसी परिसर में राष्ट्रीय कर्मयोगी (वृहद् जन सेवा कार्यक्रम) के प्रवाही प्रशिक्षण-सत्र का संचालन करते डॉ. शत्रुद्ध, रिसर्च साइंटिस्ट, सीईसी।

# Rashtriya Karmayogi Cascading Training @ CEC



## Rashtriya Karmayogi Cascading Training @ CEC



## मैसूर विश्वविद्यालय: मूक्स सामग्री विकास पर दो दिवसीय एआई कार्यशाला का आयोजन

शैक्षिक संचार संकाय (सीईसी) द्वारा शैक्षणिक मल्टीमीडिया अनुसंधान केंद्र (ईएमआरसी) मैसूर के सहयोग से मैसूर विश्वविद्यालय में 3 और 4 सितंबर, 2025 को 'आर्टिफिशियल इंटेलिजेंस: मूक्स सामग्री विकास' विषय पर दो दिवसीय कार्यशाला का आयोजन किया गया। कार्यशाला के प्रारंभ के अवसर पर स्वागत भाषण में प्रो. सपना एम. एस., निदेशक, ईएमआरसी मैसूर ने कहा कि देशभर में संचालित ईएमआरसी मूक्स सामग्री को एआई-संवर्द्धित माध्यम से निर्मित करने हेतु डिजिटल परावर्तन में अग्रणी हैं। इस अवसर पर डॉ. रक्षक जैन, परियोजना प्रभारी- स्वयं एवं स्वयंप्रभा, सीईसी नई दिल्ली ने कहा कि यह पहल शिक्षा के क्षेत्र में प्रसारण, वेबकास्ट और ऑनलाइन प्लेटफॉर्म के माध्यम से लाभान्वित होने के सीईसी के दीर्घकालिक उद्देश्यों को दर्शाती है।

कार्यशाला के समापन कार्यक्रम में प्रो. जगत भूषण नड्डा, निदेशक, सीईसी, नई दिल्ली ने शिक्षा के क्षेत्र में सकल पंजीकरण अनुपात (जीईआर) को 50% तक पहुंचाने की सरकार की दृष्टिका को रेखांकित कर कहा कि एआई-संवर्द्धित ऑनलाइन शिक्षा ही अग्रगामी रहने का एकमात्र व्यावहारिक विकल्प है। उन्होंने स्वयं प्लेटफॉर्म में डिग्री पाठ्यक्रम विकसित करने में समस्त ईएमआरसी द्वारा प्रदत्त महत्वपूर्ण योगदान पर भी प्रकाश डाला। इस अवसर पर प्रो. लोकनाथ एन. के., कुलपति, मैसूर विश्वविद्यालय ने एआई पर अति निर्भरता के प्रति सजग रहने का आग्रह किया। उन्होंने कहा कि एआई से जनित सामग्री में तथ्यात्मक गलतियां होने की आशंका के चलते हमेशा इसकी दोबारा जांच की जानी आवश्यक है। साथ ही उन्होंने कहा कि एआई को मानवीय प्रयासों के पूरक के रूप में प्रयोग किया जाना चाहिए और इस कार्य में एआई की बजाए मानव मेधा को सर्वोच्च प्राथमिकता मिलनी चाहिए।

इस कार्यशाला के माध्यम से डिजिटल सामग्री निर्माण में एआई-संवर्द्धित उपकरणों, शैक्षणिक उपादानों और नैतिकता आदि के सामंजस्य के लिए विषय विशेषज्ञ, संकाय सदस्य और चिकित्सा क्षेत्र के विशेषज्ञों को एक प्लेटफॉर्म प्रदान किया गया। इस कार्यक्रम में उच्च शिक्षा के रूपांतरण में कृत्रिम बुद्धिमत्ता (आर्टिफिशियल इंटेलिजेंस) की बढ़ती भूमिका के साथ ही इस बात पर भी जोर दिया गया कि शिक्षक अधिगम प्रक्रिया के केंद्र में बने रहेंगे।

## Two-Day AI Workshop for MOOC Content Development held at the University of Mysore

A two-day workshop on Artificial Intelligence: Content Development for MOOCs was organised by the Consortium for Educational Communication (CEC), in collaboration with EMRC, Mysore, University of Mysore, on the 3rd and 4th of September, 2025. In her welcome address, Prof. Sapna M. S., Director, EMRC Mysore, observed that EMRCs nationwide are at the forefront of digital transformation through AI-led content creation for MOOCs. Dr. Rakshak Jain, Project Coordinator for SWAYAM and SWAYAM Prabha, CEC New Delhi, noted that the initiative reflects CEC's long-standing mission to leverage broadcast, webcast, and online platforms for education.

At the valedictory function, Prof. Jagat Bhushan Nadda, Director, CEC New Delhi, underlined the government's mandate to raise the Gross Enrollment Ratio (GER) to 50%, noting that AI-enabled online education is the only viable path forward. He also highlighted the significant contribution of EMRCs in developing degree programmes for the SWAYAM platform. Prof. Lokanath N. K., Vice-Chancellor, University of Mysore, cautioned against over-reliance on AI. "Even AI can go wrong—we must always cross-check details. AI must supplement human endeavours, but the human mind should remain ultimate, rather than giving AI the upper hand," he remarked.

The programme brought together experts, faculty, and practitioners to explore AI-driven tools, pedagogical practices, and ethical considerations in digital content creation. The event underscored the growing role of Artificial Intelligence in reshaping higher education, while reaffirming that teachers remain central to the learning process.

## ईएमआरसी रुड़की: स्वयं मूक्स पर जागरूकता कार्यक्रम का आयोजन

शैक्षिक मल्टीमीडिया अनुसंधान केंद्र (ईएमआरसी), रुड़की ने गम्यता विस्तार प्रयासों के तहत 30 अगस्त, 2025 को के.एल.डी.ए.वी.- पीजी कॉलेज, रुड़की में स्वयं मूक्स पाठ्यक्रम पर एक जागरूकता कार्यक्रम आयोजित किया। स्वयं मूक्स पाठ्यक्रमों की गम्यता, और इनमें शिक्षार्थियों की सहभागिता संवर्द्धन इस कार्यक्रम का उद्देश्य था।

इस दौरान ईएमआरसी रुड़की के दल में सम्मिलित सुश्री श्रुति भारद्वाज, निर्मात्री, श्री पुष्पम कुमार, निर्माण सहायक और सुश्री शशि रावत, निर्माण सहायक ने कॉलेज परिसर में जाकर प्रतिभागियों को स्वयं प्लेटफॉर्म के बारे में विस्तृत जानकारीयां प्रदान की। संवादात्मक सत्र में स्वयं प्लेटफॉर्म पर उपलब्ध विविध पाठ्यक्रमों के बारे में बताने के साथ ही प्लेटफॉर्म पर नामांकन-पंजीकरण प्रक्रिया से जुड़ा प्रस्तुतिकरण पेश किया, साथ ही ईएमआरसी रुड़की के दल ने मूक्स पाठ्यक्रम संबंधी सूचनात्मक विवरणिका का वितरण किया। इस जागरूकता कार्यक्रम में विज्ञान विषय- स्नातक स्तर में अध्ययनरत 96 शिक्षार्थी, कॉलेज के प्रधानाचार्य सहित 6 संकाय सदस्यों ने उत्साहपूर्ण सहभागिता की। यह कार्यक्रम स्वयं पहल के माध्यम से गुणवत्तापूर्ण डिजिटल शिक्षा के बारे में जागरूकता और गम्यता बढ़ाने की दिशा में एक सफल कदम साबित हुआ।

## SWAYAM MOOC Awareness Program conducted by EMRC Roorkee

As part of its outreach efforts, EMRC Roorkee conducted a SWAYAM MOOC Awareness Program at K.L.D.A.V. P.G. College, Roorkee, on 30th August 2025. The program aimed to promote the SWAYAM MOOC courses and encourage greater student participation in them.

A team from EMRC Roorkee, comprising Ms Shruti Bharadwaj, Producer, Mr Pushpam Kumar, Production Assistant, and Ms Shashi Rawat, Production Assistant, visited the college campus and engaged the participants with a comprehensive overview of the SWAYAM platform. The interactive session highlighted the diverse course offerings on SWAYAM, followed by a live demonstration of the enrollment process and distribution of informational flyers of MOOCs being offered by EMRC Roorkee. The event witnessed enthusiastic participation from 96 undergraduate science students and 6 faculty members, including the College Principal, proving to be a successful step toward increasing awareness and accessibility of quality digital education through the SWAYAM initiative.



Students attend the SWAYAM MOOCs Awareness programme organised by EMRC Roorkee

ईएमआरसी रुड़की द्वारा आयोजित स्वयं मूक्स पाठ्यक्रम पर जागरूकता कार्यक्रम में सम्मिलित शिक्षार्थी।



Subject Expert

**Dr Ananya Barua**

Affiliation

Associate Professor,  
Hindu College,  
University of Delhi.

## Greek Philosophy Series



**Scan for lectures**

### About the Expert

Dr. Barua is an accomplished scholar in the field of philosophy, specialising in the philosophy of mind. She earned her Master's degree in Philosophy from Hyderabad Central University in 2006, where she graduated as a gold medallist. She then pursued her PhD in Philosophy of Mind at Jawaharlal Nehru University, completing it in 2012. Her academic career is marked by numerous contributions to the field, including several published articles and her 2016 book, *Mental Content: Phenomenal or Intentional?* which has been well-received in academic circles. Dr. Barua has been teaching in the Department of Philosophy at Hindu College since 2009, where she currently holds the position of Associate Professor and serves as the Teacher-In-Charge for the current academic session. Beyond her teaching responsibilities, Dr. Barua is actively involved in research and academic projects. She is currently serving as a co-investigator on the God and Consciousness Project, funded by the John Templeton Foundation for the period 2023-2025. Her work continues to make significant contributions to the understanding of consciousness and the philosophy of mind.

### Overview of the series

**Greek Philosophy Series:** This lecture series explores Greek Philosophy, which can be better understood in a narrative of three chapters: early, middle, and late without too much jargon.

**Early Greek Philosophy (Pre-Socratics):** Around 600 BCE, thinkers in places like Miletus began seeking natural explanations for the world instead of attributing everything to the gods. They asked fundamental questions about existence and change: Thales proposed water as the source of everything, Heraclitus saw fire and constant change as central, while Parmenides denied change altogether, claiming that Being is one. These ideas marked the beginnings of science, physics, and metaphysics.

**Middle Greek Philosophy (Classical Period):** In the 5th-4th century BCE, philosophy's focus shifted from nature to human life, ethics, and knowledge. Socrates questioned concepts like justice and virtue, and was ultimately executed for his probing. Plato proposed a higher world of perfect Forms, such as Beauty and Justice. Aristotle, more empirical, emphasised observation and studied logic, biology, ethics, and politics. This era known as the "golden age" of philosophy laid the foundations of logic, ethics, and political thought.

**Late Greek Philosophy (Hellenistic & Roman Period):** From the 4th century BCE onward, philosophy shifted toward guiding personal life in a chaotic world. Stoics taught living by reason and accepting fate, Epicureans sought happiness through simple pleasures, and Skeptics suspended judgment to achieve calm. Later, Neoplatonism blended philosophy with religion, deeply influencing early Christian thought. Overall, the focus moved from science to inner peace and daily wisdom.

## Citation of the 16th Prakriti International Documentary Film Festival



Bharat Jadav



Scan for documentary

CATEGORY  
CATEGORY: **ENVIRONMENT**  
Hindi | 2023 | 00:17:36

**SCREENING**  
**MATRABHUMI KA VAIBHAV:**  
**PRAKRITIK KRISHI**

**SYNOPSIS** - The documentary on Natural Farming “मातृभूमि का वैभव- प्राकृतिक कृषि” offers an inspiring look at how we can heal the land and protect our health by changing our agricultural practices. It begins by examining the current state of farming, where heavy use of fertilizers and pesticides has damaged the soil and endangered our ecosystems. Despite these challenges, the film presents a hopeful solution: Natural Farming. Through heartwarming stories and real-life examples, viewers see how farmers are transforming their fields using natural methods. These farmers share their journeys of restoring soil health, fostering biodiversity, and producing healthier crops. Natural Farming not only rejuvenates the land but also reduces costs and increases yields, leading to greater economic stability for farmers.

The documentary highlights the profound benefits of returning to nature-based practices, painting a positive and hopeful picture of a sustainable future where farming works in harmony with the environment.

Bharat Jadav is currently working as a Producer at the Educational Multimedia Research Centre, Gujarat University, Ahmedabad. He holds a Master's degree in Development Communication from Gujarat University and is pursuing a doctoral degree in Journalism and Mass Communication. Bharat has produced over 20 documentaries and short films. He has also created 5 fresh MOOCs, 300+ modules of DTH programs, and 200+ modules for MOOCs translation projects. In August 2022, he was selected from 615 global applicants as one of 31 participants for the prestigious Documentary Summer School (DSS) organized by the Institute of Media and Journalism at Università della Svizzera Italiana and the Locarno International Film Festival in Switzerland. Growing up in rural Gujarat and later moving to Ahmedabad for higher education, Bharat experienced a profound cultural shift that deepened his connection to his roots.

**The Consortium for Educational Communication invites you!**

**CONTRIBUTE ARTICLES TO OUR MONTHLY NEWSLETTER!**

Following are the basic guidelines for article submissions:

Word Limit: **900-1200 words**

Topic: **Digital Education and related areas**

- Avoid plagiarism.
- The article can include subheadings/tables/bullet points.
- The article should include a catchy headline.
- Must include an opening paragraph and conclusion.
- Use communicative English.
- Publication of articles is subject to the scrutiny of the editorial board.

**How to Submit?**

- A Word file containing the article should be sent to [sanyacec@gmail.com](mailto:sanyacec@gmail.com) / [research.cec10@gmail.com](mailto:research.cec10@gmail.com)
- Attach a scanned passport-size photograph with a brief profile while sending the article (refer to the detailed guidelines)



Scan here for the detailed guidelines and attached form

**Please note: Contributions to the newsletter are voluntary and non-monetary.**

Refer to digital copies of the published newsletters at  
<https://cec.nic.in/cec/newsletter>

S. No.	Course ID	Course Title	Course Coordinator Name
1	cec25_hs126	Administration and Public Policy: Concepts and Theories	Dr. Esita Sur
2	cec25_hs134	Administrative Theory	Dr.Lakshman
3	cec25_cy13	Advances in Instrumentation and Chemical Data Analysis	Dr. Rajesh R. Parvatkar
4	cec25_mg22	Advertising and Brand Management	Prof. (Dr.) Mamta Brahmabhatt
5	cec25_hs140	Agrarian sociology	Prof.Ganesh Chinta
6	cec25_hs101	Agricultural Geography	Dr V Krishna Kumar
7	cec25_te02	Apparel Designing	A. Sarada Devi
8	cec25_bt07	Applied Entomology	Dr. Sannappa B
9	cec25_hs88	Applied Social Psychology	Rujuta Dhananjay Deshmankar
10	cec25_hs127	Aspects of European History (1780- 1939)	Prof. Subhas Ranjan Chakrobarty
11	cec25_bt16	Bacteriology and Virology	Dr. Madhumita Maitra
12	cec25_ed14	Basic Concepts in Education	Dr.S.Prakash
13	cec25_cy07	Basic concepts in Enzymology	Dr. Deepa G Muricken
14	cec25_mg19	Basics of Digital Marketing	Dr. Shilpa Bagdare
15	cec25_ge11	Basics of Forensic Science & Criminalistics	Prof. Debaish Bose
16	cec25_hs142	Bio Psychology	Dr. Hemlata Joshi
17	cec25_ed15	Braille & Assistive Devices	Dr. G. Victoria Naomi
18	cec25_mg14	Business Ethics	Archana Vechalekar
19	cec25_cm19	Business Mathematics	Prof.Karunesh Saxena
20	cec25_mg15	Business Planning & Project Management	Dr. Ravi Ahuja
21	cec25_mg17	Business Statistics	Dr. P. M. Shiva Prasad
22	cec25_cy12	Chemistry of d – Block Elements, Quantum Chemistry and Spectroscopy	Dr. Niraj Upadhyay
23	cec25_ma29	Combinatorial Mathematics	Dr. Resmi T
24	cec25_lw06	Commercial Law	Dr. Heena Basharat
25	cec25_cm13	Communication and Business Correspondence	Bageshree Deo
26	cec25_cs02	Computer Applications in Business	Dr.MS Maheshan
27	cec25_cs10	Computer Fundamentals	Dr. Sanjay Tanwani
28	cec25_hs85	Contemporary Political Economy	Dr. Wahida Shaikh
29	cec25_cm18	Cost Accounting	Amita Bissa
30	cec25_lg08	Critical Survey of Sanskrit Literature	Dr. Harish Chandra Tiwari   Dr. Prakash Chandra Pant
31	cec25_cs03	Cryptography	Dr Rajesh Kumar Bawa
32	cec25_cs04	Cyber Laws	Dr Vishal Goyal
33	cec25_bt13	Cytogenetics	Dr. Md. Niamat Ali
34	cec25_cs01	Data Mining	Mr. L. Abraham David
35	cec25_hs128	Democratic Awareness With Legal Literacy	Dr. Partha Pratim Paul
36	cec25_ed20	Developing Life Skills	Prof.(Dr) M N Musthafa
37	cec25_hs87	Development of Psychological Thought	Dr. Pallavi Kasande
38	cec25_hs146	Developmental Psychology	Dr. Koijam Sobita Devi
39	cec25_lb01	Digital Library	Dr. Jagdish Arora
40	cec25_mg18	Digital Marketing	Dr Tejinderpal Singh
41	cec25_hs135	Disaster Management	DR. D. K. Laldas
42	cec25_ma28	Discrete mathematics	Dr. MINIRANI S
43	cec25_ag08	Diseases of Horticultural Crops and their Management	Prof. Bireswar Sinha
44	cec25_ce02	Earth System Science	Prof.M S Sisodia
45	cec25_es04	Ecology and Environmental Pollution	Prof. Zafar A. Reshi
46	cec25_mg16	Ecommerce Technologies	G. Selva Jeba
47	cec25_ed21	Educational Psychology	Dr Sameer Babu M

# List of Courses for July - December 2025 Semester

CEC Helpdesk SWAYAM and  
SWAYAM Prabha [Direct Tel. No.]

011-24126425

Tentative Start date	Tentative End date	Host University/ Institute	No of credits	Level UG/PG	NCrF Level
14.07.2025	31.10.2025	St. Xavier's College (Autonomous), Kolkata	2	UG	5.5
14.07.2025	31.10.2025	Osmania University	5	UG	4.5
01.07.2025	31.10.2025	Goa University	4	PG	6.5
14.07.2025	31.10.2025	Gujarat University	3	UG	5.5
07.07.2025	31.10.2025	Osmania University	5	UG	5.5
07.07.2025	31.10.2025	University of Mysore	4	UG	5
14.07.2025	31.10.2025	EFLU, Hyderabad	4	UG	4.5
07.07.2025	31.10.2025	University of Mysore	4	UG	5
14.07.2025	31.10.2025	Savitribai Phule Pune University, Pune	4	UG	6
14.07.2025	31.10.2025	EMRC, St Xavier's College, Kolkata	3	UG	5.5
14.07.2025	31.10.2025	St. Xavier's College (Autonomous), Kolkata	4	UG	4.5
10.07.2025	31.10.2025	M.K.University, Madurai	2	UG	5.5
14.07.2025	31.10.2025	University of Calicut	4	UG	6
10.07.2025	31.10.2025	Devi Ahilya Viswavidyalaya, Indore	4	UG	5.5
14.07.2025	31.10.2025	Dr. Harisingh Gour Uuniversity, Sagar (M.P.)	2	UG	5.5
14.07.2025	31.10.2025	JNVU	5	UG	4.5
10.07.2025	31.10.2025	Avinashiingam Institute for Home Science and Higher Education for Women,Coimbatore	2	UG	5.5
14.07.2025	31.10.2025	Savitribai Phule Pune University, Pune	4	UG	5.5
14.07.2025	31.10.2025	JNVU	4	UG	5
14.07.2025	31.10.2025	Savitribai Phule Pune University, Pune	4	UG	5.5
17.07.2025	31.10.2025	University of Mysore	5	UG	4.5
14.07.2025	31.10.2025	Dept. of Chemistry Dr. Harisingh Gour Uuniversity, Sagar (M.P.)	4	UG	5.5
01.07.2025	31.10.2025	University of Calicut	5	UG	5
10.07.2025	31.10.2025	University of Kashmir	4	UG	4.5
14.07.2025	31.10.2025	Savitribai Phule Pune University, Pune	3	UG	5.5
07.07.2025	31.10.2025	University of Mysore	5	UG	4.5
10.07.2025	31.10.2025	Devi Ahilya Viswavidyalaya, Indore	4	UG	4.5
14.07.2025	31.10.2025	Savitribai Phule Pune University, Pune	5	UG	6
14.07.2025	31.10.2025	JNVU	5	UG	5
14.07.2025	31.10.2025	Uttarakhand Sanskrit University, Haridwar, Uttarakhand	5	UG	4.5
07.07.2025	31.10.2025	Punjabi University, Patiala	2	UG	5
07.07.2025	31.10.2025	Punjabi University, Patiala	4	UG	5
07.07.2025	31.10.2025	University of Kashmir	4	UG	4.5
14.07.2025	31.10.2025	M.K.University, Madurai	4	UG	5.5
14.07.2025	31.10.2025	St. Xavier's College (Autonomous), Kolkata	2	UG	5
14.07.2025	31.10.2025	University of Calicut	4	UG/PG	5.5
14.07.2025	31.10.2025	Savitribai Phule Pune University, Pune	5	UG	6
07.07.2025	31.10.2025	Manipur University	5	UG	5.0
14.07.2025	31.10.2025	Central University of Himachal Pradesh	5	PG	6
07.07.2025	31.10.2025	Panjab University, Chandigarh	4	PG	6.5
07.07.2025	10.10.2025	Osmania University	5	UG	5.5
14.07.2025	31.10.2025	University of Calicut	2	UG	5.5
07.07.2025	31.10.2025	Manipur University	3	UG	4.5
14.07.2025	31.10.2025	JNVU	4	UG	4.5
07.07.2025	31.10.2025	University of Kashmir	4	UG	4
10.07.2025	31.10.2025	M.K.University, Madurai	4	UG	5.5
14.07.2025	31.10.2025	Jamia Millia Islamia	2	UG	5.5

S. No.	Course ID	Course Title	Course Coordinator Name
48	cec25_hs119	Effective Decision Making	Dr. Muhd. Muzammil
49	cec25_bt10	Endocrinology	Dr. Manzoor A. Mir
50	cec25_as06	Enhancement of Vocal Skills	Dr. Shashank
51	cec25_cm16	Entrepreneurship Development	Dr. Nilam Panchal
52	cec25_mg23	Entrepreneurship Skills	Dr. Pradip Prajapati
53	cec25_hs102	Environment Policy and Administration	Dr. Tejpal Dhewa
54	cec25_hs98	Environmental Economics	Prof Ravindra Kumar
55	cec25_ce04	Environmental Geology	Prof. L. P. Chourasia and Dr. G. K. Singh
56	cec25_ge10	Environmental Issues In India	Dr. Javid A Parray
57	cec25_hs141	Environmental Sociology	Prof.Satyapriya Routh
58	cec25_bt17	Environmental, Food & Dairy Microbiology	Dr. Debjani Dutta
59	cec25_hs145	Feminism: Theory & Practice	Ningombam Shreema Devi
60	cec25_ma27	Finite Element Methods	Dr. Tamal Pramanick
61	cec25_bt14	Fish & Fisheries	Dr. Kespi A Pithawala
62	cec25_ed24	Fitness Management	Prof. M. Chourjit
63	cec25_as05	Foundation Course in Kathak	Prof. Amita Dutt
64	cec25_ma33	Functional Analysis	DR. MANTU SAHA
65	cec25_ag06	Functional Foods and Nutraceuticals	Dr Rekha Sharma
66	cec25_hs103	Fundamentals of Citizen-Centric Governance	Prof Raj Kumar Siwach
67	cec25_cm14	Fundamentals of Insurance	Dr.K.Uma
68	cec25_mg13	Fundamentals of Office Management and Methods	Dr. Rupali Sheth
69	cec25_bt18	General Microbiology	Dr. Ishwori Laitonjam
70	cec25_hs83	General Psychology	Dr. Shradha Sakatkar
71	cec25_hs109	Glimpses of Indian Writing in English	Dr.Bindu Ann Philip
72	cec25_ma26	Group Theory I	Dr.Ragi Puthan Veettil
73	cec25_hs130	Health Psychology	Dr. Anne Samyukta
74	cec25_lg09	Hindi Bhasha ka Udbhav aur Vikas	Dr. Ganga Sahay Meena
75	cec25_hs104	History of India - VI (C.1750-1875)	Dr Vikas Rathee
76	cec25_hs118	History of India-II	Dr. Younus Rashid
77	cec25_hs147	History of USA-II	Dr. Bhabananda Singh Takhellambam
78	cec25_ge06	Hospitality Industry in Tourism	Prof. H. Rajashekar
79	cec25_mg21	HRM For Non-HR Managers	Dr. Margie Parikh
80	cec25_bt03	Human Genetics	Prof N B Ramachandra
81	cec25_ed17	Human Growth and Development	Dr. K.Sambath Rani
82	cec25_cy11	Human Nutrition and Biochemistry	Dr Vipparti Vijaya Lakshmi
83	cec25_hs143	Human Rights and Humanitarian law	Dr. N. Pramod
84	cec25_ed22	ICT Skills in Education	Dr. Ismail Thamarasseri
85	cec25_ed18	Identification of Children with Visual Impairment and Assessment of Needs	Mrs. R. Nagomi Ruth
86	cec25_bt20	Immunology	Dr. Reena Haobam
87	cec25_cm15	Income Tax Law & Practice	Dr. Suresh Patidar
88	cec25_hs133	Indian Administration	Prof.Y.Pardhasaradhy
89	cec25_as04	Indian Classical Dance - Kathak	Pta. Maneesha Sathe
90	cec25_hs124	Indian Culture & History	Prof. Shiv Shankar Mishra
91	cec25_hs93	Indian Economy	Dr. RAJESHWARI GM
92	cec25_hs94	Indian Economy-II	Dr Oshma Rosette Pinto
93	cec25_hs125	Indian Political Thought - I	Dr. Jhumpa Mukherjee
94	cec25_hs92	Indian Society – Social Problems & Issues	Dr.Sobhana Mishra

# List of Courses for July - December 2025 Semester

CEC Helpdesk SWAYAM and  
SWAYAM Prabha [Direct Tel. No.]

011-24126425

Tentative Start date	Tentative End date	Host University/ Institute	No of credits	Level UG/PG	NCrF Level
07.07.2025	31.10.2025	University of Kashmir	2	UG	4
07.07.2025	31.10.2025	University of Kashmir	4	UG	5.5
01.07.2025	31.10.2025	Goa University	4	UG	4.5
14.07.2025	31.10.2025	Gujarat University	4	UG	5
14.07.2025	31.10.2025	Gujarat University	3	UG	5.5
14.07.2025	31.10.2025	Central University of Haryana, Mahendergarh	5	UG	5
07.07.2025	31.10.2025	University of Mysore	5	UG	5
14.07.2025	31.10.2025	Dr. Harisingh Gour University, Sagar (M.P.)	2	UG	4.5
07.07.2025	31.10.2025	University of Kashmir	5	UG	4
14.07.2025	31.10.2025	Osmania University	4	PG	5.5
14.07.2025	21.09.2025	St. Xavier's College (Autonomous), Kolkata	4	UG	5
07.07.2025	31.10.2025	Manipur University	5	UG	5.0
07.07.2025	31.10.2025	University of Calicut	5	UG	5.5, 6, 6.5
14.07.2025	31.10.2025	Gujarat University	4	UG	5
07.07.2025	31.10.2025	Manipur University	4	UG	5.0
07.07.2025	31.10.2025	St. Xavier's College (Autonomous), Kolkata	2	UG	5
14.07.2025	31.10.2025	University of Calcutta	4	PG	6.5
07.07.2025	31.10.2025	Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur	4	PG	6.5
14.07.2025	31.10.2025	Chaudhary Devi Lal University, Sirsa	4	UG	5.5
10.07.2025	31.10.2025	M.K.University, Madurai	4	UG	5.5
14.07.2025	31.10.2025	Savitribai Phule Pune University, Pune	4	UG	5.5
07.07.2025	31.10.2025	Manipur University	4	UG	5.0
14.07.2025	31.10.2025	Savitribai Phule Pune University, Pune	5	UG	6
14.07.2025	31.10.2025	University of Calicut	4	UG	4.5 & 5
07.07.2025	05.10.2025	University of Calicut	5	UG	5.5
14.07.2025	31.10.2025	EFLU, Hyderabad	4	UG	5.5
14.07.2025	31.10.2025	Jawaharlal Nehru University	4	PG	6.0-7.0
14.07.2025	31.10.2025	Central University of Punjab, Bathinda	5	UG	5
07.07.2025	31.10.2025	University of Kashmir	5	UG	4
07.07.2025	31.10.2025	Manipur University	5	UG	5.0
07.07.2025	31.10.2025	University of Mysore	4	UG	4.5
14.07.2025	31.10.2025	Gujarat University	4	UG	5.5
07.07.2025	31.10.2025	University of Mysore	4	UG	5
10.07.2025	31.10.2025	Avinashiingam Institute for Home Science and Higher Education for Women,Coimbatore	2	UG	5.5
14.07.2025	31.10.2025	EFLU, Hyderabad	4	UG	5.5
07.07.2025	31.10.2025	Manipur University	4	UG	5.0
14.07.2025	31.10.2025	Mahatma Gandhi University	4	UG/PG	7
10.07.2025	31.10.2025	Avinashiingam Institute for Home Science and Higher Education for Women,Coimbatore	2	UG	5.5
07.07.2025	31.10.2025	Manipur University	4	UG	5.0
10.07.2025	31.10.2025	Devi Ahilya Viswavidyalaya, Indore	5	UG	5
14.07.2025	31.10.2025	Osmania University	5	UG	4.5
14.07.2025	31.10.2025	Savitribai Phule Pune University, Pune	4	UG	5.5
01.07.2025	31.12.2025	Sri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeeth	4	PG	5.5
07.07.2025	31.10.2025	University of Mysore	5	UG	4.5
07.07.2025	31.10.2025	University of Mysore	5	UG	4.5
14.07.2025	31.10.2025	St. Xavier's College (Autonomous), Kolkata	5	UG	5.5
10.07.2025	31.10.2025	M.K.University, Madurai	4	UG	5.5

S. No.	Course ID	Course Title	Course Coordinator Name
95	cec25_bt15	Industrial Microbiology and Immunology	Dr. Kasturi Sarkar
96	cec25_cs05	Information Security	Dr Maninder Singh
97	cec25_cy09	Inorganic Materials of Industrial Importance	Prof. P. Ghalsasi Dr. R. N. Jadeja
98	cec25_mg25	Integrated Marketing Communication and Sales force	Dr. Soma Nath
99	cec25_hs95	Intermediate Macroeconomics - I	Dr. Venkatesh R
100	cec25_ge09	Introduction to Advertising	Dr. Narayan Patidar
101	cec25_hs96	Introduction to Comparative Government and Politics	DR. RAGHU B T
102	cec25_cs06	Introduction to Data Structures	Dr Gurpreet Singh Lehal
103	cec25_hs129	Introduction to Indian Literature in English: Colonialism to Postcolonialism	Dr. Jai Singh
104	cec25_mg27	Introduction to Marketing Management - 1	Dr. Nambram Amulkumar
105	cec25_hs105	Introduction to Public Administration	Prof Ajmer Singh Malik
106	cec25_cs07	Introductory Concepts of Digital Computing	Ms. Betsy Chacko
107	cec25_hs99	Introductory Microeconomics	Dr Reshma Chengappa
108	cec25_lg10	Introductory Sanskrit: Grammar	Prof. Jaikant Singh Sharma
109	cec25_lw05	Law of Torts	Dr. Aneeda Jan
110	cec25_lw07	Law Relating To Companies, Securities, Insolvency And Bankruptcy in India	Prof. (Dr.) G. B. Reddy
111	cec25_ma23	Logic And Sets	Mohamed Nishad Maniprambath
112	cec25_cm17	Management Accounting	Dr. Deepak Raste
113	cec25_bt08	Marine Biotechnology	Dr.V.Arul
114	cec25_mg20	Mathematical Economics	Sikha Ahmad
115	cec25_hs106	Mathematical Methods for Economics-II	Prof. Anupama
116	cec25_hs84	Negotiation and Conflict Management	Dr. Sachin Surve
117	cec25_hs114	NGO'S and Sustainable Development	Dr. L. Suganthi
118	cec25_ph01	Nuclear and Particle physics	Dr. G. Sasikala
119	cec25_ma32	Numerical Analysis	Dr. Madhumangal Pal
120	cec25_ma24	Numerical Methods	Dr. Mansoor P
121	cec25_cs09	Operating systems	Dr. N. Thangaraj
122	cec25_ma30	Operations Research	Prof. Bibhas Chandra Giri
123	cec25_mg24	Organizational Behaviour	Prof Rishipal
124	cec25_ce03	Palaeontology	Dr. G. K. Singh
125	cec25_ma31	Partial Differential Equations	Alaka Das
126	cec25_hs132	Pedagogy of Teaching English	Dr Swathi Mulinti
127	cec25_mg12	Personality Development	Dr. Sweta Sanjog Metha
128	cec25_hs111	Photojournalism	Dr. Radhika Khanna
129	cec25_bt12	Phychology and Microbiology	Dr. Syed Wilayat Rizvi
130	cec25_hs100	Physical Geography - Climatology and Oceanography	Dr. Arun Das
131	cec25_bt19	Plant Biochemistry and Plant Biotechnology	Prof. K. Sanataombi
132	cec25_bt06	Plant Pathology and Soil Health	Dr. Vindhya K
133	cec25_bt09	Plant Physiology and Plant Tissue Culture	Dr. Monica Jain
134	cec25_bt11	Plant Systematics	Dr. Anzar A. Khuroo
135	cec25_ag07	Post Harvest Management of Fruits and Vegetables	Dr. Nongallei Pebam
136	cec25_hs122	Principles of Macroeconomics I	Dr Kamlesh Gakhar
137	cec25_lg11	Proficiency Course in French	Dr.Kanchan Chakravarty
138	cec25_lg12	Proficiency Course in Russian	Dr Pusp Ranjan
139	cec25_lg13	Proficiency Course in Spanish	Dr T Srivani
140	cec25_ed16	Psycho Social and Family Issues of Individuals with Visual Impairment	Mrs. R.Shanthi

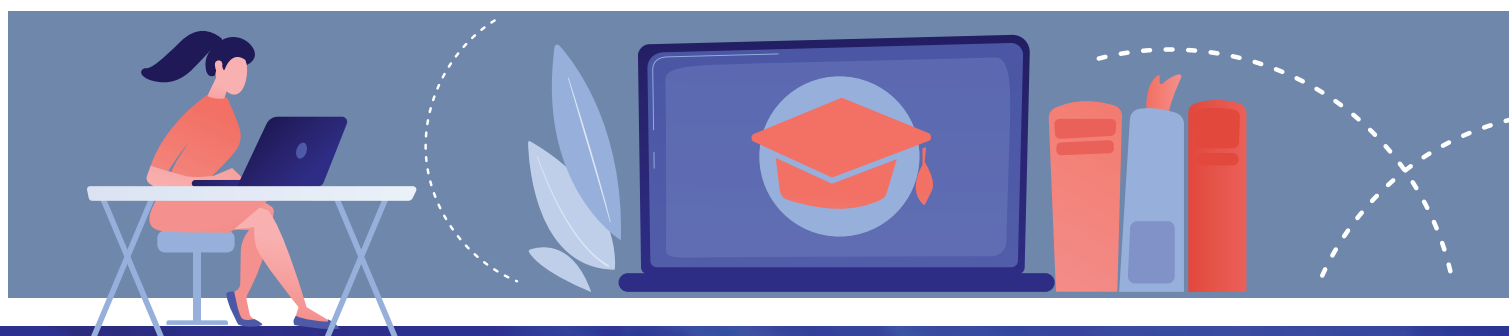
# List of Courses for July - December 2025 Semester

CEC Helpdesk SWAYAM and  
SWAYAM Prabha [Direct Tel. No.]

011-24126425

Tentative Start date	Tentative End date	Host University/ Institute	No of credits	Level UG/PG	NCrF Level
14.07.2025	31.10.2025	St. Xavier's College (Autonomous), Kolkata	4	UG	5.5
07.07.2025	31.10.2025	Thapar University, Patiala	4	UG	5
14.07.2025	31.10.2025	The M. S. University of Baroda, Vadodara, Gujarat	4	UG	5.5
14.07.2025	31.10.2025	EMRC, St Xavier's College, Kolkata	2	UG	5.5
07.07.2025	31.10.2025	University of Mysore	5	UG	4.5
10.07.2025	31.10.2025	Devi Ahilya Viswavidyalaya, Indore	3	UG	4.5
07.07.2025	31.10.2025	University of Mysore	5	UG	4.5
07.07.2025	31.10.2025	Punjabi University, Patiala	2	UG	5
14.07.2025	31.10.2025	EFLU, Hyderabad	5	UG	5
07.07.2025	31.10.2025	Manipur University	2	UG	4.5
07.07.2025	31.10.2025	Chaudhary Devi Lal University, Sirsa	4	PG	6.5
14.07.2025	31.10.2025	University of Calicut	4	UG	5.5
07.07.2025	31.10.2025	University of Mysore	5	UG	5
15.07.2025	31.10.2025	Shri Lal Bahadur Shastri National Sanskrit University, New Delhi-16	4	PG	5.5
01.07.2025	31.10.2025	University of Kashmir	2	UG	4
14.07.2025	31.10.2025	EFLU, Hyderabad	4	UG	5.5
14.07.2025	31.10.2025	University of Calicut	2	UG	5.5
14.07.2025	31.10.2025	Gujarat University	4	UG	4.5
14.07.2025	31.10.2025	Pondicherry University	4	UG	5.5
14.07.2025	31.10.2025	Doon University, Dehradun	4	PG/UG	5.5-6
07.07.2025	31.10.2025	Punjabi University, Patiala	5	UG	5
14.07.2025	31.10.2025	Savitribai Phule Pune University, Pune	4	UG	6
14.07.2025	31.10.2025	Anna University	5	UG	5.5
14.07.2025	31.10.2025	M.K.University, Madurai	4	UG	5.5
14.07.2025	31.10.2025	Calcutta University	4	PG	6.5
07.07.2025	31.10.2025	University of Calicut	4	UG	6
14.07.2025	31.10.2025	Anna University	4	UG	5
14.07.2025	31.10.2025	University of Calcutta, Kolkata	4	PG	6.5
14.07.2025	31.10.2025	Shri Vishwakarma Skill University, Dudhola, Palwal, Haryana	4	UG/PG	6
14.07.2025	31.10.2025	Dr. Harisingh Gour Uuniversity, Sagar (M.P.)	4	UG	6
06.07.2025	31.10.2025	University of Calcutta	4	PG	6.5
14.07.2025	31.10.2025	EFLU, Hyderabad	4	UG	6
14.07.2025	31.10.2025	Savitribai Phule Pune University, Pune	4	UG	5.5
14.07.2025	31.10.2025	Pondicherry University	5	UG/PG	5
07.07.2025	31.10.2025	university of kashmir	4	UG	4.5
07.07.2025	31.10.2025	University of Mysore	4	UG	4.5
07.07.2025	31.10.2025	Manipur University	4	UG	5.0
07.07.2025	31.10.2025	University of Mysore	4	UG	4.5
10.07.2025	31.10.2025	Devi Ahilya Viswavidyalaya, Indore	4	UG	5.5
07.07.2025	31.10.2025	University of Kashmir	4	UG	4.5
07.07.2025	31.10.2025	Manipur University	4	UG	5.0
14.07.2025	31.10.2025	Maharshi Dayanand University, Rohtak	4	UG	5
14.07.2025	31.10.2025	EFLU, Hyderabad	5	UG	4.5
14.07.2025	31.10.2025	EFLU, Hyderabad	4	UG	4.5
14.07.2025	31.10.2025	EFLU, Hyderabad	5	UG	4.5
14.07.2025	31.10.2025	Avinashiingam Institute for Home Science and Higher Education for Women,Coimbatore	2	UG	5.5

S. No.	Course ID	Course Title	Course Coordinator Name
141	cec25_hs110	Psychology at Work	Dr. Devi Soumyaja
142	cec25_hs121	Psychology For Health And Well-Being	Dr. Yasir Hamid Bhat
143	cec25_ed23	Psychology Of Development And Learning	Prof. (Dr.O A. Hameed
144	cec25_hs117	Psychology of Individual Differences	Dr Manzoor Ahmad Rather
145	cec25_hs144	Public Economics	Dr. Shreedha Chungkham
146	cec25_hs86	Public Personnel Administration	Dr. A Ramakumar
147	cec25_cy10	Quantum Chemistry, Spectroscopy & Photochemistry	Prof. P. Ghalsasi Dr. Amar Ballabh
148	cec25_hs107	Regulatory Governance	Dr Tarun Arora/ Dr Sharanjit
149	cec25_lw04	Research Methodology	Prof.G.S.Bajpai
150	cec25_ed13	Research Methodology in Education	Dr. Shefali Pandya
151	cec25_mg26	Retail Business Management	Dr. Meeta Nihalani
152	cec25_hs97	Rural Local Governance	Dr. Chandrika. C.S
153	cec25_ag05	Silkworm rearing and reeling technology	Dr Divya
154	cec25_hs139	Social Case Work	Dr.Kanakadurga
155	cec25_hs120	Social Formation and Cultural Patterns of Ancient World	Dr Abdul Rashid Lone
156	cec25_hs131	Social Psychology	Dr.P.Swathi
157	cec25_hs138	Social welfare Administration	Dr.V.Bhaskaran
158	cec25_hs137	Social work Research	Dr.T.Saraswathi
159	cec25_hs115	Sociological Research Methods - II	Dr. Sarika Dixit
160	cec25_hs108	Sociology of Gender	Dr. Jasleen Kewlani
161	cec25_hs90	Sociology of India - 1	Dr.B.Geetha
162	cec25_hs91	Sociology of Religion	Dr.C.Juston Selvaraj
163	cec25_cs08	Software Engineering	Dr. R. Bhaskaran
164	cec25_cy08	Solutions, Phase Equilibrium, Conductance, Electrochemistry & Functional Group Organic Chemistry-2	Dr. A. A. Ajmeri Dr. Amar Ballabh
165	cec25_hs112	Statistical Methods for Psychological Research - II	Dr. Tirupathi Rao Padi
166	cec25_hs89	The Moral and Social Philosophy of Mahatma Gandhi	Dr. Namita Nimbalkar
167	cec25_ma25	Theory of Real Functions	Dr. Anjaly Kishore
168	cec25_ge07	Tourism and Travel Management	Mr N. Roopesh Kumar
169	cec25_ge08	Tourism Planning and Sustainable Development	Prashant Kumar Gautam
170	cec25_hs123	Understanding Heritage	Dr. Yogambar Singh Farswan
171	cec25_hs116	Understanding South Asia	Dr Khalid Wasim Hasan
172	cec25_hs148	United Nations and Global Conflict	Dr. Arambam Noni Meetei
173	cec25_hs113	Urban Local Governance	Dr. N. Ansuman Rabboni
174	cec25_hs136	Urban Sociology and Urban Development	Dr. Vinita Pandey
175	cec25_bt05	Virology	Dr. K. R. Maruthi
176	cec25_bt04	Wild Life and its Conservation	Dr S Basavarajappa
177	cec25_ed19	Yoga	Dr. Jagdish Singh
178	cec25_hs149	Youth, Gender and Identity	Dr. Naziya Hasan



# List of Courses for July - December 2025 Semester

CEC Helpdesk SWAYAM and  
SWAYAM Prabha [Direct Tel. No.]

011-24126425

Tentative Start date	Tentative End date	Host University/ Institute	No of credits	Level UG/PG	NCrF Level
14.07.2025	31.10.2025	Cochin University of Science and Technology	5	UG	6
07.07.2025	31.10.2025	University of Kashmir	5	UG	5.5
14.07.2025	31.10.2025	University Of Calicut	4	UG	5.5
07.07.2025	31.10.2025	University of Kashmir	4	UG	4.5
07.07.2025	31.10.2025	Manipur University	5	UG	5.0
14.07.2025	31.10.2025	Savitribai Phule Pune University, Pune	5	UG	6
14.07.2025	31.10.2025	The M. S. University of Baroda, Vadodara, Gujarat	4	UG	5.5
14.07.2025	31.10.2025	Central University of Punjab, Bathinda	5	UG	5
07.07.2025	31.10.2025	National Law University, Delhi	4	PG	8
14.07.2025	31.10.2025	Savitribai Phule Pune University, Pune	4	PG	6.5
14.07.2025	31.10.2025	JNVU	4	UG	5
07.07.2025	31.10.2025	University of Mysore	5	UG	4.5
07.07.2025	31.10.2025	University of Mysore	4	UG	4.5
14.07.2025	31.10.2025	Osmania University	4	UG	4.5
07.07.2025	31.10.2025	University of Kashmir	5	UG	4
14.07.2025	31.10.2025	EFLU, Hyderabad	3	UG	5.5
14.07.2025	31.10.2025	Osmania University	4	UG	5.5
14.07.2025	31.10.2025	Osmania University	4	UG	5.5
10.07.2025	31.10.2025	Devi Ahilya Viswavidyalaya, Indore	5	UG	5.5
14.07.2025	31.10.2025	Rajiv Gandhi National Law University, Patiala	4	UG	5
10.07.2025	31.10.2025	M.K.University, Madurai	5	UG	5.5
10.07.2025	31.10.2025	M.K.University, Madurai	5	UG	5.5
14.07.2025	31.10.2025	Anna University	4	UG	5
14.07.2025	31.10.2025	The M. S. University of Baroda, Vadodara, Gujarat	4	UG	5
14.07.2025	31.10.2025	Pondicherry University	5	UG	5
14.07.2025	31.10.2025	Savitribai Phule Pune University, Pune	3	PG	6.5
14.07.2025	31.10.2025	University of Calicut	5	UG	6
07.07.2025	31.10.2025	University of Mysore	4	UG	4.5
07.07.2025	31.10.2025	Panjab University, Chandigarh	4	PG	6.5
14.07.2025	31.10.2025	H.N.B Garhwal University (A Central University) Srinagar, Garhwal	2	UG	5
07.07.2025	31.10.2025	University of Kashmir	5	UG	4.5
07.07.2025	31.10.2025	Manipur University	5	UG	5.0
14.07.2025	31.10.2025	University of Madras	5	UG	5
14.07.2025	10.10.2025	Osmania University	5	UG	5.5
07.07.2025	31.10.2025	University of Mysore	4	UG	5
07.07.2025	31.10.2025	University of Mysore	4	UG	5
14.07.2025	31.10.2025	Punjabi University, Patiala	2	UG	5.5
07.07.2025	31.10.2025	Manipur University	5	UG	5.0





# # EduTweets #



**Ministry of Education** @EduMinOfIndia · Sep 11

Hon'ble Union Minister for Education, Shri @dpadchanbja, attended the Teacher's Day celebration at the Indian Consulate in Dubai and interacted with teachers and principals of 109 Indian-curriculum schools in the UAE.

On this occasion, Shri Pradhan announced that 13 schools in


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**Ministry of Education** @EduMinOfIndia · Sep 8

On 8th September, 2025, Hon'ble Union Minister for Education, Shri @dpadchanbja along with Hon'ble Union Minister for Skill Development and Entrepreneurship (S/C) and Minister of State for Education, Shri @jayantb1 and the Hon'ble Minister of State for Education, Shri

Show more



**Ministry of Education** @EduMinOfIndia · Sep 10

Dr. Vineet Joshi, Secretary, Department of Higher Education, chaired a virtual meeting to discuss the roadmap for Viksit Bharat @3047 and the Five-Year Action Plan for Higher Education. Representatives from 25 States and Union Territories participated in the meeting and shared

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**Dharmendra Pradhan** @dpadchanbja · 16h

Together with officials of @EduMinOfIndia, @ncert, @cbseindia09, @nicetv16, @HVSJHQ, @NVSHQNoida and experts from the National Steering Committee for NEP 2020 held a review meeting on the implementation of National Education Policy 2020 in school education.

Thank everyone for

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**UGC INDIA** @ugc\_india · Sep 13

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# 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



### Art/Culture/Literature/Language

### Band - I

English Language, Linguistics, Hindi & other Languages, English Literature, Literature of other Languages, Culture, Architecture, Plastic Arts & Sculpture, Drawing & Decorating Arts, Painting & Fine Arts, Music, Recreational & Performing Arts, Public Performance, Film Appreciation, Dance & Drama, Religion, Customs, Folklore



### Social Science

### Band - II

History, Geography, Biography, Genealogy, Insignia (Awards), Archaeology, Museology, Manuscripts & Rare Books, Philosophy, Psychology, Religion, Social Sciences/ Sociology, Anthropology, Political Science, Economics, Public Administration



### Management and Other Professional Courses

### Band - III

Management, Marketing, Commerce, Communications, Telecommunication, Tourism, Advertising & Public Relations, New Media Journalism, Publishing, Photography & Photographs, Graphic Arts, Printmaking & Prints, Library & Information Science, Education, Sports/Physical Education, Women Education, Law, Environment Studies/Management, Home Economics & Family Living



### Natural and Applied Science

### Band - IV

Forensic Science & Criminology, Mathematics, Astronomy & Allied Sciences, Physics, Chemistry, Earth Science, Geology, Hydrology, Meteorology, Paleontology/Fossils, Life Science, Biology/Ecology, Genetics/Biotechnology, Microbiology, Botany, Zoology, Medical Science, Health & Nutrition, Diseases, Engineering, Electrical/Mechanical Engineering, Mining & Related Operations, Military & Nautical Engineering, Civil Engineering, Manufacturing Technology, Agriculture, Horticulture, Animal Husbandry/Veterinary Sciences, Sericulture, Aquaculture, Chemical Engineering/Biotechnology, Manufacturing for Specific Uses, Computer Sciences

# #Birthdays@OCTOBER2025



I'm pretty good at thinking about everything - all of my consequences - before I make a decision, and I think about everything that's going to happen because of that decision. I'm a Libra, and I'm very strategic.

01



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Kayoum Ali  
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Chander Shekhar  
Hindi Translator

11



Pradeep Kumar  
Electrician

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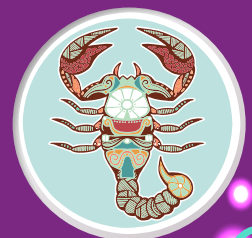
Geetika Uniyal  
Project Associate

24



Kulbir Singh  
Technical Assistant

Ambitious, dominating, passionate, intuitive, creative. Scorpio usually is a good judge of character. If they don't trust you, it is usually for a good reason.



CEC wishes  
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