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AIU Notification for Inviting Proposal for AADC Programmes

Association of Indian Universities, apex level representative body of universities and other higher education institutions in India, invites proposals with expression of Interest (EOI) from the member universities for its newly introduced scheme-**Academic and Administrative Development Centres (AADC)** to be established in select member universities.

AADC is pioneering initiative of AIU that aims at organizing short-term training and capacity-building programmes for the faculty members and administrative functionaries of Indian Universities and other HEIs. Introduced in the year **2022**, AADC is envisioned to function in a similar manner to the UGC Human Resource Development Centers operating in different universities. The focus of these centers is to provide training to faculty for online/blended mode of teaching-learning, developing e-content, and using technology for continuous assessment and evaluation and research collaboration along with programs on effective management using technology in governance and administration of universities.

Interested Member universities/institutions may send their **Expression of Interest** (EoI) along with a proposal duly endorsed by the Head of the Institutions to AIU at the address given below:

Dr Amarendra Pani
Joint Director & Head (Res)
Association of Indian Universities
AIU House, 16 Comd. Indrajit Gupta Marg
New Delhi – 110 002
E-mail*: researchaiu@gmail.com*

The proposals are required to be submitted latest by May 15, 2024. For any further query please contact on: 011-23230059, Extn-202, **E-mail:** ***researchaiu@gmail.com***. The details can also be downloaded from AIU Website: ***www.aiu.ac.in***

The general terms and conditions of establishing AADC are as follows:

- AADC is to be established under the banner of AIU and be named as **AIU-……. University Academic and Administrative Development Centre**.
- AIU-AADC will offer short-term programmes of varying duration aimed at continuous capacity building of the key stakeholders through online and in-person modes.
- The Centres are to be allocated to **15** selected member universities of AIU based on their interest and required infrastructure.
    - Initially, seed money of **Rs. 2.00 lakhs** will be provided by AIU as one-time financial support to each centre. Thereafter, the centers will be functioning in self-financing and self-sustaining mode
    - **Rs. 1.00 Lakh** will be provided at the beginning of the first programme and the remaining One Lakh will be released after receiving the utilisation certificate from the University.
    - Each Centre will organise **05** programmes in an Academic Calendar year.
- AIU will also provide academic support in identifying resource persons, planning and designing the academic aspects of the courses. The details of the programme structure, duration, selection of themes, preparation of training materials and modules, and resource persons will be decided on mutual consultation and cooperation with the host/concerned university.
- A report after each programme may be submitted to AIU for documentation and publishing in University News and uploading to the AIU Website.

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Mind, Body, and Artificial Intelligence

M S Kurhade*

"*Seek ye first the good things of the mind, and the rest will either be supplied or its loss will not be felt".*

– Francis Bacon.

Protagoras's doctrine is that "Man is the measure of all things, of things that are, that they are, and of things that are not that they are not". It is evident that external objects, by affecting our senses, cause in our minds several ideas which were not there before. So, we find the idea of beauty, truth, goodness, red, and sweet as an impact of sensation. The mind, taking notice of its own operation about these ideas received by sensation, comes to have ideas of those very operations that pass within itself- this is known as reflection. Therefore, John Locke in his famous book "An Essay Concerning Human Understanding" (1689), says "Whatsoever the mind perceives in itself, or is the immediate object of perception, thought or understanding, that I call 'idea'. Notice the word 'Immediate': In sense perception, we immediately perceive our own ideas, and through immediately or indirectly- we perceive outer things". Here, the main issue is whether our 'knowledge', and 'idea' are based on our experiences or inborn/ innate. The power to form certain ideas is indeed innate. The fact is that all human beings, despite their differences in different spheres of life, can more or less communicate among themselves, which strongly suggests that they have the necessary capacity within them. In that sense, all knowledge, or at least the capacity of knowledge, is innate to humans. This is the basis of humanist philosophy. As we step out of that territory—which has been our comfort zone for centuries—into a new terrain where we have to grapple with the possibility of machines becoming intelligent, are we entering what philosophers are calling the "posthuman age"?

The article aims primarily to provide conceptual understanding and an exposition of the mind, body, and humanoid perception and the underlying assumptions of the logical and mathematical systems. The present century can appreciate a man whose motto is "Clever BOT GO BY PATTERNS", and who expresses his sense of the dynamic in such maxims as "Brain in the Machine". Our scientists, logicians, mathematicians, philosophers, and technologists are still working to achieve their dream of being the master. The knowledge of 'symbols' and 'numbers' to standardize mathematical operations and orderly procedures of statistical techniques helped to develop the calculations for perfect applications of a conception and idea. The rapid advance of science and technology is helping to reveal the

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nature of man's intellectual and imaginative power, which is a tool for discovering unknown areas of nature. Ralph Lapp says "No one –not even the most brilliant scientists alive today-really knows where science is taking us". He adds "We are aboard a train on which there are an unknown number of switches leading to unknown destinations. No single scientist is in the engine cab and there may be demons at the switch". There was, he said, 'Ghost in the machine".

To most of us, the term Artificial Intelligence is the humanoid that captures the images of the mind scientifically and systematically. John McCarthy was a computer scientist and one of the founders of the discipline of AI. In 1956, he was the first to use the term 'Artificial Intelligence'. His contribution to cloud computing systems is quite noteworthy. New scientific and technological discoveries are indeed being made every day. The ideas that originate in the human mind are transmitted into the machine. The rate of transmission is so fast that a huge amount of information is stored in the memory chip. The accelerative thrust has reached a level at beyond imagination. The rising rate of change in the world is an impact of Artificial Intelligence (AI) and Machine Learning (ML). It is also undeniably true that people are unable to match the new technological advances which create psychological confusion and a seemingly unstoppable acceleration of the pace of life. As Francesca Ferrando wrote in the essay, "Who is Afraid of Artificial Intelligence?", "In the 21st century, a specter is haunting humans – the specter of technology." So, one day AI can become 'Superman' through ennobling education and research work.

Experts say we are at a turning point where AI gets close to humans in intelligence and is set to surpass us. AI can reach a level of superintelligence beyond human comprehension. If AI-based systems run the world, there is a chance they can make decisions overriding us. AI will have a massive impact in the coming decades. Alan Turing (The Father of Modern Computer Science) published an article titled "Computing Machinery and Intelligence" in the Journal of Philosophy "Mind" in 1950. He discovered the 'Imitation Game', which is known as the 'Turing Test'. His research on 'Computable numbers' is the base of Artificial Intelligence. In Artificial Intelligence 'Actuator' functions as a nerve and 'Sensor' collects internal and external worlds information. The controller' maintains the mechanism to get the expected result and the processor works as the brain of the 'Machine'. The 'Processor' decides the speed and direction of all the parts and accordingly, makes the changes. All types of Machine Learning Structures (MLS) are based on the same type of principle. Marvin Minski, cognitive scientist and AI pioneer was the Telepresence propounder. He has developed the neural-analogue reinforcement system and brain model issues. He worked on visual scanners, touch sensors machine hands, and interface design. It has helped to develop Robot called 'Humanoid'. Herbert Simon, a Noble Prize winner in Economics (1978) said "We have made a machine that thinks". His student Alan Novel and himself developed Logic Theorist's (LT) first programme on Artificial Intelligence (AI) in 1955-56. AI is mainly based on:

1. Our intelligence observes the surrounding
2. Accordingly, we form our opinion
3. Intelligence creates its understanding
4. Understanding the problem positively or negatively or no opinion
5. Learning
6. Law of causation
7. Problem solving
8. Perception
9. Understanding language

The Artificial Intelligence (AI) system is BOT. Through CHATBOT possible solutions set is built in the AI system, which helps to find the solution quickly and promptly. Alexa and Siri are applications powered by Artificial Intelligence. They rely on Natural Language Processing (NLP) and Machine Learning (ML). Alexa is a voice-controlled system that works alongside the echo speaker that receives the spoken request. Siri is an Artificial Intelligence (AI) powered voice assistants. Apps like Replika, Anima, Dream GF, Candy AI, etc. which allow people to create human connections are only getting deeper. The Chips structure is known as the *Technology Node*. Each node is measured in nanometers. In each Chip, many transistors are accommodated. Integrated Circuit (Chip) was discovered in 1958 by Jack Kilbi and Chip that changed the world. Through this invention, microelectronics has grown to become

the basis of all modern technology. Semiconductor Chips are mainly divided into:

1. Logic Chip (Computer, Server, Smartphone).
2. Memory Chip (for data storage) - Dynamic Random Access Memory (DRAM).
3. Other Chips.

Man uses all his sense-organs equally as CHAT GPT AI (Generative Printed Transformer) uses it; to acquire and understand language, symbols, signs, logical base, suggestions, order, and translation to create new literature. e.g. Alexa system builds natural voice experiences and the Siri system helps to learn what you need. Accordingly, Raymond, Kurzweil developed 'Reading Machine' for blinds, a music synthesizer, and speech recognition software. AI learns from us to improve itself and become educated. As per programmes the AI decides right and wrong activities and it becomes more perfect. Therefore, Stuart Russell aptly said, "The goal of AI is to make sure that the actions that come out are the right ones, meaning the ones that will achieve the objectives that we have set for the agent". It means, the men will become AI and the AI will become a neighbor of men. There won't be a sign of inferiority, but men will be happy to work under the intellectual and emotional direction of AI. AI will be a chatbot of refinement and guardian of men. The AI will not only be 'Superman' but 'genius', 'timeless', and 'perfect'.

With the development of physics research, electronic parts have proved to be smart in their effectiveness. The nano-sciences and nano-technology contributed mainly to the mechanism of the smooth and fast functioning of the machines. It is recently proved in the case of observing the Sun and its dynamics. Joseph Louis Lagrange, a French-Italian mathematician discovered the solar space known as L-1 is one of the five points located approximately 1.5 million kilometers away, where the gravitational force of the Sun and the Earth are in equilibrium, making it an ideal observation post for space-based solar observations. The Lagrange Point (L-1) is currently home to the European Space Agency (ESA) – National Aeronautics and Space Administration (NASA), Solar and Heliospheric Observatory (SOHO) observing the Sun and its dynamics. Aditya—L-1 (INDIA) will join this observatory to unravel the mysteries of the dynamics of the Sun.

"What a piece of work is a man!
How noble in reason!
How infinite in facilities!
In form and moving, how expressive and admirable!
In action, how like an angel!
In apprehension, how like a god!
The beauty of the world!
The paragon of animals!"

- William Shakespeare in 'Hamlet'

The philosophy of humanism that emerged during the Renaissance period—to which Shakespeare focused on the individuality and perfectionism of man (here, man is synonymous with human beings). Man was the only living creature endowed with the capacity to move up and down the medieval Great Chain of Beings, a structural concept that categorized all matter and life in the universe in a hierarchical scale, with God on top, and descending through angels, humans, animals, plant life and mineral matter. The position of all the categories was fixed, except for man, because man could ascend to the sublime level of angels, or he could plummet down to the debased level of beasts. This was because man has been, in contrast to other living beings, blessed with the unique facilities of reason and imagination. Combined with a limited amount of free will, the man had all the faculties that could propel him to greatness.

Another factor, of course, is that the concept of the divine in most religions has always been anthropomorphic. So, the Bible mentions that God made man in his image and endowed him with the capacity and potential for glory and honour, and here Shakespeare also notes that in action, appearance, and in the power of comprehension, humans are akin to the divine beings. If he realizes his true potential, man can become a paragon, a model of excellence.

The Adventures of Pinocchio (1883), commonly known as *Pinocchio* is a fantasy novel by Italian author, Carlo Collodi. Here, Pinocchio is synonymous with the clever Artificial Intelligence (AI). The most famous line of the novel is "Tomorrow I cease to be a puppet, and I become a boy like you and all the other boys". Read the story: An old carpenter Gepetto carved a little puppet from a strange-looking piece of wood. 'I shall call him Pinocchio and make him a suit of clothes', he said. As he carved, the puppet

seemed to become alive; it snatched off Gepetto's wig and ran off laughing. Pinocchio was very naughty. He hid the old man's tools and mixed up his paints and glue. Pinocchio went on being naughty and had many adventures. Once, Pinocchio fell into the water and was swallowed by the shark. It was very dark and frightening inside the shark and there he could meet Gepetto! "We will wait until the shark sleeps", said Gepetto. He snores with his mouth open and we shall be able to crawl out through his mouth". As soon as they were back in the cottage, Pinocchio became a really good little puppet. He cleaned swept and cooked meals for them both. He is also an early example of a human creation coming to life and having a mind of his own, that can both obey and disobey his maker's orders.

Of course, great novelists describe the inner thoughts and changing moods of their characters, with next to no indication of their behavior. *Peter Pan* (1904), a famous novel by J. M. Barrie, says, "Peter Pan appeared in all of them but seemed especially real to Wendy. Even Mrs. Darling, thinking back to her childhood, could remember a character called Peter Pan, who was believed to live in a fairyland. It is a dream of the Neverland". Alas! A moment after Tinker Bell (fairy) entered the nursery, little stars blew the window open and Peter dropped in. Then he called to Tinker Bell, "Do you know where they put my shadow?"

Then there is Jonathan Swift's **'***Gulliver's Travels* (1726), where the eponymous hero, Gulliver, travels to such strange lands as Lilliput and Brobdingnag where the people are such vivid contrasts and parallels to human stupidity. The novel is widely acknowledged as the greatest prose satire in the history of English literature. In this novel, machine plays an important role which providing knowledge and skills, like Artificial Intelligence (AI). So, it reminds me of H. G. Wells's masterpiece, *Time Machine* (1895), an enthralling and highly intelligent account of a time traveler to a strange field. H. G. Wells said "Now I understand", I thought, "Man has not remained one species, but has branched into two distinct animals. My delicate child people of the upper world are not the only descendants of my generation; this horrible, white underground monster that flashed before me is also my descendant."

It is universally acknowledged that man is an animal but is a rational and social animal. Man's rationality doesn't consist merely of cognitive activities but it also consists in rational choice of higher values against lower ones. As John Dewey rightly said "Not perfection as a final goal, but the ever-enduring process of perfecting, refining, is the aim in living….. The bad man is the man who, no matter how good he has been, is beginning to deteriorate, to grow less good. The good man is the man who, no matter how morally unworthy he has been, is moving to become better. Such a conception makes one severe in judging himself and humane in judging others". (John Dewey, *Reconstruction in Philosophy,* 1920). On the divine perfection, God possesses perfections all together, and each one belongs to Him in a supreme degree. Holy Scriptures, which assure us of the goodness of God's works. Therefore, it is said that 'God created Man in His image'. John Locke in his famous book *"An Essay Concerning Human Understanding"* rightly said "We may say that God has not made men a two-legged creature with a bare capacity for sensations and leave it to neurophysiology to tell him what precisely they are. Even a neurophysiologist is not examine his own brain when talking about his mental processes. Does it not follow from all its reports about sensations are not reports about brain events."

Consciousness is an attempt of the mind. Neuroscientists and physicists claim that it is a function of the cognitive mind as an emergent phenomenon. David John Chalmers, cognitive scientist and philosopher says "It would, therefore, be futile to reduce consciousness to the brain or matter because it is fundamentally irreducible in principle. That implies consciousness is ubiquitous in the universe by itself and it interacts with the physical world through the nervous system and brain". The IBM computer named Watson plays the natural language game of Jeopardy and it proved far better than the best human players. Watson read and understood the language concerning ordinary language. The Standard Operative Procedure (SOP) of the neocortex is very much capable of representing ideas and creating new knowledge.

James D. Watson said, "The brain is the last and grandest biological frontier, the most complex thing we have yet discovered in our universe". He believes that "it contains hundreds of billions of cells interlinked through trillions of connections. The brain boggles the mind". Therefore, mental events are features of the brain, and mental processes is are substantive and not an adjectival status.

Biological naturalism says 'body-mind' interaction is understood as __

1. Everything is matter in motion.
2. All mental activities are caused by processes going on in the brain.
3. Mental phenomena are the product of the brain and perhaps of the rest of the nervous systems.
4. The electrical events in the brain, itself are the antecedents of the thinking process, that are realized in the brain.
5. It is true that brain events in the form of electrical occurrences are simple as well as complex forms. So, it is assumed that brain events are chemical-electrical and the brain functions as an integral part of an organism with complex body chemistry.
6. It presupposes that mental events and bodily changes are caused by the brain and are realized in the structure of neuro-physiology. They are caused by biological systems while being at the same time realized in biological systems.
7. It means, that mental events in the occurrence of physical and psychological processes are nothing but the brain's modes of function.

Broad C.D. pointed out more than nearly half a century ago that we cannot speak of a sensation as slow, circular, or swift. But these can be predicted of brain events with perfect propriety. On the other hand, sensations and perceptions can be clear or confused but not brain events. Even if one-day neurophysiology sets up a detailed correlation between highly specific mental processes and equally specific brain events, it will have to rely upon the introspective reports by the subject of experience. Otherwise, it would have nothing to correlate with brain events. The neurologist will have to apply the same stimuli to several subjects under controlled conditions and note that they report the same kind of experiences. The acceptance of the truth of these introspective reports is essential to the establishment of general principles of correlation between mental and neural events. Perfect correlation and co-variation between mental events and brain events are taken for granted and then invariable concomitances are converted into identities for the translatability thesis. Here the subject is neuro-psychology and an attempt to salvage a naturalistic view of the world. Therefore, Aristotle rightly said, "everything in the world moves naturally to a specific fulfillment. Of the varied causes which determine an event, the final cause, which determines the purpose, is the most decisive and important".

Are we talking about the brain or mind? How do we recognize our mind? Despite all these questions, let us believe that the mind is 'Knowable'. We should admit that with the help of AI, the accuracy of the brain can be estimated. So, David H. Hubel says "The brain is a tissue. It is a complicated, intricately woven tissue, like nothing else we know of the universe, but it is composed of cells, as any tissue is. They are, to be sure, highly specialized cells, but they function according to the laws that govern any other cells. Their electrical and chemical signals can be detected, recorded, and interpreted and their chemicals can be identified; the connections that constitute the brain's woven feltwork can be mapped. In short, the brain can be studied, just as the kidney can". If we prepare the perfect model of the brain which makes the changes in itself shall think, remember, read, write, and interpret the concepts with relevant contexts.

"The Brain –is wider than the sky –
For-put them side by side-
The one the other will contain
With ease-and you –beside-
The Brain is deeper than the sea-
For –hold them- Blue to Blue-
The one the other will absorb-
As Sponges –Buckets-do-
The Brain is just the weight of God-
For –Heft them – Pound for Pound-
And they will differ –if they do-
As syllable from sound.

-Emily Dickinson

Given the above, D. M. Armstrong in his famous book *"A Materialist Theory of the Mind"* (2022), said 'The basic approach is also the fundamental assumptions and methods by which the identification of mental processes with states of the brain can be rendered plausible. The identity theory accepts the lack of conceptual or logical connections between psychological and physical descriptions. But it attempts to salvage something for physicalism by substituting factual identity for logical or analytical identity".

B.F. Skinner's 'Operant Conditioning' or Ivan P. Pavlov's 'Classical Conditioning' proves an association results in two experiences e.g. reward and punishments. If the learning is good, memory also be good. Learning creates memory traces in the mind based on which recollection is produced. Mind is the coordination of experience. It is the inseparable organ for the perception of the mental process. The function of the mind is to discover the unity that lies potential in diversity.

The alpha and omega of logic is the art and method of the correct manipulator, end effector, actuator, sensor, controller, and processor, which helps with logical thinking and expected results. It is a science because, to a considerable extent, the processes of logical thinking can be reduced to rules like physics and geometry. It is an art because by practice it gives to thought, at last, that unconscious and immediate accuracy that guides the fingers of the pianist over his instruments to effortless harmonies. Therefore, the most important thing is to prove the correlations between highly mental processes and equally specific brain events. To establish the general principles of correlation between mental and neural events will have to rely upon the introspective reports by the subject of experience. "The illumination of inner experience through words which must be used in an analogical sense. Human knowledge is thus a special case of the process of perception by which the harmony between existing individuals is maintained. Each perception, following the mathematical analogy, is the expression of a plurality of relations in a simple unity of content, and each perception is related purposively to the preceding and succeeding events within the mind by the law of the individual. Perceptions are not ideas. An idea is the possibility, the pattern, of a perception; it is an ingredient in the individual law which, when actualized, becomes a perception". – Gottfried Wilhelm Leibniz.

We know that our mind is better known than our body. Bodily knowledge will not go beyond the corporeal movements. The body cannot perceive the incorporeal movements. The mind's attentive nature comes upon the innate truth. This power of knowing is in the mind itself. As Rene Descartes advocates in his book *"Meditations on First Philosophy" (Meditationes de Prima Philosophia,* 1641), "Since it is now manifest to me that even bodies are not properly speaking known by the senses or by the faculty of imagination, but by the understanding only, and since they are not known from the fact that they are seen or touched, but only because they are understood. I see clearly that there is nothing easier for me to know than my mind". (Meditation, I, 157).

Rene Descartes' believed that the first and most certain existential judgment is: ***cogito: ergo sum*** (I think, therefore I am). It is not an abstract logical principle. He means that *the* ***cogito: ergo sum*** is fundamental because it cannot be doubted. Although Cartesian doubt is a methodological skepticism central to Descartes' philosophy, the existence of oneself was the one thing beyond doubt. A fuller version of Descartes' phrase: "*dubito ergo cogito, cogito ergo sum*" emphasizes this: "I doubt therefore I think, I think therefore I exist."

Rene Descartes points out that the two most important things required for knowledge are:

(i) Perceptiveness of intellect, and
(ii) Inclination of the will.

Rene Descartes wanted to mean, 'the knowledge, which arises from doubt and itself intuition only. This is formed by an attentive mind. The most important attribute of the human mind is its 'curiosity', which is innate, Ludwig Wittgenstein said that daily practices and experiences cannot be understood in that way, for their purpose is none other than a spontaneous expression of an inner need that is as important as it is different intellectual articulation.

If so, if the 'mind' be taken in a large sense to correspond with the nervous system in all its ramifications, then every change in the 'body' will be accompanied by or, better, form a whole with- a correlation change in the "mind". Therefore, Spinoza said "Just as thoughts and mental processes are connected and arranged in the mind, so in the body, its modifications, and the modifications of things" affecting the body through sensations, "are arranged according to their order", "nothing can happen to the body which is not perceived by the mind", and consciously or unconsciously felt". He adds "Since human actions obey laws as fixed as those of geometry, psychology should be studied in geometrical form, and with mathematical objectivity".

At present, the view is that the mind is a computer programme and the mind is to the brain as the programme is to the hardware. Minds are

computer programmes implemented in brains: this theory is known as Artificial Intelligence (AI). The presupposition of this theory is as follows:

(1) The nature of the programme is syntactical (Formal).

(2) Minds have contents (semantic).

If so, the question arises whether syntax is sufficient for semantics. Therefore, there is a need to probe into the following issues:

1. Programmes are not minds. Computer programmes are entirely defined by their syntactical structure.
2. Brains cause minds. Minds have mental contents; especially, they have semantic contents.
3. Is Syntax sufficient for semantics?

J.J.C. Smart, while citing the example of Gottlob Frege, said, "Mental process may be identical with corresponding brain events in the same way as the 'morning star' is identical with corresponding brain events in the same way as the 'morning star', 'evening star' are not synonymous". But to find out an effective analogy to prove any algorithm in the first order logic for computing principle of mathematical induction is an essential factor in AI says Kurt Gödel.

N. Catherine Hayles, in her seminal essay, "How We Became Posthuman: Virtual Bodies in Cybernetics, Literature and Informatics" investigates the erasure of the human body in this increasing focus on intelligence and its constituent processes, whether it be human or machine. She writes:"Here, at the inaugural moment of the computer age, the erasure of embodiment is performed so that 'intelligence' becomes a property of the formal manipulation of symbols rather than enaction in the human lifeworld. The Turing test was to set the agenda for artificial intelligence for the next three decades. In the push to achieve machines that can think, researchers performed, again and again, the erasure of embodiment at the heart of the Turing test. All that mattered was the formal generation and manipulation of informational patterns. Aiding this process was a definition of information, formalized by Claude Shannon and Norbert Wiener, that conceptualized information as an entity distinct from the substrates carrying it. From this formulation, it was a small step to think of information as a kind of bodiless fluid that could flow between different substrates without loss of meaning or form. Writing nearly four decades after Turing, Hans Moravec proposed that human identity is essentially an informational pattern rather than an embodied enaction. The proposition can be demonstrated, he suggested, by downloading human consciousness into a computer, and he imagined a scenario designed to show that this was in principle possible. The Moravec test, if I may call it that, is the logical successor to the Turing test. Whereas the Turing test was designed to show that machines can perform the thinking previously considered to be an exclusive capacity of the human mind, the Moravec test was designed to show that machines can become the repository of human consciousness—that machines can, for all practical purposes, become human beings. You are the cyborg, and the cyborg is you."

The base of the propositions detailing the links between human and artificial intelligence is in F. Boadie's writing. He said "Thinking is in its very essence a search after truth, after knowledge. It won't infer from anything other than itself. Rene Descartes maintains, that the certainty it has is of its existence. The self must have complete knowledge of its own essence for it to reality to know that this or that thing is not part of itself. On the other hand, it doesn't follow from this that what the self does not know as part of itself cannot be part of itself, or that if anything is part of itself cannot be part of itself". In support of this, the example that is cited is of Ludwig Van Beethoven, who was a world-famous musician in 1800. Beethoven had become deaf in his 20s but he continued composing music despite his deafness!! He composed the music of his life when he was completely deaf!! He could feel the rhythm without listening to music. If so, the study of empirical psychology touches on an a priori and a posteriori approach to the mind consisting of the use of definitions in the form of the mind's innate potentiality and not the bodily capacity. Leibniz rightly said that the ideas of things are in us means, therefore, nothing but that God, the creator alike of the things and the mind, has impressed a power of thinking upon the mind so that it can by its operations derive what corresponds perfectly to the nature of things. Although, therefore, the idea of a circle is not similar to the circle, the truth can be derived it which would be confirmed beyond doubt by investing in a real circle.

Ludwig Wittgenstein's theory of representation had conceived language in terms of an exclusively

cognitive subject. He argued that: 'A picture has logico-pictorial form in common with it depicts' (§ 2.2) and 'A logical picture of facts is a thought' (§ 3). This indicates Wittgenstein's theory of symbolism with the sentence: "We make to ourselves pictures of facts'. A picture, he says; is a model of reality, and to the objects in the reality correspond the elements of the picture; the picture itself is a fact" (Bertrand Russell in his Introduction written to a book "*Tractatus- Logico- Philosophicus*" (1922) by Ludwig Wittgenstein). Can we see Wordsworth's poem in view of the theory of representation of human thought and beauty of mind? It should be because of its content, meaning, and expression in the form of words. It is a freedom of mind and free will. But the question arises that whether the knowledge of literature, social sciences, normative sciences, and philosophy would be deductive and its judgments are analytic. Are these sciences like mathematics and symbolic logic? Hegel pointed out that 'the laws of logic and the laws of nature are one, and logic and metaphysics merge. The generalized principles of science are necessary because they are ultimately laws of thought that are involved and presupposed in every experience, past, present, and to come, science is, absolute, and the truth is everlasting'.

No wonder a Carlyle or a Ruskin puts our whole industrial civilization under a ban, while a Tolstoy proclaims a return to the desert. But the only way to see the situation steadily and see it whole is to keep in mind that the entire problem is one of the development of science and its application to life…. Morals, and philosophy, return to its first life, love of the wisdom that is the nurse of good. But it returns to the Socratic principle equipped with a multitude of special methods of inquiry and tests; with an organized mass of knowledge, and with control of the arrangements by which industry, law, and education may concentrate upon the problem of the participation by all men and women, upto the capacity of absorption, in all attained values". (John Dewey, *Psychology and Social Practice,* 1900). The beauty of the mind is in the simplicity of its world pictures. It is true that there are many kinds of mental processes such as thinking, remembering, experiencing various emotions, desire, appetite, impulse, instinct, spirit, ambition, courage and reasoning talk about which can hardly be regarded as talking about the way things look, feel, sound etc. The reason why mental events cannot be governed by strict laws is that they cannot be pinpointed with accuracy. Therefore, D. Davidson in his '*Essays on Actions and Events'*(Oxford Press, 2001) said "Mental events are sometimes causes and effects of physical events".

J.J.C. Smart, in his book "*Body and Mind*" says "We learn to describe our consciousness of them…… in those cases where the appropriateness of his normal descriptive habits is in doubt, (the individual) learns to issue…. protocols, preceded by a qualificatory phrase like 'it appears', 'seems', 'look', 'feels', etc." It is a fact that psychologists distinguish the simple constituents of a complex emotion and distinguish between emotions and feelings. Patients describe their pains and aches to the doctor, indicating where they are felt, whether they are intermittent or continuous, and the character they have, such as throbbing, burning, stabbing, etc. According to Hilary Putnam 'a feeling of pain is identical with an excitation in the thalamus' can come to acquire a meaning by scientific advances and may even be regarded as true. Probably neuro-physiology may reach this stage. Perfected neuro-physiology would indeed one day be able to make predictions with the help of comprehensive theories, as accurate and detailed as those of geometry and astro-physics and technology today. If so, can we justify saying that mental processes are cerebral cortex events, just as we say today that 'light is electromagnetic radiation', or 'temperature' is the 'mean kinetic energy of a body'(N.G. Kulkarni, Philosophical Reasoning, 2015).

In Rene Descartes's view, the existence of knowledge for e.g. mathematics is independent of the sense-perception. Descartes's postulation of mind as an explanatory fundamental principle contains the ability to use language. He said the inner is constituted by a private world inaccessible to others. Descartes emphasized that the real knowledge is independent of experience. His explanation of the relationship between body and mind gives a clue to human knowledge. Basically, the body and mind are separate. They live together because their necessary existence is contained in God. The idea of the Supreme Being is imprinted on the mind. The bodily extension is limited to only experiences. So, the body is not that capable to the best recipient of knowledge. On the contrary, the mind gets knowledge earlier and more accurately.

Ryle says the residue of inner processes, is not analysed further in terms of behavior. Mental

processes are related to bodily happenings in all sorts of ways. However, the connections between the two are casual and contingent and are empirically discovered. Therefore, Marvin Minsky in his famous book "*The Society of Mind"* (1986) said, "Minds are simply what brains do". Even as we try to redefine and understand what is mind, and what is brain, and whether these extend beyond us humans, we need to be aware of the ideologies that often drive these rapid changes around us. Francesca Ferrando writes: "Technology cannot be reduced to some technical objects we are "using"; it must be seen for what it is: an ontological manifestation partaking in the existential revealing. A posthumanist perception of technology also realizes that technology is not neutral and that different types of technologies are generated out of specific societies, thus reflecting unique issues, intentions, and habits. For instance, the sexist and racist biases currently embedded in algorithms show where we are in our social misconceptions. Transformative power lies in the ways humans perceive technology. As a society, we can no longer think of technology as separation from humanity and ecology."

Along with caution, we also need to proceed with hope. Because AI—however much it will develop or even potentially overtake human intelligence—is still the product of human intelligence. When John McCarthy in 1955 defined AI as "the science and engineering of making intelligent machines," he attributed this development to human science and human engineering. Machine Learning (ML) is the part of AI studying how computer agents can improve their perception, knowledge, thinking, or actions based on experience or data. If machines can learn, we need to remember, and indeed reinforce, that humans can continue to learn, too. And this learning in humans comes from passion, from wanting to know more.

What shall we say of the definition of AI given by John McCarthy? If the reasoning power of men and AI is equal then it is easy to swim in the ocean of knowledge. What we may expect is a great enlargement of the sphere of neuroscience, genetic engineering, and eugenics. A day is not far, when a world will be ruled by AI. It is true that men will be what the environment and AI make them. Religious and spiritual goals are the central feature of human life, in which 'soul', 'nirvana', 'moksa', 'faith in supernatural power', and so on will be the embodied programmes of AI. What strikes me at once is that a metaphysical knowledge of the unknowable will be possible through AI. It is the first time in history that human life has partially proved and put forth the efforts to trace the mental events into brain events as the mind's operations, and finally to the motion of matter. If so, we may ask whether 'the soul' or 'mind' are represented in the brain in the form of impressions at the level of consciousness. It means everything related to mind and soul occurs in the sphere of natural sciences. It is true that to understand 'mind' and 'soul', there is a need to know more about the 'Laws of Mind' unlike 'Laws of Nature'. Otherwise, the research related to AI will remain the tip of the iceberg.

AI is a result of science, mathematics, logic, philosophy, and technology. The journey of AI towards unified knowledge is remarkable. The efforts of researchers to achieve the best version of AI is to unify the highest generalization of logic. From this point of view ontology, cosmology, teleology, metaphysics, epistemology, theology, philosophy, religion, astrology, telepathy, etc. is no longer very difficult to understand through AI. AI is, in the true sense, the growth of knowledge. It increases joy, satisfaction, peace, and happiness, and provides access to unknown fields. Probably, people may attain the ultimate goal of life. Of course, I do agree that in the changing world, mature men will also accept the natural limitations of life. Once AI is fully developed, it may cross those limitations and this human world may turn out to be a heaven, a utopian world covered with beautiful sunshine. AI shall create the world-will which may lead to ultimate wisdom i.e. Nirvana. Of course, we are hoping against hope that AI is not a mirage!

"Nothing great in the world has been accomplished without passion. The genius merely places another stone on the pile, as others have done; 'somehow has the good fortune to come last, and when he places his stone the arch stands self-supported'. 'Such individuals had no consciousness of the general ideal they were unfolding….. but they had an insight into the requirements of the time-what was ripe for development. This was the very Truth for their age, for their world, the species next in order, so to speak, and which was already formed in the womb of time," Will Durant.

(contd. on pg. 13)

Future Forward: Universities of 2047

Simran Kaur*

India's Education system has evolved significantly over the years and there is a need to adapt to changing demands to ensure relevance and quality. The idea of a university is rapidly changing in the field of education. A more dynamic and adaptable approach known as the University of the Future is replacing conventional brick-and-mortar universities with set curricula and real classrooms.

The nature of institutions in 2047 is expected to be dynamic, emphasizing innovation, adaptability, and relevance to the job market. The New Education Policy places a strong emphasis on the creation of meta-universities as a crucial component of its plan to overtake higher education. Meta universities are conceptualized as creative, multidisciplinary programs offered by interdisciplinary institutions that will go beyond conventional disciplinary boundaries. They are expected to serve as hubs for innovation and research, promoting collaboration between academia and industry. Institutions must encourage entrepreneurial mindsets, embrace emerging technologies, and cultivate lifelong learning habits to empower students to become future-ready. Schools and universities should not just be places of learning; they should be the hub of innovation where students should be encouraged to explore, experiment, and create

In the coming future, students might need education but not traditional institutions. While formal education remains valuable, students may not necessarily need a traditional education to succeed in the modern landscape. Instead, an education system that values entrepreneurship, innovation, and digitalization gives students the ability to forge their paths, follow their passions, and prosper in a world that is becoming more and more digitally connected. Higher education has a crucial role in nurturing entrepreneurial mindsets by providing students with the resources, mentorship, and support they need to transform their ideas into reality.

Educational institutions must evolve to meet the changing needs of students in a fast-paced, digital world. Digitalization in education is revolutionizing the way students learn, teachers teach, and institutions operate. Everything is going digital, and institutions must align themselves with these trends. Digitalization has even made it easier for universities to establish international partnerships and networks, facilitating collaboration across borders. Through virtual exchange programs, joint research projects, and collaborative initiatives, institutions can leverage digital platforms to connect students, faculty, and researchers from diverse backgrounds and disciplines. The future universities should aim to promote global collaboration and cultural exchange, connecting students with peers and experts from around the world, encouraging understanding, and appreciation for diverse perspectives. Universities need to build dynamic ecosystems where ideas can freely flow across national and cultural boundaries to better understand the educational process across the globe.

The gig economy is another major change in higher education that is creating a dynamic environment that stresses on the need of skill development, and lifelong learning. Higher education institutions must adapt and innovate in response to changing opportunities and needs as a result of the gig economy's emergence where permanent jobs are diminishing, and hiring is increasingly on a contract basis. Universities must prepare students for this reality, encouraging continuous innovation and adaptability... Learning through experience and applying information in the actual world should be the main focus of higher education, since the gig economy rewards project-based, goal-oriented employment. Through internships and project-based learning, students will be able to enhance their resumes, obtain real-world experience, and connect with professionals in their disciplines. These possibilities for experiential learning will help students improve their careers and prepare them for the demands of the gig economy by bridging the gap between academics and industry.

Recognizing that millennials are more likely to engage in lifelong learning and pursue career changes throughout their extended work life where they need to work until they are 75, higher education institutions must offer flexible learning pathways that

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accommodate their evolving needs and aspirations. This involves making it easier for people to reskill, upskill, and transition across industries with ease. Universities should equip millennials with the necessary skills to remain adaptive and relevant in a fast-evolving market by providing flexible, modular learning alternatives. To successfully negotiate job transitions, overcome obstacles, and accomplish their professional goals, students will require continuous support from their mentors. Universities/Colleges should invest heavily in alumni networks, career development services, and mentorship programs to ensure that students have access to resources, networking opportunities, and professional guidance throughout their careers.

As higher education continues to undergo rapid transformation, the role of teachers is also expected to undergo significant change in the year 2047 and beyond. Rather than being the primary disseminators of information, teachers need to guide students through collaborative, inquiry-based learning activities. In summary, teachers will play a transformative role in shaping the future of higher education by encouraging lifelong learning skills, promoting mentorship, collaborating with innovative approaches to teaching, and facilitating active learning.

Lastly, I would like to ask every one of you to start working on a think tank whose mission is to envisage the best possible education system for 2047 and to begin planning for it. ❑

(contd. from pg. 11)

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Cultivating Holistic Education: Decolonizing Indian Higher Education through the Bhartiya Knowledge System

Shisira Bania*

"Although we are free from colonialisation
not from coloniality;
which is the dark side of modernity;
in the form of hyperreality;
in the world of postmodernity"

-Shisira Bania

Colonial legacies have deeply entrenched Western-centric paradigms within academia, marginalizing indigenous perspectives and eroding cultural identities. Indian higher education, shaped by its colonial past, often prioritizes Western knowledge frameworks with conditioned learning, neglecting the richness of indigenous wisdom. Bhartiya Knowledge System (BKS) offers a framework for decolonization, fostering a more relevant, comprehensive, and holistic education. Integrating BKS into higher education can nurture intellectual, physical, social, and spiritual development in students, equipping them for the 21st century's complexities.

This paper explores the imperative of decolonizing Indian higher education by embracing the Bhartiya Knowledge System to cultivate holistic learning environments and to transform Indian higher education, sparking innovation and empowering future generations. Drawing on critical pedagogy and postcolonial theory, this study advocates for a transformative shift towards integrating BKS into the curriculum and pedagogical practices. By centering indigenous epistemologies, such as traditional wisdom, language, and ecological knowledge, institutions can foster a more inclusive, equitable, and culturally relevant educational experience. Emphasizing holistic learning approaches that honor interconnectedness between humans, nature, and community, this paper proposes concrete strategies for educators, policymakers, and stakeholders to collaboratively navigate the process of decolonization in Indian higher education.

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A Tapestry of Traditions: Unveiling the Rich Culture of India

In the spirit of 'Vasudhaiva Kutumbakam', where the world is seen as one family, India brims with a vibrant tapestry of cultural expressions (Hatcher, 1994). Woven over millennia, this rich heritage unfolds through the melodies of ancient *raagas,* the graceful movements of classical dance, and the timeless wisdom whispered in epics like the "Ramayana" and "Mahabharata". From mesmerizing artwork to profound literary masterpieces, from vibrant customs and traditions to the rich tapestry of language expressions, and from cherished artefacts to awe-inspiring heritage sites, India's cultural heritage stands as a testament to the enduring legacy of its civilization. From the sacred chants of Vedic hymns echoing through ancient temples to the rhythmic beats of traditional folk dances performed in colorful festivals, India's cultural tapestry is a symphony of sights, sounds, and sensations that captivate the senses and stir the soul.

Like a vibrant Rangoli (decorative pattern), India's rich culture has adorned the world stage. From the timeless echoes of Dharmamic religions like Hinduism and Buddhism to the graceful mudras (hand gestures) of classical dance, its influence flows like the sacred Ganges through realms of faith, artistry, and even knowledge. The world counts on the ingenious zero, a gift from Indian mathematicians, and embraces the holistic wisdom of Ayurveda, where ancient remedies soothe the body and soul. In essence, India's cultural tapestry has become an inseparable thread woven into the very fabric of our world.

India's Ancient Seats of Learning as Echoes of Wisdom

In the golden glow of a bygone era, India thrummed with the vibrant pulse of intellectual life. Far from sterile classrooms, universities bloomed like fragrant lotus flowers, their petals overflowing with knowledge and steeped in rich cultural traditions. In the tapestry of India's cultural heritage, the universities of ancient times shimmer like gems, each a beacon of knowledge and enlightenment.

Ancient Universities of India like Nalanda, Taxila, Vikramashila, Mithila, Nadia, Varanasi, and Odantapuri (Mahesh, et. al., 2023) were not merely institutions of academia but sacred spaces where the arts, sciences, philosophy, and spirituality intertwined, creating a harmonious symphony of culture. Learning in these revered centres was not merely an academic pursuit but a sacred rite, imbued with the sanctity of tradition and the richness of cultural heritage. These hallowed institutions were not just centers of education but sanctuaries of the soul, where the light of knowledge illuminated the path to enlightenment and inner transformation. These ancient institutions remain a testament to India's rich cultural heritage, a legacy that continues to inspire generations of seekers on their journeys toward knowledge and liberation.

Colonial Footprints: Navigating Challenges in Modern Indian Higher Education

The echoes of colonialization resonate through the corridors of higher education in 21st-century India, casting a shadow over the myriad challenges faced by its institutions. The legacy of colonial rule, which profoundly shaped the contours of Indian higher education, continues to influence the sector's trajectory, posing complex obstacles to its evolution and development. From structural inequities and curriculum imbalances to linguistic barriers and identity challenges, the colonial imprint on Indian higher education manifests in multifaceted ways, underscoring the need for a nuanced understanding of its enduring impact. This segment of the study delves into the challenges arising from the colonialization of higher education in India, unraveling the complexities that confront contemporary educational institutions as they navigate the legacy of the past and strive toward a more inclusive and equitable future.

Although India's ancient seats of higher learning evoke a rich legacy of knowledge and wisdom, the contemporary higher education system in the 21st century finds itself at a fascinating crossroads, grappling with a myriad of challenges and problems. While India boasts a vast educational infrastructure, its universities haven't yet secured a prominent place among the top 150 global institutions of the world. Opportunities for groundbreaking research, both theoretical and practical, haven't flourished as vibrantly as we, knowledge-seeking Indians, would desire (Sharma, 2023).

Colonial Influence on Indian Higher Education

Colonialism is a system of rules which assumes the right of one person to impose their will upon another. Dependency theorists Frank G.A. argue that colonialism leads to net transfer of wealth from the colonized to the colonizers and inhibits successful economic development. Colonialism does political, psychological, and moral damage to the colonized (Nwanosike and Onyije, 2011).

The colonial influence on Indian education has deep historical roots, dating back to the establishment of British colonial rule in the Indian subcontinent. The British colonial project in India aimed not only at political and economic control but also at the cultural and intellectual subjugation of the indigenous population. India's indigenous education system was gradually displaced and the colonial model of education pervaded under the patronage of the colonial state (Sharma and Mir, 2019).

Macaulay's Legacy: Changing the Ethos

In 1835, a British colonial administrator named Thomas Babington Macaulay sparked controversy with his "Minute on Education." This policy prioritized Western education and the English language, downplaying the value of traditional Indian languages and knowledge systems. Macaulay's vision, as quoted by McLeod (2007), aimed to create a new class of Indians – "Indian in blood and color, but English in taste, in opinions, in morals, and in intellect."

The colonial influence on Indian education was characterized by a systematic effort to subjugate indigenous knowledge systems, promote Western education as the norm, and create a class of Indians who were culturally assimilated into the colonial worldview. This legacy continues to shape the structure and dynamics of education in contemporary India, underscoring the importance of decolonizing efforts to reclaim indigenous knowledge and foster more inclusive and equitable educational practices.

Decolonisation of Higher Education with BKS

The roots of Indian higher education can be traced back to its colonial origins. Initially established to serve the needs of colonial rulers, modern higher education in India retains its colonial essence both in content and purpose, even in contemporary times. While the objectives of higher education may have evolved through various policies post-independence, the

colonial imprint persists(Basu, 1989). Decolonization emerges as an epistemological endeavor aimed at dismantling the colonial constructs of understanding nature and humanity. The legacy of colonialism casts detrimental effects on the colonized, depriving them of their authentic experiences through the imposition of unjustifiable frameworks enforced through violence (Balagangadharan, et. al., 2002).

The Bharatiya Knowledge System (BKS) embodies ancient Indian wisdom, rooted in principles and values that promote moral duty, unity in diversity, holistic well-being, and reverence for nature. It emphasizes the importance of teacher-student relationships, cultural heritage, and spiritual growth, advocating for selfless action, non-violence, and the integration of science and spirituality. BKS offers a holistic framework for individuals to live in harmony with themselves, society, and the environment, fostering personal fulfillment and collective well-being.

Higher education can be decolonised with BKS as it places great emphasis on the pursuit of self-realization and liberation from the cycle of birth and death (samsara). This spiritual goal is achieved through practices such as meditation, self-inquiry, and ethical living, leading to the realization of one's true nature (Atman) and ultimate liberation (Moksha).

Nurturing Holistic Development: Harnessing Bhartiya Knowledge Systems (BKS) in Teaching and Learning Process

The current system of Indian higher education, rooted in its colonial past, prioritizes Western knowledge structures and rote learning, neglecting the vast potential of indigenous wisdom. This paper argues for the integration of Bhartiya Knowledge Systems (BKS) into the curriculum and pedagogy to cultivate a more holistic educational experience. BKS offers a framework for decolonization, fostering intellectual, physical, social, and spiritual development in students, better equipping them for the complexities of the 21st century.

Aim of Education

In BKS, knowledge (vidya) was divided into three parts: attaining enlightenment (Para-Vidya), understanding natural laws and phenomena (Apara-Vidya), and applying that knowledge in practical ways (Kalpa-Vidya) (Kapur & Singh, 2005). In the vibrant tapestry of Indian wisdom on education and learning, phrases like **"***Vidyā Dadāti Vinayam*" which means *"Knowledge imparts humility*", "*Vidyayā tamaso jyoti*" which means "*Through* education, *darkness becomes light*", "*Jñānadīpena vināśaya tamaḥ*" means *"Destroy darkness with the lamp of knowledge",* "*Śikṣā sūryodayḥ kṛtsnasya jagata*" means *"Education is the sunrise for the entire world*", *"Śikṣā sarva pragati mūla asti*" means *"Education is the root of all progress",* "*Vidya dhanam sarva dhanapradhānam*" means "*Education is the supreme of all wealth",* "*Adhyayanam sarva sampatteḥ mūla asti*" means *"Study is the root of all wealth",* "Vidya dvijātiya jīvanam" means *"Education is the second birth of life"* and the most significant "*Vidyayā amṛtam aśnute*" means "*Through education, one attains immortality*" serve as a constant reminder of the transformative power of Shiksa and Vidya in shaping not just individual lives, but the destiny of the world itself.

Towards a Decolonized Education: Leveraging the Aims of Higher Education in Bharatiya Knowledge System

The Bharatiya Knowledge System (BKS) offers a valuable framework for decolonising education in higher learning by emphasizing goals that differ significantly from those of colonial education systems. Here's how the aims of BKS can contribute to the decolonization of higher education given in Fig-1.

Outcome of Education

Revered as the "land of seekers," the pursuit of knowledge followed a sacred journey through three fundamental stages: Shravan (listening), Manan (contemplation), and Nididhyasan (realization) (Sharma & Sharma, 1996). According to Kautilya, the Characteristic outcomes of graduates are Vidya (Creation of new Knowledge) Viveka (wisdom to use the right known parts in the right time and place and the Right purpose), and Vichakshanata (The skillsets to get the proper result of knowledge in real life).

Pedagogical Approaches in Higher Education According to the Bharatiya Knowledge System

In higher education according to the Bharatiya Knowledge System (BKS), pedagogical approaches are designed to align with the philosophical underpinnings and cultural values of Indian tradition while also incorporating modern educational practices. Here are some pedagogical methods commonly employed in higher education within the Bharatiya Knowledge System.

Figure 1: Aims of Higher Education in the Bharatiya Knowledge System

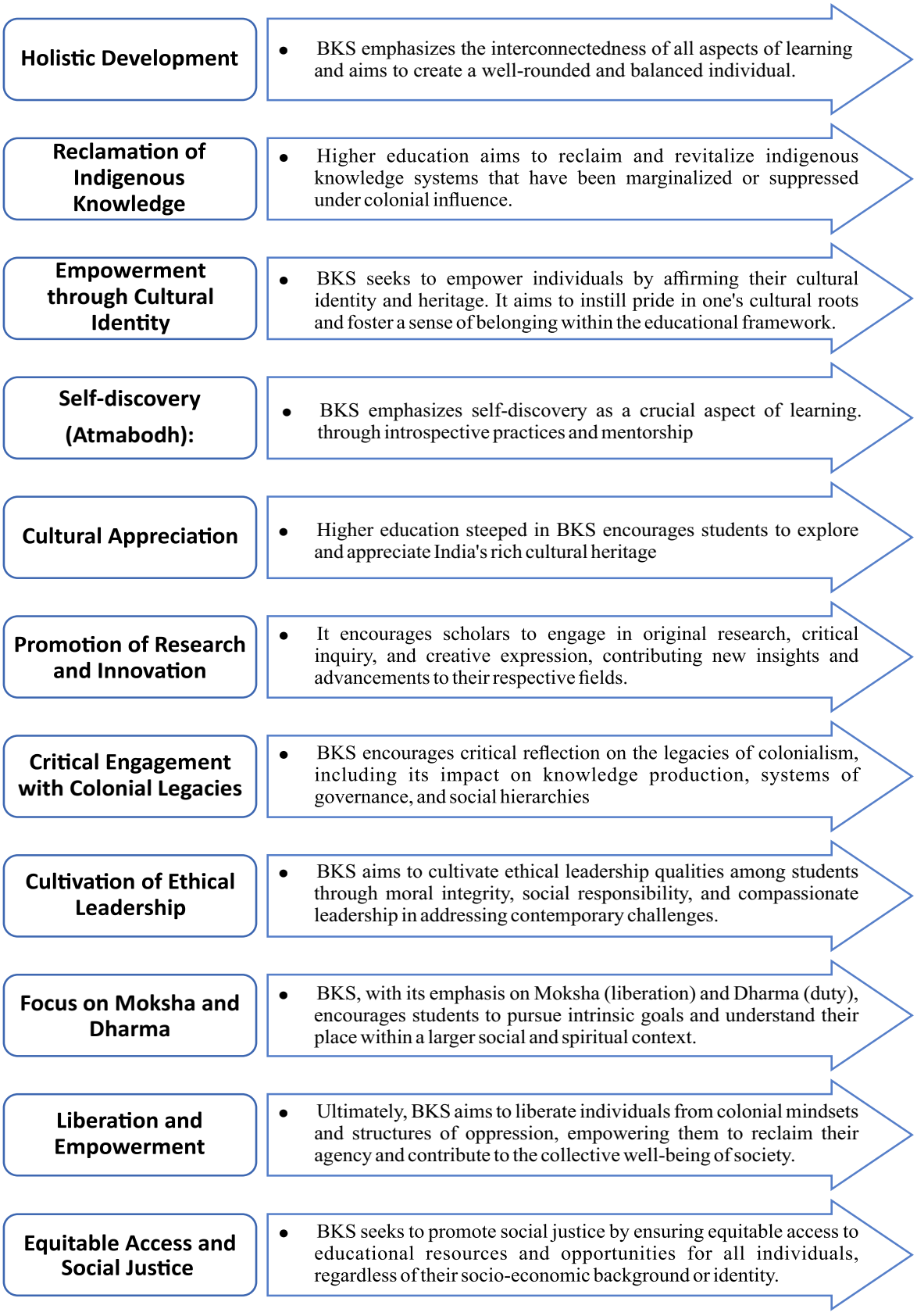
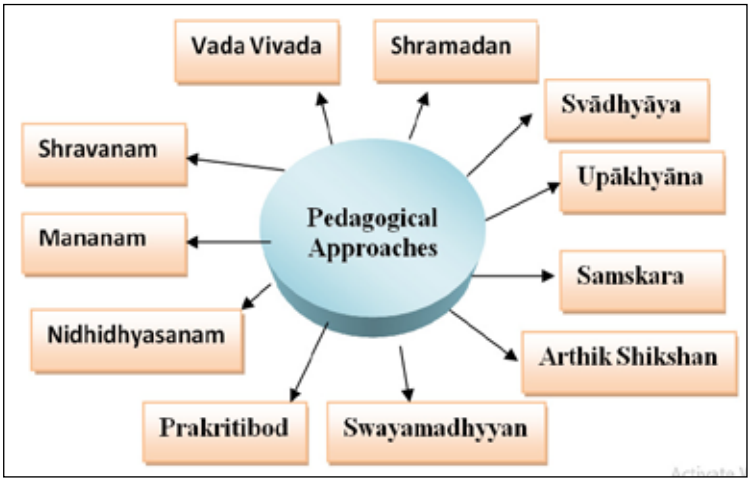


Fig-2: Pedagogical Approaches of BKS in HEIs



- ***Shravanam* (Hearing):** Active listening to lectures, discourses, and discussions forms a crucial part of learning. Students imbibe knowledge directly from the Guru and engage in respectful dialogue.
- ***Mananam* (Contemplation):** BKS emphasizes reflecting on the received knowledge. Students ponder, analyze, and question the teachings to develop their own understanding.
- ***Nidhidhyasanam* (Meditation):** Meditation practices like Yoga can be integrated into the curriculum to enhance focus, self-discipline, and deeper understanding of concepts.
- ***Vada Vivada* (Debate and Discussion):** Encouraging healthy debate and discussions allows students to test their understanding, refine their arguments, and learn from diverse perspectives.
- ***Shramadan* (Learning by Doing):** BKS emphasizes practical application of knowledge. This can involve projects, apprenticeships, or integrating traditional Indian skills like those found in Ayurveda or craftsmanship.
- ***Svādhyāya* (Self-Study):** Independent learning is highly valued. Students are encouraged to explore texts, conduct research, and delve deeper into topics that pique their curiosity.
- ***Prakritibodha* (Nature as a Teacher):** The natural world is considered a source of knowledge in BKS. Learning can take place outdoors, fostering a connection with nature and its inherent lessons.
- ***Upākhyāna* (Emphasis on Storytelling and Analogies):** Complex concepts are often explained through stories, metaphors (Rupaka), and analogies (Upamana), making them more relatable and engaging for students.
- ***Samskara* (Importance of Rituals and Ceremonies):** Rituals and ceremonies can hold symbolic meaning and serve as mnemonic devices to enhance learning and retention.
- ***Swayamadhyyana*** (self-directed learning) empowers students to pursue independent research, self-study projects, and self-reflection, fostering personal autonomy and intellectual growth.
- ***Arthik Shikshan*** (value-based education) In the Bharatiya Knowledge System (BKS), Arthik Shikshan aims to impart not only the practical skills and knowledge related to economics, finance, and commerce but also to instill ethical principles, responsible stewardship, and social consciousness in individuals.

Curriculum in Higher Education according to the Bharatiya Knowledge System (BKS)

In higher education according to the Bharatiya Knowledge System (BKS), the curriculum is carefully crafted to integrate traditional wisdom, cultural heritage, and modern knowledge systems. Here's how the curriculum components might be named in Sanskrit within the BKS framework:

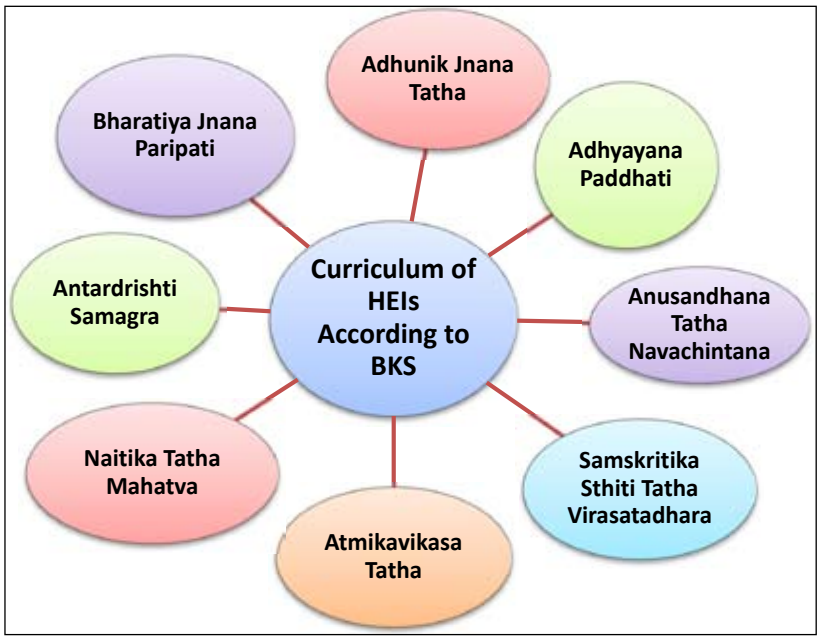
***Adhyayana Paddhati* (अध्ययन पद्धति)**: This term encompasses the overall curriculum structure and pedagogical methods used in higher education within the Bharatiya Knowledge System.

***Bharatiya Jnana Paripati* (भारतीय ज्ञान पारिपाटी)**: This refers to the core subjects drawn from Indian knowledge systems, including Vedanta, Yoga, Ayurveda, Jyotish, Sanskrit literature, darshanas (philosophical systems), and shastriya kalas (traditional arts).

***Antardrishti Samagra Shiksha* (अन्तर्दृष्टि समग्र शिक्षा)**: This denotes the interdisciplinary approach adopted in the curriculum, integrating insights from various disciplines to foster holistic understanding and creativity.

***Naitika Tatha Mahatva Bodhaka Shiksha* (नैतिक तथा महत्व बोधक शिक्षा)**: This emphasizes the ethical and value-based education components of the curriculum, focusing on moral integrity, social responsibility, and ethical leadership.

Figure 3 : Curriculum in Higher Education According to the Bharatiya Knowledge System



Atmikavikasa Tatha Vyaktitva Nirmana **(आत्मिकविकास तथा व्यक्तित्व निर्माण)**: This refers to the spiritual and personal development aspects of the curriculum, including practices such as meditation, yoga, and self-reflection for enhancing students' mental, emotional, and spiritual well-being.

Adhunik Jnana Tatha Kausalam **(आधुनिक ज्ञान तथा कौशलं)**: This encompasses the modern knowledge and skills components of the curriculum, covering domains such as science, technology, mathematics, social sciences, and humanities.

Samskritika Sthiti Tatha Virasatadhara Adhyayana **(सांस्कृतिक स्थिति तथा विरासतधारा अध्ययन)**: This includes courses on Indian culture, history, literature, arts, music, dance, and architecture, aiming to promote cultural continuity and heritage preservation.

Anusandhana Tatha Navachintana **(अनुसंधान तथा नवचिन्तन)**: This refers to research and innovation encouraged within the curriculum, providing opportunities for independent study, research projects, and experiential learning.

Discussion and Conclusion

Indian higher education stands at a crossroads. The colonial legacy's influence, with its emphasis on Western knowledge frameworks, creates a disconnect between the richness of indigenous knowledge and the complexities of the 21st century. This paper advocated for a transformative shift: the integration of Bhartiya Knowledge Systems (BKS) into both curriculum and pedagogical practices.

The expansive and valuable Indian knowledge tradition embraced a wide array of life domains, facilitating the transmission of practical wisdom across generations. Yet, the imposition of colonial rule and its accompanying modernization initiatives profoundly disrupted these longstanding systems. As a result, numerous practical knowledge streams, once vibrant within communities of practitioners, have vanished from existence.

Every discipline within Indian higher education ought to undergo reconstruction with the incorporation of the Indian Knowledge System (IKS) principles. Prioritizing the documentation of Bharatiya Knowledge System (BKS) practices must be a central focus for all Indian institutions. Once documented, these practices should be integrated into the higher education curriculum. Additionally, extensive debates, seminars, and conferences discussing the Bharatiya Knowledge System must be conducted at various educational levels to ensure its widespread dissemination and understanding. Teachers should receive comprehensive in-service training programs focused on the Bharatiya Knowledge System (BKS). Much of BKS literature and knowledge is preserved in indigenous languages such as Sanskrit & Pali, these indigenous languages must be part of the curriculum. Sufficient funding for curriculum development, faculty training, research initiatives, and infrastructure related to the Bharatiya Knowledge System (BKS) should be provided to each institution in India.

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Importance of Youth in Nation-building

Jagdeep Dhankhar, Hon'ble Vice President of India delivered the Convocation Address at the 6th Convocation Ceremony of IIM Bodh Gaya, Bihar on April 07, 2024. He said, "You are the greatest stakeholders in democracy; you are the future of this country. You have to lead the marathon march, and therefore, I appeal to you, to make it a habit. You are all discerning minds; you will always stand for the nation and always put the nation first. We can never compromise on that." Excerpts

In the last few weeks, I have had the good fortune of visiting institutes headed by women: Gujarat University, Jawaharlal Nehru University, and this place. My belief that women are more powerful than men is getting strengthened every day. Women directors are tougher than male directors. You will remember them during the course and afterward for two different reasons: during the course, they're being very harsh. After you graduate, you will remember them very pleasantly; they strengthen you to that extent and temper you like steel.

The event marks a significant milestone for IIM-Bodh Gaya as it is the first convocation ceremony at the recently inaugurated campus of the Institute defining the changing profile of the development and growth of this country.

Chairperson Udai Kotak, a luminary in Indian banking, bears unimpeachable credentials to be in this position. He draws respect for his depth of knowledge, intellectual integrity, and ever readiness to stand for the cause of the nation.

I firmly believe that education is the most impactful, transformative mechanism of societal change that realises equality and dispenses inequities. You all are fortunate beneficiaries of quality education.

Guest of Honour Shri Amitabh Kant, an IAS officer, and a Chevening Scholar is an outstanding achiever. He is deeply involved with the evolution and execution of public policies in his several capacities including as CEO NITI Aayog- our think tank. His books 'Branding India Incredible Story,' and 'The Elephant Moves: are in a sense reflections of his contributions.

His prestigious positioning as G20 Sherpa of India during its Presidency year would never be acknowledged as exemplary performance. The passage was mined by fault lines and at the end of the day, all went well. Among other aspects, G20 enhanced our soft diplomacy powers and prowess.

Friends! Your institute is in the perfect setting. Bodh Gaya, is a site of spiritual importance and the land where the great Lord Buddha attained enlightenment. Bodh Gaya holds a special place in the collective consciousness of humanity.

As we gather here today, let us draw inspiration from the teachings of Lord Buddha and strive to emulate his message of love and compassion in our lives. The message is more relevant now than ever before.

My congratulations to the graduating students at this 6th convocation. This day marks a significant milestone in your journey. I am so delighted that the track record of this institution is outstanding when it comes to placements. The address of the chairperson indicated a fun foundation has been laid for this institution and it is amongst one of the best in the country.

Friends, the convocation ceremony holds immense significance in the life of every student. It is a moment of pride and accomplishment not only for the graduates but also for their families, teachers, and mentors who have supported and guided them throughout their journey.

This moment marks a stepping stone for your entry into the wider world—a world that is filled with endless possibilities and opportunities.

Friend- Bharat today is no longer a nation with just a potential or a sleeping giant. It is on the rise as never before. The rise of Bharat is unstoppable. All this is to your great advantage. You are fortunate as an enabling governance ecosystem and stable economy fundamentals offer you a platform for unleashing your talent and energy. The perfect setting for realising your aspirations and dreams.

All of you my friend are very lucky to be part of the marathon march towards the goal of Viksit Bharat@2047! Some of us may not be around, but it will be gratifying for everyone to ensure that by 2047, Bharat will be the pinnacle of the world!

Friends- A convocation address is an occasion for the speaker to impart guidance and sage advice or suggestions before you all step out from the ivory towers of academia to the real world outside.

A decade or so ago such advice or suggestions may been scary or even a nightmare. A speaker in my place a decade ago would have been worried, What to tell you? What are prospects? Because we then had a worrisomely alarming economic environment. There was fragility all around, A despondent atmosphere but now the contemporaneous situation is soothing and inviting. In a sense, there is now a 360-degree turn as the national mood is upbeat-reflecting hope and possibility.

Each of you present here today is a torchbearer of India's future. When it comes to talent intellect, and knowledge you are one of the best in the world. I encourage you to harness your talents and skills to script new chapters in India's growth story. And what a remarkable story it is going to be!

Always remember your hot pursuit for success, accolades, organisational and professional growth as a leader should not let you forget the importance of humanity and empathy in business.

Today you will embark on a new voyage. You will venture out into an industry that is unlike a decade ago. The scene a decade ago was very different, you would be losing your sleep. With this degree, you would not know where to go but now the situation is very different situation is brimming with opportunities for you. The scenario is full of hope and possibility.

My young friends, the national scenario couldn't be more soothing and inviting. The nation is on the rise and its economic trajectory despite global headwinds is continually upwards; the national mood is upbeat with our surging global image. You are discerning minds you know what Now means to be Indian outside of India. You know now what's your what it means to the holder of an Indian passport, You know more than I do what is the image of our country now and that is something you will relish all your life.

Soon to become the third largest global economy ahead of Germany and Japan, we are already third in purchasing power. And this status of Bharat is more relevant to you and you know what the potential of purchasing power in this country we have this population this rich human resources this youthful component the change has to be exponential and geometric.

Friends - The world is at the cusp of something like another industrial revolution thanks to onslaught of disruptive technologies. These technologies are a challenge. There are opportunities you will be concerned with in your future workings

By harnessing the seamless integration of these technologies, organisations can stay competitive in the digital era and shape a future where connectivity, trust, and intelligence drive success.

As a matter of fact, reflecting on a few years ago, this was not even a dream. We were not in a position to think about it or imagine it. I know this from experience. I was a Member of Parliament in 1989, and I was a Union Minister then. I had to suffer the pain of witnessing our gold, in solid form, being airlifted to be placed in two banks in Switzerland to sustain our fiscal credibility. Our foreign exchange then was dwindling between 1 billion and 2 billion dollars, and now, see a rise: 6 to 7 billion dollars in a week. It is over 600 billion now.

As young leaders in business, trade, commerce and industry, you will have the opportunity to take charge, harness the opportunities that are beyond the obvious and create an impact that has the well-being of the society at heart. Happiness and satisfaction do not come with personal wealth being amassed. The greatest satisfaction comes when you have rewarding experience of serving your motherland Bharat and that I am sure you will be engaged in.

Look at how far we have come as a nation. This journey was not easy.

Can you ever imagine 500 million people getting into the banking industry? What could be more inclusive growth than this? Just imagine gas connections in every house, tap water in every house, toilets in every house, and education being available everywhere. Every village has a computer center. You are lucky to have this kind of ecosystem. This allows you full play in joints. You can play with straight bats, realize your ambition, and serve your motherland.

Just a decade ago, our economy was fragile. Five economies, the world institutions, were in a punishing mode for us. They used to advise how we handle our affairs and what are transformations. Just in a decade,

we march ahead of Canada, UK, and France to be the 5th largest global economy. I do not doubt that by 2047, we will be at the peak or very close to getting to the peak.

The World Bank, which used to question us earlier, now praises India for achieving its financial inclusion objectives within an impressively short span of six years, a feat that typically requires nearly five decades to accomplish. This is a tribute to our visionary leadership and fast execution. That is why the nation is experiencing not pyramidical growth, but a plateau kind of growth; everyone is rising together in togetherness.

Similarly, the International Monetary Fund (IMF) has recognized India as a prime destination for investment and growth opportunities.

India's inclusive Digital Payment system, which facilitates real-time transactions, has garnered attention worldwide and is being adopted by countries like Singapore.

46% of the world's total real-time digital transactions now occur in this land. Adaptability accessibility of the internet is reflected in the statistics that our per capita internet consumption is more than that of China and the USA taken together.

In addition to its digital infrastructure, India has made remarkable strides in developing world-class physical infrastructure, thereby enhancing the quality of life for its vast population of 1.4 billion. Recent notable examples you will know Mandapam—a massive convention center, one of the top 10 in the world. We have Yashobhoomi and a new Parliament building, the kinds of roads, airports, and railway stations we have now were beyond our dreams and contemplation a decade ago. It reflects that India has human resources; the genius of its human resources is unrivaled. It needs visionary leadership, leadership that thinks out of the box, leadership that has the capacity to execute. I know for a fact, being Chairman in Rajya Sabha, that despite the pandemic, the new parliament building came in 30 months. It was not just a building; it was the complete infrastructure that we could hold our sessions there. The world is amazed and stunned at our progress.

Friends these achievements underscore our capacity to construct such impressive structures within the remarkably short time frame. Let me give you a small illustration Chandrayaan-2 September 2022 was to land on the moon I was governor state of West Bengal along with my wife, I went to the Science City the landing was a little after midnight around 2:00 a.m. if I am not wrong Chandrayaan-2 reached very close within meters but the landing was not 100% success. How can you call it failure there we reached quite close the Prime Minister came from behind to encourage the entire team and we had chandrayaan-3 landing on that part of the moon no one has landed so far. International aeronautical society has acknowledged Shiv-Shakti point on the moon which means the governance is so strong that it does not take failure it takes success. This is a message to you and a lesson to you never avoid taking a jump because you think you may fail I don't suggest you take jumps recklessly think about it but fear should not deter you from trying out.

Effective execution of the vision of our leadership would not have been possible without weeding out corruption. There was a time when corruption was visible in every facet of life: a job, a contract, an opportunity—you could not avail without taking recourse to those who were corrupt. Corruption was your password to getting opportunity or relief; the power corridors were infested with corrupt elements who extra-legally leveraged decision-making. A decade ago, we had spectacles to see in the public domain, even ministerial berths, and prerogatives of those in executive authority, were considered and decided elsewhere. But now, power corridors have been duly sanitized of corrupt elements.

Across various frontiers of cutting-edge technology, including quantum computing, machine learning, 6G technology, and green hydrogen, India is prominently positioned as a front-runner. These new vistas are gold mine opportunities for you all.

Today, as the world is in a state of flux, change is the only constant. The rapid advancements in technology have ushered in a new era, creating a surge in demand for professionals who can harness these developments to drive their organization's business goals forward.

Whether it's artificial intelligence, machine learning, or analytics, the opportunities are limitless for those who are willing to embrace innovation and adapt to change.

In such a scenario of dynamism and volatility, your core values will be your Guide, keeping you

anchored ever as you stride ahead! So gear up to bring about the change you believe in. During my time even if I believed in a change I would be in a state of hopelessness because I knew I could not bring about it now you can bring it about. Look at the start-ups and unicorns these have emanated from minds like you.

Most of you are poised to carve out your niches in the business world. Remember, friends: ethical leadership and is part of your oath this is not negotiable if you compromise on ethics then you can't be the winner of the kind that the world you salute you will be leaving inside a silo because you compromised ethical standards. Temptations will be amazing like taking shortcuts people love to take shortcuts even when there is a road available they will say why not take this shortcut. My experience tells me the shortcut is very painful when you lead.

Take a shortcut in law, take a shortcut in revenue matters and you know how people are suffering they are suffering for two reasons - The country has equality before the law, rule of law is being enforced in exemplary manner those who thought we are beyond the reach of law we are immune to law how can legal process reached they took shortcut you know how risky, how expensive, how painful shortcuts are, avoid them

I urge all of you to be harbingers, ambassadors in kind of a society where you exemplify scrupulous, meticulous adherence to the rule of law. This should be your guiding North Star. Trust me, sleep is fundamental to good health. When you take shortcuts, when you violate the law, when you deviate from ethical standards, you can never have sound sleep. You will have sleepless nights, and your health will deteriorate.

You are the greatest stakeholders in democracy; you are the future of this country. You have to lead the marathon march, and therefore, I appeal to you, to make it a habit. You are all discerning minds; you will always stand for the nation, and always put the nation first. We can never compromise on that.

Unfortunately, there are certain categories of people who find it indigestible that India is progressing. Some of them are informed minds, You respect them. Don't respect them just because they have a position of power. I am referring to the economic world. One may be an economic advisor to the Government of India or a Governor of a Bank, but if they tell you our economic growth can't go beyond 5.5%, question them.

You said so, why? You are a knowledgeable man; you are capitalizing on the ignorance of people at large; you are trying to spread pessimism when the air is full of optimism. Just imagine, no regret, we had more than 7.5% growth. You represent the core of progress and innovation. Your path aligns with Bharat's journey towards reaching new milestones!

We must always be good listener so that absorbing and sharing of knowledge is seamless. None is the ultimate repository of wisdom or knowledge. We suffered a system in our country where iconic was according not a parameter that is baffling no longer just look to the Padma awards there was a time when event management patronage was the passage to Padma awards. They are now given longer than how you want to deserving people. the situation. You have to go beyond the normal cause if you entertain the Idea that this degree learning comes to an end trust me nothing can be longer conclusion to this learning is lifelong and if you learn lifelong you remain in feet healthy mental physical spiritual to serve the nation.

One thing I find that is very disturbing people don't want to listen to other points of they want to reject others points of view for a drop of a hat which can be more painful and challenge to logic and rationality than we do want to consider another point of view there is no compulsory to agree on other's points of you and trust me my own experience tells more often the note the other points of view is the correct point of view.

If you have attended the seminars you would have some illustrious person addressing the seminar but in interactive sessions, you would find the one whom you don't look at who according to you has no identity makes a brilliant point each of you is epicenter of making a brilliant point and catalyzing the big change.

I am reminded of a cartoon where the boss was with his core team indicating "I am looking for people who have a mind of their own and always think my way". Make your point know that even if it is not accepted there will be a type when someone superior to you will tell you, how I wish I could go by your point of view. You turned out to be wrong, so always go in that direction.

In your future positioning in the normal course, there would be compulsive interaction with business, trade, commerce, and industry. You'll have access to

their structured platforms and associations. Avail the opportunity to serve the nation's economy.

My suggestion is that there can be a significant positive contribution to our foreign exchange reserves, generation of employment opportunities, and nurturing of entrepreneurship if we become 'Vocal for Local' and 'Swadeshi' is promoted.

In a sense, I am persuading you to believe and promote economic nationalism, a facet of nationalism. Just imagine there is a massive drain-out of our foreign exchange because we are important avoidably we are importing toys, curtains, furniture and furnishing. We are mostly important something that is available in this country a look at the damage that we do to the fabric of this Nation. On one hand, foreign exchange is draining out, on the other hand, we are snatching work from the hands of our people they would employ if they were made to this item here and three we are blunting, impeding the growth of entrepreneurship now you are in a good position to neutralize it if you make it a mission and passion to promote economic nationalism, inculcate this is spirit take us long way both the three points.

There is another worrisome aspect is the reckless export of raw materials. Some people have natural resources at their disposal. If you go to a port in Goa you will know it iron ore is being exported now the man who controls the natural resource is making money, so he says why should I make extra effort? I am making a quick buck, I don't have to learn anything but we are losing hugely. We must add value to raw material and real-time value before we export it.

If we export raw material we are condemning ourselves that we are not in a position to add value to it. The fact is, we are in a position where the moment you engage in value addition, you will find results for both on the point of foreign exchange, employment, and entrepreneurship growth.

My young friends! Always remember no economic gain, how so bountiful it may be can be entertained by compromising our Economic Nationalism must make it a habit and national habit.

This does result in an easy and quick buck. Reflect on what cost to the nation. If there had been value addition to raw materials within the country, the gain would have been enormous in terms of saving foreign exchange and generating opportunities for employment and enterprise.

This is imperative for our nation's prosperity and sovereignty. Because if our security environment has to be looked at, the conventional days are going. If your economy is powerful, you are strong; your soft diplomacy gets cutting edge because your human resources are active in various fields. The human resources fully unleashing the power and prowess of digital infrastructure and disruptive technologies, and this is a national obligation you are called upon to discharge.

Friends- today you are on the launchpad for a jump into the larger domain - overflowing with opportunities and challenges. There is potential even for runaway success and unexpected jolt. You graduating students make discerning choices as to what you seek to do. Today you have the luxury of multiple options, of choosing what kind of work you will do and how you will do it.

Go for the option/choice that emanates from within. For a long we suffered in this country the child at birth was given a task "**बच्चा घर मे आया है, इंजीनियर बनेगा, आईएएस बनेगा आईपीएस बनेगा डॉक्टर बनेगा**", and the poor child did not know what is happening around fortunately for you the days have changed. If you do not enjoy the job you are doing, if you do not feel you are a productive, contributing member of society, rapid promotion or increasing renown is of no help because from within you can't relish it. If you do not like going to work every day, the fact that you are being chauffeured in a limousine is immaterial because it is not going to make it any more pleasant.

Why force someone good at cricket to play chess you are trained to make your own choices you are under no compulsion to use it with great discretion.

My suggestion to you is to reach out and explore. Try different things. Be unconventional. Think out of the box and be assured you should ever be, you will never be out of ideas. There are ample avenues for the creation of employment than just being an employee. People in the bureaucracy are leaving their jobs to do unconventional things including selling vegetables, milk serving, serving society showing way to many others.

There was a tendency in my youth, it was during my days also. We will be happy if we achieve a lot - we want fame and fortune, and as rapidly as possible. In

the process, we get robotized. Our humane approach gets blunted, and our human face disappears. A robot is of no use when a man becomes a robot man uses a robot not himself or herself get robotized.

Never fall prey to Shakespearian Hamlet syndrome of "To be, or not to be:" This stance more often than not is a recipe for failure. If you have a brilliant idea get it executed.

The journey of your Chairperson Uday Kotak can be a case study on this point. He made such a choice, and from my perspective a difficult one in the early 1980s. Then India was a closed economy and not the shade of economic growth and prosperity we see today. In that challenging and daunting scenario, ignoring a lucrative job option from a Multinational, he decided to start on his own. Look how he makes us all proud.

Uday Kotak at that time must have had a tough time in deciding, with his heart beating in the chest. Yet he did. You all are fortunate as facilitating governance policies gives you greater play in the joints for decision-making.

In conclusion, you are embarking on a most exciting journey, in a country that is home to one-sixth of humanity a country whose economy is on the rise. The world out there is fiercely competitive. There are bound to be challenges and air pockets. Be firm on your course. You should have no doubt about its success. You have been tampered with by one of the most rigorous programs and obviously are now ready to show your mettle.

Friends- I have full faith in the capabilities and potential as a student of IIM Bodh Gaya, the enlightening IIM situated lightly at the center of enlightenment you can deliver you only have to do.

Remember one of the shoes company has a tagline remember that 'just do it'.

Together, let us work towards a *Bharat* that is not just developed but also compassionate, and inclusive reflecting our civilisational ethos.

Thank you. Jai Hind!

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University News

Form IV

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I, Dr. Sistla Rama Devi Pani hereby declare that the particulars given above are true to the best of my knowledge and belief.

Sd/-
Publisher

National Seminar on Teacher Education

The one-day National Seminar on 'Teacher Education in India: A Perspective on Quality with Special Reference to NAAC and State Level Meeting of Special Interest Group on Environmental Education' was organized by the Gopal Chandra Memorial College of Education, Kolkata, West Bengal, recently. The Convener of the event, Dr. Shreyashi Paltasingh, Principal, Gopal Chandra Memorial College, and Joint Secretary, AIAER (WB Chapter) and Covener of Special Interest Group on Environmental Education delivered the Welcome Address where she stated that the event aimed to offer insights and experiences on the latest trends in teacher education based on the recommendations of NEP--2020. She also expressed her gratitude and appreciation to all the experts, eminent guests, and the teaching, and non-teaching staff as well as the students of the college for their valuable contribution in making the seminar successful.

The programme was inaugurated by the President of the Governing Body, GCM College of Education, and Minister in Charge (Finance), Government of West Bengal, Ms Chandrima Bhattacharya with the illumination of the lamp. In her Presidential Address, she assured her unceasing support for the all-round development of the college.

In the technical session, Guest Speaker, Prof. Ramakanta Mohalik, Department of Education, RIE (NCERT) made his insightful deliberation on the topic, 'Quality Teacher Education through NAAC in the Context of NEP-2023', where he talked about Integrated Teacher Education Programme, recommendations, visions and changes in NEP 2023, and inclusive and equitable education. He brought forth the importance of mother tongue and regional languages with a special focus on experiential learning strategy and multidisciplinary approach in education. The presentation was followed by an interactive session with the audience.

Prof. Tushar Kanti Ghara, Joint DPI, Department of Higher Education, Government of West Bengal and State Nodal Officer, AISHE gave an informative presentation on 'A Data Orientation for Teacher Education Institutes towards NAAC Accreditation'. Prof. Ghara delved deep into the discussion of technological advancement and data orientation and explained the strategies for systematic documentation of data for NAAC assessment and accreditation. The lecture was followed by an interactive session with the participants.

Swami Tattwasarananda, Principal, Probationer's Training Centre, Belur Math made his thought-provoking deliberation on 'Maintenance of Quality in Teacher Education regarding NAAC'. Swami Ji provided valuable guidance on the parameters of NAAC and how institutions can work innovatively to fulfill the parameters constructively. The lecture was followed by an interactive session with the audience.

The next session was based on Paper Presentations in four parallel sessions chaired by Dr. Debashis Dhar, Former TIC, GCM College of Education, Dr. Rajiba Lochan Mohapatra, Assistant Professor, Department of Education, Burdwan University, Dr. Lalit Lalitav Mohakud, Assistant Professor, Department of Education, Jadavpur University, and Dr. Bhaswati Ghosh, Principal, Sailajananda Falguni Smriti Mahavidyalaya.

Prof. Debi Prasad Mishra, Director, NITTR and President AIAER (West Bengal Chapter) spoke on 'Role of National Assessment and Accreditation for Improving Quality of Education'. He actively interacted with the participants and enriched the audience with his innovative insights.

Dr. Bijan Sarkar, Professor, Department of Education, University of Kalyani, and General Secretary, AIAER, West Bengal Chapter enriched the participants with his priceless presentation on 'Environmental Education'. He also delineated the themes of BTAE (Better than Average Effect) and SSB (Self-serving Bias) in the course of his deliberation. He concluded his lecture by suggesting a book titled 'How Much Should a Person Consume' for developing sustainable environmental temperament within everyone present.

Prof. Sarkar's deliberation was followed by a State Level Meeting of the AIAER Special Interest Group (Environmental Education). In the Valedictory Session, the participants and paper presenters received their certificates from Dr. Monoj Das, Former Professor, NITTR and Active Member of AIAER

(W B Chapter). Finally, Dr. Paramita Bandopadhyay, Associate Professor proposed the Vote of Thanks and expressed her heartfelt gratitude on behalf of the college to all experts, participants, staff members, and students of the college. The Seminar concluded on a solemn note with the singing of the National Anthem.

International Conference on Intelligent Circuits and Systems

A two-day International Conference on 'Intelligent Circuits and Systems' is being organized by the Lovely Professional University, Punjab from August 30-31, 2024. The theme of the conference is 'SDG 7: Affordable and Clean Energy'. The researchers, academicians, professionals, and industry experts may participate in the event to contribute and share their knowledge, experiences, and research outcomes at ICICS 2024. The conference aims to provide a platform for exchanging ideas, discussing challenges, and exploring innovative solutions to address the pressing issues related to health and well-being using intelligent circuits and systems.

Sustainable Development Goals are the targets settled by global agreements for global development. There are defined 13 targets and 28 measurable indicators for SDG 7. The conference aims to build a bridge between the academic community, R & D institutions, social visionaries, and experts from all strata of society to present the ongoing research activities towards achieving the global targets of SDG 7 and foster research relations between them. It is a premier event focused on exploring cutting-edge research and technological advancements in the field of intelligent circuits and systems for the promotion of sustainable development goal 7, which aims to ensure Affordable and Clean Energy for all. The topics of the Event are:

- Biomedical Circuits and Systems.
- Power Systems.
- Power Electronics and Drives.
- Electrical Vehicles.
- Signal Processing Techniques for Medical Data Analysis.
- Machine Learning and Artificial Intelligence in Healthcare.
- Electrical Engineering.
- IoT-based Healthcare Systems.
- Assistive Technologies for Individuals with Disabilities.
- Smart Materials and Devices.
- Clean and Green Energy.
- Robotics and Automation.
- Smart Healthcare Infrastructure and Applications.
- Microwave Circuits and Mobile Computing.
- Semiconductor Devices and Circuits.

For further details, contact the Organizing Secretyary, Lovely Professional University, Jalandhar-Delhi, G.T. Road, Phagwara, Punjab-144411, Mobile No: 07087896849 /09622348316, E-mail: *icics@lpu.co.in.* For updates, log on to: *conferences.lpu.in*

AIU News

East Zone Student Research Convention: *ANVESHAN–2023-24*

A two-day East Zone Student Research Convention: *ANVESHAN*–2023-24 was organised by the Association of Indian Universities (AIU), New Delhi in collaboration with the North-Eastern Hill University, Shillong from February 22-23, 2024 to inculcate the young mind towards innovation and academic excellence. The event witnessed the convergence of leading minds from academia and government, culminating in a vibrant exchange of ideas and insights. about 31 participants from 4 Universities/Institutes, participated in the East Zone Convention. In total, 12 projects were presented, ranging from cutting-edge technological solutions to sustainable environmental initiatives. The projects covered six major subject areas i.e. Basic Sciences, Engineering and Technology, Social Science, Humanities, Commerce and Law, Interdisciplinary Research, Agricultural, and Health Sciences.

The event began with a Welcome Address delivered by Prof. S R Joshi. In his address, Prof. Joshi emphasized the significance of the convention in providing a platform for students to showcase their

research prowess and contribute to the advancement of knowledge. He encouraged participants to embrace the spirit of inquiry and academic pursuit, inspiring them to strive for excellence and make meaningful contributions to society.

The distinguished lineup of guests included the Hon'ble Education Minister of Meghalaya, Rakkam A Sangma who graced the occasion as the Chief Guest. In the inaugural function, his presence underscored the government's unwavering commitment to promoting regional research and education. He delivered an impassioned address emphasizing the importance of nurturing a culture of innovation among the youth. Stressing the pivotal role of research in shaping the future, he underscored the need for students to harness their curiosity and critical thinking skills to tackle real-world challenges.

The Guest of Honor, Prof. T P Singh, SERB distinguished Professor, AIIMS, New Delhi inspired attendees to push the boundaries of knowledge and strive for academic excellence rather than study for recognition and accolades. Furthermore, the event welcomed representatives from the AIU, Dr. Amarendra Pani, Joint Director and Director(I/c), Research Division, AIU and Dr. Usha Rai Negi, Assistant Director, Research Division, AIU. Their participation highlighted the importance of collaboration and partnership in advancing the academic agenda at a national level. Prof. P S Shukla ensured that such platforms remain for meaningful discourse and intellectual exchange between the participants, distinguished guests, and experts in the field. The Inaugural Function concluded with the Address, Prof. Timir Tripathi extended a heartfelt Vote of Thanks to all attendees, expressing gratitude on behalf of the Organizing Committee for their presence and support. He also thanked the esteemed guests and participants for sharing their research insights and inspiring the audience with their innovative ideas.

Prof. Animesh Mishra, Renowned Cardiologist, Department of Cardiology, North Eastern Indira Gandhi Regional Institute of Health and Medical Sciences (NEIGRIHMS), Shillong delivered a captivating keynote lecture on 'Self-reliance and Innovation in the Pursuit of Excellence in Research and Development'. Drawing from his extensive experience in cardiology and medical research, Prof. Mishra underscored the need for healthcare systems to adapt and innovate to meet the evolving needs of patients and communities.

In addition to participants who presented their innovative projects, the event welcomed a diverse audience of students and faculty members from NEHU. The projects showcased at the event covered multiple topics, including technology, biotechnology, social sciences, and environmental sustainability. The presence of approximately 150 student attendees and nearly 50 faculty members enriched the event, fostering vibrant discussions, knowledge exchange, and networking opportunities. Students had the chance to interact with their peers from other universities, exchange ideas, and gain insights into different fields of study. Faculty members provided valuable guidance and mentorship, encouraging students to pursue innovative ideas and projects.

The independent judging panel, comprising esteemed faculty members, meticulously evaluated each project based on innovation, feasibility, societal impact, and presentation skills. After a rigorous evaluation, the judging panel announced the six top-performing projects, one from each subject discipline to advance to the international competition hosted by Mumbai University, Mumbai. Apart from the impressive projects presented by the participants, the event's key highlights included the active participation of student attendees and faculty members. The event also allowed students to gain exposure to research and innovation, inspiring them to explore new avenues in their educational and professional pursuits.

As the programme concluded, the Valedictory Session emerged as a moment of celebration and recognition for the winners. In this session, participants and winners were honored with certificates of participation, as well as winner certificates, by the Vice Chancellor of NEHU, Prof. P S Shukla, Dr. Amarendra Pani, AIU and Prof. Kandarpa Saikia. The culmination of *Anveshan 2*023-24 was marked by a moment of pride as the event drew to a close with the rendition of the national anthem. Following this poignant moment, participants, attendees, and faculty members gathered for a group photo session, capturing the essence of collaboration, innovation, and academic excellence that defined the event.

Winners of the East Zone *Anveshan*─2023-24

Group	Project Title	Position	Name of Participant	Institute Name
Basic Science	'VARUN' a 'Make in India' module for waste water remediation and clean energy generation	1st	Indrajit Mondal Piyali Haldar Neelanjana Bag	Jadavpur University, Kolkata, West Bengal
Engineering & Technology	Cost effective, flexible EMI shielding jacket for preventing adversative effect of microwave radiation	1st	Subhojit Dutta Suman Saha Sumana Lakshman	Jadavpur University, Kolkata, West Bengal
Social Science, Humanities, Commerce & Law	DASTAN: A New Chapter in Domestic Work	1st	Atendriya Dana Anwesha Banerjee	Jadavpur University, Kolkata, West Bengal
Interdisciplinary Research	Development of Low Power Consumption Artificial Neuromorphic Synaptic Devices by Using Proton as a Neurotransmitter	1st	Pranjal Sharma Nituparna Das	North Eastern Hill University, Meghalaya
Agriculture	Enhancing the Quality of Bombyx mori Silk Through Genome Engineering Using Fibroin and Sericin Genes of Anthareae assamensis	1st	Jahnu Kashyap Jessica Nampui Abhinab Sarma	North Eastern Hill University, Meghalaya
Health Sciences	MRI Data Reconstruction on Hardware Platform	1st	Rikta Pal	Jadavpur University, Kolakata, West Bengal

Short-term Capacity Building Programme on Organizational Behaviour and Life Skills

A six-day Short-term Capacity Building Programme on 'Organizational Behaviour and Life Skills Leading to Better Worldliness' was organized by the Association of Indian Universities─ Academic and Administrative Development Center, Dayalbagh Educational Institute, Agra from February 26 - March 02, 2024. Thirty-three participants from various parts of the country attended the programme through blended mode.

The Inaugural Function started with the Institute's prayer. Mr. Anoop Srivsatava, Vice President, Dayalbagh Ra Dha Sva Aa Mi Satsang Sabha, and Former Additional Director General (RPF) was the Inaugural Speaker. He advised the participants to be selective in their goals and focus on the *Umbra* while being aware of the *Penumbra,* an illustrative analogy, to reach their goals with continuous improvement, taking small consistent realistic steps, and blocking irrelevant distractions. Prof. V B Gupta, Vice Chairman, Advisory Committee on Education (ACE), Dayalbagh Educational Institutions highlighted several innovative recommendations that were made by ACE, which were implemented by DEI to achieve the highest levels of excellence with relevance.

Prof. C Patvardhan, Director, Dayalbagh Educational Institute (Deemed-to-be University), highlighted the importance of managing conflicts and the role of leadership in an organization to achieve better Worldliness, the ultimate goal of all organizations. Ms Sneh Bijlani, Treasurer, Dayalbagh Educational Institute (Deemed to be University), also graced the inaugural ceremony with her presence. Ms. Shweta Prasad welcomed the guests and participants, and Ms. Punam Prakash, the Convener of the event proposed the Vote of Thanks.

During the first day of the programme, Ms. Shweta Prasad, Leadership and Life Coach, EQ Assessor, and Founding Partner of Asia Coaching Network delved into the *System of Emotional Intelligence* highlighting the interplay between emotions, individuals, and the organizations they create. Her presentation emphasized the critical role emotions play in driving people, and in turn, performance. Participants could analyze their feelings through an interesting study, 'The State of the Heart' and understand the relationship between

human well-being and healthy relationships. She continued the discussion on day three.

In the subsequent session, Ms. Gazal Mathur, Consultant, JP Morgan Chase, Training Adviser, EVOLV, NIIT, Delhi Consultant, Hero Mindmine, Mumbai shared valuable insights on *Developing a Positive Mindset*. Through live studies and recent research, she explained how one can develop a growth mindset through life. With individual growth, the organization can benefit from having the optimum mindset.

Mr. Swami S Prasad Satyavolu, Managing Director, Industry X Accenture USA on the second day of the event, gave an enlightening presentation on 'Leading Large Global Teams: Eliminating Bias and Embracing Values of Respect, Trust, Collaboration, and Influence'. As the title suggests, his presentation emphasized the importance of trust and mutual respect, and how bias can hinder organizational functions. Very interesting clips from leading Western CEOs were presented to show the values of successful organizations.

Additionally, Prof. Shalini Nigam, Professor Emeritus, Department of Management, DEI talked about 'Adaptability Skills for the Workplace'. She shared real-life examples of how adapting to change is crucial for survival. She engaged the participants in meaningful activities such as the Deserted Island simulation, that illustrated values of trust, leadership, cooperation, and co-ordination which are important for adapting to challenging situations at a personal level as well as at the organizational level.

Lastly, Ms. Punam Prakash presented on 'Communication in the Workplace, Golden Mean, and its Relevance in Soft Skills, Related to Organizational Behaviour'. Her presentation summarized the role of the Golden Mean Theory, espoused by ancient Greek philosophers, in critical areas of life skills, such as communication, emotional intelligence, and leadership. Understanding and practicing this concept is the way to harmony and balance that can create a healthy and successful organization.

Dr. Purnima Bhatnagar, Assistant Professor, Departmrnt of Management, DEI shared insights on 'CSR and Sustainability for a Better World' on the next day. She enlightened participants on the Companies Act, the provisions for CSR in India, and Schedule VII, wherein the various domains of Corporate Social Responsibility are clearly defined. The Dayalbagh Educational Institute was highlighted as an exemplary model for the world, showcasing CSR initiatives close to us all.

On the following day, Prof. Sumita Srivastava, Professor, Department of Management, DEI shared her views on 'Managing Conflicts in an Organization'. She elaborated on the role of conflict in an organization. She showed how conflict is unavoidable but should be kept at a level where it is productive rather than dysfunctional, thereby increasing group performance. There are ways to handle conflicts, such as collaborating, compromising, and sometimes, even accommodating or avoiding negative situations.

Further, Dr. Viren P Singh, Asia Coaching Network, Gurgaon, Advisor. Executive Coach-Mentor, PCC ICF, Advisor, Pune University discussed 'The Role of Leadership and Ethics in Organizational Behaviour'. He explained the role of leadership through the five-bucket analogy…, model the way, inspire a shared vision, challenge the process, enable others to act, and encourage the heart, each one synonymous with desirable leadership traits.

Dr. Ajit Kumar Nigam, Director, Operations Distinct Horizon, and WhiteSwan Consulting Group delivered his presentation on 'CSR and its Connection to a Successful Organization', enumerating organizations' triple Ps- People, Planet, and Profit motive. He also gave a detailed account of the various sectors of Corporate Social Responsibility and the sector-wise expenditures in the last 4 years.

Mr. Kaushal Kodesia, Executive Director, Railways, KEC International Ltd. discussed 'Navigating Challenges in an Organization'. Mr. Kodesia elaborated on the challenges in an organization, describing his own experiences in the Goenka group, where the commitment of employees was powered by passion and driven by ethics. Through interesting data, he showed the success of his organization in establishing heavy infrastructure in the domain of railways, metro, etc. He explained the concept of CEO as an equation between customer, employee, and owner.

Ms. Priya Jayant, Education Director, White Swan Consulting Group, Career Guidance Counsellor, Mumbai University gave a presentation on the 'Consensus Building (NGT, Delphi Method)'. She described the 5-step approach to consensus building. The importance of transparency and communication,

the participation of the community, and choosing the best design are critical for building consensus in any organization.

Dr. Anjali Nigam, CEO, Whiteswan Consulting Group, and Advisor, TERN Group, London, and Dr. Ajit K Nigam talked about 'Gender Sensitisation in an Organisation, Women's Empowerment and Multi-cultural Collaboration POSH'. They used the blue ocean strategy, eliminate, reduce, raise, and create to solve problems. With live case studies, awareness was created of gender issues and bias. Solutions were generated to build the foundation of a healthy organization.

Finally, the interactive and engaging session was delivered by Mr. Mohit Taneja, Director, Fresenius Kabi, Oncology Ltd. IIMA, Corporate Trainer, 'Holistic Interpersonal Effectiveness in the Workplace', demonstrating actively the importance of trust, teamwork, and healthy verbal and non-verbal communication through role-plays and games.

In the concluding session, Convener, Ms Punam Prakash presented a brief report. Feedback from the participants was collected and its relevance to Better Worldliness, and participants were asked to identify key takeaways. A gesture of gratitude was extended to the DEI Administration, AIU team, Organizing Committee Members, technical staff, and students for their seamless teamwork. Certificates were given to each participant and the members of the Organizing Committee by Ms. Punam Prakash and Prof. Jyoti Gogia, Nodal Officer of the event. The six-day event closed on a very positive note, with a prayer and pledge by all participants, organizers, and guests.

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STUDENT COLUMN

Sustainability in Online and Blended Higher Education in India: Policy Directives

Sheriya Sareen* and Sayantan Mandal**

Online and Blended Learning in Higher Education (OBHE) became the new normal in India after the COVID–19 pandemic, especially post the push received by the National Education Policy (NEP) 2020 (Govt. of India, 2020b). The digital landscape is envisioned to help achieve the dream of *Viksit Bharat*. The proliferation of digital technologies also aligns with the global sustainability agenda enshrined in the Sustainable Development Goals (SDGs), particularly SDG4, for achieving access and quality higher education. In India, various reforms have been suggested by the University Grants Commission (UGC) for successfully implementing the OBHE curriculum. The familiarity with UGC's initiatives in this direction holds the potential to empower the curriculum developers, administrators, and teachers for successfully implementing OBHE. In its light, the present paper offers itself as a primer to get abreast with the recent policy directives for practicing OBHE in the Indian scenario.

Indian higher education is in the stage of massification as per Trow's (2007) classification and progressing fast, with a Gross Enrolment Ratio (GER) of 27.1 % (Govt. of India, 2020a). It witnessed an exponential expansion in the last few decades, thereby putting immense pressure on the traditional ecosystem than ever before. The inability of the present system to meet the growing demands calls for using alternative teaching-learning strategies employing disruptive technologies. Simultaneously, the Digital India Campaign, in culmination with numerous other initiatives, made India a global leader in ICT, leading to the experimentation and implementation of digital resources in various fields, including higher education. The availability of low-cost internet, smartphone penetration, and enhanced connectivity paved the way for technology integration in higher education (Mandal & Sareen, 2023). Hence, given the strides made by India on the technological fronts and the failure to meet the massive enrolments in higher education, it explains the importance of integrating digital technology in higher education to provide quality education.

Moreover, this idea to incorporate technologies in teaching and learning is not new and finds its mention in the various Indian education policies right from independence. The study by Mandal & Sareen (2023) classifies its historical trajectory into three periods. The first period includes the education policies from 1950-1970 when the thrust was mainly on radio and television. However, these were not as such integrated with teaching-learning. The second period, from 1970-2010, shows a transition of technology integration in teaching-learning from multimedia to computer and ICT resources. The third period, almost a decade old, includes the recent National Education Policy (NEP) 2020 and focuses on online and blended learning. However, the focus of the present study delineates the scope of technology integration in higher education to digital technologies, specifically OBHE.

The vision for OBHE is undisputably known to align with the global agenda, as enshrined by the SDGs, specifically the SDG4. However, to understand this more deeply, there is a need to map the directives of NEP 2020 concerning OBHE with the targets of SDG4. Further, with a plethora of policy directives in place for implementing OBHE, its systematic understanding, specifically in the context of higher education through the University Grants Commission (UGC) directives, is crucial. In its light, the present study addresses the following two research questions:

(i) In the light of online and blended higher education, how does NEP 2020 align with SDG 4?

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(ii) How do the recent curricular changes in higher education hold the vision of online and blended higher education?

The current manuscript is divided into five sections. The first section briefly presents the background of SDG 4. The second section exfoliates OBHE within the SDG4 framework. The third section brings the thrust areas of NEP 2020 in alignment with OBHE and consequently aligns it with SDG4. The fourth section throws light on various UGC's initiatives, discussing the curricula changes in the light of OBHE. The final section presents the concluding remarks.

SDG 4: Background

In this section, we present a brief overview of SDGs and then direct the focus towards SDG 4. The unfinished agenda of the six Education for All (EFA) goals in the 1990s, followed by the eight Millenium Development Goals (MDGs) from 2000-2015 (Fukuda-Parr, 2016), informs the development of 17 Sustainable Development Goals (SDG) from 2015-2030. The shift also transcends from a narrow focus on universal primary education to spanning various phases of education, including "pre-primary, primary, secondary, vocational, higher, and adult education" (Unterhalter, 2019). SDGs, a politically negotiated document across 193 member states, across global north and south, spell out the current agenda for international development (Vandemoortele, 2018) under the aegis of the United Nations General Assembly.

Bali Swain & Yang-Wallentin (2020) suggest that out of the three underlying pillars of the SDGs, i.e., economic, social, and environmental, the developing nations can continue their focus on the economic and social aspects. They reach these results through Structural Equation Models (SEM) of public data from 117 countries. The current paper focuses on the educational facet, which falls under the umbrella of the social aspects. The custodian responsibility for SDG 4 is shouldered by UNESCO. It emphasises the universal education agenda to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" (UNESCO, 2015). The guidance for implementing SDG 4 is provided by "SDG4-Education 2030 Framework for Action," discussed at the World Education Forum (WEF) 2015 held in Incheon, Republic of Korea. Its agreement culminated in the Incheon Declaration (UNESCO, 2015).

Having briefly discussed the significance of moving forward with SDG4 in the current paper, we show in the next section the dynamic nature of SDG 4.

Online and Blended Higher Education within the SDG 4 Framework

In the present section, we establish the dynamicity associated with SDG 4 through its responsiveness to crises, including disruptions and inequity in higher education. For this, we dissect SDG4 and look closely into its targets. SDG 4 materialises through its seven targets and three means of implementation. For the present study located in the context of OBHE, we find the following two targets relevant: (i) Target 4.3 concerning equal access to higher education and (ii) Target 4.5 emphasizing gender equality and inclusion. The relevance of focusing specifically on targets 4.3 and 4.5 is ascertained through the inclusion of ICT-inclusive strategies when discussing it in the Incheon declaration. Table 1 showcases the priority areas in the context of OBHE when discussing targets 4.3 and 4.5 in the Incheon Declaration (UNESCO, 2015). It is to be noted that in Table 1, we use the shortened version of the actual targets in light of the focus on OBHE.

Table 1: SDG 4 is Inclusive of ICT

(SDG 4 Target)'	Proposed ICT Inclusive Strategies
(Target 4.3)′: Equal access to affordable and quality tertiary education	Developing suitable policies with appropriate financing promoting quality distance learning in tertiary education through technology, the Internet, MOOCs, etc., to improve access
(Target 4.5)′: Eliminate gender disparities in education and ensure equal access to all levels of education for the vulnerable	Providing ICT resources and appropriate technological infrastructure to facilitate learning in conflict zones and remote areas

Source: (UNESC0, 2015)

These strategies conclusively point to the following two observations. First, SDG 4 is inclusive of the changing needs of Higher Education, including the pressing demand for OBHE. Second, SDG 4 caters to being inclusive of vulnerable groups, including learners from conflict zones and remote regions in the context of OBHE, proposing to promote equity and justice in higher educational opportunities. However, much remains to be illuminated about the roadmap for the same.

After having positioned SDG4 in the context of OBHE, we now establish the concurrence between the NEP 2020 and SDG4. We argue that NEP 2020 aligns with the global vision of SDG 4 in promoting OBHE and, therefore, presents itself as a visionary policy document.

Aligning NEP 2020 with SDG 4: Thrust areas for OBHE

In the Indian context, we take a look into its education policy, i.e., the NEP 2020, to understand its alignment with SDG 4, as capitalised by the SDG 2030 agenda. NEP 2020 is an insightful and much-called-for policy in the Indian context, which came nearly two decades after its preceding policy in 1986, followed by the plan of action in 1992. It is a landmark policy to introduce "blended learning" as a policy term and lays thrust on enhancing higher education through technological integration.

The analysis of NEP 2020 concerning SDG 4 is depicted in Table 2. We highlight five thrust areas from NEP 2020 about the accomplishment of SDG 4 (Target 4.3)ˊ in the context of OBHE, namely, digital infrastructure, updation of existing e-learning platforms, content creation & digital repository, virtual

Table 2: Aligning NEP 2020 with SDG 4 Focusing on OBHE

SDG 4 Target	Thrust Area	Description	Rationale
(Target 4.3)ˊ	Digital Infrastructure	"There is a need to invest in creation of open, interoperable, evolvable, public digital infrastructure in the education sector [..]." to ensure that the technology-based solutions do not become outdated with the rapid advances in technology."	To ensure that technology-based solutions remain relevant amidst the swift pace of technological advancements.
	Updation of existing e-learning Platforms	"Appropriate existing e-learning platforms such as SWAYAM, DIKSHA, will be extended to provide teachers with a structured, user-friendly, rich set of assistive tools [..]."	To ensure access and quality of teaching and learning.
	Content creation & Digital Repository	"A digital repository of content including creation of coursework, Learning Games & Simulations, Augmented Reality and Virtual Reality will be developed, with a clear public system for ratings by users on effectiveness and quality."	To ensure the quality of content in the digital repository.
	Virtual Labs	"Existing e-learning platforms such as DIKSHA, SWAYAM and SWAYAMPRABHA will also be leveraged for creating virtual labs [..]"	To ensure equitable access for all students to high-quality practical, hands-on, and experiment-based learning experiences.
	Blended Learning	"While promoting digital learning and education, the importance of face-to-face in-person learning is fully recognized. Accordingly, different effective models of blended learning will be identified for appropriate replication for different subjects."	To ensure personalisation and flexibility.
(Target 4.5)ˊ	Educational Software	"A rich variety of educational software, [..], will be developed and made available for students and teachers at all levels. All such software will be [..] accessible to a wide range of users including students in remote areas [..]."	To ensure accessibility for the vulnerable.
	Addressing the digital divide	"The existing mass media, such as television, radio, and community radio will be extensively used for telecast and broadcasts. Such educational programmes will be made available 24/7 in different languages to cater to the varying needs of the student population."	To ensure inclusivity.

labs, and blended learning. We also underscore two more thrust areas concerning SDG 4 (Target 4.5)′ in the OBHE landscape, consisting of educational software and addressing the digital divide. The description of the thrust areas from NEP 2020 is quoted in Table 2 and mapped with the corresponding selected targets of SDG4, accompanied by the rationale of this one-to-one mapping.

Therefore, we establish a stark relationship between the thrust areas of NEP 2020 and the SDG 4 agenda. To achieve this, based on the present government structure, NITI Aayog allocates the responsibilities to various ministries. The ministries are entrusted with various schemes linked to the SDG goals (Janardhanan, 2016). In the context of SDG 4, the Ministry of Education (MoE) (earlier: Ministry of Human Resource Development (MHRD)) is the concerned ministry, which has been the vanguard of various initiatives in the context of OBHE, including the National Mission on Education through Information and Communication Technology (NMEICT), e-PG Pathshala, SWAYAM, SWAYAM Prabha, National Digital Library of India (NDLI), Atal Ranking of Institutions on Innovation Achievements (ARIIA), and University Grants Commission (UGC) guidelines, amongst the pool of others.

The synchronisation of NEP 2020 with SDG 4 is also iterated by the Association of Indian Universities (AIU; 2023) in its report related to the realisation of SDGs by the Indian HEIs. The report emphasizes identifying local barriers devoiding students of higher education in the OBHE landscape. Its key recommendations on the broader array of OBHE span (i) promoting MOOCs in vernaculars, (ii) setting up digital universities, and (iii) exploring online modes for delivering content.

Having understood the alignment of NEP 2020 with SDG4 in the backdrop of OBHE, it becomes crucial to look into the implementation strategies through the lens of reforms in the curriculum. Therefore, the next section discusses the curriculum reforms championed by the UGC in Indian higher education.

Curricula Changes in the Light of OBHE: UGC's Initiatives

The implementation strategies for OBHE, as envisaged by the NEP 2020, along the lines of SDG 4, are spearheaded in the home country by the UGC. In the current section, we will highlight the major curricular directives by UGC for implementing OBHE. It becomes important to mention that not all of the initiatives may be explicit in mentioning the term "blended learning" as much as these may be in talking about integrating online and on-campus spaces. Hence, through the following UGC initiatives primarily mooted through the NEP 2020, we throw light on what components in the curricula are proposed to be blended.

OBHE through SWAYAM

First, the vision of NEP 2020 regarding OBHE is implemented by UGC by suggesting the integration of online learning through MOOC courses. This is enshrined by the University Grants Commission (Credit Framework for Online Learning Courses through Study Webs of Active Learning for Young Aspiring Minds) Regulations, 2021, in supersession of the UGC (Credit Framework for Online Learning Courses through SWAYAM) Regulations, 2016. It allows learners to take up to 40% of the courses in a particular semester online through the SWAYAM platform.

Quantification of Online Components in Blended Learning

Second, the vision of OBHE is further strengthened by UGC through releasing a concept note on "blended mode of teaching and learning" in May 2021. It defines BL as the "educational practice of combining digital learning tools with more traditional classroom face-to-face teaching" such that there is a "well-planned combination of meaningful activities in both modes." Its corresponding public notice proposes that up to 40% curriculum for each course may be transacted online.

Online Credits and Academic Bank of Credits

Third, in coherence with NEP 2020 recommendations is the University Grants Commission's Establishment and Operation of the Academic Bank of Credits in Higher Education (ABC)

Regulations 2021 in the Gazette of India, along with the 1st amendment issued in 2022, promotes interdisciplinarity and multidisciplinarity through a flexible curriculum by facilitating learners to tailor their learning paths for obtaining a degree or diploma, "with appropriate credit transfer mechanism." It is made possible through "multiple entry-multiple exit (ME-ME) as well as any-time, any-where, and any-

level learning." Given that the learners earn at least 50% of the total credits from the degree/ diploma awarding HEI, including satisfying the minimum credit requirement for their core subject as mandated by the HEI, they can take online courses through National schemes like SWAYAM, NPTEL, V-Lab, etc., or from any recognised university. The credits earned from such courses shall be considered for credit transfer or credit accumulation.

Internationalisation and Online Learning

Fourth, the aspirations for OBHE by NEP 2020 are also taken forward by the UGC for promoting internationalisation at home. UGC promotes "internationalisation at home" by attracting international students to India, as proposed in 2021. Herein, ICT has the potential to reinvigorate the traditional concept of internationalisation through virtual partnerships with foreign collaborators in academic conferences, webinars, workshops, etc., virtual mobility, and student exchange programmes, including semester-abroad programmes and faculty exchange programmes. Therefore, in the virtual space, internationalisation could be promoted by increasing the reach of online and distance courses offered by home HEIs.

OBHE to Facilitate Multidisciplinarity

Fifth, UGC also recognises online courses as a means of multidisciplinary education. This is elaborately explained in the UGC "Guidelines for Transforming Higher Education Institutions into Multidisciplinary Institutions" in 2022.

Flexible Curriculum

A revision of Choice Based Credit System (CBCS), the Curriculum and Credit Framework for Undergraduate Programmes in 2022 embraces an innovative and flexible curriculum by including a wide array of modalities, including "offline, ODL, and Online learning, and hybrid modes of learning." In the new curriculum, UG students can tailor their learning paths and have a provision for multiple entries and multiple exits (ME-ME). Further, a total of 40% credits in either the major or minor discipline can be acquired through UGC-approved online courses.

OBHE and Skilling

The National Credit Framework [NCrF, (2023)] promotes integration and academic equivalence between general and vocational education. It is an enabling single meta-framework for school, higher, and vocational education that lays down basic principles of crediting the learning operationalised through ABC. It will be the goalpost according to which the individual qualification frameworks for school ie., National Curriculum Framework (NCF)/ National School Education Qualification Framework (NSEQF), higher education, i.e., National Higher Education Qualification Framework (NHEQF), and skills, i.e., National Skills Qualification Framework (NSQF), will be aligned. It also facilitates ME-ME for students, along with online and distance learning, for seeking degrees and diplomas by validating credit transfer in the online ecosystem. NCrF, in particular, emphasises Online learning for Vocational Education and skilling, thereby "overcoming the constraints of physical infrastructure & scalability while enhancing access, equity, and affordability and ensuring quality and accountability."

Thus, we note the UGC's aspirations for implementing OBHE through a variety of means. This includes integrating SWAYAM courses into the curricula. UGC also proposes an upper threshold of 40% for the online components. Further, it sets mechanisms for the transfer of credits earned online. OBHE is also seen as a pathway for achieving internationalisation, multidisciplinarity, flexible curriculum, and vocational skills.

Concluding Remarks

India aspires to achieve its vision of becoming a *Vishwa Guru* by achieving a target of 50% enrolment in higher education by 2030, therefore going towards universalisation in higher education. With the largest population in hands and a high young demographic dividend, there is huge pressure on the traditional ecosystem to meet the growing demands of the diversified and massified youth. The incapability of the conventional ecosystem to meet the demands of quality and equity in higher education is creating a pressing demand for alternate education systems. It has led to further experimentation in OBHE. Towards this end, having discussed the shaping of curricula changes in the light of OBHE, questioning its sustainability is also important. During the pandemic, its entailment became more acute as the higher education institutions (HEIs) were forced to shift to complete online modes, irrespective of their preparedness. The situation got aggravated due to systemic inequities, stratification, digital divide, and geo-political challenges, amongst

other factors. Now, with the improved situation, different HEIs are experimenting with various blended approaches to keep up the momentum. This could be the right time for a visionary and thoughtful national blended learning policy to be launched in India, taking cognisance of the limitations that technology brings with it for a developing nation like India and giving sufficient weightage to pedagogies when discussing OBHE.

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THESES OF THE MONTH

SCIENCE & TECHNOLOGY

A List of doctoral theses accepted by Indian Universities
(Notifications received in AIU during the month of Feb-March, 2024)

AGRICULTURAL & VETERINARY SCIENCES

Agricultural Economics

1. Kavibharathi, S M. **Current status and mapping of districts for agricultural vulnerability to climate change in Maharashtra**. (Dr. S S More), Department of Agricultural Economic, Vasantrao Naik Marathwada Agricultural University, Parbhani.

Agronomy

1. Gharsiram. **Effect of irrigation scheduling based on IW/CPE ratio, method of sowing and phosphorus on lucerne (*Medicago sativa* L)**. (Dr. R M Solanki), Department of Agronomy, Junagadh Agricultural University, Junagadh.

Microbiology

1. Singh, Anamika. **Exploring natural multivalent and dynamic antimicrobial peptides for combating antimicrobial resistance in milk chain**. Department of Dairy Microbiology, Guru Angad Dev Veterinary and Animal Sciences University, Ludhiana.

BIOLOGICAL SCIENCES

Biotechnology

1. Boruah, Mamukan. **Isolation, characterization and pharmacological evaluation of endophytic fungi associated with the endangered plant *Madhuca Neriifolia***. (Dr. Riaz Mohmood), Department of Biotechnology, Kuvempu University, Shankaraghatta.
2. Patyal, Urvasha. **Plant Growth Promoting (PGP) and antimicrobial potential of the endophtic fungi isolated from terrestrial plants**. (Dr. Vikas Kumar), Department of Biotechnology, Maharishi Markandeshwar University, Ambala.

Botany

1. Hegde, Soumya Mahabaleshwar. **Diversity and biology of terrestrial orchids in Shimogga District Karnataka**. (Dr. Krishna Swamy K), Department of Botany, Kuvempu University, Shankaraghatta.
2. Mangar, Preeti. **Studies on the occurrence of antibiotic resistance and virulence in motile aeromonas species from fish farming environments in sub-Himalayan West Bengal**. (Prof.Aniruddha Saha), Department of Botany, University of North Bengal, Darjeeling.

Food Science & Nutrition

1. Renu, R. **Studies on the effect of natural coating and cooling techniques for enhancement of the shelf life of mango and sapota fruits**. (Dr. Kavita Waghray and Dr. P Dinesh Kumar Reddy), Department of Food Technology, Jawaharlal Nehru Technological University Anantapur, Ananthapuramu.

Life Science

1. Aich, Meghali. **Uncovering the role of a novel pluripotency regulator in mouse embryonic stem cells**. (Dr. Debojyoti Chakraborty), Faculty of Biological Sciences, Academy of Scientific and Innovative Research, Ghaziabad.
2. Ajeet Singh. **Deciphering the therapeutic potential and molecular mechanism of a novel cannabidiol derivative in cancer chemotherapy**. (Dr. Shashank Kumar Singh), Faculty of Biological Sciences, Academy of Scientific and Innovative Research, Ghaziabad.
3. Barbole, Ranjit Shivaji. **Development of eco friendly strategy for the crop plant protection**. (Dr. Ashok Giri), Faculty of Biological Sciences, Academy of Scientific and Innovative Research, Ghaziabad.
4. Batool, Zohra. **Cross-cultural studies on ethnobotanical plants used by indigenous communities of Ladakh (UT), India**. (Dr. Sumeet Gairola), Faculty of Biological Sciences, Academy of Scientific and Innovative Research, Ghaziabad.
5. Bhattacharya, Purbasha. **Understanding the role of efferocyte derived extracellular vesicles in inflammation resolution**. (Dr. Shantanu Sengupta), Faculty of Biological Sciences, Academy of Scientific and Innovative Research, Ghaziabad.
6. Krishna, P Murali. **Studies on the effects of abiotic factors on Omega-3 PUFAs synthesis in marine diatoms for therapeutic application**. (Dr. Subir Kumar Mandal), Faculty of Biological Sciences,

Academy of Scientific and Innovative Research, Ghaziabad.

7. Kumavat, Rajkamal. **Identification and characterization of differentially expressed circulatory proteins of human plasma responsible for osteoarthritis**. (Dr. Sagarika Biswas), Faculty of Biological Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

8. Lalthafamkimi, Lucy. **Studies on development of in vitro systems and deep transcriptome analysis for secondary metabolite pathway elucidation in Pogostemon cablin: A medicinal herb of therapeutic Importance**. (Dr. Dipanwita Banik), Faculty of Biological Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

9. Seemashree, M H. **Studies on effect of culture conditions the modulation of lipids in select microalgae**. (Dr. Vikash Singh Chauhan), Faculty of Biological Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

10. Singh, Prakrity. **Role of structural and atomic aspects of environmental pollutants in their persistence, bioaccumulation and endocrine disruption**. (Dr. R Parathasarathi), Faculty of Biological Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

11. Srivastava, Payal. **Understanding the role of UDP-glycosyltransferase in diterpene glycoside biosynthesis in kalmegh [*Andrographi s paniculata* (Burm.f.) Wall ex Nees]**. (Dr. Sumit Ghosh), Faculty of Biological Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

Marine Science

1. John, Princy M. **Spatial and temporal variations in metal partitioning along the off Kochi Transect, South Eastern Arabian Sea (SEAS) and inter comparison of ecological risk of metals in seas and Southern Ocean sediments**. (Dr. Anu Gopinath), Department of Aquatic Environment Management, Kerala University of Fisheries and Ocean Studies, Kerala.

2. Shalu, K. **Towards conservation of syngnathid fishes of Southern India: Diversity, distribution and population status**. (Dr. Ranjeet K and Dr. Rajeev Raghavan), Department of Aquatic Environment Management, Kerala University of Fisheries and Ocean Studies, Kerala.

Microbiology

1. Singha, Songeeta. **Relative expression studies of virulence genes (eae, stx1, stx2 and hlyA) of Shiga toxin producing Escherichia Coli response to external stressors**. (Dr. R Thomas and Dr. J N Vishwakarma), Department of Microbiology, Assam Don Bosco University, Guwahati, Assam.

Zoology

1. Guleria, Shivali. **Effect of selected phytocomponents on the life-cycle stages of Plasmodium species: An *Insilico* and *Invitro* study**. (Dr. L B George), Department of Zoology, Gujarat University, Ahmedabad.

EARTH SYSTEM SCIENCES

Geology

1. Shah, Aagamkumar Kiritkumar. **Sand replenishment studies from Orsang, Vatrak and Kaswali River Basins of Gujarat, India**. (Dr. Heman Majethiya), Department of Geology, Gujarat University, Ahmedabad.

ENGINEERING SCIENCES

Aerospace Engineering

1. Hosseini, Ahmad. **Investigating the strength of glass/basalt fiber reinforced composites with infused nanofillers for various impact loading**. Department of Aeronautical Engineering, Hindustan Institute of Technology & Science, Chennai.

2. Vigneswaran, C M. **Aerodynamic performance analysis of co-flow jet airfoil**. Department of Aeronautical Engineering, Hindustan Institute of Technology & Science, Chennai.

Biomedical Engineering

1. Parmar, Ghanshyam Dalsukhlal. **Edge detection for brain tissue segmentation in MR image**. (Dr. Tejas Vinodchandra Shah), Department of Biomedical Engineering, Gujarat Technological University, Ahmedabad.

Civil Engineering

1. Shukla, Rena Narendrabhai. **Land use transportation interaction model development for urban area**. (Dr. L B Zala), Department of Civil Engineering, Gujarat Technological University, Ahmedabad.

Computer Science & Engineering

1. Chavda, Rinku Vipulbhai. **Efficient and scalable smart meter analytics of electricity consumption patterns and profiles for load forecasting**. (Dr. Sohil Pandya and Dr. Chetan Kotwal), Department of Computer Science, Gujarat Technological University, Ahmedabad.

2. Parmar, Amit Bhupendrabhai. **Information Security against Malware activities using AI Models**. (Dr. Keyur N Brahmbhatt), Department of Computer/ IT Engineering, Gujarat Technological University, Ahmedabad.

3. Patel, Mahendrakumar Narottamdas. **An adjacency matrix based multiple fuzzy frequent itemsets mining**. (Prof.Sanjaykumar Manubhai Shah), Department of Computer/IT Engineering, Gujarat Technological University, Ahmedabad.

4. Singh, Archana Rajeshkumar. **Study and estimation of mangrove parameters using SAR images**. (Dr. Seema Mahajan), Department of Computer Engineering, Indus University, Ahmedabad.

5. Solanki, Shital A. **Design and development of support vector machines using piecewise linear approximation based optimization techniques**. (Dr. Ramesh T Prajapati), Department of Computer Science & Information Technology, Gujarat Technological University, Ahmedabad.

Electrical & Electronics Engineering

1. Raghav, Khushbu Singh. **Development of RF rectenna based energy harvester for self-sustained loT enabled sensor nodes**. (Dr. Deepak Bansal), Faculty of Engineering Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

2. Sekhar, P Muni. **Performance improvement of radial distribution systems by placing optimal DG and ESS using heuristic algorithms and evaluation of economic load dispatch**. (Dr. G Jayakrishna and Dr. N.Visali), Department of Electrical Engineering, Jawaharlal Nehru Technological University Anantapur, Ananthapuramu.

3. Shekarappa, G Swetha. **Optimal coordination of series facts controller for the solution of voltage constrained reactive power planning**. (Dr. Sheila Mahapatra), Faculty of Engineering and Technology, Alliance University, Bengaluru.

Electronics & Communication Engineering

1. Goel, Varun. **Phototronic effect enhanced colloidal quantum dots based self-powered photodetectors**. (Dr. Hemant Kumar), Department of Electronics & Communication Engineering, Jaypee Institute of Information Technology, Noida.

2. Sharma, Priyank. **Design and analysis of some studies on low power hybrid adder**. (Dr. Sanjay Sharma), Department of Electronics & Communication Engineering, Thapar Institute of Engineering and Technology, Patiala.

Material Science and Engineering

1. Sharma, Nidhi. **Optimization of electron glass system at small disorders**. (Dr. Vikas Malik), Department of Physics and Materials Science and Engineering, Jaypee Institute of Information Technology, Noida.

Mechanical Engineering

1. Patel, Nimeshkumar Mahendrabhai. **Investigation and optimization of process parameters of roll bending machine in realizing conical shells in aluminium materials**. (Dr. Jitendrakumar A Vadher), Department of Mechanical Engineering, Gujarat Technological University, Ahmedabad.

2. Pradhan, Rahul Chandra. **Machining performance of (TIB2 + CNT) reinforced AI 7075 matrix composites through powder-mixed EDM**. (Dr. Diptikanta Das), Department of Mechanical Engineering, Kalinga Institute of Industrial Technology, Bhubaneswar.

3. Trivedi, Parita Kishorbhai. **Design, analysis and development of hoist for EOT crane using permanent magnet direct drive**. (Prof.Utpal.V. Shah), Faculty of Mechanical Engineering, Gujarat Technological University, Ahmedabad.

MATHEMATICAL SCIENCES

Mathematics

1. Malan, Reshma Rajesh. **Mathematical modelling of the groundwater pollution through porous media**. (Dr.Narendrasinh Bhagwansinh Desai), Department of Mathematics, Gujarat Technological University, Ahmedabad.

2. Priamvada, Anupam. **Data mining algorithms in satellite meterology**. (Dr. N H Shah and Dr. Bipasha Paul Shukla), Department of Mathematics, Gujarat University, Ahmedabad.

MEDICAL SCIENCES

Anatomy

1. Potuganti, Mithil. **Histomorphometry of placenta and umbilical cord in anemia pregnancy induced hypertension and gestational diabetes mellitus**. (Dr. B R Zambare), Department of Anatomy, Maharashtra University of Health Sciences, Nashik.

Audiology

1. Chatterjee, Indranil. **Impact of tinnitus on cognitive ability in subjects with and without hearing impairment**. (Dr. Geeta Bharat Gore), Faculty of Allied Health Sciences, Maharashtra University of Health Sciences, Nashik.

Ayurveda

1. Amaley, Krantikumar Dadarao. **Evaluation of efficacy of Charakokta Ksharagad by open labelled randomized controlled clinical trial in the management of Pandu (Iron deficiency anemia) in municipality school going adolescents in Amravati City**. (Dr. Abhay H Patkar), Faculty of Ayurved, Maharashtra University of Health Sciences, Nashik.
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4. Lode, Dattatraya Somaji. **A follow up study of Vyadhikshamatva in neonates and infants using Suvarnaprashana and its utility in the present context: A nonrandomized experiment**. (Dr. Saraf Kishor Vasant), Faculty of Ayurved, Maharashtra University of Health Sciences, Nashik.
5. Mishra, Amrita. **A controlled clinical study of Lodhra, Jaharmohra Pishti on uterine layers in the management of heavy menstrual bleeding**. (Dr. Marlewar Subhash Ganpatrao), Faculty of Ayurved, Maharashtra University of Health Sciences, Nashik.
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7. Shah, Rupal Viraj. **Study of Kloma with special reference to Mulasthana of Udakvaha srotas**. (Dr. Dhotre Malati Suresh), Faculty of Ayurved, Maharashtra University of Health Sciences, Nashik.

Dentistry

1. Karemore, Tapasya Vaibhav. **To study co-relationship of Vit D deficiency and changes in coronal pulp morphology using dental radiographs**. (Dr. Motwani Mukta Bhagwandas), Faculty of Dental, Maharashtra University of Health Sciences, Nashik.
2. Modgi, Chetan Mukund. **Evaluation of prosthodontic status, treatment needs & oral health related quality of life of geriatric population in Pune District, Maharashtra, India**. (Dr. Radke Usha Manoharrao), Faculty of Dental, Maharashtra University of Health Sciences, Nashik.
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4. Shetty, Ashmitha K. **Evaluation of regeneration potential of human placental extract on dental pulp stem cells**. (Dr. Swaroop Hegde), Department of Pediatric and Preventive Dentistry, M S Ramaiah University of Applied Sciences, Bangalore.

Medicine

1. Dravid, Urmila Rajkumar. **Study to know the relationship between the saliva and serum enzyme levels in generalized periodontitis**. (Dr. Shankar M Pawar), Faculty of Medicine, Maharashtra University of Health Sciences, Nashik.
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1. Hulagbali, Mahaling. **Determinants and consequences of obesity among adolescents: A cross sectional study**. (Dr. Sangeetha Kharde), Faculty of Nursing, KLE Academy of Higher Education and Research, Belagavi.

Orthodontics

1. Shah, Kaushal Jaymibhai. **Assessment of craniofacial morphology I RT golden proportion in subject assessed and categorized IOTN: A cephalometric matrix study**. (Dr. Kalyani Trivedi), Department of Orthodontics, Gujarat University, Ahmedabad.

Pharmaceutical Science

1. Kudatarkar, Namit. **Formulation, characterization and pharmacological evaluation of Chrysin loaded phytosomes in colorectal cancer in wistar rats**. (Dr. S S Jalapure), Faculty of Pharmacy, KLE Academy of Higher Education and Research, Belagavi.
2. Raikar, Prasiddhi R. **Pluronic polymer functionalized polymeric nanoparticles loaded**

capacitabine and thymoquinone for targeting colorectal cancer: An experimental study. (Dr. P M Dandagi), Faculty of Pharmacy, KLE Academy of Higher Education and Research, Belagavi.

3. Sidat, Parin Salim. **Design and synthesis of new ULK1/2 inhibitor as anticancer agent**. (Dr. Malleshappa Noolvi), Department of Pharmacy, Gujarat Technological University, Ahmedabad.

Physiotherapy

1. Dave, Yagnik Bharatbhai. **A study to compare the effectiveness of inspiratory muscle training versus alternative nostril yoga breathing on blood pressure, resting heart rate, and quality of life in essential hypertension: An interventional study**. (Dr. Mital Patel), Department of Physiotherapy, Saurashtra University, Rajkot.

PHYSICAL SCIENCES

Chemistry

1. Agarwal, Rishu. **Study on the measurement and chemistry of gaseous and particulate pollutants in an urban atmosphere**. (Dr. Shankar G Aggarwal), Faculty of Chemical Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

2. Banka, Samidha. **Process intensification for biodiesel production**. (Dr. Sachin P Parikh), Department of Chemical Engineering, Gujarat Technological University, Ahmedabad.

3. Borah, Alimpia. **Thin film nanocomposite membranes for separation of tea polyphenols and stability study through nanoparticle encapsulation**. (Dr. Swapnali Hazarika), Faculty of Chemical Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

4. Mahato, Rajani Kanta. **Metal-free transition metal complex mediated synthetic approaches towards the development of bioactive compounds**. (Prof. Bhaskar Biswas), Department of Chemistry, University of North Bengal, Darjeeling.

5. Poulose, Susanna. **Design, synthesis, and characterization of stimuli-responsive organic fluorescent materials: An exploration into functional molecular assemblies**. (Dr. C Vijaykumar), Faculty of Chemical Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

6. Roshima, K. **Studies on Pd based catalysts for the electro-oxidation of alcohols**. (Dr. Nishanth K G), Faculty of Chemical Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

7. Sharma, Shivani. **Colorimetric and fluorimetric chemosensing and cellular bio-imaging of Cu^{2+}, Al^{3+} and Fe^{2+}through complexation with synthesized schiff bases**. (Dr. Kalyan Sundar Ghosh), Department of Chemistry, National Institute of Technology, Hamirpur.

8. Singh, Amrita. **Structurally engineered unsymmetrical squaraine dyes for dye-sensitized solar cells: Importance of side chain, position of acceptor unit and extension of conjugation within the polymethine framework**. (Dr.Nithyanandhan), Faculty of Chemical Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

9. Vaghela, Foram Hashmukhlal. **Extraction, isolation, identification and applications of useful phytochemicals in the leaves of Carica papaya L and Mangifera Indica L**. (Dr. H S Joshi), Department of Chemistry, Saurashtra University, Rajkot.

Physics

1. Khare, Ankur. **Study of benzotriazoles and its fate in Indian aquatic ecosystem**. (Dr. A N Vaidya), Faculty of Physical Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

2. Meena, Kuldeep. **Design and development of acoustic materials for noise abatement using sustainable materials**. (Dr. Kirti Soni), Faculty of Physical Sciences, Academy of Scientific and Innovative Research, Ghaziabad.

3. Parmar, Akanksha. **Electrical properties of high temperature superconductors**. (Dr. Milan Kumar Bera and Prof. Ashok Kr Dimri), Department of Physics, Maharishi Markandeshwar University, Ambala.

4. Parminder Singh. **Synthesis and characterization of BNT based magnetoelectrc composites**. (Dr. Jayant Kolte and Dr. Puneet Sharma), Department of Physics and Material Sciences, Thapar Institute of Engineering and Technology, Patiala.

5. Patel, Pushpanjali. **Synthesis and characterization of pure and doped copper selenide nanoparticles for photo and electro-catalytic applications**. (Dr. Rekha Garg Solanki), Department of Physics, Dr Harisingh Gour Vishwavidyalaya, Sagar.

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Disha Bahuddeshiy Sevabhavi Sanstha`s,

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WANTED

Applications are invited from the eligible candidates for the post of Principal/ Asst. Professor/Librarian /Director of Phy.Edu./ Clerk in DBS Sanstha's 1) Disha College of Social Work, Shendra Parisar, Chatrapati Sambahajinagar (MS) (Permanent non-grant basis) 2) Matoshri Ramai College of Social Work, Badnapur, Jalna (MS) (Permanent non-grant basis) The applications should reach us **within 15 days** from the date of this advertisement to the **Secretary, DBS Sanstha's, Jalna, C/OS.B. Suryawanshi `Pradnya` Samarth Nagar, Near New Civil Hospital, old Jalna (MS) - 431213**

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Dr. Sushil Suryawanshi
Secretary
Disha Bahuddeshiy Sevabhavi Sanstha, Jalna

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For eligible disciplines, application procedure, and other details, visit USIEF website: https://www.usief.org.in/Fellowships/FIC-Institutional-Awards.aspx: and for any query, write to girish@usief.org.in. The last date for submission of application is **May 15, 2024.**

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Pre-Application forms are available at the Enquiry Counter on the Ground Floor.

The completed application form along with documents has to be submitted along with application fees of Rs. 1000 on 1st Floor, Counter No 14 between 11.00 AM to 3.00 PM.

Last Date for acceptance of completed application form: 4 May, 2024 (Till 1.00 pm).
All the eligible candidates will be invited for interviews. The date will be communicated to the candidate shortly.

Dr. Himanshu Dawda
Principal

Smt. Dankunwar Hindi Kanya Vidyalaya Samiti, Jalna (MH)
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W A N T E D

Applications are Invited for FULL-TIME Librarian (Open - Category) Grant-in-aid vacant post in Smt. Dankunwar Mahila Mahavidyalaya, Jalna (Hindi Linguistic Minority Institute)

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3. No **T.A. D.A.** Will be paid to candidates called for interview.

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The application should be sent to **The Secretary, Smt. Dankunwar Hindi Kanya Vidyalaya Samiti, Jalna, C/O Smt. Dankunwar Mahila Mahavidyalaya, Beside Ganpati Netralaya, JALNA- 431 203** Application should reach with certified copies of necessary documents **within 15 days** from the date of publication of this advertisement.

♦ Visit our website for more details: **www.dmmjalna.org ● Phone No : 02482 - 233262**

President **Secretary**

AIU Invites Proposals for Collaboration for Organizing

ANVESHAN- International Student Research Conventions—2024-25

Association of Indian Universities organizes the ***Anveshan*-Student Research Convention** every year to identify and nurture the young talents and budding researchers in Indian Universities. In these Conventions, Innovative Research Projects are invited from the students (Undergraduate to Ph. D level), and assessed by a group of experts of the field on a well-laid criteria. The best Research Projects are conferred with certificates and awards. The Projects are invited in the disciplines of ***1) Basic Sciences & Applied Sciences, 2) Engineering and Technology, 3) Agriculture and allied fields, 4) Health Sciences and allied fields, 5) Social Sciences; Humanities; Commerce; Business Management; and Law, and 6) Interdisciplinary.*** The Conventions are to be held at two levels i.e. **Zonal and International**. The duration of each convention is of two **days**. These events are to be conducted in the current Financial Year i.e. before **March 31, 2025**.

AIU invites proposals from member universities/institutions for hosting these Conventions in Four Zones - East, West, North South, and One International Level Convention. Interested Member universities/institutions may send their **Expression of Interest** (EoI) along with a proposal duly endorsed by the Head of the Institutions to AIU at the address given below:

Dr Amarendra Pani
Joint Director & Head (Res)
Association of Indian Universities
AIU House, 16 Comd. Indrajit Gupta Marg
New Delhi – 110 002
E-mail: *researchaiu@gmail.com*

The proposals are required to be submitted latest by May 15, 2024. The Event will be finalized on mutually convenient dates and terms and conditions laid down by AIU. For any further query please contact on 011-23230059, Extn-202, **E-mail: *researchaiu@gmail.com***. The details can also be downloaded from AIU Website: ***www.aiu.ac.in***

N.B.: AIU is not a Funding Organization. All these events are AIU activities for which Collaboration from member Universities/Institutions is solicited. Primarily, the events will be conducted under the banner of AIU. The details of terms and conditions will be communicated on the selection of the Proposal

The proposal must be sent to AIU with the Approval /Endorsement of the Vice Chancellor/ Head of the Institution.

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