Announcement
Special Issue of 'University News'

A **Special Number of University News** on the theme *'Envisioning Future Higher Education: The Pivotal Role of India'* is being brought out on the occasion of the **AIU Centenary Celebrations** and **AIU Annual General Meet and National Conference of Vice Chancellors'—2024-25 in May/June, 2025.**

The **Special Issue** will cover the articles of eminent educationists on the afore-mentioned theme. Readers of the University News are also invited to contribute to the Special Number by submitting papers/articles on the above theme by **Apri 30, 2025**. The papers will be published in the Issue subject to the approval of the Editorial Committee of the University News. The contributions are invited on the following Subthemes:

Technological Integration in Higher Education

- Blended Learning Models.
- Integrating Emerging Technologies like AI, Virtual and Augmented Reality in the Learning Process.
- Cyber Security and Data Privacy in Higher Education Institutions.

Leadership and Governance in Higher Education

- Developing Academic Leadership.
- Governance of Public and Private Universities.
- Autonomy and Accountability in HEIs.

Rethinking Assessment and Evaluation

- Innovative Assessment Methods and Experiential Learning.
- Viability of One Nation One Exam System.
- Continuous Comprehensive Assessment.

Globalisation and Internationalisation

- Strategies for International Collaboration.
- Global Classrooms (Attracting International Faculty and Students).
- Challenges and Opportunities in Internationalisation of Higher Education.

Equity, Diversity and Sustainability

- Incorporating IKS in Curriculum and Pedagogy.
- Catering to Equity and Diversity on Campuses.
- Creating Green and Sustainable Campuses.

Any Other Relevant Subthemes

The final decision on the acceptance or otherwise of the article rests with the Editorial Committee. The manuscripts submitted for the Special Issue may be considered for general issues, if not published in the Special Issue. The detailed guidelines for contributors are placed on the AIU Website. Manuscripts may be sent to Dr Sistla Rama Devi Pani Editor, University News, Association of Indian Universities, AIU House, 16 Comrade Indrajit Gupta Marg (Kotla Marg), New Delhi- 110 002 through E-mail: *ramapani.universitynews@gmail.com* with a copy to: *universitynews@aiu.ac.in* on or before **April 30, 2025**.

New Data Privacy Law: Decoding the Indian Digital Personal Data Protection Act

Gajendra Singh Chauhan*

India is rapidly emerging as a frontrunner in the global digital economy. Digitalization is a significant technological movement that addresses issues such as increasing financial inclusion, improving governance, and reducing inequities. The adoption of technology and the internet has markedly improved the quality of life for countless Indians and their interaction with governance. Several factors, such as increasing broadband penetration, technological breakthroughs, affordable data consumption prices, and the government's emphasis on developing digital infrastructure, have contributed to India's rapid digitalization. Currently, India has a digital population of approximately 760 million active internet users, referred to as Digital Nagriks (digital citizens). This number is expected to increase to 1.2 billion in the near future. India stands as the world's most connected democracy and one of the countries with the biggest per capita data users and providers. While the internet and technology can be a unifying force for welfare, they can also be a playground where user harm and misuse can occur if the norms and laws are not followed. As data is the new fuel of the digital economy and its ecosystem, it is essential that India has its own digital legislation and rulemaking for internet data. After almost five years of negotiations involving the Central Government, tech firms, and civil society, India has introduced its own legislation, referred to as the Digital Personal Data Protection Act (DPDPA) of 2023. This paper thoroughly explores different facets of the DPDPA 2023, intending to provide a discerning analysis of the difficulties, consequences, and prospective advantages it presents.

Journey So Far

The Indian Parliament, comprising the President and the two houses - Rajya Sabha (Council of States) and Lok Sabha (House of the People), cleared the much-awaited bill in August 2023 (Figure 1). As a result, India now has a landmark legislation that deals with protecting a citizen's personal information. The legislation upholds the Supreme Court's ruling from six years ago that the 'Right to Privacy' is a fundamental right and includes rules to prevent online platforms from misusing users' data. The DPDP Act introduces a unique aspect by referring to the Data Principal as 'she/her,' a departure from previous Indian laws. This sets a precedent and offers a fresh perspective.

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Political and Economic Fallout of the Act

Binding of Apex Court

The newly introduced Data Act is in accordance with the Supreme Court's landmark 2017 judgment, which confirmed the right to privacy as a fundamental right under the Constitution of India.

Individual's Privacy Rights

The Act proposes a commitment to protecting the privacy rights of individuals, ensuring that personal data is handled responsibly and ethically. The Act also binds them that the personal data providers be transparent and fair in divulging information to the data processor. Civil society groups and privacy advocates would likely support and monitor the implementation of the law to ensure that it adequately protects individuals' privacy rights.

Government Control

A data privacy act encompasses rigorous control in delineating the legal framework, regulatory authorities, and enforcement mechanisms. Despite the widespread access granted to both the Central government and states for personal data retrieval, the enactment did not encounter substantial opposition. Nevertheless, apprehensions linger within political circles regarding uncertainties surrounding data transfers and institutional arrangements that potentially exempt the government from adhering to the law, thereby raising concerns about potential surveillance and censorship of opposing viewpoints. As it is India's pioneering privacy legislation for data protection, the government's approach to implementation and enforcement will play a critical role in determining its focus on data-intensive businesses and the broader economy.

Compliance Burden

Business organizations have a great deal of responsibility to assess their existing compliance status and formulate an action plan that takes into account the Act's requirements, technology considerations, consumer expectations, and operational aspects. Businesses, particularly those dealing with large volumes of personal data, would face compliance requirements, including implementing data protection measures, appointing Data Protection Officers (DPOs), and conducting impact assessments. Additionally, businesses should undertake the task of realigning and establishing updated consumer profiles, implementing a streamlined consent procedure, and developing an effective process for managing data breaches. Compliance with the Act will enhance their businesses, as companies that prioritize data privacy and safeguard sensitive information, such as Aadhar details, PAN card information, and health records, build a robust reputation based on reliability and integrity.

Figure:1 Sequence of Events in Enacting DPDPA

August 2017: Supreme Court affirms 'privacy' as a fundamental right

August 2017: Justice Srikrishna committee on Data Protection constituted by Meity (Ministry of Electronics and Information Technology)

July 2018: Justice Srikrishna committee proposes the Personal Data Protection Bill 2018

December 2019: Central Government makes changes to the Draft Bill and sends to the Joint Parliamentary Committee (JPC) for review

December 2021: The JPC presents the new version 'The Data Protection Bill, 20021'('The DPB, 2021')

August 2022: MeitY withdraws the Draft Bill

November 2022: Meity releases the draft as 'Digital Personal Data Protection Bill' 2022 for public consultation

July 2023: Union cabinet approves the DPDP Bill, 2023

August 2023: Both houses of Parliament passes the Bill and receives the Presidential assent to make Digital Personal Data Protection an Act

Impact on Technology Companies

Data-intensive industries that collect, process, and analyze substantial amounts of personal data would be significantly impacted. Compliance with data protection measures may necessitate adjustments to existing practices and systems. Companies may invest more in the research and development of privacy technologies, given the growing emphasis on data security and privacy. This is necessary to create robust technology solutions that comply with the Act's standards. The companies will have new tasks of creating personal data storage and processing systems. The Act also demands that businesses plan and deliver communication and awareness programs to train the stakeholders about personal data management.

Cross-Border Data Transfers

Economic considerations are also integral to the provisions of cross-border data transfers. The new data law stipulates the conditions under which personal data can be transmitted outside the country, taking into account concerns such as data localization and international data transfer agreements. Cloud storage, data analytics, and electronic payments are used by all businesses to simplify various processes. Cross-border data flows are a result of digital transactions with global customers. In addition to ensuring data protection, it presents a favourable business opportunity. While businesses may encounter regulatory compliance challenges, they can gain deeper consumer insights and leverage them to unlock value, innovate practices, and forge new partnerships.

Legal and Financial Consequences

Businesses that violate the law may face penalties, financial repercussions, and damage to their reputation. Legal professionals and firms are preparing to address the myriad challenges and dangers associated with data privacy and data protection, such as data breaches, cyberattacks, regulatory compliance, ethical concerns, and customer trust. Legal firms may set the directions for Indian businesses to have trade negotiations with other nations as per the global data protection standards.

Rebooting Businesses

Many corporations that have traditionally collected and processed large volumes of personal data, such as fintech firms, telecommunications, pharma, insurance, and the retail sector, will need to change the processes, systems, and technologies that collect, store, and process personal information. When conducting digital transactions, e-commerce companies collect substantial amounts of personal data from their customers. This includes, but is not limited to, transaction data, session details, and personal data. Furthermore, personal data is frequently profiled in downstream processes to generate insights for establishing revenue growth prospects.

Controversies and Concerns Over the Provisions of the Act

Privacy law represents a novel legal framework in India giving rise to understandable concerns about its enactment among political groups and business organizations. Of particular significance is the broad array of exemptions granted to the Central Government and its affiliated agencies under the purview of data protection laws. According to Rajeev Chandrasekhar, the Minister of State for Electronics and Information Technology, it is imperative to underscore that there exists an unequivocal uniformity in the obligations imposed by the law upon all entities, regardless of their public or private status, provided they function as data fiduciaries. It is incumbent upon any entity, whether governmental or private, engaged in data collection, to adhere scrupulously to the legal requirements and fulfil the responsibilities delineated for data fiduciaries. Chandrasekhar further asserts that the explicit exemptions extended to the government serve a distinct purpose, namely, to accommodate their obligations pertaining to law enforcement, diplomatic relations with foreign nations, maintenance of public order, and the safeguarding of national security (Suraksha, 2023).

The Act bestows upon the Central government the authority to appoint the Data Protection Board, its chief executive, and other board members. This development raises concerns regarding the extent to which the Board can maintain its operational autonomy and impartiality when dealing with cases that pique the government's interest. Certain industry associations express apprehensions that the Act could potentially contribute to a form of virtual censorship. This concern stems from the provision within the Act that allows the Central Government to contemplate blocking a platform in the country if

a data fiduciary fails to comply with the law and is penalized on more than two occasions.

Another notable issue with the Act revolves around the government's discretion to grant exemptions to certain businesses regarding the use of personal data. The government maintains that these exemptions are of a limited scope and are intended to bolster the innovation ecosystem and the startup economy. These exemptions will be extended to certain data fiduciaries engaged in pioneering technologies, novel concepts, and privacy-enhancing innovations, albeit for a specified duration.

Nonetheless, the industry community has voiced its apprehensions regarding two specific aspects of the legislation: cross-border data transfers and the procedures for ascertaining the age of minors and obtaining parental consent for data processing. The Act incorporates a "blacklisting" mechanism for governing data transfers to foreign jurisdictions, effectively permitting data flow to all regions except those expressly prohibited by the legislation. Furthermore, the Act retains a firm stance on the processing of data pertaining to 'minors.' However, it does provide specific exemptions if Internet and other data fiduciaries can demonstrate that they handle children's data in a '*verifiably safe*' manner.

Certain business firms have expressed concerns regarding the potential difficulty and cost associated with requiring apps to obtain renewed consent from users each time they modify their policies or introduce new features, following the provisions outlined in the Act. The government, on the other hand, asserts that data fiduciaries will need to undergo substantial behavioural shifts for the collective benefit of citizens. Additionally, the industry may leverage digital tools to alleviate the technical and financial burdens associated with obtaining consent, thereby striking a balance between regulatory compliance and user convenience.

Major Provisions of the New Data Act
Applicability of Act

The Digital Personal Data Protection Act 2023, applies to the processing of digital personal data in India, whether collected online or offline and later digitized. It also applies to the processing of digital personal data outside India if it involves providing goods or services to the Data Principals in India. The term 'Data Principal' refers to the individual

to whom the personal data pertains. In the case of a child, it may also include their parents or legal guardians. This Act does not apply to personal data processing that is non-automated, offline, or conducted by an individual for domestic or personal purposes.

Key Terminologies

The Digital Personal Data Protection Act 2023 provides definitions of important terms to comprehend its applicability and significance within the Act (Ministry of Electronics and Information Technology, 2023).

- "Child" refers to an individual below the age of eighteen years;

- "Consent Manager" means a person registered with the Board, who acts as a single point of contact to enable a Data Principal to give, manage, review and withdraw her consent through an accessible, transparent and interoperable platform;

- "Data" denotes a representation of information, facts, concepts, opinions or instructions in a manner suitable for communication, interpretation or processing by human beings or by automated means;

- "Data Fiduciary" means any person who alone or in conjunction with other persons determines the purpose and means of processing of personal data;

- "Data Principal" means the individual to whom the personal data relates and where such individual is a child, includes the parents or lawful guardian of such a child and a person with disability, includes her lawful guardian, acting on her behalf; and

- "Data Processor" means any person who processes personal data on behalf of a Data Fiduciary.

Obligations of Data Fiduciaries
Reason for Processing Data

Understanding how personal data is processed is the first step towards protecting it. The DPDP strongly mentions the grounds on which the data fiduciary may process the personal data of a Data Principal. A person may treat a Data Principal's personal data for a lawful purpose with her consent and for certain legitimate uses. In accordance with the act, a "lawful purpose" refers to any purpose not explicitly prohibited by the law.

Notice

A Data Fiduciary is bound to provide a Data Principal with a notice in clear and plain language before asking for her consent. The Data Fiduciary must allow the Data Principal to access the notice's contents in either English or any other language listed in the Constitution's Eighth Schedule. The notice must include a description of the personal information the Data Fiduciary plans to collect, as well as its intended use, the rights of the Data Principal and the process by which she can complain to the Data Protection Board for any data breach.

Consent

As per the provisions of the act, consent of the individual, should be the basis for processing of her personal data. The Data Principal's consent must be free, explicit, informed, unconditional, and unequivocal, with a clear affirmative action, and it must signal an agreement to the processing of her personal data for the defined purpose. This consent should only pertain to the necessary personal information required for that specific purpose. Additionally, when requesting consent, the Data Fiduciary is obligated to provide the contact details of the Data Protection Officer, who can handle any communications on behalf of the Data Fiduciary related to the exercise of the Data Principal's rights. The Data Principal has the right to withdraw their consent at any time, allowing them to have meaningful control over their data. When this occurs, companies must promptly cease processing and delete the data. It's important to note that the costs and consequences associated with such withdrawal are the responsibility of the Data Principal. The Consent Manager who is a registered entity with the Board will help the Data Principal manage and withdraw her consent.

Certain Legitimate Uses

A Data Fiduciary is authorized to handle the personal data of a Data Principal when required by the government or any of its entities, to safeguard the sovereignty, integrity, or security of India. Additionally, governmental bodies and their agencies can utilize personal data to comply with court judgments or decrees issued under applicable laws in India. Furthermore, the legislation permits specific uses of personal data, such as responding to a medical emergency that poses a threat to the Data Principal's life, providing medical treatment during a pandemic, disease outbreak, or public health threat. Moreover, the government may access personal data to ensure the safety of individuals during disasters or instances of public disorder. Private companies are also granted permission under the Act to utilize personal data for employment-related purposes, which include preventing corporate espionage, maintaining the confidentiality of trade secrets and intellectual property.

General Obligations of Data Fiduciaries

A Data Fiduciary must handle personal data responsibly to prevent data breaches. They can engage a Data Processor through a valid contract for activities related to providing goods or services to Data Principals. The Data Fiduciary must ensure the accuracy, reliability, and completeness of such data, especially if it affects Data Principals or is shared with other entities. In case of a data breach, the Data Fiduciary must promptly inform the Board and affected Data Principals as per the prescribed format. Personal data should be deleted by the Data Fiduciary upon the Data Principal's consent withdrawal or when the specified purpose is fulfilled, whichever occurs first, unless retention is necessary due to legal requirements. The Data Fiduciary is also responsible for disclosing the business contact details of a Data Protection Officer to address Data Principals' inquiries and establish an effective procedure for handling their grievances.

Processing of Personal Data of Children

Before handling any personal data of a child or an individual with a disability, the Data Fiduciary must obtain verifiable consent from the child or their legal guardian. Furthermore, the Data Fiduciary is prohibited from processing any personal data of children that could harm their well-being or involve behavioural tracking or targeted advertising. If the Data Fiduciary can demonstrate that it can handle children's information in a verifiable manner, the central government may grant exemptions to lower the age threshold for the Data Fiduciary's responsibilities.

Additional Obligations of Significant Data Fiduciary

The Central government has the authority to designate a Data Fiduciary as a "Significant Data Fiduciary" after taking into account various factors, including the quantity and sensitivity of the personal data they handle, potential risks to the

rights of Data Principals, and threats to public order, sovereignty, and integrity of India. According to the Act's provisions, a "Significant Data Fiduciary" is required to appoint a Data Protection Officer based in India, who serves as the primary point of contact for addressing grievances. Additionally, the SDF must engage an independent data auditor to conduct data audits is responsible for periodic Data Protection Impact Assessment which is necessary, as prescribed, to process and protect the personal data of the Data Principals.

Right to Access Personal Data Information

The Act grants Data Principals the right to receive a summary of their previously shared personal data from Data Fiduciaries or any other entities it was shared with.

Right to Correct and Erase Personal Data

The Act guarantees Data Principals the right to correct, complete, update, or erase their personal data to which they have previously given consent. If a Data Principal requests changes or deletion, the Data Fiduciary must facilitate these modifications, unless retaining the data is necessary to comply with existing laws.

Right to Address Grievances

Any action or negligence by a Data Fiduciary entitles the Data Principal to seek prompt grievance redressal from the Data Fiduciary or Consent Manager. Complaints made to them must be addressed within a prescribed timeframe from the date of receipt. Before approaching the Board, Data Principals are required to exhaust all available channels for issue resolution as outlined in this section.

Right to Nominate

Data Principals have the right to designate another person, as specified by law, who can exercise their rights under the Act, in case of their incapacitation or death.

Duties of Data Principal

The Act also imposes certain responsibilities on Data Principals. They must not impersonate others when sharing their personal data, must provide all essential information such as proof of identity, address, or unique identifier, and should not make false complaints against a Data Fiduciary or the Board. Data Principals are required to furnish only

'*verifiably authentic*' information when exercising their right to correction or erasure under this Act.

Processing of Personal Data Outside India

The Act stipulates that the central government will designate a list of countries where data transfers are restricted. This implies that, by default, personal data can be transferred to international jurisdictions unless expressly prohibited by the government.

Exemptions

Certain exceptions are allowed under this Act, such as when processing data is necessary for enforcing legal rights or claims, performing judicial functions, or preventing and prosecuting offenses. Additionally, data can be used to assess the financial situation of someone who has defaulted on a loan or advance from a financial institution.

The Act's provisions do not apply to the processing of personal data by State entities that the Central Government may notify, provided it is in the interest of India's sovereignty, integrity, security, foreign relations, public order, or the prevention of incitement to any offense related to these concerns. Personal data processing may also be permitted for research, archiving, or statistical purposes, taking into account the volume and nature of the data processed. Regarding the volume and nature of personal data processed, the Central Government may grant exemptions to certain Data Fiduciaries, including startups focused on new technology, innovative ideas, and privacy-enhancing technologies, for a specified period.

Data Protection Board of India

Establishment of Board

The Central Government has the authority to establish a board named the Data Protection Board of India under this Act. The composition of the Board will include a Chairperson and other Members appointed by the Central Government as per the prescribed procedures.

Powers and Functions of Board

If a personal data breach occurs, the Board will instruct prompt corrective or mitigation actions, conduct an investigation into the breach, and impose penalties as per the provisions of this Act.

Procedure to be Followed by Board

The Board will function as an independent body, equipped with a digital office and techno-legal

tools to address complaints and make decisions. The Board will determine whether there are sufficient grounds to proceed with an investigation. If not, the Board may adjourn the matter for reasons that must be stated in writing. To fulfil its responsibilities under this Act, the Board will possess the same authority as a civil court under the Code of Civil Procedure, 1908. This authority includes the power to summon individuals, compel their attendance, request affidavits as evidence, demand document production, and inspect data or other records.

Appeal and Alternate Dispute Resolution

Appeal to Appellate Tribunal

Any individual who is dissatisfied with an order or directive made by the Board under this Act may file an appeal with the Appellate Tribunal. After hearing an appeal, the Appellate Tribunal may issue orders confirming, amending, or overturning the decision that was the subject of the appeal.

Orders Passed by Appellate Tribunal

To facilitate this, any ruling by the Appellate Tribunal can be enforced as a civil court decree as the Appellate Tribunal is vested with all the powers of a civil court.

Alternate Dispute Resolution

If the Board believes a complaint can be resolved through mediation, it can instruct the involved parties to attempt mediation with a mutually agreed-upon mediator or as specified by existing Indian law.

Voluntary Undertaking

During any stage of a procedure, the Board has the authority to accept a voluntary undertaking from an individual regarding compliance with the requirements of this Act. This voluntary undertaking can entail agreeing to take specific actions within a timeframe set by the Board, refraining from certain actions, or publicizing the voluntary undertaking. If a person violates any terms of the voluntary agreement approved by the Board, such violation will be considered a breach of this Act's provisions, and the Board can take action by the terms of this Act.

Penalties and Adjudication

Penalties

Upon completing an investigation, the Board has the authority to impose a financial penalty, as specified in the Schedule, after giving the individual an opportunity to present their case. This penalty is applied if the Board determines that the person's violation of this Act's provisions was significant. The monetary penalty for failing to implement adequate security controls to avoid personal data breach might go as high as Rs 250 crore. Additionally, the Act also contains a provision for blocking platforms that repeatedly breach the law if such violations occur on more than two occasions.

When determining the monetary penalty, the Board takes into account factors such as the seriousness and duration of the breach, the type of personal data affected, and whether the breach has occurred repeatedly. Additionally, the Board assesses whether the individual gained financially or avoided losses due to the violation and investigates their intent to prevent the breach, the timing and effectiveness of their actions, the reasons for imposing a financial penalty, and the potential consequences of the penalty on the individual.

Miscellaneous

Protection of Action Taken in Good Faith

No legal actions or proceedings can be initiated against the Central Government, the Board, its Chairperson, or Board employees for actions taken or intended in good faith in compliance with this Act.

Power to Call for Information

For the purposes of this Act, the Central Government may ask the Board and any Data Fiduciary or intermediary to provide any information required.

Power of Central Government to Issue Directions

Upon receipt of two or more written references from the Board about a Data Fiduciary, the Central Government may levy a monetary fine and block platform further.

Power to the Central Government

The Central Government may have the power to make rules, amend the Schedule and remove any difficulty that arises in carrying out the purposes of this Act.

Conclusion

As our lives become increasingly digital— whether through paying bills, completing work tasks,

or staying connected with loved ones—the need for robust laws to safeguard against online data breaches has never been greater. The Central Government envisions DPDPA23 as an umbrella framework for the Digital Economy that will empower individuals to know how their personal data is being used and how such data can be processed for ethical data management amidst rising concerns about privacy, security and transparency. There have been several rounds of discussions and debates on the draft when it was made for public consultation. The Bill amassed over 21,000 opinions and suggestions from various stakeholders, including technology experts, legal practitioners, public policy personnel, business executives and everyday internet users last year (Rekhi and Aryan, 2023). The Government considered the global best practices, including review of the personal data protection legislations of Singapore, Australia, European Union and prospective federal legislation of the United States of America.

*The purpose of this Act is to strengthen data protection and accountability for businesses that manage citizens' data, including mobile app developers, social media companies and tech corporations. W*hile too strict restrictions may protect people's data, they may also worry business houses. Due to the volume and sensitivity of the data, large organisations that handle personal financial, telecommunications, and healthcare data are likely to face tight obligations and become unduly careful and possessive of their business practices. Union Minister for Communications and Electronics & Information Technology, Ashwini Vaisnaw said the law has adequate safeguards for digital citizens. He said India's law has fewer government-related exemptions than the European Union's General Data Protection Regulation (GDPR), which is widely held to be the most stringent privacy law anywhere in the world. (Barik, 2023).

Despite certain reservations, the historic Digital Personal Data Protection Act (DPDPA) 2023 would have a profound impact on India's tech ecosystem. Individual users will now have more control over their data, as well as the ability to access data collected about them and learn with whom it has been shared. The onus is also on India Inc to ensure how serious, transparent and committed it is about collecting, storing and sharing customer data. (Munner, 2023) Brad Smith, Microsoft's vice chairman and president, feels that everyone will now concentrate on implementing the rules that will follow, and with all such laws, there are a lot of specifics to come. It is a solid, powerful framework that adheres to international standards (Agarwal and Ganguli, 2023).

The new data bill reflects a progressive and inclusive nature. Its success relies on impartial data examination and a consultative approach during crises. Any uncertainties or inquiries regarding specific provisions should be thoroughly addressed, subjectivity eliminated, and fairness guaranteed to ultimately enhance the quality of life for citizens.

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India's Pathbreaking Quantum Science and Technology: A Giant Leap to Achieve Quantum Savvy 'Lab to Market'

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Preamble: India's Progressive Quantum Revolution

21st Century being a Quantum era, India is rapidly growing with this technology and aims to become the global hub for Quantum technologies thereby leading to the Quantum Skill capital. With the launch of National Quantum Mission (NQM[1] in 2023 aligned with national mission policies like *'Digital India'*, *"Make in India"*. India is spearheading with successful frugal innovations in different quantum fields such as quantum communication, quantum sensing, quantum computing, quantum material and devices. India stands fifth position across the globe as high throughput productive country especially in the scientific research of quantum dots[2].

To recognize the one hundred years of successful achievement in quantum technology, the year 2025 is being celebrated globally as the *"International Year of Quantum Science and Technology"*. India has special significance in quantum science and technology through groundbreaking discovery by Prof. Satyendra Nath Bose's research work on quantum statistics-100 years ago in India, which led to the pathbreaking concept of Bose-Einstein condensation, which made a breakthrough in quantum physics that has significant achievements in grassroot technological advancements.

The Ministry of Science and Technology has pioneered in establishing the cutting-edge four thematic hubs under the flagship of National Quantum Mission at IISc Bengaluru, IIT Bombay, IIT Delhi and IIT Madras specially to focus on facilitating innovations and technology commercialization on quantum products and solutions. These hubs will be powerhouse for quantum innovations in India and serve for the whole world. The thematic HUBS have well established resources like quantum simulation tools and techniques, R&D infrastructures to empower research and grow the talent pool through academia-startups-Industry- Government interface.

India has reached a quantum state form classical state that quantum computing products are being developed in India, and which are available in MSME GeM portal. This unique feature is first of its kind in the world.

The successful case studies of quantum innovations in India are aligned with the concept of Lab to Market. India is among the global leaders to pioneer the above concept in quantum science.

Groundbreaking Quantum accomplishments in India

India is among top countries in the globe that has accomplished much groundbreaking research in quantum field (Figure 1)

1) ***Centre for Development of Telematics (C-DOT)****: C-DOT: India has successful case studies on conducting the field trials and testing of Quantum Key Distribution System developed in India. The experiment was first of its kind in India that was successfully performed between the two important government of India like Sanchar Bhawan, Department of Telecommunications and National Informatics Centre (NIC's) CGO Complex in Delhi.

2) ***Banaras Hindu University****: India has successfully demonstrated the capability of generating green hydrogen in lab scale through Quantum photocatalysts by employing the quantum catalytic processes influenced by future generation charge transfer technology which are empowered by proton mobility. Hydrogen production was successfully achieved through quantum Photocatalysts at lab scale. The future scope of research is planned to extend to pilot scale

3) ***C-DAC****: has designed and developed a simulator driven by quantum technologies named Qsim which can simulate gate models based on the principle of quantum physics.

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4) **S.N.Bose Bose National Center**: A ground breaking discovery was achieved by S.N.Bose Bose National Center for Basic Sciences, flagship autonomous institute under Department of Science and Technology in collaboration with Henan Key Laboratory of Quantum Information and Cryptography, Laboratoire d'Information Quantique, University libre de Bruxelles, and ICFO-the Barcelona Institute of Science and Technology. The discovery was Qubit which has exceeded the principles of classical physics. This proves our nation's capability to technologically utilize the principles and ideas of quantum physics like superposition, entanglement, and measurement in physics.

5) **Raman Research Institute (RRI)**: RRI being one of the first quantum labs in India pioneered to technologically manufacture and establish the principles of quantum-based entanglements through a single photon source. This that could be extended to different application of quantum physics.

6) **The Society for Electronic Transactions and Security (SETS)**: SETS, under the Office of the Principal Scientific Adviser (PSA), was working towards the different applications of quantum cryptography. In fact, it has been successfully performed scientific research in Post-Quantum Cryptography (PQC). It has implemented Quantum algorithms named PQC algorithms that find potential security applications like Fast IDentity Online (FIDO) which eliminates the use of passwords for digital authentication.

Figure 1: Illustration of the Quantum Discoveries in India Leading to Quantum Savviness

7) **Indian Institute of Technology, IIT Bombay**: Quantum Sensing and Metrology Hub, a flagship initiative of National Quantum Mission at Indian Institute of Technology IIT Bombay. The Photonics and quantum research group has been pioneering in developing high quantum precession magnetic field and temperature sensors. It utilizes the advantages of material defects called Nitrogen Vacancy (NV) centre, especially in diamonds. The tangible outcomes being to develop quantum technology that finds potential noninvasive application in healthcare especially penetrating the neurons and biological cells in human cells.

8) **Indian Space Research Organization [ISRO]**: ISRO made a big quantum breakthrough surpassing the classical phenomenon by successfully implementing a free-space Quantum Communication that can travel over 300 m as free-space Quantum Key Distribution. The experiment was successfully conducted at the Space Applications Centre (SAC), Ahmedabad.

9) **Dayalbagh Educational Institute (Deemed to be University) [DEI], Agra**: DEI has been working on *Quantum Jugaad-q*uantum teleportation being the pioneering work of DEI that involves transporting quantum states around various locations without utilizing quantum communication channel. This was possible through the classical communication channel. DEI has mathematically modelled and designed a quantum framework for teleportation[3]. It has a Quantum and Nano computing virtual Centre that also focuses on quantum consciousness studies as well.

10) **QNU Labs**: QNu labs a pioneering quantum startup has developed computing products such as [Armos (QKD) and Tropos (QRNG)] which are aligned with Indias national vision - 'Aatmanirbhar Bharat' and 'Vocal for Local.' QNu labs have achieved quantum innovation which is the World's-First 5KM Self-Aligning innovative 1.1KM Free Space Quantum Key Distribution solution technology. This quantum technology is a breakthrough in data transmission. The data is transmitted in safe and secure mode. Technology also enables encryption keys to be exchanged in a secure manner across space - air gaps without the requirement of the physical cables.
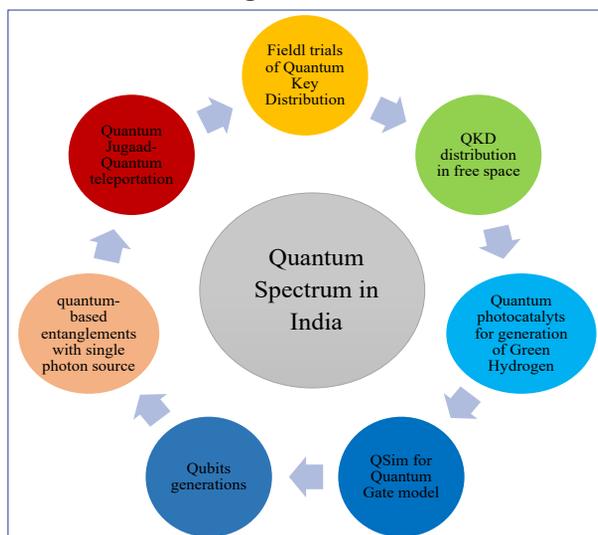
India's Quantum Standards - First of its kind in World

India is among the global leaders to launch the First of its kind standards on the "Test Guide of Quantum Key Distribution (QKD) System" and "Quantum-Safe and Classical Cryptography System" in 2023 by the flagship department of telecommunications, the DOT[4].

(i) Test Guide for "Quantum Key Distribution System" (TEC No. 91001:2023)

(ii) Generic Requirements on "Quantum-safe and Classical Cryptographic Systems" (TEC No. 91010:2023)

The Science and Technology clusters in India under the flagship of Office of Principal Scientific Advisor of Government of India has the clusters focusing on quantum science and technology.

India's Aim to Become Quantum Skill Capital

- *Indian Institute of Science (IISc) Bengaluru* has established Quantum Park under the flagship of Foundation for Science Innovation and Development in collaboration with KITS (Karnataka Innovation and Technology Society), Government of Karnataka. The focus of this park is to facilitate the science and technological innovations in quantum computing leading to reskill and upskill talent pool, academia-industry interface, and startup collaborations. The future vision of the quantum park is to function as a Global Quantum Hub for Indian nation.

- *Quantum Park* also offers students an internship program such as *Q-Daksha* Student Internship Program. The internship is first of its kind in India that creates opportunity for the students to engage with faculty members and researchers.

- *QNu Labs,* a pioneering startup, offers *SparQ* Summer Internship for students and awards project fellowship for the best student's quantum projects.

- *All India Council for Technical Education (AICTE), Ministry of Education, Government of India* has been facilitating to develop quantum skills among faculty members through "Training of Trainers" (ToT) program in alignment with the National Skill Qualification Framework (NSQF) thereby upgrading the knowledge and skills with the evolving quantum landscape. AICTE aims to develop quantum skills among students through minor degree programs offered in quantum technologies in higher educational institutes.

- *Electronics and ICT academy in collaboration AICTE,* Department of Science and Technology under National Quantum Mission is training the faculty members through short-term and long-term training programs thereby equipping the faculty members across higher educational institutes to become Quantum Savvy.

- *Indian Institute of Science Education and Research, Pune* offers master's program in Quantum Technology.

- *Indian Institute of Technology, IIT Delhi* is awarding certification program on Quantum computing.

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Transforming the Landscape of Disability Rights in India through RPwD Act, 2016

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"The appropriate Government shall take necessary steps to ensure that persons with disabilities enjoy the right to equality, life with dignity, and respect for his or her integrity equally with others."

-(RPWD Act, 2016, Chapter II, Section 3)

The Rights of Persons with Disabilities (RPWD) Act, 2016, marks a significant leap forward in disability rights in India, aligning the country's policies with the United Nations Convention on the Rights of Persons with Disabilities. Updating the earlier 1995 Act, it expands the list of recognized disabilities from seven to twenty-one, now covering conditions like autism, cerebral palsy, and mental health issues, and promoting a more inclusive understanding of disability. The Act enforces accessibility standards across key areas, including education, employment, healthcare, and public spaces, emphasizing the need for reasonable accommodations and anti-discrimination. However, despite its progressive framework, challenges remain, with limited public awareness, infrastructure gaps, and persistent social stigma often slowing effective implementation. This context highlights the critical role of the RPWD Act in advancing equal access and inclusion for persons with disabilities across India. However, the real-world execution of the RPWD Act faces significant challenges. Despite its progressive provisions, factors such as limited awareness, inadequate funding, and insufficient training of personnel have hampered its full execution. Many public spaces remain inaccessible, and enforcement mechanisms are still weak, particularly in rural areas where awareness and resources are scarcer (Singh, 2019). This gap between legislation and on-the-ground application highlights the need for a comprehensive approach that includes sensitization, capacity building, and monitoring to ensure that the goals of the RPWD Act are realized. This article examines the effect of the RPWD Act on accessibility and inclusion

for persons with disabilities in India, assessing its effectiveness and identifying areas where additional focus is required. By analyzing the achievements and limitations of the Act, this study aims to provide insights into creating a truly inclusive society that upholds the dignity and rights of all individuals.

Aims and Objectives

The primary aim of this article is to analyze the impact of the Rights of Persons with Disabilities (RPWD) Act, 2016, on accessibility and inclusion for persons with disabilities in India. By assessing the effectiveness of the Act, the article seeks to understand both the achievements and challenges encountered in its implementation. Specifically, the objectives are as follows:

- To evaluate how the expansion from 7 to 21 recognized disabilities has influenced legal and social frameworks for persons with disabilities.

- To analyze the level of accessibility improvements in public and private sectors as mandated by the Act.

- To identify the gaps and obstacles, such as limited infrastructure and awareness, that hinder effective implementation.

- To provide recommendations for policymakers and stakeholders to enhance the Act's impact on creating a more inclusive society.

Accessibility for Divyangjan under the Rights of Persons with Disabilities Act, 2016

The Rights of Persons with Disabilities (RPWD) Act, 2016, serves as a pivotal piece of legislation in India aimed at protecting and promoting the rights of individuals with disabilities, referred to as '*Divyangjan*'. This law is in alignment with the United Nations Convention on the Rights of Persons with Disabilities (CRPD) and underscores the importance of accessibility as a fundamental right. It advocates for the creation of an inclusive society where *Divyangjan* can engage fully, independently, and with dignity. The Act imposes requirements for accessibility across essential sectors such as education, healthcare, employment, and infrastructure, thereby

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fostering a community that actively includes and empowers individuals with disabilities. Consequently, the RPWD Act marks a crucial advancement toward achieving social equity, laying the groundwork for a more inclusive and accessible India.

Accessibility equipping in the RPWD Act extend across physical, digital, and social environments. The Act mandates the removal of architectural barriers in public buildings, ensures accessible transportation, and requires the adaptation of workplace environments. For instance, it calls for government and private organizations to provide ramps, elevators, and accessible restrooms to accommodate mobility impairments (Kothari, 2017). Moreover, the Act mandates accessibility to information and communication technologies, ensuring that websites, digital content, and public information are designed for inclusive use, facilitating social integration and equal access to information (Ministry of Social Justice and Empowerment, 2018).

While the RPWD Act sets ambitious accessibility standards, its implementation remains a challenge. Studies highlight issues such as insufficient enforcement, lack of funding, and social stigma, which often limit accessibility improvements, particularly in rural areas. Nonetheless, the Act remains a crucial framework advocating for accessibility rights and striving to empower Divyangjan by promoting independent living and societal inclusion (Saxena, 2019).

Ensuring Equal Access for Diverse Abilities

Inclusion, a key idea in social policies and educational strategies, highlights the significance of making sure every person, no matter their origin or capabilities, has the same chances to be fully involved in community life. The goal of inclusive methods is to break down obstacles that disadvantaged communities encounter, especially concentrating on making places accessible for individuals with disabilities in schools, jobs, and public areas. This push for inclusion is supported by the principles of human rights, which promote the respect and fairness of every person (UNESCO, 2005).

One of the most impactful aspects of inclusion is its role in education. Inclusive education seeks to integrate students with disabilities into mainstream classrooms, promoting interaction and collaboration among diverse learners. Research highlights that inclusive classrooms benefit both students with disabilities and their peers by fostering empathy, reducing prejudice, and encouraging mutual respect (Ainscow, 2005). Effective inclusive education requires adaptive teaching methods and supportive learning environments that cater to varied learning needs, which have been shown to improve educational outcomes overall (Florian & Black-Hawkins, 2011).

Workplace inclusion is also essential, as employment enables individuals to achieve economic independence and personal fulfillment. Inclusive employment practices involve adapting workspaces, promoting flexible work policies, and providing resources like assistive technology to support employees with disabilities (Schur, Kruse, & Blanck, 2013). Companies that adopt inclusive practices report enhanced employee morale and productivity, as well as a positive public image (Kuznetsova, 2018).

Global organizations and national policies, such as the UN's Sustainable Development Goals and the Rights of Persons with Disabilities Act in India, emphasize inclusion as a pathway to sustainable development. By promoting inclusive policies and practices, societies can ensure equitable participation and improve quality of life for individuals with disabilities (UN, 2015).

A Framework for Equality and Inclusion

A framework for equality and inclusion promotes the rights of all individuals, ensuring that everyone has equal access to opportunities, resources, and participation in society. This framework dismantles systemic barriers, advocates for non-discrimination, and emphasizes the importance of inclusive policies. By recognizing diverse identities and experiences, it fosters a culture of respect and collaboration, ultimately enhancing social cohesion and empowering marginalized groups to fully engage in all aspects of life.

The RPwD includes the civil and human rights that support equal chances, prevent discrimination, and ensure that individuals with disabilities can fully engage in every part of society. Based on the values of respect, independence, and fairness, the movement for disability rights has greatly influenced laws and social guidelines worldwide, working to break down the structural obstacles that

limit access to schooling, jobs, medical services, and public activities for people with disabilities (Degener, 2016).

One of the landmark international frameworks promoting disability rights is the UN Convention on the Rights of Persons with Disabilities, adopted in 2006. The Convention on the Rights of Persons of Disabilities emphasizes that disability rights are not merely special provisions but fundamental human rights that must be upheld by all member states. It asserts the need for inclusive policies, the elimination of discriminatory practices, and the promotion of accessibility across sectors. The CRPD has been instrumental in guiding countries to update their national legislation, ensuring protection against discrimination and fostering equal participation (United Nations, 2006).

In India, the Rights of Persons with Disabilities Act of 2016 is a pivotal law that aligns with the CRPD's principles. The Act broadens the definition of disability, covers 21 categories, and mandates quotas for employment and education, creating opportunities for millions of individuals. It also emphasizes accessibility, from transportation to digital spaces, as crucial for participation in society. However, despite progress, gaps remain in effective implementation and societal attitudes that often perpetuate stigma (Singh, 2018).

Disability rights continue to evolve as advocates push for greater representation, recognition of intersectional identities, and advancements in accessibility through technology. Addressing these issues not only empowers individuals but also strengthens communities by fostering inclusion and diversity.

Equal Opportunities under the RPwD Act 2016 and the Indian Constitution

The Rights of Persons with Disabilities (RPWD) Act of 2016, in conjunction with the Indian Constitution, emphasizes the importance of providing equal opportunities for individuals with disabilities. This legislation, which is in harmony with the United Nations Convention on the Rights of Persons with Disabilities, was established to enhance the legal framework surrounding disability rights in India, ensuring protection and fostering inclusivity in various aspects of life (Ministry of Law and Justice, 2016).

The Indian Constitution, under Article 14, ensures that all individuals are treated equally under the law and receive equal protection from it. Articles 15 and 16 explicitly forbid discrimination on several bases, including disability, thereby fostering fair access to education, employment, and public services for individuals with disabilities (Bakshi, 2018). Furthermore, Article 41 of the Directive Principles of State Policy urges the state to extend public assistance to those in need, encompassing individuals with disabilities, through various forms of support such as economic and educational aid (Dhanda, 2019).

The RPWD Act of 2016 enhances these constitutional principles by clearly articulating the notion of equal opportunities. It stipulates a 4% reservation in government employment and a 5% reservation in higher education for individuals with benchmark disabilities. This reservation policy is crucial for creating equitable conditions and fostering economic self-sufficiency among persons with disabilities (Jain, 2018). Furthermore, the Act underscores the importance of equal access to voting rights, justice, and public transportation, providing detailed guidelines for necessary infrastructure modifications to ensure accessibility and promote independent mobility.

The Act mandates that government and private institutions provide reasonable accommodation and adjustments to make certain that persons with disabilities are not excluded from any domain of public or private life. This includes accessible workplaces, adapted educational curricula, and digital accessibility appraise to enable persons with disabilities to utilize technology effectively (Kumar, 2020). In doing so, the Act aligns with the constitutional values of equality, dignity, and inclusion, reinforcing India's commitment to establishing a just and fair society.

The article aims to evaluate the efficacy of the Act by examining the successes and obstacles faced during its implementation. In particular, the goals are outlined as follows:

1. The expansion from 7 to 21 recognized disabilities under the Rights of Persons with Disabilities (RPWD) Act of 2016 has significantly influenced legal frameworks in India. This broadening of definitions ensures that a wider range of disabilities—physical, intellectual, sensory, and mental—are acknowledged and protected under the law. Legally, it has strengthened anti-

discrimination measures and expanded eligibility for various benefits, including employment quotas and educational support. This inclusivity fosters a more comprehensive understanding of disability, encouraging the development of tailored policies and programs that address the unique needs of diverse individuals.

2. Socially, the recognition of these diverse disabilities plays a crucial role in combating stigma and promoting awareness, facilitating better integration of persons with disabilities into communities. By affirming their rights and enhancing visibility in society, it empowers individuals and encourages a shift in public perception. This ultimately leads to increased advocacy for accessibility and support services. Such a holistic approach contributes to a more equitable and inclusive society, ensuring that all individuals can participate fully in social, economic, and cultural life.

3. The RPWD Act of 2016 requires substantial enhancements in accessibility across both public and private sectors to foster an inclusive atmosphere for persons with disabilities. In the public sector, there has been a concerted effort to enhance physical access to government buildings, public transportation, and information systems. Many state governments have initiated audits of public infrastructure to identify and rectify accessibility barriers, leading to the installation of ramps, elevators, and accessible restrooms. However, despite these advancements, challenges persist, particularly in rural areas where resources are limited and enforcement of accessibility standards can be inconsistent.

4. In the private sector, the RPWD Act encourages organizations to adopt inclusive practices, such as providing reasonable accommodations and accessible workspaces. While many companies have begun implementing assistive technologies and inclusive hiring practices, progress varies significantly across industries. Large corporations often lead the way in accessibility initiatives, while small and medium enterprises (SMEs) may lag due to a lack of awareness or resources. Overall, while there are notable improvements in accessibility following the RPWD Act, ongoing monitoring, advocacy, and investment are essential to ensure sustained progress and meaningful inclusion for individuals with disabilities in both sectors.

5. Despite the positive strides made under the RPWD Act of 2016, several gaps and obstacles continue to hinder its effective implementation. One of the primary challenges is limited infrastructure, particularly in rural and underserved urban areas. Many public buildings, transportation systems, and essential services remain inaccessible due to a lack of ramps, elevators, and accessible facilities. This infrastructural inadequacy significantly limits the mobility and participation of individuals with disabilities in daily life.

Another critical obstacle is the absence of awareness and understanding of disability rights among stakeholders, including government officials, employers, and the general public. Insufficient training and education about the needs and capabilities of persons with disabilities can result in inadequate policy execution and unintentional discrimination. Furthermore, many Small and Medium Enterprises (SMEs) may lack the resources or knowledge to comply with the Act's provisions, leading to disparities in accessibility across different sectors. In addition, social stigma and negative perceptions surrounding disabilities can deter individuals from advocating for their rights, further perpetuating exclusion. Effective implementation of the RPWD Act requires addressing these gaps through comprehensive awareness campaigns, targeted training programs, and enhanced investment in accessible infrastructure to foster a more inclusive society for all individuals.

Recommendations for Policymakers and Stakeholders to Enhance the Impact of the RPWD Act. 2026

To strengthen the effectiveness of the Rights of Persons with Disabilities (RPWD) Act in fostering a more inclusive society, it is essential to propose several important recommendations for policymakers and stakeholders:

Strengthening Infrastructure Development: Policymakers should prioritize funding and resources for the development of accessible infrastructure in both public and private sectors. This includes ensuring compliance with accessibility standards in new constructions and retrofitting existing buildings to eliminate barriers.

Awareness and Training Programs: The execution of extensive awareness initiatives is essential for informing the public regarding disability rights and the stipulations outlined in the RPWD Act. Furthermore, training sessions aimed at government officials, educators, and employers should emphasize inclusive practices and the significance of providing accommodations for individuals with disabilities.

Monitoring and Accountability: Establishing a robust monitoring system to track the implementation of the RPWD Act is essential. Regular audits and assessments should be conducted to identify gaps and hold public and private entities accountable for compliance.

Incentives for Compliance: Offering financial incentives or grants to organizations that adopt inclusive practices can encourage more businesses to comply with the Act. This could include tax benefits or subsidies for implementing accessibility measures.

Collaboration with Disability Advocacy Groups: Policymakers ought to collaborate with organizations that advocate for individuals with disabilities in order to better understand the obstacles these individuals encounter. Such partnerships can result in the development of more impactful policies and initiatives that are specifically designed to address the unique requirements of the community.

Promoting Assistive Technologies: Encouraging the development and integration of assistive technologies in workplaces and educational institutions can significantly enhance accessibility. Stakeholders should invest in research and development of innovative solutions that facilitate participation for individuals with disabilities.

Fostering Inclusive Education and Employment: Implementing policies that promote inclusive education from early childhood through higher education will help prepare individuals with disabilities for the workforce. Additionally, creating more inclusive hiring practices and workplace accommodations will enhance employment opportunities.

By embracing these suggestions, policymakers and stakeholders have the opportunity to enhance the execution of the RPWD Act, thereby fostering a more inclusive society in which individuals with disabilities can engage comprehensively in every facet of life.

Conclusion

The Rights of Persons with Disabilities (RPWD) Act of 2016 marks a significant milestone in advancing the rights and inclusion of individuals with disabilities in India. Although the Act broadens the scope of recognized disabilities and emphasizes the importance of accessibility, numerous challenges persist in its execution. It is crucial to address deficiencies in infrastructure, public awareness, and training to achieve the goals set forth by the Act. By focusing on extensive awareness initiatives, improving infrastructure, and collaborating with organizations that advocate for disability rights, policymakers can significantly amplify the effectiveness of the Act. Ultimately, the successful realization of the RPWD Act has the potential to foster a more just society that acknowledges and elevates the contributions of all individuals, ensuring their rights and dignity are respected in every facet of life.

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Changing Practices in Education for Children with Special Needs: From Segregation to Inclusion

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'Education is the single greatest tool for achieving social justice and equality. Inclusive and equitable education - while indeed an essential goal in its own right - is also critical to achieving an inclusive and equitable society in which every citizen has the opportunity to dream, thrive, and contribute to the nation…(New Education Policy, 2020).

The education of children with disabilities began in India when a Church Missionary Society started a school for blind children in Varanasi in 1869. A second school was established for the blind in Amritsar in 1887 by Ms. Annie Sharp another Christian missionary. While the first formal school for children with intellectual and physical disabilities was established in Kurseong in 1918[1]. However, the major changes and developments could be considered and perceived in the field of special education post-independence of the country. In 1974, Integrated Education of Disabled Children (IEDC) was started by the Ministry of Welfare, Govt. of India to promote the integration of students with mild to moderate disabilities into regular schools. This was the first kind of formal and progressive effort towards the inclusion of children with disabilities in the country. Later, in 1997, the Integrated Education of Disabled Children (IEDC) was merged with the District Primary Education Programme, which was introduced in 1994. However, in 1966 Kothari Commission highlighted the importance of educating children with disabilities in regular schools. National Education Policy (NEP) 1986 also discussed the matter of equality and equity in education and 'education for the handicapped'. The present Education Policy (NEP) 2020 also emphasizes the importance of creating enabling mechanisms for providing Children with Special Needs (CWSN) or Divyang, the same opportunities to obtain quality education as any other child.

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Post-independence of our country, Government of India passed many policies and acts one after another for the welfare and empowerment of persons with disabilities. The Government of India set up the Rehabilitation Council of India (RCI) in 1992 to ensure uniformity, minimum standards, and quality of education & training in the area of special education and disability rehabilitation. Furthermore, in 1995 The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, was enacted to give effect to the "proclamation on the Full Participation and Equality of the People with Disabilities in the Asian and Pacific Region. The act first time recognized seven types of disability namely- blindness, low vision, leprosy cured, hearing impairment, locomotor disability, mental retarded, and mental illness. It also ensured that every child with a disability had access to free education in an appropriate environment till attained the age of eighteen years. After a few years, Govt. of India passed another act for CWSN, The National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, in 1999. The one of the main objectives of NTA was to build an inclusive society that values human diversity and enables and empowers the full participation of Persons with Disability to live independently with dignity, equal rights, and opportunities.

Sarva Shiksha Abhiyan (SSA) was launched in (2000) across the country in order to achieve the goal of universal elementary education. The SSA gave importance to early childhood care, education of the girl child, and education of children with disabilities in the six to fourteen age groups. The SSA adopted a rejection policy to ensure that all Children with Special Needs (CWSN) irrespective of their kind, category, percentage and need, and nature of disability were included in regular schools. The National Policy for Persons with Disabilities, (2006) recognizes that Persons with Disabilities are valuable human resources for the country and seeks to create an environment that provides them equal opportunities, protection of their rights, and full participation in society. Around one decade of

the completion of SSA, The Right of Children to Free and Compulsory Education (RTE) Act 2009 was implemented in the country. Under the RTE Act, every child of the age of six to fourteen years shall have a right to free and compulsory education in a neighborhood school till the completion of elementary education. While the provision for CWSN is up to eighteen years under RTE Act. In 2016 evolutionary and Transforming Rights of Persons with Disabilities (RPwD) Act, was passed by the parliament and it replaced the Persons with Disabilities Act, 1995. The main feature of RPwD act is to categories of disabilities and increase the number of disabilities from seven to twenty-one types. Further, it provides 5% reservation in higher education for children with special needs. The types of disabilities included in RPwD Act, 2016 are presented in Table -1.

The inclusion of children with special needs is not an affair and concern of India only but it has been an important global issue and agenda for many years. The Universal Declaration of Human Rights (1948) proclaimed education is the right of every child and was strongly reaffirmed by the Jometien World Declaration of Education for All (1990). Furthermore, in 1994, The Salamanca Statement and Framework for Action on Special Needs Education, UNESCO, recognized the necessity and urgency of providing education for children, youth, and adults with special educational needs within the regular education systems. However, the global agenda for more inclusive schooling has gained momentum since the adaptation of the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) in 2006, which emphasises inclusive education as a human right. The main purpose of this paper is to critically elaborate and understand the educational systems and practices for children with special needs

(CWSN) in eight decades in the country. Secondly, this paper can help the various stakeholders (regular teachers, special teachers, students & parents) of education to know the challenges and possibilities for children with special needs (CWSN) in the country.

Educational Practices for CwSN in India: A Brief Look

Segregation (the act or policy of separating people from different groups)

Segregation is the process by which a special group in society is identified and gradually the social and physical distance between this group and the rest increase. Segregation in a separate classroom or special school for children with special education needs is practiced, where children with special needs do not attend classes with non-disabled students. Segregated students may attend the same school where regular classes are provided, but spend all instructional time exclusively in a separate classroom which is specially constructed and designed for children with special education needs. In other words, segregation is the process by which children with special education needs or disabled children are identified as a separate group and are educated in special class/ schools in the company of other disabled children in the same category being alienated from the parents, siblings, non-disabled peers, and their own community.

This way segregation is the approach and practice of educating students in an exclusive setup and in a way that addresses their differences and needs through individualised teaching methods. Generally, this process involves individually planned and systematically monitored arrangement of teaching procedures, adapted equipment and materials, involvement of parents and accessible settings. For

Table 1: Types of Disabilities Included in RPwD

1. Physical Disability	C. Hearing impairment	4. Disability caused due to-
A. Locomotor disability	▪ Deaf	▪ Chronic neurological conditions:-
▪ Leprosy cured person	▪ Hard of hearing	(i) Multiple sclerosis
▪ Cerebral palsy	D. Speech and Language Disability	(ii) Parkinson's diseases
▪ Dwarfism	2. Intellectual disability	Blood disorder:-
▪ Muscular dystrophy	▪ Specific learning disability	(i) Hemophilia
▪ Acid attack victims	▪ Autism spectrum disorder	(ii) Thalassemia
B. Visual impairment	3. Mental behaviour	(iii) Sickle cell disease and
▪ Blindness	▪ Mental illness	5. Multiple disabilities.
▪ Low vision		

example: special school, separate unit/ class within regular school/college.

Despite these facts and reality, there are many advantages of segregated settings/ special schools. The schools' physical environment, educational resources, and materials are prepared, designed & adapted according to the needs and necessities of these children. Classroom, resource room, library, dining hall, desk & table are prepared and deigned as per the needs and requirement of special children. Similarly, special education teachers, and professionals are especially educated and trained to work with that particular group of special children. The other important thing about this setup is that special teachers are properly trained, qualified, and equipped to know and understand the needs and nature of special children and use the right teaching methods and strategies, using the right educational resources, TLM assistive devices, etc. The other valuable feature of this setup is that supporting staff of segregated /special schools has been aware and sanitized about the nature of a child, degree of disability, psychology, educational, and physiological need. In addition, supporting staff cared for and valuing the special needs children respectfully and empathetically. Most importantly, segregated set-up/ special schools provided complete care, affection, emotive and educational support to children with special needs.

However, in segregated/ special schools some challenges and barriers could be observed and noticed for children with special needs. The main limitation of segregated set up is that these special needs children are far away from their extended family and community. Thus, a feeling of 'otherness' & 'separation' develops in the minds of special needs children. The other limitation of segregated setup is that sometimes children with special needs feel lonely and unproductive members of society. As a result, the social and physical distance between this group and the rest increased. This segregated education model is based on the alienation from the mainstream of society.

Integration (process of mixing people who have previously been separated)

In 1974, Integrated Education of Disabled Children (IEDC) was started by the Ministry of Welfare, Govt. of India to promote the integration of students with mild to moderate disabilities into regular schools. The programme was also designed to promote the retention of children with special education needs in the regular school system. Under this scheme, special children were to be provided with financial support for books, stationery, school uniforms, transportation, special equipment, and aids.

Integrated education provides the least restrictive environment to children with special education needs so that they may grow and develop like other typical children of society. In other words, in an integrated setting children with special needs were educated with non-disabled children in regular schools. One of the main objectives of the integration model was to include CWSN in the mainstream of society from the early stage of life. Some of the benefits of integrated education was:

- It promoted a healthy social relationship between the normal and children with special needs at all levels and promoted acceptance by the society members.

- It reduced physical distance through equal participation in social activities.

- It provides an equal educational opportunity to children with special needs and prepares them for future life, like other members of society.

- Integration fostered the growth and development of young & youth minds.

- Integration prepared CWSN for independent living.

Integration, thus, was considered a practical solution to the problem of segregation and helped disabled children to receive education like any other children of society. The other positive aspect of integrated education system was that it allowed children with special needs to stay with their family and community, which enhanced their association and attachment with society from the early stage of life. Further, it provided an opportunity for CWSN from the early stage of life to become a part of the mainstream of society. Integrated education emphasized the placement of children with special needs in mainstream schools.

The drawback of integrated education is that this system majorly focuses on enrollment of the special child. The school does make much effort

for the betterment of education of children. Here, child is seen as a problem but the system is not considered to have any problem. There is, however, the expectation that persons with disabilities and/ or 'special educational needs' must fit into the pre-existing structures, attitudes, and an unaltered environment that already exists in the school.

In actual practice, children with special needs do not attend all the classes/ periods (subjects) in integrated classes along with non-disabled children. For example, visually impaired children are not attending some subjects like Science & Math along with non-disabled children. They mainly attend subjects like literature (Hindi & English), Social Studies, Music with non-disabled children in integrated setup. Rest of the school time and periods these special needs children are sent to the resource room by a regular teacher for studying and completing other subjects work like Expanded Core Curriculum (Braille, Sign language, DLS, O&M, Sensory Training, Social & Life skills, use of ICT etc.) from special teacher. Special teachers also teach subjects and provide remedial teaching to children with special needs.

Inclusion (practice of including students with disabilities with the general student population)

In 1994, Government of Spain in co-operation with UNESCO organized the World Conference on Special Needs Education in Salamanca, Spain, with the adoption of the Salamanca Statement Framework for Action on Special Needs Education. This statement which was adopted by the representatives of ninety-two governments and twenty-five international organizations including India, in June, 1994 has set agenda for inclusive education at global issues. The quote from Salamanca Statement:

We, the delegates of the World Conference on Special Needs Education … hereby reaffirm our commitment to Education for All, recognizing the necessity and urgency of providing education for children, youth and adults with SEN within the regular education system, and further hereby endorse the Framework for Action on SEN, that governments and organizations may be guided by the spirit of its provisions and recommendations (UNESCO, 1994)[2].

The provisions and recommendations of this conference were that:

- every child has a fundamental right to education, and must be given the opportunity to achieve and maintain an acceptable level of learning,

- every child has unique characteristics, interests, abilities, and learning needs,

- education systems should be designed and educational programmes implemented to take into account the wide diversity of these characteristics and needs,

- those with special educational needs must have access to regular schools which should accommodate them within a child-centered pedagogy capable of meeting these needs,

- regular schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all; moreover, they provide effective education to the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system.

At the national level, policies and acts strongly advocate and support an inclusive education system for children with special needs in the country. According to Right of Persons with Disability (RPwD) 2016 'inclusive education' means a system of education wherein students with and without disability learn together and the system of teaching and learning is suitably adapted to meet the learning needs of different types of students with disabilities'. Duties of education institutions as per the (RPWD) Act 2016, is that the appropriate Government and the local authorities shall endeavor that all educational institutions funded or recognized by them provide inclusive education to children with disabilities and towards that end shall—

(i) admit them without discrimination and provide education and opportunities for sports and recreation activities equally with others;

(ii) make building, campus, and various facilities accessible;

(iii) provide reasonable accommodation according to the individual's requirements;

(iv) provide necessary support individualised or otherwise in environments that maximise academic and social development consistent with the goal of full inclusion;

(v) ensure that the education to persons who are blind or deaf or both is imparted in the most appropriate languages and modes and means of communication;

(vi) detect specific learning disabilities in children at the earliest and take suitable pedagogical and other measures to overcome them;

(vii) monitor participation, progress in terms of attainment levels, and completion of the education in respect of every student with a disability;

(viii) provide transportation facilities to the children with disabilities and also the attendants of the children with disabilities having high support needs.

Thus, it can be said that, unlike integration, inclusion involves regular schools and classrooms being responsive, and willing to genuinely adapt and change to meet the needs of all diverse students. Further, inclusive schools celebrate and value the differences of individuals. The difference can be based on gender, culture, ability, disability, socio-economic context, religion and caste or any other area in which learning and /or development are impacted. Further, it implies the elimination of segregated school settings such as special schools and classrooms for those who do not fit the conventional view of what is 'normal'.

According to the National Curriculum Framework for School Education (NCFSE) (2000)

Segregation or isolation is good neither for learners with disabilities nor for general learners without disabilities. The societal requirement is that learners with special needs should be educated along with other learners in inclusive schools, which are cost-effective and have sound pedagogical practices (NCERT, 2000).

The inclusive school has to embrace and follow some basic philosophy in order to promote the successful practice of inclusive education. The National Curriculum Framework 2005 (p.84) enumerated the characteristics of inclusive education (Box 1).

In essence, inclusive education is a need and reality of 21st century. Now, It is indispensable for CWSN because all round educational development and growth of the child are possible in an inclusive education system. The feelings of fair competition in

Box 1: Characteristics of Inclusive Education/School
• *Inclusive education is about embracing all.*
• *Disability is a social responsibility – accept it.*
• *No selection procedures to be adopted for denying admission to learners with disabilities.*
• *Children do not fail, they only indicate failure of the school.*
• *Accept difference... celebrate diversity.*
• *Inclusion is not confined to the disabled. It also means non-exclusion.*
• *Learn human rights ... conquer human wrongs.*
• *Handicap is a social construct, deconstruct handicap.*
• *Make provisions – not restrictions: adjust to the needs of the child.*
• *Remove physical, social, and attitudinal barriers.*
• *All good practices of teaching are practices of inclusion.*
• *Learning together is beneficiary of every child.*
• *If you want to teach, learn from the child. Identify strengths not limitations.*
• *Inculcate mutual respect and inter-dependence*

special children grow in inclusive schools. Secondly, no inferiority & psychological complex develops in the mind of a special child. The educational policies and acts positively advocate and support for inclusive education for children with special needs (CWSN). In order to successful implementation and practice inclusive education, the regular school has to bring change in the school atmosphere and environment and make the school campus accessible, barrier free, and disabled-friendly. The role and responsibilities of regular teachers become more important and they need to be proactive for the holistic growth and development of special needs children. Whereas, the special education teacher's role is supportive and diagnostic in an inclusive education system.

Issues and Concerns in Inclusion

This is true that policies and acts support inclusive education for children with special needs. However, most of the regular schools are not fully prepared and accessible for children with special needs. Inappropriate Infrastructure, lack of physical accessibility (ramp & lift), child teacher ratio in regular school is a matters of serious concerns in some states, especially in U.P, Bihar, Jharkhand, Odisha, etc. Physical barriers, instructional barriers

and attitudinal barriers is still a big roadblock in the way of inclusion. Attitude and beliefs of regular teachers, principal, and school administrators are not positive toward the inclusion of CWSN. Apart from that shortage of teachers in regular schools is a big concern and issue for proper implement of inclusion. Our country has nearly 1.2L schools with just one teacher each[3]. According to Mukhopadhyay (2009) 'Researches show that regular teachers generally feel not fully equipped to teach children with special needs and complain of not having extra time to devote to these children. They also display negative attitudes towards disability and are sometimes not in the favour of integration'.

In December 2015, Accessible India Campaign was launched by the Central Government to achieve universal accessibility for persons with disabilities in the built environment (buildings) transport system and information & communication technology ecosystem. Out of over 1.4 lakh public transport buses running across the country, a little over 42,000 (29%) have been made partially accessible, and just 8,695 (6%) were said to be fully accessible for the disabled as of September 30,2022[4]. Rights of Persons with Disabilities (RPWD) Act 2016 also advocates and make it essential that buildings, school campuses, and transportation should accessible for children with special needs.

A Path to the Future

The Rights of Persons with Disabilities (RPWD) Act, 2016, and New Education Policy (NEP) 2020 also promote and endorse inclusion for children with special needs in the country. Many issues and challenges are prevailing in inclusive education system. However, children with special needs are getting enrollment in regular schools. For example, In Delhi Govt. School total enrolment of children with Disabilities (Pre-school to Class XII) is 16985 for the academic year 2017-18. In present time more than 17000 CWSN are enrolled in Delhi Govt. regular schools. The job opportunities for qualified and trained special education teachers, professionals have increased after implementation of inclusive education (Salamanca Statement) across the country. In the recent development, the Directorate of Education, Govt. of Delhi (2023) has directed all privately recognized schools to fill vacancies for special education teachers (SET) within two months[5].

On the other hand, for the professional development of regular teachers of inclusive education teachers, National Council of Education Research and Training (NCERT), and State Council of Educational Research and Training (SCERT) organize Hands-on cross Disability Training for regular teachers, Special Education Teachers and Resource Persons (CWSN) under Inclusive Education-Samagra Shiksha.

Discussion and Conclusion

The educational journey of children with special needs in India is moving gradually from segregation to inclusion via integration. Segregated education is completely based on alienation from mainstream society. However, in segregated set up, qualified and specially trained teachers teach all scholastic subjects, and co-curriculars and take proper care of other needs and aspirations of special children. Moreover, special schools are often included as important to meet the special needs of severely disabled children. In the year 1974, Government tried to integrate CWSN into the mainstream of school and society through regular school. This scheme was provided an opportunity to CWSN to enroll in regular schools from the first day of school. However, this scheme could not bring the desired result due to many reasons and shortcomings. As a result, at present time integrated education is not practiced in India. After the Salamanca Statement of Framework (1994), Inclusive education took place integrated education in the country. Inclusive education is work on the philosophy of equity and justice. This system accepts and embraces all kinds of diversity in children without discrimination. Here, children with special needs study along with regular children in regular classrooms. RPwD Act (2016) and NEP (2020) have also recommended and supported inclusion for CWSN. However, RPwD Act 2016 also suggested and gives choice to children with benchmark disabilities of regular or special schooling. Some barriers, challenges, and pitfalls can be seen and observed in the path of inclusion. These barriers and challenges are needed to be sorted out as a matter of priority so that CWSN can access, and participate in inclusive classrooms without any obstruction.

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Transforming India's Potential

Jagdeep Dhankhar, Hon'ble Vice President of India delivered the Convocation Address at the 10th Convocation Ceremony of the Indian Institute of Technology Jodhpur, Rajasthan on October 26, 2024. He said, "Your learning doesn't stop when you leave this campus, you have to be a constant learner, The only constant in life is change. You have to believe in it. Be lifelong learners, be connected to your roots, and use your knowledge to contribute to India's growth story and the betterment of humanity at large because our Bharat is known for inclusivity, we stand for inclusivity, we stand for global peace and harmony." Excerpts.

Congratulations to all those who are recipients of medals and others. Convocations are landmarks in an institution's journey as they bid farewell to their finest minds in the service of society. The same is the mindset of passing out students who will frog leap into the larger public domain duly armored by their training in this great institution. On this occasion, on the occasion of imparting a convocation address, they invite society and community leaders to impart some final words of advice and wisdom to graduates or those passing out.

I stand before you in this immense capacity, an obligation very difficult to discharge. By very nature, it is a daunting task. It is difficult to come up with the expectations of brilliant students who are keen to get something new.

So don't be disappointed. Nobility comes very rarely. I am not going to impart something very amazing. Friends, it is satisfying to witness this institution, IIT Jodhpur, striving in my home state, Rajasthan. Jodhpur has emerged as a major centre for learning with an IIT and aims and a National Law University. It is not just Jodhpur alone.

Institutions of national importance are continually doting our landscape for over a decade or so across the nation. This educational spread out defines, in a sense, our continual developmental journey, at the root of which are the roots of society, that is, to nurture our young minds. Education is a fundamental premise of transformation and growth.

Bharat is undergoing a much-needed affirmative transformation. There has been geometric growth in the education sector. If I reflect on my times, or our times, which means the times of those who are on the dais, there was no level playing field, no affirmative policies, no institutional fiscal support. Today, you are living in Bharat, where your character and merit matter more than your last name. Something unthinkable a decade or so ago. You can learn, excel, be a part of an institution like IIT, fulfill your dreams and aspirations, and contribute to your family, to society, and to the nation at large.

My young friends, Bharat has become a land of endless opportunities and hope. I say so because, the International Monetary Fund, a global institutional repute has indicated to the global fraternity that India is the favorite global destination for investment and opportunities.

Today, the world wants to participate in our growth story. Today, our global partners want to friend-shore their supply chains in this country. A change that should be soothing to my young friends. More importantly, this transformation is penetrating every corner of the country that was either too considered obscure. We are having a plateau kind of development, not pyramidical. There was an environment, and I say with utmost restraint, a restraint which I can command on this occasion, less time is understood. There was an environment of doom and gloom, not very long ago.

When I say so, I mean for our youth, the most vital stakeholders in democracy and governance. There was a state where we had a stale and outdated mentality of resistance, and this resistance was reflected whenever there was a big change for the better. Where there was an affirmative stance, let me give an instance.

When the government was pushing for UPI, all of you know it. Some thought this would never be accepted in India. Some people are the recipe for failure, the recipe for negativity.

They find it extremely difficult to be positively approached. We must never underestimate the genius of our people. Our DNA is very strong. And look how UPI has revolutionised the way we transact in this country. Everyone has come to know about it,

and how widespread is its impact. More importantly, my young friends, UPI have found acceptance beyond our shores. Indeed, a success story we must all be proud of.

My young friends, we are the global disruptors when it comes to the digital economy. Every day, 466 million digital transactions happen in India, on average. Daily digital transactions in this country are over 466 million. And that is more than the population of any given country in the world, except China. This is our accomplishment. Unprecedented, unparalleled. We should be proud of it. Not far ago, who would have imagined that this country would set a template of technological adaptation and transformation for others to follow? My young friends, this transformation has been enabled by creating a conducive environment, providing the right incentives, investing in human resources, and overall ease of aspiring.

Businesses and corporates think of ease of doing business. What we have created in Bharat in two decades in this centennial, what we have created is an ease for everyone to aspire, everyone to dream big, and to pursue their goals. To my young friends, I have been looking around for the last decade, young boys and girls like you, who stepped out of our IITs, IIMs, and other institutions. You have created wonders they never thought of. Therefore, right time for you to dream, aspire, and take a big leap. I should only admit, that this is a journey, much has to be done, and much remains to be done. I am alive to it. We talk, as the Hon'ble Minister reflected, we are a large economy, we never thought we would be one.

From fragile pipe economies, we have traversed to deep pipe economies, and we are becoming the third largest. But we have to keep our feet on the ground. You are discerning minds, you are thinking minds, and you must know the challenges. The challenge is, we have to grow our per capita income eightfold. We have to become a developed nation by 2047 when we have our centennial celebrations of independence. Eightfold increase is reachable, and achievable because I have young boys and girls before me who can do it. I have no doubt they will do it. And this is required because in this country, we have to create meaningful employment, high up in the value chain. We are aligned to the situation that there have to be employment avenues. The avenues have to increase incrementally.

I will appeal to our youth and minds to get out of the silos of normal opportunity. Your basket is increasing. My young friends, history suggests that countries that grow remain stuck in the middle-income trap.

It is very rarely nations break this mould. Look all around, and study the history of the last four or five decades. You will know that there is a trap, the middle-income trap.

We will have to collectively aspire to move from low to middle to high until every *Bharatiya* is touched by the glow of prosperity. That journey, my young friends, is on. That marathon march is going on.

Everyone is a stakeholder contributing to this yagya by his or her health. Our biggest strength is the angle of the world. This is one strength *Bharat* possesses home to one-sixth of humanity, which is envied by the world.

And that is, before me, our demographic advantage, should not be filtered away. It is an asset that contributes to the overall well-being of society. I must indicate to my young friends, that demographic can be a boon if its growth is organic.

Any artificial intervention or any linear intervention with a strategy can be disastrous, especially in a democracy. But when this demography, my young friends, is wedded to technology and innovation, nations rise and rise. They rise to begin with this incremental it takes the shape of vertical, and that is bound to happen in this country.

IITs, your institution, and institutions like yours, are playing a major role in this transformation for which India has waited for very long. We have heard and we have enjoyed, traditionally. Takshila, Nalanda, Mithila, Vallabhi, Vikramshila, and many more. These ancient institutions, epicenters of knowledge and learning, were hallmarks of educational accomplishments.

After a long gap, on account of affirmative government policies, and proactive steps, IITs are emerging as new centres. Remember, whenever the history of Pax Indica is written, there will be a chapter on technological transformation. Your institutions and alike will be the central stage. And in that chapter, I can assure you, IITs, including yours, will have a profound place of pride. Be proud of your association and insignia.

The world wants IITs to operate on their soil. When they come to this country, world leaders solicit IIT premises on their sovereign lands. The first two international campuses in Abu Dhabi and Zanzibar were opened recently. More will follow. This is not a small development. It's a big development that the world has started looking up to India, as it did centuries ago, for knowledge, wisdom, and profound faculty.

The credit goes to you all, the directors, the chairman of the board of governors, and the students for making IIT a globally recognised brand. My young friends, innovation is another feature of our rise. You know it more than I do.

We have to innovate. Innovation has to be from within. We can't depend on others. If we depend on others, we will not be the crucible of big change. India has now emerged as the world's third largest startup ecosystem with over 1.25 lakh startups and 110 unicorns. I have no doubt, my young friends, we need more unicorns.

Unicorns are there. We must have our system. The world must recognise this term, that *Bharatiya* is the origin, but global in its footprint. We have started in this country, and people at that point in time did not take it in the right spirit.

Making India for the world. We are so engaged now. My young friends, what is even more inspiring is that India's startup ecosystem is no longer limited to metro cities. There was a time, tier two cities, and tier three cities, our rural situations were not looked at as centres of creativity. One had to flock to metros, but now the situation has changed.

It has become a social culture spreading across the length and breadth of the country, and that is why in this country we have great ideas. We had aspirational districts and smart cities, all of these were aimed only to ensure that young boys and girls living anywhere get a level playing field. You might already know this, but Jodhpur currently boasts over 300 recognised startups.

I will appeal to young boys and girls, also please understand the advantages of a startup. The fiscal advantages, the subsidy advantage, the taxation advantage, and then you go, at the root of it you will find so much attention has been bestowed that fiscal advantage accrues at a time chosen by the one who has initiated himself or herself in the startup. I am being told that in your IIT there is a technology incubation centre that is incubating over 20 startups.

I am not fully informed, but when I went to IIT Madras, I spent a little more time than I would in months to come here also. I was so delighted. Their incubation had taken a very serious flight, a flight which the Chairman Board of Governors will better know because it is not in the sky but in space. You have the potential and you need to exploit that potential to take this number to a higher level. I hope the very first unicorn in the city will be affiliated with IIT Jodhpur. If you decide, it shall happen.

This incubation centre, and the IIT ecosystem themselves should become crucibles of innovation. Innovation is fundamental to economic growth for our development journey. Today I want to give a mantra. Every IIT should have at least one niche area for which they should be known globally. Pick up yours. Scratch your brains, brainstorm, help in things, and carve out a niche for IIT Jodhpur that will be a global brand for you.

To the faculty and students, I would say think beyond and think outside. Look at our audacious dreamers in ISRO. India now has a staggering and all-pervading space footprint with the Mangalyaan, Gaganyaan, and Aditya missions.

We all have relished the Chandrayaan-3 success, the day becoming a special celebration every year. India's potential extends beyond the terrestrial domain. Our space economy is set to grow fourfold by 2030. But let us be realistic. That does not align with our potential. Although it has made major strides, our share in the global space economy is in single digits. And we are one-sixth of humanity. And when it comes to technological prowess, we are much beyond our demographic component, and therefore, we have to take a big jump.

Who will make a success of it? Boys and girls from IIT. They have to address the issue. What are the avenues in the space economy? Think of oceans. The oceans offer a wide range of sectoral opportunities like fisheries and aquaculture, ports and shipping, marine and coastal tourism, marine biotechnology, IT-driven maritime innovation, and deep seabed mining, to name a few. In all these areas, you have a critical role to play. If you just think while you have time, you will come to know, you will find an area of interest that suits your aptitude.

Another huge promising area is green hydrogen. I was so happy when the Government of India allocated 90,000 crores for the green hydrogen mission. India has aspired to produce 5 million metric tons of green hydrogen by 2030.

That will help fuel growth without further degrading the environment. The work is on. It does need capable human resources. It does need engineers, and you will be surprised if you count the number of engineers that are needed. And it is a beginning. Get to your job, those of you who are keen to get involved in this domain. Don't lose a moment.

With the green hydrogen mission, the Indian space policy, the blue economy policy, and the deep ocean mission, the government is in overdrive to create a healthy and conducive environment for these emerging sectors.

All these opportunities are there. One thing that I have felt, my young friends, is we have a myopic view of the opportunity basket that we think you have. The fact of the situation is that on account of exponential growth and great policies in place, your opportunity basket is ever, ever going up. Take note of it. You, my friends, do not want to miss this bus. I know you would not want to miss it.

But you will have to take the first step. You have to make a conscious decision. When you step out of this institution, whether you want to be a job seeker or a job creator, whether you want to lead or to be led is your choice. I will never say you will not have problems. While you enjoy a never-ending field, you enjoy a corruption-free environment, your government policies that help you, and you will have unexpected jobs. You will find success not coming to you, coming to someone else.

You will find unjustly you have been denied and someone has got it unjustly. These are challenges where you need to learn. Take them in stride. These are learning lessons because you have been trained to face these situations. There will never, ever be only a red carpet environment for you. If challenges come your way, and they will surely, the challenges are waiting in the wings.

You have to convert those challenges into opportunities. There are a few other things that I have learned from IIT Jodhpur that I find impressive. It was reflected briefly. It is the first institution nationally where one can take courses in their mother tongue in engineering and technology. There was a time it was taken to be a wall. You can't go beyond it. This was taken to be a crazy idea. The wall and the ceiling are demolished.

There are dozens of countries that excel in engineering but do not teach these subjects in a foreign language. The number of them. Look at Japan, Germany, China, and many other countries at the forefront of technology. They don't take requests for foreign languages. Language the country believes in. The individual believes in. You can adopt German, Japanese, Chinese, Indian, or anyone. And let me give you some illustrations. Our homegrown areas, neither Bodhayan nor Pythagoras but thinking in English. Yet they both arrived at this wonderful forum in their mother tongue.

Let me indicate that Kanada, Sushruta, Aryabhatta, Bhaskar, Charaka, Patanjali, and Brahmagupta made splendid and lasting discoveries in Sanskrit. In the Sanskrit language, they made discoveries. I am not an unmitigated votary of parochialism but I also very strongly believe that a foreign language should not be an unreachable barrier to learning sciences, medicine, technology, engineering, or any other topic.

Now, friends, we are living in tough times. Some people in this country are born critics. I will get now a system. The Vice President was advocating a language of the country in English. Don't be moved by these things.

To rise above these things, believe in Arjun, who did not see the ceiling, who did not see the fish, he did not see the eye. He saw only the pupil. Get the idea of it. Your comfort has to decide how you prosecute your pursuit in life. Never be shaken by it. It is better to get in your shoes than in somebody else's shoes. Your bicycle any day is more comfortable for you than somebody else's limousine. You may not realise but your ride on the bicycle will be a joy and the limousine may be a pain in the neck.

Another major feature and I have been associated with it to some extent as Governor of the State of West Bengal, national education policy. It has given a multidisciplinary facet to our education. You cannot be an innovator by only learning Engineering, if you want to build a mobility startup you need to understand a range of things from consumer behaviour to communication patterns.

Under the National Education Policy, students now have the flexibility to pursue courses in non-traditional combinations. Earlier they used to say यह तो combination ठीक नही है, why are you thinking of this combination?

Now there has to be a convergence of varied disciplines to give you a cutting edge, now you have to pursue courses in nontraditional combinations. Medical students can study economics or music alongside their core subject- A step towards holistic and well-rounded education.

Friends, we will not create the generation of solution providers without this format of education that is beautifully enshrined in the Jodhpur IIT logo that says, "We seek the harmonious stream of Gyan and Vigyan-technology and knowledge together."

Let me remind you that it was after 3 decades considering inputs from more than a hundred thousand stakeholders that NEP evolved. It's a game-changer, I hope those who are still studying will not remain hostages to disciplinarian boundaries and benefit from this. Get into the shoes that are comfortable for you.

Engineering and Technology are a part of overall learning and grooming and the entire globe is manufacturing on manufacturing. Manufacturing is a key now. It's a buzzword, the stage for you is set out already.

The world beyond the walls of this institution is infinite, Travel within the country as much as you can, there is no greater education than being a traveler.

The Millers and the markets and the Mandir and Gurudwara are the foods and flavor the color and crafts the wisdom and the chatter on the streets. They all are waiting for you. I meet innovators who tell me they found a business idea on a trip to a small town. Be a seeker, be a traveler. I was amazed at how little I knew this, India; we have in *Bharat* everything if we put New Zealand or Switzerland countries together, you'll find all this in our Northeast.

Nature has been bountiful and gifting our nation with everything it needed. I hope my young friends IITs will produce a generation of thinkers who not only have the best of *Bharat* in their hearts but also understand Bharat and its complexities and diversities.

I would conclude if you face unfairness, and you will mark my words, learn the value of justice. If you experience betrayal, you will get occasions. There will be betrayal. You will get lessons in loyalty. If you feel lonely, you will appreciate what friendship is. Be you, be original. Nothing should data from dreaming big and pursuing your goals. When you get tired, feel depressed and exhausted, which you will there will be occasions when you'll be tired. Depressed and exhausted, lonely, and maybe in a state, which is not good in the situation. Remember the ever-inspirational Dr Kalam and his message, The man who rose from the essays of struggle and adversity left a single message, Dr. APJ Kalam- He belonged to the stream of your Chairman, Board of Governors, and what he said, "Dream, dream, dream, never stop dreaming" because in *Bharat*, our *Bharat* there is an ecosystem of affirmative policies, and dreams are being realised on the ground. Dreams fructify, so dream and dream big, and if you find that still you do not have the spirit to dream remember Vivekananda. What Vivekananda said, and mind you his Chicago address will stir you as no other address.

Arise and work and stop not until the goal is achieved. Let the words of both these wise men be your guiding light in the wake of insurmountable challenges, be your North star in the face of adversity which you'll have, and be your lighthouse when you feel marooned on the island of dejection, despair, and despondency.

My message is, and this has to be remembered. Your learning doesn't stop when you leave this campus, you have to be a constant learner, The only constant in life is change. You have to believe in it. Be lifelong learners, be connected to your roots, and use your knowledge to contribute to India's growth story and the betterment of humanity at large because our *Bharat* is known for inclusivity, we stand for inclusivity, we stand for global peace and harmony.

As you embark on a journey, I wish you all success and fulfillment, go forth and make India proud.

Thank you. Jai Hind!   ❏

CAMPUS NEWS

National Seminar on Innovations in Teaching

A two-day National Seminar on 'Innovations in Teaching: Integrating ICT and NEP- 2020 ' was organized by IQAC and Department of B.Ed., Nikhil Banga Sikshan Mahavidyalaya, Bishnupur, Bankura, West Bengal, from March 21-22, 2025. The event was attended by more than 200 participants, including Principals, Teacher Educators, Research Scholars, Teachers and Students from different parts of the country and the pupil-teachers from different regions of West Bengal. The guests were felicitated by the student-teachers of the college, and thereafter Abstract Volume of the seminar was launched and displayed by all the guests.

The event was graced by an inaugural speech by Prof. Shyamal Santra, Hon'ble DPSC Chairman, Bankura, Govt. of West Bengal, as well as Patron-in-Chief of the seminar. He visualized the theme of the event in relation to its access and qualitative improvement of ICT integration with teacher education in India. He focused on the initiatives of the state Govt. to establish the facility of ICT throughout the state as well as in the country. Dr. Bhim Chandra Mondal, Principal of the College, delivered the welcome address by putting stress on qualitative improvement of Teacher Education through the integration of ICT and NEP-2020. He also stressed the use of ICT in the field of Teacher Education. Dr. Swapna Ghorai, Principal Ramananda College, stressed on benefits of digital education in recent trends. She focused on the digital teaching-learning process.

Dr. Pralay Nayek, Chairman, DPSC, Birbhum, was present as a special guest, and he highlighted the points on activity-based learning through computer laboratory at the school level as well as higher education sector. He focused on technology-based education and its importance in a technocratic situation.

Dr. Kalyani Sahoo, Principal, Nandalal Ghosh B T College, West Bengal shared her views on opportunities and challenges of digital learning and its effect on stakeholders in the society. Dr. Diptiman Ghosh, Convener of the seminar, highlighted the issue of the use of ICT in Teacher Education. Dr. Kalpataru Mondal, Coordinator, IQAC focused on the innovation of NEP-2020 and finally proposed the vote of thanks to all the dignitaries. After that, the President concluded the inaugural ceremony.

The inaugural session was followed by the technical session where Dr. Kaushal Kumar Bhagat, Keynote Speaker from Advance Technology Development Centre and Vice Chairman, Centre for Teaching Learning and Virtual Skilling, IIT Kharagpur, W.B. addressed the audience on the utilization of ICT in various fields like medical, civil engineering as well as guidance and counseling field. In his lecture, he stressed the balance between knowing and doing with a shift from knowing to constructing knowledge and emphasis on knowledge sharing, use of ICT, etc.

Prof. K C Sahoo, Invitee Speaker and Professor, Department of Education, Vinaya-Bhavana, Visva-Bharati, Santiniketan, West Bengal, highlighted the application of ICT in the field of Teacher Education. He focused on using ICT judiciously, otherwise, it may affect the quality of gaining knowledge. He focused on the importance of teachers in the modern educational practices by concluding his lecture that good teachers are those who are good human beings and lifelong learners in producing competent individuals for the sustainable development of the Nation.

The Parallel Technical Session was chaired by Prof. K C Sahoo, Department of Education, Vinaya-Bhavana, Visva-Bharati, Santiniketan, West Bengal. Discussion was on shifting trends of using ICT and AI in the field of Teacher Education by the paper presenters. Dr. Kalyani Sahoo, Principal, Nandalal Ghosh B T College, West Bengal chaired the next session. The presenter highlighted different aspects of using ICT, viz., digital classroom, application of ICT in curriculum, etc. Dr. Bhim Chandra Mondal, Principal, N B S Mahavidyalaya, chaired the session where existing students as well as students from other institutes shared their views on the application of ICT and AI in the field of Education. The cultural programme was organized by the B.Ed. students of the Institution on the theme 'Basanta Ese Gache', which was guided by Dr. Santanu Golui and Smt. Susmita Mandal, faculty of the college.

The Technical Session was continued by the Chairperson, Dr. Bidya Roy, Assistant Professor, Visva-Bharati, Santiniketan, with the presence of Dr. Bhim Chandra Mondal, Principal, and Dr. Kalpatyaru Mondal, IQAC Coordinator of NBS Mahavidyalaya, through the Google Meet platform. In this Online session, so many participants presented their papers with a feedback session from Dr. Bidya Roy, who summarised each presenter's presentation, highlighting ICT and NEP-2020 in very specific detail.

Prof. H K Senapaty, Former Director, NCERT and Professor, RIE (NCERT), Bhubaneswar, Odisha was present as Resource Person cum Keynote Speaker of the Seminar. Prof. Senapaty stressed the various aspects of NEP- 2020 highlighting the innovative ideas put inside the policy, especially in the field of teacher education. After the speech, an interactive session was conducted where all the resource persons were ready to give their opinion, initiated by the audience.

The next session was chaired by Dr. Biswajit Sen, Associate Professor, Vidyasagar Teachers' Training College, Midnapore, W.B. where paper presenters presented their papers on the various subthemes of the seminar. The queries put forth by the participants were discussed, and a panel discussion was organized for the audience with the presence of all the Resource Persons, which was organized with a question and answer method. The session was concluded with a vote of thanks by Dr. Santanu Golui, Associate Professor, Nikhil Banga Sikshan Mahavidyalaya and Coorganizing Secretary of the Seminar. About 78 papers were selected for presentation in the Seminar from students, research scholars, teachers, professors, and academicians.

The Valedictory Session was addressed by Dr. Bhim Chandra Mondal, President of the event, and extended his Presidential Address by focusing on the use of ICT and AI in the field of Teacher Education. Dr. Kalpataru Mondal, Assistant Professor, B.Ed. Department of the College and IQAC Coordinator proposed the Vote of Thanks. He visualized the importance of Professional Ethics of Teachers and students while using AI and its tools. Dr. Mondal focused on digital learning and its' impact on education. This session was lastly graced by a few words from both Prof. H.K. Senapaty and Dr. Kaushal Kumar Bhagat. The vote of thanks was proposed by Dr. Bhim Chandra Mondal, Principal of the College-cum-Organizing President of the event. At the end of the session, three students have been selected as top paper presenters from the student category. The certificates of the participants were distributed by the resource persons.

Faculty Development Programme on Advancement in Nanoelectronics, Energy Conversion and Storage Technology

A ten-day Online Faculty Development Programme on 'Advancement in Nanoelectronics, Energy Conversion and Storage Technology: Design, Fabrication Methodologies and Applications' is being organised by the Electronics and ICT Academy (Hub), NIT Warangal in association with E & ICT Academy (Spoke), NIT Raipur, Chhattisgarh from May 14-23, 2025 through online mode. The event is sponsored by the Ministry of Electronics and Information Technology (MEITY), Govt. of India from May 14-23, 2025 through online mode. The proposed workshop aims to bridge the gap between theoretical concepts with fabrication feasibilies and its practical applications, providing participants with hands-on experience in VLSI Design and development. The efficacy of the event would be significant for addressing the crucial problems of climate change, efficient utilization of sustainable and renewable energy sources. It will provide a comprehensive understanding of the practical applications of semiconductor technologies and its applications along with insights into the latest advancements in this area. The major Course Contents are:

- Advances in VLSI Technology: Evolution, VLSI Circuit Layout Design and Challenges.

- Low-Power Semiconductor Devices and 2D materials with its Application in Electronics.

- SoC Design Flow and Methodologies, Microsensors and Instrumentation for Smart Applications.

- Synthesis of Emerging Materials for Optoelectronics and Photovoltaic Applications.

- Recent Trends in Sustainable Technologies: Flexible Solar Cell, Energy Storage Devices, Supercapacitors.

- Hands-on Session on Design and Simulation Analysis of Thin Film Solar Cell in SCAPS-1D, SETFOS.

- Design and Analysis of Nanoscale Devices with Quantum Simulator.

For further details, contact the Coordinator, Department of ECE NIT Raipur, Chhattishgarh-492010. Mobile No: 07974779593 / 07086185123, E-mail: *stirkey.ece@nitrr.ac.in* / *dmuchahary.ece@nitrr.ac.in.* For updates, log on to: *www.nitrr.ac.in/events/*

Short-term Training Programme on Advances in Material Processing and Design

A five-day Online Short-term Training Programme on 'Advances in Material Processing and Design' is being organized by the Department of Mechanical Engineering, Sardar Vallabhbhai National Institute of Technology, Surat, Gujarat from April 28 – May 02, 2025. It aims to provide a platform in which participants get knowledge about the advanced materials and design of machine elements as well as its industrial applications. It will help to bridge the gap between theory and its real application in industry. This program is interdisciplinary in nature, so faculty members, research scholars and PG students from all backgrounds of engineering, mathematics, and basic sciences may participate in the event. Scientists who are working in the R&D organizations/ Industry persons may also participate. The objectives of the event are to provide a platform for interaction and exchange of ideas in the field of Advances in materials processing and its applications from national academic institutes, research laboratories, and relevant industries. The Topics of the event are:

- Advanced Material Processing Techniques.
- Stir Casting Process for Composites.
- Tribological Behaviour of Composites.
- Advanced Materials.
- Advanced Coating Materials.
- Composite Materials.
- Advanced Material Characterization Techniques.
- Theories on Friction and Wear.
- Hydrodynamic and Hydrostatic Bearing Design.
- Rolling Element Bearing.
- Bearing Failure Analysis.
- Vibration Analysis.
- Nanolubricants.

For further details, contact Chairman, Dr. A A Shaikh Head, Department of Mechanical Engineering, Sardar Vallabhbhai National Institute of Technology, Surat-395007, Gujarat. Contact Nos are 097273 37702 / 094289 71929 /097234 55853. For updates, log on to : www.svnit.ac.in/events/

National Seminar on Revisiting Sardar Vallabhbhai Patel's Legacy

A two-day National Seminar on 'Revisiting Sardar Vallabhbhai Patel's Legacy: Rashtriya Ekta, Inclusive Governance and Vision *Viksit Bharat* 2047' is being organized by the Centre for the Study of Social Inclusion, Faculty of Social Sciences, Banaras Hindu University, Varanasi, Uttar Pradesh from April 25-26, 2025. The event is sponsored by ICSSR, New Delhi. Academicians and historians, policymakers and development practitioners, research scholars and students, and civil society organizations may participate in the event. Through a re-examination of Sardar Vallabhbhai Patel's legacy, the event aims to rekindle a dedication to the principles of solidarity, fairness, and fortitude. It seeks to significantly contribute to India's revolutionary journey towards *Viksit Bharat* 2047 by bridging the past and the future, creating a country that is not only developed but also incredibly inclusive and united.

Sardar Vallabhbhai Patel, was a towering figure in Indian history who made enormous contributions to the Indian Republic. Inspired by Mahatma Gandhi to join the freedom struggle, Patel led the Quit India campaign and was arrested several times by the British. Following independence, he became India's first home minister and deputy prime minister. He was a skilled lawyer who used his famous bargaining talents to bring the 550 princely states and colonial provinces of India together to form the Union of India, which gave birth to the modern nation. The speeches and writings collected here reflect Vallabhbhai Patel's distinct vision for his beloved country, including his strong belief in communal harmony, the benefits of independence for all residents, and peace and collaboration among different areas.

Sardar Patel's vision expanded beyond consolidation. He recognized the importance of social development as a basis for contemporary India. His vision focused on infrastructure

development, education, economic growth, rural improvement, and healthcare. These aspects were interconnected in his vision of a self-sufficient India. Patel envisioned a governance system based on inclusivity, equity, and efficiency—values that are still relevant in today's pursuit of sustainable development. His contributions to nation-building, governance, and the Rashtriya Ekta (National Unity) concept are not only historically significant but also extremely pertinent to current issues. Patel's ideas are crucial for promoting national cohesion, resolving socioeconomic inequality, and guaranteeing comprehensive development as India sets out on its ambitious path to become *Viksit Bharat* (Developed India) by 2047. The foundation of *Viksit Bharat* 2047, a plan for making India a developed country is resilience, inclusion, and regional balance—all of which are in perfect harmony with Patel's principles and tactics.

Patel's Rashtriya Ekta philosophy stresses a stronger sense of togetherness among India's various regions, cultures, and groups, going beyond the concept of political unification. His leadership served as an example of how difference may be embraced and harmonized rather than undermined in order to create unity. This idea is particularly important as India moves forward in its development, navigating the challenges of regional inequality, federal governance, and cultural heterogeneity. In order to achieve the objectives of Vision *Viksit Bharat* 2047, Patel established the groundwork for an inclusive and resilient governance model by encouraging a spirit of cooperation and solidarity. Another tenet of Patel's philosophy is inclusive governance, which demonstrates his persistent dedication to justice and equity. His administrative changes were intended to ensure that the benefits of independence were distributed fairly by bridging the divides between areas, communities, and social classes.

Furthermore, India's goal of becoming a worldwide leader by 2047 depends heavily on perseverance and self-reliance, two traits that Patel's history offers important lessons for cultivating. His focus on robust institutions, decentralized management, and group accountability aligns with the 21st century's demand for creative and inclusive governance approaches. This seminar seeks to map out a road to a developed and inclusive India by reinterpreting Patel's principles in light of contemporary issues. The Themes and Subthemes of the event are:

Themes

- Sardar Vallabhbhai Patel: Architect of Unified India.
- Rashtriya Ekta: A Pillar for National Cohesion.
- Inclusive Governance and Sustainable Development.
- Patel's Leadership and Vision for Modern India.
- Federalism and Nation-Building.
- Bridging the Past and the Future: Lessons for *Viksit Bharat* 2047.
- Social Justice and Equity in Governance.
- Institutional Strengthening and Grassroots Empowerment.
- Challenges of Diversity: Relevance of Patel's Ideas Today.
- India @2047: Realizing the Vision of a Resilient and Inclusive Nation.

Subthemes

- *Integration of Princely States*: Patel's Strategies and their Impact on Nation-building.
- *Unity in Diversity*: Philosophical and Practical Dimensions of *Rashtriya Ekta*.
- *Inclusive Governance*: Addressing Socio-economic Inequalities through Patel's Framework.
- *Federalism and Decentralization*: Strengthening India's Unity while Respecting Diversity.
- *Patel's Administrative Reforms*: Lessons for Contemporary Governance Challenges.
- *Resilience and Self-Reliance*: Patel's Ideals in the Context of *Atmanirbhar Bharat*.
- *Bridging Regional Disparities*: Role of Governance in Fostering Balanced Development.
- *Sustainable Development Goals (SDGs):* Applying Patel's Vision to Modern Frameworks.
- *Leadership in Crisis*: Patel's Approach to Overcoming Challenges and its Relevance Today.
- *Vision 2047:* Translating Patel's Legacy into Actionable Strategies for a Developed India.

For further details, contact the Organizing Secretary, Dr. Sharad Dhar Sharma, Centre for the Study of Social Inclusion, Faculty of Social Sciences, Banaras Hindu University, Varanasi- 221005, Uttar Pradesh. Contact Nos : 9415062401/ 8896820170/ 8052647209/ 8896916616. E-mail: *seminarsvpl@gmail.com.* For updates, log on to: *www.bhu.ac.in/events/*   ❑

THESES OF THE MONTH

HUMANITIES
A List of doctoral theses accepted by Indian Universities
(Notifications received in AIU during the month of Feb-March, 2025)

Geography

1. Bera, Ananda Nanda. **Environmental sustainability and livelihood pattern of the major tribal people in Jhargram District, West Bengal: A geographical study**. (Prof. Ranjan Roy), Department of Geography and Applied Geography, University of North Bengal, Darjeeling.

2. Bhadu, Anu. **Impact of tourism in the development of Jaipur Region**. (Dr. Dinesh Kumar), Department of Geography, Tantia University, Sri Ganganagar.

3. Ganguli, Sreyashi. **Role of women workers, their problems and prospects in the tea gardens of Darjeeling District, West Bengal, India**. (Dr. S K Bhattacharya), Department of Geography and Applied Geography, University of North Bengal, Darjeeling.

4. Ghosh, Subrata. **Agricultural transformation and its impact on socio-economic conditions of the farmers: A case study of Uttar Dinajpur District, West Bengal**. (Dr. Snehasish Saha), Department of Geography and Applied Geography, University of North Bengal, Darjeeling.

5. Perme, Nabo. **Socio-political identity of the vulnerable tribal groups of Arunachal Pradesh: A case study of the Mayor Tribe of Anjaw District**. (Prof. Nishamani Kar), Department of Geography, Rajiv Gandhi University, Itanagar.

6. Singh, Sandhya. **Ujjain Jile mein jal sansadhan evam sanrakshan: Ek bhaugolik vishleshan**. (Dr. R R Gorasya), Department of Geography, Vikram University, Ujjain.

7. Tangu, Gektum. **A phytogeographical study of four economically important plants of Shi-Yomi District of Arunachal Pradesh**. (Prof. Gibji Nimasow), Department of Geography and Applied Geography, Rajiv Gandhi University, Itanagar.

8. Yadav, Nisha. **Livelihood resources and their use in the context of Sri Ganganagar**. (Dr. Dinesh Kumar), Department of Geography, Tantia University, Sri Ganganagar.

History

1. Jeevan Singh. **Mughal relations with the regional powers Rajputana and Deccan States, 1556-1707 A D**. (Dr. Dinesh Mandot), Department of History, Bhagwant University, Ajmer.

2. Makwana, Kanchanben Manubhai. **Zaverchand Meghani's contribution to the National movement: A historical study**. (Dr. Kanaiyalal Nayak and Dr. Munjal Bhimdadkar), Department of History, Gujarat Vidyapith, Ahmedabad.

3. Raina, Prince. **The study of Agrarian structure and relation in Jammu and Kashmir since late 19th century to early 20th century**. (Dr. Dinesh Mandot), Department of History, Bhagwant University, Ajmer.

LANGUAGES & LITERATURE

English

1. Bhura, Rashmi. **A study of family and culture tropes in select translations of Vijaydan Detha's folktales**. (Dr. Mekhala Venkatesh), Department of English, Jain University, Bangalore.

2. Bihola, Jaypalsinh Karansinh. **A comparative study of the plays of Gurucharan Das and Nissim Ezekiel**. (Dr. Sudhir Singh), Department of English, Gujarat University, Ahmedabad.

3. Ghousa, Shaik. **An empirical study on the adoption of web-based teaching in the select degree colleges of YSR & Annamayya District in Andhra Pradesh**. (Dr. Ch B Jacob and Dr. V B Chithra), Department of English, Jawaharlal Nehru Technological University Anantapur, Ananthapuramu.

4. Diana, Sushmitha. **New shoots in old roots: An exploration of collaborative café spaces in Koramangala, Bengaluru**. (Dr. Swati Kumari), Department of English, Jain University, Bangalore.

5. Mukherjee, Tarun Tapas. **Anglican inheritances of Coleridge's poetics: New perspectives on the concept if imagination**. (Dr. Swayamprabha Satapathy), Department of English, Siksha O Anusandhan University, Bhubaneswar.

6. Ponapalli, Prasanti Prabha. **From illusion towards realization: An exploration of characters in selected novels of Iris Murdoch through the lens of the Bhagwad Gita**. (Dr. Maitali Khanna and Dr. Dibba Bhargavi), Department of Language and Literature, Sri Sathya Sai Institute of Higher Learning, Anantapur.

7. Priyamvada, C. **Dhvani theory in praxis: Exploring the application of Dhvani theory in English poetry analysis**. (Dr. Maitali Khanna and Prof. M Praphulla), Department of Languages & Literature, Sri Sathya Sai Institute of Higher Learning, Anantapur.

8. Rabari, Mukeshbhai Arjanbhai. **Gandhi's theory of non-violence in selected Indian novels**. (Dr. Divyesh Bhatt), Department of Language and Literature, Gujarat Vidyapith, Ahmedabad.

9. Sharma, Isha. **A study on digital transformation: Impact of digital platforms on communication of young adults in the select Districts of Odisha**. (Dr. Swayamprabha Satapathy), Department of English, Siksha O Anusandhan University, Bhubaneswar.

10. Yogi, Rashmi. **Oppression, sexuality and desire in the selected short stories of Lalithambika Antharjanam and Kamala Das**. (Dr. Rani Rathore), Department of English Literature and Language, IIS University, Jaipur.

Gujarati

1. Kurkutiya, Hinaben Sureshbhai. **Female identity in Gujarati novels of the first decade of the twenty-first century: A study**. (Dr. Kanubhai Vasava), Department of Gujarati, Gujarat Vidyapith, Ahmedabad.

2. Vasava, Nileshbhai Lakhabhai. **Ramayan made by Valmiki; Ramayan made by Tusi, Jain Ramayan made by Hemchandracharya and Ramayan made by Girdhar: A comparative study**. (Dr. Ushabahen Upadhyay and Dr. Baldevbhai Mori), Department of Gujarati, Gujarat Vidyapith, Ahmedabad.

Hindi

1. Bhaskar Kumar. **Ramnika Gupta ke gadh sahitye mein istri-vimarsh**. (Dr. Braj Bhushan Tiwari), Department of Hindi, T M Bhagalpur University, Bhagalpur.

2. Patidar, Urmila Devi. **Mridula Sinha ke upanyasoan mein istri samvedna**. (Dr. Lokendra Kumar), Faculty of Humanities, Govind Guru Tribal University, Banswara.

3. Pooja. **Pravasi mahila kathakaroan ke katha-sahitye mein manav -mulye: Archana Painuly, Divya Mathur aur Hansdeep ke vishesh sandarbh mein**. (Dr. Krishna Joon), Department of Hindi, Maharshi Dayanand University, Rohtak.

4. Rathi, Rakhi. **Hindi sahitye mein Ram kavye kee parampara ke vividh aayam**. (Dr. Avadhesh Kumar), School of Arts and Humanities, Sangam University, Bhilwara.

5. Sharma, Kapil. **Mahatma Gandhi ke jivan par aadharit Hindi natak: Darshan or yugbodh**. (Dr. Subhash Chander), Department of Hindi, Kurukshetra University, Kurukshetra.

6. Shiv Kumar. **Rajkamal Chaudhary kee Hindi kahaniyoan ka samajshastriye adhyayan**. (Dr. Manoj Kumar Maurya), Department of Hindi, Tripura University, Suryamaninagar.

7. Shukla, Pooja. **Goswami Tulsidas krit Sri Ramcharitmanas kaleen samaj evam adhunik kaleen samaj ke pariprekshey mein samikshnatamak adhyayan**. (Dr. Praveen Singh R Chauhan), Department of Hindi, Saurashtra University, Rajkot.

8. Tikawat, Meenakshi. **Lok sahitya ke anusheelan kee parampara aur Dr Bhagvatilal Rajpurohit**. (Dr. Shilendra Kumar Sharma), Faculty of Hindi, Vikram University, Ujjain.

9. Vyas, Yogesh. **Mahip Singh ke katha sahitye mein aadhunikta bodh: Ek anusheelan**. (Dr. Sarla Pandya), Faculty of Humanities, Govind Guru Tribal University, Banswara.

Kannada

1. Venkobarao, M. **Akhila Bharath Kannada Sahitya sammelanadhyakshara Bhashanagalalli shikshana mattu Nadu Nudi Chinthane**. (Dr. Bassayya Swamy), Department of Kannada, Jain University, Bangalore.

Sanskrit

1. Bajpai, Neha. **Kashikayaah saptamaashta-maadhyaayayoh pratyodaharananam vya-karandrishtya**. (Prof. Surendra Pathak), Department of Vyakarna, Central Sanskrit University, New Delhi.

2. Behera, Manas Kumar. **Mundakopanishadah Srirangaramanujmunibhasyasya samik-shanam Sampratikprasangiktanirupananch**. (Prof. Sangeeta Khanna), Department of Advaita Vedanta, Shri Lal Bahadur Shastri National Sanskrit University, New Delhi.

3. Bhat, Niranjan. **Ganeshapuranoktanam ad-vaitasiddhantanam samikshatmakadhyayan-am**. (Prof. Ganesh Ishwar Bhatt), Department of Advait Vedant, Central Sanskrit University, New Delhi.

4. Ghosh, Shubhdeep. **Vaidikavanmaya Samkhyatattvanamanusilanam**. (Prof. Ramanuj Upadhyaya), Department of Veda, Shri Lal Bahadur Shastri National Sanskrit University, New Delhi.

5. Khajanchi, Kushal Kumar. **A critical edition of Tarkacandrika composed by Ramakrsna Bhatta**. (Prof.Sipra Ray and Dr. Shankar Nath Tiwary), Department of Sanskrit, Tripura University, Suryamaninagar.

6. Khem Raj. **Impact of Sanskrit in prevaiting dialect in Mandi and Kullu Region of Himachal Pradesh**. (Prof. Vijaypal Shastri), Department of Vyakarna, Central Sanskrit University, New Delhi.

7. Mishra, Om Prakash. **Ashtadhyayitritiyad-hyayadwitiyapadasthasutranam Mahabhash-yaratnaprakashatikaloke Samikshatmaka-madhyayanam**. (Prof. Dayal Singh Panwar), Department of Vyakarna, Shri Lal Bahadur Shastri National Sanskrit University, New Delhi.

8. Nidhi. **Atharvarvedoktanam mulyeshikshav-isheyakasiddhantanam vimarshah**. (Prof. Sunder Narayan Jha), Department of Veda, Shri Lal Bahadur Shastri National Sanskrit University, New Delhi.

9. Padh, Jay Kapilbhai. **Pracharatsanskritbha-shayamadhunikasankalpananam krute vya-vaharikashabdanam vyakaranadrushtya vi-marshah**. (Dr. Vidushi Bolla), Department of Sanskrit, Shree Somnath Sanskrit University, Veraval.

10. Pandey, Awadhesh Kumar. **Achārya kshemen-drapra Ṇītasya narmamālādeshopadeshakā vyadvayasya paryālochanam**. (Prof. Shishir Kumar Pandey), Department of Jyotish, Central Sanskrit University, New Delhi.

11. Pandya, Yogesh Nitinbhai. **Siddhantakaumud-isth lakaraarthaprakriyasutranam vivid-hakavyodaharanaissah parishilanatmaka-madhyayanam**. (Dr. Vachaspati Mishra), Department of Sanskrit, Shree Somnath Sanskrit University, Veraval.

12. Parveen Kumar. **Jaiminiyanyayanamadvaitave-dantasiddhantopa yogita: Ekamadhyayanam**. (Prof.A S Aravmudan), Department of Advaita Vadanta, Shri Lal Bahadur Shastri National Sanskrit University, New Delhi.

13. Rathod, Rameshkumar Bhimajibhai. **Bodh dar-shan ke sidhanthoan ke uplakshey mein virchit Sanskrit sahityekritiyoan ka parisheelan**. (Dr. C V Baldha), Department of Sanskrit, Saurashtra University, Rajkot.

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19. Vinayakiran, H. **A critical and study-based edition of Vaiyāsikasūtroponyāsasya of Rameshwarabharati**. (Prof.Mahabaleshwar P Bhat), Department of Advait Vedant, Central Sanskrit University, New Delhi.

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Linguistics

1. Aaya, Ibrahim Mohammed. **Psycholinguistic analysis of initial language learning mechanism in autistic children in reality and in selected works of Kathryn Erskine, Siobhan Dowd and Anne Ursu**. (Dr. Jagdish Joshi), Department of Linguistics, Gujarat University, Ahmedabad.

2. Layth, Hussein Mohamdsalih. **Psycholinguistic analysis of language used in crime in reality and in selected works of Stieg Larsson, Alex Michaelides and Paula Hawkins**. (Dr. Jagdish Joshi), Department of Linguistics, Gujarat University, Ahmedabad.

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Philosophy

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