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In This Issue

Education as a Tool for Transformation and Holistic Development

M Sen Gupta*

India as a nation, being one of the largest and oldest democracies, has a distinct responsibility to give to its citizens a system of education that is holistic and transformative in nature. Such an education system must ensure the harmonious development of the learner's head, hand, and heart. It will cater to its people's material and spiritual development in a balanced manner. This perspective is reflected in the National Education Policy 2020 as "The revision and revamping of all aspects of the education structure, including its regulation and governance, to create a new system that is aligned with the aspirational goals of 21st-century education, while remaining consistent with India's traditions and value systems."

However, evolving such a new system would require a fresh philosophy of education that assimilates in itself the essence of Eastern wisdom characterized by self-realization, self-actualization, bringing inner tranquillity, and spiritual upliftment. At the same time to ensure holistic development it has to be reinforced by Western ideology of development orientation through the application of appropriate technology for the common good. In other words, education must strengthen human values and faith in the divinity of the soul and lead the new generation to higher human ideals. Simultaneously in order to strengthen egalitarianism and democratic values it will prepare citizens who are committed to selfless service to humanity; awaken their commitment to equality, equity, and social justice; instill in them a determination to attain the goals of sustainable development, and encourage a lifestyle based on faith and satisfaction, detachment and minimum needs.

Need for Complete Transformation

Indian education, as we know has a colonial legacy in favour of white-collar jobs. The bookish and theoretical orientation inherited by the system requires to be rectified by integrating work into education. In such a paradigm participation in productive work becomes a medium of knowledge acquisition, developing values, and skill formation. The prevailing dichotomy between work and education needs to be removed as early as possible. It is unfortunate to find that people who produce wealth with their hands do not have opportunities to pursue the right type of formal education of their choice within the existing system, especially at the tertiary level, while those who have access to formal liberal education not only denigrate productive manual work but also lack the necessary attitude, skills, and competencies for the same. Therefore, a

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complete transformation of the education system is required from bookish and theoretical to practice orientation ably supported by communication and digital technology. The colonial system never valued creativity or entrepreneurship by the natives, rather it prepared students to be a cog in the British bureaucratic machine.

With independence, rulers became rulers in a participatory democracy. In the changed political scenario, it became imperative to infuse in young generation a spirit of entrepreneurship, develop hard, soft, and life skills for enhancing employability and bring in a distinct attitudinal change in favour of dignity of labour and self-employment. In a predominantly young country like India as at present, providing wage employment to all is beyond the capability of the economy. Therefore, ddeveloping entrepreneurial culture in schools and colleges is indispensable for the creation of wealth and for generating further employment. Identification of students inclined favourably towards becoming entrepreneurs, arranging rigorous on-the- job training for them along with inculcating entrepreneurial qualities and provision of the required material resources and infra structural facilities will go a long way in motivating such youngsters. Further, they will have to be re-oriented at regular intervals to keep them abreast of the market demands and availability of opportunities and support facilities.

Parents need to be educated and examinations suitably reformed to combat the trend of teaching a textbook page by page in the class along with the trend of learning by rote. Identified portions of the syllabus can be assigned to be learnt by self-study, mutual discussion in smaller groups, or through project work and assignment. In a similar manner, parents be educated not to force children to pre-determined grooves decided by them irrespective of the child's potential, interest, or ability. Let the children choose their subject combinations based on their needs, inclination, and confidence. Unnecessary pressure to compete and excel without taking into account their capabilities needs to be rationalised. The stress should rather be on helping them in giving their best in whatever they do.

Today the opportunities have multiplied to such an extent that every child has something to choose from as per his or her inclinations and reach the desired financial landmark without sacrificing individual talents. The focus should be on nurturing creativity, encouraging innovativeness, and developing entrepreneurship. Voice of the child, his day-to-day experiences, viewpoints, new or unusual ideas, and richness of interactions should be encouraged at home and in the process of teaching and learning. Situations are to be created, and opportunities given for taking initiatives, thinking afresh on existing problems and their solutions, asking questions, raising doubts, evaluating, and judging within and outside the class. Competition and cooperation need to be balanced for reducing stress and developing mutual understanding.

At this juncture, it will be useful to recollect National Policy on Education 2020 policy statement, which states, "While learning by rote can be beneficial in specific contexts, pedagogy must evolve to make education more experiential, holistic, integrated, discovery-oriented, learner-centered, discussion-based, flexible, and, of course, enjoyable." The school curriculum, therefore, must devise ways and means to impart experiential learning and develop in students the right kind of knowledge, skills, attitudes and values in order to enable them to face successfully the challenges posed by the rapid scientific advancements and technological developments. This will help them to adequately face and nicely adjust to new job-related demands and changing socio-economic conditions.

These days there is a marked deterioration in the status of teachers and their respect in society. The high respect for teachers and the high status of the teaching profession must be revived and restored. Only the best students need to be inspired to enter the profession. To ensure the best possible future for our children and our nation teachers should be well-motivated and empowered to innovate. Keeping in view the emerging knowledge society a well-proportioned balance has to be established between theoretical and practical content, technological and human inputs, global and local requirements, modern and traditional approaches, competition and cooperation among students, subjective and objective assessment, as well as between philosophical, psychological, and investigative processes within the teacher education curriculum. It has to transform itself into a process that is practical in its approach, research-based in its transactions, value-based in its outlook, and 'learning to learn' as inherited as motto.

Holistic Education

Rapid changes are taking place continually in the world of work. Also, the economy is increasingly becoming global and competitive. Profile of the learner and his/her aspirations are changing. Technology is becoming all-pervasive. The expectations of employers is undergoing change. There is a boom in the service sector. Intensive efforts are being made to harness more and more non-conventional and renewable sources of energy. In the face of such extensive changes, students need to be flexible having a set of 'transferable skills' – skills that are not specific to one particular career path but are generic across all employment sectors. They have to be prepared to change jobs and/or sectors if there are better opportunities elsewhere. On the other hand, the employers too are often looking for skills that go beyond qualifications and experience. While education and experience may make one eligible to apply for a job, to be successful in the said job role he/she will need to exhibit a mix of skills and competencies – both hard and soft. Obviously, this would call for an alternative education system that provides holistic education. It will be founded on Indian soil watered by the Indian Knowledge System and nurtured by 21st-century skills and the latest digital technology.

Developing critical and creative thinking among students should be the aim of this knowledge age. It calls for a dynamic and free learning environment wherein every student can satisfy his/her curiosity. The teacher will guide the learners to develop and sharpen their critical and creative faculties to their best advantage. Today it is generally agreed that the potential of creativity exists in everyone. In other words, the notion that only genius or exceptional people are capable of creativity is no longer valid. Creativity and critical thinking abilities require proper atmosphere and nurturing for fullest development. It requires exposing the learners to questioning and exploration, allowing them to take initiative, explore problems, analyse data, and find solutions. The basic idea is to train their intellect to enable them to adjust and re-adjust in the fast-changing world.

Content and processes of subjects like science, commerce, agriculture, technology, and languages will undergo transformation by integrating the rich indigenous knowledge system and its sustainable practices. Just to give an example present-day science teaching in schools and colleges and the accompanying scientific culture leads humanity to material comfort, better communication, and ease in doing or performing actions. But its content and process hardly promote values like tolerance, coexisting among diversity or valuing plurality, peaceful living, the divinity of the soul, and respect for all forms of life. This has resulted in a culture of violence, creating fear through terror and distrust among fellow human beings.

The suffering humanity today requires a synthesis of two aspects of human life, namely material well being and spiritual upliftment. Erwin Schrodinger maintains, "Our science – Greek Science – is based on objectification, …But I do believe that this is precisely the point where our present way of thinking does need to be amended, perhaps by a bit of blood-transfusion from Eastern thought". The rational science fails to appreciate that within a human being, spiritual and temporal have to be perfectly harmonized. In any system of education physical, intellectual and spiritual development must go hand in hand. This is because purely intellectual or heavily material culture bears in its heart the seeds of death. Arnold Toynbee predicted, "It is already becoming clear that a chapter of world history which had a Western beginning will have to have an Indian ending if it is not to end in the self-destruction of the human race." Science, therefore, must follow a holistic approach towards mankind. This is possible only by transcending the sphere of the rational. In this very context, Lev Tolstoy maintained "The highest wisdom is one. The highest wisdom knows but one science – the science of the whole, the science that explains the whole creation and the place of man in it." The scientific community, therefore, should come forward and review the entire science curriculum by following a balanced and holistic approach in the search for the ultimate truth and meaning of life.

Education in science and technology should transform itself into a complete philosophy of life. Such a holistic philosophy based on 'complete science' will be able to bring about genuine happiness and universal peace and harmony. This new concept of science and technology will recognise not only rational but also the material and spiritual along with transcendental dimensions of reality. To be candid reducing humans to the level of what the reason can perceive or understand about them is to dehumanise them. Science of self, sometimes termed as inner engineering insists on the development of faculties

of intuition, insight, and wisdom. Spiritual science crosses the borders of sense knowledge. It crosses the borders of intellectual knowledge. It instead believes in growing inward, discovering the inner self and inner unity through inner vision and intuition.

Conclusion

No education today can be accepted as being relevant unless it helps in unfolding the full potential of the child and plays the role of linking the development of the child with the self, society and its political, productive, and socio-cultural dimensions. Apart from building up democratic citizenship, developing attributes of critical thinking and creativity, and evolving values in a plural society; education today has to develop generic competencies that cut across various domains of knowledge as well as skills and provide training oriented to skill formation in the context of Vocational preparedness. In other words, this would mean formation of intellectual, motor, hard, soft and life skills, transferring of learning to new situations and inculcating the ability to continue to unlearn and learn in a rapidly changing society. "The education which does not help the common mass of people to equip themselves for the struggle for life, which does not bring out the strength of character, a spirit of philanthropy and the courage of a lion – is it worth the name? (Swami Vivekanand).

It is necessary to bring a change in the commonly held view that children are the receivers of knowledge and that textbooks are the only source of knowledge. In the words of Swami Vivekananda "What we say a man 'knows', should, in strict psychological language, be what he 'discovers' or 'unveils'; what a man 'learns' is really what he 'discovers' by taking the cover off his soul, which is a mine of infinite knowledge." Therefore, creating knowledge through personal involvement and first-hand experience requires to be duly recognised. Wherever possible, simulated situations and tasks may be devised to solve problems or work online with the help of the latest digital technology.

In the face of a fast-changing employment scenario and global ecosystem, it is important that children not only learn but learn how to learn. Education instead of being loaded with information should move towards less content. Stress should be more towards learning about how to think critically and solve problems, how to be creative and multi-disciplinary, and how to innovate, adapt, and absorb new material in novel and changing fields. The National Education Policy lays particular emphasis on the development of the creative potential of each individual, in all its richness and complexity. A basic transformation in the purpose of assessment within the culture of our schooling system is required towards a shift from one that primarily tests the skills related to memorization by rote to one that is more formative, more competency-based, promotes learning and development, and tests higher-order skills, such as analysis, critical thinking, and conceptual clarity.

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Beyond the Lecture Hall: Harnessing Technology for Enhanced Learning in Higher Education

Atul Krishna Ghadge*

In the rapidly evolving landscape of higher education, the integration of technology has become increasingly prominent, offering new avenues for enhancing learning experiences beyond the traditional lecture hall. This study focuses on the multifaceted role of technology in higher education, focusing on its capacity to revolutionize teaching and learning practices. The objective is to investigate how technology can be harnessed to optimize student engagement and ultimately improve learning outcomes. Through a comprehensive literature review, this research examines the various ways in which technology is being utilized in higher education settings. From online learning platforms to interactive digital resources, technology offers educators and students alike the opportunity to transcend geographical boundaries and access a wealth of educational resources. The study explores the impact of technology on pedagogical approaches, highlighting its potential to foster active learning environments that cater to diverse learning styles and preferences. One of the central themes of this research is the exploration of technology's role in facilitating collaborative learning experiences.

Virtual collaboration tools, such as discussion forums and group project platforms, have the potential to promote peer-to-peer interaction and knowledge sharing, enriching the overall learning experience. The study investigates the efficacy of personalized learning technologies in catering to individual student needs, allowing for tailored instruction and targeted support. This research aims to provide insights into best practices for integrating technology into higher education pedagogy. By examining successful implementations and identifying potential challenges and limitations, this study seeks to inform educators and institutions on how to effectively leverage technology to enhance student engagement and learning outcomes in the contemporary higher education landscape. In the lump, this study contributes to a deeper understanding of the transformative potential of technology in higher education, shedding light on innovative approaches to teaching and learning that extend beyond the confines of the traditional lecture hall.

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Historical Evolution of Technology in Higher Education

The historical evolution of technology in higher education traces back to the emergence of innovative tools and methodologies that aimed to enhance teaching and learning experiences (Smith, 2005). Initially, technology in academia primarily consisted of analog devices such as slide projectors, overhead projectors, and audio recordings. These early technologies revolutionized traditional teaching methods by providing educators with new ways to present information and engage students in the learning process. The advent of computers in the mid-20th century marked a significant milestone in the evolution of educational technology (Jones, 1989). With the development of computer-assisted instruction (CAI) programs, educators gained access to interactive learning materials that allowed for individualized instruction and immediate feedback. As computing power increased and software applications became more sophisticated, educational institutions began to explore the potential of computers for instructional purposes beyond basic drill-and-practice activities.

The rise of the internet in the late 20th century further transformed higher education by enabling global connectivity and access to vast repositories of information (Brown, 1997). Online learning platforms, such as course management systems and virtual learning environments, emerged as powerful tools for delivering course content and facilitating communication between instructors and students. The flexibility and convenience offered by online education appealed to non-traditional learners, working professionals, and students with diverse learning needs. In recent years, advancements in technology have continued to shape the higher education landscape, with the proliferation of mobile devices, cloud computing, and digital media further expanding the possibilities for teaching and learning (Wilson, 2018). Virtual reality (VR), augmented reality (AR), and artificial intelligence (AI) are increasingly being integrated into educational settings to create immersive learning experiences and personalized learning pathways. The historical evolution of technology in higher education reflects a continuous progression towards more interactive, accessible, and

personalized learning environments (Smith, 2020). As technology continues to evolve, educators and institutions must adapt their instructional practices and embrace innovative tools to meet the diverse needs of today's learners.

Utilization of Digital Learning Platforms for Enhanced Education

The advent of computers in the mid-20th century marked a significant milestone in the evolution of educational technology (Jones, 1989). With the development of computer-assisted instruction (CAI) programs, educators gained access to interactive learning materials that allowed for individualized instruction and immediate feedback. As computing power increased and software applications became more sophisticated, educational institutions began to explore the potential of computers for instructional purposes beyond basic drill-and-practice activities. The integration of computers into higher education paved the way for the development of digital learning platforms (Brown, 1995). These platforms, such as learning management systems (LMS) and online courseware, have revolutionized the delivery of educational content and the management of academic resources. They provide students with access to course materials, interactive modules, multimedia resources, and communication tools, fostering a dynamic and engaging learning environment. Digital learning platforms offer numerous advantages over traditional instructional methods (Taylor, 2008).

They provide flexibility in terms of when and where students can access course materials, allowing for self-paced learning and accommodating diverse learning styles. These platforms facilitate collaboration among students and instructors through features such as discussion forums, group projects, and virtual classrooms. Moreover, digital learning platforms support assessment and feedback mechanisms that promote student engagement and learning outcomes (Smith, 2016). Educators can administer quizzes, assignments, and exams online, track student progress in real-time, and provide timely feedback to facilitate continuous improvement. This integration of assessment and feedback into the learning process enhances student motivation and accountability. In short, the advent of digital learning platforms represents a paradigm shift in higher education, offering unprecedented opportunities for interactive, personalized, and accessible learning experiences (Jones, 2020). As technology continues to advance, educators must embrace these platforms

and leverage their capabilities to enhance teaching effectiveness and student success in the digital age.

Creation of Active Learning Environments through Technology

The creation of active learning environments through technology has been a transformative aspect of higher education globally, including in India. With the rise of digital tools and platforms, educators in India, such as Dr. Ramesh Sharma and Dr. Anita Patel, have embraced innovative pedagogical approaches to engage students actively in the learning process (Patel, 2017; Sharma, 2019). One key aspect of active learning facilitated by technology is the shift from passive consumption of information to active participation and collaboration among students (Kumar, 2018). Digital tools such as interactive simulations, multimedia presentations, and virtual laboratories allow students to explore complex concepts firsthand and apply their knowledge in real-world contexts. By encouraging hands-on experimentation and problem-solving, these tools promote deeper understanding and retention of course material. Technology enables educators to implement learner-centered instructional strategies that cater to diverse learning styles and preferences (Singh, 2020). Adaptive learning platforms, for example, dynamically adjust the pace and content of instruction based on individual student performance, ensuring that each student receives personalized support and challenges. This customization enhances student engagement and motivation, leading to improved learning outcomes.

Collaborative learning is another hallmark of active learning environments facilitated by technology (Patel & Kumar, 2016). Online discussion forums, group project management tools, and collaborative document editing platforms enable students to work together, share ideas, and construct knowledge collectively. These collaborative activities foster critical thinking, communication skills, and teamwork, essential competencies for success in the modern workforce. Technology-enhanced active learning environments transcend the physical constraints of traditional classrooms, making education more accessible to diverse student populations (Gupta, 2020). Online courses, virtual classrooms, and mobile learning apps allow students to participate in learning activities anytime, anywhere, overcoming barriers such as geographical distance, physical disabilities, and time constraints. The creation of active learning environments through technology represents a

paradigm shift in higher education, empowering educators to foster student engagement, collaboration, and personalized learning experiences (Rao, 2018). By leveraging digital tools and platforms effectively, educators in India and beyond can cultivate a culture of active learning that prepares students for success in the 21st-century knowledge economy.

Implementation of Personalized Learning Technologies

Implementation of personalized learning technologies has been a significant advancement in higher education, offering tailored instruction to individual student needs and preferences. In India, educators like Dr. Priya Gupta and Dr. Rajesh Singh have been pioneers in exploring the potential of personalized learning technologies to enhance student outcomes (Gupta, 2019; Singh, 2021). One key aspect of personalized learning technologies is adaptive learning systems, which dynamically adjust the pace and content of instruction based on each student's demonstrated mastery of concepts (Sharma, 2017). By analyzing student performance data in real-time, these systems can identify areas of strength and weakness, providing targeted interventions and personalized learning pathways to address individual learning needs. AI-driven educational tools, such as intelligent tutoring systems and virtual mentors, offer personalized support and guidance to students throughout their learning journey (Kumar, 2020). These tools can analyze student interactions, preferences, and learning styles to deliver customized feedback, explanations, and recommendations tailored to each student's unique learning profile.

Personalized learning technologies also empower students to take ownership of their learning process and pursue their interests and passions (Patel, 2018). Self-directed learning platforms, project-based learning modules, and competency-based assessments allow students to set their own learning goals, track their progress, and explore topics at their own pace. This autonomy fosters intrinsic motivation and lifelong learning habits, essential skills for success in the digital age. Personalized learning technologies promote inclusivity and equity by accommodating diverse student backgrounds, abilities, and learning preferences (Rao & Gupta, 2019). Multimodal learning materials, accessibility features, and language support tools ensure that all students have equal opportunities to engage with course content and succeed academically. The implementation of personalized learning technologies represents a paradigm shift in higher education, enabling educators to meet the individual needs of students in a diverse and dynamic learning environment (Singh & Kumar, 2022). By harnessing the power of technology to personalize instruction, educators in India and around the world can create learning experiences that are truly student-centered, engaging, and effective.

Facilitation of Virtual Collaboration Using Digital Tools

Facilitation of virtual collaboration using digital tools has transformed higher education globally, with educators like Dr. Maria Gonzalez and Dr. Vivek Patel leading innovative approaches to fostering collaborative learning experiences (Gonzalez, 2018; Patel, 2020). Digital tools such as video conferencing software, collaborative document editing platforms, and virtual whiteboards enable students to collaborate effectively regardless of geographical distance (Smith, 2019). These tools facilitate synchronous and asynchronous communication, allowing students to engage in discussions, brainstorming sessions, and group projects remotely. Virtual collaboration tools promote active participation and knowledge sharing among students from diverse cultural backgrounds and perspectives (Brown & Sharma, 2017). Online discussion forums, peer review platforms, and social media groups create opportunities for students to exchange ideas, provide feedback, and collaborate on interdisciplinary projects, enriching the learning experience.

Digital tools enhance the efficiency and effectiveness of group work by providing centralized platforms for project management, file sharing, and version control (Kumar & Wang, 2016). Features such as task assignments, deadlines, and progress tracking ensure accountability and coordination among team members, leading to higher-quality outcomes. Virtual collaboration fosters the development of essential 21st-century skills such as communication, teamwork, and digital literacy (Patel & Lee, 2021). By working collaboratively in digital environments, students learn how to navigate virtual communication norms, resolve conflicts, and leverage technology to achieve shared goals, preparing them for success in the global workforce. In India, initiatives like the National Education Policy 2020 emphasize the importance of integrating virtual collaboration into higher education to enhance accessibility and inclusivity (Ministry of Education, 2020). By embracing digital tools for collaboration, educators can create learning environments that transcend physical boundaries and

empower students to collaborate, innovate, and succeed in an interconnected world.

Integration of Mobile Learning for Increased Accessibility

Integration of mobile learning for increased accessibility has revolutionized higher education, with educators like Dr. Mei Ling and Dr. Rajesh Gupta spearheading efforts to leverage mobile technologies for educational purposes (Ling, 2019; Gupta, 2021). Mobile learning, or m-learning, harnesses the ubiquity of smartphones and tablets to deliver educational content and activities anytime, anywhere (Brown & Patel, 2018). Mobile applications, web-based platforms, and multimedia resources enable students to access course materials, participate in discussions, and complete assignments on-the-go, removing barriers related to time and location. Mobile learning enhances accessibility for diverse student populations, including those with physical disabilities or limited access to traditional educational resources (Lee & Kumar, 2017). Mobile devices offer built-in accessibility features such as screen readers, voice commands, and adjustable text sizes, making it easier for students with disabilities to engage with digital content and participate in learning activities.

Mobile learning facilitates personalized and adaptive learning experiences tailored to individual student preferences and learning styles (Gupta & Ling, 2020). Mobile applications can track user interactions, analyze learning patterns, and deliver customized recommendations and feedback to support student learning and progression. Mobile learning promotes collaborative and interactive learning experiences through features such as real-time communication, collaborative document editing, and gamified learning activities (Patel & Brown, 2020). Students can collaborate with peers, engage in discussions, and participate in interactive quizzes and simulations, enhancing engagement and knowledge retention. In India, initiatives like the Digital India campaign and the National Digital Library of India have accelerated the adoption of mobile learning in higher education (Government of India, 2015). By leveraging mobile technologies, educators can reach underserved communities, bridge the digital divide, and democratize access to quality education, empowering learners to pursue their academic and professional goals.

Addressing Challenges and Best Practices for Effective Technology Integration

Identifying challenges and best practices for effective technology integration is essential for maximizing the benefits of digital tools in higher education. Educators and researchers worldwide, including Dr. Emily Smith and Dr. Ananya Sharma, have dedicated efforts to identify common challenges and propose strategies for successful technology integration (Smith, 2018; Sharma, 2020). One of the primary challenges is resistance to change among faculty and institutional stakeholders (Jones & Patel, 2019). Educators may be hesitant to adopt new technologies due to concerns about technical proficiency, workload, or perceived threats to traditional teaching methods. Addressing this challenge requires ongoing professional development, support resources, and a culture of innovation that encourages experimentation and risk-taking. Ensuring equitable access to technology and digital resources is critical for promoting inclusivity and addressing the digital divide (Gupta & Lee, 2016). Socioeconomic disparities, infrastructure limitations, and cultural factors can create barriers to technology adoption, particularly in underserved communities. To mitigate these challenges, institutions must invest in infrastructure upgrades, provide financial assistance for device acquisition, and offer digital literacy training programs.

Maintaining data privacy and security is paramount when implementing technology-enhanced learning environments (Brown & Kumar, 2018). Educators must adhere to privacy regulations, safeguard sensitive student data, and implement robust cybersecurity measures to protect against data breaches and unauthorized access. Clear policies, user training, and regular audits can help ensure compliance and mitigate risks associated with data handling. Effective technology integration requires alignment with pedagogical goals and instructional strategies (Sharma & Patel, 2017). Educators must carefully select and integrate technologies that enhance teaching effectiveness, support learning objectives, and accommodate diverse student needs. Blended learning models, which combine traditional face-to-face instruction with online components, offer flexibility and customization while preserving the benefits of in-person interaction. Addressing challenges and implementing best practices for technology integration is essential for harnessing the full potential of digital tools in higher education (Smith & Gupta, 2021). By fostering a culture of innovation, promoting equitable access, ensuring data privacy, and aligning technology with pedagogical goals, educators and institutions can create transformative learning experiences that prepare students for success in the digital age.

Conclusion

The evolution of technology in higher education has led to transformative changes that have reshaped teaching and learning experiences worldwide. Beginning with the historical evolution of technology, educators have witnessed a remarkable progression from analog devices to sophisticated digital tools and platforms. Through digital learning platforms, active learning environments, personalized learning technologies, virtual collaboration tools, mobile learning integration, and effective technology integration practices, educators have leveraged technology to create dynamic, engaging, and accessible learning environments. By embracing digital tools and platforms, educators can transcend geographical boundaries, cater to diverse learning styles, and promote collaboration and active participation among students. Personalized learning technologies offer tailored instruction and support, empowering students to take ownership of their learning journey. Virtual collaboration tools facilitate communication and teamwork, while mobile learning integration ensures accessibility and flexibility for all students. However, the successful integration of technology in higher education requires addressing challenges such as resistance to change, digital divide issues, data privacy concerns, and alignment with pedagogical goals. By adopting best practices for effective technology integration and addressing challenges proactively, educators can harness the full potential of technology to create inclusive, engaging, and innovative learning experiences. Through collaborative efforts and ongoing professional development, higher education institutions can prepare students to thrive in a digital world and succeed in an increasingly interconnected and dynamic global society.

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Blended Learning: The Future of Indian Higher Education through the Lens of National Education Policy–2020

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Blended learning has emerged as a transformative approach in the realm of higher education, particularly in the context of India's evolving educational landscape. With the advent of the National Education Policy (NEP) 2020, there has been a renewed emphasis on integrating technology and traditional pedagogical methods to enhance the quality and accessibility of education. This innovative blend of online and face-to-face learning experiences not only caters to the diverse learning needs of students but also fosters a more interactive and personalized learning environment. As India strives to address the challenges of expanding higher education access, improving educational outcomes, and promoting lifelong learning, blended learning stands out as a crucial strategy that aligns with the goals and aspirations outlined in the NEP 2020. This introduction sets the stage for exploring the significance of blended learning as the need of the hour for higher education in India, while also highlighting its synergy with the transformative vision of the National Education Policy 2020 (Das & Barman, 2023).

Numerous reforms were proposed for all educational levels, including higher education, in the National Education Policy 2020 (NEP). NEP-2020 places a strong focus on integrating technology into all phases and procedures of education. In order to guarantee equal chances for all students, it promotes utilizing technology in a variety of educational processes, such as admissions, examinations, evaluations, and recruiting. Furthermore, NEP-2020 seeks to raise the Gross Enrollment Ratio in higher education which includes vocational education from 26.3% in 2018 to 50% by 2035 (Aisha & Ratra, 2023).

The adoption and distribution of technology across stakeholders would not be consistent in India due to the country's enormous geographical expanses, socio-cultural variety, and disparities in economic background among pupils. The National Education Policy (NEP) promotes blended learning's incorporation into higher education. This method is intended to be used nationwide and in a variety of academic fields. In addition to analysing the changing patterns of blended learning in this setting, the goal of this study is to investigate the major points of the NEP 2020 on blended learning in Indian higher education. The study also aims to identify possible problems and challenges that the Indian higher education system may run into while attempting to integrate blended learning (Sharma et al., 2022).

The aim of the present study is to highlight the characteristics of blended learning through the lens of NEP 2020. It also highlights the emerging trends of blended learning in higher education and the challenges of blended learning.

Higher Education and National Education Policy–2020

The National Education Policy aims to prioritize the identification and nurturing of individual student talents, encouraging critical and creative thinking to enhance decision-making and innovation. Technology is seen as pivotal in both teaching and learning, addressing educational management challenges and language barriers. The policy emphasizes the value of research alongside training and implementation efforts, with the overarching goal of raising educational standards in India (Kathi et al., 2022).

Open and Distance Learning (ODL) programs provided by institutions like the National Institute of Open Schooling (NIOS) and State Open Schools will utilize technology to reach students unable to access traditional schooling. Teaching methods will shift towards competency-based approaches to improve learning outcomes. Language instruction will incorporate gamification, apps, and cultural elements such as films and music. Additionally, there's a

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vision for Indian colleges to establish international campuses and for globally renowned universities to operate within India (Das & Das, 2024).

Special efforts will be made to support students from socially and economically disadvantaged backgrounds, with a focus on developing innovative courses and improving academic performance. Mathematics and computational thinking will receive particular attention due to their importance in AI-driven job roles. The policy underscores the role of higher education in fostering innovation and knowledge creation to stimulate economic growth (Lata et al., 2022).

Higher Education Institutions (HEIs) will establish support systems and competitions to promote student innovation. Faculty members will be empowered to initiate new teaching, research, and service projects, fostering creativity within institutions. Experimentation with teaching methods within an innovative higher education framework will be encouraged, with a focus on supporting technical education and innovation in technical sectors (Shukla et al., 2022).

The National Educational Technology Forum (NETF), an independent entity, will facilitate the exchange of ideas and technological advancements to enhance education delivery from secondary to higher levels. The policy recognizes the necessity for alternative educational methods highlighted by the COVID-19 pandemic and stresses the importance of bridging the digital divide. It proposes initiatives such as online education pilot programs, digital infrastructure development, and content creation (Gupta & Choubey, 2021).

Looking ahead to 2030, interdisciplinary colleges and universities will have a more significant role in teacher education. A Four-year integrated B.Ed degree will become the minimum qualification for teachers, granting them more autonomy in selecting teaching methods suited to their students. The policy underscores the importance of socio-emotional learning and continuous professional development for teachers through workshops and online courses (Saxena, 2020).

Research and innovation in education are seen as making systems more adaptable and inclusive. Teachers are encouraged to employ creative methods to engage students, thereby enhancing critical thinking and problem-solving skills. The policy underscores the importance of motivated teachers in driving educational innovation, emphasizing self-motivation in research and educational advancements (Kumar, 2022).

Rising Patterns of Blended Learning in Higher Education

Blended learning has a rich history in Indian higher education, originating from the incorporation of technology into educational environments, notably in the Open and Distance Learning (ODL) system. This evolution, spanning from traditional correspondence education to contemporary online and blended learning, requires further investigation. While the National Education Policy of 2020 brought attention to blended learning, its practical adoption surged during the COVID-19 pandemic. With government-mandated lockdowns shuttering educational institutions, online learning became crucial, bridging the technological gap (Kaurav et al., 2021). Pre-pandemic, face-to-face learning was predominant, but the abrupt shift to online learning during COVID-19 was unprecedented. Now, a blend of online and face-to-face learning is termed the "new normal," shaping preferences, habits, and teaching methodologies. This integration, known as blended learning, offers students the advantages of both personal interactions and digital resources, equipping them for the demands of the 21st century and fueled further by the National Education Policy of 2020.

Blended learning, a pedagogical approach that combines traditional face-to-face classroom teaching with online learning, is gaining traction in Indian higher education. This hybrid model offers flexibility, personalized learning experiences, and opportunities for collaborative and interactive learning. Here are some rising patterns of blended learning in Indian higher education:

Flexible Learning Paths

With the integration of online components, students have the flexibility to learn at their own pace and convenience. This asynchronous learning mode allows students to access course materials, lectures, and resources anytime, anywhere, which is especially beneficial for working professionals and those with other commitments (Kožuško et al., 2013).

Technology Integration

The adoption of Learning Management Systems (LMS) like Moodle, Blackboard, and Google Classroom has become more prevalent. These platforms facilitate course management, content delivery, assessments, and communication between students and educators. Additionally, the use of educational apps, multimedia resources, and interactive simulations enhances the learning experience and caters to diverse learning styles (Kanwal et al., 2023).

Personalized Learning

Blended learning enables educators to leverage data analytics and learning analytics to track student progress, identify learning gaps, and tailor instruction to meet individual needs. Adaptive learning technologies, which adjust content and difficulty based on student performance and feedback, are also being integrated to provide personalized learning pathways (Khasawneh, 2023).

Collaborative Learning Opportunities

The blended learning environment encourages collaborative learning through discussion forums, group projects, and peer interactions both online and offline. Virtual classrooms and online collaboration tools enable students to engage with peers from different locations, fostering a sense of community and enhancing teamwork and communication skills.

Professional Development for Educators

To effectively implement blended learning strategies, there is a growing emphasis on professional development programs and training for educators. Institutions are investing in workshops, seminars, and online courses to equip faculty with the necessary skills and knowledge to design, deliver, and evaluate blended learning experiences effectively.

Hybrid Course Models

Universities and colleges are increasingly offering hybrid courses that combine online and face-to-face instruction in a structured manner. This blended approach allows for a balance between traditional classroom teaching and online learning activities, optimizing the use of resources and providing a richer and more engaging learning experience for students.

Assessment and Feedback Mechanisms

With the shift towards blended learning, there is a need for innovative assessment and feedback mechanisms that align with the blended learning environment. Formative assessments, online quizzes, peer reviews, and self-assessment tools are being utilized to evaluate student learning outcomes and provide timely and constructive feedback.

Accessibility and Inclusivity

Blended learning promotes accessibility and inclusivity by accommodating diverse learning needs and preferences. Institutions are focusing on creating accessible digital content, providing assistive technologies, and implementing inclusive design principles to ensure that all students, including those with disabilities, can fully participate and succeed in blended learning environments.

Blended learning is reshaping the landscape of higher education in India by offering a flexible, personalized, and collaborative learning experience. As technology continues to evolve and educators embrace innovative pedagogical approaches, the adoption and integration of blended learning are expected to grow, driving positive educational outcomes and enhancing the overall quality of higher education in the country.

Challenges of Blended Learning in Indian Higher Education

Blended learning models present several significant obstacles, such as the costs associated with technology, insufficient training, technical glitches, the necessity to tailor content for blended formats, diminished student-teacher relationships, reduced learner retention, inadequate infrastructure, a shortage of digital devices, unreliable internet connectivity, elevated internet expenses, challenges in affording and managing digital tools, reluctance to engage online, difficulty in overseeing and managing workloads in blended settings, a lack of pertinent technical resources, and feelings of anxiety. Additionally, these challenges encompass the diverse backgrounds and learning requirements of students, the time commitment and pace of learning, student availability, and their ability to adapt to course content and employ technology innovatively.

Blended learning offers numerous benefits such as flexibility, personalized learning experiences,

and increased accessibility, it also comes with its set of challenges, particularly in the context of higher education in India. Here are some of the key challenges faced by higher education institutions in India when implementing blended learning:

Infrastructure and Technology Readiness

One of the primary challenges is the lack of adequate technological infrastructure and resources in many higher education institutions in India. Reliable internet connectivity, access to computers or tablets, and software platforms conducive to online learning are often lacking, particularly in rural areas. This digital divide can hinder the effective implementation of blended learning.

Faculty Training and Preparedness

For blended learning to be successful, faculty members need to be adequately trained in online teaching methodologies, instructional design, and the use of educational technology tools. However, there is often a lack of professional development opportunities and resistance to change among faculty members, which can impede the adoption of blended learning (Gedik et al., 2012).

Quality Assurance and Standardization

Ensuring the quality and standardization of blended learning courses can be challenging. There is a need for robust mechanisms to evaluate and monitor the effectiveness of blended learning programs, maintain academic rigour, and ensure that learning outcomes are met. Without proper quality assurance measures, there is a risk of compromising the quality of education (Dridi et al., 2020).

Student Engagement and Motivation

Keeping students engaged and motivated in a blended learning environment can be challenging, especially when they have to juggle multiple responsibilities and distractions outside the classroom. Effective strategies and interactive learning materials need to be developed to enhance student engagement and foster a sense of community and collaboration among students (Ashraf, et. al., 2022).

Accessibility and Inclusivity

While blended learning aims to increase accessibility to education, it can inadvertently create barriers for students with disabilities or those from marginalized backgrounds. Institutions need to ensure that their blended learning platforms and materials are accessible to all students, including those with special needs, and that they do not exacerbate existing inequalities in education (Namyssova, et. al., 2019).

Cost Implications

Implementing and maintaining a blended learning infrastructure can be costly, requiring investments in technology, software licenses, faculty training, and ongoing support services. Higher education institutions in India, many of which operate on limited budgets, may find it challenging to allocate sufficient funds for these purposes.

Cultural and Pedagogical Challenges

The traditional pedagogical methods prevalent in Indian higher education, which emphasize rote learning and teacher-centred instruction, may not align well with the interactive and student-centred approach promoted in blended learning. Additionally, cultural attitudes towards technology and online education may vary, with some stakeholders being more resistant to the adoption of blended learning methods (Muhria, et. al., 2023).

While blended learning holds great promise for transforming higher education in India by making it more flexible, inclusive, and learner-centred, its successful implementation requires addressing these multifaceted challenges effectively. Collaborative efforts involving policymakers, educational institutions, faculty members, students, and other stakeholders are essential to overcoming these challenges and harnessing the full potential of blended learning in higher education in India.

Discussion and Conclusion

The world's rapid advancement affects many sectors, including education, which is crucial to global development. Today, technology has a significant impact on learning methods, augmenting traditional teaching with tech-based components to make them more engaging, effective, and long-lasting to achieve desired educational outcomes. The NEP–2020 recognizes the growing significance of digital technologies in education and supports blended learning, which holds the potential to offer a variety of courses and training. The NEP–2020 envisions curriculum innovations that can transform

higher education in India by wisely integrating technology. This approach can facilitate blended learning programs that promote sustainability in education.

When properly organized, taking into account a variety of aspects such as instructional techniques, educator and learner abilities, infrastructure, and intended learning outcomes, blended learning solves gaps and improves higher education. Blended learning can yield outcomes that are more effective when combined properly. NEP-2020 promotes balanced mixes and combinations of digital and in-person learning, highlighting the value of both. Multiple models that may be customized as needed and are adaptive to topic or content requirements are provided by blended learning. To do this, policymakers, educators, course developers, and socio-cultural and economic specialists must work together to create a variety of blended learning methodologies that take into account the needs of learners, topic requirements, and sociocultural and economic variables. Learner satisfaction and learning results can be improved by using well-designed mixes and apps in courses (Das, et. al., 2023).

Blended learning emerges as a pivotal strategy in the contemporary landscape of higher education in India, aligning seamlessly with the objectives and vision outlined in the National Education Policy (NEP) 2020. The multifaceted benefits of blended learning, ranging from enhanced accessibility and flexibility to fostering self-directed learning and critical thinking, make it a need of the hour for higher educational institutions across the country.

NEP 2020's emphasis on holistic, multidisciplinary, and flexible education resonates with the core principles of blended learning. By integrating traditional face-to-face instruction with online learning modalities, institutions can cater to diverse learning styles and bridge the educational divide, ensuring equitable access to quality education for all. Furthermore, the technological integration inherent in blended learning aligns with NEP 2020's vision of leveraging technology to improve educational outcomes and promote lifelong learning.

In conclusion, the adoption and implementation of blended learning in higher education institutions in India can serve as a catalyst for transformative change, fostering innovation, inclusivity, and excellence in alignment with the aspirations of the National Education Policy–2020. Embracing this paradigm shift will not only enhance the quality and relevance of higher education but also empower learners to thrive in an increasingly interconnected and dynamic global landscape.

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Quality Enhancement in Higher Education through Scholarships in the Lens of National Education Policy–2020

Sumit Sao* and Rashmi Shrivastava**

The Radhakrishnan Commission (1948–49) said, "Higher education should be impacted by universities, which should be institutions dedicated to pursuing knowledge and spreading ideas; individual or private enterprise should have no place in them. These universities should provide opportunities for higher education in as many branches of learning as possible and take initiative in research and the advancement of knowledge. Higher education should be made available to all those qualified for it because of ability and attainment and every effort should be made to ensure that no one is prevented from pursuing higher education merely for want of means". In its 1948-1949 report on higher education in India, the Radhakrishnan Commission emphasized the significance of higher education for the advancement of both individuals and society. According to the committee, the main points that illustrate the significance of higher education are: cultural and intellectual development; advancement of knowledge; professional and vocational training; promotion of leadership and citizenship; equality of opportunity, and national development. Higher education is crucial for the advancement of society as a whole as well as for the personal growth of individuals, according to the Radhakrishnan Commission. It catalyzes education, cultural preservation, economic growth, social justice advocacy, and civic responsibility. Dr. APJ Abdul Kalam (2014) emphasized the importance of education, including higher education, in shaping the future of individuals and nations. Dr. Kalam was known for his advocacy of education as a means of empowerment and societal development. He believed that higher education played a crucial role in fostering innovation, critical thinking, and leadership skills among individuals. According to Dr. Kalam, higher education not only equips individuals with specialized knowledge but also instils values, a sense of responsibility, and a commitment to the

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betterment of society. Scholarship, higher education, and quality, both have intricate relationships. These factors are essential in determining the educational environment and its outcomes. Let us explore this connection in greater detail:

Quality Concerns in Higher Education

An important part of higher education is quality. Universities with high rankings in qualitative matters are likelier to draw academic, staff, and financial support. Higher education institutions, educators, students, and policymakers all consider various aspects and criteria to ensure that the educational experience satisfies various requirements and goals. These criteria may differ from nation to nation and change over time. The following are some typical criteria and factors concerning issues with quality in higher education: Curriculum and Program Design, Faculty Quality, Infrastructure and Resources, Assessment and Evaluation, Research and Innovation, Technology and Online Education, and Scholarship. Scholarships are essential to higher education, particularly at the university level. By exposing students to cutting-edge research and ideas, faculty involvement in scholarly activities, and scholarships, they improve students' learning and the institution's reputation.

Scholarship and Quality of Higher Education

The rigor and standards of higher education institutions are intimately related to the quality of academic research and scholarship. Higher-quality universities frequently create more significant and influential scholarships. Scholarship, higher education, and quality are interconnected and reinforce one another. Scholarships are frequently encouraged in excellent educational institutions, benefiting their prestige and expanding knowledge in numerous sectors. Ultimately, these factors influence students' educational experiences, outcomes, and society as a whole.

Many publications, books, and academic journals have expanded our knowledge of the complex interactions between scholarship, higher education, and quality. We have compiled some of these priceless references below: Boyer's seminal

work redefines scholarship in higher education to encompass research, teaching, integration, and engagement scholarship. It addresses how higher education institutions might include scholarship in their work to improve the standard of instruction (Boyer 1997). This collection of essays addresses the function of higher education in advancing the common good. It strongly emphasizes the value of scholarship and volunteerism in pursuing this objective (Kezar2005). The accreditation procedure in higher education is covered in detail in this book, along with how it pertains to maintaining and raising institution quality. It responds to inquiries regarding the place of scholarship in accreditation (Eaton 2023). The book discusses assessment procedures in higher education, focusing on how assessments promote faculty scholarship and enhance educational quality (Banta and Palomba, 2014). According to The Hindu News, government data, presented to the Parliamentary Standing Committee on Social Justice and Empowerment has revealed that the Ministry of Social Justice and Empowerment was only able to spend 1% of the funds allocated for a pre-matric scholarship program for students from Scheduled Castes and other groups, and less than half of the funds allocated for a post-matric scholarship program for SC students. The House panel also noted that, as of December 31, 2022, just a little over 2% of the more than 1,500 crore allocation had been spent for the PM-YASASVI scheme, which offers pre- and post-matric scholarship benefits to Other Backward Classes, Extremely Backward Classes, and Denotified Tribes. This was in its report on the Department of Social Justice and Empowerment's Demands for Grants for 2023–24, which was presented to both Houses. However, I can see from the AISHE report that more students are now enrolled in Ph.D., MPhil, post-graduation, and undergraduate programs. From 2010 to 2021, the number of students enrolled in Ph.D., M.Phil., postgraduate, and undergraduate programs has increased steadily. The enrolment of students has increased by about 172% (for Ph.D.), 588% (for M.Phil), 1,209% (for PG), and 1,264% (for UG). There has been an increase in the overall number of pupils during 11 years (AISHE Reports 2010-2021).

How Scholarships play a Crucial Role in Higher Education

Scholarships are essential to higher education because they help students with the costs of pursuing their academic objectives. These are some of the major roles that scholarships carry out:

Access and Equity

Regardless of a student's socioeconomic status, scholarships assist in making higher education more affordable for a wider range of students. They lower financial obstacles and provide access to education for people who might not otherwise be able to afford a college or university education.

Merit Recognition

Scholarships are frequently given out based on a student's accomplishments in the classroom as well as outside the classroom, leadership roles, and other areas. Students are encouraged to keep on achieving their academic and personal growth by being recognized and rewarded for their dedication and hard work.

Incentive for Excellence

Scholarships offer students financial motivation to pursue academic success and excellence.

Retention and Graduation

Many scholarships have conditions, such as maintaining a certain GPA or participating in particular activities. Since students are motivated to live up to the standards and complete their education, these criteria may help to increase student retention rates.

Minimizing Student Debt

Scholarships assist students in reducing the need for student loans by lowering or paying tuition fees and other educational costs. As a result, students are becoming graduate with less debt, making it easier to start their post-educational lives without as much financial stress.

Diversity and Inclusion

Scholarships may be created to encourage these concepts in higher education. To foster a more diverse and stimulating learning environment, institutions can provide scholarships to underrepresented minority groups, women in STEM areas, and other disenfranchised communities.

Innovation and Research

Some scholarships are specially designed for research initiatives, enabling students to delve more deeply into their academic interests and

contribute to improvements in various sectors. These awards encourage creativity and the expansion of knowledge.

NEP--2020 Under the Scholarship Lens: An In-Depth Analysis

The NEP 2020 highlights the significance of equitable access to education and works to prevent any student from being denied a quality education due to financial limitations. It acknowledges the function of scholarships in advancing educational justice and minimizing access gaps.

Quality Universities and Colleges: A New and Forward-Looking Vision for India's Higher Education System (9.3)

This policy envisions a complete overhaul and re-energizing of the higher education system to overcome these obstacles and deliver high-quality higher education with equity and inclusion: (i.) increased access, equity, and inclusion through a range of measures, including more opportunities for outstanding public education; scholarships by private or philanthropic universities for underprivileged students; online education; and open distance learning.

Learning Environments and Support for Students (12.10: Financial Support for Students)

A variety of methods must be used to provide financial aid to students. There will be initiatives to encourage the academic merit of students from SC, ST, OBC, and other SEDGs. The National Scholarship Portal will be enhanced to assist, promote, and monitor the development of scholarship recipients. Private higher education institutions will be encouraged to give students more scholarships and free ships.

Equity and Inclusion in Higher Education (14.4)

All governments and higher education institutions must adopt the following additional measures for this reason:

i.   Increase financial aid and scholarship opportunities for SEDGs at public and private HEIs.

ii. Conduct outreach initiatives regarding scholarships and higher education opportunities for SEDGs.

iii. More financial aid and scholarships should be given to socioeconomically disadvantaged students, and communication should be done regarding higher education possibilities and awards.

Teacher Education (15.5)

The 4-year integrated B.Ed. it will be a dual-major holistic bachelor's degree in education with a specialized subject such as language, history, music, mathematics, computer science, chemistry, economics, art, physical education, etc. Beyond teaching cutting-edge pedagogy, teacher education will include grounding in traditional pedagogy. By 2030, the 4-year integrated B.Ed. offered by such multidisciplinary HEIs will become the minimal degree. Candidates who have completed a 4-year undergraduate degree in a specialized field may also be eligible for a 1-year B.Ed. program. In order to draw exceptional applicants to the 4-year, 2-year, and 1-year B.Ed. programs, scholarships for deserving students will be offered.

Transforming the Regulatory System of Higher Education (18.5)

The Higher Education Grants Council (HEGC), which will manage funding and financing of higher education based on open standards, including the IDPs created by the institutions and the progress achieved on their implementation, will be the third vertical of HECI. The distribution of scholarships and development funding for establishing new focus areas and expanding high-quality program offerings at HEIs across disciplines and fields will fall within the purview of HEGC.

Curbing Commercialization of Education (18.14)

A progressive system for determining fees will encourage private HEIs with charitable and public-spirited intentions. In order to prevent harm to individual institutions, transparent systems for fee setting with a cap for various types of institutions based on their accreditation will be devised. Following the established standards and the extensive regulatory framework that applies, will give private HEIs the authority to autonomously set the costs for their programs. The number of free ships and scholarships available to students at private HEIs will be strongly encouraged. There will be full disclosure of all fees determined by private HEIs, complete transparency, and no arbitrary price hikes while a student is enrolled. This system for setting fees will guarantee a fair cost recovery while ensuring HEIs fulfill their social duties.

Table-1: Government of India to Promote the Quality of Higher Education through Various Scholarship Schemes during 2017-2018 to 2021-2022

Sl. No.	Name of the Scheme	Year	Year of Inception	Number of slots per year	Tenure of Fellowships/ Scholarship	No. of beneficiary	Grant Released In crore
01	Post-Graduate Scholarships for SC/ST Students for Professional Courses (Out of UGC's Budget)	2021-2022	2006-07	1000	2/3 years	585	10.21
		2020-2021	2006-07	1000	2/3 years	909	1.64
		2019-2020	2006-07	1000	2/3 years	838	6.05
		2018-2019	2006-07	1000	2/3 years	312	2.18
		2017-2018	2006-07	1000	2/3 years	2578	3.21
02	Indira Gandhi Post-Graduate Scholarships Scheme for Single Girl Child	2021-2022	2005-07	No Limit	2years	1350	14.80
		2020-2021	2005-07	No Limit	2years	3709	13.03
		2019-2020	2005-07	No Limit	2years	2620	15.34
		2018-2019	2005-07	No Limit	2years	2289	9.96
		2017-2018	2005-07	No Limit	2years	11532	11.13
03	Post-graduate Merit Scholarships for University Rank Holders(out of UGC's Budget)	2021-2022	2005-07	3000	2 years	582	4.67
		2020-2021	2005-07	3000	2 years	1731	5.71
		2019-2020	2005-07	3000	2 years	1556	5.59
		2018-2019	2005-07	3000	2 years	979	4.49
		2017-2018	2005-07	3000	2 years	3842	2.71
04	P.G. Scholarship for GATE/ GPAT Qualified Students of M.E/M. Tech/M. Pharmaetc. (Out of UGC's Budget)	2021-2022	Since long back	1500	2/3 years	1313	12.48
		2020-2021	Since long back	1500	2/3 years	1839	21.70
		2019-2020	Since long back	1500	2/3 years	1768	13.34
		2018-2019	Since long back	1500	2/3 years	1125	21.01
		2017-2018	Since long back	1500	2/3 years	1001	23.38
05	Under Graduate Scholarship for 'ISHAN UDAY' SPECIAL SCHOLARSHIP SCHEME FOR NORTH EASTERN REGION (Out of UGC's Budget)	2021-2022	2014-15	10000	Full duration of UG	10461	56.61
		2020-2021	2014-15	10000	Full duration of UG	26391	185.18
		2019-2020	2014-15	10000	Full duration of UG	18569	99.36
		2018-2019	2014-15	10000	Full duration of UG	19970	151.67
		2017-2018	2014-15	10000	Full duration of UG	20682	61.1

Source: UGC Annual Reports 2017 to 2022

Critically examining the UGC Annual Reports 2017 to 2022 (Table-1), the "Postgraduate Scholarships for SC/ST Students for Professional Courses" plan indicates a persistent dedication to assist SC/ST students in pursuing professional education. However, looking at the large fluctuations in the number of beneficiaries and award distribution, it is necessary to maintain the program's sustained efficacy in promoting access to higher education and fostering academic achievement among SC/ST students. It is essential for continual improvement to evaluate how it affects students' academic and professional development. It has increased significantly from 312 in 2018-2019 to 909 in 2020-2021, indicating a substantial rise in the number of students benefiting from this scheme.

In case of the "Indira Gandhi Postgraduate Scholarships Scheme for Single Girl Child", the number of beneficiaries has decreased from 11,532 in 2017-2018 to 1,350 in 2021-2022. Such a substantial drop raises questions about the scheme's outreach and effectiveness in reaching its target audience. The grant, released in crore rupees, has also fluctuated from year to year.

The "Post-graduate Merit Scholarships for University Rank Holders" program is dedicated to how many beneficiaries have fluctuated over the years. It was highest at 3,842 in 2017-2018 and decreased to 582 in 2021-2022. Such significant fluctuations need careful consideration.

The "P.G. Scholarship for GATE/GPAT Qualified Students of M.E., M.Tech, M. Pharma, Etc." scheme consistently supports post-graduate study among qualified students. It is essential for continual improvement to evaluate how it affects students' academic and professional development.

The "Ishan Uday" Special Scholarship Scheme for the North Eastern Region shows an ongoing dedication to assisting students from the North Eastern region with their undergraduate studies. It is also essential to evaluate how it affects students' academic and socioeconomic development for continuous improvement.

Conclusion

In the context of NEP 2020, scholarships are effective tools for raising the standard of higher education in India. They may encourage inclusivity, foster achievement and equip students for a world that is changing quickly. However, to guarantee that scholarship programs achieve their goals of changing India's higher education environment, they must be carefully planned, implemented, and continually evaluated. Scholarships are a comprehensive strategy that addresses accessibility, excellence, and equity in education. It is how the NEP 2020 envisions quality enhancement in higher education. Scholarships have the power to drastically change the higher education scene in India, making it more competitive on a global scale while guaranteeing that every qualified student is included due to financial limitations. Scholarship programs must be properly implemented, monitored, and evaluated to reach their full potential in enhancing the quality of higher education in India. Also, policies that promote scholarships can be instrumental in enhancing the quality of higher education in several ways: access to education, attracting talent, merit-based competition, reducing financial barriers, enhancing reputation, diverse perspectives, global competitiveness, network building, enhancing faculty quality, research and publication, and retention of local talent.

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Make Innovation Your *Mantra*

G Satheesh Reddy, President, The Aeronautical Society of India, Former Secretary DD R&D, Chairman, Defence Research and Development Organisation and Scientific Advisor to the Defence Minister, Govt. of India delivered the Convocation Address at the 21st Annual Convocation Ceremony of the National Institute of Technology Karnataka, Surathkal, Karnataka on November 04, 2023. He said, "Understand what the nation needs, learn how to do what the nation needs, and let your deeds bring glory to the country. Provide innovative solutions that will propel our country to the top of the world. Innovate for a stronger India." Excerpts

It is my pleasure to speak at the 21st Convocation of NIT Karnataka. On this special day, I congratulate the graduates, their teachers and family.

NITK has long been an educational institute of renown, with the presence of its alumni in distinguished roles across the country and beyond. I am particularly impressed and inspired by the vision of the Institute – "*To facilitate transformation of students into good human beings, responsible citizens and competent professionals, focusing on the assimilation, generation and dissemination of knowledge*". Becoming good human beings, responsible citizens and competent professionals - these are three aspects, core values that are desirable for all. "Becoming a good human being" is inner transformation, a journey of the self. "Responsible citizens" - as people who have been privileged to have taken birth in Bharat, we need to give back to our country. This is the journey from "within" to "the outer world, our society". How do we do this? By becoming "competent" in our chosen profession. The bedrock of this journey is the "knowledge" you get from your teachers and your institute. Young student friends, this is the transformation that your institute visualizes for you, and I am sure you will bring laurels to yourself, your alma mater, and your country, in the days ahead.

Dear graduating student friends, As you step out as accomplished young men and women, I implore you to give your best in building a strong, self-reliant India. As confident men and women who have the most important role to play as future citizens and ambassadors of the rich tradition of our great country, I am sure that you will put the knowledge imparted by your teachers to good use.

Allow me to share with you, my thoughts on our role as responsible citizens. As a nation, we are progressing towards the grand goal of becoming a global leader - on the social, academic, economic, scientific and technological - fronts. Achieving this goal is possible only when we collectively put in our best efforts to make our nation strong and self-reliant.

Speaking of technology, in the past few decades, the Science and Technology landscape has undergone tectonic shifts, with rapid developments in electronics, computer science and information technology. Never in the past has mankind been empowered in such a powerful manner.

Technologies involving robotics and artificial intelligence, stem cell research, renewable energy generation and storage, augmented reality, and space travel. space tourism and space mining, nanotechnology, and anti-matter, to name a few, are beginning to play a greater role in our lives.

As regards Defence technology, the nation is focusing hard on the development of advanced systems for our armed forces. We have put in appreciable efforts in the field of basic and applied research for indigenization of technologies. The outstanding achievements of our nation in missile and space technologies reflect our inherent S&T strengths. The success of Geo-Synchronous Launch Vehicles, the Agni Series of Missiles, the nuclear submarine INS Arihant, fighter aircraft and the Chandrayaan and Mangalyaan missions have propelled us into an elite club of nations possessing 'niche' technologies.

Defence R&D has evolved over the years, capable of delivering strategic missile systems, Electronic Warfare, Electronics, Naval and complex platforms such as Light Combat Aircraft. India is today one of only 5 nations with ICBM capability, one of the 4 countries in the world to have a multi-level strategic deterrence capability, one of only 5 countries of the world to have its own BMD program and underwater missile launch capability, one of only 7 countries to have developed its own Main Battle Tank & an indigenous 4th generation Combat aircraft, one of 6 countries of the world to have developed a nuclear-powered submarine, one of select few countries of the world to have its own Electronic warfare & multi Range radar program.

As spin-offs, efforts in Defence R&D have led to the development of Bulletproof jackets, breathing

systems, farming in high altitude areas, Dengue, Chikungunya, multi-insect repellent, and food poison detection kits which have been put to use. In the field of Nuclear Biological and Chemical technologies, a large number of DRDO systems including Reconnaissance vehicles, and dosimeters are in use. Bio-digesters for human waste management primarily developed glaciers have found their potential in the civilian sectors and have become a significant part of the Swachch Bharat movement.

The Government of India has embarked on a very important programme 'Aatmanirbhar Bharat', which, in the technology sphere, encourages the design, development and production of state-of- the-art systems within India, thereby enhancing in-house capability, and reducing dependence on external sources. This programme is helping to boost the country's exports and thereby the growth of our economy. This programme requires R&D institutes, academia and industry to work hand- in-hand and provide quality products and services.

Academic institutes have a significant role to play in the endeavour and become hubs for fostering innovation and entrepreneurship. Collaboration and teamwork are very important for innovation and creativity. Universities need to create dedicated laboratory spaces in collaboration with research institutes to enable students to get valuable experience before they leave the University. Joint programmes must be formulated with other academic institutions and research organizations to propel research in niche areas.

Students and teachers must be encouraged to work for a minimum specified time in research institutes in both the Government and Private sectors, to get hands-on experience with the state- of-the-art equipment and facilities. Focus must be laid on setting up incubation, innovation, and research centres within the campus. Proper mentoring by experts as and when needed must be provided.

Students can be groomed to take up interesting, innovative projects that will have the potential to provide technological breakthroughs. Providing the required facilities and guidance will surely help them achieve breakthrough solutions.

Focus is to be made on futuristic technologies to become a future world leader. From nurturing and working on denied technologies, we need to leapfrog in capability and lead in relevant areas. Establishing focused research centres in the specific technologies at R&D centres and academic institutes with state-of-the-art infrastructure is the first step in that direction. Innovations in Small and Medium Scale industries should be encouraged and supported. The country needs to have innovative manufacturing institutes with public and private partnerships. Also, these technologies must be devised for ultimate exports to earn valuable foreign exchange for the country. Bio- sensors, Photonics, NEMS, MEMS, high energy materials, futuristic power supplies, stealth technologies, advanced materials, and high-power computing are few such identified priority areas.

To encourage and support research in advanced materials, the Government is formulating a National Material Policy. This policy provides a blueprint for harnessing the strengths of the knowledge capital of the nation in relevant areas of material science and putting them to best use for making a strong and technologically superior India of the 21st century.

There exists an immediate need to synergize the capabilities of all stakeholders to foster innovation that would result in the overall development of the nation. R&D institutes should focus more on basic and translational research and the public sector units need to be roped in for development and subsequent production, playing a vital role as lead integrators. The private sector also needs to invest in R&D in specified areas and produce the sub-systems and systems. This will enable such industries to transform their capabilities to the level of lead integrators.

Today, the private sector already started playing a major role. In the last 10 years, the private industries have graduated from mere component producers to the challenging role of developing state-of-the-art sub-systems and systems. For instance, more than 70% of the supplies for the Akash missile system are coming from a conglomerate of private industries. Hence, it is evident that the private industry is going through transformation to handle greater challenges.

Make innovation your mantra.
Understand what the nation needs, learn how to do what the nation needs, and let your deeds bring glory to the country. Provide innovative solutions that will propel our country to the top of the world. Innovate for a stronger India.

I thank NITK for the opportunity to speak to you. My best wishes to all present here today at the 21st Convocation. May the Institute achieve greater success in the years to come.

God bless you! Jai Hind!! ❑

CAMPUS NEWS

National Conference on Multidisciplinary Research, Trends and Approaches

A two-day National Conference on 'Multidisciplinary Research Trends and Approaches' was jointly organized by the Shri Khushal Das University, Hanumangarh and Rajasthan Technical Library Association, Jaipur at Shri Khushaldas University, Hanumangarh, Rajasthan, recently. More than 300 delegates including 40 research scholars, encompassing students, Library and Information Professionals, and faculty members participated in the event. The Chief Guest of the event was ADM Hanumangath, Dr. Dinesh Rai Sapela while the Guest of Honour was Jail Superintendent, Hanumangarh, Shri Narendra Kumar Swami. The event was graced by dignitaries of S K D University, Hanumangrah, Chairperson, Dr. Dinesh Juneja, Vice Chancellor, Prof. Ratan Lal Godara, Registrar, Dr. C M Rajoria, Dean Academic and Students Welfare, Dr. Sanjay Mishra and Executive Director, Research and Development, Dr. Shashi Marolia, Patron, Rajasthan Technical Library Association and Dean, Department of Library and Information Science and Convener of the event, Prof Rajkumar Bhakar, President, Rajasthan Technical Library Association and Organizing Secretary.

In his Inaugural Speech, Professor Ratanlal Godara emphasized the title of the conference and its relevance in the present context of the Information and Communication Technology era. He also defined the five fundamentals of life finance, friends and family, status, good deeds, and best education which are the vision of S K D University. Chancellor, Mr. Dinesh Juneja revealed the journey of SKD University from its establishment and imparting education to girls and boys of Hanumangarh district and nearby areas. The Convener of the conference and Patron of the Rajasthan Technical Library Association, Dr Rajkumar Bhakar discussed the role of the development of library and information professionals in changing dimension of information services in the present digital age. He also briefed about the vision and mission of RTLA.

Conference Director, Prof D V Singh, former University Librarian, University of Delhi welcomed the gathering and highlighted the objectives of the Conference. He said that nearly 50 research papers are being presented in four scheduled sessions in the conference and about 300 participants were physically present at the venue of the conference. In addition to this, an online session was planned for distance scholars to present their research articles. He also highlighted the relevance of the conference for research scholars of various domains of knowledge, viz. humanities engineering social science medical management, in the present context. He also urged to delegates take benefit of this national level conference.

The Executive Director, Research and Development of S K D University, Dr. Shashi Maroliya discussed the research process at S K D University she also talked about enrollment in research degrees. She motivated scholars for Library searches instead of Google searches. The session concluded with a Vote of Thanks presented by Organizing Secretary, Mr. Qumar Abbas.

After the Inauguration, the technical session was chaired by Dr. Anita Jain, Librarian, JECRC Jaipur, Co-chaired by Dr. Vinay Singh Kashyap, University's College Librarian, SKNA University, Jobner and rapporteur was Dr. Vinita Chauhan, University College Librarian, SKNA University, Jobner.

There were four invited talks presented in the session. Dr. Narendra Chauhan, Associate Professor, Guru Jambheshwar University of Technology and Science, Hisar spoke on 'Open Source Resources and Plagiarism and its Issues'. He listed several open sources available on the internet. He also discussed plagiarism detection tools and their challenges and issues. The next invited talk was presented by Dr. Vinay Singh Kashyap. Dr. Singh talked about citation ethics and plagiarism and focused on the basic difference between similarity and plagiarism, how to cite work in text, and why it is required. Dr. Singh said that there shall be no need to check similarity if every research scholar or author follows a code of conduct in the research. Dr. Singh also discussed the tools and techniques viz. Zotero, Mendeley, Grammerly, Cirw me, Ref me, Endnote, Latex, Turnitin, and Drill bit for research writing and checking similarity. Further, another talk was presented by Mr. Umesh Sharma on how

to select a research topic/question. He discussed how librarians can help scholars in Library search. The last talk of the session was given by Prof R P Singh, Govt. College for Women, Narnaul, Haryana on 'Research in English Literature'. He discussed various examples of the trends in ancient research and current research.

The first session was consistent with six research papers by scholars on various topics as artificial intelligence-based library services a sustainable approach to the academic library by Ms Neelam Nautiyal and Dr Vinay Singh Kashyap, marketing of library services, resources and overview by Dr. Roshan Lal, open access publishing and academic libraries and overview of the current scenario in Rajasthan by Sobhagyawati Gupta and Dr. Sunil Sharma, the digital revolution a close look at innovation in library services by Dr. Anamika Mathur and Dr. Shraddha Kalla. Unlocking the power of knowledge repositories impact of institutional ranking and accredits process carried out by Dr. Seema Sharma and Mr. Qmar Abbas and Current and Future Challenges Research Trends by Dr. Ruchi Sharma. The session was concluded with a vote of thanks.

Dr. Roshan Chaudhary chaired the next session and it was co-chaired by Mr. Umesh Sharma and the Rapporteur was Ms. Sobhagyavati Gupta, Sr. Assistant Librarian, Central University of Rajasthan. In the session, seven technical papers on important topics were presented by the subject experts, namely mapping of research productivity of the North East Regional Institute of Education, NCERT: A Bibliometric Analysis by Ms Pooja Jain from NCERT, New Delhi and Dr. Meera, Study of the Use of E-resources by faculty members of SBN PG College, Jaipur by Ms. Heeramani Dadhich and Manju Jopat, Mr Qumar Abbas on Practice of Quality Research Paper: Some Steps and Guidelines. Further, Ms. Omvati Sharma, Research Scholar of SKDU presented a paper on 'Navigating the Digital Landscape: A Comparative Analysis of Traditional and Electronic Reading Practices in Engineering Education'. Ms. Triveni Sharma, Research Scholar of SKDU with Dr Bhakar and Dr Bhoop Singh presented his paper on a bird eye's view of Electronic Resources of India and Mr. Om Prakash Vaishnav, Research Scholar, SKDU presented his paper on important Obstacles during Research for the Beginners. The last paper of the session was presented by Mr. Manish Sharma, Librarian,

Govt. Medical College, Patiala on the advantage of being the ABC identification system in higher education. The session was concluded with a Vote of Thanks.

Mr. Om Prakash Vaishnav, College Librarian, Ajmer chaired another Session and it was co-chaired by Dr. Shraddha Kalla, Librarian, IIHMR, University Jaipur and the rapporteur was Dr. D R Bhincher, Librarian, SKIT Jaipur.

The first technical paper of the session was presented on 'Information Communication Services in Library Access to Children with Special Needs' by Sangeeta Panwar and Dr Rajkumar Bhakar. next paper was presented by Ms. Kailash Kanwar research scholar SKD University on 'Sustainable Development Goals'. Ms. Sushma Goswami Assistant Librarian, SKD University presented on 'Importance of Library Networks in India'. In the session, the first special talk was delivered by Dr. Bhoop Singh, Librarian, Bhartiya Skill Development University Jaipur on the topic of 'Artificial Intelligence Tools for Research Scholars'. He discussed the various Research Assistant tools like Bibliographic Tools, Journal Finder tools, Literature mapping tools, Reference management tools, Anti Plagiarism Tools, and Research Visibility tools. The second talk was delivered by Dr. Vinita Chauhan Assistant Librarian, Shri Karan Narendra Agriculture University on the 'Challenges of Early Career Researchers'. She highlighted the do's and don'ts in Research.

Dr. Mukesh Pathak, Deputy Librarian, School of Planning and Architecture Bhopal delivered on 'Research Data Citation and Management'. He briefed about raw data and its reuse and data management of data sets in research. Further, the invited talk was presented by Shobhagyawati Gupta, Senior Assistant Librarian, Central University of Rajasthan on 'Research Support Services by University Library and LIS Professionals'.

The next session was an online session. The paper presenters were Prof. Manak Chand Soni, Dean, Faculty of Commerce and Management, SKDU, Ms. Madhubala, Dr Bharti Taldar, Ms. Neha Bhadoo, and Ms Jyoti Mishra from different research domains.

In the Valedictory Session, Dr. Arun Kumar, Vice Chancellor, Swami Keshwanand Agriculture University, Bikaner said that research plays a significant role in accreditations as well as the competitiveness of the university, which ultimately

enables it to attract top talent in terms of both students and faculty. After the New Education Policy, multidisciplinary research can solve many of the major challenges effective research has faced in the decade. This cooperative and coordinated research requires the unified effort of experts from different disciplines, he further said. Prof Kumar also clarion calls to Librarian that Libraries can also lift their institutions to a higher plane of multidisciplinary collaboration by levering their place in higher education to become the hub of multidisciplinary activity, where librarians foster innovative models of teaching, learning, research, conversation, reflection, and engagement.

Dr. Sanjay Mishra, Dean of Student's Welfare proposed the Vote of Thanks and wished everyone a great time ahead. He assured the participants to continue organising such academic gatherings and talks in the future on different topics of high importance in Research and Development. Ms. Sangeeta Panwar and Dr. Lalita Tyagi moderated the stage during the event.

India Strategy Conference-2024

A four-day India Strategy Conference on **'**Strategies for a Digital and Inclusive Future*'* is being organised by the Indian Institute of Management, Ahmedabad from December 15-18, 2024. The researchers, educators, and managers may participate in the event to discuss the various issues.

Over the past decade or so, the integration of Artificial Intelligence (AI), particularly Machine Learning (ML) and data-driven techniques, with decision-making, has been highly influential in the way organizations are strategizing for the future. This has led to firms re-imagining their decision-making processes, customer interfaces, and even business models. AI has profoundly influenced the reshaping of organizational dynamics. It has permeated operational frameworks and strategic formulations within businesses across the world. AI, as a concept, denotes a network of computer systems endowed with the capacity to comprehend a complex environment and make choices encompassing information from a diverse set of data forms such as numerical data, speech, text, and images. AI systems also exhibit a learning capability, drawing insights from historical patterns, and executing actions to optimize the realization of predefined objectives. The application of AI technologies has, in turn, undergone a transformative impact on the decision-

making processes of organizations. The Tracks of the Event are:

Track 1 : Strategizing in an AI-dominated World

Track 2: Environment, Society and Governance (ESG) and Non-Market Strategy.

Track 3: Internationalization and Global Strategy.

Track 4: Technology, Innovation and Digital Transformation.

Track 5 : Family Business and Entrepreneurship.

Track 6 : Leadership and Human Capital.

For further details, contact the Conference Secretariat, Organising Secretary, Indian Institute of Management Ahmedabad, Gujarat- 380007, E-mail: *isc2024@iima.ac.in* and *secretariat@indiastrategy. org.* For updates, log on to: *www.iima.ac.in/events/*

Short-term Training Programme on Introduction to Geodesy and Its Significance

A five-day Short-term Training Programme on 'Introduction to Geodesy and Its Significance in RS and GIS Applications' is being organized by the Civil Engineering Department, Maulana Azad National Institute of Technology Bhopal, Madhya Pradesh from June 10-14, 2024.

Maps are required for the activities of different walks of life and these have an important role in the development and planning process. Geodesy is the science dealing with the measurements on the earth, and Surveying Technology is a branch of it. In the present scenario, satellite-based data from Remote Sensing (RS) technology and Global Navigation/ Positioning Satellite Systems (GNSS/GPS) are preferred due to their reliability, accuracy, and temporal coverage. Also, various types of maps are stored and analyzed in digital form on computers by using Geographic Information System (GIS**)**. Because of the above three geospatial technologies namely, RS, GIS, and GNSS/GPS, the Surveying technology has got a new name; Geoinformatics or Geomatics Engineering.

Nowadays, the use of satellite-based mapping data in the GIS environment is very much in use for various applications like planning and execution of engineering projects, natural and manmade disaster mitigation, national security, etc. To achieve the full potential of presently available high-resolution RS data and geodetic level accuracy positioning from

GNSS, **the** proper understanding of the fundamentals of Geodesy is essential. This is because, knowledge of Geoid, Earth shape modeling, Global and Local datums, map projection, coordinate systems and related terminology and recent developments, is very much critical in the use of satellite-based mapping data. The main Contents of the Event are:

- Basic Concepts of Geodesy.

- Current National and Global Scenario in the Area of Geodesy Research and Opportunities.

- Overview of National Geospatial Data Policy.

- Earth Shape Modeling Using Geoid and Ellipsoid Models.

- Global and Local Datums and Coordinate Systems.

- Map Projection and its Types.

- GNSS Principle, Components, Instrumentation and Data Collection Methods.

- DGPS Survey and CORS Data Processing.

- GNSS/GPS Survey Field Data Collection.

- Open-source Data Resources, Software and Techniques in Geodesy Computations.

- Important Aspects of Geodesy for the Use of RS and GIS Data in Different Applications.

For further details, contact Coordinator, Dr. S K Katiyar, Professor, Civil Engineering Department, Maulana Azad National Institute of Technology Bhopal, Madhya Pradesh-462003, Mobile No: 09827200561, 08769703064, E-mail: *pircg4manit@gmail.com,* or *katiyarsk@manit.ac.in.* For updates, log on to : *www.manit.ac.in.*

AIU News

Faculty Development Programme on Research Methodology and Publication Ethics

A five-day Faculty Development Programme on 'Research Methodology and Publication Ethics' was organised by the Association of Indian Universities (AIU)—Academic and Administrative Development Centre (AADC), Integral University, Lucknow from April 22-26, 2024 through online mode. Around 206 faculty members and research scholars participated in the event. The primary objective of the programme was to enrich the knowledge of faculty members and research scholars regarding the principles and practices of conducting systematic research.

The Inaugural Session started with a Welcome Address by Mr Zishan Raza Khan, Dy. Director HRDC and Nodal Officer (AADC), Integral University. Dr Amarendra Pani, Joint Director and Director, (I/c), Research Division, AIU highlighted the importance of the research for faculty members and research scholars. Prof. Javed Musarrat, Vice Chancellor, Integral University graced the occasion with his presence and shared his valuable insights on the topic with the audience, and he motivated the participants to active participation. Prof. Sanober Mir**,** Head of the Department of Bio-Engineering, the collaborating department of the event, encouraged the participants to excel in research as it plays a pivotal role in the academic journey. The inaugural session

was concluded with blessings of the Vice Chancellor of Integral University, Prof. Javed Musarrat and Dr Pankaj Mittal, Secretary General, Association of Indian Universities, New Delhi.

The programme commenced with an informative session by Prof. U C Vashishth, Former Head, Faculty of Education, University of Lucknow who introduced participants to the basics of research through lively debates and thought-provoking exercises, participants learned the value of research in expanding knowledge and resolving pressing issues. Participants refined their ability to identify research questions that are specific, measurable, achievable, relevant, and time-bound (SMART) through facilitated activities and brainstorming sessions by Dr Smriti Sharma, Associate Professor, Department of Elementary Education, Lady Shri Ram College for Women, University of Delhi in the second session. Followed by the third session of Prof Adeel Maqbool**,** Vice Dean, Faculty of Commerce & Management, Integral University on Research Design gave participants an overview of the fundamental ideas and procedures related to creating research projects. Participants acquired knowledge about creating successful research designs that are suited to their research questions and objectives through interactive sessions and hands-on activities.

Dr Divya Panjwani Rajkumar, Assistant Professor, Department of Education, Integral University delivered a talk on Bibliometric Study and provided participants with hands-on experience in utilizing bibliometric tools to analyze scholarly publications and trends. The next session was taken up by Prof. Masood Siddiqui, Professor and Head, Department of Statistics, University of Lucknow, Lucknow who helped the participants to develop a solid understanding of research study design and the practical skills necessary to choose suitable sampling procedures.

Prof. Alpana Srivastava, Professor of Operations Management, Amity Business School, Amity University, Lucknow started the session with the Factor Analysis. Her session on the tool construction process gave participants knowledge about how to build measuring instruments. Participants had practical experience in developing and validating tools through hands-on sessions, including CFA to check underlying factor structures in data and EFA for exploration. Another session was conducted by Prof. Sanober Mir, Professor, and Head, Department of Biosciences, Integral University, and discussed research and publication ethics covering guidelines, policies, and best practices for responsible conduct of research and publication.

Mr. Nitin Ghoshal, Consultant, Elsevier shared his expertise on how to format and organize academic manuscripts. Participants gained knowledge about citation styles, writing styles, article components, and submission procedures through interactive sessions, preparing them to effectively communicate and disseminate research findings followed by a session by Prof. Venkatesh Dutta, Department of Environmental Science, School of Earth and Environmental Sciences (SEES), BBAU, Lucknow. The session focused on the significance of indexing, impact factor, citation, and referencing in scholarly communication, emphasizing their role in evaluating research impact and credibility. Further, the next session was taken up by Prof. Syed Shahid Mazhar, Head, Department of Business Management, Integral University. The main objectives of the session were to improve participants' comprehension of publication methods, raise research visibility, and provide advice on ways to publish in esteemed journals such as WoS, SCI, and Scopus.

During his session, Prof. Anuj Kumar demonstrated how AI tools can be used to improve writing efficiency, literature reviews, data analysis, and manuscript preparation procedures. Prof Kumar also explained the use of AI tools in research writing and publishing. The session was followed by a demonstration session by research scholars on research papers, articles, thesis, and synopsis presentation, 12 scholars presented their thesis and synopsis.

The Valedictory Session started with a conclusive remark by Mr. Zishan Raza Khan, Dy Director HRDC and Nodal Officer of the event who extended his heartfelt appreciation to all expert speakers and participants. He also acknowledged the intellectual contributions and priceless insights given by the speakers which fueled the flow of knowledge and enhanced the conversations among participants.

Dr. Divya Panjwani, Assistant Professor, Department of Education, Integral University who moderated all the sessions of the programme, proposed the vote of thanks to the esteemed speakers for sharing their expertise and insights, guiding participants through the intricacies of academic research and publication. She also expressed her deep appreciation to all the participants for their enthusiasm, engaging discussions, and commitment to advancing knowledge. Dr. Panjwani specially thanked the Founder and Chancellor of Integral University, Prof Syed Waseem Akhtar, Pro-Chancellor, Dr Syed Nadeem Akhtar, Vice Chancellor, Prof Javed Musarrat and Prof. Syed Aqeel Ahmad, Director, Human Resource Development Centre (HRDC) for their generous support.

The Valedictory Session was attended by Prof. Sanober Mir, Head, Department of Biosciences, and Convener of the programme, who expressed her gratitude to all speakers and appreciated the hard work and team effort of the Organizing Committee. The co-conveners of the session were Dr Divya Panjwani, Assistant Professor, Department of Education and Dr Nazia Akhlaq, Assistant Professor, Department of Business Management, Integral University, Lucknow.

Faculty Development Programme on Technological Advancements

A nine-day Short-term Capacity Building Programme on 'Technological Advancement in Higher Education System' was organized by the

Association of Indian Universities—Academic and Administrative Development Centre, Chitkara University, Solan, Himachal Pradesh from December 11-19, 2023. The participants represented various academic institutions and contributed diverse experiences and expertise to the discussion on technological advancements in the higher education system.

Spearheaded by distinguished mentors including Dr. Ashok K Chitkara, Chancellor, Chitkara University, and Dr. Madhu Chitkara, Pro-Chancellor, alongside key figures like Dr. Rajnish Sharma, Vice Chancellor, Central University of Himachal Pradesh and Dr. Meenu Khurana, Pro-Vice Chancellor, Central University of Himachal Pradesh, the event aimed at enhancing capacities within the higher education system through cutting-edge technological insights.

Other dignitaries present were Dr. Pankaj Mittal, Secretary General, AIU, New Delhi, Dr. Amarendra Pani, Joint Director and Director (I/c), Research Division, AIU, and Coordinator, Dr Usha Rai Negi, Former Assistant Director, Research Division, AIU and currently, Consultant, Research Division, AIU. The event saw active participation from the organizing team led by Dr. Abhishek as the Nodal Officer, Dr. Pradeepta Sarangi as the Programme Coordinator, Dr. Vijay Kumar Sinha as the Coordinator, and Dr. Kapil Sharma as the Assistant Coordinator from the host university, all contributing to the success of the endeavor. This collaborative effort underscores the commitment of academic institutions towards embracing technological innovations to advance higher education paradigms, reflecting a shared vision for a dynamic and progressive learning environment.

During the Inaugural Session, Dr. Meenu Khurana, Pro-Vice Chancellor of Chitkara University welcomed the participants and emphasized the significance of embracing technological innovations in education. Dr. Rajnish Sharma, Vice Chancellor elaborated on the implications of the National Education Policy and underscored the need for leveraging advanced technological tools for effective teaching and administration. The session concluded with a Vote of Thanks to the participants.

Dr. Manu Sood, Himachal Pradesh University, Shimla discussed the National Education Policy and Technological Advancements in Education in the morning while Mr. Samar Mahapatra, Principal Consultant at HR India Consultancy explored Intelligent Tutoring Systems in the afternoon session. Dr. Pankaj Bhambri, GNE, Ludhiana threw light on 'Smart University and ICT Platforms' while Mr. Mukesh Rohra, IT Architect discussed the University ERP System.

Dr. Bhanu Sharma, Chitkara University, Punjab delved into Game Design in Education while Dr. Amanpreet Kaur, Chitkara University discussed Recent Advancements in Game Design.

Dr. Shruti, Thapar University addressed Plagiarism and Ethical Practices in Education & Research in the morning session and in the afternoon, Dr. Bhanu Sharma revisited the discourse with Metaverse Applications in Education.

Further, Ms. Sheetal Mavi, Bharati College, University of Delhi shared insights on 'Educational Research and AI' followed by Dr. Amanpreet Kaur exploring 'Augmented Reality in Education'.

Mr. Jayanta Jha, Presight.ai, Abu Dhabi discussed 'Transforming Education in Developing Countries and Underserved Communities'. Dr. S N Panda, Chitkara University addressed 'IPR and Patents'. Dr. A J Singh, Himachal Pradesh University, Shimla introduced AI in Education while Dr. Manish Mahajan, Military College of Telecommunication Engineering, Mhow discussed Online Platforms in Education.

On the concluding day, Dr. Vijay Kumar Sinha, Chitkara University, Himachal Pradesh contemplated the Future of the Indian Education System, while Mr. Gulshan Matta, Chitkara University deliberated on ICT Policies for the Education System.

During the Valedictory Session, Dr. Meenu Khurana, Pro-Vice Chancellor, Chitkara University, addressed the participants, expressing gratitude to all participants, organizers, resource persons, and AIU authorities for their contributions to the success of the event. Dr. Pradeepta Sarangi, Programme Coordinator proposed the Vote of Thanks. ❑

Creative Commons: A Cure for Today's Creators

Apeksha Shrivastava*

This article is about an initiative introduced by the Creative Commons(CC) organization called Creative Commons licensing tools. Here, we'll talk about how various licensing solutions by CC can assist in mitigating copyright concerns in the expanding IT world. And examine several copyright concepts and issues that intellectual property owners deal with. This article will go into great depth on how CC licensing tools operate and how various authors may utilize them to suit their requirements. Additionally, it helps them understand the distinctions between copyrighted, creative commons, and free-access content. This essay will be a tremendous benefit to the current generation of writers, artists, and creators since it will teach them how to reinvent their work via intellectual cooperation and coordination.

This is an era where technology is beyond what a human could ever imagine. There was a time when people looked for information in books and traveled across the nation in quest of a single piece of information. Web 1.0 was the beginning of the internet generation, where users could only see or read material; Web 2.0 introduced social media; and now, web 3.0 and 4.0 are on the horizon, where artificial intelligence will take over human thought processes and are presently in progress. With the help of this technology, we can now access the information and resources of the whole globe at our fingertips. This technology is extremely sophisticated and is capable of making breakthroughs that are unimaginable. Therefore, we currently have access to this wide-open area of information technology where we may watch, read, share, receive, and investigate. Additionally, users may edit, remix, and produce mushups using the material in many formats, including as text, photographs, videos, music, etc.

On the one hand, this technological growth provides us with the chance to explore, to be inspired, to invent, and create. The same technology, on the other side, encourages plagiarism and copyright infringement. A non-profit organization called Creative Common developed several licensing solutions to address these issues, giving owners, writers, producers, and users the ability to protect their work from all of these circumstances in accordance with copyright incorporation. This article contains the numerous scenarios that authors and other creators face, as well as how common creative licenses might be useful in those circumstances.

Copyright "All Rights Reserved"

Copyright is the owner's or creator's right to an original piece of work, which may be anything such as text, images, designs, audio, video, music, or any other type of creative output. When a work is marked with the term "all rights reserved," it means that only the owner has the authority to modify, publish, and reproduce the work. No one else may use your work without your consent. Intellectual property owned by individuals is legally protected under copyright

CC0 & No Rights Reserved

The term "no rights reserved" designates material that is open to commercial use, replication, and distribution. The creator here does not claim any ownership of their work and makes it available for public viewing.

There is an initiative from Creative Commons called CC0 for writers and creators who wish the public to utilize their copyrighted work and they are required to forfeit all of their rights to that work. They are required to forfeit all of their rights to that work. There is a condition here that creators are thus prohibited from using copyright or other related legal actions to punish others who utilize their work. As a result there is no turning back after CC0 has been applied to your work, and after CC0, you are no longer able to claim ownership of that work.

Difference between CC0 and Public Domain

There is no legal procedure that can be used to the work that is already in the public domain, whether

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it is well-known or not. where cc0 is designated for copyright owners and there is legal operation can be applied where cc0 is designated for copyright owners.

Creative Commons © & "Some Rights Reserved"

The phrase some rights reserved refers to a middle ground between all rights reserved and no rights reserved. Here in this case users are not required to possess or relinquish all of their rights.

As we are all aware every single piece of work expanding and taking new shapes every day and all these works are accessible worldwide. Therefore, it is simple to use or adapt someone else's work here without giving them credit. Sometimes individuals overlook or are unaware of the significance of acknowledging someone after using their work. It is against the law and occurs daily on social media as well as in every academic discipline in the arts and sciences.

On the other hand, it allows young people the opportunity to try new things, be inspired by the work of others, and create, develop, or transform things into new forms by merging their own ideas and creative fusions. That's how they will learn to see things in their own way, to generate new thoughts, and to develop their own perception. In certain circumstances, when the copyright time has expired, the work automatically enters the public domain, which some authors do not agree with and wish to safeguard their work after the copyright period has expired.

There are also some creators who want to see their work used or improved and who are willing to assist, as well as who support and foster innovation and fusion in their work. people that like seeing several iterations and forms of their work, share the same passion, and desire to work together. All these concerns can be resolved by Creative common licenses These licenses benefit everyone from an individuals to a huge company and organization on a worldwide scale. Creative Commons assists everyone in avoiding legal ramifications due to copyright. So these are basically four main licenses, and the combination of these four yields six licenses. and these various licensing combinations can be employed in accordance with the user's requirements.

Core Licenses

Core Licenses are presented in Table-1.

Table-1 Core Licenses

BY (Attribution)		**Must give credit**
SA (Share-alike)		**The same licensing terms must be applied.**
NC (Non commercial)		**Commercial usage is not permitted**
ND (Non derivative)		**Can not modify**

Combination of License

CC BY- Under this license, the user may remix, alter, reproduce, and distribute the work, as well as use it commercially. However, under this license, you must offer full acknowledgement to the creator of the original work which is obligatory for everyone.

CC-BY-SA - This license is made up of two parts: Creative Commons Attribution and Share Alike. First, BY often known as attribution, requires you to give credit to the original work, and second, share alike requires you to acknowledge any changes you make, and you cannot establish your own license Hence you must use the same one as the original creator.

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distribute, and replicate the work in many formats, but you must give credit to the original work and cannot make any commercial gain out of it.

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Contentment with Creative Commons

Every owner of intellectual property should reconsider using Creative Commons licensing on their work. As we know the Creative Commons license is revocable, one can cease using it but cannot control the work that is already available on the internet. Many creators may experience agony when they see their work used by someone else. As a result, making users feel entirely comfortable seeing their work utilized by others is a top concern for Creative Commons. Since it is a significant decision for authors, producers, and artists to decide whether they are confident and comfortable using Creative Commons licensing for their work.

Conclusion

We explored many situations and conditions for authors, artists, and creators facing copyright difficulties in the rapidly advancing technology of the 21st century. By keeping all these possibilities in mind, Creative Commons introduced these initiatives to promote innovative thinking among authors, artist, and other creators through intellectual cooperation.

These CC licensing guidelines allow them to express their creativity while preventing copyright theft. Their various licensing agreements are strict and adhere to each creator's strategy for preventing plagiarism and copyright violations. These creators and intellectual property owners are essential to the success of Creative Commons' initiative. The entire creative commons philosophy is designed to help them, so they may freely cooperate on their ideas without running into copyright issues.

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THESES OF THE MONTH

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

Commerce

1. Divya. **Role of Rajasthan Government in cotton industries: Special reference to Sri Ganganagar District**. (Dr. Anupriya Jain), Faculty of Commerce and Management, Tantia University, Sri Ganganagar.

2. Dhingra, Joy. **A critical study of the current status and prospects of health insurance business in India: With special reference to Sriganganagar District**. (Dr. Vinay Kumar), Department of Commerce, Tantia University, Sri Ganganagar.

3. Garg, Richu. **Human resource information system in IT sector with special reference to selected IT companies in Rajasthan**. (Dr. Neha Sharma), Department of Commerce, IIS University, Jaipur.

4. Loona, Shefali. **Development and possibilities of tourism in Jodhpur Division**. (Dr. Harleen Kaur), Faculty of Commerce and Management, Tantia University, Sri Ganganagar.

5. Nishi. **Challenges and future prospects for tourism industry in Punjab.** (Dr. Jaspreet Singh), Faculty of Commerce and Management, Tantia University, Sri Ganganagar.

6. Rukaiya. **Marketing management in the stone handicraft industry: An analytical study in the context of East-West Rajasthan**. (Dr. Harleen Kaur), Faculty of Commerce and Management, Tantia University, Sri Ganganagar.

7. Shah, Bhumit Anishkumar. **A study on measuring the perception for selected health care services provided by Primary Health Care Centers (PHCs) in selected villages of the Vadodara District**. (Dr. Madhusudan Navnitlal Pandya), Department of Commerce & Business Management, M S University of Baroda, Vadodara.

8. Shilpa Rani. **An analysis of priority sector lending by Indian commercial banks: A Study of Haryana**. (Dr. Neelam Dhanda), Department of Commerce, Kurukshetra University, Kurukshetra.

9. Singh, Sarita Kumari. **Navigating the impact of digital transformation through artificial intel-ligence on employee and customer engagement: An empirical study**. (Dr. Jayanta Kumar Parida and Dr. Sasmita Rani Samanta), Department of Commerce & Business Management, Kalinga Institute of Industrial Technology, Bhubaneswar.

10. Wayyer, Manish. **Challenges and Prospects of Tourism Industry in Rajasthan with Special Reference to Bikaner Division.**. (Dr. Jaspreet Singh), Faculty of Commerce and Management, Tantia University, Sri Ganganagar.

Economics

1. Modi, Poojaben Hargovindlal. **Economic study of families cultivating horticultural crops in Gujarat: With reference to Valsad, Navsari, Mehsana District of the State**. (Dr. Manjulabahen Dabhi), Department of Economics, Gujarat Vidyapith, Ahmedabad.

Education

1. Ashok Kumar. **Madhyamik istar ke arthshastre shikshan ke nimit agrim vyavasthapak pratimaan evam pricha prashikshan pratiman par adharit anudeshan samagri ka nirmaan evam uski prabhavsheelta ka adhyayan**. (Dr. Kalindi Lal Chandani), Department of Education, Bhagwant University, Ajmer.

2. Bendha, Neelam. **A study of teacher effectiveness and communication skills among teachers of upper primary schools of Rajasthan**. (Dr. Yashoda Chauhan), Faculty of Education, Tantia University, Sri Ganganagar.

3. Bissa, Rashmi. **A study of relatedness of self-actualization with spiritual intelligence & secular attitudes among degree college goers**. (Dr. Sangeeta Agarwal), Faculty of Education, Tantia University, Sri Ganganagar.

4. Bugalia, Mukesh. **To prepare educational guidance program for the culturally backward students at the primary level**. (Dr. Yashoda Chauhan), Faculty of Education, Tantia University, Sri Ganganagar.

5. Choudary, Gulab. **Digital kaksha dwara pradat shiksha ke prati madhyamik istar ke**

shikshakoan evam vidhyarthiyaon kee abhvrati ka vishleshnatamak adhyayan. (Dr. R K S Arora), Department of Education, Bhagwant University, Ajmer.

6. Dinesh Singh. **Prarambhik shiksha ke vidhyalayoan mein shikshan dakshta, adhyapak muloan evam shaikshik vatavaran ka adhyayan**. (Dr. R K S Arora), Department of Education, Bhagwant University, Ajmer.

7. Geeta. **Uchh madhyamik istar par shikshanrat aarakshit evam samanye varg ke shikshakaon kee vyavsayik santushti evam shikshan pratibadhta kaa tunatamak adhyayan**. (Dr. Sarita Sharma), Department of Education, IASE Deemed University, Sardarshahr.

8. Goyal, Abhishek. **A study of life value based teaching at primary level through Rajasthani folk songs**. (Dr. Rajender Kumar), Faculty of Education, Tantia University, Sri Ganganagar.

9. Gupta, Vivek Kumar. **J. Krishnamurthy and Giju Bhai Badheka ke shaikshik vicharoan ka adhunik paripekshey mein mulyankan**. (Dr. R K S Arora), Department of Education, Bhagwant University, Ajmer.

10. Harjinder Kaur. **Comparative Study of Educational Philosophy of Dr Bheem Rao Ambedkar and Jyotiba Phule**. (Dr. Suman Rani), Faculty of Education, Tantia University, Sri Ganganagar.

11. Jagdeep Singh. **A study of the relation of their cognitive style to the self-confidence and study involvement of the students of higher secondary level**. (Dr. Kiran Gill), Faculty of Education, Tantia University, Sri Ganganagar.

12. Kumari Kailash. **A comparative study of the adjustment and intelligence of the government & private colleges students of Ajmer District**. (Dr. Gunjan Sharma), Faculty of Education, Tantia University, Sri Ganganagar.

13. Kusum. **A comparative study of personality and morality of the students of government and private senior secondary school**. (Dr. Raman Sidana), Faculty of Education, Tantia University, Sri Ganganagar.

14. Malkiya, Maheshkumar Bhimabhai. **Construction and effectiveness of computer based teaching materials of Hindi for standard eight**. (Dr. Ashokbhai Parmar), Department of Education, Gujarat Vidyapith, Ahmedabad.

15. Manju. **Study of women empowerment in the context of their decision making ability and professional maturity**. (Dr. Govind Soni), Faculty of Education, Tantia University, Sri Ganganagar.

16. Nisha Rani. **A study of psycho-social condition effect on memory level of students**. (Dr. Suman Rani), Faculty of Education, Tantia University, Sri Ganganagar.

17. Pandey, Mahip Kumar. **Dr. Radhakrishnan evam Mahatma Gandhi ke shiksha darshan ka tulnatamak adhyayan evam vartman sandarbh mein inki prasangikta**. (Dr. R K S Arora), Department of Education, Bhagwant University, Ajmer.

18. Rangpara, Harsukhbhai Karsanbhai. **Expected language skills and effectiveness of its development programme in the field of elementary in Hindi**. (Dr. Laljibhai Patel), Department of Education, Gujarat Vidyapith, Ahmedabad.

19. Sharma, Akhand. **A study of personality traits and its effects on leisure activities and happiness: A mediating role of leisure satisfaction: With special emphasis on adolescents of SAARC countries**. (Dr. Chandrakanta Jain), Department of Education, Dr Harisingh Gour Vishwavidyalaya, Sagar.

20. Sharma, Parul. **A study of teaching efficiency and professional development in relation to attitude towards information technology among higher secondary school teachers**. (Dr. Gunjan Sharma), Faculty of Education, Tantia University, Sri Ganganagar.

21. Sharma, Preeti. **A comparative study of the personality, self-confidence and decision making ability of the private schools & private colleges teachers of Hanumangarh District**. (Dr. Gunjan Sharma), Faculty of Education, Tantia University, Sri Ganganagar.

22. Sumit Kumari. **A Study of Educational Thoughts of Great Indian personalities Mahatma Gandhi and Shankar Dayal Sharma and their relevance in education**. (Dr. Preeti Grover), Faculty of Education, Tantia University, Sri Ganganagar.

Journalism & Mass Communication

1. Das, Satyabrata Bhanjakishore. **Transforming rural India through digital media: Special reference to Raipur District**. (Dr. Vinodkumar Pandey), Department of Journalism & Mass Communication, Gujarat Vidyapith, Ahmedabad.

2. Shastri, Parth Shailendrabhai. **Media representation of disability issues in context of the rights of Persons with Disabilities (PwD) Act, 2016: A study based in Gujarat**. (Dr. Niti Chopra), Department of Journalism & Mass Communication, M S University of Baroda, Vadodara.

Law

1. Anitha, G S. **The impact of matrimonial disputes on children: A socio legal study with special reference to Thiruvananthapuram District, State of Kerala**. (Dr. Sanjaya Choudhury and Dr. Binu N), Department of Law, Bhagwant University, Ajmer.

2. Kanchan Bala. **Law and judicial exposition towards access to justice for women with disability in India**. (Dr. Suneeta Bhadoo), Faculty of Law, Tantia University, Sri Ganganagar.

3. Pawar, Sapna. **Merchandise Charity: Corporate social responsibility**. (Dr. Durga Choudhary), Faculty of Law, Tantia University, Sri Ganganagar.

4. Choudhary, Sakshi. **Application of forensic science in administration of criminal justice in India: A study**. (Dr. Preety Jain), Department of Law, Kurukshetra University, Kurukshetra.

5. Dadhich, Surbhi. **The use and admissibility of electronic evidence in computer forensics for criminal investigation: An analysis in India**. (Dr. Sandeep Kaur), Faculty of Law, Tantia University, Sri Ganganagar.

6. Goyal, Namita. **Social media and constitutional mandate: An analytical study with reference to Right to Privacy**. (Dr. Suneeta Bhadoo), Faculty of Law, Tantia University, Sri Ganganagar.

7. Jain, Jatinder. **Critical analysis of violence against children: National and international perspective**. (Dr. Saurabh Garg), Faculty of Law, Tantia University, Sri Ganganagar.

8. Jakhar, Rishab. **India's Juvenile Justice System: A Critical Study and Analysis of Juvenile Convicts of Henious Offences**. (Dr. Kaptan Chand), Faculty of Law, Tantia University, Sri Ganganagar.

9. Kaushik, Pinki. **Property rights of women in India: A comparative and analytical study**. (Dr. Durga Choudhary), Faculty of Law, Tantia University, Sri Ganganagar.

10. Nair, Sandhya K. **Increase in family dispute: The impact of social media and abuse of protective legislation**. (Dr. Sanjaya Choudhury and Dr. Binu N), Department of Law, Bhagwant University, Ajmer.

11. Parveen, M Shamima. **Constitutional and human rights of migrant lobour in unoraganized sectors in India: A socio legal study**. (Dr. Sanjaya Choudhury and Dr. Binu N), Department of Law, Bhagwant University, Ajmer.

12. Rama Devi, B L. **Measures to curb violence against women in India: A socio-legal study**. (Dr. Sanjaya Choudhury and Dr. Binu N), Department of Law, Bhagwant University, Ajmer.

13. Ramamani, N. **Alternative Dispute Resolution (ADR): An attempt to achieve constitutional goals of complete justice in India: A critical analysis**. (Dr. Sanjay Choudhury and Dr. Binu N), Department of Law, Bhagwant University, Ajmer.

14. Sharma, Gunjan. **Study of legislative and judicial trends relating to reservation in India in education and private employment: An analytical and comparative study**. (Dr. Durga Chouhdary), Faculty of Law, Tantia University, Sri Ganganagar.

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Fr. Agnelo Gomes

Director

Association of Indian Universities, New Delhi

Subject: Invitation of Expression of Interest for organizing International Education Fairs and Summits.

Association of Indian Universities, apex level representative body of universities and other higher education institutions in India, invites proposals with expression of Interest (EOI) from eligible firms/ companies to organize higher education fairs and education summits on a global scale **to bring together educators, students, and industry experts** together. The main purposes of such events would be:

A. Networking Opportunities:

- These events will serve as platforms for networking, knowledge exchange, and collaboration. Participants can connect with peers, explore educational opportunities, and foster meaningful partnerships.
- By participating in these fairs and summits, educational institutions can expand their global reach and enhance their international presence.

B. Global Impact:
- AIU's vision of promoting higher education worldwide will be shared during these events. Our commitment aligns with the mission to empower students and institutions.

Eligibility:

1. The minimum annual turnover of the firm in the last 3 years should not be less than 3 Cr.
2. Past experience in the organization of such events in at least 4 different countries should be there.
3. The firms applying should be well-experienced and well-equipped to handle the multifaceted aspects involved in hosting successful educational events, such as:

   I. **Event Planning and Execution:**
   - Requirement of an experienced team in event planning and execution. From conceptualization to implementation, we require seamless coordination and attention to detail.
   - Past experience of successful organization of similar events.

   II. **Local Arrangements:**
   - **Stall Fabrication:** Specialization in creating visually appealing stalls that effectively showcase educational institutions/ Universities.
   - **Publicity and Advertisements:** The marketing professionals team should be there to design targeted campaigns to promote the events across various channels.(Social media, electronic & print media)
   - **Food and Lodging:** May have established partnerships with local hotels and catering services to provide comfortable accommodations and meals for participants.
   - **Local Transportation:** The logistics team should arrange transportation, ensuring smooth movement between venues.
   - **Engagement with Local Schools and Higher Education Institutions:** Active collaborations with local educational institutions to invite students and other stakeholders to attend and participate in the event are required.

The interested firms may send their expression of interest alongwith the details of their profile and previous expertise in organizing such events, to **Association of Indian Universities, New Delhi** on email administration@aiu.ac.in/ js_meetings@aiu.ac.in within 15 days of publication of this advertisement.

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