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CURRENT CONTENTS

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	CONTENTS		
S. N.	Name of the Journals	Vol./Issue	Page No.
1.	Action Research	22 (03)	2
2.	Antim Jan (H)	04 (54)&04 (55)	3-4
3.	Current Science	127 (08-09)	5-8
4.	Desh (B)	68 (01-02)	9-10
5.	Down to Earth	33 (12)	11-12
6.	Economic & Political Weekly	59 (43-45)	13-14
7.	Edutracks	24 (03)	15
8.	Gandhimarg	66 (05)	16
9.	India Quarterly journal of International Affairs	80 (03)	17-18
10.	Indian Journal of Gender Studies	31 (03)	19-20
11.	Jhankar (O)	76 (08)	21
12.	Katha (O)	37 (10)	22
13.	Kurukshetra	73 (01)	23
14.	Quest in Education	63 (04)	24
15.	Resonance: Journal of Science Education	29 (11)	25-26
16.	Science and Culture	90 (09-10)	27
17.	Shivira Patrika	65 (05)	28
18.	South Asia Economic journal	25 (02)	29
19.	University News	62 (44&46)	30-31
20.	Yojana	68 (11)	32
21.	Yuva Bharati	52 (04)	33
*H-Hindi, *O-Odia, *B-Bengali			

Action Research



Volume 22 Number 3 September 2024

Contents

Articles

Launching support groups for informal caregivers of people living with dementia within participatory action research Merle Varik, Marju Medar and Kai Saks	205
Consolidating strategies for innovative business models Shuhui Huang and Chun-Liang Chen	223
How long-term emancipatory programming facilitates participatory evaluation: Building a methodology of participation through research with youth in Honduras Warren Dodd, Sara Wyngaarden, Sally Humphries, Esmeralda Lobo Tosta, Veronica Zelaya Portillo and Paola Orellana	243
Visualizing loss and agency with the families of missing migrants of the Mediterranean: Design and scale in action research Odessa Gonzalez Benson, Vadim Besprozvany, Bader AlBader, Elena Godin, Antonio Siciliano and Imed Soltani	262
Co-creating organizational welfare through action-research: Insights from the case of a social cooperative Diletta Gazzaroli, Chiara Corvino and Chiara D'Angelo	284

ISSN 2278A-1633ANTIM JAN

अंतिम ज**ा**धी वर्धन

वर्ष-7, अंक: 4, संख्या-54 सितम्बर 2024

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विजय गोयल उपाध्यक्ष, गांधी स्मृति एवं दर्शन समिति

प्रधान सम्पादक

डॉ. ज्वाला प्रसाद

सम्पादक

प्रवीण दत्त शर्मा पंकज चौबे

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प्रबन्ध सहयोग शुभांगी गिरधर

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मुद्रक

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इस अंक में

धरोहर

मातृभाषा – मोहनदास करमचंद गांधी	5
भाषण	
भारतीय चिंतन का आधार – <i>श्री नरेंद्र मोदी</i> भाषा–विमर्श	11
मातृभाषा का आग्रह – <i>काका साहेब कालेलकर</i>	14
हिंदी में न्यायिक प्रक्रिया की ओर बढ़ते कदम - गीता चतुर्वेदी	17
महात्मा गांधी और हिंदी - अतुल कुमार	20
अस्मिता का नवीन विमर्श: प्रवासी हिंदी साहित्य	
- डॉ शुभंकर मिश्र	24
हिंदी भविष्य की भाषा! - अखिलेश आर्येन्दु	29
गांधीजी का हिंदी प्रेम – <i>संजीत कुमार</i>	32
साहित्य-विमर्श	
साहित्य के गांधी - डॉ लहरी राम मीणा	34
कविता	
मेरी भाषा के लोग - केदारनाथ सिंह	53
फोटो में गांधी	55
गांधी क्विज-5	56
बाल कहानी	
दफ़्तर में लंगूर – रजनी शर्मा बस्तरिया	57
गतिविधियाँ	62

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01

ISSN 2278A-1633ANTIM JAN

अंतिम ज**ा**

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इस अंक में	
धरोहर	
मोक्षदाता राम <i>- मोहनदास करमचंद गांधी</i>	5
भाषण	
जल संरक्षण को बनाएं जन आंदोलन - श्री नरेंद्र मोदी	8
संस्मरण	
भुलाये नहीं भूलती गांधी की विनम्रता – के. डी. मदान	11
विमर्श	
गांधीजी का आर्थिक दर्शन - डॉ. वर्षा दास	17
'गांधीजी की फांस में फंस कर' – <i>प्रो. मनोज कुमार</i>	21
गांधीजी का स्वराज- रामराज का पर्याय	
– राकेश शर्मा "निशीथ"	26
लेख	
महात्मा गांधी एवं रेलगाड़ी - सौरव कुमार राय	30
शिक्षा	
नई तालीम जीवन शिक्षण - <i>डॉ. प्रभाकर पुसदकर</i>	34
सामयिक	
उधार की संस्कृति <i>- पूजा खिल्लन</i>	38
स्मरण	
गांधीजी के जीवन की झलक दांडी कुटीर में - सुमन बाजपेयी	40
कविता	
माखनलाल चतुर्वेदी की कविता	43
क्रेशव शरण की कविताएँ	45
फोटो में गांधी	48
चित्रकारी	49
गांधी विवज-6	50
बाल कविता	
बद्री प्रसाद वर्मा अनजान	51
बाल कहानी	
जुलू का जोश - <i>संदीप पांडे "शिष्य"</i>	52
समझदार शिबू - हरीशचंद्र पांडे	54
किताब	
संवेदना और मूल्य के अंत:सूत्रों की तलाश - डॉ. अरुंधित	56
गतिविधियाँ	59

Founded: 1932

CURRENT SCIENCE

Volume 127 Number 8 25 October 2024

884	In this issue
	EDITORIAL
885	Digital innovations in transforming Indian agriculture Rajarshi Roy Burman
	CORRESPONDENCE
887	Research writing in the age of ChatGPT: resolving the debate Hengzhi Hu and Wanyu Wang
	NEWS
888	Current Science Reports ■ 892 Access to DESY: pioneering new horizons in Indian science, Ivy Maria, Vaishali Taneja, Poonam Yadav and Kanishka Biswas ■ 893 Learning from the past: collaborating across times for landscape management for conservation, Meghna Agarwala, P. Ramya Bala, Charuta Kulkarni, R. Sukumar, M. F. Quamar, Balasubramanian Karthick, Swati Tripathi and K. Anupama
	COMMENTARY
895	Is carbon neutrality a reality for India? Subhashree Banerjee and Yash Tayal
	RESEARCH NEWS
898	Mpox outbreak: global public health emergency for the second time in two years Muhammed Muhsin Varikkodan, Akbar Sadiq Bukhari, Mohamed Hussain Syed and Mohammad Abdulkader Akbarsha
	SCIENTIFIC CORRESPONDENCE
900	Design and performance assessment of a low-cost rain collector for stable isotope samples Yama Dixit, Jonathan A. Holmes and Anubhav Singh
	REVIEW ARTICLES
904	Ayurveda pulse monitoring and diagnostic systems: a systematic review Monika Shah, Anuja Nair, Aryan Yashu, Deep Patel, Madhav Kanakhara and Nishi Patel
916	Rooted resilience: harnessing rootstock diversity in cucurbit prosperity Yogajanma Sahoo, C. Indu Rani, R. Neelavathi, M. Kavitha, A. Subramanian and M. Sudha
	RESEARCH ARTICLES
923	Analysing the synthesis and characterization of semi-organic compound tartaric acid ammonium chloride by slow evaporation method T. L. Berlin Beno, M. Maria Lenin and R. S. Abina Shiny
931	Building resilience to floods in India: human development, income, inequality and forest cover Chandra Sekhar Bahinipati, Unmesh Patnaik and Asis Kumar Senapati
940	Ultrasonic bund detection system for header of combine harvester Davinder Singh, Ritu Dogra, Baldev Dogra, Derminder Singh and Rashmi Arora

CURRENT SCIENCE, VOL. 127, NO. 8, 25 OCTOBER 2024

882

- 950 Potentiation of entomopathogenic fungi with low doses of insecticides for managing Himalayan white grubs
 - Suman Sanjta, Pawan Kumar Mehta, Ravinder Singh Chandel and Kuldeep Singh Verma
- 957 Engineering considerations for designing processing machinery for Asparagus racemosus roots
 Ambrish Ganachari, Rekha, P. F. Mathad, Udaykumar Nidoni, Sunil Shirwal and Mallikarjun Reddy
- 963 Behavioural and electroantennographic responses of female fall armyworm moth, Spodoptera frugiperda to maize plant volatiles C. Gargi, J. S. Kennedy, P. D. Kamalajayanthi, T. D. Jayabal and M. Muthukumar
- 970 Identification and quantification of risks associated with rice-based production system: an empirical evidence from Odisha, India
 Saddam Hossen Majumder, Nivedita Deka and Biswajit Mondal

RESEARCH COMMUNICATIONS

- 979 Variation in cellulose, hemicellulose and lignin content during degradation of Saccharum officinarum L. litter Shivangi Pandey, Tirthesh K. Sharma and Sippy Dassani
- 982 Influence of climate on the distribution of slender-billed vulture Gyps tenuirostris in Arunachal Pradesh, India
 Talo Biju, Apoli Misaya and Daniel Mize

BOOK REVIEW

988 Rhododendrons of Sikkim and Darjeeling Himalaya: An Illustrated Account. Rajib Gogoi, Norbu Sherpa, Ashiho Asosii Mao, Samuel Rai and Subrata Gupta; reviewed by C. Sathish Kumar

HISTORICAL NOTES

990 A historic perspective of Bordeaux mixture: the first commercial scale fungicide T. S. Suryanarayanan



 COVER. Slender-billed vulture in Daying Ering Memorial Wildlife Sanctuary, East Siang district, Arunachal Pradesh. See page 982.

Indexed in CURRENT CONTENTS/GEOBASE/CHEMICAL ABSTRACTS/IndMED/SCOPUS/WEB OF SCIENCE

CURRENT SCIENCE, VOL. 127, NO. 8, 25 OCTOBER 2024

883

Founded: 1932

In this issue

ISSN: 0011-3891

CURRENT SCIENCE

Volume 127 Number 9

1004

10 November 2024



Anupam Singh, Anmol Negi and Riya Thakur RESEARCH ARTICLES

management techniques and policy measures

REVIEW ARTICLES

precision medicine

1029

1045 Conformational energy maps of amino acids with a side chain C^{β} atom derived from high-resolution protein structures

Narshima Arya, Tajungrenla Longkumer, Aishwarya Gandhi and Srujana Medithi

Advanced therapeutic approach in management of diabetes mellitus through

Sustainable farming in areas with stubble burning: a systematic review of

Shirur, Ch. Srinivasa Rao, Lalitha Navya Challa and Bhavana Dori

Govardhan A. Balaji, H. G. Nagendra, Vitukudi N. Balaji and Shashidhar N. Rao

CURRENT SCIENCE, VOL. 127, NO. 9, 10 NOVEMBER 2024

1002



1065 Advanced machine-learning approaches for landslide susceptibility map generation using remote sensing data and GIS

Vivek Saxena, Upasna Singh and L. K. Sinha

1076 Lifecycle GHG emissions for bioethanol production from lignocellulosic biomass: potential of jute and kenaf feedstock from an Indian perspective Arvind Kumar Singh, Laxmi Sharma, Tinku Goswami, Pratik Satya and Gouranga Kar

Spatial variability of sulphur fractions in soils of agro-climatic zone-II, Himachal Himalaya, India
Deepika Suri, Vijay Kumar Sharma, Pardeep Kumar, Praveen Kumar, Munish Sharma and

1093 Habitat suitability and distribution range modelling for slender-billed vulture Gyps tenuirostris in Arunachal Pradesh, North East India using MaxEnt Talo Biju, Abprez Thungwon Kimsing, Jacob Ngukir, Gunjan Kumar Saurav and Daniel Mize

1100 Production, trade and future prospects of tropical tuber crops P. Prakash, D. Jaganathan and Sheela Immanuel

1108 The hybrid feature incorporated dual deep learning architecture for the automatic jasmine plant disease detection and classification
P. Maragathavalli and S. Jana



- 1114 Madtsoiid (Althinophidia) snake from the intertrappean beds associated with the oldest (>66 Ma) lava pile of the Deccan Traps in India Anup Dhobale, Dhananjay M. Mohabey, Bandana Samant and Satish Sangode
- 1118 Development and evaluation of a power-operated carrot harvester-cum-detopper for hilly regions

 T. Senthilkumar, S. Syed Imran, G. Manikandan and R. Sanjay Krishnan

BOOK REVIEW

Nagender Pal Butail

1124 Quantum Capacitance in Quantized Transistors. Kamakhya Prasad Ghatak and Jayita Pal; reviewed by N. Thangadurai



◆ COVER. Wild rainbow trout (Oncorhynchus mykiss) schooling in pairs. See page 1018.

Indexed in CURRENT CONTENTS/GEOBASE/CHEMICAL ABSTRACTS/IndMED/SCOPUS/WEB OF SCIENCE

1003

मृ ि श व

সম্পাদকীয় ৭

মন্তব্য ৮

স্মরণ

রতন নওল টাটা (১৯৩৭-২০২৪) - অতনু বিশ্বাস ১৪

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ক বি তা

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> প্রচ্ছদ: অমিতাভ চন্দ্র প্রচ্ছদকাহিনির অলঙ্করণ: রৌদ্র মিত্র

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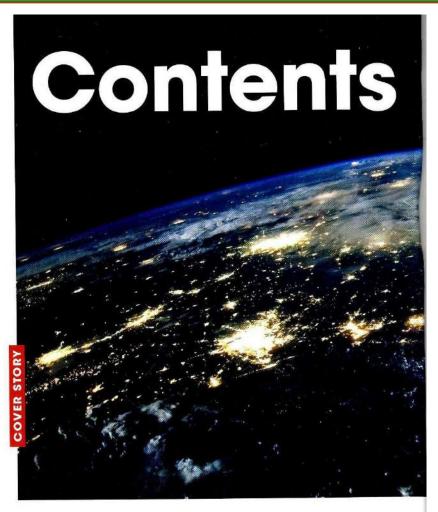
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22

Increasing use of artificial light at night a threat to human health, biodiversity

- Digest
 - A 96-year-old farmer creates a thriving forest in Maharashtra
- 14 Debate
 Farmer consultation needed while formulating GM policy
- 34 Analysis
 Western Ghats' forests see myriad impacts of climate change

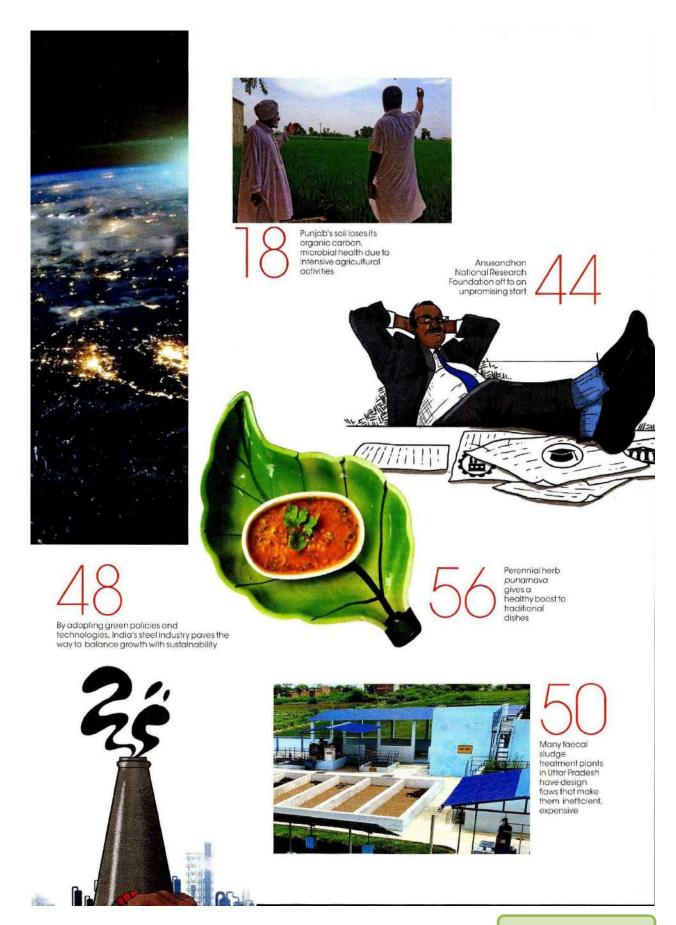


- 52 Photo essay

 Houses, roads in Bageshwar,

 Uttarakhand see cracks due to
 excessive soapstone mining
- 58 Civil Lines

 Non-farm income higher for agricultural households



OCTOBER 26, 2024 | VOL LIX NO 43

Operation AMRITH in Kerala

The Kerala drug control department adopted Operation Amrith, with a target of curtailing over-the-counter sale of antibiotics in the state. — Bhagyalakshmi R, Neena Elezebeth Philip & Lekha D Bhat

Why Do GST Data Differ across Sources?

13 The goods and services tax data vary based on sources, thus creating differences in revenue performance assessment. — Sacchidananda Mukherjee

Menstruation as Additional Work

This article, by introducing the concept of blood work, argues for the need to recognise menstruation as extra work and offers a novel perspective to the debate. — Madhura Joshi

Frugal Technological Praxis as Empowerment

25 Frugal technological activity through jugaad or frugal invention, collective and defensive technological strategies, or grassroots innovation can battle the lived experience of inequality. — Anant Kamath

Review of Rural Affairs

30 Eight papers examine issues such as land relations, structural transformation, incomes, and the changing structure of the labour market in rural India. — Himanshu

Rural Non-farm Employment in India

33 The impact of prolonged economic slowdown, agrarian distress, demonetisation, the goods and services tax, and the covid-19 pandemic on the rural workforce and earnings is examined. — Vamika Goel

COVID-19 and Structural Change

40 The proportion of agricultural workers in the total workforce has been exhibiting shifting trends over the last two decades. The paper uses a villagelevel survey to get a deeper insight into the evolving gender and caste dynamics of rural employment in India. — B Satheesha, Neha Bailwal

Ownership, Accumulation, and the Land Question

48 The consolidation of agricultural lands by dominant socio-economic groups is discussed in the context of contemporary debate on the land question by foregrounding market-led land transfers as a driver of accumulation. — Sunit Arora

Income Growth in an Eastern Uttar Pradesh Village

Drawing on longitudinal data from a Dalit-majority village, change in household incomes is quantified and sources of income growth are identified. While household income has more than doubled on average, the contribution of the agriculture sector has shrunk. — Arindam Das, Niladri Sekhar Dhar, Kunal Munjal & Madhura Swaminathan

A Decade in Rural Tamil Nadu

62 This paper aims to propose a broad picture of socio-economic dynamics in rural Tamil Nadu over the last decade using an original first-hand longitudinal survey called the Networks, Employment, dEbt, Mobilities, and Skills in India Survey. — Mary Di Santolo, Isabelle Guérin, Sébastien Michiels, Cécile Mouchel, Arnaud Natal, Christophe Jalil Nordman & G Venkatasubramanian

Evolution of Social Networks in Kanzara Village

72 Understanding the dynamics of social networks is crucial for comprehending how communities adapt to social, economic, and technological changes. This paper analyses the evolution of various village social networks from 2007 to 2022. — Rahul Kumar Singh, Sarthak Gauray

Agrarian Transformation and Commercialisation

80 Commercialisation of agriculture is studied in a linear fashion as a process of growth of surplus. However, the advance of productive forces that follow commercialisation is also associated with changes in the relations of production. — R Ramakumar, Karan Raut

Deepening Disconnect

89 Collective actions through rubber producer societies can overcome poor bargaining power and scale diseconomies for the fragmented, small, and marginal growers of natural rubber. Membership in these societies seems to benefit the growers, but they exhibit a widening chasm with the marginal growers. — Vinoj Abraham

Economic&PoliticalWEEKLY

EDITORIAL
When Irrationality Kills
COMMENT
US Elections: A Report Card on
American Political Culture
FROM 25 YEARS AGO
COMMENTARY
Operation AMRITH in Kerala: Challenges and
Opportunities for Regulated Antibiotic Use
 Bhagyalakshmi R, Neena Elezebeth Philip,
Lekha D Bhat 1
Why Do GST Data Differ across Sources?
—Sacchidananda Mukherjee1
Menstruation as Additional Work: Insights from the Menstrual Leave Debate in India
—Madhura Joshi1
BOOK REVIEWS
Under the Bhasha Gaze: Modernity and Indian
Literature—A Bhasha Lens on Modernity
—Chandrani Chatterjee21 Writings from the Sundarbans—Tales of Tragedy
and Terror from the Indian Sundarbans
—Sneha Biswas
PERSPECTIVES
Frugal Technological Praxis as Empowerment
—Anant Kamath 2
—Himanshu
Changing Patterns of Social, Informational, Agricultural, and Financial Interactions —Rahul Kumar Singh, Sarthak Gaurav
Agrarian Transformation and Commercialisation. An Overview of Change in a Banana-growing Village in Maharashtra
—R Ramakumar, Karan Raut
Growers and Producer Organisations in Kerala
—Vinoj Abraham
CURRENT STATISTICS96

Back to Content

LETTERS.....

NOVEMBER 2 & 9, 2024 | VOL LIX NOS 44 & 45

Purchase of Assigned Lands of Dalits

The government has gradually diminished the importance of land reforms, enacting laws that facilitate the appropriation of land from Dalits and the poor by relaxing clauses in the 1977 act. — K S Chalam

Distinction between Work and Employment in Rural India

14 In 2013, the 19th International Conference of Labour Statisticians decided to make a distinction between work and employment. — S Chandrasekhar, Rayeendra Kumar

Erosion of Purpose

18 Following the recent conclusion of cop 16, the article discusses how the fair and balanced Convention on Biological Diversity has been weakened by the West in its enforcement. — S Faizi

A Non-neoclassical Perspective on Private Property

21 The article suggests that an inheritance tax is solid economics and the assumption of private property in models is without foundation. — Romar Correa

Bengaluru's Higher Education Landscape

24 Analysing the migration of African students, the article uncovers the many challenges they face upon admission to private higher education institutions in Bengaluru. — Shambhavi Bhushan

Measuring the Informal Economy in India

29 Exploring the evolution of the informal economy within the System of National Accounts framework, the article discusses the classification of informal units and the challenges in data collection. — Ramesh Jangili

Navigating the Post-COVID-19 Landscape

40 The persisting problems of micro, small and medium enterprises in India have quadrupled since the covid-19 pandemic, demonetisation, and the goods and services tax regime. This article documents the legal frameworks and post-covid-19 budgetary provisions for MSMES. — Shruti Shuvam, Pratap C Mohanty

The Burden of Manxiety

46 Urbanisation grows as agriculture recedes in importance and men begin to migrate in search of jobs. The city is an unknown terrain because the rules of patriarchy do not work quite as well here, leaving men in a state of deep anxiety, best captured by the term "manxiety." — Dipankar Gupta

Economic Road Map for the North-eastern Region

The north-eastern region of India has low per capita income despite a favourable land—man ratio, rich resource endowment, and a high potential for growth and development. Poor connectivity, location in a troubled neighbourhood, and fractionalisation and polarisation of its population are challenges. — Ashok Kumar Lahiri

Income Effects of Small Farmers Selling to Supermarkets

60 Using endogenous switching regressions to calculate transitional heterogeneity, we build counterfactual scenarios to identify the treatment effects of small farmers selling to supermarkets and traditional markets. — Chandra S Nuthalapati, Ashok K Mishra, Prabhu Pingali & Thomas Reardon

Sub-classification of Scheduled Castes

68 This preliminary reading of the recent Supreme Court judgment seeks to gauge the significance of the juridical validity accorded to the sub-classification of Scheduled Castes, as this will have important ramifications in the state's reaffirmation of its commitments to equality and redistributive justice. — Yagati Chinna Rao, Priyadarshini Vijaisri

— Tagari Chinna Rao, Friyadarshina

Postscript

79 Ananya Chatterjee and Aratrika Das on the evolving rhetorics of contagion; Binayak Choudhury on the Belisha beacons that never beacon in Indian cities; Avantika Tewari on navigating ethics in Anatomy of a Fall; and Last Lines by Ponnappa.

Economic&PoliticalWEEKLY

EDITORIALS
Biodiversity and Human Welfare Are
Inseparable
FROM 50 YEARS AGO9
ALTERNATIVE STANDPOINT
Purchase of Assigned Lands of Dalits in
North Andhra Pradesh -K S Chalam10
COMMENTARY
Distinction between Work and Employment in
Rural India: Estimates from Periodic Labour Force Surveys
—S Chandrasekhar, Raveendra Kumar14
Erosion of Purpose: Biodiversity Convention and Its New Global Biodiversity Framework
—S Faizi
Property and Inheritance Tax—Romar Correa 21
Bengaluru's Higher Education Landscape:
Internationalisation and the Lived Experience of
African Students—Shambhavi Bhushan24
Issues and Challenges in Measuring Informal Economy in India—Ramesh Jangili29
BOOK REVIEWS
Thoughts of Gaza Far from Gaza—
Reflections on Gaza—Achin Vanaik35
On Being Indian: The Organic Intellectual, Mystical Poetry, and Lineages of Indian Rationalism— Intellectuals Gone Organic—Meera Nanda37
PERSPECTIVES
Navigating the Post-COVID-19 Landscape:
Regulatory Framework and Budgetary Measures for MSMEs in India
-Shruti Shuvam, Pratap C Mohanty 40
SPECIAL ARTICLES
The Burden of Manxiety: Tracing the Urban Shift
from Patriarchy to Masculinity
—Dipankar Gupta
—Ashok Kumar Lahiri53
Determinants and Income Effects of Small Farmers
Selling to Supermarkets versus Traditional
Market Channels in Four Regions of India —Chandra S Nuthalapati, Ashok K Mishra,
Prabhu Pingali, Thomas Reardon
NOTES
Sub-classification of Scheduled Castes:
Vision and Deflections
—Yagati Chinna Rao, Priyadarshini Vijaisri 68
CURRENT STATISTICS
POSTSCRIPT
The Evolving Rhetorics of Contagion
—Ananya Chatterjee, Aratrika Das (79),
The Belisha Beacon That Never Beacons:
An Ode to the Smart City Mission in India
—Binayak Choudhury (80),
Anatomy of a Fall: Navigating Ethics through Decision-making—Avantika Tewari (81),
Last Lines (82)

Back to Content

LETTERS.....



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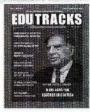
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Inside

Cover Story

05 .. Ratan Tata's Death: A Big Loss for Teacher Education G S Reddy

Articles

08 .. Teacher's Role in Environment Protection & **Environmental Education** Dr. Amit Sharma, Dr. Ajay Sharma

15.. Use of Mobile Technology in Professional Education

Dr. B.G. Sudha

20 .. Glimpses of Trends in Modern Education Dr. K. Sudhakar Rao, J. Prabhakar Rao, K. Ravinder & Dr. Jagan Mohan Guduru

23 .. Paracurriculum: Issue of Concern for Improving the **Quality of Teaching-Learning Process**

Dr. V. Balakrishnan

Research

34 .. Challenges and Opportunities in the **Current Education System: Navigating the** 21st Century Learning Landscape Dr. Puja Tripathi

41 .. Artificial Intelligence and its Ethical Quandaries: A Framework for Responsible Innovation Dr. Saradha. S., Dr. Shirley Moral. C.

44 ... Digital Divide: Government of India's **Policies and Initiatives**

Pooja Negi

49 .. Health Track

51 .. News Track



1.	दस्तावेज : सत्य ही राम है,गॉड है	महात्मा गांधी	6
2.	संदर्भ 2 अक्तूबर : अम्मा के गांधी	रवींद्र भारती	8
3.	नयी नजर : एक बच्ची : एक बापू	रेवा बबेले	9
4.	विश्लेषण: सवालों के घेरे में जयप्रकाश	कुमार शुभमूर्ति	17
5.	अभियान : शांति के सिपाही चले		33
6.	सुनो-सुनो : आजादी चरखे से नहीं आई!		38
7.	शिख्सयत : यूसुफ मेहरअली	वंदना भारतीय	41
8.	संस्कृति : बंद होती बातचीत	नंदिता मिश्र	48
9.	भावना : मां शरीर में बहती है	गुलाब कोठारी	51
10.	टिप्पणियां श्रद्धांजिल		55
12.	पत्र		63

आवरण: इतिहास के पन्नों पर हस्ताक्षर: जयप्रकाश के व्यक्तित्व व अवदान का यह रेखाचित्र 1975 में लंदन के 'द इकॉनिमस्ट' में तब प्रकाशित हुआ था जब हम आपातकाल से लड़ रहे थे. तब जयप्रकाश चंडीगढ़ अस्पताल के एक कमरे में नजरबंद थे, देश एक जेलखाने में बदल दिया गया था. सरकारी झूठ का बोलबाला था. तब कार्टूनिस्ट ने कल्पना की थी कि जयप्रकाश इतिहास को बदल भी रहे हैं और दर्ज भी कर रहे हैं.

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Volume 80 Number 3 September 2024

Contents

Editorial	327
Articles	
Navigating East: Exploring Northeast India's Perspective on the Look (Act) East Policy Joyati Bhattacharya	329
Golden Triangle Amphetamines in India: The Indo-Bangladesh Border as an Alternative to the North-East Corridor Rajdeep Sarkar	346
Nuclear and Radiological Material Smuggling in the Indian Ocean: Implications for India's Coastal Security Devyani Sharma and Saurabh Mishra	362
The Strategic Challenge of Decoupling from China: The Case of India's ICT Sector Megha Shrivastava	380
A Comparative Analysis of the Gas Pipeline Geopolitics of China and India in the Central Asia Republics Kashif Hasan Khan, Ali Omidi and Abdulmelik Alkan	400
Visa-on-arrival, ECOWAS-free Mobility and the Securitisation of the Intra-African Migration in Nigeria Sunday Omotuyi, David Olubunmi Apeloko, Moruf Ayodele Bello and Celestina Ekene Chukwudi	421
Sudan: Rethinking the Conflict Between Sudanese Armed Forces (SAF) and the Rapid Support Forces (RSF) Frederick Appiah Afriyie	439

Book Reviews

Ajay Bisaria, Anger Management: The Troubled Diplomatic Relationship Between India and Pakistan	457
Mubashir Ahmad Shah	
Suranjan Das and Anita Sengupta (Eds.), Contiguity, Connectivity and Access: The Importance of the Bay of Bengal Region in Indian Foreign Policy	459
Waseem Ahmad Bhat and Shazia Majid	
Mustafa Suleyman and Michael Bhaskar, The Coming Wave: Al, Power and the Twenty-first Century's Greatest Dilemma	464
Himadri Bose	701
Thomas Cottier and Zaker Ahmad (Eds.), The Prospects of Common	
Concern of Humankind in International Law	467
Athar ud din	

Indian Journal of Gender Studies

Volume 31 Number 3 October 2024

Contents

Articles

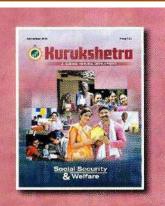
'Are You a Real Woman?': Stigma and the Childfree Indian Woman Meera Suresh Babu	287
Guardianship Law in India: Examining the Principle of 'Best Interests' of Minors and the Rights of Single Mothers as Sole Guardians Shalu Nigam	308
Limits of Intelligibility: A Critique of The Legal Discourse on Intersexuality in Kerala Parvathy Das and Reju George Mathew	328
Challenging Stigma, Shame and the Social Control of the Menstruating Body: Women's Resistance in Contemporary India Sancharini Mitra and Kalþana Karunakaran	351
Work and Family: Conversations About Identity with Middle-class Women Mala Khullar and Ratna M. Sudarshan	372
Research Note	
Migrant South Asian Women in the Basque Country, Spain: Processes of Empowerment Simona Sokolovska and María Silvestre Cabrera	394

Book Reviews

Namrata Gupta. Women in Science and Technology: Confronting Inequalities	406
Nithiya Amirtham S.	
Thea Buckley, Mark Thornton Burnett, Sangeeta Datta and Rosa García-Periago (Eds.), Women and Indian Shakespeares	408
Angelie Multani	100
A. R. Vasavi, Differentiation and Disjunction: Interrogating India's Education System Nirmali Goswami	412
Jayapadma R. V., Neelima Khetan and Vikram Singh Mehta (Eds.), Anchoring Change: Seventy-Five Years of Grassroots Interventions That Made a Difference, Harper Collins India Devika Bordia	415
Shannon Philip, Becoming Young Men in a New India: Masculinities, Gender Relations and Violence in the Post Colony Ketaki Chowkhani	419
Heta Pandit (Transl.), Grinding Stories Retold: Songs from Goa Smita Tewari Jassal	422
New Resources	
Madhu Shree and Akhlak Ahmad	427

থ গ্ৰণ্ড	ା ଏ।ରେ	73	
	ପ୍ରବନ୍ଧ ଓ ସାହିତ୍ୟ-ସମାଲୋଚନା	LI	Pile
	୍ର ଓଡ଼ିଆ ଲୋକସଂଷ୍କୃତି ॥ ଅରବିନ୍ଦ ପଟ୍ଟନାୟକ	VII	988
କଗଦୀଶ ମହାଡିଙ୍କ କୃତ୍ର ଗଡ	: ସ୍ଥିତିବାଦରୁ ପ୍ରରୂପବାଦ ॥ ଗୁରୁ ଚରଣ ବେହେରା	11	999
ଐତିହାସିକ ସମାଲୋଚକ ନଟବର ସ	ମନ୍ତରାୟ : ଏକ ପରିଚୟ ॥ ବସନ୍ତ କୁମାର ପଣ୍ଡା	-11	୭୭୧
କ୍ରୀତଦାସ ସାହିତ୍ୟ : କଳା	–ଆମେରିକାର ନିକସ୍ୱ ପରିଚୟ ॥ ଅଭୟ ଦ୍ୱିବେଦୀ	/n	୭୭୫
	କବିତା	11	
	ବର୍ଷାବରଣ ॥ ସଂଜିତ୍ୱ କୁମାର ବଳ	11	อาๆ
	ସାଆନ୍ତାଣୀ ॥ ମାଧୁରୀ ନନ୍ଦ	-11	୭୮୪
	ରାଲି ॥ ମୃଗେଶବୈଷ୍ଣବ ପାଣିଗ୍ରାହୀ	-11	9F8
	ଦେଶ ॥ ପ୍ରସନ୍ନ କୁମାର ସ୍ୱାଇଁ	11	919
	ନଈପାଶି ନଈକୁ ଆ' ॥ ଚିନ୍ତାମଣି ମହାଳିକ	.11	อาอ
WOIGS NOS	ବାଲିଯାତ୍ରା ॥ ସୁରେଶ କୁମାର ନାୟକ	11	DIL
ଇଉଁହରି ମହତାବ	କାଶ୍ମୀରରେ ଜହ୍ନ ॥ ରୁନ୍ ମହାଡି	11	DIC.
NIORIA PORRIM	ଳୀବନ–ଗଣିତ ॥ ସରୋଜିନୀ ଷଡ଼ଙ୍ଗୀ	11	900
	ସକାଳର ଅପେକ୍ଷାରେ ॥ ସୌଭାଗ୍ୟବନ୍ତ ମହାରଣ।	-11	976
	ଗାଁ କଥା ॥ ଶରତ ଚନ୍ଦ୍ର ନାୟକ	11	909
	ଗୀତି	11	
	ତୋରଣ ॥ ଶାକ୍ତି ମହାକ୍ତି	-11	୭୯୩
	ବଞ୍ଚବାର ରାହା ॥ ଜ୍ୟୋସ୍ନା ରାଉତରାୟ	- 11	७୯४
	ovember - 2024	N.	
	ଗଳ	-11	
THE PROPERTY OF THE PROPERTY O	ନିଃସଙ୍ଗ ପଥଚାରୀ ॥ କ୍ଷୀରୋଦ ଦାସ	-11	908
Sign Canadian	ସ୍ୱପୁର ବସାଘର ॥ ଦିବାକର ମାନସିଂହ	11.	Lo6
ସରୋଜରଞ୍ଜଳ ମହାହି	ମୋହି ମୁହୂର୍ତ୍ତି ॥ କାଶୀନାଥ ନଦୀ	. 11	Lo8
ମଧ୍ୟମ ବ୍ୟବସ୍ଥର ବ	ଜୀବନସାଥୀ ॥ ଶ୍ରୀକାନ୍ତ ନାୟକ	- 11	८६ भ
ବାଦାହାହରଣ ପଟନାଣତ	ଆଶା ଓ ଭରସା ॥ ସୁବାସିନୀ ଲେଙ୍କା	- 11	L69
ତର୍ଷ ବ୍ୟାବ ସାହ	ଭବିଷ୍ୟବାଶୀ ॥ ମାୟାଧର ସାହୁ	11	Г90
		11	
ଅମର ମଣିଷ	। । ମୂଳ - ପ୍ରଫେସର କ ବା ନା ଶର୍ମା (ତେଲୁଗୁ)		
	ଅନୁବାଦ – କୃଷା ମିଶ୍ର	11	F98
	୍ଧ bed ଆଧ୍ୟ ସଂପାଦକୀୟ ।	Inpi	63
ମାସ	କାର୍ତ୍ତିକ ପୁଶ୍ୟମାସ ।। ସରୋଜରଂଜନ ମହାନ୍ତି	11	Г9С
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	Chardinchouk, Cuttack-753002.	1000	haribe





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A Journal on Rural Development

Vol. 73 | No. 01 | Pages 52 | November 2024

12

19

26

34

39

Contents

Social Security Vital for **Development and Prosperity**

Dr. Harender Raj Gautam

Social Security and Welfare of Farmers for Building Viksit Bharat

Dr. Shreya Anand, Dr. Souvik Ghosh

Government Schemes Making the Path Easier for Divyangjan

Satya Sindhu

Ensuring Dignity In Old Age: A Pathway To Social Security **For Senior Citizens**

Dr. H.L. Sharma, Dr. Shyam Lal

Social Security of Scheduled **Tribes & Scheduled Castes in North-Eastern Region**

Dr. Samudra Gupta Kashyap

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QUEST IN EDUCATION

VOL.	63	*	NO. 4	October, 2024
Editor	rial			3
Nation	nal Ed		sent: A Gandhian Perspective blicy (NEP) 2020 kati	on India's 4-15
Path t	о а На	K <i>utumbak</i> rmonious Pathak	am: Interconnected World	16-24
	30 W		cation in Heritage and Colonia 1. Venkatesan	al Times 25-44

Resonance journal of science education

November 2024 Volume 29 Number 11

1557





GENERAL ARTICLES

1499 John Stewart Bell His Life and Science N D Hari Dass

1521 Aneuploidy and Pregnancy Loss in Humans Rajiva Raman

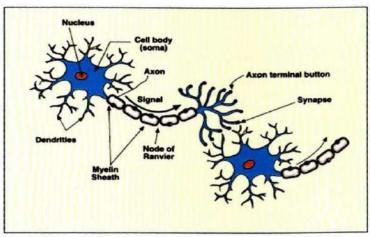
1539 Electrochemistry and Biochemistry of Nerve Impulse Generation and Its Propagation Udita Das, Ankita Das, Ruhi Das and Asim K Das

SERIES ARTICLE

The Interaction of Matter and Radiation: The Physics of C.V. Raman, S.N. Bose, and M.N. Saha

Part 1: Historical Background Arnab Rai Choudhuri

1539



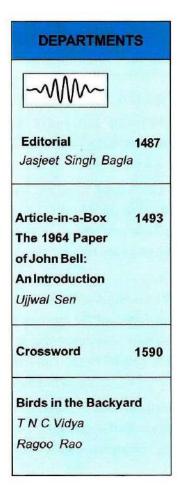
1490

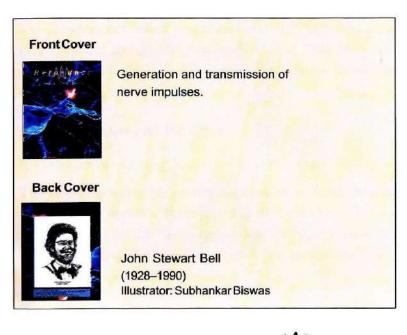
RESONANCE | November 2024



CLASSROOM

Demonstration of Magnetic Dipole–Dipole Interaction	1573
Using a Smartphone Pressure Sensor	
Sanjoy Kumar Pal and Pradipta Panchadhyayee	
A Probabilistic Proof of Nicomachus' Identity	1583
Reza Farhadian	
A Property of the Product ff" and an Application	1587
Cristinel Mortici	





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RESONANCE | November 2024

1491

EDITORIAL

SCIENCE AND CULTURE

SEPTEMBER-OCTOBER 2024/VOLUME 90/NO. 9-10

A JOURNAL OF NATURAL AND CULTURAL SCIENCES

PUBLISHED BY THE

INDIAN S	CIENCE	Education and Journalism — Sudhendu Mandal		333
NEWSASSO	OCIATION	— Suanenau Manaai		333
	Participated and property distribution at the Total Conference of the Conference of	ARTICLE		
EDITORIAL	LBOARD	Coping up Covid-19 and Sustainable Academic		
Editor-in	ı-Chief	Environment in New-Normal Period in Urban		
Professor Sudh		Area of West Bengal, India		
Edite		— Tanima Biswas	•••	336
Dr. Satyabrata	Chakrabarti	Unveiling the Governments Initiatives to Promote		
Professor Arnab		Organic Farming		
Meml	The state of the s	 Sudipto Debnath, Manoosi Das, Susmita Mondal and Gajji Babu 		342
Professor Av	iiit Banerii	The contract of the contract o	***	374
Professor Syama		How Wetland Dependent Community Sustain		
Professor Mana		Livelihood and Nutrition: Contribution of Duma Wetland to Support SDGs		
Dr. Sabyasachi C		— Basanta Kumar Das, Anurag Singh,		
Dr. Amit Kı		D.C. Yateesh, Liton Paul, Shreya		
Professor Prabin	SOMEONIC DESCRIPTION OF STREET	Bhattacharya, Aparna Roy, Arun Pandit,		
Dr. T.V. Venk		Avishek Saha, Kausik Mondal, Sangeeta Chakraborty and Gunjan Karnatak		351
	OUT A PROPER AND PROPERTY OF THE AND	Chakraborty and Gunjan Karnatak	***	331
COLLABO	1	Assessment of Proximate Composition in Selected		
Kelvin Brown (Australia)	Deepak Kumar	Fish Species from Eastern Ghats of Odisha, India — Priyanjoli Roy, Alok Kumar Naik,		
D. P. Chattopadhyaya	(New Delhi)	G. Kumari, Laxmipriya Hati, P. Sowjanya,		
(Kolkata)	Abhijit Lahiri	Debashree Valley Monsoon Mishra and		
A. D. Choudhuri	(New Delhi)	Sharat Kumar Palita	200	358
(Kolkata)	Monoj K. Patairiya	Pathophysiological Impacts Arising from Disruption		
Mrinal K. Dewanjee	(New Delhi)	in Copper Homeostasis		
(USA)	B.K. Pattnaik (Kanpur)	— Kaustav Bhattacharyya, Abhijit Hazra		
R. Gadagkar (Bangaluru)	V. Ravichandran	and Subhadeep Ganguly	***	367
Ajoy Ghatak (New Delhi)	(Kolkata)	Chhau Dance; A Socio-Cultural and Socio-Economic		
Irfan Habib (New Delhi)	Amit Roy (Kolkata)	Heritage of Eastern India		
Amiya K. Hati	Satyesh Chandra Roy	— Saikat Kumar Basu and Suparna Sanyal Mukherjee		372
(Kolkata)	(Kolkata)		***	312
Mridul Hazarika	Nimai Chandra Saha	Does Institutional Climate Influence on Teachers		
(Guwahati)	(Burdwan)	Burnout: A Cross - Sectional Study in Secondary School Teachers		
S. Kailas (Mumbai)	Rajinder Singh (Germany)	— Shishupal Gorain, Kislay Kishor Mirgank,		
Punam Kakkar	Srinivasan Srikanthan	Dibya Jyoti Boruah, Renuprava Sonowal		
(Lucknow)	(Chennai)	and Akash Ranjan		381
*				

- Contd. next page.

शिविश प्रत्रिका =





शिविरा पत्रिका

न हि ज्ञानेन सदृशं पवित्रमिह विद्यते- श्रीमद्भगवद्गीता ४/३८ इस संसार में ज्ञान के समान पवित्र करने वाला नि:संदेह कुछ भी नहीं है। In this world there is no purifier as great as knowledge.

वर्ष : 65

अंक : 5

कार्तिक-मार्गशीर्ष २०८१-८२

नवम्बर, 2024

आशीष मोदी * विश्व सम्पादक कमला कालेर * सम्पादक डॉ. संगीता पुरोहित * सह सम्पादक सीताराम गोदारा * प्रकाशन सहायक स्वित्रा चौधरी

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इस अंक में

अपनों से अपनी बात	
• ज्ञानदीप	3
दिशाकल्प : मेरा पृष्ठ	
• अधिकार और कर्त्तव्य	4
आलेख	
• घुमन्तु समाज के उत्थान के लिए अग्र	सर
राजस्थान सरकार	7
सतीश कुमार गुप्ता	
• कीर्ति शेष : रतन टाटा	8
कमल रंगा	
• छिनता बचपन	10
पारस चन्द जैन	
• गुरु नानक जयन्ती	11
सज्जन सिंह	
• राजस्थानी भाषा के भीष्म पितामह	12
पूनम	
• संविधान दिवस	13
रविन्द्र पाल सिंह चौहान	
 NEP-2020 में कौशल विकास 	14
कमला कालेर	*
• भारत के महान वैज्ञानिक-सी.वी. रमन	15
डॉ. श्याम मनोहर व्यास	
• शिक्षकों एवं अभिभावकों की भूमिका	16
राधेश्याम वर्मा	
• पोयण फूल ''प्रतापसी''	21
सुरेन्द्र अंचल	700
• जिसको बोलना आ गया, उसको जीना	81

	और क्रियान्वयन	30
	प्रवीण चौहान	
•	डिजिटल साक्षरता की ओर बढ़ते कदम	32
	दिनेश कुमार	
•	विद्यालय में मानक क्लब की उपादेयता	34
	यास्मीन बानो	
•	हिन्दी काव्य में सत्यम् शिवम् सुन्दरम्	36
	नमिता वैश्य	
•	कैसा हो बाल साहित्य	40
	कृष्ण बिहारी पाठक	

सफल सपनों की कुंजी : लक्ष्य, योजना

कृष्ण बिहारी पाठक		
साइबर खतरे	4	4
देवेन्द्र गहलोत		

• रपट

•	प्रवासी राजस्थानी सम्मेलन	
	मुम्बई-2024	1
	किशन गोपाल	

स्तम्भ

पाठकों की बात

	शिवरा पंचाग	2
•	आदेश-परिपत्रः नवम्बर 2024	26-2
•	बाल शिविरा	45-46
•	शाला प्रांगण से	47-48
•	भामाशाहों ने बदली विद्यालय की तस्व	ोर 49-5।
	मुकेश कुमार गोयल	
	हमारे भामाशाह	51-5

पुस्तक समीक्षा 43-44 • गौरैया की पुकार

गौरैया की पुकार संपादक : डॉ. सूरज सिंह नेगी, डॉ. मीना सिरोला, चन्द्रमोहन उपाध्याय समीक्षक : केदार शर्ना

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23

25

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5

South Asia Economic Journal

Volume 25 Number 2 September 2024

Contents

Research Articles

Trade, FDI and Emissions in South Asia:	
Role of Global and Regional Linkages	103
Pami Dua, Neha Verma and Deepika Goel	
Can Servicification Benefit Manufacturing Exports?	
Empirical Results for India	126
Sonia Pant and Debashis Chakraborty	
Invisible No More: Unmasking the Underestimated Female	
Labour Market Work	158
Fareena Noor Malhi	
Commentary	
India's Neighbourhood Is Not South But Southern Asia M. D. Nalapat	184
Book Review	
Lakhwinder Singh and K. J. Joseph (Eds.), Reimagining	
Innovation Systems in the COVID and Post-COVID World	188
Reviewed by Ruchi Sharma	

UNIVERSITY NEWS

October 28-

November 03, 2024

Vol. 62

No. 44

Price Rs. 3	50.00
A Weekly Journal of Higher Educ Published by the Association of In Universities	
In This Issue	est.
ITEMS	Page
Articles	
Relevance of Indian Knowledge System	
and Values in the Perspective of	
National Education Policy-2020	3
Contemporary Relevance of	
Swami Vivekananda's Thoughts	
on Education	11
Ayodhya: A Sustainable Administrative	
Management Model for Aspiring	100000
Bharat	20
Indian Knowledge System	28
Convocation Address	
Raja Mahendra Pratap Singh State	
University, Aligarh, Uttar Pradesh	39
Campus News	42
Theses of the Month	
(Science & Technology)	45

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Relevance of Indian Knowledge System and Values in the Perspective of National Education Policy-2020

Gouranga Charan Nanda*

India is a classic land of culture with a strong system of knowledge and ethics. The Vedas and Upanishads provide the basis for the indigenous knowledge system. As a matter of fact, philosophy as a branch of study emerged in Indian Soil much prior to the emergence of philosophy in Greece. The Indian philosophies are very much Dharma-oriented and prescribe a robust moral code of conduct. The concept of Dharma is different from the Western concept of religion. In India Dharma refers to a way of life arising out of the problems of life. Although philosophies like Buddhism, Jainism, and Charvak are Nastik Darshanas, their genesis can be found in Astika Darshanas like Vedanta- Mimansa, Sankhya- Yoga, and Nyaya- Vaisheshika. The Orthodox (Astika) philosophy believes in the authenticity of the Vedas, but the Heterodox (Nastika) philosophy doesn't accept the authority of the Vedas.

Concept of Dharma

Whatever sustains the society is *Dharma* and whatever creates perversion in society is not *Dharma*. According to *Vaisheshika* Darshan of Kanad, whichever increases the soul power towards progress and prosperity in all directions and whichever doesn't decrease our soul power is *Dharma* which is considered as social law. Therefore, whatever is against social law is to be given up.

Characteristics of Dharma (Manu Smriti)

Dhrti (patience)-Life is to be approached with patience and perseverance. One should not be in a hurry to get instant outcomes.

Kshama (forgiveness)- It is believed in the Indian context that only a strong person can forgive. He who has the power to punish can also pardon.

Damah (self-control)- This attribute indicates that mean can suppress his ill feelings.

Asteya (non-stealing)- One can't claim something which doesn't belong to him.

Saucha (cleanliness)- It can be of two types i.e., internal and external. It is the obligation of man to keep the external environment clean and his internal organs clean too.

Indriyanigraha (control of organs)- The senses bring sorrow and suffering to man. The senses divert the attention towards attachment or aversion. Therefore, the senses need to be restrained to lead a blissful life.

*Former Professor of Education and Dean, Ravenshaw University, Cuttack-753003 Odisha. E-mail:gourangacharannanda@gmail.com

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3

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A Weekly Journal of Higher Education

Vol. 62

No. 46 Price

Universities	
In This Issue ITEMS	PAGE
Articles	TAGE
Indian Higher Education Institution	ons
@2047: Importance of the Vis	ion
Plan	3
Striving for Environment-centric	
Economic Development:	
Institutional Initiatives and	
Emerging Challenges	9
Transforming School Education i	n
the Context of National Educ	ation
Policy-2020-Part-I#	16
Convocation Address	
Indian Institute of Technology	
Jodhpur, Rajasthan	30
Campus News	35
Theses of the Month	
(Social Sciences)	39
Advertisement	45

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Indian Higher Education Institutions @2047: Importance of the Vision Plan

S A Kori*

Higher Education Institutions (HEIs) in the 21st century are encountering unique challenges and opportunities. Rapid technological advancements, evolving job markets, globalization, and changing societal expectations all require a rethinking of the roles of colleges and universities. To navigate this dynamic landscape effectively, HEIs must develop a comprehensive vision plan - a roadmap that addresses present challenges and explores future possibilities. As individual organizations and as part of a system, they must transform and redefine their role and vision. Urbi Ghosh of Colorado State University observes: As we stand on the threshold of a new era in higher education, universities can redefine their purpose, embrace innovation, and adapt to society's changing needs. By embracing these changes, universities can not only remain at the forefront of knowledge creation but also equip students for lifelong success and contribute meaningfully to a rapidly evolving society [Ghosh, 2024].

Under the dynamic leadership of Hon'ble Prime Minister Shri Narendra Modi, Indian universities have seen a more than four-fold improvement in the QS World University Rankings over the last decade, the highest among the G20 nations (Figure-1).

HEIs have a great role in further enhancing the quality of higher education in India by foraying into socially and economically relevant academic programmes of high quality. The Organisation for Economic Co-operation and Development (OECD) 2030 Future of Education and Skills Project states: "We need to replace old education standards with an educational framework that combines knowledge with the 21st-century skills of creativity, critical thinking, communication and collaboration." In this context, "...a new vision is needed to articulate the role that higher education should play to ensure balanced economic, human and social development" [Moja, 2008, p.165]. Skill to be developed for success of 21st Century graduate are depicted in Figure-2.

It is noted, "HEIs ... could revisit existing models and adopt sustainable, new age practices to deliver a student-centric experience, as well as support faculty and staff with the transition to Education 4.0, successfully" and "Revisions, redesigns and restructuring across the higher education ecosystem could help the institutes offer a quality student-centric and holistic experience" [Higher Education in India, February 2021, pp. 81,82].

In the context of the twenty-first-century imperatives calling for a "redesign" of higher education to meet the challenges of the

UNIVERSITY NEWS 62(46) NOVEMBER 11-17, 2024

3

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SUBSCRIPTION-RELATED DETAILS : Page 54

IN THIS ISSUE



- 75 YEARS OF THE INDIAN
 CONSTITUTION: A JOURNEY
 TOWARDS ABSOLUTE GLORY
 Dr Ashwini Siwal
- EVOLUTION OF THE INDIAN CONSTITUTION:

CONSTITUTIONAL AMENDMENTS
SB Singh

2R 2lugu

- ROLE OF INDIAN CONSTITUTION IN PROMOTING SOCIAL JUSTICE Prof Rekha Saxena
- THE FUTURE OF AI IN INDIA:
 NAVIGATING PROFILING CONCERNS
 AND CRIMINAL INVESTIGATIONS

Kamaljeet Kaur Muni

- 29 CRIMINAL JUSTICE SYSTEM REFORMS: EVALUATING THE IMPACT OF BHARATIYA NYAYA SANHITA Dr Seema Singh
- 36 IMPACT OF THE BHARATIYA
 NYAYA SANHITA ON LABOUR
 DISPUTE RESOLUTION
 Dr Sairam Bhat
- 43 MY TRYST WITH EMERGENCY: THE DARKEST PHASE OF INDIAN DEMOCRACY Bandaru Dattatraya
- REDEFINING LAW IN A CYBER AGE:
 INDIA'S LEGISLATIVE SHIFT
 AGAINST MODERN CRIME
 Paathik Muni

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Details of the Sales Outlets of the Publications Division on Page 40

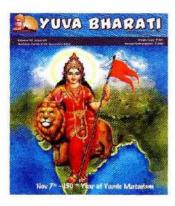
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CONTENTS



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Editorial	07
Swami Vivekananda - The	e
Philosopher Par Excellen	ce
Dr. M. Lakshmi Kumari	10
Jnana Yoga-Maya	
N. Krishnamoorti	15
Vande Mataram – the sor	ng which
energised a Nation.	20
Blaming the blameless;	
protecting the culprits- I	
Manoj Shankar Naik	27
Eknathji, As I saw Him	
S S Mahadevan	34



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Yuva Bharati / November 2024 / 3