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## Constitution of India: Ensuring Human Dignity through Equality, Justice and Freedom

M S Kurhade\*

*“Constituting as you do, a large body of the most highly educated Indians, you should, in the natural order of things, constitute also the most important source of all mental, moral, social and political progress in India. Whether in the individual or the nation, all vital progress must spring from within, and it is to you, her most cultured enlightened minds, her most favoured sons that your country must look for the initiative. In vain many aliens like myself love India and her children, as well as the most loving of those: in vain may they for her and their good, give time and trouble money and thought: in vain may they struggle and sacrifice; they may assist with advice and suggestions; they may place their experience, abilities and knowledge at the disposal of the workers, but they lack the essential of nationality, and the real work most ever be done by the people of the country themselves”.*

–Allan Octavian Hume on 1<sup>st</sup> March, 1883.

India, as we know it, is only about 78 years old, and its Constitution is 75- odd years old; though there is much to learn from it. Its democratic temperament and its determination to come up with viable solutions to social and economic challenges are a matter of national pride. Our Constitution itself is worthy to speak in a universal language, and it is easy to understand by people in all walks of life. The Indian vision and dream have been reflected in the Constitution. The great leaders, social reformers, freedom fighters, and scientists gave direction and stability to this nation. Raja Ram Mohan Roy, Swami Dayanand, Dadabhai Naoroji, Sir Pherozeshah Mehta, Mahadev Govind Ranade, S. N. Banerjea, Bankim Chandra Chatterjee, G. K. Gokhale, Lokmanya Bal Gangadhar Tilak, Lala Lajpat Rai, Bipin Chandra Pal, C. R. Das, Moti Lal Nehru, Pandit Madan Mohan Malaviya, Aurobindo Ghosh, Rabindranath Tagore, Subhas Chandra Bose, Sardar Vallabhbhai Patel, Maulana Abul Kalam Azad, Dr. Rajendra Prasad, Jawahar Lal Nehru, Mahatma Gandhi and B.R. Ambedkar gave India its strong democratic foundation. The great leaders of India shaped the nation by assisting the movement of Indian independence for ‘Freedom’, ‘Equality’, ‘Justice’, and ‘Fraternity’.

B. R. Ambedkar, on 25<sup>th</sup> November, 1949 said, “Will history repeat itself? It is this thought which fills me with anxiety: This anxiety is deepened by the realisation of the fact in addition to our old enemies in the form of castes and creeds, we are going to have many political parties with diverse and opposing political creeds. *Will Indians place the country above their creed, or will they place*

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*creed above country? I do not know. But this much is certain that if the parties place creed above country, our independence will be put in jeopardy a second time and probably be lost forever. This, eventually, we must all resolutely guard against. We must be determined to defend our independence with the last drop of our blood<sup>1</sup>.*

If we wish to maintain democracy not merely in form, but also in fact, what must we do? The first thing in my judgment that we must do is to hold fast to constitutional methods of achieving our social and economic objectives... *Where constitutional methods are open, there can be no justification for these unconstitutional methods. These methods are nothing but the Grammar of Anarchy, and the sooner they are abandoned, the better for us.*"

What the words of Hume and Babasaheb Ambedkar quoted here confirms is that, Indian nationalists and nation-builders were determined, even before framing the Constitution, that India should be a united nation governed by the rule of law—enshrined in the Constitution—and not the rule of force or brute power.

### **Philosophy of the Constitution of India**

The Constitution of India has a depth of meaning: In the light of the Constitution, we love 'Freedom', and 'Wisdom'. Therefore, it is said that the Constitution may not make us rich, but it makes us free. The noblest pleasure and the joy of understanding the Constitution is its reasonableness. The role of reasoning in the Constitution for 'Equality', 'Freedom' and 'Justice' is the principal subject of this article. The socio-political reasoning and the pursuit of 'Equality', 'Freedom' and 'Justice' in view of 'Fundamental Rights' is most important for socio-economic development. Therefore, Garnville Austin, in his Preface to the Oxford India Paperback, 1999, 'The Indian Constitution of a Nation,' said, "*The Constitution, by its very existence, was a social revolutionary statement. It was to be a modernising force. Social revolution and democracy were to be the strands of the seamless web most closely related. Democracy, representative government, personal liberty, and equality before the law were revolutionary for the society. Social-economic equitableness as expressed in the Directive Principles of State Policy, was equally revolutionary. So were the Constitution's articles allowing abolishing Zamindari and altering property relations and those allowing for compensatory discrimination in education and employment for disadvantaged citizens.*"

According to Plato, 'Justice is not mere strength, but harmonious strength-desires and men falling into that order which constitutes intelligence and organisation, justice is not the right of the stronger, but the effective harmony of the whole'. Therefore, the Declaration of the French Revolution, 1789, says, "The aim of all political association is the conservation of the natural and inalienable rights of man."

Thrasymachus asked Socrates: "*What folly has possessed you, Socrates? And why do you others all drop down at one another's feet in this silly way? I say that if you want to know what justice is, you should answer and not ask, and shouldn't pride yourself on refuting others.... For there are many who can ask but cannot answer.*"

Thrasymachus, who was a Sophist (a teacher of philosophy), defines justice thus: "I proclaim that might is right, justice is the interest of the stronger.... The different forms of government make laws, democratic, aristocratic, or autocratic, with a view to their respective interests, and these laws, so made by them to serve their interests; and these laws, so made by them to serve their interests, they deliver to their subjects as 'Justice', and punish as 'unjust' anyone who transgresses them.... I am speaking of injustice on a large scale, and my meaning will be most clearly seen in autocracy, which by fraud and force takes away the property of others, not retail but wholesale. Now, when a man has taken away the money of the citizens and made slaves of them, then, instead of swindler and thief, he is called happy and blessed by all. For injustice is censured because those who censured it are afraid of suffering and not from any scruple they might have of doing injustice themselves."

Socrates says justice is a relation among individuals, depending on social organization, and that in consequence it can be studied better as part of the structure of a community than as a quality of personal conduct. All this shows the need for clear, dispassionate thinking about social affairs.

Jeremy Bentham advocated that social justice is the happiness of the greatest number. Karl Marx said 'Social justice is a harmony of labour and capital'. It is worth noting that the individual and community welfare of the people. Therefore, Amartya Sen in his book, "Collective Choice and Social Welfare," said, "It is, of course, possible to take the view that a society is an entity that is

independent of the individual in it, and that social preference needs to be based on the preference of the members of the society. Or that there might be a dependence, but one could abstract from it, and simply 'assume' that society has a personality and a preference of its own."

The Constitution of India is a mirror of India's way of life to humanize knowledge by centring the concept of 'Equality', 'Freedom', and 'Justice'. The Constitution is essentially the completion of the principle of liberty in the synthesis of wisdom. It is true that the Constitution of India is not to be read; it is to be studied. It is to be imbibed, recognizing that in these 395 Articles, with essence of human life. The Makers of Constitution are grateful that their gigantic efforts are understood as the synthetic interpretation of Articles rather than the analytic description of the mode and process.

The Preamble to the Universal Declaration of Human Rights—a milestone document framed in 1948 by the representatives of the countries that formed the United Nations—says, "*Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace of the world.*" In view of these diverse definitions of justice and freedom, Dr. B. R. Ambedkar wrote a fair Constitution of India. There it was, he who set up his school of equality and social justice. He held that there was nothing nobler than the Constitution of India.

*"The Preamble of the Constitution aspires to secure justice- social, economic and political. When any law in the country, to be valid, has to stand the test of its conformity to the provisions of the Constitution, it is inconceivable that a concept that enters deep into the soul of the Constitution. The significance of a Preamble as regards its power to control the express provisions in the body of a statute may, no doubt, be meagre when the text is unambiguous, but the interpretation of a Statute should not be confused with its validity. The rules of interpretation apply to a valid Statute because it is only a valid Statute that survives for any interpretation. If a Statute militates against the Preamble of the Constitution, it militates against the Constitution as a whole".*

– R.G. Chaturvedi,  
'Natural and Social Justice', 1970.

We believe that a nation cannot be strong unless it believes in fundamental principles of democracy.

The democracy's basic principle is the equal right of all to hold office and determine public policy. It means, democracy is the perfect equality of opportunity. In a true sense, this is the keystone of the arch of the Constitution of India. The cardinal principle of the Constitution is this: "The Constitution was meant to impart such a momentum to the living spirit of the rule that democracy and civil liberty may survive in India beyond our own times and in the days when our place knows us more." This is perfectly reflected in Nani Palkhivala's famous case *Kesavananda Bharati v. State of Kerala*<sup>2</sup>.

There has been a longstanding debate in anthropology and epistemology over the role of reason and culture in cognition. The empiricists like John Locke generally argue that all knowledge is derived from experience, and that the role of reason is therefore only to operate on, or make inferences from, the information provided by sense organs. According to John Locke, "*Man is born with a title to perfect freedom and an uncontrolled enjoyment of all the rights and privileges of the law of Nature.*" John Locke described the human mind at birth as a *tabula rasa*, a blank tablet on which all subsequent experience made an impact. Moreover, Locke believed that man has inherent power to preserve his prosperity—that is, his life, liberty, and estate, against the injuries and attempts of other men (John Locke, *An Essay Concerning Human Understanding*).

Jean Jacques Rousseau, in his famous book 'The Social Contract', said, "Nature is good, and civilisation bad; that by nature all men are equal, becoming unequal only by class-made institutions; and that law is an invention of the strong to chain and rule the weak." In a similar way Rousseau observed in "The Origin of Inequality" about the contrast in the insights of man and lower animals. The first man who, having enclosed a piece of ground, bethought himself of saying- 'This is mine'-and found people simple enough to believe him, was the real founder of civil society. His civil society's picture symbolises inequality, where the differences and disparities occurred, and in the course of time, social justice became an outcry of mankind. To this, Rousseau said, "Forcing people to be free", because "Man is born free but everywhere he is in chains".

The cultural approach believes that all mankind has a similar psychological 'human nature'. The geographical environment influences the living life

of the people. The customs, folklores and traditions of each community indicate their culture. It means, the primitive society's impact on the culture in view of psychological, sociological and anthropological way is much more important for understanding the human nature. *"The way of life of a people may be modern or primitive to the core, the essential reality of all belonging to human race cannot be dismissed by any stretch of imagination"*.

– J. C. Johari,  
 'Human Rights and New World Order: Towards  
 Perfection of the Democratic Way of Life', 1996.

Perfect equality of opportunity is in democracy; as Plato said, in an ideal democracy, "There is no caste here; no inheritance of position or privilege; no stoppage of talent impecuniously born; the son of a ruler begins on the same level, and receives the same treatment and opportunity, as the son of a bootblack; if the ruler's son is a dolt he falls at the first shearing; if the bootblack's son is a man of ability the way is clear for him to become a guardian of the State. Career will be open to talent wherever it is born." Therefore, democracy is on the whole superior to aristocracy and dictatorship. Democracy is based on an assumption of equality. The best life for all citizens is in a democracy.

### **Salient Features of the Constitution of India**

1. The Indian Constitution is a written one.
2. The Indian Constitution declares India to be a sovereign democratic republic.
3. The Constitution emphasises the sovereignty of the people of India.
4. The Constitution provides for a large number of fundamental rights which are guaranteed to every citizens of India.
5. The Directive Principles of State Policy relate to those matters which the Government of India is to keep in view for the welfare of the people of the country.
6. The Constitution provides for a Parliamentary form of Government. The President of India is expected to act as a Constitutional head.
7. The Constitution is flexible. The Constitution can be amended.
8. The important feature of the Constitution is the secular nature of the Indian Union.
9. The integration of the Indian States with the rest of India. It is a real union of the Indian people built on the concept of the sovereignty of the people.
10. There is no place for dual citizenship in the Constitution of India.
11. The Constitution ensures uniformity for the unity of the country.
12. The provisions are made in the Constitution to make the judiciary independent of the executive.
13. The doctrine of judicial review is implicit in the Constitution.
14. The Constitution of India provides for a federal structure and a union form of Government.

### **Principles Enshrined in the Constitution**

#### ***Principle of Equality***

Article 14 of the Constitution of India provides that the State shall not deny to any person equality before law or the equal protection of the law within the territory of India. This Article guarantees equality before the law to all persons, whether they are citizens or not. It does not mean, the principle of equality before law involve the idea of absolute equality amongst all which may be a physical impossibility. But there is no place for any unfair discrimination between one group and another group of citizens or between Indians and foreigners. Durga Das Basu says, *"Article 14 guarantees the similarity of treatment and not identical treatment. Article 14 does not require that the legislative classification should be scientifically or logically perfect."* This does not mean that there can be no fair discrimination. The government can certainly make a distinction between the rich and the poor and tax the rich and exempt the poor. The Bombay Prohibition Act, 1950, contained provisions that gave some exemptions to military personnel permit-holders. Of course, in the case of *State of Bombay v. F.N. Balsara*<sup>3</sup>, a Full Bench of the Bombay High Court held that the Prohibition Act as a whole could not be declared to be void or inoperative. However, there were certain provisions that were discriminatory, and those provisions were void because they were inconsistent with the Fundamental Rights. The crux of the matter is to give a clear and reasonable interpretation of the provisions of the Act.

Durga Das Basu observed that, "The Principle of Equality does not mean that every law must have

universal application for all persons who are not by nature, attainment or circumstance in the same position as the varying needs of different classes of persons often require separate treatment.” Therefore, equality of treatment means persons who are equally circumstanced will be treated equally by the state. It shows that among equals, the law should be equal and equally administered, that likes should be treated alike. In the case of *Kedar Nath Bajoria v. State of West Bengal*<sup>4</sup>, the Supreme Court of India observed thus: “Now, it is well settled that the equal protection of the laws guaranteed by Article 14 of the Constitution does not mean that all laws made be general in character and universal in application and that the State is no longer to have the power of distinguishing and classifying persons or things for legislation. To put it simply, all that is required in class or special legislation is that the legislative classification must not be arbitrary but should be based on an intelligible principle having a reasonable relation to the object which the legislature seeks to attain. If the classification on which the legislation is founded fulfils this requirement, then the differentiation which the legislation makes between the class of persons or things to which is applied and other persons or things left outside preview of the legislation, cannot be regarded as a denial of the equal protection of law, for, if the legislation were all-embracing in its scope, no question could arise of classification being based on intelligible differentia having a reasonable relation to the legislative purpose. Article 14 does not insist that legislative classification should be scientifically perfect or logically complete.” It means, a legislature which has to deal with diverse problems arising out of an infinite variety of human relations must, of necessity, have the power of making special laws to attain a particular object, and for that purpose it must have large powers of selection or classification of persons and things upon which such laws are to operate, said Durga Das Basu.

In the judgment of Hidayatullah, J. in *Golaknath v. State of Punjab*<sup>5</sup> it is said, “It is an error to view our Constitution as if it were a mere organizational document by which the people established the structure and mechanism of their Government. Our Constitution is intended to be much more because it aims at being a social document in which the relationship of society to the individual and of Government to both, and the rights

*of the Minorities and Backwards Classes are clearly laid down. This social document is headed by a Preamble which epitomises the principles on which the Government is intended to function, and these principles in Part III and the Directive Principles of Policy in Part IV. The former are protected, but the later are not. The former represent the limits of State action and the latter are the obligations and the duties of the Government as a good and social Government.”* The United States of America’s Fifth and Fourteenth Amendments of the Constitution and in Article 14 of the Constitution of India deals with Fundamental Rights of the citizens; specifically, equality before the law and equal protection of the laws. These Fundamental Rights are principles of universal justice, natural sense of justice, and their breach is taken as cognizance of by the court of law. It is because of this Justice Ekbote in *Dasu Rayudu v. Public Service Commission*<sup>6</sup> said that the concept of equality means provisions of adequate opportunities for all irrespective of their class, sex or religion, etc. “No one should be debarred from the ambitions of his life if he possesses the requisite ability. The principle of equality would be satisfied when the State extends due opportunities to all for developing their abilities in their full stature.”

Sree Narayana Guru said, “The whole human race is a single caste. Among them exists only status differences and no caste distinctions. Nothing can contradict that fact. Some people may possess more money, education and have better habits of cleanliness while some others lag in those. There can be differences in skin colour too. Beyond these peripheral differences, human race has no difference that can be characterized as caste.” (Sree Narayana Guru– The Perfect Union of Buddha and Sankara, A Comprehensive Biography, Asokan Vengassery Krishnan, Konark Publishers Pvt. Ltd., New Delhi.)

Sree Narayana Guru aptly said, ‘*Man, know thyself*’ and ‘*Let There be More Light*’. His teaching is:

- Ask not, think not, and talk not about caste.
- Acts that one performs for one’s own sake should also aim at the good of other human beings.
- Let there be universal brotherhood of humanity.

Human life is equal and valuable, regardless of colour, race, caste, class, sex and religion: the realisation of its true nature is most precious. Human understanding is more fundamental and necessary

for a life with human dignity. Tolerance, social justice, happiness, peace, freedom and equality are reflected in “*Anubhav Mandapa*” (12<sup>th</sup> Century) (First Lok Sansad in World) established by Mahatma Basveswara. It has been advocated that the ideas to practice any profession, or to carry on any occupation, trade or business, to assemble, freedom of speech and expression. There is no place for any unfair discrimination between men and women, and this is emphasised in the Vacana literature. The fundamental principles of democracy were accepted and followed in *Anubhava Mantapa*. All are equal; no man is high or low either by birth, sex or occupation. Women have equal rights with men and are equally empowered to follow the path of self-evolution.

Glaring social inequalities with disabilities attached to birth have the same effect of abridging and sometimes totally negating legal rights. And often, social injustice goes with economic deprivation. So, ensuring social and economic justice must be part of the ideal of freedom. Action of the State creating a class within a class violates Article 14. Deprivation of property under Article 300A of the Constitution must be in accordance with a law which must be fair and reasonable as understood in terms of Article 14, 19 (1) (g), 26 (b) and 301 (A) etc. of the Constitution and as was held in the case of *K.T. Plantation Pvt. Ltd. v. State of Karnataka*<sup>7</sup>.

Accordingly, Dr Radhakrishnan said, “*Fullness of life means service to the whole. So he strives after values, frames ideals and struggles to build up a world of unity and harmony. He forms associations, develops common interests of organising families, tribes, churches and countries. Knowledge, art, morality and religion are the devices employed by man to realise his destiny as a member of a spiritual fellowship, a kingdom in which each is the whole and the whole is in some measure in each... Such a union based on knowledge, love, and service is closer and more the lower orders of existence.*”

The Supreme Court made the following observations in the case of *Lachman Das v. State of Bombay*<sup>8</sup> “It is now well established that while Article 14 forbids class legislation, it does not forbid reasonable classification for legislation. In order, however, to pass the test of permissible classification two conditions must be fulfilled, namely, (i) that the classification must be founded on an intelligible differentia which distinguished person or things that are grouped from others who are left out of the group,

and (ii) the differentia must have a rational relation to the object sought to be achieved by the Act. What is necessary is that there must be a nexus between the basis of classification and the object of the Act. To take an example under Section 11 of the Contract Act. Persons who have not attained majority cannot enter into a contract. The two categories are adults and minors. The basis of classification is age. That basis obviously has a contract. Therefore, the Section satisfies both the requirements of a permissible classification.”

### Principle of Justice

According to Plato, “Justice” is “the having and doing what is one’s own.” For the social cause historically, ‘Magna Carta’ in 1215 in the United Kingdom was followed by the Petition of Rights in 1627 and the Bill of Rights, 1688 in United Kingdom, which amplified its achievements in the Bill of Rights (1791); The American War of Independence (1776), The French Revolution with its Declaration of the Rights of Man (1789); and the Russian Revolution in 1917. These contracts and movements were all motivated by social causes. Liberty, Equality, Justice and Fraternity were the dedication of these revolutions to mankind.

The United States of America’s Constitution was the first to give concrete shape to the concept of Fundamental Rights: The very purpose of a Bill of Rights (1791) was to withdraw certain subjects from the vicissitudes of political controversy, to place them beyond the reach of majorities and officials, to establish them as legal principles to be applied by the court. One’s right to life, liberty, and property, to free speech, a free press, freedom of worship and assembly and other Fundamental Rights may not be submitted to a vote; they depend on the outcome of no elections, said M. P. Jain. All this shows the need for clear, dispassionate thinking about social affairs. To do so one must rise above the accidents of one’s birth and cultivate the attitude of ‘the impartial spectator within our room’. (Adam Smith). J. L. Mackie rightly pointed out that, “A man is responsible for all his intentional actions and only for them. Complications arise because an action of intention can be brought under different descriptions.”

In *Ibrahim Kunju v. State of Kerala*<sup>9</sup>, it was observed that the principle of natural justice is part of the humanist discipline of the executive authorities who affect the rights of citizens by their acts. Even

when an executive body is given the power to decide something in its discretion, the Courts will still keep it in the leading strings of fair procedure. Opportunity to explain any action or conduct of the delinquent should be real and not ritualistic, effective and not illusory and must be followed by a fair consideration of the explanation offered and the materials available culminating in an order which discloses reasons for the decision sufficient to show that the mind of the authority has been applied relevantly and rationally and without reliance and facts not furnished to the affected party.

The principle of natural justice is universal. It is also known as the Law of Reason or the Divine Law. Lord Eversted M. R. in the case of *Abbott. v. Sullivan*<sup>10</sup>, said. “The principles of natural justice are easy to proclaim, but their precise extent is far less easy to define.” The principles of natural justice are not embodied rules. In *Frome United Breweries Co. v. Ball Justice*<sup>11</sup> it was observed that, “*The rule of natural justice has been assented not only in the case of Courts of justice and other judicial tribunals but in the case of authorities which though in no sense to be called courts, have to act as judges of the right of others.*”

The purpose of the principle of natural justice is not only to secure justice but also to prevent miscarriage of justice. The underlying objectives have been observed in *Justice P. D. Dinakaran v. Hon'ble Judges Inquiry Committee*<sup>12</sup>. P. M. Bakshi in his famous book ‘The Constitution of India’ (2016) said. “Hearing the parties, application of mind and recording of reasoned decision are the basic elements of natural justice. The adjudicatory process essentially has to be in consonance with the principle of natural justice including the doctrine of *audi alteram partem* (*Manohar Manikrao Anchule v. State of Maharashtra*<sup>13</sup>). The doctrine of natural justice is termed as a synonym of fairness in the concept of justice and stands as the most accepted methodology of a Government action.” – (*Kumaon Mandal Vikas Nigam Ltd. V. Girja Shankar Pant and Others*<sup>14</sup>).

In *Mukhtar Singh v. State of Uttar Pradesh*<sup>15</sup>, a Division Bench of the Court said: “The principles of natural justice are those rules which have been laid down by the Courts as being the minimum protection of the right of the individual against the arbitrary procedure that may be adopted by a judicial or quasi-judicial authority while making an order affecting

those rights. These rules are intended to prevent such authority from doing injustice.” These principles are:

- a. That every person whose civil rights are affected must have a reasonable notice of the case he has to meet.
- b. That he must have a reasonable opportunity of being heard in his defence.
- c. That the hearing must be by an impartial tribunal.
- d. That the authority must act in good faith, and not arbitrarily but reasonably.

Constitutional sanctity of the natural justice is more clearly observed in *Mukhtar Singh V. State of Uttar Pradesh*<sup>16</sup> as –

1. “When it is alleged that a certain person or class of persons have been unreasonably discriminated against and that the law violates the provisions of Article 14, or that the restrictions imposed upon the freedom guaranteed under Article 19 are unreasonable;
2. When a rule or regulation or order made in the exercise of a statutory power is attacked on the ground that it is unreasonable, and
3. When the procedure adopted by the judicial or quasi-judicial authority is not being one prescribed by law is challenged on the ground that it is unfair and unjust.”

Salmond J. said, “*Justice is the harmonious reconciliation of individual conduct with the general welfare of the society.*” According to Salmond private justice is a relation between individual persons and a court of justice. Social Justice is the concomitant of a just State; it is concurrent with a just order of society. The State is one which strives to promote the welfare of the people of securing and protecting, as effectively as she may, a social order in which justice-social, economic and political, shall inform all the institutions of the national life. Social justice has a reference to the natural rights of men that all men are born free and equal, sharing the common maternity of nature. The claim to equality, or to any of its cognate expressions in the social, economic and political realm, is fundamentally natural. Equality, bereft of discrimination based on grounds of race, creed or heredity, is the principle invoked mainly for the implementation of justice in the social, political and economic fields. Economic justice is a counterpart

of social justice. In *State of Uttar Pradesh v. Md. Nooh*<sup>17</sup>, it was observed by the Supreme Court that justice should be administered in a commonsense liberal way and should be based on human values rather than on narrow and restricted considerations hedged round with hair-splitting technicalities.

In *C. Pirchiah v. Andhra University*<sup>18</sup>, Chandra Reddy, C. J., observed that. “*The expression ‘natural justice’ conveys the notion that the result of the process should be just. There are two concepts underlying this doctrine, namely, the authority deciding the dispute should be impartial and the party to be affected should be given a full and fair opportunity of being heard.*”

It is of the essence of justice and equity that a person should not be deprived of his property or the right or privilege without being given an opportunity to explain it. The Chancellor, though not a Judge in the real sense of the term, but constitutionally only an administrative authority, exercises quasi-judicial functions in deciding whether a person was duly elected or not. Therefore, he should observe the judicial process. Even an administrative authority, when it acts in a quasi-judicial capacity, has to conform to the forms of judicial procedure”.

### **Principle of Freedom**

“*A free man thinks of nothing less than of death; and his wisdom is a meditation not on death but on life.*” –Spinoza. In 1869, the utilitarian philosopher John Stuart Mill was the first person in the British Parliament to call for women to be given full voting rights. Women’s Social and Political Union (WSPU) (1903) fought for female emancipation. The Equal Franchise Act came into law on 2<sup>nd</sup> July 1928 for women, with employment opportunities, fair wages, legal justice, individual autonomy and general respect that they deserve.

John Stuart Mill, in his famous book “On Liberty”, said, “Mankind can hardly be too often reminded that there was once a man named Socrates, between whom and the legal authorities and public opinion of his time, there took place a memorable collision. Born in an age and country abounding in individual greatness, this man has been handed down to us by those who best knew both him and the age, as the most virtuous man in it; while we know him as the head and prototype of all subsequent teachers of virtue, the source equally of the lofty inspiration of Plato and the judicious utilitarianism of Aristotole,

“*i maestri di color che sanno,*” the two headsprings of ethical as of all other branches of philosophy. This acknowledged master of all the eminent thinkers who has since lived whose fame, still growing after more than two thousand years, all but outweighs the remainder of the names which make his native city illustrious, was put to death by his countrymen, after a judicial conviction, for impiety and immorality. Impiety, in denying the god recognized by the State; indeed, his accuser asserted that he believed in gods at all. Immorality, in being, by his doctrines and instructions, a ‘corruptor of youth’. Of these charges the tribunal, there is every ground for believing, honestly found him guilty, and condemned the man who probably of all then born had deserved best of mankind, to be put to death as a criminal.” Here, J. S. Mill wanted to mean that, even if all mankind minus one were of one view, and he of another, they have no more moral right to force their view on him than he would have if he had the power.

The concept of ‘Freedom’ is the absence of restraint within the legal framework of a society, and it is the freedom of indifference. It is important to realise that ‘Freedom of Choice’ is morally neutral, though it is the basis of much moral good and a necessary condition of any creative life. The attempt is to establish and strengthen a State that promotes basic freedoms. This cannot be done without a supportive social environment with a certain culture. Non-violence is a key element in this culture. Therefore, it is said that ‘Freedom is obedience to the law’, and ‘Freedom is rational self-determination’. In a real sense, ‘True freedom consists in living in harmony with the nature of things. Freedom is possible for man only. The action of reason is human freedom. Spinoza says, “Freedom is not from causal law or process, but from partial passion or impulse, and Freedom not from passion, but from uncoordinated and uncompleted passion. We are free only where we know”. The nobler Freedom is “to be great is not to be placed above humanity, ruling others; but to stand above the partialities and futilities of uniformed desire, and to rule one’s self,” said Spinoza.

We should have economic and social justice to provide substance and reality to formal freedoms. But formal freedoms in the forms of ‘Fundamental Rights’ are not mere, empty shells. “The freedom of movement guaranteed by clause (d) of Article 19 (1) is in addition to the right to personal liberty guaranteed by clause (g) of Article 19 (1), namely freedom of profession, trade or business, is

intended to ensure that citizen's right to business does not depend on grant by the State and that the State cannot prevent a citizen from carrying on a business, except by a law imposing a reasonable restriction in the interest of the general public," said P. M. Bakshi. Respect for the laws is the basis of any civilised life. Hence, the essence of restraint, which is the essence of freedom, is within the framework of law. The more the freedom, the less the violence and conversely, the more the violence, the less freedom. It means the use of physical force, which represents total loss of freedom. All injustice is a form of violence. Formal freedoms guaranteed by a liberal democracy will remain empty and ineffective in a society deeply divided by social, economic and political disparities.

Das Gupta J. in *Narendra Kumar v. Union of India*<sup>19</sup> observed: "It is reasonable to think that the makers of the Constitution considered the word 'restriction' to be sufficiently wide to save laws 'inconsistent' with Article 19 (1), or 'taking away the rights' conferred by the Article, provided these matters are mentioned in the clause. There can be no doubt, therefore, that they intended the word 'restriction' to include cases of 'prohibition' also. The contention that of a law prohibiting the exercise of a fundamental right is in no case saved, cannot therefore be accepted." (H. M. Seervai, 'Constitutional Law of India').

The Fundamental Rights are made inviolable by the Constitution of India. A balance between the liberty of men and the security of the State is secured through the imposition of reasonable restrictions. The Constitution of India rule the people of India. India began to think and imbibe the Constitution in 1950; it is impossible to stop its provisions from being made applicable. Nothing enfranchises like the philosophy of the Constitution. What a wonderful document the is Constitution of India! The Constitution of India is the only true philosophy and the essence of our life. The essence of the Constitution lies in the makers of the Constitution to conceive the perfect democratic life that shall express the human dignity in a form of equality, freedom, social justice and fraternity. Bhagwati J. has observed in *Ajay Hasia v. Khalid Mujib*<sup>20</sup> as – "It must be remembered that the Fundamental Rights that are Constitutional guarantees given to the people of India are not merely paper hopes or fleeting promises and so long as they find a place

in the Constitution, they should not be allowed to be emasculated in their application by a narrow and constricted judicial interpretation."

The Constitution believes in Freedom, in which the welfare of all, for without it, social justice is impossible. Justice is not mere strength, but harmonious strength. If the Constitution is to be permanent, all the parts of a society must desire it to be maintained. In view of this, Dr A. P. J. Abdul Kalam famously said: "At this point, I would like to remind all of us that it is necessary to work for the unity of minds in society for the smooth functioning of our democracy. The increasing intolerance for others' views and way of life-and the expression of this intolerance through lawless violence against people-cannot be justified in any context. All of us have to work hard and behave in a civilised manner in our day-to-day lives to ensure that the rights of our fellow citizens are protected. That is the very foundation of our democratic values. That is what will make India a beautiful nation."

Abraham Lincoln's 'Emancipation Proclamation' of 1863 and the Thirteenth Amendment of the Constitution of America in 1865 abolished slavery. In 1963, while addressing the Crowd, Martin Luther King said 'Four score years ago, a great American, in whose symbolic shadow we stand today, signed the Emancipation Proclamation..... But one hundred years later, the Negro still is not free. One hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity. One hundred years later, the Negro is still languishing in the corners of American society and finds himself an exile in his own land. History is taught as if it were made up of a series of wars and conflicts with human suffering and destruction. Two World Wars were fought to make the world safe for democracy, and more than a hundred years later, we are still busy trying to establish and protect our democracy, the same ideal by the same methods. All this shows the need for clear, dispassionate thinking about socio-political affairs. To do so, one must rise above the accidents of caste, creed, class, colour, religion and race. Therefore, Spinoza aptly said, "*I shall regard human actions and desires exactly as if I were dealing with lines, planes and bodies.*" The Preamble to the Universal Declaration of Human Rights, framed in 1948, stated, that the member nations "shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international,

to secure their universal and effective recognition and observance.” In 1950, when the Constitution of India came into force, India as a sovereign, socialist, secular, democratic republic, took up the same ethical and political challenge of securing for “all its citizens Justice (social, economic, and political), Liberty (of thought, expression, belief, faith, and worship), and Equality (of status and of opportunity)” and of promoting “Fraternity, assuring the dignity of the individual and the unity and integrity of the Nation.” The Constitution of India is a roadmap, and whether we as a nation are able to fulfil the promise of the Constitution depends on the extent to which we follow it, in letter and in spirit.

### Footnote

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- 2 (1973) 4 SCC 225; AIR 1973 SC 1461
- 3 1951 AIR 318
- 4 1953 AIR 404; 1954 SCR 30
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# Civic Awareness of Gen Z: Insights from the Right to Information Act, 2005

T Senthil Kumar\* and J Sripathi\*\*

The Right to Information (RTI) Act, 2005, is a landmark legal framework aimed at promoting transparency, accountability, and citizen empowerment in good governance. This study was undertaken with the primary objective of assessing the awareness and perception of graduate students regarding the RTI Act, based on the earlier studies and the existing literature. This study recognises that awareness of RTI among Gen Z is essential for fostering participatory democracy via transparency and good governance. Using a descriptive survey design, data were collected from students across diverse programmes through a structured questionnaire. The findings revealed higher female participation and notable subject disciplinary variations. It concludes that awareness initiatives related to the Act and Bill significantly contribute to strengthening civic responsibility and good governance among future citizens. This study also recommends integrating a module in the curriculum and awareness drives to sustain democratic engagement and promote informed citizenship among the students' community.

The Right to Information Act, 2005, was enacted by the Parliament of India to establish a practical regime of citizens' Right to Information, thereby promoting transparency and accountability in the working of public authorities, subject to certain exceptions. The basic mechanism is that all Citizens of India are eligible to use this Act; however, they must follow the systematic procedure to get the information, and public authorities are mandated to respond within a prescribed time frame. Failure to do so, the Applicant can approach the First Appellate Authority and subsequently the State or Central Information Commission for redressal. In the state of Tamil Nadu, the RTI mechanism operates through the state-level portal and the state information commission. For example, the online portal "RTI Online" of the Government of Tamil Nadu indicates that to date, there have been 110,803

RTI requests received (via online submission) and 26,989 appeals. On the national level, estimates suggest that approximately 4 to 6 million RTI applications are filed annually across India.

In the context of higher-education students of Generation Z (GenZ are those born roughly from the mid-1990s to early-2010s), the result of this study explores their awareness of and perceptions towards the RTI Act and its reachability. By situating RTI not only as a statutory right but as a potential civic empowerment tool, the study seeks to assess how well this Generation Z understands the Act's intention, provisions and perceives its value for transparency, accountability and participation in good governance.

## Review of Related Literature

There are studies on the Right to Information (RTI) that emphasise its role in enhancing transparency, accountability, and participatory governance. Bhat (2015) highlights RTI as a vital tool for promoting good governance by empowering citizens and curbing corruption, though challenges such as low awareness and bureaucratic resistance persist. Joseph (2001) found that RTI within broader administrative reforms, noting its linkage with e-governance and modernisation of public administration. However, scholars caution that transparency alone does not guarantee accountability. Fox (2007) states that effective outcomes depend on citizens' capacity to use information and on institutional responsiveness. Heald (2006) categorises transparency into distinct forms, underscoring that not all disclosures yield meaningful oversight. Roy and the MKSS (2018), trace RTI's origins to grassroots mobilisation, stressing sustained civic engagement for effectiveness. Empirical reviews by the World Bank (2013) reveal that RTI's impact on service delivery varies by institutional design and enforcement mechanisms. Collectively, the literature affirms that while RTI legislation is a critical foundation for democratic accountability, its success depends on implementation capacity, civic literacy, and complementary reforms that convert transparency into actionable accountability.

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## **Justification and Objectives of the Study**

The effectiveness of any Act or Bill depends significantly on citizens' awareness and their willingness to utilise it for common and good causes. The GenZ Students in higher education are emerging citizens and holding much responsibilities for national building; therefore, assessing their level of civic awareness enlightens us to identify existing gaps and lapses to take corrective and suitable measures to address on time, and findings could inform student-centric awareness programmes to contribute towards policy discussions and inclusion of GenZ in the transparency mechanisms. The objectives of the study are:

1. To assess the level of awareness of the Right to Information Act, 2005, among GenZ students.
2. To explore GenZ students' perceptions regarding the significance of the RTI Act in promoting transparency and good governance.
3. To identify demographic and programme-related factors associated with awareness levels.
4. To recommend institutional measures for enhancing and engaging GenZ students about civic awareness.

## **Research Design**

The study adopted a descriptive survey method; the primary data were drawn from students of Guru Nanak College, Chennai, established in 1971, an autonomous institution having A++ NAAC accreditation and ranked in the recent NIRF. Data were collected through a structured questionnaire that contained demographic characteristics, awareness levels, and perceptions about the RTI Act 2005.

The population for the study comprised all undergraduate and postgraduate students enrolled in various programmes at Guru Nanak College. A total of 1,733 students participated in the study, representing Arts, Science, Commerce and Information Technology streams. Data were collected during the academic year 2025–2026. Collected data were analysed using descriptive statistics, such as frequency and percentage were computed to summarise demographic characteristics and awareness levels.

### ***Gender-wise Participation***

A total of 1,733 respondents, irrespective of their subjects, female students 1,257 (72.52%)

constituted the majority, showing stronger engagement in civic awareness activities than male 476 (27.48 %).

### ***Stream-wise Participation***

Analysis was conducted based on the subject streams and found that commerce stream participation is higher, 876 (50.55%), followed by Science – 327 (18.87%), Humanities - 253 (14.60%), Computer Science – 220 (12.69%), and Management – 57 (3.29%), respectively.

### ***Programme-wise Participation***

To examine participation across individual programmes, an analysis was instituted, and the results are as follows: B.Com. General – 480 (27.71 %), B.Sc. Computer Science – 220 (12.69%), B.A. English – 150 (8.65%), B.Sc. Mathematics – 145 (8.37%), B.Com. Accounting & Finance – 120 (6.93%), B.B.A.– 57 (3.29%), B.Sc. Physics – 49 (2.83%), B.Sc. Visual Communication – 42 (2.42%), B.Sc. Chemistry – 23 (1.33%), M.A. Economics – 17(0.98%), M.Sc. Chemistry – 15 (0.87%), B.Sc. Plant Biology & Plant Biotechnology- 12 (0.69%) and M.Sc. Mathematics – 5 (0.29%).

## **Major Findings and Inferences**

The responses reflected a diverse representation from multiple streams and academic disciplines as follows:

### ***Overall Awareness***

The overall awareness level of the RTI Act among students of Guru Nanak College is notably high, with the average correct response rate exceeding 80% across most streams, this indicates the civic and legal literacy among students.

### ***Gender-based Inferences***

Female students (82.91%) performed slightly better than male students (80.62%), demonstrating higher familiarity with key RTI Act provisions. However, males performed better on specific factual questions (e.g., enactment year and Tamil Nadu Commission establishment), indicating nuanced differences in topic-specific awareness.

### ***Stream-wise Inferences***

Commerce stream students (83.46%) recorded the highest average awareness, followed by Science(78.36%) and Arts (74.51%). Commerce students also excelled in administrative and

procedural aspects of the RTI Act, such as fee payment, applicable departments, and commission structures, suggesting better comprehension of governance-related topics. Arts students demonstrated relatively lower awareness, indicating a potential gap in exposure to civic and legal frameworks within humanities curricula.

### ***Programme-wise Observations***

Among individual programmes, B.Com. General (27.71%) accounted for the highest participation, reflecting strong engagement from commerce disciplines.

Science and Information Technology programmes such as Computer Science (12.69%) and Mathematics (8.37%) also contributed substantially, showing balanced interdisciplinary interest in RTI awareness.

### ***Awareness of Tamil Nadu-specific Provisions***

It was found that awareness about the appointing authority and administration of the RTI Act commission received a high accuracy percentage (above 85%) among the students. Questions on the establishment year of the Tamil Nadu Information Commission showed the lowest accuracy rates (below 50%), revealing a limited grasp of state-level historical details of the Act.

### ***Question-wise Trends***

The per-question ranking analysis helps to identify specific topics where particular streams or genders may need targeted awareness interventions. With this objective, question-wise analysis was done and found that across all 20 questions, students are stronger in procedural awareness than in historical or contextual understanding. An average percentage of awareness about the act is higher among females (82.91%) than the males (80.62%).

The students showed maximum accuracy in factual questions such as, Language of RTI Act applications (Tamil/English) (above 95%) are given correct right answers like wise Existence of Public Information Officers (PIOs) in every district (above 95%), Role of monitoring bodies and prescribed filing fees (above 90%), Lower accuracy was observed in concept-based or historical questions, e.g., “When was the Tamil Nadu Information Commission established?” received only (below 40%).

### ***Gender–Stream Interaction***

In all streams, female students consistently outperformed males in most RTI Act-related questions, especially in topics related to governance structures and the role of the Chief Information Commissioner. In the Science stream, gender performance was nearly equal (female 50.46%, male 49.54%), implying balanced awareness.

### ***Educational and Policy Implications***

Results highlight the need for curriculum integration of RTI Act awareness through workshops, seminars, and mandatory civic studies modules aligned with NEP 2020. The initiative also supports institutional objectives of developing socially responsible graduates who are aware of transparency mechanisms and citizen rights.

### ***Unique Insights***

The study is one of the few empirical assessments of RTI Act awareness among undergraduate students in Tamil Nadu, offering data-driven insights for educational policy. Strong female participation reflects a positive gender trend in civic education, reinforcing the importance of inclusive awareness initiatives.

### ***Summary Drawn from Inferences***

Students of Guru Nanak College exhibit commendable awareness of the RTI Act, especially in the conceptual understanding. Future interventions can target weaker areas, notably state-specific historical details and the practical application of the RTI Act and procedures. Sustained institutional engagement in civic awareness programs will further strengthen the role of Gen Z as informed, empowered participants in India’s democratic processes.

The findings confirm that structured awareness programmes significantly enhance students’ civic literacy and comprehension of transparency mechanisms. Integrating RTI Act-focused modules and workshops into academic curricula could further deepen understanding and practical engagement. The study particularly underscores that informed Gen Z participation is essential for fostering transparency, accountability, and the spirit of good governance envisioned by the RTI Act, 2005 and other related Acts and Bills in general.

## Conclusion and Recommendations

The Right to Information Act, 2005, serves as a vital instrument for promoting transparency, accountability, and participatory governance. Findings from the study area (Guru Nanak College (Autonomous), Chennai), reveal that the current student community possesses a commendable level of awareness of the Act, particularly in procedural aspects, processes, official roles, and provisions for appeal. Higher performance by the female gender and the Streams of Arts and Commerce demonstrates both active civic participation and curriculum-linked exposure. However, gaps were identified in the Science and Management Streams about the contextual and historical understanding of the RTI Act. To strengthen civic literacy, the study recommends:

- Integrating Civic Education Modules into the curriculum under the National Education Policy (NEP) 2020 framework.
- Organising Hands-on Workshops and Interactive Sessions with public information officers to provide practical exposure.
- Encouraging Inter-Departmental Competitions and Awareness Drives to sustain student engagement.

By institutionalising such measures, higher education institutions can nurture informed,

responsible citizens capable of using transparency mechanisms to uphold democratic governance.

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## ATTENTION READERS

The government is commemorating the 150<sup>th</sup> birth anniversary of Sardar Vallabhbhai Patel with a two-year-long nationwide programme from 2024 to 2026 to honour his monumental contribution to the country. University News also invites articles on the ‘Contributions of Sardar Vallabhbhai Patel to the Nation’. Authors can submit manuscripts throughout the year till September 30, 2026 to Dr Sistla Rama Devi Pani, Editor, University News, via Email: [ramapani.universitynews@gmail.com](mailto:ramapani.universitynews@gmail.com), and also send a copy to: [universitynews@aiu.ac.in](mailto:universitynews@aiu.ac.in).

Guidelines for Contributors are available on the AIU Website. For any queries, Contact Dr Yogita Kanwer on mobile no 9968469765 or Office Landline number 011-23230059, Ext 209.

Editor

# Education for All : Overview of Progress, Challenges and Views Envisaged in RTE–2009 and NEP–2020

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Modernization in Education leads to the progress and prosperity of society to achieve sustainable development. Many efforts have unfolded the versatile scope and opportunities apart from mere classical traditional activities. With the development of science and technology, some progressive achievements have been obtained, though several challenges exist to overcome the obstacles to reach the goal- ‘Education for all’. Some vital fields have been focused on along with those previously laid down in the Right to Education (RTE) Act 2009. The initiatives in the areas provided by the social sectors have also been delineated in this paper in relation to vocationalization and technical education with qualitative enrichment, through both formal and non-formal agencies. Attempts have been made in this paper to meet the nature of the need of Education for All through curricular and complimentary as well as supplementary activities and training programmes to fulfill the objectives of learning by knowledge, understanding, application and skill, along with developments of values and attitudes to cope with the existing scenario of emancipation of unemployment in connection with versatile thoughts, ideas and ideals for mass awareness and quality education for all, as views envisaged in National Education Policy 2020, including the focuses and provisions for equitable and inclusive education.

Education has been imparted since time immemorial to be considered a movement towards the development of man and mankind. It implies the basic thoughts and ideas with its own efficiency to make humans enriched with potentialities and to fulfil the needs, with a view to achieving the desired goals and aspirations. Splendid cultures and efforts are associated with upgradation in relation to civilisation as well as modernisation, since ancient

times, through education as a vehicle. With the progressive development and enrichment, some sources have been discarded, whereas others have been preserved and handed over to posterity. With this, some reformative and informative major areas of education have been focused on as per the National Education Policy, 2020.

## Perspectives of Education

So far, the perspectives of education are concerned, various aspects have been unfolded, in accordance with the activities and nature of manifestation, with some originality of transmission of innovative thoughts. Education, in its true context, is beyond the training capabilities where mere imitation is ignored; rather, modulated achievement is considered. To align with the education of the 21<sup>st</sup> century, some structural and functional reformative aspects have been emphasised in NEP 2020. Now, wherever “Education for all” is taken into consideration, education implies the deliberate attempts for desirable changes, in relation to progressive achievements. Activity of today and assurance of tomorrow is considered as the progress that leads to sustainable development of society in general and individuals in particular. It is achieved through the process of learning, and it aims to fulfil the objectives through the acquisition of knowledge and the implications of experiences. Accordingly, NEP 2020 recommends novel significant patterns and practices in different stages of education with special emphasis on science and technology-dependent digital learning through both ODL and regular modes of learning.

## Modernity in Education

Modernity in Education refers to the impact of improvement in all aspects of education, which is also considered with the concept of ‘Education for All’. It inculcates the qualitative achievement with all-round development of the individual as well as for the welfare of the society. Beyond geographical or demographic and political perspectives of the society, several aspects are demarcated along with harmonious congenial environmental ambience, related to the removal of superstition, cultural and

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religious conscience, disciplinary and controlled efforts, lifestyle perceptions, elimination of discrimination of caste, creed and races, increase of resources, etc. for National Development and development of humanism, considering the equality, integrity, and fraternity

Only education for all can change all these aspects, as 'education is an instrument of social change and social order' - as said by Dr D.S. Kothari in the Kothari Commission Report (1964- 66). As far as the influence of modernism is concerned, it has several impacts even at home, schools, and the community, for the enrichment of communal and social relationships, where two components, health and education, are given prior importance. After the COVID-19 pandemic situation, the concept, configuration, and status level of education have drastically changed for the expansion and exploration of education with transformative approaches of modification, mobilisation and modernisation of educational pathways.

### **System Approach towards 'Education for All' (EFA)**

Some systematic efforts are made through the input of resources to carry out learning resources, according to the desired needs of the masses or learners, irrespective of their discriminative parameters in a particular social context, to make them learn, so that effective outcomes are achieved through desired behavioural changes, both individually and in communal integral approaches.

In this context, it is a real approach of 'deliberate attempts for desirable changes. So far, the objectives of this approach are concerned, whenever we consider Education for all, it reveals the nature of learning with cognitive, affective, and psychomotor skills. More effectively, the 3 Rs are associated with qualitative learning and literacy with knowledge, understanding, application, and skill development. In the twenty-first century, emphasis is given to the four pillars of education suggested by UNESCO-- *learning to know, learning to do, learning to be, and learning to live together*. In NEP 2020, a progressive overview of guiding principles and pillars of education is based on access, equity, quality, affordability, accountability and expansion of education for outcome-based skill development and social needs for vocationalisation and technological enhancement, along with holistic development and a multidisciplinary approach.

### **EFA--Provision for Compulsory Education**

Education acts as a vital weapon of social control, preservation, and transmission of culture with social transformation. According to the Universal Declaration of Human Rights in Article 26 (1948) - "Everyone has the Right to Education," It acted and led to a mass movement of Education for All, when it was conceived at the world conference by UNESCO. The basic declaration was "Every person-child, youth, and adult shall be able to benefit from educational opportunities designed to meet their basic learning needs". To meet those basic needs, in India, the Right to Education (RTE) Act 2009 marked a historic challenge with the view to providing free and compulsory education. It aimed to develop the potentialities in a positive right direction, with full dignity to live in and to mould the habits, tastes and character by importing knowledge and information. NEP-2020, therefore, recommends promoting Foundational Literacy and Numeracy with universal access to education.

Basic fundamental and elementary education are the key means for improvement and facilitating their opportunities with quality education of knowledge, skills and self-reliance to expand the opportunities for employment and eradication of poverty, along with value-based education, for which priorities have been given in Early Childhood Care Education (ECCE) for holistic development in NEP 2020 by increasing and integrating co-curricular activities, sports, arts and vocational education at school level.

### **EFA--Overview of Progress**

India, consists of 35 states and Union Territories, involving around 190 million children and 6 million teachers at the elementary stage of education, leading to diverse contexts and conditions. Demographic changes -- increasing youth population and shrinking cohort of children entering primary schools.

#### **I. Universal Primary Education and Literacy**

Access to all within the neighbourhood, Primary Enrollment ratio increased, Primary completion rate - around 70%, Literacy achievement goal 81%

#### **II. Overview of Progress Towards Gender Equality**

Significant reduction in gender disparity, but needs improvement. The Ratio of Boys to girls

in Education is near parity at the Primary level, but still at around 0.87. Overall, Youth literacy is near parity.

### **III. Major Programmatic Initiative**

- SSA (Sarva Siksha Abhiyan)-Programme for Universalisation of Elementary Education
- Universal provision of Mid-Day Meals in Schools.
- Integrated child development program.
- Rashtriya Madhyamik Shiksha Abhiyan-Programme for Universalisation of Secondary Education
- Sakshar Bharat- National Literacy program with a special focus of youth and women.
- *Vikshit Bharat* & Fit India Mission.

### **IV. Right to Education (RTE): Education as a Fundamental Right**

- A landmark event
- Amendment to the constitution in 2002
- Right to Education Act Notified in April 2010
- Making Free and compulsory Education a basic Right-looking to ensure that all children not only have access to education but access to education of good quality

### **V. RTE Act-Some Key Provisions**

- Rights and Entitlements of Children
- Ensuring participation of children in schools- responsibility of the state
- Specifies Teacher qualifications, pupil-teacher Ratio
- Benchmark for Schools- specification of infrastructure and academic provision
- Nature of curriculum- Teaching Learning process- child-centred education – Nationalism and values
- Independent Bodies at the central and state levels for monitoring the protection of child rights--National Commission for Protection of Child Rights

### **VI. RTE Act-Focus on Equity and Social Justice**

- Special provisions made for marginalised groups, scheduled caste children, tribal groups and children with special needs.

- A new framework for participation of private providers provides 25% reservation for children from disadvantaged groups

### **VII. RTE-Child-Friendly Classrooms**

- Calls for education through mother tongue (without making it compulsory) or the Regional Language
- Ban on corporal punishment and a classroom free of fear and anxiety.

### **Dimensions on Exploration of Achievement and Challenges Towards Education for All**

#### **1. Early Childhood Care and Education**

- Progress has been made to some extent in survival and nutrition, but care is still of poor quality. A multi-sector approach to early childhood services has yet to be adequately.
- Pre-primary education system and enrolment levels have been expanding rapidly.

#### **2. Expansion of Primary Education**

- Monitoring progress and abolition of fees.
- Approaches succeeded by increasing demands.
- Interventions to set up primary schools and increase primary school access.
- Reaching the marginalised is essential for universal primary education

#### **3. Development of Youth and Adult Skills**

- Foundation skills: Participation in Secondary Education
- Inequality persists in
- Transferable skills development is in progress.
- Alternative educational opportunities are needed
- Vocational and Technical skills Approaches are evolving
- Emphasis on digital learning (NEP 2020)

#### **4. Continuing and Adult Education**

- Efforts on Adult Literacy
- Assessment needed for progress in adult literacy
- Holistic and multidisciplinary approaches

#### **5. Efforts on Gender Parity and Equality**

- Progress towards gender parity
- Expansion and improvement in infrastructure
- Policies to improve participation in classroom

environments to support equality in learning outcomes

#### 6. *Improvement of Quality of Education*

- To improve access and equitable learning
- Monitoring in leaving outcomes
- Availability of resources and TLM
- Decentralization of education with implications of private provision for enhancement of quality of education
- Technical and Technological support with digital learning

#### 7. *Lifestyle Education*

- Growth & development in lifestyles and habits
- Improvement measures for activity achievement
- Adjustment and adaptability

#### 8. *Self-Actualisation, Introspection and Dedication through Quality Education*

- Development of self-reliance, self-esteem
- Qualitative coordination with mental stability, Mental hygiene and reflexive approaches towards education
- Development of Aptitude, Personality, Attitude towards Sequential consecutive positive transfer of learning
- Feeling of patriotism and internationalism

#### **Continuing Challenges**

1. Retaining children in schools to complete elementary education.
2. Problem of lack of efficient, qualified teachers
3. Enhancing Learning Outcomes.
4. Reducing dropouts, Promoting Literacy, and Adult Education
5. Drawing of out-of-school children.
6. Providing vocational and technical facilities and opportunities.
7. Reducing poverty, fostering economic prosperity
8. Efforts to eliminate Barriers to girls' education
9. Enhancement of productivity & quality with skill development
10. Improvement of Equitable and Inclusive Education
11. Quality enhancement in digitalised learning

#### **Strategies undertaken to overcome the challenges are:**

- Special training programs to reduce dropouts
- Introduction of Mid-day Meals for all
- Special Programmes for girls
- Recruitment of Trained teachers and Profession Training
- Supporting efforts from NGOs
- Use of Modern technology and ODL (Open Distance Learning) systems
- Reforms of Curriculum and Text Books (National Curriculum Framework)
- Reforming Classroom Teaching- Activity-based Learning
- Continuous and Comprehensive Evaluation (CCE)
- Short-term skill training programs for youths and adults in relation to Vocational and Technical Education, even though non-formal education agencies

#### **Special Provisions for the Need for Vocationalisation of Education**

- Commerce-based:* Office Secretary, Accountancy and Auditing, Marketing and Salesmanship, Stenography and Computer Applications, etc.
- Engineering-based:* Electrical, Technology, Automobile, Civil Electronics, IT Applications, etc.
- Health and Paramedical-based:* Medical Lab techniques, X-ray, Instrumental technicians, Nursing and Midwifery, Health and Beauty Studies, etc.
- Home Science-based:* Nutrition and Home management studies, Fashion Design, Textile Design, Beauty Services, Interior Decoration, etc.
- Hospitality and Tourism-based:* Food Production, Food and Beverage Services, Mass Media Studies, Bakery and Confectionery, Travel and Tourism, etc.
- Agricultural-based:* Livestock, Poultry, Dairy Science, etc.
- Others:* Transport System, Life Insurance, Library, and Information Science, Logistic Systems, etc.
- Education in Emergencies:* During Natural Disasters, Displacement, Epidemics, Fire Bridge, etc.

## **EFA–Views in NEP–2020**

The NEP-2020 is the third education policy, after independence, following the NEP-1968 and 1986. As we know, education is the fundamental base for achieving full human potential and developing equitable opportunities and scopes for all. The NEP-2020, therefore, brings forth several positive impacts, including enhanced flexibility, emphasis on skill development, integration of technology, and a multidisciplinary approach, which is aligned to develop an education system with the cognizance of the 21<sup>st</sup> century and sustainable goals of education. The NEP-2020 aims to provide high-quality education to all in India, including the PWD(s), with the goal of transforming the country into a knowledge society fit for the 21st century. The NEP's views on education for all include:

### ***i. Foundational Literacy and Numeracy***

As a prerequisite to learning, it emphasises mass awareness of conscience of principles.

### ***ii. Health and Nutrition***

NEP–2020 aims to address the health and nutrition of children, including mental health. This includes of providing healthy meals, regular health checkups and the introduction of social workers and Counselors into schools; provision for employment of special educators for inclusive education, especially for the children with special needs.

### ***iii. Assessment Reforms***

NEP–2020 aims to shift from summative assessment to formative assessment, which is more competency-based. This includes redesigning board exams to encourage holistic development and testing core capacities and focuses on introducing Academic Bank Credits (ABC) with Choice Based Credit System (CBCS) in gradual development performance in higher education, evaluation on continuous assessment, sessional work, etc.

### ***iv. 5+3+3+4 Education System***

NEP–2020 introduces a reformative 5+3+3+4 education system, where students spend 5 years in the foundation stage. (Pre-primary 3 years + 2 years - class I & class II in Primary stage)3 years in the preparatory stage (class 3, 4 & 5); 3 years in the middle stage (class 6, 7 & 8) and 4 years in the secondary stage (class 9, 10, 11, & 12).

### ***v. Five Pillars of Education***

NEP–2020 focuses on five guiding pillars -access, equity, quality, affordability, and accountability

### ***vi. Medium of Instruction***

The mother tongue is the first language of the learner, and the regional language should be the medium of instruction, especially in school education, where the 3-L formula (three language formula) is followed. It is noteworthy that English was not recommended by NEP-2020 as a compulsory medium of instruction for schools

## **Major Focuses of Education for All**

- a) At the very core of the educational system, ensuring opportunities for equitable learning, a deliberate attempt for desirable excellence in qualitative education in formal schooling is a significant effort, as envisaged in NEP 2020.
- b) Education for All, popularly known as EFA, is an initiative to bring learning to children in underserved communities for whom it is otherwise inaccessible.
- c) The EFA is a global initiative, launched by UNESCO in 1990, to provide quality education to every child, youth and adult in the world. So, the challenges envisaged in NEP-2020 focus on developing a creative mind, values of simple living, international understanding, freedom of mind, and aim at developing an aesthetic sense and preparing them accordingly.
- d) NEP-2020 focuses on goals of 'Education for All' in India with the aims of promoting universal access to education, improving the qualitative development of education, promoting gender equality, providing adult education, and enhancing technical and vocational education.
- e) NEP-2020 also focuses on Vocational Education that will be integrated into all schools and higher education, and, with the objective of development of skills and integration with cognitive aspects, so that affordability and availability of opportunities of employability to all, irrespective of different classes or levels.
- f) NEP-2020 emphasises inculcating an inclusive educational structure and inclusive education too. It is also referred to as special education of differently abled or children with special needs.

viii. NEP–2020, depending upon the basis of the five pillars of education, formulates special objectives for ‘Education for All’ at different levels of learning with educational scopes and opportunities:

- a) ***In School Education:*** The NEP–2020 emphasises the development of cognitive skills, social and emotional skills and the creative potential of each individual.
- b) ***In Higher Education:*** The NEP–2020 uses the PARAKH (Performances, Assessment, Review and Analysis for Knowledge & Holistic Development) centre to access school boards and internship of ABC (Academic Bank Credits) by UGC.

ix.) ***Universalisation of Education***

NEP–2020 aims to ‘Universalisation of education’ to focus on ‘Education for All’, as per the vision and mission of educational institutions.

x) ***Some Key Features of NEP–2020, w.r.t. Education for All***

- The NEP–2020 aims to create an education system that produces citizens who are engaged, productive and contributing to society.
- The policy also aims to ensure that every student will feel that they are welcomed and cared for. They will also feel that they have access to a safe and stimulating environment.
- Recognizing and fostering the unique capabilities of each student, promoting quality education to all and across all stages of school education.
- Moving towards multidisciplinary and holistic education, w.r.t. all-round development (ARD) of the child.
- Caring and promoting Indian languages, arts, and culture of one and all.
- Establishing the National Research Foundation to promote research in all fields of education

xi) ***Role of Teachers in NEP-2020***

The NEP–2020 stresses the empowerment of teachers as critical to the future of the country. The teachers must be grounded in Indian values, languages, knowledge, ethos, and traditions, along with the advancements in education and pedagogy, with technical and digital skills.

**Conclusion**

In fine, it is understandable that education is not just learning, but pragmatic and realistic efforts to meet the needs and to cope with the situation, where the key elements are knowledge and understanding, skills and values and attitudes toward the development of social justice, equality, diversity, ability to challenge, development of a sense of identity and commitment to sustainable development.

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**Correction**

The Communication titled ‘Using Turnitin’s AI Writing Puzzle to Develop an Academic AI Policy’ by Chaitali Sharma published in the University News Vol 63 (46), November 17-23, 2025 stands withdrawn due to the incorrect author details provided to us.

The article with the correct author details will be published in one of the forthcoming issues.

**Editor**

# Constitutional Provisions and Disability Acts: Their Impact on Library Services for Disabled Users in India: An Overview

Chandrakanth H G\*

The Constitution of India recognises all persons as equal before the law and guarantees them the right to live life with dignity. This would necessarily mean that the State (Government) should create conditions that would allow disabled persons to live and enjoy the same quality of life as other people. However, this has not become a reality in India, due to the continued physical and social barriers that have successfully stigmatised disability in society. In this section, we will talk about all the constitutional and legal provisions, as well as government orders pertaining to the domain of visual impairment. Additionally, judgments given by various courts, the Chief Commissioner for Persons with Disabilities (CCPD), and the National Human Rights Commission (NHRC) are also listed. The Constitution of India entails special provisions for the disabled population in India. In order to minimise cases of discrimination, it is important that each and every person is aware of their rights.

The Constitution of India is like one big umbrella embracing within its fold every person living in India. It is the lifeline of the people of India. It is the Parent Act from which emanates the numerous legislations enacted by the Parliament. The protection from the umbrella does not tell apart between people on the basis of their physical and mental differences. It applies to all irrespective of caste, creed, race, language, geographical boundaries, etc. The Constitution of India is premised on the principle of social justice and human rights. The Preamble, the Directive principle of State Policy and the Fundamental Rights enshrined in the Constitution stand testimony to the commitment of the State to its people. These provisions envisage a very positive role for the State in the enhancement of the status of the disadvantaged groups.

The term Disability does not find any distinctive position in the Constitution of India. Women and children are the only two groups that are considered to be vulnerable and require extra care and security. The framers of the Constitution failed to identify other at-risk groups, viz., the aged,

disabled, orphans, homeless, etc. These categories of persons, too, need special legislation and State protection.

## Constitutional Provisions for the Disabled

The framers of the Constitution of India seemed to have been aware of the problems of the poorer sections of society and the disabled persons. Confirming social and economic equality and justice also would require that some constitutional provisions be made for the physically, visually, hearing and mentally disabled. We find that such provisions have indeed been made, which are scattered in different parts of the Constitution.

Although according to Entry 9 in the List II of Schedule 7 of the Constitution, the subject of 'Relief to the disabled and unemployable' is the responsibility of the State Governments, in practice, the Central Government also has a major role to play in this field. The Ministry of Welfare has been identified as the nodal Ministry by the Government for the welfare of the disabled<sup>1</sup>. A brief survey of the constitutional and legislative provisions would enable us to have an idea of the concern shown by the Constitution-makers and different governments towards the disabled ever since the establishment of the Indian Republic. Some such provisions which could have been and can be utilised for the upliftment of the disabled are reproduced below.

- (a) The Preamble, providing the very wide ambit, promises: We, the people of India, having solemnly resolved to secure Justice, social, economic and political, Equality of status and opportunity and fraternity assuring the dignity of the individual, enact and give to ourselves this Constitution<sup>2</sup>.
- (b) The State shall not deny to any person equality before the law or the equal protection of laws within the territory of India<sup>3</sup>.
- (c) Nothing in this (Article 15) shall prevent the State from making any special provision for the advancement of any socially and educationally backward classes of citizens<sup>4</sup>.
- (d) Nothing in this (Article 16) shall prevent the state from making any provision for the

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reservation of appointments or posts in favor of any backward class of citizens which, in the opinion of the State, is not adequately represented in the services under the State<sup>5</sup>.

- (e) No person shall be deprived of his life or personal liberty except according to procedure established by law<sup>6</sup>.

Though the fundamental rights listed above, in a way, do not have a specific mention of the physically handicapped or disabled, yet they do pertain to the socially, economically and educationally backward class of people. But the Ministry of Social Welfare has already recommended that the disabled be treated equally to women and other weaker sections of the community<sup>7</sup>. The fundamental rights give more emphasis on political equality and justice. It is the Directive Principles of State Policy, which become more relevant while bringing about social and economic equality and justice, that should be the main concern of the State and the society when it comes to doing something for the welfare and rehabilitation of the disabled. Directive principles of State Policy can be used as guidelines by the governments from time to time to undo injustice and step-motherly treatment meted out to this hapless and helpless section of Indian society for centuries. Some of the Directive Principles of State Policy which pertain to and can be a guiding spirit for the amelioration of the conditions of the disabled are reproduced below:

- (i) The provisions contained in the Directive Principles of State Policy<sup>8</sup> shall not be enforceable by any court, but the principles therein laid down are nevertheless fundamental in the governance of the country, and it shall be the duty of the State to apply these principles in making laws<sup>9</sup>.
- (ii) The State shall strive to promote the welfare of the people by securing and protecting as effectively as it may, a social order in which justice, social, economic and political shall inform all the institutions of the national life<sup>10</sup>.
- (iii) The State shall, in particular, strive to minimise the inequalities in income, and to Endeavour to eliminate inequalities in status, facilities and opportunities, not only amongst individuals but also amongst groups of people residing in different areas or engaged in different vocations<sup>11</sup>.

- (iv) The State, in particular, shall direct its policy towards securing<sup>12</sup>.

### **Disability Acts in India**

Disabilities Act, 1995"(PWD Act) is the Indian attempt to bring about change, but due to a lack of proper implementation, it has not made much difference. "The Americans with Disabilities Act, 1990" (ADA) in the USA, within 10 years of legislation, has made a substantial difference to the quality of life for the disabled because the legislation made it mandatory for all organisations to have reasonable adjustments for the disabled.

The Persons with Disabilities Act, 1995, has the same salient features as the statutes of the USA seek to provide for education, employment, non-discrimination, research and manpower development. While the USA has successfully implemented the legislation during the past decade, India has just requested all the stakeholders to consider this for implementation.

The ADA in its guidelines, provide clear guidance to all regarding the implementation deadlines, the temporary arrangements, permanent arrangements, provision of alternative formats in libraries, etc. In DDA, the Disability Equality Duty and the Code of Practice demand anticipatory provision for the disabled, while India's PWD Act is yet to provide this.

The ADA clearly indicates that after the deadline, the new library building should be made as per the ADA complaint; otherwise, it will be treated as discrimination. It also mentions that whenever there is a programme or service to be implemented, it should also take care of the disabled. The ADA clearly indicates that those institutions that receive federal grants from the government may not be supportive if it is found that the institution is violating the ADA guidelines or any other laws of disability. DDA also makes it mandatory to make the environment, programs and services barrier-free and accessible, while the PWD Act is just an act as a guideline; it doesn't have any deadlines for implementation. Hence, India is dragging behind.

Today, if we take a disability audit, we will be surprised to see that most of the educational Institutions, including libraries, are not accessible to wheelchair users. The term 'within the limits of their economic capacity and development' is used as a defence to negate the right granted by the statute.

ADA Watch has been operational since 1992. The DED system (Disability Equality Duty) in the UK has been operational since 2006. IDEA (Individuals with Disabilities Education Act) in the USA and SENDA (Special Educational Needs and Disability Act 2001) in the UK were introduced to make further provision against discrimination in the education sector. This law mandates the schools and colleges to comply with the disability act and provide alternate format materials and reasonable accommodations when required by the disabled.

Under section 39 of the PWD Act, all government educational institutions and institutions receiving aid from the government shall reserve not less than 3% seats for persons with disabilities. Under section 42, Aids and Appliances are to be provided to the disabled. Under section 43, there should be a preferential allotment of land to the disabled. However, there is no pressure for compliance with any of these affirmative action programs, and much needs to be done. Education aids and Appliances are fundamental rights, most precious to the disabled and should be ensured at all costs. Procedures and technicalities should not be a deterrent to achieving these rights.

### **Persons with Disabilities Act, 2011: Working Draft**

The working draft (Centre for Disability Studies, NALSAR University of Law, 2011) recognize that the present Disability Act at no place mandates the right to equality and non-discrimination for persons with disabilities and only selectively recognizes some rights for some persons with disabilities, it is proposed to replace the current disability legislations with a comprehensive law which recognizes all rights of all persons with disabilities.

### **The Draft Provisions**

"Establish a Disability Rights Authority which facilitates the formulation of disability policy and law with active participation of persons with disabilities; dismantles structural discrimination existing against persons with disabilities and regulates the due observance of regulations promulgated under this Act for the protection, promotion and enjoyment of all rights guaranteed in this Act."

Under 4F, the proposed draft proposes that all content, including publications, periodicals, journals, educational materials, textbooks, multi-media materials, internet and electronic formats

shall be made available to persons with disabilities in accessible format;

All government websites and private websites providing consumer services shall conform to the most updated version of the World Wide Web Consortium web accessibility standards.

### **Library Policy for the Disabled**

Information on the rights of the disabled should be disseminated through assistance manuals, question-and-answer booklets, media campaigns, etc. Every disabled person and their family should be armed with a manual (preferably approved by the concerned government authority) listing their rights. They should know their rights as they encounter day-to-day situations. The library policy should be designed and implemented as per the guidelines of the PWD Act. So far, such an action has not yet started in any of the Indian libraries.

ADA has a strong research agenda. Research under the PWD Act is inadequate. The PWD Act can be an effective statute if there is better implementation. Guidelines should be formulated and implemented. All efforts must be made to disseminate information on the rights of the disabled. Pressure groups and advocacy groups should actively work towards the implementation.

### **India: National Policy Statement**

The National Policy recognises that Persons with Disabilities are valuable human resources for the country and seeks to create an environment that provides them with equal opportunities, protection of their rights and full participation in society. The focus of the policy shall be on the following:

The Constitution of India ensures equality, freedom, justice and dignity of all individuals and implicitly mandates an inclusive society for all, including persons with disabilities. In recent years, there have been vast and positive changes in the perception of society towards persons with disabilities. It has been realised that a majority of persons with disabilities can lead a better quality of life if they have equal opportunities and effective access to information.

There has been an increasing recognition of the abilities of persons with disabilities and emphasis on mainstreaming them in society based on their capabilities. In addition to the legal framework, extensive infrastructure has been developed.

### ***Assistive Devices***

The Government of India has been assisting persons with disabilities in procuring durable and scientifically manufactured, modern aids and appliances of ISI standard that can promote their physical, social and psychological independence by reducing the effect of disabilities.

Every year, through National Institutes, State Governments, DDRCs(District Disability Rehabilitation Centres) and NGOs, persons with disabilities are provided with devices such as prostheses and tricycles, wheelchairs, surgical footwear and devices for activities of daily living, learning equipment [Braille writing equipment, Dictaphone, CD player/ tape recorder, low vision aids, special mobility aids like canes for the blind, hearing aids, educational kits, communication aids, assistive and alerting devices and devices suitable for persons with mental disabilities. The availability of devices will be expanded to cover the uncovered and underserved areas.

### ***Education for Persons with Disabilities***

Education is the most effective vehicle of social and economic empowerment. In keeping with the spirit of Article 21A of the Constitution, guaranteeing education as a fundamental right and Section 26 of the Persons with Disabilities Act, 1995, free and compulsory education has to be provided to all children with disabilities up to the minimum age of 18 years. According to the Census, 2001, fifty-one per cent of persons with disabilities are illiterate. This is a very large percentage. There is a need for mainstreaming of persons with disabilities in the general education system through Inclusive education.

### ***Promotion of Non-Governmental Organisations (NGOs)***

The National Policy recognises the NGO sector as a very important institutional mechanism to provide affordable services to complement the endeavours of the Government. The NGO sector is a vibrant and growing one. It has played a significant role in the provision of services for persons with disabilities.

Government of India, in a meeting on 13 June 2008, has recommended "All educational institutions should be made barrier-free within a reasonable time frame of, say, two years for universities and three years for colleges and schools. They should

also have facilities to provide Braille books and talking books. A sign language interpreter should also be provided in institutions that have hearing-impaired students."

University Grant Commission (UGC) in its circular (N0.F.6-1(CCP II) dated 9 January, 2009 has mentioned:

1. To extend the facilities of cassette recorders for the Blind for students in Universities
2. To provide facilities to persons with disabilities
3. To strictly follow the directions mentioned in the PWD Act.
4. To introduce the Department of Disability Studies
5. To take steps to make the institutions barrier-free.

UGC in its XI Plan guidelines has also mentioned -make the building disabled friendly and also a 'barrier-free access for persons with disabilities.' The environment should be barrier-free for wheelchairs as well as for other mobility devices.

### ***Rights of Persons with Disability Act – 2016***

International human rights norms stipulate in no uncertain terms that any member nation of the United Nations Organisation [UNO] that becomes a state party to any international human rights instrument by signing and ratifying it is under a pious obligation to harmonise and align all its corresponding domestic laws and policies with that human rights instrument. India became a state party to the United Nations Convention on the Rights of Persons with Disabilities [UNCRPD], which is a human rights instrument by both signing and ratifying the same in March and October 2007, respectively. Thus, the enactment of this new piece of legislation, namely, the RPD Act, 2016 has happened as a part of the larger harmonisation process undertaken by the Government of India in fulfilment of its solemn commitment and international obligation arising out of India becoming a state party to the UNCRPD. Here, it may be mentioned in passing that the other disability specific legislation will also have to be revisited, reviewed and harmonized either by suitable amendments, or by repeal, or by enactment of fresh legislation as may be required. The said committee submitted its report together with a

draft legislation in 2011 after due deliberations and also after holding elaborate consultations with the primary and other stakeholders. After the Right to Information Act, the RPD Act, perhaps, has been the only legislation that was preceded by such elaborate consultations with the primary stakeholders in keeping with the spirit of Article 4.3 of the UNCRPD, which explicitly mandates consultations with persons with disabilities while deciding upon matters that have a bearing on their lives. It goes without saying that the PWD Act, 1995, stands repealed with the enactment of the RPD Act, 2016.

### Salient Features

- Unlike the PWD Act, the RPD Act explicitly envisages civil and political rights of persons with disabilities in addition to envisaging the economic, social, and cultural rights of such persons. For example, it talks about equality and non-discrimination, protection from cruelty and inhuman treatment, accessibility in voting, etc.
- This new legislation adopts a social and human rights-based approach to disability and recognises that persons with disabilities are capable of human rights and fundamental freedoms on an equal basis with others.
- The RPD Act explicitly recognises all persons with disabilities as any other person before the law and enjoins it upon the appropriate Government to ensure that they can enjoy their legal capacity equally with others.
- The Act seeks to address inter-sectional concerns of gender and age with disability. It adopts a twin-track approach with respect to the matter, with the result that in addition to making dedicated and specific provisions for women and children with disabilities, it also mentions them in other appropriate places as well.
- The RPD Act expands the categorisation of persons with disabilities so as to cover 21

conditions, as against 7 in the outgoing PWD Act. Besides, the new legislation also envisages a nuanced categorisation of persons with disabilities, as may be seen in the subsequent part (Part three).

- The scope of entitlements also stands enhanced and expanded in the aftermath of the enactment of the RPD Act so that, for example, the quota of reservation in Government jobs, in admission to institutions of higher education, in poverty alleviation schemes, etc, covers more categories of persons with disabilities compared to the PWD Act, which now stands repealed.

### Conclusion

From the discussion of the above issues, it is clear that the Constitution of India needs to be amended in order to include persons with disabilities within its ambit. Part III and Part IV should be amended as promptly as possible. Protective and Welfare legislation can work effectively only when the Constitution is amended accordingly.

### References and Readings

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3. Article 14
4. Article 15 (4)
5. Article 16 (4)
6. Article 21
7. Government of India (1994). The Persons with Disabilities (Security and Rehabilitation) Bill.
8. Part IV of the Constitution of India.
9. Article 37
10. Article 38 (1)
11. Article 38 (2)
12. See Clauses (b), (c) and (e) of Article 39

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### To Our Readers

Knowledgeable and perceptive as they are, our contributors must not necessarily be allowed to have the last word. It is for you, the readers, to join issues with them. Our columns are as much open to you as to our contributors. Your communications should, however, be brief and to the point.

Dr Sistla Rama Devi Pani, Editor

# Celebrating Academic Excellence: A Journey of Transformation

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**Mandava Prabhakara Rao, Chairman, NSL Group, delivered the Convocation Address at the 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> Convocation Ceremony at the Krishna University, Machilipatnam, Andhra Pradesh on June 25, 2025. He said, “As you step out into the world, carry with you the torch of knowledge, compassion, service, and values. You are the future of India, and your journey has only just begun. Through your dedication and commitment, you have the potential to shape a brighter, more inclusive, and sustainable future for our nation.” Excerpts**

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It is a true privilege and great honour for me to be present amidst you all at this esteemed University, participating in this momentous 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> convocation ceremony of the prestigious Krishna University. I am indeed delighted and honoured to be invited to address this august gathering on the occasion of the convocation ceremony in Krishna University, Machilipatnam, the region home to many prestigious, eminent national educational institutions, such as Andhra Jaathiya Kalasala, Hindu College, and Noble college, holds a special place in my heart, given my deep-rooted connection to the farming community. As a person from a farmer’s family, I firmly believe that much remains to be done to uplift our agricultural sector and support those who work tirelessly to provide us with sustenance. Agriculture is the foundation of our society, and ensuring its sustainability is crucial for the well-being of our nation.

I am indeed happy to receive *honoris causa* from the esteemed Krishna University for having rendered invaluable yeoman services to society through agriculture, which is the backbone of the Indian economy. In fact, my passion and commitment for agriculture and rural development are longstanding. Today, we gather to celebrate the culmination of your academic journey—years of dedication, perseverance, and hard work. But more than that, it is a defining moment in the personal lives of those completing their degree. On this momentous occasion, I extend my heartiest congratulations to graduating students, especially those who have won gold medals and awards.

Dear friends, now that you have been presented with your degrees, you are going to the actual field of work on your own, without having your mentor and teacher around. Your accomplishments today mark the beginning of an exciting and impactful journey. As you step into the world, remember that each of

you is a nation-builder in your own right. Treat your work as a mission, not just a profession. As you move forward, I urge you to lead with humility, empathy, and a deep sense of purpose.

I therefore remind you of the words of *Gautama Buddha*, which I believe will serve as a guiding light for you at this juncture. Lord Buddha had given a word of advice to his disciples when he said ‘*Atma Deepo Bhava*’ – *Be Your Own Light*.

Remember that every decision you make has the power to transform lives. Uphold integrity, honesty, and transparency as your guiding principles, regardless of the challenges you face. I am happy to note that this University has contributed substantially to the development of higher education in the region of Krishna. I also compliment the faculty members of this University and the research guides who worked hard to impart quality education to build knowledge and give a definite direction to your thinking and approach.

I would also like to extend my congratulations to the proud parents who, I know, will remember this day with much greater fondness than the graduating students. As a parent of children who have graduated, I can testify that the graduation ceremony of one’s children is more firmly etched in one’s mind than one’s own graduation, and not only because it is more recent. My congratulations to all the parents whose role in the success of their children is larger than the children usually think.

I am also delighted to learn that the motto of Krishna University, ‘*spardhayaa vardhate vidya*’ aimed at reflecting the crucial role of the University in meeting the discerning needs and wants of the stakeholders in this 21<sup>st</sup> century. I strongly believe that education flourishes through healthy competition. Healthy competition plays a vital role in a successful life, ultimately leading to the acquisition

of knowledge, which can be used to improve the quality of life of the people in society. Competing and staying ahead in an intense, competitive and highly progressive world is only possible when you excel in whatever field and domain areas that you have chosen to outperform. There are several challenges and threats posing in education and health care. Meeting such challenges requires us to innovate continuously. Today, I will be sharing my views on academic excellence and innovation.

Government of Andhra Pradesh, under the leadership of the Hon'ble visionary Chief Minister of Andhra Pradesh Sri Nara Chandrababu Naidu garu, is striving and thriving to boost the agricultural sector along with other sectors for making the socioeconomic development in this part of India. Our visionary Chief Minister, Sri Chandra Babu Naidu and Sri Nara Lokesh, HRD and IT Minister, are always at the forefront for the development and are working for the Public-Private partnership model. It was my fortune that I am part of the programme serving my society by involving myself in that great mission. An important part of the vision is promoting all-around development in society. When the Telugu linguistic state is bifurcated, people of Andhra Pradesh are left with no option but to dream of the capital of the state of Andhra Pradesh. It was fortunate that the holistic place at the centre of the state was built as the capital with the sacrifices of former leaders who really stood back from the government for building the capital, Amaravati. The new capital is popular now as the people's capital, which is designed to be a hub for employment, education, healthcare and entrepreneurship, providing employment opportunities for the youth through special attention on skill training. The goal was to create millions of jobs in the next five years and the greatness of our mission is to create one entrepreneur from each family under the leadership of Sri Nara Lokesh. The education minister is playing a key role in designing a knowledge hub bringing several knowledge economy universities to the region and negotiating with the top 10 universities and top 10 hospitals from around the world to establish their campuses here with the motive that Amaravati should not only be a capital for governance but also a hub for employment, education, and healthcare and entrepreneurship. Sri Nara Lokesh is working with the goal to ensure economic growth with a special focus on the development of entire nations.

The government of Andhra Pradesh is setting world records, which are evident from the Polavaram and Yogandra 2025 in Vishakapatnam and set to create many such records. We must appreciate that it was the unmatched planning and design of the visionary leaders that several educational institutions were lined up for their campus establishments at Amaravati, creating learning excellence in this part of India.

Krishna University needs to serve the society through society connect activities, particularly on green villages and should offer updated curricula with advanced courses, dual degree programs in line with the New Education Policy, along with the offering of courses in Sciences, Art, Law, Hotel management, Pharmacy, Business Administration and Engineering. It is pertinent to note that Krishna University is giving equal importance to sports and cultural activities along with education. Krishna University and its affiliated colleges are doing well in performance at the national and international levels. I appreciate all the students who won the national-level competition of the youth festival and showcased their talents at the international level. Such missions should be continued by establishing cultural academies. Public health care should be supported by academia with awareness camps. Universities should come forward as a driving force for the green economy, green energy sectors. Industry-academia relations should be strengthened. Universities are part of Swachh Bharat and Swachh Andhra to serve the nation. Universities should become self-sustainable and should make path of the economic development of the nation. Local talent must be supported by the university, certifying their talents and be part of the incubation and innovation centres.

Krishna district is having a long legacy of legendary inspiring personalities history will never forget, such as Viswa Vikyatha Nata Sarvabowma, Padma Sri Dr. Nandamuri Taraka Rama Rao, Gana Gandharva Gantasala Venkateswara Rao, Sri Akkineni Nageswara Rao, Mangalampalli Balamurali Krishna, Gollapudi Maruthi Rao, K. L. Rao, Kakani Venkataratnam, Kavi Samrat Viswanadha Satyanarayana, Jandhyala, Dhandamudi Ramamohana Rao, Perala Bharat Sharma, Thummalapally, Tangiraala Veera Raghavaiah, K.Bhavannarayana, Khaddhoos, TVS Chalapathi Rao, Dr. Dhakshina Murthy, Muripella Chitti, Bogaraju

Pattabhi Seetha Ramaiah, Kopalle Hanumantha Rao, Mutnuri Krishna Rao, Ayyadevara Kaleswara Rao, Achhamamba, Paarupalli Ramakrishnaiah Panthulu, Mahadeva Radha Krishnam Raju, Khambhampati Akkajee Rao, Pothina Srinivasa Rao, Vijaya pictures Cherukuri Poornachadra Rao, Navayuga Srinivasa Rao, Katragadda Narasaiah, Poorna Manjaraaju Kamaraju, Krishna Patrika founder Deshabhakta Konda Venkatappaiah Pantulu, Vasu Narayana Rao, Ayyanki Vekata Ramanaiah, Pathuri Nagabhushanam, Pinnamaneni Koteswara Rao, Ghora, Addanki Sri Rama Moorthi, Vinnakota Ramanna Panthulu, Ramachandra Kasyapa, Karnati Lakshmi Narasaiah, Kondapalli Ramachandra Rao, Musunoori Venkata Ramasastri, Narla Venkateswara Rao, Narla Tata Rao, KLN Prasad, Turlapati Hanumantha Rao, Panditharadyhula Nageswara Rao, Neelamraju Venkata Sessaiah, Nanduri Ramamohana Rao, ABK Prasad, Bhandaru Parvathala Rao, Tenneti Latha, Kommuri Venugopala Rao, Peddibotla Subbaramaiah and several more Telugu prominent leaders in their field, who should be role models for the young generation for making path to their future.

Famous art such as Kuchipudi, Machilipatnam imitation gold, Pedanakalamkari, and Kondapalli toys are the pride of this district and should be supported in marketing partnerships through technology from the university, which will be greatly acknowledged by society. We have a long seacoast which should be exploited by the University for marine research, tourism and export-import operations. Exploiting Machine learning, Deep learning, Big data, Data management, and Artificial intelligence tools in academics, research and administration enhances bright TRL, workplace readiness capabilities, and life skills. Develop technology for making this part of India an Ecotourism hub for the nation, connecting Amaravathi, Durga temple, Krishna River, Bhavani Island, Brahma Lingaiah cheruvu, Mopidevi, Hamsaladeevi and Machilipatnam.

You need to decide whether you have to be a job seeker or a job provider. All that matters is your ambition, and you should realise that history says a successful person is one who strives for societal advancement by providing solutions to the problems faced by society. I am happy that the government is encouraging the E4 strategy in association with P-4. E4 and P4 combination will make Andhra Pradesh the strongest economy. Education, Employment, Entrepreneurship, and Excellence are the needs of

the hour and the drivers of success when supported by a progressive public-private partnership.

Education would fetch you employment commensurate with your skills and academic calibre. Quality higher education promotes innovations and entrepreneurship and it is supported by the public, and that depends on how focused they are towards the public. Your passion for academics in your interest will excel you in the field of your choice. Multitalented individuals are required for this nation with a bent of mind to do teamwork so that we can produce job providers, in place of job seekers, who can provide solutions to societal challenges, which makes a lot for the nation. Excellence in academics and research should be the goal of all Krishna University stakeholders to produce skilled human resources for this nation.

At a personal level, allow me today to offer three thoughts for your pathway ahead. One, develop strong work habits early in life. It will make you serious and credible as a person. Avoid becoming shallow, because, believe me, that trait has no shelf-life. Two, it is a competitive world, and understandably, all of us should strive to win. But do not stoop low for that reason, even if others do. And three, take responsibilities, because there is no better teacher in the world. Those who have never shouldered responsibilities will remain immature, without the gravitas to lead.

In this era of rapid technological advancements, it is easy to be captivated by innovation and overlook the human aspect of progress. While embracing technology and artificial intelligence, we must ensure that these advancements serve the greater good and do not undermine our commitment to humanity and community well-being.

In conclusion, my dear young friends, as you step out into the world, carry with you the torch of knowledge, compassion, service, and values. You are the future of India, and your journey has only just begun. Through your dedication and commitment, you have the potential to shape a brighter, more inclusive, and sustainable future for our nation.

Once again, congratulations to all the graduates. I wish you all the very best for your growth, for your success and for your happiness.

I wish you the very best in all your endeavours.

Jai Hind !

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## CAMPUS NEWS

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### **International E-Conference on Recent Developments in Pure and Applied Mathematics**

A two-day International E-Conference on ‘Recent Developments in Pure and Applied Mathematics’ was jointly organised by the Department of Mathematics and IQAC, Government Degree College, Chakrata, Dehradun and the Department of Mathematics, Pt. LMS Campus, Sri Dev Suman Uttarakhand University, Rishikesh, Uttarakhand from November 13-14, 2025. The event was organised to mark the Silver Jubilee Celebration of Uttarakhand State Foundation Day. The scholars, academicians, and researchers from all over the country and abroad participated in the event.

The event was inaugurated by Prof. N K Joshi, Vice Chancellor, Sri Dev Suman Uttarakhand University, Badshahithaul, Tehri Garhwal, with the ceremonial lighting of the lamp. In his inaugural address, Prof. Joshi emphasised the philosophical and practical foundations of mathematics, noting its expanding relevance in the AI-driven and data-centric world. He highlighted the growing importance of mathematical modelling, logical reasoning, and interdisciplinary integration in contemporary technological advancement.

The Convenor, Prof. Anita Tomar, Head, Department of Mathematics, Pt. LMS Campus, Rishikesh, welcomed all dignitaries and participants. She underlined that the objective of the event was to create a global research ecosystem where scholars could discuss emerging ideas in Topology, Functional Analysis, Fractal Geometry, Numerical Mathematics, Nonlinear Analysis, Fixed Point Theory, and Computational Techniques.

Prof. Ashootosh Sharan, Principal, Government Degree College, Chakrata, Dehradun, addressed the gathering and appreciated the collaborative academic endeavour between the two institutions. The inaugural session concluded with a formal Vote of Thanks by Dr. Shivangi Upadhyay, Organising Secretary. Dr. Shailja Rawat convened the inaugural session.

The event was composed of the invited lectures and contributory presentations across three main technical sessions and three parallel technical sessions. The sessions collectively showcased frontier research in Fixed Point Theory, Metric Spaces, Fractal Modelling, Differential Equations, Cryptography, Fluid Mechanics, Neural Networks, Chaos Theory, and Applied Mathematical Sciences.

Prof. A H Ansari from South Africa chaired the technical session, and it was coordinated by Dr Shailja Rawat. The session began with an invited talk by Prof. Vinod Mishra, Punjab, who delivered an insightful presentation on ‘Shallow and Deep Water Waves Characterisation’. His lecture covered modelling aspects of wave dynamics with engineering applications. It was followed by some contributory presentations reflecting active research in  $C^*$ -algebra valued supra-metric spaces, dislocated quasi-b-metric spaces, metric-like spaces, and Fibonacci wavelet-based approximate solutions of Abel integral equations.

The next session was chaired by Prof. Vinod Mishra. Dr. Meena Joshi was the coordinator of the session. The session opened with an invited lecture by Prof. Nihal Taş, Balıkesir University, Türkiye, who discussed ‘Open Problems in Fixed Point Theory’, highlighting emerging challenges and future research directions. The invited talk was followed by contributory presentations, reflecting active research in metric, generalised metric, and proximity spaces, including two from Türkiye. Dr. Mohammad Sajid, Qassim University, Saudi Arabia delivered his invited talk on ‘Fractals and Chaos in Mathematical Modelling with Applications’, linking nonlinear dynamics with real-world systems. The session was chaired by Prof. S K Padaliya and coordinated by Dr. Naveen Chandra. The session featured some diverse and interdisciplinary contributory talks covering fluid mechanics, graph theory, fuzzy structures, PDE methods, supply-chain modelling, neural dynamics, chaotic epidemic modelling, and non-Newtonian fluid applications.

Parallel to the main sessions, three additional technical tracks were conducted

simultaneously, focusing on applied mathematics, fluid mechanics, cryptography, differential equations, fractals, and mathematical modelling. Prof. U C Gairola chaired the session, which was coordinated by Dr. Sudipta Kandari. Prof. Anil Kumar, Ghaziabad, Uttar Pradesh, delivered an invited talk on ‘Mathematical Modelling of Blood Flow in Arterial Bypass’, followed by contributory talks on multi-agent synchronisation, thermal diffusion, graph genus, and  $L_2$ -transform of hyperfunctions.

Prof. N K Singh, Haldwani, delivered his invited talk on ‘Existence and Uniqueness of Best Proximity Points’, followed by some talks on cryptography, graph labelling, geometric programming, relativity, network analysis, polar locales, and convection instability. The session was chaired by Prof. G V R Babu and coordinated by Dr. Abhaya Shikhar Panwar.

The next Parallel Session was chaired by Prof. Santosh Kumar and coordinated by Ms. Shivani. Prof. G V R Babu, Andhra Pradesh, delivered an invited talk on ‘Strict Quadratic Quasi Contraction Maps’. During the session, various contributory talks were delivered on explored agricultural modelling, lemniscates, fractal–fractional modelling, micropolar fluids, chaotic networks, gamma subordinators, nanofluid convection, monkeypox modelling, polynomial integrals, geometric ellipses, fractional synchronisation, and contraction mappings. The next day featured six technical tracks covering fixed point theory, metric spaces, differential equations, dynamical systems, artificial intelligence, fractal geometry, cryptography, and applied modelling.

Prof. Yumnam Rohen chaired the session, which was coordinated by Dr. Abhaya Shikhar Panwar. There were two invited lectures. Prof. U C Gairola, Pauri, Uttarakhand delivered a lecture on ‘Some Coincidence and Fixed Point Results for Hybrid Contraction’, elaborating on new hybrid contraction structures and their applications in nonlinear analysis. Dr. Ashish Kumar, Dehradun, presented ‘Cyclic Contractions and Metric Fixed Point Theory’, highlighting cyclic iterative processes and associated convergence phenomena. That was followed by a series of some contributory talks representing diverse mathematical themes: bipolar metric spaces,  $q$ -Bernstein operators, fixed ellipses, proximal IFS, stock market modelling,

$\Omega$ -disconnectedness, MFN sequences, perimetric contractions, CAT(0) spaces, group actions, and multiplicative metric spaces. Researchers presented contemporary studies across a wide range of emerging mathematical areas.

The next session commenced with the invited lecture by Prof. Rajinder Sharma, UTAS Suhar, Oman, on ‘Contractive Mappings in Intuitionistic Fuzzy b-Metric Spaces’, offering new fixed point results under intuitionistic fuzzy structures. The session was chaired by Prof. G V R Babu and coordinated by Ms Shivani Negi. This was followed by some contributory talks, all related to fractal geometry, polynomial dynamics, Jungck–AI fractals, graph decomposition, and vedic mathematical astronomy

The next session was chaired by Prof. U S Rana and Dr. Ashish Kumar. The session was coordinated by Ms Rashmi Rai. Dr. Manish Jain delivered his invited talk on ‘Coupled Fixed Points in Fuzzy Metric Spaces’. Various presentations followed on spanning generalised  $C^*$ -nonexpansive maps, fuzzy time-series, agricultural models, fractional equations, Maxwell fluid models, skew cyclic codes,  $p$ -biharmonic problems, Julia–Mandelbrot visualisations, fuzzy queue optimisation, analytic functions, optical materials, and climate modelling.

Mr. Manish Prakash was the Coordinator of the session, which was chaired by Prof. U C Gairola. The session commenced with an invited talk by Prof. S A Katre from Pune on ‘Dickson Codes’ followed by some contributory presentations from ecology, arithmetic geometry, cosmology, perturbed metric spaces, peristaltic flow, reliability theory, multi-wavelets, contact manifolds, operator theory, nanoplate vibrations, and poro-viscoelastic structures.

Prof. Rajinder Sharma chaired the next session. Mr. Sumit Prasad was the Coordinator of the session. Prof. Rajesh Sharma, Himachal Pradesh University, Shimla delivered his invited talk by on ‘Positive Linear Maps’ followed by the various other talks on environmental economics, hybrid nanofluids, cancer dynamics, nurse rostering, PINNs, and chaotic cancer modelling.

Prof. Santosh Kumar was the chair of the session and the Coordinator was Dr. Shivangi Upadhaya. The session commenced with an invited

talk by Prof. A H Ansari from South Africa on ‘F-contracts’ followed by the paper presentations on thermoelastic waves, convection, boubaker wavelets, lie symmetries, geomagnetic storms, hybrid nanofluids, alzheimer modelling, green inventory systems, chaotic synchronisation, Leontief models, fuzzy forecasting, quantum docking, and Carreau fluid simulations.

The event concluded with the valedictory ceremony, which was graced by Prof. Vishwa Nath Khali, Director, Higher Education, Uttarakhand, as the Chief Guest. In his address, he emphasised the growing importance of mathematics in emerging fields such as digital governance, sustainable development, artificial intelligence, and scientific modelling. He highlighted that mathematics has evolved from a theoretical discipline into a transformative tool for policy, technology, and global problem-solving. He praised the exemplary coordination between the organising institutions, highlighting the seamless conduct of sessions, the quality of invited lectures, and the active participation of researchers from India and abroad.

The Convenor, Prof. Anita Tomar, presented a detailed report of the two-day event, highlighting major academic outcomes, participation statistics, and research contributions. She noted that the event facilitated outstanding global collaboration and inspired young researchers toward interdisciplinary and innovation-driven research. With 100+ papers presented across 12 main and parallel technical sessions, the event offered a comprehensive platform for mathematical innovation. She emphasised that the event has set a strong benchmark for future academic endeavours and would inspire young scholars toward rigorous, collaborative, and innovation-driven research.

Prof. Santosh Kumar, North Eastern Hill University, Shillong, addressed the gathering and offered his warm appreciation for the event. He commended the event for maintaining exceptionally high academic standards and for bringing together diverse domains of Pure and Applied Mathematics under a single platform. He noted that the interdisciplinary depth of discussions, spanning fixed point theory, fractal geometry, differential equations, cryptography, dynamical systems, and computational modelling, reflected the evolving global trends in mathematical research. Along

with distinguished academicians from various universities, senior scholars appreciated the academic depth, professional execution, and global outreach of the conference. Dr. Sudipta proposed a vote of thanks, and Dr. Ajay Panwar convened the valedictory session of the event.

### **International Conference on Leveraging Emerging Technologies and Analytics**

A three-day International Conference on ‘Leveraging Emerging Technologies and Analytics for Development’ is being organised by the Indian Institute of Management Shillong from December 10-12, 2025. The event aims to bring together scholars, industry leaders, policymakers, and innovators to explore the transformative power of technology and analytics. The theme, ‘Unlocking Human Potential,’ highlights the role of emerging technologies, artificial intelligence, data-driven decision-making, and digital transformation in enhancing human capabilities, fostering inclusive growth, and driving sustainable development. The Subthemes of the event are:

#### ***Information Systems: Theory and Practice***

- Digital Transformation and Society: Socio-technical Systems, Digital Inclusion and Accessibility, Digital Divide.
- Social Media and Networks: Online Communities, Social Network Analysis, Influence and Virality.
- Information Behavior and Use: Information Seeking Behavior, Information Use in Decision Making, Information Literacy.
- Digital Ethics and Policy: Ethical Use of Information Technology, Privacy Concerns, Regulation and Compliance.
- ICT for Development: Technology Adaption in Developing Countries, ICT for International Competitiveness\*, ICT for Economic Development, ICT for Social Development.
- Online Collaboration and Communication: Virtual Teams and New Product Development\*, Computer-mediated Communication, Online Community Building.
- Cultural and Global Perspectives: Cross-cultural Studies, Globalisation and Technology, Cultural Influences on Technology Use.

- Gender and Diversity in Technology: Gender Digital Divide, Diversity in IT Workforce, Gender Bias in Technology Design.
- Digital Well-being: Technostress, Digital Detox, Psychological Effects of Digital Technologies.
- Education and Learning Technologies: Technology Integration in Education, Online Learning Environments, Educational Technology Adoption and Impact.
- Information Systems Strategy and Competitiveness.

#### ***Analytics: Applications for Business and Unlocking Human Potential***

- Healthcare Analytics: Public Health and Epidemiology, Predictive Public Healthcare.
- Education and Learning Analytics: Personalised Education, Educational Equity.
- Climate Change Analytics and Resource Management.
- Poverty Alleviation and Social Welfare: Targeted Assistance Programs, Economic Inclusion.
- Justice and Equity: Criminal Justice Reform, Human Rights and Fair Labor.
- Urban Planning and Development: Smart Cities, Infrastructure and Mobility.
- Disaster Response and Management: Early Warning Systems, Emergency Resource Allocation.
- Public Safety and Security: Crime Prevention, Cybersecurity.
- Community Empowerment: Civic Engagement and Participation, Social Media for Good.
- Global Development and Aid: Development Aid Allocation, Monitoring and Evaluation and Strategies.

#### ***Information Systems and Analytics for Marketing***

- Digital and Social Media Marketing.
- Big Data and Marketing Analytics.
- AI and Marketing.
- AR/VR/Metaverse Marketing.
- Value Co-creation Using Internet and Mobile Technology.

- Content Marketing.
- Blockchain and Marketing.
- Ethical Issues in Tech-enabled Marketing.
- Chatbots/Virtual Assts and Customer Engagement.
- Role of Technology in Sustainable Market Transformation.
- Technology and Customer Wellbeing.
- IT Strategies for Marketing.

#### ***Information Systems and Analytics for Human Resources & Organisational Behaviour***

- Improving Employee Experience with Technology.
- Leveraging Technology to Build Humane Organisations.
- AI and the Evolution of Jobs.
- Improving Contingent Work through Technology.
- HR Bias and Technology.
- Laws and Compliance Issues in Tech-enabled HRM.
- IT Strategies for HRM.

#### ***Information Systems and Analytics for Operations & Quantitative Techniques***

- Smart Manufacturing and Industry 4.0.
- Humanitarian Logistics and Disaster Response.
- Smart Cities and Urban Operations Management.
- Edge Computing and IoT in Operations.
- Robotic Process Automation (RPA) in Operations.
- Predictive Maintenance and Asset Management.
- Ethical and Social Implications of IT in Operations.
- Agile Operations and Adaptive Supply Chains.
- Supply Chain Resilience and Risk Management.
- Sustainable Supply Chains.
- Supply Chain Visibility and Collaboration.
- Cybersecurity and Data Privacy in Supply Chains.
- Supply Chain Digital Twinning.
- IT Strategies for Supply Chain Operations.

### ***Information Systems and Analytics for Finance and Economics***

- Financial Inclusion and Accessibility: Digital Wallets and Mobile Payments, Peer-to-Peer Lending.
- Data-Driven Decision-Making: Predictive Analytics, Machine Learning for Investments.
- Financial Education and Literacy: Online Education Platforms, AI-Powered Financial Coaching.
- Transparency and Accountability: Blockchain, Smart Contracts, Fintech.
- Sustainable and Ethical Finance: Impact Investing Platforms, ESG Analytics.
- Robotic Process Automation (RPA), Digital Currencies and Cryptocurrencies.
- IT Strategy for Finance and Economics.

### ***Management of Technology and Competitiveness***

- Management of Technology and Innovation (MoT).
- Technology Transfer and Absorption.
- MoT for Export Competitiveness.
- Digital Platforms and Transformation.
- Product and Service Innovation.
- International Competitiveness and Business (IB), Outbound Foreign Direct Investment (OFDI).

For further details, contact the Organising Secretary, Indian Institute of Management Shillong, Umsawli, Shillong-793018, Meghalaya, Phone No: 0364-2308027, E-mail: [leadconf@iimshillong.ac.in](mailto:leadconf@iimshillong.ac.in). For updates, log on to: <https://www.iimshillong.ac.in/events-and-conferences/conferences/lead-2025>

### **International Conference on Advances in Sustainable Research**

A three-day International Conference on ‘Advances in Sustainable Research for Energy and Environmental Management (ASREEM 2.0)’ is being organised by the Department of Chemical Engineering, Sardar Vallabhbhai National Institute of Technology, Surat, Gujarat from February 06-08, 2026. The tracks of the event are:

#### ***Track 1***

- Wastewater Treatment Technologies and Recycling/ Reuse and Resource Recovery.

- Membrane Technology and Advancement.
- Industrial Waste Management and Sustainable Practices.
- Advances towards Bioelectrochemical Systems.
- Renewable Energy, Management Systems for Energy Storage and Supply.
- Water-Energy Nexus.

#### ***Track 2***

- Nanotechnology for Energy Conservation and Effective Utilisation.
- Advanced Materials and 3D Printing.
- Advanced oxidation processes and Sonochemistry: Emerging contaminants.
- Biosensors and Green Synthesis Using Biotechnology and Biocatalysts.

#### ***Track 3***

- Thermochemical and Hydrothermal Techniques for Biomass Conversion.
- Plastics/Polymers and Biodegradable Polymers, Micro & Nano Plastics: Need and Challenges.
- Biotechnology: Algae-based Treatment, Bio-energy Production.
- Innovative Technologies and Solutions.

#### ***Track 4***

- Advanced Solid Waste Management Strategies.
- E-Waste and Hazardous Waste Management.
- Waste-to-Energy Concept.
- Digitalisation and Traceability: Blockchain, IoT, and AI to Track Plastic Materials.

#### ***Track 5***

- Sustainable and Green Chemistry.
- Oil Spills and Biodiversity.
- Refining and Petrochemicals.
- Catalysis and Reaction Engineering towards Product Formation.
- Air Pollution Management, Control, and Sustainability.
- Fuel Cells and Sustainability.

#### ***Track 6***

- Modelling and Simulation, Computational Fluid Dynamics.

- Process Intensification.
- Sustainable Resource Management (LCA, TEA, Sustainable Supply Chains, etc.).
- Artificial Intelligence, Artificial Neural Network & Machine Learning.

#### **Track 7**

- Sustainable Development Goals.
- Entrepreneurship and Management for Environmental Remediation.
- Climate change and the Concept of Smart Cities.
- Environmental Policy and Regulation.

For further details, contact the Chairman, Department of Chemical Engineering, Sardar Vallabhbhai National Institute of Technology, Surat- 395007, Gujarat. Mobile No: 09904173019, 08287505262 and 08999254795. For updates, log on to: [www.asreem.in](http://www.asreem.in)

#### **Conclave on Collaborative Intelligence**

A two-day Conclave on ‘Collaborative Intelligence: Building Smarter Libraries Together’ is being organised by the Association of Senior Library and Information Professionals (ASLIP) in collaboration with Nehru Library, Chaudhary Charan Singh Haryana Agricultural University, Hisar, Haryana on January 08-09, 2026. The Subthemes of the Event are:

- Balancing Technology with Human Interaction.
- Collaboration Intelligence in Libraries.
- AI-based Library Services.
- Making and Sustaining Futuristic Libraries.
- Libraries and Information Literacy.
- Innovative and Need-based Library Practices.
- Librarians as Knowledge Creators.
- Library Professionals as Preservers of Culture and Heritage.

For further details, contact the University Librarian, Nehru Library, Chaudhary Charan Singh Haryana Agricultural University, Hisar-125004, Haryana, Mobile No: 09896608941 and 09896825445, E-mail: [aslipconclave2026@gmail.com](mailto:aslipconclave2026@gmail.com). For updates, log on to: [www.aslip.in/events/](http://www.aslip.in/events/)

#### **International Conference on Advanced Multidisciplinary Research and Innovation**

A three-day International Conference on ‘Advanced Multidisciplinary Research and Innovation’ is being organised by the Centre for Advanced Multidisciplinary Research and Innovation (CAMRI), Chennai Institute of Technology, Chennai, Tamil Nadu from December 22-24, 2025 through a hybrid mode. The event aims to bring together leading academicians, researchers, industry professionals, and policymakers from across the globe to foster interdisciplinary collaboration and knowledge exchange. The conference will spotlight how cutting-edge cognitive and smart technologies can address real-world engineering challenges while accelerating progress toward the United Nations Sustainable Development Goals (SDGs). The Key Themes are:

- Cognitive Computing and Artificial Intelligence in Engineering Applications.
- Smart Manufacturing and Intelligent Materials Development.
- Cognitive Robotics, Automation, and Intelligent Systems.
- Biomedical Cognitive Innovations and AI-based Healthcare Solutions.
- Cognitive Infrastructure and Smart Civil Engineering Solutions.
- Data-Driven Renewable Energy Systems and Smart Grids.
- IoT, Edge AI, and Cognitive Communication Networks.
- Machine Learning for Environmental Engineering and Climate Resilience.
- Digital Twin, Cognitive Simulations, and Industry 5.0 Applications.
- AI-Enhanced Sustainability Studies and Green Technologies.

For further details, contact Conference Chair, Dr. S. Raja, Director, Centre for Advanced Multidisciplinary Research and Innovation, Chennai Institute of Technology, Chennai-600 069, Tamil Nadu, E-mail: [director.camri@cit Chennai.net](mailto:director.camri@cit Chennai.net). For updates, log on to: <https://www.citchennai.edu.in> □

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# THESES OF THE MONTH

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## HUMANITIES

A List of doctoral theses accepted by Indian Universities  
(Notifications received in AIU during the month of Sept.-Oct, 2025)

### Geography

1. Barman, Nirmalendu. **Vulnerability assessment of disasters and their management in Indo-Bhutan Border Area.** (Prof. Maitreyee Choudhury), Department of Geography and Applied Geography, University of North Bengal, Darjeeling.
2. Basak, Debanjan. **Role of Self Help Groups on socio-economic empowerment of rural women: A study in Mathabhanga Subdivision, Koch Bihar District, West Bengal.** (Dr. Indrajit Roy Chowdhury), Department of Geography and Applied Geography, University of North Bengal, Darjeeling.
3. Hossain, Golap. **Effects of human interference on the fluvial characteristics of Mahananda River in Terai Region, West Bengal.** (Prof. D K Mandal), Department of Geography and Applied Geography, University of North Bengal, Darjeeling.
4. Kharat, Sujata Uttam. **Spatio-temporal assessment solid waste management: A case study of Pune Municipal Corporation (PMC).** (Prof. Ratnaprabha S Jadhav), Department of Geography, S.N.D.T. Women's University, Mumbai.
5. Majumder, Suranjan. **A geographical study on livelihood status associated vulnerabilities of Oraon Tribe in Mal Subdivision, Jalpaiguri District, West Bengal.** (Dr. Indrajit Roy Chowdhury), Department of Geography and Applied Geography, University of North Bengal, Darjeeling.
6. Patel, Jeetendra Kumar. **Ecotourism and sustainable development in Bundelkhand Region of Madhya Pradesh.** (Dr. Raj Bahadur Anuragi), Department of General and Applied Geography, Dr Harisingh Gour Vishwavidyalaya, Sagar.
7. Paul, Shantanu. **An assessment of rural health care system: A case study of Karandighi Community Development Block of Uttar Dinajpur District.** (Prof. Sushma Rohatgi), Department of Geography and Applied Geography, University of North Bengal, Darjeeling.
8. Roy, Kankan. **Socio- economic profile of Oraon Community in Koch Bihar District, West Bengal.** (Dr. Bipul Chandra Sarkar), Department of Geography and Applied Geography, University of North Bengal, Darjeeling.

9. Saha, Anwasha. **Study of women's participation in agriculture and allied sectors in Koch Bihar District of West Bengal.** (Prof. Ranjan Roy), Department of Geography and Applied Geography, University of North Bengal, Darjeeling.

### History

1. Das, Biswajit. **Phenomenal urbanization in Darjeeling Terai: A historical study of Shivmandir (1947-2011).** (Dr. Varun Kumar Roy), Department of History, University of North Bengal, Darjeeling.
2. Laha, Monalisha. **Ancient and early medieval archaeology in undivided Malda District.** (Dr. Varun Kumar Roy), Department of History, University of North Bengal, Darjeeling.
3. Patel, Bhemjibhai Ragnathbhai. **Traditional water conservation and management in Desert Region of North Gujarat: A historical study (1700 AD to 1947 ASD).** (Dr. Vikramsinh Amaravat), Department of History and Culture, Gujarat Vidyapith, Ahmedabad.
4. Rabari, Samirkumar Karamsinh. **Social changes in the Rabari Community of North Gujarat (1818 AD to 2000 AD).** (Dr. Motibhai Devu), Department of History and Culture, Gujarat Vidyapith, Ahmedabad.
5. Singha, Chandan. **Socio-economic alterations and cultural hybridity of the Surjapuri Rajbanshis of North Bengal in the twentieth century.** (Dr. Varun Kumar Roy), Department of History, University of North Bengal, Darjeeling.
6. Thangsuanghang. **Socio-cultural history of Zous of Manipur from pre-colonial period to 1956.** (Dr. Khwairakpam Premjit Singh), Department of History and Ethnography, Mizoram University, Aizawl.

## LANGUAGES & LITERATURE

### English

1. Aythar, Mahmood Saloom. **A comparative feminist study of selected works of Nawal El saadawi and Margaret Atwood.** (Dr. Alpesh Upadhyay), Department of English, Gujarat University, Ahmedabad.

2. Dubey, Suryashi. **Animation and anime aesthetics: A study in relation to the textuality of the texts.** (Prof. B I Guru), Department of English and Other European Languages, Dr Harisingh Gour Vishwavidyalaya, Sagar.
3. Husam, Hazim Hakkoosh. **Role of women in the creation of the American dream: A critical study of selected works by Toni Morrison, Giannina Braschi, C Pam Zhang, Thi Bui.** (Dr. Dushyant Nimayat), Department of English, Gujarat University, Ahmedabad.
4. Preeti. **Existential crisis in the novels of Samuel Beckett.** (Dr. Deepa Rani), Department of English, Maharishi Markandeshwar (Deemed to be University), Ambala.
5. Ramanuj, Kirtikumar Dipakbhai. **Existentialism in the select novels of Saul Bellow and Arun Joshi: A comparative study.** (Dr. Ketan B Vyas), Department of English, Saurashtra University, Rajkot.
6. Sharma, A Vishweshwara. **Afflictions and racial concerns in the selected novels of Nadine Gordimer in the Apartheid era.** (Prof. G Manoja), Department of English, Telangana University, Nizamabad.
7. Singh, Bhawna. **Functional dimensions of folklore: A select study of Haryanvi folksongs by women.** (Dr. Shalini Atri), Department of English, Bhagat Phool Singh Mahila Vishwavidyalaya, Khanpur Kalan.
8. Thomas, Lizy. **Representation of motherhood in the late nineteenth century and early twentieth century women's writing in India.** (Prof. Deeptha Achar), Department of English, The Maharaja Sayajirao University of Baroda, Vadodara.

#### Hindi

1. Baria, Rupabhai Jitendrabhai. **Dr Laxmi Narayan Lal ke sahitye mein prayogdharmita.** (Dr. M G Gandhi), Department of Hindi, Saurashtra University, Rajkot.
2. Bamaniya, Mahendra Manubhai. **Narendra Mohan ke sahitye mein vyakat jan chetna.** (Dr. Rekha Z Patel), Department of Hindi, Saurashtra University, Rajkot.
3. Nakiya, Vaishali Lakshmanbhai. **Hindi ke pramukh kahaniyoan mein vridh-vimarsh.** (Dr. Rekhaben Z Patel), Department of Hindi, Saurashtra University, Rajkot.
4. Pancherwal, Maya. **Manimadhukarkekathasahitye ka vaishishtey.** (Dr. Dhiraj Vanker), Department of Hindi, Gujarat University, Ahmedabad.

#### Mizo

1. Lalrotluanga. **A study of social stratification in Mizo society with special reference to selected plays.** (Prof. Laltingliana Khiangte), Department of Mizo, Mizoram University, Aizawl.
2. Lalzuithanga, F. **A study of the development of Mizo literary criticism.** (Prof. Laltingliana Khiangte), Department of Mizo, Mizoram University, Aizawl.

#### Sanskrit

1. Jaipal. **Paniniye vyakaran mein anubandh: Ek adhyayan.** (Prof. Damodar Shastri), Department of Prakrit and Sanskrit, Jain Vishva Bharati Institute, Ladnun, District Nagaur.
2. Jani, Vandana Yagnaprakash. **The contemplation of Ganesa according to Mudgalapurana.** (Dr. Ram B Solanki), Department of Sanskrit, Saurashtra University, Rajkot.
3. Jaypal. **Sri-Nimbarkacharya virachitayah Dasalokyah Vyakhayana-bhutayoh Laghu-manjusaratnamanjusa-granthayoh tulnatamakamadhyayanam.** (Prof. Prabhakar Prasad), Department of Sarva Darshan, Shri Lal Bahadur Shastri National Sanskrit University, New Delhi.
4. Kateha, Shivakant. **Adhuniksanskritsahitye teerth-varnashritkavyanam samikshatamakamanushilanam.** (Prof. Sunam Kumar Jha), Department of Sahityam, Shri Lal Bahadur Shastri National Sanskrit University, New Delhi.
5. Mishra, Biswa Bhusan. **Nyayasutrabhasyavar-tiktatparyeteekaparishudhidisha Hetwabhaspa-darthatvsamikshanam.** (Prof. Bishnupada Mahapatra), Department of Nyaya, Shri Lal Bahadur Shastri National Sanskrit University, New Delhi.
6. Parmar, Bhartibahen Prabhubhai. **Sanskrit Kavyashatra aur unki teekaoan mein Mandgalacharan: Ek adhyayan (Bharat se Jagannath tak).** (Dr. Bharati J Solanki), Department of Sanskrit, Saurashtra University, Rajkot.
7. Roul, Pragya Paramita. **Chandogayopanishadah Shashthadhyayasaya Shrishadkar Shrirangaramanujabhasyayoh tulanatamakamadhyanam.** (Prof. K Ananta), Department of Vishihstadvaita, Shri Lal Bahadur Shastri National Sanskrit University, New Delhi.
8. Sharma, Jyoti. **Vastushastradrishtya sampratipariprekshey bhoomibhavanvimarshah.** (Prof. Ashok Thapliyal), Department of Vastushastra, Shri Lal Bahadur Shastri National Sanskrit University, New Delhi.

9. Sharma, Mukesh. **Vastushastradrastaya chikitsalyenirmanvimarshah.** (Dr. Yogendra Kumar Sharma), Department of Vastushastra, Shri Lal Bahadur Shastri National Sanskrit University, New Delhi.
10. Upadhyay, Dharmesh. **Vaidikshikshapaddhatinavinashikshanityoh samikshanam.** (Prof. Sunder Narayan JHa), Department of Veda, Shri Lal Bahadur Shastri National Sanskrit University, New Delhi.

#### Tamil

1. Sumithra, M. **Feminist Inscriptions in the short stories of diaspora women writers.** (Dr. O Muthiah), Department of Tamil, The Gandhigram Rural Institute-Deemed University, District Dindigul.
2. Tamilselvan, T. **Kalaniyakala samayak kandagankalum panpattu arasiyalum.** (Dr. P Anandakumar), Department of Tamil, The Gandhigram Rural Institute-Deemed University, District Dindigul.

#### PERFORMING ARTS

##### Fine Arts

1. Dilip Kumar. **Jhansi Sengrahalaya mein sangrahit laghuchitroan ka aitihashik evam kalatamak adhyayan.** (Dr. Narmada Prasad Upadhyaya), Department of Fine Arts, Raja Mansingh Tomar Music & Arts University, Gwalior.
2. Jakhar, Digvijay. **Harayana ka hastshilp: Ek kalatamak adhyayan.** (Prof. Alok Bhawsar), Department of Fine Arts, Raja Mansingh Tomar Music & Arts University, Gwalior.
3. Narayan, Rishi. **Banaras kee lokkala parampara: Ek vivechnatamak adhyayan.** (Prof. Alok Bhawsar), Department of Fine Arts, Raja Mansingh Tomar Music & Arts University, Gwalior.
4. Sharma, Megha. **Bhartiye samkaleen kala mein Chhattisgarh ke chitrkaroan ka yogdan: Ek adhyayan.** (Dr. Aparna Anil), Department of Fine Arts, Raja Mansingh Tomar Music & Arts University, Gwalior.

##### Music

1. Dubey, Arun. **Naad, mantre evam stutiyoan ka manav jeevan par prabhav tatha naveen prayogoan kee sambhavna.** (Dr. Veena Joshi), Department of Music, Raja Mansingh Tomar Music & Arts University, Gwalior.
2. Parya, Abha. **Mirza Ghalib dwara rachit gazaloan ke darshanik evam sangitik paksh par ek adhyayan visheshkar kinhi panch kalakaroan ke sandarbh mein 1) Madhurani 2) Begam Akhtar 3) Malika Pukhraj 4) Jagjit Singh 5) Hari Haran.** (Dr. Sanjay Kumar Singh), Department of Music, Raja Mansingh Tomar Music & Arts University, Gwalior.

3. Rai, Kalyani. **Madhyakal ke adhunik kal tak nirmmit khayal bandishoan ka badalta swarup: Niyamat Kha (Sadarang), Firoz Khan (Adarang), P. Vishnu Narayan Bhatkhande (Chatur), Faiyaz Khan (Prempiya), P Ramashreya Jha (Ramrang), P Vinayak Narayan Patwardhan, P Narayan LaxmP Narayan Laxman Gune, Shrikrishna Narayan Ratanjankar, Acharya Vishwanath Rao Ringe (Tanrang), Tha. Ramsingh Tomar (Ragi) ke sandarbh mein.** (Dr. Sanjay Kumar Singh and Dr. Awdhesh Pratap Singh), Department of Music, Raja Mansingh Tomar Music & Arts University, Gwalior.
4. Rathore, Pragati. **Ram katha par adharit Awadhi lok geetoan ka sangitik swarup.** (Prof. Smita Sahasrabuddhe), Department of Music, Raja Mansingh Tomar Music & Arts University, Gwalior.

##### Tabla

1. Choudhary, Jyoti. **Madhya Pradesh mein tabla wadan ke prachar-prasar mein Ustad Jahangir Khan Sahab evam unke samkaleen tabla vadakoan ka yogdan.** (Dr. Sunil Pavagi), Department of Tabla, Raja Mansingh Tomar Music & Arts University, Gwalior.
2. Parmar, Dharmesh Jayantilal. **Tabla accompaniment in the disciplines of music: A study.** (Dr. Bharti Ben Rathod), Department of Tabla, Saurashtra University, Rajkot.
3. Singh, Shanta. **Banaras Gharane ke P. Kumar Lal Mishra evam unke samkaleen pramukh tabla vadakoan ke karye ka vishleshnatamak adhyayan.** (Dr. Manish Karwade), Department of Tabla, Raja Mansingh Tomar Music & Arts University, Gwalior.
4. Vekariya, Dhananjay Govind. **Tabla vadan me peshkar: Ek samagralakshi adhyayan.** (Prof. Gaurang Bhavsar), Department of Tabla, The Maharaja Sayajirao University of Baroda, Vadodara.

##### Philosophy

1. Debbarma, Shantaraj. **The concept of moral virtue: A study on good life with reference to Plato and Aristotle.** (Dr. Bhupesh Debbarma), Department of Philosophy, Tripura University, Suryamaninagar.
2. Dutta, Subhajit. **Husserl's transcendental phenomenology: A critical study.** (Prof. Debika Saha), Department of Philosophy, University of North Bengal, Darjeeling.
3. Patgiri, Pritismita. **Feminist epistemology: A re-interpretation of women inquiry into knowledge in Assam.** (Dr. James Chacko), Department of Philosophy, Assam Don Bosco University, Guwahati, Assam. □



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In view of Government of Maharashtra resolution Sankirn-2025/E-860421/Vishi-1, dated 06<sup>th</sup> October, 2025 regarding revised procedure for the recruitment of teachers in State Public Universities (Non-Agricultural) the date to apply for the following teaching posts are as below:-

- For online application from 10<sup>th</sup> November, 2025 to 10<sup>th</sup> December, 2025.
- For submission of hard copies of application form and revised Standard Format is 17<sup>th</sup> December, 2025 up to 6.00 p.m. in the University office.

The details of this advertisements are published in Notification on University's official website [www.unishivaji.ac.in](http://www.unishivaji.ac.in) (URL <https://www.unishivaji.ac.in/recruitments/At-University>). The interested candidate may apply within the said period and the candidates who have applied already shall go through this notification and do the needful as per directions in Notification.

Advt. No.	Name of the Post	Total Posts
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23/2024	Associate Professor	08
	Director, Rajarshi Shahu Research Centre and Museum Complex	01
24/2024	Assistant Professor	43
	Coach- (Equivalent to Assistant Professor )	02
	Project Officer (Equivalent to Assistant Professor)	01
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APPLICATIONS ARE INVITED FOR THE FOLLOWING POSTS FROM THE ACADEMIC YEAR 2025-26:

**UN-AIDED**

Sr. No.	Cadre	Subject	Total No. of Posts	Category
1.	Principal	--	01	01 – OPEN
2.	Sports Director	Physical Education	01	01 – OPEN
3.	Librarian	--	01	01 – OPEN

The above posts are open to all, however candidates from any category can apply for the post.

Reservation for women will be as per University Circular No. BCC/16/74/1998 dated 10<sup>th</sup> March 1998. 4% reservation shall be for the persons with disability as per University Circular No. Special Cell/ICC/2019-20/05 dated 05<sup>th</sup> July, 2019.

Candidates having knowledge of Marathi will be preferred.

“Qualification, Pay Scales and other requirement are as prescribed by the UGC Notification dated 18<sup>th</sup> July, 2018, Government of Maharashtra Resolution No. Misc-2018/C.R.56/18/UNI-1, dated 8<sup>th</sup> March, 2019 and University Circular No. TAAS/ (CT)/ICD/2018-19/1241, dated 26<sup>th</sup> March, 2019 and revised from time to time.”

The Government Resolution & Circular are available on the website: mu.ac.in.

Applicants who are already employed must send their application through proper channel. Applicants are required to account for breaks, if any in their academic career.

Application with full details should reach the SECRETARY, NIRMALA MEMORIAL FOUNDATION COLLEGE OF COMMERCE & SCIENCE, D.S. Road, Asha Nagar, Thakur Complex, Kandivali (E), Mumbai - 400 101 within 15 days from the date of publication of this advertisement. This is University approved advertisement.

Sd/-  
SECRETARY

**NIRMALA MEMORIAL FOUNDATION COLLEGE OF EDUCATION**  
**D.S. Road, Asha Nagar, Thakur Complex, Kandivali (E), Mumbai - 400 101**

**MINORITY**

APPLICATIONS ARE INVITED FOR THE FOLLOWING POSTS FROM THE ACADEMIC YEAR 2025-26:

**UN-AIDED**

Sr. No.	Cadre	Subject	Total No. of Posts	Category
1.	Principal	--	01	01 – OPEN
2.	Sports Director	Physical Education	01	01 – OPEN
3.	Librarian	--	01	01 – OPEN

The above posts are open to all, however candidates from any category can apply for the post.

Reservation for women will be as per University Circular No. BCC/16/74/1998 dated 10<sup>th</sup> March 1998. 4% reservation shall be for the persons with disability as per University Circular No. Special Cell/ICC/2019-20/05 dated 05<sup>th</sup> July, 2019.

Candidates having knowledge of Marathi will be preferred.

“Qualification, Pay Scales and other requirement are as prescribed by the UGC Notification dated 18<sup>th</sup> July, 2018, Government of Maharashtra Resolution No. Misc-2018/C.R.56/18/UNI-1, dated 8<sup>th</sup> March, 2019 and University Circular No. TAAS/(CT)/ICD/2018-19/1241, dated 26<sup>th</sup> March, 2019 and revised from time to time.”

The Government Resolution & Circular are available on the website: mu.ac.in.

Applicants who are already employed must send their application through proper channel. Applicants are required to account for breaks, if any in their academic career.

Application with full details should reach the SECRETARY, NIRMALA MEMORIAL FOUNDATION COLLEGE OF EDUCATION, D.S. Road, Asha Nagar, Thakur Complex, Kandivali (E), Mumbai - 400 101 within 15 days from the date of publication of this advertisement. This is University approved advertisement.

Sd/-  
SECRETARY

# GOA COLLEGE OF PHYSIOTHERAPY

## SANKHALI-GOA

(Affiliated to Goa University, Govt. Aided Institute)

Applications with full bio-data are invited from eligible candidates for the posts of **Assistant Professor and Associate Professor** on a **regular** basis for the Bachelor in Physiotherapy (BPT) program. Applications should be accompanied by self-attested photocopies of mark sheets from SSC onwards, Birth Certificate, Residence Certificate, and other relevant documents. The complete application must reach the undersigned **within 15 days** from the date of publication of this advertisement. Original documents must be presented at the time of the interview.

Sr. No	Designation of the Post	No. of post	Essential Qualifications	Category
1.	<b>Associate Professor in Physiotherapy</b>	02	<ul style="list-style-type: none"><li>Master in Physiotherapy (M.P.T./ M.P.Th./M.Sc. P.T.) with Five years total experience as Assistant Professor (out of which minimum 2 yrs as Senior AP preferably)</li><li>Ph. D. in any discipline in Physiotherapy recognized by U.G.C.</li><li>The candidate must have a minimum of <b>five (5) total publications</b> in peer-reviewed journals or academic platforms.</li></ul>	UR-2
2.	<b>Assistant Professor in Physiotherapy</b>	05	<ul style="list-style-type: none"><li>Bachelor Degree in Physiotherapy (B. P.T./B.Th./P./ B.P.Th.), Masters in Physiotherapy (M./P. Th/ M.Sc. P. T/M.P.T.) with at least 55% marks (or an equivalent grade in a point scale wherever grading system is followed) from recognized University.</li><li>The candidate must have a minimum of <b>two (2) total publications</b> in peer-reviewed journals or academic platforms.</li></ul>	UR-4 OBC-1

### Mandatory Requirements:

In addition to the requirements specified above, the following mandatory requirements shall be applicable:

- Minimum of 15 years of Residence in Goa.
- Knowledge of Konkani.
- Knowledge of Marathi shall be desirable.

**Pay Scales and Service conditions** for all the above posts are as prescribed by regulatory body, Government of Goa, Goa University & Governing body from time to time.

### Note:

- It is to be noted that out of the four (05) posts advertised in the cadre of Assistant Professor, one (01) post is reserved for the PwD (Locomotor Disability) category.*
- If the candidates from reserved categories are not available, then candidates from the general categories would be considered for appointment on purely temporary basis till the end of the academic year 2026-27.*

Sd/-

**CEO**

**Goa College of Physiotherapy**

**Opposite Shiv Shakti Petrol Pump, Harvale, Sankhali - Goa**

# GOA COLLEGE OF NATUROPATHY AND YOGIC SCIENCE

## SANKHALI-GOA

(Affiliated to Goa University, Govt. Aided Institute)

Applications are invited from eligible candidates for the posts of **Assistant and Associate Professor** on a **regular** basis for the Bachelor in Naturopathy and Yogic Science (BNYS) program. Applications should be accompanied by self-attested photocopies of mark sheets from SSC onwards, Birth Certificate, Residence Certificate, Experience certificates and other relevant documents. The complete application must reach the **undersigned within 20 days** from the date of publication of this advertisement. Original documents must be presented at the time of the interview.

Sr. No	Designation of the Posts	No. of posts	Essential Qualifications	Category
1.	Assistant Professor in Anatomy	01	M. Sc (Anatomy) / M.D. (Anatomy)/M.D. (Rachana Sharir)	UR
2.	Assistant Professor in Yoga and Mind Body Medicine (Practices, Therapy)	01	M.D (Yoga)	UR
3.	Assistant Professor in Pathology & Microbiology	01	M.D (Pathology/Microbiology) M.D (Rog Nidana and Vikruti Vidnyan)	UR
4.	Assistant Professor in Diagnostic Methods	01	MD (Naturopathy) / MD (Medicine)/ MD (Rognidan & Vikruti Vigyan)	OBC
5.	Assistant Professor in Community Medicine (PSM, Forensic Med. Toxicology, First Aid and Emergency Medicine)	01	M.D (Community Medicine)/M. D (Agada Tantra & Vyavahara Ayurveda/ Swasthavritta)	UR
6.	Assistant Professor in Fasting, Dietetics, Nutrition, & Medicinal Herbs	01	MD (Naturopathy)	UR
7.	Assistant Professor in Physiology, Biochemistry & Histology	01	M.Sc. (Physiology/Biochemistry)/ M. D(Physiology/Biochemistry)/ M. D (Kriya Sharir)	UR

Sr. No	Name of the Departments	No. of posts	Essential Qualifications	Category
1.	Associate Professor in Anatomy	01	M. Sc (Anatomy) / M.D. (Anatomy)/M.D. (Rachana Sharir)	UR
2.	Associate Professor in Pathology & Microbiology	01	M.D (Pathology/Microbiology) M.D (Rog Nidana and Vikruti Vidnyan/ Swasthavritta)	UR
3.	Associate Professor in Yoga and Mind Body Medicine (Practices, Therapy)	01	M.D (Yoga)	UR
4.	Associate Professor in Philosophy of Yoga & Naturopathy (Philosophy of Naturopathy, Principals of Yoga, Yoga Philosophy)	01	M.D (Yoga)/M. D(Swasthavritta)	OBC

(contd. on pg. 46)

5.	Associate Professor in Community Medicine (PSM, Forensic Med. Toxicology, First Aid and Emergency Medicine)	01	M.D (Community Medicine)/M. D (Agada Tantra & Vyavahara Ayurveda)	UR
6.	Associate Professor in Manipulative Therapies & Physical Rehabilitation	01	MD (Naturopathy)	UR
7.	Associate Professor in Diagnostic Methods	01	MD (Naturopathy) / MD (Medicine)/ MD (Rognidan & Vikruti Vigyan)	UR
8.	Associate Professor in Fasting, Dietetics, Nutrition, & Medicinal Herbs	01	MD (Naturopathy)	OBC
9.	Associate Professor in Physiology, Biochemistry & Histology	01	M.Sc. (Physiology/Biochemistry)/ M.D (Physiology/Biochemistry)/ M. D (Kriya Sharir)	ST

**ESSENTIAL QUALIFICATIONS:**

**For Assistant Professor:**

1. Good academic record with at least 55% marks (or an equivalent grade in a point scale wherever grading system is followed) at the Master's degree in the relevant subject.

**For Associate Professor:**

1. Total teaching experience of not less than five years in B.N.Y.S. of which three years as an Assistant Professor in the subject concerned. Besides the candidate should have at least two Research Papers published in the refereed journals

**MANDATORY REQUIREMENTS:**

In addition to the requirements specified above, the following mandatory requirements shall be applicable:

- a) Minimum of 15 years of Residence in Goa.
- b) Knowledge of Konkani.
- c) Knowledge of Marathi shall be desirable.

**Pay Scales and Service conditions** for all the above posts are as prescribed by regulatory body, Government of Goa and Goa University from time to time.

**Note:**

1. *It is to be noted that out of the Seven (07) posts advertised in the cadre of Assistant Professor, one (01) post is reserved for the PwD (Locomotor Disability) category.*
2. *If the candidates from reserved categories are not available, then candidates from the general categories would be considered for appointment on purely temporary basis till the end of the academic year 2026-27.*

Date:

Sd/-  
**CEO**

Goa College of Naturopathy and Yogic Science  
Opposite Shiv Shakti Petrol Pump,  
Sankhali-Goa

**SHIKSHAN PRASARAK MANDAL, AKLUJ**  
**MAHATMA PHULE COLLEGE OF EDUCATION-AKLUJ**  
 At-Post Akluj, Taluka-Malshiras, Dist-Solapur, Maharashtra-413101  
mpceakluj@gmail.com, Ph. No. 02185-223408  
 (Affiliated to Punyashlok Ahilyadevi Holkar Solapur University, Solapur)

**UN-AIDED (NON-MINORITY)**

Applications are invited from eligible candidates for the following Posts of Assistant Professor:

Sr. No.	Subject Designation	No-Objection Certificate given by Govt, of Maharashtra Vacant Posts	No-Objection Certificate given by Govt, of Maharashtra Posts Reservation
01	Perspective in Education	01	ST-1
02	Pedagogy Subject	Science	VJ (A) -1
		Mathematics	OBC-1
03	Health and Physical Education	01	SEBC-1
	Performing Arts (Music, Dance Theatre)		
Total Posts		04	

**Instructions :-**

- Open post is open to all, However, candidates from any category can apply for the post.
- Educational Qualifications, Service Conditions & Pay Scale will be applicable as per existing rules prescribed by, the UGC Notification dtd. 18th July, 2018, Govt. of Maharashtra Resolution No. Misc 2018/ C.R.56/18 UNI-1 dts. Sth March, 2019 and University Circular No. PAHSUS/EsIVTLH pay 12019122851 dtd. 25th March, 2019.
- A relaxation of 5% shall be allowed at the Bachelors as well as at the Masters Level for the candidates belonging to SC/ST/OBC (Non-Creamy Layer)/Differently-abled for the purpose of eligibility and assessing good academic record for direct recruitment.
- Reserved candidates, who are domiciled out of Maharashtra State, will be treated as Open Category candidates.
- Reserved candidates should also to send a copy of their application to the Deputy Registrar, Special Cell, Punyashlok Ahilyadevi Holkar Solapur University, Solapur.
- Application received after the last date will not be considered. The College will not be responsible for postal delay, if any.
- Reservation for PWD, Women and Disable persons will be as per the Govt. norms.
- Reserved category candidates shall produce the Caste Validity Certificate as per the directives issued by the State Government vide Circular No.BCC-201/Pra. Kra.1064120111168 dated 12-12-2011.
- Reserved category candidates (except SC/ST) shall produce Non-Creamy Layer Certificate at the time of interview.
- Reservation for VJNT Categories is internally transferable.
- Applicants who are in service must send their application through proper channel.
- Applicants are required to account for breaks, if any, in their academic career.
- T.A., D.A. will not be paid for attending the interview.
- Applications with full details should reach to the Secretary, Mahatma Phule College of Education, Akluj **within 30 days** from the date of publication of this advertisement.
- Incomplete applications will not be entertained.
- All the Terms & Conditions are applicable as mentioned in the NOC letter No. JDHE Solapur/NOC/2019/3 dated 17.01.2023 from Hon. Deputy Secretary, Higher and Technical Education Dept, Govt. of Maharashtra, Mumbai and letter No. DJD/HE/SDS/20231138 dated 24.01.2023, Hon. Deputy Director of Higher Education, Solapur Division, Solapur.
- All the Terms & Conditions are applicable as mentioned in the GR Dated 12.11.2021 from Higher and Technical Education Department of Government of Maharashtra
- Please note that the recruitment procedure initiated by this Advertisement subject to decision by Hon. Bombay High-court, Aurangabad Bench on write petition No. 12051 12015.
- This is University approved advertisement.

Place-Akluj  
Date-11/11/2025

Secretary  
SHIKSHAN PRASARAK MANDAL, AKLUJ

## Announcement for Special Issues of 'University News'

**Special Numbers of the University News on two different themes** are being brought out. The Special Numbers will cover the articles invited from eminent educationists and practitioners of higher education. 'University News' invites you, the Readers, also to contribute to the Special Numbers by submitting papers/articles. You can find details below:

### THEME 1: PROMOTING SUSTAINABILITY AND SOCIAL RESPONSIBILITY IN HIGHER EDUCATION

**Special Issue on this theme will be brought out on December 22, 2025**, on the occasion of East Zone Vice Chancellors' Meet—2025 to be held at **Aryabhata Knowledge University, Patna** on 22<sup>nd</sup> and 23<sup>rd</sup> December, 2025. Subthemes for this Special Issue are:

- *Research and Innovation in HEIs for Sustainable Development Goals (SDGs).*
- *University Social Responsibility (USR) for Promoting Swadeshi.*
- *Futuristic Digital and Technological Pathways to Sustainability.*

The last date for submission of articles for this Special Issue is **December 08, 2025**.

### THEME 2: PROMOTING ENTREPRENEURSHIP AND STARTUPS IN HIGHER EDUCATION INSTITUTIONS (HEIS)

**Special Issue on this theme will be brought out on January 19, 2026** on the occasion of South Zone Vice Chancellors' Meet—2025-26 to be held at **M S Ramaiah University of Applied Sciences, Bengaluru** on 20<sup>th</sup> and 21<sup>st</sup> January 2026. Subthemes for this Special Issue are:

- *Education for Increasing Entrepreneurship Mindset in Students.*
- *Establishing Incubation and Innovation Centres to promote Techno-Nationalism.*
- *University-Industry Collaboration for Startup Development.*

The last date for submission of articles for this Special Issue is **January 03, 2026**.

Manuscripts may be sent to Dr Sistla Rama Devi Pani, Editor, University News, Association of Indian Universities, AIU House, 16 Comrade Indrajit Gupta Marg (Kotla Marg), New Delhi- 110 002, through E-mail: [ramapani.universitynews@gmail.com](mailto:ramapani.universitynews@gmail.com) with a copy to: [universitynews@aiu.ac.in](mailto:universitynews@aiu.ac.in). Guidelines for contributors are placed on the AIU Website, [www.aiu.ac.in](http://www.aiu.ac.in). Papers will be published in the Issue, subject to the approval of the Editorial Committee of the University News. In case of space or time constraints, the articles submitted for these Issues can also be considered for publication in the general Issues.

Interested Universities/Institutions, Government Agencies, Publishers or recognised and reputed Organisations dealing with Education may give their Advertisement for publication in the Special Issues. The Issues will have Special visibility. Advertisement Tariff is available on the AIU Website: [www.aiu.ac.in](http://www.aiu.ac.in)

For any queries, Contact Dr Yogita Kanwer on her mobile number 09968469765 or office landline number 011-23230059, Ext. 209.