DEI MONTHLY NEWS

"This most beautiful system of the sun, planets and comets, could only proceed from the counsel and dominion of an intelligent and powerful Being... This Being governs all things, not as the soul of the world, but as Lord over all; and on account of his dominion he is wont, to be called Lord God παντοκρατωρ or Universal Ruler."

— **Isaac Newton,**
The Principia: Mathematical
Principles of Natural Philosophy

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Section A: DEI

Forty-First Convocation of Dayalbagh Educational Institute Held

The 41st convocation of Dayalbagh Educational Institute was held in a dignified manner at 'Shiksha-Strot Bhawan (Convocation Hall)'. This year, 5815 students obtained degrees and diplomas in various courses of DEI. 156 Director's Medals, 03 President's Medals, and 107 Ph.D. degrees were awarded. 2488 Undergraduate degrees, 818 Post graduate degrees, 875 Diplomas, 121 Post- graduate Diplomas, 838 Certificate Pass Courses, 230 High School, and 338 Intermediate certificates, were distributed among students. Mr. Aman Pratap Singh and Ms. Tanu Kaur were awarded the President's Medal for scoring the highest marks in all the Undergraduate examinations while Mr. Harsh Vardhan was awarded the President's Medal for the highest scoring in all the Postgraduate examinations. On this special occasion, the Chief Guest Shri Sanjay Jaju, IAS, Former Additional Secretary, Ministry of Defence, Government of India, was conferred with the 'Systems Society of India (SSI) Life Time Achievement Award.'

In his Convocation Address to students, Shri Jaju said that Institutions like Dayalbagh Educational Institute, not just build the future of the youth, but also build the youth of the future. Students are fortunate that the university has equipped them with new-age skills and tools to create bright futures. Shri Sanjay said that it is only through the process of innovation that knowledge can be converted into wealth for our society. He was happy to see a number of initiatives that have been spearheaded by the DEI. In terms of scientific research, a large number of research platforms have been created across multiple disciplines and 14 patents have been granted. Additionally, 31 patents have been published along with a large number of active collaborations with International and National Institutions of repute. Thus impressed, he stressed that now, emphasis should be on raising the bar, aiming for breakthroughs in research, and having a say not just in India but across the world. The Chief Guest hoped that he would see a unicorn emerging from the DEI University sooner or later and innovation is embraced as a way of life at the University. In the end, the distinguished Guest wished all the students to bring glory not only to themselves and family, but also to the beloved university, the state, and of course the nation.

Director of the Institute, Prof. P.K. Kalra presented the Institute's report on this occasion. He pointed out that, the Dayalbagh Educational Institute (Deemed to be University) is well-recognized for its innovative, global, and multi-variate approach to education. In addition to academics, where students are encouraged to practice ethical, civic, and social values and qualities, DEI has had a substantial social impact in terms of, women empowerment, economic inclusivity, and environmental monitoring and rectification. Activities promoted on campus are in line with United Nations Sustainable Development Goals (UNSDG) of which Innovation, women empowerment, education, creation of a sustainable healthcare habitat, air and water quality monitoring, and agroecology-cum-precision farming and dairying are some of the hallmarks. These are strengthened by a frugal lifestyle that promotes ever-evolving and adaptable 'Better Worldliness,' which represents the Golden Mean Path between extremes of gross worldliness and sequestration in forests practised by *rishis* and *munis* of yore. Prof. Kalra mentioned that at the DEI, we encourage research that has an impact on both people and the planet. Climate change, food security, renewable energy and healthcare

are some such areas. Bench strength is created by giving seed money to new faculty members. Anticipating domains in the time window from 2050 to 2100, our undergraduates are encouraged to take up research in cutting-edge areas like quantum computing and information processing, consciousness (examined from the triple perspectives of Arts, Science, and Engineering), and new and renewable energy. The aim is to create researchers with the acumen to provide holistic solutions to future global challenges. The DEI along with its international collaborators has been working in these areas for two decades, resulting in the evolution of several research platforms that have also helped in solving local problems. It offers many mini-plants and skilling and vocational programmes since its inception. He also added that as a step to reinforce Women's Empowerment, the ICT Continuing Education Centre of the DEI has initiated a training programme for women to enter the Defence Forces.

Shri. Gur Saroop Sood, President of the DEI, and Radhasoami Satsang Sabha, Dayalbagh, presided over the event.

A special Exhibition of DEI Products and a Socio-Cultural Programme were also organized on this momentous occasion which were attended and very much appreciated by the Chief Guest.
The overwhelmed Sh. Jaju thus put his feelings on record: *"It has been personally a huge learning and spiritual awakening for me. Have been impressed with the work being done by DEI. I got an opportunity to see it first hand. Future generations are being curated to be flagbearers of our country both in values and skills. Remarkable to see and learn."*
He further added through his WhatsApp message: *"It was my most humbling experience that allowed me to see the true beauty of life and selfless work for the social and spiritual upliftment of society".*

Visit of DEI Team to Italy

Dayalbagh Educational Institute is participating in a transnational collaboration Mission Innovation R&D project (DST MI CALL-19) on "**Different Energy Vector Integration for Storage of Energy (DEVICE)**". The consortium includes Indian Institute of Technology, Roorkee, Indian Institute of Technology, Delhi, Dayalbagh Educational Institute, Agra-282005, FBK - Fondazione Bruno Kessler, Italy, UiT - The Arctic University of Norway, and UMU - Umeå University, Sweden. A delegation of the following six consortium members from India is scheduled to visit FBK, Italy from 24 to 30 March 2023 for a review of the progress, technical discussions on the ongoing project, and exploring the possibility of extending the collaboration with future projects:

1. Prof. A. K. Saxena, Dept. of Electrical Engg., Dayalbagh Educational Institute
2. Prof. D. Bhagwan Das, Dept. of Electrical Engg., Dayalbagh Educational Institute
3. Prof. Vishal Kumar, Dept. of Electrical Engg., IIT, Roorkee
4. Prof. Barjeev Tyagi, Dept. of Electrical Engg., IIT, Roorkee
5. Prof. Ravi Kumar, Dept. of Mechanical Engg., IIT, Roorkee
6. Dr. Dibakar Rakshit, Dept. of Energy Science & Engg., IIT, Delhi

A brief overview of the project is given below:

- The existing microgrids integrate various renewable energy sources with the grids. However, such microgrids are heavily biased towards electrical energy. Other forms of renewable energy are converted into electrical energy for integration with the grid.
- At present, the storage of energy is also predominantly electrical but this strategy prevents the efficient and rational end-use of diverse sources of energy, especially where the energy is available as heat and is supposed to be used in the same form.
- Therefore, there is a need for the development of a more holistic definition and design of the renewable energy microgrid, which ensures efficient integration/transformation of different forms of energy for rational end-use and storage of all forms of renewable energy to facilitate the optimal interchange of energy from one form to another.

o The goal of the project is to design and implement a hybrid microgrid of electric and thermal energy with heterogeneous storage and relevant energy conversion inter-linkages. Further, to demonstrate the pilot for emphasizing its utility as a solution to energy needs in general and particularly in village setup to give the necessary impetus to rural development.

Project Partners:

Organisation Name	Country
Indian Institute of Technology, Roorkee	India
Indian Institute of Technology, Delhi	India
Dayalbagh Educational Institute, Agra	India
UiT The Arctic University of Norway	Norway
Fondazione Bruno Kessler	Italy
Umeå University	Sweden

"We traveled to Agra, where we visited the Dayalbagh Educational Institute (DEI), an open-air-classroom university focused on Sustainable Practices, Self-discipline, and Spirituality. DEI has invested in significant outreach to the neighboring low-income community. In Agra, we had the opportunity to experience the unparalleled beauty of the Taj Mahal. In all places, I was treated to outstanding hospitality, including great Indian food and warm social interaction".
- Remarks by Prof. Athina Petropulu, President of IEEE Signal Processing Society and Distinguished Professor in the Department of Electrical and Computer Engineering, Rutgers University of New Jersey, USA on her visit to the Institute on 14-15 January, 2023.

Faculty News
Education Faculty
Two-day Workshop on "Integration of Performing Art in Teaching – Learning" Organized

A Two-day Workshop on "Integration of Performing Art in Teaching – Learning" was organized by School of Education, Faculty of Education, DEI under Pandit Madan Mohan Malviya National Mission on Teachers and Teaching (PMMMNMTT) on 24-25 February 2023. Prof. Sudha Sahgal, Dept. of Music, DEI Agra conducted interactive sessions on Folk songs like ChaitiKajari and gave creative ideas for its implementation in the classroom. Prof. Neelu Sharma, Department of Music, DEI demonstrated various Taals on Tabla and Kathak and their integration into teaching. Mrs Kajal Sharma discussed the technical elements of Kathak and their integration in the classroom. Students demonstrated teaching-learning through Music Vocal and Dance during the Hands-on Practice Sessions. The Workshop was convened by Dr. Manu Sharma. 100 Pupil Teachers, 30 Teacher Educators, and 35 University Teachers participated in the Workshop.

Staff News

- Prof. N.P.S.Chandel acted as a Resource Person in the workshop organized by PSS Central Institute of Vocational Education, Shyamla Hills, Bhopal (MP) India on the topic "Development of Professional Standard for Vocational Teachers" from 13 to 16 February 2023.
- Prof. Jyoti Gogia and Dr. Sona Dixit represented DEI in a meeting on, "Review & Planning of K4C Hubs & Network in India" organized by Participatory Research in Asia (PRIA) and UNESCO Chair for Community Based Participatory Research, University of Victoria, Canada, on 6 February 2023. The meeting was held at PRIA's Centre in New Delhi. The meeting was chaired by UNESCO Co-Chairs – Dr. Rajesh Tandon and Dr. Budd Hall. The DEI delegates talked about contribution of the Institute towards SDGS and how DEI takes a "person-for-community" approach and integrates collective activities in its educational framework which contributes to the needs of the community at large.

Science Faculty

Students' Achievements:

- Shreya Satsangi, Second Year, B.Sc. (Cognitive Science), presented a paper entitled, 'Exploring Mechanisms of Religious Chanting in Eastern Cultures: A Spectrogram Analysis' at the International Conference on विषय–विविध धर्मों में शब्द चेतना (Sound Consciousness in Various Religions), DEI, held on 7and 8 February 2023.

- Abhishek Gupta, Second Year, B.Sc. (Cognitive Science), presented a paper titled "Cognitive Mapping of Musical Aesthetics" through the online mode at the International Conference of Neuroaesthetics 2023, organized by USV Neuroaesthetics Lab., University of Suceava, Romania from 22–26 February 2023.

Section B: Online & Distance Education

From the Coordinator's desk

In a recent publication, it has been pointed out that 'India's Higher Education Landscape is a mix of progress and challenges [1]. Its scope is vast: 1,043 universities, 42,343 colleges, and 11,779 stand-alone institutions make it one of the largest higher education sectors in the world….'

However, it is further pointed out in the publication that while India has produced many noteworthy HEIs including those in science and business, none of them takes top spots in the global ranking. The report continues, "Across India, there is an enormous variation in quality institutions between states. For instance, according to the National Institutional Ranking Framework (NIRF) of India, 2021, the best colleges in the country are concentrated in 9 of India's 28 states. It is also mentioned that of the 40,000 colleges, most are dependent on a mother university for their frameworks and the Public universities are overstretched.

Against this backdrop, the following extract from a report submitted to the Advisory Committee on Education on the proceedings of a UGC – sponsored workshop on Choice–based credit system, which was held at BHU, Varanasi on April 3, 2015, and which was attended by 5 DEI faculty members, may be of interest: *The VC's or their nominees and other participants voiced their concern at the direction received from UGC that Choice–based credit system should be introduced from July 2015. Most of the universities expressed their inability to do so as some were on annual system, others had still to introduce a Credit System, and those that had introduced Credit System were facing difficulties and the numerous colleges affiliated to them had not done so. Acute shortage of faculty was cited as another major problem. The transformation needed to be gradual and in phases.*

The observations made in the above extract are in consonance with those made in the publication under reference.

Another significant point made in the above publication [1] is the 'lack of sufficient funding at both the national and state levels', which some educationists feel to be a core need.

Prof. Lawrence Summers, who was the President of Harvard University from the year 2001 to 2006, in an article on 'The role of higher education in education and development', states [2]: 'When looking at the data of the top-ranking universities in the world, it is clear that US universities are a very substantial fraction of the top group and according to him, the following three factors contribute to their strength:

i. The US university system is intensely competitive with the universities competing for the best students, the best faculty, and the highest ranking and this is a very powerful spur to quality.

ii. The second strength of the US system is their governance model which is based on dynamism,
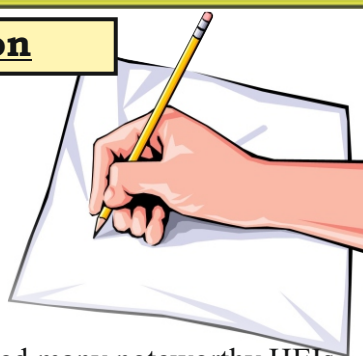
flexibility, and rapid movement to opportunity in which its most important judgments are made by experts in those fields and not by general leaders but at the same time maintaining accountability for excellence.

iii.   The third strength of the US university system is its substantial reliance on the private sector. The lion's share of the resources of the universities comes from loyal alumni.

(Prof. V.B. Gupta)

Reference:
 [1] India's Higher Education Landscape by David Tobenkin, NAFSA: Association of International Educators, April 12, 2022
[2]   Education and Development: The Role of Higher Education by Lawrence Summers published by the Australian National University, 2011.

Data on Student Enrolment and Student Profile in the Online & Distance Education Programme of DEI for the 2022-23 Session

During the 2022-23 session, while the UG/PG degree level UGC-entitled online programmes have been offered in the supervised Online Mode, the Certificate Courses are being conducted in the Offline Mode, as had been the practice for the past several years.
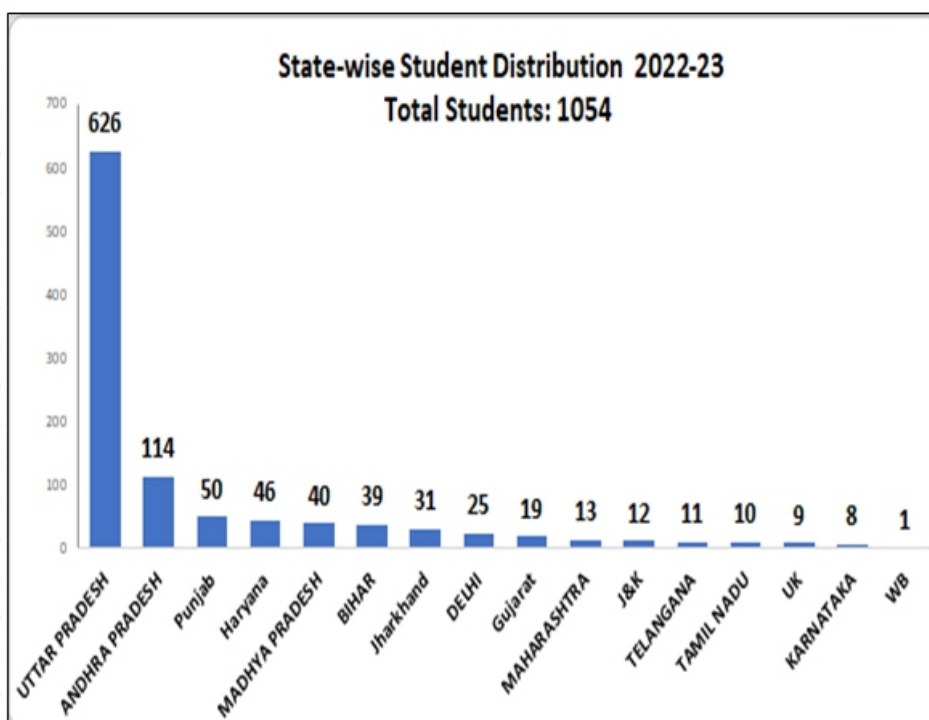
The total student enrolment in the 2022-23 session was 1054 out of which 622 students were enrolled in UG and PG degree level programmes and 422 students in certificate level programmes including three Stand-alone modular programmes. The data on student enrolment is presented below in terms of programme-wise and state-wise distribution followed by the data on student profile in terms of category, area and gender.

A. Student Enrolment:

Programmes-wise	
BBA 1st Yr	136
BBA 2nd Yr	87
BBA 3rs Yr	54
B.Com (Hons) 1st Yr	98
B.Com (Hons) 2nd Yr	92
B.Com (Hons) 3rd Yr	64
B.A (Hons) So.Sci. 1st Yr	8
B.A (Hons) So.Sci 2nd Yr	3
M. Com 1st Yr	39
M. Com 2nd Yr	46
MA Theology 1st Yr	4
MA Theology 2nd Yr	1
Dress Designing & Tailoring	127
Electrician	73
OACO	70
MVM (4W)	51
Cutting & Sewing	23
MOM&SP	17
MVM (2W)	15
Wireman	15
Block Printing	12
Bamboo Application Technology	8
TD&P	8
Industrial Painting	3
Total	**1054**

Programme-wise Distribution (Total Students: 1054)
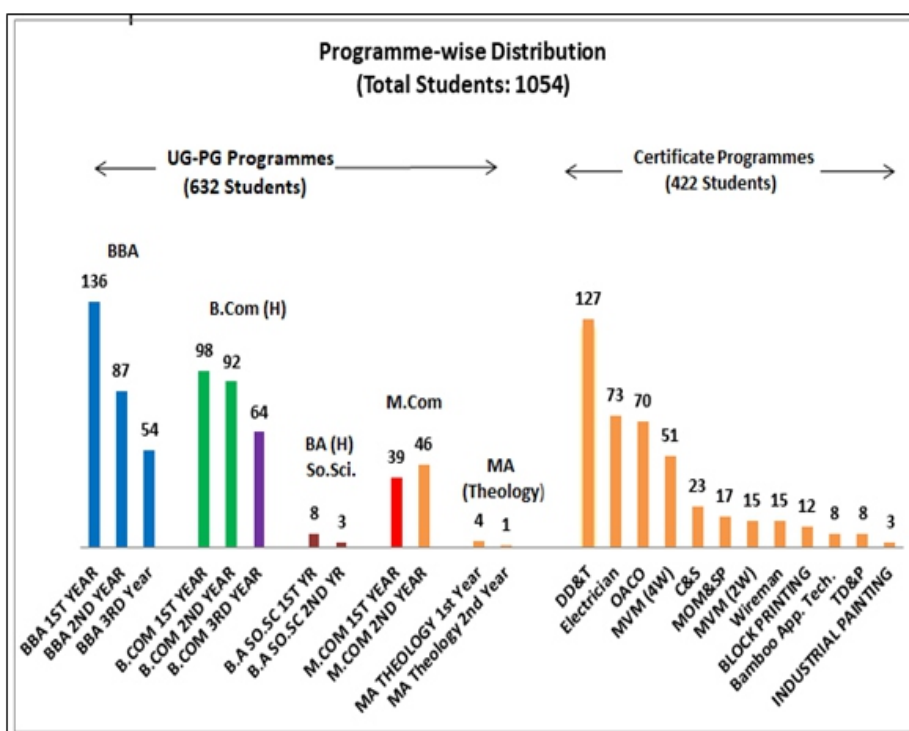
Stat-wise Student Distribution	
Uttar Pradesh	626
Andhra Pradesh	114
Punjab	50
Haryana	46
Madhya Pradesh	40
Bihar	39
Jharkhand	31
Delhi	25
Gujarat	19
Maharashtra	13
Jammu & Kashmir	12
Telangana	11
Tamil Nadu	10
Uttrakhand	9
Karnataka	8
West Bengal	1
Total	**1054**

State-wise Student Distribution 2022-23
Total Students: 1054

B. Student Profile:

a) Category-wise

Degree Level Programmes (632) — OBC/BC 25%, ST 1%, SC 10%, Gen 64%

Total Students (1054) — OBC/BC 31%, ST 2%, SC 11%, Gen 56%

Certificate Level Programmes (422) — OBC/BC 40%, ST 3%, SC 13%, Gen 44%

b) Area-wise

Degree Level Programmes (632) — Rural 6%, Urban 94%

Total Students (1054) — Rural 18%, Urban 82%

Certificate Level Programmes (422) — Rural 35%, Urban 65%
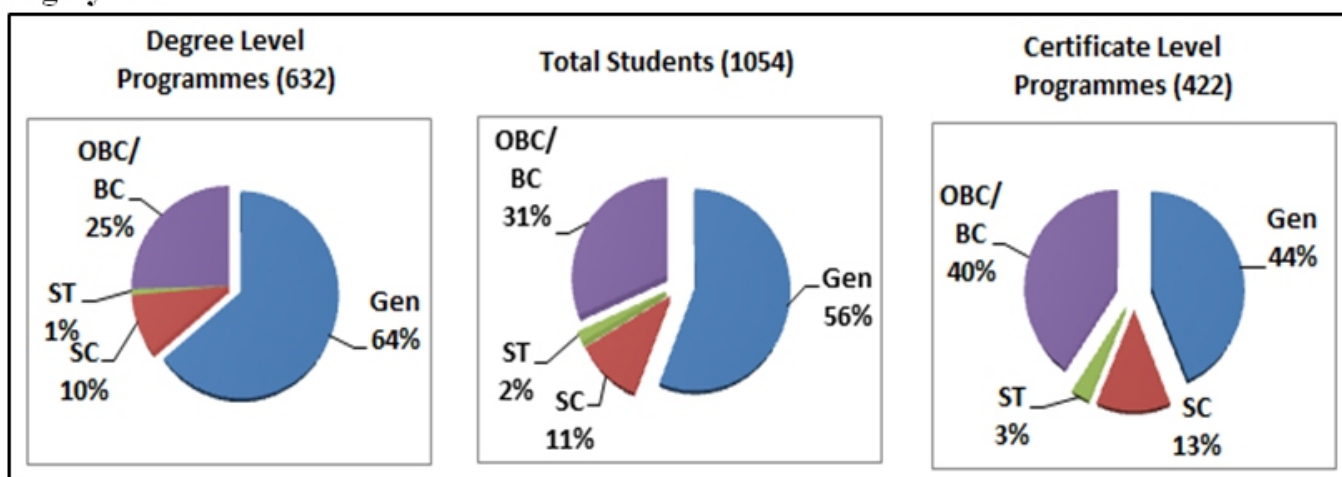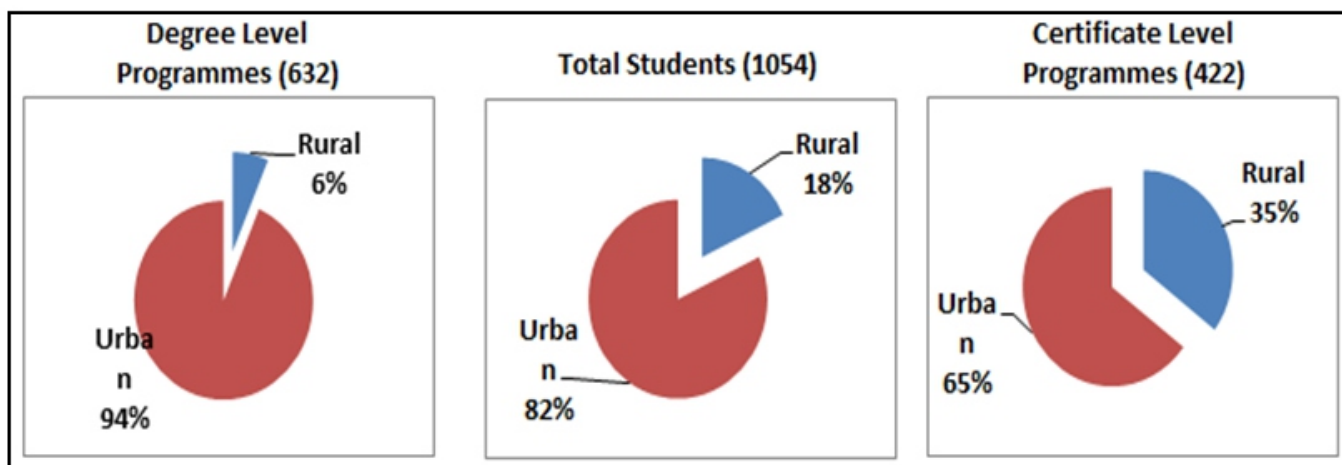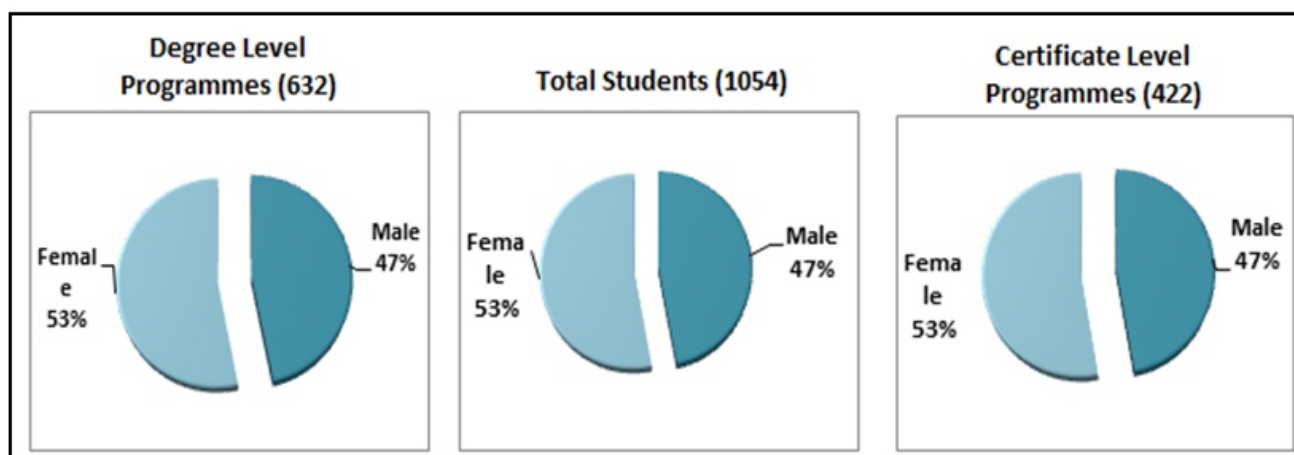
c) **Gender-wise**

Regarding the student enrolment distribution in degree-level and certificate-level programmes shown above, the following noteworthy observations can be made:

(a) The certificate-level programmes have a relatively higher enrolment of reserved category students.
(b) The certificate-level programmes have significantly more students from rural areas.
(c) The gender distribution in both degree-level and certificate-level programmes is a Vindication of our efforts in promoting women empowerment.

Observations (a) and (b) above are consistent with our general experience viz. that certificate-level programmes have a relatively higher number of reserved category students and a significantly higher number of students from rural areas. They confirm that the constituencies for the degree and certificate-level programmes are well–defined. Observation (c) shows a higher-than-usual number of female students (usually 40%) which is a welcome trend.

News From an Information Centre
Fire Extinguishers Installed at Bhopal Centre

Inspired by the crucial safety measures taken at Dayalbagh, Agra, the DEI Bhopal Centre installed 2 ABC type of Fire extinguishers in its building on the 4th of March'23. A PPT presentation by Ms. Rachna Singh and a practical demo by the company representative were also organized for the awareness of faculty members and other people as well.

Section C: DEI Alumni (AADEIs & AAFDEI)

From the Editor's desk

Param Guru Huzur Sahabji Maharaj in His Infinite Grace and Mercy had remarked, " It is clear that the neglect of female education is principally responsible for our present troubles". He, therefore, urged that we "make a united effort to uplift our womanhood by encouraging female education and providing suitable facilities for it".

A woman, well informed and educated, with knowledge, skills and confidence will bring peace and prosperity to the society to which she belongs. One of the distinguishing features of the Middle School established in Dayalbagh in 1917, was the commencement of co-educational classes up to class V from the very first day. At a time when girls were reluctantly sent even to purely girls' schools, this was perhaps the only school in the country having co-educational classes. Thus the seeds of a sound educational system for girls had already been sown in Dayalbagh, when the Prem Vidyalaya Girls' Inter College was established in 1930 and the Women's Training College in 1947. Educating and empowering women is a major step, but as the article on Women's Empowerment in this issue specifies, social institutions will also have to be more gender-inclusive.

The efforts made by AFFDEI-APAC to provide career development assistance are laudable as is the organization of the webinar on Women's Empowerment for this quarterly.

We invite our readers to share their views at aadeisnewsletter@gmail.com and look forward to hearing from them!

ChatGPT: AI-Powered New-Age Student Coach
Ankit Bhatnagar, Currently Engineering Manager, Compass India
Batch: BSc Engineering (2006), MBA (2016), DEI

ChatGPT has become an increasingly popular tool in the field of natural language processing and AI, with millions of individuals and organizations utilizing its capabilities to generate human-like text, based on prompts or questions. In January, it was reported that ChatGPT had surpassed 100 million active users highlighting its continued growth and relevance in the digital world. It is an Artificial Intelligent **Generative Pre-Trained Transformer** family Chatbot developed by OpenAI and launched in Nov 2022.

While many educators have debated against the tool and their potential concern is that students may become overly reliant on AI language models for completing assignments, and may not develop the critical thinking that is necessary for success in the long term, however, it is also believed that the use of AI language models in education will depend on how they are implemented and integrated into the learning process. In fact, the ChatGPT has emerged as a new-age student coach. The following points would justify this view:

24X7 Availability of Virtual Coach
In today's fast-paced world, students are constantly faced with challenges and hurdles that can affect their academic performance and personal growth. ChatGPT is a specially designed language model to assist students 24 X 7 and provide personalized coaching.

Easy to Use and Learn
ChatGPT can communicate in natural language. Students can interact with ChatGPT in the same way they would with a human coach, asking questions, seeking guidance, and receiving feedback in real time. This not only makes the coaching experience more engaging but also helps students build their communication skills and confidence.

Personalized Coach
ChatGPT can personalize the coaching experience to meet the unique needs of each student. By analyzing the student's academic performance, learning style, and preferences, ChatGPT can provide tailored coaching and recommendations that are relevant to the individual student. This personalized approach helps students stay motivated, engaged, and focused on their goals.

Vast Access to the Learning Resources
ChatGPT can also provide students with a wide range of resources and tools to help them succeed. This includes study materials, tips and strategies for exam preparation, assignment and project assistance, and career guidance. By having access to these resources, students can learn more effectively, develop new skills, and achieve their full potential.

Mental Health & Well Being

ChatGPT can be a valuable resource for students who may be struggling with mental health issues. By providing a safe and confidential space for students to share their concerns and feelings, ChatGPT can help students manage stress, anxiety, and other mental health challenges that can impact academic performance and overall well-being.

In conclusion, as the world continues to evolve, it is exciting to see how technology like ChatGPT can help students thrive and learn in an engaging and interesting way.

Overcoming Barriers: Empowering Women Entrepreneurs through Access to Finance
Pankaj Singh Thakur, Currently, CEO, Head Held High Foundation
Batch: PG Diploma in Theology (2013), DEI

Under 14% of all entrepreneurs in India are women. Women face many barriers in establishing and operating businesses, with access to finance often reported as a principal issue. Women entrepreneurs face a rejection rate of 19% from financial institutions, double that of men (8%). According to the International Finance Corporation (IFC), the credit gap for women entrepreneurs was over Rupees 1.37 lac crore (USD 20.52 billion); a whopping 70% of the financing needs of women remains unmet.

This presents a huge market opportunity for lenders, plugging which can result in a win-win situation for all involved – meeting the credit needs of women entrepreneurs, growing into untapped markets for financial institutions, and boost to the national economy. However, a swathe of challenges limits these possibilities. Women often have lower levels of financial literacy and awareness, and lack collateral and credit history. Supply-side challenges compound this problem, These include lack of gender-sensitive approach and priorities to lending, perception of women as risky loanees, and difficulty establishing creditworthiness and genuineness of women entrepreneurs by financial institutions. Moreover, the lack of gender-disaggregated data, even in the reporting of public access to finance schemes makes targeting and tracking progress difficult.

There are a host of systemic socio-cultural barriers that inhibit women entrepreneurship. Among these, access to financial resources has often been reported as a tremendous impediment, to several challenges both on the supply and demand side. While there are initiatives to promote financial literacy and inclusion on the demand side, there is much that remains to be done. Some of these policy shifts are highlighted below:

Create guidelines to mandatorily facilitate reporting of Self-Help Group Financing to Credit Bureaus to build credit history and enable graduation.

Build mechanisms for gender- disaggregated reporting of data on key public schemes for access to finance to promote better targeting of benefits.

Develop mechanisms to promote lending to women entrepreneurs through targeted credit guarantee programmes and provision of Non-Financial Services such as capacity building and counselling.

These can enable better access to finance for women led businesses, through a two-fold path of supporting micro-entrepreneurs (the vast majority of women-led businesses) in growth, as well as by enabling greater gender inclusive lending by financial institutions.

Alumni Bytes

The biggest takeaway from Education in Dayalbagh is…

"…the cheerful, productive and conducive environment that motivated me to participate in every activity which led to my all-rounded development. The interactive classes, helpful professors, and constant examinations helped me develop passion for my subject."

- **Rachna Kumar, Currently, PRT, Jaypee Public School; Batch: B.A (Honors) B. Ed (1997), PGDT (2014)**

"…the true meaning of success, which is nothing but peace of mind. It is a direct result of self-satisfaction of becoming the best in view of your capability and finding ways to help others."

-Sugandha Singhal, Currently, VP- Head Treasury, SRF Limited; Batch: MBA (2001)

Report on AAFDEI-APAC
Compiled by Vasant Vuppuluri

The Association of Alumni and Friends of DEI (AAFDEI) was registered in the United States as a 501(c)(3) nonprofit organization under the Internal Revenue Code of 1986 in 2009. Since 2020, the Alumni Placement Assistance Cell (APAC) has been operating as a dedicated team within AAFDEI, known as AAFDEI-APAC. The objective of AAFDEI-APAC is to provide career development assistance to members of the community in the USA and Canada. AAFDEI-APAC also provides support and guidance to candidates who are transitioning to North America from India.

AAFDEI-APAC has engaged several members across North America, in a range of industries and occupations, to serve as 'Enablers', who can provide advice and assistance related to career development, including job opportunity identification, referral, and placement.

AAFDEI-APAC has also been hosting quarterly webinars on trending topics. These topics focus on career development. An upcoming webinar on April 2, 2023 will include inviting an expert to speak on the topic of women empowerment. In addition, AAFDEI-APAC holds monthly office hours on the first Sunday of every month in which members provide guidance on various matters.

In keeping with the spirit of continuous improvement, AAFDEI-APAC conducts an annual survey to solicit feedback from members of the community. This feedback is used to expand as well as shift focus of activities organized by AAFDEI-APAC and also improve the efficiency and delivery of AAFDEI-APAC services to the community.

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