



DEI-DEP NEWS

“Vulnerable, like all men, to the temptations of arrogance, of which intellectual pride is the worst, he must nevertheless remain sincere and modest, if only because his studies constantly bring home to him that, compared with the gigantic aims of science, his own contribution, no matter how important, is only a drop in the ocean of truth.”



-Louis de Broglie
Nobel Laureate

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From the Coordinator's desk

The launching of the Springer Nature book entitled 'Consciousness Studies in Sciences and Humanities: Eastern and Western Perspectives', of which the editors are Revered Prof. Prem Saran Satsangi Sahab, Prof. Anna Margaretha Horatschek, and Prof. Anand Srivastav, on August 23, 2022, was a landmark event, for in this book, Revered Prof. P.S. Satsangi Sahab gives a clarion call ushering in the 5th Industrial Revolution calling upon humanity to adopt Lacto – Vegetarianism which is currently practised by 1 billion people who are capable of producing such food for 11 billion people on planet earth through the practice of precision [Agroecology-cum-Precisio Farming](#), which Dayalbagh has been following for several years now. Once this happens, human beings can commence their journey beyond this planet and ultimately find abode beyond space and time in Nirmal Chetan Desh through the practice of Sahej ([Easy](#)) Surat – Shabd [Yog Abhyas \(Practices\)](#) to immortality [[Vide Power Law of Meditational Consciousness](#)].

As the title suggests, the book provides a meeting ground for the Eastern and Western perspectives on consciousness. It was pointed out by Revered Prof. P.S. Satsangi Sahab during an International Conference on Consciousness in Dayalbagh that “the results of the good work being done by the Researchers need to be integrated with the experiences in the field revealed by Adepts possessing intuitive consciousness of the highest order to unlock [the](#) mystery”.

There are several examples of such experiential knowledge and I will quote only two originating from Revered Prof. P.S. Satsangi Sahab:

- (i) “.....Consciousness according to Radhasoami philosophy has eighteen levels, six pertaining to the human body or any physical body for that matter, six pertaining to mind or universal mind and similar six other pertaining to individual spirit or the universal spirit.” This model accounts for physical awareness to start with and goes right upto cosmic awareness.
- (ii) ‘.....Physicists recognize four fundamental forces viz., gravitational force, electromagnetic force, weak nuclear force and strong nuclear force. Scientists accept these four forces only. But the prime force is the spirit-force which is the source of all these forces. The scientists are not cognizant of it. It is the ultimate dream of scientists to be able to define a unified force field and thereby explain everything’.

In response to the request of the Publisher to say a few words, Revered Prof. P.S. Satsangi Sahab was pleased to draw the attention of the audience to the Adrenal glands in the human body which secrete Adrenaline which is comprised of different types of hormones with the help of which pure spiritual power can be acquired. The drug addiction problem & [associated Moral Turpitude](#) for rehabilitation of drug addicts were also mentioned.



According to the publisher, *“This book presents consciousness models from Eastern and Western perspectives that accommodate current scientific research from the natural sciences and humanities through philosophical models to spiritual approaches. It offers up to date research from key disciplines in consciousness studies ranging from neurology, quantum mechanics, algorithmic science, mathematics, and astrobiology to literary studies, philosophy, and (comparative) theology. The volume examines the dichotomy between Western and Eastern perceptions of consciousness – where consciousness is perceived as brain activity by Western scientists, and as a divine presence by various religions, especially in the East. The essays contextualize each other and reciprocally illuminate the potential and limits of the respective approaches. The texts aim at a transdisciplinary and transcultural exchange of ideas in consciousness studies and address a readership from interested lay-readers to experts of the field. The volume is of interest to researchers of consciousness studies”.*

(Prof. V.B. Gupta)

The Future Scenarios of Higher Education

The story of the evolution of higher education, starting with Guru – Shishya method of teaching-learning in India and church-controlled informal teaching to a privileged few in the western world (called Education 1.0), grew with the invention of the printing press in the year 1436 into the massification of education (Education 2.0) with the teacher being the knowledge provider and the student as the passive recipient. This was followed by Education 3.0 (use of computers and the internet in teaching and learning). The next phase was Education 4.0 which is generally attributed to two emerging trends [1]: one based on general innovations and changes in education and pedagogy and the other on the integration of technologies introduced by Industry 4.0 into education. As described in previous editions of the newsletter, the net result of these developments was that the Universities that came about had a highly flexible system of education with a commitment to serving the needs of students. Further, they were deeply connected to the communities around them to bring about a better world. The two ultimate forms of transformation from this evolution have been designated as Ecological Universities and Universities based on the liquid learning model.

A report entitled 'Scenarios for the Future of Higher Education' published in May, 2022 by a team of researchers at Budapest Business School, Hungary, after four years of intense research using a comprehensive process combining horizon scanning, systems mapping, and scenario planning have come out with four possible scenarios [2]. The two dimensions that defined their scenarios were: first, the level of flexibility in the higher education system (mostly in terms of the process of learning and administration), and second, the 'Constitution' of education, which refers to a general assumption about the role and function of University Studies, namely whether they are about the provision of practically applicable knowledge (called the 'micro' end of the dimension) or about the formation of a well-rounded person able to navigate a changing world (called the 'holistic' end).

The main characteristics of the four possible scenarios are briefly described below [2]:

Scenario 1: fixed – micro-programmes

In the future, the majority of universities adapt to the expectations of the labour market and society by offering shortened, mostly one-year training programmes. It is a system of “mass schooling” where the content is set, the processes fixed, and teaching methods are mostly frontal (-cortex based). Eventually, the certificate earned by students gives them an advantage in job-seeking.

Scenario 2: flexible–micro-programmes

In the future, the domain of higher education is shared by universities and alternative providers, all of them operating with the aim of offering students timely skills and knowledge sought after in the labour market. Trainings typically last for one year and are accommodating to students' needs by combining on line learning with a flexible schedule of intensive in-person classes. Students can curate their own professional portfolio of micro-credentials earned in such programmes.

Scenario 3: fixed – holistic programmes

The future of the higher education market closely resembles the present: students enter bachelor-and master-level programmes to earn a degree that gives them an advantage in the labour market. The teaching methods at universities evolve slowly but continually, and beyond knowledge transfer, they put more emphasis on developing skills and problem solving. The university is not only a space of education but also for professional socialization and inter-personal/personnel relationships.

Scenario 4: flexible – holistic programmes

In the future, university education still takes the form of bachelor and master-level programmes, but flexibility becomes an overriding principle. The system is ready to serve all kinds of needs: students are able to curate the selection of courses they take (within certain limits), they can choose between courses with different teaching methods, or can even opt to finish a whole programme in a year. There is an intense international cooperation between universities which allows students to conduct their studies in several countries and institutions.

- Collated by Prof. V.B. Gupta
Coordinator, DEI Distance Education Programme

References:

- [1] Mamadou L Gueye, Ernesto Expósito. University 4.0: The Industry 4.0 paradigm applied to Education. IX Congreso Nacional de Tecnologías en la Educación, Oct 2020, Puebla (Mexico), France. hal-02957371 (<https://hal-univ-pau.archives-ouvertes.fr/hal-02957371/Document>)
- [2] Scenarios For The Future of Higher Education 2022
(https://www.researchgate.net/publication/360642436_SCENARIOS_FOR_THE_FUTURE_OF_HIGHER_EDUCATION_2022)

NEWS FROM DEI

Independence Day Celebrations at DEI Headquarters, Dayalbagh, Agra



As India celebrated the completion of seventy-five years of Independence, a glorious ceremony was held at DEI Headquarters at Dayalbagh, Agra to mark the occasion. Shri A. Manikandan, IAS, Chief Development Officer, Agra was the Chief Guest of the event. Students of DEI-NCC presented the 'Guard of Honour' to Shri and Smt. Manikandan on their arrival. As the Chief Guest hoisted the National Flag and everyone joined in the singing of the National Anthem, the whole atmosphere was filled with immense patriotic fervour. This was followed by a grand and well-coordinated March Past by the contingents of all the faculties, colleges, and schools of DEI to the tunes of the remarkable DEI Band. The contingent leading the parade was of little children of the Sant-Supermen Scheme.

A zealous and melodious Patriotic song was sung by a group of students at the end of the parade and the Winners of various competitions and the March Past parade were given prizes by the Chief Guest and the Director, DEI. A special prize was given to the Contingents of students of Superman Evolutionary Scheme and DEI Nursery & Play Centre for their excellent performance.

The Chief Guest lauded the excellent programme organized by DEI and motivated the students to be ready to contribute to building a bright future for India through their hard work, dedication and discipline. He also mentioned that DEI's Eco-system of education creates a complete and holistic human being and appreciated that DEI is remarkably imparting the desired values and qualities to make its students responsible citizens of the country. Prof P.K. Kalra, Director, Dayalbagh Educational Institute ([Deemed to be University](#)) thanked the Chief Guest for addressing the achievements of the Institute and exhorted the students to come forward with innovative solutions and to face the challenge of providing food security to the growing population of the world. Mrs. Manikandan also encouraged the students by applauding their performance. While describing Discipline as the most vital ingredient for success in life, she pointed out that the discipline of students in DEI is highly commendable.

The programme ended with the Institute Song followed by tree plantations by the dignitaries invited on this occasion. An exhibition of various innovative products and schemes implemented at DEI was also organized, which was greatly appreciated by all present.

The programme was telecast to various study centres of DEI across India and abroad and was also attended by thousands of people through the e-cascade network of Dayalbagh.

News From Information Centres

Independence Day Celebrations, August 2022

To mark India's completion of 75 glorious years of independence, the 76th Independence Day was celebrated with tremendous zeal and patriotic fervour across all DEI Information and ICT Centres on 15th August 2022. Some of the Centres have promptly shared their reports which are mentioned below:

CHENNAI INFORMATION CENTRE



The Mentors, Facilitators, students and ex-students of Chennai Information Centre participated in the Independence Day programme. The programme commenced with the University prayer. After a brief introduction on the importance of Independence Day by the Centre in charge, there was a talk session in which every student, ex-student and faculty spoke for a few minutes each on what freedom means to him or her.

This was followed by a poetry recitation on 75 years of Independence by an ex-student of the Centre. Subsequently, the faculty and students rendered patriotic songs in Hindi and Tamil languages. The programme ended with the University song and the National Anthem.

LUDHIANA INFORMATION CENTRE

The 76th Independence Day was celebrated at the Ludhiana Centre with immense joy, thrill and patriotic fervour by the staff, satsangis and students. Live transmission from the main campus was viewed and all were motivated by the inspirational speeches of the Chief Guest and Director DEI. The programme ended with the prayer song and refreshment was served to all.



MURAR INFORMATION CENTRE

Information Centre Murar celebrated Independence Day with great enthusiasm. The Satsangi brothers and sisters residing at the Satsang Colony Murar, Guardians of students and others were invited to view the celebrations. Students of the Electrician course presented a Bhojpuri song. Radhasoami School students presented Self Defence PT and Lathi show. DDT female student Madhvi presented a self-composed

poem. Electrician and Motor vehicle course students presented group PT. The live transmission of the Independence Day celebration from DEI was viewed by all. Light refreshment was served to the gathering.



AGRA CITY INFORMATION CENTRE



Independence Day was celebrated with tremendous enthusiasm by the Faculty and Students of Agra City Centre. The celebration began with the University Prayer which was followed by a few items like Speech in Hindi & English and Group songs prepared on the patriotic theme by the students. Motivational speeches were also given by the teachers & Centre in charge on the occasion. After witnessing the telecast of the Flag Hoisting from the DEI Headquarters, snacks were distributed to all.

KAROL BAGH INFORMATION CENTRE

At Karol Bagh Centre Independence Day celebration started with the hoisting of the National Flag and recitation of the National Anthem. It was followed by the recital of University Prayer. The Centre In-charge addressed the gathering on the momentous occasion and congratulated everyone on the 76th Independence Day of India - Azaadi ka Amrit Mahotsav. The atmosphere was charged with gaiety and nostalgia. The celebration concluded with the University Song and was followed by the distribution of sweets to all.

KARNAL INFORMATION CENTRE

Independence Day was celebrated in a befitting way at the Centre by the staff and students. The tricolour flag was unfurled and the National anthem was sung by all present with zeal and patriotism. Finally, sweets were distributed among the staff and students.



8 **Dr.Chellapilla Bharadwaj, Faculty at DEI Information Centre, Karol Bagh Honoured with the Eminent Scientist Award in Agrivision 2022**



Dr Chellapilla Bharadwaj is associated with DEI Information Centre, Karol Bagh, as a regular faculty of RDC and other BBA subjects, from 2010 to date.

Dr Chellapilla Bharadwaj, the Principal Scientist in ICAR-IARI & Adjunct Associate Professor with The Institute of Agriculture, UWA, Perth, has been honoured with the eminent scientist award in the Agrivision 2022, 6th National Convention on Natural Farming – Modern Technology: Coordination & Implementation, held at NASC Complex, ICAR New Delhi. The award was conferred by Vidyarthi Kalyan Nyas, Bhopal, in collaboration with ICAR, New Delhi in recognition of his critical research and scientific eminence in the field of plant sciences. The award was given to him by Dr Sanjeev Kumar Balyan, Minister of State for Animal Husbandry, Fisheries and Dairying and Dr T. Mohapatra, Principal Secretary, DARE and Director General ICAR.

With 23 years of Scientific Experience in breeding legumes and pulses, Dr Bharadwaj is a breeder par excellence focusing on marginal and sub-marginal chickpea farmers. He has developed 17 high yielding climate resilient chickpea varieties and is credited with developing the World's first Marker Assisted Bred Chickpea variety for drought (Pusa Chickpea 10216) and for wilt (Pusa Chickpea Manav) heralding India into the global arena of Genomic Assisted Breeding of Pulses. He published 148 papers in very high-impact journals like Nature, Nature Genetics, apart from various book chapters, books and technical reports. He was bestowed with four International and four national awards including the prestigious Agri Watch Research Recognition Award. He was conferred the Honorary Adjunct Associate Professor, The Institute of Agriculture, University of Western Australia, Perth. He is a Fellow of the Indian Society of Pulses Research and Development, Kanpur, India and a Fellow of the Indian Society Genetics and Plant Breeding, New Delhi India. He leads several projects in collaboration with Bill & Melinda Gates Foundation, ICRISAT, ICARDA, UWA Perth, DBT, DST, University of Saskatoon, Generation Challenge Programme of CIMMYT and Australia India Grand Challenge Programme.

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