this quote comes from_____. Never heard of him? My dear little friend from_____ has his own perception about life. And he chose to flaunt it. And how? The previous generation wrote books about philosophy. Inconclusive, and rampaging words about the greater truths of life, and why. Today, EVERYONE has an opinion about it. And they all express it through their status message. Google talk, facebook, MSN, Skype and so on, it's not anymore about being "available", "busy", "idle", "married", "single", "it's complicated etc. etc. It's all about smart and witty lines or remarks one can make to impress his friend list-with his intellectuality. Mostly stolen words, or quoting someone, status messages have rarely and almost never been about how things have been for them. Technologically, these methods allow the new age philosophers to extend their thoughts –without writing the books for the moaning philosopher.

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3. **Open Learning:** *A different prospect of inequality in education field has been brought up in the write up. Knowledge sharing and open learning have got potential to not only make learning a joyful experience, but also to ensure maximization of the learning efforts*

**Rahul Kala**

It is well-known that the modern economy has completely transformed (or is rapidly transforming) into knowledge economy, where the gray matter is the real wealth. The unique feature of this economy, that was un-existent in any other economies, is the fact that it multiplies on sharing. This calls upon for a lot of incentives to sharing, giving away and collaborating. Innovation further emerges out as the prerequisite in this knowledge economy. We now need innovation not only to develop, grow and compete; but rather even to sustain and survive. Studying the natural species, Darwin crafted out the theory of *survival of the fittest*, where the individuals of a population mutually compete for survival. The human civilization on the contrary has always been more socialistic in nature, where the different individuals develop in a co-operative manner by not only developing themselves, but the society as a whole. The socialistic Darwin's theory might emphasize that the individuals that fail to cooperate, share, give, and in return take back, must perish. When put into the modern framework of knowledge economy, the theory might now emphasize upon the need to first innovate, and later share and collaborate, for a successful existence. An important aspect here is the edge that one might have by being the sole owner of an innovation in this economy. It is natural that an overall collaborative environment has a greater thrust that may outperform any proprietary holding of innovation. It further leads to more optimal development at a pace that no other mechanism may be able to match. The edge is hence not long lived. Like most natural mechanisms, the socialistic architecture of the knowledge economy is also evolutionary in nature. It develops with time in an iterative manner. The fitter individuals in such an environment not only survive, but emerge out to lead and pull out others for survival, thus showcasing their supremacy. The educational institutions in such a context not only assume the role of temples of learning, but also of currency exchange markets for prosperity at the individual and community level. IIITM Gwalior assumes an even greater importance which is envisioned to attain *Global Excellence in Knowledge Economy* and works for its attainment by the *integration of technology and management*. While the former emphasizes upon the utmost level of collaboration, the latter ensures being fully equipped to emerge out as the distinctive supreme. The other commonly used salient features of *flexibility* and *open ended learning* further add to the edge that

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highlight the ability to rapidly adapt to any change in this highly dynamic environment, and have a continuous source of information to enable adaptation. There are the prerequisites of survival as per the Darwin's theory.

So by now three things are clear: firstly *evolution,* that harshly states only the fittest with the ability to adapt to change survive; secondly *socialism*, that states an incentive to collaboration and sharing; and thirdly *knowledge* that is the measure of the individual fitness. In this context the knowledge institutions with the concepts of curricula, courses, credits, and evaluation seem to act like capsules, which once inhaled, give you the knowledge currency to enhance your market value. It's important to realize here, what if the environment changes to such a radical extent that all you inhaled is obsolete within no span of time? Now how do you get another capsule to make you valuable for some more coming years? Corporate training, special sessions, etc. may do this to an extent, but it is fundamentally the responsibility of knowledge institutions to cater to these needs. The reason why this may not be discussed much as of date is that the knowledge base given by the educational institutions is normally enough to cater the needs till a long time, which may only need some supplements into the future. The base does not change. What if we soon enter an age where the complete knowledge base is prone to rapid changes? Would the same concept of imparting knowledge be fine? If the knowledge institutions are to form and give these capsules of learning, one would ideally imagine the capsules to come in more varieties, modules, and durations; and not primarily a capsule called BTech in something, another one called MTech in something and finally one master dose called PhD in something. These capsules further need better marketing, sales and branding, as now the educational Institutions become a part of the market, offering skills for individual enhancement. This further need to support the fact that people would now require more of these at different phases of their career. The single capsule role of the education Institutions was a fine feature long back into the days of *Nalanda* when the change was much less in nature. We have certainly transformed a long from that. The other notion may be that we do not take capsules of technology or management, but rather take behavioral capsules to mould our behavior in such a manner that we are capable of predicting the demands of future, acquiring skills that enable us meet these demands, and later using them for self betterment and imparting these to others till a time these demands themselves get obsolete. With the sudden change in the present context, it might be more important to master these skills rather than mastering concepts, which we know may not be long lived. Certainly teaching *Vedanta* and *Upanishads* to the ancient students did not convey them how to do carpentry, cultivation or offer related services; it just taught them about things around. The important issue is how to develop these skills, when we know that education phase might only come once in the lifecycle of most of us.

Equality in living is a major task in the hands of any Government, especially of the developing economies. The equality now needs to be on the currency of knowledge, what would be more familiarly called as the digital equality. Digital divide is a more serious problem in front of the educational institutions where different students develop to different extents in this knowledge or digital world. The reduction of this gap is more important from a socialistic point of view, where different individuals must be equal. Digital divide is naturally a social offense. More important is the fact that if this divide is created by a difference in behavior, it is likely to get multiplied over the individual's career. In case this was only because of some extra learning, this gap may not be easy to fill in future. From an ethical, social or even legal sense, whose responsibility is it to eradicate this gap? Is it the Institute who is always

struggling to reach new heights in Global excellence; the faculty who are thrown the challenge of enlightening a large number of students of different interests and backgrounds; or of the students themselves? The task of educating is twofold. At one end you need to develop the behavior and at the other you need to equip the student with the knowledge set for immediate need. While the universities are perfect in the latter, there needs to be some mechanism to carry out the former. There needs to be some mechanism to eliminate the digital gap emerging out of both ends. The ultimate liability to ensure an optimal development lies at our own end, where we need to ensure that we would make best use of our capabilities. Know your strengths, and more importantly your weaknesses; streamline what you need to learn; learn yourself using the available knowledge base; find like people exploring the same field; share and mutually develop yourselves; find experts around for guidance; when done, impart these learning to someone in need. This lays the basis of open learning, using peer group as experts and globally created knowledge base as infrastructure. To the best of the author's speculations, experience and expertise, this open learning has a potential to not only make learning a joyful experience, but also to ensure maximization of the learning efforts. The curricula, faculty, external experts, industrial inputs, etc. can only orient the learning process; the final decision to what needs to be learnt, in what manner, and till what level can be best made by the learner himself.

## 4. Web 3.0

*Every now and then we read about technological advancements, this article talks about the changes that we are actually growing with.*
**Himanshu Tyagi**

With the never ending human surge for new innovations and the betterment of the present technologies reaching new horizons, here comes a new and an unseen product Web 3.0. Not much time has passed since its introduction. Definitions of Web 3.0 vary greatly. According to some experts Web 3 is, among other things, more related to the Semantic Web (or the meaning of data) and personalization, intelligent search and behavioural advertising.

While the Web 1 was a huge hit, it was more focussed on companies' home pages, owing contents, pages views and advertising. It used HTML portals and web forms to a lot of extent. The Geocities & Hotmail era was all about read-only content and static HTML websites.

The Web 2 was a widely used "read-write web", with more than 1 billion global users using it by 2006. It was more focussed on communities, sharing content, Wikipedia, blogs, Google. One of the major features of Web 2 was cost per click and word of mouth.

The Web 3 is widely said to be the "portable personal web". It is more focussed on individual life streams of the masses. It is seen as the return of experts and authorities to the web. Web 3 is expected to have emerged from the new and innovative Web 2.0 services with a profitable business model. Many experts argue that Web 3.0 is where "the computer is generating new information", rather than humans.