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Why Do Professors Get Middle Age Crisis?

Basab Chaudhuri*

The teaching and learning process is exciting, entertaining and challenging. Young students come to the colleges and universities with a great deal of expectations that they will be refurbished, rejuvenated, reoriented, recast, and through such a process will be gifted with intellectual ability to see life as a whole. They must learn to integrate and reintegrate in order that they can understand and appreciate nature's tricks, complexities and mysteries, and develop courage to identify them and make use of them in a sustainable way. In this manner they will be able to contribute socially, economically, environmentally and aesthetically.

Teachers in the colleges and also in universities are supposed to create interest in young minds. What is there, what it is supposed to be, how through knowledge creation, interpretations are undergoing changes, what new research is being done, what impact such new research will have on existing ideas and will change them, all these are part of college and university teaching.

One of the major challenges for teachers these days is to keep updated with knowledge that is being created. With information explosion, the degree of obsolescence is very high now and it is practically impossible to know a subject well and have a perspective-level feeling. Without regular reading and a thorough understanding of subjects, teaching students becomes difficult.

Why do students come to class? Young students attend classes for two reasons. The first one is for getting attendance that has been made mandatory to an extent through introduction of the Choice-based Credit-system in the undergraduate and post-graduate teaching programmes. The second reason and which is of primary importance is for being impressed by the quality of teaching. When mind is impressionable, teachers having good teaching skills and knowledge of subject can make permanent mark on students' minds. For some teachers, making this mark is the basic motivation behind their decision to come to teaching, leaving other professions.

In these days, when information is freely available on a mouse-click, and students are being forced to adjust their timings because of their preoccupations and/ or their compulsions to take menial jobs to sustain themselves or their families, and also with the increasing popularity of the open system of education like open universities, the chance of teachers making mark in the classroom is shrinking gradually. I call it the shrinkage of space for acting as teachers in the class rooms. This is

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definitely a disadvantage of teachers so far as bringing fame and glory to themselves and their profession as teachers is concerned. (Of course, with modern ed-tech teachers may go global through uploading their lectures on You-tubes and the likes. But on-line teaching cannot give so much joy as face-to-face teaching in the class rooms.)

The disadvantage just mentioned will be one of the reasons for which teachers in future are likely to get middle-age crisis. But this applies to the future. My argument in this article centers around the present, as to whether teachers are already facing the crisis which is known as middle-age crisis.

Journey from Assistant Professor to Professor

Let us assume, for the sake of argument and keeping all practical points in view, that a person enters the college or university system in the country at the age of 30 years. With the existing system of career advancement scheme, by the age 46 or 47 years such a person should reach the highest academic post of Professor in the university system. In such a process the UGC - approved API and other accomplishments will be the necessary requirements. In this scheme of things, what is the quality growth rate of a teacher? In the span of 16 or 17 years, a university teacher needs to study at least 300 books on his academic discipline so that he can keep himself reasonably updated. In this period any subject undergoes drastic changes and it is not easy to understand and absorb all the new knowledge that has been created. Moreover, a teacher in order to have a holistic outlook must study about another 300 books on subjects outside his own discipline. The total number of books to be studied per year becomes about 35. If each book is of 200 pages (an estimate on smaller side), 7000 pages having new information should be studied by a teacher per year thoroughly over a period of 16 or 17 years while moving from the level of Assistant Professor to the post of Professor. This comes to about 200 pages per day for a teacher to remain updated and to be respected as a well-read person in an academic discipline. Now the crucial question comes: do we really study to this extent? Given this reality, it will not be out of place to assess the degree of obsolescence of an academic person. The basic objective of being an academic person should be that he will be a scholar in his discipline. This is the basic motivating force to remain engaged in teaching and research. If this basic purpose is lost, the "real North" goes out of sight for a teacher. This is indeed a crisis so far as personal growth is concerned.

For movement from the post of Assistant Professor to Professor, motivation for teachers still exists because the so-called career growth and concomitant change/ advancement in status and in financial security are alluring. But what exists beyond the post of Professor? What should keep a Professor motivated? The remaining part of the article will centre around that question. This is to be stated, however, in no uncertain term that it is sheer knowledge and competence of a Professor that command respect from the students and the academic community at large, not the other way round. Just by being a Professor, one cannot demand respect.

When the Ultimate is Reached

The topmost point in the academic ladder is the post of Professor and after a person reaches the position, say, at the age of 47 or 48 years, there is practically nowhere to go then. A few of the Professors may become Deans of the faculties. Still fewer will become Pro-Vice Chancellor or Vice Chancellor. What will the rest do? It has to be kept in mind that after the age of 48 years, a Professor will work another 17 years (having considered that the age of retirement is 65 years) at the highest academic position where he is supposed to contribute to the greatest possible extent to the university and get academic laurels for himself and for the institution as a whole. This is only possible when the journey from the position of Assistant Professor to Professor has been an exemplary tracing of hard work involving teaching and research and also innovation, networking, community work, selfless social activities and continuous up-gradation of self. In this manner doing serious academic jobs becomes a habit and it is well-known that habit is the second nature. Such a Professor is "by nature" Professor. The professorship is not thrust on them. The continuous search of scholarship and achieving excellence are hallmark of such a Professor. These Professors enjoy every moment of their existence till death and love to challenge themselves with problems of life, society, science and technology. Unfortunately, the number of Professors of this type is not large enough.

What happens to Professors who have not gone through the academic rigors? An honest answer to this question may raise a few eyebrows. Such Professors become "thinkers" of contemporary issues and get immersed in contemporaneity to such an extent that they lose long-term, even short-term academic vision. Such Professors find faults in notices and circulars, show their scholarship in commas and

(contd. on pg. 21)

Critical Analysis of University Sports

Gurdeep Singh*

Nations spend too little time and money, to prepare the youth for the future, but too much resources and energy to prepare the path for the youth. Sports being one of the essential components of human resource development, play an important role in the process of promoting public health, true sportsmanship and personality development of participants. Thus, excellence in sports enhances a sense of achievement and national pride, providing beneficial recreation, for improving productivity and fostering social harmony. National Education Policy–2020 encompasses a most important provision for integrating sports with educational curriculum, making it a compulsory subject of learning up to Senior Secondary School level and incorporating the same in the evaluation system for all the students. Hence, a large quantity of participation in sports is expected to improve the quality of university athletes, while throwing-up an adequate amount of trained talent in the national stream, for realization of the full potential of the younger generations of sportspersons of the modern world.

The interplay of body and mind is most evident and pronounced in the areas of sports excellence and stress management. However, anxiety and stress are two unavoidable factors in the process of transparent selection, advance training and meaningful participation in intensely contested sporting competitions at all levels. Therefore, the present research paper focused on the impact of scientific support and professional approach on the sporting performance of highly talented and trained athletes in cut-throat National University Games-2020, with a pointed emphasis on the evaluation of existing university sports system, to find-out its strength, weakness, opportunity and threat, with a view to suggest meaningful modifications, if any, for improving functioning of the existing structure, leading to an enhanced sporting performance of elite athletes, in pursuit of excellence in competitive sports at global events–Olympic Games and World Cups. Now, sport is considered to be a wonder-drug for prevention of many psycho-somatic ills and other social evils.

India's participation started in Olympic Games-1900 held at Paris, where only one athlete, Mr. Pritchard participated. This development led to the establishment of Indian Olympic Association in the year-1927, with Sir Dorab Ji Tata as its first President. Till date, India has won only 28 medals in Olympic Games from 1900 to 2016, out of which 11 medals have been in Field Hockey. In the individual events, only 17 medals have been bagged by Indian athletes. Now, it is pertinent to mention that the ranking of India in the Olympic Games–1928 was 23 and has slipped down to 67 at Rio Olympic Games-2016. A multi-dimensional research analysis indicates that India is on the move in many other fields, reflecting a substantial growth in economic and scientific areas, but it seems to be lagging far behind many other developing countries so far as games and sports are concerned. Recently, our national sporting contingent could not make their presence felt at Olympic Games-2016 and India's run in the global competitions touched a new low in general and a disaster in the discipline of hockey in particular, as our team failed to qualify for the semifinal stage. Hence, Indian sports is passing through its worst phase at the moment.

The dismal performance of top Indian athletes at Rio Olympic Games-2016 invited a sharp criticism both from the public and parliament of India. Further, after the nation-wide serious deliberations on various causes, issues and reasons of poor performance, the Government of India constituted an Olympic Task Force to examine and suggest ways and means to enhance the standard of sporting performance of Indian sportspersons in Olympic Games from 2020 to 2028. The panel of experts suggested promoting the culture of excellence in competitive sports at the grass-roots level, especially in schools, with twin objectives to broad-base sports at all levels and achieve excellence at international competitions. For this purpose, a long term development plan was prepared, by the experts, with a focus on developing a wider base of sporting culture in the education sector, for effective implementation by the National Sports Federations and Indian Olympic Association. Therefore, Sports

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Authority of India (SAI) will continue to provide all the required facilities, appointment of foreign coaches, sporting infrastructure, logistics and technical support for fair selection, advance training, competitive exposure, meaningful participation and critical evaluation of performance of the talented and scientifically trained superior sports persons.

Purpose

The central government seeks to project India as a leading-edge, strong and vibrant sporting nation in the world of sporting excellence, within the next decade with the conviction that promoting a nation-wide, all embracing basic sporting culture is not only desirable in itself, but also critical to secure an accelerated, inclusive and sustainable economic growth. Consequently, a balanced, complete, equitable and wide-spread financial investment through public-private-partnership in sports, appears to be a light at end of a dark tunnel, leading to building-up an adequate stock of human capital. Today, public health is a prime concern, with a view to secure adequate investment by developing nations, including India with its over population, rising pollution and extreme poverty, especially in rural areas, to survive and succeed in rapidly changing and highly challenging times. Over the years, it is observed with a serious concern that frequent incidents of drug abuse, by the potential athletes, for pursuing excellence in competitive sports have increasingly assumed alarming proportions all over India, with deadly side-effects on the human health and performance.

The performance enhancing banned drugs are no longer restricted to the high-stake world of commercial and professional sports. Ministry of Youth Affairs and Sports has already launched a campaign against "Doping in Sports" and also established National Anti-Doping Agency (NADA), with a mandate to take all educative and preventive measures to eradicate the menace of drug abuse in competitive sports at all levels, in collaboration with National Sports Federations and Indian Olympic Association. Further, alarmed by the present dangerous trend of doping in games and sports, the NADA expressed its serious concern over the growing threat of doping to Indian sports. Therefore, certain effective, innovative, preventive and scientific steps are of paramount importance, for tackling the disaster of banned drugs, with dangerous effects on human body, mind and spirit. The main thrust of the scheme is to make Indian sports totally drug free, through scientific advanced training and meaningful participation at all levels, so as to enable the potential athletes to rise to the challenge of intensely contested sporting championships to the best of their abilities.

Hypotheses

Based on the detailed review of the related literature to pursuit of excellence in modern sports, the following hypotheses have been proposed, for conduct of the research study:

- The scientific support combined with professional approach may be effective in enhancing the performance of superior athletes during training and tournaments
- The psychological preparation may be helpful in reducing the competitive anxiety and stress level of the potential sportspersons, over a considerable period of time.
- A significant improvement in the overall performance of the potential performers undergoing scientific training along with professional approach might take place.
- The out-come of a critical analysis of existing university sports in the country may pin-point grey areas, if any, to be plugged for immediate improvement in results.
- A well-designed and well-developed road-map of university sports may go a long way in broad-basing the sports culture in India, for achieving excellence at global level.

Objectives

It is observed that there is no dearth of natural potential in India, for pursuing excellence in competitive sports at international events. Hence, Indian sports is poised to bloom at all levels, if the essential scientific support, coupled with professional approach is provided to talented athletes in the process of selection, training, participation and evaluation, especially at the grass-roots level, to translate the ultimate dream of winning 'Gold in Olympics' into a ground reality, with a focus on the following objectives of the study:

- To develop a cadre of high quality sports scientists, with a view to inspire them to take-up research projects in competitive sports, especially in stress management.

- To utilize Indian sporting icons, who have universal appeal to inspire potential youth, to take-up sports as a lucrative career, for achieving a predefined target of results.
- To convert highly talented performers into world-beaters, by nurturing their basic potential based on scientific and professional approach, with a long term action plan.
- To prepare a detailed road-map to educate and sensitize elite athletes, to refrain from using banned drugs for enhancing their sporting performance by unfair means.
- To pursue the case of integrating Physical Education, Sports Science and Sports Excellence with education, as an integral part of curriculum up to Sr. Secondary level.
- To incentivize high performance of prominent sportspersons, coaches, trainers and sports scientists in proportion to their achievements, in the pursuit of a defined goal.
- To establish sports academies and centers of excellence in education sector-schools, colleges and universities for specialized training and result-oriented desired results.
- To take into account genetic and geographical factors within India, while preparing an action plan, with effective implementation and objective evaluation of the projects.
- To realize the ultimate dream of winning a respectable number of medals in Olympic Games, which are war-like situations, wherein the mind power plays a deciding role.
- To encourage the corporate sector, for ensuring an adequate amount of financial investment in the process of promoting the culture of excellence in the youth sports.

Scope

A diagnostic and exploratory study was conducted, by applying a descriptive survey method, covering the full length and breadth of India, with a view to analyze internal and external factors of governance that can have deep impact on the organization of National University Games-2020 and performance of the potential participants. Accordingly, a systematic procedure was applied, with a view to develop a better understanding of the format and pattern of organization of National University Games-2020. Therefore, following Thrust Areas have been taken into account for successful conduct of the present research study:

- The process of decision-making for proper planning, effective implementation and objective evaluation of performance of the project, by experts and professionals.
- Functional autonomy and financial accountability, for promoting the culture of excellence, for achieving an incredible podium finish at the Olympic Games-2028.
- Public-private-partnership as a solution to ensure an attractive perks-based high performance from highly talented university athletes, in a stipulated time-span.
- The format of funding for the conduct of National University Games and selection of competent officials and support staff, to ensure impartial and unbiased judgement.
- Application of scientific approach for developing India as a sporting nation, inspiring the youth to adopt an active and healthy lifestyle, for the holistic development of all.

Therefore, the strength of a sporting nation in the domain of competitive sports heavily depends on sound public health, quality of the task-force that is entrusted with responsibility of handling policies for promoting excellence in competitive sports at all levels.

Present Scenario

After the debacle at Rio Olympics-2016, Indian top sports management passed through a very crucial phase, when the central government faced extraordinary pressure from the opposition in the Parliament, suggesting to make existing sports system more accessible, accountable, affordable, meaningful, spectacular and transparent in the process of planning, execution and evaluation etc. Further, expert opinion pointed-out that there was a lack of effective monitoring mechanism in the existing sports system, to check and ensure that hard earned money of tax-payers shall not go down the drain, rather it must be fully utilized for promotion of sporting excellence in the country. Otherwise, Indian sports will continue to be a serious victim of mismanagement by the non-technical people at the helm of affairs in the National

Sports Federations (NSFs) and Sports Authority of India (SAI).

Olympic Task Force was of the opinion that most of the bosses of National Sports Federations treat and use these platforms as their personal fiefdoms, for fulfillment of their vested interests at the cost of public money and national prestige. After every four years, there is a hue and cry in the public and parliament on the issue of dismal performance of Indian contingent in the Olympic Games. As usual, a committee is constituted to find out the ways and means to improve the standard of Indian sports in the near future. Consequently, based on the recommendations of a hand-picked enquiry committee, some athletes and support staff are removed or sacked, as the case may be. On the other hand, administrators of National Sports Federations and Sports Authority of India had been reluctant to change their attitude towards negligence of their basic duties and passed the buck on others, making someone else a scapegoat for their own failures and poor performance of India.

Global Trends

Based on its significant contribution in throwing-up adequate talent in the national stream, university sport is not only a life-line but also a nerve-center of a nation's spectacular achievements at global sporting events such as Olympic Games and other World Championships. In the modern era, Olympic Games are considered to be the epitome of hard work and sacrifices, making the talented athletes to undergo a test of fire during selection process and advance training, before actual participation in a highly charged environment of competitions, wherein winning at any cost remains the ultimate goal of participants. As a result, superior sportspersons, support staff and specialized trainers tend to be in the midst of a revolution of rising expectations of all the concerned stake-holders.

For this purpose, natural talent is identified at an appropriate age in schools, for all-round development of the athletes, followed by advanced training of the gifted sportspersons at college and university level with a scientific support and professional approach, before actual participation in World University Games. As a matter of fact, most sporting nations treat participation in the mega event of World University Games as a process of preparing elite athletes, with high potential for projecting them in future Olympic Games, as an integral part of their pursuit of excellence. Nowadays, state funding for promoting the culture of excellence in sports is found to be inadequate. Thus, a few sports with special appeal and features have been included in National University Games-2020, to design, develop and deliver desired results, by the experts so as to create a commercial value in the mind of spectators, for fund raising to survive and succeed in the world of sports.

Action Plan

A new scheme of Target Olympic Podium (TOP) was launched, with a complete package of selection, training, exposure, participation and evaluation of sporting performance of potential athletes in the Olympic Games-2020. The Tokyo Olympic Games were postponed due to COVID-19 pandemic worldwide. Therefore, sports being a great source of inspiration and perspiration have been taken-up, with a serious concern, for displaying unity and diversity of India, for improving national productivity and fostering social harmony.

A larger public opinion reveals that expenditure on promotion and successful conduct of sporting competitions, is considered to be an appropriate investment, with an assured return, in the form of developing active, healthy and productive lifestyle among the people of all ages, especially the youth on the top priority basis, with a view to project India as a fit and sporting nation in the world, to reduce the expenditure on the public health care.

The implementation of the National Sports Policy is not complete and leaves much to be desired. The goals and objectives laid down in National Sports Policy are yet to be substantially realized in all respects. Thus, games and sports in which India has potential and strength, with competitive advantage are being pursued vigorously at all levels. A high priority deserved to be accorded to integrate science with sports skillfully, while following a long term development plan, based on professional approach, for raising the standard of Indian sports at international level. The main emphasis of the action plan seeks to develop the culture of active and healthy lifestyle among the younger generations, with a joy of shared struggle and a feeling of team-work, leading to a well-deserved sporting success. Accordingly, some

important aspects of a well-designed action plan have been given below:

- Developing India as a sporting nation on the priority basis, in a short span of time.
- Promoting the culture of sports science in institutions of higher education in India.
- Creating an enabling environment for eradication of drug abuse in university sport.
- Providing secured living conditions to women athletes to avoid sexual harassment.
- Pursuing India's quest for Olympic Gold, by a scientific and professional approach.

Target Group

The young sportspersons selected on the basis of their meritorious performance during Inter University Zonal Tournaments: 2019-20 were eligible to participate in National University Games from 22/02/2020 to 02/03/2020 held at Bhubaneshwar (Odisha). Association of Indian Universities, in collaboration with Sports Authority of India and Indian Olympic Association organized the mega event successfully. The aim of the scheme is to select, train and project the gifted athletes at international level sporting events, based on the scientific support and professional approach, under close observation of the experts and professionals. Only 150 universities representing 17 disciplines of High Priority sports, with a total number of 3400 talented sports persons participated in National University Games-2020.

The age group of participants is between 21 to 25 years. The participating universities securing first 10 positions in National University Games, along with their ranking and medal tally including Gold, Silver, Bronze with total have been presented in the table-1, with a view to demonstrate the development of much needed sporting culture in different parts of India. A panel of qualified and competent experts worked relentlessly, to select and supervise superior sportspersons, with high potential during advance training and competitions, on the basis of scientific principles and professional approach, at various centers of excellence established in various member universities of AIU, sponsored by the Government of India.

Considering the significance of games and sports in the process of promoting public health, national development and national pride in the younger generation, the Ministry of Youth Affairs and Sports approved a special scheme for development of youth sports, for its effective implementation with twin national objectives of broad-basing sports and achieving excellence at international level events. Accordingly, based on outstanding performance during National University Games-2020, a comprehensive list of top 10 universities, with all-round team championship, ranking and total medals have been presented in Table-1.

Methodology

A public opinion survey was conducted on 256 top-class athletes, who secured 1st and 2nd positions during National University Games-2020, for the conduct of the present study. Further, a specially designed and standardized questionnaire, based on SWOT analysis was applied, to collect the data on the spot at the venue of competitions. The marking and scoring of points was done with the help of a three-point scale developed and validated, with the guidance of three experts, who had adequate professional experience in the field. Therefore, data

Table-1: Top 10 Universities Showing their Total Merit, Team Performance and Ranking etc.

S. No.	Rank	University	Gold	Silver	Bronze	Total
1.	1st.	Panjab University	17	18	10	45
2.	2nd.	S P U, Pune	17	11	09	37
3.	3rd.	Punjabi, Patiala	12	06	14	32
4.	4th.	M D U, Rohtak	11	11	11	33
5.	5th.	Mangalore Uny	09	07	09	25
6.	6th.	LPU, Jalandhar	09	06	08	23
7.	7th.	Jain University	08	05	02	15
8.	8th.	GNDU, Amritsar	07	06	12	25
9.	9th.	Madras University	06	09	10	25
10.	10th.	Delhi University	02	05	13	20

was tabulated for its processing according to the established procedures.

In view of the present study, SWOT analysis was considered to be one of the best known of all theoretical frame-works in the field of professional management, especially sports management. On the perusal of review of the related literature. It is observed SWOT analysis has been extensively used more than any other piece of management theory, for an effective diagnosis and prognosis of an organization or system, indicating strength, weakness, opportunity and threat in a specific time-line. Hence, the use of SWOT analysis was preferred in the conduct of the research study, to know the efficacy of youth sports.

Data Collection

The data was collected by administering a SWOT analysis test on the respondents, in the form of answers given by the subjects, in response to various items or questions of a self-designed questionnaire. After the period of 30 minutes, all the completed questionnaires were collected from the subjects and a standard procedure was applied for accurate scoring. The subjects were divided into two major categories such as High Performers (Winners) and Moderate Performers (Runners-up), based on their performance during National University Games. In other words, winners and runners-up in an event or game of his or her genetic ability and personal choice, based on environmental interest.

Statistical Procedure

After scoring the responses of subjects, the data was organized in tabular form, strictly in accordance with established procedure of the test. Therefore, in order to compare, find-out and measure the effect of scientific support and professional approach on the sporting performance of winners and runners-up during their selection on merit, advance training with meaningful participation in National University Games, the data was analyzed by applying t-test and the results have been presented in Table-2 and Table-3 respectively.

Results

The analysis of the data established that there was a sound correlation between high performance and scientific support, which was provided to superior athletes regularly, in the process of fair selection, advance training and goal-oriented performance in highly competitive sporting events and championships. On the other hand, moderate performers could not utilize scientific support and professional approach, to the optimal extent during the process of selection and specialized training before actual participation in extremely tough sporting championships, posing a higher degree of anxiety, fear and stress.

Further, analysis of variance carried out on the test scores clearly reflected that there was a significant difference between performance of Winners and Runners-up, on account of proper planning and efficient execution, with a scientific support and professional approach extended to the aspiring talents, picked-up for final selection, high-intensity training followed by meaningful participation, with an emphasis on high athletic performance.

Table-2: Mean, SD and t-ratio Showing Difference between Winners and Runners-up

S. No.	Variables	Winners-128		Runners-up-128		t-value
		Mean	SD	Mean	SD	
1.	Sp. Psychology	5.55	1.79	5.30	1.80	1.20
2.	Sp. Physiology	3.59	1.54	3.53	1.61	0.32
3.	Phy. Therapy	5.88	1.92	5.34	1.68	2.85
4.	Sp. Biomech	2.65	1.27	3.01	1.30	2.24
5.	Sp. Nutrition	17.77	2.65	17.18	1.80	2.12

Table-3: Mean, SD and t-ratio Indicating Difference between Winners and Runners-up

S. No.	Variables	Winners-128		Runners-up		t-value
		Mean	SD	Mean	SD	
1.	Strength	6.28	1.42	5.69	1.40	1.68
2.	Weakness	4.22	1.40	3.19	1.41	2.94
3.	Opportunity	7.13	1.24	6.41	2.20	1.61
4.	Threat	2.25	0.91	2.88	1.46	0.10

Further, the SWOT analysis carried out on the test scores demonstrated that winners possessed an adequate amount of strength (both physical and psychological), with ample opportunities to strain and train themselves to participate in intensely contested sporting competitions, against superior athletes in advance training and competitive exposure.

Further, runners-up athletes reflected weakness (both psychological and technical), with an intense perceived threat from the superior opponents during tough sporting matches, posing higher levels of competitive anxiety and stress. Hence, runners-up players lost mental concentration and physical rhythm, leading to their suboptimal sporting performance.

Discussion

The primary out-come of the present study significantly demonstrated that scientific support along with professional approach, provided to the potential performers during the process of selection, training and actual participation in cut-throat competitions proved to be quite effective, for raising the standard of their performance. Further, physio-therapy along with deep meditation also reduced anxiety and stress of sportspersons to a greater extent, enabling them to perform creditably well in highly competitive stressful sporting environments.

The findings of this investigation also revealed a marked difference in the confidence level between high performers and moderate performers, while competing in the championships, with a higher degree of difficulty. Hence, sporting performance of high performers may be possible, because of strong commitment and higher level of consistency in approach, as an integral part of their holistically developed personality including body, mind and spirit.

The results of critical analysis reflected that there was a lack of adequate sporting infrastructure, basic facilities and lucrative incentives in the education sector–schools, colleges and universities for attracting and motivating potential sportspersons, to take-up sports in a big way, ensuring that a good livelihood and security of the gifted athletes is maintained, with a purpose to lead respectable life, after an active playing career is over.

The review of scientific research pointed-out a glaring weakness in the supervision of advanced training of elite athletes, along with a lingering threat of financial insecurity for the administrators at the helm of affairs, for survival and success in an intensely competitive and professional environment. Hence, high quality potential of young athletes could not be developed to the fullest, making university sports a vulnerable foundation of Indian sports.

Conclusions

Based on the investigation of Indian sports system, genetic endowment and training methods, it could be safely concluded that holistic development of elite athletes such as power, speed, strength and tactics etc. remain a prime concern and a mantra of modern sports, to perform creditably well at world's greatest sporting spectacles–Olympic Games and World Cups. The following conclusions have been drawn for effective implementation:

- A weak and vulnerable Indian sports system revealed that there is absence of specialized man-power, lack of financial resources and effective monitoring system.
- India failed to produce world-beaters to win a respectable number of medals at global athletic championships, due to lack of planning and poor implementation of policies.
- A public survey confirmed that India has all the adequate resources required to be a healthy and sporting nation in a decade, if the Government is prepared to act fast.
- The lack of political will and professional approach in the process of developing sporting culture at grass-roots level is reflected in the form of dismal performance.
- Based on the expert opinion, it may be concluded that marketing of sports is the sustainable solution to glamourize and revolutionize promotion of sports for youth.
- Top performing national athletes truly deserve encouraging accolades for guiding and spear-heading the nation to a remarkable sporting success at international events.
- It is noted with serious concern that many prominent educational institutions are considering to wind-up the process of promoting sports for want of adequate funds.
- Several studies confirmed that Indian population is genetically inclined towards cardiac ailments to a greater extent, due to inactive lifestyle and poor eating habits etc.

- Over the years, it is noticed that human performance has gone through a full circle of evolution and revolution in every walk of life, including pursuit of excellence in sport.
- If one looks at the Indian sports system, there is a serious flaw of policy-paralysis in the process of its formulation and implementation, leading to a poor performance.
- With the passage of time, it is noticed that the United Nations Organization (UNO) recognized the significance of sports in development, peace and social harmony.
- High performance sports need to be planned in such a way that elite athletes should be enjoying the activities and satisfying themselves to the best of their capabilities.
- Recently, a survey of the World Health Organization has demonstrated that one in every four persons, especially the youth, is over-stressed due to COVID-19 pandemic.
- A successful pursuit of excellence heavily depends on a fine process of blending science with sports, enabling top sportspersons to undergo a test of fire in training.

Observations and Suggestions

Sports play an important role in the development of an integrated personality of the youth. Therefore, it is considered to be vital tool to channelize youthful energy into constructive and productive directions, as a nation building process for achieving higher performance. Some of the Important Recommendation are:

- In the developed sporting nations, youth sports are considered to be the back-bone, life-line and nerve-center of their remarkable achievements at international events. Accordingly, a long term development plan needs to be designed, developed and implemented in its true spirit, by a panel of experts for delivering the desired results.
- National Education Policy–2020 has given sports its due place as an integral part of education, to be evaluated for the final grades and marks of all the students. Thus, the youth is expected to take-up games and sports as a serious and lucrative profession, for winning a respectable number of medals in the Olympic Games:2028.
- The Sports Ministry sanctioned a budget of Rs.1303.21 crore only, for the year: 2017-18, for promotion of sports in India. As per the Census-2011, the population of India was 121 crore only. The Central Government spent around 3 Paise only per day, per head for training, participation and exposure before international competitions which is too left. Ministry should allocate sufficient budget for sports.
- Sports being a practical education needs to be implemented effectively at all levels, for holistic development of human resources, based on scientific support and professional approach, with a view to create more job opportunities for the potential and performing young sportspersons in various Departments and Ministries of India.
- In the modern era of sporting excellence, an elite athlete needs to possess a fine combination of sharp mind, strong muscles, instinct, skills and tactics etc. to make his or her presence felt in the world of competitive sports. Thus, after undergoing a long period of high-intensity training, a top-class athlete is expected to perform well.
- The specific advanced training is a scientific process to replicate exactly what occurs in intensely contested sporting matches. Consequently, hard training of talented athletes is similar to a test of fire that makes fine steel, enabling the gifted elite athlete to rise to the highest possible level of sporting performance, in pursuit of excellence.
- The expert opinion based on several research studies revealed that a strong immune system of sportspersons plays a vital role in the process of adaptation to high loading during specialized training, competitive exposure and meaningful participation at international level sporting competitions–Olympic Games and World Championships.
- India is on the verge of creating a sustainable landmark in pursuit of excellence, by equating academic excellence with sporting excellence, with an aim to add value to the profession of Physical Education and Sports Science in the country. The major thrust of the Central Government should be on the development of infrastructures.
- The International Olympic Committee (IOC) and World Health Organization (WHO) signed an MOU on 16/05/2020, to promote public health and save human lives, through regular participation in games and sports. Therefore, people at all ages need to be encouraged and inspired to adopt an active, healthy and productive lifestyle.

(contd. on pg. 28)

The Challenges of Holistic Education Amidst COVID-19

Deepa S Kauts * and Puneet Kapatia**

Our current education system is not as tech-friendly as it should be. But in this COVID era, we have seen a complete shift of the education system from offline to online; physical classroom to virtual classroom. This pandemic has created chaos in everybody's life. People are unable to move out of their homes due to COVID-19 scare. That has affected the education sector badly. It has resulted in shut down of schools all across the world. Globally over 1.2 billion children are out of their classroom. As a result education has changed drastically and it has also affected the holistic development of children especially social interaction among students. At the same time, the COVID-19 outbreak has introduced a lot of other online modes of imparting education like Google Meet, Microsoft Teams, Webinars, Zoom, Whatsapp, Skype, Video Conferencing etc. but it is has affected the physical as well as mental health status of both students & teachers. The present paper highlights various challenges faced by students, teachers & parents on the basis of observational data collected from the teachers who are involved in online teaching.

Intervention of Technology Amidst COVID-19

With the announcement of lockdown in India on March 23, 2020, over 1.5 million schools were closed. The act of suspending educational activity has hit the annual academic calendar very hard: the tail end of the session from March to May is crucial, involving internal assessments, Board/ University examinations, project submission etc. It also marks the time for roll outs for the new session: admissions, entrance tests of various universities, competitive examinations etc. Therefore, a halt in all these processes has been devastating and distressing.

COVID-19 pandemic has revealed profound disparities in following:

- Current Infrastructural facilities (not able to support the online education of all the learners)
- Children's access to learning opportunities (provided in school, colleges & university level across the country)
- Teachers, who were mostly used to the physical classroom facing difficulty while accepting the new trends in education system i.e. in the form of on line teaching,
- Teaching methodology came all of a sudden in an untested manner and that has proved number of challenges in evaluation of online assignments as well.

While on the other side, this pandemic acted as a catalyst, pushing many teachers to devise innovative solutions within a relatively short period of time. Learning material has been delivered using interactive apps, asynchronous online learning tools (Google Classroom) or synchronous face-to-face video instructions.

Infrastructure

The pandemic exposed the inadequacies of India's highest learning pedestal-the University system. Numerous organizations do not have e-teaching or e-learning facilities, and most Professors are not well versed with E-teaching methodologies..

Despite the availability of online resources, knowledge transfer has not been effective due to inequalities in the system. A vast majority of students in private or state colleges or universities of poor quality, with a dearth of qualified and motivated faculty; or come from disadvantaged families thus cannot afford continuous internet connections.

As concerned with internet connectivity, some regions have very poor internet connectivity as compared to rest of the Indian states. The region (included Assam & other north eastern states) has 38% internet penetration against the mainland states Delhi NCT (69%), Kerala (54%), Punjab (49%), and Maharashtra (43%), etc. The states like Arunachal Pradesh and Manipur are in critical situations in terms of internet accessibility and digital outreach which raises another disheartening concern about outreaching digital learning amid the COVID-19 crisis.

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Since the online mode has become the default delivery pattern of education during the lockdown period, it may continue further. With the passage of time a stage will be reached when the best of faculty will be available to students across the globe. The quality of education will be judged cumulatively by faculty's subject knowledge and IT skills.

Technology as a Boon Amidst COVID-19 Era

Technology has, oddly enough, emerged as the lifesaver for maintaining social connections even as the COVID-19 pandemic crippled the world. This has motivated policymakers to support e-learning and to help lessen the digital divide. It is predicted that by 2024 the mobile internet may reach 85% households in India, and that may make online education more affordable and effective in the rural and backward areas of the country. Special funds should be allocated for digitization and to raise digital learning platforms besides supporting the marginalized students to lessen the digital divide.

Various Edtech companies are coming up with solutions to combat this global educational problem like Avanti, UpGrad, Sankalp app, Vedantu, Unacademy etc. Although this online mode acts as a boon for providing education to the learner amidst lockdown situations, but this mode is not leading the learner towards holistic development.

Holistic Education

Holistic Education nurtures the broad development of the students and focuses on their intellectual, emotional, social, physical, creative, aesthetic and spiritual potentials. There is an emphasis on life experience and learning beyond the confines of the classroom and the formal educational environment towards growth, discovery and broadening of horizons.

Holistic education is related to human being's learning and experiences which he gets throughout the life. It is more than education of the whole student and addresses the very broadest development of the whole person at the cognitive and affective levels. Holistic development is a practical approach to a comprehensive learning system where physical, social, intellectual, emotional, mind and spiritual growth of a child is taken care. So that he or she is capable of facing the demands and challenges of everyday life. Every child is unique in terms of personality traits, interests, values, attitudes, strengths & weakness. This system of education not only focuses on mere learning but also on implementing what is learnt.

During COVID pandemic, online platforms are the only medium between the school and the home but unfortunately this platform is not addressing all needs of the learners. Amidst COVID-19, the priority remains to consider students' physical health and wellbeing while also educating them during the pandemic. Since the abrupt closing of schools in March 2020, education experts have worked to address the learning loss that occurred as a result, especially among in the disadvantaged communities.

Education's new normal is more than just creating a safe environment for the students and teachers. It is about being efficient in the use of technology. It is about finding the best learning platforms for students to use. It is about addressing the educational needs unique to each community. Creating online programs is not as simple as it looks like.

There are a lot of challenges that need to be addressed before rolling out an ideal online learning system. People are mistaken who believe that online learning platform is comparatively cheaper than traditional way of leaning. It requires to sum up a variety of technological resources or the pre-requisites for online learning that may include new infrastructural changes for internet networks; tablet, desktop, or laptop. The focus should be on making tech resources (internet, laptop, mobiles) cost-effective so that even disadvantaged group of our community can also afford it. Otherwise present online system amdistcovid will cater only the needs of upper sections of society.

On the other side, this crisis may be creating confusion and chaos in the minds of our youth. Our children need to have some kind of routine in their lives. The government must have a voice to redirect their energies, engaging them to become functional and good citizens. We need to address their needs. Aside from the physical needs, we also need to work on their emotional-mental and intellectual needs. The absence of recreation, physical fitness, art, culture, building values and intellectual stimulation will be very concerning. Those who live in poverty and in crowded areas without parental control or guidance (as their parents need to go to work) may be a determinant to society. They may develop destructive behaviours among youngsters. Even in the midst of a crisis we must think about the children. Government should urgently address their needs. We need to save our children.

Review of Related Literature

The students and faculty of digital world have been exposed to more technology than their previous generations, and digital natives spend hours connected to television, internet, internet and mobile video, not including gaming (Covili 2012).

According to Lai, Xue (2012), online education has some disadvantages in itself such as a lack of emotional communication, ineffectiveness in supervision. Therefore, to develop online education, it is necessary to draw some lessons from the traditional teaching model in maintaining a close and intimate teacher-student relationship. Chunwijitra et al., 2013 showed that the increasing tendency towards interactive video content creation and collaborative technologies seems to validate the beliefs that enhanced educational technologies and learning systems help engage learners in learning and improve learning productivity. Bernard et al. (2014) showed that the students' academic results improved when they were given the online platform to interact with one another and with the learning content. According to Riahi (2015), students will be able to take courses online and perform learning activities at their own pace; whereas lecturers will be able to manage learning content, activities, and assessment anytime and anywhere via Cloud applications. Tiyar and Khoshsima, (2015) indicated that Digital devices installed with various applications such as Facebook, chatting apps, YouTube, etc. have changed people's way of living, including communication and social affairs, as well as education methods. Gan, Balakrishnan, (2017) reflect students' readiness to use IMMAP in the classrooms to interact with their lecturers. Therefore, investing in the development of mobile messaging apps has the potential to improve the quality of student-lecturer interactions in the classrooms. In addition, online technologies have become the social, cultural, and personal artifacts that inhabit the contemporary child's 'multimodal lifeworld' (Arnott & Yelland, 2020).

All the above mentioned studies clearly indicate regarding the importance of various online platforms for enhancing the learning outcomes of children. But in the real testing time of e-platform for educating millions of children in COVID-19 era has provided us with a lots of other challenges like infrastructural changes required for providing internet connection to all, shortage of gadgets i.e. laptops, phone etc.; challenges faced by teachers; challenges faced by parents & school authorities. Increased digital screen time, near work and limited outdoor activities were found during the COVID-19 pandemic outbreak period. While school closures may be short-lived, increased access, adoption and dependence on digital devices could have a long term negative impact on childhood development.

Initiatives at Global and National Level to Combat the Effect of Pandamic

- ***The Global Education Coalition*** (launched by UNESCO)- to provide inclusive learning opportunities to all learners in the period of educational disruption due to COVID.
- Use of Online Educational Platforms like TV & Radio as a medium of digital education so that learners across the country could continue their learning even during the lockdown. In order to promote digital education, MHRD has, over the last few years, developed a rich variety of online resources that are available on a variety of platforms. While students and teachers can access these through their laptops, desktops and mobile phones, these resources are being reached to learners in remote areas through Television and Radio.
- To promote digital education with equity, some of the online resources are developed by the Government includes following:
- DIKSHA- Developed 80,000 e-content items in multiple Indian languages, catering to Grades 1-12.
- e-PATHSHALA- It has 1886 audios, 2000 videos, 696 e-books (e-Pubs) and 504 Flip Books for classes 1st to 12th in different languages.
- SWAYAM: This is the national online education platform hosting 1900 courses covering both school (class IX to XII) And Higher Education (both UG and PG) in all subjects.
- SWAYAM PRABHA- The channels cover both school education (class IX to XII). Swayam Prabha Channels pertaining to school education will be given for 2 hours per day to each State/UT.
- NATIONAL DIGITAL LIBRARY: This is a digital repository of a vast amount of academic content in different formats and provides interface support for leading Indian languages for all academic levels including researchers and life-long learners, all disciplines, all popular form of access devices and differently-abled learners.

- There are many other resources deployed by University Grants Commission (UGC), National Institute of Open Schooling (NIOS and Indira Gandhi National Open University (IGNOU) which are being intensified.

Even after developing so many online educational platforms, still there are a lot of challenges that are needs to be addressed before rolling out an ideal online learning system. People are mistaken who believe that online learning platform is comparatively cheaper than traditional way of leaning. It requires to sum up variety of technological resources or the pre-requisites for online learning that may include new infrastructural changes for internet networks; tablet, desktop, or laptop. Therefore, focus should be on making tech resources (internet, laptop, mobiles) cost-effective so that even disadvantaged group of our community can also afford it. Otherwise present online system amdist COVID-19 will cater only to the needs of upper sections of society.

Intiatives taken by Government for Ensuring Equity in Digital Learning

- For ensuring equity in digital learning, TV Channels/Radio is being used to reach out to the most difficult areas. The 32 DTH TV channels are available on SwayamPrabha. These channels are available for viewing all across the country using DD Free Dish Set Box and Antenna.
- 12 channels will be exclusively marked for School education (Class 1 to 12). States will develop class wise/ subject wise content mapped to their syllabus in local languages. Private DTH service providers have also provided one channel each for education during COVID-19 period.
- While in the remote areas where internet connectivity is still a big issue, RADIO channels can be used for educating children in the remote areas specifically for class 1 to 5.
- Post lockdown, Operation Digital Board will be an immediate priority in all Government and Government aided secondary and senior secondary schools. (around 1.53 lakh schools). Two Digital Boards will be provided to each secondary and senior secondary school. DD free dish antennas will also be included in the package. Preloaded pen drives with contents from Class 1 to 12 for areas lacking connectivity. Students will be able to access e-content through on line as well as offline mode. It will also be helpful in watching educational TV channels including SwayamPrabha. Provision of monitoring and evaluation of the usage of ODB will be made.

The Challenges of Online Learning

Apart from all the government initiatives for providing online education accessible to all, still there are some issues that need to be addressed by government. Online learning has a few drawbacks along with benefits:

Affecting Physical/Mental Health

While attending online classes, learners spend hours on a computer or laptop, which results in increased screen time that ultimately affects physical as well as health of students and teachers.

Novice Tech Users

As COVID-19 has forced teachers as well as students to online mode of learning completely but it poses a big challenge to all users who are new to technology. Apart from this, technological infrastructure is another hindrance towards attaining a full-fledged online education system.

Restricted Physical Interaction

Online education systems act as a barrier in physical interaction between teachers and students and it has also affected peer interaction. But online learning cannot provide a social environment like a traditional institution. Hence it is affecting the social development of learners.

Lacks Practicality

E-learning provides benefits to limited sectors. The physical education fields require a practical classroom. For example, engineering. Here students learn the application of components and instruments in a practical environment. Online learning can't provide such skills. This limitation proves disadvantageous for persons whose career choice demands physical strength and work. Though such courses are available online, practical skills are harder to pick from virtual resources.

Limited Collaborative Learning

In the physical classroom, learners can share their ideas, listen to peers and collaborate face-to-face on projects/assignments. While in the online classes sharing of ideas among students is very limited. Therefore, it is

difficult to get deeply engaged in conversations with other students that lead to new ways of thinking and broader cultural and diversity awareness.

Remote Areas this Advantage to Students with Week Network

The situation is worse for those living in remote, non-urban areas. The current situation has highlighted India's digital divide, poor connectivity and lack of smart gadgets for many students. As per a survey by online platform Local Circles, 43% respondents do not possess resources which support online classes. The survey also highlights problems students face in sharing resources with parents who are also working from home.

Increased Time and Effort

Ironically, successful online learning normally requires that students commit more time and effort than they would in a traditional class. Students typically complete readings and video assignments to make up for in-class learning. They also get assignment instructions and submit their work through the Web. The part that often takes more time is regular communication with other students and professors via e-mail and through discussion forums. Thus, students need to effectively schedule quiet time for study and work.

Challenges Based on Observational Data from the Teachers who are Actually Practicing Online Teaching

Teachers, who are actually involved in online teaching, are experiencing following problems:

- *More frequent truancy problems*-Even if students have the facility to attend the classes online, in spite of that a fraction of students are there who are not participating in online teaching-learning process; not logging in and not making contact with teachers.
- *Relationship between students and teacher*-Due to remote learning, direct control of teachers on students is missing somewhere. While some researches also indicated about lack of emotional communication & ineffectiveness in supervision & change in teacher-taught relationship, through online mode of education (Lai E., Xue Y. (2012).
- *Physical interaction is more effective*- All teachers who are interacting virtually with their students have realised that physical interaction with students is more effective way of teaching especially with younger students.
- In government schools specifically, teachers face problems in contacting those children who had gone back to their villages due to lockdown as their parents are daily wagers/labourers/working in factories etc. While in some cases, students do not have access to electronic devices. On the other side in private schools, there is a handful of students whose parents do not want them to attend the online classes, possibly because they are too busy or having many own issues to address due to the lockdown (employment or businesses being shutdown).
- Teachers face problem in providing instructions through online mode as they are not very tech-friendly & not trained for using e-resources. So, they are devoting more time on online education and communication. But still equity problems exist. While on the other side if the teachers from private schools are trained in using E-resources, they are finding difficult to instruct parents as its only parents who act as link between teacher and students.
- Teachers are worried that students will lag behind academically specifically those who are not able to contact throughout the pandemic situation.
- Some teachers feel that online teaching is very laborious &take much more time to plan a lesson for online class rather than normal offline classroom teaching. Teachers need to put extra efforts *for making personalised assignments* for diverse learners; *write specific instructions* for children in order to accomplish the task themselves.
- It has increased more burden on teacher by extending their working hours as they don't get quick response from the students (who are dependent on parents directly for their home assignments etc)

Parents

The pandemic has added many more aspects to the earlier role of parenting and a few of them are given below:

- It has changed not only teacher-student relation but also parent-child relation as well. Now the parents need to monitor their kids schooling and also need to take care of all the instruction provided by the institutions. For this purpose, they have to provide

them electronic gadgets for their classes, help them in completing their assignments/ home task & then submit their assignments on time. So all these activities require parents' quality time but if the parents are working or busy with they own tasks/ jobs then it further affect their children's schooling because COVID has made parents as an integral component of their children schooling.

- Earlier parents have complaint about the usage of electronic media by their children but now parents themselves are providing them such resources so that they can continue their learning digitally in the time of COVID-19.
- The pandemic has created a platform for digital learning but on the other side, has also increased existing inequalities in children's learning opportunities. Some of parents are small farmers, daily wager, vendors, who find it difficult to afford expensive gadgets for their children.
- Therefore, there is double whammy for parents as they have to put their saving to arrange resources for facilitating the education of their children.
- Shortage of technological resources at home- In this COVID era, parents are facing another problem of not having enough technological devices at home to cater the demands of their children's learning. As parents financial conditions does not permit them, them to purchase two or three mobile phones for their two/ three children.
- Parents are concerned about the dangerous content on the internet and the risks of unrestricted digital use. They were worried about the impact of digital use on children's social and health development (Plowman et al., 2012; Lepinic & Samec, 2013; Jiang & Monk, 2016).
- Online learning lacks learning atmosphere. Some researches indicated that the parents believed that learning in the traditional educational settings was better than online learning. Moos (1979), Steele (1973) and Bronfenbrenner (1981, 2005) emphasised on the relationship between environments and students' outcomes, as well as reflecting on the importance of the environment to learning. The model developed by Moos emphasizes the relevance of the physical setting, as part of the environmental system, to student outcomes.
- Technology is helpful, but only under adult supervision. Technology helps in boosting children's learning. It noted that research showed kids' vocabulary improved with technology. It also helps them understand concepts and exposes them to new modes of communication. But at the same time it requires supervision by elders. On the other side, parents cannot monitor two or three classes online for their two/three kids at one time. That creates a big challenge for parents.

Students

- Closures of schools and other educational institutions are hampering the provision of essential services to children and communities. The loss of school meals and other health and nutrition services in the first months of the pandemic affected 370 million children in 195 countries, increasing hunger and nutritional deficiencies for the most disadvantaged. Some countries, however, have been able to adapt and maintain school feeding programmes. The disruption also concerns health and psychosocial services, since education institutions also serve as platforms for prevention, diagnosis, and counselling. As a result, vulnerable groups are experiencing both a loss of essential services and a lack of social protection mechanisms.
- Students themselves are faced with isolation, anxiety about a deadly virus, and uncertainty about the future due to delayed final examination; admission in new courses etc.
- Increased screen-exposure time affect on health. Children exposed to digital technologies or gadgets for a longer time are prone to severe health issues, officials and past research has said, prompting authorities to look for ways in which exposure to digital gadgets can be avoided by designing age-appropriate schedules. According to the guidelines, made in consultation with CBSE and the National Council for Education, Research and Training (NCERT), pre-primary children should not be made to sit in front of screens for over 30 minutes while children of Classes I to 8 should not be asked to attend more than two sessions of 30-45 minutes on days they hold online classes.
- Students may become more careless for their studies as there is no direct contact with their teachers so they take everything casually especially in case of younger children who need extrinsic motivation to accomplish their task.
- Physical interactions-In physical classroom, students can ask more questions while some of them

hesitate in asking questions on virtual. Students are not able to follow the instructions provided by the teacher in the virtual setting.

- Play is an essential part of children's physical and social development. Closures of parks and playgrounds were not uncommon throughout the COVID-19 pandemic. Lack of physical activities is affecting their motor development; increasing obesity rate, aggression and stress (American Academy of Pediatrics, 2020a).

Suggestions to Overcome the Challenges

Optimal Class Size for Online Teaching

It has been observed that educational institutions do not put any upper or lower limits on online class size. However, experts have asked stakeholders to limit the class size even for online teaching as we have for offline teaching in the conventional classroom. According to the Economic Survey (2017-18), the country has an average Student-Classroom Ratio (SCR) 30 in the face-to-face classroom teaching. Also, the RTE Act, 2009 mandates Pupil-Teacher Ratio (PTR) 30:1 for primary and 35:1 for upper primary level. However, for the digital classroom, there has no such established guidance. The published researches showed a varying size of online class from small to large depending on the purpose of course designations. According to a research project, a large size online class with 40 or more students' enrolment is ideal for 'foundational and factual knowledge acquisition'. On the other side, a small class size with 15 or even fewer is better 'to develop higher-order thinking, mastery of complex knowledge, and student skill development'.

Designing Online Course Materials

Online teaching has changed the role of teacher from just an instructor to content developer which adds more responsibility to teacher's role especially in dealing with tech-related issues. They can provide learners with not only traditional notes but also animated & unanimated study material. As per UNICEF guidelines for making video-lecture, it should be of around 30-45 minutes for a particular topic.

Making Teaching More Interesting to Students

In online teaching, a teacher must ensure his or her strong presence in the virtual classroom. Also, it is inevitable for teachers to make students feel connected to the classroom lectures. Besides, a teacher must avoid monotonous presentations including repetition of words, use of abstracts terminologies while teaching online. Additionally, the abstract concepts must be explained using various analogies and place-based examples to students. A teacher must give space for virtual interactions and provide collaborative learning assignments to students for a meaningful participatory-learning.

Strengthening Students' Learning Engagement in Virtual Classes

To ensure this teacher can think of different ways for engaging students in virtual classroom like by prompting questions during on-going discourse on online teaching; by involving them in discussion.

Making Use of Existing Online Resources

The platforms like NCERT YouTube channel, Diksha portal, and SwayamPrabha not only facilitate e-contents but help teachers to have swift access in the time to respond quickly to students' requirements. Besides, teachers can also take advantage of various non-government e-learning apps such as Byju's, Vedantu, Toppr, Khan Academy, Unacademy, Udemy, GradeUp, Solo Learn, Adda 247, Jigsaw Academy, etc.

Assisting those Who are Unresponsive and Slow Learners in E-Classes

One of the biggest challenges in using online teaching methodology is handling slow learner students. There is always some portion of students (about 10%) who learn things at their own pace. Some of suggestion includes availability of teachers separately to these slow learner students, recording of teaching sessions (which can be replayed for weaker students), availability of 24X7 chat box for such students.

Appraising Students' Learning through Online Tests

Evaluating a student's performance through online learning is another big challenge. Since teachers are not physically present in virtual classes, there are alwsys chances that students may use unfair means liking copying during the exams. In order to prevent such cases, option of having open book exam can be considered or worked upon.

Ensuring the Teacher-learner Relationships in Online Classes

The teacher-student relationship is concretely embedded in the physical classroom that left out to a greater extent in online classes. The online system

ensuring physical distancing but has wreaked human contact and socio-emotional proximity between teachers and students. However, in a bid to develop socio-emotional propinquity, teachers may use some tips such as sharing personal learning-experiences with learners, providing quick learning feedback, and creating a comfort communication aura and boosting learners to share their learning experiences, etc. Besides, the teachers' responsive behavior and accountability towards learners are also helpful to improvise the teacher-taught relationships in the virtual classroom.

Developing Students' Socio-Emotional Aspects through E-Teaching

The critics of online teaching often argue on the overwhelmed emphasis of online teaching on cognitive development and leftover its undue focus on the socio-emotional development of children. Also, they argue that online teaching promotes the 'banking system of education' which is the deposition of knowledge-based instructions in children's minds. In education, we know something called 3-H that is Head-on, Hand-on, and Heart-on. Due to the intrinsic limitation of online teaching, it finds difficult to meet these arguments. However, teachers may use 'group-based tasks' and encourage 'collaborative learning' to develop students' social-emotional skills in virtual settings. Besides, the use of various incentives, creating opportunities for play-based activities, listening to students' feelings, and valuing their opinions may be underscored as plaudit tips for learners' progressive development.

Establishing Home-school Online Partnerships

Online learning method require a stronger bond between teacher- students and parents. Since students are not under physical supervision of their parents, more than their teachers. Online learning have highlighted the role of parents as well. Both parents and teachers should work and coordinated together by building a partnership to ensure better learning opportunities to the students.

Conclusion

The closure of schools at global level due to the pandemic has generated inequalities among children and youth disproportionately specially among disadvantaged group where the gap has widened much that it is a little hard to remove the barrier generated. Still we need to put efforts to ensure continuity, equity and inclusion of all the students.

Although it is premature to say that online learning platforms can fully replace the offline mode of education. But this pandemic has provided us with an opportunity to ponder upon the question 'what kind of learning is required in 2020 and beyond'. To reimagine learning, we need to reflect on what we know about *learning, our students, the new role of technology and the complexity of an unknown future*.

Another challenge that the government still has to come across is to provide digital educational access to learners from rural areas due to lack of tech-infra in rural parts of the country. With the help of digital platforms, students can easily learn and demonstrate this learning without bricks and mortar or bell times. Also, students can learn where they are and when they are ready. But for digital leaning, we actually need to minimize as much as possible the 'differences in opportunities to expand' that can create even larger negative effect on poor children's learning.

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semicolons, get embroiled in so-called 'politics' in the name of institutional development, organize meeting after meeting making sure that a work that could be completed in one man-hour requires at least one hundred man-hours, and continuously try to make them prominent through insinuating remarks (not based on thorough reading and understanding, but often reaction arising out of frustration piling up in mind), about the society at large and institution in particular. This is what I call "middle age crisis". Professors suffering from such middle-age crisis retire forlorn. The words of Shakespeare which are true for every human being born, but revealed more drastically for persons who were supposed to be enlightened and dedicated to bring up the young men and women of the country and the world at large, become apt for them. They depart "sans teeth, sans eyes, sans taste, sans everything". The joy of teaching and research leave them permanently.

The other point that has baffled my wit during my career more as a teacher and less as an administrator should be stated clearly. I have seen that teachers publish in journals, but unless they themselves declare in public about their publications, none notices them. What does this say about the quality of publications? This should be reflected upon by the academia.

The job of teaching and research is an extremely rewarding one and unless one loves the job from the core of his heart, the job cannot be enjoyed. Dotting the 'i's and cutting the 't's, cannot be the job of teachers. A teacher must innovate about everything that he touches or feels. That is how we will have academic leaders. Otherwise, middle-age crisis will sit tight on the teachers and there is no escape from this malady. Only teachers can decide between the course and the crisis. In my opinion the choice is loud and clear. My point of view may not have many takers, however.

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An Ecosystem of Innovation in Open University: A Case Study of IGNOU

Sujata Santosh* and Jyotsna Dikshit**

Innovation and creativity are extremely crucial for the development of a nation. There is an increased emphasis on encouraging innovation in educational institutions. The ODL system also needs to build an effective innovation ecosystem to rise to the need of the times and take initiatives for promotion of a culture of innovation and creativity among the faculty members, staff members and the distance learners. This is also in keeping with the guidelines laid down in the National Education Policy (NEP, 2020). The present paper discusses the need to develop such an ecosystem of innovation in distance education institutions especially open university with special focus on the various initiatives taken up towards encouraging the innovative spirit among the faculty and distance learners of IGNOU. The paper also highlights the various challenges associated with such endeavours as the students are not regular on campus students but physically and geographically isolated distance learners. The paper presents a model which can be replicated in other open universities for the benefit of the learners and teachers thus enriching the ODL system at large. The paper also presents recommendations for developing a network of the functionaries of the ODL (Open and Distance Learning) system to evolve an innovation ecosystem around shared knowledge, infrastructure technologies, and skills so that they can work cooperatively, efficiently, effectively and competitively to develop new strategies for the system.

Today, there is an increased emphasis on innovation for economic growth, enhanced competitiveness and development of a nation. The United Nations refers to the emergence of a new paradigm in which creativity and innovation are the main drivers of the world economy (UNCTAD, 2010). The education system plays a crucial role in the economic development of a country. An effective innovation ecosystem in the education system, especially the ODL system, is required to create a supportive environment for innovation. In the Indian context, Innovation and Entrepreneurship has emerged as a top priority in the innovation economy. To facilitate innovation driven entrepreneurship the Government of India has launched various innovative schemes like *Atmanirbhar Bharat*, Startup India and Make in India, etc. The National Education policy (NEP, 2020) lays emphasis on the unique role of higher education in contributing to innovation and increasing innovation in educational institutions. This paper discusses the need to develop an ecosystem of innovation in distance education, besides presenting a model of an innovation ecosystem for the ODL system. The various initiatives taken for encouraging the innovative spirit among the faculty and distance learners of IGNOU. A network of the functionaries of the ODL system build around an innovation ecosystem around shared knowledge, infrastructure technologies, and skills can go a long way in enriching the system.

Innovation and Creativity in Education

The terms creativity and innovation are quite similar, however, there is a distinct difference between the two terms. Creativity is all about questioning, coping with problems through new perspectives, with the aim to get innovative solutions suitable for every area of applicability (Saliceti, 2015). Creativity helps in achieving knowledge, evolving culture and accomplishing complex tasks and activities, thus enabling the world to make progress. While, innovation, in simple words, refers to something which is new, novel or different. According to Man (2001), while creativity is about the generation of ideas, innovation deals with the implementation of those ideas. The economic competitiveness and growth of a nation are indirectly related to the generation of ideas and the selection and implementation of most promising ideas (Schumpter, 1934). There is an increased emphasis on inculcating creativity and innovation in the education system of today. The education system is being transformed for preparing the students for the social, economic and environmental challenges of the 21st century. The goal is to provide a suitable environment for fostering creativity and innovation among the learners. The National Education Policy (MHRD, 2020) document also mentions that "higher education must form the

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basis for knowledge creation and innovation thereby contributing to a growing national economy." The policy calls for innovation in HE; setting up start-up incubation centres; industry-academic linkages; hand holding mechanisms; innovation culture across HEI; promotion of creativity among students and faculty; and innovation in curriculum, pedagogy, and assessment (MHRD, 2020).

Need for Innovation Ecosystem in ODL system

The innovation ecosystem perspective was initially used in the business context and its evolution is related to the inter connectedness and interdependence between the actors which are part of the ecosystem (Tucker, 2013). According to Jackson (2011), the term innovation ecosystem refers to various diverse participants and resources necessary for innovation including entrepreneurs, investors, researchers, university faculty, business development, providers of skills training and professional development. In the context of the ODL system, the innovation ecosystem will include all the stakeholders such as policy makers, governing bodies, teachers, students, researchers, training providers, institutions, incubators, investors, entrepreneurs, and people from industry. In the current scenario, the ODL system needs to build an effective innovation ecosystem to rise to the need of the times and take initiatives for promotion of a culture of innovation and creativity among the faculty members, staff members and the distance learners. This is also in keeping with the guidelines laid down in the NEP 2020. An innovation ecosystem, specific to the ODL system, has a crucial role to play. It is required not just to contribute to the societal change and economic development of the nation, but also to:

- provide new learning environments for developing new skills among students.
- promote a culture of innovation in the institution.
- provide an environment where the students can experiment and innovate.
- enable collaboration with the industry to enable knowledge flows for generating new innovative projects and new research agendas.
- establish a network of innovators, entrepreneurs, and experts from the industry to facilitate the innovating students and teachers.
- facilitate industry-academia linkages for supporting innovative initiatives.
- enhance the capacity for innovation within the institutions among the faculty and students.
- provide hand-holding and empower students to become entrepreneurs.
- foster an innovation orientation.
- fully inculcate innovation in a practical sense among the students and budding innovators.
- ensure effective mechanism for dissemination of ideas to technologies or processes and active involvement of all the stakeholders.
- educate graduates to be creative and innovative and not just know creativity and innovation (Glassman & Opengart, 2016).
- drive local and regional economic development with the help of RCs (which in turn, strengthen university research and education programs) and other ODL institutes and regional institutes.
- integrate various programmes related to innovation, entrepreneurship and startups into the curriculum thereby providing the opportunities of experiential learning to the students.
- continue innovation management and technology transfer activities with the help of student entrepreneurs and networks and to transform prototypes into business innovations to increase university recognition.

An innovation ecosystem strengthens the role of an ODL university or institution as a mediator for innovation, thus, enabling growth and providing new solutions for society. Though, there are a number of challenges associated with such endeavours as the students are not regular on campus students but physically and geographically isolated distance learners. The involvement of experts for mentoring the students off campus is also a challenge as the students are distance learners. Besides, active involvement of all the stakeholders also requires innovative initiatives as it is not a conventional university setting.

Initiatives towards Innovation and Creativity at IGNOU

National Centre for Innovation in Distance Education (NCIDE) at the Indira Gandhi National Open University, is an all-embracing facility for promoting, supporting, re-engineering and disseminating innovations in Open and Distance Learning systems. It is a ground for nurturing bright and inquisitive minds with the basic goal to develop a culture of continued search for new and innovative solutions to issues and problems on the way to the University's mission to offer seamless education across the various levels. The

Centre has been taking initiatives towards nurturing innovation and creativity among the faculty members and students, thus creating an ecosystem of innovation in the university. The Centre also implements several schemes of the government agencies and promotes them. These include Institution's Innovation Council, Innovation Club, Smart India Hackathon, and Startup India. Some of the initiatives are presented here:

IDEABANK@IGNOU

IDEABANK@IGNOU is a virtual pool of ideas and innovations collected from various stakeholders and functionaries of ODL in general and IGNOU in particular. Innovative ideas from various stakeholders and functionaries of the ODL system will be gathered, and disseminated. It is also envisaged that a large group of people will collaborate on various projects for the development of an idea into a prototype or a product.

Institution's Innovation Council (IIC)

The Institution's Innovation Council (IIC) was constituted at NCIDE in 2018, on the recommendations of the Ministry of Human Resource Development Innovation Cell (MIC). The aim of the IIC is to systematically foster the culture of Innovation through multitudinous modes leading to an innovation promotion eco-system at IGNOU. It has members from the IGNOU faculty, an incubation centre, a lead investor, industry and the students of IGNOU. The IIC organizes various events such as Innovation Day, leadership talks, presentations by student innovators and ideation workshops.

Innovation Club

An innovation club is set up at the IGNOU headquarters for creating a culture of innovation and to encourage the faculty members and students to do innovations. In addition, as the students in IGNOU are geographically spread, Innovation Clubs were also set up at the various Regional Centres spread throughout the country. At present, there are eighteen (18) established innovation clubs at the various Regional Centres of IGNOU across India. The innovation club organizes several seminars, workshops and meetings of the club with presentations, discussion, and brainstorming on relevant issues of the ODL system.

Smart India Hackathon, 2020

The MHRD's Innovation Cell (MIC) and AICTE have launched the Smart India Hackathon (SIH) 2020, which is a nation-wide product development competition, where problem statements are posed to students for innovative solutions. In order to promote the culture of innovation and out-of-the-box thinking among young minds, The NCIDE at IGNOU organized the Smart IGNOU Hackathon-2020 as an internal Hackathon for its students, from January 17-20, 2020. Six student teams selected in the Internal Hackathon will be participating in Smart India Hackathon 2020 to be organised by the MHRD and AICTE.

Idea to Startup Scheme

The university has initiated a scheme of "Idea to Startup" for its students to promote, support and nurture the innovator students of IGNOU interested in setting up their startups. Proposals were invited from students of IGNOU who have developed a prototype or innovative product or system based on new, socially relevant and practicable ideas. The aim was to nurture, guide, train and facilitate the students for developing proper business plans, getting financial support from external agencies and finally setting up their own start-ups.

Student Innovation Award

This scheme is formulated as an effort towards identifying, recognizing and nurturing the innovator in the open and distance learning (ODL) system. Under this initiative, an award is given every year to three innovator students of IGNOU selected from across the country.

Exhibition of Innovations of Students

Under this initiative an exhibition and demonstration of innovations of the innovator students of the University is organised to promote a culture of innovation among the distance learners of the university. An effort was made to provide a platform to the innovator students where the faculty members and other students of the university could interact with the innovator students and know about their innovations.

Gold Medal' for Innovations in Distance Education

As an initiative to encourage, recognize and promote innovations in distance education by the faculty and staff members, IGNOU has instituted a 'Gold Medal' for innovations in distance education every year. The main aim being to seek creative solutions to promote effectiveness, quality and reach of the ODL system. The entries for the award are invited from different institutions including IGNOU

faculty, State Open Universities and other ODL agencies.

eNewsletter on Innovation

NCIDE, IGNOU also brings an eNewsletter titled Ennovate. The eNewsletter carries news and events relevant to innovations and developments in the field of distance education. The purpose is to provide a mechanism for sharing and dissemination of innovative ideas and best practices in the field of distance education thus creating a network of innovators. The eNewsletter is an electronic format and is sent through emails.

SEED programme

The university organized an online training programme "Student Empowerment for Entrepreneurial Development (SEED)" for empowering IGNOU students in entrepreneurial development. As an initiative towards *Atmanirbhar Bharat*, the programme was aimed at encouraging and motivating the IGNOU students towards innovation, entrepreneurship, startups and skill development. The main focus was to guide the students and help them in converting their idea into a Business Plan and developing a bankable business proposal. The various sessions of the SEED programme were taken by the experts from industry as well as academicians from IGNOU and other organizations.

App Innovation Challenge

The university organized an App Innovation Challenge – AppNnovate IGNOU to promote App development among the IGNOU learners. The competition was aligned with the Digital India *Atmanirbhar Bharat* Innovation Challenge launched by the Ministry of Electronics and Information Technology (MeitY) and Niti Aayog, for identifying and then scaling up best Indian Apps.

Innovation Contest

This is an initiative for guiding and supporting budding innovators of IGNOU. The objective was to identify young creative minds, take up their innovative initiatives, guide them in developing those innovations and nurture them through a series of mentoring sessions and boot camps. Entries for this initiative were invited from the IGNOU students spread across India.

Virtual Incubator

This is an effort towards promoting, supporting and nurturing innovation and entrepreneurship among the IGNOU learners. A virtual incubator named नVRIETI was developed for IGNOU learners who are interested in innovation, startups and entrepreneurship. It provides access to information about IGNOU schemes, Resources, Inspiring Stories, Events/Workshop and Important Websites, various schemes of IGNOU for its learners, Learning Resources, stories of successful entrepreneurs, etc.

Model Innovation Ecosystem

IGNOU through the NCIDE has a well-set mechanism in place for conducting activities related to Creativity, Innovation and Entrepreneurship. Now, a need is felt to strengthen the innovation ecosystem in the University.

Stakeholders of Innovation Eco-System @IGNOU

For understanding, it is useful to find the key stakeholders, participants, and contributors of an innovation ecosystem. The successful innovation ecosystems in a university involves participation from several different stakeholders, namely students and research scholars, academicians, mentors, administrators, collaborators, entrepreneurs, government organisation, local and regional enterprises venture capital funds and business angels, etc. (Figure-1)

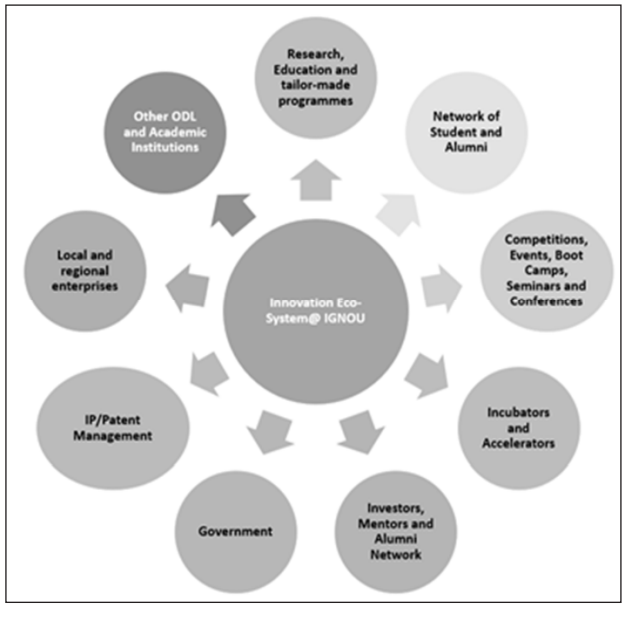
Figure 1: Stakeholders of Innovation Eco-System @IGNOU

Conceptual Model of the Innovation Eco-System @IGNOU

As shown in Figure-2, the conceptual Model of the Innovation Eco-System@IGNOU has certain components which are explained here.

- ***Research, Education and Tailor-made Programmes:*** Research and development plays a crucial role in an innovation system. Some of the components of this are research projects internal and external for faculty and research scholars, research exchange programmes in collaboration with National and International organisations, integrating creativity, innovation, and entrepreneurship components in the curriculum, tailor-made programmes for students in regional languages for providing skills and training in the field of their interest.
- ***Network of Student and Alumni:*** A network of student and Alumni will facilitate both to work on innovation projects and contribute to the University and the economy. Also, experienced, and talented alumni have experience and skills to share with current students through talks and newsletters. The Alumni can also facilitate the innovator students to set up their enterprise or start up.
- ***Competitions, Events, Boot Camps, Seminars and Conferences:*** To facilitate outcome driven innovation among faculty and students of IGNOU.

Figure 2: Conceptual Model of the Innovation Eco-System @IGNOU



- ***Incubators and Accelerators:*** To facilitate the startups by the student and faculty incubators and accelerators play a crucial role. They also enable development of regional innovation entrepreneurship and startup eco-system. IGNOU with the help of the Regional center can collaborate with the regional Incubators and accelerators to support the students.
- ***Investors, Mentors and Alumni Network*:** Networks built around highly-networked individuals, investors interested in funding and academicians from prestigious institutions result in facilitation of the student innovator and entrepreneur.
- ***Government:*** The role of Government in the Innovation Eco-system is that of an enricher. The policies developed by the Government to nurture the Innovation Eco-system are also applicable to the stakeholders of the Innovation Eco-System and they are benefited from the policies.
- ***Local and Regional Enterprises*:** For interaction with each other to optimize access and share relevant knowledge and experiences.
- ***IP/Patent Management*:** IP and patent management is an integral component of an Innovation Eco-system to facilitate the IP/Patent requirements of the students, research scholars and faculty . IP/Patent management will also be important in context to the collaborative and open approach of innovation.
- ***Other ODL and Academic Institutions*:** To strengthen the Innovation Eco-System collaborations for resources, networking and knowledge and innovation sharing from other ODL and Academic institutes will also be required.

Implementation Model of Innovation Eco-System for Innovators Entrepreneurs and Edupreneur

To work on stakeholder centred approach driven by need based innovations in collaboration with various schools, units, centres and divisions of the university as well as open universities, other institutes, external agencies etc. As shown in Figure-4. the problem leads to research or capacity building. Research might lead to development of innovative support solutions and/or innovative learning solutions through 'Distance Educations Incubator'. The research may also lead to the need of capacity building for creativity, innovations in

Figure 3: Implementation of Innovation Ecosystem for functionaries of ODL System

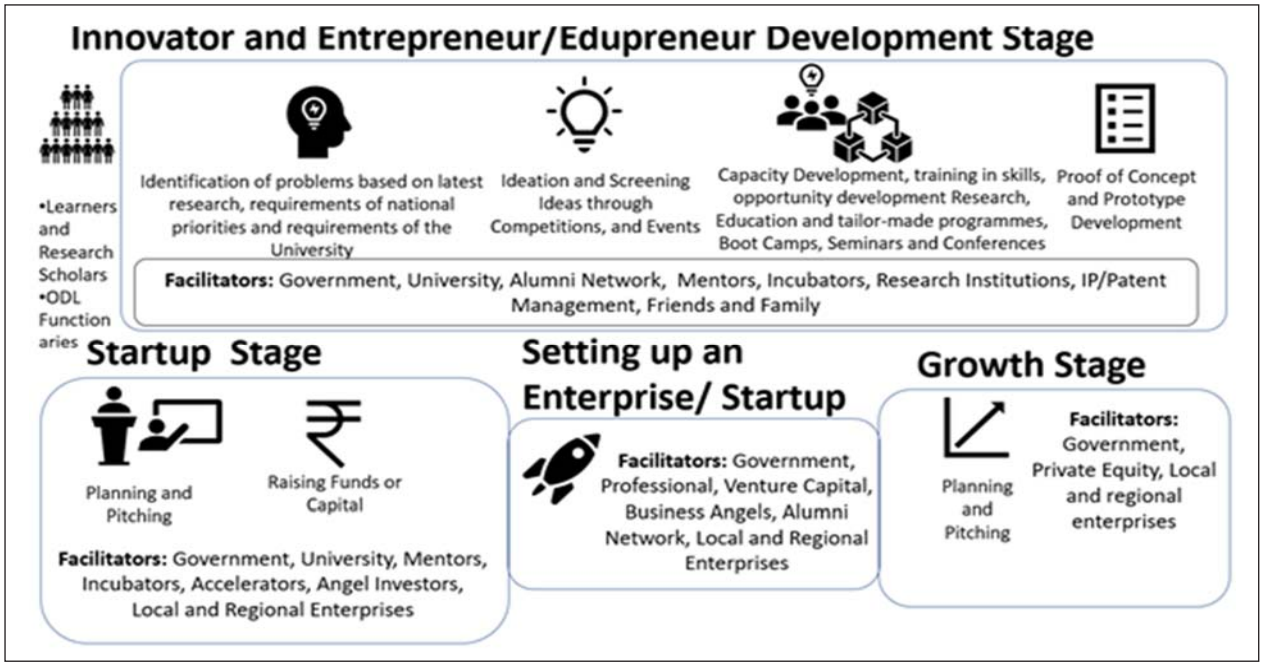
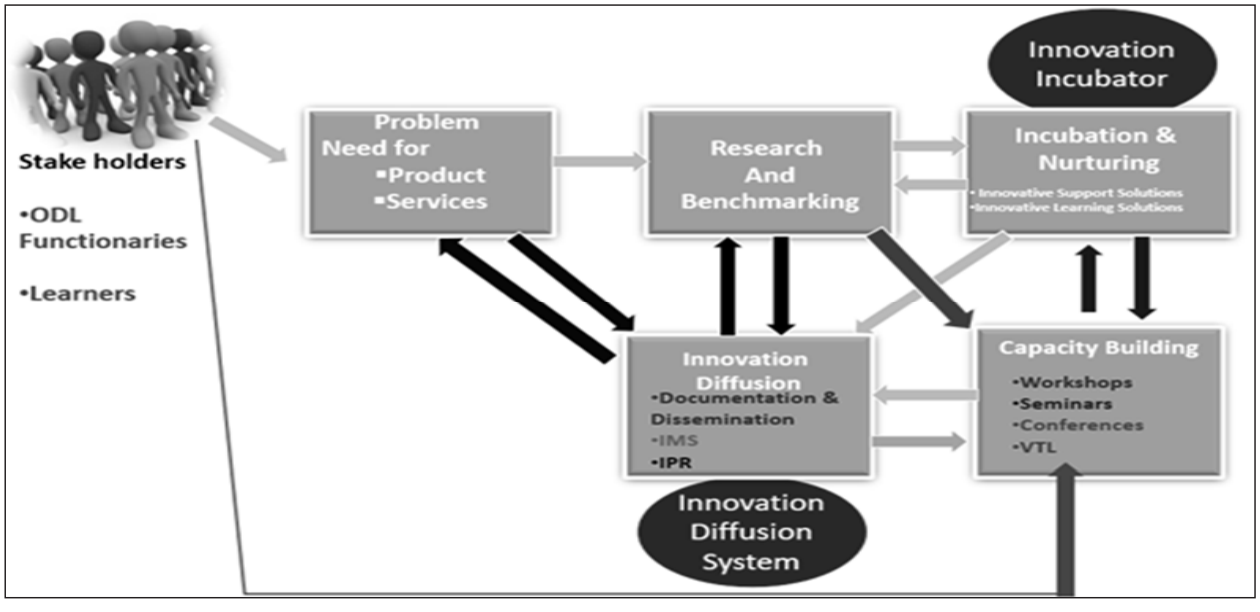


Figure 4: Innovation Ecosystem@IGNOU



distance education through workshops in face-to-face or virtual mode. The research can also directly go for documentations and dissemination for various stakeholders through the 'Innovation Diffusion System'. The innovative learning and support solutions provided by the 'Distance Education Incubator' will lead to research, benchmarking and capacity building. The Documentation and showcasing the product could be handled by 'Innovation Diffusion System'.

Recommendations for an Innovation Eco-System for the ODL System

1. In context to NEP 2020, it has now become imperative for the ODL Systems to join hands and create a consortium for innovation to contribute to increasing the GER and upscaling the innovation and entrepreneurship initiatives of the Government of India.
2. A network of the functionaries of the ODL

system to evolve an innovation ecosystem around shared knowledge, infrastructure technologies, and skills should be established so that they can work cooperatively, efficiently, effectively and competitively to develop a blue ocean strategy for the ODL system.

3. To join hands and move ahead from individual innovation to open, collaborative, interdisciplinary and multidisciplinary systematic innovations by creating a culture if co-creation innovation space.
4. To focus on three components viz. learning and teaching, research and development, and innovation and incubation, and create an environment of systemic–challenge–driven innovation.
5. To have a policy on innovation, entrepreneurship and startups for students and faculty to encourage student and faculty innovation and entrepreneurship for IGNOU in particular and ODL system in general.

Conclusion

A culture of innovation and creativity is very crucial to create value-based institutions. Innovation ecosystems enables an active flow of information and resources for transforming innovative ideas to into reality. In case of ODL system, an innovation ecosystem helps in developing a culture of innovation and creating a network of budding innovators and entrepreneurs to solve real-world problems. The model innovation ecosystem suggested in this paper can be replicated in ODL institutions and can be used for nurturing innovation and creativity in the ODL system.

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- Sports is a wonderful medium for providing a sense of purpose, with a continuous challenge and struggle for success, as well as a range of emotions and intensity that is very difficult to experience elsewhere. The greatest barriers in pursuit of sporting excellence can be psychological in nature that top athletes impose upon themselves.
- The youth being a great human resource have the potential to lead the nations in all sectors world-wide. However, the younger generations feel a great satisfaction from their own experience of becoming competent and meeting challenges in life. Now, the need of the hour is to empower them with appropriate professional training.
- The young people are of the firm opinion that the threat from rogue non-technical heads of the National Sports Federations is too serious an issue to be left for the existing Indian sports system to deal with. Over the years, reforms for promoting sports had been put on the back burner by successive governments, with a purpose.
- For Indian sports system to gain momentum, major changes are more money, professional approach, scientific support, high quality training to attract really talented athletes and trained officials, for effective management of competitive sports at all levels, so as to achieve sporting excellence in the Olympic Games-2028.
- Education of elite athletes plays a vital role in the process of adaptation to the higher degree of training load and fast changing environment. The background of many Indian sportspersons reflects that they emerge from small villages, whenever they are trained under foreign coaches, they find it difficult to grasp the tactics of modern sports.

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Learning is a Continuous Process to Succeed

Arvind Krishna, Chief Executive Officer, IBM delivered the Convocation Address at the 53rd Convocation Ceremony at the Indian Institute of Technology Kanpur, Uttar Pradesh on 22nd October, 2020. He said, "To succeed, it's important to have an understanding of what motivates you, of what makes you tick at a fundamental level. Finding your source of intrinsic motivation means finding the one thing that brings purpose to everything that you do. Try to figure out what's the motivation of those around you, in addition. As you become leaders, it's important for you to tap into those motivations. I have immense confidence in your generation's ability to take on the challenges of our day and use this as an opportunity to build back better. Your generation is more global than any that has come before it. You are one of the most educated and tolerant generations in history." Excerpts

Graduating students, distinguished professors, proud parents and relatives, and everyone else who has helped the students get to this day.

Please accept my sincere thanks for inviting me to be part of this joyous occasion. It is humbling to be in the presence of so many talented individuals. Every one of you has an innate ability, a competitive spirit and a dedication to hard work that makes you present here today, and it is inspiring to speak to the great extended family of IIT Kanpur.

Graduating is a big achievement under any circumstances, and yours comes at a time where the world seems like it has been turned upside down. A graduation ceremony doesn't celebrate just a moment in time; it's the culmination of years of effort and hard work.

You are not just celebrating a degree or a piece of paper; you are celebrating the fact that you've been given the greatest gift of all, knowledge, and perhaps more importantly, the ability to gain more of it by yourself.

I graduated from this great institution a long time ago. At the time, I was very much like you probably are today: I was anxious and had a lot of questions about the future. What I had not fully realized yet was how well IIT Kanpur had prepared me for what lay ahead.

As I look back, I now know that my career at IBM would simply have been impossible had I not had the opportunity to spend five formative years of my life at one of the best engineering schools in the world. The valuable teachings of Professors Srivatsan, Bose, Biswas, Das, Rao, Sarma -- just to name a very small set -- are as vivid in my mind today as they were decades ago.

From engineering, to computer programming, to economics, to psychology, the knowledge I gained at Kanpur gave me a deep, rich understanding of the fundamentals of both analytical and creative thinking. And it wasn't all about the coursework. IIT Kanpur also instilled in me a deep sense of curiosity and gave me the intellectual tools that I continue to use until this very day.

There's the ability to break a complex problem into its components, to apply general principles to specific cases, to discern cause and effect. But also, to reason logically and statistically and to vet fact from rumors and unexamined conventional wisdoms.

The lessons I learned have guided me through my career. Just to start, the classes on digital that I took across communications, digital systems, logic, they all strongly influenced and guided me in graduate school. And the crucible of debating with classmates honed my critical thinking skills.

As you go on and forge your own path, I want to share a few pieces of advice. I'm not sure whether you will find them inspiring; I will, however, try to be useful -- and I do take pragmatism over idealism any day.

So, if experience is of any use, my first piece of advice is be curious, be insatiably curious. Curiosity is sacred. Curious minds understand that to make the world better, they must first understand how it works. They see efforts as a path to mastery. They learn from criticism, and they find lessons and inspirations in the success of others.

Learn especially from those different from you. It will open up different dimensions of thinking. Remember, not everything can be reduced to an equation. Curiosity is what will allow you to find problems worth solving. It will give you a new sense

of what the word "discovery" means, which has never really been about seeing new sights but more about seeing old things with fresh, new eyes.

And it will lead you down all sorts of interesting paths. It is that deep sense of curiosity that made Einstein ask the somewhat silly question of what someone traveling in a train at the speed of light would experience. It is your propensity to learn throughout your life -- not your intellect, not your degree, not even your experience -- that will determine your success.

My second piece of advice, be persistent. Many people think that innovation is about eureka! moments, but this is the truth: innovation is incremental but also serendipitous. It's a gradual and often painful process. I believe opportunity is all around us. We are often blind to this opportunity.

Be aware of this opportunity. Take paths out of the normal and look for these opportunities that seem hidden in plain sight. Remember, any project, invention or innovation takes grit and trial and error. Curiosity and persistence happen to work best hand in hand. If it is curiosity that leads people to see things as they are and find out why, it's persistence that leads them to imagine things that never were and ask why not.

My third and last piece of advice: find meaning in what you do. After working at IBM for almost 30 years, I still think I have the best job in the world. The main thing that got me from point to point other than sheer luck was a deep passion for technology and an ability to approach and solve problems with an open mind.

To succeed, it's important to have an understanding of what motivates you, of what makes you tick at a fundamental level. Finding your source of intrinsic motivation means finding the one thing that brings purpose to everything that you do. Try to figure out what's the motivation of those around you, in addition. As you become leaders, it's important for you to tap into those motivations.

To recap, I talked about curiosity, I talked about grit and I closed with the importance of finding meaning. These are not silver bullet theories, they're simply lessons I've learned throughout my career by paying attention to what works and what doesn't. I'm hopeful that these lessons will help you as you move on to the next chapter of your journey in life.

And to close, I want to share with you my sense of optimism, which goes on even in these challenging times. I know that this isn't the graduation you had imagined. The global public health crisis has created uncertainty and brought into focus problems that have been brewing for a long time.

No one knows whether this recovery will be a V, a W, a U or L shaped, but I do know this: no matter how brutally we crash our societies, we always bounce back. This speaks to the resilience of the human spirit.

I have immense confidence in your generation's ability to take on the challenges of our day and use this as an opportunity to build back better. Your generation is more global than any that has come before it. You are one of the most educated and tolerant generations in history.

You're also the most entrepreneurial. You are technology savvy. Many of you have used the Internet since you could read, and you now have access to the world's knowledge. And it is because of the kind of minds that exist at IIT Kanpur that I know we will surprise the pessimists. This is your generation's world to shape, and I'm eager to see the problems you'll solve and what you'll make of it. Thank you; and once again, congratulations.

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National Webinar on Universal Access to Vaccine and Medicine

One-day National Webinar on 'Universal Access to Vaccine and Medicine as a Fight against COVID-19' was orgnised by the Department of Zoology, Tilka Manjhi Bhagalpur University, Bhagalpur on the initiative of Association of Indian Universities (AIU), New Delhi to combat COVID-19, recently. The event was inaugurated by the university *Kulgeet* and speech of the Vice Chancellor and Patron of the Webinar, Prof. Neelima Gupta. In her Inaugural Speech, she stressed on the importance of access to vaccine and medicines as the only effective tool for the successful fight against COVID-19. She expressed her concern over the patent and rights issues of pharmaceutical industries which add up to the difficulties in the control of the pandemic. Awareness should be spread to educate people to win over the current situation. Webinars should increasingly be organized to spread awareness to the masses, she stressed.

The Convener, Prof. Ashok Kumar Thakur welcomed the guests and the Organizing Secretary, Dr. Navodita Priyadarshani introduced the topic of the event in brief. The Chief Guest, Prof. K P Singh, Vice Chancellor, MJP Rohilkhand University, Bareilly appreciated the initiative taken by AIU and the host university and insisted that more initiatives should be taken in future to make the masses aware about the current situation.

The Keynote Speaker, Prof. S P Singh, Former IFS Officer and Director of Amity School of Natural Resources, Noida expressed the need to take an initiative towards the equal access to vaccines and medicines as the rich nations have an access but the poor nations are deprived of them. He emphasized the right to health and the government must take proper steps to ensure it for its citizens. He further opined that a grave situation arises due to economic recessions, which is further worsening the situation. The debt released by the World Bank to every nation now seems to be an additional burden to the low income countries.

The Invited Speaker, Dr. Vikas Sharma, Chief Business Officer, Qur Alis, America broadly expressed the concern on the lengthy phase trials to develop a drug or a vaccine, the companies produce on orders but rich countries stock up piles for future use. He provided an insight on the policies and commitments of the Pharma companies. He said that all the Pharma companies should come together on a common platform and pledge for the liberalization of the laws related to patents and rights. The Vote of Thanks was proposed by Prof. Prabhat Kumar Roy.

International Conference on Looking at the Pandemic Through Gender Lens

One-day International Conference titled 'Looking at the Pandemic through Gender Lens' was organized by the Women Development and Empowerment Cell (WDEC), KES Shroff College in collaboration with Mahila Arthik Vikas Mahamandal (MAVIM), Government of Maharashtra and Beti Bachao Abhiyan, Department of Students' Development, Shivaji University, Kolhapur.

Principal of KES Shroff College Dr. Lily Bhushan in her Welcome Address lamented that the lockdown has thrown open many challenges for women who have borne the brunt of the pandemic. She further stressed that social assistance programmes were necessary to help families. She also highlighted the fact that the Conference had paper presenters from the length and breadth of the country as well as from other countries which had enriched the deliberations.

Dr. D. T. Shirke, Vice Chancellor, Shivaji University, Kolhapur in his address appreciated the aptness of the theme of the Conference. He mentioned the fact that absolutely no sector had been spared in the pandemic and it is a true global issue where everyone was struggling. He astutely quoted the recent research papers in the peer reviewed journals which highlighted the adverse impact of pandemic on women in terms of livelihood, domestic abuse, and access to resources and the quality of life.

During the COVID-19 pandemic, women were specially affected due to their marginalized status in the society. In this situation, groups like Mahila Arthik

Vikas Mahamandal (MAVIM), headed by Dr. Jyoti Thakare, believed in the philosophy that if there was a woman behind every successful man, there had to be a family behind every successful woman. Thus, instead of highlighting the plight of the women, or giving them a helping hand, teaching them to empower themselves would yield better results. As a result of this, MAVIM mobilize resources of around 50 lakh rupees to help women across Maharashtra in various ways. Women were trained online to produce masks and they created 30 lakh masks with 5 crore turn-over. Women were appealed to contribute just a rupee of their day's earning and they gave 11.5 lakh towards Chief Minister's Relief fund. With the help of MAVIM, women assembled into 1.4 lakh self-help groups across Maharashtra and distributed 2100 ton rice and vegetables to the COVID-19 centers across the state.

Dr. Pam Rajput, Professor Emerita, Punjab University, opined that the COVID-19 laid bare the structural inequalities in the social system by impacting women disproportionately. It is important to take into cognizance recently discovered facts like differential effect medicines and vaccine on men and women. These points are important in policymaking. Looking at COVID-19 from a gender lens would also mean realizing that when we say that male mortality is higher than female mortality due to COVID-19, it is adding to the number of widows in our country. 70% of the front-line workers are women and they face greater mortality due to the ill-fitting PPE kits which are made unisex, or rather, to fit a male body. One study indicated that after the job loss due to COVID-19, if more women are given jobs in government schemes than of men, more money will be utilized towards the family.

Unpaid care work by women is also an issue intensified by the pandemic. In Indian urban area, women's participation towards unpaid care work is 63% whereas in rural areas it is 85%. The panel discussions within the plenary session focused on the strain put by the COVID-19 pandemic on the economic, social, educational, and cultural systems globally and the response of the administrators of these systems. It was shown how the COVID-19 pandemic deepened the pre-existing gender gap throughout the world with women, and especially the working class, rural, less formally educated, migrant, women of certain ethnic or racial minorities suffering the most. Their sufferings were:

- Economic, as statistics showed that women globally, as well as in India were mostly involved in the informal economy and were disproportionately affected by layoffs during the pandemic.
- Health related, as women were at a higher risk due to occupational sex-segregation, with a higher impact on reproductive health and maternal mortality.
- Related to the unpaid care work, as the main burden of the household fell upon women due to the hospitals focusing on the pandemic response, schools closing and children being home schooled, and the presence of COVID-19 patents in the extended families.
- Related to gender-based domestic violence, as it rose during the lockdown.

The plenary session included short presentations by renowned feminist internationals, scholars, and activists, followed by a question answer session. The discussion was moderated by Prof. Habil. Roxana Marinescu, Bucharest University of Economic Studies, Romania. In the Session, Dr. Sangeeta Desai, Faculty, Research Centre for Women's Studies (RCWS), SNDT Women's University, Mumbai, referred to the gendered social norms during the pandemic which deepened the pre-existing inequalities, especially regarding age, disability, reproductive rights and digital access.

Dr. Vibhuti Patel, Economist, Women's Rights Activist, and a former Professor, Tata Institute of Social Sciences (TISS), Mumbai, tackled the area of women and work, focusing on the situation of India, with only 6% of women in the formal economy, an increased unpaid domestic care burden, and legal discrimination against women – especially the ones working in the agriculture sector and tribal women. Dr. Chitra Sinha, Women and Gender Studies Expert, Centre for Gender Research, Uppsala University, Sweden, explored the legal challenges women faced, with high inequalities of earnings, and in property ownership in three countries: India, Bahrein and Sweden. Dr. Mariam Seedat Khan, a Clinical Psychologist from the University of KwaZulu Natal, South Africa discussed the mental health implications of the pandemic, with references to the "new normal" and unpredictable changes in the bio-cycle social model.

The Question-and-Answer session that followed included a fruitful interaction between the panelists and the audience, with discussions regarding strategies for livelihood during the pandemic, especially for the women in rural areas, intersectional inequalities of

gender, caste, region, age, (dis)ability, literacy, etc., and the future of affirmative action, among others. To sum up, the panel session of the Conference contributed immensely to the intellectual and academic discussion of gender related issues exacerbated by the COVID-19 pandemic. The panelists and the international audience brought in their perspectives on how the pandemic affected women's lives.

Online Short Term Course on Python for Machine Learning

A five-day Online Short Term Course on 'Python for Machine Learning' is being organized by the Department of Computer Science and Engineering in association with the Center for Continuing Education, National Institute of Technology, Warangal (TS) during August 16-20, 2021. The Eminent Faculties from IITs, Central Universities, Industry and Senior Faculties from different Departments of NIT Warangal will be the Resource Persons of the event. This short term course aims at imparting knowledge and training on the fundamentals of python with different aspects and applications to machine learning. The Course Contents of the event are:

- Introduction to Python: Installation, Python Editors.
- Variables, Objects, Operators, Primitive Data Types Compound Data types: List, Tuples, Sets, Dictionaries.
- Conditional Statements Loops: for, While, Do While.
- Functions, Building Your Own Functions.
- Numpy: Multi-dimensional Arrays.
- Matplotlib: 2D and 3D Plotting in Python Regular Expressions.
- Scipy: Scientific Library for Python Pandas: Providing High-performance, Easy-to-use Data Structures.
- SymPy: Symbolic Mathematics and Computer Algebra.
- Scikit-image: Collection of Algorithms for Image Processing.
- Scikit-learn is a Collection of Algorithms and Tools for Machine Learning.

For further details, contact Coordinators, Dr. M Sandhya, Assistant Professor, Department of Computer Science and Engineering and/or Dr. K Venkateswara Rao, Assistant Professor, Department of Mathematics, National Institute of Technology Warangal-506004 (TS), Phone: +91-870-2459191, E-mail: *nitwtraining2@gmail.com*. For updates, log on to: *www.nitw.ac.in.*

National Seminar on National Integration

A two-day National Seminar on 'National Integration: Trends, Prospects and Challenges' is being organized by the Department of Political Science and Public Administration, Annamalai University Annamalai Nagar, Tamil Nadu during August 06-07, 2021. The event is sponsored by the Indian Council of Social Science Research, Southern Regional Centre, Hyderabad.

The diversity in India is unique being a large country with large population; India presents endless varieties of physical features and cultural patterns. The vast population is composed of people having diverse creeds, customs and colours. Economic development, level of education and political culture of the people in various social segments differ from region to region. National integration is the creation of a feeling of oneness where the diversities are recognized and respected by imbibing a sense of nationhood. Indian society is multi-ethnic, multi-social, and multi-linguistic with varied socio-economic status. Owing to the aforesaid multiplicities and diversities people have developed much socio-ethnic cultural differences, political instabilities and social anxieties in the Indian state. People divide themselves into varied groups and fight for their narrow self-interest defying national interest. There are many forces that come in the way of our national integration. Often people have very strong feelings about their own religion and language and oppose those of others. Such feelings lead to clashes between different sects. Such occurrences damage our unity and prove to be a hindrance to our progress. In this context, the event focuses on the following Subthemes:

- Role of National Integration Council in National Integration.
- Constitution and the Process of National Integration.
- Casteism and National Integration.
- Communalism.

- Multi-linguism.
- Regionalism.
- Social Disparity.
- Economic Inequalities.
- Unemployment.
- Terrorism.
- Lack of Social Responsibility.
- Multi-party System.
- Leadership Issues.
- Youth and National Integration.
- Corruption.
- Lack of National Character.
- Role of education in National Integration.
- Role of religion in National Integration.
- National Integration and Diversity.
- Political Integration.
- Sports and National Integration.
- Media and National Integration.
- Democracy and National Integration
- Poverty and National Integration.
- Illiteracy and National Integration.
- Cultural differences and National Integration.
- Multi Ethnicity and National Integration.
- Secularism and National Integration.
- Inter-State Disputes.
- Sub-regional Issues.

For further details, contact Dr. P Saravana Kumar, Assistant Professor, Department of Political Science and Public Administration, Annamalai University, Annamalai Nagar-608 002 (Tamil Nadu), Mobile No: 097891-57010, E-mail: *auintegrationseminar2021@gmail.com.* For updates, log on to: *www. annamalaiuniversity.ac.in/events.*

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AIU Publication

on

REIMAGINING INDIAN UNIVERSITIES

'Reimagining Indian Universities' edited by Dr. (Mrs) Pankaj Mittal and Dr S Rama Devi Pani is a collection of essays by some of the greatest thinkers in the field of Indian higher education. Each essay in the book examines one or more of the critical topics and provides solutions and methods to overcome the issues involved in them. It provides new solutions and methods in the form of reforms and innovations to elevate Indian universities to world-class top-ranking levels. The book aims at providing a roadmap to government as well as the universities to gear themselves towards becoming more responsive to the present and future demands of higher education. Generating a corpus of new ideas that are significant for reimagining, reforming and rejuvenating Indian higher education system, Book is 'must read' for all those who are interested in reforming Indian Higher Education System.

The release of the book in the Annual Meet of Vice Chancellors 2020, coincides with the launch of New Education Policy. The Foreword for the Book was written by the then Minister of Education Shri Ramesh Pokhriyal 'Nishank'.

PP: 372, Unpriced. Available at AIU Website: www.aiu.ac.in

COMMUNICATION

Breakthrough Leadership for Women

Rajita Kulkarni*

In ancient times, womanhood was considered as a fulcrum of power and strength. Our scriptures suggest that the primordial energy or life force behind the whole creation is feminine, also called *'Shakti'*. It is interesting to ponder that all the significant aspects of life, be it knowledge (education), wealth (finance), and security (defence) were represented by '*Devis'*, viz., '*Saraswati'*, *'Lakshmi'*, and *'Durga'* respectively. From ancient era to modern age, the world has witnessed varied shifts in the role of women in society. 21st century marked the beginning of an era where women emerged out of the sheath of patriarchy and shouldered the responsibility to carve their way for assuring a level playing field with their men counterparts in every role.

The need for more female leaders has never been more critical, and there is a never-ending catalogue of data to support this claim:

- S&P Global Market Intelligence Quantamental Research Report 2019 suggest that companies led by female CEOs had a 20% higher stock price on average, additionally companies led by female CFOs had 6% increase in profitability and 8% larger stock returns;
- As per a 2020 Report by McKinsey, companies with more than 30% women executives were more likely to outperform companies where this percentage ranged from 10% to 30%, and in turn these companies were more likely to outperform those with even fewer women executives, or none at all.
- A research by Boston Consulting Group states that startups founded or cofounded by women garner less in investments but generate more revenue.
- According to an analysis of 360-degree reviews published in Harvard Business Review women were rated as more effective leaders before and during the pandemic crisis on 13 out of 19 leadership competencies used in the assessment.

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We live in a world where the connotation of a successful woman is often represented by her wearing a business suit rather than a saree. The harangues on women empowerment could not counter the objections raised on Yahoo's Marissa Mayer who asked for a Work from Home facility seven years ago. A Pan-IIM survey Report 2021 states that women students and the alumni of 20 Indian Institute of Management face dearth of equal opportunities and level playing field at workplace. Research from a Catalyst survey that appeared in the *Harvard Business Review* showed that men are less likely to recommend women to various board positions simply because those women don't have enough female connections.

Let's look at some of the statistics of women representation at leadership roles in various sectors across the globe. In 2021, there is mere 8% women representation at the Chief Executive Officer position at the Fortune 500 Companies. Grant Thornton Women in Business Report 2021 suggests that the proportion of women in senior management roles globally has reached 31% which includes 26% of women representation in the position of CEOs followed by 36% CFOs, and 22% COOs. Research data suggest that, out of 193 countries, only 22 have a female head of State or Government.

Juxtaposing the global statistics with Indian scenario sheds light on the stark reality of the position of women leadership in India. While 10% of the CEOs of Fortune 50 companies in the United States are women, only one Indian company (HDFC Life Insurance) amongst the Nifty 50 companies has a female CEO. In the Fortune India 50 rankings as well, only one organization (SAIL) has a female leader, as of 2020. Also, the average percentage of women representation in Indian Parliament stands at mere 11.2% as against 25.5% of the global average.

Women Leadership in Academia

The women workforce in the Indian educational system constitutes more than 30% of the total teacher

population, but only a few women have access to higher educational administrative positions and the remaining vast majority are engaged in school teaching. Even if they have succeeded in achieving positions in higher educational levels they are under-represented at the senior management positions (Mahapatra and Gupta, 2000). In fact, the majority of Indian Universities have yet to appoint a female Vice-Chancellor and President. All India Survey of Higher Education (AISHE) Report 2019-20 confirms the lack of women leadership in Higher Education Institutions (HEIs) depicting that only 38.6% leadership roles are occupied by women across the country. Also, there is a declining trend of women representation in successive teaching roles: the number of females per 100 males are 75, 59, and 38 for the post of Assistant Professors, Reader & Associate Professors, and Professors respectively.

As Higher education system is changing rapidly with the advent of the much awaited National Education Policy 2020 which promises to change the landscape of the education sector in India, there is a pressing need of shift in values from a hierarchical autocratic management style to a more inclusive and empathetic style of Management which resonates well with women leaders. World has witnessed that many women have made path-breaking contributions in diverse fields and emerged effective leaders. The ability to bring people together, encourage dialogue, build consensus and most importantly, to understand the social and emotional needs of others – all these qualities which are implied to female prerogative be can bring about a significant change in higher education management.

Develop Skills to Ignite Impact

The existence of the age-old theory of women surrendering to the perception of the patriarchs of the society while their dreams get a silent burial compels the Gen Z women to stop buying into the myth that women aren't ready for top positions in organizations. Women often need to prove themselves more than their male counterparts and work harder to gain the respect of their peers. It necessitates them to learn the skills to transform these challenges into opportunities and take their leadership to the next level.

Leadership skills are not in any way proportional to gender. Essentially, the growth trajectory of women as Leaders is characterised by unique threats and barriers. Extant literature and research studies have recognised various external factors which disallow the women to achieve their full potential. Role stereotypes, prejudice, biases, unequal pay, lack of faith, unfavourable policies, etc. are identified as hurdles in the growth of a woman Leader. However, a pertinent question to ask here would be: Is that all which holds back a woman to unleash her competence as a Leader? In reality, there exists an array of internal factors which does not allow her to blossom to the full potential. To help women in combating these internal and external factors and come forward to undertake leadership roles, Sri Sri University Cuttack is organising Masterclasses on 'Breakthrough Leadership for Women'. These are systematically designed to help women identify, observe, and analyse ten internal factors that hold the aspiring women leaders back. It provides a platform where the participants learn tangible tools and techniques to overcome such barriers sequentially and develop their own Personal Model of Breakthrough Leadership. Hundreds of women CEOs, Doctors, Engineers, Educators, Software Engineers, Lawyers, etc. across 27 countries and 7 continents of the world have experienced the benefits of the Masterclass and some of the testimonials are being shared herewith.

The Breakthrough Leadership for Women Masterclass by Rajita ji is full of Essence for Women of Today. It helped me Discover myself & Get more Clarity on my Shortcomings, helping me Grow both personally & professionally. Learning under Rajita ji's Guidance is very Motivating as she naturally permeates positive energy through her interactions.

Samira Shah, Founder - Director Academics,
Le Mark School of Art

Yet another brilliant session. I am in super introspection mode, there are many patterns that got highlighted today. I feel stirred up, about things I didn't want to face or whatever I had shoved under the rug. So grateful for this session.

Niru Rajagopal, Business Program Manager,
Dell Technologies, PA, United States

Loved the Session. Feeling of immense self renewal to dream big and not be complacent.

Shveta Sharma,
Senior Technology Program Manager,
Amazon, Ontario, United States

Very constructive Session.

Amal Hammoud, Realtor,
Keller williams Preferred, United States

The Expertise

The Masterclasses are conducted by Prof. Rajita Kulkarni who is a successful Banker turned Educator, a Bestselling Author, a Global Thought Leader and a Transformational Leadership Coach. She has trained over 100000 people in the last 3 decades & with over a million hours of training & development expertise, Rajita is a World-Renowned Leadership Coach. She has trained and coached leaders from 50 countries. She has addressed over 5000 public events including at prestigious platforms like the United Nations, World Bank, European Parliament, FIFA & more. The largest crowd she has addressed was 3.75 million people. She was selected as one of the top 100 inspirational women of India by the National Bar Association of India and published in the book "The Phenomenal She". Conferred with the "Exceptional Women of Excellence" Award at the Global Women's Economic Forum, "Future 50 High Impact Leader 2019" by Fortune Magazine (Along with ET Now, Amity University and University), "iWoman Global Award 2020" in the Education category, "Visionary Leader": India's Top 20 Women Leaders in Education 2020 at the ASMA Education Leadership Conclave 2020, "Great Indian Women Awards (GIWA 2021)"

Major Takeaways from Masterclass

After successful completion of the Masterclass on 'Breakthrough Leadership for Women', the participants will be able to:

- Develop skills to identify ten internal factors that hold them back from achieving their full potential;
- Engage in reflective exercises to overcome their personal barriers on the path of leadership;
- Learn tangible tools and techniques to sequentially develop their own Personal Model of Breakthrough Leadership;
- Free membership of Sri Sri University Women's International Network which is a powerful network to inspire and empower women from diverse walks of life having different social and professional backgrounds located at different parts of the world.

Eligibility to Attend Masterclasses

The Masterclass is open for all females: Women Vice Chancellors; Administrative Staff and Faculty Members from Schools, Colleges, Universities; Students; Working Professionals; Entrepreneurs; and all those who aspire to break through the barriers and become leaders or prove their mettle as Leaders.

Procedure for Registration

The next offering of the Masterclass on Breakthrough Leadership for Women starts on July 31, 2021. Each batch will be provided three classes in which three parts of the course will be taken up. The Schedule of three classes for forthcoming batch is :

Part-1 : 31 July 2021 (Saturday)

Part-2 : 07 August 2021 (Saturday)

Part-3 : 14 August 2021 (Saturday)

Time: 06:00 PM to 08:00 PM IST

The Registration link is: http://tiny.cc/ssuprograms. For further details, one may contact Mr. Jyoti Ranjan Gananayak, Manager HR & Operations, Sri Sri University Cuttack on his number 91-7381017016.

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Article Review

Admonishing the Unbecoming Editorials

S C Sharma* and Sistla Rama Devi Pani**

Patwardhan, Bhushan, Ghooi, Ravindra and Deshpande, Sharad (2021). '***What is Expected in an Editorial of a Medical Science Journal?***' Correspondence Column, ***Current Science.*** Volume 120, - Issue 12.

In their latest article published in the *Correspondence Column* of the Journal, *Current Science*, Vol-120, No-12, dated 25th June, 2021, the Team of Dr. Bhushan Patwardhan, and his two co-authors Dr. Ravindra Ghooi and Dr Sharad Deshpande, Professors at Interdisciplinary School of Health Sciences, Savitribai Phule Pune University, Pune have emphatically reasserted the accountability of the media, and the ethical parameters and behaviour expected out of Media Personnel. The Team particularly focussed on the Editors of Medical Journals in view of their vital role in disseminating correct information and enabling the public to make correct decisions. The Team presented how the western media houses as self-imposed, self-styled autonomous actors interfere in the political process of any country, especially the emerging global Asiatic powers like India and create prejudice among people through misrepresentation of facts. The article throws intuitive light on the attempts made by the western media editorials to influence the agendas and decisions of a State by explicitly interpreting their opinions of negative criticism in a shrewd manner, assigning relevance to crucial issues by framing disruptive socio-political angles.

Referring to the two editorials which were published in the Lancet Journals, the Team has methodically narrated how the arguments in them were flawed and the contents misleading. They demonstrated how the reputed western medical journal has deliberately digressed and criticized the Indian Prime Minister and the Government for the way it has so far managed the pandemic turning blind eye to the successful efforts made by the Indian Government to curb the spread of the Corona Virus and treating the infected people.

In a democratic society, **'**media opinions' impact not only the political processes of a State, but also masks the true and sincere developmental contribution made by the Governments. Therefore, in the era of powerful connectivity established by media, the dissemination of factually correct information is undisputedly an expected responsibility of them. One major concern about such misleading information is that it could damage the public trust in democratic institutions. The problem will only get worse without proper action because if more and more people will get influenced by such misinformation, the politics will get tribal and polarized.

Dr. Patwardhan and his Team has made pragmatic observation and comparison with statistical analysis of the COVID-19 fatality, health infrastructural facilities, State sponsored measures to counter COVID-19 pandemic both during 1st and 2nd waves, fighting out several odds. The unassailable resolve by the Government to overcome the COVID-19 pandemic by mustering social awareness, corporate pro-activeness and long-term plans of scientific modules, are laudable and inspiring to other countries. Because of the revamping and strengthening steps initiated by the present Government, the Health Sector has witnessed an unprecedented and galloping growth of health infrastructure which had equipped the doctors, nurses, frontline workers in saving the lives during the 1st and 2nd waves of COVID-19 pandemic. Notwithstanding the fact that COVID-19, is the biggest pandemic outbreak in the last 100 years and the challenges posed by it were unprecedented. Despite all odds, India not only has been successful in producing two vaccines which are already being used in vaccination programmes,

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*** Editor, University News, Association of Indian Universities, New Delhi*

but also supplying vaccines to 95 countries – a humanitarian act which needs appreciation rather than criticism, Dr Patwardhan and his Team stated.

The Team has also appraised the role of traditional approaches of the Ministry of AYUSH, which have helped in prevention, home-care and management of asymptomatic, mild COVID-19 and effective convalescence. Advocating the the role played by our ancient multi-faceted Ayurveda Medicinal System, which is now being embraced by the world, in containing and preventing the surge of the mutant Corona Virus, the Team stated that medical experts of many countries feel that the COVID-19 response in India has been rapid, strategic and multipronged and has adapted to the evolving pandemic situation.

Finally, the Team of Dr Patwardhan reproached the Editors of Lancet Journals stating---*"Editorials in journals such as The Lancet should refrain from making statements ignoring facts, causing panic; and worse, making comments like politicians."*

The authors of this Communication, appreciate the move of Dr Patwardhan and his Team in admonishing and warning the Editors of Lancet Journal vis a vis other Media for their imprudent act of publishing misleading information through misrepresentation of facts, and blemishing the image of Indian Government.

However, it is a matter of introspection for we Indians as to what has gnawed our Health Sector Infrastructure in its modernization since last several decades until this pandemic revealed its dismal plight and the present Governments both State as well as Central, had to fight a tough battle on a war footing showing resilience, perseverance and commitment towards its people.

It is high time that the Medical Institutions and Universities come forward proactively and involve themselves in connecting the society through innovative research and development activities in improving the health standards of the people, and also creating awareness about the efforts made by the Indian Government in modernizing the Health Sector and Vaccination Programmes on the strong footholds of '*Atma Nirbhar Bharat'*.

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THESES OF THE MONTH

HUMANITIES
A List of doctoral theses accepted by Indian Universities
(Notifications received in AIU during the month of May-June, 2021)

Geography

1. Dalvi, Vijay Jaysing. **A geographical study of rural settlements in Shrigonda Tahsil**. (Dr. Jadhav S B and Dr. N T Deshmukh), Department of Geography, Swami Ramanand Teerth Marathwada University, Nanded.

2. Kamble, Gautam Vithalrao. **Comparative study of agricultural landuse in Latur and Ahmedpur Tahsils**. (Dr. N G Mali), Department of Geography, Swami Ramanand Teerth Marathwada University, Nanded.

3. Modang, Reena. **An analysis of the level of socio-economic development in longding District, Arunachal Pradesh**. (Prof. Kiran Kumari), Department of Geography, Rajiv Gandhi University, Itanagar.

4. More, Mahesh Sureshrao. **Tiru jalsinchan prakalap prabhav kshetrachya antargat yena-ya prdeshateel krishi parivartnacha bhogolik abhyas**. (Dr. Kalgapure A A), Department of Geography, Swami Ramanand Teerth Marathwada University, Nanded.

5. Omjee. **Madhya Pradesh ke Murena Jile mein krishi ka rupantaran: Ek bhogolik adhyayan**. (Dr. A K Shrivastava), Department of Geography, Vikram University, Ujjain.

6. Priyanka Kumari. **Lucknow Nagar ka aitihasik Bhugol: Ek vishleshnatamak adhyayan**. (Dr. A K Shrivastav), Department of Geography, Vikram University, Ujjain.

7. Rathore, Mahima. **Gwalior Sambhag ke Jila Mukhyalay Nagaroan mein aadharbhut nagariye seva suvidhaoan ka bhogolik adhayan**. (Dr. R K Shrivastav), Department of Geography, Vikram University, Ujjain.

8. Shinde, Kishor Bharat. **Spatio-temporal climatic variability in Marathwada Region: A geographical approach**. (Dr. Parag A Khadke), Department of Geography, Swami Ramanand Teerth Marathwada University, Nanded.

9. Zore, Raju Babu. **Tilari aantarrajey prakalpachyea prabhav kshetrateel lokjeevnawar jhalelaya parinamancha bhogolik abhyas**. (Dr. Rathod V R), Department of Geography, Swami Ramanand Teerth Marathwada University, Nanded.

History

1. Gadegaonkar, Sarita Nagorao. **M. Gandhi va M. Phule yanchya vicharancha tulnatamak abhyas**. (Dr. Pawar B T), Department of History, Swami Ramanand Teerth Marathwada University, Nanded.

2. Patil, Dattatray Rangrao. **Kolhapur Jilhyateel nivdak sehkari dudh sanghancha aitihasik abhyas: Isvi 1960 te isvi 2015**. (Dr. Gangthade R D), Department of History, Swami Ramanand Teerth Marathwada University, Nanded.

3. Waghmare, Maruti Nivrutti. **Daud Talukyateel sehkari chalvalichi aitihasik mimansa**. (Dr. Balkhande S P), Department of History, Swami Ramanand Teerth Marathwada University, Nanded.

Languages & Literature

English

1. Anu, P. **Reading as curricular intervention for developing critical thinking skills**. Department of English, Hindustan Institute of Technology and Science, Chennai.

2. Avinash, T. **Postmodernism: Transcultural study (With special reference to literature)**. (Dr. M Usha), Department of Translation Studies, Kannada University, Hampi, District Bellary.

3. Badne, Archana Govindrao. **Delineation of woman in the postcolonial Indian fiction in English by female writers: With special reference to Anita Nair, Manju Kapur and Meenu Mehrotra**. (Dr. K Rajkumar), Department of English, Swami Ramanand Teerth Marathwada University, Nanded.

4. Bhandwalkar, Abhijeet Sahebrao. **A portrayal of post-human society in the select science fiction of William Gibson**. (Dr. R D Kamble and Dr. M M Nivargi), Department of English, Swami Ramanand Teerth Marathwada University, Nanded.

5. Bhise, Madhukar Vikram. **Nineteenth century feminist prose writers in England and India: A comparative study**. (Dr. Rohidas Nitonde), Department of English, Swami Ramanand Teerth Marathwada University, Nanded.

6. Guranani, Parshottam Vishnudas. **The portrayal of India through selected travelogues: A critical study**. (Dr. Pratik Dave), Department of English, Saurashtra University, Rajkot.

7. Harkal, Vasant Nagorao. **An eco critical study of the select fiction of Margaret Atwood and Mahasweta Devi**. (Dr. R T Bedre and Dr. Sudam Laxmankumar H), Department of English, Swami Ramanand Teerth Marathwada University, Nanded.

8. Hiral, Sukhanand Chaudhari. **The application of ICT tools for learning English and communication skills: A case study of undergraduate engineering learners**. (Dr. Mahesh Kumar Dey), Department of English, Veer Narmad South Gujarat University, Surat.

9. Jotangiya, Pareshbhai Nathabhai. **Portrayal of apartheid and post-apartheid in South African Society and its impact on Nadine Gordimer: A study of her selected novels**. (Dr. Neeharika Rawat), Department of English, Saurashtra University, Rajkot.

10. Jotva, Vijaykumar Virabhai. **A critical and comparative study of select letters of Keats and Kalapi**. (Dr. Iros Vaja), Department of English, Saurashtra University, Rajkot.

11. Karavadra, Ramde Arabhambhai. **Documenting partition memory of Coastal Saurashtra**. (Dr. R B Zala), Department of English, Saurashtra University, Rajkot.

12. Lakhavani, Nilamben Sopandev. **A depiction of women characters in the selected novels of Shashi Deshpande**. (Dr. Monali Chatterjee), Department of English, Rai University, Ahmedabad.

13. Nagria, Ankita. **Treatment of myth in the selected works of Githa Hariharan and Namita Gokhale**. (Dr. Anjana Pandey), Department of English, Vikram University, Ujjain.

14. Patel, Gajendrakumar Shantilal. **Evaluation of existing teaching methods and materials at use in English language in the commerce colleges of Vadodara District**. (Dr. Alpesh B Joshi), Department of English, Rai University, Ahmedabad.

15. Patel, Toralkumari Ishwarbhai. **Rewriting myth: A critical analysis of Amish Tripathi's works**. (Dr. K G Rathod), Department of English, Saurashtra University, Rajkot.

16. Patel, Veenakumari Motibhai. **The novels of Kamala Markandaya: A study of Indian Diaspora**. (Dr. Mahesh Kumar Dey), Department of English, Veer Narmad South Gujarat University, Surat.

17. Pawar, Vijaykumar Ganpatrao. **Social realism in the select plays of John Osborne**. (Dr. Sudhir Nikam and Dr. Nivargi M M), Department of English, Swami Ramanand Teerth Marathwada University, Nanded.

18. Rana, Sarvapal Singh. **Sources of law in the texts of Hindu religious systems**. (Dr. Achala Sharma), Department of English, Vikram University, Ujjain.

19. Ranpura, Jaykumar Arvindkumar. **A comparative analysis of the female protagonists in the selected novels of Shashi Deshpande and Varsha Adalja**. (Dr. J K Dodiya), Department of English, Saurashtra University, Rajkot.

20. Sawaeng, Bhramanin Phra Sayan. **Thematic study of the protagonists in the selected translated Jataka Tales**. (Prof. M Suresh Kumar), Department of English, Acharya Nagarjuna University, Nagarjuna Nagar.

21. Shaqatha, Aymen Ahmed Hadi Al. **Integrating information and communications Technology into EFL classroom: A study of selected schools/colleges in Yemen**. (Dr. Tasneem Anjum), Department of English, Swami Ramanand Teerth Marathwada University, Nanded.

22. Sharma, Ritendra. **Word origins, cognitive processes and cultural evolution: Inter-relationships in context of English lexicon**. (Dr. Pankaj Saxena), Department of English, Indus University, Ahmedabad.

Hindi

1. Bhaskar, Daksha Jivanbhai. **Shrikant Verma: Vyaktitav aur krititav**. (Dr. S B Makvana), Department of Hindi, Saurashtra University, Rajkot.

2. Nagar, Dolly Singh. **Hindi navgeet aur samajik yatharth**. (Dr. Uma Bajpai), Department of Hindi, Vikram University, Ujjain.

3. Paraste, Priyanka. **Baiga Janajati ke sahitya aur sanskriti ka samagra anusheelan**. (Dr. Shailendra Kumar Sharma), Department of Hindi, Vikram University, Ujjain.

4. Parmar, Bhanu Savjibhai. **Amarkant ka katha sahitye: Ek samikshatamak adhyayan**. (Dr. Jivanbhai R Dangar), Department of Hindi, Saurashtra University, Rajkot.

5. Rajput, Jitendrakumar Jagannathsingh. **Rashtriye sampark bhasha ke rup mein Hindi: Mahatma Gandhi evam Narendra Modi ke sandarbh mein**. (Dr. N M Kalarthi), Department of Hindi, Veer Narmad South Gujarat University, Surat.

6. Saboo, Rashmi. **Dadu Dayal ka bhakti-sahitye: Ek anusheelan**. (Dr. M K Goswami), Department of Hindi, Saurashtra University, Rajkot.

7. Sakhbar, Sudama. **Vrat parv aur utsav sambandhi Malwi aur Bundeli lok sahitye**. (Dr. Shashi Joshi and Dr. Shailendra Kumar Sharma), Department of Hindi, Vikram University, Ujjain.

8. Sourashtriya, Ramsingh. **Hindi radio natya parampara evam Dr Satish Dubey**. (Dr. Sadhna Nirbhey and Dr. Premlata Chutel), Department of Hindi, Vikram University, Ujjain.

9. Tiwari, Ripudaman. **Hindi bhasha aur praudyogiki: Vividh ayam**. (Dr. Premlata Chutel), Department of Hindi, Vikram University, Ujjain.

10. Vala, Manisha Mohanbhai. **Dr Jai Prakash Kardam ka katha sahitye: Ek anusheelan**. (Dr. J R Jadav), Department of Hindi, Saurashtra University, Rajkot.

Marathi

1. Gajalwar, Ramakant Kalbarao. **21vya shatkaleen lavni vandmay: Ek abhyas**. (Dr. Kalpana Dombe and Dr. Rajeshwar Duduknale), Department of Marathi, Swami Ramanand Teerth Marathwada University, Nanded.

2. Nampalle, Shivaji Hullaji. **Bhagwan Anjanikar yanchya sahityeacha vivechak abhyas**. (Dr. Mathu Sawant), Department of Marathi, Swami Ramanand Teerth Marathwada University, Nanded.

Oriya

1. Moharana, Sabitri. **Odia natakare nari samprukti: Bhitti O bhumika**. Department of Odia, Central University of Odisha, Koraput.

2. Padhan, Rinki. **Odia upanyasare paschat pattadrusyantara barnanatmaka Shaili: Prayoga O pratiphalana (1980-2017)**. Department of Odia, Central University of Odisha, Koraput.

Sanskrit

1. Gosai, Hardikkumar Rasikbhai. **Application of Kavyaguna on Kiratarjuniya and Sisuplavadha**. (Dr. R A Chotaliya), Department of Sanskrit, Saurashtra University, Rajkot.

2. Kapadia, Arvindkumar Bhimjibhai. **A dramatic study of dramas of Harsavardhana in the context of Natyasastra of Bharata and Dasarupak of Dhananjaya**. (Dr. L M Panseriya), Department of Sanskrit, Saurashtra University, Rajkot.

3. Malviya, Subhash Chandra. **Mahabharat ke samvada evam Mahabharatkaleen Vad pratha: Ek adhyayan**. (Dr. Ramesh Chandra Sharma), Department of Sanskrit, Vikram University, Ujjain.

4. Sharma, Lekhraj. **Sanskrit Vangmay mein devayoniyan**. (Dr. Balkrishan Sharma), Department of Sanskrit, Vikram University, Ujjain.

5. Sindhav, Januben Devabhai. **Jaysanhitayanam (Kinva Aadibhartey) Pandwanaam charitranam**. (Dr. Vishnubhai D Purohit), Department of Sanskrit, Gujarat University, Ahmedabad.

Urdu

1. Chaudhari, Sheetalben Mansinh. **A psychological study of Anita Desai's select novel**. (Dr. Nilam Gajjar), Department of Urdu, Rai University, Ahmedabad.

2. Raziya, Bi. **Riyasat-e-Karnatak mein Urdu Naath Goyi (1960 to 2010)**. (Dr. Syed Khaleel Ahmed), Department of Urdu, Kuvempu University, Shankaraghatta.

3. Shaikh, Nuzhat Parveen M Gouse. **Marathwada mein Urdu Tarjuma Nigari kee Riwayat**. (Dr. Saleem Mohiuddin), Department of Urdu, Swami Ramanand Teerth Marathwada University, Nanded.

4. Zaker, Ali Khan Kamel Dad Khan. **An analytical study of Urdu historical novels: With special reference to Nassem Hijazi and Inayatullah Altamash**. (Dr. Md Nasirullah Ansari), Department of Urdu, Swami Ramanand Teerth Marathwada University, Nanded.

Performing Arts

Music

1. Datta, Sutapa. **Pandit Ajay Pohankar ka vyaktitva evam kratitva**. (Dr. Sandhya Mahajan), Department of Music, Vikram University, Ujjain.

Tabla

1. Joshi, Chaitanyakumar Anilprasad. **Contribution of tabla playing of Farukhabad Gharana in the field of Vadan and study of its special Bandishes: A study**. (Dr. Bharatiben Rathod), Department of Tabla, Saurashtra University, Rajkot.

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