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# Managing Sustainable Change in Higher Education Institutions: Towards Phronetic Vision Development

Shiv K Tripathi\*

Strategic changes are inevitable in all types of the organization including Higher Education Institutions (HEIs). In Indian higher education, the recent changes in the policy framework have made it essential to manage institutional changes for the desired transformation at the institutional level. While it is generally accepted belief that effective planning before implementation key to effective change management, the issue of aligning the institutional vision development, which is foundation to entire planning, often remains less explored. This article traces the need for contextually aligned vision development and explores the emerging issues, which need to be addressed in the vision development process. Based on the advances in the literature of 'practical wisdom' applications in management, the article presents a conceptual framework for 'Phronetic Vision Development (PVD)' in context of HEIs. The article is conceptual and based on review of literature. The suggested PVD steps are generic and can be adapted to any specific institutional context.

The transition from Millennium Development Goals (UN, 2015 a) to Sustainable Development Goals (UN, 2015 b) created a worldwide change wave in the development priorities. Post introduction of Sustainable Development Goals (SDGs), there have been numerous initiatives at different levels ranging from new development frameworks by international development agencies to country-level policy reforms and changes; all with the broader objective of setting the development direction and pace to achieve 17 SDGs (UN, 2015 b, *ibid.*). The review of most of the country-level policy changes across countries and continents shows the prioritization of SDGs through policy reforms.

In the Indian context too, most of the post-2015 policy reform initiatives across different sectors have focused on embedding the SDG Goals and specific targets through proposed sector-specific changes. For example, two important national policies in the health and education sector in India i.e. National Health Policy 2017 (MHFW, 2017) and National Education Policy (NEP) 2020 (MHRD, 2020) respectively, both show the direction of the policy reforms are guided largely by the broader objective of accomplishing the SDGs. In order to effectively realize the policy level changes on the ground, the changes in regulations, systems, structures, processes, and culture are the essential requirements. Such mega-level change management requires strong multi-stakeholder collaboration and collective action at all levels.

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In the context of Indian Higher Education Institutions (HEIs), the NEP—2020 guided new implementation frameworks have already been started to be introduced by the apex regulatory body University Grants Commission (UGC). Other sector or purpose-specific apex coordinating agencies like All India Council for Technical Education (AICTE), National Council for Technical Education (NCTE), and National Assessment and Accreditation Council (NAAC) are also in process of rolling-out new frameworks, guidelines, and supporting policies to ensure 360-degree changes in the HEIs in the larger spirit of NEP—2020.

9701644111 8978900567 Most of the proposed, suggested or desired policy changes will require, unconditional and significant, changes at the institutional level, particularly in terms of the way the HEIs plan and deliver the higher education and related services. While the initial coordination at apex level looks quite promising in terms of the seriousness to drive the changes, the implementation at HEI level is essential to translate the attempted ‘mega changes’ to realized ‘mega impact’. At level of HEI, the issue can be considered as a perfect case of ‘strategic change’ triggered by the national education policy reforms (Figure 1.0).

All the policy changes need to be realized through (and at) HEIs, which is the main actor for driving the change. HEIs are autonomous strategic

actors, which largely function following ‘open-system’ organization approach (Scott and Davis, 2007; Scott, 2013). This implies that most of the organizational level change management must be managed by (and at) HEIs. The effective management of organizational change require planning for the ‘desired strategic change.’

Developing the ‘new’ vision for the change is one of the fundamental requirements for effective organizational change management. The article explores further the central issue of ‘vision development’ in context of desired changes, triggered by the NEP—2022.

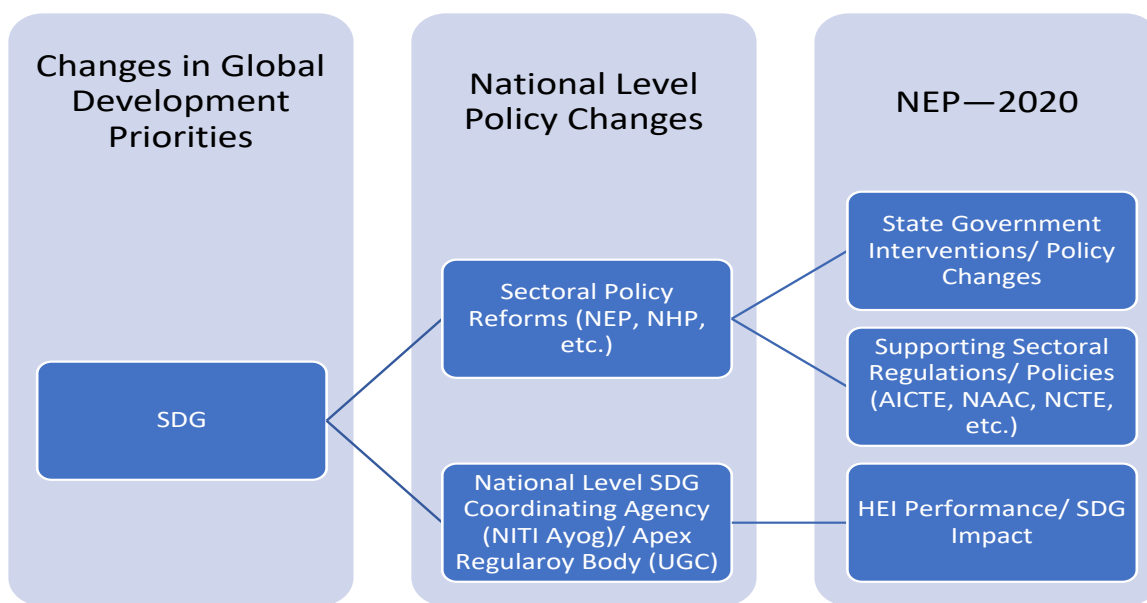
### Objectives and Emerging Questions

The focus of the article is to explore the systematic vision development process framework in HEIs, particularly in reference to managing the ‘strategic change’. More specifically, the article aims to:

- Identify the essential requirements of developing an effective vision for the desired changes;
- Trace the latest conceptual and theoretical innovations in the context of organizational vision development; and
- Propose a conceptual solution for the HEI vision development process to manage strategic change.

While exploring the above objectives, we attempt to answer the following questions:

**Figure 1: The Web of Policy Reforms for SDGs**



- a. What factors help in developing the effective institutional vision for managing the strategic changes?
  - b. What are some important theoretical insights for developing institutional vision from a change management perspective?
  - c. What are the latest theoretical and conceptual suggestions which can be considered for designing the change management vision at the institutional level? and
  - d. What steps should be followed to arrive at an effective vision that will help in driving the change at the institutional level?
- a. Evolved vision i.e. vision as an outcome of an ongoing evolutionary process over a period of time that is inclusive and participative.
  - b. Adopted vision i.e. finding the best short-cut fit while benchmarking with some of the other institutions and simply modifying the phrases.
  - c. Imposed Vision i.e. based on pressing external requirements, competitive, regulatory, or otherwise, institutions quickly add a few catchy keywords in the vision. For example, sustainability-focused, technology-driven, industry-ready, world-class, excellence-driven, etc. are some words that can be often found in the statements, without any linkages to institutional plans.
  - d. 3<sup>rd</sup> party vision i.e. some hired external consultants after analysis (or without due analysis) to craft beautiful phrases for the institution,

### **Institutional Vision: Purpose and Reality**

The practice of writing the formal vision statement has evolved in corporate organizations and now it is widely adopted in different types of organizations including HEIs. Although there is no general agreement on the definition of a vision statement, the vision in a broader sense is the idealistic future of what an organization might be and might achieve with well-defined roots and ground realities (Bratanu and Balanescu, 2008).

Vision Statement, despite its' great importance in shaping the institutional strategic plans, sometimes, may not be developed and pursued in the way it ought to be. For example, it has been observed that often the considerations in plan development is rooted in the immediate short-term or mid-term results instead of integrating and aligning it with the institutional vision. The question here is how to take the vision statement out of its' limited decorative role on websites, display boards, and promotional brochures to make it work for the institution. This triggers thinking about another important issue of the 'vision development process'. It is implied that if the vision statement is developed following a systematic approach, its' impact and contribution can be much more in realizing it on the ground.

Study shows (Amann and Tripathi, 2020) that stakeholders often ignore the vision statement because they fail to own to or relate to it. Again, this raises a question about the process of how the vision is written or developed. Amann and Tripathi (2020, *ibid.*) note four more common practices in institutional vision development:

- i. Powerful expression linking current and future in clear terms;
- ii. Reflection on the overall purpose and core values of the organization;
- iii. Self-determining instead of making it relative to other forces of the environment;
- iv. Concrete in terms of clarity towards the desired future;
- v. Multi-faced, reflecting the different aspects including personal, organizational, and altruistic facets; and
- vi. Have the strength to emotionally connect with the different stakeholders.

Before looking into the issues of the right process of defining and developing a vision, we must understand the essential characteristics of a strong, realistic, and sound vision statement. Clayton (1997) suggested six main attributes for developing an effective vision statement:

- i. Powerful expression linking current and future in clear terms;
- ii. Reflection on the overall purpose and core values of the organization;
- iii. Self-determining instead of making it relative to other forces of the environment;
- iv. Concrete in terms of clarity towards the desired future;
- v. Multi-faced, reflecting the different aspects including personal, organizational, and altruistic facets; and
- vi. Have the strength to emotionally connect with the different stakeholders.

Based on the ground realities of the institution, the vision must reflect the clear future shape in terms of its' broader aspiration. A university focusing on research-driven knowledge dissemination would have a different vision as compared to a highly specialized vocational university. In view of the NEP 2020 proposing the different categories of institutions like Teaching universities, Research universities, and Autonomous HEIs, it is important

that the choice of vision should be realistic, evidence-based, and in line with what the institution is capable of achieving.

### **Important Considerations in Institutional Vision Development**

The vision statement reflects the overall direction, purpose, and inspiration of an institution. Two important in developing an effective vision statement can be summarised:

- a. How to set the right institutional purpose? The vision statement communicates and reinforces the institutional ambition. As the vision statement also gives reflects an overall positioning of the institution one of the important ethical considerations is balancing the purpose in terms of ‘how we want others to perceive’ with ‘how internally it inspires and informs the internal stakeholders to perform’. For example, if a great-sounding vision statement, which is not close to reality, is developed to attract students and employers, it may create more stress for internal stakeholders, it may just end up as effective communication and branding tool rather than contributing to its’ true purpose.
- b. What process should be followed for vision development? When the consideration is to balance all stakeholder views instead of only presenting the inside-out view from the lens of some powerful and influential internal stakeholders, the role of the process becomes quite important. The more participative the process is, the more inclusive and realistic the vision statement is likely to be.

In order to ensure a transparent and inclusive vision statement both the purpose and process issues need careful planning. In order to ensure a systematic vision development process, a checklist that is based on Amann and Tripathi (2020, op. cit.) is proposed here.

#### **Check-List for Effective HEI Vision Development**

- i. Are we using tools to capture a realistic view of institutional capabilities?
- ii. Have we included analytical methods to identify major contextual forces?
- iii. Do we have an unbiased method for stakeholder inclusion?

- iv. Have we selected participants in the development process objectively and transparently?
- v. Have we transparently recorded the opinion of others in developing the statements?
- vi. Are we documenting the process for the development of the statement?
- vii. Have we transparently debated the content of the statement before agreeing on it?
- viii. Have we shared the draft for review with different sections of stakeholders?
- ix. Have we checked the statement to ensure it is not over-promising?
- x. Do we have guidelines regarding the responsible communication of Vision?

The purpose of the proposed checklist is to develop a vision statement, which is effective and purposeful in driving the desired institutional change. However, the experience shows that despite theoretically following some (or most) of the suggested check-points, due to one or other reasons, the conventional approaches and methodologies, sometimes, are constrained by some limitations in ensuring transparency and objectivity. Therefore, there appears to be a need for process innovation by applying some of the latest conceptual developments in the knowledge field of ‘practical wisdom’ or Phronesis.

### **Phronetic Planning: Foundation to Effective Vision Development**

Phronesis, as explained by Aristotle, is an intellectual virtue, which helps one to logically decide and act on the things good or bad for humans. Flybjerg (2004) explains that Phronesis concerns values and interests and goes beyond analytical scientific knowledge (episteme) and technical know-how (techne). It is the art of judgment, which is also referred to as practical wisdom or prudence. It is important to note that vision development involves the planning process, which is based on decision-making about what is good or bad in the given situation over a period of time. When we say deciding the ‘desired future state of institution’, it is not simply what we want to accomplish rather it is a collective decision and judgment about ‘what we ought to achieve as an institution for producing the common good. Therefore, this judgment requires something more than pure scientific analysis in terms of reasoning, interpretation, and understanding. This makes a perfect case for Phronetic vision development.

Bent Flyvbjerg, in his pioneering work in applying phronesis to study social science problems (Flyvbjerg, 2001) explains that the current research methodology used in social sciences is based on assumptions and principles of knowledge creation based on episteme and thus, missing the desired reasoning which is required to produce the wisdom-based solutions. Realizing the gap, Flyvbjerg (2004) proposed Phronetic Planning Research, which provides insights on how Phronesis can be applied to planning, decision-making, and management. Building on the Flyvbjerg (2001, 2004), Amann et al. (2017) proposed a framework for Phronetic Management Research. Extending the work in the higher education management context, Amann and Tripathi (2020) proposed the application of Phronesis in developing ethical statement of organizational purpose and direction including vision, mission and core values.

Flyvbjerg (2004) suggests three major changes in planning research: first, replacing the rational planning paradigm with the knowledge/action theory of planning with the communicative paradigm; second, the problem-solving should aim at the needs of the people who are going to be affected with the planning outcome; and third, the transparency should be ensured in communicating the results with the stakeholders. Flyvbjerg (ibid.) explains that those following the Phronetic approach in research-based solution building, are highly aware of their contextual reality by constantly looking into the four fundamental questions:

- i. Where are we going?
- ii. Who gains and who loses, and by which mechanisms of power?
- iii. Is this development desirable?
- iv. What, if anything, should we do about it?

The above questions serve as basic tenets of the Phronetic vision development. For HEIs, which are largely impacting the societies and communities in a number of ways, the effective and accountable vision development becomes essential not only for institutional performance but also for producing an overall sustainable impact over a period of time. Based on the prevision research in *Phronesis* application to planning and management, a new approach to institutional vision development can be adapted.

## **Phronetic Vision Development (PVD) Framework in HEI Context**

In India, we have witnessed a sharp increase in the number of HEIs but at the same time, we have also witnessed an increasing trend of ‘vacant seats’ in a number of institutions even institutional closure in certain cases. In terms of infrastructure, our institutions have made great progress, however, often we ignore that ‘capacity utilization is also an important parameter of sustainability else even the best-in-class infrastructure may turn into a ‘non-performing asset’. Careful and evidence-based planning appears to be a key to transforming the HEIs under the newly introduced policy in the country.

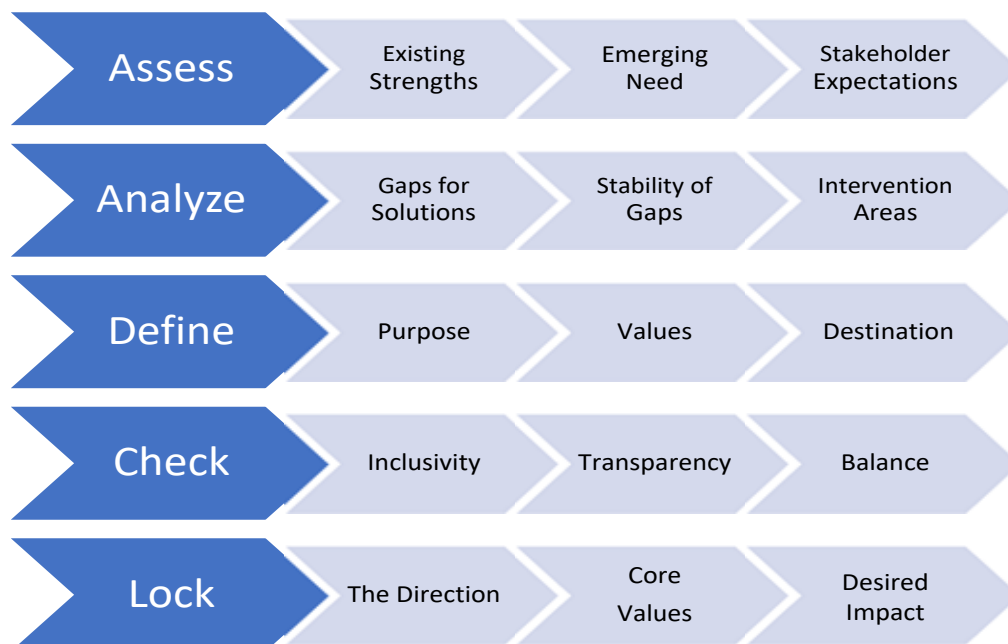
Adopting a transparent and wisdom-based method for vision statement development can be helpful for HIEs in India in many ways: first, it can reduce the uncertainties introduced in the system due to imbalance in incorporating stakeholder’s voices; second, it can make institutions more inclusive and thus, helping in winning the trust from a wider section of stakeholders; third, it can provide a systematic and evidence-based roadmap of institutional growth; fourth, it can significantly help in producing the benefits for multiple stakeholders at a time and thus, contributing to sustainable institutional growth eco-system; and fifth; can help in enhancing the sustainability impact of the institutions through enhanced institutional sustainability with-in.

Phronetic Vision Development (PVD) involves introducing, developing, and maintaining a systematic process for an inclusive and participative vision setting. The PVD can be integrated and aligned to the larger strategic planning system of the institution to make it a continuous interactive process. Although, by its basic nature, the vision, does not change frequently, however, it makes sense to align it to fast-changing factors in the institutional environment and accordingly fine-tune it.

The proposed PVD process (Figure 2.0) is generic in nature and institutions can adapt it flexibly while developing a vision statement. The process starts with mapping the stakeholder expectations, existing institutional strengths, as well as the emerging need, and areas which can be addressed based on the institutional existing strength.

At the next level, the analysis of gaps as well as how sustainable the gaps are i.e. short-term and

**Figure 2 : Phronetic Vision Development (PVD) Process Framework for HEIs**



long-term to be done. The final intervention areas need to be decided in terms of institutional strengths as well as the gap sustainability. At the next level, the alternative combinations of the purpose, value, and institutional destination (where we want to be) are defined.

Inclusivity, transparency, and balance in presentation/ communication (outside-in and inside-out) must be checked and vetted through a participative process. The checklist (Exhibit 1.0) can be used at this stage to ensure that the entire process is capturing the wisdom of all who are important both within and outside the institution. Based on the consultative process, wherever possible using the technology with transparency, the final statement of vision can be agreed upon and locked.

Applying the following (Flyvbjerg, 2004, p. 495) nine steps, particularly at the time of analyzing, defining, and checking, can make it more phronetic and wisdom-focused:

- i. Focus on values
- ii. Place power at the core of analysis
- iii. Get close to reality
- iv. Emphasize “little things”
- v. Look at practice before discourse
- vi. Study cases and contexts

- vii. Ask “How?”, do narrative
- viii. Move beyond agency and structure
- ix. Do dialog with a polyphony of voices

The PVD framework is flexible and attempts to provide a guideline for shaping the transparent and purposeful vision statement for HEIs. The *phronetic* vision can be helpful not only in preparing the realistic growth map for the institutions but will also be an essential part of the institution’s identity and uniqueness. The process can be used for scientific vision development but at the same time with practical wisdom.

### Conclusions

The implementation of SDGs has triggered sectoral level policy reforms in India. NEP 2020, which offers a broader policy framework for transforming education, requires the implementation of desired changes at the institutional level. In the context of HEIs, the changes introduced by NEP 2020 need careful and planned ‘strategic change management.’ The vision setting is the foundation for planned change management at the institutional level. A review of the existing vision development practices indicates many significant gaps and thus, limiting the potential of vision to contribute to the overall planning and management of the institution. Based on the work in *Phronetic Planning Research*, the article

*(contd. on pg. 19)*



# Indian Higher Education Ecosystem for STEM Disciplines @ Education 4.0

Prasenjit Roy\* and Asheesh Srivastava\*\*

STEM Disciplines are known for Science, Technology, Engineering, and Mathematics. 21<sup>st</sup> century world demand STEM skills in every citizen and it is the need of the hour. STEM disciplines are associated with the country's sustainable economic growth, innovation, sustainable environment, and overall wellbeing of society. Education 4.0 is in response to Industrial revolution 4.0 and addressing the Sustainable Development Goals (SDGs) number four that is quality education. Also, it emphasizes SDGs number nine that is industry, innovation, and infrastructure. Education 4.0 is based on the principle of creativity and innovation in meeting the demand and challenges of the 21<sup>st</sup>-century global society. While STEM disciplines are the important pillars for fostering the core ideas of Education 4.0. Self-Reliant India is based on the principles of indigenous manufacturing industries to make in India (Aggarwal & Sharma 2020). To achieve it, there is an urgency for STEM skills and knowledge to accelerate maximum productivity. Therefore, it is high time to reimagine and revamp our education system in cutting-edge areas like artificial intelligence, 3D Visualization, block chain, cloud computing, big data, Internet of things, machine learning, virtual reality, augmented reality, nanotechnology, neuroscience, biotechnology, etc. However, digital competency and personalized-based learning are essential for better learning outcomes. Systematic speculation and planning are the keys to adapt the future trends in the higher education ecosystem in India. The 21<sup>st</sup>-century world is changing like anything in every field, especially in economy, industry, education, and human behavior. In higher education 4.0, there is a digital transformation of classroom lectures to blended learning (Jones and Sharma, 2021). COVID-19 pandemic has made a

paradigm shift in the teaching-learning system across the globe. Moreover, technology-enabled learning is not a choice, but compulsion so far as blended or the flipped classroom is concerned. According to the National Science Foundation, it is predicted that 80% of the jobs created in the next decade will require some form of math and science skills. National Education Policy-2020 emphasized quality research in India through the National Research Foundation. While, draft policy on science emphasized that to meet the demands of human capital in the high-tech economy, the higher education system in a country should be tailored according to the needs of Industry 4.0 (Kamsi et. al., 2019). STEM Disciplines plays a very pivotal role in solving a real-world problem. For instance, COVID-19 pandemic vaccines are produced by the joint efforts of scientists, doctors, and technologists. One of the core principles of NEP-2020 is the extensive use of technology in teaching and learning, removing language barriers, more access for Divyang students, and educational planning, governance, and management (Ministry of Human Resource Development, 2020). Therefore, digital learning is the reality in the arena of Web 4.0.

Nowadays, we need the intellectually based job, and in due course of times, they may be replaced by machines like artificial intelligence-based devices, machines, or robots. The fourth industrial revolution is rapidly changing the world everyday around us. It has the potential to dramatically alter how we live, work, and interact with one another (Schwab, 2016). Emerging new technologies are blockchain, cloud computing, cyber security automation, virtual reality, augmented reality, Internet of things (IoT), Big data, 3D Visualization, nanotechnology, material sciences, quantum computing (Tandon & Tandon, 2020).

National Educational Policy-2020 proposed a paradigm shift in the entire education system, starting from pre-school to tertiary education. In Higher education, universities will play a pivotal role in fostering the need of the 21<sup>st</sup>-century job market.

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While University is also responsible for making every individual competent enough to acquire the necessary competency and life skills to lead a better and sustainable lifestyle. Education 4.0 emphasized learning at any time anywhere in a student-centric approach. Creativity and innovation with greater competency among next-generation learners is the foundation of Education 4.0. Education models must adapt to equip and orient children from primary and secondary school to acquire the necessary skills to create a more inclusive, cohesive, and productive world with meeting future workforces (World Economic Forum, 2020). Demand for STEM disciplines and STEM graduates will increase in an unprecedented manner. It will help to meet the 21<sup>st</sup>-century challenges like dealing with a pandemic, global population control, climate justice, city planning, sustainable lifestyle, the nation's economic progress, and innovation in all fields.

### Genesis and Emergence of Education 4.0

The evolution of education 4.0 can be traced by looking into its backdrop. Education 1.0 is primarily based on acquiring knowledge and transmission of information (Salmon, 2019). Manner and methods of imparting the education which prevailed in ancient and middle ages. Lectures and memorization are the prime concern of Education 1.0. While it was more about a teacher-centered approach and students were passive listeners. Also, it reflects Web 1.0 in digital platforms. The static web page where only dissemination of information with no interaction or interface in digital media. Education 2.0 is based on internet-enabled learning. Moreover, E-learning has become very prominent (Tirziu and Vrabie, 2015). It represents the social learning that is Web 2.0. In the case of Education 3.0, it is characterized by digital lives and mobility where semantics Web or Web 3.0 was the primary agenda. Education 3.0 is defined by a wide range of cross-institutional, cross-cultural educational opportunities in which learners play a central role as makers of shared knowledge artifacts. Social networking and advantages outside the immediate focus of activity play a significant role. Here, digital platforms' experiences or digital learning are comprehensive and more global (Salmon, 2019). Meetings on neuroscience, cognitive psychology, and educational technology, using digital and mobile web-based apps, hardware, and software, are

part of Education 3.0 (Hussain, 2013). Education 4.0 promotes flexible learning systems, inculcating life skills, the student-centric approach of teaching, and extensive use of technology lead to the concept of Education 4.0 (Aggarwal and Sharma, 2019). In contrast, the evolving Web 4.0, the semantic web, refers to the symbiosis between artificial and human intelligence (Salmon, 2019).

### Mega trends for STEM Disciplines in the Arena of Education 4.0

There are nine significant trends in Education 4.0 so far as teaching-learning and gaining of skills is concerned which was given by Fisk 2017 as follows:

- **Anywhere Anytime** : Learning can be possible anywhere and anytime as per the learner's convenience and pace of learning.
- **Personalized Learning** : Students can gain mastery-level learning to many extents to a particular subject since they can practice more and more as per their ease and pace.
- **Flexible Learning** : Autonomy of the learner in the acquisition of knowledge
- **Project-based Learning** : students will be exposed to more project-based learning
- **Experiential Learning** : Hands-on experience and more engaging in the practical approach of understanding leads to better learning outcomes
- **Data Analysis** : Critical analysis and comprehension of the available data by applying theoretical knowledge will enhance logical reasoning skills.
- **Evaluation and Assessment** : Effective assessment can be both in offline or online mode with greater flexibility.
- **Fluid Curriculum** : A more updated curriculum that will meet the demands of the learner in holistic developments and at par with jobs demands.
- **Student Ownership** : Student will have more autonomy in their teaching-learning process. The teacher will play the role of a facilitator who will guide the student in the teaching-learning process.

Apart from these, we need to have Standard Learning Frameworks to avoid cramming of contents and it will help to promote in-depth understanding of the lessons.

## Learning Modes in Education 4.0

Effective learning depends on how teachers provide instructions via face-to-face mode, virtual platforms, or dual-mode. However, the concern is to what extent it is relevant, updated, and meets 21<sup>st</sup> century education needs. The teaching-learning system, especially in higher education, has been forced to make dramatic digital transformations and adapt or replace their present teaching designs since the pandemic. Nevertheless, digital learning experiences prevailing in India may take another 10 to 15 years to come such extensive use of technology in the teaching-learning system. So, the followings are some of the trending learning modes in Education 4.0:

- Blended Learning.
- Collaborative Learning.
- Gamification.
- SWAYAM & MOOCs Platforms.
- Personalization Learning.
- Social Learning.
- Wearable Learning.

## 5I's of Learning in Education 4.0

Learning framework is essential for channelizing our energy to reach one's fullest potential to create and innovate. This framework will embrace better and more compelling learning

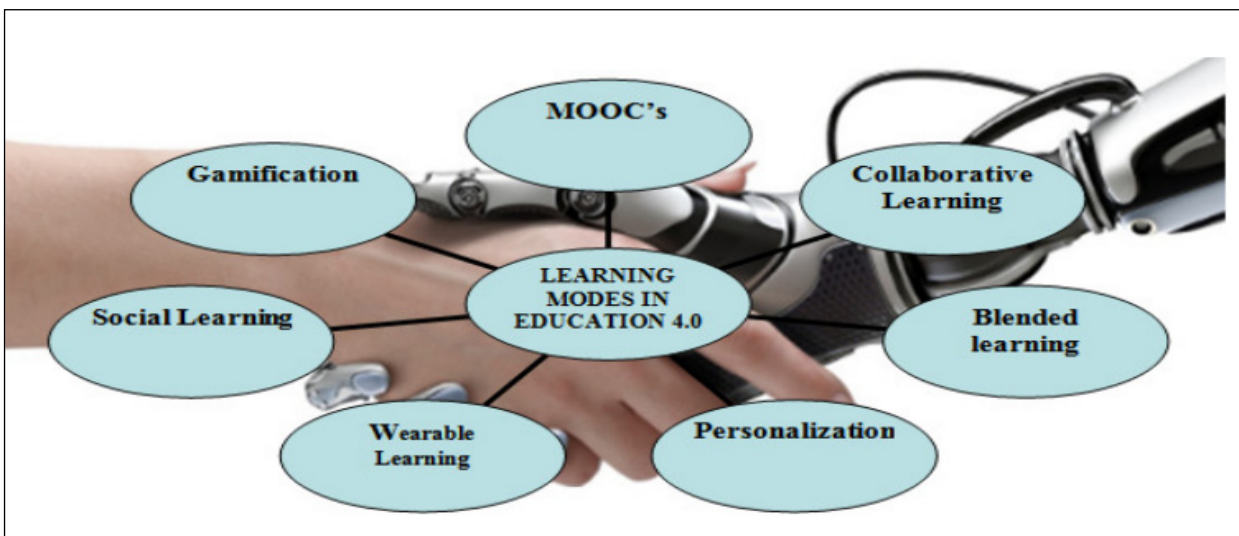
experiences (Diwan, 2017). The followings are the components of 5I's of learning:

- **Imbibing** : Internalizing basic concepts.
- **Iterate** : Practicing fundamental skills rigorously.
- **Interpret** : Taking facts from study and applying them to different situations with adaptive alterations.
- **Interest** : Developing enough curiosity about a subject to create new knowledge.
- **Innovate** : Focused on creativity and innovation.

## Education 4.0 for Fostering STEM

Education 4.0 is a concept coined by educational theorists to represent various approaches to incorporating cyber technology into physical and virtual learning. (Hussain, 2013). It aligns with the needs of industrial revolution 4.0, where humans and machines work together to identify solutions, solve issues, and discover new opportunities for innovations that may be used to better the lives of modern humans (Lase, 2019). The learner is at the center of Education 4.0, which allows students to pick their method of higher education by creating individual paths to attain individual goals. It is a combination of collaborative and individualized learning. Students can learn at anytime and anywhere (Gavhane, 2020). Industry 4.0 fosters the intelligent factory of the present time within very systematic modular smart factories, cyber-physical systems monitor processes. It creates a virtual image of

Figure1: Learning Modes in Education 4.0 Adapted from -(Rawat, 2018)



the physical world and helps to take decentralized decisions (Aggarwal & Sharma, 2019). Under the Ministry of Skill development and entrepreneurship, the government of India started the movements and initiatives like 'Skill India,' 'Pradhanmantri Kaushal Vikash Yojana 3.0', 'Atmanirbhar Skilled Employee', 'World Skills India'. Also, Govt. of India introduced the National Skill Qualifications Framework (NSQF) and proposed National Higher Education Qualification Framework (NHEQF) for the strategic plan to develop competency among youth and learners across the country. There is a need for competent faculty, curriculum, pedagogical approaches, quality research, collaboration, funding, and good governance where the main concern is creation and innovation.

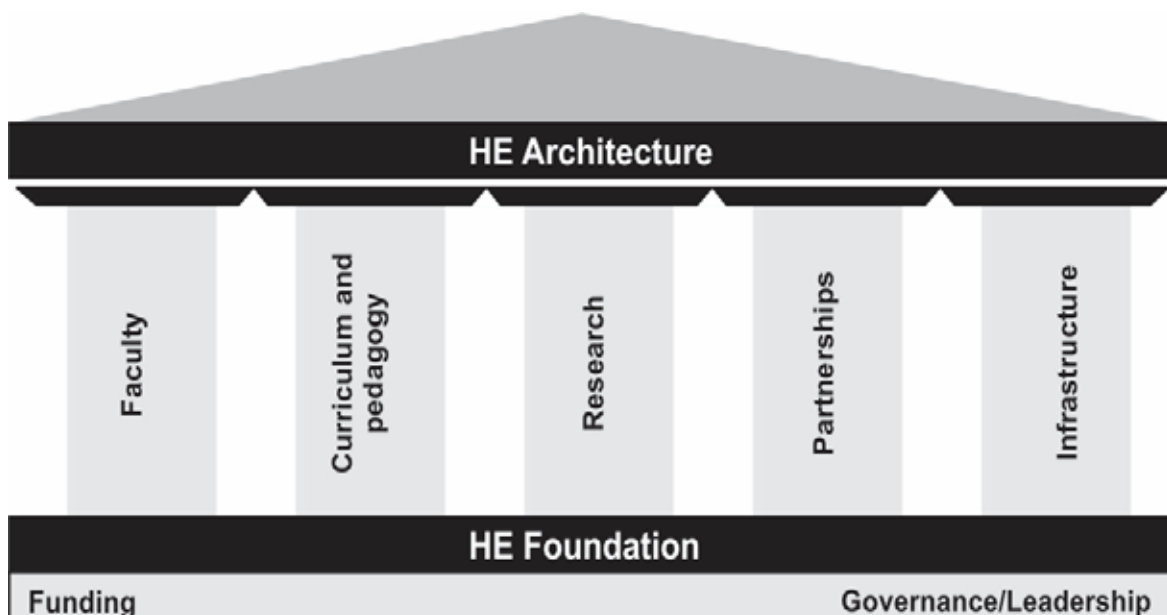
### Role of Universities in Fostering STEM Disciplines

In the Indian higher education context, Takshshila or Nalanda universities have been a part of our proud history. With one of the largest education systems, India holds an imperative position in the global education industry. India has a rich tradition of holistic and multi-disciplinary learning reflected in past universities like Nalanda and Takshashila, with extensive rich literature combining different disciplines. National Educational Policy 2020 mentions that the ancient Indian's very well-known literary work of Banabhatta's skadambari mentions 64

kalaas or arts. It broadly includes singing, painting, scientific fields such as chemistry, mathematics. Also, it says the vocational, professional, and teaching soft skills like communication, discussion, and debates. (Ministry of Education, 2020). The world is looking forward to India on the socio-economic front for procurement of a skilled young workforce. University plays a crucial role in grooming the young graduates to gain skills in aligning with the job market demands so far employability is concerned. Moreover, by merging intelligent systems with existing work flows to better exploit human creativity and brainpower. While boosting operational efficiencies, creating a simulative environment in the educational system can educate them with cognitive skills (Chitkara et al., 2020). University needs to revamp its prime focus on the following areas:

- Research.
- Faculty Development.
- Promoting Design Thinking and Computational Thinking among the Students.
- Partnership and Collaboration.
- ABC –Academic Bank of Credit.
- Governance and Leadership.
- Inculcating Soft Skills.
- Designing and Implementing Effective Curriculum and Pedagogy.

Figure 2: Higher Education Architecture Adapted from-(FICCI, 2017)



To prepare universities to foster Education 4.0, there is a need for national priority to focus more on research and innovation with experiential learning and fluid curriculum at par with Industrial revolution 4.0. While the need for new courses that will meet the demands of job markets and will be able to develop competency for entrepreneurship. The report of the Federation of Indian Chambers of Commerce and Industry 2013, clearly indicates the futuristic vision with key focused areas as tabulated below:

**Figure 3: Focused area in Higher Education Adapted from (FICCI, 2013)**

Higher Education in India: Vision 2030	
Category	Focus
Research-focused Institutions	<ul style="list-style-type: none"> <li>• Premier institutions of nation emphasizing on quality research and innovation</li> <li>• Address the intellectual imperatives</li> </ul>
Career-focused institutions	<ul style="list-style-type: none"> <li>• Collaboration between industry and Academia especially institutions offering professional courses</li> <li>• Pivotal role in economic imperatives</li> </ul>
Foundation institutions	<ul style="list-style-type: none"> <li>• Towards more holistic education</li> <li>• Need to imparts skills that are essentials for industry/ community</li> <li>• Pivotal role in addressing social imperatives</li> </ul>

While using curriculum-based blended learning modules with systematic applying the design thinking approach is getting significant importance. Video conferencing becomes a valuable tool in addition

to classroom teaching that strengthens the learning experiences and practice (Hasan et al., 2021).

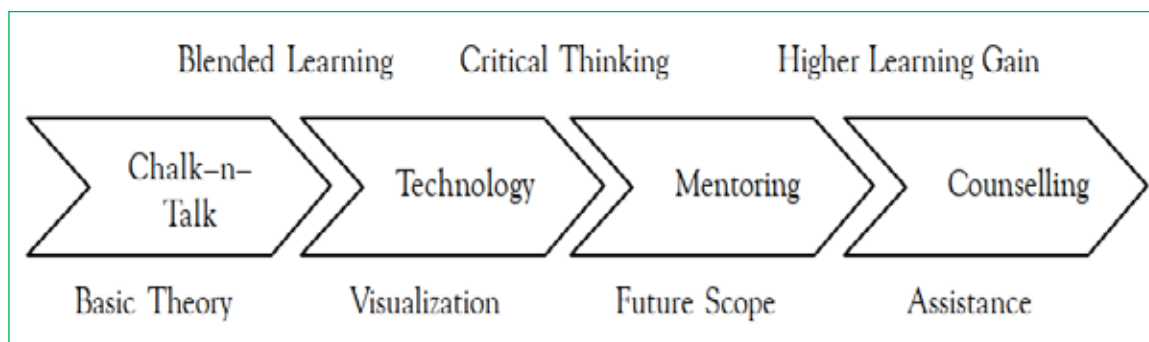
The learning ecosystem in the university needs to be strengthened to achieve higher learning gain among all the students, reflecting in their actions and learning outcomes (Mukherjee et al., 2020). Students in higher education have more autonomy in choosing the learning environment provided by digital platforms than traditional classroom teaching.

### Higher Education Ecosystems in India in Context of National Education Policy–2020

Higher education plays a significant role in contributing to sustainable livelihoods, economic prosperity, and development. Since India approaches a knowledge-based economy and society, many young generations are moving towards higher education in India. (Ministry of Human Resource Development, 2020). To foster quality education for competing and survival in the present job market need a better education system and effective educational Policy. NEP-2020 addressed the concern for Education 4.0. This is reflected in the proposed paradigm shift in higher education in the following aspects:

- **Institutional Restructuring and Consolidation:** Transforming higher education institutes into multidisciplinary universities, colleges, and Higher education institutes clusters.
- **Towards a More Holistic and Multidisciplinary Education :** It aims to develop all capacities and potential of human beings such as intellectual, aesthetic, social, physical, emotional, and moral in an integrated manner.
- **Curriculum and Pedagogy :** Effective and Updated Curriculum, Pedagogy, and assessment for the students.

**Figure 4: Andragogic Innovation in Tertiary Education Adapted from- (Mukherjee et al., 2020)**



- **Faculty:** Motivated, Energized, and capable faculty.
- **Research:** Catalyzing quality academic research in all academic disciplines through a new National Research foundation Proposed.
- **Vocational Education :** Reimagining vocational educational-emphasizing the spread of vocational education in India.
- **Collaboration :** Partnership and collaboration between industry the higher educational institutions to foster innovation and research.
- **Adult Education and Lifelong Learning :** Quality technology-based learning for adults to foster lifelong learning.
- **Technology :** Extensive use of technology in education.
- **Online and Digital Education :** Blended models of learning, Virtual labs, online assessment, and examinations.

### **Challenges In fostering STEM Disciplines in the Realm of Education 4.0**

While we are moving towards Education 4.0 in India and to meet the global standard, there are many areas where various challenges need to be addressed to foster STEM. Key challenging areas are as follows:

- Infrastructure.
- Economically challenging conditions.
- Skilled and qualified teachers.
- Techno savvy and techno pedagogical competency among 21<sup>st</sup>-century Teachers.
- Effective curriculum, pedagogy, and assessment.
- Organizational or institutional culture.
- Handling screen stress and screen time.
- E-inclusion and Digital divide.
- Promoting holistic education.
- Acquiring innovative skills.
- Visionary leaders and able administrators.

### **Concluding Remarks**

Education 4.0 plays a very pivotal role in sustainable economic development and STEM disciplines have the tremendous potential to achieve it. Employability skills in aligning with Industry

4.0 areal so the critical concern of Education 4.0. Dialogues between academia and industry are needed to reduce the gap between job opportunities and formal education catered by different educational institutions. Integrating life skills into the existing curriculum will connect the real world in fine-tuning with the stakeholders, industry, society, and entrepreneur networks. Encouragement to the young generation for STEM careers is the need of the hour. We need people who can think outside the box with encouragement for the team spirit, able to think convergently and divergently (Madden et al., 2013). Albert Einstein often said that we could not solve our problems with the same thinking we used when we created them. We need to focus on critical thinking, complex problem-solving skills, and divergent thinking in creativity and innovation. STEM (Science, Technology, Engineering, Mathematics) education to be made a national priority for dealings with challenges of 21<sup>st</sup> century. A maximum number of STEM graduates are needed. Digital competency and a techno-savvy approach is the need of the hour. However, technology is not an end, we need to use it judiciously, meaningfully, and rationally as per our convenience. The leapfrogging in the Indian education system will be with the implementation of NEP-2020. The different proposed plans, especially in Higher Education, will entirely change the nation's face and teaching-learning system. However, the concern is to what extent and when it comes into reality will remain a million-dollar question so far as implementation is concerned. It is high time for mapping the current jobs scenario in the realm of Industrial Revolution 4.0. Therefore, needs proper planning for restructuring the existing curricula and introducing new courses as per the jobs market. It is a challenging task to speculate the future trends of higher education in India. But the ground reality is that to achieve the 50 percent of Gross Enrolment ratio (GER) in India as proposed in NEP-2020, we need to rely on the digital or online learning mode in the coming days (Roy & Srivastava., 2022). There is a severe lack of the necessary infrastructure and funds to invest in education in the arena of the post-pandemic situation. We need to have fine-tune and synchronization with education, technology, society, and industries. John Dewey said that "If we teach today's students as we taught yesterday's, we rob them tomorrow". Therefore, in the context of the discussion made in the paper we need a revamp

in the entire education system in India, and NEP-2020 is the blueprint for our future education system to address the megatrends of Education 4.0. Also, competent and skilled faculty is highly essential to fosters and accelerate the STEM disciplines in the teaching-learning system in the realm of Education 4.0.

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# Modern Finance and Buddhism: A Juxtaposition of Precepts

Ashish Tripathi\*, Prasad Begde\*\* and Manish Jha\*\*\*

Money is so commonly in use that one hardly stops to ponder over the fact as to what is money. Going back to the times of classic theory of Aristotle, money is a commodity that mainly serves three functions viz., store of value, medium of exchange and a unit of account. Money is undoubtedly one of the most important inventions of the modern-day economy. In the absence of the intermediate good like money, for trading, the only option available would be the barter system. For the barter system to function effectively the main precondition is the existence of double coincidence of wants. It means what person A wants person B wants to sell and what the person B wants the person A is capable and willing to sell. Such a double coincidence is rare to find in practice. This makes the barter transaction inefficient and difficult to execute.

In the early days money was considered to be the root of all evil. Such a stance has considerably softened over the years and with the evolution of modern economics and finance, money is considered extremely desirable (Abreu & Brunnermeier, 2003). However, with the denouement of the 2008 financial crisis the desirability of greed for money has again come into question. Modern theory of finance rests on the assumption that the more the better as far as money was concerned. According to the credit theory of money, it is the promise to grant a favor to the bearer of the money note. Two main requirements for such a definition of money are that the person promising should be credit worthy and others should also respect money as a token of credit while willing to exchange based on that. In any economy the most credit worthy stakeholder is the government. This is the reason why according to the credit theory of money; money should be issued by the

government.

Initially the paper currency used to be convertible into gold/silver by the central banks of the countries. With time this has been scrapped and today is the day and age of what is termed as fiat money. Money derives its value because it is backed by the central banks. Fiat money has become increasingly popular after 1971 when the US eliminated the convertibility of the dollar into gold/silver.

## What is Finance?

Finance has two main functions viz., to establish an effective payments mechanism and to bring savers and borrowers together to transfer financial resources from surplus to deficit units. Efficient financial systems create innovative financial products with different risk, return and maturity profiles. As per Angel and McCabe (2009), a complete financial market is one where each investor is able to obtain the cash flow stream desired by him over his life span through financial transactions. Finance includes assets other than money like, stocks, bonds, derivatives and mutual funds. The main difference between financial assets and real assets is that the financial assets are less tangible. There are certain real assets underlying the transactions in the financial assets. However, in the majority of the financial transactions the underlying assets do not exchange hands. Financial assets can be defined as promises of future money payments.

Coupled with each financial asset is the concept of true value or intrinsic value. It is the holy grail of financial economics. All the players/stakeholders in the financial markets try to figure out this value of the financial assets. It is commonly believed that the values of the financial assets in the markets tend to approach this intrinsic value as the market factors in new information related to the financial assets in question (Arnold & Valentin, 2013). The two main factors that drive the market prices of the financial assets are the underlying cash flows generated by the financial asset and the ease of its transferability which will affect the liquidity of the financial asset.

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As can be observed from the current practices in the financial markets all the participants are in a race of monetary gain. Because of the ruthlessness and unbridled competition in the rush for making money many a times lot of unethical practices are resorted to which in turn makes the financial system fragile and subject to various shocks. Money and finance are essential for our daily survival and meeting the needs. However excess of anything is not good and can lead to the creation of a dysfunctional system. The solution of the problem does not seem to lie in the structure or the mechanism of the financial markets as they are one of the most efficient and effective pillars of the modern economy. It seems that the greed and the outlook of unbridled acquisition is somewhere to be blamed. Thus, the genesis of the problem and its solution both reside in the workings of the human mind. This is where Buddhist philosophy and teachings can be a source of great insights into the likely solution to the problem.

### **Comparison of Basic Tenets of Buddhism with Finance Theory**

Finance theory says that utility can be enhanced by having more wealth and physical comforts at your disposal. According to it the method of making life enjoyable is to acquire greater amounts of material possessions. In contrast the first tenet of Buddhism is that life is misery in itself. Its reason is enumerated in the second principle which states that desire is the root cause of this suffering. If we have a keen look into the recent 2008 financial crises most of the problems can be traced back to the excessive pursuit of wealth and the desire to be rich. According to the Buddhist principles such excessive desire can be considered to be akin to a mental flaw/illness. The third tenet says that it is not compulsory for life to be a misery and if the mental processes can be tamed it can lead to a cessation of all misery. Thus, there is a beautiful light at the end of the tunnel if one follows the Buddhist sayings and controls the ever-powerful mind which is in a constant race for material wealth. If we juxtapose the basic tenets of finance with the Buddhist principles they seem to be at the opposite ends of the scale. While finance stipulates that according to the utility theory the more the better, Buddhism lays premium on restraint and control of desire. Buddhism emphasizes that even the desire for wealth should not be there let alone the unbridled pursuit of material things (Suzuki, 1956).

In corporate finance it is stated that the goal of a finance manager is shareholder wealth maximization. Use of such terminology tends to fashion the minds of young finance managers to be in the rush for maximization at any cost. However, Buddhism clearly states that even the presence of such a desire is actually leading to misery. The fourth tenet of Buddhism stipulates that there is a well laid out roadmap for the cessation of all human miseries and sufferings and it is termed as the eight-fold path.

### **Eightfold Path in the Light of Modern Finance Theory**

The first precept of the eightfold path in Buddhism is to hold the right views. According to the Buddhist tradition the thought is the root cause which propels all action. Modern finance lays a premium on rationality and endorses the pursuit of wealth while thinking rationally before taking actions aimed predominantly at generating surpluses. When the mind is clouded with a thousand desires and predominantly greed it is difficult to see the right viewpoint. One just wants to achieve his mental desires at any cost. Ultimately instead of enhancing the sustainability of the system the mind becomes dysfunctional leading the person holding such desires ultimately to destruction. It is stated that there is no external friend or foe of any person. A person whose mind has the right views, has his mind as his best friend while a person who is driven hither and tither due to desires, his mind is his worst enemy. This is exactly how the 2008 financial crises played out when we look at it in retrospect. There was so much competition that in the race for wealth managers used shortcuts and unethical methods which ultimately led the system to collapse. If the managers would possess the right views, then instead of man eating man type of competition there would be collaboration and sharing of wealth. Such magnanimity would not make anyone poor but would significantly enhance the sustainability of the modern finance and economy.

The next step in the ladder of the eight-fold path of the Buddhist philosophy is that of right resolve. Merely harboring the right views is not sufficient. It should be coupled with the determined resolve for the right kind of action (Warren, 1896). A person has the right resolve if he is determined to put in

practice the right views that he already has. The right resolve is indicated by the intentions of the persons/individuals. Mind intentions possess a great force in themselves. According to the right resolve humans cannot be weak hearted. If one has to make the right contribution, he should have a strong and right resolve. Merely following others in the blind race for wealth (as transpired in the 2008 crises) is for the faint hearted. It is stated in common parlance that when everyone starts talking about making money on the stock market be wary that the market is in a bubble phase and can burst at any time. A person harboring the right resolve has great conviction and confidence in his viewpoint. He will take the right action no matter how the entire world reacts to that. If a person acquires the right resolve his personality carries immense force and can move mountains and even change the direction of the entire economies.

The normal thinking in managerial finance is that talking about increasing profits and wealth is benign and can be considered absolutely acceptable. However, as per the third step in the eightfold path one has to be very circumspect in practicing the right speech. Any word or statement that implicitly fans desire has to be cautiously avoided. What one speaks is what he becomes as per the Buddhist teachings. Since desire is at the root of all sufferings the individual has to speak things which can lead to overcoming the desire rather than falling prey to it. Thus as per this philosophy of Buddhism the managers should talk about sharing and working in the material sphere with a spirit of renunciation. The fourth stage in the eight-fold path is that of right action. Buddhism does not merely pay lip service to its ideals. It stipulates that right view, right resolve and right speech has to be coupled with right action if one is to achieve cessation of all suffering. Many a times it is observed in the corporate world that actions belie the statements made by managers. In accordance with the finance theory the managers speak in glowing terms about creating value and giving something back to the society. However, their actions are to the contrary. One stark example is that of increasing CEO and CFO salary at the height of the 2008 crisis when firms were failing by the dozen. Finance does not endorse selfishness and greed explicitly. However, because the managers are weak spiritually then fall prey to the base instincts of the human self. As per Buddhist teachings one has to

evolve to such a level of spiritual quotient that desire less actions come naturally to him (Warren, 1896). This is the only way out as a solution to the current malaise plaguing the modern financial system.

One of the most quoted statements of Mahatma Gandhi is that the world has enough resources to meet the needs of everybody but not enough to meet the greed of even a few. According to the eightfold path the right livelihood is what should be accepted and can lead to liberation rather than bondage. If the source of livelihood is driven by the acquisitive impulses it is not the right kind of livelihood as per Buddhism. There should be a component of contentment and sharing with others from the livelihood rather than a race for material consumption. The modern-day finance professionals put so much effort to enhance their fancy packages that they destroy the self as well as the firm for which they worked. There should be a spirit of giving from the livelihood that one earns rather than consuming everything wastefully. Simple living and high thinking are enshrined in the Buddhist philosophy and teachings.

If one earns his livelihood through the right means it will automatically propel the person to exert the right effort. All effort which is predominantly arising out of selfishness has to be avoided. A larger view has to be adopted wherein the persons effort should be guided by the larger good rather than petty selfish ends. In case a person is able to execute the above outlined moral principles of the eight-fold path then he will be able to act with the right mindfulness and right concentration. Mindfulness and concentration are the end result and are extremely important to rise above the suffering that life is. It is not that there is no hope of a positive end result to this life. As per the Buddhist tenets the root cause of all the suffering resides in the minds of the managers. If through self-discipline and meditation the managers are able to achieve the right mix of mindfulness and concentration it will not only liberate themselves from the misery of life but can lead to a more harmonious, peaceful and affluent society as well.

## **Conclusion**

Finance theory is not something which is to be exclusively blamed for the current dysfunctional global financial system. Any theory is pure and

aims at making the life of its practitioners more meaningful. Finance is no different. It does not endorse the extreme level of selfishness that is witnessed in the current financial system. Finance does not recommend taking extreme risks in the lure of the lucre. It ideally emphasizes a judicious mix of the short-term gain versus long term sustenance. It is because of the inherent moral weaknesses in the psyche of the modern-day managers that the way the finance theory is practiced in the real world is improper. To create a real value add so that the modern finance lives up to its lofty ideals one can turn to the ancient wisdom of the Buddhist philosophy. According to the Buddhist teachings life is mainly suffering because everywhere humans are motivated by selfish desires. There is no end to the desires and meeting one desire leads to the cropping up of others in the human mind. Buddhism has a well laid out system which can be followed in letter and spirit in order to gain independence from the vicious cycle of desires and it is termed as the eight-fold path. One can achieve cessation of all suffering as

one gradually attains all the steps of the eight-fold path which are laid out explicitly in Buddhism.

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(contd. from pg. 8)

proposes a five-stage framework for Phronetic Vision Development (PVD), which can be helpful in effective and inclusive change management at the institutional level. The framework is generic in nature and can be adapted/ aligned as per the institutional context.

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# Direct Public Student Support in Higher Education: An Exploratory Study of Punjab

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State financial aid to students is called Direct Public Student Support (DPSS). As defined by Schwarz & Rehburg (2004) DPSS is “the sum that State gives to students to support them financially during their studies”. The rationale of providing DPSS to higher education at present lies in the fact that public support for post-secondary education i.e. higher education has been diminishing at both the national and the state levels, mainly on the plea that public subsidization of education produces perverse effects on distribution (Psacharopoulos, 1977). Nonetheless, direct public student support is always justified for social justice and inclusive higher education. Social justice is understood as providing monetary resources to those young people who belong to weaker section of the society, regardless of whether they are apprentices or students in higher education, so that they can manage their life independently of their parents. While, parents are expected to bear the cost of living for their children. In the words of Schwarz and Rehburg, (2004) ‘if the students prove that their parents are not able to finance their studies, then the state will provide them monetary support’. Fee concession and scholarships are the important forms of direct public student support. In addition to the direct support, many countries provide a range of financial release for students and their parents, e.g. tax free allowances or children’s allowance and education loans. The support ultimately helps to achieve the goal of equal education opportunity. However, educationists suggest that the subsidies to higher education allocated via student loans need to be targeted towards low income students to enable their access to higher education (Johnstone, 2006). India has also realized the importance of higher education to associate its strength in the world economy and to ensure social mobility and social unity. The issue of financing of higher education assumes importance as higher education has remained out of the reach of

some social groups in India for long. One can easily ascertain the anomaly from figures of GER in higher education that are lower for SCs and STs as compared to total. Providing equal opportunities for quality higher education to ever growing number of students in order to correct sectoral and social imbalances is a great challenge. To overcome this problem, student support like fee concession, scholarship, subsidies, student loan and other financial aid is provided by the state. Scholarships enable deserving students to pursue higher education in their sphere of study or go for specialization by providing them necessary monetary assistance as course fee and books grant without having to repay like in case of loans. Public subsidies are also considered necessary to protect democratic rights; to promote cooperation instead of competition; to promote national values and so on (Tilak, 2004). India being a federal nation, to achieve this, the Centre governments is gearing up as well involving state government to increase enrolment in higher education as to bridge the social gap that exists in various states.

In this paper the role of DPSS in Punjab’s higher education is studied. The position of social gap in GER in higher education in Punjab as compared to that at the national level with special reference to SCs, various types of DPSS, the basic profile of beneficiaries of DPSS and the significance of DPSS in reducing study costs of beneficiary students have also been discussed.

## Methodology

For the purpose, both primary and secondary sources of data have been used. The secondary data is collected from All India Survey on Higher Education (AISHE). To get the first hand information, the primary data has been collected from a sample of 300 respondent beneficiaries who have been availing direct public student support from two universities of Punjab i.e. one state university i.e. Punjabi University, Patiala and the other private university i.e. RIMT University, Mandi Gobindgarh). Those professional courses which are offered in both the universities have been selected

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for the purpose. Further, all beneficiary students of DPSS pursuing courses with comparatively higher fee are surveyed. From the selected courses for the research purpose, 150 beneficiaries were easily found in the public university, while a few more courses had needed to be covered to get the targeted number of beneficiaries from private university. All student beneficiaries from Engineering stream pursuing B.Tech in CSE, ME, CEC, Civil Engineering (a few from M.Tech and Ph.D); from Pharmacy stream pursuing B.Pharmacy, M.Pharmacy and Ph.D; and from Physiotherapy pursuing BPT have been covered. The student beneficiaries from Management pursuing BBA, MBA and Ph.D; from Law pursuing B.A.LL.B and LL.B courses; from Journalism and TV & Theater pursuing BAJMC, MJMC, M.A. Theater & TV and Ph.D; from Agriculture and Science pursuing BSc in Agriculture, MSc in Chemistry, Botany and from Arts pursuing BA+B.Ed are part of the sample. From the perusal of the different characteristics of student beneficiaries of these schemes in higher education institutions, the researcher would be able to determine the pattern and behavior of direct public students support provided to and enjoyed by them.

### **Social Gap in Higher Education in Punjab**

As per the data of Census 2011, Punjab state occupies 15<sup>th</sup> position in terms of total population (2.77 crore), while 1<sup>st</sup> position in terms of share of SC population in total population of the state amongst all states and UTs of India. The largest share of SC population in Punjab state has repercussions on the state's overall development pattern. Economically too, the state has been losing dignified top position and has fell down to seventh (in terms of Per Capita Income) in India. SCs and BCs have led a life of social and economic deprivation since the time. Many reformist measures and public policies have played an important role to improve the condition of socially deprived classes, among these the role of DPSS for inclusive higher education is also worth mentioning. Due to the highest proportion of SCs population and social disparities in access to higher education as compared to school education are widely prevalent requirement of more funds for higher education. As compared to lower levels the situation in higher education level of education is diverse. As Gross Enrollment Ratio (GER) of Scheduled Castes is higher than that of non- Scheduled Castes for the age

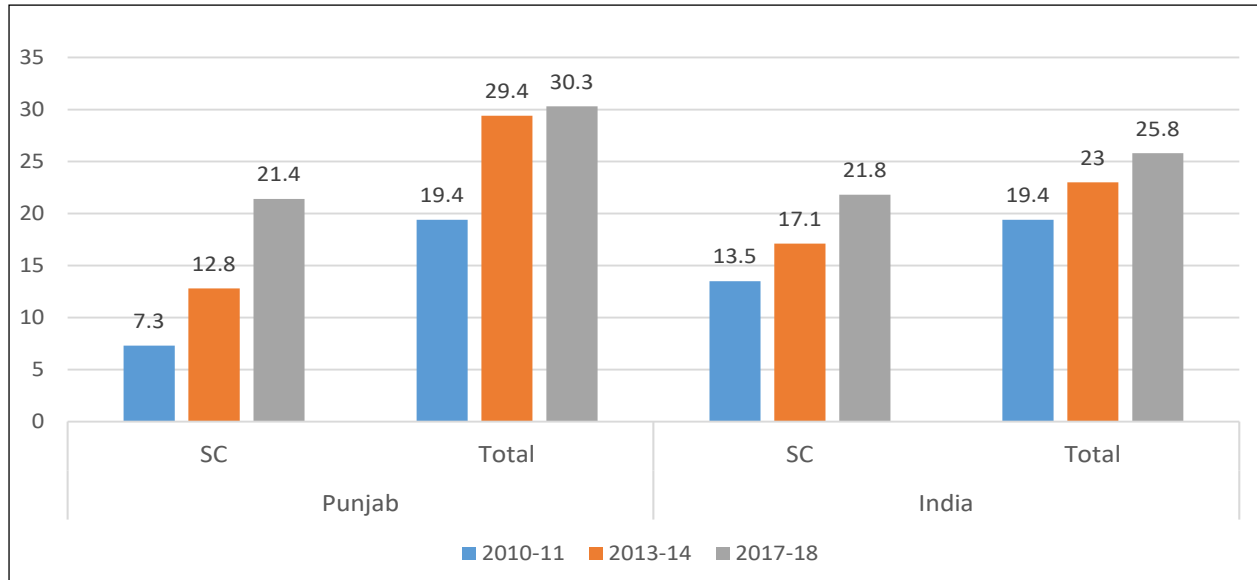
groups of 6-10 years, 11-13 years, and 14-15 years (MHRD, 2012), but there after the trend reverses in the secondary level and in higher education. As per AISHE, 2017-18, in higher education there are 9.18 lakh students (2.57 per cent) in Punjab out of total 357.06 lakh in India. Among these 2.26 lakh (4.28 per cent) SC students are in Punjab out of 52.80 lakh SC students in India. No doubt, the share of SC students in total higher education is much more in Punjab (24.6 per cent) as compared to that at the national level (14.78 per cent).

The graph 1 illustrates the GER in higher education in Punjab and at the national level. The data reveals that the GER of SCs was 13.5 per cent and of total students was 19.4 per cent in the year 2010-11 in India. By the year 2017-18 it grew up to 21.8 per cent for SCs and 25.8 per cent for total. In case of Punjab state, the GER of SCs was 7.3 per cent and of total was 19.4 per cent in the year 2010-11. By the year 2017-18 it grew up to 21.4 per cent for SCs and 30.3 per cent for total. The GER of Scheduled Castes (21.4 per cent) is much less than total GER (30.3 per cent) in Punjab. Since 2010-11, total as well as SCs' GER in higher education has been continuously growing in Punjab as well as at the national level. While total GER has remained higher, on the other SCs GER lesser in higher education in Punjab as against the position at the national level. Social gap in higher education is much higher in Punjab than that at the national level. Graph 2 further substantiates that the social gap has declined after 2013-14, but is still very high in Punjab as compared to India (Graph 2). Despite the provision of direct public student support schemes, GER of higher education for SC's is much less than that of the state's total as well as of the national level.

### **DPSS Schemes and Profile of Beneficiaries**

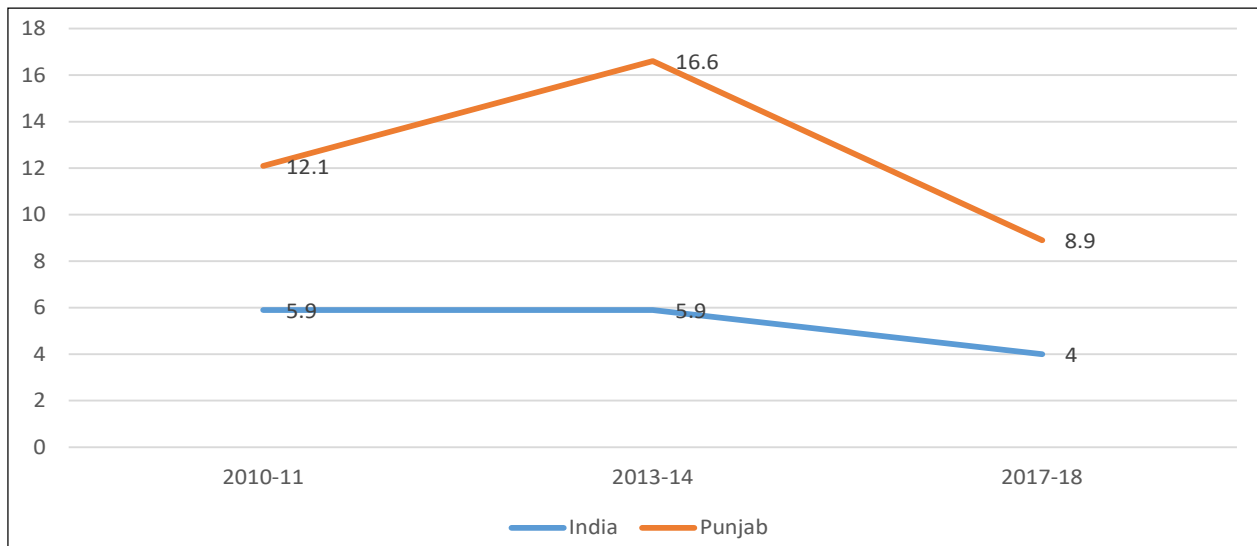
Recent policy changes in higher education have led to the unprecedented increase in private higher education institutions and entry of private elements in public higher education institutions. As a result, the cost of higher education is being pushed towards students and their families. It has impacted affordability of poor students and increased dropout from the higher education institutions. To overcome this problem, financial-aids such as fee concession, scholarship, student loan, subsidies etc. is provided by the central and state governments in India. Each of these methods of financial support has unique role. Fee concession is provided on the basis of merit and

**Graph 1. GER in Higher Education in Punjab and India**



Source: All India Survey on Higher Education (AISHE), 2017-18

**Graph 2. Social Gap in Higher Education**



Source: Data Base AISHE, 2017-18

income, scholarship schemes are provided through various agencies like UGC, Ministry of Social Justice & Empowerment, Ministry of Minority Affairs etc. of the central government. These schemes cover the students of various levels of higher education like UG, PG and research. For the UG and PG students the important schemes are like Post Matric Scholarship for scheduled caste and other backward castes; Post Graduate Scholarships for SC/ST students for Professional Courses; Post Graduate

Single Girl Child Scholarship and Post Graduate Merit Scholarships for University Rank Holders. For the research students the important scholarship schemes worth mentioning are Swami Vivekananda Single Girl Child Scholarship for Research in social sciences, Junior Research Fellowship; Rajiv Gandhi National Fellowship for SCs and STs; Rajiv Gandhi National Fellowship for OBCs; and Maulana Azad National Fellowship for Minority Students etc. A scheme of loan scholarships of national and state

governments has been in operation in India since 1963 under the name The National Loan Scholarship Scheme. Interest-free loans to needy and capable students to help them finance for full time higher education is provided under NLS scheme.

### Profile of Beneficiaries

Beneficiaries in this research belong to almost all of these schemes. The relative coverage of direct public student support is weighted on the basis of the number and share of respondents availing the benefit of various schemes. Further, a similar comparative analysis of public and private university has also been made. The table 1 illustrates distribution of total respondents on the basis of direct/indirect student support schemes like their status as scholarships, fee concession and education loan beneficiaries. Scholarship schemes include post matric scholarship, UGC sponsored scholarship for UG, PG courses and research fellowships etc. Fee concession is provided to students on the basis of merit, social category and low family income.

**Table-1 Distribution of Respondent beneficiaries by different type of Direct/ Indirect Support schemes and type of University**

	Public	Private	Total
Fee concession under PMS	61 (40.7)	75 (50.0)	136 (45.3)
Fee concession (other than PMS)	44 (29.3)	48 (32.0)	92 (30.7)
Both fee concession and Scholarship	1 (1.3)	4 (2.7)	6 (2.0)
Scholarships	41 (27.3)	3 (2.0)	44 (14.7)
Education Loan (only and with other schemes)	2 (1.3)	20 (13.3)	22 (7.3)
Total	150 (100.0)	150 (100.0)	300 (100.0)

Source: Primary data, Year 2018-19

Note: Figures in brackets represent per centages

The data reveals that out of total respondents, the largest proportion (45.3 per cent) are the beneficiaries of fee concession under Post Matric Scholarship (PMS), and the second largest(30.7 per cent) are of fee concession under other than PMS schemes, and the third largest (15 per cent) are of scholarships. Only 2 per cent have been availing the

benefit of both fee concession and scholarship while 7.3 per cent getting the benefit of education loan and other schemes. Only one respondent(0.3 per cent) has been availing the benefit of all three schemes simultaneously i.e. fee concession, scholarship and loan. Out of total 300, only ten(3.3 per cent) have been pursuing higher education by resorting to purely on education loan. Majority of the beneficiaries are those who have been getting the benefit of fee concession and scholarships.

While comparing the composition of beneficiaries in both the universities, the data reveals that in case of those who had been studying in public university, 40.7per cent beneficiaries were getting the benefit of fee concession under PMS, 29.3 per cent were getting fee concession under other schemes, 27 per cent had been getting the benefit of different type of scholarships, one per cent availed the benefit of both fee concession and scholarship, 0.7 per cent had been getting the benefit of both fee concession and education loan,0.7 per cent availed the benefit of all three schemes i.e. fee concession, scholarship and loan, and only 1.3 per cent were such who took education loan for their higher studies. From among the private university beneficiaries, half had been getting the benefit of fee concession under PMS, 32 per cent had been getting fee concession from other than PMS schemes. A very less proportion of the total(2.7 per cent) availed the benefit of both fee concession and scholarship and6.7 per cent had been getting the benefit of both fee concession and education loan schemes simultaneously. Only two respondents were such who had been getting the benefit of scholarships and 13.3 per cent resorted to education loan. A comparative picture that has emerged is such that amongst the total beneficiaries, the share of those who are getting the benefit of scholarships is much higher in public university than that of private university. While in contrast, the share of beneficiaries of fee concession and education loan was higher in private university as compared to public university. Fee concession under PMS is contributing highly in making socially weaker section' access and entry in higher education irrespective of the university. Different public student support schemes are very helpful for socially deprived of section to accomplish the task of higher education, however, the importance of fee concession and scholarships is also quite significant, but, the dependence on education loan is less popular to pursue higher education in Punjab.

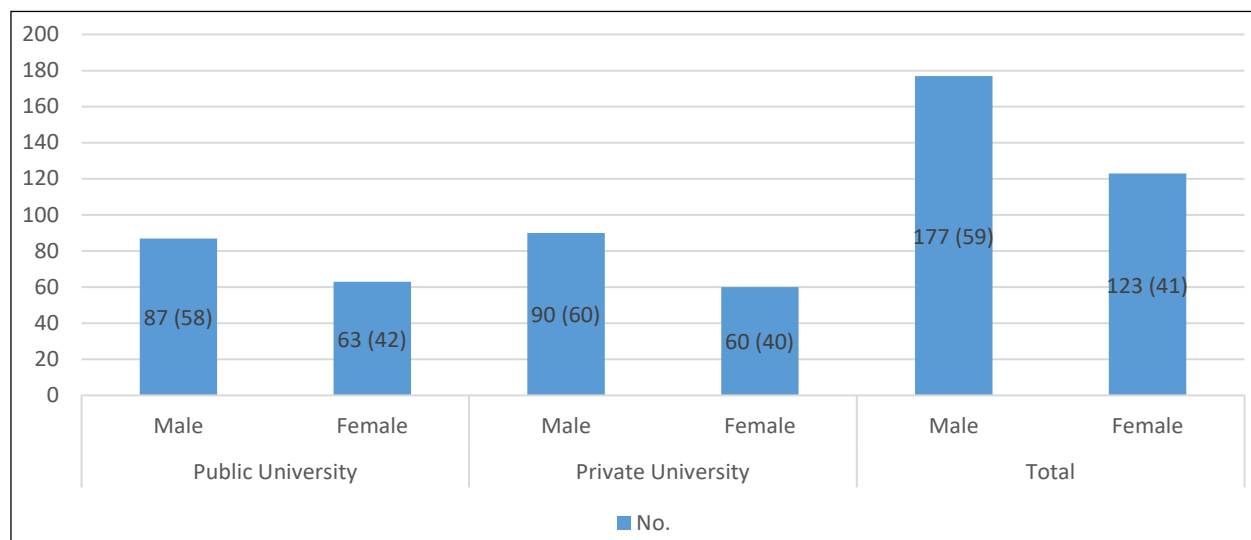
## Gender, Public v/s Private University and Beneficiaries

Higher education remained almost the domain of elite group and especially of males for long. Women, who led a subordinate role, have been improving on various social and economic fronts including access to and participation in education due to efforts made for gender equality at national and international level. Gender disparity in higher education has also been rapidly bridging. But, there are few questions which needs to be further explored. Whether direct public student support schemes contribute to ease the women's participation in higher education? Whether both male and female students are equally able to avail the benefit of DPSS or not? Since, opening up of new private universities being the phenomenon of the last decade only, such variations have been explored on the basis of type of university also. Categorization of respondents on the basis of gender is shown in Graph 3. Further, such analysis is important as it will help us to compare gender wise variations of the respondents availing benefits of DPSS in public and private university of Punjab. Since there are only a few schemes specifically to bring gender equality in higher education. So, it can be said that almost all DPSS are gender neutral with only one exception.

The graph 3 reveals that the proportion of male beneficiaries was higher (59 per cent) than female

respondents(41 per cent). From amongst the public university respondents, a large proportion i.e. 58 per cent of males and only 42 per cent females were the beneficiaries of direct public student support. Similarly in the private university, a higher share(60 per cent) was of the male and a lesser (only 40 per cent) of the female respondents. The proportion of male beneficiary respondents was more than female beneficiaries in total as well as in both the universities and Chi-square test too reveals that variations are not statistically different in public and private universities. It leads us to conclude that male students are taking more benefits of direct public student support system irrespective of the type of university. A lesser share of female respondent beneficiaries in both the universities leads us to conclude that despite a large number of measures, a wider gender gap in attaining the benefit of direct public student support for higher education still exists amongst socially and economically weaker groups. It is only at the highest level that is only to attain research degree like M.Phil and Ph.D that UGC has introduced Swami Vivekananda Fellowship for Single Girl Child for research and the Indira Gandhi Post Graduate Scholarships Scheme for Single Girl Child in Social Sciences with an aim to compensate direct costs of higher education especially for such girls who happen to be the only girl child in their family. There are no such special scholarship schemes for girls pursuing UG courses.

**Graph 3. Gender wise distribution of Respondents in public and private university**



Source: Primary data 2018-19

Note: Figures in brackets represent per centages

No significant difference exists between gender and type of university of respondents (value of Chi-square=.124, p=.725).



## Area, Public v/s Private University and Beneficiaries

Area wise composition will help us to find out the rural and urban gap in the beneficiaries of the schemes in higher education. The respondents are categorized into rural and urban on the basis of their native place. A higher proportion of total and of both universities' respondents belonging to rural areas is a good reflection of success of these schemes. However, the proportion of respondents from rural areas in private university (60 per cent) was more than that of public university (52.7 per cent) (graph 4). Area wise composition of the beneficiaries also matches in both the universities as the value of chi-square test is not statistically significant. Bitter is access to DPSS of rural students in public as well as private university reveals the significance of these schemes for rural weaker sections.

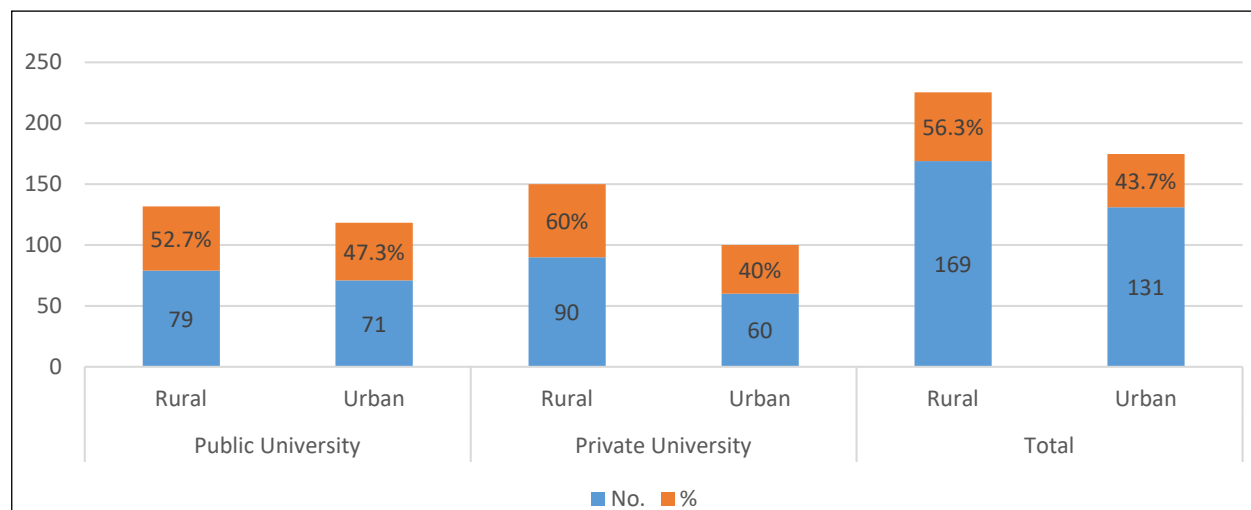
### Caste-wise Profile of Beneficiaries

Social status of a person in the Indian society is determined by caste which has a bearing on occupational set up which further influences economic standards and many other important decisions and developmental outcomes of the family. Since, lower caste category has for long remained deprived of the equal opportunities to grow educationally and especially in access to higher education. As already mentioned the GER in higher education for socially deprived groups (SC-21.8%, ST-15.9%) is lower than that of total GER (25.8%) as per data given in

AISHE, 2017-18. No doubt, the gap between GER in higher education for socially deprived of groups and others has been gradually bridging and the role of direct public student support schemes cannot be denied. Earlier, these schemes were limited to fee concession or provision of scholarships.

The provision of scholarship for the social deprived of group is not a new phenomenon. Even before independence that is since 1944 that PMS scheme, which is the largest intervention by Government of India for educational empowerment of scheduled caste and backward classes (with few rules and regulations) students, is in operation. The objective of the Scheme is to provide financial assistance to scheduled caste students and backward classes' students studying at post matriculation or post-secondary stage to enable them to complete their education (GOI, 2017-18) However, the scheme has been revised many times. It is now called as Post Matric Scholarship. Further, since 2005, the Ministry of Social Justice & Empowerment has been funding the UGC for implementation of the Scheme of National Fellowships for SC candidates. In what proportion, the students of various castes have been enjoying the benefits of DPSS is also explored. However, some schemes are benefitting general caste students pursuing higher education on minority basis. Further, the caste wise composition of respondents who are beneficiaries of these schemes exhibits participatory variations in both the universities of Punjab.

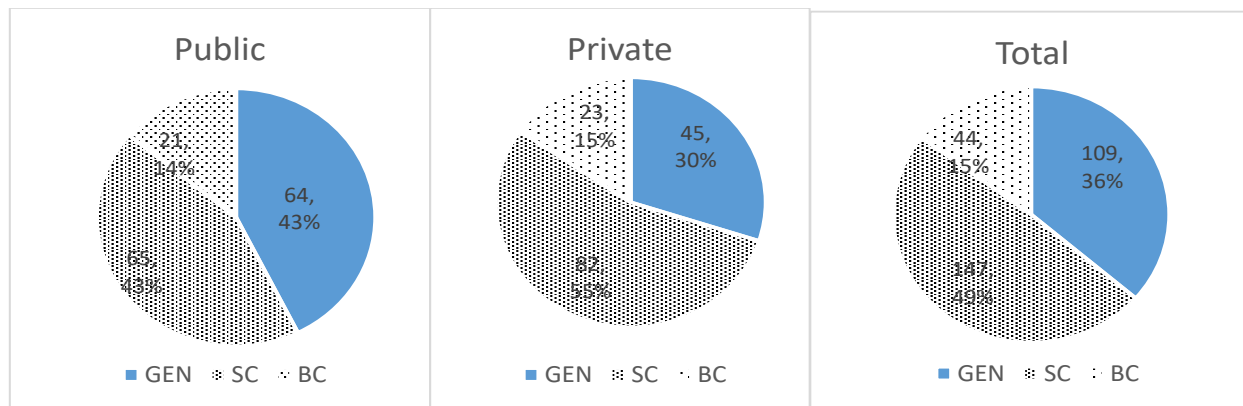
**Graph 4. Area wise distribution of Respondents in public and private university**



Source: Primary data 2018-19

There is no significant difference between residential area and type of university of respondents (value of Chi-square= 1.640,  $p=.200$ ).

**Graph 5. Caste-wise Distribution of Respondents**



Source: Primary data, Year 2018-19

No significant difference exists between caste and type of university of respondents (value of Chi-square=5.369, p=.068).

The graph 5 shows the caste-wise distribution of sampled respondents. It highlights that the highest number, 147 (48.3 per cent) belonged to SC, the second highest respondents belonged to General Category (36.3 per cent) and 44 (14.7 per cent) to BC category out of total 300 respondents. A comparison of caste wise composition of respondents from public and private universities depicts that in public university, the share of general category and SC beneficiaries was almost the equal (43 per cent each) and of BC is much less (14 per cent). While in private university, the proportion of SCs was much higher (50 per cent), of general respondents was less (30 per cent), and only 15.3 per cent were BC beneficiaries. Caste wise composition of beneficiaries does not differ significantly in both the universities and the value of chi-square test substantiates it. However, a substantial share of SC beneficiaries makes it pretty clear that these schemes help socially weaker section in attaining the goal of higher studies. The proportion of SC respondents comparatively more in private university further substantiates the significance mostly of different direct public student support schemes for socially weaker classes having access to high studies.

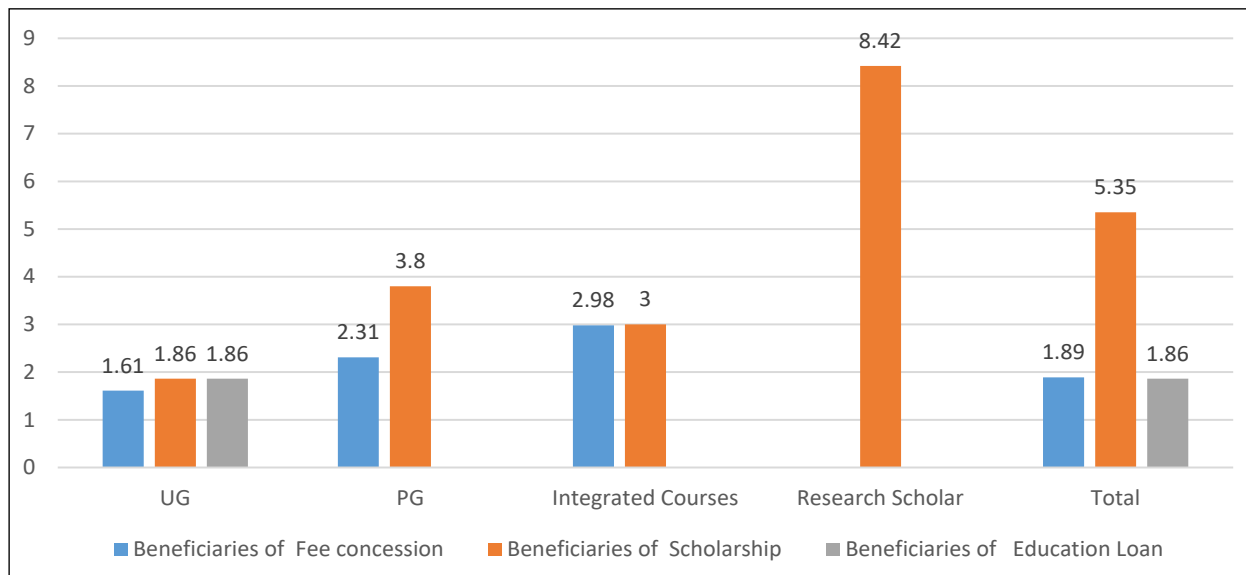
### **Cost of Higher Education and Quittance of DPSS**

With the opening up the higher education sector for private entities and authorizing public institutions to generate own funds, the burden of cost of higher education in India is put on students and their families. The idea to deregulate the fee structure tends to reflect the per capita cost of education to the extent possible

as students move up the ladder of education. Various committees like the Punnaya Committee (1993) suggested increasing fees so as to partly recover the cost of education. Besides, the basic fee structure has remained virtually stagnant in Indian universities over the last several decades (Chhtopadhyay, 2007). The National Knowledge Commission suggested an upward revision in the fee structure so as to recover 20 per cent of the expenditure of universities. As a result, state institutions have started raising fee. In a small sample of 39 universities, Tilak (2004) argues that more than half a dozen universities raised fees in such a way that they could recover more than 50 per cent of their recurring income and another 13 universities could generate more than 20 per cent. While in many developed countries, revenues from fees would constitute merely 15-20 per cent of the costs of higher education (Tilak 2004). However, as compared to private institutions, government institutions cost is less because of some state support. In fact, majority of students prefer public institutions not only for lesser fee or free education rather for good reputation of these well-established institutions. However, in India as rising higher education costs squeeze family budgets and hinders promising students from joining the good colleges or universities. The economic condition of DPSS beneficiaries pursuing different level of higher education is explored. Further, how the cost of higher education varies among various levels of higher education and in the case of different type of beneficiaries of DPSS is also investigated.

The graph 6 reveals that the average annual family income of respondents who availed fee

**Graph 6. Average Annual Family Income of Beneficiaries of Different Schemes (Rs. in Lakh)**



Source: Primary data, Year 2018-19

concession, scholarship and education loan was Rs. 1.89 lakh, Rs. 5.35 lakh and Rs. 1.86 lakh respectively. Average annual income of UG, PG and integrated courses respondents' households is very less and lies between Rs. 1.8 lakh to Rs. 3.8 lakh. While it is better in the case of those pursuing research degree schemes (Rs. 8.42 lakh) (Graph 5). It thus, implies that only families with better economic conditions are able to send their wards for attaining research degrees.

### Beneficiaries of Fee Concession

Average course fee and other charges of various level of higher education is around Rs. 81000 and it varies from Rs. 64000 to Rs. 86000 in those courses to which beneficiaries of fee concession belong. But these students pay on an average 25 per cent of this cost. Fee concession beneficiaries are greatly relieved from the payment of institutional fee as they have been paying 13 per cent to 28 per cent of such cost. PG fee concession beneficiaries have been bearing the lowest institutional cost i.e only 13 per cent. But, the students have to bear non-institutional cost of higher education too. Thus, total cost of higher education covers both of these. The annual institutional cost comprises course fee and non-institutional comprises other than course fee like accommodation expenses and personal expenses.

The table 2 shows the average annual institutional and non-institutional cost borne by beneficiaries of

fee concession. The data reveals that the average total annual cost of higher education of these respondents was Rs. 81536 which consumed 43 per cent of their family income. Due to coverage under fee concession, institutional cost is much less (one third) than non-institutional cost. Average institutional cost of Rs. 20237 exhausted 11 per cent and average non-institutional cost Rs. 61299 exhausted 32 per cent of their family income. It is found that the non-institutional cost of respondents is the highest (Rs. 63333) for those who have been pursuing UG courses (mostly engineering, pharmacy and management courses as they need expensive books, laptop etc.) as compared to other levels of higher education and that's why average total cost is also the highest (Rs. 87541) and the highest share (54 per cent) of their family income is being spent on their study. The annual institutional cost of these courses is very high but due to fee concession the beneficiaries have to bear only some burden. Economic Conditions of these respondents' household is very vulnerable as it comes out to be only Rs. 1.9 lakh per annum. Average annual income of the households of respondents pursuing UG, PG and integrated courses is very less and lies between Rs. 1.6 lakh to Rs. 2.3 lakh (Graph 5). It may thus be concluded that these respondents belong to families having very weak economic conditions and due to their coverage under DPSS, they have been able to pursue higher studies in professional and prestigious streams.

**Table 2. Average Annual Institutional and Non-Institutional Cost of beneficiaries of Fee Concession in different levels of Higher Education (in Rs.)**

Levels of Higher Education	Institutional cost (Courses fee and other charges)	Institutional cost (actually paid)	Share of Institutional cost from Annual family income	Non-Institutional	Share of Non-Institutional cost from Annual family income	Average Total Cost	Share of Total Cost from Annual family income
UG	86462	24209 (28%)	15	63333	39	87541	54
PG	69792	9073 (13%)	4	55809	24	64881	28
Integrated Courses	64416	15460 (24%)	5	57692	19	73152	24
Total	80947	20237 (25%)	11	61299	32	81536	43

Source: Primary data, Year 2018-19

Note: Figures in brackets represent share of total fee paid by respondents.

### Beneficiaries of Scholarships

The Government of India has initiated a few scholarship schemes for higher studies. These are aimed both at facilitating access to higher education and by decreasing the burden of higher cost to pursue research in varying disciplines such as science, humanities, engineering, management and medicine. The table 3 shows the extent of variations in average amount of scholarships at various levels of higher education and average annual institutional and non-institutional cost of higher education borne by such beneficiaries of scholarships. The data reveals that the average annual amount of scholarship received by beneficiaries has been varying between Rs. thousand to Rs. 3.72 lakh. The students pursuing research degrees have been getting the most (Rs. 3.72 lakh per year) and pursuing integrated courses getting the least (Rs. 10000 only per year).

The average institutional cost of these respondents (beneficiaries) is the highest (Rs.74808) for those who have been pursuing UG courses and the amount they spend constitutes the highest share (67 per cent) of their family income on their study. The research scholars paid less (Rs. 5500) on their institutional cost and it comprises the lowest share (less than one per cent) of their family income. While the research scholars have been spending the highest (Rs. 1.33 lakh) amount on their non-institutional needs of higher education. These students thus are able to spend more on non-institutional needs of higher education due to scholarship amount they receive. Economically weaker students, who pursue higher studies in engineering, pharmacy and management, despite the students support in form of fee concession and scholarship, have to spend one fifth of their family income to meet the non-institutional cost.

**Table 3. Average Annual Institutional and Non-Institutional Cost of beneficiaries of Scholarships on the basis of different levels of Higher Education (In Rs.)**

Levels of Higher Education	Average Amount of scholarship (per Year)	Institutional cost as well as actually paid	Share of Institutional cost from Annual family income	Non-Institutional	Share of Non-Institutional cost from Annual family income	Total Cost	Share of Total Cost from Annual family income
UG	25825	74808	40.0	50738	27	125545	67
PG	43100	44959	11.8	100540	26	145498	38
Integrated Courses	10000	58774	19.6	27600	9	86374	29
Research Scholar	372137	5500	0.7	133233	16	138733	16
Total	112765	36025	6.7	98871	18	134895	25

Source: Primary data, Year 2018-19

Average total cost of higher education is the highest (Rs. 1.45 lakh) of the respondents pursuing PG courses and the lowest (Rs. 86374) of those pursuing integrated courses. It may thus concluded that the cost of higher education varies at different levels of higher education and a huge share (varying between 16 to 67 per cent) of family income is spent on higher studies.

### Education Loan borrowers

The cost of higher education is very high and the coverage of scheme like fee concession and scholarship is very limited and based on rigid conditions. Further, with an aim to reduce free ships, affordable education loan programs have been assuming significance world-wide especially in countries like Australia, Canada, UK, US and European countries that meet the needs of students. Even in India, it started in 1963, while ensuring students understand financial implications of how they pay their course fees are essential to overwhelm this obstacle (Tilak, 1992). The situation of respondents regarding average amount of education loan borrowed and average total course fee and their economic conditions is examined.

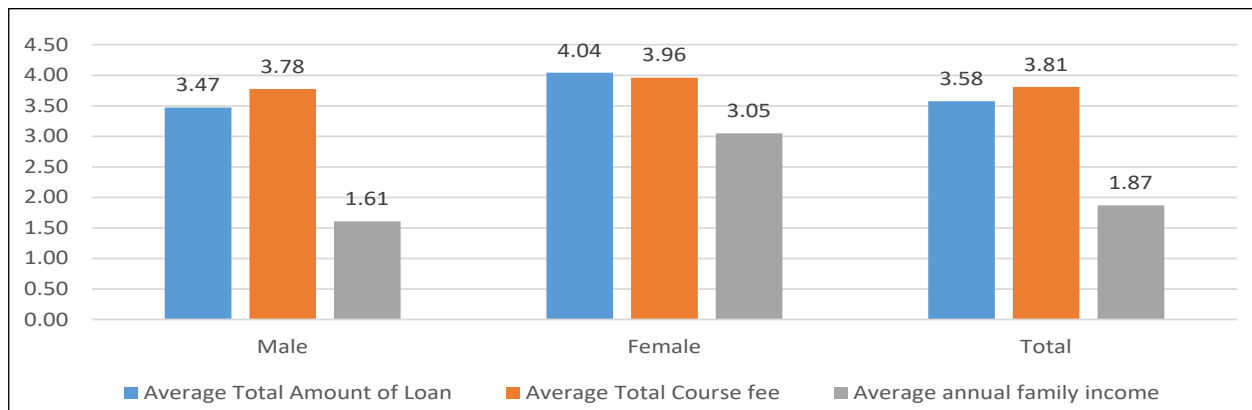
The graph 7 shows total and sex-wise average total course fee of those beneficiaries who availed the benefit of education loan and average economic condition of their families. The data reveals that the average total cost of higher studies of education loan borrowers is Rs. 3.81 and they borrowed Rs. 3.58 lakh as education loan. Average total cost of male and female respondents was almost equal (Rs. 3.78 lakh and Rs. 3.96 lakh) but females borrowed more amount of education loan as than males.

Average annual family income of female education loan borrowers (Rs. 3.05 lakh) is more than that of males (Rs 1.61 lakh). It implies that even poorest people are desirous of educating their wards highly and resort to the method of borrowings too. If the students had to pay their fee from their family income, it would not have been possible as it would have constituted the very high share of their family income. The average course fee of respondents who resorted to education loan is very high thus due to education loan program they could have been able to get higher education. Recent public policy changes in the higher education have increased the burden of cost of higher studies on the students and their families. In such a scenario, the role of DPSS in bridging the social gap in higher education, keep it in the reach of economically weaker section and meritorious students assume significant.

### Conclusion

DPSS assumes special significance in Punjab where the proportion of SC population is the highest amongst other states of India since most of these schemes target socially deprived of and economically weaker sections. No doubt, the state is better performer in enhancing total GER of and improving its position in SCs GER in higher education and the gap between GER in higher education for socially deprived groups and others has been bridging; however, at a very slow pace and the positive impact of DPSS cannot be denied. Amongst the various types of DPSS schemes, practical significance of fee concession and scholarship is more; while education loan's popularity is less. The role of fee concession is the most significant. But education loan has less adherence in Punjab. But, a higher share of the

**Graph 7. Average Total Institutional Cost and Amount of Loan of beneficiaries (In Rs.)**



Source: Primary data, Year 2018-19

beneficiaries of scholarships in public university but of fee concession and education loan borrowers in private university confesses the significance of education loan schemes for higher education through private universities.

Gender disparity in higher education has been certainly contracting; but it exists to a large extent with respect to coverage of DPSS. A higher is the proportion of male beneficiaries than females of DPSS in both the universities. A lesser share of female beneficiaries from the socially excluded category in both the universities thus leads us to conclude that this issue needs attention if we want to bridge the social gap in higher education. Thus in order to reduce gender gap in taking equal benefits of direct public student support system, there is a need to make more DPSS specifically for girl students. A good proportion of rural students amongst the beneficiaries of DPSS reveals how socially and economically weaker rural people have been sending their wards to the universities for higher education and direct public student support plays a significant role. A substantial share of SCs as compared to other beneficiaries makes it pretty clear that these schemes help socially weaker section widely in attaining the goal of higher studies.

Beneficiaries belong to families having very weak economic conditions as average annual income of the households of respondents pursuing UG, PG and Integrated Courses is very less and lies between Rs. 1.6 lakh to Rs. 2.3 lakh. It is thus due to their coverage under DPSS that they have been able to pursue higher studies in professional and prestigious streams. But, students with better economic conditions have been pursuing research. It thus, implies that only families with better economic conditions are able to send their wards for attaining research degrees. Despite much poor economic condition, a few of the families have also been resorted to education loan programs. It may, thus be concluded that most of these beneficiaries belong to socially and economically weaker sections and varies at different levels of higher education. The total cost of higher education is very high but due to different DPSS schemes like fee concession, scholarships and education loan, the beneficiaries have to bear only some burden. Since they are very poor so despite taking advantage of these schemes

a huge share of their family income is spent on higher education. Poor students achieve their goals of higher education due to DPSS. Education loan borrowers' economic condition is also weak and the amount borrowed is almost equivalent or even more than the institutional cost of higher education. It is thus suggested that the coverage of DPSS should be enhanced in Punjab. Special efforts should be made to reduce gender disparity in access to DPSS. There is a need to start some direct public student support schemes for girls at the UG and PG level courses. Under some scholarship schemes, the amount is very low so there is a need to increase the amount; and for the fee concession schemes, income limit of the family should be enhanced.

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## Risk: A Probability Accelerator of Success

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**Gagandeep Kang, Microbiologist and Virologist. The Wellcome Trust Research Laboratory, Christian Medical College, Vellore and (First Indian Woman Scientist to be elected as a Fellow of the Royal Society), delivered the Convocation Address at the 56<sup>th</sup> Convocation Ceremony of Indian Statistical Institute, Kolkata on March 02, 2022. She said," For all of you, who are graduating today, I have three messages-the ABC of life and of work. Be accountable, be brave and have a contingency plan. Accountability goes beyond responsibility, to active management to accomplish what you set out to do. No excuses, and control of the path and the outcome. Accountability builds trust. Highly accountable people are clear about what needs to be done, when and what resources and collaborations are needed. Accountable people are trusted and that is foundational to any relationship." Excerpts**

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This is a special occasion. After years of striving and effort, and two chaotic years of uncertainty and loss, you have achieved what you set out to do, and the path to this success will not have been easy except for very few.

It is a matter of privilege to be from the Indian Statistical Institute, which is recognised for its unique and powerful history, and its high standards. This is an institution that has from its foundation contributed to the building of India. Established to advance theory and methods, it has also focused on practical application to address problems of national development and social welfare. As students, the rigour of your education will have shown you why this institution is a point of reference for the world and a facilitator of a remarkable vision of contribution to the building blocks of statistical theory as much as the research that contributes to a range of disciplines from genomics to operations. This is a remarkable vision, and there is a responsibility that is placed on the faculty and students to build abilities and skills to transform those who pass through the Institute and enable them to contribute to society.

In discovery and in application, science responds to societal needs and global challenges. In my own field of medicine, statistics has played a major role in improvements in health care, in identifying and monitoring disease and predicting its outcomes, but rather than focus on the present and future, I would like to first take you back to the 19th Century and to a woman who stood at the intersection of medicine and statistics.

The Crimean War of 1853-1856 was the first high-technology conflict, using the railways, telegraph, photography and high explosive shells. Florence Nightingale and her team came to run hospitals for wounded soldiers evacuated from Crimea. Her work in the Scutari barracks has gone down in history and legend for the effects on modern medical care.

But when Florence Nightingale arrived with her

38-strong nursing team in the Crimea in November of 1854, they were greeted by hospitals with no beds no blankets, and rats and fleas everywhere. They saw soldiers suffering from frostbite, from dysentery, cholera and typhus living in 'utterly chaotic, unsanitary and inhumane living conditions'.

On top of that, the nurses found inadequate medical records. There was no systematic recording or reporting; with hundreds of soldiers buried without a record being made of their deaths, and bureaucratic inertia prevented nurses and administrators from spotting obvious flaws in the system. Two years later, Florence Nightingale had developed pioneering statistical methods to convince people that widespread reform was vital. The scandal that she uncovered was that more soldiers were killed by preventable disease caused by unsanitary healthcare than as a result of battlefield wounds. She instituted reforms, a part of medical history that we learn in school, with hygiene, sanitation and good nursing practice, but she also collected data before and after her interventions. She needed policy for reform in order to sustain impact and for that she needed to be able to communicate with members of Parliament, with government officials and army officers, few of whom had any statistical or scientific training.

To do that, she collaborated with Harriet Martineau to publish a book 'England and her soldiers' and included a fold-out page at the front which had two polar area diagrams. Each wedge represented a month, the size of the wedge represented the number of soldiers that died that month. Each wedge had three colours proportionate to the number of deaths, blue for preventable diseases, red for battlefield wounds and black for other causes. The two diagrams represented what had happened before and after Nightingale and her nurses instituted her reforms.

Readers could see two things. The first was that the reforms Nightingale implemented and campaigned for had made a huge positive difference to mortality. The second, and possibly more shocking, result was

that more soldiers had died from preventable diseases during the war than from injuries.

Through history, we recognise the seminal contributions of those who can discover the way our natural world works, the patterns and their consequences, and communicate to change our society, our leaders and our scientists respond. This then is your goal, to build on your foundations, gained so ably here, and respond to what your life and your professional path bring to you.

For all of you, who are graduating today, I have three messages-the ABC of life and of work. Be accountable, be brave and have a contingency plan.

Accountability goes beyond responsibility, to active management to accomplish what you set out to do. No excuses, and control of the path and the outcome. Accountability builds trust. Highly accountable people are clear about what needs to be done, when and what resources and collaborations are needed. Accountable people are trusted and that is foundational to any relationship.

We have all heard the story about four people named Everybody, Somebody, Anybody, and Nobody. There was an important job to be done and Everybody was asked to do it. Everybody was sure Somebody would do it. Anybody could have done it, but Nobody did it. Somebody got angry about that, because it was Everybody's job. Everybody thought Anybody could do it but Nobody realized that Everybody couldn't do it. It ended up that Everybody blamed Somebody when Nobody did what Anybody could have done. Don't be everybody, somebody, anybody or nobody-you are you and you are accountable.

Moving to the second which is to be brave that's not easy. Our society expects us to succeed, recognises success and looks down on failure. Today, you have achieved success, but in the future, don't be afraid of failure. In our personal and our professional lives, ambition requires bravery and failure. In order to make contributions that are large and lasting, you have to be ambitious.

And there is no lack of ambition at Google. In 2008, Google proposed big data in action with Google's data-aggregating tool Google Flu Trends or GFT. The program was designed to provide real-time monitoring of flu cases around the world based on Google searches that matched for terms that were related to influenza. GFT overestimated the prevalence of flu in the 2012-2013 and 2011-2012 seasons by more than 50%. From August 2011 to September 2013, GFT over-predicted the prevalence of influenza in 100 out of 108 weeks. GFT failed

and was withdrawn, but new approaches to real-time monitoring during the pandemic have come from other big data sources such as mobile phone and mobility. All new discoveries and technologies require iteration, and learning from what did not work and these valuable insights can only come after failures.

Accepting and learning from those insights is key to succeeding in every project and in life. Think of all the opportunities that you'll miss if you let your failures stop you.

And then to being prepared for the future and contingency plans. There is no completely safe and fool proof way to live life. To plan ahead to identify what is critical, what the risks and threats are and understand their impact, allows for ways of mitigation and of minimising poor outcomes. How will you react if and when it becomes necessary in an unexpected environment? If we have thought through what problems we might encounter in the future, we can also think about solutions, and even about opportunities. We remove fear by creating a path to handling what might be the dangers and risks of failure. We increase the probability of success by modelling different scenarios and our responses to them.

From my own field, I believe that the future of the pandemic and our resilience depends deeply on scenario planning. For example, during the delta wave, my one most important piece of advice to family and friends was to plan for what would happen in case a family member became ill. Where was the nearest hospital? the nearest pharmacy? Was there transport? A doctor's phone number? A friend to call to look after children at home? This kind of preparedness allows us to function without paralysis and is an essential part of building our capabilities.

Finally, it is important to constantly recognize and appreciate how much you have achieved and to have the confidence that it takes to follow your heart and your dreams! Often following your passion and doing what you feel is right for your life will involve going out on your own and being independent and standing against what you are told to do, but you are strong and all of us together are ultimately going to change society.

Today, we see you at the start of the next phase of your journey. You will grow, you will change, and you will make a difference, I hope that you will come back to show your alma mater who you have become. And we will all be proud of you.

Jai Hind.



### Teacher Training Programme

A two-day Teacher Training Programme on the theme ‘Don’t Postpone Happiness, Smile to Make Lasting Impact’ was organised by the IQAC and Alumni of Anjuman-i-Islam’s Akbar Peerbhoy College of Education, Vashi, Navi Mumbai, recently. There were around ninety seven participants including academicians, teachers and future teachers. The thrust areas were: A teacher through the lens of ambitious demands of the society, principles of teaching – learning, integrated learning and promoting mental health. The programme began with the introduction of the theme. The President of Alumni Association, AIAPCE, Mr. M Waseem Shaikh explained the theme of the programme. He said that we can see happiness is something that is unbounded and unconditioned and it doesn’t ask anything in return. It is the basic essence of a human. It requires efforts to understand the psychology and philosophy behind what life is? He further told that your life is in your hands. No matter where you are now, no matter what has happened in your life, you can begin to consciously choose your thoughts and change your life. There is no such thing as a hopeless situation. Every single circumstances of your life can change. Teachers play vital roles in the lives of the students in their classrooms and teachers are best known for the role of educating the students that are placed in their care, he further said. Beyond that, teachers serve many other roles in the classroom. Teachers set the tone of their classrooms, build a warm environment, mentor and nurture students, become role models. Our life is precious so be happy and smile always and for teachers this two important course play a very crucial role become and serve several roles in classroom. So, you have to be happy so that you make learner feel that you are with them and you are there with them wherever they feel aloof, he concluded.

Ms Kamlesh Sharma, Alumni, AIAPCE and Director, Avalon Heights International School delivered an interactive session on ‘Integrated Learning’. She threw the light on even though the mode of imparting education has changed, the

method remains the same. She explained through example that the importance of a child for a teacher. When the teacher on the podium speaking to the students, making them to learn the facts and not igniting the love for learning. She shared a video of her school showing how a C grade student achieved what Harvard graduate could not. It was because of his own passion which he recognised not because of his academic performance but because of what was innately present on him. She re-emphasized on the 21<sup>st</sup> century skills – foundational literacy, competencies and character qualities. Also 7 QI skills – Me, We, Why, Will, Wiggle, Wobble, What if. She elaborated these skills one by one;

- Integrated curriculum was defined and pictures of students doing it in practice were shared. Those pictures showed us the innovative way in which integrated curriculum can be brought into practice.
- Multidisciplinary aspect of teaching was emphasized because it does not concentrate only one subject or one aspect of learning.
- Challenges and strategies to overcome those challenges were discussed.

The session was summarized by Dr. Asma Shaikh, Principal, AIAPCE by explaining that integrated learning is fast becoming an essential tool used in schools to enhance students personal and interpersonal growth and development. But for integrated learning to be effective, it needs to be a part of an integrated curriculum. Integrated learning describes the method and practice of cross disciplinary thinking and connection making that is the hall mark of a 21<sup>st</sup> century liberal art education. She appreciated Ms Kamlesh Sharma that she very well presented her content and information related to integrated learning. She further focussed on why integrated learning matter? Because to deal with the magnitude and complexity of today’s global challenges, individuals need to have the capacity to see connections and integrate disparate facts, theories and context to make sense of complexity. We need to understand how to effectively collaborate, to bridge

cultural divides and different perspectives in order to solve this complex challenges and come up with innovative solutions.

Adv. Anusha Shete, Lawyer and Alumni AIAPCE conducted an interactive session on 'Principles of Teaching-learning'. She began her session by encouraging with meaning of teaching. Teaching as enlightening with the real life, character building, nurturing the thoughts into reality, giving the final shape. Her focus was on principles of teaching : create and active learning environment, focus attention, connect knowledge, help students productively manage their time, provide timely feedback, demand quality, balance high expectations with students support, enhance motivation to learn, encourage faculty-student, student interaction and communication, help student organize their knowledge. She further elaborated that the principles of learning with various illustrations of the connection between doing and learning. She sequentially elaborated the cone of learning. She also discussed the importance of learning. She concluded with explaining the quote, "Teaching is more than imparting knowledge, it inspiring change". "Learning is more than absorbing facts it is acquiring understanding."

The session was concluded by Mr. M. Qamar Saleem, Associate Professor, AIAPCE and he shared the experience of his own teaching learning process and express his happiness by saying that when we see our product in the market, we become very cheerful. Further, he explained about the role of teacher in 21<sup>st</sup> century as a difficult era. A teacher has to offer love and affection for child because, the world is becoming materialistic and we are keeping on losing the values. He also added that treat student like our own children, take care of them with sympathy and love, do not teach curriculum but read the child.

Ms. Sudipa Mondal, Alumni, AIAPCE delivered a session on 'A teacher through the lens of ambitious demands of the society'. She begins with few questions. What is there in workplace? How many roles do you play in your life, who am I, how to deal situation, what are the things we should use in teaching and learning process and what are the thing we should not use in teaching and learning process. She shared valuable information for how to upgrade? Edx, SWAYAM, MOOC, DIKSHA, TISS in profession, which is reliable, flexi time, Indian

institute of technology, affordable, valuable. She was urging participant to join NGO as a volunteer for social sector. She also emphasised that try to give back to return to society. She said we should share some to NGO and being a part of heart co-education. She suggested that how to overcome with conscious mind. Well illustrated with. Keep them happy, body language, and smile. You have to look yourself as an inner beauty. Further, she elaborated on Expectation from the society and what all will you need to be prepared for 4 categories for professional, family, society, close friends when they demand? How to fulfil the expectations:

- Have sense of humor – make learning fun.
- Admit mistakes.
- Forgiving.
- Respect students.
- Prepared come to class each day ready to teach.
- Display a personal touch approachable.
- Fair.
- Positive.
- Hold high expectation – set no limits on students and believe everyone can be successful.
- Creative.
- Compassionate are concerned about students, personal problems and can relate to them and their problems.
- Cultivate a sense of belonging have a way to make students feel welcome and comfortable in their classroom.

The session was concluded by Dr. Supriya Deka, Associate Professor, AIAPCE, she made realise that today the situation has changed due to pandemic. Parents are minutely observing the things like how teacher is pronouncing, the content knowledge and whether teacher presentable or not etc. Therefore, along with the academic skills, teachers need to pay attention and develop soft skills. Teachers need to be more mindful while speaking, where they are? Whom they are contacting? What context they are saying something. She focussed on that teacher should be careful while talking to children because due to pandemic children have suffered a lot in many ways. She appealed the teachers that to be rational and critical thinker rather than being judgemental.

Draw a line between personal and professional. Teachers should focus on to develop a skill in a child that will formulate the foundation for the entire life of the child.

Ms. Uzma Batey, Alumni, AIAPCE presented an interactive session which aimed at describing 'Promoting Mental Health'. She emphasised on why are we talking about Mental Health, by giving references of WHO. Step by step she discussed on why is mental health important to improve the quality of lives, to have healthy relationships, to maintain our responsibilities, to handle the natural ups and downs of the life, to discover and grow towards our potential. She threw light on the relationship between mental well being and educators. Educators are the first responders, trusted, adult and very often the first point of contact. She suggested what can educators for the mental well being like developing positive classroom environment, best practices like student mentor, gratitude week, talk for me buddies, mindfulness, community builder award and alumni engagement. She concluded with the remark of empathy that is empathy is required for the well being.

The session was concluded by Ms Hoorjahan Hasan, Associate Professor, AIAPCE. She said taht mental health is not a destination but a process, its about how you drive not where you are going. A child mental health is just as important as their physical health and deserves the same quality of support. She elaborated with 5 steps to mental wellbeing: good relationships are important for your mental well being; be physically active; learn new skills; give to others; and pay attention to the present. The Vote of Thanks for the session was proposed by Ms Rahiya Baig, General Secretary, Alumni Association, AIAPCE and Ms. Zainab Reshamwala, Alumni, AIAPCE.

After each session, Question and Answer session was conducted. The feedback form after every session collected via google form link and also the certificates were awarded to the participants. Mr. M Qamar Saleem, Associate Professor and Alumni In-charge proposed the Vote of Thanks of the event.

### **Faculty Development Programme**

The Faculty Development Programme in 'Pedagogy and Research Methods' is being organised by Indian Institute of Management Ahmedabad,

Vastrapur, Ahmedabad on April 20–May 31, 2022. The programme is designed for management teachers and researchers working in management schools, universities, colleges and professional institutes. Individuals teaching in staff training colleges, training centers of industrial organizations, and staff training institutes of central and state governments which teach management and allied subjects may also participate. It is especially suited for management educators seeking to strengthen their understanding on research, learn and experiment with effective pedagogical techniques and gain familiarity with essential aspects of carrying out research studies. It aims at the professional development of faculty members of institutions of management education. It is a residential programme that provides rigorous training in general management principles, pedagogical techniques (including case method), cutting-edge research methods and advanced topics in specialized areas. The first FDP was offered in 1979 and over the years, the FDP has developed a strong reputation for excellence in the professional development of management educators.

### **Course Work**

The Programme will provide training in pedagogical techniques including the case method of teaching, case writing, and training in classroom effectiveness. The module also covers important aspects of carrying out management research including qualitative and quantitative research methods, statistical data analysis, multivariate analysis techniques, and aspects of formulation of research problems and journal publication process. The mode of classes may either be offline or online, depending on the prevailing pandemic guidelines at that time.

### **Educational Approach**

The FDP relies on a variety of learning settings like classrooms, workshops and seminars, and a participatory approach to learning. There is an emphasis on the case method of teaching and learning. Other educational methods such as lectures, group-exercises, management games, and presentations are also used. Computers, statistical tools and audio-visual aids complement these methods. It requires a high level of effort from the participants in terms of individual preparation as well as working in groups. Participants will have

access to the library resources and facilities with network connectivity. Participants take away more than just class-room related experiences as they explore the campus and interact with people from diverse backgrounds. Participants usually get a chance to visit industrial locations, attend research seminars, special guest lectures and participate in other extra-curricular activities.

For further details, contact Faculty Development Programme Office, Indian Institute of Management Ahmedabad, Vastrapur, Ahmedabad - 380 015, Phone No: 91-79-71524961, WhatsApp: 9909038704 | Fax: 91-79-26308345, E-mail: [fdpoffice@iima.ac.in](mailto:fdpoffice@iima.ac.in). For updates, log on to: <https://www.iima.ac.in/web/fdp/>

### **National Seminar on National Education Policy-2020**

A two-day National Seminar on ‘National Education Policy 2020: Bridging the Gaps in Accessibility, Equity and Quality Learning Outcomes in School Education’ is being organised by Prof. Qoumrul Hoque School of Education, University of Science and Technology Meghalaya during May 13-14, 2022. The Event is sponsored by Indian Council of Social Science Research, New Delhi.

National Education Policy-2020, which was notified on 29 July, 2020, outlines the vision of India’s new education system. It aims at producing engaged, creative and productive individuals by providing them the exposure of a revised education structure that leads in developing the cognitive capacities such as critical thinking and problem solving as well as uplifting the social, ethical, and emotional capacities and dispositions from foundation stage to higher education stage incorporating and bridging the gaps for the proper learning outcome in school education through easy accessibility and promoting equality among the learners. All these will require a skilled workforce as well as multidisciplinary collaborations across the sciences, social sciences, and humanities. With the aspirations that, NEP-2020, policies will bridge the gap between the current state of learning outcomes and future education requirements by building pathways to major reforms that bring the highest quality, equity, and integrity into the schools system this seminar may provide a platform for many.

### ***Education for All***

- Reconfiguration of Educational Programs: A Better Means of Educational Vision.
- Universal Access at All Levels of School Education.
- Inclusive Education.
- Teacher in School as per New Education Policy.
- Multilingualism and Challenges of Teachers.

### ***School Education***

- Implementation of Early Childhood Care and Education in Mainstream School Education.
- Vocational Education along with Internship from Class VI.
- Foundation Literacy and Numeracy.
- Efficient Resourcing and Effective Governance through School Complexes or Clusters.

### ***Curriculum and learning Outcome***

- Redesigning of Board Examination.
- Challenges and Remedial Strategies of Transferring Current 10+2 Curricular to 5+3+3+4 Curricular Structure.
- Curriculum and Pedagogy in Education.
- Standard Setting Accreditation for School Education.

### ***Freedom Struggle***

- Movements and Struggles Freedom Movements.
- Forgotten Heroes; Stories of Unsung Heroes, Freedom Fighters.
- Milestones; Key Milestones during the Freedom Struggle and
- Ideas that Inspired the Struggle for Independence.

For further details, contact Convenor, Dr. Saru Joshi, Associate Professor, Prof. Qoumrul Hoque School of Education, University of Science and Technology Meghalaya-793101, Mobile No:8133955811, E-mail: [nep2pqseustm@gmail.com](mailto:nep2pqseustm@gmail.com). For updates, log on to: [www.ustm.ac.in](http://www.ustm.ac.in).

### **National e-Workshop on Basic to Advance**

A ten-day National e-Workshop on ‘Basic to Advance: Hands-on Training of SPSS in Research Methodology’ is being organized by A.K. Dasgupta

Centre for Planning and Development, Visva-Bharati, Santiniketan, West Bengal during May 10-19, 2022. The Faculties, Consultant and Administrators engaged in Higher Education Institute, Industry training professionals, Research Scholars, Students, Extension specialists in agriculture, public health and rural development practitioners, and Consultant in development sector may participate in the event. The lectures of the workshop will be delivered by experienced analysts who will provide you with basic to advance knowledge on all aspects of SPSS, with topics ranging from use of different statistical techniques for analysis of data, time series analysis, data mining and predictive analysis. The event will explain the theories of different statistical tools which are required to analyze a field data and thus, there will be enough practical learning opportunities via online which will enable the participants to practice what have been taught in the workshop.

#### Course Outline

- Introduction to IBM SPSS.
- Entering and Editing of Data.

- Reading Data, Manipulating Data, Saving of Data.
- Variable, Relationships, Visualizations of Data. Coding of Data.
- Exploratory Data Analysis: Correlations, Regression.
- Z-test, T-test, Chi-square test, Inferential Statistics.
- Analyzing Categorical Variables.
- Cluster Analysis, Factor Analysis, Log Linear Models Discriminant Analysis, Logistic Regression, and Other Multivariate Analysis Techniques.
- Analysis of Data with Repeated Measures.
- ANOVA.

For further details, contact Sri Daya Shankar Kushwaha, A.K. Dasgupta Centre for Planning and Development, Visva-Bharati, Santiniketan, West Bengal-731204, Mobile No: 09474644413/09475983934, E-mail: [vbplanning46@gmail.com](mailto:vbplanning46@gmail.com). For updates, log on to: [www.akdcentrevisvabharati.org](http://www.akdcentrevisvabharati.org) □

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## Book Review

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### An Inspirational Reading on Exemplary Governance

Arvind Verma\*

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Bedi, Kiran (2022). *Fearless Governance*, Paperback, Delhi, Diamond Books, 376 Pages, Rs 595/-

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Kiran Bedi is a household name in India and rightly so. Starting as the first woman Indian Police service (IPS) officer in the country, her career trajectory has notched extraordinary achievements. She brought sense to the chaos on Delhi roads, reformed the notorious Tihar Jail, and served as the Chief of the United Nations' Civilian Police Organization. In every post, she ushered reforms, reached out to the people, and led the organizational personnel with a spirit of dedication. Her name resonates with integrity, charismatic leadership, and creative public administration.

All these characteristics are amply demonstrated in this remarkable book about her tenure as Lt. Governor of Puducherry from 2016 to 2021. The book is largely a diary of her time spent transforming the administration of this Union Territory in face of determined opposition and obstacles created by the elected government of the region. Stung by her zeal to reform, take account of every paise of public funds, and usher in development, the politicians did everything to stop her from transforming the administration. They created legal hurdles, even to the extent of going to the Supreme Court; directing the bureaucrats to not answer her queries; lampooning her as Hitler's sister, and even staging a dharna in front of the Raj Nivas, confining her inside the premises for a long time. Undeterred, 'fearless' Kiran Bedi continued on her quest to provide clean, quick, and accountable administration to the people of the territory.

Puducherry is typical of other regions in the country. Lacking development and poor infrastructure, the territory has been neglected and let down by the elected representatives. As seen elsewhere, the political class has enriched themselves at the expense of the people and has never bothered to provide clean, honest, and accountable administration. Consequently, when Kiran Bedi took charge, she was rightly advised by the Prime Minister to focus on public finances

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and do something about the widespread corruption in the administration. The state of public services was dismal--- from garbage choking the drains and lakes, to schools and hospitals mired in filth and lacking basic amenities, the beautiful region presented itself as an eyesore to the visitor. Kiran Bedi was determined to clean the mess. Unfortunately, even when the position of Lt. Governor is clearly stated in the constitution, the elected representatives have always taken the Governor to be a 'rubber stamp'. Since all decisions have to be endorsed and cleared by her office she soon found that only the files of transfer postings were being sent for immediate clearance. It seemed as if the main task of the politicians at the helm of affairs was only to select and post their officials of choice. When asked for reasons for early postings or for a particular selection the response was a bewilderment and a statement "this is what was the way in the past".

Kiran Bedi's approach to problem-solving has always been direct. At Tihar, she set up a box for complaints to be filed anonymously and through them got to know of all the shenanigans done by the officials. That direct link to the people suffering from mal-administration at the bottom rung quickly resulted in a remarkable reform of the notorious jail. A similar approach was adopted here too. She invited citizens to write to her directly; created a WhatsApp group and also one involving all the public officials. Modern technology helped in hearing from the lowest rung of government's bureaucracy as also from the most vulnerable sections of the citizens-seniors, women, and even children. She has always been a workaholic and the thousands of letters, petitions, and messages that began flowing to her office did not deter her determination to read each one of them, understand the problem and provide a solution. Furthermore, in each case, she also ensured that her orders were carried out and the complainant felt satisfied.

This direct communication led her to clean the streets, parks, lakes, schools, and hospitals all over the state. In each case, she visited the spot repeatedly, on bicycles a number of times, and held meetings with the

people on the streets. In several cases, she forced the recalcitrant officers to come along with her and answer the people directly. While the impact was immediate and spectacular, it also meant upsetting the ruling elite that had never been forced to work for public welfare. The Chief Minister, his Cabinet ministers and even the Chief Secretary obstructed her efforts; refused to share information or give replies and even questioned her powers. The politicians also approached the judiciary to curtail her powers despite the Home Ministry clarifying several times that the governor is the chief administrator of the state.

This took a serious turn when she followed complaints about the affairs of private medical colleges in the state. Each one of these were run by the politicians whose interest was to use them for personal gain. Her intervention and bold steps to examine their finances stirred the hornets' nests! Not only had she forced the government officials to begin serving the people and be accountable for their actions but now she was even intruding into the golden goose that was a source of enrichment for powerful politicians. Again, the matter quickly reached the judiciary where too she prevailed to put an end to such blatant irregularities and illegality by elected 'honorable' representatives of the people.

The book is full of several such battles that she had to wage to serve the people of Puducherry. These battles had to be fought not only against the politicians, the Chief Minister in particular, senior bureaucrats but also the media. Her indefatigable spirit, faith in the democratic system, patience and desire for serving the people have been and were the instruments that helped in combating these obstacles. It took time but the wheels did turn and she brought visible transformation in the region. In the five years of her tenure, Puducherry got an uplift that had not been seen since the time it became a part of India.

Kiran Bedi's experiences and documentation in this book bring out several interesting observations and important questions. "Filth, dumps, choked drains, extortion complaints, intriguing land grabs, encroachments by influential, traffic bottlenecks, police behavior, favoritism, and more" [p115] are common across the country. Even Delhi, Mumbai, and Bengaluru present a picture of third-world cities. These are issues that need immediate and sustained attention but as she experienced in Puducherry, these are not the concerns of our elected leaders. The MLAs and even the Chief Minister are indifferent to the issues that confront the citizens. The politicians of Puducherry are no different from their counterparts in Bihar, UP, Bengal, Punjab, and Assam. The political class has simply abandoned

its responsibilities to the people who voted for them and displays a single-minded focus on acquiring personal wealth and power. No wonder, today more than 80% of the elected leaders are crorepatas, and more than one-third are accused of serious crimes. Indian democracy today has been hijacked by anti-social elements wherein corruption and nepotism are visible across the length and breadth of the country.

This is a serious situation as well as one that demands in-depth inquiry. Why in the largest democracy of the world, where elections are free and fair; where a constitution has given the most extensive rights to the citizens; established institutions to check and balance the executive authority and a vociferous open media, such shenanigans continue and so blatantly? What makes the people go out, stand in long queues, during hot summer months, and cast votes for people knowing about their corruption, criminal background, and poor track record of public service? Indian democracy presents a difficult puzzle that has no easy answer. Perhaps, the people see no alternative for such politicians is seen in every political party.

Still, people have shown acumen in voting a political party and even a major leader out of office. The high turnouts in all the elections, far exceeding what is seen in developed nations also suggests an important indicator of the perceptibility of the people to take advantage of the democratic space available to them. Frequent changes in governments seen in every state and union territory and even at the local municipal and panchayat level do suggest that people understand the value of their vote. Clean image, determination to reform the system, and bold actions are noticed and rewarded as seen in the case of many elections. Yet, why this does not happen at the lower levels is difficult to answer.

However, what Kiran Bedi has shown in Puducherry is a path that can rapidly transform the country. By directly reaching out to the people, adopting modern technology, with compassion and empathy for the poor and downtrodden, and leading by the front, she has amply demonstrated that India can be *Swatch Bharat*; the sluggish bureaucracy can be driven to give the results; accountability to the people can be established; intransigent problems of corruption, misuse of public resources, nepotism, indifference, poor quality of service can all be addressed in a timely manner.

This gives us hope! India can be transformed within a few years by indigenous efforts. All that is required is to focus on the downtrodden and meet the challenges of reform fearlessly. □

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# THESES OF THE MONTH

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## HUMANITIES

### A List of doctoral theses accepted by Indian Universities (Notifications received in AIU during the month of January-February, 2022)

#### Geography

1. Deshmukh, Pramod Balasaheb. **A study of human activities and socio-economic transformation in Jalna District.** (Dr. S B Ashture), Department of Geography, Swami Ramanand Teerth Marathwada University, Nanded.

2. Fajage, Dnyaneshwar Deeliprao. **Matheran va Kaas Patharavareel paryatan sthancha bhogolik abhyas.** (Dr. Shinde Sunita Shankararao), Department of Geography, Swami Ramanand Teerth Marathwada University, Nanded.

3. Gillani, Syed Binish. **Post independence initiatives and their impact on the agriculture development in Kazakhstan.** (Dr. Abdul Rauf Shah), Department of Geography, University of Kashmir, Srinagar.

#### History

1. Ambhore, Ashok Gangaram. **Hyderabad swatantrney sangramat Hingoli Jilhyayachey yogdan.** (Dr. Kshirsagar B S), Department of History, Swami Ramanand Teerth Marathwada University, Nanded.

2. Dandge, Anand Namdevrao. **Prachin thane arisar: Ek aitihasik abhyas :Satwahan te Yadav Kalkhand.** (Dr. Kiran Deshmukh and Dr. Kondekar R S), Department of History, Swami Ramanand Teerth Marathwada University, Nanded.

3. Pandharkar, Shridhar Murlidharrao. **M Phule ani Shahu Maharaj yanchya karyacha tulnatamak abhyas.** (Dr. Bawale Nitin), Department of History, Swami Ramanand Teerth Marathwada University, Nanded.

4. Pandram, Puspa. **Mahakoshal Kshetre mein Gond Janjati dwara kiye gaye aandolanoan ka aitihasik vishleshan.** (Dr. Ajay Prakash Khare), Department of History, Dr B R Ambedkar University of Social Sciences, Indore.

5. Randive, Dinkar Mohanrao. **Bhartiye itihās lekhnāat Dr R. S. Morvanchikar yanchey yogdan: Ek abhyas.** (Dr. Mutkule R R), Department of History, Swami Ramanand Teerth Marathwada University, Nanded.

6. Sangamwar, Swapna Tulshiram. **Nanded Jihyateel Mahadev Kolli jamateecha itihās: Ek abhyas.** (Dr. Bokade Shivraj), Department of History, Swami Ramanand Teerth Marathwada University, Nanded.

7. Sareer, Mustafa. **Urbanization in Northern India under Delhi Sultanate (1206-1388 A D).** (Dr. Dinesh Mandot), Department of History, Bhagwant University, Ajmer.

8. Shatalwar, Ramakant Shivajirao. **Dhanjay Kaur yanchya itihās lekhnateel charitre granthacha chikitsak abhyas: Vishesh sandarbh M Jyotiba Phule.** (Dr. Pimpalpal R R), Department of History, Swami Ramanand Teerth Marathwada University, Nanded.

#### Languages & Literature

##### English

1. Abdul, Qadeer Abdul Hameed. **Dramatic art of Partap Sharma: An analysis of themes and techniques.** (Dr. M D Pathan), Department of English, Swami Ramanand Teerth Marathwada University, Nanded.

2. Ayanee, Aneesa. **Constructing cultural history: A study of the select novels of Orhan Parmuk.** (Dr. Mufti Mudasir), Department of English, University of Kashmir, Srinagar.

3. Chandrika, Kandra. **Exploration of the relationship between facts and fiction in the works of Rohinton Mistry: An analytical study.** (Dr. K B Glory), Department of English, Koneru Lakshmaiah Education Foundation, Guntur.

4. Chouhan, Prerna. **Overtones of eco-feminism in selected works of Margret Atwood.** (Dr. Sarla Singla), Faculty of Arts, Crafts & Social Sciences, Tania University, Sri Ganganagar.

5. Ghodke, Anuradha Nandkumar. **Depiction of marginality in the select novels of Anita Nair: A study.** (Dr. Vinay Bhogle), Department of English, Swami Ramanand Teerth Marathwada University, Nanded.

6. Gore, Rajesh Sakharam. **Rohinton Mistry as a minority writer: A study in postmodernism.** (Dr. Vasant



Satpute), Department of English, Swami Ramanand Teerth Marathwada University, Nanded.

7. Kanwar, Gayatri. **The making and un-making of myths in history: A study of Amish Tripathi's Shiva Trilogy and Chitra Banerjee Divakaruni's The Palace of illusions.** (Dr. Pema Eden Samdup), School of Humanities, Indira Gandhi National Open University, New Delhi.

8. Kendre, Vitthal Ranba. **The sense of history and tradition in the plays of Girish Karnad in the light of Subaltern perspective.** (Dr. B T Lahane), Department of English, Swami Ramanand Teerth Marathwada University, Nanded.

9. Mishra, Kalpana. **Expression of exile: Space identity and transformation: A feminist reading of the novel of Anita Desai and Bharati Mukherjee.** (Prof. Sthitaprajna), Department of English, Siksha O Anusandhan University, Bhubaneswar.

10. Mushtaq, Aaliya. **The self in autobiography: A study of St Augustine and Jean Jacques Rousseau.** (Dr. Hamida Bano), Department of English, University of Kashmir, Srinagar.

11. Puri, Shrikant Niranjana. **English language acquisition of the learners at the secondary higher education and under graduate level in tribal communities in Chandrapur District.** (Dr. D R Mane), Department of English, Swami Ramanand Teerth Marathwada University, Nanded.

12. Qureshi, Iram. **Demystifying American myth of progress: A study of the selected works of Kurt Vonnegut.** (Dr. Tasleem Ahmad War), Department of English, University of Kashmir, Srinagar.

13. Raheja, Tripti. **Voices and visions: Fiction of Bama and Valmiki.** (Dr. Parneet Jaggi), Faculty of Arts, Crafts & Social Sciences, Tanta University, Sri Ganganagar.

14. Shaikh, Gulab Karim. **Gender, culture and politics in the select plays of Poile Sengupta: A study.** (Dr. Durgesh B Ravande), Department of English, Swami Ramanand Teerth Marathwada University, Nanded.

15. Somuse, Anant Janardhan. **A narratological analysis of Satyajit Ray's fiction.** (Dr. M M Nivargi), Department of English, Swami Ramanand Teerth Marathwada University, Nanded.

16. Yash Raj. **Deconstruction to reconstruction: A critical study of select dalit autobiographies.** (Dr. B Siva Nagaiah), Department of English, Koneru Lakshmaiah Education Foundation, Guntur.

## Hindi

1. Jan, Nelofar. **Shaikh-ul-Aalam (R A) aur Kabirdas ek tulnatamak.** (Prof. Zahida Jabeen), Department of Hindi, University of Kashmir, Srinagar.

2. Pathak, Vipin Bihari. **Rashtriya-sahityik-sanskritik bhavbodh evam sanghgeet.** (Dr. Pooja Dhamija), Faculty of Arts, Crafts & Social Sciences, Tanta University, Sri Ganganagar.

3. Sawate, Raju Ashok. **Mohandas Naimisharay ke katha sahitye mein dalit jeevan sangharsh.** (Dr. Jalalkhan Chandkhan Pathan), Department of Hindi, Swami Ramanand Teerth Marathwada University, Nanded.

4. Shaikh, Shadul Mehetab. **Muhammad Quli Qutub Shah ke Gajaloan ka samikshnatamak adhyayan: Dakhini Hindi ke sandarbh mein.** (Dr. Shekhar Ghungarwar), Department of Hindi, Swami Ramanand Teerth Marathwada University, Nanded.

5. Singh, Garima. **Swatantryaotar Bhartite samajik saranchana aur Mohan Rakesh ke istri patre.** (Prof. Satyakam), School of Humanities, Indira Gandhi National Open University, New Delhi.

6. Suryawanshi, Deepali Vishvnathrao. **Ikkisvi sadi ke Hindi kahani mein Amedkarwadh: Ek anusheelan.** (Dr. Suresh Shelke), Department of Hindi, Swami Ramanand Teerth Marathwada University, Nanded.

## Kannada

1. Chandrashekar, M. **Kannada lalita prabandhakarakaralli loka drstiya vinyasagallu..** (Dr. G Ravi), Department of Kannada Literature Studies, Kannada University, Hampi, District Bellary.

2. Mary, Sagaya. **Contribution of Christian missionaries to the Kannada culture of Hyderabad Karnataka.** (Dr. Y Chandrababu), Department of Kannada Literature Studies, Kannada University, Hampi, District Bellary.

## Linguistics

1. Jehangir, Sumaya. **Needs, attitudes and motivation: A case study of Saudi students learning English.** (Prof. Aadil Amin Kak and Dr. Mazeegha Ahmed Al Tale), Department of Linguistics, University of Kashmir, Srinagar.

## Punjabi

1. Jasleen Kaur. **Karamjit Singh Kussa de novalaan vich kissani sankat da pragtaa.** (Dr. Iqbal

Sandhu), Faculty of Arts, Crafts & Social Sciences, Tanta University, Sri Ganganagar.

### Sanskrit

1. Baraiya Labhubhai, Sureshbhai. **Krsnavilasa Mahakavya of Punyakoti: A study.** (Dr. M K Moliya), Department of Sanskrit, Saurashtra University, Rajkot.

2. Bhargva, Deepak. **A poetic study of Prasanna Bharata-Mahakavya written by Acharya Girijashankar Mishra.** (Prof. Vidyanand Jha), Department of Sahitya, Central Sanskrit University, New Delhi.

3. Biswal, Biswalaxmi. **A comparative study of Shuddhisar and Shuddhichandrika.** (Prof. Lalit Kumar Sahu), Department of Dharamashastra, Central Sanskrit University, New Delhi.

4. Jaiman, Shailesh Kumar. **A critical study of the national sentiment inherent in Ambikadattavyas devised Shivrajvijay.** (Dr. Harish Chandra Tiwari), Department of Sahitya, Central Sanskrit University, New Delhi.

5. Jani, Abhishek. **Vakyapadeeyasthavakyakandasya (Poorvardhasya) prakashateekaya mahabhashyadrishya sameekshanam.** (Prof. Vishnukant Pandey), Department of Vyakarna, Central Sanskrit University, New Delhi.

6. Jha, Amit Kumar. **An analytical study of vrikshayurveda in the light of jyotisha shastra.** (Prof. Shubhasmita Mishra), Department of Jyotisha, Central Sanskrit University, New Delhi.

7. Mishra, Kadambini. **Acharya Kishorchandramahapatravirachitasya pranayaprasadanamahakavyasya sameekshatmakadhyayanam.** (Prof. Sushant Kumar Raj), Department of Sahitya, Central Sanskrit University, New Delhi.

8. Pradhan, Dipak. **A critical edition of Bhringaduta with commentary by kavindragangananda.** (Prof. Udaynath Jha), Department of Sahitya, Central Sanskrit University, New Delhi.

9. Sharma, Seema. **Vakyapadeeyabrahmakandasya swopagyavrittityekarthaprakashateekayoh tulnatmakam adhyayanam.** (Prof. Shridhar Mishra), Department of Vyakarna, Central Sanskrit University, New Delhi.

10. Srivastava, Rashmi Devi. **Amarukshatakasya Gyananandeteekayah sameekshatmakam sampadanam.** (Prof. Sarvanarayan Jha), Department of Sahitya, Central Sanskrit University, New Delhi.

11. Sumeri Lal. **Abhigyanashakuntalottararam-charitayoh stripatranam tulnatmakamadhyayanam.** (Prof. Shishir Kumar Pandey), Department of Sahitya, Central Sanskrit University, New Delhi.

12. Tiwari, Jivan Prakash. **Acharya Haridutt Sharmapranit anam geetakandalika-utkalika-lasalatika-sangyakanam geetakavyanam sameekshikam parisheelanam.** (Prof. Janardan Prasad Pandey 'Mani'), Department of Sahitya, Central Sanskrit University, New Delhi.

### Urdu

1. Begh, Mohd Mustafa. **Noor Shah kee fiction Nigari ka tanoeedi jayeza.** (Dr. Sanjeeda Bibi), Department of Urdu, Bhagwant University, Ajmer.

2. Burhanuddin, Mohd Azam Mohd. **Marathwada kee Sofiyana Shayeri: Wali say Ahde Hazer tak.** (Dr. Mohd Maqbool Ahmed), Department of Urdu, Swami Ramanand Teerth Marathwada University, Nanded.

3. Dar, Mohd Younis. **Urdu Ghazal mein insani masail kee akasi: Uneeswein aur beeswein sadi ke muntakhib Shoura ke hawaley se.** (Prof. Aarifa Bushra), Department of Urdu, University of Kashmir, Srinagar.

4. Wani, Zahid Bashir. **Political consciousness and Urdu short story: A critical appraisal of selected representative short stories.** (Dr. Irfan Ahmad Malik), Department of Urdu, University of Kashmir, Srinagar.

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**UNITED STATES-INDIA EDUCATIONAL FOUNDATION (USIEF)  
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**Fulbright-Nehru Master's Fellowships:** These fellowships are for outstanding Indians who demonstrate leadership qualities, have completed the equivalent of a U.S. bachelor's degree, and have at least three years' full time (paid) professional work experience, to pursue a master's degree program at select U.S. colleges and universities in the areas of Arts and Culture Management including Heritage Conservation and Museum Studies; Economics; Environmental Science/Studies; Higher Education Administration; International Affairs; Journalism and Mass Communication; International Legal Studies; Public Administration; Public Health; Urban and Regional Planning; and Women's Studies/Gender Studies. *Application Deadline: May 16, 2022.*

**Fulbright-Nehru Doctoral Research Fellowships\*:** These pre-doctoral level research fellowships, for six to nine months, are designed for Indian scholars who are registered for a Ph.D. at an Indian institution. *Application Deadline: July 15, 2022.*

**Fulbright-Nehru Academic and Professional Excellence Fellowships\*:** These fellowships, for four to nine months, aim to provide Indian faculty, researchers, and professionals the opportunity to teach, conduct research, or carry out a combination of teaching and research at a U.S. institution. Applicants can opt for four to six-month Flex Awards in two segments. *Application Deadline: July 15, 2022.*

**Fulbright-Nehru Postdoctoral Research Fellowships\*:** These fellowships, for eight to 24 months, are designed for Indian faculty and researchers, who have a Ph.D. or a D.M. degree within the past four years. *Application Deadline: August 17, 2022.*

**\*Eligible fields of study:** Agricultural Sciences; Anthropology; Bioengineering; Chemistry; Computer Science (including, but not limited to, cyber security, digital economy, quantum computing, artificial intelligence, machine learning and big data analytics); Economics; Education Policy and Planning; Energy Studies; Geography (including GIS and Geology); History; Language and Literature; Materials Science (with emphasis on environmental applications); Mathematical Sciences; Neurosciences; Performing Arts; Physics; Political Science (including, but not limited to, International Security and Strategic Studies); Public Health (including, but not limited to, pandemic preparedness and comprehensive surveillance (genomic surveillance, sewage surveillance, sero-surveillance)); Public Policy; Sociology; Urban and Regional Planning (with emphasis on smart cities and waste management); Visual Arts; and Women's and Gender Studies.

**Fulbright-Nehru Visiting Chair Program at Emory University:** The Visiting Chair Program is designed for Indian scholars who are employed in India for the purpose of teaching, lecturing, and/or conducting research at Emory University's main campus in Atlanta. *Application Deadline: August 16, 2022.*

**Fulbright-Nehru Visiting Chair Program at University of Massachusetts:** The Visiting Chair Program is designed for Indian scholars who are employed in India for the purpose of teaching, lecturing, and/or conducting research at the University of Massachusetts Amherst. *Application Deadline: August 16, 2022.*

**Fulbright-Kalam Climate Fellowships:** These fellowships are offered to build long-term capacity to address climate change related issues in India and the U.S. These grants are offered at three levels: (1) Doctoral Research; (2) Postdoctoral Research; and (3) Academic and Professional Excellence. *Application Deadline: September 15, 2022.*

**Hubert H. Humphrey Fellowships:** For young and mid-career professionals, policy makers, planners, administrators, and managers in the government, public and private sectors, and NGOs for professional development in the fields of Agricultural and Rural Development; Communications/Journalism; Contagious and Infectious Diseases; Economic Development; Educational Administration, Planning and Policy; Finance and Banking; Higher Education Administration; HIV/AIDS Policy and Prevention; Human Resource Management; International Religious Freedom; Law and Human Rights; Natural Resources, Environmental Policy, and Climate Change; Public Health Policy and Management; Public Policy Analysis and Public Administration; Substance Abuse Education, Treatment and Prevention; Teaching of English as a Foreign Language (Teacher Training or Curriculum Development); Technology Policy and Management; Trafficking in Persons, Policy and Prevention; Urban and Regional Planning. *Application Deadline: June 15, 2022.*

**Fulbright Foreign Language Teaching Assistant (FLTA) Program:** This is a nine-month, non-degree program which invites applications from early career English teachers teaching at college level or training to become a teacher of English, or a young professional in related fields (e.g., American Studies, American/English Literature, etc.). Selected FLTAs from India will teach Bangla, Hindi or Urdu at select U.S. campuses. *Application Deadline: August 5, 2022.*

For complete details visit USIEF website [www.usief.org.in](http://www.usief.org.in) or e-mail: [ip@usief.org.in](mailto:ip@usief.org.in)

## Nalanda Educational Foundation (Sanchalit)

Dr. Babasaheb Ambedkar College of Arts, Science & Commerce

Malekar Wadi, P.L Lokhande Marg, Near Chembur Rly. Station, Chembur (West), Mumbai - 400 089

### Minority

APPLICATIONS ARE INVITED FOR THE POSTS FROM THE ACADEMIC YEAR 2021-2022.

### UNAIDED

Sr. No.	Cadre	Subject	Total No. of Post	Category
1	<b>Principal</b>	---	01	01-OPEN
2	Associate Professor	Business Management	02	02-OPEN
3	Assistant Professor	Chemistry	04	04-OPEN
4	Assistant Professor	Botany	02	02-OPEN
5	Assistant Professor	Physics	02	02-OPEN
6	Assistant Professor	Mathematics	02	02-OPEN
7	Assistant Professor	Commerce	07	07-OPEN
8	Assistant Professor	English/Business Communication	02	02-OPEN
9	Assistant Professor	Business Law	02	02-OPEN
10	Assistant Professor	Economics	03	03-OPEN
11	Assistant Professor	History (History to Teach FC)	02	02-OPEN
12	Assistant Professor	Accountancy	06	06-OPEN
13	Assistant Professor	Psychology	01	01-OPEN
14	<b>Librarian</b>	---	01	01-OPEN
15	Assistant Professor	Information Technology	01	01-OPEN
16	Assistant Professor	Computer Science	01	01-OPEN

The above post are open to all, however, candidates from any category can apply for the post. Reservation for women & disabled persons will be as per rule University Circular No. BCC/16/74/1998 dated 10<sup>th</sup> March, 1998. 4% reservation shall be for the persons with disability as per University Circular No. Special Cell/ICC/2019-20/05dated 5<sup>th</sup> July, 2019.

Candidates having knowledge of Marathi will be preferred.

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

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

Applicants who are already employed must send their application through proper channel.

Applicants are required to account for breaks, if any, in their academic career.

Application with full details should reach the **CHAIRMAN, NALANDA EDUCATIONAL FOUNDATION (SANCHALIT), Dr. Babasaheb Ambedkar College of Arts, Science & Commerce, Malekar Wadi, P.L. Lokhande Marg, Near Chembur Rly. Station, Chembur (West), Mumbai – 400089 within 15 days from the date of publication of this advertisement. This is university approved advertisement.**

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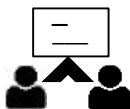
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