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#Let'sBeatCoronaTogether

AIU Invites Proposals for Organizing
Roundtables of Newly Appointed Vice Chancellors
in the Session 2022-23

Association of Indian Universities invites proposals for collaboration from member universities/institutions to organize Two **Two-day Roundtables of Newly Appointed Vice Chancellors** in the current financial year ending on March 31, 2023.

The Roundtables are to be scheduled between **October 2022 to March 2023** during mutually convenient dates for the collaborating University and AIU.

Member Universities/Institutions of AIU are invited to send their proposal with an Expression of Interest (EoI) from the Vice Chancellor to collaborate with AIU in organizing the Roundtables. The institutions are required to send the Proposal containing (i) an Expression of Interest through a letter from the Vice Chancellor, (ii) Financial Estimates, (iii) Two Sets of Dates for convening the Events.

The proposal duly Approved /Endorsed by the Vice Chancellor/ Head of the Institution **along with two sets of dates** for convening the Roundtables must be sent latest by **September 01, 2022,** via Email: researchaiu@gmail.com **to:**

Dr Amarendra Pani
Joint Director & Head (Res)
Association of Indian Universities
AIU House, 16 Comd. Indrajit Gupta Marg
New Delhi – 110 002
E-mail: researchaiu@gmail.com

The allocation of the event to the University will be done after the selection process, and on terms and conditions as laid down by AIU. The details of terms and conditions will be communicated to the University after the selection process by the AIU.

N.B.: The Roundtables will be conducted under the banner of AIU. AIU is not a Funding Organisation. However, a token amount will be contributed by AIU for organizing the Roundtables. The two Roundtables will **Not** be allocated to the same University.

For any further queries please contact the coordinators on 011-23230059, Extn-202/241, Fax No: 011-23239325, E-mail:researchaiu@gmail.com

In This Issue

Financing of Higher Education through Education Loans in India: A Critical Analysis

Md Asraul Hoque* and Krishnan Chalil**

The crisis in higher education financing can be solved magically with education loans. Even though it fills the gap between accessibility and sustainability, there are an increasing number of instances of education loan defaults. Developing human capital is essential as developing nations make the shift to capital-intensive, knowledge-based economies. An essential step in a country's development is having a well-developed and coordinated educational system. The country of India has a long history of changing its educational policy to meet the needs of the local labour market. Primary and lower secondary education are both required and free in this country. But most of the time, higher education is not free, and the student dropout rate is extremely high at this level of education. Such dropouts are caused by the opportunity cost of not attending school as well as the cost of education. The government offers student loans starting at the higher education level to help students who are at risk. This study looks at how higher education student loans might be changed in India. It also discusses how loans are now used to pay for education in the country's educational system, as well as the loan funds that are available and how they are doing right now. This article illustrates the generous nature of the Indian Student Loan Fund and the underdeveloped but constantly evolving loan recovery process through associated literature and document analysis.

A nation's ability to thrive and prosper economically depends on its higher education system. In (Peng Tan, 2006) notes that it is connected to economic development at both the macro and micro levels in terms of competitiveness, productivity, and economic growth. Many governments around the world fund higher education because it has been demonstrated to generate both private and public rewards. Enhancing a person's abilities and the likelihood of employment increases earning potential at the individual level. Additionally, technology gives people access to social networks that may be used for personal growth and fulfillment, and it enables them to work with more independence and creativity (Oreopoulos and Petronijevic, 2013). A more general observation is made by (Bloom et al. 2006) that "higher education may improve tax income, increase savings and investment, and contribute to a more enterprising and civic society. Additionally, it can enhance a country's health, help slow down population growth,

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advance technology, and strengthen the government. Numerous studies' statistics demonstrate a rise in the proportion of people getting higher degrees as well as the wage premium associated with them. As a result of technological development, there is a greater need for competent people (Oreopoulos and Petronijevic, 2013; Avery and Turner, 2012).

Higher Education has become more and more expensive over time, placing pressure on both public resources and private households as demand for it and its return on investment has increased. Many nations first provided free postsecondary education because of its socioeconomic significance to development. Cost-sharing between the government and students has become the main method of financing higher education, though, as a result of rising expenses and demand combined with diminishing state resources (Salmi, 2003).

For students with poor credit, student loans are one of their alternate sources of funding. The inability of students to borrow money by using their future earnings as collateral causes capital market failure. To address the flaws in the capital market, India's scheduled commercial banks are offering student loans. However, there are several stages in the credit markets for higher education that are uncertain for both lenders and borrowers. These include the borrower's ability to succeed as a student, graduate, or employee, and consistently repay loans based on his expected future income (Barr and Crawford, 2005; Chapman, 2006). If left to the market, there will be efficiency loss (as the gifted but credit-restricted students from low-income families would not be able to access higher education) which will lead to distributional inequities. The government's involvement in subsidizing higher education is therefore justified. Additionally, ensuring equal access to educational opportunities and an Indian student loan Programme are two of the primary goals of Indian education policy.

Financing Higher Education in India: The Development History of Education Loans Policies

Loan financing is not new in India. To increase access to higher education while reducing the burden on the government to cover all costs, the National Loan Scholarship Scheme was established in 1963–1964. To help underprivileged and worthy pupils continue their education after class ten, this Programme offered

interest-free loans to them. Only 9600 of the 18,000 Loan scholarships that were initially promised in the first year were initially given. In 1965–1966 the number of Loan scholarships reached an all-time high of 26,500 before rapidly falling to 18,000 the following year (1966–67). The number remained consistent over time at roughly 20,000, except in 1973–1974 when it was cut in half to 10,000 as a result of "economy" measures (required by high inflation rates, etc.). Since student loans were first offered in 1963 through 1987–88, a total of Rs. 869 million has been invested in them. Certain estimations may be made based on the available data, however, the repayment rate is quite low. The Government invested around Rs. 42 million in the Loan scholarship Programme in 1977–1978; of that amount, Rs. 4.4 million was recovered as loan scholarship repayment. When the Programme was first implemented in 1963–1964, there were 1.3 million students enrolled in higher education; by 1988–1989, there were 9.2 million (Tilak, 1992). (Tilak, 2018). However, the Government was compelled to abandon the plan by 1991 due to several issues, including exorbitant overdue and a lack of vision. There was no comparable scheme in the nation for the following ten years.

The 2001 introduction of India's school loan Programme is overseen by an established commercial Bank. It encompasses a broad spectrum of post-matriculation to doctoral-level courses in higher education, both in India and overseas. Any student who successfully got admitted to a domestic or international educational institution is qualified to apply. The loan amount covers both instructional costs and living expenses. According to loan slabs, the interest rate fluctuates. Repayment would start one year after course completion or six months after finding employment, whichever is earlier and may take five to seven years to complete. Interest is assessed both during the study period and until the loan is fully repaid. Since the Programme's start, the number of educational loans has increased, rising from 0.11 million in 2000–01 to 2.59 million in 2013–14. The percentage of students enrolled in higher education who choose to take out college loans has increased and all students who requested loans will receive them. According to conversations with several lenders, the approval rate for student loans is above 95%. During the same period, the 1.3 percent figure dropped to roughly 8%.

Since 2008, there has been a new Loan Guarantee Authority covering bank loans for authorised

universities in India and overseas. The amount offered to students as loans has increased multiple times in recent years. The loans are utilized for both domestic and international academic Programmes. The overall number of loans obtained increased from 0.112 million in 2000-01 to 2.59 million in 2013-14. From Rs. 1028 crores in 2001 to Rs. 70282 crores in 2013–14 and then to Rs. 84,965 crores as of December 2020, the amount of released student loan money increased (Rani, 2017).

Public Policy on Education Loans: Government Participation in India

The Government has launched various schemes in different fields to improve the education system and help those in need. Vidya Lakshmi Portal has been launched for providing financial assistance in terms of education loans and scholarships all under one portal.

Vidya Lakshmi Portal

The Vidya Lakshmi site, a single point of entry for students to information and applications for educational loans, was established by the government of India on August 15th, 2015. The government has launched a web-based facility called Vidya Lakshmi Portal to make the processing and disbursement of loans easier. The Department of Financial Services, Indian Banks Association (IBA), Department of Higher Education, and Ministry of Human Resource Development guided the creation of this platform (IBA). NSDL e-Governance Infrastructure Limited is responsible for creating and maintaining the portal. By logging into the site, students can examine, submit, and follow the status of their bank applications for education loans at any time. Links to the National Scholarship Portal are also provided through the portal. This website was created to make it easier for students to apply for education loans in India and obtain information about them on one single website. Before this portal was established, students had to submit their applications to various banks using various forms, and the procedure was complicated, chaotic, and time-consuming. Students can now easily apply, determine their eligibility, track their loans, and get information about education loans in India for higher education. Nearly 38 banks have registered, and 127 distinct lending plans exist in it. According to RBI standards, all education loans up to Rs 4 lakh are collateral-free under the Credit Guarantee Fund Scheme for Education Loans

(CGFSEL). Additionally, the Government of India has introduced the Credit Guarantee Fund Scheme for Education Loans (CGFSEL), which offers up to Rs. 7.5 lakh in collateral-free loans. IBA Model Plan According to the IBA Model Scheme, the maximum amount for an education loan is Rs. 10 lakh ($20,000) for domestic studies. However, banks may take into account stream- and institution-specific loan amounts limitations by taking into account the standing and placement record of the relevant educational institution. Depending on the course, banks might consider a bigger loan volume.

Programme for student loans is not restricted to a single institution or course within a given stream in India. One can apply for technical, professional, and vocational degree Programmes offered by Indian as well as overseas universities. On the Vidya Lakshmi Portal, one can submit a single application to 38 banks for a loan of less than Rs. 4 Lacs, between Rs. 4 Lacs and Rs. 7.5 Lacs, or more than Rs. 7.5 Lacs.

Interest Rates

Various banks charge various interest rates. Most banks impose fees ranging from 2 to 6 percent above the MCLR. One can determine the monthly EMI by going to the bank's official website. However, depending on several variables, interest rates might range from 7% to 13%. Repayment will begin once the moratorium period is through. The moratorium period is equal to the length of the course plus an additional year, or six months following the applicant's acceptance of a position. The applicant must continue making EMI payments after the moratorium has ended.

Credit Guarantee Fund Scheme for Educational Loans (CGFSEL)

The Central Government Interest Subsidy on Educational Loans for Economically Weaker Sections of Society Programme has also been introduced. The pupils must obtain admission to any of the approved technical and professional courses offered by accredited Indian institutions only after Class XII and must come from an economically disadvantaged family and have an annual gross family income of no more than Rs. 4.5 lakh. Subsidy for loans up to 7.50 lakhs rupees (even if the loan is more than Rs.7.50 Lakhs).

Padho Pardesh Scheme

The programme also gives minority students educational loans for international study at reduced

interest rates but only for the Masters, M. Phil., and Ph.D. degrees. The student must be from a minority community that is part of the Economically Weaker Section (EWS), and their yearly gross family income is less than Rs. 6 lakhs. The Programme is open to international higher education. If a student is receiving benefits under this Programme and renounces his Indian citizenship while the loan is still outstanding, no interest subsidy will be provided.

Dr. Ambedkar Central Sector Scheme

Other Backward Classes (OBCs) and Economically Backward Classes (EBCs) Interest Subsidy on Educational Loan for Overseas Studies under the Dr. Ambedkar Central Sector Scheme. Plan to give students from the other backward classes (OBCs) and economically backward classes with interest-subvention on educational loans for abroad study (EBCs). obtained admission to graduate-level programmes abroad, including just Masters, M. Phil., and Ph.D. Programmes. The student is from one of the economically and socially disadvantaged classes (OBC or EBC), with an annual gross family income of no more than Rs. 3 lakh or Rs. 1 lakh, respectively. Higher education abroad is covered by the programme.

Central Government Interest Subsidy Scheme (CSIS)

For those in the economically disadvantaged parts of society, the Government of India has introduced an interest subsidy programme for student loans. After completing Class XII, the student should enroll in any professional or technical programme that has been approved by a NAAC-accredited institution, a professional technical programme that has been accredited by the NBA, an institution of national importance, or a centrally funded technical institution (CFTIs). The approval of the relevant regulatory bodies, such as the National Medical Council for medical courses, the Nursing Council of India for nursing courses, the Bar Council of India for law, etc., is required for those professional institutions and Programmes that do not fall under the purview of National Assessment and Accreditation Council (NAAC) or National Board of Accreditation (NBA). Only loans for higher education that are approved without the use of collateral or a third party's guarantee are eligible under the CSIS Programme, and subsidies are only accessible up to a limit of Rs. 7.50 lakh, regardless of the amount of the loan that has been approved. A family's total annual gross income from all sources cannot be more than Rs. 4.5 million. Only the interest incurred in the loan account throughout the course and moratorium period is covered by the interest subsidy.

Bihar Student Credit Card Yojana, Bihar

To provide financial assistance to students who have passed their Class XII examinations but are unable to continue their education due to a lack of funds, the Bihar Student Credit Card Yojana was launched in 2016. The Gross Enrollment Ratio (GER) for higher education in the state is 14.3%, compared to a national average of roughly 24%. (AISHE, 2015-16). The state government aims to take all necessary steps to increase the GER of Bihar by 30% while making it equal to the national average, and the state should be put on the front line of the developed states. It was decided to implement the Bihar Student Credit Card Yojana Bihar, developed under the State Government's good governance Programme 2015-20. The Bihar Student Credit Card Yojana was launched on the occasion of Gandhi Jayanti on 2nd October 2016. To provide financial assistance to students deprived of Higher education due to economic reasons. An initial estimate of providing benefits of this scheme to 50,000 students in the financial year 2018-19, 75,000 in the financial year 2019-20, and 1,00,000 in the financial year 2020-21. (Bihar state education finance corporation ltd., n.d.). *Basic features Bihar Student Credit Card Yojana.* Poor meritorious Students get a Loan from the bank for further studies. The scheme will make your higher education dreams a reality. Financing is available at a lower rate of 4% simple interest of 1% for girls, transgender, and students with disabilities. Under the BSCCS scheme, students can get a Loan of up to 4 lakh rupees from the bank. The BSCCS scheme is also good because students can apply through the app or portal. They do not need to go around the branches of the bank. Financial assistance can be used to pay fees, buy books, purchase laptops, etc. Once the course is finished and they have a job, etc., credit card payback begins.

According to the Officials, the government approved education loans totaling Rs 2041 crore for students under this Programme, and between July 15, 2018, and December 17, 2021, the state received roughly 1,71,475 applications. "There are 40,235 girls and 95,982 boys who benefit from the Programme me. 58,008 of the total applications came from the Other Backward Classes, 22,974 from the

Extremely Backward Classes, 13,204 from Scheduled Castes, 1808 from Scheduled Tribes, and 40,223 from the General Category. There have been 1,36,217 applications approved. a budget of Rs. 2041 crore has been distributed to recipients' accounts from the Rs. 3628 crore budgets authorised for this scheme.

Student Credit Card Scheme in West Bengal

To help young people in West Bengal become 'self-reliant', the state government launched the 'Student Credit Card scheme' on June 30, 2021. This Programme supports students as they pursue secondary, higher secondary, *madrasah,* undergraduate, and postgraduate studies, including professional degrees and other equivalent courses, at institutions both inside and outside India. Students can use this to further their studies and get ready for challenging tests. State students may be eligible for a loan of up to Rs. 10 lakhs under the Programme. In addition, the Scheme will help all West Bengal residents who are enrolled in higher education institutions and coaching centers for competitive examinations. The loan under this Programme is also available to students who are undergoing coaching for competitive tests in the fields of engineering, medicine, law, civil service, administrative services, and other professions. State cooperative banks and their affiliated central cooperative banks, district central cooperative banks, and public or private banks are allowed to lend up to 10 lakh rupees to students at a basic interest rate of 4 percent. After securing a job, students have 15 years to return the loan's full amount. 15 years are required for payback. "Anyone who has lived in West Bengal for at least 10 years and is under the age of 40 may apply for the loan, which is accessible for undergraduate, postgraduate, doctoral, and post-doctoral studies in India or overseas. Loans for students' higher education are the primary goal of the West Bengal Student Credit Card. Students would be able to pursue their higher education without worrying about the cost through the provision of loans up to Rs. 10 lakhs under this Programme. The loan offered through this Programme will have a very low-interest rate, and to get the loans, students will receive a credit card that they can use to withdraw the loan's full amount. Now all West Bengal students will be able to pursue higher education. Because more students will be able to pursue both an education and employment thanks to this Programme, it will also lower the unemployment rate among West Bengal residents.

The loan offered through this Programme will be accessible at a very low-interest rate, A credit card will be given to pupils to calculate their debt total. Students can withdraw the loan money using this credit card, this Programme is open to all students who have resided in West Bengal for the last ten years. The West Bengal Student Credit Card is also available for undergraduate, graduate, doctoral, and postdoctoral studies in India and overseas. The benefit of this Programme is available to participants up to the age of 40. After finding employment, students must repay their loan balance within 15 years. A loan of up to ten lakh rupees can be issued under this special Programme. A guarantee will be provided by the State government. The cost of books and laptops will also be covered, along with all course fees, tuition, and dorm costs. The state government announced during the reading of the budget on March 12, 2022 (The Times of India) that there were 112,745 applications submitted, of which 1,07899 were sent to the banks, which approved loans totaling Rs. 412.89 crores for 20,000 students under the Student Credit Card scheme.

Kalinga Sikhya Sathi Yojana (KSSY)

KSSY is a loan Programme for students that was introduced by the Odisha Government in 2016. Under the Programme, students are eligible for loans up to Rs. 10 lakhs with a 1% interest rate. Both online and offline applications can be made by candidates for the Programme. At any of the designated bank branches, offline applications may be filed. For online applications, students should visit the Odisha higher education department's website, dheodisha.gov.in. It is required that the applicant is a resident of Odisha with a family income of no more than Rs 6 lakh. No one who has already benefited from comparable state or central government Programmes is qualified. Policy on repayment: The repayment period, which includes the moratorium period, is 10 years for loans up to Rs 7.5 lakh. It is 15 years for loans between Rs 7.5 lakh and Rs 10 lakh, including the moratorium period. Medical courses (MBBS/MD), law courses (LLB/LLM), management courses (BBA/MBA/MBM), engineering courses (mechanical/electrical/civil/computer), and other vocational courses are included.

Higher Education and Skill Development Guarantee Scheme of the Delhi Government.

The student higher education loan Programme was proposed by the Delhi government. Under

this higher education and skill development loan guarantee Programme, banks will grant loans to students with the government serving as a guarantor. The Lt. Governor approved this plan and said that it will benefit a great number of parents and children. Banks will offer education loans to students in the amount of up to Rs. 10 lakhs while the government would guarantee the loans. This Programme was expanded to include Delhi students enrolling in courses at accredited universities outside of Delhi. Students who have completed Class 12 are eligible for the loan intended for higher education. The loan may be obtained without providing collateral or a third party, according to the plan. Students of Delhi government employees or representatives/public servants stationed in Delhi were also eligible for the Programme. There are no age restrictions on the students. Course costs, library/lab fees, the purchase of books, equipment, instruments, uniforms, computers, and acceptable housing and accommodation are all expenses covered by the education loan Programme.

From 2015 to 2021, the Delhi government's Higher Education and Skill Development Guarantee Scheme approved a total of Rs 12,13,00,000 crore in student loans, according to official data. Students can apply for up to Rs 10,00,000 in collateral-free loans through the Programme for higher education, with the Delhi government serving as a guarantee to pay back the loan balance if the applicant defaults.

The Delhi Higher Education and Skill Development Credit Guarantee Fund, with a corpus of Rs 30,00,00,000, has been established to offer a suitable guarantee. Up to July 27, a total of Rs 12,13,04,299 has been sanctioned, according to government data. From 2015 to 2021, the Delhi government received 1,061 applications; 348 of these were approved.

It received 11 applications for the years 2021–2022, but none of them have been approved. A total of 58 applications were received in the fiscal year 2015–16, and a total of Rs 2,01,12,000 was sanctioned for each of them. Between 2016 and 2017, 424 applications were submitted, and a total of Rs 5,56,21,567 were approved. The following year, 50 out of 177 applications were approved for loans totaling Rs 1,85,90,982. Only 42 out of 139 applications were approved for loans in 2018–19, totaling Rs 1,78,39,600. In 2019–20, 18 out of 146 applications received approval, however, in 2020–21, only four out of 106 applications were approved. Rs 73,38,950 and Rs 18,01,200 in loans were approved for the 2019–20 and 2020–21 fiscal years, respectively (Press Trust of India, 2021, July 29).

Guruji Credit Card Scheme, Jharkhand

The Jharkhand state government has created a Programme that would give students financial aid so they can continue their education without financial stress. In its state budget, the Jharkhand state government introduced the Guruji Credit Card Scheme on March 3, 2022. This Programme will shortly begin to aid state kids. This Programme would offer non-collateral soft loans to low-income students up to Rs. 10 lakhs each. They will be given this soft loan for their graduate education. This loan's anticipated basic interest rate is 4% annually. The pupils will have 15 years to repay their loans. This sum can be used by students to pursue a professional education, post-graduate certificates, or Ph.D. Programmes, post-doctoral Programmes, etc. The students will be able to pursue further education and create a promising future thanks to this Programme without facing any financial obstacles. Regardless of financial limitations, this effort will support the student in pursuing higher education and realizing their aspirations. The recipients of these Loans are students from the state's less affluent socioeconomic groups. The student's choice of further education and preparation for competitive tests will be made possible by this Programme. Banks request collateral security in exchange for student loans. However, underprivileged kids typically are unable to do so. They forfeit the chance to pursue higher education in such circumstances. The state government will guarantee such a loan via Guruji Credit Card (Press Trust of India, 2022b, March 3) (Poojary, 2022, March 5).

BHU Launches Interest-Free Loans for Economically Weak Students

For its students who struggle to continue their studies because of their precarious financial situations, Banaras Hindu University has launched an interest-free loan support Programme. According to a release, the Programme would provide annual assistance of Rs 12,000 to pupils whose family has a below poverty line (BPL) card, whose parents have passed away from COVID-19 or are no longer alive, and the child was dependent on their income. This has been done to allow them to finish their university coursework without interruption. A recommendation

from two faculty members is required to use the Programme. This is because the institution will give students all the assistance, they need to finish their studies. An interest-free loan will be used to provide financial support. The benefit of this Programme will currently be extended to up to 1,000 kids. So far, 103 of the approximately 200 applications that have been submitted in this respect have been accepted. The student has two years to pay back the debts in installments after finding work. Both the student's parents and the faculty members who had suggested the student for the loan are exempt from the obligation to repay the loans as per Press Trust of India (PTI, 2022 April 26)

According to data obtained from all State-level Bankers' Committees (SLBC), a total of Rs 84,965 crore was outstanding for education loans borrowed by over 23.3 lakh accounts as of December 2020. More than 3.5 lakh of those accounts were classified as Non-Performing Assets (NPAs). A stream-specific analysis of the outstanding loans shows that medical students hold Rs 10,147 crore (11.9 percent) of the total outstanding amount of Rs 84,965 crore, followed by engineering students with Rs 33,316 crore (39.2 percent), nursing students with Rs 3,675 crore (4.3 percent), MBA students with Rs 9,541 crore (11.2 percent), and all other streams combined with Rs 28,286 crore (33.2 percent).

Fig 1: Stream-wise Education Loans NPAs in India
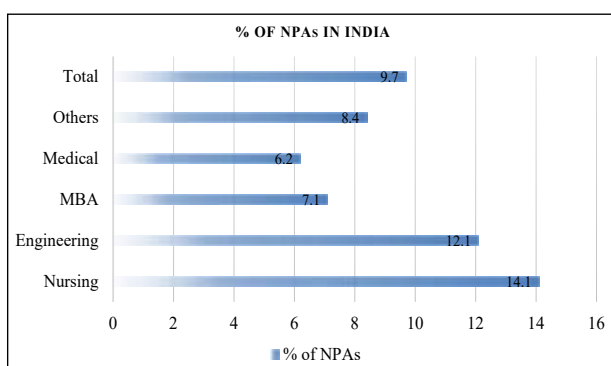
Source: SLBC April-December 2020, Times of India 22 March 2021

Nursing topped the list of NPAs against the total amount of outstanding loans with almost 14 percent, followed by 12.1 percent in engineering, 7.1 percent in MBA, and 6.2 percent in medical. 8.4% of the total loans outstanding are NPAs across all other streams (Table-1).

**Table 1: Educational Loans in India (December 2020)**

Stream	Amount of loan (crores)	Amount of NPAs (Crores)	Non-performing assets as a percentage
Medical	10147	633	6.2
Engineering	33316	4042	12.1
Nursing	3675	520.2	14.1
MBA	9541	685.5	7.2
Others	28286	2383	8.4
Total	84965	8263	9.7

Source: Times of India 22 March 2021

Performance of the States

Additionally, according to the distribution of education NPAs across the nation, the northern and western areas outperform the eastern and southern ones, which are represented by Bihar and Tamil Nadu. The eastern region has 14.2 percent of NPAs, while the southern region has 11.9 percent, which is more than the 9.7 percent national average. In the northern and western regions, it is just 3.3 percent and 3.9 percent, respectively, whereas it is 6.1 percent and 6.8 percent in the center and north-eastern regions (Table-2).

Fig 2: Regions-wise Performance Education Loans NPAs in India
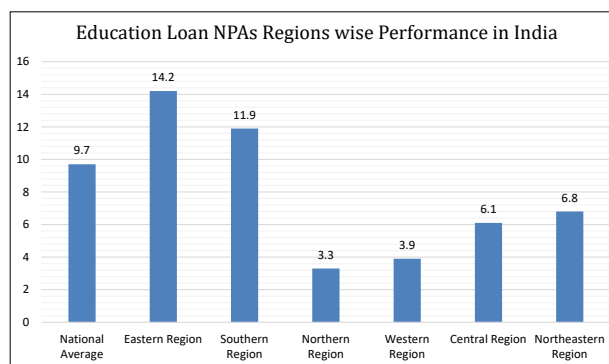
Source: Times of India 22 March 2021

Concluding remarks

The demand for higher education is increasing rapidly in India, and governments have often settled for cost-sharing policies to keep up with rising costs. Student loans will play a prominent role in helping all members of society access higher education, which will benefit both themselves and the community. A large amount of capital is necessary to be activated for long periods, resulting in financial structures

exposed to economic inconsistencies, making it especially vulnerable to operate a loan scheme in developing countries where the labor market and economic environment may change rapidly. A student loan scheme could greatly impact the individuals who are allowed to pursue higher education and society at large. With consciously chosen loan terms, attentive loan policies, and cooperativeness, a loan Programme could balance the conflicting social and financial responsibilities and make a lasting change.

From a policy perspective, student loans in India are viewed as one of the ways that students and/or their families share the costs of higher education. Additionally, they are thought of as an approach to advancing equity and equality. The government budget heavily subsidizes student loans, and every year more people become eligible for this assistance. It is a very widely accepted opinion that increased access to higher education is correlated with student loan financing. This supports our finding that, despite having a disproportionate representation in higher education institutions, students of both genders from families with varying income levels are benefiting from student loan financing.

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Development of Distance Education in India

P Satyanarayana* and Emmanuel D K Meduri**

Distance Education (DE) has been marvelously growing in diverse fashion in many developed and developing countries. This is evidenced by the following:

- A large number of distance education institutions are coming up to offer courses at a distance.

- Many publicly funded distance education institutions are set up throughout the world.

- Legislatures of several national and provincial governments are favouring the creation of distance teaching institutions as a cost-effective and cost-efficient means of educational provision.

- Distance education has been recognized as an integral and valued component of national education policies.

- The credibility, validity, reliability, and utility of distance education are on the increase.

Distance education holds different forms at different times in different regions. Some of these are given in Table-1:

Table 1: Different Forms of Distance Education

Correspondence Education	Online Education
Distance Learning	Open Distance Education
Distributed Learning	Open Distance Learning
Extension Education	Open Education
External Education	Open Learning
Flexible Learning	Postal Education
Independent Study	Virtual Education

Distance education is an umbrella term that describes all the teaching-learning arrangements in which the learner and the teacher are separated by space and time. Transaction of the curriculum is effected by means of specially prepared materials (self-study learning materials) which are delivered to the learners at their doorstep through various media such as print, television, radio, satellite, audio/video tapes, CD-ROMs, Internet, and World Wide Web, etc. Also technological medium replaces the inter-personal communication of conventional classroom-based education.

Distance Education (DE) occupied a special place in the Indian higher education system based on its major contribution to enhancing the gross enrollment ratio and democratization of higher education to the larger segment of the Indian population, particularly to reach out to the unreached and to meet the demands of lifelong learning which has become more of a necessity in the knowledge society. The major objectives of the Distance Education system are:

- to democratize higher education to a large segment of the population in particular the disadvantaged groups such as those living in remote and rural areas, working people, women, etc.;

- to provide an innovative system of university-level education that is both flexible and open in terms of methods and pace of learning; a combination of courses, eligibility for enrollment, age of entry, conduct of examination, and implementation of the programmes of study;

- to provide an opportunity for up-gradation of skills and qualifications; and

- to develop education as a lifelong activity to enable persons to update their knowledge or acquire knowledge in new areas.

India has one of the largest Distance Education systems in the world, second only to China. There are several types of institutions offering Distance Education today:

1. National Open University
2. State Open Universities
3. National Open School
4. State Open Schools
5. Correspondence Institutes of Conventional Universities
6. Extension Directorates of Agricultural Universities
7. Distance Education Departments of Technological Universities
8. Distance Education Divisions of Medical Universities

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9. Distance Education Divisions of Law Universities

10. Broadcasting organisations

11. Central and State Governments

12. Private educational and professional organisations recongised by governments

13. Private education and professional organisations.

At present, about 26% of all enrolments in higher education are in Distance Education, and it is still growing fast.

Historical Developments

After Independence policy-makers realized the imperative need for Distance Education (DE) in order to expand the base of higher education. With the expanding base at the elementary and secondary education levels, the demand for higher education had increased. The University Grants Commission (UGC) suggested in its report for 1956 that proposals for evening colleges, correspondence courses, and award of external degrees should be considered. The Planning Commission took serious note of such a need and in its Third Five Year Plan mentioned the need for the introduction of correspondence education in the country. In the light of the observations made by the Planning Commission, the Central Advisory Board on Education recommended the setting up of an Expert Committee under the chairmanship of Dr. D.S. Kothari, the then Chairman of UGC, to look into the proposal of introducing correspondence courses. The Expert Committee recommended the institution of correspondence courses in view of the greater flexibility, economic viability and innovative methods of imparting education. The committee also suggested that correspondence courses in India should be administered by the universities only and in the first instance, by one University, viz., the University of Delhi as a pilot project.

Thus, was born in 1962 at the University of Delhi's School of Correspondence Courses and Continuing Education. Subsequently the Education Commission (1964-66), under the chairmanship of Dr. D.S. Kothari, also perceived correspondence education as an answer to the increasing pressure of numbers as well as the growing financial pressures on the universities. The next decade i.e., the 1970s saw the growth and spread of the Correspondence Education system in India, with more conventional universities opening Correspondence Course Institutes (subsequently renamed as Directorates of Distance Education / Centres for Distance Education).

The opportunity of access, affordability, and convenience offered by the DE system contributed to its increasing popularity and growth. But again the DE system was plagued by the rigidities of the conventional system. The only flexibility was with regard to the larger number of seats. Education was still out of the reach of the marginalized and the disadvantaged. It was realized that unless we open educational opportunities to the deprived, unless we remove the structural rigidities in our educational system, and unless we integrate the educational system with developments in communication technology, we cannot and will not make headway in realizing the uphill task of educating the majority of the people and creating to the diverse types of education that modern society demands.

Against this background, the government introduced the Open University system in the 1980s, with the objective to further democratize opportunities for higher education to a large segment of the Indian population, particularly those for whom access was difficult or impossible such as those living in remote and rural areas, working people, women and other adults who wish to acquire and upgrade their knowledge and skills through studies in various fields.

The Ministry of Education (erstwhile Ministry of Human Resource Development) in its National Policy on Education (NPE) 1986 gave prominence to an Open University (OU) system as a means to augment opportunities for higher education and as an instrument of democratizing education. Clearly, the vision was that OUs would be different from conventional universities.

Thus, a new chapter in the DE system began with the establishment of Dr. B.R. Ambedkar Open University, Hyderabad in 1982, followed by the establishment of Indira Gandhi National Open University at the national level by the Parliament of India in 1985. The idea was accepted by many states and 1987 and after years saw the emergence of more Open Universities.

Initially, major responsibility for promotion and coordination of Open and DE was bestowed by the Parliament on the Indira Gandhi National Open University (IGNOU) instead of the UGC, the statutory authority for regulating higher education in India.

Thus, IGNOU became a unique institution as it was entrusted with a dual role of functioning like an Open University by offering programmes of education and training through distance mode and also acting as the promoter, coordinator of the Open and Distance Education system in the country and determining standards in such systems. To fulfill this particular mandate the Distance Education Council (DEC) was set up by IGNOU in 1991 as a statutory mechanism under IGNOU Act which became operational in February 1992. The DEC functioned within the broad framework, and the policies laid down by the Board of Management of IGNOU which enjoying a significant measure of autonomy in its operations.

As per the mandate of the DEC and the NPE 1986, which was revised in 1992, the DEC started interacting with the State Governments for establishing the SOUs in the respective states. As a result of DEC initiatives, several State governments established Open Universities.

In August 2010 the Ministry of Human Resource Development constituted a Committee under the Chairmanship of Prof. Madhava Menon in respect of the regulation of standards of education imparted through distance mode. In view of the acceptance of the Report submitted by the Madhava Menon Committee by the Ministry of Human Resource Development (MHRD) and its recommendations for the creation of a new regulatory body for ODL system, the Ministry transferred the regulatory authority of distance education from IGNOU to UGC. The list of Distance Education Institutions in India is presented in Table-2.

Table-2: Distance Education Institutions in India

S.No.	State	Number
1	Andhra Pradesh	19
2	Arunchal Pradesh	01
3	Assam	07
4	Bihar	06
5	Chhattisgarh	04
6	Delhi	12
7	Gujarat	05
8	Haryana	08
9	Himachal Pradesh	01
10	Jammu & Kashmir	02
11	Karnataka	13
12	Kerala	04
13	Madhya Pradesh	09
14	Maharashtra	25
15	Meghalaya	02
16	Mizoram	01
17	Nagaland	01
18	Odisha	07
19	Puducherry	01
20	Punjab	06
21	Rajasthan	12
22	Sikkim	04
23	Tamil Nadu	27
24	Tripura	02
25	Uttarakhand	06
26	Uttar Pradesh	19
27	West Bengal	07

Open University System in India: Broad Aims and Objectives

India has a vast network of distance education institutions. It is the only country in the world that has 17 independent open universities (Table-3). The broad aims and objectives of the Open University system are:

- to provide an alternative cost-effective non-formal channel for tertiary education.

- to supplement the conventional university system and reduce the pressure on it.

- to provide a second chance education to those who have had to discontinue their formal education or could not join regular universities owing

- to democratize higher education by providing access to large segment of the population, in particular, the disadvantaged groups such as those living in remote and rural areas, working people, women, and other adults who wish to acquire and upgrade their knowledge and/or skills.

- to strengthen and diversify the degree, diploma, and certificate courses related to employment and necessary for building the economy of the country on the basis of its natural and human resources.

- to provide continuing and life-long education to enrich the lives of the people.

- to provide an innovative system of university-level education that is flexible and open in terms of methods and pace of teaching combination of courses, eligibility of enrollment, age of entry, conduct of examination, and operation of the programmes with a view to promoting learning and encouraging excellence in new fields of knowledge.

Table-3: Open Universities in India

S. No.	Open Universities	Year of Establishment
1	Dr. B.R. Ambedkar Open University, Hyderabad	1982
2	Indira Gandhi National Open University, Delhi	1985
3	Vardhman Mahaveer Open University, Kota, Rajasthan	1987
4	Nalanda Open University, Patna, Bihar	1987
5	Yashwant Chavan Maharashtra Open University Nashik, Maharashtra	1998
6	Madhya Pradesh Bhoj Open University, Bhopal, Madhya Pradesh	1991
7	Dr Baba Saheb Ambedkar Open University, Ahmedabad, Gujarat	1994
8	Karnataka State Open University, Mysore, Karnataka	1996
9	Nataji Subhash Open University, Kolkata, West Bengal	1997
10	Uttar Pradesh Raj Rishi Tandon Open University, Allahabad, Uttar Pradesh	1998
11	Tamil Nadu Open University, Chennai, Tamil Nadu	2002
12	Pandit Sundarlal Sharma Open University, Raipur, Chhattisgarh	2005
13	The Global Open University, Nagaland	2006
14	K.K. Handique Open University, Guwahati, Assam	2007
15	Uttarkhand Open University, Dehradun, Uttarakhand	2007
16	Venkateshwara Open University, Lekhi, Arunachal Pradesh	2012
17	Odisha State Open University, Sambalpur, Odisha	2016

Courses

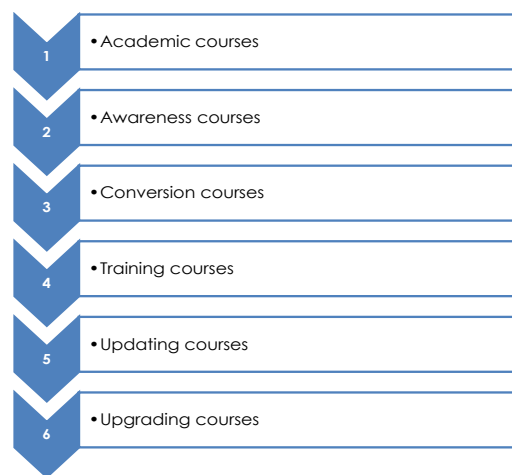The aims of higher distance education institutes reflect the types of distance education they offer. The aims are:

- to offer real education opportunities at the higher education level to students from different socio-economic classes in the society and especially to adults and those members of the working population who have not previously had the opportunity to attend a traditional institution.

- to meet in part the social demand for higher education at a standard not inferior to those of the best higher educational institutions in the country.

- to contribute to the autonomous development of the country by meeting its needs for trained human resources, particularly in scientific and technological fields.

- to establish institutional structures and processes capable of continuous development and of incorporating innovations that will optimize the teaching-learning process.

- to develop a teaching-learning system relevant to the conditions, needs, and aspirations of its students, and conducive to the stimulation of the students' capacity for creativity and critical thinking.

- to support the development needs of the nation in collaboration with other relevant agencies and institutions.

- to contribute to a significant diminution of unit costs in higher education.

- to provide its educational programs throughout the country.

- to optimize the productive use of free time by persons following its programmes.

Distance courses are into six broad components as depicted in Figure 1.

Fig-1: Components of Distance Education Courses

1. Academic courses
2. Awareness courses
3. Conversion courses
4. Training courses
5. Updating courses
6. Upgrading courses

Instructional System

Broadly, the instructional method of a distance education system is presented in Table-4.

Student Support

Student support in distance education varies from institution to institution. The student support system in distance education is unique. It depends on the market, the package which is employed, the delivery form, the status of the organization, and the socio-economic educational culture in which it operates. Student support services in most distance education institutions include some or more of:

- Class teaching at the study centre
- Individual tutorials at study centres or other locations
- Annual residential schools (compulsory or optional) study of self-help groups
- Socio events
- Counselling sessions at study centres
- Correspondence with tutor and counsellor
- Telephone contact with tutor and counsellor
- Group telephone tutorials, radio tutorials
- Audio cassette correspondence
- Computer-mediated communication
- Student newspapers

The popular forms of student support services are presented in Figure-2.

Staff Development

Staff development is one of the priority activities of a distance teaching system. In most countries, a large number of personnel in distance education

Figure-2: Common Forms of Student Support Services

institutions are drawn from the conventional education system and hence training becomes imperative for equipping them with the necessary knowledge, skills: and aptitudes to perform the new tasks in new systems. The need for training distance educators is well expressed by the UNESCO Regional Office for Education in Asia and Pacific in the following words, "…the lack of trained personnel is a stumbling block. Most of the people, working in distance education have come from a formal system and are attending to the methods of traditional education. Their new roles demand a new set of skills and attitudes, personnel must be reoriented and retrained for their changed task …"

There are several theoretical and practical objectives of staff development. The Commonwealth of Learning (COL) Round Table Conference on Training (1990), emphasizing the importance of adequately trained manpower to improve the quality of distance education stated that training programme should:

- suit the needs of the institution.
- be available to all categories of staff
- suit the experience of the staff.
- provide a sequence of training opportunities.

Table–4: Instructional Methods in Distance Education

1	2	3	4	5
PRINT	BROADCAST AUDIO-VISUAL	NON-BROADCAST AUDIO-VISUAL	PRACTICAL/ PROJECT WORK	INTER-PERSONAL COMMUNICATION
▪ Self-Instructional Texts or lessons ▪ Set texts ▪ Supplementary material	▪ Radio ▪ TV	▪ Audio-cassettes ▪ Video tapes ▪ Discs ▪ Filmstrips/slides ▪ Films/Film-loops ▪ Computer systems	▪ Home Kits ▪ Laboratory experience ▪ Field work ▪ Computing	▪ Correspondence tuition ▪ Telephone contact

- offer scope for career advancement
- employ a variety of strategies.

Weaknesses and Deficiencies of Distance Education System

In spite of its several accomplishments, the distance education system in India exhibits the following major weaknesses and deficiencies:

- Distance education system is thinly spread
- Spread of distance learners in uneven
- Distance courses by and large are liberal and general in nature
- Professional, vocational and technical courses are a few and are limited to Diploma and Certificates levels.
- Majority of distance learners are men.
- Learning materials are not fully self-instructional
- Distance teaching is mostly print-based and not multimedia based.
- Student support services are inadequate, insufficient, and uneven.
- In many institutions sufficient academic staff is absent.
- Staff training activities are very limited. Most of the course writers, tutors, counselors, coordinators, and producers remain untrained and un-oriented.
- Organizational structures are not on sound and established principles. Systems are centralized.
- More than one institution run identical courses thereby duplicating efforts resulting in low enrollments in many places.
- Study Centres are mostly concentrated in urban areas.
- Not much attention is paid to feedback mechanisms; assignments are not evaluated and returned to the students in time wherever they are.
- Students' contact programmes and tutorial services are not many.
- Considerable delay occurs in the dispatch of course materials to the students.
- Laboratory and library facilities are not adequate and wherever they exist they are much below the standards.
- Efforts are not made to evaluate and cheek the standards of the system. Its growth and working are haphazard leaving much to be desired.
- Apex organisation to monitor the maintenance of standards in institutions and to coordinate the activities is absent.
- Research on the system is qualitatively and quantitatively limited and poor. Most of it is informative and descriptive and fails to give new directions.

Commissions, Committees, Working Groups, Task Forces, Study Teams, Evaluation Reports, Research Studies, Observations and Comments of Distance Education Experts, etc. pointed out the above mentioned weaknesses and shortcomings.

National Knowledge Commission Suggestions for Reforms of Distance Education

National Knowledge Commission appointed by the Government of India recommended several measures for radical reform of Distance Education to achieve its objectives of expansion, inclusion, and excellence in higher education. Some of its recommendations are:

- Create a national ICT infrastructure for networking ODE institutions.
- Set up a National Education Foundation to develop web-based common open resources.
- Establish a credit bank to effect the transition to a course credit system.
- Establish a National Education Testing Services for assessing ODE students.
- Facilitate convergence with conventional universities.
- Set up a Research Foundation to support research activity in ODE.
- Overhaul training programmes for educators.
- Increase access for learners with special needs.
- Create a new Standing Committee for the regulation of ODE
- Develop a system for quality assessment.

For Effective Operation of Distance Education

There are a core set of activities that need to work if a distance education system is to be effective operationally. Distance teaching institutes must:

- provide all learners with specially designed self-instructional learning materials in time.

- provide learners with opportunities for interaction which distance teachers and co-learners in a variety of ways.

- give learners feedback on their learning as rapidly as possible.

- maintain records processed within a given time-scale and used to manage the system.

- monitor key operational dimensions at the centre and in the field on a regular basis, using the data to help evaluation and improvement.

- monitor student progress continuously for individuals and groups, and modify materials and the system in response to findings.

- provide staff development and support to local support staff.

- Co-ordinate the functioning of the sub-systems in the whole operation (production of materials or programme support services, administrative functions and assessment activities) so that conditions conducive for learning exist for the learners.

- enable learners to complete courses successfully, with results comparable to reputed conventional systems, or with demonstrable skills;

- provide credible qualifications or accreditation where relevant.

Need for National Concern

For any national distance education system to be effective and efficient, certain conditions are essential, some of such are:

- Ruling parties and groups will

- Support of political parties and social groups for educational modernization and democratization.

- Sensitivity of educational planners and administrators to the demands of educationally disadvantaged groups.

- Quest for educational experiments, innovations and reforms

- Attitude change in the academics in conventional system of education.

- Strong belief that education can also be imparted by modes other than face-to-face

- Recognition of the educational value and potential emerging communication and information technologies.

National Education Policy–2020

It commits to "facilitate learning for all students, with special emphasis on Socio-Economically Disadvantaged Groups (SEDGs), the scope of school education will be broadened to facilitate multiple pathways to learning involving both formal and non-formal education modes. Open and Distance Learning (ODL) Programmes offered by the National Institute of Open Schooling (NIOS) and State Open Schools will be expanded and strengthened for meeting the learning needs of young people in India who are not able to attend a physical school".

Turning to higher education it underlined that "as India moves towards becoming a knowledge economy and society, more and more young Indians are likely to aspire for higher education. As against these backdrops it has recommended a "complete overhaul and re-energizing of the higher education system to overcome these challenges and thereby deliver high-quality higher education, with equity and inclusion. Among the proposed key measures to bring changes, it has mentioned for "increased access, equity, and inclusion through a range of measures, including greater opportunities for outstanding public education; scholarships by private/philanthropic universities for disadvantaged and underprivileged students; online education, and Open Distance Learning (ODL); and all infrastructure and learning materials accessible and available to learners with disabilities".

Against the backdrop of revolution in ICTs, a paradigm shifts in the ODL system, expansion of OER, and growing demand for higher education the NEP–2020 as advocated for the restructuring of the ODL delivery. In its vision for restructuring, it has mentioned that "all Institutions will have the option to run Open Distance Learning (ODL) and online programmes, provided they are accredited to do so, in order to enhance their offerings, improve access, increase GER, and provide opportunities for lifelong learning (SDG 4). All ODL programmes and their components leading to any diploma or

degree will be of standards and quality equivalent to the highest quality programmes run by the HEIs on their campuses. Top institutions accredited for ODL will be encouraged and supported to develop high-quality online courses. Such quality online courses will be suitably integrated into the curricula of HEIs, and a blended mode will be preferred.

The fundamental objective of the National Education Policy, 2020 is to provide quality education to all by making it affordable and equitable. It focuses on the holistic development of individuals and in turn, put India on a growth trajectory. It focuses on providing quality higher education without any discrimination on basis of caste culture, gender, creed, or religion. It proposes a 'gender-inclusion fund' to involve girls and transgender students and provide them with quality education. The policy envisions providing good infrastructure, a better learning environment, and improved co-curricular and extracurricular activities. By increasing the percentage of GDP on education from 4% to 6% the policy claims to enhance the infrastructure and increase the level of education.

Education of Tomorrow

The International Commission on the Futures of Education established by UNESCO in 2019 recommended nine ideas for concrete actions to advance the education of tomorrow.

1. Commit to strengthening education as a common good. Education is a bulwark against inequalities.

2. Expand the definition of the right to education so that it addresses the importance of connectivity and access to knowledge and information.

3. Value the teaching profession and teacher collaboration.

4. Promote student, youth, and children's participation and rights.

5. Protect the social spaces provided by schools as we transform education.

6. Make free and open source technologies available to teachers and students.

7. Ensure scientific literacy within the curriculum.

8. Protect domestic and international financing of public education.

9. Advance global solidarity to end current levels of inequality.

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Mass Communication Education in India: Prospects and Challenges

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Journalism and Mass Communication's contribution to nation-building and social transformation has been immense. Communication today has become an integral part of governance, from Panchayati Raj institutions at the grassroots to the Prime Minister's Office. Whether it is science, health, water or education, no government policy can succeed without including the critical component of Development Communication or Information, Education and Communication, KG Suresh (2019), former Director General of Indian Institute of Mass Communication, Delhi and presently Vice Chancellor of Makhanlal Chaturvedi Rashtriya Patrakarita Viswavidyalaya (MCRPV).

The attainment of 75 years of higher education in Independent India coincides with two important developments. First – mass communication and media education in the country has completed a century of its existence garnering invaluable contributions to the field. Second – the New Education Policy 2020 (NEP–2020) was introduced for the country's greater good in the coming days.

It should also be kept in mind that ours is 'the youngest nation' of the world at present with a highly-vulnerable young population which is the largest in the globe. If such a huge population needs to be educated properly, meaningful coordination and cooperation from every domain is a must.

At the outset, clause 2.2 of the UGC Regulations (2013) on Approval of Colleges Offering Technical and Professional Education by Universities says, "Technical and/or Professional Education" means programmes of education, research and training in the areas namely engineering & technology, architecture…etc. and such other programmes or areas as the Central Government may declare in consultation with the Commission, by notification in the Official Gazette.

Taking a cue from this definition, it can be said that mass communication education in the country

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has attained a mature status by now successfully demonstrating its credentials in all aspects of the system.

In keeping with this development, it is worthwhile to mention that the Indian Media and Entertainment (M&E) industry is expected to reach a value of Rs 2.23 trillion by 2023. This was announced in March 2021 by the Federation of Indian Chambers of Commerce and Industry (FICCI) and Ernest & Young (EY). Out of all the media, Digital Media is projected to grow by a 22 % Combined Annual Growth Rate (CAGR) to reach Rs 425 billion in 2023. Besides, TV and Online Gaming are the fastest growing areas according to this report.

In addition, the country boasts about 900 TV channels followed by a vast network of Doordarshan. It is supplemented by the AIR network along with private FM stations (about 400) and about 340 Community Radio stations by late 2021. There are more than 1,20,000 registered publications with about 18000 in the newspaper category followed by others in the periodical section. (RNI, March 31, 2018). Besides, there are also the Departments of Information and Public Relations of various state and Union Territory governments, PSUs, public institutions, and different media units of the Union Government including the Press Information Bureau, Publications Division etc.

Hence, there is no denying the fact that all these mass media and communication establishments do require a considerably large pool of adequately-qualified and trained human resources at various levels. Right from entry-level to senior ones at any given point in time. So, how does society keep pace with this requirement? This is why there is an express need for a network of educational institutions imparting quality education in this field with the necessary skills and intellectual capability. This is of utmost interest if society would like to provide meaningful content to the audiences for consumption in future.

While discussing education in this field, it can be said that Mass Media and Communication itself is an 'informal open university which does not have a prerequisite of its audiences needing to be 'literate'

(except of course for Print media). This is a major advantage for anyone even without formal literacy to take advantage of whatever is being served by it. Media has to reflect the reality of any society of which it is a part. In the process, the audience would absorb whatever one wants to consume while rejecting other elements. Also, in an ideal situation, the relationship between audiences and media has to be a highly-cordial and complementary one based on mutually-agreeable good practices and trust. The audience needs to keep an eye on what is going on in the other. And if a need is felt, it should be active enough to point out any digression from the latter's objectives. The media on the other hand should inculcate a meaningful and adequate standard of living among its audience as the conscience keeper of society.

Thus, foresighted social activists and intellectuals like Dr Annie Besant began the arduous task of establishing the first journalism institute in the country. This was followed by the Journalism Department at Punjab University, Lahore in 1941, University of Madras (1947), Calcutta University (1948), and Maharaja's College, Mysore, 1951. Rashtrasant Tukadoji Maharaj Nagpur University can well claim to have given a formal structure to mass communication education in India, by offering the first structured and well-planned journalism course post-Independence. Further, it was Hislop College, Nagpur which established a full-fledged Department of Journalism in 1952-53. Osmania University which upgraded the journalism course to a bachelor's degree course in 1962, was considered the first-degree course in journalism and then came the Department of Communication & Journalism of Gauhati University (1967).

In the meantime, UNESCO held the Ninth General Conference in New Delhi, India, November-December, 1956. One major outcome was the setting up of the Indian Institute of Mass Communication (IIMC) in New Delhi, in 1965 with support from UNESCO and the Ford Foundation, under the aegis of the Ministry of Information and Broadcasting. UNESCO also developed a model curriculum for journalism education (Dutta, 2020). This was later on expanded to various corners of the country with units in Jammu, Dhenkanal (Odisha), Kottayam (Kerala), and Aizwal (Mizoram) among others.

Over the next decades, the Satellite Instructional Television Experiment (SITE–1975) and Kheda Communication Project (KCP–1975) were carried out. They had established the significance of mass media as a substantial means of communicating to the people the good practices of enhancing our standard of living in the 'informal educational system'. More so for the people in the underprivileged category who could not afford to avail formal education for varied reasons.

The growth of new departments in this discipline in the next few decades was not very speedy. The Government of India had realized the importance of films as a powerful medium of disseminating messages to the masses. So, it set up the Film and Television Institute of India (Pune - 1960) followed by Satyajit Ray Film and Television Institute (SRFTI) in Kolkata later on. Both these institutions have been relentlessly providing yeoman's service in their respective fields of study over the decades. The National School of Drama (Delhi – 1959) was set up initially as a constituent of Sangeet Natak Akademi though in 1975 it became an independent unit. Then followed the National Institute of Design at Ahmedabad in 1961.

The domain of mass media and communication education in the country acquired a major boost between the 1990s and 2000 decades. By then it became a popular area for upcoming youngsters with an interest in making a career in this field. Many institutions across the country started launching departments for the study of this discipline. Today, the majority of public universities do have departments at the postgraduate level. There is a varying levels of the academic curriculum – starting from Diploma to Bachelor's to postgraduate and of course, Ph D. A few institutions are also offering undergraduate programmes in the discipline.

It is interesting to note that several established media houses in the country – both in TV and Print have set up their in-house institutions for catering to trained manpower requirements for taking up responsible positions in the industry.

In the process, the domain has successfully established itself as a major area of academic discipline like many other fields also keeping intact its 'professional' nature at the same time. It is worth mentioning that there are at least three universities in the country which are fully dedicated to mass communication and media. The study of the media education domain of the country leads to a few salient points.

The nomenclature of the programmes of different universities and institutions varies widely. For example, while it is simply the 'Communication' Department for Hyderabad Central University along with English and Foreign Language University (Hyderabad), it is Communication & Journalism in Gauhati University (Assam). It is Journalism and Mass Communication for North-Eastern Hill University, (NEHU) Shillong with about seven other universities and Mass Communication & Journalism for Tezpur University (Assam). For Mumbai-based Tata Institute of Social Sciences (TISS) and Central University of Rajasthan (CURAJ), it is the Departments of 'Media and Culture Studies.

The Central University of Jammu (CUJ) has two departments - Mass Communication and New Media, and Communication Management and Advertising. The Guru Jambheswar University of Science and Technology (GJUST), Hissar also has its media department named as that 'Communication Management and Technology. The Central University of Himachal has a unique nature of programmes having four departments and a Centre under the relevant School. This is important as it reflects the diverse nature of the programmes' focus across the nation.

It may be noted that there are two departments under separate schools in Savitribai Phule Pune University (Pune) Media and Communication Studies (DMCS) and Communication & Journalism (C & J) under Schools of Science & Technology and Interdisciplinary Studies respectively. The IIMCs conduct only postgraduate diploma programmes in various areas of the broad domain.

Though this is a unique phenomenon yet it may lead to confusion among would-be students about the contents to be expected from all these programmes. At times, it also has the potential to become problematic for planning some cohesion among these programmes.

Dibrugarh University (Assam) has a programme called 'MA in Communication for Sanitation, Hygiene and Health (CSHH)' along with the MA Mass Communication programme. In the same way, Tezpur University has been conducting the MA in Communication for Development (MA C4D) programme since 2016 apart from its flagship MA MCJ programme.

The National Institute of Science Communication and Information Resources (NISCAIR) under the Council for Scientific and Industrial Research (CSIR) has been conducting regular academic programmes of M Sc and Ph D in the discipline of Science and Technology Communication. With the growing need of communicating scientific facts and information to the masses, it is commendable that these two institutions have been doing such a service to society.

Another major cause of concern is that despite such a rich legacy it is not a subject of civil services examinations of the Union Public Service Commission (UPSC) yet. "One of the key demands of the media fraternity is to include Mass Communication as an optional subject in the Civil Services Examinations conducted by UPSC. It is sheer injustice to deprive media students of a golden opportunity when other mundane subjects have found a place there", (Suresh, 2019). The same is true even for public service commissions in different states of the country.

Also, the absence of an apex regulatory body for media education (like AICTE, NCTE, MCI) is affecting the maintenance of quality in this direction. "Presently, there is no regulation vis-a-vis media education. Consequently, teaching shops have sprung up in every nook and corner, who are exploiting the students attracted to the glamorous side of the profession. Except for a couple of courses approved by UGC, no effort has been made to standardise the media curriculum or to improve the quality of faculty. The need of the hour is to establish a Media Commission of India, which would ensure that the loopholes are taken care of, students get the best of opportunities in an era of animation, robotics, Artificial Intelligence, visual effects and gaming and minimum standards are ensured in terms of teaching and infrastructure (Suresh, 2019). Further, it is high time the discipline was introduced in the school syllabus of the country's various national and state boards of studies. The NCERT has introduced it in its senior secondary level in an experimental way. But there is a lot to be done in this direction.

Thus, following observations closely over about two decades this author would like to forward the following recommendations for improvising media education in the country which has great potential.

Bifurcation of Research and Application-Oriented Human Resources

For any academic discipline of study, Research and Applied fields are both highly necessary in this

world. Thus, it is suggested that all departments or schools of study in this discipline cautiously develop their students with orientation into one of these areas from an early stage. Maybe from Semester 3 onwards for a full-time master's degree programme of two years. And if it is for an undergraduate programme, it may be started from the second year onwards. In a particular scenario, if anyone would like to switch sides in future there should be provisions for a smooth lateral entry whenever felt necessary. This shall be helpful because when a person specializes early in one area, he or she is expected to be more focussed and thereby dedicate their abilities towards achieving a better prospect in the coming days.

Work Experience from the Field be Given Adequate Emphasis

The present recruitment regulations of the discipline in academic institutions are governed by UGC. This does not seem to have an adequate emphasis on the actual industry experience of applicants while applying for an entry-level job. At present Ph D degree has been made mandatory as the basic qualification for applying for Assistant Professor's position (though kept in abeyance for two years). But work experience is not been made compulsory yet. So, in an imaginary scenario, an applicant can very well become an Assistant Professor in a university straight after completing Ph D or Master's degree. But, will the teaching-learning mode of that person possess the same kind of crispness as another person who may have the combined benefit of both academic degrees supported by full-time experiences in a relevant industry?

Industry-academia Interface

In reality, it is confined to a few field visits or inviting field practitioners for interaction or maybe a few days' workshops to a big extent. However, there may be scope for re-thinking a few aspects with a different mindset. First of all, connecting to the fieldwork experience aspect for faculty members' recruitment, there is another possibility for improving this situation. Work experience should be given adequate weightage, even after recruitment. Thus, teachers should be encouraged for undergoing attachment with the industry in their preferred field (any media for that matter). This should be carried out for a mutually-beneficial period that would be sufficient for allowing the person a good feel of the industry. Following this, coming back to the

institution the person can relate the teaching to the latest developments in the field. If this can be done in a cycle of every two / three years, in the long run, it should prove to be a meaningful exercise.

This can be an alternative to the usual Professional Development programmes organized for faculty members in all academic disciplines. Of course, proper care should be taken so that this industry secondment also does not become a mere formality in the end.

Collaborative Projects

Further, academia should seriously think and devise realistic plans for collaborative activities like research into various applied and basic aspects of the industry that may include all possible areas. This may include systems for improvising the TRP rating mechanism, improvement in the technical quality of software, circulation etc. so many things. If needed, disciplines like Business Administration, Psychology, and Languages among others can also be roped in for throwing light into different aspects of the industry in an interdisciplinary manner. This needs to be carried out in close collaboration with organizations like FICCI, Broadcast Audience Research Council, Indian Newspaper Society, Association of Advertising Agencies of India, private FM stations' body etc. This is going to help both parties in more than one way. Such as it would help us in getting a studied foresight about the industry's requirements in terms of manpower, software volume, advertising revenue etc. This is a potentially-beneficial proposition for the future.

Wider Flexibility in Programme Structure

One of the important provisions of the NEP–2020 is the 'credit bank' system. By this, a student can decide to obtain credits for courses that one decides to attend at different institutions while being a student of a particular institution. It can also be made somewhat more flexible in a different way while preparing our programme syllabus for the Mass Communication discipline. For example, take a scenario where a student is admitted to the MA programme in Communication in Institution A. After one or two semesters, if that student wants to move on to something which may or may not be directly related to Communication in Institution B, one should be allowed to do so with proper counselling. This shall serve two major purposes. One – the student shall get

an edge in something else over and above his main area of study. This would give the student a much better preparedness for acceptance in the industry where multi-skilling is much appreciated. At least in the present circumstances.

In another aspect, it is seen that majority of the academic disciplines like pure sciences, humanities and social sciences usually do not provide courses in 'communication' in their programmes. That is, like science communication, how a student or social scientist can communicate or connect with the mass people to let them know the latest developments in their disciplines. This is because some of these findings would be impactful on day-to-day life. At the same time, Communication is a discipline that is universal to every discipline or profession. Thus, the due advantage of this scenario can be taken and encourage the students of mass communication and media to acquire academic exposure to other disciplines. Employability shall get a boost if this can be adopted.

Modular Nature of Programmes Syllabus

A small portion of our institutions at present do offer programmes in 'modular' mode. By this, a student can leave the programme mid-way after completing a certain portion of it to qualify for a certificate, diploma, advanced diploma, degree or postgraduate degree etc. Yet, the majority of the institutions do not have this arrangement. But, this needs to be formally adopted so that a student can leave the programme after a certain period either to join the industry or study something else and come back on a lateral entry in future. The NEP–2020 is more orientated towards such flexibility which would allow much more employability edge to that student. This is because professional engagement – a job or an entrepreneurial venture after completing one's studies is something that is taken for granted by everyone.

Serving in academia for the last about a one-and-a-half decade, this author feels concerned when quite a good portion of the industry considers taking 'internees' in their organizations as an 'unwanted burden' that is at best 'avoided'. Being in the field and responsible citizens of the society, if they are reluctant to shoulder such support for the prospective media persons, on whom can the academia depend? These are gestures which would yield a better media scenario in the future.

Scope for Making Academic Qualification Mandatory for any Media Job

This is a highly-justified proposition for making the industry as well as the media scenario of the country a much better one in the future. This should be applicable for all the sectors – government, private or public sector undertakings as per their requirements. This leads to another possibility in this direction. That is, like the Legal practice, a professional examination conducted by a regulatory body should be introduced for selecting prospective aspirants for jobs in this field. It would be somewhat equivalent to the NET / JRF examination for teaching purposes while this would be especially for industry jobs. In future, there is good scope for combining it with NET / JRF also to avoid duplication at many points

Institutional Infrastructure and Adequate Faculty Strength

This is a sore point with many institutions as there is a major mismatch in these two areas. Some of them are highly well-equipped in both these fields. But many of them are not that fortunate enough with just two or three regular faculty members at best. The State also has a duty in this regard. That is - to make a thorough assessment of all institutions offering (at least in the government sector) and provide basic minimum infrastructure and human resources (teaching and instructional staff). It should be at a level from which the department can hope to compete with others. Here also, an express need is felt for an umbrella body as mentioned above which should take lead in this kind of initiative with the State or the industry bodies for a collective bargain. Further, corporate organizations may allocate a certain portion of their CSR funds for such projects on mutually-prioritized aspects here.

Conclusion

The discussions above reflect the vibrant, energetic and dynamic characteristics of the domain of media education in the country in the past 75 years to be precise. It has been rendering invaluable services to society so far and would be doing so in the days to come also. This can be in preparing field-ready skilled human resources to fulfil the industry's demands for trained manpower. And also carrying out meaningful research with far-reaching implications. It has its share of glory in whatever it chooses to do.

One important characteristic of the domain is that it never takes things easy. Rather, it has always been striving for optimizing the situation and thereby contributing to the very society of which it is a part. The media is the leader of the nation. At times of crisis, it has come of age and taken the lead to steer the masses towards a certain destination rather than leaving the latter in a state of utter confusion. With the NEP2020 on the verge of being implemented, it will be important to steer the media education system of the country to the desired destination. This keeps in line with the new provisions of the education policy. It is expected that this domain shall utilize its experience gained over the decades for achieving the ultimate end goal of the NEP2020 for society. Such as –inculcating human values, skills and intellectual capabilities in a judicious manner for all the upcoming younger generations. This shall help the future society to become a balanced one. The endeavour should be to prepare the population of the country in a manner that shall be able to drive the people to a frontline position by which it could be leading the World in the future.

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Muskurayega India: An Initiative for Mental Health and Psycho-social Support

Anshumali Sharma*, Rashmi Soni** and Prakash Chaudhary***

Out of the blue from nowhere an epidemic broke open in front of the entire world like a nightmare. In January 2020 the World Health Organization (WHO) declared the outbreak of a new coronavirus disease to be a Public Health Emergency of International Concern. Subsequently, Corona Virus Disease-19 (COVID-19) was declared as a Pandemic in March 2020, rapidly spreading over most of the countries in the world. As when it just started till 18th June 2020, a total of 8.3 million cases were confirmed in more than 227 countries with 0.4 million deaths.

COVID-19 has posed special challenges that were never seen before, including novelty of the infectious agent, rapid spread due to faster routes of travel and uncertainty about its containment. Most of the pandemic mitigation response worldwide is based on tertiary levels of prevention and include effective and faster screening, diagnosis and treatment of the active cases. However, with the sudden surge in cases of COVID-19 in India, from sometime in mid-February 16,3248 active cases as of 19th June, it is apparent that trained human resources is succeeding the actual requirement today.

The pandemic has also called upon preventive measures to stop its spread and to reduce the number of new cases being added daily. Governments of various nations called nationwide lockdown in respective countries. Along with declaring nationwide lockdown, as preventive measures in public domain, individual preventive measures are also advocated widely, including hand hygiene, respiratory hygiene, use of masks and social distancing. Measures like lockdowns, though applied inevitably, on the other hand had wide impact on social, economic and cultural wellbeing of the people at large.

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Spanning across all these present and future consequences of COVID-19, mental health and wellbeing of most individuals is invariably at stake. Prior experiences with such outbreaks, epidemics and pandemics suggest that such crises lead to longer lasting psychological consequences. Individuals that have faced or witnessed any crisis/disasters tend to experience symptoms of major depressive disorder (MDD), post-traumatic stress disorder (*PTSD*), and even suicidal ideations. The unique feature in a pandemic, as against to other disasters, is that of time lapse and opportunity of disease modeling, planning and preparation as the pandemic progresses. In addition to this, India in COVID-19 times is facing specific demographical, economic, social-cultural and climatic issues.

COVID-19 and Mental Health in India

The already in coming literature on mental health in India during COVID-19 reports that more than 80% of the participants are preoccupied with the thought of the disease, 72% are worried about themselves and their significant others and 80% population have Corona as a part of their usual discussions.

India, just as the rest of the world is facing a parallel 'infodemic' that is adding to the fear and misconceptions. In their book 'Psychiatry of Pandemics', Khan S. and Damir H., has rightly said "*Just as physical disease has its pathogens, vectors, and modes of transmission, thus overpowering the host, so the public, psychological aspects of the outbreak have kernels of misinformation, feed on uncertainty, grow in doubt as they incubate in our brains and then, through vectors of media and communication, explode in form of individual or mass panic, threatening to overpower the coping resources of an individual or an entire community.*"

Social isolation, quarantine and lockdown is challenging the basic human nature of sociality, creating loneliness, depressive states and anxiety. Those with pre-existing mental disorders (prevalence in India as high as 13.7%) are worsening as distancing from society is exactly in contrast to mental health promotion and illness interventions.

Mental health is unique product of biological, psychological, social, economic and political factors. While stability in all of these domains is compromised today, the Inter-Agency Standing Committee (IASC) of United Nations for humanitarian assistance recommends that Mental Health and Psycho-social Support (MHPSS) should be a core component of any public health response. In India, we are additionally challenged by grossly limited mental health workforce (7000; actual requirement 54750). Given that, it is also important to note that demographically, India is a 'young' country with a majority of population falling in young adulthood and a productive age group. The socio-economic implications of COVID-19 are going to take a hard toll on mental health of this young majority. Hence it is now important that mental health issues are addressed by enhancing competencies of non-specialist health workers or lay counsellors, thus focusing on one of the principles of MHPSS (Mental Health and Psycho-social Support) of building on existing resources and capacities.

From various sources, globally and nationally, it has been restated time and again that mental health of the population should be a prime area of attention and intervention. The same was also reinforced by Prof. Rajnish Jain, Secretary, University Grants Commission, Ministry of Human Resource and Development, Government of India. He issued an advisory (ref) on 5th April 2020, to appraise the issues of mental health, wellbeing and psycho-social support to students by setting up helplines and regular mentoring.

Muskurayega India Intitaive

National Service Scheme (NSS), a volunteer organization of the students is an Indian government-sponsored public service program conducted by the Ministry of Youth Affairs and Sports of the Government of India. Popularly known as NSS, the scheme was launched in Gandhiji's birth centenary year, 1969. It has been functioning pan India to motivate and integrate students with community on various social issues. The Education Commission headed by Dr. D.S. Kothari (1964-66) recommended that students at all stages of education should be associated with some form of social service. This was taken into account by the State Education Ministers during their conference in April 1967 and they recommended that at the university stage, students could be permitted to join the National Cadet Corps (NCC) which was already in existence on a voluntary basis and an alternative to this could be offered to them in the form of a new programme called the National Service Scheme (NSS). Promising sportsmen, however, should be exempted from both and allowed to join another scheme called the National Sports Organization (NSO), in view of the need to give priority to the development of sports and athletics. The main objectives of NSS are to understand the community, identify the needs and problems of the community, develop among themselves a sense of social and civic responsibility, develop competence required for group living and sharing of responsibilities, acquire leadership qualities and democratic attitudes etc.

National Service Scheme (NSS) Uttar Pradesh has a network of 307,600 of youth volunteers, 3076 Program Officers, 75 District Nodal Officers and 24 Program Coordinators at 36 State and Private Universities. COVID-19 has posed unimaginable challenges on human health both mental and physical. In the face of COVID-19, when the country is struggling for containment of its spread, prevention and treatment of such cases, National Service Scheme, Uttar Pradesh, quickly responded to urgent necessity of addressing COVID-19 related issues and organized various campaigns. Hence, re-aligning the contemporary issues faced by the community, NSS-UP in partnership with UNICEF Uttar Pradesh and Public Health Foundation of India (PHFI) launched '*Muskurayega India*' initiative. It is an initiative to bring smiles, by offering tele-counselling to the students and general public for prevention and management of mental health issues during COVID-19 and after.

Under this intervention, 331 Mental Health Counselors—qualified teachers from various universities—are providing counseling services. Capacity building of MI counsellors has been one of the main strategies to build up a team competent to conduct simple psycho-social counselling as a first aid, with the callers in mental distress. Since the inception till June 2021, 25 educational training sessions on mental health have been conducted. The important aspects covered under the training programme were basic knowledge about mental health and mental illness, vulnerable population like senior citizens, migrant workers and children and youth including issues like suicide prevention, addiction, depression, anxiety, women empowerment and nutrition in relation to COVID-19.

Further, to facilitate reporting system of the calls received, a mobile based application, "NSS-UP" was launched. Networks of 331 counsellors (MI counsellors) which are faculty members of humanities across various universities of Uttar Pradesh are volunteering for telephonic mental health counselling, providing counseling support to the callers. Over the period of 13 months (from May 2020 to June 2021), 2722 unique callers were registered on NSS-UP App. A total of 3107 calls were made which also included several follow up calls. Majority of the callers were males (54%), of age group 19-25 years (37%), completed graduation (45%), were unmarried (49%) and belonged to urban areas (52%).

Half of the callers were graduate males from urban areas and one-third belonged to the age group 19-25 years. The most common problem reported by callers were education related (37%), followed by psychological issues, financial issues, employment issues, food/ration related, family/relationship issue and unlawful activities. Almost two-thirds of the problems reported were new problems that emerged during COVID-19. The counselors extended psychological counseling to more than 50 percent callers, followed by advising practical steps like exercise or diet. Of the total follow ups by counsellors and callers, two-third of the cases were reported to be resolved.

The MI counsellors' contact numbers were publicized in local newspapers and on social media, individually and in groups, to raise awareness about the counselling being offered. On May 22nd 2021, IVRS (Interactive Voice Response System)-6390905002 was launched to ease the caller and counselor tele-calling experience and improve the frequency of calls. The prior registered counsellors continue to enter the data in 'NSS UP' mobile application and the numbers of call registered is 3107.

To sustain the motivation of MI counselors, five 'counsellors of the month' are declared every month and digitally felicitated using various criteria for quality assessment of outputs.

Muskurayega India Initiative is a brain child of the visionary Anshumali Sharma who is the main coordinator and the co-coordinator of MI, Dr. Prakash Chaudhary have done commendable job to bring this initiative to such great heights in such a short period of time. The core team of Muskurayega India includes experts from Psychology background who have been providing training meticulously to our Programme Officers on Mental Health and issues. These experts are Dr. Nilam Behere who is MD, Psychiatry and is from Public Health Foundation of India (PHFI), a Central Organization working on Public Health issues. Dr. Nilam by her insurmountable and exhaustive knowledge and expertise has been continuously helping our counselors to understand the difficult psychological concepts with ease and simplicity. Dr. Rashmi Soni, a practicing Counselling Psychologist has 20 years of teaching and practicing experience. She is an NLP and Emotional Intelligence Practitioner and Trainer in Life Skills. The third expert is Dr. Manini Srivastava, a faculty in Psychology Department of University of Lucknow and is a practicing Psychologist. Dr. Sonal Kumar from USA who is a doctorate from IIT Kanpur has also been providing her expert inputs from time to time on important psychological issues to our Mental Health Counsellors. The MI team also has some very diligent technical experts, Dr. Diksha Singhal from PHFI who has been handling every technical aspect of the whole initiative.

The NSS-MI initiative thus has been built to meet community need in a culturally accepted and resource effective way and successfully demonstrates efficacy of multi-sectoral collaboration to meet pandemic challenges. The *Muskurayega India* initiative, offering Mental Health counseling in all 75 districts of Uttar Pradesh, administratively, stands by its name as NSS counselors have received calls from many parts of India in just a short span. The mental health promotional and interventional activities in Uttar Pradesh through NSS Mental health counsellors, aspires to be the first and one of its kinds in India- a large-scale mental health initiative.

It was felt by the counselors as a truly enlightening experience to counsel/ to help and to assist people in their difficult times. The students as well as other sections of the society were benefitted with this initiative. Some of the counsellors received calls from very far places and some have helped migrant workers a lot. Not just few minutes, some of the counsellors devoted hours to listen to callers and their problems. The variety of issues, almost covering all human activities were covered in the calls, and the credit goes to the interactive, well designed training sessions that all Programme Officers could address the callers effectively. The Mental Health Counsellors themselves got acquainted with basic coping

techniques and learned to help caller in solving his/her specific problem in his/her environment.

The Mental Health problems are in general, mostly neglected in our society until they claim heavy toll on individual, family and largely on society. The times we are facing with is not usual. As COVID-19 pandemic trickles down to each and every domain of human life, *Muskurayega India*, envisioned to address mental health issues of people in most need based, resource effective way. With a motivated group of counsellors, undergoing capacity building by continued engagement in training sessions and more effective ways of capturing and monitoring data using mobile application, we navigated through the primary steps. In this journey forward, we foresee that with changes in overall dynamics of the pandemic, the needs of community may change; the scope and outreach of services may need widening. Motivation of the service providers needs to be sustained and knowledge to be enriched and more inter-sectoral collaborations to create referral channels and partnerships may be required.

With all this prospective in sight, regular review of the initiative is discussed in joint meetings of NSS UP, UNICEF and PHFI team. Respecting caller's privacy, various aspects of problems expressed by callers, reported by the mental health counselors are analyzed by the mental health professionals, so that the initiative may be monitored, developed and could be made more fruitful for the wellbeing of society. A regular follow up schedule, case studies and skill enhancement sessions for mental health counselors of NSS UP has also been planned and is being implemented regularly. To facilitate mental health counsellors a core backup team of professional psychiatrists and psychologists at state level has also been instrumental. The initiative has received tremendous responses from all sections of the society, motivating us to design more advance training and learning sessions for mental health counselors.

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Determination to Follow the Path of Excellence

Ashish Kumar Chauhan, Managing Director and Chief Executive Officer, National Stock Exchange, Alumnus of IIT Bombay and IIM Calcutta, and current Chancellor of University of Allahabad delivered the Convocation Address at the 57th Annual Convocation Ceremony of the Indian Institute of Management, Calcutta on April 29, 2022. He said, "Constantly ask yourself what new skills and competencies will be needed. Begin working on them before 'it becomes necessary, and you will have a natural advantage. The greatest benefit of your education lies not only in what you have learned but in knowing how to learn. Formal education is the beginning of the journey of learning." Excerpts.

It is a great honour and a privilege to be speaking at the convocation ceremony of the Institute where I studied. I have fond memories of my time here like all my classmates as well as students who studied here before me and after me. I must say that IIMC had a great role in shaping me as an individual and also instilled in me a sense of responsibility to my country and my society for which I will remain eternally grateful. Thank you IIMC for making me what I am today.

Indian Institute of Management – Calcutta is the oldest management institution of higher learning to be set up in the country. Its pioneering and enterprising spirit continues even after IIM-C has transformed itself into a world-class institution over the years. Since its inception, IIM Calcutta has developed many linkages and won many accolades. I want to bring to your notice that recently, IIM Calcutta has developed a very intimate relationship with the legacy of the father of the nation, Mahatma Gandhi which many of us are not aware of. Chairman of the Board of Governors, Shri Shrikrishna Kulkarni is the real great-grandson of Mahatma Gandhi. Shri Kulkarni is himself a very accomplished person. However, his connection to Mahatma Gandhi is not well known yet. Sir, we are proud to have you as the Chairman of IIM Calcutta Board of Governors. Please give him a round of applause.

My congratulations to the families of all the graduating students also, who, through exemplary hard work, encouragement, and sacrifice, motivated the graduates to first join IIM Calcutta and then supported them through their journey here.

You are lucky to have studied in such a wonderful surroundings. We need to make the facilities even better. World-class. My stay over the last 12 hours on the campus suggests that a lot is required to make the IIMC campus world-class. It needs to keep pace with time. I take this opportunity to appeal to our alumni, from all batches, spread far and wide, across the world to contribute generously towards reviving the infrastructure at IIMC in the way they can. This is our mother institution. We must contribute in whatever way we can including bringing donations from corporates, friends, and anyone else who is socially minded.

Over the last two years, some of the best professors in the world have been teaching you. Many of these professors studied at IIM Calcutta as well as similar institutions, worked in various industries for decades, became world-class professionals themselves and came back to teach you. My salute to them and their zeal to give back to society. I am sure going forward, some of the students who are passing out today will also come back and join this noble profession to guide the next generations.

As you may have studied from history books, our civilization is an old one. In ancient India, we had universities like Nalanda and Takshashila which had established themselves as international centres of educational excellence where students from all over the world came and studied.

Generations after generations, the Indian people have accumulated a rich heritage of traditional knowledge. We have also learned from other cultures over these Millenniums. I would encourage the graduating students to use both modern and traditional knowledge to arrive at innovative solutions to some of our pressing societal challenges.

Our country can only achieve development through the outstanding contributions of the intelligent, well qualified and professionally committed workforce, one which looks for opportunities in the face of challenges within a resource-limited environment.

As we all know, the world is passing through a great pandemic of covid, which has created issues across the spectrum in most societies. The last couple of years has taught us that certainty is fleeting in a world beset by uncertainty. I am sure when your batch joined the program, many thought Covid-19 would be temporary and we would all be back in the classrooms soon to the familiar in-class interactions. Instead, we experienced different variants of the virus, lockdowns, stiff travel rules, curfews, masks, social distancing, and many other things. Work was at a place called home, interactions were virtual in a place called Zoom or WebEx or a video conference, and masks plus vaccinations are what we require to move around. Most of you have spent last year at the campus which is a solace.

India with its very low per capita GDP of US dollar 2,000 per person was not supposed to do well. Despite all the dire predictions by experts from abroad and from within, India has done well as compared to many many other countries including countries with ten or twenty- or thirty-times per capita income. That is not to say that all of us have not suffered troubles. If you look at the number of infections per million or number of deaths per million, India is ranking somewhere close to 120 out of 224 territories being monitored by worldometers.org for covid. Some of the better-managed countries or some of the richer countries like the US or the UK are in the top 20 or top 25 ranks in a number of infections per million and number of fatalities per million. India is in the bottom half and that tells you as a society, we have done well compared to the rest of the world.

In addition, we have also governed ourselves very well during the covid period. In some ways, we have contributed positively to the world during these stressful times. During the same period, we had to also fight small unnecessary aggression from our neighbour on northeast borders on our own. It is almost forgotten as it sounds so distant now. However, we need to be thankful to our governments for providing us with all the facilities within the limitations they had and providing us the vaccines, the medicines, and everything else. Providing free rations to 80 crore people over the duration of covid and even now has been an unbelievably mammoth task that has not been recognised by us or by the world. The free ration distribution was necessitated as many people couldn't go to work for long periods due to various waves of the deadly coronavirus. Despite our rapid growth in recent decades, we still have a large number of people who have very little savings which can help them tide over tough times like this. The scheme of free rations known as Pradhan Mantri Garib Kalyan Anna Yojna has saved poor Indian citizens from anarchy and misery which we see manifest in other countries like China in recent months. The number of people who have been provided free food for over 2 years is more than the population of the European continent or North American continent or all South American countries. In effect, India has been providing free rations to the size of a population larger than continents other than Asia and Africa. We should be proud as Indian citizens for this humanitarian aid to our poor brethren. It is true social security for the vulnerable irrespective of their region, religion, caste, creed, language, and any other seeming divisions that try to pull us apart.

In comparison, the 2020 Nobel Peace Prize recipient, UN World Food Program provided assistance to 11.55 crore people, approximately 14% of the people supported by the Indian government in 2020, 2021, and also in 2022. Does it mean, the Noble peace prize committee will seriously look at Prime Minister Mr. Narendra Modi and the Indian government's humanitarian achievements for awarding Noble Peace Prize 2022? It remains to be seen.

Vaccination drive, automated and free for such a huge population of close to 140 crores is another achievement, we now take for granted. Who had even thought this would be possible even in April 2021, the same time last year? More than 100 crore people have been administered at least one dose and more than 85 crore people are fully vaccinated. How did this happen? Automatically or does someone work for it? Should we be thankful to the people who got it done? In my opinion, we must be thankful. Some teams developed the vaccines and manufactured them. Other teams planned, negotiated, procured, and delivered to the remotest corners of this beautiful country. Other teams administered. Some other teams automated the process using Cowin. No country seems to have done it the way India has done it. Our vaccines seem to be reasonably effective compared to the ones administered by China, which was the first off the block in vaccine race or the western countries that developed new methods of vaccines. Were we plain lucky or did something really nice happen to human endeavors?

I would urge the faculty here to write and teach case studies on the free vaccine program, Cowin application, free ration program, how they were

achieved and their impact. Of course, India also exported a large number of vaccine doses to the rest of the world during the same period. Let's celebrate our own achievements and write them down for posterity to remember. When the time came, India arose and achieved things beyond what anyone in their wildest dream could even think of.

Many times I say that either West is not as rich as it is made out to be or India is not as poor as we think we are.

We need to be thankful to the politicians and governments at all levels, our Prime Minister - the leadership at states, as well as municipalities, panchayats, and civil society organisations. We have to be grateful to our scientists, our pharma industry our medical fraternity, our sanitation workers, our railway employees, our ration shop staff, our neighborhood grocers and everyone else who worked tirelessly despite the huge personal risks to their own lives. It is because of them that India did well comparatively. More importantly, India's GDP is now on the rise again, which is a heartening thing.

At the same time, India has been able to run the IT and business process systems for some of the largest corporations, governments, and hospitals in the world. After the first 70 days of lockdown, not many people expected that India, India's BPO and India's software industry would be able to provide uninterrupted services to their customers. Some of the largest banks across the world, their ATMs, some of the largest retailers, and takeaway restaurants across the world ran smoothly due to the commitment and enterprise of Indian employees. That is where I believe India has scored and India's importance to the world has come up several notches in the minds of policymakers everywhere. You are also the beneficiary of their achievement in your career.

My heartiest congratulations to the governments, corporates and citizens who have despite all odds worked hard to keep their enthusiasm alive and ensured that they serve not only India but the rest of the world as well. This is the true concept of Atmanirbhar Bharat.

Having said that - these are perhaps your last few minutes, officially, at IIM Calcutta. More importantly, it's also a culmination of your hard work and sacrifices put in by you, your parents, your friends, and your family. You are among the top few percentages of graduates in the country in terms of

skills, presentation, and intellectual capabilities. This is why you were selected to study here in the first place.

Many of you have been already selected by reputed companies, while others are thinking of studying further or starting on their own. It is a great achievement that all of you at IIM Calcutta has come so far in this COVID period. I would like to thank the chairman, the director, the board, the faculty members, non-teaching staff, contractors, and everyone else associated with IIM Calcutta for their wonderful work during this tough period.

Modern education and modern society put a lot of expectations on students. More importantly, peer pressure makes it even worse. We are all a part of this fiercely competitive environment either knowingly or unknowingly. A few of you have got medals and awards today. All of us know that people who have received these medals or have become class toppers today worked hard for these accolades. My hearty congratulations to all the toppers and medal winners.

I have also been a part of this framework myself. I identify with your anxieties and worries. It is natural to ask questions such as:

1. what will happen to me?

2. how will the big bad world treat me?

3. will I shine or not?

4. will I make a lot of money?

5. will I become famous?

6. will I have a comfortable life?

7. will I be able to fulfill the expectations of my parents, my family, and my friends?

8. how will I get into the right company? Or have I got into the right company if I have got a job?

9. did I select the right specialization; will it continue forever, or do I need to learn newer skills going forward?

10. have my friends got a better job than me? Etc.

Many such questions may come to your mind or will come to your mind in the time to come.

I would like to share with you some guiding principles that I found useful for myself. I hope you will also find them useful.

First, be grateful, it is important that we are grateful for what is happening to us and what has

happened to us. You have already come so far, and you are amongst the best in the country today. Going forward also I am sure you are going to shine. However, if you are not grateful, I think you are going to miss out a lot, so continue to be grateful to your bosses, your teachers - the current, and the past, your parents, your families, and your friends. They are what you live with and for me being grateful is very important to continue a meaningful life.

The second part is to be responsible. Many times, you might want to be selfish, be less accountable. Being responsible for the things which the company gives us, the society gives us, the family gives us, and fulfilling our responsibilities - is very important to make a lasting contribution.

The third aspect is being curious, continually. You have reached here by being curious continually. So don't leave curiosity here, keep it with you for the rest of your life. Childlike curiosity is what is going to give you meaning and allow you to explore the world in many many ways. Life has many colors to show you and in some ways that is what you are going to earn out of your experiences. So, continue to explore life and continue to be curious throughout your life.

Being hungry for knowledge, recognition, for wisdom is again going to be very important for you. Continue to be hungry, don't get satisfied. Continue to stay dissatisfied across every sphere of life and that's where you are going to achieve more. Constantly ask yourself what new skills and competencies will be needed. Begin working on them before 'it becomes necessary, and you will have a natural advantage. The greatest benefit of your education lies not only in what you have learned but in knowing how to learn. Formal education is the beginning of the journey of learning.

Be courageous. It is a great way to live life. If you are meek, you are going to miss out on some of the important moments of your life. Being courageous at the right points at the right time is going to be very important for you. Yes, many of you who try to be entrepreneurs will fail. Nonetheless, the failure to try, the failure to take any risk is perhaps the greatest failure of all. On the other hand, if you try to remember the learnings that come from failure, I guarantee you that success will eventually come. With the attitude to learn from failures, your best days will indeed lie ahead of you.

Next - Intelligence is something God has given you. Sincerity, however, is going to take you far. Not many people are sincere across all roles in life, across all the paths of life. Being sincere is something that has helped me throughout my life. I would suggest even if you were extremely intelligent, which you are, trying to be sincere across a variety of facets to the extent you can, is going to take you far.

Being humble is again a very important trait of life. Many of the greatest minds I have seen failed in reaching their goals because they were not humble. Being humble indeed adds a lot of value. Hence, I would suggest humility is something if you don't have, please develop.

Being ethical is something that is going to differentiate between who you are and what you can be. Always try to be ethically and legally correct. Being ethical is not always sufficient. Being legally correct is equally important. In the modern compliance-oriented world, you must be ethical as well as legal in all areas.

Next - You also need to be kind. You can make a lot of money or attain a good position. Being kind will add a new paradigm to your life, so my request is please consider being kind. Anytime you get an opportunity to help somebody, try doing that. The satisfaction you are going to get out of that is going to be immense.

Be patient. Patience is a virtue. Although you want fast results, many areas will require you to be patient. You are going to probably work for the next 40-50 years of your life. You need to plan, you need to execute and more importantly, you will have to learn how to be patient. How to wait for things to happen.

That doesn't mean you cannot be passionate. Being patient and being passionate can happen together for all of us. Passion for a subject or a cause or for a specific achievement will make the journey more exciting and enjoyable.

You also need to add value every day to yourself or in your work and to your surroundings. If you stop adding value, you may not be able to progress. I have seen, that even gold medallists, after 10 or 20 years may lose out on many opportunities if they don't update themselves consistently.

On the other side, if the last person in the batch keeps adding value to life, learning new things, skills,

and newer ways of doing the same thing, may bring a lot of additional opportunities for himself/herself in 10, 20 or 30 years during his/her career. So, for me, the only way to stay alive is to keep on adding value to yourself.

You also need to keep your mind open to new opportunities. Many of us have ideas about what we want to do, very very solid ideas. That does not mean life may actually happen the way we initially wanted. You need to be flexible; you need to keep your mind, your eyes, and your ears open to newer opportunities - you need to be proactive, not reactive. Every day you will have to continue to scan things, and apply your mind to opportunities around you and you will land large opportunities in fields that you never thought were your calling.

You need to be optimistic. There will be opportunities galore but at the same time, every day there will be reasons to feel bad, and disappointed. Don't get disappointed ever in your life. Be optimistic. Tomorrow will be better than today. 10 years from now is going to be better than today. And that's what will keep on making you work harder, towards bettering yourself, bettering your situation, your family, your company and for bettering your country.

Be of service to your family. Today many of us have been raised in a situation where we expect a lot from our parents - from our family. So, when the time comes to return, some favours to our family, we might not be able to do that. Please consider service to your family as an important achievement. You will like it; you will have a better life going forward. You also need to be of service to your society. You must do your job for society when you are being called upon and sometimes you need to volunteer for the same.

Finally, you also need to be of service to your country. As the leaders of tomorrow, give to the country your time, some of your wealth, and the best of yourself. Sometimes you are going to be called upon by your country to deliver those goods. Sometimes those demands are not explicit. You will have to get up like how you did during covid times, you will have to be of service to the society and country going forward and at the same time in this journey, you will have to enjoy what you are doing.

As a developing nation with low per capita income, India still has several socio-economic challenges confronting its citizens. Some of these pressing challenges include poverty and illiteracy; poor housing and living conditions; lack of proper food and nutrition; poor water and sanitation; and insufficient healthcare, communication, and transportation services and many other challenges.

One option for us as Indians is to keep worrying about these challenges without attempting to solve them. However, another more promising option in front of us is to become agents of change and apply our gained knowledge related to engineering, sciences, and social sciences to find innovative and cost-effective solutions. Implement them. Teach others to do that. We can bring change, individually and together.

There will be lots of demands and pressures. You may also get confused at times. However, please note that the journey is important, and you need to enjoy the journey. Don't ever give up. Continue on the path of excellence that you have learned here at IIM Calcutta.

You must stay in touch with changing reality. Sometimes our assumptions, our models about reality may be incorrect. We need to have that feedback loop in our brains that differentiates and tells us that models and assumptions are not reality. Sometimes reality will run away from our models, and we must learn to change our models to suit new realities and not stick to the models of the past or we may be left behind.

India is going to make huge material progress on the back of the young population and rapid technological developments over the next 50 years. India's wealth is expected to go up 1000% over this period. Society expects you to play your part as responsible business leaders to take advantage of this once-in-a-millennium opportunity that has come our way. I am sure, you all will lead India into a prosperous and glorious nation over the next 5 decades.

This convocation is a point that marks an end and a beginning, and a passage for you, from students to alumni. I wish you all the best in your career and in your lives as you step out into a new world. Please accept my congratulations on this achievement and best wishes for your future. Please accept my gratitude for inviting me and listening to me today. Thank You. ❑

CAMPUS NEWS

International Conference on Peace, Prudence, and Prosperity

A two-day International Conference on 'Peace, Prudence, and Prosperity' was held by Apeejay Stya University (ASU), Gurugram, Haryana in collaboration with Gandhi Smriti and Darshan Samiti, Ministry of Culture, Govt. of India during August 05-06, 2022 in hybrid mode. The event was inaugurated by Ms Sushma Paul Berlia, Chancellor of the University and President of Apeejay Education, and was graced by Shri Sushil Kumar Tripathi, Director and Dr. Vedabhyas Kundu, Programme Officer, Gandhi Smriti and Darshan Samiti. About one hundred and two papers were presented during the event by the delegates representing India and abroad in nine technical sessions. The technical sessions were chaired by renowned academicians in the field representing national institutes like IIT, IGNOU, Central Universities, Foreign Universities, and NGOs.

In her Inaugural Address, Ms Sushma Paul Berlia quoted the words of Swami Vivekananda of his address to the crowd at Chicago as, "Brothers and Sisters" and if we would have followed this in a real sense, probably much of what we are facing today could have been avoided. She emphasized that peace is associated with freedom, the freedom to live a decent life with all basic necessities like food, shelter, good health, healthy and clean environment which perhaps are the entitlement of every human being. "Let us not make the mistake that for seeking peace, we have to be weak, we have to have the courage to march forward and make the difference", she pointed out. She concluded her speech with strong advice, "When there is peace inside us as well as outside, prosperity can happen."

Various dignitaries were present in the International event. A Souvenir containing abstracts of the presenters was released during the occasion.

In his address, Vice Chancellor, Dr. Raj S Dhankar explained the connectivity between peace, prudence and prosperity by saying, "You can't have prosperity without peace and peace can be achieved only with prudence." In the Plenary Session, Dr. Christian Bartolf spoke about war and its consequences. He quoted the anti-war writings of Desiderius Erasmus which said, "War is sweet to those who have no experience of it…" Prof. Saamdu Chetri deliberated on the linkage between peace and Gross National Happiness (GNP). Prof. Gerson elaborated upon the various means to achieve peace in life. Dr. Vijay Kumar and Dr. Manpreet Sehgal, both Associate Professors, handled the online technical sessions. Prof. Vimala Veeraraghavan, Emeritus Professor and Dean, Academics presented a report on the two-day conference proceedings. The valedictory address was delivered by Prof. B K Kuthiala, Chairman, Haryana State, Higher Education Council, Government of Haryana analyzed the concepts of peace, prudence and prosperity in the light of ancient Indian knowledge and traditions.

The Best Paper Award was jointly won by Dr. Maria Choudhury and Dr. Banani Basistha for their paper titled 'Subjective Happiness among Emerging Adults: A Cross Sectional Study' who received a cash price of Rs. 5000. The Young Scientist Award was won by Ms. Pooja Bogra for her paper titled 'Impact of Covid-19 Pandemic on the People of Tricity in Relation to Peace and Psychological Well-being" who received a cash price of Rs. 3000'. The Organizing Secretary, Dr. Ananda Padhan, Professor and Head, School of Education proposed a vote of thanks for the International event.

National Seminar on Media for an Inclusive and Self-reliant Nation

A two-day National Seminar on Media for an Inclusive and Self-reliant Nation: The Roadmap for *Atmanirbhar Bharat'* is being organised by the Mass Communication and Journalism Department, Tezpur University, Assam during November 17-18, 2022. The event is sponsored by the ICSSR, New Delhi. The academicians, research scholars, students at both PG and UG levels of preferably Media and Communication Studies and related/allied disciplines from any institutions may participate in the event. Also, professionals from the industry with experience and interest in this also participate and offer their valuable input.

The country had been progressing towards self-reliance in many walks of life, for some time now.

However, the special ambitious scheme announced by prime Minister Narendra Modi has accelerated the pace to a much faster one and has given specific deliverable goals to the people. Also, there has been a commitment of Rs 20 lakh crore for taking out the country from the situation of the COVID-19 pandemic to that of a self-reliant one. This has added a certain impetus to the plan that would go a long way in achieving the goals in the near and distant future. The Hon'ble Prime Minister even said that making the country self-reliant was the only way to make the 21st century belong to India. The crusade has been launched for an overall improvement of the living standard of the people of this country with continental proportions. This, each and every component of the society here needs to contribute its own share in whichever way it can to make the Abhiyan's objectives achievable by the timeframe that is set for the purpose.

The contribution of Media – the fourth basic human need – towards nation-building can hardly be exaggerated ever. More so for a country like India. The saga has been continuously keeping its stride since the days of the freedom struggle and would keep going on till the distant future. That too, with changing its role from time to time whenever the need arises. This ranges from being crusaders of freedom struggle to playing the mass information disseminator to the people at all levels of the society and much more. Media today has elevated itself to that of an 'Open Informal university' for the masses. That is because it is a platform that facilitates a fair exchange of ideas among citizens keeping its doors open for participation to anyone and everyone, offering the leadership role in times of crisis, etc. It is such a dedicated professional life that at the call of duty Media would selflessly render yeoman's services whenever needed and called for. A recent reflection is the services during the COVID-19 pandemic period. It was a testing time for each and every profession. So, even under very odd circumstances, Media stood rock solid in delivering its services through several means. All at a time when many journalists had to pay with their lives even and loss of jobs, cutting down on financial compensation, etc. were the order of the day. The Subthemes of the event are:

- Role of Media as One of the Major Factors in Promoting *Atmanirbhar Bharat Abhiyan.*
- Media's Contribution towards Inspiring Youths for Self-reliance Professionalism.

- The Way Forward by Media in Carrying Ahead the *Atmanirbhar Bharat Abhiyan.*
- Synergy between Media and Woman for Becoming Self-reliant in the Future.
- How Does Media Itself Brace up for the Challenges in the Coming Days for Self-reliance.
- Media's Role in Promoting Startups, SHGs.
- Digital Media in Facilitating a Self-reliant India Mission.
- Media as a Tool for Participation of People in this Movement.
- OTT Platform and *Atmanirbhar Bharat Abhiyan*.
- Good Practices from Media Industry for Self-reliance in Other Areas.
- Prospects and Problems for Media Industry in Becoming Self-reliant.

For details contact, Organising Secretary, Mass Communication and Journalism Department, Tezpur University, Napam, Assam-784028, E-mail:*mcj. atmanirbhar@gmail.com / abhijitbora71@rediffmail. com.* For updates, log on to: *www.tezu@ernet.in/ dmass*

Capacity Building Programme

A twelve-day Capacity Building Programme for the Faculty of Social Science is being organized by the Department of Economics, Faculty of Social Science, Indira Gandhi National Tribal University, Amarkantak, Madhya Pradesh during September 19-30, 2022. The programme is sponsored by ICSSR, New Delhi. The Programme is open to all faculty members of social science disciplines in colleges, university departments, and research institutions.

The core objective of the Programme would be to enable faculties to perform their research work scientifically and systematically and to turn their completed research into published materials in the form of books and articles in academic journals.

The salient pre-requisite for high-quality research in social sciences is the training and capacity building of faculty members who can disseminate their ideas to the research scholars for undertaking quality research in their respective fields. The philosophical basis of Social Science research is common to all social sciences where different

subjects have evolved their theoretical frameworks and procedures/techniques of analysis over time. Therefore, an interdisciplinary capacity-building programme on Research Methodology is the need of the hour, as highlighted in the New Education Policy of 2020. Capacity building is a process that inculcates knowledge, skills, and understanding of people in a broad discipline that systematically stimulates and develops the participants' capability. Capacity building enhances a society's human, scientific, technological, organizational, and institutional resource capabilities to undertake a task better. The detailed module of the Programme is given below:

- Paradigm in Social Research.

- Fundamentals of Social Research.

- Foundation of Social Research.

- Formulation of Objectives and Research Questions.

- Review of Literature.

- Research Design, Case Study and Observation.

- Methods of Data Collection.

- Field Methods in Social Science Research.

- How to Develop a Research Proposal in Social Science.

- Participatory Research Methods.

- Pranayama/ Yoga.

- Hypothesis Concept and Formulation, and Testing of Hypothesis.

- Bayesian method for Social Sciences.

- Capacity Building: Administrative Gender and Development, Health and Livelihood Issues.

- Content Analysis.

- Sampling Method.

- Validity and Reliability and Factor Analysis.

- Publication and Research Ethics.

- Use of Statistics in Social Research, Advance Data Analysis.

- Data Analysis through SPSS, Introduction of R, Data Analysis in R.

- Development of Research Tools.

- Research Matrix.

- How to Write a Research Paper.

- Role of Online E-resources in Social Science Research.

- Research Report Writing and Reference.

For further details, contact Course Director, Prof. Raksha Singh, Department of Economics, Faculty of Social Science, Indira Gandhi National Tribal University, Amarkantak, Village-Lalpur, Anuppur-484887 (Madhya Pradesh), Mobile No: 9826231391, 7987945632, E-mail: *r25006938@gmail.com.* For updates, log on to*: www.igntu.ac.in/event/*

International Conference on Revisiting Social Theory

A two-day International Conference on 'Revisiting Social Theory: Challenges and Possibilities' is being organized by the Department of Sociology, North-Eastern Hill University, Shillong, Meghalaya during November 16-17, 2022 through virtual mode.

There is something dialectical about social theory. It can illuminate or camouflage. What a particular theory does, however, depends on the socio-economic location of the theorist in question and the enabling environment or lack of it in society. The essential function of a 'good' social theory is to raise relevant questions and if possible to find answers. As part of its explanatory power, it is said to possess certain important features such as critical and reflexive interrogation of concepts, rationally rooted search for objectivity, deep concern to make sense of empirical data, aims to project some degree of generality and abstraction are some of them. Without the above features, a social theory remains merely speculative and metaphysical. This is what one finds in some of the best social theories we have had so far in social sciences.

The question of revisiting social theory becomes relevant when one asks oneself whether the social theory has been raising the right questions and if not, what are those questions which escaped the attention of social theory and the answers that help us have a better grasp of social reality. One is not suggesting that the questions raised in the past are inconsequential. But what one is suggesting is that as societies change (some more rapidly than others), new and more relevant theoretical questions need to be asked. The Social theory faces a difficult challenge

in the context of India which is known for diversities of immense nature and whose interaction with one another produces big challenges for any social theory in terms of how it can capture them. The challenges become even biggest when one engages with the societies of North-East India. That probably explains the absence of theory in most of the work done in the northeast. Scholars have acquired a considerable amount of data about the societies in the North-East but unfortunately, it is difficult to find a work that is theoretically well-grounded which would help us make sense of the data we have on the North-East. There is an innocent assumption that an empirical work need not be theoretically located without realizing that no empirical work can be theoretically neutral. There is, therefore a strong need to realize the importance of theory while doing work in North-East India. The Areas to be covered are:

- The Development of Social Theory and its Problematics.

- Nationalism and the Contesting Approaches to it.

- Racial and Ethnic Relations and Their Engagement with Modernity.

- Democracy, Civil Society, Market, The State and The Dialectics Involved in Their Relationship.

- Environment, Development and Their Dialectical Relationship.

- Feminist Theory: The Challenges and Contradictions it Faces.

- Interrogating Secularism Both as a Principle and as a Practice.

- Social Theory and North-East India.

For further details, contact Convener, Prof. D V Kumar, Department of Sociology, North-Eastern Hill University, Shillong-793022, Meghalaya, Mobile No: +919436160928, E-mail: *dvkumar4229@gmail.com.* For updates, log on to: *www.nehu.ac.in/event.*

High-End Workshop on 6G and Artificial Intelligence

A five-day High-End workshop on '6G and AI: Connecting Things with Connecting Intelligence' is being organised by the Department of Electronics and Communication Engineering, National Institute of Technology (NIT) Rourkela, Odisha during December 12-16, 2022. The event is sponsored by the Science and Engineering Research Board.

The motivated Doctoral and Master's students from Tier-I, Tier-II and Tier-III level institutes as defined under the Scheme 'Accelerate Vigyan' by DST-SERB may participate in the event.

The research on 6G networks has received attention from industry and academics. Artificial Intelligence (AI) has recently been used as a new paradigm for the intelligent design and optimization of 6G networks. The scientific community is now collaborating with industry stakeholders to develop the 6G roadmap. 6G is considered transforming from 'connected things' to 'Connected Intelligence'. The next-generation network will need to integrate new radio interfaces to connect to the heterogeneous networks. Future heterogeneous wireless networks would be based on what is known as an advanced radio system with AI capabilities. Therefore, communication engineers, students, and researchers must understand the principles of new wireless technologies and AI to work in the rapidly increasing wireless industry. The Course Objectives of the event are:

- bridge together industry and academic professionals in wireless communication and artificial intelligence applications;

- share experiences, and initiate efforts towards highlighting open problems in the future generation of wireless communication;

- workshop participants will learn about the recent trends in current generation networks and beyond and apply AI to wireless communication systems and their fundamentals; and

- some hand-on sessions will give practical exposure to the application of AI in wireless communication systems.

For further details, contact Course Coordinators, Prof. Poonam Singh/ Prof. Siddharth Deshmukh, Department of Electronics and Communication Engineering, National Institute of Technology Rourkela, Odisha-769008, Mobile No: +91-9438246593/+91-8280471030, E-mail: *psingh@ nitrkl.ac.in/deshmukhs@nitrkl.ac.in.* For updates, log on to: *www.nitrkl.ac.in/event*

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Sustainable Infrastructure: A Path for the Future

T R Piplani*

Infrastructure sector is a key driver for the Indian economy. The sector is highly responsible for propelling India's overall development and enjoys intense focus from Government for initiating policies that would ensure time-bound creation of world class infrastructure in the country. Infrastructure sector includes power, bridges, dams, roads, and urban infrastructure development. Infrastructure is necessary for growth. It provides services that allow society to function and economies to develop, from transportation infrastructure to electricity-generation & hydropower facilities, and water supply and hygiene networks. Infrastructure is thus placed at the centre of efforts to achieve the Sustainable Development Goals (SDGs). Infrastructure should not be considered as a single asset, such as a power station, water, or hospital network, but rather as part of a system with a portfolio of assets that cumulatively have significant ability to accomplish the three spheres of the SDGs, i.e., economic, environmental, and social sustainability.

At its narrowest, sustainable infrastructure can refer to 'green' or 'smart' buildings. More broadly it can encompass a wide range of initiatives with a specific focus on energy, water and land management; green areas; smart technology and the use of sustainable, durable building materials. It can also refer to existing infrastructure which is retrofitted, rehabilitated, redesigned and reused. Whatever definition is used, sustainable infrastructure is generally considered to approach development from a holistic viewpoint and based on global and domestic sustainable development goals and durability and having regard to social, financial and political issues, public health and wellbeing, as well as economic and environmental concerns.

Sustainable infrastructure has overlapping benefits from physical, environmental, economic and social perspectives. From a base environmental perspective, sustainable infrastructure aids climate resilience, which ultimately helps economic resilience.

The world will have to invest $90 trillion in sustainable infrastructure by 2030, according to estimates by The New Climate Economy. According to the latest population survey conducted by the United Nations (UN), it all suggests that in 2030 we will have more cities and mega cities than ever, housing 60% of humankind.

As cities grow, many of their inhabitants gain opportunities, prosperity and well-being, but that growth also significantly upsets the social, economic and environmental balance.

Only with a coordinated approach and action at the global, regional, national and local levels, can success be achieved. It is essential, therefore, to make cities an integral part of the solution in fighting climate change. Many cities are already doing a lot by using renewable energy sources, cleaner production techniques and regulations or incentives to limit industrial emissions. Cutting emissions will also reduce local pollution from industries and transport, thus improving urban air quality and the health of city dwellers.

The concept of sustainable infrastructure refers to equipment and systems that are designed to meet the population's essential service needs including roads, bridges, telephone pylons, hydroelectric power stations, etc. based on all-round sustainable principles. This means the infrastructure is environmentally friendly from end to end, and that includes economic, financial, social and institutional factors.

With urban areas growing exponentially, especially in emerging countries, sustainable infrastructure is showing its worth as a more efficient, productive and environmentally friendly options. Furthermore, according to the World Bank, these facilities prove more profitable as they make for more reliable services and greater resilience to extreme weather events, as well as lessening the impact of natural threats to people and the economy.

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* _Director CECAR, The Institution of Civil Engineers (India) Email : directorcecar@gmail.com, director_cecar@ice.net.in_

Replacing old urban infrastructure for new modern and sustainable elements will make cities more inhabitable and inclusive. This would require a multi-trillion dollar investment worldwide over the next decade. But if we do things right, it would also see us on the road to economic growth.

Neglecting sustainable infrastructure investments can result in dire environmental and social impact. In some Emerging Asian cities, rapid urbanisation has led to traffic congestion, reduced green spaces, increased waste generation and sinking land area, due to excessive groundwater extraction. These are challenges governments are still trying to resolve, and highlight the need for sustainable infrastructure as Emerging Asia continues to develop.

Projects are becoming more attractive as costs of sustainable infrastructure continue to fall over time. Similarly, the positive externalities generated from sustainable infrastructure, such as increased commercial land value, emphasises the commercial benefits sustainable infrastructure can bring to businesses and governments. However, such economic, social and environmental benefits need to be more consistently acknowledged and reflected in decision making. This highlights a greater need for partnerships between businesses and governments to coordinate and develop stronger mechanisms, in order to ensure the benefits of sustainable infrastructure can be captured by society.

The most significant part in contributing to a country's innovation is played by universities and education, and India has achieved strides in this area. Availability to knowledge and, as a result, the improvement of education for everybody has improved as a result of pervasive access to internet.

Indian Government has brought various initiatives towards the enhancement of innovation, infrastructural & industrial sector.

The infrastructure sector has become the biggest focus area for the Government of India. India plans to spend US$ 1.4 trillion on infrastructure during 2019-23 to have a sustainable development of the country. The Government has suggested investment of Rs. 5,000,000 crore (US$ 750 billion) for railways infrastructure from 2018-30.

Assets pertaining to sustainable infrastructure and industries play a critical role in enabling citizens with the facilities they require, increasing quality of life, and safeguarding the environment. The requirement for durable and sustainable infrastructure is critical.

India's efforts towards channelizing more resources for research and development are rooted in the belief that widely-accessible and environment friendly engineering solutions will need an ecosystem to sustain them and require the best and brightest minds to steer the sails.

To address these issues, India is hosting for the first time the Civil Engineering Conference in the Asian Region popularly known as CECAR with the core theme "Sustainable Design and Eco-Technologies for Infrastructure" on September 21-23, 2022 at Goa by including the following Sub-themes appropriately:

I. Civil Engineering Education

1. Sustainability of Civil Engineering Education in the context of UN SDG

2. Ethics an important component of Civil Engineering curriculum.

II. Infrastructure Design and Construction Technologies

1. Innovative Infrastructure, design practices and construction technology for sustainability.

2. Infrastructure development for smart and sustainable cities and affordable housing for developing economies.

III. New Construction Materials

New construction materials and sustainability of infrastructure.

IV. Geo Technical Engineering

Geo technology management, operation & safety.

V. Transportation

1. Eco-technologies in pavement design & construction of roads & airports.

2. Traffic Management, operation & safety.

3. New frontiers in Railway technology.

VI. Environmental Engineering

1. Green building concept, design & construction technology & their impact on carbon rating.

2. Landfill management technology for energy production.

3. Industrial waste treatment technologies & water pollution.

VII. Water Resource Management

1. Water resource management techniques & technologies.

2. GIS and water shed management techniques.

VIII. Renewable Energy

Renewable energy, its storage & use.

IX. Application of IT & Modeling

1. Application of IT in Civil Engineering projects.

2. Modeling for efficient design of Civil Engineering projects.

X. Disaster Management

Disaster preparedness, mitigation & rehabilitation.

This will be a platform to inspire and engage the infrastructural fraternity across India and Globally through observation, experimentation and fructification of ideas via inferences and model-building. A marriage between innovation and technology that fosters critical and design thinking will be an important outcome in unearthing the possibilities for sustainable development.

This will be a catalyst in attracting FDI flows into India and facilitate Technology Transfers to actualize Hon'ble Prime Minister Shri Narendra Modi's vision to enhance India's global competitiveness through next-generation infrastructure, seamless multi-modal connectivity, movement of goods and people and enhance the ease of living as well as the ease of doing business by enhanced synergies also creating multiple employment opportunities. It can be a booster dose for Giant Stride in India's $5 Trillion Economy Goal.

Source Credits: Internet

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on

REIMAGINING INDIAN UNIVERSITIES

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

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

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

THESES OF THE MONTH

SOCIAL SCIENCES
A List of doctoral theses accepted by Indian Universities
(Notifications received in AIU during the month of June-July, 2022)

Commerce

1. Bhaskar, Alaparthi. **Stress management in the tourism and hospitality industry: A study in Hyderabad City of Telangana State, India**. (Dr. P Purna Chandra Rao), Department of Commerce & Management Studies, Acharya Nagarjuna University, Nagarjuna Nagar.

2. Brahmaniya, Kundan Ajaybhai. **A study on influencing factor for selection of commerce stream in Gujarat**. (Dr. Chinmayee Janardan Bhatt), Department of Commerce, Rai University, Ahmedabad.

3. Konka, Lakshmipavani. **Status of urbal unorganised women workers in Prakasam District of Andhra Pradesh**. (Dr. N Venkateswara Rao), Department of Commerce and Business Administration, Acharya Nagarjuna University, Nagarjuna Nagar.

4. Pragathy, Sadhu. **A study on customer relationship management practices in Bharat Nigam Limited: A comparative analysis between urban and rural customers in Guntur Telecom District**. (Prof. G V Chalam), Department of Commerce and Business Administration, Acharya Nagarjuna University, Nagarjuna Nagar.

5. Solanki, Arunsinh Rughanathsinh. **A comparative study of selected public and private sector banks in India**. (Dr. Ashu Bhojwani), Department of Commerce, Rai University, Ahmedabad.

6. Sudhir Babu, D. **The study of DICs for promoting the MSMEs: A comparative analysis of the selected DICs of Andhra Pradesh**. (Dr. B K Surya Prakasha Rao), Department of Commerce & Management Studies, Acharya Nagarjuna University, Nagarjuna Nagar.

7. Thanki, Amit Bhagvanji. **A study on non performing assets and its impact and profitability of public & private logo sector banks**. (Dr. Ashu Bhojwani), Department of Commerce, Rai University, Ahmedabad.

8. Thipparthi, Ajayababu. **Effectiveness of training and development of employees in Information Technology (IT) industry in Hyderabad, Telangana: A study of select IT organizations in Hyderabad**. (Prof. S Vijaya Raju), Department of Commerce and Business Administration, Acharya Nagarjuna University, Nagarjuna Nagar.

Economics

1. Miriam, Maddela. **Economics status of women construction workers: A case study in Guntur City in Andhra Pradesh**. (Dr. N Sanjeeva Rao), Department of Economics, Acharya Nagarjuna University, Nagarjuna Nagar.

2. Palukuri, Raja Ramesh. **Socio economics status of scheduled caste women in Guntur District of Andhra Pradesh**. (Dr. K Madhu Babu), Department of Economics, Acharya Nagarjuna University, Nagarjuna Nagar.

Education

1. Chaudhari, Miteshbhai Khandubhai. **A study of frustration and adaptation and academic achievement of students of higher secondary school of tribal region**. (Dr. J L Makwana), Department of Education, Saurashtra University, Rajkot.

2. Dasi, Bhagyalakshmi. **An evaluative study of the Rajiv Vidya Mission educational programmes in enhancing quality education at primary level**. (Dr. J R Priyadarshini), Department of Education, Acharya Nagarjuna University, Nagarjuna Nagar.

3. Devi, U Lakshmibhavani. **Emotional intelligence and intelligence of prospective teachers**. (Dr. J R Priyadarsini), Department of Education, Acharya Nagarjuna University, Nagarjuna Nagar.

4. Guna, Mayurkumar Dhirubhai. **Construction and effectiveness of educational programme to develop of life skill for the upper primary school students**. (Dr. J L Makwana), Department of Education, Saurashtra University, Rajkot.

5. Gupta, Shipra. **Prevalence, risk factors and nutritional implications of disordered eating behaviour among female college students (18-21 years) in Delhi**. (Dr. Deeksha Kapur), School of Continuing Education, Indira Gandhi National Open University, New Delhi.

6. Kalapala, Kalpana Rani. **Common errors in written English: An analysis**. (Dr. C Grace Indira),

Department of Education, Acharya Nagarjuna University, Nagarjuna Nagar.

7. Kansagara, Mital Dhansukhlal. **The study of effectiveness in concern of Gujarati language writing skill development programme at secondary level**. (Dr. Sandip Ghetiya), Department of Education, Saurashtra University, Rajkot.

8. Kant, Janelle Johnmark. **A study of impact of teachers commitment on their teaching aptitude**. (Dr. S S Shukla), Department of Education, Gujarat University, Ahmedabad.

9. Makwana, Hetalben Vajubhai. **A study of adjustment of higher secondary schools students of Gujarat State**. (Dr. Vinitkumar M Thakur), Department of Education, Rai University, Ahmedabad.

10. Naik, M Adenna. **Awareness of social problems and self efficacy of adolescent students**. (Dr. B Srilatha), Department of Education, Acharya Nagarjuna University, Nagarjuna Nagar.

11. Pandit, Arti Jagdishchandra. **Effectiveness of cooperative learning approach on English Language Learning (ELL)**. (Dr. Ashwinbhai D Shah), Department of Education, Rai University, Ahmedabad.

12. Parekh, Hemang Rajendrabhai. **A study of the use of mind power learning techniques with a view to increase the grasping power and self study skill of secondary school students**. (Dr. N V Bose), Department of Education, Saurashtra University, Rajkot.

13. Patel, Aartiben Pravinbhai. **A study of self concept and adjustment of adolescents in relation to family size of Gujarat State**. (Dr. Vinitkumar M Thakur), Department of Education, Rai University, Ahmedabad.

14. Ramdas, Banothu. **A study on the teaching learning difficulties in physical science at X standard level**. (Dr. G Yashoda), Department of Education, Acharya Nagarjuna University, Nagarjuna Nagar.

15. Raviya, Kaushik Shasikantbhai. **Construction and standardisation of English language ability test for the students of standard 8th**. (Dr. K P Damor), Department of Education, Saurashtra University, Rajkot.

16. Swamy, K Narayana. **Adjustment problems with reference to value conflicts among prospective teachers**. (Dr. B Srilatha), Department of Education, Acharya Nagarjuna University, Nagarjuna Nagar.

17. Vendi, Venkata Narayana. **The emotional maturity and levels of frustration of the intermediate students: An analysis**. (Dr. C Grace Indira), Department of Education, Acharya Nagarjuna University, Nagarjuna Nagar.

18. Venkateswarlu, R Bala. **Professional ethics and self efficacy of secondary school teachers**. (Dr. B Srilatha), Department of Education, Acharya Nagarjuna University, Nagarjuna Nagar.

Law

1. Alexander, Atul. **The role of Jus Cogens in International law: A critical analysis**. (Dr. A Raghunatha Reddy), Department of Law, Tamil Nadu Dr Ambedkar Law University, Chennai.

2. Viswanath, Lekshmi. **Reconceptualisation of state sovereignty towards humanisation in international law**. (Prof. N S Santhosh), Department of Law, Tamil Nadu Dr Ambedkar Law University, Chennai.

Library & Information Science

1. Shambulinga, B Jali. **Assessment of Indian engineering research output using scientometric indicators: A scientometric analysis**. (Dr. Vitthal T Bagalkoti), Department of Library and Information Science, CMR University, Bangalore.

Management

1. Banerjee, Amrit. **A descriptive study of customer satisfaction towards single roof supermarkets retailing in Kolkata-W.B.** (Dr. Kausik Mukherjee), Department of Management, AKS University, Satna.

2. Girnar, Jaideep Singh. **A study on impact of celebrity endorsement on sales volume of soft drinks at Indore City**. (Dr. Reva Prasad Mishra), Department of Management, Dr. A.P.J Abdul Kalam University, Indore.

3. Kanojiya, Pooja Vasantbhai. **An empirical study of financial performance of selected micro finance institutions in Gujarat**. (Dr. Ashavkumar Patel), Department of Management, Rai University, Ahmedabad.

4. Katira, Shilpa. **A service quality gap study in public sector hospitals and private sector hospitals in Central India**. (Dr. Rajeev Samuel), Department of Management, Dr. A.P.J Abdul Kalam University, Indore.

5. Nagaria, Dipali Rameshbhai. **A study on investors' perception towards investment of a venues with special reference to Rajkot District of Gujarat State**. (Dr. Ashu Bhojwani), Department of Management, Rai University, Ahmedabad.

6. Pai, Deepali. **An empirical study of the impact of training on group performance in IT industry with special emphasis in Central India**. (Dr. Rajeev Samuel), Faculty of Management, Dr. A.P.J Abdul Kalam University, Indore.

7. Pal, Rajat Subhra. **A study on effects of disruptive technologies on operational performance of IT projects: With reference to select IT and Ites companies in Bangalore City**. (Dr. Sriram Kothapalli), School of Management, CMR University, Bangalore.

8. Rajasekar, D. **Board diversity and its effect on Environmental, Social and Governance (ESG) aspects of business**. (Prof. S K Ramani and Prof. Kumudha Rathna), Department of Management Studies, Tamil Nadu Dr Ambedkar Law University, Chennai.

9. Rathi, Naveen. **Make in India programme in defence sector: Examining self reliance**. (Prof. Parul Jhajharia, Prof. Bindu Agrawal and Prof. Hemant Kr Pandey), School of Management and Commerce, Manav Rachna International Institute of Research and Studies, Faridabad.

10. Sane, Aniket. **A study on implementation of hospital emergency management plan with respect to human resource practices**. (Prof. R K Shukla), Department of Management, Dr B R Ambedkar University of Social Sciences, Indore.

11. Sen, Prakash Kumar. **Human resource practices: Analytical study of manufacturing sectors and service sectors with special reference to Vindhya Region**. (Dr. Harshvardhan Shrivastava), Department of Management Studies, AKS University, Satna.

12. Shelar, Nikhil Rao. **Effective succession planning towards leadership development and employee retention for the oil and gas industry**. (Dr. Gaurav Buch), Department of Management, Rai University, Ahmedabad.

13. Temley, Vijay. **Study the impact of clean India campaign on religious tourism development at Mamleshwar and Mahakaleshwar (2010-2018)**. (Dr. Rajeev Samuel), Department of Management, Dr. A.P.J Abdul Kalam University, Indore.

14. Tiwari, Abhishek. **A Study of POSH Training Programs on awareness amongst women employees in MP.** (Dr. Rajeev Samuel), Department of Management, Dr. A.P.J Abdul Kalam University, Indore.

15. Vijayvargiya, Priyanka. **A study on empowerment and upliftment of digital skills with reference to Indore Region**. (Dr. Unmesh Mandloi), Faculty of Management, Dr. A.P.J Abdul Kalam University, Indore.

Physical Education & Sports

1. Vinayagam, G. **Effect of circuit training and resistance training on selected motor ability variables among college mein kabaddi players**. Department of Physical Education and Sports, Hindustan Institute of Technology & Science, Chennai.

Political Science

1. Doradla, Manovikas. **Crisis on displacement and resettlement of habitants: A case study of Polavaram Project Area in Andhra Pradesh**. (Dr. B Udaya Prakash), Department of Political Science, Acharya Nagarjuna University, Nagarjuna Nagar.

2. Kharadi, Sadhana. **Loktantra mein vidhyakoan kee bhumika ke prati janta ke drishtikon ka adhyayan: Ratlam Jile ke vishesh sandarbh mein 2013 se vartman tak**. (Dr. Nisha Vashishath), Department of Political Science, Vikram University, Ujjain.

Psychology

1. Kasundra, Riddhi Jasmatbhai. **Frustration, emotional maturity and adjustment among students**. (Dr. Indra Sen Singh), Department of Psychology, Rai University, Ahmedabad.

2. Vyas, Prabhulal Mavjibai. **Factor accelerating and depressing penile erection and premature ejaculation**. (Dr. Ramesh Potdar), Department of Psychology, Rai University, Ahmedabad.

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A N SINHA INSTITUTE OF SOCIAL STUDIES, PATNA -1

Advertisement for the Post of Registrar

A N Sinha Institute of Social Studies, Patna, invites fresh applications for the post of Registrar, from suitable persons. Interested persons may apply in the prescribed format (with signature and self attested documents) to the Chairman of the Selection Committee either in hard copy or scanned soft copy through **e-mail id: ansiss1964@ gmail.com.** Age of retirement is 67 years. The deadline for submission of applications is 30.8.2022 at 5.00 P.M. IST. Any application submitted after the deadline will not be entertained. Applications for the post made with reference to earlier advertisements will not be considered under any circumstances and the Institute shall not be responsible for non submission of fresh applications. Details regarding the advertisement may be seen at the web site of the Institute: **www.ansiss.res.in.**

Director

Dr. Rafiq Zakaria Campus II
Dr. Rafiq Zakaria College for Women
Navkhanda Palace, Jubilee Park, Aurangabad (Maharashtra)

Minority Institution

APPOINTMENT

In accordance to the No Objection issued by Joint Director (Higher Education), Aurangabad (MS) vide it's Letter No. শিসসং / উশি / ঔবি / অনু–1/2022/3065, the Applications are invited for the following vacant position of **Assistant Professor** on **Contributory Hourly Basis** in Grant-in-Aid Section of the Senior College for the academic year 2022-23 only. The Eligible Candidates shall file their application with the Principal, in office hours **within fifteen days** of publishing this advertisement.

Sr. No	Subject	No of Post	Sr. No	Subject	No of Post
01	English	3	07	Mathematics	2
02	Urdu	2	08	Botany	5
03	History	1	09	Zoology	2
04	Political Science	1	10	Analytical Chemistry	2
05	Economics	3	11	Computer Science	4
06	Chemistry	4		Total Post =	29

Eligibility: As per the UGC, Government of Maharashtra & University Norms and Rules of Appointments, all appointments are subject to University approval.
Note: In service candidates should apply through proper channel. No TA/DA will be paid to the candidates for attending the Interview

Dr. Maqdoom Farooqui
Principal

Dr. Rafiq Zakaria Campus
Maulana Azad Educational Trust
Dr. Rafiq Zakaria Marg, Rauza Bagh,
Aurangabad-431001 (Maharashtra)
Phone: (0240) 2381535

APPOINTMENT

Maulana Azad Educational Trust's
Y. B. Chavan College of Pharmacy,
Aurangabad, Maharashtra
(B. Pharm, M. Pharm & Research Centre)
(Un-Aided, Muslim Religious Minority College)

Applications are invited from eligible candidates for the following post :-

Sr. No.	Name of Post	No. of Post
01	Principal	01

1. Qualification, Experience & Pay Scale as per the norms of Pharmacy Council of India (PCI), New Delhi and Dr. Babasaheb Ambedkar Marathwada University, Aurangabad (MS).
2. The applications along with attested photocopies of relevant documents should reach the office of the Maulana Azad Educational Trust, **within 15 days** from the publication of this advertisement.
3. In service candidates are requested to submit their application through proper channel.
4. No T.A. & D. A. will be paid for attending interview.

Chairman
Maulana Azad Educational Trust

Goa Vidyaprasarak Mandal's
Gopal Govind Poy Raiturcar College of Commerce & Economics,
Post Box. No. 102, Farmagudi, Ponda –Goa, PIN : 403401
Accredited by NAAC with 'B' Grade
Phone Nos. 2335875 / 2335819 / 8767916417; Email: gvmcce@yahoo.in

Applications with full Bio-Data are invited from Indian Citizens for the **POST OF PRINCIPAL** (Unreserved Category). The required minimum qualifications for the post of Principal are as follows:

A. Eligibility:

i. Ph.D. Degree

ii. Professor/Associate Professor with a total Service/Experience of at least Fifteen years of Teaching/Research in universities, colleges and other institutions of Higher Education.

iii. A minimum of 10 Research Publications in peer reviewed journal as approved by Goa University from time to time on UGC listed journals out of which at least two should be in Scopus/ Web of science journal.

iv. A minimum of 110 Research Score as per Appendix II, Table 2.

B. Tenure:

A College Principal shall be appointed for a period of five years, can be extendable for another term of five years on the basis of performance assessment by a committee appointed by the University, constituted as per these statutes.

Essential Requirements:

a) Knowledge of Konkani Language.

b) 15 years of Residence Certificate in Goa issued by competent authorities.

Desirable Requirements: Knowledge of Marathi Language.

Scale of Pay: - As prescribed by the UGC, Goa university and Directorate of Higher Education, Govt. of Goa from time to time.

Service Conditions: As prescribed by the UGC, Goa university, Directorate of Higher Education, Govt. of Goa and other competent authorities.

Applicants who are already employed shall send their applications through proper channel.

Applications completed in all respects with photograph, along with self-certified photocopies of statement of marks of all public examinations from S.S.C. onwards, copy of 15 years residence certificate, experience certificate, publications, research score sheet etc. should reach **the Chairman, Working Committee, Goa Vidyaprasarak Mandal, Ponda-Goa, Pin - 403401 within 20 days** from the date of publication of this advertisement by superscribing on the envelope **"Application for the post of Principal".**

Place: Ponda - Goa

Date :   /08/2022

Chairman
Working Committee
Goa Vidyaprasarak Mandal

Punyashlok Ahilya Devi Holkar Solapur University, Solapur affiliated
Late B. E. Chanshetti Guruji Pratishthan's
Global Village Arts, Science and Commerce College,
Boramani, District- Solapur
(Permanent Non-Grant Basis)

Wanted

The applications are invited form the eligible candidates for the post of Principal, Librarian and Physical Director in Global Village Arts, Science & Commerce College, Boramani, Taluka-South Solapur, Dist. Solapur. The applications should reach to, The Secretary, Late. B. E. Chanshetti Guruji Pratishthan, Solapur, **within 15 days** from the date of publication of this advertisement.

Sr. No.	Post	No. of Post	Full Time	Reservation
1	**Principal**	One	Full Time	Unreserved
2	**Librarian**	One	Full Time	Unreserved
3	**Physical Director**	One	Full Time	Unreserved

Conditions:

1) Educational qualification and experience are as per norms specified by UGC, Govt. of Maharashtra and Punyashlok Ahilyadevi Holkar Solapur University, Solapur and as modified from time to time.

2) A minimum score as stipulated in the Academic Performance Indicator (API) based on Performance Based Appraisal System (PBAS) for Principal as developed by the UGC, Govt. of Maharashtra and Punyashlok Ahilyadevi Holkar Solapur University, Solapur and as modified from time to time.

3) Preference will be given to retired Professors.

4) For the post of Principal, candidate should submit their ARS (Academic Research Score) report with related documents.

5) Those who are in service should apply through proper channel.

6) T.A. D.A. will not be paid for attending interview.

Ms. Sangita Shah-Chanshetti   **Prin. Dr. Umakant Chanshetti**
Secretary   **President**

Place: Solapur
Date: 20/08/2022

Mitra Sadhana Shikshan Prasarak Mandal Pathari, Sanchalit
Rajarshi Shahu Arts, Commerce and Science College
Pathri, Tq. Phulambri, Dist. Aurangabad
Prabhat Arts, Commerce and Science College
Nidhona, Tq. Phulambri, Dist. Aurangabad
E-mail-rajrshishahu@gmail.com; msspmpathri@gmail.com

Wanted
(Permanent Non-granted)

Applications are invited for vacant posts of Principal, Librarian, Director of Physical Education and Assistant Professors are to be filled on full time on permanent Non-grant basis for Degree & Post Graduate courses in both the colleges. Eligible candidates should send their applications alongwith photocopies of academic documents to the Head Office **within fifteen days** from the date of publication of advertisement.

Institute Head Office Address: Plot No. 01, Hudco Corner, TV Center Road, Silver Art Palace, Opposite D-Mart, Near Taj Hotel, Pathrikar Nagar, Aurangabad (MS).

Sr. No.	SUBJECT	Post	Qualification	Sr. No.	SUBJECT	Post	Qualification
UNDER GRADUATE							
1	Principal	01	M.A./M.Sc./M.Com. Ph.D.	14	Chemistry	02	M.Sc. NET/SET/Ph.D.
2	Director of Physical Edu.	01	M.P.Ed. NET/SET/Ph.D.	15	Physics	02	M.Sc. NET/SET/Ph.D.
3	Librarian	01	M.Lib. NET/SET/Ph.D.	16	Botany	02	M.Sc. NET/SET/Ph.D.
4	English	02	M.A. NET/SET/Ph.D.	17	Zoology	02	M.Sc. NET/SET/Ph.D.
5	Marathi	02	M.A. NET/SET/Ph.D.	18	Geology	02	M.Sc. NET/SET/Ph.D.
6	Hindi	02	M.A. NET/SET/Ph.D.	19	Mathematics	02	M.Sc. NET/SET/Ph.D.
7	History	02	M.A. NET/SET/Ph.D.	20	Computer Sci.	02	M.Sc. NET/SET/Ph.D.
8	Political Sci.	02	M.A. NET/SET/Ph.D.	21	Commerce	04	M.Com. NET/SET/Ph.D.
9	Sociology	02	M.A. NET/SET/Ph.D.	**Post Graduated**			
11	Geography	02	M.A. NET/SET/Ph.D.	1	**Chemistry**	**02**	**M.Sc. NET/SET/Ph.D.**
12	Economics	02	M.A. NET/SET/Ph.D.	2	**Physics**	**02**	**M.Sc. NET/SET/Ph.D.**
13	Public Admn.	02	M.A. NET/SET/Ph.D.	3	**Zoology**	**02**	**M.Sc. NET/SET/Ph.D.**

Following reservation will be Subject to Non-grant posts

Sr. No.	Detail	S.C. 13%	S.T. 7%	V.J.A. 3%	N.T.(B) 2.5%	N.T.(C) 3.5%	N.T.(D) 2%	S.B.C. 2%	O.B.C. 19%	EWS 10%	Open 38%	Total 100%
1	Teaching	6	3	1	1	2	1	1	9	5	17	46
2	Principal	-	-	-	-	-	-	-	-	-	1	1

Terms & Condition :

1. Candidate should submit one copy to Deputy Registrar, Special Cell, Dr. Babasaheb Ambedkar Marathwada University Aurangabad.
2. As per Govt. Rule 30% reservation will be for women.
3. 04% reservation will remain for Physically Disabled.
4. 55% marks has been relaxed to 50% for Post Graduate examination for S. C. and S. T.
5. Vimukta Jati (VJ)-VJ-A, Normadic Tribe B, C, D is transferable to each other.
6. 55% marks for Master's degree for disabled candidates has been relaxed to 50%.
7. Backward category candidates can apply for unreserved posts.
8. 1% reservation will be for Orphans.
9. **10% reservation will be given to the economically weaker sections.**
10. **All the vacant post will be filled as per govt. norms.**

Secretary	**President**
Sau. Usha Pathrikar	**Shri. Dwarkadas Pathrikar**

UNIVERSITIES HANDBOOK – 34th EDITION (2018)

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AIU Invites Proposals for Collaboration for organizing ANVESHAN- Student Research Conventions -2022-23

Association of Indian Universities organizes *Anveshan*-**Student Research Convention** every year to identify and nurture the young talents and budding researchers in the Indian Universities. In these Conventions, Innovative Research Projects are invited from the students (Undergraduate to Ph. D level), and assessed by a group of experts of the field on a well laid criterion. The best Research Projects are conferred with certificates and awards. The Projects are invited from the disciplines of Basic Sciences & Applied Sciences, Engineering and Technology, Agriculture and allied fields, Health Sciences and allied fields, Social Sciences; Humanities; Commerce; Business Management; and Law. The Conventions are to be held at two levels i.e., **Zonal and National**. The duration of each convention is of **two days.** These events are to be conducted in the current Financial Year i.e. before **March 31, 2023**.

AIU invites proposals from member universities/institutions for collaboration in organising these Conventions in Five Zones **- East, West, North South, Central Zones, and One National Level Convention**. Interested Member universities/ institutions may send their Expression of Interest (EoI) along with proposal duly endorsed by the Vice Chancellor/Head of the Institutions to AIU at the address:

Dr Amarendra Pani, Joint Director & Head (Research), Association of Indian Universities, AIU House, 16 Comd. Indrajit Gupta Marg, New Delhi – 110 002, **E-mail: anveshansrc@gmail.com**

The proposals are required to be submitted **latest by September 01, 2022.** The Event will be finalized on mutually convenient dates and terms and conditions laid down by AIU. For any further query please contact on: 011-23230059, Extn-202/241, **E-mail: anveshansrc@gmail.com**. The details can also be downloaded from AIU **Website: www.aiu.ac.in**

N.B.: AIU is not a Funding Organization. However, a token amount will be provide by AIU. All these events are AIU activities for which Collaboration from member Universities/Institutions are solicited. Primarily, the events will be conducted under the banner of AIU. The details of terms and conditions will be communicated on selection of the Proposal. **Proposal must be sent to AIU with the Approval/Endorsement of Vice Chancellor/Head of the Institution.**

Guidelines for Contributors

To submit the manuscripts for publication of articles, the contributors need to follow the guidelines given below:

❖ Articles submitted for the Journal should be original contributions and should not be under consideration for any other publication at the same time. A declaration is to be made by the author in the covering letter that the paper is original and has not been published or submitted for publication elsewhere.

❖ Manuscripts including tables, figures and references should be around 3000-4000 words for articles, 2000 – 5000 words for Convocation Addresses, 1000 words for Book Reviews and 600 words for Communications.

❖ All the manuscripts should typed in double-space with 12 point font and ample margin on all sides on A 4 size paper.

❖ The cover page should contain the title of the paper, name, designation, official address, address for correspondence, contact phone/mobile numbers and e-mail address of all the authors.

❖ One author should be designated as the corresponding author.

❖ Notes, if any, should be given as Endnotes not as Footnotes.

❖ Figures include relevant captions, tables include titles, description, source etc.

❖ Figures and table citations in the text match the files provided

❖ Manuscript has been 'spell checked' and 'grammar checked'

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  Miles, M., and Huberman, M., (1994). Qualitative Data Analysis. London: Sage.

- **Articles**

  Over, R.(1982). Does research productivity decline with age?
  Higher Education, 11, 511-20.

- **Chapter in a Book**

  Rendel, M. (1986). How many women academics 1912-1977? In R. Deem (ed.), Schooling for Women's Work. London: Routledge.

- **Article Retrieved from Website**

  Mazumdar, T (Year, Month, Date Published). Article Title. Retrieved from URL.

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