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In This Issue

Tribal Situation in Bastar Region: Problems, Prospects and Development

Manoj Kumar Srivastava* and Swapan Kumar Kolay**

Bastar is in the southernmost part of Chhattisgarh and is surrounded by the borders of Andhra Pradesh, Orissa, and Maharashtra. *Maria* and *Muria Gonds, Dhurwas, Bhatras*, *Gadaba* and *Halbas* are tribal communities that live in Bastar. The authors of this article take into account the common pattern of social policy guidelines in the government Plans to identify their problems and ameliorate their socio-economic conditions. Tribal development has always been a matter of great concern for the government of both unions and states. The government claims to have made a non-stop effort to bridge the gap toward the way of development and sustainable growth of the tribal community as a whole. According to the authors, this approach is unacceptable, because it obscures the correct interpretation of their issues and then the measures taken for their improvement are insufficient and inaccurate. The ultimate aim of this research is to analyse the actual tribal problems as per the Human Development Index such as tribal health, education, and standard of living index in five districts of Baster region, Chhattisgarh. However, the desired effect had not been rendered by improvements to the scheduled tribes. Thus, this article is of great value and significance as it provides a path for implementing a new strategy for fulfilling constitutional obligations to be developed at the policy, planning, and implementation.

The Chhattisgarh state has made considerable progress in social and economic development in recent decades, as improvements in indicators such as life expectancy, infant mortality, under-5 mortality, and literacy demonstrate. However, improvements in women's health, particularly in tribal-dominating areas have lagged behind gains in other rural areas. In the tribal areas of Chhattisgarh, the female population is higher compared to the male which shows women are numerically good but maternal mortality and morbidity are higher as compare to male. Visaria (1971) stated that the increasing imbalance in the ratio of men to women could not be ascribed to any of these factors and in fact reflected certain social characteristics of Indian society. Females experience more episodes of illness than males and are less likely to receive medical treatment before the illness is well advanced. Poor health indicators include higher rates of poverty and illiteracy, fewer resources allocated to health per capita, lower commitment to social development, and inadequate capacity (World Bank, 1995; Measham and Heaver, 1996). As might be expected, excess female mortality disappeared first among girls with ages 10 to 14 years and

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women at the end of their reproductive years and only then among the very young and women at prime childbearing age.

The demographic scenario in the Chhattisgarh state is still characterized by very high birth and death rates. In the year 2005, the crude death rate in the state was 9.0 as against the all India average of 7.6. It is pertinent to note that, traditionally villagers, specifically the tribal, managed their affairs and resources on a sustainable basis. Around 90% of tribals populations in India were depending on land directly or indirectly for their survival while massive investments in the construction of dams, power plants, industrialization and mining create wealth for the nation and employment opportunities to various people but all this is hardly of any benefit to the tribals rather it leads to their social and cultural deprivation, land alienation, destruction of environment and displacements, which is often without any rehabilitation (Krishnaji, 1991). The limited natural resource base surroundings, the tribal societies being scarce and many conflicting demands placed on it from other sectors and other areas of society reduce their availability to the tribal communities and affect their socio-cultural and economic life. In spite of all these development initiatives the tribals in tribals/rural are still threatened by severe poverty, health problems and a high declining decadal growth rate. A number of changes have been taking place with regard to the habitation, health and utilization of their resource and these changes in term have largely affected the life of the people without any sustainable replacement. In tribal areas, these problems have assumed alarming proportions because the traditional means of obtaining socio-cultural resources are threatened (Marothia, Gauraha and Choudhary, 1995).

District-wise secondary data reveals that the natural growth of the tribal population in Dantewada, Bijapur, Sukma, Narayanpur, and Kanker has declined which is influenced by the high crude death rate in proportion to the crude birth rate while the population growth rate is increasing from the last decade in Chhattisgarh. As per the Census of Chhattisgarh (2001 and 2011) record population growth rate is declined for decades in rural-tribal districts rather than state level.

With the above introduction tribal villages of the districts (Dantewada, Bijapur, Sukma, Narayanpur and Kanker) in the Chhattisgarh state are characterized by demographic status, different health indicators, socio-economic, literacy status and pattern of migration and prevalent regional issues which are expected responsible factors for population declining.

As per the 2011 Census, the state has a population of 2.55 crore of which 76.6% of people live in rural areas and 23.24% live in urban areas. With the exception of the states of the northeast, Chhattisgarh has one of highest shares of Scheduled Tribe (ST) population within a state, accounting for about 10 per cent of the STs in India. Scheduled Castes and Scheduled Tribes together constitute more than 50 per cent of the state's population. The tribals of Chhattisgarh mainly inhabit the dense forests of the Bastar region and other districts of south Chhattisgarh. It had an HDI value of 0.358, the lowest of any Indian state. The national average is 0.467 according to the 2011 Indian NHDR report. Its literacy rate stands at 70.28 % (below the national average of 74.04%). The male literacy rate is 80.27% and the female literacy rate is 60.24% indicating a wide gender disparity.

A composite Educational Development Index (EDI), computed by the District Information System for Education (DISE), ranks Chhattisgarh at 27 in India, with an index value of 0.564. Almost 26 % of boys and 23 % of girls drop out of secondary school. Further, almost 14 % of all Government teachers in Chhattisgarh are not professionally qualified.

Hence, Chhattisgarh is a new State and is constrained by the lack of an adequate and reliable

Table 1: District-wise Decadal and Decennial Growth Rate

District	Decadal Growth rate		Decennial Growth rate	
	1991-2001	2001-11	2001	2011
Dantewada (Including Sukma)	14.09	11.90	14.09	12.08
Bijapur	19.30	8.76	19.30	8.78
Narayanpur	23.42	19.49	23.42	19.16
Kanker	18.68	15.00	18.68	15.06
Chhattisgarh	**18.27**	**22.59**	**18.27**	**22.61**

Source: *Census of Chhattisgarh, 2001 & 2011.*

database that can be used to assess the progress of development in the different sectors of the economy. There is some data on health and enrolment for the five districts that were originally part of Madhya Pradesh, but no district-level database exists for the 16 districts. In the preparation of the first Human Development Report of the State, this lack of data was a major concern. The absence of baseline information on important indicators of health, education, and income at the district level meant that this data had to be estimated. Available data from various sources as well as information collected as part of the *Jan Rapat* exercise has been used to construct the HDI. The literacy figures are from the Census of India, 2001. Data for enrolment was collected from the school education department and has been used to calculate the Education Index. Efforts were made to collect data from all the districts on birth, death, infant mortality rates (IMR), and district income. The Sample Registration System (SRS) of the Census calculates the IMR for the State but does not calculate the district-wise IMR. The district-wise IMR has been estimated from the data collected from the *Jan Rapat* exercise. The IMR has been used to compute the Health Index.

Initially, the indices were calculated using the conventional formulae used by UNDP and the former Planning Commission of India (now NITI Aayog). The district-level HDI presented a picture of the districts, which was very different from common perception and knowledge. This led to a detailed analysis of the data used in calculating all three indices. The SHDR team realised that the inclusion of income from mining and quarrying results in a higher income for districts like Dakshin Bastar Dantewada. In an attempt to highlight this issue, the team made an attempt to recalculate the income index, without adding the income from the mining and quarrying sector. The differences and changes in the HDI are presented and explained in the Alternate HDI that has been estimated.

Therefore, this research study is an attempt for using the approach of measuring HDI on the basis of indicators available on Health, Education, and Standard of living. The objectives of the study are to:

- develop a framework for identifying indicators and building human development indices at the district level;
- analyse the Human Development Index of selected districts;
- study the disparities among the districts regarding the indicators relating to Health, Literacy, and Standard of living;
- study the disparities among the states on the basis of the district's average;
- analyse the differences between tribal villagers, districts, states, and nations on behalf of HDI;
- analyse the educational, economic, and nutritional health status of districts according to pure tribal villages;
- analyse the nutritional status of the tribal people with reference to anthropometric measurement within the selected districts; and
- calculate morbidity, mortality, fertility, abortion, and migration rate for the assessment of HDI.

***Note**: The HDI is a score that amalgamates three indicators: lifespan, educational attainment, and adjusted real Standard of living.*

Methodology

Our initial study and discussions in Chhattisgarh showed *reliable* and integrated HDI-related data from selected districts. There is, in fact, much data available but from many sources, years, and data sets. Moreover, some of the quantitative and qualitative data sets are from very limited sample populations, as the researchers try to capture information on aspects of HDI. Thus, comparable quantitative data to give a sound understanding of the multidimensionality of HDI in Chhattisgarh are lacking. Since reliable, HDI-related monitoring and impact-related data are hardly available from the district and below, the need for qualitative assessments that show how funds can be optimized for a greater poverty impact is great. Thus, an important aim of the research is to provide a gap-filling exercise in terms of the current state of knowledge on life and its facets in PESA areas of the Bastar region in Chhattisgarh. This will also serve the purpose of supporting effective decentralisation when it comes to planning for a better lifestyle and development and HDI growth rate. The lack of integrated data is not unique to Chhattisgarh and provides an indication of how difficult it is to come to solid conclusions on the differentiated impacts of various programmes on poor stakeholders' livelihoods

During the overall study, field visits were emphasised where qualitative and quantitative data regarding local people's livelihoods, health status, fertility, mortality, morbidity, migration

and local issues and problems have been collected and analysed. The point here is to gain a better understanding of the nexus between poorer sections of the rural population and service delivery points in a quasi-decentralized system. Our initial study and discussions in Chhattisgarh showed that reliable and integrated livelihood, fertility, mortality, morbidity, migration, and other problems-related data from the district, are available only on a limited scale. Moreover, some of the quantitative data sets are nearly 50 % sample populations of the villages, as the researchers tried to capture information on a village basis. Thus, comparable quantitative data to give a sound understanding of the multidimensional factors of the tribal situation, as well as tribal problems in five districts under the Bastar region of Chhattisgarh is sufficient. In order to analyse the nutritional health status of tribal people, anthropometric data had been collected from different age groups with selected parameters i.e. height, weight, head and waist circumference, bicep, tricep, and calf, etc.

Participatory observation was the key tool of this research. The local tribal people were interviewed by the team through the well-prepared pre-tested schedule. Focus Group Discussions (FGDs) were held with women and men, during which people were given their responses and opinion about the problems and issues. The team also interacted with Government officials (Administrative, Health and Education) in several of the district, blocks, and villages, to gain additional information and perspectives. Before the field visits were concluded, the team organised a Focus Group Discussion with villagers and did a specific case study, and gathered qualitative information.

Sampling

Stratified sampling had been done for the selection of study blocks and their villages and purposive sampling was applied for gathering qualitative and quantitative data from the field. For the study purpose integrated tribal development villages of the districts were selected and the distance and remoteness of the villages from district headquarter also show different strata for the study. For this purpose, urban impact and remote villages are the places of the research study. Two blocks in a district and five villages in each block are selected for research purposes (Table 2).

Data Analysis

Each pre-coded filled-in schedule was edited. Two database structure files were made as per the variables in the schedules in MS Excel. Edited data were then entered in these fields.

Using the methodology, the HDI values in respect of all three dimensions i.e. Health, Education, and Standard of living have been generated for PESA districts of Chhattisgarh. Then the state-level HDI was calculated by combining the district-level HDI value. The overall value for all Chhattisgarh States was calculated on the basis of all the five PESA districts' results. Hence, the analysis of data was done by using an MS Excel programme.

Important Measure of Human Development Index for Tribal Situation in Bastar

Table 3 depicts the natural growth indicates the proportion of crude birth rate and crude death rate. As per Annual Health Survey Report (2011) the districts of the state; Bijapur (12.2), Sukma (12.6), Narayanpur (14.3), Dantewada (15) and Kanker (15.9) are showing from higher to lower natural growth rate in declining order and the natural growth rate of all the districts are also lower as compare to State. The low natural growth rate shows a high death rate in the districts. Besides the above, as per primary data, the natural growth rate of the selected study districts is 1.5 in Narayanpur, 3.4 in Sukma, 8.4 in Bijapur, 9.6 in Dantewada and 15.9 in Kanker districts. The differences in Crude Birth Rate (CBR), Crude Death Rate (CDR) and Natural Growth (NG) from 2011 to 2018 indicate that CDR is increased in Dantewada, Bijapur, Sukma and Narayanpur districts whereas their natural growth rate declined from the last seven years which means the districts have high death rate as compared to birth rate. Besides that, Kanke shows no changes in CBR, CDR, and also in natural growth.

Data reveals that the inclining rate of death and declining rate of Natural Growth indicates the declining rate of the population which has been noticed in Dantewada, Bijapur, Sukma and Narayanpur.

Literacy

Education makes an important contribution to the lives of people by contributing to their holistic development and the development of their personality but formal education is not utterly accepted by tribal people in rural areas. The role of schools is seen as important but limited. Schools provide the skills of reading and writing from prescribed textbooks which may not always be relevant in a particular society

Table 2: Quantum of Sampled Study Areas and Qualitative and Quantitative Data Collection

Name of the State	Name of the Districts	Name of the Blocks	Name of the Villages	Quantitative Data	Qualitative Data		Anthropometric Data
				No of HHs	FGDs	Case Study	No. of Subjects
Chhattisgarh	Narayanpur	Narayanpur	Binjal	45	10	11	1218
			Edka	45			
			Devgaon	45			
			Karlakha	45			
			Brahbeda	45			
		Orchha	Bashing	45			
			Kundala	45			
			Kikhad	45			
			Kohkameta	45			
			Kurusnar	45			
	Dantewada	Dantewada	Gamawada	40	10	12	1435
			Bhansi	40			
			Pina Bacheli	40			
			Dugeli	40			
			Porokameli	40			
		Kowakonda	Hitawar	40			
			Halbaras	40			
			Tikanpal	40			
			Shyamgiri	40			
			Nakulnar	40			
	Kanker	Narharpur	Khallari	20	10	10	1231
			Thema	29			
			Baspatar	40			
			Chinkadak	40			
			Tiriyapani	40			
		Charama	Gidhai	40			
			Rethidih	40			
			Chucharugaur	40			
			Salhitola	30			
			Kurutola	40			
	Bijapur	Bijapur	Gangalaur	45	10	11	1428
			Todka	46			
			Pidiya	45			
			Tamodi	45			
			Gangalu	45			
		Bhairamgarh	Naparpara	45			
			Chhote Tumnar	45			
			Jaigur	45			
			Matawada	45			
			Medpal	45			
	Sukma	Sukma	Jhapra	45	10	10	1437
			Bhealwapal	45			
			Kosabhandar	45			
			Kudukras	45			
			Mulagunda	45			
		Chhindgarh	Tahkawada	45			
			Litiras	45			
			Marenga	45			
			Tipanpal	45			
			Junapani	45			
Total				**2110**	**50**	**54**	**6749**

Table 3: Natural Growth of the Districts in Chhattisgarh

Districts	2011			Primary Data (2018)			Differences		
	CBR	CDR	Natural Growth	CBR	CDR	Natural Growth	CBR	CDR	Natural Growth
Dantewada	24	9	15	24	14.4	9.6	0	+5.4	-0.6
Bijapur	22.3	10.1	12.2	25.2	16.8	8.4	+2.9	+6.7	-3.8
Sukma	22.4	9.8	12.6	23.8	20.4	3.4	+1.4	+10.6	-9.2
Narayanpur	23	8.7	14.3	25.6	24.1	1.5	+2.6	+15.4	-12.8
Kanker	21.7	5.8	15.9	21.7	5.8	15.9	0	0	0

Source: *Census of Chhattisgarh, 2011 and Primary Data-2018*

where social education is more valuable. School-based education is unable to strengthen and promote an appreciation of the local culture, livelihoods, and customs and many individuals find themselves alienated from their own culture. Villagers believe that formal education gives short-term benefits while they demand service-based occupation. The literacy rate of all selected and surveyed districts reveals that Sukma and Dantewada have low literacy rates at 37.27 per cent and 53.16 per cent respectively while Kanker shows the highest literacy rate with 83.12 per cent followed by Narayanpur with 72.18 per cent. But it is noteworthy that all surveyed households in all the districts have only 62.64 per cent literacy rate among tribal people (table 4). In remote villages, due to a lack of roads and transport facilities, children are unable to move on to secondary education. So the level of education is not good in tribal-dominating areas.

Economic Status

Due to increasing population and prices, it is difficult to survive for themselves. The forest dweller people are fully dependent on forests and agriculture for livelihood. At present, they are losing their livelihood opportunities. Villagers opined that earlier there were many medicinal plants and herbs in the forests, which were used to treat people and animals. Now due to new kinds of illnesses and the absence of medicinal plants, treatment is not possible and they have no other way to go somewhere else. Hence, uneducated tribal people who have no sufficient production of agriculture, have a very low level of the economy.

Data from all surveyed households says that the highest number of households' income comes below Rs. 5000/- per month income and the second largest number of households comes between Rs. 5001 to 10000/-. Data reveals that the inclining number of per month income increases then the number of households decreases significantly (Table 5).

The tribal economy was a self-supporting subsistence economy and the tribal people were complacent, could satisfy their meager wants, and

Table 4: Literacy Status in the Population of District

Literacy status	Dantewada		Bijapur		Sukma		Narayanpur		Kanker	
	No.	*%*	*No.*	*%*	*No.*	*%*	*No.*	*%*	*No.*	*%*
Illiterate	274	46.84	212	42.57	409	62.73	222	27.82	121	16.88
Literate	311	53.16	286	57.43	243	37.27	576	72.18	596	83.12
Total	**585**	**100.00**	**498**	**100.00**	**652**	**100.00**	**798**	**100.00**	**717**	**100.00**
Only R & W	42	13.50	21	7.34	22	9.05	160	27.78	171	28.69
Primary School	153	49.20	72	25.17	81	33.33	185	32.12	176	29.53
Middle School	38	12.22	61	21.33	80	32.92	153	26.56	99	16.61
High School	35	11.25	66	23.08	50	20.58	32	5.56	53	8.89
Higher Sec. School	35	11.25	36	12.59	8	3.29	31	5.38	38	6.38
Graduate & above	2	0.64	19	6.64	-	-	11	1.91	29	4.87
Prof./Tech. Qualification	5	1.61	9	3.15	2	0.82	2	0.35	21	3.52
Others	1	0.32	2	0.70	-	-	2	0.35	9	1.51
Total	**311**	**100.00**	**286**	**100.00**	**243**	**100.00**	**576**	**100.00**	**596**	**100.00**

Source: *Primary Data- 2018-19*

Table 5: Monthly Income Status at Household Level

Ranges of Monthly Income	Dantewada		Bijapur		Sukma		Narayanpur		Kanker	
	No.	*%*	*No.*	*%*	*No.*	*%*	*No.*	*%*	*No.*	*%*
< Rs.5000	95	63.33	137	91.33	106	70.67	94	52.51	60	40.00
Rs.5001-10000	28	18.67	8	5.33	29	19.33	49	27.37	58	38.67
Rs.10001-15000	11	7.33	4	2.67	15	10.00	17	9.50	11	7.33
Rs.15001-20000	8	5.33	1	0.67	-	-	8	4.47	15	10.00
Rs.20001-25000	7	4.67	-	-	-	-	9	5.03	5	3.33
>Rs. 25000	1	0.67	-	-	-	-	2	1.12	1	0.67
Total	**150**	**100.00**	**150**	**100.00**	**150**	**100.00**	**179**	**100.00**	**150**	**100**

Source: *Primary Data- 2018-19*

mainly depended on hunting, food gathering, picking up of minor forest produce, primitive or traditional methods of cultivation wherein they worked on their own land and had some cattle, etc. With development, rights in forests were reduced hunting, and picking of forest produces controlled, and during past years forest was encroached by Maoists thus rendering many tribals landless laboures and they are facing habitat problems. They had to work as wage earners under contractors either in their own area or as migrants to other areas. This reduced them to such a low social and economic status as they had never experienced. Unemployment increased because those who never depended upon others for their livelihood were reduced to dependent status. A few in the primitive areas reverted to shifting cultivation while some left the forest habitat and shifted to urban areas for jobs and became slum dwellers facing all miseries and agonies of the urban poor. It is important to note that an increasing number of marginal workers convert to migrants easily because they wander for jobs/ work and cross their residing place for work.

Occupational Status

Apart from the above occupational status is also poor in condition. Household work is mostly performed by women and includes cleaning and hygiene-related activities, mud-plastering the walls of the house and decorating the house using local materials. Knowledge related to activities like cooking and food processing and other household work. Paradoxically, it is pertinent to note that the nonworking population is very high in all the districts with 52.17 per cent and the second highest population covers that population who is doing work as labour for their livelihood because agriculture draws heavily from the traditional knowledge base (Table 6). Simultaneously, another large population is agriculturists and cultivators. The multitude of agricultural processes and techniques that are practiced in the region is an inherited knowledge base of the people. But now people have limited options for agriculture due to environmental effects. On the other hand, artisan-based bamboo work, plate making (*dona pattal*), carpentry, leather work, pottery, and alcohol brewing are other sources of livelihood but the

Table 6: Occupational Status

Occupation Status	Dantewada		Bijapur		Sukma		Narayanpur		Kanker	
	No.	*%*	*No.*	*%*	*No.*	*%*	*No.*	*%*	*No.*	*%*
Labour	181	24.07	92	12.19	61	7.95	190	17.35	84	9.29
Pvt. Service	8	1.06	16	2.12	6	0.78	16	1.46	18	1.99
Agriculture	95	12.63	63	8.34	131	17.08	160	14.61	185	20.46
Govt. Service	17	2.26	7	0.93	10	1.30	17	1.55	10	1.11
Business	8	1.06	9	1.19	3	0.39	2	0.18	7	0.77
Cultivators	76	10.11	52	6.89	163	21.25	2	0.18	177	19.58
Retired Persons	-	-	2	0.26	2	0.26	3	0.27	10	1.11
Contractors	53	7.05	1	0.13	1	0.13	4	0.37	7	0.77
Others (students+ below 6 year+ Housewives+ other non-working population)	314	41.76	513	67.95	390	50.85	701	64.02	406	44.91
Total	**752**	**100.00**	**755**	**100.00**	**767**	**100.00**	**1095**	**100.00**	**904**	**100.00**

Source: *Primary Data- 2018-19*

encroachment of forests by Maoist and Government limited their alternate sources of livelihood. It is also found that a very small number of people is doing Government and private jobs in tribal regions.

Fertility and Pregnancy Rate

Tribal women also tend to have closely spaced pregnancy. Birth when occurs within two years of the previous birth, endangering both the health of the mother and the survival of the infant and older sibling. Lack of appropriate care during pregnancy and child birth and especially the inadequacy of services for detecting and managing complications explain most of the maternal deaths and it is found that all maternal deaths were not recorded properly in tribal regions. The acceptance of ANC is poor in all the selected districts in spite of various RCH/ MCH programmes. The anemia prophylaxis program that provides iron and folic acid tablets to pregnant women is a key component of antenatal care but the scheme has met with bottlenecks at the field level because of supply and demands problems. Supplies have been erratic and some women have refused or discontinued using the tablets. Moreover, the quality of the tablets has been poor and their effectiveness is questionable.

The MCH practices are poor in the area of selected tribal districts. Lack of awareness and poverty is not the major problems but the responsible factor is a myth about the food habit during pregnancy and motherhood. The forest dweller people are dependent on forest products and their Jungle is playing a vital role for them to become rearing a mother and give food and shelter for eating and living. Roots, tubers, leaves, flowers, and fruits as well as specific kinds of latex are the main food items in their food menu and all those are rich nutritionally and have also medicinal values but mythological practices and modernization are the major responsible factors which are influencing the maternal child health care practices and it cannot be ignored because at present their pharmacopeia has been confused to what is good for them and what should be used. At last, the result of unsafe and poor MCH practices influence the population and increase maternal mortality and morbidity, infant mortality, and morbidity as well as still birth and abortion rate.

With the above observations, table 7 reveals that the crude birth rate is very high in Narayanpur district as compared to other surveyed districts while it is lowest in Kanker district followed by 24 CBR per 1000 population in Dantewada and 23.8 in Sukma districts. The average total fertility rate of all surveyed districts is 3 where the highest mortality has been analysed in Sukma and the lowest TFR is noticed in Dantewada district. District-wise TFR is 2.3 in Bijapur, 2.9 in Narayanpur and 3.2 in Kanker. On the other hand, the abortion rate is very high (8.23) in Bijapur district, and the lowest (1.84) abortion rate was observed in Sukma district. The pregnancy rate (361.4) in Narayanpur is very high amongst all districts while it is very low in Kanker district.

Table 7: Comparison between Selected Districts of Bastar Region in Chhattisgarh

Variables	Dantewada	Bijapur	Sukma	Narayanpur	Kanker	Average
Decadal Growth Rate	12.08	8.78	8.78	19.46	15.06	12.83
Natural Growth	9.6	8.4	3.4	1.5	15.9	7.8
Declining Population Rate	22.7	21.62	37.86	40.84	18.67	28.34
CBR	24	25.2	23.8	25.6	21.7	24.1
CDR	14.4	16.8	20.4	24.1	5.8	16.3
TFR	2.2	2.3	4.2	2.9	3.2	3.0
IMR	59	67	59	69	52	61
MMR	338	342	339	396	298	343
Under 5 age Mortality Rate	72	83	79	69	68	4
Still Birth	3	10	9	64	8	19
Work Migration rate (per 1000 persons)	99.7 (100)	131.12 (131)	133 (133)	93.15 (93)	40.92 (41)	99.58 (100)
Educational Migration rate (per 1000 persons)	58.5 (59)	82.11 (82)	231.8 (232)	52.96 (53)	45.35 (45)	94.14 (94)
Annulment Rate	50	66	68	57	25	53

Source: *Primary Data-2011 to 2016*

In the surveyed districts average mean parity of birth is 2 between 15 to 49 years of tribal women where it is very high between 20 to 25 years and recorded lowest after 40 years of women age (Table 8). The risk of a pregnancy occurring too early in womens reproductive years is also declining because the age at which women marry is rising. Relatively speaking, however, tribal women still begin child bearing at young ages which carries higher health risks than pregnancy during ages 20 to 34. Dantewada has 1.9 mean parity and it is 2.3 in Bijapur, 2 in Sukma, 2.9 in Narayanpur and 1.4 in Kanker district. Above all the mentioned mean parity is very low in all the districts throughout the reproductive age. A reduction in high-parity births in India is also indicated by the decline in the average number of children born to married women.

Morbidity and Mortality

Maternal and child mortality rates in rural areas especially amongst tribals are very high in Chhattisgarh as well as in India. Infectious diseases, malnutrition, and maternal and perinatal causes account for most of the disease burden. Females experience more episodes of illness than males and are less likely to receive medical treatment before the illness is well advanced. Because the nutritional status of women and girls is compromised by unequal access to food, heavy work demands, and by special nutritional needs (such as iron), females are particularly susceptible to illness, particularly anemia. Women especially poor tribal women are often trapped in a cycle of ill health exacerbated by child bearing and hard physical labor. Women's health and nutritional status are inextricably bound with social cultural and economic factors that influence all aspects of their lives and it has consequences not only for the women themselves but also for the well-being of their children (particularly females), the functioning of households, and the distribution of resources. Hence the different indicators of maternal and child health care practices examine the factors of fertility and women's health status at reproductive age.

The partially equipped and unhygienic atmosphere with no proper sanitation and no separate ward for males and females, are the common and concerning features of PHC and CHC where some important posts are also vacant. In spite of all this, the villagers are one of the important reasons that they do not want to go to the hospital. Therefore, the acceptance of untrained doctors and traditional healers is higher in these regions.

For most villages that are not located on the main road or do not have direct transportation facilities to health centers or large towns, accessibility is the main hindrance in the utilization of health services. The health care providers at the village level find it difficult to visit the villages regularly and the medical requirements of the population in such locations are neglected. For the people, a visit to the PHC means added expense, and even if the service is free, it has cost associated with it in terms of access by some means of transport in terms of time. Therefore, people prefer to rely on whatever services are available within the village itself. These may not be adequate or appropriate for their needs.

In the tribal areas, various kinds of diseases are prevalent in tribal villages of the districts. One of the major reasons is environmental health practices. Utterly it is observed that pond, river, and farm water are used for bathing and even cooking also. This stagnant water is responsible for jaundice, diarrhea, stomach pain, skin diseases, and others. The unawareness of

Table 8: Estimation of Fertility and Mean Age at Child Bearing from Age Specific Average (mean) Parities

Age Interval	Dantewada	Bijapur	Sukma	Narayanpur	Kanker
15-20	0.7	2.2	1.7	0.3	0.9
20-25	3.5	2	4.1	1.4	2.6
25-30	1.7	2.8	1.4	4.1	2.6
30-35	2.3	2.2	2.3	4.1	1.3
35-40	4.4	1.4	2.7	5.8	0.5
40-45	0.4	2	1.1	1.3	0.2
45-49	0.3	1.4	0.9	0.7	0.1
15-49 (Total)	**1.9**	**2.3**	**2.0**	**2.9**	**1.4**

Source: *Primary Data, 2018-19*

healthy food habits and poverty are playing their role for increasing malnutrition and anemia disease. Along with the above-mentioned diseases tribal ecology and cultural practices like cross-cousin marriage or marriage between close relationships is a responsible factor for genetic disorders (sickle cell anemia, thalassemia, and G6PD deficiency).

A set of beliefs that health practices concern the nature of illness, the role of food and supernatural forces. While some of these traditional beliefs are not incompatible with modern medicine, they often complicate the delivery of modern medical services. Generally tribal relates their physical illness to an evil spirit or curse or improper behavior of eating. They may not think about other factors of diseases. It is not widely understood that smallpox has been eradicated because the disease is confused with chickenpox and in any event, Goddesses may be quiescent for a long period but not die. They realized only that disease which is externally seen in the form of fever, diarrhea and jaundice and also on the body parts like skin diseases and leprosy.

Traditional knowledge and medicine help to fight illness and diseases in the district. However, diseases like tuberculosis and leprosy strike, and traditional medicines do not work. A huge per centage of tribals stated that the status of health facilities in their areas is poor. Only a few people have any information about Government health programmes. Most villages emphasise that the availability of medicines, the appointment of health personnel, improvement in the quality of health care, Government aid, and the availability of clean drinking water are areas that require attention. People say that since it is the traditional healers like the Vadde/ Guniya/ Sirha/ Baiga who treat illness in the village and they should be trained. So, that the use of herbal medicine is streamlined and optimized.

Table 9 reveals the year-wise mortality rate of all the districts. In 2011 and 2012 mortality was high with 392 points in Dantewada and it was 411 points in Bijapur, 388 in Sukma, 329 in Narayanpur and 354 in Kanker while it had been increased in 2012 and 2013 with 417 points in Dantewada, 423 in Bijapur, 395 in Sukma, 463 in Narayanpur and 357 in Kanker. Hence the average mortality from 2011-2012 to 2015-2016 has been inclined from 375 to 406 respectively. From 2011 to 2016 high mortality has been found in Narayanpur district followed by Bijapur and Dantewada. As compared to less mortality has been recorded in Kanker and Sukma districts.

Level of Malnutrition through Anthropometric Analysis

Malnutrition results from a combination of three factors: inadequate food intake, illness, and deleterious caring practices. Underlying these are household food insecurity, inadequate preventive and curative health services, and insufficient knowledge of proper care. In the Bastar region, household food insecurity stems from inadequate employment and incomes: seasonal migration, especially among the tribal populations; relatively high food prices; geographic and seasonal mal-distribution of food; poor social organisation; and large family size. The Bastar still has a high incidence of disease, especially preventable communicable diseases, and maintains inadequate health services. In addition, caring practices at home including feeding, hygiene, home-based health care, use of available health services, and psychosocial stimulation of children are inadequate, substantially due to the lack of education, knowledge, skills, and time among families, especially mothers. These problems are rooted in the socio-cultural and economic processes that determine access to and control over resources, including information, education, assets, income, time, and even how resource allocation decisions are made in society.

Malnutrition varies widely across regions, states, ages, gender, and social groups, with children

Table 9: Year-wise Mortality Rate in Districts, Chhattisgarh

Year	Dantewada	Bijapur	Sukma	Narayanpur	Kanker	Average
2011-12	392	411	388	329	354	375
2012-13	417	423	395	463	357	411
2013-14	405	407	396	521	352	416
2014-15	399	398	393	356	343	378
2015-16	385	395	389	563	299	406
2011-16	**400**	**407**	**392**	**446**	**341**	**397**

Source: *HMIS Report- 2011 to 2016*

under five years being the worst hit. Protein-energy malnutrition (PEM) is the most widely prevalent form of malnutrition among children; maximum numbers of children under six years old suffer from moderate and severe forms of PEM.

In all selected tribal villages of five districts in Bastar region Chhattisgarh, 69.4 per cent of males are underweight in respect of the 1 to 20 years of age group and the same 64.3 per cent of females are underweight. Data depicts that there is a large per centage of the population of males and females are underweight and have low nutritional status. Nutritional status amongst the adult population (more than 20 years) is; 20.8 per cent of males and 20.4 per cent of females are underweight. Hence it can be observed that a large per centage of those below 20 years of male and female are underweight and malnourished while those above 20 years of the population in both males and females are less. For better understanding tables 10, 11, and 12 may be consulted.

Table 10: Nutritional Status of Adult Population (Years 1 to 20)

Nutritional Status	Male		Female	
BMI Classification	*No.*	*%*	*No.*	*%*
Underweight	1269	69.4	846	64.3
Normal Weight	512	28.0	447	34.0
Overweight	44	2.4	22	1.7
Obese	4	0.2	1	0.1
Total	**1829**	**100.0**	**1316**	**100.0**

Table 11: Nutritional Status of Adult Population (Years 20+)

Chhattisgarh				
Nutritional Status	**Male**		**Female**	
	No.	***%***	***No.***	***%***
Underweight	398	20.8	346	20.4
Normal Weight	1433	75.0	1229	72.6
Overweight	72	3.8	98	5.8
Obese	8	0.4	20	1.2
Total	**1911**	**100.0**	**1693**	**100.0**

Migration

Table 13 reveals that out of the total surveyed population (N=4273), 498 persons migrated either permanently or temporarily from their villages. Regarding this ratio, the assumption has been calculated which indicated that out of the total tribal population, 1,22,609 people migrated from all five districts by 2016-2017.

The tribal population comprised a high percentage of population amongst all the selected districts where Dantewada has 76.88 per cent tribal population and it is 80 per cent in Bijapur, 83.47 per cent in Sukma, 77.36 per cent in Narayanpur and 55.38 per cent tribal population has been found in Kanker district.

Table 14 reveals that, out of total migration, a high rate of permanent migration is found in Sukma and Narayanpur districts whereas seasonal temporary migration is very common among poor tribal people. Out of them, temporary migration (N=226) and migration from rural areas to urban areas are common (N=331) in all the districts.

The region is facing severe problems of environmental imbalance. The removal of a large number of trees for timber has completely changed the climate. The impact of all these is clearly seen in the rise in temperature and fall in rainfall in the last 60 years.

Though the general belief remains that the shortage of rain is the sole reason behind the creation of such conditions it is not so. After carefully examining the nature of migration it becomes very clear that a big chunk of the population has to migrate in search of livelihood due to marginalization of peasants and landlessness, fragmentation of land holdings, lack of irrigational facilities resulting in less production, and non-availability of employment opportunities for about 2/3 of each year, non-accessibility to forest and

Table 12: Nutritional Status of Adult Population (Years 20+) in Selected Districts

Nutritional Status	Bastar Region (N=6749)									
	Bijapur		Dantewada		Narayanpur		Sukma		Kanker	
	M	***F***	***M***	***F***	***M***	***F***	***M***	***F***	***M***	***F***
Underweight	23.4	36.3	28.1	21.4	24.0	24.5	16.1	17.5	17.9	22.1
Normal Weight	71.4	54.7	65.8	65.7	71.6	70.0	76.3	69.7	75.1	68.6
Overweight	4.8	7.4	4.3	8.6	4.4	4.1	7.1	12.3	7.0	8.9
Obese	.4	1.6	1.8	4.3	-	1.4	.4	.5	-	.4
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**

Table 13: Status of Migration in Selected Districts and Surveyed Population

Districts	Total Population	ST Population	Per centage of ST Population	Selected Village Population	Surveyed Villages Population	Number of Migrants in Villages (per 1000)	Number of Migrants in Districts (2011-16)
Dantewada	533638	410255	76.88	4939	752	100	41026
Bijapur	255230	204189	80.00	6637	755	131	26749
Sukma	250159	208797	83.47	6025	767	133	27770
Narayanpur	139820	108161	77.36	3229	1095	93	10058
Kanker	748941	414770	55.38	2935	904	41	17006
Total	**1927788**	**1346172**	**373.09**	**23765**	**4273**	**498**	**122609**

Source: *District Statistical Hand Book, 2011, 2016 and Primary Data*

Table 14: Migration for Livelihood/Employment

Attributes	Status	Dantewada (N=75)	Bijapur (N=99)	Sukma (N=102)	Narayanpur (N=102)	Kanker (N=37)	Total (N=415)
Place of Migration	Urban	72	72	78	78	31	331
	Rural	3	27	24	24	6	84
Pattern of Migration	Permanent	6	39	69	69	6	189
	Temporary	69	60	33	33	31	226

Source: *Primary Data-2011 to 2016*

forest produces, etc. In addition, deforestation, a well-known reason for irregular monsoons contributes significantly to the process.

Naxal Movement is the biggest threat and hurdle in the development in the tribal-dominated areas of Chhattisgarh. Tribal people are displaced in the name of safety from Maoism, development, and establishment of CRPF camps in forest and tribal areas. But uprooted people generally migrate to cities and take shelter.

With different kinds of migration, table 15 shows that the data also reveals that 41026 persons from Dantewada, 26749 from Bijapur, 27770 from Sukma, 10058 from Narayanpur and 17006 from Kanker migrated to other neighboring states from 2011 to 2016. It is pertinent to note that all the selected districts are situated on the border between Chhattisgarh and other states, so it is easy to cross the land of their own habitat for any reason.

Table 16 indicates that education migration is higher in Sukma district amongst all selected studied districts i.e. Dantewada, Bijapur, Narayanpur and Kanker in Chhattisgarh. The lowest educational migration had been analysed in Kanker and Dantewada districts. It is found that a higher migration rate for education has been noted between 15 to 20 years of age of youths. Generally, below 14 years of educational migration is seen either within the block, within the district, or within the state and it is very high at tribal villages of the district, especially in Bastar division but above 14 years migration is frequently higher from the mother state to a neighboring state or any other place. Sukma is one of the examples where villagers do not want

Table 15: Year-wise Migration in Selected Studied Districts

Districts	Years			
	1996-2001	2001-11	2011-16	Total
Dantewada	68961	8184	41026	118171
Bijapur	370	2152	26749	29271
Sukma	12459	457	27770	40686
Narayanpur	112	425	10058	10595
Kanker	12	591	17006	17609
Total	**81914**	**11809**	**122609**	**216332**

Source: *Strengthen Harmonize Research and Action Migration (SHRAM), 2014, an initiative supported by Sir Darobji Tata Trust and the Allied Trusts*

that their children reside and study in at village or any neighbouring village because of Maoist activities and lack of teachers.

Many educated and uneducated villagers opined various responses against educational migration. The First major factor is; that education is not good in the village. As per direct field observation and aspirants' point of view, infrastructure facilities at villages' schools are very poor whereas residential Ashram schools is providing all necessary needs to poor students for educational development. So, they move where they opt seat for school whether neighboring villages or blocks.

The short-distance migration is more evident than over longer distances. Surveys have shown that young people mainly migrate to nearby towns (intra-district) for employment and education. All the selected districts (Dantewada, Bijapur, Sukma, Narayanpur, and Kanker) are situated on the border of Chhattisgarh, and for this reason, migration is very easy to other states. However, the willingness to migrate to other metro cities is negligible. Similarly, men and women have a larger tendency and are more prone to migrate to other parts of the state.

The phenomenon of migration in the state of tribal dominating districts broadly follows four different patterns, i.e.

- *Rural to urban migration of skilled as well as unskilled laborers from villages in districts*
- *Rural to-urban migration to urban centers within Chhattisgarh; found common in the village.*
- *Migration to towns in north India and eastern India, mainly to livelihood sites and towns in the northeastern states, Assam, Uttar Pradesh, Delhi, and Punjab.*
- *Migration confined to nearby towns and wealthy areas within the state border or out of state into neighboring states.*

Recommendations

Human development for everyone is not a dream; it is a realizable goal. We can build on what we have achieved. We can explore new possibilities to overcome challenges. We can attain what once seemed unattainable, for what seem to be challenges today can be overcome tomorrow. Realizing our hopes is within our reach. The 2030 Agenda and the Sustainable Development Goals are critical steps towards human development for everyone. Building on its analysis and findings, the Report suggests a five-point action agenda to ensure human development for everyone. The actions cover policy issues and global commitments.

- Identifying those who face human development deficits and mapping where they are.
- Pursuing a range of available policy options with coherence.
- Closing the gender gap.
- Implementing the Sustainable Development Goals and other global agreements.
- Working towards reforms.

A social protection floor can secure minimum health care, pensions, and other social rights for everyone. Creating jobs through a public works programme can reduce poverty through income generation, build physical infrastructure and protect poor people against shocks. A guaranteed basic income for citizens, independent of the job market, is also a policy option that countries are experimenting with as an instrument for social protection, particularly for disadvantaged groups. If policies do not deliver well-being to marginalized and vulnerable people and if institutions fail to ensure that people are not left out, there must be instruments and redress mechanisms so that these people can claim their rights. They have to be empowered by upholding human rights, ensuring access to justice, promoting inclusion, and ensuring accountability. National human rights institutions

Table 16: Educational Migration, 2011-2016

Age Group	Dantewada	Bijapur	Sukma	Narayanpur	Kanker	Total
< 10	21	12	8	19	11	71
11 to 14	14	14	18	17	15	78
15 to 20	8	20	96	15	13	152
20 +	1	16	42	7	2	68
Total	**44**	**62**	**164**	**58**	**41**	**369**

Source: *Primary Data-2011 to 2016*

with the capacity, mandate, and will to address discrimination and ensure the protection of human rights. Human rights commissions and ombudsmen handle complaints about rights abuses, educate civil society and states about human rights and recommend legal reforms.

Access to justice is the ability of people to seek and obtain remedies through formal or informal judicial institutions. Poor and disadvantaged people face immense obstacles, including their lack of awareness and legal knowledge, compounded by structural and personal alienation. Poor people lack adequate access to public services, which are often expensive and cumbersome, and have few resources, personnel, and facilities. Police stations and courts may not be available in remote areas, and poor people can rarely afford the cost of legal processes.

Human development for everyone requires the inclusion of all in the development discourse and process. New global forms and methods of organization and communication are facilitated by technology and social media. They have mobilized grassroots activism and brought in people and groups to voice their opinions, through cyber activism. Improving the quality and scope of citizen engagement in public institutions involves civic education, capacity development, and political dialogue.

In the Left-Wing Areas, accountability is central to ensuring that human development reaches everyone, especially in protecting the rights of those excluded. The right to information requires the freedom to use that information to form public opinions, call Governments to account, participate in decision-making, and exercise the right to freedom of expression. Information and communication technology is increasingly being used to ensure accountability. Measures are needed to strengthen strategies that protect the rights of and promote the opportunities for migrants, establish a global mechanism to coordinate economic (voluntary) migration, and facilitate guaranteed asylum for forcibly displaced people.

- There is a need for a strong emphasis on mindset change through advocacy campaigns, multisectoral action training, sensitization and awareness raising and community mobilization on the ground level towards various programmes, problems, and issues.
- The evaluation of Government health programmes should be evaluated at ground level.
- In tribal areas, many vacant posts are remaining in health institutions which should be gender neutralized especially in remote far-flung areas of the district.

The Generalization of Recommendations is depicted in Table -17.

Table-17 Generalization of Recommendations

Need for Organising	Required Participation	Benefits
• Tribals land in their own villages. • Organisation of statutory bodies at the village to the district level. • Appointment of horticulturists and agricultural engineers. • Skill development programmes for land owners, cultivators and agricultural labourers. • Both males and females should be treated equally. • Labouring rate should be based on the lease and per-day work hour.	• To enable and establish this programme, local tribal villagers, SHGs, Co-operatives federations, CBOs, NGOs can participate actively in technology dissemination, and suitable training manuals by preparing and cascading training programmes organised at multiple levels. • Evaluator team should be constructed for time-to-time monitoring based on evaluator research.	• Tribal people will be employed on their own land. • They will not escape from their habitat after getting work throughout the year. • Other persons of the people will also be employed, e.g. Horticulturists and supervisors etc. • It will promote agriculture and increase per capita income in tribal areas and also states income. • It will give equal opportunities to enter and enjoy decent work, in just on favourable environment including fair and equal wages, security measures, occupational safety, and health measures.

Conclusion

Malnutrition and anemia are very high among the tribes of the Bastar division in Chhattisgarh. Concurrently, the ongoing problems of maternal and child mortality, male mortality, high prevalence of sterilization, communicable diseases, and genetic diseases still need greater interventions/support from the already overstretched and overburdened health systems.

Apart from that, there is a shortage of trained healthcare providers in remote villages of the five districts under the Bastar region in Chhattisgarh. Tribals do not have required access to basic health facilities. They are most exploited, neglected, and highly vulnerable to diseases with high degrees of malnutrition, morbidity and mortality, and migration (4M). Their misery is compounded by poverty, illiteracy, ignorance of the causes of diseases, hostile environment, poor sanitation, lack of safe drinking water and blind beliefs, etc.

The human resources gap, poor physical infrastructure, inadequate health education and awareness, poor health-seeking behavior, and inadequate healthcare utilization compound the problem. The insurgent activities, deployment of forces, migration, lack of awareness, lack of basic facilities, lack of proper sanitation, health care, education, employment, and other facilities and amenities are affecting their birth rate and declining population. However, longevity has increased and there has been a decline in the birth rate. Finally, modernization, deforestation, ecological disbalance, drought, migration, and displacement has further alienated them and deteriorated their condition and position.

The second phase of our research study depicts that there are multiple factors in the tribal regions of selected districts (Bijapur, Sukma, Dantewada, Narayanpur, and Kanker) that affect the population of tribals people i.e. Poor health status due to malnutrition, no opportunity for income, poor educational status, high work migration, displacement, etc. Research indicates that the low-level Human Development Index (HDI) is a reason for the declining growth rate of the tribal population. It has been known that low-level HDI means a low level of education and literacy status, poor health and economic status, and poor health status of women and children also. It can be also said that studies of five districts under the region of Chhattisgarh stay behind the growth rate of HDI.

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Flexible Strategies for Ensuring Quality Learning Outcomes during COVID-19 in Different Countries

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The COVID-19 pandemic had a significant impact on education systems worldwide. It is estimated that over 1.5 billion students in 191 countries were out of school due to school closures. To mitigate the risks of the virus spreading this school closure was recommended. This educational disruption has led to significant learning losses for learners. The present study was planned for the purpose to review the status of the education system in the Asia-Pacific region during the COVID-19 situation and to know how these countries have introduced and integrated new techniques and technology into their education systems to ensure quality learning outcomes. It covers the implementation and implication of policies undertaken by the countries, tool delivery, mode of learning, and the criteria to adopt the teaching-learning strategy for measuring the learning progress and outcomes in that field. The main purpose of this paper is to investigate the use of flexible strategies by different countries to address issues of inclusion, equity, as well as transparency, reliability, and validity in the education system. The paper also attempts to give suggestions and recommendations on the basis of the study of the scenario of different countries.

Education systems around the world are working towards the reduction of the impact of the unexpected outbreak of the COVID-19 pandemic. All the countries across the globe have taken measures to implement country-wide closures of education and learning institutions, be they kindergartens, schools, vocational training colleges, or universities. Global education systems were significantly impacted by the COVID-19 epidemic. It is projected that due to school closures, more than 1.5 billion pupils across 191 nations are not attending school. This disruption in education has resulted in major learning losses for students as governments take preventive measures like school closures to manage and decrease the chances of the virus spreading. As a result, it is now more difficult than ever to ensure inclusion and equity while still assessing the quality of learning. For instance, several nations are changing the way that education is delivered and the conventional setting while also delaying, rescheduling, or completely abolishing exams and other standardised evaluations.

The purpose of this study was to review the status of the education system in the Asia-Pacific region during this COVID -19 and to know if they have introduced and integrated new techniques and technology into their education systems to ensure quality learning outcomes. It covers the implementation and implication of policies undertaken by the countries, tool delivery, mode of learning, and the criteria to adopt the teaching-learning strategy for measuring the learning progress and outcomes in that particular field.

In this study the researcher has used the information available on the official websites of the Ministry of Education of the concerned countries as mentioned above and reviewed online published scholarly articles to assess the status of the flexible strategies in the education system of these countries, using the different strategies author has reviewed articles reports and government website for references.

This research article will have a regional focus and will include information from as many different countries in the region as possible. The reviews should draw on previous literature, case studies, and analysis of secondary data. Primary data collection is not necessary. This research will be prepared and supported by schools, teachers, and other educationists (For example, by offering online pedagogical platforms, tools, and resources, as well as career support networks, etc.) Flexible, remote distribution methods for learning (including online, via TV, radio, etc.) are not entirely new to education systems. These have however become more widely adopted as a response to the restricted physical attendance of schools during the COVID-19 pandemic.

Flexible Strategies for Ensuring Quality Learning Outcomes: What it Entails and How it is Implemented in the Education System

Many nations used digital educational tools and virtual interactions between students and their teachers as well as among themselves to provide education while schools were shuttered during the coronavirus

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epidemic. However, vulnerable students might not have much access to such resources and need more care and support. Countries have created specific, occasionally ground-breaking policy initiatives to address the issues they face, such as ensuring that all students have equitable and inclusive access to good learning environments and digital learning resources, addressing socio-emotional needs, providing extra services to vulnerable students, and supporting teachers.

India

In the report titled 'COVID Response in School Education: Action Plan for Access, Retention, Continuous Learning, Capacity Building, and Stakeholder Engagement' published in May 2021, the Indian Ministry of Education (MoE) created their COVID-19 response recommendations. The state, the school, or the teachers themselves might curate the material that is suggested in the academic calendar. To continue home learning initiatives across all societal segments, high-tech, low-tech, and non-tech interventions have been proposed:

- Students at all stages of schooling can access pertinent resources through PM e-VIDYA, DIKSHA, SWAYAM MOOCs of NCERT and NIOS, DTH TV channels included in the SWAYAM PRABHA TV channel bundle, and PM e-VIDYA.
- For grades 1 through 12, interactive textbooks featuring QR codes that are mapped or tagged with electronic material are available.
- E-textbooks and the NCERT's electronic contents on e-Pathshala.
- Utilization of voice calling and IVR systems (IVRS).
- By linking the Alternative Academic Calendar to item banks and assessments, it will be strengthened for assessment purposes.
- Development of a test bank and educational materials.
- Starting exam reforms (like the ones the CBSE started) that are more compatible with the home-based learning mode.

Challenges Faced in the Implementation

There is a 'digital divide' among students because they utilise and have access to digital gadgets to varied degrees. It's important to comprehend the scope of online learning and resources, for example by looking at statistics on television and radio listenership. Teachers and schools may keep track of information on students who are registered in school, those who are not, and children of migrant workers thanks to the Control and Command Centre (CCC). supplying funding to schools so they can be sure to get reading materials, resources, and tools for sanitation and cleanliness, among other things. Students' socioemotional and psychological needs are met by the *Manodarpan* ('mirror of the mind') project, which gives them access to experienced therapists by calling toll-free lines. e-learning resources for students who are deaf or blind. Find out who the out-of-school children are by conducting door-to-door, helpdesk-based, and app-based surveys, then strategically support them. accepting the help of volunteers and community members to mentor CWSN kids; the *Samagra Shiksha* initiative's allowance for female children with special needs (CWSN); Children in regular schools can take bridge classes (created by NCERT).

Along with other governmental agencies, the Central Board of Secondary Education conducted a teacher capacity-building programme on how to conduct classes online. The National Initiative for School Heads' and Teachers' Holistic Advancement (NISHTHA), which was made available to all elementary school teachers in all States and Union Territories (UT) through the DIKSHA platform, included these workshops. In response to the COVID-19 situation, several resources have been created and shared with teachers, including Teacher Energised Resource Material (TERM), Special Resources for Teachers-LOs mapped to Curriculum, Massive Open Online Courses (MOOCs) modules on experiential learning, competency-based education, and Open Educational Resources (OERs) for Teacher Trainees and Teacher Educators at Teacher Education Institutes (TEIs). Text messaging, video conferencing, e-PTMs, and other methods of communication with parents; School-wise/Grade-wise Mothers/Parents Action group.

Bangladesh

The Ministry of Primary and Mass Education of Bangladesh created and unveiled the 'COVID-19 Response and Recovery Plan' in May 2020. The two-year curriculum is divided into three sections. A change in the curriculum: The National Curriculum and Textbook Board (NCTB) has developed a compressed syllabus that candidates for the Senior and High School Certificates in 2021 may complete in 60 or 80 working days, respectively.

Four separate groups were creating the learning materials for remote learning, and these materials were made available through a variety of platforms,

including electronic media platforms, mobile platforms, radio platforms, and internet platforms. Long online sessions, monitoring of remote learning, and instructing pre-schoolers online are all examples of how poorly prepared teachers are to teach online. coordinating with ICT industries and mobile network operators (MNOs) to lower data package prices and usage fees for educational uses, as well as to ensure free access to particular learning platforms and websites social media is used to prevent early marriage, dropout, and gender-based violence while preserving student engagement with learning across media. Special attention is paid to the needs and interests of those who are most marginalized, particularly girls, unschooled children, and children with disabilities.

Federated States of Micronesia (FSM)

National and state public health emergencies were declared and schools were closed in Yap, Chuuk, and Pohnpei states. FSM was operating at a 'COVCON 4' alert level; with a curfew in Yap state from 7 pm to 6 am on weeknights and restrictions on public gatherings. With the advent of COVID-19, there is a realization that teachers in FSM should also be prepared for additional matters to cover including distance and blended teaching, provision of social and emotional learning, formative assessment, establishing effective communication channels that do not rely on traveling and maintaining self-care. In addition, during the recent school closures and reopening, some teachers were assigned to take on new roles such as changing the subjects they teach (e.g., vocational teachers were temporarily assigned to teach core academic subjects) and teaching additional grades for staggered school reopening (having a lower student-teacher ratio class increased teachers' responsible classes as a short-term coping mechanism). The situation towards continuity of learning (distance learning, catch-up, and well-being) Compared to other countries, FSM did not go through long-term unexpected school closures due to the school calendar and summer vacation.

Nevertheless, the country acknowledges the need to address the continuity of learning which will be a part of the long-term strategy. In terms of the modality of distance learning, a combination of different distance learning approaches is most suitable for FSM. Paper-based distance learning approaches are a more viable option, if computers, printers, and copy machines were made available in all schools to support production. Also, special attention needs to be paid to the equity for the provision of paper-based materials. Communication through short-wave radio was also identified as another modality for teachers' professional learning, as well as distributing home learning packets, developed at the State Departments of Education, to remote schools. Limited on-campus learning, while practicing physical distancing might also be an option for states with limited access to electricity, phone connection, internet, radio, or TV.

Marshall Islands

In order to improve readiness for upcoming health-related emergencies, the Ministry of Education of the Republic of the Marshall Islands worked with partners and stakeholders to create an Education Contingency Plan and Continuity of Learning Frameworks. The education contingency plan seeks to guarantee that before, during, and after health-related emergencies, all girls and boys have uninterrupted access to and participation in high-quality education programmes. The following are its four outcome areas:

- *A Secure, Equity-based, and Ongoing Learning Environment:* All children have access to a secure learning environment that is also child-friendly.
- High-quality learning opportunities are available to all children prior to, during, and following health-related emergencies.
- *Mechanism for Supporting Teachers*: A secure and encouraging work environment helps educators to effectively attend to the needs of all students before, during, and after health-related events.
- *System Strengthening*: To ensure that the education sector is equipped to handle emergencies relating to health, education systems are enhanced and upgraded.

In order to better prepare for upcoming health-related emergencies, the RMI Ministry of Education worked with partners and stakeholders to create an Education Contingency Plan and Continuity of Learning Frameworks. This Education Contingency Plan for RMI was developed after reviewing and analysing the PSS COVID-19 Plan, which is linked with the Education Contingency Plan. The Republic of the Marshall Islands has a diverse availability of resources for distant learning. Schools and towns on the Outer Islands have access to tools including radio, television, HD/CB radio, printers, and sound systems. Nonetheless, walkie-talkies, landlines, smartphones, social media, and the internet are not available in the majority of Outer Island's schools. There is little or no access to smartphones in the majority of the Outer Islands' towns and villages. The majority of the

time, HF radio and paper-based resources are more practical options for distance learning. Fast-tracked school calendars and virtual or smaller celebrations with just teachers, students, and parents were used for graduation ceremonies. The techniques employed fall into the following categories:

- Creating paper-based distance learning tools for kids living on isolated islands.
- Child, teacher, and parent social and emotional health to enhance the learning and teaching environment.
- Educating instructors on online learning, SEL, safe school operations, and formative evaluations of learning and wellbeing, among other topics.
- Providing safe school operations, including WASH initiatives in classrooms and other critical assistance to follow the policy for safe school operations.
- Improving the educational system by putting in place data collecting, analysis, and evidence gathering in order to learn from mistakes and make improvements that will help the system get better.

Recommendations to the Educational Institutions

Teachers in the classrooms ought to be highly competent and tech-savvy. The management of the schools must set up the necessary infrastructure, namely internet facilities, to support flexible learning. Technology-based teaching techniques are available to teachers. Technology has been deeply ingrained in every industry in the twenty-first century, particularly in the sphere of education. Therefore, it is advised that students learn through the Internet and other technology-based methods. Hence, in order to improve students' performance in accordance with their interests, educational institutions must use flexible learning in the classroom.

Everyone must take quick action to stop a learning crisis from turning into a generational disaster. Not only is education a basic human right. All other human rights have a direct impact on its achievement because it is an enabling right. It serves as the cornerstone of a just, egalitarian, and inclusive peaceful society and is a universal good that is a major driver of development towards all 17 Sustainable Development Goals. Societies cannot remain tranquil, rich, and productive when education systems fail. Even with the effects of school closures, many nations in the Asia-Pacific region chose to implement online learning evaluations to gauge student development. Nonetheless, issues with inclusion, equity, and accessibility have been brought up. This includes students who face barriers to remote learning, as well as teachers and school systems' capacity and readiness to choose and provide delivery methods and tools that are adaptable to the local circumstances surrounding each COVID-19 situation and limitation, as well as the technology/equipment of school systems and students at home. The challenges facing assessment systems, in particular, are around the modification of criteria and delivery methods, such as the switch to online delivery, the reduction of exam numbers, the knowledge, skills, and competencies assessed, and ensuring reliability, validity, and transparency.

Governments and stakeholders are urged to undertake the following policy solutions to the COVID-19 pandemic in order to lessen the possibly disastrous effects:

- Suppressing virus transmission to stop regional or local outbreaks is the single most important action that nations can take to speed up the reopening of schools and educational facilities. Once they have done so, it is crucial to follow the guidelines below in order to handle the difficult challenge of reopening: guarantee everyone's safety; plan for an inclusive re-opening; pay attention to the opinions of everyone affected; and work with important actors, such as the medical community.
- The pandemic has caused the world to enter the worst recession we have seen in recent memory, which will have a long-term impact on economies and public finances. The following measures must be taken by national governments and the international community to safeguard education funding: increase domestic revenue mobilisation; maintain education spending as a top priority; address inefficiencies in education spending; improve international coordination to address the debt crisis; and safeguard official development assistance (ODA) for education.
- By making education systems more resilient, nations can respond to the current difficulties of safely restarting schools and are better equipped to handle upcoming disasters. In this regard, governments might take into account the following: emphasise equity and inclusion; strengthen risk management capabilities at all levels of government;
- We are reminded that change is possible by the enormous efforts made in a short period of time to address the shocks to education systems. We

should take advantage of the chance to come up with fresh approaches to the learning dilemma and apply a number of solutions that were previously thought to be challenging or impractical. Focus on addressing learning losses and preventing dropouts, especially for marginalised groups; provide programmes that teach employability skills; support the teaching profession and teachers' readiness; expand the definition of the right to education to include connectivity; remove barriers to connectivity; strengthen data and monitoring of learning; strengthen the articulation and flexibility across levels and types of instruction.

- During COVID-19 technology was incorporated into the classroom in new ways that affected how teachers and students obtain, access, analyse, present, and transfer information. It was feasible to provide more differentiated instruction, especially for students with specific needs. With the aid of technology, learning has become more dynamic and collaborative, and students are now more involved with the information they are learning and finding difficult. Also, it improved students' access to resources. Throughout the epidemic, educators made significant advancements in the use of technology. Thus, there is a continuing demand and requirement for both teachers and pupils to increase their technological proficiency.
- As a result of the low pre-pandemic learning levels, many governments must be ready for the vast majority of returning students to be substantially behind in their education. Primary schools should immediately assess learning levels to understand what children know (or don't know) and develop strategic solutions rather than diving right into a grade-level curriculum. Instead, concentrating primarily on high-stakes tests, which may drastically affect a child's future, for example, determining grade promotion, they might accomplish this by regularly assessing kids using straightforward techniques.
- Given the low levels of learning prior to the pandemic and the current loss of learning as a result of school interruptions, it is crucial to place an emphasis on fundamental skills as soon as schools reopen to ensure kids maintain and create a foundation for a lifetime.
- The Learning Passport is a tool you may use to deliver a curriculum to students with an internet connection at home, just like if you have the national curriculum in digital format or if you have textbooks that you can scan into PDF. The Learning Passport is a platform created by UNICEF (in collaboration with partners Cambridge University and Microsoft) that allows any student with an internet connection to access your national curriculum along with extra video content. The experts at Learning Passport will create a space for your nation and curriculum and assist you in organising this content into courses that students may use. Each student will be able to create an account that will be used to track their progress through different lessons and subjects, thereby creating an individual record of learning per student, which teachers can track. Anyone can access the Learning Passport platform via an internet browser, on a phone, tablet, or computer.

In order to guarantee that the focus is on learning, six overarching priority actions are advised while implementing digital initiatives to address COVID-19:

- To ensure a learning environment wherever students are located, sustain uninterrupted learning through alternative and adaptable techniques employing many channels and platforms, including web, mobile phones, TV/radio, and printed materials.
- Update teacher preparation programmes and provide support for educators to help them meet the demands of new learning environments. This includes medium- to long-term professional development to incorporate the use of digital tools into conventional methods of teaching and learning.
- Create top-notch digital material in collaboration with international and national organisations, referencing regional and international standards.
- Provide equal learning opportunities for pupils who don't have access to technology, connectivity, or a good learning environment at home by putting in place sufficient social safety nets and other safeguards.
- Develop innovative strategies for testing and examination while outlining clear standards regarding assessments, certifications, and the transition to higher levels of education.
- Make provision for creative finance arrangements, collaborations, and investments in capacity building through institutional twinning arrangements to learn from experiences in other nations and facilitate the expansion of the use of new technologies to enhance learning.

Conclusions

Across the world, the COVID-19 epidemic has brought about sudden and significant changes. With the longest school closings in history and an impending recession, this is the greatest blow to education institutions in decades. It has halted the advancement of the world's development objectives, notably those pertaining to education. The global and national economic crises are anticipated to result in fiscal austerity, an increase in poverty, and a decrease in the amount of money available from both domestic spending and development aid for expenditures in public services. All of this has caused a human development crisis that persists even after disease transmission has stopped. Significant losses and learning inequities have already been caused by disruptions to education systems during the previous few years. While it is commendable that remote learning has been attempted, it has not been a very effective replacement for in-person instruction. Even more alarmingly, despite the reopening of the schools, many students still have not shown up.

It is advised that nations take all feasible measures to organise, prioritise, and guarantee that all students return to class; that schools take all precautions to reopen safely; that those students receive efficient remedial instruction and comprehensive services to help recover academic losses and enhance general welfare; and that their teachers are ready and supported to meet their learning needs.

All children and youth need to be back in school and receive the specialized services required to satisfy their learning, health, psychological well-being, and other requirements, therefore it can be safely concluded that there are three key things that must happen after the epidemic. Second, it's important to make sure that all kids get help to catch up on lost knowledge because most of them have missed a lot of class time and might not be prepared for an earlier curriculum. To get back on track, they will need remedial education. The epidemic also highlighted a severe digital divide, which schools may help to close by ensuring kids have access to and proficiency with technology.

Lastly, make sure that all teachers are equipped and encouraged to address student learning gaps and integrate digital technologies into their instruction. Teachers are in an unprecedented scenario where they must teach the current year's curriculum while making up for the significant loss of instructional time from the prior school year. Also, they must safeguard their health at school. To accomplish this, teachers will require mentoring, training, and other forms of assistance. Prioritization will also be required for the COVID-19 immunization as well as the booster shot. The closing of schools also showed that teachers might also require assistance in order to modify their methodology in order to provide teaching remotely.

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An Analysis of Evaluation System of M.A. in Economics at Central University of Allahabad

Lata* and Reena Agarwal**

The branch of social science under which production, distribution, consumption and exchange of goods and services are studied is called economics. In general, the curriculum of the programme is aimed to provide students with deep knowledge and analytical skills to examine national economic issues and make the learners able to solve those with the right blend of theory and practice. It also inculcates economic logic and reasoning that learners can apply to their daily lives as citizens or workers. The postgraduate programme comes with a sense of innovativeness and sensitivity to deal with the different kinds of domestic and global challenges faced by the economies. Postgraduate Economics programmes are being conducted by universities to achieve the above general objective and specific objective, but how successful it is, in fulfilling its objective can be assessed only by the evaluation system.

Evaluation is an important and essential part of the formal education process but in the current system, teachers spend most of their time evaluating learning rather than facilitating learning. Instead of enabling and equipping learning it affects learning negatively, higher education institutions have started examining and screening on the basis of these evaluations. Hence, the need of the hour is to bring about possible changes in the entire evaluation system through a more continuous and comprehensive evaluation.

The present paper is an honest attempt to analyze the prevailing evaluation system of Central universities to suggest improvements for betterment. Dr. P Karthieyan (2015), Dipanjali Mehar (2018), Santu Biswas (2018), Sarkar Kapildeb (2019), Dr. Aditi Sarkar (2019), Mal & Mahato (2021), and Howlader and Binoy Roy (2021) have done different researches on various aspects of the evaluation system and found that evaluation is closely related to the teaching-learning process which can affect it positively or negatively depending on its application. Therefore, it is necessary to analyze the evaluation system of the university to know its better use and to have a positive effect.

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Objective

To study the Evaluation system of MA Economics programme of the Central University of Uttar Pradesh.

Type of Research

The analytical research method has been used to find the most meaningful and pointed information and analyzed it to the solution of the present study.

Population

All the Central Universities of Uttar Pradesh are the population for the study.

Sample

One Central University was randomly selected from the list of Central Universities of Uttar Pradesh. Therefore, the University of Allahabad is the sample for the study.

Delimitation of the Study

The study is limited to the Master of Arts in Economics Programme of the University of Allahabad.

Method of Data Collection

The present study is aimed to analyze evaluation system of the Master of Arts (Economics) Programme of Central University (University of Allahabad). For this, the ordinance of the programme, question papers and mark sheets were studied. The Programme is consisting of different types of courses i.e. Theory Core, Elective and Practical activities. It is divided into 4 semesters, therefore, each semester and the whole programme was studied and analyzed in reference to various aspects of the Evaluation system and expressed as weightage of a total mark.

Statistical Technique Used in the Study

In the present study, the percentage is used to statistically analyzed the obtained data, in terms of

weightage given to different courses and practical activities:

Weightage (%) of the course category of MA Economics =

$$\frac{\text{Total marks of the specific courses category in semester/program}}{\text{Total marks of the Semester/program}}$$

The datasheets and course classification tables were prepared for analysis, which include separate column names like papers, course type, credit, practical, theory and percentage. Each related information is selected from the content and added in the appropriate place. The total of various course categories and practical activities were converted into percentages to arrive at the conclusions.

Analysis of Data

The objective of the present research was to study the Evaluation system of M A in the Economics Programme of Central University (University of Allahabad). For this, first of all, Data is collected from evaluation-related documents, tabulated, and interpreted accordingly and conclusions are drawn with the help of percentages which are shown in the following Tables.

It is evident from Table 1 that the Master of Arts (Economics) - I Semester of Central University (AU) consists of 5 Core theory papers of 4 credits each. It is 20 credits in total. The table also shows that theory has received 100% weightage, with 60% going to Semester End Exam and 40% going to internal. Internal of Theory is further subdivided into Best of the test and Assignment of 20% weightage and Mid-term examination of 20% weightage.

It is evident from Table 2 (a) that the Master of Arts (Economics) – II Semester of Central University (AU) consists of 4 Core theory papers and 1 Practical of 4 credits each. It is 20 credits in total. The table also shows that Practical has received 20% weightage, while the theory has received 80% weightage, with 48% going to the Semester End Exam and 32% going to internal Evaluation. Internal Theory is further subdivided into test/assignment/presentation of 20% weightage and Mid-term examination of 20% weightage.

Table 1: Evaluation Scheme of Master of Arts (Economics) - Semester I of Central University

S. No.	Paper	Course Type	Credit	Practical	Theory				Total (SEE + Internal)
					ESE	Internal			
						Tests/ Assignments/ presentations	Mid semester Exam	Total	
1.	Paper - 1	CC	04	-	60	20	20	40	100
2.	Paper - 2	CC	04	-	60	20	20	40	100
3.	Paper – 3	CC	04	-	60	20	20	40	100
4.	Paper - 4	CC	04	-	60	20	20	40	100
5.	Paper - 5	CC	04	-	60	20	20	40	100
	Total		20	-	300	100	100	200	500
	Total in %			-	60%	20%	20%	40%	100%

Table 2 (a): Evaluation Scheme of Master of Arts (Economics) - Semester II of Central University

S. No.	Paper	Course Type	Credit	Practical	Theory				Total (SEE + Internal)
					ESE	Internal			
						Tests Assignments/ presentations	Mid-semester Exam	Total	
1.	Paper - 1	Core	4	-	60	20	20	40	100
2.	Paper - 2	Core	4	-	60	20	20	40	100
3.	Paper - 3	Core	4	-	60	20	20	40	100
4.	Paper - 4	Core	4	-	60	20	20	40	100
5.	Project and viva voce	Core	4	100	-	-	-	-	100
	Total		20	100	240	80	80	160	500
	Total in %			20%	48%	16%	16%	32%	100%

It is evident from Table 2 (b) that the Master of Arts (Economics) - IV semester consists of Core theory papers of 16 credits and Practical of 4 credits. The table also shows that Practical received 20% weightage and Theory Core courses received 80% weightage, with 48% going to the End semester exam and 32% going to internal.

It is evident from Table 3 (a) that the Master of Arts (Economics) - III Semester of Central University (AU) consists of 3 Core theory papers and 2 Elective theory papers of 4 credits each. It is 20 credits in total. The table also shows that theory has received 100% weightage, with 60% going to Semester End Exam and 20% going to internal Evaluation. Internal Theory is further subdivided into test/Assignment/Presentation of 20% weightage and Mid-term examination of 20% weightage.

It is evident from Table 3 (b) that the Master of Arts (Economics) - III semester consists of Core theory papers of 12 credits and Elective papers of 8 credits. The table also shows that theory Core courses have received 60% weightage, with 36% going to the End semester exam and 24% going to internal. Elective courses have received 40% weightage, with 24% going to Semester end exam and 16% going to Internal.

It is evident from Table 4 (a) that the Master of Arts (Economics)- II Semester of Central University (AU) consists of 2 Core theory papers, 2 Elective theory papers and 1 Practical of 4 credits each. It is 20 credits in total. The table also shows that Practical received 20% of the weight, while Theory received 80%, with 48% going to Semester End Exam and 32% going to Internal Evaluation. Internal Theory is further subdivided into test/Assignment/Presentation

Table 2 (b): Course Categorization of Master of Arts (Economics) - Semester II of Central University

Theory/practicum/ Dissertation/activities	Course Type	ESE/Internal	Marks	Percentage	Total %
Theory (16 Credit)	Core (16 Credit)	ESE	240	48%	80%
		Internal	160	32%	
Project work and viva voce (04 Credit)	Core (04 Credit)		100	20%	20%
Total			500	100%	100%

Table 3 (a): Evaluation Scheme of Master of Arts (Economics) - Semester III of Central University

S. No.	Paper	Course Type	Credit	Practical	Theory				Total (SEE + Internal)
					ESE	Internal			
						Tests Assignments/ Presentations	Mid-semester Exam	Total	
1	Paper - 1	Core	4	-	60	20	20	40	100
2	Paper - 2	Core	4	-	60	20	20	40	100
3	Paper - 3	Core	4	-	60	20	20	40	100
4	Paper-4	EC	4	-	60	20	20	40	100
5	Paper-5	EC	4	-	60	20	20	40	100
	Total		20	-	300	100	100	200	500
	Total in %				60%	20%	20%	40%	100%

Elective Courses: All Courses from the same Group are to be opted as in the 3rd Semester.

Table 3 (b): Course Categorization of Master of Arts (Economics) - Semester III of Central University

Theory/practicum/ Dissertation/activities	Course Type	ESE/Internal	Marks	Percentage	Total %
Theory (20 Credit)	Core (12 Credit)	ESE	180	36%	60%
		Internal	120	24%	
	Elective (8 Credit)	ESE	120	24%	40%
		Internal	80	16%	
Total			500	100%	100%

of 20% weightage and Mid-term examination of 20% weightage.

It is evident from Table 4 (b) that the Master of Arts (Economics) - IV semester consists of Core theory papers of 8 credits, Elective papers of 8 credits and Practical of 4 credits. The table also shows that theory Core courses received 40% weightage, with 24% going to the End semester exam and 16% going to internal. Elective courses have received 40% weightage, with 24% going to Semester End Exam and 16% going to Internal. In total, the programme gave 80% weight to Theory and 20% to practical.

It is evident from Table 5 and Pie Diagram 1 that the Academic Programme Master of Arts (Economics) (Semester I to IV) consists of core theory papers of 56 credits, Elective papers of 16 credits and Practical of 8 credits. The table also shows that theory Core courses

Pie Diagram 1: Course Categorization of M A in Economics (Semester I to IV) of Central University

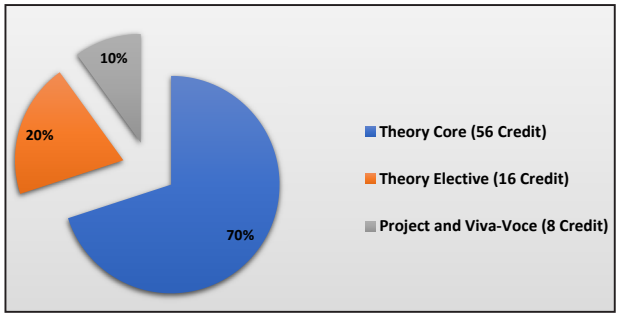

Table 4 (a): Evaluation Scheme of Master of Arts (Economics) - IV Semester of Central University

S. No.	Paper	Course Type	Credit	Practical	Theory				Total (SEE + Internal)
					ESE	Internal			
						Tests/ Assignments/ Presentations	Mid-semester Exam	Total	
1.	Paper - 1	Core	4	-	60	20	20	40	100
2.	Paper - 2	Core	4	-	60	20	20	40	100
3.	Paper - 3	EC	4	-	60	20	20	40	100
4.	Paper-4	EC	4	-	60	20	20	40	100
5.	Project and viva voce	Core	4	100	-	-	-	-	100
	Total		20	100	240	80	80	160	500
	Total in %			20%	48%	16%	16%	32%	100%

Table 4 (b): Course Categorization of Master of Arts (Economics) - Semester IV of Central University

Theory/Practicum/ Dissertation/Activities	Course Type	ESE/Internal	Marks	Percentage	Total %
Theory (16 Credit)	Core (08 Credit)	ESE	120	24%	40%
		Internal	80	16%	
	Elective (08 Credit)	ESE	120	24%	40%
		Internal	80	16%	
Project and viva-voce	Core (04 Credit)		100	20%	20%
Total	(20 Credit)		500	100%	100%

Table 5: Course Categorization of Master of Arts (Economics) - Semester I to IV of Central University

Theory/practicum/ Dissertation/Activities	Course Type	ESE/Internal	Marks	Percentage	Total %
Theory (72 Credit)	Core (56 Credit)	ESE	840	42%	70%
		Internal	560	28%	
	Elective (16 Credit)	ESE	240	12%	20%
		Internal	160	8%	
Project and viva-voce (08 Credit)	Core (08 Credit)		200	10%	10%
Total	(80 Credit)		2000	100%	100%

received 70% weightage, with 42% going to End Semester Exam and 28% going to internal. Elective courses have received 20% weightage, with 12% going to Semester end exam and 8% going to Internal. In this way, the theory has received 90% weightage while Field work has received only 10% weightage.

Conclusion

A. In Central University (AU), M A in Economics programme has given 90% weightage to theory out of which core courses have 70% weightage and Elective courses have 20% weightage.

B. M A in Economics programme has given 10% weightage to Project Work and Viva-voce.

C. M A in Economics programme has 60% external weightage and 40% internal weightage in each theory paper and practical.

Discussion of Results

NEP-2020 recommended on page no. 37, "Department in ….Economics…… needed for a multidisciplinary, stimulating Indian education and environment will be established and strengthened at all HEIs." It was observed from the analysis that Central University (University of Allahabad) has included only Core and Elective theory courses, in the programme structure of Master of Arts (Economics) and elective theory courses have less weightage. Thus, it is advised that Value added, interdepartmental and more elective theory courses should be included in programme structure of postgraduate courses. Higher education comes up with talented youth of high-quality, manpower and technical reserves to promote the development and growth of the nation and innovation in different social sectors. This can be increased by providing multidisciplinary education as also recommended by the NEP- 2020 on page no. 37 that 'Towards the attainment of such a holistic and multidisciplinary education, the flexible and innovative curricula of all HEIs shall include credit-based courses and projects'.

It is observed from the analysis that the Master of Arts (Economics) programme has given more weightage to theory and less weightage to practicals at the Central University thus it is advised that practicals should be increased at the postgraduate level as also recommended by National Educational Policy - 2020 on page no. 34, "revamping curriculum, pedagogy, assessment, and student support for enhanced student's experiences."

It is observed from the analysis that the Master of Arts (Economics) programme has 60% External weightage and 40% Internal weightage in the Central University which is as UGC recommended in the report on Evaluation Reform in Higher Educational Institutions on Page no. 48 that for PG levels, the ratio of external and internal evaluation shall be 40:60 which may be increased to 50% in a phased manner depending upon the outcome of the experience. NEP-2020 is also recommended, "HEIs shall also move away from high-stakes examinations towards more continuous and comprehensive evaluation."

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The Death of Compulsory English

Ravindra B Tasildar*

Higher Education Institutions (HEIs) across India have altered the existing curricular framework as per the guidelines issued by the University Grant Commission (UGC), state governments and the affiliating universities for the implementation of the National Education Policy-2020 (NEP-2020). The preparation to implement the NEP-2020 in the HEIs across India has paved the way for the deliberations on the future of English Studies in India (Biswas, 2022; Dev, 2022 and Raman, 2022). In accordance with the NEP-2020, Indian universities have started to modify the courses in English offered at the Undergraduate (UG) level. According to Raman (2022), the NEP-2020 is working at great dilution in core specializations. It is therefore unclear as to what role the NEP-2020 visualizes for languages at the university level (p. 86). This article aims to assess the impact of NEP-2020 on English Studies in India. Among the two pertinent issues, viz. the medium of instruction in the HEIs and the place of the Compulsory English course in the UG curriculum, this article focuses on the Compulsory English course offered in the conventional degree programmes.

The Compulsory English Course

The Indian universities have two types of main courses in English at the UG level, viz. Compulsory English or General English and Special / Principal English or English Major. The former is a compulsory course offered in all the conventional degree programmes of Arts, Commerce and Science while the latter is an elective course offered only to the students of Arts. The terms 'Compulsory English' and 'General English' are often used alternatively in Indian universities. 'Compulsory English' is the term used in the reports of the English Review Committee (1965), the Study Group (1967), and the UGC National Workshop on Syllabus Reform in English (1977) whereas the term 'General English' is found in the reports of the Curriculum Development Centre (CDC, 1989) and Curriculum Development Committee (CDC, 2001). This article uses the term 'Compulsory English'.

In a discussion on the Report of the Official Language Committee (1959) held in the Rajya Sabha (the Upper House of the Parliament of India), citing from the report Dr H N Kunzru emphasized, "... even when the State languages are used as the media of examination, we have to consider whether the study of English should continue. Will it be necessary even then for the officers of the All India and the higher Central Services to know English or not? I venture to think that most people will agree that an adequate knowledge of English will be necessary even then. The compulsory paper in English should therefore continue even when English is replaced completely by Hindi and the State languages." (p. 3512).

The main objective of the Compulsory English course is to prepare the UG students of Indian universities for future professions (CDC, 1989, p. 57 and CDC, 2001, pp. 11-12). The English Review Committee (1965), the Study Group (1967) and the UGC Zonal Workshop (1977) held in Bombay had suggested two types of Compulsory English courses for Indian universities - the first with literary selections and the second with language orientation. Some Indian universities offer different types of Compulsory English courses for students with different linguistic abilities. For instance, the course contents of the General English course offered by Gujarat University are different for Gujarati and Hindi medium students and English medium students. Similarly, there are separate Compulsory English courses for the English medium (HL), Gujarati and Marathi medium (LL) students at Shreemati Nathibai Damodar Thackersey Women's University.

After the analysis of 346 syllabuses of Compulsory English courses offered in the B.A., B.Sc., B. Com., B.Sc., (Ag.), and B.E. programmes of 79 Indian universities, Mohan and Banerji (1985) conclude that most of the syllabuses are content-oriented rather than skill-oriented. The CDC (1989) notes that General English courses contribute very little to the development of different language skills (p. 17). After considering the place and proportion of communication skills in the BA and BCom

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syllabi of Compulsory English in the universities in Maharashtra, Tahsildar (2009) points towards the imbalance in the weighting given to different language skills and suggests the need to incorporate new age language skills vis-à-vis job market demands.

Shift in the Compulsory English Course

The CDC (2001) was of the view that a student should not be allowed to avoid the study of English altogether by offering alternative courses in his/her mother tongue, or in some other language or subject. It is considered that some instruction in English should be an integral part of all undergraduate programmes in all faculties and disciplines (CDC, 2001, p. 12). However, in the UGC (2015) document on Choice Based Credit System (CBCS) the Compulsory English course was one of the Ability Enhancement Compulsory Courses (AECC) with Modern Indian Language (MIL) and Environmental Science (EVS) as other alternatives. In the UGC (2019) document on Learning Outcomes based Curriculum Framework (LOCF) it was put under - Ability Enhancement Elective Course (AEEC) / Skill Enhancement Course (SEC) as 'Generic Elective' - a course for students majoring in subjects other than English. Here the replacement of the word 'Compulsory' by the word 'Elective' hints at the change in the language policy. Now in Curriculum and Credit Framework for Undergraduate Programmes (2022), the UGC includes English in the Ability Enhancement Course (AEC) along with MIL and EVS. This is an indication that not only the words 'Compulsory' or 'Elective' have been dropped, but English has been altogether removed from the AEC in the implementation of NEP. We may come across the shift in the focus of teaching English, from language skills to communication skills in the UGC (2015) and UGC (2019) documents. The UGC (2015) document of CBCS states in the preamble of AECC - English Communication Skills course that the purpose of this course is to introduce students to the theory, fundamentals and tools of communication and to develop in them vital communication skills which should be integral to personal, social and professional interactions. In the UGC (2019) document of LOCF, the titles of the courses are AEEC/SEC -1 - Basic English Communication Skills and AEEC/SEC -2 - Advanced English Communication Skills. Along with enabling students to acquire and demonstrate core linguistic skills, the AECs also aim to emphasize the development and enhancement of skills such as communication, and the ability to participate/ conduct discussion and debate (UGC, 2022, p. 22).

English Language Competence of the Students

The English language competence of Indian students has never met the expectations of policymakers for about the last hundred years. In 1917 Principal Barrow of the Calcutta Presidency College told the Sadler Commission of the Calcutta University: When students come to college, they cannot follow lectures and they cannot read even quite simple English with ease. (Nagarajan, 1981, p. 665). A decade after independence Gokak (1964-65) had similar observations: We know that our graduates are not able to write even a few sentences correctly in English (p. 124). The situation has remained the same in the twenty-first century as well. Students from rural, as well as urban areas who seek secondary education in English medium schools affiliated to state boards or central board prefer professional degree programmes whereas the students of state board non-English medium schools (where English has been introduced from class one) are compelled to go for conventional degree programmes not only due to their socio-economic background but also as they (school-leavers) are not adequately trained in English as a language and are always at a handicap in the world of higher education [National Knowledge Commission (NKC) Report, 2006, p. 27]. Besides, against the backdrop of the failure of no detention policy [Report of the National Policy on Education Policy, 2016 and Pandey Astha and Saroj Sharma, 2018, Annual Status of Education Reports (ASER), and ASER (2022) Report] and issues related to COVID-19 pandemic one should know how weak students could be in the English language.

Reduction in the Exposure to English

In the 1960s Gokak (1964) noted, "Compulsory English, the three-year Degree Course, has been reduced to two years or even one year in some universities. Several universities do not have English as a compulsory subject for science, except during the first year" (p.106). The present situation in Indian universities is not very different from the 1960s. The Compulsory English courses of the conventional degree programmes in Indian universities are of two or three-years duration. The courses not only differ from one stream to another but also vary

from one Indian university to another, for instance, in Maharashtra State, most of the universities have Compulsory English for three years for the students of BA while in some universities the course is only for the first two years of the degree programme for all faculties. The course is offered for a year in the professional degree programmes - Bachelor of Business Administration (BBA), Bachelor of Computer Application (BCA), Bachelor of Mass Media (BMM), Bachelor of Management Studies (BMS), Bachelor of Computer Science (B.Sc. Computer Science) and Bachelor of Engineering (B.E.), to name a few.

Even though the University of Delhi (DU) has dropped English from its AEC from the academic year 2022-23 (The Telegraph, July 07, 2022), the Government of Maharashtra (GoM) included English in the AEC along with MIL, Indian Knowledge System (IKS) and EVS (GoM, 2023, p. 6) for a maximum of two semesters in all faculties. Consequently, there is a reduction in exposure to English. Some Indian universities offer a three-credit Compulsory English Course for three years of graduation (six semesters) under CBCS in the faculty of Arts, for instance. Thus, it is entirely an eighteen-credit course spread over three years of graduation. Now with the implementation of NEP in the HEIs in Maharashtra, it has been reduced to a four-credit course (two clock hours per week = two credits per semester) to be offered in either the first or second year of graduation. As a result, the colleges which offer only Compulsory English courses for three years of graduation in the faculty of Arts now offer the said course only for one year. According to Gokak (1964), one year is hardly enough for training university students in comprehension and expression (p.106). Taking into account the English language competence of the students of our degree colleges, Gokak's (1964) observation is applicable even today.

The End of the Compulsory English Course

The end of the Compulsory English course does not at all comes as a surprise in NEP. It was already in CBCS (2015) where a course in English Communication Skills was offered as an alternative to MIL and EVS under AECC for BA and BCom. The CBCS was not implemented across the country in letter and spirit and the regular as well as ad hoc teachers of English perhaps failed to foresee the danger of losing out a compulsory course to the alternatives offered. As it went unnoticed, no voice was raised. Some of the stakeholders became aware after DU published in March 2022 its Undergraduate Curriculum Framework, 2022 based on NEP. Biswas (2022) noted that the Delhi University Teachers' Association was apprehensive that the core English papers and compulsory English papers for teaching the language were going to be removed from the syllabus of the Delhi University Undergraduate Programme (p. 110). Now except for teachers of English in Delhi (The Hindu, July 05, 2022), no concern for this is reflected in the mass media throughout the country. Are the stakeholders or teachers of English so insensitive? Has the reading of literary texts made them submissive? Now, we are only left to mourn.

English and MIL Dichotomy

The language policy of the Central Government and the State Governments is visible in the implementation of CBCS in Indian universities. India is a multilingual country, the NEP envisages promoting multilingualism and Indian languages. It is necessary to learn from the previous experiences. The Assam Higher Secondary Education Council (AHSEC) had decided to replace MIL with Alternative English for classes XI and XII from the academic year 2021-22. After the student unions submitted the representations regarding the problems faced by the students with regard to admission, the AHSEC had to reverse the decision, in the interest of the students (Tweet by Pegu, 2021). Perhaps, the policymakers failed to notice the problems of students from different parts of India. The students from North-East states of India studying in the colleges in Delhi protested against the imposition of Hindi or MILs made available to them in their colleges (Pushkarna, *India Today*, March 24, 2013). While implementing NEP, one needs to take into account that students from different parts of India will be compelled to learn the MIL offered to them in the HEI to which they have sought admission. Similarly, a foreign student seeking UG education in any Indian university is compelled to learn MIL in the first or second year of graduation. Indian universities need to provide alternatives to these students just like the DU.

English and Employment

The majority of enrollment in Indian

universities takes place in the conventional degree programmes - at the undergraduate level, enrollment is highest in Arts (33.5%), followed by Science (15.5%), Commerce (13.9%) and Engineering and Technology (11.9%) [All India Survey on Higher Education (AISHE) 2020-21 Report, p. XV and Fig 11, p.15]. According to Dev (2022) one of the objectives of NEP is to empower the primary stakeholders - the students. She further adds that it is the knowledge of English and the ability to communicate in it, that is the passport to success and upward mobility (p. 68). It has already been observed in the Yashpal Committee Report (2009) that youngsters from different segments of society, among them some are first generation university goers, view higher education not only as a means to transcend the class barriers but also as the stepping-stone into a higher orbit of the job market (pp. 9-10). According to Graddol (2010) many jobs in the organized sector now require good English skills (p. 14). Multinational Companies (MNCs) and private firms / corporate sectors use English. Nowadays, graduates/candidates with adequate command of English are not easily available to MNCs for recruitment, for instance, 97% of engineering graduates were not able to speak English fluently (Aspiring Minds: National Spoken English Skills Report, 2015).

The removal of Compulsory English from the UG programmes obliquely reduces the number of teaching positions in HEIs across the country (NKC, 2006, 28 and Graddol, 2010, p. 15 for the paucity of teachers of English in India). Thus, implementation of CBCS and NEP in relation to English may not fall in line with the principle of employment generation. This will lead to a steep decrease in the enrolment for BA English Major and MA (English) programmes.

After almost six decades of the discussion on the Report of the Official Language Committee (1959) held in the Rajya Sabha, the UGC (2023a) letter has allowed the students in HEIs in India to write answers in the local languages. However, as the situation today is not very different from that of the 1960s, Dr H N Kunzru's opinion remains relevant in the present times. But to teach in local languages in HEIs there is a need to translate reference books/ study materials from English to Indian languages and vice-versa (UGC, 2023b). Raman (2022) is of the view that the desired reduction of the role of English, has not met with a volume of quality teaching materials in regional languages (p. 84). However, with the removal of Compulsory English the process of providing orientation/training to the future translators in the Compulsory English classes will be hampered.

English and Higher Studies

The graduates of Indian universities may also try to explore higher study options in foreign university campuses in India or abroad. By removing the Compulsory English course our universities may not be able to equip the degree holders with minimum proficiency in English required for higher studies. Here one needs to understand that there is India beyond DU - about 43% of the universities and 61.4% of colleges are in rural areas (AISHE 2020-21 Report, p. XIII). The socio-cultural contexts are also very different. Among the students with low competence in English who enrol for conventional degree programmes, there is a considerable number of first-generation students from the marginalized sections of society and from the mofussil areas. These students will be deprived of higher education opportunities in foreign universities in India or abroad as their exposure to English is curtailed [Ramnathan (1999), Mukherjee (2009) and Graddol (2010, pp. 68 and 72) for deprived classes and English Education].

To Sum-up

According to Nunan (2003), English is taught as a compulsory subject in most Asian countries because of its importance as a global language. The introduction of English in India in 1835 through Macaulay's Minutes itself was linked to employment. In its attempt to promote Indian languages, the NEP has tried to change the role of English as neither the language of opportunities nor of social mobility (as against Krishnasamy and Sriraman, 1994, p. 60). By removing 'Compulsory English' at the expense of employment opportunities and higher study options, NEP may be successful in increasing the Gross Enrollment Ratio (GER) in HEIs in India. Perhaps the National Assessment and Accreditation Council (NAAC) would also be surprised to see the steep fall in the drop-out rate in conventional degree programmes. Perhaps, a decade later there could be a rollback on 'no Compulsory English' policy just like the no detention policy [Right of Children to Free and Compulsory Education (Amendment) Act, 2019].

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Determination Supersedes Comfort

Droupadi Murmu, Hon'ble President of India delivered the Convocation Address at the 165th Convocation Ceremony of the University of Madras, Chennai on August 06, 2023. She said, "I appeal to all the students to never let any anxiety overwhelm you. There is always an opening or opportunity which may not be visible for some time. Have faith in your abilities and keep moving forward. As you embark on the next phase of your lives, I would urge you all to set your targets high, but at the same time, not to feel pressurised by your goals. Try to work hard to fulfill your dreams with determination and fearlessness." Excerpts

This region has been a cradle of civilisation and culture. The rich tradition of Sangam literature is a precious heritage of India. The great wisdom preserved in Thirukkural has been guiding all of us for centuries. The great Bhakti tradition of poetry started in Tamil Nadu and it was taken to the north by the wandering saints. The temple architecture of Tamil Nadu, the statues and sculptures are a tribute to human excellence. With pride in the immensely rich cultural heritage that they have, the young students have to become important citizens of the global knowledge society of the 21st century.

I am told that about 1,85,000 students are currently studying in this university and its affiliated colleges. Out of these students, more than 50 percent are girl students. I am delighted to note further that 70 percent of 105 students who received their gold medals today are girls. The University of Madras is a shining example of gender equality.

By investing in the education of girls, we are investing in the progress of our nation. Educated women can make greater contributions in the economy, provide leadership in various sectors, and make a positive impact on the society.

Founded in the year 1857, your university has the distinction of being one of the oldest modern universities in India. This university has played a critical role in dissemination of knowledge. It has been a catalyst for social change and progress.

Throughout its journey of over 165 years, your university has adhered to high standards of academics, providing an environment that fosters intellectual curiosity and critical thinking. It has been a cradle of learning, producing countless scholars, leaders, and visionaries. They have also influenced the world of learning in the global context. Your university has also served as a lighthouse, playing a pivotal role in the establishment and growth of many reputed universities in the southern region of India.

Your university has a rich history and glorious legacy. It is indeed a matter of great pride that six former Presidents of India were students of this University and walked the same corridors that you walk through today.

I respectfully remember my illustrious predecessors from this University–Dr. S. Radhakrishnan, Shri V.V. Giri, Shri Neelam Sanjiva Reddy, Shri R. Venkataraman, Shri K.R. Narayanan and Dr A.P.J. Abdul Kalam. The eminent freedom fighter who also served as the first Governor General of India, Shri Chakravarti Rajagopalachari was a student of this university.

Sir C.V. Raman and Dr. S. Chandrasekar, Nobel Laureates and students of this university have made exceptional contribution to the world of science. Two Chief Justices of India, Justice M. Patanjali Shastri and Justice K. Subbarao have enriched the sphere of jurisprudence. The very idea that your university has produced such great people should make you strive hard for achieving excellence in pursuit of learning and nation building.

I feel proud to pay homage to the memories of the Nightingale of India Smt. Sarojini Naidu and the indomitable Smt. Durgabai Deshmukh. They were also students of this university. Those two great women were much ahead of their times. They were iconic women who have inspired several generations of Indians and will continue to inspire future generations. All the students of Madras University, specially the girl students should draw special inspiration from their exceptional stories.

Last month, I interacted with a group of eminent Alumni from different academic institutions

who have made major donations to educational institutions. I was happy to meet the prominent alumni and benefactors contributing to the cause of education and society. In this context, the alumni of the University of Madras can play a significant role in its growth as a global centre of excellence. The University has contributed to their success in many ways, therefore they should try to give back to their alma mater. The alumni can mentor the young students. The University should also reach out to the alumni to seek their cooperation for the betterment of the institution.

The University of Madras has promoted a culture of research and academic rigor. This has enabled the development of skilled human resources which have been driving various industries and sectors.

I would urge the university to invest more in cutting-edge research, encourage inter-disciplinary studies, and promote international collaborations. Embracing emerging technologies, such as artificial intelligence, machine learning, and data analytics can strengthen this University as an institution that attracts global talent. The University of Madras should be at the forefront of finding learning-based solutions to the problems being faced by the nation and the world at large.

I take this opportunity to re-emphasise an issue close to my heart which affects the well-being of our young students. In today's highly competitive environment, the pressure to excel in academics, the fear of not getting into good institutions, the anxiety of not landing a prestigious job, and the weight of expectations from the parents and the society are causing acute mental stress amongst our youth. It is important that we come together as a society to address this issue and create an environment that promotes holistic growth and well- being of our students. I appeal to all the students to never let any anxiety over-whelm you. There is always an opening or opportunity which may not be visible for some time. Have faith in your abilities and keep moving forward.

Parents, academic institutions and faculty members can come together to help the students navigate through the numerous challenges they face. Educational institutions should create an atmosphere that promotes two-way communication, where students feel comfortable discussing their fears, anxieties, and struggles without being afraid of judgment. We must strive to work collectively to create such an atmosphere where our youth feels loved, valued and empowered to face the challenges with confidence and courage.

As you embark on the next phase of your lives, I would urge you all to set your targets high, but at the same time, not to feel pressurised by your goals. Try to work hard to fulfil your dreams with determination and fearlessness.

To conclude my address, I will invoke some immortal lines from Mahakavi Subramania Bharati which are quoted very often because they always infuse new inspiration. [I QUOTE]

"मंदरम् कर्पोम्, विनय तंदरम् कर्पोम्
वानय अलप्पोम्, कडल मीनय अलप्पोम्
चंदिरअ मण्डलत्तु, इयल कण्डु तेलिवोम्
संदि, तेरुपेरुक्कुम् सातिरम् कर्पोम्" [UNQUOTE]

This can be interpreted as:

"We will learn both scripture and science We will explore both heavens and oceans We will unravel the mysteries of the moon And we will sweep our streets clean too."

I am very happy that today in the evening, I will participate in a function to honour Mahakavi Bharathiyar.

I once again congratulate all of you on achieving a major milestone in your life and career. I am sure you are capable of building a very bright future for yourself and for the country. The future belongs to you. With this message, I bless you all.

Jai Hind

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CAMPUS NEWS

Capacity Building Programme on Research

A twelve-day Capacity Building Programme on 'Research in Practice (Interdisciplinary)' was organized by the Programme and Extension Cell, Department of Education, Central University of Jharkhand, Ranchi through online mode, recently. The main objective of the programme was to enhance the skills, competencies, and expertise of the faculty members, research scholars, and other stakeholders of colleges, universities, and other Higher Education Institutions of the country on the practical aspect of research, especially from interdisciplinary perspectives. Around 175 participants from universities and colleges across 23 Indian states participated in the programme. A total of 31 resource persons contributed to the programme by enlightening and enriching the participants on the latest perspectives of research in practice in the programme. Various stalwarts of the education fraternity were the resource persons of the programme who explained different concepts of research in practice.

Padma Shree Prof. Aditya Prasad Dash, Former Vice Chancellor, Central University of Tamil Nadu was the Chief Guest of the Inaugural Session of the programme. Prof. Dash, in the inaugural address, expounded on the paramount importance of practical research from an interdisciplinary perspective and how it can revolutionize the world of research and academics. He told that despite the growth of universities and colleges in India, the research scenario is still not encouraged enough and there is also a lack of patent culture seen in the country. Among 45,444 patents filed in 2016-17, 71% were filed by foreigners. Prof. Dash shared his concerns about the existing gap between theory and practice in research. He stressed the need for teamwork and effective communication in research. He said that all subjects aren't equal but interdisciplinary and trans-disciplinary research should be encouraged to bridge them together. According to him, every Ph.D. student should write at least one popular article. He also shed light on achieving the 17 goals of SDG by 2030 by establishing an efficient relationship among its five pillars: people, prosperity, peace, partnership, and the planet. He concluded his speech by addressing the sad reality of true geniuses and talents like Vasistha Narayan Singh in our country highlighting the problem of brain rusting.

The Presidential Address was delivered by the Vice Chancellor, Prof. Kshiti Bhusan Das, Central University of Jharkhand, Ranchi who urged the participants to imbibe the knowledge to be shared in the programme and apply the same in their profession for the greater development of the self and society. He shared his belief on how practice makes a man professional and drew attention to UGC's proposed scheme 'Professors of Practice' according to which scholars with 15 years of experience do not need a Ph.D. to be appointed as professors. He elaborated on how embedding a research-based approach in the teaching-learning process enhances the abilities as well as skills of the concerned professionals. Prof. Das focused on the benefits of continuous professional development as proposed in NEP-2020. He advised educators to collaborate with the students as well as colleagues to promote research which has taken a backseat in today's education system. He reiterated the promotion of '*Bharatiya Gyan Parampara'* for the progress of the nation.

The main focus areas of discussion in the programme were, Formulation of Research Titles in Various Types of Researches, Operationalizing Variables and/or Constructs and Hypothesis Formulation, Sampling Process in Research, Research in Practice–A Tool for assessing Academic Performance (UGC Regulations 2018, 2010, 1998 and Others), Developing Research Proposal: The Key Considerations, Publishing Research Outcomes in High Impact Journals, Determining Methodology of Research in Research Process, Referencing Styles (APA, MLA, Chicago, Harvard and others), Book/ Document Review: Objective, Style and Approaches, Review of Research to Improve Quality of Research, Plagiarism in Research (Interpretating Plagiarism Reports), Data Analysis in Research: Process and Techniques, Preparation of a Research Paper for Publication in Journal, Use of Statistical Methods for Analysis of Data, Research Tool Development Considerations and Practical Instances, Open Access Materials / Creative Common Licensed Materials for Research, etc.

The Valedictory Session of the programme was graced by the Chief Guest, Prof. A K Pandey, Vice

Chancellor, Vikram University, Ujjain, Madhya Pradesh. He inspired the participants by suggesting that research requires patience and is a time-consuming affair, therefore, mutual cooperation or collaboration is important in the process of conducting research. The active involvement and cooperation of Prof. Kshiti Bhusan Das, Vice Chancellor, Central University of Jharkhand, Ranchi led the programme towards its success in the self-sustaining mode. Prof. Tapan Kumar Basantia, Department of Education, Central University of Jharkhand was the Coordinator of the event and Dr. M Ramakrishna Reddy, Assistant Professor, Department of Education, Central University of Jharkhand was the co-coordinators. The programme acted as a platform to acquaint the faculty members of Higher Education Institutions across the country with the contexts, processes, outcomes, issues/ problems, challenges, and future prospects of research in practice from interdisciplinary perspectives.

National Conference on Recent Trends in Business Management and Economics

The one-day National Conference on 'Recent Trends in Business Management and Economics' is being organized by the School of Management Studies, Baddi University of Emerging Sciences and Technology Campus, Makhnumajra, Baddi, Himachal Pradesh on September 27, 2023. The aim of the event is to bring together leading academic scientists, professionals, researchers, and research scholars as well as industry professionals from all over the country to exchange and share their experience and research results on all aspects and influence on Business, Management, and Economics at national and international level. It focuses on building a network among industries and academia by detecting research demand, exchanging best practices through experience in a global context, and deliberating the strategies to deal with the challenges and issues that society faces through social sciences research. The themes of the event are:

Business

- Business Leadership
- Business Models
- Corporate Governance
- Ethics in Business
- Family Businesses
- Market Structure
- Merger and Acquisitions
- Negotiations
- Strategic Planning
- Venture Capital
- VUCA Environment
- Social Responsibility
- Change Management
- Disaster Management
- Knowledge Management
- Strategic Management
- Supply Chain Management
- Tax Management
- Intellectual capital
- Talent Management
- Stress Management

Management

- Business Management
- Change Management
- Disaster Management
- Knowledge Management
- Strategic Management
- Supply Chain Management
- Tax Management
- Intellectual Capital
- Talent Management
- Stress Management

Finance and Economics

- Indian Financial System in New Economic Scenario
- Financial Markets- Challenges and Opportunities
- COVID-19 Impact on Economic Activities
- Digital Innovations in Business and Economy
- Mutual Funds, Insurance, and Other Financial Services
- Banking, Micro-financing, and Financial Inclusion
- Sustainable Finance and Practices
- Cryptocurrency and Blockchain Technology
- Financial Literacy and Behavioral Financial
- Entrepreneurship and Family Business
- Mergers and Acquisitions
- Fintech

- Mutual Fund
- Security Analysis and Portfolio Management

E-Commerce

- Artificial Intelligence & Retail
- B2B E-Commerce
- Big Data Analysis
- Blockchain Security
- Cloud Service Innovations
- Communication and Network Technology
- Cross-Border E-Commerce
- Data Privacy
- E-Commerce Law
- Mobile Commerce
- Online Payments
- Tax and E-Commerce

Marketing

- Environment and Sustainable Marketing
- Rural Marketing
- Digital Marketing
- Social Media Marketing
- Consumer Behavior
- Brand management
- Integrated Marketing Communications
- Services marketing
- Retail Marketing
- Cross-Selling
- Green Marketing
- International Marketing
- B2B Marketing

Information Technology

- Green Projects and Green Technology.
- Internet of Things and Industry 4.0
- Applying new ICT tools for business
- Data-driven Analytics and Business Management
- Big Data Applications, Challenges, and Opportunities
- Business Intelligence and Technological Advancements in Social Media
- Cloud Computing and Algorithms
- Artificial Intelligence, Data Science and Machine Learning
- Big Data Analytics and Algorithms
- Education Technologies and e-Learning
- Machine Learning
- Robotic Science

For further details, contact Organising Secretary, Dr. Poonam Bassi, Associate Professor, School of Management Studies, Baddi University of Emerging Sciences and Technology Campus, Makhnumajra, Baddi, Himachal Pradesh-173205. Mobile No: 09736509595, 09872945711, E-mail: *ncimssg@baddiuniv.ac.in.* For updates, log on to: *www.baddiuniv.ac.in*

IDEA Silver Jubilee Conference on Emerging New World of Open and Distance Education Making Transformation Happen

A three-day IDEA Silver Jubilee Conference on 'Emerging New World of Open and Distance Education Making Transformation Happen' is being organized by the Indian Distance Education Association (IDEA) in collaboration with SDLCE, Kakatiya University, Warangal, Telangana State during November 03-05, 2023. The Subthemes of the event are:

- Changing Learning Environment – Learner Options and Perceptions: Reinventing the Concept – 'Open to People, Open to Places, Open to Methods, Open to Ideas and Institutional Openness'- Present Status of the Slogan.
- Transforming and Empowering Higher Education through Open and Distance Education – Efficacy of Processes and Paradigms Re-examing New Developments including MOOCs/ Open Badges (OBs), Mobile Devices (MDs), Social Media Strategy Frame Work (SMSF) Learning Analytics (LA), Integrated Talent Management Systems (ITMS), etc., Impact of These Innovations.
- Role of UGC and Other Apex Bodies in Strengthening the ODL Systems - Implication of NEP -2020 on ODL and Need for a National Policy on ODL-Are We Serious about What We have Proposed in the Introductory Part of the NEP Document?
- Theorizing the 'Indian Context' of ODL – The Debate of What- Why and How?
- Digitization of Education and the Proposal of Creating a National Digital University-Where we are Heading to?

- Innovations and Best Practices in ODL – Case Studies and Real Life Projects: The Indian Experience.

For further details, contact Prof. Romesh Verma, Secretary General, Indian Distance Education Association (IDEA), H. No 03, Lane No 31 (Oppt. Govt High School), Greater Kalish, Jammu, J & K-181 012. E-mail*: romeshvermajammu@gmail.com* and/or *kuidea2023@gmail.com.* For updates, log on to: *www.kakatiya.ac.in*

International Conference on Philosophy of Peace, Justice and Equality

The one-day International Conference on Philosophy of Peace, Justice and Equality (Under Shri Guru Nanak Dev Ji Chair) is being organized by the Department of Punjabi, School of Humanities (Social Sciences and Languages), Lovely Professional University, Phagwara, Punjab on September 22, 2023. The objective of the event is to take forward the dialogue on contemporary global concerns like world peace, gender equality, community equality, etc. in the special context of Sri Guru Nanak Sahib's Bani. The conference attempts to explore his philosophical teachings that can guide people toward a pluralist society. It will provide a platform for academicians, industry experts, practitioners, professionals, and researchers from different fields to engage in discussions based on various issues with the potential of generating research ideas. It may bring together professionals in the field of literature from around the globe with the purpose of encouraging innovative ideas and sharing diversified knowledge and international experiences. The Subthemes of the event are:

- Guru Nanak Bani Atte Vishav Shanti.
- Shri Guru Nanak Dev Ji di Bani Vich Samaanta de Vibhin Pasaar.
- Guru Nanak Bani Vich Pesh Lingak Braabarta.
- Ajoke Yug Vich Shri Guru Nanak Bani da Mahatav.

For further details, contact, Organising Secretary, Dr. Harpreet Singh, Associate Professor, Department of Punjabi, School of Humanities (Social Sciences and Languages), Lovely Professional University, Jalandhar-Delhi, G T Road, Phagwara, Punjab-144411, Mobile No: +91-9872023315. For updates, log on to: *www.lpu.in/events*

AIU News

Faculty Development Programme on Teaching in Higher Education

A six-day Faculty Development Programme on 'Teaching in Higher Education – A New Path' was organized by the Association of Indian Universities, New Delhi─Academic and Administrative Development Centre (AADC), and Shoolini University, Solan, Himachal Pradesh during July 24-29, 2023. About fifty participants registered for the programme. The programme was aimed to enhance teaching practices and professional development among faculty members. It covered a wide range of themes, including classroom quality enhancement, curriculum design, pedagogy, effective presentation tools, Bloom's Taxonomy, and the integration of AI tools in the classroom.

The event started with the introduction 'Role of a Teacher in the Enhancement of Classroom Quality'. Dr. Ashoo Khosla, Chief Learning Officer and Associate Professor, Management Science discussed the importance of student engagement in the classroom. She emphasized the three R's - Respect, Reciprocity, and Responsibility–As Crucial Elements in Fostering a Positive Teacher-Student Relationship. The session also highlighted the significance of storytelling in teaching and energizing the classroom environment.

The next session was on 'Designing Course Outcomes' which was conducted by Prof. Narinder Verma and Mr. Rishabh Shyam. They emphasized the alignment of course outcomes with Bloom's Taxonomy to promote higher-order thinking skills among students. Participants learned to create clear and measurable learning objectives to guide the instructional process and assessments. Further, a hands-on session on 'Designing Curriculum and Pedagogy' was conducted. Prof. Narinder Verma and Mr. Rishabh Shyam explained the process of building a curriculum based on Outcome-Based Education (OBE). Participants learned to develop Programme Educational Objectives

(PEOs), Program Outcomes (POs), and Course Outcomes (COs) while considering learners' needs and disciplinary requirements.

The next session was about the 'Tools for Effective Presentation'. Dr. Kamal Kant Vashisth focused on creating engaging presentations by utilizing tools like Canva and emphasized the simplicity of design. The participants learned the effective use of visuals and technology to enhance the impact of their presentations and engage their students better.

The session on 'Bloom's Taxonomy and Assessments' was led by Prof. Kesari Singh. She discussed Bloom's Taxonomy and its relevance in crafting effective assessment questions. Aligning assessments with Bloom's Taxonomy levels enables teachers to measure students' cognitive skills and understanding accurately.

Dr. Amar Raj Singh Suri led the session on 'Incorporating AI Tools in the Classroom'. Dr. Suri demonstrated the integration of AI tools in education, showcasing their potential to revolutionize content creation and research. The session provided insights into the responsible usage of AI-generated content and its application in online teaching.

The Programme concluded with a sense of enthusiasm among the faculty, and motivation to implement their newfound knowledge in their classrooms and contribute to the academic community.

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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, 2023)

Commerce

1. Alnge, Hemant Sangappa. **Financial performance of paint industry in India**. (Dr. P T Pawar), Department of Commerce, Swami Ramanand Teerth Marathwada University, Nanded.

2. Bobbillapati Shanthi. **A study on impact of financial inclusion on empowerment of rural women in Andhra Pradesh**. (Dr. Bathula Padmaja), Department of Commerce and Business Administration, Acharya Nagarjuna University, Nagarjuna Nagar.

3. Eepuri, Sheela. **Service quality in health care sector: A study of the selected government hospitals in Andhra Pradesh**. (Dr. Namburu Ratna Kishor), Department of Commerce and Business Administration, Acharya Nagarjuna University, Nagarjuna Nagar.

4. Indupalli, Maneeja. **Stress mitigation process among the employees of aviation industry: A select in Andhra Pradesh**. (Dr. J Revathy), Department of Commerce and Business Administration, Acharya Nagarjuna University, Nagarjuna Nagar.

5. Jaiswal, Soni Balbhadra. **A Study on challenges and prospectus of textile industries in Thane District**. (Dr. P S Sonale and Dr. M S Deshpande), Department of Commerce, Swami Ramanand Teerth Marathwada University, Nanded.

6. Navsagare, Kishor Sonba. **A study of industrialization growth and development in Yavatmal District 2001 to 2010**. (Dr. Roshankumar M Bhigania), Department of Commerce, Swami Ramanand Teerth Marathwada University, Nanded.

7. Pasumarthi, Guru Prasad. **A study on the problems and prospects of statrtups with special reference to Andhra Pradesh**. (Prof. A Sathish Babu), Department of Commerce and Business Administration, Acharya Nagarjuna University, Nagarjuna Nagar.

8. Pathan, Mohsin Khan Aslam Khan. **Critical study of governments financial assistance for farm pond and their impact on socio economic development of farmers in Marathwada Region of Maharashtra**. (Dr. P B Ashturkar), Faculty of Commerce and Management, Swami Ramanand Teerth Marathwada University, Nanded.

9. Prabhath, P. **Influence of marketing mix factors on consumer behaviour: With special reference to OTT platforms in India**. (Dr. Krishna Banana), Department of Commerce and Business Administration, Acharya Nagarjuna University, Nagarjuna Nagar.

10. Rao, Venkata Anantha Lakshmi Narasimha. **A study on impact of social networking sites on purchase behaviour of consumers in Andhra Pradesh**. (Dr. R Jaya Prakash Reddy), Department of Commerce and Business Administration, Acharya Nagarjuna University, Nagarjuna Nagar.

11. Shaikh, Samina Burhanoddin. **A comparative study of annual budget of Government of Maharashtra 2014-15 to 2019-20**. (Dr. P N Sagar), Department of Commerce, Swami Ramanand Teerth Marathwada University, Nanded.

12. Yedama, Vana Naga Kumari. **A study on the effectiveness of e-recruitment through social networking sites: With special reference to engineering students of AICTE approved institutions and HR recruiters in Andhra Pradesh**. (Prof. G V Chalam), Department of Commerce and Business Administration, Acharya Nagarjuna University, Nagarjuna Nagar.

Economics

1. Bharathi, Y. **Financing environment in India: An analysis of trends and patterns**. (Dr. Puttaswamaiah S), Department of Economics, Bangalore University, Bangalore.

2. Joshi, Govind Digambarrao. **Dindayalal Nagari Sehakari Bank Marya Ambajogai che aarthik vishleshan 1997 te 2017**. (Dr. Manojkumar Somwanshi), Department of Economics, Swami Ramanand Teerth Marathwada University, Nanded.

3. Latha, T. **Structure and growth of tax revenues and estimation of tax efforts of Karnataka: A comparative analysis of Southern States**. (Prof. N. Ranga Swamy), Department of Economics, Bangalore University, Bangalore.

4. Manjunath, T K. **Agricultural marketing in Karnataka State it's problems and prospects**. (Dr. R Shashi Kumar), Department of Economics, Bangalore University, Bangalore.

5. Nataraj, S N. **Decentralized planning and rural development with special reference to Kolar District in Karnataka**. (Dr. Xavier V K), Department of Economics, Jain University, Bangalore.

6. Rajanna, H R. **Impact of Foreign Direct Investment on domestic retail sector in India: A case study of Bangalore**. (Prof. G L Parvathamma), Department of Economics, Bangalore University, Bangalore.

7. Sanjeev Kumar. **Socio-economic status of agricultural labourers in Haryana**. (Dr. Dara Singh), Department of Economics, Kurukshetra University, Kurukshetra.

8. Satish, Saraswathi. **An empirical study on the economic impact of the Hindu rituals, festivals and worship on the informal sector with reference to Bengaluru urban**. (Dr. Jennifer Fernandes), Department of Economics, Jain University, Bangalore.

9. Shivanna. **An analytical study of garment labourers in Karnataka: A Case Study of Ramanagara District**. (Dr. M Madhumathi), Department of Economics, Bangalore University, Bangalore.

10. Yadav, Deepmala. **An analysis of government and family expenditure under Right to Education and its impact on girl education in Karnataka: A case study of Chikkaballapura District**. (Dr. Suma Singh), Department of Economics, Bangalore University, Bangalore.

Education

1. Bijle, Ashok Nagorao. **Marathvadyateel ganit prayogashalancha prathamik stravareel vidyarthyanchya sampadanukivar honara parinam: Ek Abhyas**. (Dr. S V Ghule), Department of Education, Swami Ramanand Teerth Marathwada University, Nanded.

2. Bondar, Kirankumar Laxman. **Gender differences in mathematical abilities and achievements among post graduate mathematics students**. (Dr. Kulkarni N H and Dr. Gingine A P), Department of Education, Swami Ramanand Teerth Marathwada University, Nanded.

3. Giri, Dilip Motigir. **Parbhani Jilhyateel hangami sthalantarit hona ya vidhyarthyancha shaikshanik sadyasthiticha ek chikitsak abhyas**. (Dr. S B Sarang), Department of Education, Swami Ramanand Teerth Marathwada University, Nanded.

4. Lungare, Vasant Gangadharrao. **Nanded Jilhyateel bhatkya jamateetil lokanchya shaikashanik vikasacha abhyas**. (Dr. Rodge S G), Department of Education, Swami Ramanand Teerth Marathwada University, Nanded.

5. Raju, P Joy Soloman. **Perception of principals, teachers, students of higher secondary schools towards English language laboratory in enhancement of language skills**. (Dr. T Swarupa Rani), Department of Education, Acharya Nagarjuna University, Nagarjuna Nagar.

6. Setlam, Chandramohan. **Impact of personality dimension on the emotional intelligence of secondary school teachers**. (Dr. J R Priyadarsini), Department of Education, Acharya Nagarjuna University, Nagarjuna Nagar.

7. Venkatarao, Ragam. **Mental health, stress management and emotional intelligence of school teachers**. (Prof. G Bhuvaneswara Lakshmi), Department of Education, Acharya Nagarjuna University, Nagarjuna Nagar.

Journalism & Mass Communication

1. Gimekar, Manojkumar Pandharinath. **Gramswachata va Sant Gadgebabanchya kirtanacha samvadshastriya abhyas (Kalkhand san 1951-1956)**. (Dr. Deepak Shinde), Department of Mass Communication and Journalism, Swami Ramanand Teerth Marathwada University, Nanded.

2. Prathibha, V. **Corporate social responsibility of Indian multinational companies benefitting rural communities: An analytical study**. (Dr. Jagadeesh Prakash), Department of Communication, Bangalore University, Bangalore.

3. Supriya, M. **An analysis of the role of public relations in police department: A study on the Karnataka State Police Department**. (Dr. Jagadeesh Prakash), Department of Communication, Bangalore University, Bangalore.

Law

1. Girbane, Pratibha Ramesh. **Right to food with special reference to mid-day meal scheme in Aurangabad City in State of Maharashtra: An analytical study**. (Dr. Annie John and Dr. Pratibha G Chavan), Department of Law, Swami Ramanand Teerth Marathwada University, Nanded.

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Physical Education & Sports

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2. Yellawad, Dnyaneshwar Pralhad. **Bhartiya parrashtra dhornat pantpradhan Narendra Modinche yogdan: Ek bbhyas**. (Dr. Lakshete R B), Department of Political Science, Swami Ramanand Teerth Marathwada University, Nanded.

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Sociology

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