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FOCUS SHIFTS TO HAPPY EDUCATION

Indian education is in a period of tremendous transition. Long overdue, but authorities have finally woken up and taken note of the importance of students' mental well-being.

The progressive National Education Policy (NEP) 2020, with its wide range of provisions, largely aims to reduce stress among Indian students, about 13% of whom suffer from mental, emotional and communicative problems, according to the Indian Council of Medical Research.

Figures from the National Crime Records Bureau (NCRB) reveal that a student committed suicide every 42 minutes in India in 2020 — that's 34 student suicides every day. Last, year, more than 13,000 Indian students took their own lives, per the agency.

Considering these shocking figures, it was only a matter of time before education authorities in the country sat up and swung into action.

Education Minister Dharmendra Pradhan said in April this year that the central government is taking various steps to ease the academic stress on students. Among them are peer assisted learning and introduction of technical education in regional languages.

What followed a few months later was an extensive survey titled "Mental Health and Well-being of School Students."

"The significance of this survey is that it provides an understanding of factors affecting mental health more as contributing to well-being of students and therefore the findings have implications for efforts being made under the NEP 2020 to promote holistic development of the students," Indian Administration Services (IAS) officer Anita Karwal said.

In May, the All India Council for Technical Education (AICTE) signed a Memorandum of Understanding (MoU) with the non-profit Heartfulness Education Trust (HET). The aim of this MoU is to grant students, staff, faculty and counselors of colleges, institutes and universities recognized by the AICTE access to HET courses and programs.

Heartfulness centers are now being established at educational institutions across the country, offering wellness tools such as meditation and awareness sessions.

During the signing, former AICTE chairman Anil Sahasrabudhe had said: "There is a new perspective to education now. Education must be aimed at bettering oneself at all levels. It must not only be gaining knowledge about the world around us, and how to act in various circumstances, but also to understand the true nature within ourselves and respond appropriately. Heartfulness Education Trust is giving education a new paradigm shift and we truly welcome the academic revolution."

In July, the Delhi government marked four years of the introduction of its novel "Happiness Curriculum" in government schools.

"For the first time in the history of the country, children are being taught to become good human beings and to live happily. This is the most important goal of education, but it has never been taught in India," Delhi Chief Minister Arvind Kejriwal said.

The curriculum has allowed students to "stay stress-free," due to which their "focus on studies is increasing," said Kejriwal's deputy Manish Sisodia.

The Happiness Curriculum has "already shown positive improvements in relationships both in and outside of classrooms," according to researchers from Brookings Institute.

Truly, there's never been a better time for education in India. And it's only about to get happier.

Rohit Wadhwaney
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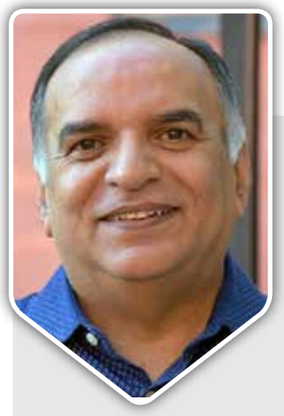

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DON'T WORRY, BE HAPPY

India's Happiness Guru

It's not for nothing that **Dr. Rajesh K Pillania**, a Strategy Professor at Gurugram's Management Development Institute (MDI), is called India's happiness guru. A columnist and author of 10 books, Dr. Pillania tells Education Post's **Tanay Kumar** that happiness is the all-important route to success, wealth and health.

Q You are a trained professional in strategy with a PhD, and you are now a well-respected authority on happiness. Please tell us how did this come about?

My happiness work journey started more than a decade ago. I was satisfactorily employed in strategic management, particularly innovations strategy and international strategy. However, I realized that a very small percentage of the population gets access to formal business education. I was looking to make some positive difference and I zeroed down on happiness. Initially, it was quite difficult to identify where to start, as there are so many possibilities for happiness. But then it struck me—the importance of humor in happiness and in learning. Gradually, I started focusing on using humor in business education. It subsequently resulted in several humorous books and articles in popular media.

After that, I worked on relationships, which are very important for happiness. That resulted in another application-oriented book that used humor in the context of a group of friends in a campus setting to show how to build good lasting relationships. Six more publications followed this book. These research outputs also became an integral part of my teaching and training and I could make some positive difference in the classroom and training sessions.

Q Your latest book titled India Happiness 2022 is releasing in November 2022. Please tell us something about it.

India Happiness 2022 is my 10th publication after Strategic Humour: Democratizing Strategy; Start-up Strategy Humour: Democratizing Start-up Strategy; Learning Strategy in a Fun Way with The Big Bang Theory; Love Strategy: A New Perspective on Love, Relationships, Life and Strategy; Happiness Strategy: Strategy and Happiness for Everyone; Happiness Diary: My Experiments with Happiness; India Happiness Report 2020; India Cities Happiness Report 2020; and, World Happiness 2021.

India Happiness 2022 has 50 winning photos from the first annual India Happiness Photo Contest 2022, brief insights (within the 100-word limit) from 2 global experts on happiness, 22 industry leaders, and 10 media people. It also has 10 ideas and exercises for experiencing happiness. Fortunately, it has got great endorsements from many experts.

> Dr Pillania is a global rising star of happiness. Among many happiness professionals, today he champions the walk on the path of happiness. I wish him to be the signature of happiness in the world.
>
> **DR SAAMDU CHETRI**
> Founder Director, Gross National Happiness (GNH), Bhutan

This book is an attempt to create more awareness and focus on happiness in India. I sincerely hope India Happiness 2022 brings some smiles to readers' faces and that we all see and appreciate happiness all around us in our daily life.

Q You are popularly called India's happiness professor and India's happiness guru. Were you expecting such good accolades for your work?

All I can say is, these experts are very generous. I am still on the learning curve and need to learn a lot, experiment a lot, and keep doing much more hard work. When I started working on happiness, I knew what I was trying to do was new and challenging for me, but I felt strongly about working on happiness and pursued it. Most of these works are the first of their kind in business education or in India. It was very humbling to receive endorsement for many of these works from leading global thinkers and industry stalwarts. It has been a very fulfilling journey so far.

Q Your elective course Happiness Strategy has become the most popular course in the shortest time in Gurugram's Management Development Institute (MDI). What is this course and what is your experience with this course?

The Happiness Strategy is an elective course in the last term of the two-year MBA (called PGDBM) program in MDI. The course has three parts, namely the shortcomings of strategy, formulating happiness strategy, and implementing happiness strategy. Its focus is on application and the format is experiential learning. It is very humbling to see a very good acceptance of this course by students.

> India happiness 2022 is another wonderful contribution by World Happiness Guru Prof Rajesh Pillania.
>
> **DR DOMINIQUE TURPIN**
> Emeritus Professor of Marketing Strategy, IMD Switzerland & Singapore, Former President and Dean of External Relations, IMD Switzerland.

Q You also train corporate professionals on happiness strategy. Why does the corporate world need to take happiness so seriously?

Rajesh has emerged as India's Happiness Guru. With his untiring energy, I am sure, India and the world will benefit from each other's trend of rising Happiness.

DR MRITYUNJAY ATHREYA
Padma Bhushan
DBA (Harvard, 1967), India's Management Guru & Mentor

There are many arguments for the need for happiness in the corporate sector. I would like to share the most important one—corporates need to take it seriously for their own selfish interests. Happiness can minimize the losses due to stress etc and can help in improving performance in terms of productivity and innovation. The COVID-19 pandemic has further highlighted the need for happiness.

How do you define happiness and what is the best way to achieve happiness in life?

There is a huge amount of literature and a number of definitions of happiness. I love keeping things simple, fun, and applicable. I define happiness as a simple equation: Happiness = Pleasure + Purpose.

There are many ways to be happy. What I

Rajesh Pillania, India's Happiness Guru, put together a book that makes people smile, stop and think, and feel a little happier.

PROFESSOR JOCHEN WIRTZ
Vice Dean, MBA Programmes, NUS Business School, Singapore.

suggest is to make happiness a part of daily life. Using the above simple equation, we can list down what gives us pleasure and what gives us purpose and throughout the day try to engage in these activities alternatively. For example, one can work for 45-50 minutes, which takes care of the purpose part, and then take a 5-minute break to enjoy a coffee or a short walk within the office which takes care of the pleasure part.

What are your future plans for happiness?

In terms of writing, I am currently working on my next book World Happiness 2022, which should be released in December 2022. The Dalai Lama has written the foreword for World Happiness 2022. I am also writing a column on happiness.

We have heard of your unique and innovative teaching and training methods. Please tell us something about this.

Teaching and training are very fine arts and one needs to evolve one's own style of it. Over the last two decades, I have evolved my own teaching and training style. I follow three principles, namely learning needs to be simple,

Índia Happiness 2022 by Rajesh, India's Happiness Professor, encompasses a delicate subject in a variety and multidimensional way.

LUCIANO MANZO
President and CEO
Make-A-Wish International

learning needs to be fun and learning needs to be applicable. This has really worked well for me as well as the participants. Also, I love to experiment a lot and that has really helped in creating a portfolio of options to try in a class. I think we professors are like magicians with an invisible bag of options, and we take out interesting options for different situations.

How has this work journey on happiness impacted you personally?

It has had a very positive impact on me. As I learn about happiness, I am the first beneficiary. I have made it a part of my daily life. I have created a portfolio of activities to live a happy life. For example, I enjoy badminton, juggling with jogging, cycling, swimming, adventure sports, traveling, watching movies,

Dr Rajesh Pillania, India's Happiness Professor, has made significant contributions to happiness research in India.

SANGRAM SINGH
International Wrestler, Actor, Motivational Speaker, Fitness Expert, Philanthropist.

listening to music, spending time in nature, spending time with family, partying with friends, playing with dogs, eating food and so on. My favorite quote is: why professors can't have fun? Many people, including my friend Prof. Rohit Parsad at MDI call me the happiest professor.

You have been the best research professor at MDI a number of times. We have also heard you are among the best badminton players on the MDI campus. Would you like to say something on that?

I would say I am just lucky. There are many more intelligent and deserving people out there, many of whom do not even get a chance to go to a school

Rajesh Pillania, India's Happiness Professor, has made seminal contributions to the study of happiness in India.

DR JAIDEEP PRABHU
Jawaharlal Nehru Professor of Business and Enterprise, Judge Business School, University of Cambridge, England.

or college or university. My parents and siblings from a young age have contributed a lot to my learning and growth. My maternal grandfather who was a landlord used to tell me to study to get the highest educational degree.

Also, from a young age, I was lucky to get good teachers, mentors and friends who have helped me a lot.

About badminton, I learned it seven years ago and I do challenge every batch of students to try and defeat me. In almost every batch, there are a couple of good students whom I find difficult to beat. It is all in good humor and we have lots of fun on the badminton court. My colleague Dr. Anthony Jose and I enjoy playing against youngsters and we win most of the games, but also lose a few.

What is your philosophy of life?

I can say it is about to continuing to challenge myself, keep experimenting, keep learning, and keep enjoying this journey and be happy about giving my best. I have a firm belief, that I will be able to make some positive difference, howsoever small it may be.

With all your academic and life experience, what message and recommendations would you like to give to the people, especially the youth?

My message is, please choose happiness. Happiness is simple. It is fun. It is applicable. One can experience it all around us.

Dr Rajesh, India's Happiness Professor, has done seminal work in happiness in India.

PROF T N KAPOOR
Emeritus Professor and Former VC, Panjab University, Chandigarh, and Founding Director MDI Gurgaon.

My three recommendations for youth are:

1. While success and money are important, do invest time, energy and attention in relationships, health, giving back to society and spirituality. Keep a daily track of your investment of time, energy and attention.
2. Find out what happiness means to you and what really matters and stay focused by following recommendation number 1.
3. Within all complexities of life, keep life simple and develop a sense of humor.

Reference :
All quotes are from **India Happiness 2022**

A straight-forward clear-thinking man, **Prof. Rajeev Ahuja**, Director of IIT Ropar, tells Education Post's **Tanay Kumar** that there are simple ways to fill the widening gap between and the industry and academics and economical and viable ways to make academia more innovation driven.

'INDUSTRY DAY' AT CAMPUSES WILL BRIDGE INDUSTRY-ACADEMIA GAP

You were teaching Computational Materials Science at Sweden's Uppsala University. Not much is known about this course. Please tell us about it.

When one can design something not just in the laboratory but also on the computer, it's called computational materials—science which deals with experiments on the computer. It is based on the model of "ab initio," which is a Latin term meaning "from the beginning."

The study of Computational Materials Science helps in several fields of engineering. It helps you find out how much and what proportion of mixing is needed to enhance the performance of materials.

Q You've taught for more than 30 years in Sweden and you have been a regular visitor to many universities in the US. What's the difference in approach at universities in the two regions?

Europe is more focused on innovation, while the US works across domains as it has sufficient resources, both human and material. The US is more industry and application driven.

A very good thing I found in Europe is that they make sure to keep their basic science education very strong—it's the pathway to innovation.

Q What's your take on India's National Education Policy (NEP) 2020?

Clearly, India feels it needs to strengthen its manufacturing industry at a very rapid scale. To achieve this, it needs a massive number of skilled workers. And because of the provisions in the NEP, we are bound to see Indian universities churning out abundant highly skilled professionals.

The NEP's Academic Bank of Credits (ABC) and multidisciplinary study provisions are also very progressive. If after two years of studying engineering students realize engineering isn't for them, they can switch to a non-engineering program, and their two years of engineering study goes into their ABC. It would take away the burden of feeling they wasted two years of their lives. Because no form of education can ever be a waste, it can only help.

Q Compared to foreign universities, where do you think Indian universities lag?

Research. India should have emphasized on research a long time ago. We were only teaching the course, but not updating it according to the research going on in the world. No matter what the academic course, the study of futuristic technologies is a necessity that cannot be ignored.

We need to keep updating our curriculum according to global practices, because ultimately those practices will reach India sooner or later.

Indian universities should have also been equipped with proper infrastructure years ago. Many engineering colleges still don't have proper laboratories. A vast majority of mechanical engineering students have never seen machines that are used in the industry, leave aside knowing how to operate them. No wonder companies keep engineering graduates as trainees for at least a year before deciding to hire them or not. Engineering universities need to be audited.

Q Everyone is talking about the industry-academia gap in Indian universities. What's the way to bridge this gap?

The problem in India is that universities are not even helping students interact with industry professionals. These interactions are necessary and are very frequent in universities in Europe, North America, South Korea and even China.

It's not rocket science. Every university should have an "industry day" at the campus each semester. Invite people from the industry to visit your campus and interact with your students, with your faculty. We do it at IIT Ropar. It helps knowing what's needed to be learned, what's needed to be taught, what the industry wants.

Q If you had to, what advice would you give to non-IIT engineering institutes in India?

The fundamental mandate behind installing IITs after India's independence from the British was science-based engineering. Engineering which does not stand on the foundation of science is no engineering. This is the key difference between IITs and other institutions.

European education is more 'Innovation-driven' while the education in the USA is more 'Industry-driven.' But, India has to stress on both Industry and Innovation as the nation has enough resources like the USA for the industry and innovation is always fruitful-cum-vital for any nation, so is for India as well.

There are a few universities in India that are more than 100 years old, but they still don't produce the kind of engineers IITs produce. The answer, as I said, is science-based engineering education, which is lacking in those other universities.

Science and technology aren't two separate things. Science is the basis of technology. Say, you want to develop a fast-charging, long-lasting battery. Both chemistry and materials science will have to come into play. The battery is a technology, whose foundation is a combination of materials science and chemistry. The VLSI chip—it is a technology. But semiconductor physics, a prominent arm of science, is its foundation.

Why do you think most Nobel Laureates are from Europe and America? It's because of their education that puts an emphasis on basic science and innovation.

Having said that, any engineering course at any engineering college will ultimately bear fruit if it is backed by basic science. EP

ACADEMIC AND NON-ACADEMIC WELL-BEING GO HAND IN HAND

It goes without saying that the fine health of schools and colleges is indispensable, but the efficiency of other statutory, non-academic and social institutions—such as prisons, police and marriage—is equally crucial, writes Education Post's **Tanay Kumar.**

Prisoners in South America's Bolivia are released early if they read books, as per a new program called Books Behind Bars.

olivia, a country in central South America, has recently launched a new program for its prisoners—Books Behind Bars. The law allows inmates to become eligible for early release if they read books and pass some tests based on those books. After all, jails the world over are officially termed as "penitentiaries," or *sudharagrah* in Hindi. They're supposed to give convicted criminals a chance to repent and rehabilitate.

Shahid Azmi, a former inmate of Delhi's Tihar Jail, whose life story inspired the National Award winning 2013 movie *Shahid*, studied law during his time behind bars. He eventually became a lawyer who helped secure the release of more than 40 falsely accused prisoners across India.

Tihar authorities say they do have libraries but it is "not mandatory" for inmates to use them. "We only follow one policy while looking at the overall behavior of inmates. This includes their passion to read or learn," a jail official tells Education Post.

The point is, if prisons can inspire and help inmates complete their educational

journey, it seems hard to believe that Indian educational, administrative and social institutions are still lagging. It's not much a matter of debate that this sluggishness has already cost India enough.

Most would imagine that the word "institution" only applies to schools and colleges, but that's not true. The University Grants Commission (UGC), All India Council for Technical Education and similar statutory bodies working under the Ministry of Education are all administrative institutions for education. And sluggishness transcends to other executive bodies of the country—many crucial decisions that need urgent implementation keep rotating in files from desk to desk.

Recently, the UGC passed a law that an online degree from a recognized college or university will be treated in parity with the degrees offered online. Founded in 2003, the National Programme on Technology Enhanced Learning (NPTEL) was formed by seven prestigious IITs to offer technical education to the youth. But it wasn't until 2014 that the NPTEL started giving online certificates.

Had the UGC moved quickly on this decision, India's employment rate could have been far better today. As of last year, the employment rate among Indian youth (15-24 years) stood at a disappointing 10.4%, according to the Consumer Pyramid Household Survey of the Centre for Monitoring Indian Economy.

A legislative "institution" in itself, the Delhi Government has issued a circular to incorporate a Student Advisory Board (SAB) in its schools. The circular states that the SAB will comprise of two students each from grades 7, 8, 9, and 11. These students will be taken from 20 shortlisted schools. The SAB is supposed to let the government be in direct communication with senior secondary and higher secondary students to solve their existing or future problems.

Another government institution of India, the Bureau of Indian Standards (BIS) plans to create more than 10,000 clubs that aim to introduce the concept of standardization and quality at an early age for students by March 2023.

In another pragmatic decision, the UGC has released a new order called "Professors of Practice," paving the way for higher educational institutes to hire industry experts, constituting 10% of their faculty strength. The best part about this move—these industry experts with years of practical work experience don't need to hold any formal degree to teach. Passed for the well-being of educational institutions that are still stuck in a time warp, this UGC decision could well bridge the existing academia-industry gap.

Now for a minute, let's leave aside statutory or academic institutions. Let's talk about marriage, another intangible institution across the globe. The efficiency and well-being of this institution must never be forgotten.

For example, Singapore's first Prime Minister Lee Kuan Yew said in a televised speech in 1983 that it was stupid that the majority of Singapore men were adamant about marrying women with lesser education than themselves. Yew, widely considered one of the transformational leaders of the 20th century, lamented that only 38% of his countrymen were married to graduate women while more than half of the graduate women were struggling to find a husband.

To fight this irrational prejudice, Yew released statistics on Singapore's national examinations which revealed that all brilliant students who figured in the top 10% were born of both graduate parents. Needless to say, Yew faced a wave of criticism and protests for this speech, with Singaporeans alleging that he was derogating graduate women by saying they need a husband to survive. All he wanted was a "bright and intelligent generation."

When it comes to India, the age-old dowry system, where the daughter is considered *paraya dhan* (alien money) takes the cake. It was a major reason a vast majority Indian women in the 20th century never completed their education. Parents would save money that could be used to educate the girl child so that they could pay dowry when she got married.

Why look so far back? Even today, husbands or their families start getting jittery if the wife wants to work. They talk about the woman's safety, and this is where the well-being of another statutory institution comes into play—the police.

Recommendations for police reforms have been eating dust since 2006, when the Supreme Court had directed all central and state governments to imply those reforms "immediately." Police "autonomy"—not absolute independence—would help the well-being of numerous institutions, be it academic or non-academic.

A well-known 1994 Hollywood movie called *The Shawshank Redemption* shows how a banker, falsely implicated in the murder of his wife and her lover, creates a library in the jail he is serving time, and in the process helps several inmates complete their high school education via distance learning.

Although Tihar and most other prisons have libraries, a mandatory scheme like Bolivia's Books Behind Bars is required for the well-being of the Indian penitentiary system and its inmates. All said, the fine health of schools and colleges is indispensable, but the efficiency of other statutory, non-academic and social institutions is equally crucial. EP

DR. SACHIN UNTAWALE

NEP 2020

A GIANT LEAP FORWARD FOR INDIAN EDUCATION

A Mechanical Engineering graduate, **Dr. Sachin Untawale,** Director of Nagpur's G.H. Raisoni College of Engineering (GHRCE), stresses the importance of students and educators getting familiarized with the concept of Artificial Intelligence (AI) in a chat with **Education Post.**

Q Firstly, congratulations on winning the prestigious Dr. S. Radhakrishnan Bharat Shiksha Award for your contribution to engineering studies. According to you, how can other academicians positively contribute to technical education?

For any intitution to progress, dedicated and qualified faculty is paramount. I will answer this question by telling you what we have done in our institution. GHRCE has been around for more thai 20 years. But in 2020, we updated out whole sylla us according to the National Education Policy (NEP) The syllabus was revised in consultation with indu stry professionals and faculties of IITs and NITs.

Given this, our interaction with industries is high, hence our students get internships easily. It is mandatory for a GHRCE student to do an industry internship for a whole semester, which lasts six months.

We have also started something called "reverse placement." It basically means, we take an elective from the industry and the entire syllabus will be taught according to that industry. This elective is offered to students in their sixth and seventh semester. Once the elective is over, the students are then taken as interns in the same industry.

Q Can you name a few things you particularly agree with in the NEP 2020?

The whole policy is very well drafted. Each and every clause is of utmost importance. The policy has lot of flexibility and there are several good provisions, such as faculty training in technical education.

Multilingualism and the influence of languages is another important point. For example, if one studies in Andhra Pradesh, the teachers sometimes speaks Telugu and sometimes in English. Or in Maharashtra, you will find teachers explaining in Marathi, Hindi and English. This will encourage multilingualism which is required for effective teaching and if we give an official policy to this practice, it will be good for academia.

The concept of multi-entry and multi-exit is good. There are few students who come from poor families and sometimes have to support their families while studying at the same time. So, this NEP clause will help students who aren't very well-to-do so they can return to complete their degree whenever they desire.

The NEP has also made creative integration of subjects possible. I can combine the study of Artifical Intelligence with Mechanical Engineering, which could very well be a necessity in the not-so-distant future.

The ABC (Academic Bank of Credits) is another good provision in the policy, by means of which a student can take a minimum number of study credits from the parent institution and the remaining credits from other arms of the institute, while the parent institute must still provide the degree.

Now, two degrees can be attained simultaneously, provided one being regular and the second being online. The NEP 2020 is a giant leap forward for Indian education.

Q You have often voiced your enthusiasm for Artificial Intelligence even though you come from a mechanical engineering background. Tell us about it.

I am actually writing a book on the application of AI in Mechanical Engineering. I am really fascinated by this concept. We are also offering an elective course – both honors and minors – in AI. Minor courses are offered to all non-CSE branches. And mechanical engineering students who had completed their minors course in AI were the first preference for companies hiring during on-campus placements.

We have also introduced few programs for our faculty. In general, admissions in electronics, mechanical and electrical are gradually decreasing. I have talked about this on several national academic forums about giving an NPTEL (National Programme on Technology Enhanced Learning) or a kind of bridge course to non-CSE faculty to study a subject in AI. Since, NPTEL courses are mentored and run by mostly IIT professors and they are online, therefore, teachers could do these courses at any time.

Q Your institute conducted offline examinations for final year students in the peak of COVID-19. What precautions did you take?

Besides following all norms and rules, we had conducted a vaccination drive on campus for all the students, faculty members and staff. The management was gracious enough to grant enough funds for the drive.

The companies had already conducted the campus interviews and students had already been selected, but they were yet to appear for the final exam. We strictly followed our academic calendar. Students were required to have 75% attendance in online mode for the final year; everyone was required to complete their internships, even if it was online.

Q Students of GHRCE helped build "SlimSatellite" that recieved the Indian Space Research Organisation's nod. Any other such innovative inventions in the pipeline?

The "SlimSatellite" was a nano-satellite and it was a joint project of three engineering colleges – one was GHRCE and the other two were from south India. It was named "UnitySat," three small satellites clubbed together, which was launched into space from Sriharikota. The satellite is still doing its work in space and sends signals twice a day. About 30 students, along with five faculty members, built the satellite.

We are about to start a project which will involve students from all five engineering disciplines – electronics, mechanical, civil, CSE and CSE-AI. Five students and mentors will be selected, one from each discipline, to make a vehicle called "GHRCE coolwheel."

Q The COVID-19 pandemic compelled the entire education fraternity to switch to online and distant mode of learning. How do you see these methods of teaching in technical education?

According to me, one-to-one teaching is the best method of teaching, that is classroom teaching. But during the pandemic, there was no option but to go online. We had to keep it interesting, so we adopted a method of 40 minutes of lecture followed by a five-minute quiz or game based on that lecture.

Project seminars were conducted via zoom and webex. Virtual labs, too – one faculty would hold the phone to record while the other showcased the practical. We were still collaborating with industry professionals to get online industrial visits.

Q What are the upcoming projects of the GHRCE Business Incubator Foundation and how is the institute helping students in their start-ups?

This section was assigned to us by the Department of Science and Technology with a fund of Rs. 7 crore. We have a state-of-the-art business incubator on campus. The incubation centre at GHRCE has already registered 28 start-ups with 14 students from our institute and rest of them from other institutes.

We have entrepreneurship in our curriculum and venture capitalists and angel investors are invited regularly to mentor students. Moreover, we encourage students to intern at start-ups so that they can experience how a start-up functions and grows or fails. EP

NATIONAL CSR PORTAL MUST BRING CORPORATES AND NGOS TOGETHER

How good you are or were at studies is secondary; empathy is the only key to success in the field of Corporate Social Responsibility (CSR), **Praveen Karn**, the CSR head at New Delhi-headquartered Spark Minda Group, tells Education Post's **Tanay Kumar**.

Q You figured among the 50 most influential leaders in Corporate Social Responsibility (CSR) by the World CSR Congress and 25 Impactful CSR Leaders by India CSR. How do you ensure maximum impact of the programs that you design and implement?

Impact is just one terminology being discussed nowadays a lot. So, whenever we do any project, we start with certain inputs and then we design activities based on those inputs. When we start implementing those activities, we get outputs. Those outputs may vary from quantitative to qualitative in nature and then after those outputs in different or one segment, we get an outcome. So, after this whole process, we assess the impact of those programs.

One needs to conduct some assessment before beginning any development program to support or advocate in the initiation of the program. These assessments could be statistics, data, and plans etc to redress a need. These data or statistics could be either primary or secondary. Both the central and state governments provide lots of factual statistics on their websites for public interest. If we have to get the new assessment, which government or any agency hasn't done thus far, then we do it ourselves.

Subsequently, people involved in those programs have to keep checking all these points during the whole program. Duration of any program may vary depending upon the need or people for which it has to be initiated, but it definitely impacts the people. Besides, constant monitoring, reviewing and analysis of those programs or schemes run simultaneously.

Q With many core and fundamental issues lying unaddressed in India, how does your organization select a specific issue or a location that needs attention and work?

Identification of a problem is a critical exercise. In India, problems differ from region to region. One region or district may have some problem while the same can't be true for another region or district. For example, education, skill development, livelihood opportunities, living standards, access of basic amenities etc. I have found that many organizations have started working with the local area, which is also described in the CSR Act 2013 that preference of any CSR project should be given to local areas. I think around 70% of the corporates are following these criteria.

After choosing a geographical area for a campaign or uplifting program, vulnerable communities are chosen for it and with whom planning of the program gets done. It also supplements equal rights of the people. So, vulnerable communities are sought first and addressed.

Plus, I would personally suggest that try least to reinvent any new program because many of the government schemes and programs are already running for those vulnerable communities and other people as well. There are programs which are run by union, state and district administration of that geographical area. It would be better if we try to reinforce and bolster the program. Thorough research has already been done before those programs. It's better to sit with the representatives of the government at the district level and propose a plan.

So, leveraging the corporate with a government program would be best for all those upliftment and impact programs. Each government body has been working to pursue the line of Sustainable Development Goals (SDGs).

Q Being in the heavy industries sector is not easy for a CSR professional. What aspects do you include in your program to ensure environmental safety as per the SDGs?

Sustainability of the business somehow tries to do better with the environment. We keep our businesses aligned with all the SDGs. For example, let me talk about SDG 7, which talks about affordable and clean energy. So, our manufacturing also depends on renewable and clean energy; we have our solar plants where we set them up around our manufacturing units and try to get renewable energy. It tries to minimize damage to the environment.

Another example, SDG 12, which talks about responsible production and consumption. We try to make our manufacturing greener. Running the firm on renewable energy is our focus. We have water conservation programs, which includes water recycling.

We are trying to be an important player in the supply market side of electric vehicles (EVs). We have a full-fledged department that is working on

electric vehicles. SDG 13 talks about Climate Actions and we have been planting trees at a mass level near our manufacturing units. Around 90% of around 35,000 saplings we planted have grown and rest are growing well. We keep mapping their survival and we keep checking our carbon footprints as well. So, we are absolutely committed towards SDGs.

Q For students, what higher education subjects would you recommend that would support prospects in CSR roles?

Empathy would be the first thing this profession and this sector entails. Colleges can only train you formally in CSR centred courses when one has empathy in mind for the people. Subjects or stream of studies comes much later in the picture. For example, if a student studies engineering, get associated with any Social Incubation cell at any college and develop a social development program.

A career in CSR domain primarily requires empathy. Besides, studies like Bachelor's/ Master's in Social Work, Sociology, Public Administration, Social Studies, and Population Studies etc definitely help an enthusiast to sit well in CSR roles. I studied Rural Development.

Q The central government has launched the National CSR Portal. Please shed some light on how this venture can benefit corporates and the country as a whole?

Firstly, I would like to thank the government for initiating such a portal. CSR's budget in India is around Rs. 20,000 to 30,000 crores a year, which is technically a small amount. The education budget is around Rs. 1.4 lakh crore. The government initiated the national CSR Award to inspire more corporates to take up social programs for people.

Coming to the National CSR Portal, it's a welcome move. For example, suppose if any student wants to make a career in CSR, this portal can prove to be a one-stop and authentic solution. A student will get to know all the acts and bills that traces the history of the act. The portal also features the latest CSR news.

I would like to suggest that this portal also mentions the good practices of CSR around India and it could be utilized as a knowledge management site for development and CSR professionals.

Furthermore, I would like to recommend mentioning the NGOs (non-governmental organizations) that are ready to partner with corporates, eg women empowerment or health etc. And it would be great if this database could be made available state- and district-wise. Along with that, region-wise corporates should also be listed for NGOs to approach them.

Another thing I want to recommend: there is an educational institute—Indian Institute of Corporate Affairs (IICA). This institute runs a proper and good course on CSR. This course should also be connected and should have a column on the National CSR Portal, along with other eminent institutions' CSR courses. This will benefit CSR students.

There is a portal called National Human Resource Development Network. I propose to the Indian government that we would be really grateful if a proper portal with a title "National CSR Development Network" could be developed. Practicing CSR professionals could register themselves on this portal and if it is a government authorized source, it would infuse credibility to CSR professionals as well. A list with the names of defaulters must also be on portal to check on the bad ones and also to motivate good CSR professionals simultaneously.

Q What are the important projects that Spark Minda has taken up as a socially responsible corporate?

We have thematically been working on skilling, healthcare and disability as primary domains. Spark Minda runs a skill development program called Akarshan, which is for skill development of the youth. Around 10,000 youth have got several industrial skills under this program and 70% of them have got employment opportunities in different types of industries.

These skill development centers are situated in Uttar Pradesh, Maharashtra, Tamil Nadu, Haryana and Uttarakhand. We are aiming towards other states as well along with reinforcing the existing ones.

In education, the institute chain NIIT is our partner institute and Spark Minda has been trying to educate the youth, especially in rural areas via digital mediums. Times of India – Teach India is also our partner for teachers who want to do good and inspire others in education.

Spark Minda runs several employment driven programs for women as well as their self-reliance is really essential. Under our Industrial Tailoring program, women are trained for 30 days and then they get employment opportunities in the garments and fabric industry. Shahi Exports is our leading partner where they employ the women in its factories and other departments.

At the rural level, we set up our training centers near the panchayat building so that it could be accessible to the rural youth and they can attain proper training. Girls in rural areas of those six states are being trained at different levels under different education and guidance programs.

We provide different types of disability aid to differently-abled people, depending upon their ability. We have reached almost 11,000 people via several programs based on this one. We have taken some programs to train inmates serving their prison sentences as well.

Q What message would you like to give to the students who wish to take up CSR roles?

I would really first like to make a request to common people as citizens of India and this world as well. We all have some responsibilities and duties toward the localities, states, nation, world and societies, along with our own families. You have to give something back to the country which is doing something for you, whatever be the magnitude of it. Just like people take care of their elders, the mother earth is also their responsibility.

For CSR students, don't try to look at the razzmatazz or salary in this profession when you begin your career in development or CSR. Salary or remuneration matters only in the beginning phase as a development professional. Try to do good. Be it a small village or even a tiny locality of any taluka, try the best to understand its panchayat, its block under which that panchayat comes under and then try to understand the district under which that village comes.

A career in CSR domain primarily requires empathy. Besides, studies like Bachelor's/ Master's in Social Work, Sociology, Public Administration, Social Studies, and Population Studies etc definitely help an enthusiast to sit well in CSR roles.

It is a kind of chain that development professionals must understand. Situations of one village in Maharashtra might not be the same as a village of Tamil Nadu. So, try to understand the whole chain of administration and governance, private and government resources in those areas.

Furthermore, do not try to assume the problem or situation of any village by yourself. First, either get the secondary data on specific problems or do primary work within the village and then try to come to a conclusion, which is backed by true data and facts. We all have heard that you can't solve a problem that you can't measure.

Besides, try your best to know the several schemes run by the union, state and the local administration. It is highly probable that the government has already done extensive research in those areas.

Last but not the least, start thinking on collaboration of several stakeholders in the development profession and do not think of mere compliance of CSR by the company or yourself just because the government has made a rule on it. Having empathy would drive you to succeed in this sector. EP

PROMOTE EMPLOYEES BASED ON TALENT & MERIT, NOT AFFILIATION

A staunch advocate for gender pay parity, **Raj Kumar Gupta,** General Manager Human Resources at Tata Consultancy Services, talks in detail with **Education Post**'s Tanay Kumar about the blunders team leaders and managers commonly make that restrict an organization's growth.

Q The need for gender pay gap has been criticized in recent years, be it in the technical industry or even the film industry. What are your thoughts on this issue?

There are two distinct numbers regarding the pay gap: unadjusted versus adjusted pay gap, which takes into account differences in hours worked, occupations chosen, education, and job experience.

There is no country on earth where women make as much as men for the same work, according to the World Economic Forum. India has been a permanent member of the International Labour Organization governing body since 1922. In September 1958, India ratified the C100 Equal Remuneration Convention of 1951, which addressed the issue of equal pay between men and women for work of equal value. This convention requires all member states to direct their national laws and policies toward guaranteeing equal remuneration for all workers, regardless of gender.

It is imperative that we pay attention to gender parity with renewed vigor and a sense of urgency as it will not only bring business benefits but also provide a thrust to India's economic and social firmament.

Q Employee engagement has become really an important factor in recent years. What strategies or methods do you adopt?

Early in my professional life, I learned a lesson that when you are a people's leader, your job is to focus on developing your staff and harness their potential. If they grow, you shall automatically grow. However, whenever in a large gathering I ask a question, are your managers more interested in their career or yours. The answers is always "his own." Managers or leaders must learn to inculcate the sense that the employee's growth and capability building is at the forefront of their mindset, which will enable not only employee growth but their own as well.

Leaders should provide challenging and meaningful work with opportunities for career advancement. Employees look forward to sense of career direction both in short and long-term perspectives. Leaders must communicate a clear vision. Success in life and organizations is, to a great extent, determined by how clear individuals are about their goals and what they really want to achieve.

Managers are supposed to clarify their expectations of employees and provide feedback on their functioning in the organization. It is imperative that leaders or managers sharpen the art of giving developmental feedback. Good superiors give recognition, and they do so a lot; they not only coach and convey they tend to catch people doing the right things and appreciate them.

People want to know that their input matters and that they are contributing to the organization's success meaningfully. Employees value control over the flow and pace of their jobs, and leaders can create opportunities for employees to exercise this control.

Studies show that when employees work in teams and have the trust and cooperation of their team members, they outperform individuals and teams that lack good relationships. Leaders should strive to maintain a company's reputation and demonstrate high ethical standards that lead them to command the respect of their staff.

Lastly, I would say, good leaders or superiors help create confidence in a company by demonstrating high performance standards. While they do so, they also help build the confidence of their employees by creating a culture where employee capability building and employee growth takes center stage.

Q An organization's atmosphere and its culture are really important. What mistakes should leaders avoid for the betterment of the organization?

Delegating right jobs to the wrong people. This is pretty common in the corporate world. At times, roles are given not on basis of merit but because of association or affiliation. Leaders must avoid falling into this trap. Taking credit for every success and throw blames on others when things go wrong is another mistake that should be avoided.

Great companies are made by A-players. A-players are basically the top 10% of the talent available. The secret is to hire and retain these individuals. But research shows that typically very few A-players are hired. This may be because of fear in the minds of leaders that their position can be in danger if they hire more A-players. There is a huge financial and career cost paid by the organization because of this mistake of not hiring sufficient A-players in the organization. Further, when the whole world is thriving on building human capital-based assets, where will you land if you commit such mistakes?

Another mistake is when managers don't promote the right talent in their division or organization. Sometimes, leaders or superiors don't allow highly efficient and intelligent employees to come forward, again because of their own insecurities. They ignore the fact that highly efficient and intelligent employees are the best bet in the events of crisis because, with their ideas and aptitude they may drive an organization to fast-paced growth. Here, again, it is the organization that suffers because of the leader's actions.

Another common mistake leaders commit is not creating an environment of trust. Once this is done, organizations start functioning on autopilot mode, where even with less supervision and interference, a high growth-oriented environment comes into play. Leaders who are not creating an environment of trust

normally try to create a crisis environment and last-minute jobs that need to be completed in a hurry, in order to try to exercise an element of control with their subordinates.

Q After COVID-19, managerial effectiveness has changed the course and structures of growth. In your opinion, what are the factors of managerial effectiveness in the post-pandemic world?

I would say, check whether the support factor is in place or not. Any person working in any organization or has joined newly needs support of colleagues, superiors and subordinates. Support includes help of others in case of any difficulty, help by superiors and trust in each other.

Another thing is conflict resolution. In the present remote or hybrid working scenario, conflict may arise owing to difference in ideas, views or methods of working. They can be minimized if there is clarity about responsibilities, healthy competition and freedom to share opinions and suggestions. Make sure that your conflict resolution strategy is optimum.

Leadership and communication play a very key role. In the present scenario, the most relevant definition of leadership may be defined in terms of loyalty of functions performed by executives as individuals and as a group in organizations, irrespective of the toughest of circumstances. The function of an executive may inspire his subordinates and they may find a role model in superiors and may depend totally on seniors, depending upon their ability as effective leaders. Also, they need to maintain effective communication.

Communication includes free and frank exchange of ideas in meetings, information-sharing by people about policies and programs of the organization. Organizations must check how many role models with effective communication skills they have in their senior leadership.

Moreover, a grievance is a spoken or written dissatisfaction which is brought to the notice of the management. The managers should go into the details of a grievance and find out the best possible method of settling it. The employees must be encouraged to share their grievances. If grievances are brought to light in time and solved in time, people feel satisfied.

Q What are some of the lessons your learned working abroad?

I got some opportunities to work in the United Kingdom for a little over two years. It was an amazing exposure for me because of the diverse workforce and culture. I also met some wonderful colleagues who not only helped me settle in but also added significantly to my experiential learning.

I can say that persuasive communication is the key. It is important that instead of leveraging authority, we develop the ability to communicate in a persuasive manner. When you do so, the buy-in is strong, and that automatically helps in developing team bonding and also helps improve the overall workforce morale.

One must watch out one's own unconscious bias as we tend to form opinions and get used to certain ways of working. However, when we get exposed to a new workforce dynamic in a different country, it is important that we take cognisance of our own unconscious biases. Letting go of unconscious biases is not easy.

Having recognised the need to work on my own unconscious biases thanks to a persuasive nudge from the leader with whom I was working, it took roughly six to nine months of constant practice and reminders to myself before it got imbibed and become an unconscious habit. This helped me improve my ability to navigate through diversity of views and perspectives.

Also, seek to understand before you seek to be understood. It is imperative to understand cultural nuances as work culture differs from country to country. Unless you understand workforce motivation dynamics and its nuances, it becomes extremely difficult to navigate through organisational, interpersonal dynamics and the hierarchical setup.

Business economics and politics are interrelated. There is a significant shift in business and politics landscape in the VUCA world (volatility, uncertainty, complexity and ambiguity). While in the UK, I found the national dailies were all filled with deliberation on Brexit, its impact on businesses, immigration crisis in Europe and other essential issues. It developed my interest in understanding the layers of global politics and its impact on business economics. It not only expanded my horizon but has also helped in building multiplicity of perspective.

In a foreign country, it is important that you get an overview of workforce legal and compliance framework, if not develop a mastery.

Last but not the least, learn a global language. It helps a lot in any study. It exposes you to a new culture. When you make a mental shift from one language to another, it automatically helps you build a multiplicity of perspective over a period. If you are in Europe, knowing an additional language certainly goes a long way.

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PARAMETERS

- **SOCIAL IMPACT**
  Factor Index: Social cause, Social responsibility, Scholarships budgets/ reservations, Green action plan
- **WELL-BEING IMPACT**
  Factor Index: Happiness Index for Faculties, Students and Staffs
- **SDGs IMPACT**
  Factor Index: Institute's contribution falls under 17th goal of United Nations Sustainable Development on Higher Education scale

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Name of Institution	ACTUAL VALUES				WEIGHTED INDEX				
	Social Impact	Wellbeing Impact	SDGs Impact		Social Impact	Wellbeing Impact	SDGs Impact	Overall Index Score	National Impact Rank*
	200	150	100		Out of 100	Out of 100	Out of 100	2022 Score	
Indian Institute of Technology, Delhi	182	140	70		91.0	93.1	70.0	**88.59**	**1**
Indian Institute of Technology, Chennai	181	139	69		90.5	92.4	69.0	**87.95**	**2**
Indian Institute of Technology, Mumbai	181	138	68		90.5	91.8	68.0	**87.57**	**3**
Indian Institute of Technology, Kharagpur	181	136	70		90.5	90.4	70.0	**87.40**	**4**
Indian Institute of Technology, Guwahati	179	136	69		89.5	90.4	69.0	**86.75**	**5**
Indian Institute of Technology, Kanpur	179	135	70		89.5	89.8	70.0	**86.67**	**6**
Indian Institute of Technology (BHU), Varanasi	179	133	68		89.5	88.4	68.0	**85.91**	**7**
Indian Institute of Technology, Roorkee	177	135	67		88.5	89.8	67.0	**85.72**	**8**
Siksha 'O' Anusandhan, Bhubaneswar	179	131	69		89.5	87.1	69.0	**85.59**	**9**
Delhi Technological University, Delhi	177	134	67		88.5	89.1	67.0	**85.49**	**10**
Anna University, Chennai	175	133	68		87.5	88.4	68.0	**84.91**	**11**
Indian Institute of Technology, Gandhinagar	171	136	68		85.5	90.4	68.0	**84.60**	**12**
Indian Institute of Information Technology, Allahabad	178	131	60		89.0	87.1	60.0	**83.99**	**13**
ABV Indian Institute of Information Techonology & Management, Gwalior	165	135	71		82.5	89.8	71.0	**83.32**	**14**
Netaji Subhas Institute of Technology, Delhi	169	133	62		84.5	88.4	62.0	**82.51**	**15**
Motilal Nehru National Institute of Technology, Allahabad	165	129	67		82.5	85.8	67.0	**81.32**	**16**
National Power Training Institute Northern Region, Delhi	162	130	68		81.0	86.5	68.0	**80.96**	**17**
G.B. Pant University of Agriculture and Technology (College of Technology), Pantnagar	163	126	71		81.5	83.8	71.0	**80.73**	**18**

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IIRF-TOP 50 | IMPACT RANKING - 2022 (GOVT.)

Name of Institution	ACTUAL VALUES				WEIGHTED INDEX				
	Social Impact	Wellbeing Impact	SDGs Impact		Social Impact	Wellbeing Impact	SDGs Impact	Overall Index Score	National Impact Rank*
	200	150	100		Out of 100	Out of 100	Out of 100	2022 Score	
National Institute of Industrial Engineering, Mumbai	157	137	63		78.5	91.1	63.0	**80.59**	**19**
National Institute of Technology, Warangal	160	132	64		80.0	87.8	64.0	**80.32**	**20**
National Institute of Technology, Durgapur	159	130	67		79.5	86.5	67.0	**80.06**	**21**
G.B. Pant Engineering College, Pauri	161	127	66		80.5	84.5	66.0	**79.71**	**22**
College of Engineering, Pune	167	121	65		83.5	80.5	65.0	**79.66**	**23**
Maulana Azad National Institute of Technology, Bhopal	155	132	66		77.5	87.8	66.0	**79.37**	**24**
Indraprastha Institute of Information Technology, New Delhi	155	130	68		77.5	86.5	68.0	**79.21**	**25**
Punjab University, Chandigarh	150	137	65		75.0	91.1	65.0	**79.14**	**26**
National Power Training Institute, Durgapur	151	133	69		75.5	88.4	69.0	**79.06**	**27**
Visvesvaraya National Institute of Technology, Nagpur	167	118	65		83.5	78.5	65.0	**78.96**	**28**
Jamia Millia Islamia, New Delhi	159	125	67		79.5	83.1	67.0	**78.89**	**29**
Defence Institute of Advanced Technology, Pune	158	126	66		79.0	83.8	66.0	**78.73**	**30**
University School of Information & Communication Technology (GGSIPU), Delhi	159	126	64		79.5	83.8	64.0	**78.68**	**31**
Punjab Engineering College, Chandigarh	152	130	69		76.0	86.5	69.0	**78.61**	**32**
Central Food Technological Research Institute, Mysuru	161	127	57.5		80.5	84.5	57.5	**78.43**	**33**
Thanthai Periyar Government Institute of Technology, Vellore	156	131	59		78.0	87.1	59.0	**78.34**	**34**
Pandit Deendyal Petroleum University, Gandhinagar	151	135	60.5		75.5	89.8	60.5	**78.25**	**35**

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	Social Impact	Wellbeing Impact	SDGs Impact	Social Impact	Wellbeing Impact	SDGs Impact	Overall Index Score	National Impact Rank*
	200	150	100	Out of 100	Out of 100	Out of 100	2022 Score	
Sardar Vallabhai National Institute of Technology, Surat	146	135	68.5	73.0	89.8	68.5	**78.20**	**36**
Malviya National Institute of Technology, Jaipur	157	131	55.2	78.5	87.1	55.2	**78.02**	**37**
Army Institute of Technology, Pune	151	129	67	75.5	85.8	67.0	**77.82**	**38**
Janardan Rai Nagar Rajasthan Vidyapeeth, Udaipur	144	139	63	72.0	92.4	63.0	**77.80**	**39**
National Institute of Technology, Tiruchirapalli	151	130	65	75.5	86.5	65.0	**77.76**	**40**
Sant Longowal Institute of Engineering and Technology, Sangrur	153	129	63	76.5	85.8	63.0	**77.72**	**41**
MMM Engineering College, Gorakhpur	151	129	65.4	75.5	85.8	65.4	**77.58**	**42**
Rajiv Gandhi Institute of Technology, Kottayam	152	129	63	76.0	85.8	63.0	**77.47**	**43**
University School of Biotechnology (GGSIPU), Delhi	156	130	54	78.0	86.5	54.0	**77.36**	**44**
Bengal Engineering and Science University, Shibpur	147	131	67	73.5	87.1	67.0	**77.29**	**45**
University College of Engineering, Punjab Technical University, Patiala	154	127	61	77.0	84.5	61.0	**77.21**	**46**
Gurukul Kangri Vishwavidyalaya (Faculty of Engineering), Haridwar	143	137	63	71.5	91.1	63.0	**77.09**	**47**
National Institute of Technology, Kurukshetra	148	135	57	74.0	89.8	57.0	**76.97**	**48**
National Institute of Technology, Hamirpur	148	133	59	74.0	88.4	59.0	**76.81**	**49**
National Institute of Science and Technology, Berhampur	151	130	57	75.5	86.5	57.0	**76.56**	**50**

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IIRF-TOP 50 | IMPACT RANKING - 2022 (PRIVATE)

Name of Institutions	ACTUAL VALUES				WEIGHTED INDEX				
	Social Impact	Wellbeing Impact	SDGs Impact		Social Impact	Wellbeing Impact	SDGs Impact	Overall Index Score 2022 Score	National Impact Rank*
	200	150	100		Out of 100	Out of 100	Out of 100		
Vellore Institute of Technology, Vellore	186	136	80		93.0	90.4	80.0	90.15	1
Birla Institute of Technology and Science, Pilani	187	137	74		93.5	91.1	74.0	89.74	2
Amrita Vishwa Vidyapeetham University, Coimbatore	185	137	76		92.5	91.1	76.0	89.54	3
XLRI - Xavier School of Management, Jamshedpur	185	135	73		92.5	89.8	73.0	88.62	4
Siksha 'O' Anusandhan, Bhubaneswar	181	136	70		90.5	90.4	70.0	87.40	5
Bharath Institute of Higher Education and Research, Chennai	178	135	68		89.0	89.8	68.0	86.12	6
Management Development Institute (MDI), Gurgaon	171	137	75		85.5	91.1	75.0	85.89	7
KIIT, Bhubaneswar	171	137	72		85.5	91.1	72.0	85.44	8
ICFAI Foundation for Higher Education (IFHE), Hyderabad	169	141	69.12		84.5	93.8	69.1	85.44	9
SP Jain Institute of Management and Research, Mumbai	180	131	62		90.0	87.1	62.0	84.79	10
Manipal Academy of Higher Education, Manipal	172	136	60		86.0	90.4	60.0	83.65	11
Thapar Institute of Engineering and Technology, Patiala	170	127	66		85.0	84.5	66.0	81.96	12
Meenakshi Academy of Higher Education and Research (MAHER), Chennai	173	125	58		86.5	83.1	58.0	81.04	13
Birla Institute of Technology, Mesra	170	120	68		85.0	79.8	68.0	80.63	14
SRM Institute of Science and Technology, Chennai	168	121	66		84.0	80.5	66.0	80.06	15
Nirma University, Ahmedabad	158	129	65		79.0	85.8	65.0	79.27	16

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	Social Impact	Wellbeing Impact	SDGs Impact		Social Impact	Wellbeing Impact	SDGs Impact	Overall Index Score 2022 Score	National Impact Rank*
	200	150	100		Out of 100	Out of 100	Out of 100		
Dr. M.G.R. Educational and Research Institute, Chennai	170	115	65		85.0	76.5	65.0	79.02	17
Periyar Maniammai Institute of Science & Technology, Thanjavur	171	113	65		85.5	75.1	65.0	78.80	18
Institute of Management Technology (IMT), Ghaziabad	158	127	64		79.0	84.5	64.0	78.66	19
Xavier University, Bhabaneswar	157	130	61		78.5	86.5	61.0	78.66	20
Sri Muthukumaran Medical College Hospital & Research Institute, Chennai	154	128	68		77.0	85.1	68.0	78.49	21
MS Ramaiah University of Applied Science, Bengaluru	152	127	65		76.0	84.5	65.0	77.31	22
Symbiosis Institute of Business Management, Pune	158	125	62		79.0	83.1	62.0	77.89	23
Dayananda Sagar University, Bengaluru	148	136	60		74.0	90.4	60.0	77.65	24
REVA University, Bengaluru	152	133	56		76.0	88.4	56.0	77.36	25
Symbiosis International University, Pune	151	131	59		75.5	87.1	59.0	77.09	26
T.A.Pai. Management Institute (TAPMI), Manipal	154	128	58		77.0	85.1	58.0	76.99	27
International Management Institute (IMI), New Delhi	150	133	56		75.0	88.4	56.0	76.86	28
Siva Sivani Institute of Management, Hyderabad	152	128	59.7		76.0	85.1	59.7	76.75	29
NMIMS, Mumbai	153	124	63		76.5	82.5	63.0	76.56	30
JSS Science and Technology University, Mysuru	151	128	59		75.5	85.1	59.0	76.39	31
Great Lakes Institute of Management, Chennai	154	125	58		77.0	83.1	58.0	76.29	32
Chitkara University, Chandigarh	145	134	58		72.5	89.1	58.0	76.14	33

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	Social Impact	Wellbeing Impact	SDGs Impact		Social Impact	Wellbeing Impact	SDGs Impact	Overall Index Score 2022 Score	National Impact Rank*
	200	150	100		Out of 100	Out of 100	Out of 100		
Sathyabama Institute of Science and Technology, Chennai	150	127	60		75.0	84.5	60.0	76.06	34
Bharati Vidyapeeth Deemed University, Pune	151	129	54.5		75.5	85.8	54.5	75.95	35
The Energy and Resource Institute (TERI), New Delhi	157	122	55		78.5	81.1	55.0	75.90	36
Chandigarh University, Mohali	150	124	63		75.0	82.5	63.0	75.81	37
PES University, Bengaluru	150	126.5	58.7		75.0	84.1	58.7	75.75	38
BIMTECH, Greater Noida	161	117	55		80.5	77.8	55.0	75.73	39
ADAMAS University, Kolkata	163	116	53		81.5	77.1	53.0	75.70	40
AMITY University, Noida	150	124	62		75.0	82.5	62.0	75.66	41
MYRA School of Business, Bengaluru	147	130	57		73.5	86.5	57.0	75.56	42
Symbiosis Centre for Management & Human Resiurce Development (SCMHRD), Pune	144	130	61		72.0	86.5	61.0	75.41	43
International Institute of Management Studies, Pune	150	124	59		75.0	82.5	59.0	75.21	44
R V College of Engineering, Bengaluru	144	127	60		72.0	84.5	60.0	74.56	45
Sri Sri University, Cuttack	135	133	60		67.5	88.4	60.0	73.71	46
Prestige Institute of Management & Research, Indore	132	135	58		66.0	89.8	58.0	73.12	47
Rajagiri Centre for Business Studies, Kochi	142	122	60		71.0	81.1	60.0	72.90	48
Siddaganga Institute of Technology, Tumkur, Bengaluru	129	135	60		64.5	89.8	60.0	72.67	49
Coimbatore Institute of Technology, Coimbatore	127	137	58		63.5	91.1	58.0	72.34	50
BMS College of Engineering, Bengaluru	129	134	57		64.5	89.1	57.0	71.99	51
O P Jindal Global University, Sonipat	131	129	59		65.5	85.8	59.0	71.62	52

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COLLEGES IN INDIA'S SMALLER CITIES ARE FAILING TO IMPART PROPER EDUCATION

It is not so difficult to abridge the industry-academia gap if more senior professionals come forward to help students with necessary equipment and guidance, **Gargi Banerjee**, Head—Talent Learning & Organization Development at the UAE-based Julphar Gulf Pharmaceuticals, tells **Education Post.**

Q You did your graduation and postgraduation in Applied Biology and Zoology, following which you started your career in a Danish pharmaceutical company. Why the shift?

I had done my schooling from Kolkata's Ram Krishna Mission. Usually, a typical Bengali family is considered to be focussed on academics, but my family believes sports is as important as studies. That's why I got introduced to competitiveness very early in my life. After school hours, I would play cricket with my friends, most of them boys. Then at night, I would play badminton. You may call me an unconventional Bengali.

In sports, it is said that you always need to be one step ahead. But I guess, the same is applicable to other aspects of life, too.

I was 13 when my mother died of a heart attack. It had a major impact on my future decisions. For example, I got selected in a dental college but couldn't leave as my father was still working. So, I pursued zoology from Calcutta University and topped the practical exams. I still love the subject.

I loved my conventional subjects—Applied Biology and Zoology—and they helped me to clear pharmaceutical exams that were criteria for certain jobs at the time.

How I entered the Danish firm Novo Nordisk is simple—I loved their logo. At that time, they had criteria that the applicant must be a first-class biology graduate. I was a postgraduate. They were shortlisting two marketing executives to work with a top endocrinologist for research and other journals.

Q You have received your Human Resources Certification Institute (HRCI) and Global Professional Human Resources (GPHR) certification. Would you recommend the same for HR students and professionals?

In the world of human resource management, GPHR is considered one of the the highest credentials, along with SHRM-SCP (Strategic Human Resource Management-Senior Certified Professional). HRCI is an American certification program for HR generalists, administrators and managers. HRCI is the core of HR study.

These certifications helped me get my current job in the UAE. In my opinion, every HR student must at least do HRCI as it is more of an application-based traditional study. In fact, I am also running a program here in my organization so that entry-level professionals can gain knowledge of HRCI.

Here at Julphar, many don't know English. So, we scoured a lot for a bilingual teacher who could speak both Arabic and English for this certification. As an HR, your job is also to keep looking to impart global skills to the employees of your organization. If the organization is not teaching them new competencies, how will it grow?

Q You had created some modules at Johnson & Johnson for nurse and patient education in both government medical colleges and private hospitals. What were those modules and how did they work?

These modules were primarily based on two aspects. First was how to use the product as I was part of the marketing team at J&J and what are the main benefits of the product. Second was to create particular niche for end users. I was in-charge of the entire eastern region, headquartered in Kolkata. I had created a benefit-driven-selling module, which was about spreading awareness of how those products made life easy. Data acquired by the monitoring of these products helped in analysis of the diseases, which is also a major branch of biological science.

Q Any product or device you remember?

Of course, I remember. If you have heard of a product named One Touch Ultra, it became widely used by women and the medical fraternity. One Touch Horizon was another one. It was a super success, for me too. I got incentives that

literally funded my marriage. There was another product dedicated only for hospitals – One Touch Sure Step.

Q You constantly help college students in finding employment in this industry. Do you think that colleges of tier 2 or tier 3 cities are shunning their duties in imparting proper skills to students?

Really, it's true: tier 2 and tier 3 city colleges and educational institutions are shunning their duties in imparting required education to their students. Lack of competent administrators is the reason behind this plight. Plus, one can't expect full professional understanding from a 20- or 21-year-old student.

We must do what is required in our education where average Indian intelligence is really higher than most parts of the world. Seniors and professionals of our country must help students in every possible way and that's what I keep trying to do. Show me a student who doesn't want to earn money after college.

It is not so difficult to abridge the industry-academia gap if more senior professionals come forward to help students with necessary equipment and guidance.

Q Right now, you are working at Julphar, a UAE-based pharmaceutical organization. What are the differences or similarities in the pharmaceutical industries of India and the gulf?

There are three distinct factors—business, people and culture. When it comes to business, India is the leading

pharmaceutical hub of the world and India's business processes in the pharma industry are at advanced levels. But the gulf region is really close to European parties in business. Manufacturing in the gulf pharma industry is primarily a contractual one.

Food and Drug Administration departments of the European partners are really big on quality. Stringent parameters of this industry have now been infused in the gulf from European countries. In terms of quality, gulf pharmaceuticals have also come at par with the India's in the last seven-eight years.

In India, primarily Gujarat, Maharashtra, Andhra Pradesh and Himachal Pradesh are core hubs of this industry. People in this industry, who are living in these states have a particular was of communication that is very different from the other. But in the Middle East, people from all around the world work, and somehow, all of them have a common way of communication and practice.

As for culture, the gulf has been seeing an influx of working professionals since more than a decade and people from different religions and nationalities are working together. It helps a lot with gaining exposure to people from all over the world and their ways of functioning.

Q Any last words for students from the pharmaceutical industry or students in general?

You have to think and know where you want to go in your career. In your early 20s, keep your eyes set on the learning ladder, not the hierarchical one. Try to update yourself on the changes happening in the industry, and be ready to work both hard and smart. Without an aim, nothing can be achieved in life.

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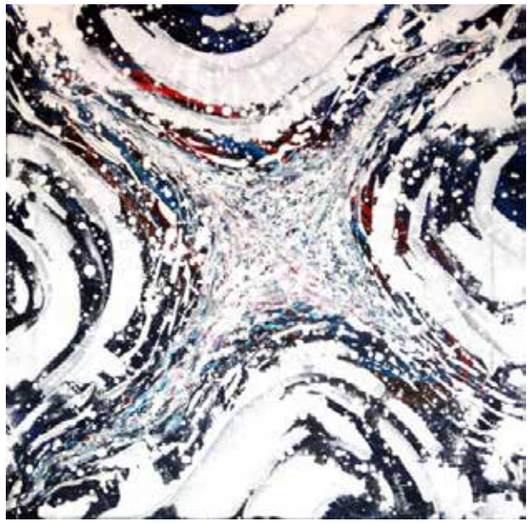
UNDERSTANDING DHARMA RELIGION IS THE START IN HOLDING HUMANITY TOGETHER

What is Dharma

In Vedic literature, Dharma refers to the ritual custom that maintains the order of the cosmos. According to spiritual Sanatana culture, Dharma is an individual's duty fulfilled by observance of custom or law. This law is the basic principle of cosmic or individual existence. The eternal and inherent nature of reality is regarded as a cosmic law underlying right behavior and social order. Vedic wisdom of dharma is over 21,000 years old, and that supports the preceding statement.



In other words, Dharma is the natural order underlying existence. It is both why things are as they are and the path to understanding them. The eternal principles of dharma form the basis of the philosophers, beliefs, and practices that originated in the Indian subcontinent. Dharma sustains society. It includes both social duties and individual duties that are dependent on context and circumstance.

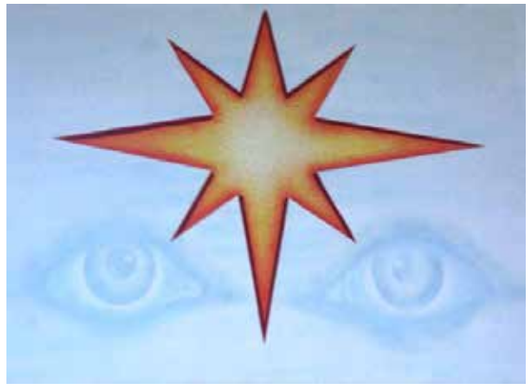
Dharma is the intrinsic order of existence.

Robert E. Buswell, Jr. Irving and Jean Stone Endowed Chair in Humanities at the University of California, Los Angeles, explained Dharma as notoriously difficult to translate. *Dharma* derives from the Sanskrit verbal root *dhri*, which means "to hold" or "to maintain. The Sanskrit term *dharma—dhamma* in Pali, *chos* (pronounced chö) in Tibetan, *fa* in Chinese, *ho* in Japanese, and *pop* in Korean—is a term of wide import in the followers of Vedic and Sanatana ways of life.

Dharma is our innate sense of right and wrong. It is innate to all human beings. It is the authority that preserves humanity; it makes us ethical citizens or rather allows humans to act morally. Dharma implies that there is a right or true way for each person to carry out their lives to serve both themselves and others. Dharma is closely related to the concepts of duty and selfless service.

It is our highest value or should be, but these days often takes second place in our desires for personal gain. This is apparent on an individual as well as a corporate level.

"dharma is a form of universal collective conscience"



When collective consciences are largely pure and moral, the dharma is in good health, thus the society is in harmony. When the collective conscience is affected by impure, corrupt, and deceptive thoughts and acts, the dharma is in bad health which leads to societal chaos, anarchy, grief, and despair.

What is my dharma in life

Dharma is the natural, eternal, and universal law that maintains cosmic and social order. An Individual's dharma comprises the duties of an individual towards family, society, humanity, and the environment. Essentially, your dharma means your life purpose. Your dharma is your true calling – what you were born to do. Ancient Vedic texts describe dharma as a pearl of inner wisdom or cosmic guidance that governs not only you and us as individuals but the entire Universe itself. We are connected through the universal collective conscience, and dharma is the decree that is intended to keep this universal collective conscience pure and clean.

Dharma steers personal mission or purpose. In Vedic culture, an individual's dharma is thought to be pre-determined. A contemporary explanation could be if one continues to do what one's parents and grandparents did, that person continues to receive similar rewards from the universal collective conscience. However, one's deeds (karmas) could overwrite one's pre-destine life. If you are born poor, you will remain poor if you continue to do what your previous generation did. If you want to be rich, you must do what is scientific, natural, and entrepreneurial in a dharmic way. The result of living a rich "dharmic way" is to be self-realization and enlightenment. Above

all, when your life is aligned with your dharma, it brings a sense of joy and fulfillment.

Dharma of a Student

Is to learn and help peers learn. Respect teachers, parents, and elderly persons no matter what their economic situation is. A student must earn a positive vibe and dissipate a positive vibe. It is only possible as long as one keeps one's heart and mind pure; understanding dharma and following the dharmic path help keeps the heart and mind pure. It is very simple, as simple as rivers flow, and the wind blows.

However, we make it difficult to follow a dharmic path by introducing unhealthy competition, jealousy, wants, greed, lust, ungratefulness, and disrespectfulness in our daily life activities. No, it is not your or our fault entirely to get some or all of these ill virtues, but certainly some of it. So, let's remove those that are in our control. Rest that imparted on us by the system including, government, corporate world, media, and entertainments industry, law-enforcements, imperfect judicial practices, societal unfairness and unclean norms, discriminations, prejudice, and inefficiency.

As students, we can collectively erode these ill virtues rapidly as we move forward in our professional lives through by-passing that is not dharmic. Yes, from time to time it will cost us dearly, but surely we will reach a critical mass when numbers of the dharmic population supersede the non-dharmic followers - a harmonious societal condition is achieved.

Erroneous use of the word dharma

When life is simple, following dharma becomes simple. When life becomes complex through the influence of ill virtues that we just mentioned above, following dharma becomes very difficult. In our daily life, we will interact, and get affected by hundreds of individuals and their good and ill virtues directly and indirectly. For this reason, rituals, and collective practices were introduced to the individuals' lives.

With time, different geographically situated societies developed their distinctive rituals and collective practice methodologies to follow the dharmic path of life. The followers of these rituals and collective practices with time began to be identified as proper nouns. Their ritual and practices were begun to refer to as the dharma of that group, even though the dharma is eternal and universal.

Societal or tribal rituals and collective practices of their rituals, also known as religion, are intended to hold or maintain that society's existence –the dharma. It becomes the dharma of that society or religion. With time or at the get-go, to hold or to maintain, got precedence over anything else. Thus, restrictions, boundaries, coercions, deceptions, miss information, and misinterpretations were employed to keep the society together. Universal dharma is being modified for tribal (narrower) objectives - a beginning of the end of eternal peace and harmony of coexistence.

Dharma is dharma. It cannot be hyphenated or added with any other words to make a noun. To give an analogy at this point, let us consider water (H2O). Water from a stream, a river, a well, rain, or a Kalash vessel is simply water (H2O). It is not changed because of where it is; so is the dharma. When societal or tribal rituals and their collective practices are represented with the hyphenated word religion, it seems less confusing in contemporary times and environments.

Shiv Shankar Sharma, Editor in Chief, and the Publisher of The Education Post, once noted, when we asked him about his concept of dharma in simple terms:

"I am a saint. A saint doesn't go for deep research but does Bhakti (devotion). For me, Dharma means humanity and the duty that the Almighty expects from a human being.

नौ मन सूत उलझयिा
ऋषी रहे झक मार
सतगुरु ऐसा सुलझा दे
उलझे न दूजी बार

nau man soot ulajhiya
rshee rahe jhak maar
sataguru aisa sulajha de
ulajhe na doojee baar

This means a saint's concept is always clear because he is connected directly with truth and the almighty (also known as God). Truth is truth, it doesn't require research.

In another verse...

एकै साधै सब सधे
सब साधे सब जाय

ekai sadhai sab sadhe
sab sadhe sab jaye

This means, a true saint has only one connection and so with the Almighty. Dharma is always intact with a saint. ... So I don't know many definitions of Dharma, so I can't comment on it. I live with my Dharma of humanity."

Mr. Shiv Shankar Sharma, certainly observes dharma through his known ritual practices that connect to the universal conscience, and support and hold humanity in peace and harmony. He, in turn, practices universal dharma – the dharma.

To make it simple, tabulated, and practicable for our generation of tablets and smartphones, we extracted a few bullet points for us to remember and observe dharma in our respective spheres. In our contemporary vocabulary, we use words such as Integrity, Loyalty, Honesty, Faithful, Gratitude, Compassion, Empathy, Happiness, Peace, and Success. These are the outcomes of dharmic life. Dharma is the source of these virtues. Without observance of dharma, none is truly and fully possible in the long run, even if transiently acquired through non-dharmic paths or practices. *Once Oprah Winfrey said, "Real integrity is doing the right thing, knowing that nobody's going to know whether you did it or not." In practicality, she most likely spoke of the dharma, as integrity is an offspring of dharma, hence dharma.*

Vedic scholar Manu recommended 10 fundamental rules for the practice of dharma

1. Dhrti (patience)
2. Ks'ama (forgiveness)
3. Dhama (self-control)
4. Asteya (non-stealing)
5. Shaoca (cleanliness)
6. Indriyanigraha (control over organs/lust)
7. Dhii (benevolent intellect)
8. Vidya' (spiritual knowledge)
9. Satyam (benevolent truthfulness/honesty)
10. Akrodha (non-anger)

Dharma Practices of our time

1. Taking responsibility for your deeds and acts
2. Putting others before you
3. Putting others' needs above your own
4. Give others a chance by giving others the benefit of doubt
5. Never compromise with honesty.
6. Choose honesty in all things and deeds
7. Respect all individuals irrespective of their shapes, sizes, and situations
8. Be humble by abandoning pride
9. Show empathy
10. Build courage to admit wrong
11. Show gratitude
12. And learn to accept gratitude graciously.

EFFECTS OF SOCIAL MEDIA USE

ON THE ANXIETY AND DEPRESSION LEVELS OF ITS USERS

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Social Psychology Research-1

Introduction

Mental health is of significant importance in this day and age and with the growing digitalization of everything, this particular study wants to see the impact that the usage of social media sites has on a person's mental health. The identified variables in the study is social media use which is the independent variable and anxiety and depression which are the dependent variables. This study is intended upon studying the correlation between these two independent and dependent variables while trying to eliminate other extraneous variables that my exist to our best capacity. These extraneous variables could include pre- existing conditions of anxiety and depression that might be present among the participants etc.

A review of the scientific literature

Study 1: **Social Media Use and Its Connection to Mental Health:** A Systematic Review by Fazida Karim, Azeezat A Oyewande, Lamis F Abdalla, Reem Chaudhry Ehsanullah and Safeera Khan. "This systematic review has found that social media envy can affect the level of anxiety and depression in individuals. The importance of such findings is to facilitate further research on social media and mental health. Since, the extent to which the use of social media impacts the public is yet to be determined" (Karim et al., 2020).

Study 2: **A systematic review:** the influence of social media on depression, anxiety and psychological distress in adolescents by Betul Keles, Niall McCrae and Annmarie Grealish. "The studies produced opposing evidence on the relationship between time spent on social media and mental health problems" (Keles et al., 2019). The evidence for a possible link between social media usage and mental health issues in teenagers was explored in this systematic review. Time spent on social media, behaviours such as repetitive checking for messages, personal involvement, and addictive or problematic usage were all identified as major risk factors for depression, anxiety, and psychological discomfort in this study. "Although results of the studies were not entirely consistent, this review found a general correlation between social media use and mental health problems" (Keles et al., 2019).

Study 3: **Problematic Social Media Usage and Anxiety Among University Students During the COVID-19 Pandemic:** The Mediating Role of Psychological Capital and the Moderating Role of Academic Burnout by Yan Jiang. "The present study investigated the relationship between problematic social media usage and anxiety among university students during the COVID-19 pandemic. In the present study, I found that problematic social media usage during the COVID-19 pandemic was significantly associated with anxiety among university students. These findings can be explained by the displacement hypothesis, which states that the use of the internet, especially to connect with people online, displaces face-to-face social relationships and the quality of social support given and received. These aspects negatively impact an individual's mental health" (Jiang, 2021)

Study 4: **Social media use, social anxiety, and loneliness:** A systematic review by Emily B. O'Day and Richard G. Heimberg. This study shows that "more socially anxious individuals appear to use social media with greater frequency and greater intensity than less socially anxious peers. Research has also pointed to the association between social anxiety and the addictive qualities of SMU" (O'Day & Heimberg, 2021)

Study 5: **Social anxiety and Internet socialization in Indian undergraduate students:** An exploratory study by Bianca S. Honnekeri, Akhil Goel, Maithili Umate, Nilesh Shah and Avinash De Sousa. "SAD was estimated to have a prevalence of 7.8% in our study, and was associated with stronger FB usage attitudes and patterns. Higher specific social phobia scores were associated with the inability to reduce Facebook use, urges toward increasing use, spending more time thinking about Facebook, negative reactions to restricting use, and using it to forget one's problems" (Honnekeri et al., 2017).

Study 6: **Social Media and Mental Health:** Benefits, Risks, and Opportunities for Research and Practice by John A. Naslund, Ameya Bondre, John Torous and Kelly A. Aschbrenner. This article talks about the positive side of social media for people with mental illness. The lived experiences of many people who have mental illness are shared on social media, where they also seek support from others and look for information on treatment recommendations, accessing mental health services, and coping with the symptoms of mental illness.

Study 7: **Impact of Social Media on Social Anxiety:** A Systematic Review by Anca Dobrean and Costina-Ruxandra Păsărelu. This study assessed articles that showed positive, negative and zero correlation between mental health and social media use and concluded that it is not possible to determine whether "online social networking sites have a negative or a positive effect on social anxiety without carefully taking into consideration what they mean" (Dobrean & Păsărelu, 2016).

Study 8: **Profiling:** Predicting Social Anxiety from Facebook Profiles by Katya C. Fernandez, Cheri A. Levinson and Thomas L. Rodebaugh. In this study, "social anxiety was not associated with an increased frequency of Facebook use, either based on self-report data or based on coders' reports" (Fernandez et al., 2012). It was found that profile information parts were linked to social anxiety in a good way. There was no link found between the amount of activities and social anxiety.

Study 9: **Too Much Information:** Heavy Smartphone and Facebook Utilization by African American Young Adults by E. Bun Lee. Lee looked at the association between Facebook addiction and social anxiety in a group of African American students and discovered that the two variables had a substantial positive relationship.

Study 10: Personality, Social Anxiety and Excessive Use of Facebook by Arooj Zahra Rizvi. "It is clear that results of the present study show that there is no link between personality trait and social anxiety with Facebook usage" (Rizvi, 2016). Thereby establishing 0 correlation between social anxiety and social media i.e. Facebook use.

How the literature relates to the intended study

In the literature review section, it was seen that there have been researches carried out in the past that prove the existence of all positive, negative and no correlation between social media use and mental health i.e., levels of anxiety and depression. Different studies showed different results which were also contradictory to each other. Therefore, the aim of this study is to see weather social media use associates positively, negatively or does not associate at all with anxiety and depression.

Formal research questions

- Does using social media induce anxiety into its users?
- Does using social media induce depression into its users?

Hypothesis

Higher social media use leads to higher levels of anxiety and depression

Methodology

Variables-

- Independent variables- social media use
- Dependent variable- anxiety and depression

Type of research-

- Correlational

Demographics-

- Number of participants- 30 young adults
- Age group- 18-21 years
- Socio- economic background: Urban

Procedure-

1) **Consent Form** *(Copy of consent form attached at the end)*
2) **Data collection:**

- Data will be collected for social media usage of the participants along with the levels of anxiety and depression experienced by the participants. These levels will be measured using the Social Media Use Integration Scale, Zung Self-Rating Anxiety Scale and PHQ-9 Depression Scale.
- Social Media Use Integration Scale is a "ten-item Likert-type scale consisting of two social media use dimensions (reflected in two subscales), namely Social Integration and Emotional Connection (SIEC) and Integration into Social Routines (ISR). SIEC is represented by six items, namely:

- I feel disconnected from friends when I have not logged into Facebook
- I would like it if everyone used Facebook to communicate
- I would be disappointed if I could not use Facebook at all

- I get upset when I can‘t log on to Facebook
- I prefer to communicate with others mainly through Facebook
- Facebook plays an important role in my social relationships

The ISR dimension is represented by four items, namely:

- I enjoy checking my Facebook account
- I don‘t like to use Facebook (item to be reverse scored)
- Using Facebook is part of my everyday routine
- I respond to content that others share using Facebook” (Maree, n.d.)

Zung Self-Rating Anxiety Scale is a self-report scale whose 20 items cover a variety of anxiety symptoms, both psychological (e.g, “I feel afraid for no reason at all” and “I feel like I’m falling apart and going to pieces”) and somatic (e.g., “My arms and legs shake and tremble” and “I feel my heart beating fast.”) in nature. Responses are given on a 4-point scale which range from 1 (none, or a little of the time) to 4 (most, or all of the time). (Dunstan & Scott, 2020). These 20 items include:

- “I feel more nervous and anxious than usual
- I feel afraid for no reason at all
- I get upset easily or feel panicky
- I feel like I’m falling apart and going to pieces
- I feel that everything is all right and nothing bad will happen
- My arms and legs shake and tremble
- I am bothered by headaches neck and back pain
- I feel weak and get tired easily
- I feel calm and can sit still easily
- I can feel my heart beating fast
- I am bothered by dizzy spells
- I have fainting spells or feel like it
- I can breathe in and out easily
- I get numbness and tingling in my fingers and toes
- I am bothered by stomach aches or indigestion
- I have to empty my bladder often
- My hands are usually dry and warm
- My face gets hot and blushes
- I fall asleep easily and get a good night’s rest
- I have nightmares” (Zung, 1971)

PHQ-9 Depression Scale: The patient health questionnaire contains a nine-item depression scale that is referred to as the PHQ-9. The DSM-IV’s nine diagnostic criteria for major depressive disorder serves as the main inspiration for the nine items that are included in the PHQ-9. PHQ-9 is a 4 point Likert scale where the respondent has 4 options: not at all, several days, more than half the days and nearly every day. The nine items included in the scale are as follows:

“1. Little interest or pleasure in doing things
2. Feeling down, depressed, or hopeless
3. Trouble falling or staying asleep, or sleeping too much
4. Feeling tired or having little energy
5. Poor appetite or overeating
6. Feeling bad about yourself — or that you are a failure or have let yourself or your family down
7. Trouble concentrating on things, such as reading the newspaper or watching television
8. Moving or speaking so slowly that other people could have noticed? Or the opposite — being so fidgety or restless that you have been moving around a lot more than usual
9. Thoughts that you would be better off dead or of hurting yourself in some way” (Spitzer et al., n.d.)

Data analysis and results

In order to analyse the quantitative data obtained we take out the correlation coefficient for:

- Social media use and anxiety level
- Social media use and depression level

The formula for taking out the correlation coefficient is as follows:

$$r = \frac{n(\Sigma xy) - (\Sigma x)(\Sigma y)}{\sqrt{[\,n\Sigma x^2 - (\Sigma x)^2\,]\,[\,n\Sigma y^2 - (\Sigma y)^2\,]}}$$

The result of the correlation coefficient always falls between 1 and -1 where a value of 1 denotes a strong positive association, a value of -1 denotes a strong negative association and a value of 0 denotes no association at all between the 2 variables.

On calculating the value of the correlation coefficient for social media use and anxiety level it came to be +0.86 and for social media use and depression it was +0.68. Therefore, both anxiety and depression have positive correlations with social media use with varying intensities of the correlation. Therefore, the hypothesis higher social media use leads to higher levels of anxiety and depression is true.

Limitations

- Non representative sample on the grounds of gender.
- Only connections are revealed through correlational study it does not provide a convincing justification for the relationship.

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THINK EDUCATION. THINK EDUCATION POST

CREATING A NEW YOUNG INDIA

MAKING SPACE EXPLORABLE AND ECONOMICAL FOR THE FUTURE GENERATION

Dr. Srimathy Kesan

Skyrocketing success, fueled by determination

She wears many hats, with equal elegance - space visionary, with interests in sports and social work, leading a business deftly, and joining hands with global leaders. Let's meet Dr. Kesan and explore her enigmatic journey.

A social entrepreneur, a woman achiever, and the Pride of India – Dr. Srimathy Kesan is all this and more. She has led the team of the youngest space scientists by forming Space Kidz India, the only private Indian company to have partnered with leading space organizations for designing and launching indigenous satellites.

Starting her journey from a small setup in the backyard of her home in Tamil Nadu, Dr. Kesan has risen to become the only Indian to be decorated with the Ambassador status to the top 3 Space centers of the World, NASA, ESA, and GCTC – Moscow. She nurtured a vision to bring Indian girls into the domain of space research and made her dream come true with AzaadiSat, an extraordinary satellite built to celebrate the 75th Independence Day, bringing 750 girls from across India together. The list of honours conferred on Dr. Srimathy by various Indian state governments and private organisations is exhaustive. She has also earned several international accolades.

Awarded by the global community

Dr. Srimathy Kesan is the only Indian to receive the "Regal British Award" at the Trilateral Global Summit 2019 at the House of Lords, UK, by World Humanitarian Drive. On the 25th of January 2020, Unified Brains and Asia, African Chamber recognised her as one of the 'Most Admired Global Indians' in the space industry. Her enterprise was awarded the 'Most Inspirational Women-Led Tech organization in South Asia - 2020' by Corporate Vision, AI Global Media Ltd.

Moreover, Dr. Kesan has also received the titles 'The Name in Science and Education' and the 'The Name in Science and Education' from Oxford University, and The Socrates Committee,

UK, respectively. The BERG and Nanyang Technological University, Singapore, honoured her as 'Women Icon' in 2017.

An acclaimed academician

Dr. Kesan has authored a space fiction named *First kids on the Moon*, which has been lauded as the first ever fiction literature based on space for children in India. It was launched by Dr. Mylswamy Annadurai on 8th October 2020.

She has delivered lectures for more than 500 Women Scientists at ISRO, and corporate houses such as Bank of America, Caterpillar, MARS SUMMIT 2017, and CMACGS. She presented a paper at the Oxford Debate, organized by the Europe Business Assembly, Oxford, UK. The title was '*Making Space Exploration possible by using nanosatellites and high-altitude ballooning*'.

Dr. Srimathy Kesan was awarded an honorary Ph.D. in "Education through Travel" by Cosmopolitan University, United States. She has also received a special commendation from the US Economic Department for designing a unique scientific educational experience for Indian children in the USA. She has also been appointed

as a planning board member at Mother Teresa University, the only university in Tamil Nadu exclusively for women.

Spearheading the social ark

'Education through Social Awareness' is the theme that Dr. Kesan developed over the years to promote awareness amongst the marginalised population. The efforts draw attention to several social causes, often considered taboo, through critical questioning and engagement.

To promote awareness about breast cancer, Dr. Srimathy visits corporate houses and colleges and urges women to take the preliminary test every year, to support the diagnosis and treatment of the disease. She has

undertaken several AIDS-related awareness programs and fundraisers. While SKI has produced a short film on breast cancer, a music video produced by the team on female foeticide has also received critical acclaim.

Dr. Srimathy actively supports several juvenile homes in the city of Chennai by conducting aeromodelling and computer workshops for the children and helping them with supplies, medicines, and infrastructure requirements. Through constant counseling, she works on their mental conditioning and improving their self-esteem. She also partners with several NGOs to further social causes.

Vision and Action go hand in hand

Dr. Srimathy has always believed that actions speak louder than words. She has gone beyond research and academic pursuits in outer space and carved a unique place for herself in the scientific world, hitherto dominated by men. Her company, Space Kidz India, has given the common children of India a chance to explore space research and build satellites that have set new records. As a pioneer in entrepreneurship, technology, international collaboration, social upliftment, and academic awareness, Dr. Kesan is an inspiration to millions of girls across the world.

SPACE KIDZ INDIA

It's a story that truly seems to be out of this world. From the backyard of a dreamer to the NASA space center, Space Kidz India has travelled a long distance. The Aerospace start-up, aimed at designing and building satellites, founded by Dr. Srimathy Kesan, embodies a vision to bring space technology within the reach of India's children. Focusing on tier 2 and tier 3 cities, the first-of-its-kind company works with kids who do not have access to STEM studies or space research. It identifies young thinkers, who have a yearning for reaching the skies, and trains them to create balloon satellites and cube satellites.

There has been a long string of achievements for the company, claiming many firsts. The success of SKI's renowned "Young Scientist India" program started in 2013 through which they impacted millions of students. It is the only organization to have launched 18 balloon satellites, 2 sub-orbital, and 3 orbital satellites. Top it up with being the only woman-led space organization in India to achieve such a feat, with a team consisting of school and college students only.

Countdown to Success

The first milestone was reached in 2015 when SKI became the first private company to launch a balloon satellite and became a part of the Limca Book of Records. Buoyant with the motivation to reach higher zeniths, the team invented the world's lightest satellite KALAMSAT in 2017. This first-ever 3D-printed satellite was launched by a NASA rocket. Named after the visionary scientist APJ Abdul Kalam, the satellite weighs only 64 grams and is made from reinforced carbon fiber polymer. "The main role of the satellite will be to demonstrate the performance of 3D-printed carbon fibre", said Rifath Sharook, the lead designer of KALAMSAT. It was no small feat for a group of students from Tamil Nadu. The team says that they got the idea to build this satellite while relishing Gulab jamun!

Another world record was set on 25th August 2018, with the launch of SKI - NSLV- 6 from NASA's Columbia facility. This giant balloon, two times the size of the Empire State Building, soared high with SKI's 500 gm payload. What's even more incredible is the fact that it was designed by the junior team at SKI, aged between 10 and 15 years. This balloon travelled "near space" below the Karman line where outer space begins. It was part of SKI's premier launch as an Ambassador to the CiS Program, US.

Not resting on the laurels, though, Space Kidz India soon took up a new project and made SKISAT, another sub-orbital satellite that was launched in 2018 from Texas, USA. It made a record for having the highest number of sensors to be flown in a reusable rocket and was featured by Fox News.

The next breakthrough that was well-covered by all media channels in India was the creation of the world's lightest satellite, KALAMSAT V2. ISRO said that it is 'lighter than a chair' and launched it onboard the PSLV C44 on 24th January 2019. Though the idea took many years to nurture, the actual product was made in less than a week. Apart from being the first orbital mission by SKI, KALAMSAT V2 was also the first satellite

designed and built by an Indian company and launched by ISRO.

The collaboration with ISRO continued with the launch of SD Sat (Satish Dhawan Satellite) on 28th February 2021. This indigenously developed 3u Cube nanosatellite was sent into orbit onboard the PSLV-C51 rocket. The SKI team made this project even more remarkable by sending the Bhagavad Geeta and names of 25000 students on board the SD Sat. Later in November 2021, two high-altitude balloons, Jatayu 14 and 15 were launched at the time of Diwali to research air quality. Sizable data collected from this mission will help to improve the environment.

The year 2022 saw a commendable international mission come SKI's way. Mission PAYANKE, a collaboration between SKI and the Government of Seychelles, was completely funded by UNESCO. It led to the creation and launch of the first balloon satellite made in Seychelles by students from humble backgrounds. These students were trained for 11 days by a 4-member team from SKI, who guided the fabrication, launch, and recovery of the satellite. The goal of this project - sensitization and hands-on training for students in balloon satellite technology - was aligned with the aim of Space Kidz India to spread awareness about space research. It was launched on 28th April 2022 at People's Stadium, Victoria, Seychelles in the presence of Honourable Mr. Ahmed AFIF, Vice-President of the Republic of Seychelles.

Women in Space

It has been a pioneer in the field of involving female students in the space research domain. On the occasion of the 75th Independence Day of India, Space Kidz India embarked on a mission named "AZAADISAT", to encourage Government school children from economically weak backgrounds to build a small experiment. The experiments were launched through the SSLV (Small Satellite Launch Vehicle) ISRO on 7th August. The SKI team selected 10 girls each from 75 schools and tutored them to create a unique project. The project, working with girls from classes 8-12th, is also aligned with the UN's theme of 'Women in Space' and seeks to engage more girls in STEM studies. The project has received funding from Hexaware and is supported by the Niti Aayog.

Science ambassadors to the world

The children associated with SKI have got the privilege of becoming the first Student Ambassadors from India to attend space camps at the National Aeronautics and Space Administration (NASA), and European Space Agency (ESA). They have also participated in the "COSMONAUT TRAINING PROGRAM" at Yuri Gagarin State Scientific Research-and-Testing Cosmonaut Training Centre (GCTC) in Moscow. These visits have become an unparalleled learning experience for children from rural India.

In one of a kind event, Dr. Srimathy and her team signed the Joint Friendship Satellite with Moscow Aviation Institute, commemorating the 70th anniversary of the Indo-Russian relationship. Also, the Ministry of Trade and Industry, Russian Federation has extended a mutual relationship with the organization Space Kidz India, to promote the Scientific talents of Indian children in Russia.

Championing our Culture

Apart from Space Education, SKI is also devoted to promoting education through culture. SKI created history during the 2012 Olympics by becoming the first cultural unit selected from a prestigious list of 22,000 artists to perform at the London Olympics. Additionally, SKI has hosted numerous cultural events in India, Canada, and the USA.

The trajectory ahead

Utilizing the potential of students to take India forward is the goal of Dr. Kesan and SKI. She aims to create a Space Research Park, on the lines of NASA, to bring space technology within the reach of Indian children. A step towards attaining this goal is designing, developing, and manufacturing CubeSat hardware, software, and Sounding rockets using indigenous technology for educational advancement. This optimizes the manufacturing cost, helping to subsidize the process cost for students engaged in these projects.

SKI has proven its mettle by collaborating with many international groups, earning global fame, and creating a slew of records. SKI has found mentions in the Asia Book of Records, URF Book of Records, India Book of Records, Assist Book of Records, and Official World Record. On the 75th Independence Day of the nation, the SKI team unfurled the national flag 30 km above the planet, taking Indian pride to a new altitude. The students, under the able leadership of Dr. Kesan, are all set for greater accomplishments.

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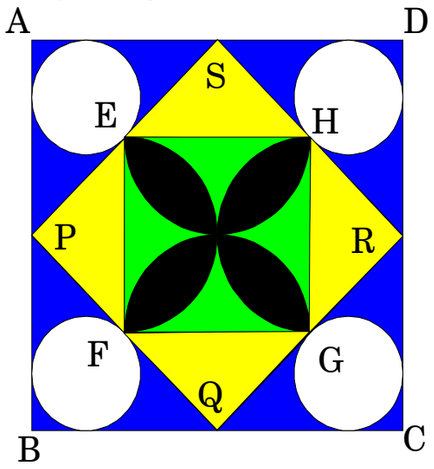
In the adjoining figure ; ABCD, PQRS, and, EFGH are squares. If the area of the black part is 112 cm^2 , then, find the ratio of : $\left(use,\ \pi = \frac{22}{7}\right)$

(i) *area of blue part and area of black part,*
(ii) *area of yellow part and area of green part,*
(iii) *area of white part and area of green part ?*



ANSWERS: CMT2020/32 : 32

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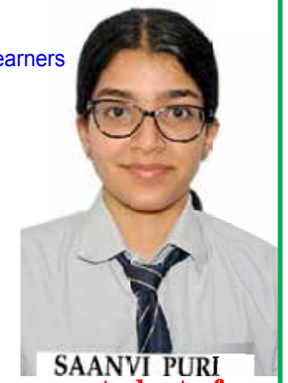

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4. CBSE X: 98.6%, CBSE XII: 99.25% (PCMB)
5. NEET UG 2022 AIR- 368 (690/720)
6. NEET Physics: 180/180; CBSE X, XII Maths- 100/100
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