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# Shielding Education during Pandemic: The Changing Role of Teacher in Higher Education from Web 0.0 to Web 5.0

Rashmi Soni\* and Divya R Panjwani\*\*

According to Oxford Dictionary, Education refers to “a process of teaching, training, and learning, especially in schools or colleges, to improve knowledge and develop skills.” If we look to these many years i.e. from Vedic period to the digital age, we can find drastic change in the process of teaching-learning, in the elements of education, in the curriculum and expectations from education system and in the role of teachers.

## Teaching-Learning and Pandemic

The twin year 2020 will always be remembered by the education community all over the world when schools, colleges and educational institutions were shut down due to Corona virus. By the end of March, 185 countries had closed, affecting 90 percent of the world's students. Same adverse effect was seen on Indian Education System when in March, nationwide government institutions were closed due to the COVID'19 Pandemic. Because of the closures of educational institutions all over the world, classroom teaching education has moved rapidly to distance learning where educators got little time for planning or reflection on both the potential risks to safeguard against and the potential opportunities to leverage.

Necessity is the mother of invention and crises brings opportunities and deep challenges for transformation. It has been observed in the past that crises in education have always shown that it is possible to switch for better.

Education of approximately 300 million students worldwide has been disrupted due to COVID-19. Generations have passed but this level of disruption was never found in schools and Universities. Though the uncertainties prevailed and still prevail, education continued even when educational institutes had to be closed down. In this uncertain environment, it's important that learning continues, even if it cannot happen in person. That is why institutes provide access to expert faculty, best practices, and other online learning resources for people who are studying, teaching or working remotely.

## Statement of the problem

This paper analyses how education is being protected and shielded during pandemic and reflects the ever changing role of teacher from Web 0.0 to Web 5.0

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## Need and Justification of Study

It is important to know how the teachers perceive the present crisis situation (specially the pandemic) especially in terms of teaching and learning. It is important to know the problems faced by the stakeholders during transition period where there is compulsorily a major shift of technology in teaching-learning process. It is important to understand how educational institutions and teachers are actively and positively involved in devising the new pedagogies in this process of transition. It also becomes important to support the efforts of teachers with the historical transition from web 0.0 to web 5.0

## Research Design

Document Analysis technique was applied in this study. Document analysis includes analysis of materials that contain information about the events for which the investigation is targeted.

## Objectives

1. To identify the role of teachers from Web 0.0 to Web 5.0
2. To find out the problems faced by teachers and students in the teaching-learning process in higher education during Lockdown due to COVID-19
3. To frame strategies for using best technology and pedagogy in developing Learning Management System

## Findings

With the worldwide use of internet since 1989, the web technologies have undergone several changes and developments. It can be seen in the following points how the role of a teacher has changed through times:

- a. **Web 0.0 CONNECTING** In the initial years of Internet, web was called as “HTML” (Hyper Text Mark Up Language) (Alabay, 2014) It can be said as a PC age of Web 0.0
- b. **Web 1.0 Viewing and Linking** is the main concern of this stage. This was also known as “The information Web” under the period of 1990’s and the year 2000. Under this stage education institutions had just started to portray their information but that was very less. Role of teachers was limited to classroom only with chalk and duster as their teaching aids.

c. **Web 2.0 Participation** was the major feature of this era and so it was known as ‘The Social Web’. Here users interacted and connected with each other. Generating information for the whole world, sharing it, collaborating to produce best learning resources which proved the strength of community interaction with the world. The period was 2000 to 2010.

d. **Web 3.0 Connecting people with devices** and vice-versa was the main crux of this era. The era was popularly known as ‘The Internet of Things’. The use of devices and internet was in routine of everyone. Here the role of teachers emerged as a server of tailor made materials, satisfying personalized and customized needs and developing deductive reasoning among students.

e. **Web 4.0** was characterised by the era of ‘Artificial Intelligence’. It’s not a new era but we can say an alternate version of the previous one where everything is on the tips of fingers of teachers and students. The time period comprises of 2020 – 2030. They can be connected through their devices in the real and virtual world in real-time.

f. **Web 5.0** will be known as ‘The Telepathic Web’ or ‘The Symbionet Web’ ‘Open, Linked and Intelligent Web = Emotional Web; ‘The next web’. The phases are still in developing mode. Machines will communicate with each other and with human beings the way we communicate with each other in our daily life. The role of teacher here can be the developer of artificial brain and constructor of Digital Aura. Presently the preparation is going on for this next (2040-2050) era

In all these phases from Web 1.0 to Web 5.0 the teacher has changed his/her role from crawl, walk, run, jump and fly.

The forced online learning during pandemic has its issues

- a. Educators were not prepared for closure of the running system and shifting completely to online learning which is a challenging situation for anybody
- b. The role of personality and the styles of teaching are different in online learning compared to the traditional one.

- c. Closures of Higher Education institutes during pandemic has widen up the equality gaps as each and every student doesn't have access to devices and connectivity
- d. Same level of face to face interaction is not possible in online learning
- e. Though the technology is updated, but everyone doesn't have access to same material or same learning management system
- f. It has directly altered the teaching calendar and assignments
- g. Besides network issues, effective teaching is a big issue
- h. With the changing demand of the time, new teaching method need to be devised
- i. The worst form of learning emerged as the student has to sit passively and listen to videos; the approach used in distance learning is known to all that it does not work very well.
- j. Teachers have to diversify their skills in improving pedagogical analysis

To frame strategies for using best technology and pedagogy in developing Learning Management System

a. Planning the Online Learning

- Teachers should know that their learners fall into which category of digital environment-
- Unconnected and helpless
- Conventionally involved
- Concentrated and enthusiast
- Planning the alternatives for missed assignments that are taking place during the online learning
- Flexibility and creativity is required

**b. Increasing use of Blended Learning approaches** should be done after trying and testing it. Smart use of flipped classrooms helps the teacher to plan activities properly, devise new methods of teaching, develop an activity-based teaching and hook up the interest of the students with learning by doing and participation.

**c. Teachers should use Design Thinking** as a Strategy for Teaching and Evaluation

“Design thinking is a human centred & collaborative approach to problem solving that is creative, interactive & practical” (Brown, 2008)

- It is a Divergent-Convergent Approach with involvement of deeper understanding.
- Problem Solving is done through Multidisciplinary Approach which involves creative process
- The approach is related to life and problems are seen as opportunities and failures are celebrated
- d. To solve the problems of Higher Educational System like mismatch in demand and supply, mushrooming of low quality institutions etc. there is a need where purposive education can be given to students anytime, anywhere and according to their pace. This can be done through Mass Customization of Education whereby:
  - Teaching-Learning should be delivered to students by the use of Technology taking the concern of particular context and the package is prepared for particular target group
  - Open Educational Programmes need to be developed that will satisfy the demand of the learners in the form of Capsule Courses.
- e. Educational Institutes are working day and night for bridging the gap for present situation to reach out the learners and satisfy their needs. In this challenging scenario, it is important to recognize the efforts made on the part of educational institutes and teachers by respecting, appreciating and supporting them for the important role they are playing in society.
- f. **Modern Teachers for Modern Learners:** Teachers need to be more Techno-savvy so as to use pedagogical tools according to the situation. Various Learning management systems should be used by teachers like Google Classrooms, Edmodo, Microsoft Teams to create virtual classrooms
- g. Coming out together by collaboration is the key to come out of this crisis. By sharing the burden through online community, teachers can collaborate, learn from other teachers, reinvent themselves and make things a bit easier for the stakeholders
- h. Web 4.0 Technologies to reach Education 4.0

The purpose of reaching for Education 4.0 is to meet the future needs of the world in coming decade. There will be smart city, smart homes, smart farming, smart retail stores, smart supply chain management

and connected cars. Various Technologies available during this era includes Augmented Reality, Virtual Reality, Internet of Things, Artificial Intelligence, Big Data Analytics, Machine Learning/Deep Learning, 3D Printing, and Digital Simulation etc. The type of behavioural outcomes emitted by using these technologies will decide strategies to be implemented in the next era.

## Conclusion

The present study analyses about various web technologies along with the role of teachers during that era. It can be seen that the developments in web technologies has its direct impact on the field of education. Teachers are always ready to welcome the new methodology depending upon the networks and technology. A new pedagogy, thus progresses rapidly from day to day. A picture of sudden and complete shift from traditional teaching to distance mode during pandemic is also discussed here. The problem in teaching-learning faced by the stakeholders is highlighted. Later on, how teaching learning opportunities during this accidental revolution can be made engaging is also discussed. At the end how we can reach out to Education 4.0 with the help of web 4.0 has been analysed. Prediction of 5.0 is not done in detail in this study. In a nutshell, the journey of the changing in pedagogical roles upto now is highlighted.

## Suggestion for further research

Web 5.0 can be explored to the fullest and we can reach there in few years instead of waiting for a decade.

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## Weekly E- Essay Series of Scholarly Articles on Reimagining Indian Universities

A 'Weekly E-Essay Series of Scholarly Articles on 'Reimagining Indian Universities' was launched on AIU Website on 15<sup>th</sup> May, 2020 as a part of the change which AIU seeks to bring about in the academics in this day and age of COVID-19. The essays scheduled for release in this series are in a broad range of fields covering a variety of topics pertinent to 'Reimagining Indian Universities' received from distinguished experts and authorities in the area of Indian higher education included in the Book 'Reimagining Indian Universities' edited by Dr. Ms. Pankaj Mittal and Dr. Sistla Rama Devi Pani. In the series, every week one scholarly article written by an erudite scholar of Indian academia is being released on the AIU Website. The series was initiated with the essay of Prof. Bhushan Patwardhan, Vice Chairman, University Grants Commission, India on 15<sup>th</sup> May, 2020.

The essays are unique, enlightening and inspirational. Those who are interested in reading these essays may browse AIU Website: [www.aiu.ac.in](http://www.aiu.ac.in). □

# Choosing a Meaningful Career: Exploring Its Tools and Techniques

Ajit Mondal\*

*Life is the sum of all your choices.*”-----

*Albert Camus*

Education sets career direction. Perhaps, all over the world and especially in Asian societies, learners from kindergartens to universities have remained under one interrogation i.e. what would you like to be? Interestingly, most of the answers given are embedded under societal, environmental and cultural biasness typical of their parental back ground. It means factors influencing career choice will vary from culture to culture and society to society. Choosing a career is, for most of us, a confusing and anxiety-riddled experience. We all want to choose a career that will make us happy, but how can we know what that will be? Many students don't have much time to spend in career planning during their academic life. Choosing a career is a process, not an event. It takes time and thought. Career development is a process of engaging the work world through choosing among employment opportunities made available to us. Each individual undertaking the process is influenced by many factors, including the context in which they live, their personal aptitudes, and educational attainment. Career selection is one of many important choices. Choice will determine our future plans. This decision will impact them throughout our lives. This paper intends to outline the different stages of making career choices and explore the factors which go into choosing a career.

Choosing a career is one of the most important decisions of our life and it is natural to feel confused or even stressed about it. We are constantly bugged by relatives, parents and friends firing the same question day after day, “What after 10<sup>th</sup>?” or “What after 12<sup>th</sup>?” or “What plans after graduation?”, or even the famous “Which stream will you be selecting after 10<sup>th</sup>?”

It is one of those decisions that sticks with us throughout our lives and has a really huge impact on our outlook towards life itself. It helps in shaping up the life that we want to create. Considering the heavy

weightage attached to this decision, it becomes rather imperative that deciding on a career option is not something that can be done half heartedly or under the influence of friends and family. It is something that requires thought and planning. It is important to understand that choosing a career does not simply mean deciding upon the ultimate career profile which will guide you through the gates of success and fame; rather it means that a person should have the potential to grow with that career and achieve success through his/her decision.

The world of work is continually changing. Good career planning requires information about you, the world of work and commitment. Not much attention was given to where the interest or the competence of the individual lay. Parents and their wards should be aware of a more diverse set of career choices. Deciding on a career, students' interests, strengths and personality play a big part in determining which careers will provide them with the most personal satisfaction. A lot of schools are introducing personality and SWOT (strengths, weaknesses, opportunities, and threats) analysis early in their curriculum. There are many free resources available help high school students figure out which careers they're best suited for. These online career assessment websites give students the opportunity to answer questions about themselves and their interests, and then get immediate feedback about the careers that best fit their personality.

## Related Literature on Stages of Choosing a Career

The word ‘career’ used to be associated with paid employment in a single occupation or job. In other way, a career is a type of employment which offers a long term of series of training and opportunities for advancement. Education helps us to earn a living in this dynamic world of work. For building a career, we need not only to pass examinations but also to be equipped with knowledge and skills which will help us to attain personal satisfaction and progress or advancement. So career means a profession or occupation chosen as one's life's work. Choosing the right career path is becoming more and more important for young students today. Students have to take into account many things when choosing a career and

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college major. Many factors can influence a student's decision, including parents, coaches, religious figures, or any role models in a student's life (Fizer, 2013).

According to the Career and Employability Service, University of Kent, a career is made of many stages. Choosing a Career involves four Main Stages:

1. Self Awareness
2. Opportunity Awareness
3. Decision Making
4. Taking Action

Sometimes these stages will overlap and sometimes you have to return to a previous stage be aware the cycle is not always as linear and consistent as it is presented here.

### ***Self-Awareness***

The first stage of Career Choice is Self Awareness. This involves looking at your skills, values, interests and personality and analysing where your strengths and weaknesses lie. This is important both in choosing the right career and also for success in applications and interviews where you will find many questions which test whether you have been through this process. You can start with looking at your Skills here. You can now also look at your Interests, Values and Personal Styles on the web.

### ***Opportunity Awareness***

Once you have done some preliminary self analysis, the next stage is to gather information on the opportunities open to you.

### ***Decision Making***

Once you have completed the above two steps, you can bring them together to help make decisions.

### ***Taking Action***

This is the final process of career planning. It involves:

- Finding out about the Employers that offer the types of jobs you are interested in.
- Search our Vacancy Database
- Preparing Applications and attending Interviews
- Perhaps taking Aptitude Tests and attending Selection Centres

According to the Federal Student Aid (FSA) - An Office of the U.S. Department of Education, 2015, career must be based on the interests of who seeks to choose career. You should make sure you set career goals and understand what you need to do to reach them. Then you find and explore career options by indicating your interests. FSA indicates three stages for choosing a right career. They are:

#### **1) Think about what interests you**

Once you give some thought to your interests and passions, you will be able to narrow down your career options. The results summarize your interests, indicating how they relate to the world of work.

#### **2) Learn about your chosen career**

- You'll have to be able to see such information about your chosen career as
- what people do on the job;
- the types of knowledge, skills, and abilities required for the career;
- the level of education usually needed;
- the average annual salary; and
- the expected demand for this career in the future.

#### **3) Consider how much training you will need for your chosen career**

Once you've narrowed your career choices, talk to people who are working in that field or, if possible, find a part-time or volunteer job in that field. You also might want to ask a school counselor or other mentor to help you investigate internships in your chosen career field. Consider how much training you will need for your chosen career.

Professor C. L. Kundu (2015) stated that to attain personal satisfaction and advancement or progress in a career, individual learner needs the following aspects

#### **1) Self – Actualization**

This is the ability of knowing oneself better i.e. background

- What are the opportunities do I have?
- Know your personal style i.e. pattern of interaction between yourself and your environment
- Know your interests
- What are your abilities?

- What are your values (What is important to you?)?
- Who is your role model?

## 2) Set a goal

## 3) Relate your personality with career interest

## 4) Be disciplined

By applying these, the learner will be able to choose work that will enable him/her to develop and be kind of person that he wants to be. If one chooses a life style that is based on one's values and career interests, his/her life will be more meaningful. Success comes from doing things one is good at. Satisfaction comes from doing things that one is interested in. Professor Kundu emphasized the four aspects to consider when choosing career.

**Manitoba Career Development Initiative** ([www.manitobacareerdevelopment.ca](http://www.manitobacareerdevelopment.ca)) in the Resource Package entitled "A Guide to Planning Your Career" has clearly pointed out that here are the following five stages of career planning:

### *Evaluating Myself – learning about Myself*

Having a clear picture of your unique talents, interests, values and skills will be the base of your career-planning journey. A great start to a brighter future.

### *Exploring Options – learning about available work opportunities*

Once you have a clear idea of your interests, current skills and the things you value, you can start exploring options. Gather information about occupations, education and training opportunities.

### *Making Decisions – deciding on My Future Path*

Once you have explored your options, the next step is narrowing down the work and/or training field on which you would like to focus. Take time to analyze the options you have explored and make decisions about what path you want to travel.

### *Setting Goals – creating a Plan*

You have identified your career path; now identify the steps you need to take to start moving towards your goal. Prepare an action plan and chart your course.

### *Implementing My Plan – putting My Plan into Action*

Set your plan into action. Keep in mind you may have to make some changes to keep yourself on track or set a new course when unexpected opportunities arise.

### **Factors for Choosing a Career – A Search**

Career choice is influenced by a good number of factors. According to the literature, the factors affecting career choices are very diverse. When we think about career choice, several things immediately come to mind – job description, training and education required, career outlook, and salary – but there are a number of other factors that may influence your decisions. Choosing a career is one of the most important decisions you make in your life. Researchers have found that many of the factors affecting career choices quickly become apparent through honest self-reflection.

The factors that affect the decision of making career choice include family, passion, life context, personal aptitudes, and educational attainment salary, and past experiences. In addition to these factors, race and gender can also affect what field a student may choose. Some professions have greater percentages of a certain gender or race. Another thing that plays a big role in a student's decision of what field to study is the people or role models in his or her life. These role models can include a parent, teacher, or a recent employer.

When students are choosing a career, they may not have all the information about the job they are pursuing. The job may involve more math or science than students are prepared to study. Students may like one aspect of a certain job and not understand what other aspects come with that profession. For example some students may want to be veterinarians because they enjoy being around animals, but students may not realize how much school work is required to become a veterinarian. Also, students may not be open to all jobs in their area of interest.

According to Parsons (1909), in the wise choice of a vocation, there are three broad factors: (1) a clear understanding of yourself, your aptitudes, abilities, interests, ambitions, resources, limitations, and their causes; (2) a knowledge of the requirements, conditions of success, advantages and disadvantages, compensation, opportunities and prospects in different lines of work; (3) true reasoning on the relations of these two groups of facts.' (p. 5)



According to the Career and Employability Service, University of Kent suggested that before choosing a career, we should look at what factors go into choosing a career:

### How to Choose a Career of Your Choice? – A Sum-Up

How does one choose a career of one's choice? If you don't have any idea what you want to do, it is very important to understand one's individual Strengths, Weaknesses, Opportunities and Concerns/Threats. Evaluation of the following aspects will increase your chance of navigating a good career decision:

- **Know Yourself:** Before even getting into a choice it becomes very important to assess about oneself. This will not only transform your belief but also make you a confident person.
- **Belief:** Things which are directly coming from the heart which is influenced by the socio-environment, the elders, and sometimes the mass media.
- **Confidence:** Things which get established through analysis and assessment about the self. It is chiefly based on one's beliefs, self-assessment and self-expectation.
- **Self-Assessment:** It is learning about oneself – values, interest, soft skills, and aptitudes. Along with the same one needs to understand one's personality type to derive a list of occupations to be a good fit.

By now you may probably have multiple lists of occupations in front of you. Now, you have to know how to explore one for your future from a list of occupations. You have to sort out according to the

degree of your choices and then examine own favourite occupations on the basis of the following steps:

Firstly, you have to check the qualities required for each of these occupations that you have chosen. Now in a piece of paper align the qualities you have to the requirement that each of the occupations you have listed. Your self-assessments will indicate the best of the occupations which fits your trait.

Next, find any occupation on your list that appeals to you or it aligns to the Passion you have. They may be careers you know a bit about and want to explore further. Also, include Professions about which you don't know much. You might learn something unexpected. Here, we should learn about Passion and Profession. In many cases it has been seen that we choose our Profession which endorses the wish of our guardians or our influencers but may not be what we really like from the core of our heart. This brings out a miss-match in our ambitions and hence later in our Career we diverge. Hence, it becomes very important, that we choose our Profession, align to our Passion in the beginning to pursue excellence in life.

Now you have more information, start to narrow down your list even further. Based on what you learned from your research so far, begin eliminating the careers you don't want to pursue any further. You should end up with two to five occupations on your "short list."

Post-short listing and narrowing down to very few options, start doing more in-depth research. Arrange to meet with people who work in the occupations in which you are interested. They can provide first-hand knowledge about the careers on your short list. Maybe your profiles created in the Social Media may help to discuss and take guidance.

Finally, after doing all your research, you are probably ready to make your choice. Pick the occupation that you think will bring you the most satisfaction based on all the information you have gathered and which maps to the want of one's life. It is recommended to be patient and more analytical before one does so.

Basically, one has to look at immediate skill building which aligns to passion and

Chart – 1: What Factors Go into Choosing a Career?



pursue the professional goals with a long term vision. During the entire journey you have, keep the self-research and self-assessment you did about required education and training to be your guide. There might also be a requirement to do further assessment of oneself. This will always help to open your mind and intensify one's wants with clarity. We all have our own set of hobbies which was surely a part of our growing up. But often due to the hectic schedule and demanding adulthood, most of them fade away, unknowingly. There are certain hobbies that can be converted into a successful career.

### Concluding Remarks

Hence, it becomes very important to choose a career in which you have both the necessary degrees of interest and potential in order to achieve success. Utilize the power of career assessment before you delve into a particular career option or career path. This is what will ensure that you grow and develop your abilities along through the career option that best suits the development of your aptitude. Career counselling is also a useful tool in choosing a career. Career Counselling can help students feel confident that they have explored their options and made the most appropriate choice. The process of Career Counselling can help a student a career path from the wide range of existing possibilities. The ultimate aim of a student is to find a career path which is consistent with one's values, interests, skills, and abilities, through individualized interpretation of career interest inventories. For successful career planning, one should know oneself, one's interest, skills, values, personality and educational achievement. On the basis of literature in this area, inference may be drawn that one should follow the common stages of choosing a career - Self – Actualization, Set a goal, Relate your personality with career interest, Exploring Options – learning about available work opportunities, Making

Decisions – deciding on my future path, Setting Goals– creating a plan, Implementing the Plan – putting your plan into action.

In conclusion, we should make use of all the careers and employability resources for choosing or planning a career keeping in mind our capabilities and potentials in concluding physical capacities, interest, values and educational requirements. It's important to understand that career choice is not made based on any one factor. Our choices are subject to many influences – individual, cultural, social, and environmental related to educational base, skills and abilities, interest and personality type, life roles, culture, gender , social and economic conditions. The combination and interaction of various influences on your decision-making are unique to you and your situation.

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# Similarity in Distance Teaching Institution and Banking Sector in Reaching the Grassroots

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The Distance Teaching Institution (DTI) and the Banking sector have a common agenda in their operations - to reach the downtrodden and the needy populace in the society. In addition, the Banking sector has contributed enough to the Distance Teaching Institution (DTI) in ensuring the contactless payment, contactless enforcement and digitized disbursement of scholarship and refund of fee to deferred admission forms from the prescribed eligibility criteria for entry into the Programme of Study. Both the Distance Teaching Institution (DTI) and the Banking sector have a social responsibility in creating financial literacy, providing avenues for entrepreneurship ventures and sustaining the livelihood. However, the Distance Teaching Institution (DTI) provides expertise for skilling and continuing education culminating in economic activity which can be augmented through loans from Banking sectors and later on, upon acquisition of job ventures by an individual - be a part in the financial transactions involving Banks. Thus, it can be said that Distance Teaching Institution (DTI) and Banking sector are integrated in an individual's life even though the cause and phase of linkage differs depending upon the point of access.

## A brief about History of Distance Teaching Institution (DTI) and Banking Sector

‘Open and Distance Learning is not supplementary, complementary or alternative to the conventional system, but it is part of the evolution of new methodologies in teaching and learning’ (Khan, 1999).

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‘The origin and emergence of an open and distance learning system in India is probably the most significant development in Indian education in the last century’ (Menon, 2000). ‘The University of Delhi has become the dual mode Distance Teaching Institution (DTI) in the year 1962 – even before the first Open University at the United Kingdom in the year 1969. The credibility of the Distance Education System (DES) has made the Distance Learning System (DLS) as one of the options for the aspirants of education, to pursue/continue higher education’ (Dorothy, J.S and Kumar, A, 2010).

The first Open University of India at State level was the Andhra Pradesh Open University (now renamed as Dr. B.R. Ambedkar Open University), established in 1982 in the undivided Andhra Pradesh. In 1985, Indira Gandhi National Open University (IGNOU) was established in 1985 by a Central Act of a Parliament with national jurisdiction in India besides in selected places outside the Indian subcontinent.

India has single mode Distance Teaching Institutions (DTI) and dual mode Distance Teaching Institutions (DTI), taking education to the doorstep of the learners. In addition, the Indian subcontinent has both the Public and Private Stake holders in the Distance Education System (DES).

As far as history of the Banking sector is concerned, according to [https://en.wikipedia.org/wiki/Banking\\_in\\_India](https://en.wikipedia.org/wiki/Banking_in_India) (2020), the ‘Banking sector established itself in India in the last decade of the 18<sup>th</sup> Century. The Bank of Hindustan was the first Bank established in 1770. The General Bank of India established in 1786, only lasted till 1791’.

‘There were three banks founded by the Presidency Government. The Bank of Calcutta started in the mid-June 1806 was renamed as the Bank of Bengal in 1809. The other two Banks were the Bank of Bombay started in 1840 and the Bank of Madras started in 1843. The three Banks were merged in 1921 to form the Imperial Bank of India which after India's Independence became

the State Bank of India in 1955. Thus, the largest and the oldest bank which still exists in India is the State Bank of India' ([https://en.wikipedia.org/wiki/Banking\\_in\\_India](https://en.wikipedia.org/wiki/Banking_in_India), 2020).

As per <https://www.gktoday.in/gk/private-sector-banks-in-india/> (2020), 'Private Sector Banks refer to those banks where most of the capital is in private hands'. 'There are two types of Private Sector Banks- the Old Private Sector banks which existed at the time of nationalization, but were not nationalized due to their small size or some other reason and the New Private Sector Banks'. All three types of banks- the Government banks and both types of private banks coexist after the banking reforms in India.

'The Indian Banking scenario further changed with Industrial Reforms brought forth in 1991 wherein Foreign and Private Banks were allowed to carry their operations in India. The face of Banking system is changing rapidly and to be ahead in the race, Banks need to focus on improving upon their efficiency, improve profitability and match their technology according to the Global standards' ([https://en.wikipedia.org/wiki/Banking\\_in\\_India](https://en.wikipedia.org/wiki/Banking_in_India), 2020).

### **Nature of Clientele in Banking Sector and Distance Teaching Institutions (DTI)**

The clientele in Banking sector and Distance Teaching Institution (DTI) are similar to the extent that the individual clientele/customer approaching for benefit is aware of the opportunities available, but, need to be oriented towards the eligible openings amidst the preferences of an individual. For example, an individual coming to enroll into a programme of study in a Distance Teaching Institution (DTI) has to be made aware of the eligibility criteria, the objectives of the programme and the spin-off benefits upon acquisition of the certification. Similarly in a Banking sector, the Bank products are universally available but yet need to be customized for access by defining the limits for each product depending upon the profile of the clientele. It can be said that both a Banker and Educationalist remain a person close to the customer's life (including the family) and always release the individual once on their own -leaving the onus on the individual to come back to thank the

Banking sector and Distance Teaching Institution (DTI) for the benefits earned.

The Banking sector with respect to Technological Innovations, Financial inclusion, Derivatives and Risk Management Products, Consolidation, Demonetization, Jan Dhan Yojana, Wide usability of Real-Time Gross Settlement (RTGS) and National Electronic Funds Transfer (NEFT) transactions have involved the Distance Teaching Institution (DTI) network to be a partner in the financial literacy programme after the Digital initiative by the Government of India. In both the sectors, information about the clientele besides ensuring personal touch and data security related to the individual identity are a major concern.

Both Banking sector and Distance Teaching Institution (DTI) are inclusive towards encompassing all individuals to be benefitted by their scheme in line with the Government of India Policy. In addition, the clientele of Banking sector and Distance Teaching Institution (DTI) are heterogeneous in nature – making the best practices in one phase of clientele not applicable to another group of clientele or at times to the same clientele in another real life situation – necessitating customized individual counseling to be benefitted from a scheme on offer. In addition, the expansion of Banking sector by establishing new branches to optimize reach in rural areas is similar to the expansion activities of a Distance Teaching Institution (DTI) by establishing Learner Support Centres (LSC) in far flung geographically remote and inaccessible areas.

### **Distance Teaching Institutions as a Feeder for Banking Sector**

Both as a client and as an output of the educational process, Distance Teaching Institution (DTI) serve as a feeder for the Banking sector. For instance, Distance Teaching Institution (DTI) is a client to use all the Banking products for day to day functioning of the support services related to imparting education through the Open and Distance Learning mode. On the other end, the successfully completed learners – who are the output of the educational process in turn, get into the human capital of the Banking sector besides being the client to avail of the Banking products in their day to

day living. Thus, the Distance Teaching Institution (DTI) serves as a feeder for Banking sector. It is pertinent to mention that both the Distance Teaching Institution (DTI) and the Banking sector are inter-dependent for each of their activities and transactions related to fiscal and human capital.

Distance Teaching Institution (DTI) because of its array of programmes on offer has suitable programmes to make an individual to be apt for being the human capital in a Banking sector. For example, taking the case of Indira Gandhi National Open University (IGNOU), the Programmes on offer for Banking Professionals are Master of Business and Administration (Banking and Finance) [MBF], Post Graduate Diploma in Financial Management (PGDFM), Post Graduate Diploma in Financial Market Practice (PGDMM), Master of Commerce (in Finance and Taxation) [MCOM (F&T)], Master of Commerce (in Business Policy and Corporate Governance) [MCOM (BP&CG)], Master of Commerce (Management Accounting and Financial Strategies) [MCOM (MA&FS)], Bachelor of Commerce (with major in Accountancy and Finance) [BCOM (A&F)], Bachelor of Commerce (with major in Financial & Cost Accounting) [BCOM (F&CA)], Certificate in Disaster Management (CDM), Certificate in Human Rights (CHR). In addition, the Distance Teaching Institution (DTI) also provides opportunity for continuing education to the Banking sector Professionals which on long run becomes a cost effective venture to face-to-face training organized by individual Banks besides preventing from being head hunted and making possible to be at the place of work while studying for a training through the Distance Learning System (DLS).

#### **Availability of Skill Development Initiatives through Self Learning Concept in SWAYAM Portal for both Distance Educators and Banking Sector Professionals**

The Government of India introduced the online programmes through the Study Webs of Active – Learning for young and Aspiring Minds (SWAYAM) portal to ‘ensure access, equity and quality’. ‘The courses in SWAYAM has four quadrants namely video lecture, specially downloaded material which can be downloaded and printed, self-assessment through tests

and quizzes and online discussion forum for clearing the doubts’. ‘Courses offered through SWAYAM certificate should register for the final proctored exams that come at a fee and attend in person at designated centres on specified dates’ (<https://swayam.gov.in/about>). According to <https://en.wikipedia.org/wiki/SWAYAM> (2020) ‘SWAYAM is an initiative launched by the Ministry of Human Resource Development, Government of India under Digital India to give a coordinated stage and free entry to web courses, covering all advanced education, High School and skill sector courses. It was launched on 9<sup>th</sup> July 2017 by’ Shri. Pranab Mukherjee, ‘Honourable President of India’.

Supplementing to the available certification from Distance Teaching Institution (DTI) besides being on-the-job, the Government of India provides opportunity for acquiring additional qualification targeting skill development initiative (SWAYAM) portal for both Distance Educators and Banking sector professionals.

Some of the common SWAYAM programmes useful for both Distance Educators and Banking sector professionals, for instance, are the programmes on Environmental Sustainability, Entrepreneurship Skills, Career Management, Soft Skills and Personality Development, Photography.

#### **Skills Required for a Human Capital in Distance Education System and Banking Sector**

The Human capital working in a Distance Education System especially the Academic counselors/teaching faculty/Staff at the study centres/personnel at the administrative setup who interact with the learners regularly need to have skills like ‘Warmth, Acceptance, Genuineness and Empathy (WAGE)’ towards the learners in Distance Education System. ‘The Warmth skill emphasizes the ability to communicate personal warmth and make the individuals feel valued as individuals; Acceptance is the skill of accepting people as they are instead of judging their behavior; Genuineness means being honest with yourself and the Learner; Empathy is the ability to sense the feeling and experience of another person as if you were that person’ (<https://egyankosh.ac.in/MADE/MDE413,2020>). These Four skills would enable the Human

capital of Distance Education system build up a rapport with the learners enrolled in this system.

According to Balachandran Unnithan (2019) the skills required for being a Human Capital in Banking sector are having good customer dealing skills, identifying complaints as requirements of a customer, soft skills like patience exhibited in listening and asking beyond the grievance to solve the issues, having good Analytic, ICT skills and good with numbers and Accountancy.

One of the common skills required for the human capital of both the Distance Education System (DES) and the Banking Sector is the ability to empathize besides multitasking. For the client, the human capital is the mirror of the institution. Irrespective of the long hours of work, fatigue due to multiple location coordination, the human capital if empathise with the client in the help desk would do the needful to the utmost satisfaction of the client who would contribute to the Word of Mouth Economics (WOM) for the benefit of the institution.

### **Simile between Skills Required for a Human Capital in Banking Sector and Distance Education System in the Ambit of Indian Economy/Society**

Both the Banking sector and the Distance Education System deal mainly with Human beings with diverse background, and having zeal to complete a task or transaction inspite of being a defaulter. In addition, both the Banking sector and the Distance Education System have integrated artificial intelligence for their transactions. With the migration of individuals from non-machine transaction to machine transaction, individuals do feel the need for human assistance while handling a machine for their transaction. Thus, both the Banking sector and the Distance Education System (DES) have Help Desk to integrate human assistance for the client while handling the machine and as such empathizing with an individual and ability to foresee where the individual might miss the deadline or do an option which is not apt for the transaction ahead. As such, the skill required by the human capital in both Banking Sector and Distance Education System (DES) are similar to the extent that besides academic excellence, professional caliber, soft skills to make a stranger comfortable in a new formal situation and move them from being

accustomed to being self-reliant as a independent client are needed for the day to day functioning and sustained clientele.

It is pertinent to mention that both Banking sector and Distance Education System (DES) have an impact on the Indian economy/Society but is dependent on what the individual forego to access the product in terms of financial sustainability and acquiring educational qualification. As an old saying goes “A wealthy man is known only in his locality whereas an educated man is known beyond his locality” is true even in globalized economy and the globe becoming a global village. Even though education is both a consumption and investment, fiscal assistance by means of Bank loans, Government sponsored scholarship do augment the individual to invest in education. Counseling of what is the need in the society to augment the economy with the background/caliber of the individual in discussion augment the progression of the individual.

The Prerequisite for a career in Distance Teaching Institution (DTI) and Banking sector are always the eligibility criteria prescribed for the various cadres. But the sustenance of the quality of work like empathizing, having explicit exhibit of honesty, completion of the task without constant reminder/supervision, integrity in dealings, uncorrupt working attitude under the work of hard work instead of just smart work, team working at the same time fill the gap of the other, not guessing the extent of performance on the basis of the attire/ external appearance of the client- as a credential comes because of the quality of the person which is unseen by the credentials and is associated with the spiritual intelligence and emotional intelligence of the individual.

### **Recruitment Process in Distance Teaching Institution (DTI) and Banking Sector**

The recruitment process in a Distance Education system is generally through Advertisements in Newspapers/Employment news etc. and rigorous for Government affiliated Universities while for Private Universities it is generally through Interview, Private Employment Agencies, through References, Team move. Staff employed at the Learner Support Centres and Academic counselors empanelled for doing the academic transactions to the learners are Part-time staff. The Permanent employee are

recruited as per the relevant positions and relevant academic qualifications required for that position.

As far as the Banking sector is concerned, the recruitment process in the Public and Private Sector Banks is different.

According to Balachandran Unnithan (2019), the recruitment process in Private sector Banks is quick, mainly done through Campus Placement, involving Private Employment Agencies, through Reference, from Competitors, preference for Bank trained candidates. However, with respect to Public Sector Banks, the Recruitment process has a waiting period, Aptitude test is rigorous and Reservation as per Government of India norms is applicable.

In spite of the pressure encompassing the mobilizing the manpower, if only manpower “showing aptitude for every kind of learning, well informed, quick to understand, and qualified to serve” (Daniel Chapter 1 verse 4) are employed in the Distance Teaching Institution (DTI) and Banking Sector, successful execution of the task at the field level can be ensured.

### **Nature of Operations in Distance Education System (DES) and Banking Sector**

In Distance Education System (DES), the learner and the faculty are separated by geographical boundaries and the learner studies at his/her own convenience, pace and timings through technological interventions like Radio counseling, Gyandhara and Gyandarshan. Further the group here is heterogeneous wherein learners of all age-group from various cultures, experiences study at their convenience along with their personal/professional responsibilities. Hence, the approach in Distance Education System (DES) is ‘Learner centred approach’ – which stress the importance of each individual learner. A Distance Teaching Institution (DTI) is truly ‘every family’s educational institution’.

The Bank is linked with every aspect of life. A Banker is a person close to the Customer’s life (*including the family*) as in a family almost every individual has a Bank account and have an opportunity to interact with a Banker. The changes are presently going on in the Banking sector with respect to technological innovations, financial

inclusion, derivatives and risk management products, consolidation, Demonetization, Jhan dhan yojana, wide usability of Real-Time Gross Settlement (RTGS) and National Electronic Funds Transfer (NEFT) transactions calls for a personal touch in dealing with individual client by knowing the need of the client as an individual. Thus, the Banking sector is also functioning with a ‘Customer centric approach’.

Thus, the Nature of Operations in Distance Education System (DES) and Banking sector is dependent on the client.

### **Similarity in Distance Teaching Institution (DTI) and Banking Sector in reaching the Grassroots**

Grassroots reach is synonym for Distance Teaching Institution (DTI) and Banking Sector. This is because, the policy governing the Distance Teaching Institution (DTI) and Banking Sector are people specific and is line with the Government Policy for the development of the people. The similarity in Distance Teaching Institution (DTI) and Banking Sector in reaching the grassroots is enumerated below:

***Availability of the Services at the Doorstep of the Client:*** Both the Distance Teaching Institution (DTI) and Banking Sector ensure that their services are available at the doorstep of the client. Reachability of Services is ensured by special assistance in the help desk, technology enabled services. In addition, the local populace is aware of the existence of the Distance Teaching Institution (DTI) and Banking Sector in their vicinity and strives to be benefitted from the services rendered.

***Social Inclusion:*** Without discrimination of people on the basis of caste, creed and geographical spread, social inclusion for access to the services is ensured in both the Distance Teaching Institution (DTI) and Banking Sector. Access of education and financial opportunities increase the competency of the individual, which when mentored or channelised or developed improve the livelihood of the individual.

***Accessible to All:*** There is no discrimination for access to the services of Distance Teaching Institution (DTI) and Banking Sector. Even though, fulfillment of the entry criteria specified remains

a challenge, the services of Distance Teaching Institution (DTI) and Banking Sector accessible to all. The more an individual in the field level gets accustomed to the services of both the Distance Teaching Institution (DTI) and Banking Sector, the lifestyle of the individual progress mainly due to exposure to the opportunities in acquiring education and skill to manage the financial resources.

***Established Standards in Functioning:***

Both the Distance Teaching Institution (DTI) and Banking Sector have established Standards in functioning, which ensure excellence in services rendered irrespective of who is performing the service. Established Standards in functioning ensures the same level of services to all clientele irrespective of their social/educational and geographical background. Equity in availing of the services rendered opens opportunities to acquire/upgrade new skills and technical knowhow to increase the fiscal profile. For example, a rural area individual can acquire/upgrade entrepreneurial skills from the Distance Teaching Institution (DTI) and avail of the fiscal loan facility from the Banking Sector to get self-employed.

***Located Over a Wide Geographical Spread:***

Both Distance Teaching Institution (DTI) and Banking Sector have a network in rural and urban locality for specialised services or for a point of access to lead to solution and thus, located over a wide geographical spread. The more the penetration of Distance Teaching Institution (DTI) and Banking Sector into the field level, the more the possibility to optimum reach to the development of the local clientele. It is pertinent to mention that in the initial launch of the AADHAAR card, by the Unique Identification Authority of India (UIDAI) both the Distance Teaching Institution (DTI) and Bank were also the locality to do the needful for the issue of the AADHAAR Card.

***Contribution for the Individual Excellence:***

Contribution for the individual excellence is possible through both the Distance Teaching Institution (DTI) and Banking Sector. Individual excellence in education, skill, knowledge is contributed by the Distance Teaching Institution (DTI). According to Trainer's Kit 001(1999) 'Open and Distance Learning offers a number of advantage to both learners and providers of opportunities

for learning. They include overcoming physical distance, solving time or scheduling problems, expanding the limited number of places available, accommodating low or dispersed enrolments, making best use of the limited number of teachers (experts) available, dealing with cultural, religious and political considerations'. Education by means of earning a qualification, acquiring skill has been a source of employment/economic activity which is manifested by fiscal benefit manifested by the salary earned or the profit earned. Initial remittance of the salary due, the fiscal transactions as outcome of the entrepreneurial ventures is through the Bank (which is mandatory even for part-time engagements due to the Government of India initiative for cashless transactions). Reinvesting the earnings for the fiscal benefit by the individual clientele is preferred through the banking Sector. The individual excellence in financial flow and management is contributed by the Banking Sector.

***Recognition of Value:***

Both the Distance Teaching Institution (DTI) and Banking Sector think globally and act with local relevance, recognizing the value of enjoying the benefits from current differed savings and the spin-off benefits it earn. Education is both an investment and consumption, so also the investment or risk taken financially using the assistance of bank. The presence of the Distance Teaching Institution (DTI) and Banking Sector in the rural area ensures each individual to recognize their respective value of getting access to education and of getting the necessary banking products including micro credit to increase their economic standard in their livelihood.

***Social Responsibility:***

Both the Distance Teaching Institution (DTI) and Banking Sector have Social responsibility in ensuring the welfare of the local populace. Each of the institution has specific jurisdiction for functioning with *ad libitum* discretionary powers vested on the Head of the office to ensure that justice is rendered to the beneficiary. Many a time, the operation expenditure is very high when the Distance Teaching Institution (DTI) and Banking Sector are functioning in a rural area. However, the Distance Teaching Institution (DTI) and Banking Sector are established in a rural area so that their social responsibility in uplifting the grassroots is fulfilled.



***Providing Urban facilities in Rural Area (PURA):*** The term Providing Urban facilities in Rural Area (PURA) was framed by the former President of India Dr.A.P.J. Abdul Kalam. The Distance Teaching Institution (DTI) and Banking Sector located in a rural area serve as a doorway to bring facilities available in the urban area for the use of the grassroots; thereby ensuring equality of facilities to prevail in the same extent at a place irrespective of the growth and development at that place; prevent shift/dislocation of human to other areas which result in migrant dislocated population in the new habitation.

***Intertwined with the Activities of the Daily Living:*** The life of an individual is not static and priority for social, family, economic, educational commitments are changed depending upon the preference and need. Improved economic activity is associated with acquisition of educational qualification. The Distance Teaching Institution (DTI) and Banking Sector are intertwined with the activities of the daily living at grassroots, to the extent that the officials associated with the Distance Teaching Institution (DTI) and Banking Sector are considered worthy for seeking advice for matters related to life and the local populace folk the place of stay/work of these officials to seek counsel/get second opinion.

***Need Identification:*** In both Distance Teaching Institution (DTI) and Banking sector, Need Identification is basically done to understand the needs/skills required for the Learners/consumers at the Grassroots level. In Distance Teaching Institution (DTI), to identify the Programmes/Skill based Courses which need to be developed, Need based surveys/Participatory Rural Techniques (*PRA is a basic technique which is used to identify problems, needs and potential in a village but can be used in both rural and urban areas*) are used to identify the needs of the rural/urban population; similarly for Banking sector need based consumer surveys are undertaken at the grassroots level to identify, link the needs of the local populace with the expansion of the Banking services.

***Extending Concessions to Some Specific Category of Beneficiaries:*** There are certain categories/ segments of human beings who need

special assistance/schemes to enable them enroll in Distance Teaching Institution (DTI) or open Bank Accounts. As far as Distance Teaching Institution (DTI) is concerned, various concessions/freeships/scholarship are provided to Scheduled Caste/Scheduled Tribe (SC/ST) community students so as to be socially inclusive in encompassing the socially excluded groups; Jail inmates to ensure that the persons are prepared for the rehabilitation life; Learners with Special needs like Personnel in Uniform in the Police, Army, Navy and Air force ; learner from weaving community through the Ministry of the Textiles; learners from fishermen community through the State Government to enable them access Higher Education while for Banking sector also through the schemes like *Pradhan Mantri Jan-Dhan Yojana (PMJDY)* which is a National Mission for Financial inclusion to ensure access to financial services like Banking/Savings and Deposit Accounts, Remittance, Credit, Insurance, Pension in an affordable manner to reach out to all needy persons ([www.pmjdy.gov.in](http://www.pmjdy.gov.in)); besides having specific schemes of Bank products/loans for each type of occupation like the Government Employed, Civil Servants, Personnel in the Uniform; Teachers; Farmers; Micro, Small and Medium Enterprises; First Generation Entrepreneur/ Education Seeker and individual citizen and non-resident citizen of India.

### **Future of DTI and Banking Sector**

Digitalization is the buzz word as far as the future of Distance Teaching Institution (DTI) and Banking sector is concerned. The Open and Distance education scenario has been revolutionized in recent times wherein operations ranging from Admissions to submitting forms for Re-registration to Examinations, all have been digitalized/made online for the convenience of the applicants to do the needful without moving the physical distance. Further, even the Study materials of the Courses have been digitalized to enable the learner access to the same anywhere, anytime at his/her convenience. The development of various Digital Applications (Apps) by educational institutions offering Distance Education to facilitate the learners has given them access to their materials/queries on their finger tips. Similarly, the Banking sector has witnessed significant changes in the recent times wherein modern banking technologies, Digital platforms,

mobile, internet banking have revolutionized the banking sector in a substantial way besides facilitating individual to benefit from their respective place of stay for access the advantages of banking.

Further ‘The Digital India Movement’ by the Government of India has also given the much needed push to the Digitalization efforts in both the Distance Teaching Institution (DTI) and the Banking sector. The success of the performance of the Distance Teaching Institution (DTI) and Banking sector is dependent on the personnel managing the affairs for the clientele with empathy, forecasting the possible opportunities and be proactive to think of the possible challenges on the basis of the current need of the clientele. Thus, the Banking sector and Distance Teaching Institution (DTI) has enormous opportunities for employment and because of its interaction/involvement plays an important role in improving the populace.

### Conclusion

In India, the Banking Sector is under the Union List (List I) under the Ministry of Finance, whereas the Education is under the Concurrent List (List III) under the Ministry of Human Resource Development. But, both Distance Teaching Institution (DTI) and Banking Sector have a reach upto the grassroots. The Distance Teaching Institution (DTI) and Banking Sector as a service instrument in a society is unique in that their survival is possible due to their utility value for the local populace and their involvement in developing the human being in the vicinity of their location. This paper discussed about the basics/fundamentals of the Distance Teaching Institution (DTI) and Banking Sector highlighting the simile between Skills required for a Human Capital in Banking sector and Distance Education System in the ambit of Indian Economy/Society and in reaching the grassroots.

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## Ethical Standards and Professionalism

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**Ram Nath Kovind, Hon'ble President of India delivered the Convocation Address at the 2nd convocation of AIIMS, Jodhpur on December 7, 2019. He said, "No matter which path you take, I urge you to remain full of empathy, and never let an opportunity pass to save or improve lives using your skills and knowledge. Always try to maintain highest level of ethical standards and professionalism for the entire career. All doctors and nursing graduates will do well to remember that the community around them looks up to them, and they will have to maintain the nobility of the profession." Excerpts**

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I am pleased to be among you in this land of valour that is Rajasthan. Today's occasion, the Convocation Ceremony, marks the completion of one stage of life for students, and the beginning of another. I congratulate all graduates and post-graduates on their achievement. It is certainly a proud moment not only for you but also for your parents who have helped you reach this stage. I am sure you are as much grateful to your parents as towards the teachers and society at large that made it possible for you to learn here.

At a place like this, two most important areas of development come together: health and education. Our nation has made great strides in many spheres including healthcare. But we need to do more to ensure that quality healthcare and education is accessible to all citizens specially those living in the rural areas and remote parts of the country. The AIIMS in Delhi, as you all know, has been the preferred destination for people from faraway places for expert care. To make reliable healthcare available in more regions, the Ministry of Health and Family Welfare, Government of India, established new AIIMS under the *Pradhan Mantri Swasthya Suraksha Yojana* (PMSSY). This institute here at Jodhpur is one of them.

AIIMS Jodhpur was set up with the mission to provide to people of this region healthcare facilities and medical education at par with the best of the nation. I am pleased to know that in a short span of seven years, it has excelled in the field of medical education and become a top choice of the students, after AIIMS Delhi. This shows the hard work being done by the faculty and students. I am sure you will continue to strive to take this institution to greater heights.

I learn that AIIMS Jodhpur is also fulfilling its role as a state-of-art research centre. It is heartening to know that the institute not only supports research through its intramural grants but also has funding from both international and national agencies.

The establishment of various specialised centres and labs shows the commitment of the institution towards strengthening research. At the same time, the institute is also working on the local healthcare matters of this region.

There is also a need to develop low-cost diagnostic, treatment and rehabilitative services. I am told that this institute is setting up an Innovation Centre for Medical Technology along with IIT Jodhpur. The two are also collaborating for an AIIMS-IIT Knowledge Innovation Cluster. This is a welcome step as this will boost the medical technology sector in the country. It is important that India starts making its own equipment that not only serves to provide affordable healthcare but also sets up India as a medical technology hub as part of the Make in India initiative. Only a few cities in the country are blessed with an AIIMS as well as an IIT, and this great city of Jodhpur is among them. I urge these institutes here to continue working together for betterment of people in this area and the country.

The AIIMS Jodhpur also strives to improve the health of tribal people in this part of Rajasthan with the help of the Ministry of Tribal Affairs. This endeavour is also a part of the Unnat Bharat Abhiyan. Such worthy initiatives are expected from institutions like AIIMS. They not only have to provide therapeutic services but also need to give preventive care for betterment of society. As an Institute of National Importance, AIIMS Jodhpur has a critical role in implementing the health programmes of the government and train manpower in this region.

The institutions like AIIMS are being developed to provide tertiary care to the poorest of the poor. It is heartening to know that AIIMS Jodhpur has provided consultation to over 24 lakh patients till date. Its database will help address the health concerns of the region and also in formulating health policies. The institute has also started robotic surgery to provide ultra-modern surgical care at affordable cost.

### **Ladies and Gentlemen,**

India is known as the land of *Charak* and *Shushrut*. The research community around the world is taking note of India's traditional systems of medicine. The government has also focused on extending the reach of Ayurveda, Yoga and Naturopathy, Unani, Siddha, as well as Homeopathy; known together as 'AYUSH'. I am pleased to learn that AIIMS Jodhpur has started providing AYUSH services too. It can now complement this move by taking up research in these systems. That will bring together both traditional and modern care under one roof.

At this point I would like to share some thoughts with the students who are graduating today. You are now doctors or nurses. In any community in the world, a doctor or a nurse gets extra respect. In our country, they are considered next only to gods. This is because you have now gathered the knowledge and skills that can save lives. You provide care, you heal wounds. In today's world full of distress, you embody an extraordinary virtue: '*karuna*', that is, compassion.

Now, some of you will start private practice, or serve in a hospital. Some will pursue higher studies and some will teach in medical institutions. No matter which path you take, I urge you to remain full of empathy, and never let an opportunity pass to save or improve lives using your skills and knowledge. Always try to maintain highest level of ethical standards and professionalism for the entire career. All doctors and nursing graduates will do well to remember that the community around them looks up to them, and they will have to maintain the nobility of the profession.

### **Ladies and Gentlemen,**

I once again congratulate the students and their parents on this momentous day and wish them all the success in their lives. I appreciate the contribution of the faculty of AIIMS Jodhpur. You have been doing a great service to the nation and I am sure will continue to do so. My best wishes to AIIMS Jodhpur in all its endeavours ahead.

Thank you,  
Jai Hind!

### **International Webinar on Ethics in Research**

A five-day International Webinar on 'Ethics in Research: Conduct, Documentation and Publication' was organised by the School of Pedagogical Sciences, Mahatma Gandhi University, Kerala in academic collaboration with All India Association for Educational Research (AIAER) during August 03-07, 2020. About 330 delegates represented from different parts of the world are actively attended all the webinar sessions and deliberations. The webinar was inaugurated by Prof. Sabu Thomas, Vice Chancellor, Mahatma Gandhi University. The Inaugural Ceremony was graced by the presence of various other dignitaries like Prof. Sunil Behari Mohanty, President, AIAER, Prof. Minikutty A, Head, School of Pedagogical Sciences, Prof. Asha J V, Convenor and Dr. Ismail Thamarasseri, Coordinator of the event. After the Inaugural Session, venue witnessed the keynote speech of Prof. Sunil Behari Mohanty President, AIAER on the topic 'Role of AIAER in Promoting Research Ethics' and a presentation by Ms. Rabia Khanam, Mewar University on the topic 'Emerging Trends in Research Ethics, Documentation, and Plagiarism: A Critical Insight'.

A talk on 'Prioritisation in Educational Research' was delivered by Prof. V Reghu, Former Controller of Exams, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu. The session was chaired by Prof. T V Thulasidharan. During the technical session three papers were presented by Ms. Sruthi S, University of Kerala, Ms. Zainab Musheer, Aligarh Muslim University, Ms. J A Jesina, Annai Fathima College of Arts and Science, Madurai, Tamil Nadu and Vote of Thanks was proposed by Dr. Ismail Thamarasseri.

The next day of the webinar commenced with the welcome address by Prof. Jaya Jaise, Dean, Faculty of Education, Mahatma Gandhi University and was graced by the Invited Lecture: Introduction to IRB & CITI Training delivered by Dr. Briju Thankachan, Director, CADD & TBL Expert, Ohio University, USA. During the technical session, two papers were presented by Ms. Roshini Salil, Mahatma Gandhi University, Kerala and Dr. Bindu M.P., Chinmaya Viswavidyalaya Deemed to be

University, Ernakulam. Dr Muhammed K.V. proposed the vote of thanks.

Further, the Resource Talk was delivered by the internationally acknowledged Global Health Researcher, Prof. Sabu Padmadas, Department of Demography and Social Statistics, University of Southampton, UK. During the technical session, two papers were presented by Ms. Anu Cleetus, Mahatma Gandhi University, Kerala and Ms. Rajeswari V S, University of Kerala. The session was chaired by Dr. Sajna Jaleel and Dr. Siby G Netto proposed Vote of Thanks.

The last day of the Webinar had the Invited Lecture on 'Publication Ethics' which was delivered by the young researcher who bagged two prestigious postdoctoral research awards, Dr. Divya C Senan, University of Kerala. The session was chaired by Prof. Asha J V and the technical session had one paper presentation by Dr. Fathima Jaseena, Farook Training College, Kozhikode. The valedictory address was delivered by Prof. Jaya Jaise, Dean, Faculty of Education, Mahatma Gandhi University and the vote of thanks was proposed by Dr. Ismail Thamarasseri. Feedback forms were circulated during the sessions and e-certificates were distributed to the participants.

### **Online Workshop on Effective English Skills**

An Online Workshop on 'Effective English Skills' was organised by the University Language Laboratory, Mohanlal Sukhadia University, Udaipur from July 20-August 06, 2020. Dr. Khushpal Garg was the Convenor of the Workshop. The workshop was divided into two Modules. Module-I covered the introduction to English language and use of formal English, writing formal and informal emails, writing formal and informal letters and writing cover letters and job applications. Module-II covered writing effective curriculum vitae, Preparing for group discussion, preparing for job interview and effective English skills for communication.

The session of the Module-I on 'Effective English Skills' was started by Professor Pradeep Trikha, Director, University Language Lab. He introduced the theme of the workshop and said that the art of projecting oneself is very important in the

present era of cut throat competition. Dr. Khushpal Garg, Convenor of the workshop welcomed the participants and instructed them that it is their duty to be attentive during the sessions as it is an online workshop. He also introduced the Resource Person, Former Professor Sharad Srivastav. He traced the origin of English Language and said that a language is influenced by many factors like geographical location, culture, traditions, *etc.* He also emphasized on different varieties of English specifically American and British English. He also talked about old school of grammar and the modern usage of English Grammar. He also differentiated between formal and informal usage of the English Language. He wended up the session by pointing out the importance of effective communication skills in modern life of globalization.

Dr Anjali Singh, Assistant Professor, Department of English, MLS University conducted the session on 'Writing Formal and Informal E-mails' next day. She enlisted the validity and importance of e-mails in the era of science and technology. Dr Singh differentiated between these two types of e-mails and the format of e-mails in general. She also pointed out the technical issues related to the e-mails such as how to attach a different files how to download the attached files, *etc.*

Dr. Anjali Singh continued with 'Formal and Informal E-mails'. And engaged the participants in write the e-mails to her and responded to queries. Dr Khushpal Garg was the Resource Person of the next day of the workshop. He delivered his lecture on 'Formal and Informal Letter Writing'. He started his talk with the answer to the question why we write letters in the present era which is an era of technology. He talked about formal letter and informal letter and then he talked about different varieties of formal letters. He said that as a formal letter is an official document, hence one must be very particular while writing a formal letter. He enlisted the characteristics of a formal letter. He also talked about different aspects of a formal letter such as heading, date, inside address, subject, salutation, *etc.* He categorically mentioned that language plays an important role in conveying messages in its proper tone and spirit; hence one must be very particular about the selection of words and sentence structure while writing a letter.

Furthermore, Dr. Garg pointed out the errors of the received letter anonymously. He also mentioned that these are common errors generally done by the

writer while writing a formal letter. He again pointed out that words play an important role in conveying messages in its proper tone and spirit hence, one must be very particular about the selection of words. He also pointed out that as it is very clear that a formal letter is not just a letter, it is a formal document hence one must follow the format of a formal letter.

Mr Saurabh Meena, Assistant Professor, Department of English, MLS University conducted the workshop on next day. Mr. Meena started his session on 'Cover Letter and Job Application' by pointing out the importance of Job Application. He started his lecture with a sample advertisement and illustrated how to prepare a job application for the post advertised in the advertisement. He pointed out that one must convince the concerned authorities that he/she is the most appropriate person for the post. One should do it by highlighting their skills, keeping in mind that they should not be boasting about themselves. Mr Meena assigned assignments to the participants in his last session on 'Writing Cover Letter and Job Application'. Mr Meena appreciated the participants for their active participation and sending their responses in a good number. He started pointing out the common errors done by the participants in their responses. He specifically pointed out that the applicant does not project himself in a Job Application rather he projects his skills, hence the language in a good Job Application must be in accordance to that. He suggested the participants a Job Application should not have any grammatical error. He addressed all the queries and satisfied the participants.

In Module II of the event, Mr. Mahendra Singh Purohit, Assistant Professor, Department of English was the Resource Person of the session on 'Writing Effective CVs'. He started with enlisting the importance of the CV in the present era of cut throat competition. Mr. Purohit pointed out different elements of a good CV. Then, he explained in detail what to write in a CV and what not to include in a CV. At the end of the session, he gave assignments to the participants. Mr. Purohit addressed all queries and satisfied the participants.

Mr. Saurabh Meena conducted the session on 'Preparing for Group Discussion'. He started his session by specifying what we mean by Group Discussion. He pointed out the different types of Group Discussion. Mr. Meena said that Group Discussion may be conducted on a Fact or an Abstract Idea or on an Incident, *etc.*

Mr. Meena pointed out different problems that one may have to face while appearing in a Group Discussion. He also made it clear to the participants that how one can overcome these problems. They participated in the session actively and asked many queries to the resource person of the session. Mr. Meena addressed all queries and satisfied the participants. Mr. Meena declared that in the next session, the organizer will organize a Group Discussion for the interested participants. The purpose of the Group Discussion was very clear, it was to train the participants that how to participate actively and impressively in a Group Discussion. Mr. Saurabh Meena continued the session on 'Preparing for Group Discussion'. He specified certain rules and instructed the participants to follow the session uninterrupted.

Dr. Anjali Singh conducted the session on 'Preparing for Job Interview'. Dr. Singh talked about the purpose of the interview and why does the employer conduct a personal interview? What does he want to evaluate? And in response to that how the interviewee should prepare to perform his best in the interview. Dr. Singh explained with details how an interviewee should prepare himself to perform his best in the interview. She also pointed out what the interviewee must collect information about the company of the interviewers. At the end of the session, she made the session interactive and invited queries from the participants and addressed all queries and satisfied the participants.

Former Professor. Nafisa Hatimi, Department of English was the resource person of the last session of the event. Prof. Hatimi started her interaction with the participants by asking them general questions about the importance of communication skills. Participants responded enthusiastically during the session. Prof. Hatimi talked about how to improve communication skills and how to use these skills in day to day life as well as in the professional life. Prof. Hatimi opened the session for the participants. Prof. Hatimi addressed all the queries of the participants and satisfied them. Prof. Pradeep Tripathi congratulated the participants for the successful completion of the workshop.

### **International Webinar on Health and Hygiene**

A three-day Interdisciplinary International Webinar on 'Health and Hygiene' is being organised by the Institute for Social Development and Research, Ranchi, Jharkhand during September 26- 28, 2020.

Hygiene is a set of practices performed to preserve health. According to the World Health Organization (WHO), "Hygiene refers to conditions and practices that help to maintain health and prevent the spread of diseases". Personal hygiene's refers to maintaining the body's cleanliness. Many people equate hygiene with cleanliness, but hygiene is a broad term it includes such personal habit choices as how frequently to take a shower or baths, wash hands trim fingernails and change and wash clothes it also includes attention to keeping surfaces in the home and workplace, including bathroom facilities, clean. Good hygiene is an aid to health, beauty, comfort and social intercourse. Good hygiene directly aids in disease prevention and for disease isolation, if you are healthy, good hygiene will help you to avoid illness. If you are sick, good hygiene can reduce your contagiousness to others. Health and Hygiene are two correlated terms. He/she should be physically as well as mentally healthy. Life is a big fight and health is the best weapon to succeed in the battle of life. A healthy man can enjoy life in every way. An unhealthy man lives a miserable life. He may have intelligence, merit and wealth, but he cannot use them and reap the benefits. The Subthemes of the event are:

- Historical Background.
- Community Health and Hygiene.
- Disease Prevention and Immunization.
- Psychological Remedy.
- Malnutrition and Food Insecurity.
- Yoga and Meditation.
- Medicinal Plants.
- Tobacco, Alcohol and Other Drugs.
- Child Care.
- Health and Hygiene for Women.
- Health and Economy Issues.
- Health and Geographical Issues.
- Overcrowding Problem.
- Sewage System.
- Govt. and Non-Govt. Effort.
- Any Other Issue Related to the Topic.

For further details, contact Organising Secretary, Institute for Social Development and Research, Gari Hotwar, Ranchi-835217 (Jharkhand), Mobile: 09006688743, 8987663300, 9504330794, E-mail: *isdr.ranchi@gmail.com* OR *isdr.ranchi@yahoo.com*. For updates, log on to: [www.isdr.in](http://www.isdr.in).

Online Short-term Course on Fundamentals of Corrosion Science and Technology

A six-day Online Short-term Course on 'Fundamentals of Corrosion Science and Technology' is being organised by the Department of Metallurgy Engineering and Materials Science, Indian Institute of Technology, Indore, Madhya Pradesh during September 09-14, 2020. The event is sponsored by Quality Improvement Programme (QIP), AICTE/MHRD.

The main objective of the event is to provide basic understanding to the participants on the corrosion science and technology in terms of theoretical and practical aspects both. The course will commence with the emphasis on the importance of studying corrosion of materials. Various forms of corrosion

and corrosion rate determination, intergranular corrosion, pitting and crevice corrosion, weldment corrosion and susceptibility to hydrogen damage effects of metallurgical structure on corrosion will be discussed. Finally, electrochemical methods of protection of metals and alloys will be explained. Moreover, it will also comprise the experimental aspects of corrosion and how to analyze data to express rate of corrosion. In addition to expert lectures by academicians, the industry experts will also discuss about instrumentation.

For further details, contact, Course Coordinator, Dr. Mrigendra Dubey, Department of Metallurgy Engineering and Materials Science, Indian Institute of Technology Indore, Indore-453552, Madhya Pradesh, Phone: 0732 4306 542, E-mail: [mdubey@iiti.ac.in](mailto:mdubey@iiti.ac.in). For updates, log on to: [www.iiti.ac.in](http://www.iiti.ac.in) □

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# THESES OF THE MONTH

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## HUMANITIES

### A List of doctoral theses accepted by Indian Universities (Notifications received in AIU during the month of June - July, 2020)

#### Geography

1. Annu. **Regional variations in quality of life in India.** (Dr. Nina Singh), Department of Geography, Maharshi Dayanand University, Rohtak.

2. Das, Ajoy. **Spatio-temporal assessment in Wetland ecological diversity of Kachchh District, Gujarat.** (Dr. Shital Shukla Dr. Pradeep Prajapati), Department of Geography, Gujarat University, Ahmedabad.

#### History

1. Anu Bala. **Haryana se prapt Marinmurtiyan: Ek Adhyayan (Saindhav-sabhyata se 12th shatabdi tak).** (Dr. Rajpal), Department of Ancient Indian History Cultural and Archaeology, Kurukshetra University, Kurukshetra.

2. Nutan Kumari. **Bhartiye Sanskriti ka swarup aur aayam: Vedo se Purano tak.** (Dr. Diwakar Prasad), Department of History, T M Bhagalpur University, Bhagalpur.

3. Pandey, Ranjana. **Chhatarpur Janpad ka Bhartiye swadhinta sangram mein avdan.** Department of History, Mahatma Gandhi Chitrakoot Gramodaya Vishwavidyalaya, Chitrakoot, District Satna.

4. Parveen Kumar. **Landgrant in Ancient India: A Study (Circa 2nd century B.C. to 7th A.D.).** (Dr. S K Vashisth), Department of Ancient History & Archaeology, Kurukshetra University, Kurukshetra.

5. Premlata. **Desi riyasatoan ka Bharat mein viley: Samasya aur samadhan.** (Dr. Kalal Ba), Department of History, T M Bhagalpur University, Bhagalpur.

6. Rashmi, H M. **Trade and commerce in pre-British Tulu Region.** (Dr. Vishanz Pinto), Department of History, Kannada University, Hampi, District Bellary.

7. Shalini. **Hathras Janpad ka aitihasik evam sanskritik adhyayan: Adhunik pariprekshey mein.** (Dr. Ravinder Singh), Department of History, Dev Sanskriti Vishwavidyalaya, Hardwar.

8. Singh, Shilpa. **Bhartiye Sanskriti mein Maharishi Valmiki ke yogdan.** Department of History, Mahatma Gandhi Chitrakoot Gramodaya Vishwavidyalaya, Chitrakoot, District Satna.

9. Yogendera Singh. **Ramayan evam Mahabharat mein varnit yudh pranali: Ek vivechnatamak adhyayan.** (Dr. Ravinder Singh), Department of History, Dev Sanskriti Vishwavidyalaya, Hardwar.

#### Languages & Literature

##### English

1. Amin, Mamta Mukesh. **Developing and indogenous model for teaching writing skills for engineering colleges of Gujarat.** (Dr. Yashwant Sharma), Department of English, Gujarat University, Ahmedabad.

2. Gorantla, Kalpna Devi. **New perspectives in gender studies: A study on select novels of Namita Gokhale.** (Dr. G Mohanacharyulu), Department of English, Koneru Lakshmaiah Education Foundation, Guntur.

3. Kakinada, Chakrapani. **A linguistic stylistics study on the select novels of Vikram Seth.** (Dr. G Mohanacharyulu), Department of English, Koneru Lakshmaiah Education Foundation, Guntur.

4. Kamita. **Images of Women in the Novels of Anita Desai and Manju Kapur: A study in transition.** (Dr. S S Rehal), Department of English, Kurukshetra University, Kurukshetra.

5. Karambir. **Chronicling contemporary India: A study of selected works of Gurcharan Das.** (Dr. Karan Singh Yadav), Department of English, Maharshi Dayanand University, Rohtak.

6. Kaul, Vandna. **Deconstructing stereotypes: A Study of Girish Karnad's selected plays.** (Dr. S S Rehal), Department of English, Kurukshetra University, Kurukshetra.

7. Suman Lata. **Modernity of tradition: A study of female protagonists in the selected works of Shashi Deshpande and Chitra Banerjee Divakaruni.** (Dr. S S Rehal), Department of English, Kurukshetra University, Kurukshetra.

8. Teraiya, Yatinkumar Jagdishchandra. **Identity in the short stories of selected Indian english women writers.** (Dr. R B Zala), Department of English, Saurashtra University, Rajkot.

9. Trivedi, Nishith Jagdishchandra. **A translation of Labhshanker Thaker's Kona? From Gujarati into English with a critical introduction.** (Dr. Nila Shah), Department of English, Saurashtra University, Rajkot.

##### Hindi

1. Prajapati, Shakuntala. **Amkant kee kritiyaoan mein jeevanmulye aur unki prasangikta.** Department of Hindi, Mahatma Gandhi Chitrakoot Gramodaya Vishwavidyalaya, Chitrakoot, District Satna.

2. Prakash, Satya. **Vishnu Prabhakar ke upanyasoan par Gandhiwadi Vicharoan ka prabhav.** (Dr. Parshuram Ray), Department of Hindi, T M Bhagalpur University, Bhagalpur.

## Kannada

1. Sanganagouda, Shivanagi. **Freedom movement in Kannada Dramas.** (Dr. Sucheta Navaratna), Department of Studies in Dravidian Culture, Kannada University, Hampi, District Bellary.

## Sanskrit

1. Ahirwar, Raja Bhaiya. **Mahakavi Ashavghosh ke mahakavyaon mein manav mulye.** Department of Sanskrit, Mahatma Gandhi Chitrakoot Gramodaya Vishwavidyalaya, Chitrakoot, District Satna.

2. Ahirwar, Santosh Kumar. **Sanskrit sahitye mein pramukh Dut kavyaon ka paryavarniye adhyayan: Meghdut, Devdut evam Dut prativachnam ke vishesh sandarbh mein.** Department of Sanskrit, Mahatma Gandhi Chitrakoot Gramodaya Vishwavidyalaya, Chitrakoot, District Satna.

3. Amrita Kaur. **Sahityeshastradhigmeysadganksehkritkutchetreshikshanpratimansey vikash.** (Prof. Sudesh Kumar Sharma), Department of Sanskrit, Rashtriya Sanskrit Sansthan, New Delhi.

4. Dharme, Swati Kashiramji. **Paniniye vyakarnateel sangyachey vishleshnatamak adhyayan.** (Dr. Harekrushna Agasti), Department of Ved tatha Vyakaran, Kavikulaguru Kalidas Sanskrit University, Ramtek, Distt Nagpur.

5. Dinesh Kumar. **Aarsh mahakavyayoh istrishiksha samancha.** (Dr Mohammed Hanif Khan Shastri), Department of Sanskrit, Rashtriya Sanskrit Sansthan, New Delhi.

6. Dixit, Archana. **Shri Rup Goswami virchit Lalitmadhavam natak mein lok-chetna: Ek anusheelan.** Department of Sanskrit, Mahatma Gandhi Chitrakoot Gramodaya Vishwavidyalaya, Chitrakoot, District Satna.

7. Dwivedi, Susmant Kumar. **Bhattantre rehseyparmalghumanjushyostulnatamak madhyayanam.** (Prof. Sukant Kumar Senapati), Department of Sanskrit, Rashtriya Sanskrit Sansthan, New Delhi.

8. Jalal, Priyanka. **Sanskrit bhasha ke pariprekshey mein Uttarakhand kee bhashaon (Boliyaon) ka bhashavaigyanik adhyayan Kumoani evam Garhwali bhasha ke sambandh mein.** (Dr. Indresh Pathik), Department of Sanskrit, Dev Sanskriti Vishwavidyalaya, Hardwar.

9. Kala, Jagadish Chndra. **Adhunimahakaveshu Dr Niranjan Mishra virchitasey "Gangaputrvadanam" Iti Mahakaveysey samikshatamakmadhyayanam.** (Dr. Sunita Gupta), Department of Sanskrit, Rashtriya Sanskrit Sansthan,

New Delhi.

10. Pathak, Mamta. **Nishedhiyecharitasey Uttarnishedhiye cha tulnatamak madhyayanam.** (Dr. Jaiprakash Narayan), Department of Sanskrit, Rashtriya Sanskrit Sansthan, New Delhi.

11. Praveen Kumar. **Arvachinsanskritpatrikayam prakashitasey kathasahiteysey samikshanatamakmadhyayanam.** (Dr. Sunita Gupta), Department of Sanskrit, Rashtriya Sanskrit Sansthan, New Delhi.

12. Sharma, Anuradha. **Rajasthanrajyese madhyamikistariyeesanskrit-Sanskritetarchachatreshu vibhinshai-kshikruchinamadharen aatamsampratayayese tulnatamakmadhyayanam.** (Prof. Sohanlal Pandey), Department of Sanskrit, Rashtriya Sanskrit Sansthan, New Delhi.

13. Shukla, Moolchand. **Samkalik (1970 tah) Sanskrit-geetikavyayanam bhashabhavyoanvaishityanusheelanam.** (Pro Lalit Kumar Tripathi), Department of Sanskrit, Rashtriya Sanskrit Sansthan, New Delhi.

14. Tiwari, Ranjana. **Shrimad Valmiki Ramayan mein sannihit Rigvaidik sanskriti ke sutre: Ek adhyayan.** Department of Sanskrit, Mahatma Gandhi Chitrakoot Gramodaya Vishwavidyalaya, Chitrakoot, District Satna.

15. Umesh Kumar. **Niti kathaoan ke pariprekshey mein kathasaritsagar evam pragyapuran ka tulnatamak adhyayan.** (Prof. Radhey Shyam Chaturvedi), Department of Sanskrit, Dev Sanskriti Vishwavidyalaya, Hardwar.

## Performing Arts/Visual Arts/Fine Arts

1. Amit Kumar. **Haryana Pradesh ke sanskritik utthan mein akashvani dwara pramanit lok sangeet ke kalakaroan ka yogdan.** (Dr. Aarti Sheokand), Department of Music, Kurukshetra University, Kurukshetra.

2. Dalbir Singh. **Aadhunik vigyapanoan kee satyanubhuti aur maulikta mein naitik mulyaon ka vartman swaroop: Ek vivechnatamak adhyayan.** (Dr. Monika Gupta), Department of Fine Arts, Kurukshetra University, Kurukshetra.

3. Malik, Ankita. **Popular culture and Chick Lit in India: A study of selected works.** (Dr. Gulab Singh), Department of Music, Maharshi Dayanand University, Rohtak.

4. Ram Avtar. **Vichitra Veenakar Pandit Gopal Krishna Sharma ka vyaktitva evam krititva.** (Dr. Mukesh Verma), Department of Music, Maharshi Dayanand University, Rohtak.

□