



**NATIONAL APEX CHAMBER**

# **NEWSLETTER**

## **EDUCATION COMMITTEE**

**May 2020**

**PHD CHAMBER OF COMMERCE AND INDUSTRY**





## Message

**Dr. D. K. Aggarwal**

**President**

**PHD Chamber of Commerce and Industry**

As an immediate measure to control the spread of Covid-19, most educational institutions have been shut since the end of March. It is still difficult to predict when these institutions will reopen. There seem to be no alternative other than a shift to digital platforms from the traditional setting of classroom learning.

Teachers and school administrators have been advised to continue communication with students through virtual lectures or portals like Massive Open Online Courses. However, in the absence of physical classrooms and proper digital infrastructure, both teachers and students are facing unprecedented challenges.

If the government shifts to online education without facilitating much required supportive measures, the existing disparity in the virtual world could become a reason for widening educational inequalities among learners. Apart from access, digital learning also requires good internet connectivity.

I am hopeful that this newsletter will be instrumental in facilitating a better understanding of the aspects relating to the education system in the country, especially at the time of Covid-19 pandemic.



## Message

**Dr. Vishwa Mohan Bansal**

**Chairman, Education Committee**

**PHD Chamber of Commerce and Industry**

The pandemic- Coronavirus has disrupted the whole education system not only in India but the entire world.

Schools and colleges are in lock down for an unprecedented time, discussion is going on to best equip our educators and students for a continuous learning with many shifting to online mode of teaching and learning. HRD ministry, regulators and the state education departments are coming together to facilitate the teaching and learning amid this crisis.

India is a huge country, with students from all levels of different socio-economic structures; hence the digitalization of the education system could play a divisive role if proper implementation does not take place. The digital divide is evident across class, gender, region or place of residence.

It throws different challenges in front of us, we really need to brainstorm and come out with implementable action planes to strengthen the education system in the country.

This Newsletter is an initiative of the education committee of PHD Chamber to bring together different points of views and suggestions to tackle the challenges currently faced by the education system.





## Message

**Mr. Sahil Aggarwal**

**Co-Chairman, Education Committee**

**PHD Chamber of Commerce and Industry**

Covid-19 will have a far reaching impact on the way we imagine life and the living. It has transformed the value system in a very short span of time. This adversity has brought us to our knees and forced us to think out of the box.

This could be taken as a crisis or as an opportunity to brainstorm the immense possibilities of digitizing the education system. I don't advocate moving away from the classroom teaching but there has to be a synergy between human and digital intervention for better learning.

It's high time to create a system, where we can use technology for better outreach, even at the face of a lock down. It's a time of deep introspection - do we have affordable technology with massive outreach and requisite internet connections, and do we have digital content suitable for learners of all ages?

Before talking about the affordable technologies and quality content, we need to think about our mind-sets. What are the goals of education? Are we creating rote learners or are we ready for individual interest based learning.

This Newsletter is an endeavour where we invite educators to become a part of the education committee of PHD Chamber and be torch bearers of creating high standards of the education system in the country.



## Message

**Mr. Saurabh Sanyal**

**Secretary General**

**PHD Chamber of Commerce and Industry**

Education is a key to success for any nation; India has been striving to achieve sustainability in this area keeping up with the SDGs adopted by UN Member States in 2015. The pandemic has hit almost all sectors of the world, education is no different. With suspension of educational institutions all over the country, learning has been completely disrupted giving way to the digitalisation of the whole education system. Government of India and all the stakeholders are working hard to calibrate with Covid - 19 Pandemic to facilitate the learners.

For some, the contemporary scenario has transformed into a virtual world of learning while for some it has raised a wall in front of them, preventing access to learning.

A divide that is across socio economic strata and geographies is a matter of grave concern. However, this adversity has forced us to explore the tremendous scope of digital learning but still there is a long way to go.

India, a country of large masses is putting forward all the efforts to protect the future of its children and youth. We should not let this pandemic control our minds but this adversity has thrown many questions in front of all of us to ponder upon, maybe this pandemic did not break the system but exposed a broken system underlining so many causes. It's time to fix up the gaps in the current education system and come out stronger.

This Newsletter is an attempt by the Education Committee of PHD Chamber of Commerce and Industry to unite diverse ideas on Education during Covid-19 Pandemic and help everyone understand the context on Education in the contemporary world.

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## **HOW TO SOLVE THE SCHOOL FEE COLLECTION ISSUE DURING LOCKDOWN AND IMPACT ON TEACHING STAFF**

Schools across the country have been shut down in the wake of the pandemic Covid-19, much before 24<sup>th</sup> March 2020, the national lockdown date, and are going to be closed till further orders.

Delhi, Uttar Pradesh, Punjab, and Haryana including many others have directed schools to defer the payment of fees. Schools have been advised to continue the online classes even if the parents have not been able to pay the fees because of financial constraints. Education departments have also directed the schools to not hike the school fees amidst the lockdown and not to stop salaries of teaching, non-teaching or contractual staff.

Parents are still confused, whether the school will waive off the fees or give any concession because there have been reports about schools not even waiving off or rebate the transportation fees and meal charges on the other hand private schools have the concern of fees being the only source of income to pay the salaries of teaching and non-teaching staff and the cost of managing the full-fledged kitchens even though meals are not being cooked.

Schools have extended the deadlines of fee submission but at the same time requesting to pay off, who can, and those who have a genuine concern can be taken on individual basis. The government, state bodies, education boards, financial and educational institutions, and parents should mutually create a system for proper functioning of the academics and institutions to ascertain that there is no paucity of funds.

As per reports to bridge this gap in learning in learning, schools in India will reopen zone wise - Orange and Green zones will go first with 30% attendance, ensuring social distancing at schools. The schools will likely be open for class 8 to class 12. However, students of class 1 to 7 will have to wait till schools are operating in full swing.

UGC has been deciding the guidelines for reopening colleges and universities; NCERT too is in process of framing guidelines for reopening schools. As part of the safety guidelines, teachers will need to wear masks and gloves, thermal scanners will be installed in schools, only two students will sit on three seaters, CCTVs will observe if social distancing rules are being followed. The guidelines will be printed and put everywhere. NCERT has also been asked to create guidelines for academics and the CBSE syllabus is likely to be further shortened due to the time lost because of the pandemic.

States are planning to reopen schools and resume exams with safety measures. CBSE board exams would be held from July 1 to July 15. ICSE/ISC exams will begin from July 1 till July 12. The number of CBSE centres will be increased to ensure social distancing and similar measures will be taken by states as well. However no exams centre will be placed in red or containment zones which are high at risk of Covid-19.





People are now waiting to see how schools will function with only 30% capacity of students and how the guidelines will function for the students of red zones and containment zones. And what special measures and guidelines will be given for them to adopt social distancing and safety.

## **AICTE GUIDELINES TO THE INSTITUTIONS**

AICTE has directed to the affiliated colleges not to pressurise students for paying fees during the nation-wide lockdown. AICTE regulates over 10,000 colleges, most of them imparting technical education. AICTE Member Mr Rajive Kumar pointed out that some institutions were insisting that students should pay the fees including admission fees. "Institutions should not insist on payment of fees till the on-going lockdown is lifted and normalcy is restored," the AICTE directive said. It further adds that revised timelines will be issued by AICTE and communicated later.

The council also said that it had also received information that some institutions had terminated staff members or had not paid salary to their faculty. Taking stock of the situation, the directive reads "It is clarified that salary and other dues to the faculty/staff members will be released for the duration of lockdown and also terminations, if any, made during the lockdown will be withdrawn,".

Significantly, the HRD ministry has received a series of requests and demands, including from student organizations like the AICTE and NSUI, from different quarters to address the issue of institutions demanding fees both in school and higher education sectors.

AICTE has also asked institutions to support work from home internships. Colleges have also been asked to support students in their vicinity who have difficulty in getting good quality internet. For online classes and semester examination, "it is clarified that online classes for the current semester will be continued during the extended lockdown. A revised academic calendar will be issued by UGC/AICTE subsequently."

The directive further informs that UGC has constituted a committee for recommending the modalities of conduct of examinations, award of marks and passing criteria in examinations. Directions in this regard will be issued separately. Websites of UGC/AICTE may be perused regularly.

UGC and AICTE are the two major regulators in the India education system.



## **HRD MINISTER SUGGESTS THE USE OF GOVERNMENT PORTALS FOR FREE ONLINE EDUCATION**

HRD Minister Shri Ramesh Pokhriyal suggested students to use the free e-learning resources provided on government portals during the Covid-19 lockdown.

The Minister said "We have started online study programme through Diksha, Swayam Prabha, E-Pathshala in which all the study material is available for higher education. The material is also provided for parents, students and teachers who can use it anytime".

He informed that CBSE students of classes 1 to 8 have been promoted to the next class in the view of the situation and students of classes 9 and 11 have been promoted on the basis of internal exams.

About board exams the minister added "We will plan for students of classes 10 and 12 so that we can conduct the exams after the situation improves. Students do not need to panic and we are concerned about the (academic) year of the students,"

The HRD Minister also requested businessmen to join hands with research institutions to facilitate developing various types of equipment in the fight Covid-19 so that they can provide them to people at nominal rates.

## 10 ONLINE LEARNING RESOURCES BY HRD MINISTRY YOU CAN USE DURING CORONAVIRUS LOCKDOWN

To fight against covid-19 outbreak, the University Grant Commission (UGC) advised students and teachers to take preventive measures, maintain social distancing and encouraged them to utilise their time in a productive manner by going to the online education websites offering their content for free now.

There are several ICT initiatives of the MHRD, UGC and its Inter-University Centres (IUCs) - Information and Library Network (INFLIBNET) and Consortium for Educational Communication (CEC). These digital platforms can be accessed by the teachers, students, and researchers in Universities and Colleges for learning.

These ICT initiatives, which cover a broad range of subjects and courses, have been prepared by experts for providing an excellent learning experience to all.

1. **SWAYAM Online Courses:** SWAYAM Online Courses provides access to teaching-learning resources. These resources were earlier delivered on the SWAYAM platform. Students or learners who registered on SWAYAM ([swayam.gov.in](http://swayam.gov.in)) in the January 2020 semester can continue their learning as usual.
2. **UG/PG MOOCs:** This hosts learning material of the SWAYAM UG and PG (Non-Technology) archived courses.
3. **e-PG Pathshala:** This hosts high quality, curriculum-based, interactive e-content containing 23,000 modules (e-text and video) in 70 Post Graduate disciplines of social sciences, arts, fine arts and humanities, natural & mathematical sciences.
4. **E-Content courseware in UG subjects:** E-Content courseware in 87 Undergraduate courses with about 24,110 e-content modules is available on the CEC website at <http://cec.nic.in/>.
5. **SWAYAMPRAKASHA:** This is a group of 32 DTH channels providing high-quality educational curriculum-based course contents covering diverse disciplines such as arts, science, commerce, performing arts, social sciences and humanities subjects, engineering, technology, law, medicine, agriculture, etc to all teachers, students and citizens across the country interested in lifelong learning. These channels are free to air and can also be accessed through your cable operator. The telecasted videos/lectures are also archived videos on the Swayamprakash portal.
6. **CEC-UGC YouTube channel:** This channel provides access to unlimited educational curriculum based lectures absolutely free.
7. **National Digital Library:** This is a digital repository of a vast amount of academic content in different formats and provides interface support for leading Indian



languages for all academic levels including researchers and life-long learners, all disciplines, all popular forms of access devices and differently-abled learners.

8. Shodhganga: This is a digital repository platform of 2,60,000 Indian Electronic Theses and Dissertations for research students and make it available to the entire scholarly community in open access.
9. E-Shodh Sindhu: This provides current as well as archival access to more than 15,000 core and peer-reviewed journals and a number of bibliographic, citation and factual databases in different disciplines from a large number of publishers and Story in Audio Village School using technology to educate children in Gujarat. Factual databases in different disciplines from a large number of publishers and aggregators to its member institutions including centrally-funded technical institutions, universities and colleges that are covered under 12(B) and 2(f) Sections of the UGC Act.
10. Vidwan: This is a database of experts which provides information about experts to peers, prospective collaborators, funding agencies, policymakers and research scholars in the country. Faculty members are requested to register on the Vidwan portal to help expand the database of experts.

## CANCELLED OR POSTPONED EXAMS DUE TO THE LOCKDOWN

Due to the Coronavirus (COVID 19) outbreak in India, many popular exams have been cancelled at the school, college and university level. With the lockdown in place, several state governments have decided to promote students from Class 1 to 9 to the next academic year without holding school level exams. In addition to this, College and University Exams as well as Several Entrance Exams and Recruitment Exams have also been postponed due to the COVID-19 epidemic. Media reports have indicated that the HRD Ministry is mulling the idea of revising the academic calendars for schools and colleges and start the new academic session once the schools reopen after the lockdown period. The education system in schools, colleges and universities across the country has been severely impacted due to the ongoing situation.

Various school exams as well as entrance exams have been either cancelled or postponed due to COVID-19 crisis. The complete list of exams from school to colleges to national level entrance exams is discussed below:

- UGC-NET, CSIR-NET, IGNOU, JNU admission tests: The National Testing Agency (NTA) has extended the last date of submitting the application forms for various entrance examinations like ICAR, JNU Entrance Exam, UGC NET, CSIR NET, NCHM JEE and IGNOU PhD by one month till end of April.
- CFA June exam: The CFA Institute postponed its June exam because of the coronavirus pandemic, with candidates who were planning to sit for the test delayed until at least December.
- Bihar BEd CET 2020 Exam Postponed: This exam was scheduled to be held on 29th March 2020 has been postponed. Looking at the prevailing condition due to Coronavirus outbreak and the directions issued by UGC and state government; Bihar B.Ed CET 2020 examination has been postponed until further notice.
- IB Schools to Promote Students: The International Baccalaureate Board has decided to promote students of 10<sup>th</sup> and 12<sup>th</sup> Classes to the next academic year, without conducting annual exams. Looking at the current circumstances around the world due to Coronavirus Pandemic; the board has decided to call off the examination.
- Jharkhand to Promote Students: Due to the lockdown in the country, the Jharkhand State Government has decided to promote the students of class 5 to 7 without them appearing for the examination.
- Tamil Nadu to Promote Students: Tamil Nadu has also announced the promotion of all the students in the state of Tamil from Classes 1 through 9 to the higher class without holding exams. Tamil Nadu Chief Minister, K Palaniswami announced and added that the decision was taken by the state government keeping health and welfare of the students in mind.
- GTU Exams Postponed: The Gujarat Technological University has locked down its campus and postponed all the GTU Summer Exams 2020 that were scheduled to be held in April – May 2020. The University confirmed the decision to postpone Summer Exams through an official notification published on its website. All information about



exams and academic matters will be conveyed to them through GTU official website and other online platforms.

- Tripura Board Exam Postponed: Tripura Board of Secondary Education (TBSE) decided to cancel the Tripura Board Exam 2020 in the state due to the Coronavirus outbreak in the country.
- AP SSC Exam 2020 Postponed: Andhra Pradesh Education Minister announced that AP SSC Exam 2020 for 10<sup>th</sup> Class students has been postponed. The minister also said that the new AP SSC Exam 2020 date sheet will be announced by the BSEAP soon to help students prepare for the board exam accordingly.
- JEE Main 2020: MHRD has ordered to reschedule the JEE Main 2020. The exam was to take place on April 5, 7, 9 and 11.
- NEET 2020 Exam: NEET 2020 has been postponed due to the Coronavirus outbreak.
- NATA 2020 has also been postponed.
- CLAT 2020 scheduled on May 10, 2020, has been postponed.
- NCHM JEE 2020, which is scheduled to be conducted on April 25, 2020, has been postponed.
- AIAPGET 2020, which is scheduled to be conducted on May 29, 2020, has been postponed.
- NEET PG 2020 counselling postponed due to COVID-19 outbreak. The process of reporting to assigned colleges for admission has been postponed by MCC. It has also withdrawn the dates for 2nd round of counselling and for Mop-Up round of counselling.
- SSC CHSL Exam 2020 Postponed: Along with Schools, University and Board Exams, several government recruitment agencies have also called off their examinations in the view of COVID-19 outbreak. According to a notice published by the Staff Selection Commission, SSC CHSL Exam 2020 scheduled to be held on 20<sup>th</sup> March 2020 has been postponed.
- UPSC Civil services exam 2020: Due to COVID-19 outbreak, Union Public service commission (UPSC) has postponed the civil services personality exam till any further notice for revised dates.

## MOVING THE EDUCATION ONLINE AMID CORONAVIRUS LOCKDOWN

In the last couple of weeks, there has been so many announcements and flurry of measures taken by the ministry of Human Resource Development along with various regulators like UGC, NCERT and CBSE etc., coming up with several strategies and alternatives to make sure that the education systems does not fall apart amidst this lock down.

This otherwise, happens to be a crucial time for admission in nursery, board examination, universities entrances and other competitive exams. In fact, board exams also had to be suspended amid this shut down; those states where board exams were already over before the shutdown, have not been in a condition to declare the results.

Government has also listed several online platforms like SWAYAM, DIKSHA, SWAYAM Prabha, E-Pathshala to facilitate students to study at home and to engage little kids of 3 to 6 years of age; the ministry is trying to come up with a game-based curriculum.

While many schools have started teaching online but not every school is well equipped to implement it given the different socio economic structural issues. This pandemic has disrupted the otherwise normal way of teaching and learning, conducting exams and doing evaluations.

This has opened up several questions in front of all of us, with no specific answers as yet but definitely creating acute awareness of the system that we lack. We are grappling with engaging the learners by providing online learning solutions of this massive scale which would also be inclusive, tackling the digital divide.

Technology could be a great enabler but at the same time it could also divide. Seemingly, everyone is speaking about moving the education online, but there needs to be more stress on the implementation at the ground level, encompassing the socio-economic structure that defines the education system of our country.

## ARTICLES

### COST OF EDUCATION IN COVID -19 PANDEMIC



**Renu Airy**

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Quality Education is a sustainable goal, accorded by the United Nations, adopted and proposed to be achieved by all its 193 members by 2030. In India, there had been many challenges to Indian education system in past years from low enrollments, poor attendance, skewed teacher student ratio to socio-economic inequality, inadequate environment of schools and colleges, poor quality education and scarcity of resources. However, with time and initiatives of private and government sectors, India has been striving to achieve this goal and combat all the challenges around it.

While we were still struggling with the varied challenges of the education system in the country, the unforeseeable pandemic of Covid-19 has thrown a unique set of questions in front of all of us.

In a very short span of time, it has disrupted the 'normal' and almost pushed for a complete transformation of the whole education system into virtual learning, hence increasing the nation's disparity on various grounds with digital divide in students.

All schools were closed and examination of students from Class 1 to 5 was suspended in the first week of March 2020 and guidelines by the World Health Organisation were circulated and followed by schools for students of secondary school. But soon classes for them were suspended all over India. With each passing day the severity of the Covid-19 pandemic rose and even the universities were dispersed, ongoing board exams of Class 10 and Class 12 were also dismissed and postponed followed by a nationwide lockdown. It has now been almost two months and the whole education scenario has changed.

Different universities have gone for online teaching using apps like Zoom, Webex, Google Meet, Microsoft Teams, Google Classroom, Skype, Whatsapp, Facebook etc. Schools have also shifted from classroom teaching to a virtual learning space for children, teaching art, Maths, zumba everything over the internet. However, the shift to digitization has not benefited all.



The pandemic of Covid-19 has brought discomfort of different dimensions for all. There has been a digital divide in students across the geographies of India, the inadequate access to smartphones, internet and even to the proper mobile network in remote areas of India are some of the big challenges to the new age of digital learning.

In Uttarakhand's remote villages, students with no access to smartphones or internet connection are advised to use peer to peer learning during the lockdown, in which peers will help each other for assignments through calls and peers who have access to the internet or study materials can share with others. Though the smooth running of such practice cannot be assessed but it can only be concluded that efforts are being made to bridge gaps in learning.

With the lockdown across the country, there has also been a huge financial instability in people and adverse impact on employment. During the lockdown period when children were not going to schools, some schools were asking for the fees which put a financial burden on many households especially lower and middle class income groups.

**State Governments are taking initiative to ease the challenge of fee hike but there are many challenges to it -**

**Uttar Pradesh (UP)**, a state with highest population - The UP government in April directed all schools, irrespective of the boards they are affiliated to, not to hike the fees for the academic session 2020-21 in the interest of the students and parents following the COVID-19 outbreak. The Uttar Pradesh Deputy Chief Minister Dinesh Sharma also said if any school has charged a hiked fee for the new session; the additional amount will be adjusted in the coming months.

However, schools seek quashing of government order to freeze fee hike as it may put jobs of many teachers in jeopardy, overburdening private schools to pay salaries to all the teaching and non-teaching staff from their own pocket and eventually pushing the schools to cut pay offs and firing teachers.

**Uttarakhand** - The National Association of Parents and Student Rights (NAPSR) has filed a PIL in Uttarakhand High Court against the state government's recent decision to lift the regulation that banned schools from asking for fees during the lockdown period.

The government's order (dated April 22) to lift the ban on schools from asking for fees during the lockdown has led to many private schools pressuring parents despite the fact that many people are struggling financially during this lockdown period. The government had stated very clearly that no school will increase fees in this financial year but several schools have hiked it by a significant margin. Many schools are even asking for transportation and computer charges even as the children are not going to schools due to the lockdown," said Arif Khan, president of NAPSR.

**Kerala** - The Kerala CBSE School Managements Association has backtracked on its decision not to hike the tuition fee in the new academic year. The change in position comes 10 days after association representatives said they had taken into consideration the financial constraints experienced by parents in the COVID-19 situation while deciding not to hike the fee. "It's a policy proposed by the association in this unusual scenario. However, schools can fix the fee in tune with the facilities provided," T.P.M Ibrahim Khan, president of the association.

**Ranchi** - Several private schools in the city have started demanding and collecting monthly fees for the lockdown period from parents and guardians of students despite state education minister Jagarnath Mahto's order not to do so till a government panel decides on the matter.

The largest congregation of budget private school, National Independent Schools Alliance (NISA), has written a letter to Prime Minister Narendra Modi, Finance Minister Nirmala Sitharaman and Human Resource Development Minister Ramesh Pokhriyal, urging the government and concerned ministries, not to issue any orders pertaining to school fee waiver for the next three months. It has also demanded for immediate release of the reimbursement amount of EWS students pending for many years. An economic crisis has arisen in front of private schools, especially budget schools; there are more than 5 lakh private schools in the country, which are providing quality education to crores of poor students. The livelihood of more than 2 crore teaching and non-teaching staff is depended on these schools. Schools are already facing challenges towards providing salary to their employees.

In **Goa**, the state government allowed private schools to hike fees for the academic year 2020-2021. A circular issued by the directorate of education allows 'change in fee structure within a limit. **Delhi** High Court also said "Fees cannot be waived off as the classes are going online'.

Parents with more than one child in the same school often end up shelling out several lakhs a year and those who lost jobs have to bear a heavy burden on their shoulders.

The situations of fee waving and fee hike have become the topics of debate.

Challenges are many, the first was rescuing the academic calendar from the Covid scourge, which had hit not just one but two academic years; the 2019-20 session that was winding to a close and the 2020-21 one that was to begin. At stake was the future of more than 10 million students across India who had written their school-leaving examinations (some were still to finish it because examinations in a few subjects are yet to be held) and another few million who were in their final year of college education and preparing for jobs.

March and April are always busy months in the education calendar with millions of students transitioning out of school into college, and millions more getting out of the college to pursue their careers. But due to Covid-19, the examinations for first and second year





students in Maharashtra University and few other universities have been also cancelled, some are preparing to go for virtual exams while some are still in confusion of taking offline exams in July.

Students across India are demanding the cancellation of exams, opposing online exams; professors too are suggesting means of examination; open book exams are being proposed for final year students. There are several reasons for students seeking offline exams or demanding cancellation and few of them are - poor or inadequate digital system of evaluation, lack of access to resources like study material, internet, gadgets etc. Though several efforts are being put to get students through this pandemic, the measure of assessment of learning and gaps are still questionable.

## MENTORING SOCIAL ENTERPRISES



**Roopinder Oberoi**

**Jamie P. Halsall and Michael Snowden\***

Committee Member-Research & Academic Interface, Futuristic Curriculum, Education Committee, PHD Chamber

### Introduction

The authors of this brief article are currently undertaking a U.K. India Education Research Initiative (UKIERI) funded project. In their research, they have discovered that the social enterprise training offered in higher education is misaligned. Furthermore, the authors have called for a change in the ways students and practitioners are supported through their studies. One particular area of focus in universities is to engage more with mentorship. In this article, the authors provide some best practice ideas that can be used in higher education settings.

### The Intellectual Standing of Social Enterprise

Social enterprise has become a prominent feature in higher education. This development has occurred due to the economic, social, political and cultural changes of globalisation. The financial crisis of 2008 altered the way societies progress. Governments such as those in India and the United Kingdom have been shifting the responsibilities of dealing with community matters from centrist points of views to a more localised agenda. Consequently, social enterprise has become a key buzzword for academics, politicians and policymakers in India and the U.K. in recent years.

Within the globalisation narrative, the higher education sector has been obliged to respond to these changes. Higher education is seen as the lynchpin between the private sector and other sectors (e.g. charities, government, local government, Non-Government Organizations (NGOs), and social enterprises) in many respects. Universities now, more than ever before are required to develop courses that are well suited to the global economy, to enable students to apply their learning in any country across the world. Social enterprise or social entrepreneurship at undergraduate and postgraduate levels are areas ripe for increased development.

Universities are the anchors, shapers and innovators of our communities that help to foster cultural, social and economic vitality. Learning about social enterprise gives students an opportunity to engage strongly with local businesses and communities to create all-

encompassing social solutions that contribute to building stronger, more resilient, and socially engaged nations and to addressing some of the interconnected societal problems. Studying the social enterprise sector offers students thrilling professional opportunities. Combining practical and theoretical learning's help to prepare our students to be the leaders of tomorrow; mentorship is a crucial, yet often overlooked, component of social enterprise education. Opportunities for on-going support from experts in social enterprise are often limited.

### **Teaching and Learning: A Mentoring Approach**

There has been much academic discussion regarding the importance of mentoring in the higher education setting. Whilst there is little doubt that mentorship contributes positively to the learning experience in Higher Education, the potential benefits of mentorship on individual growth and development for both mentee and mentor are immense. It is widely accepted that mentoring enables students to utilise help and support strategies, provides effective role modelling, enhances participation and engagement in the academic community, and improves academic performance and student satisfaction, all of which promote a positive and enhanced learning experience. Furthermore, recent research investigating assessment performance and learning suggests that peer mentorship can improve performance by a full grade for both mentee and mentor. Mentorship is synonymous with successful and enhanced teaching and learning. However, despite these widely accepted benefits there is a degree of confusion as to what a mentor is. For example, whilst mentorship in Higher Education is generally viewed as peer mentoring, the role of a mentor is often described in terms of peer coaching, peer assisted learning, peer assisted study, mentor assisted learning, peer assisted support, and peer tutoring. This inconsistency creates confusion and presents difficulties when attempting to define what peer mentoring is, to determine its impact, and to identify those key qualities associated with successful peer mentorship.

The origins of the term 'mentor' are associated with Greek mythology. In Homer's *Odyssey*, King Odysseus asked his old friend, Mentor, to watch over his son Telemachus while he went to fight in the Trojan War. Mentor oversaw Telemachus' transition into adulthood, and prepared him for his future role as king. Odysseus asked Mentor to teach his son all he knew; as a result, the word 'mentor' has become synonymous with 'teacher', a role that involves a one-way flow of knowledge from the more experienced mentor to the inexperienced mentee. However, this classical interpretation of the notion of a mentor is not without some controversy. Telemachus' successful transition into (mentored) adulthood was achieved with the "slaughter of the usurpers (to his father, Homer's throne), the sexual torture and execution of the handmaidens who had consorted with them, and the assertion of his, and his father's rule. The term mentor, therefore, is associated with a myth where the outcome of mentoring in Homer's classic is somewhat at odds with the modern-day portrayal of mentorship: a supportive, collaborative, developmental, dialogic and productive relationship between mentor and mentee. Contemporary mentoring is a beneficial and ethical process fundamental to successful teaching, leadership and management; it is an enabling process that unleashes the potential of individuals and organizations.

The role of the mentor must be clarified using the key criteria that underpin a successful mentoring relationship. A mentor gives advice to their mentee based upon their own knowledge, skills and experience: mentoring is the act of transferring knowledge from a highly experienced person to a person of lesser experience. Mentoring is concerned with enabling the mentee to develop and maximise their full potential. The successful mentor is one who is able to share their experiences in order that the mentee can learn; they do this by accessing the inside knowledge and experience that the mentor has of a particular context. Successful mentoring is determined at the outset, with a clear definition that encapsulates the role and purpose of mentorship in any given context, and by adopting the three-point rule illustrated in the table below:

Mentoring Feature	Mentoring Characteristics	
<b>Mentoring:</b>  The process by which the mentor helps the mentee to develop knowledge, skill, reasoning and insight in a given context.	<ol style="list-style-type: none"> <li>1. Mentee centred holistic process characterised by a two-way exchange of knowledge based on mutuality and reciprocity</li> <li>2. Ongoing, forward-looking relationship that can last for a long period of time, with effective role modelling</li> <li>3. Relationship based on the needs of the mentee achieved by a solutions-based approach to goal attainment.</li> </ol>	
<b>Mentor:</b>	A mentor is defined as: <ol style="list-style-type: none"> <li>1. An individual with extensive knowledge of the context and an effective role model.</li> <li>2. An advisor and enabler.</li> <li>3. An individual who can guide the mentee in goal attainment.</li> </ol>	Three responsibilities: <ol style="list-style-type: none"> <li>1. To negotiate the nature of the relationship in a confidential and reflexive manner.</li> <li>2. To meet the mentee at regular intervals.</li> <li>3. To share their knowledge and experience with the mentee congruent with their expectations and goals.</li> </ol>

Mentee:	<p>A mentee is defined as:</p> <ol style="list-style-type: none"> <li>1. An individual who engages with the mentor for support and guidance.</li> <li>2. An individual who utilises the knowledge and experience offered by the mentor.</li> <li>3. An individual who tests ideas and solutions with the mentor.</li> </ol>	<p>Three responsibilities:</p> <ol style="list-style-type: none"> <li>1. To negotiate goals and the nature of the relationship with the mentor.</li> <li>2. To reflect and engage within the relationship.</li> <li>3. To remain honest and reflective in the spirit of the mentorship relationship.</li> </ol>
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## Concluding Thoughts

Social enterprise has become a worldwide phenomenon and is at the heart of numerous social and economic debates today. The pressures of globalization, and the consequent structural changes to economies, have led to a substantial endeavour amongst policymakers and governments worldwide to back enterprise and entrepreneurship education across universities, which signify the greater need for teaching and training of social venture creators.

Studies that examine the outputs, outcomes and impacts of enterprise and entrepreneurship education illustrate correlation between success and higher levels of mentorship combined with experience. Mentorship and coaching are generally key tools in providing guidance and advice for the entrepreneur and the management team to increase competencies regarding personal development and technical and business management. Mentoring and peer-to-peer learning are well recognised as important interventions in the support of entrepreneurship because they allow the transfer of knowledge from direct experiences and learning of one entrepreneur to another, most often within face-to-face settings.

Mentoring, as a learning intervention, is extremely significant for entrepreneurs, for whom both familiarity and reaction to critical incidents are central to their learning processes. It is through these aspects that entrepreneurs 'learn to learn', to fine-tune their approach and formulate choices based on that learning. Therefore, to accomplish the cultivation of entrepreneurs through educational programmes, we need new pedagogical models that join realism and educational diligence with an entrepreneur-centred approach.





**\*About Authors:**

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- Jamie P. Halsall is a Reader in Social Sciences at the University of Huddersfield, U.K. His research interests include communities, globalization, higher education, public and social policy. Currently, Jamie is a Fellow of the Royal Society of Arts and a Chartered Geographer of the Royal Geographical Society, and was awarded Senior Fellowship of the Higher Education Academy in January 2017.
- Michael Snowden is a Senior Lecturer in Mentoring Studies at the University of Huddersfield, U.K. His research interests' lies in the field of pedagogy, mentorship, social enterprise, curriculum enhancement, and learning. Michael is a regular speaker at national and international conferences concerned with the development of pedagogical strategies in various contexts.

**\*\*Later this year the three authors will be publishing the following edited volume: *Social Enterprise in the Higher Education Sector*, with Cambridge Scholars Publishing, U.K.**

## COVID -19: ITS IMPACT ON MENTAL WELL-BEING AND INDUSTRIAL PRODUCTIVITY



### **Prof. Radha R. Sharma**

Committee Member-Research & Innovation, Futuristic Curriculum, Education Committee, PHD Chamber

Chair Professor, Organisational Behavior, Chair, Centre on Positive Scholarship for Organisational Sustainability Management Development Institute, Gurgaon

The world is passing through a pandemic which is causing unprecedented human, social and economic loss and is disrupting personal and organizational life of people across the globe. People are in a state of shock and are experiencing anxiety, fear, depression and other negative emotions. The pandemic is affecting not only physical but also emotional and mental well-being. Timely and proactive initiatives of Indian Govt have helped in controlling the spread and minimizing its effect, however, the virus still does not have a vaccine or effective treatment. Recovery from Covid-19 does not guarantee immunity for it, according to WHO; hence worry, among those recovered, will linger. Emotions have contagion effects which may be positive or negative. With the continuous coverage of pandemic in print, audio-visual and social media it is difficult to save oneself from negative emotions. Also, in this interconnected globalized world there is a cascading effect of events across geographies, hence everyone is getting impacted in one way or the other, and fear, anxiety and gloom are slowly setting in. In this era of competitiveness coupled with periods of uncertainty, high employee expectations, continued work pressure, burnout among executives is on the rise, though the individual suffering from it may not realize. Unable to cope with the increasing pressures and excessive demands, the employee gets pushed towards a state of physical and emotional exhaustion characterised by dissatisfaction, low energy levels, fatigue, inadequacy, depersonalization and frustration resulting in breakdown or executive burnout (Sharma, 2007, 2017). It is time that Indian industry takes note of it and adopts appropriate measures to prevent burnout or other health problems, which will result in absenteeism, performance loss and additional health cost.

With digitization in pandemic, people are working from home thus, the boundary between workplace and home is blurring and the work is on the mind 24/7. Most people are not adept at technology which causes not only stress, but compromises productivity and quality, in some sectors. Though digitization started about a decade and half ago it is now this is being used widely. Once the organisations resume normal functioning executives will be faced with goals, targets, KRAs and they are worried about coping with these in the changed scenario. People in some sectors are worried about automation and use of artificial intelligence leading to downsizing or delayering. There are others who have mental conflict between life and livelihood or shrinking job opportunities due to economic slowdown.



Hence the organisations may consider reorienting the business in the new scenario, develop new ways of accountability, and prepare their workforce for the new challenges by developing the required competencies. Empathy and responsible leadership are the need of this crisis. Event management schools need to bring about a paradigm shift in their curriculum to prepare future managers for the changed scenario.

## HOW COVID-19 PANDEMIC IS GOING TO RESHAPE AND CHANGE EDUCATION



**Mr. Pramod Kumar Talan**

Committee Member-Research & Innovation, Education Committee, PHD Chamber and (Nodal Librarian) Directorate of Education, Government of NCT of Delhi

With the Coronavirus (COVID-19) pandemic spreading rapidly across all the continents except Antarctica, countries have taken swift and decisive actions to mitigate the development of a full-blown pandemic. In a matter of weeks, the Coronavirus (COVID-19) pandemic has changed how students are educated around the world. Those changes give us a glimpse at how education could change for the better - and the worse - in the long term. Not since World War II have so many countries around the world have seen schools and educational institutions go into lockdown at around the same time and for the same reason. While we know that the impact of this virus will be far-reaching and what might it mean in the longer term for education is a big question.

For a while now, educators around the world have been talking about the need to rethink how we educate future generations. This might just be the disruption that the sector needed to get us all to rethink how we educate, and question what we need to teach and what we are preparing our students for. So, as we educators grapple with the new ways of communicating with our students away from our classrooms and lecture theatres, it is a good time to reflect on how this disruptive crisis can help us define what learning should look like for future generations.

In the past few weeks, there have been multiple announcements suspending attendance at schools and universities.

These risk-control decisions have led millions of students into temporary 'home-schooling' situations, especially in some of the most heavily impacted countries, like China, USA, South Korea, Italy, Spain, Iran and even India. These changes have certainly caused a degree of inconvenience, but they have also prompted new examples of educational innovation. Although it is too early to judge how reactions to COVID-19 will affect education systems around the world, there are signs suggesting that it could have a lasting impact on the trajectory of learning innovation and digitization. Below, we follow three trends that could hint at future transformations:

### **1. Redefining the role of the educator:**

The notion of an educator as the knowledge-holder who imparts wisdom to their pupils is no longer fit for the purpose of a 21st-century education. With students being able to gain

access to knowledge, and even learn a technical skill, through a few clicks on their phones, tablets and computers, we will need to redefine the role of the educator in the classroom and lecture theatre. This may mean that the role of educators will need to move towards facilitating young people's development as contributing members of society.

In the midst of this COVID-19 crisis, we are sure that fellow educators, like us, are wondering what we need to be preparing our students for in the future.

The COVID-19 crisis may well change our world and our global outlook; it may also teach us about how education needs to change to be able to better prepare our young learners for what the future might hold.

## **2. Education - nudged and pushed to change - could lead to unlocking technology & surprising innovations:**

The COVID-19 pandemic has resulted in educational institutions across the world being compelled to suddenly harness and utilize the suite of available technological tools to create content for remote learning for students in all sectors. Educators across the world are experiencing new possibilities to do things differently and with greater flexibility resulting in potential benefits in accessibility to education for students across the world. These are new modes of instruction that have previously been largely untapped particularly in the kindergarten to Grade 12 arena.

The slow pace of change in academic institutions globally is lamentable, with centuries-old, lecture-based approaches to teaching, entrenched institutional biases, and outmoded classrooms. However, COVID-19 has become a catalyst for educational institutions worldwide to search for innovative solutions in a relatively short period of time.

To help slow the virus' spread, students in Hong Kong started learning at home, in February, via interactive apps. In China, 120 million Chinese got access to learning material through live television broadcasts. And in India various online learning platforms such as Zoom, Webex, Skype, Google classroom, etc are being used to educate the students and continue with the learning process.

Other simpler - yet no less creative - solutions were implemented around the globe. They augmented with synchronous face-to-face video instruction, to help preempt school closures. Students are pushed to learn new digital skills.

With 5G technology becoming more prevalent in countries such as the USA, Japan, China and Germany, we will see learners and solution providers truly embracing the 'learning anywhere, anytime' concept of digital education in a range of formats. Traditional in-person classroom learning will be complemented with new learning modalities - from live broadcasts to 'educational influencers' to virtual reality experiences. Learning could become a habit that is integrated into daily routines - a true lifestyle.



### **3. Public-private educational partnerships could grow:**

In just the past few weeks, we have seen learning consortiums and coalitions taking shape, with diverse stakeholders - including governments, publishers, education professionals, technology providers, and telecom network operators - coming together to utilize digital platforms as a temporary solution to the crisis. In emerging countries where education has predominantly been provided by the government, this could become a prevalent and consequential trend to future education.

In China, the Ministry of Education has assembled a group of diverse constituents to develop a new cloud-based, online learning and broadcasting platform as well as to upgrade a suite of education infrastructure, led by the Education Ministry and Ministry of Industry and Information Technology.

Similarly, the Hong Kong-based readtogether.hk forum ([China Daily video here](#)) is a consortium of over 60 educational organizations, publishers, media, and entertainment industry professionals, providing more than 900 educational assets, including videos, book chapters, assessment tools, and counselling services for free. The consortium's intention is to continue using and maintaining the platform even after COVID-19 has been contained.

Through examples like these, it is evident that educational innovation is receiving attention beyond the typical government-funded or non-profit-backed social project. In the past decade, we have already seen far greater interest, and investment, coming from the private sector in education solutions and innovation. From Microsoft and Google in the U.S. to Samsung in Korea to Tencent, Ping An, and Alibaba in China, corporations are awakening to the strategic imperative of an educated populace. While most initiatives to date have been limited in scope, and relatively isolated, the pandemic could pave the way for much larger-scale, cross-industry coalitions to be formed around a common educational goal.

### **4. The digital divide could widen:**

Most schools in affected areas are finding stop-gap solutions to continue teaching, but the quality of learning is heavily dependent on the level and quality of digital access. After all, only around 60% of the globe's population is online. While virtual classes on personal tablets may be the norm in Hong Kong, for example, many students in less developed economies rely on lessons and assignments sent via WhatsApp or Email.

Moreover, the less affluent and digitally savvy individual families are, the further their students are left behind. When classes transition online, these children lose out because of the cost of digital devices and data plans.

Unless access costs decrease and quality of access increases in all countries, the gap in education quality and thus socio-economic equality will be further exacerbated. The digital divide could become more extreme if educational access is dictated by access to the latest technologies.



## **Webinar on Higher Education Post COVID-19: Challenges and Opportunities**

11th April 2020

The Education Committee of PHD Chamber of Commerce and Industry organized an Interactive Webinar on Higher Education Post COVID-19: Challenges and Opportunities on Saturday, 11th April, 2020. The session was attended by more than 228 delegates.

Dr. Mohit Gambhir, Innovation Director, Ministry of Human Resource Development, Govt. of India deliberated the august participants of the webinar on the current situation caused by the spread of Covid-19 and said that Covid-19 is the new normal, which has happened after the 2008 recession.

We are optimistic that post this pandemic, there will be opening to new opportunities and developments in the Indian Education system, said Dr. Gambhir.

Dr V M Bansal, Chairman, Education Committee, PHDCCI, mentioned that India and the entire world are proud of millennials and it has been predicted that the future belongs to the Indian millennials. He also added that first and the biggest priority is attending to the mindset. It could take six months or even one year, but the times will definitely change.

Mr. Anil Khaitan, Former President, PHD Chamber deliberated that it's a situation of unprecedented nature, which requires unprecedented action.

There will be the opening of new courses and fields which are going to open lots of new opportunities and we need to groom ourselves and our youth for these times to come, said Dr Bansal, Chairman Education Committee, PHDCCI.

The other eliminant speaker deliberated on Higher Education Post COVID-19: Challenges and Opportunities were Dr. Kamlesh Vyas, Partner, Deloitte; Mr. Saurabh Jain, Vice President, Paytm, among others.

Dr Vyas emphasized that there is opportunity for mentoring faculty members. Deloitte has opened new opportunities wherein every senior executive could be mentoring one faculty member. Dr Vyas added that it is important to take good care of health by doing yoga, pranayama and whatever makes you feel great.

Mr Jain highlighted that students must be confessed with the reality that there would be less jobs. In this scenario, entrepreneurship is the choice. He suggested that MHRD could have online career counsellors and psychological experts to deal with students. Mr Jain advised to take this scenario as an opportunity and be healthier than ever.



## MINUTES OF SECOND MEETING OF THE EDUCATION COMMITTEE

Date 18 April 2020, Saturday  
Time 11.30 a.m. - 12.30 p.m.  
Mode Zoom Video Conferencing

Dr. V M Bansal, Chairman- Education Committee, presided over the second meeting of the Education committee, PHD Chamber of Commerce and Industry. The web based interactive meeting was attended by participants from academia, corporate, School Principals/promoters, VCs/Directors/Deans of Higher Education institutions.

Mr Sahil Aggarwal, Co-Chairman-Education Committee shared his perspective on the objectives of the sub-committees.

Nominations have been received for the six sub committees, as appended below:-

1. Research & Innovation
2. Academic & Industry Interface
3. Futuristic curriculum
4. Education for SDGs
5. Pedagogy and leadership development
6. Entrepreneurship and Incubation

Objectives of the Sub Committee:-

1. Provide a platform to bring together experts from the Industry and Academia for deliberating on critical issues and workable models for achieving desired outcomes
2. Engage stakeholders for giving recommendations for meaningful linkages between Industry and Academia
3. Share thoughts, ideas, experiences for futuristic curriculum for higher education for creating an educated and employable workforce
4. Create a roadmap for taking the SDGs for schools and colleges through behaviour change communication models
5. Provide requisite direction, impetus and support to establish, maintain and sustain the ethos, culture and climate towards achieving excellence in academics

Involvement of the members in the sub-committees:-

1. Presence 8-10 times per year as well as engagement through emails and specific assignments, pro bono
2. Contributing article for the Newsletter of the education committee
3. Complementary invite in the events of the education committee
4. Brainstorming the topics/themes for the webinars/workshops



#### Points discussed in the meeting:-

- Responsible management education for a paradigm shift to create a workforce more receptive towards the environmental and sustainable aspects of running businesses
- Futuristic curriculum to have flexibility for engaging mentors from the industries to bridge the divide between industry and academia
- Shift from Lower Order Thinking Skills (LOTS) to Higher Order Thinking Skills (HOTS) with a focus on skills and application, which is mostly limited to understanding and knowledge
- Connect between industry and research institutions for need based research projects. Industry also needs to be sensitized to come forward and facilitate faculties and students for a better clarity of the know-how of the skill sets required in the current scenario
- Confidence needs to be instilled in second tier universities by the centre, state government and industry bodies. All the research grants mostly go to a handful of institutes.
- UGC guidelines to be revised for research paper submission and presentation in the wake of Covid-19 and creating awareness about Sustainable development goals

#### Way forward:-

- PHD Chamber to initiate a policy recommendation to the government, members are invited to share recommendations in two pain areas elaborated with facts and figures
- Innovation and entrepreneurship need to be given due importance in the academic institutions. Entrepreneurship and Incubation centres have been set up in few institutions; the role of most of them has been relegated to only teaching rather than leading innovations and building entrepreneurs. Can we create a module to be taken up by the colleges and schools
- Curriculum revision has been much talked about but do we also need to put in place a system where evaluation and assessment also becomes a part of the improvement in the curriculum development
- Separate meetings for the sub committees to be organised for better clarity on the know-how of member's contribution towards strengthening the education system in the country
- Paid webinars to be organised for the faculties to give them exposure to practical industrial case studies
- Collaboration of research institutes with PHD Chamber for doing combined projects for different ministries and industries
- Education committee is starting a newsletter; members are invited to contribute in the same

## SUB COMMITTEES

### Members of the Sub Committee's

#### 1) Academic & Industry Interface

1	Dr Mukul Jain	Professor	J,K, Business School, Gurugram
2	Dr Vijay Athavale	Dean	Engineering at PIET, Panipat
3	Dr Rihan Khan Suri	Professor (TPO)	Jamia Millia Islamia Central University
4	Dr Sunil Sharma	Dean	IISC
5	Dr Priya Solomon	Associate Professor	Amity School of Business
6	Mr Ashish K Mukherjee	President, India chapter	IAC
7	Ms Monika Aggarwal	HR	Hindustan Times
8	Mr VDV Singh	VP-HR	J K Cements Ltd.
9	Dr Roopinder Oberoi	Professor	Department of Political Science, KMC
10	Mr S C Sharma	Researcher	
11	Dr Nabi Hasan	Librarian & Head, Central library	Indian Institute of Technology Delhi
12	Mr Rajesh Setia	Director	Testapan India Pvt Ltd

#### 2) Research & Innovation

1	Prof (Dr) Radha R. Sharma	Dean, Research & Centres of Excellence	MDI, Gurgaon
2	Prof R.K.Verma	Chief Mentor	Techno India Group, New Delhi
3	Mr PRAMOD KUMAR TALAN	NODAL LIBRARIAN	DIRECTORATE OF EDUCATION, GOVERNMENT OF NCT OF DELHI
4	Ms Jaya Srivastava	Senior Manager	Impact
5	Dr Rishi Khurana	Principal	Shanti Gyan International Sr. Sec. Boarding School, Delhi
6	Dr Namita Rajput	Principal	Aurobindo College (E), DU
7	Professor Ramesh C. Gaur	Dean & Director (Library & Information) & Head-Kala Nidhi Division	IGNCA
9	Dr Ramakrishnan Sitaraman	Professor	TERI School of Advanced Studies
10	Dr Vimal Babu	Associate Dean & Professor	Unitedworld School of Business (UWSB), Karnavati University
11	Mr S C Sharma	Researcher	
12	Dr Nabi Hasan	Librarian & Head, Central library	Indian Institute of Technology Delhi
13	Dr Geetika M. Chandra	In-charge Management	Gurugram University, Gurugram
14	Dr. Anup Kumar Das		Jawaharlal Nehru University

### 3) Futuristic Curriculum

1	Mr Atul Bal	IT consultant	Past President, IIT Delhi Alumni Association
2	Dr Nimit Gupta	Associate Professor (Marketing)	Fortune Institute of International Business
3	Dr (Mrs) Vijaya Katti	Professor & Dean, Administration (Academics)	IIFT
4	Dr Roopinder Oberoi	Professor	Department of Political Science, KMC
5	Prof (Dr) Radha R. Sharma	Dean, Research & Centres of Excellence	MDI, Gurgaon

### 4) Education for SDGs

1	Prof (Dr) Surendra Kumar Mishra	Founder & Director	AIHMS Global
2	Ms Alisha Vijoy	Head-Communications	FairGaze
3	Dr Namita Rajput	Principal	Aurobindo College (E), DU

### 5) Pedagogy & Leadership Development

1	Ms Rashmi Prakash	Freelance content writing for social science K12	
2	Prof Anil K. Aneja	Professor	Department of English, University of Delhi
3	Ms Parul Malik	Vice President	SEVWA
4	Mr Pramod Kumar Talan	Nodal Librarian	Directorate of Education, Government of Nct of Delhi
5	Dr Indrajit Bhattacharya	Director	National Accreditation Board for Education and Training (NABET)
6	Dr Kamlesh Vyas	Partner	Deloitte
7	Mr Navin Bhatia	Founder& Managing Director	Navkar Skills
8	Ms Monika Aggarwal	HR	Hindustan Times
9	Dr Nimit Gupta	Associate Professor (Marketing)	Fortune Institute of International Business

### 6) Entrepreneurship and Incubation

1	Dr. Vimal Babu	Associate Dean & Professor	Unitedworld School of Business (UWSB), Karnavati University
2	Dr. Rihan Khan Suri	Professor (TPO)	Jamia Millia Islamia Central University
3	Mr. Rajesh Setia	Director	Testapan India Pvt Ltd







## NATIONAL APEX CHAMBER

### About Us

**PHD Chamber of Commerce & Industry**, a leading Industry Chamber of India, ever since its inception in 1905, has been an active participant in the India Growth Story through its Advocacy Role for the Policy Makers and Regulators of the Country. Regular interactions, Seminars, Conference and Conclaves allow healthy and constructive discussions between the Government, Industry and International Agencies bringing out the Vitals for Growth. As a true representative of the Industry with a large membership base of 1,30,000 direct and indirect members, PHD Chamber has forged ahead leveraging its legacy with the Industry knowledge across sectors (58 Industry verticals being covered through Expert Committees), a deep understanding of the Economy at large and the populace at the micro level.

At the National level, the PHD Chamber is well represented in 16 States with its own offices and MOUs with eleven Partner Chambers in different States.

At the Global level we have been working with the Concerned Ministries, Embassies and High Commissions to bring in the International Best Practices and Business Opportunity.

#### PHD Chamber has special focus on the following thrust areas:

- **Economic & Business Policy Advocacy**
- **Industry**
- **Infrastructure**
- **Housing**
- **Health**
- **Education & Skill Development**
- **Agriculture & Agri-business**
- **ICT**
- **International Trade**

#### FOR ADDITIONAL INFORMATION, PLEASE CONTACT:

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