

# MANAV SAMPAD & IISER KOLKATA



2018

2018

MANAV SAMPAD  
&  
IISER KOLKATA



## Introduction

Getting started is always often the most difficult task. It is not a competition to create a rhetorical space or to attract readers in that space. It is just a 'move' with a belongingness to this Institute and to this country. It is the 'move' of the human capital or '**manav sampad**' with a creative thought in unison.

This booklet is not a literary compilation. It is simply the passionate creation and emotional involvement of young minds under the leadership of Prof. Sourav Pal, Director, IISER Kolkata.

This booklet is simply the compilation of activities throughout 2018 held from time to time in the Institute as mandated by MHRD or other GoI agencies. We have a strong reservation in using 'mandated' here in this book, as if, we are forced to do it. May be it was initial days. Rather here in this booklet, readers will see that it is a 'play and learn' situation of participants from activity to writing, from practicality to imagination, from ideation to implementation.

For shortage of time and space, of course for first of its kind, many minute things could not be brought together here. As compilers, we are indebted to all the participants and to all of them who could not but supported wholeheartedly.

This booklet follows previous one, released, only on one program 'Vigilance Awareness Week' as 'VAW 2016'.

Prof. Balaram Mukhopadhyay  
Registrar (Offg.)

Sh. Santanu Das Mahapatra  
Assistant Registrar (Admn)



## Foreword



It is my pleasure to present the booklet “**Manav Sampad and IISER Kolkata**” which is in turn the action taken report of the year 2018 in connection with various National Programs declared by Ministry of Human Resource Development (MHRD) and other Government of India agencies. It is a matter of pride that our students and employees attached themselves objectively and emotionally to make a cohesive team to observe these events with great success. I believe that these programs are not meant for one day celebration but to create real awareness and best practices to follow in years to come. The real success remains in the hands of future generations from fighting against corruption and unlawful discrimination to brotherhood, from Swachhta to Rural Development and from Sadbhavana to integrity and to love the Nation. I am Happy to put forward this document as a proof of our honest effort towards these goals.

**Professor Sourav Pal**  
**Director, IISER Kolkata**





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## Chapter 1

# 4<sup>th</sup> International Day of Yoga

## Office Memorandum & Notice

**F. No. 21/1/2017-TS.V(B)**  
Government of India  
Ministry of Human Resource Development  
Department of Higher Education  
TS-V Section

Shastri Bhawan, New Delhi  
Dated 2<sup>nd</sup> March, 2017

To,

1. The Directors  
All IIMs.
2. The Directors  
All IISERs.
3. The Director,  
IISc, Bangalore.


**Subject: Celebration of 3<sup>rd</sup> International Day of Yoga 2017 on 21.6.2017 – regarding.**

Sir,

I am directed to enclose a copy of D.O. letter No. 3-1/2017-U.5 dated 20<sup>th</sup> February, 2017 received from Deputy Secretary(HE) of Ministry of HRD on the above subject, the contents of which are self explanatory and to request you to gear up your machinery for celebration of the 3<sup>rd</sup> International Yoga Day 2017 on 21.6.2017.

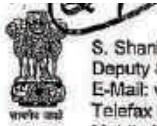
Yours faithfully,

Enclosed: As above

  
(Sanjeev Shrivastava)  
Under Secretary to the Govt. of India  
Tel.: 2307 4199

Copy for follow up action to:

1. S.O.(TS-V)
2. TS-VII Section



S. Shankar  
Deputy Secretary (HE)  
E-Mail: vjshankars@gmail.com  
Telefax No.: 011-23382921  
Mobile No.: 09891534132



सूचना का  
अधिकार

भारत सरकार  
मानव संसाधन विकास मंत्रालय  
उच्चतर शिक्षा विभाग  
शास्त्री भवन  
नई दिल्ली - 110 115  
GOVERNMENT OF INDIA  
MINISTRY OF HUMAN RESOURCE DEVELOPMENT  
DEPARTMENT OF HIGHER EDUCATION  
SHASTRI BHAVAN  
NEW DELHI-110 115

D. O. F. No. 3-1 /2017-U.5



20<sup>th</sup> February, 2017

Dear Madam/Sir,

The 3<sup>rd</sup> International Day of Yoga-2017 is being celebrated on 21.06.2017. The first meeting on the subject was taken by Secretary (AYUSH). Like in the previous year, you are requested to gear up your machinery and also do some invention/re-invention/innovation/rediscovery on Yoga and allied matters and ensure a successful "Yoga Day". Kindly take all measures well in advance. Let it kindly be all inclusive, please. Please also have a look at the website of AYUSH.

2. Kindly circulate this widely for mass and effective communication, please. Kindly keep us informed.

With regards,

Yours sincerely,

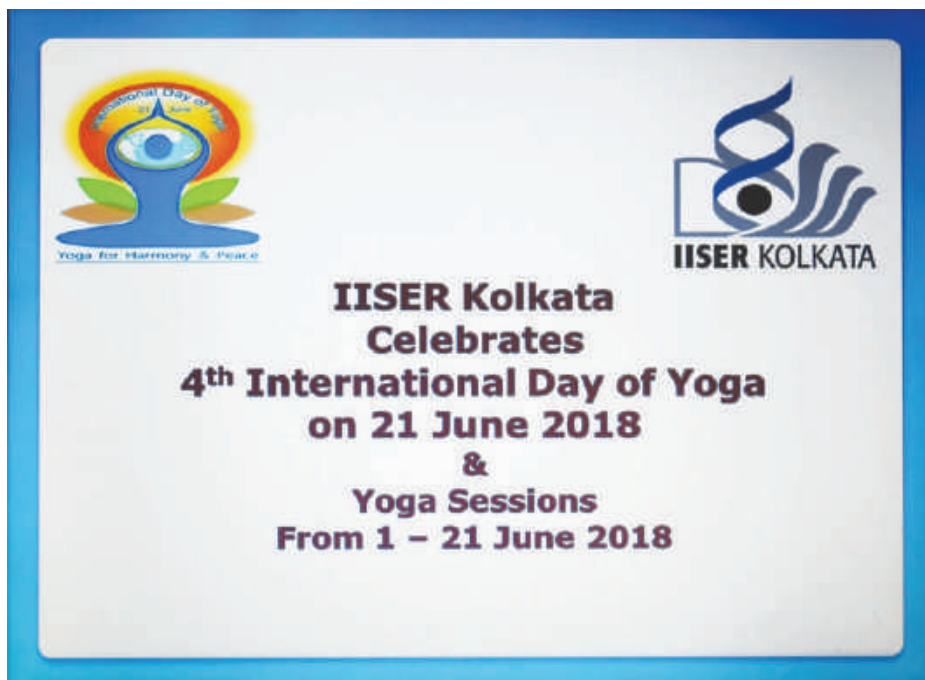
*S. Shankar*

(S. Shankar)

21/2/17

1. All Regulatory Bodies, including ICAR & SAI.
2. Secretary, UGC, Bahadur Shah Zafar Marg, New Delhi-110002.
3. Chairman, AICTE, Nelson Mandela Marg Vasant Kunj, New Delhi-110067.
4. DS (TC).
5. Economic Adviser, Department of School Education & Literacy.

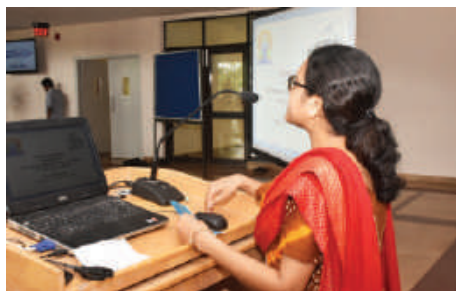




**PROFORMA FOR ACTION TAKEN REPORT ON INTERNATIONAL DAY OF YOGA, 2018**

Sl. No.	Specific Item with Description of the Plan	Specific Details with Description of the Plan	Physical Outcome	Financial Outcome	Overall Outcome	Overall impact on the International Day of Yoga, 21.06.2018
1	Three weeks Yoga programme to be conducted by physical Education instructor of IISER Kolkata, ending in the International Day of Yoga celebration on 21.06.2018	<p>A. Communication to entire IISER community for participation in the programme.</p> <p>B. Duration of the Yoga sessions will be one hour in the second half of each day.</p> <p>C. Students Affairs Council our students' body will be involved for getting wider participation among the students.</p> <p>D. Posters and flexes will be displayed in prominent locations.</p>	Total well being of an individual's health	<p>A. Purchasing the Yoga mates ₹15,000/-</p> <p>B. Refreshments - ₹4,000/-</p> <p>C. Miscellaneous (Mementos etc.) - ₹3,000/-</p> <p><b>Total: ₹22,000/-</b></p>	Spreading of the awareness about benefits of Yoga on the physical and mental health of an individual	4 <sup>th</sup> International Day of Yoga will be celebrated with much enthusiasm in our Institute. In addition, Yoga programme will be organized in our Institute on a regular basis for the overall benefit of IISER-K community.





## Chapter 2

# Sadbhavana Diwas

## Office Memorandum & Notice

BY E-MAIL

F.No. 51-01/2018-TS.VII (B)  
Government of India  
Ministry of Human Resource Development  
Department of Higher Education  
Management Division

Shastri Bhawan, New Delhi  
Dated the 2<sup>nd</sup> August, 2018

To

1. The Director  
IISc Bangalore
2. The Directors  
All IISERs
3. The Director  
All IIMs

**Subject: Observance of "Sadbhavana Diwas" on 20.08.2018.**

Sir/Madam,

I am directed to forward herewith a copy of Department of Youth Affairs OM No. J-17011/151/2018-NPYAD dated 05<sup>th</sup> July, 2018, on the subject mentioned above, for information and necessary action.

Encls: As above.

Yours faithfully,

  
(Sanjeev Shrivastava)

Under Secretary to the Govt. of India  
Tel: 2307 4199





No. J-17011/151/2018-NPYAD  
Government of India  
Ministry of Youth Affairs & Sports  
Department of Youth Affairs  
\*\*\*\*\*



Shastri Bhawan, New Delhi.  
Dated the 05 July, 2018.

**OFFICE MEMORANDUM**

**Subject: Observance of 'Sadbhavana Diwas' on 20<sup>th</sup> August, 2018.**

The birth anniversary of Prime Minister Late Rajiv Gandhi on 20<sup>th</sup> August is observed as "Sadbhavana Diwas" every year. The theme of Sadbhavana is to promote National Integration and Communal Harmony among people of all religions, languages and regions. The idea behind observance of 'Sadbhavana Diwas' is to eschew violence and to promote goodwill among the people.

This year, the Sadbhavana Pledge taking ceremony may be observed on 20<sup>th</sup> August, 2018. An appropriate function may be organized in which all employees of the Ministry/Departments/Organisation be associated and "Sadbhavana Pledge" be administered. The text of the pledge is given over-leaf.

  
(Thanglenitan)  
Director

**Encl.: Text of Sadbhavana Pledge (over-leaf)**

To

Union Ministries/Departments, State Governments etc.

(As per list attached).



भारतीय विज्ञान शिक्षा एवं अनुसंधान संस्थान कोलकाता  
(भारत सरकार के मानव संसाधन विकास मंत्रालय द्वारा स्थापित एक स्वायत्तशासी संस्थान)

**INDIAN INSTITUTE OF SCIENCE EDUCATION AND RESEARCH KOLKATA**

(An Autonomous Institute Established by Ministry of Human Resource Development, Government of India)

Ref: IISERK/Admn/Notice/2018/445

Date : 17/08/2018

### NOTICE

On 20-08-2018 (Monday), Institute is observing "Sadbhavana Diwas" to promote National Integration and Communal Harmony among people of all religions, regions and languages, to eschew violence and to promote goodwill across the horizon to mark the Birth Anniversary of Prime Minister Late Rajiv Gandhi at 11 AM in the ground floor of AAC.

This has ref. to MHRD communication F. No.51-01/2018-TS.VII(B) dated 17.08.2018.

*All the staff and students are requested to participate and to take Sadbhavana Pledge.*

  
Assistant Registrar (Admn)

*NB: Hindi Version follows*

Copy to:

1. Directors Office
2. Concerned file



### सद्भावना दिवस प्रतिज्ञा

मैं प्रतिज्ञा करता/करती हूँ कि मैं जाति, सम्प्रदाय, क्षेत्र, धर्म, अथवा भाषा का भेदभाव किए बिना सभी भारतवासियों की भावनात्मक एकता और सद्भावना के लिए कार्य करूँगा/करूँगी। मैं पुनः प्रतिज्ञा करता/करती हूँ कि मैं हिंसा का सहारा लिए बिना सभी प्रकार के मतभेद बातचीत और सवैधानिक माध्यमों से सुलझाऊँगा/सुलझाऊँगी।

### SADBHAVANA DAY PLEDGE

I take this solemn pledge that I will work for the emotional oneness and harmony of all the people of India regardless of caste, region, religion or language. I further pledge that I shall resolve all differences among us through dialogue and constitutional means without resorting to violence.



## Chapter 3

# Swachhta Pakhwada & Ranking

## Swachhta Pakhwada

### Office Memorandum & Notice

BY E-MAIL

F.No. 51-01/2018-T5-VII (B)  
Government of India  
Ministry of Human Resource Development  
Department of Higher Education  
Management Division

Shastri Bhawan, New Delhi  
Dated the 2<sup>nd</sup> September, 2018

To

1. The Directors  
All IIMs
2. The Directors  
All IISERs
3. The Director  
IISc Bangalore

**Subject: Observation of Swachhta Pakhwada – 2018.**

Sir/Madam,

I am directed to refer to this Ministry's OM No. M.11014/01/2018-EBSB dated 4<sup>th</sup> September, 2018, on the above subject and to request you to send a report on the various activities on Swachhta Pakhwada alongwith photograph directly to E-mail ID: [swachhtapakhwada18@gmail.com](mailto:swachhtapakhwada18@gmail.com), under intimation to the undersigned.

Encls: As above.

Yours faithfully,

  
(Sanjeev Shrivastava)  
Under Secretary to the Govt. of India  
Tel: 2307 4199





File No M.11014/01/2018 -EBSB  
Government of India  
Department of Higher Education


Room No 534- C Wing, Shastri Bhawan, New Delhi  
Dated: 4<sup>th</sup> September, 2018

**OFFICE MEMORANDUM**

**Subject: Observation of Swachhta Pakhwada 2018**

The undersigned is directed to refer to the aforesaid subject and to enclose a copy of the O.M. of even no. dated 4<sup>th</sup> September, 2018 vide which all the Central Universities and Institutes under Department of Higher Education have been requested to undertake various Swachhta activities during the Swachhta Pakhwada 2018 and to send the reports at the Email id [swachhtapakhwada18@gmail.com](mailto:swachhtapakhwada18@gmail.com)

All the Bureau Heads are therefore requested to ask the Universities, Institutes and agencies under their administrative control to observe the Swachhta Pakhwada 2018 and to send the reports of the various activities undertaken during this period alongwith photographs at Email ID: [swachhtapakhwada18@gmail.com](mailto:swachhtapakhwada18@gmail.com)

  
(Pandey Pradeep Kumar)  
Under Secretary (EBSB)  
Tel no. 23386934

Email address - [swachhtapakhwada18@gmail.com](mailto:swachhtapakhwada18@gmail.com)

1.	Shri Sukhbir Singh Sandhu, AS(TE) & CVO
2.	Shri V.L.V.S.S. Subba Rao, Sr. Economic Advisor
3.	Ms. Ishita Roy, JS (HE)
4.	Dr. N. Saravina Kumar, JS (P&ICC)
5.	Ms. Darshana Momaya Dabral, JS & FA
6.	Shri Madhu Ranjan Kumar, JS (DL & A)
7.	Shri Sanjay Kumar Sinha, JS (Mgt. & ICR)
8.	Shri G.C.Hosur, JS (CU)
9.	Shri Manoj Kumar Kejriwal, JS (CSS) (Scholarships & BP)

Copy to: PSO to Secretary (HE) for information.



### **LIST OF THE SUGGESTED ACTIVITIES**

1. Zero tolerance to dust and filth.
2. Cleanliness of classrooms, Laboratories, Seminar Halls, Office premises, Hostels, etc.
3. Improving Toilets facilities.
4. Garbage collection and disposal.
5. Ensuring Purity of Drinking Water.
6. Water harvesting plant.
7. Maintaining good Drainage System.
8. CCTV and Fire safety equipment.
9. Environment friendly measures.
10. Demonstration classes on the Technology used for cleanliness.
11. Stress on the mind set of students towards Swachhata.
12. Visit of the students to nearby Village / Slum.
13. Paper on Swachhata.





## **Swachhata Pakhwada-2018**

### **Consolidated Guidelines**

- Every Ministry/Department should nominate a Joint Secretary as nodal officer for Swachhata Pakhwada related activities, if not already nominated
- Ministries/Departments to go beyond symbolism and go to the next level of implementation of Pakhwada in 2018
- All line departments, PSUs, attached offices, organisations and institutions to plan and implement in detail Swachhata Pakhwada under their Ministries/Departments
- The Swachhata Pakhwada action plan must be communicated to the MDWS two months prior to the commencement of their Pakhwada
- Secretary of the Ministry/Department concerned may organise a VC/meeting with their field formations for dissemination of information and to review the preparedness, before the Pakhwada begins
- Pakhwada plans are required to contain detailed date wise activities. Further the Ministries/Departments should ensure that the activities during the Swachhata Pakhwada are in accordance with their plans and discussion.
- Divyang access to the toilets to be reviewed and ensured in the Central and State offices of Ministries/Departments during Pakhwada
- During the Pakhwada Ministries/Departments may initiate Swachhata Awards/ranking among organisations under their fold
- Parliamentary Committee and other MP Committees may be convened on Swachhata
- Ministries/Departments need to involve **Union Ministers, MPs and other dignitaries** in Pakhwada activities
- Senior Officers in the Ministry/Department may provide leadership in implementing Swachhata Pakhwada activities effectively
- Ministries/Departments may take steps to undertake innovative initiatives during the campaigns so that few stories are generated daily
- Ministries/Departments should ensure better branding and publicity of Pakhwada activities in electronic and print media platforms at both field and central level. They need to make use of social media such as myGov, Twitter and Facebook extensively for the purpose
- Ministries/Departments in coordination with MoI&B, will ensure that adequate publicity is received by the Swachhata Pakhwada initiatives in both electronic and print media. MoI&B also broadcast inspiring Swachhata initiatives on their coverage
- A press release should be issued highlighting major outcomes of Swachhata Pakhwada
- A press conference needs be organised by the Ministry/Department at the culmination of their Pakhwada to highlight the activities and initiatives undertaken. This may be addressed at the level of the Union Ministers and Secretaries
- There needs to be a daily reporting of the activities during the Pakhwada on Swachhata Samiksha (<http://swachhata.narmission.gov.in/SwachhSamiksha/Home.aspx?lang=en>) and myGov portals
- At the conclusion of the Swachhata Pakhwada the Ministries/Departments are required to submit the following to MDWS for onward submission to Cabinet Secretary and PMO:
  1. Report containing detailed account of activities undertaken during Pakhwada
  2. Related picture album, **newspaper clippings, press notes, audio-visual clips**
  3. Any special document that Ministry/Department may have issued during Pakhwada
- Ministries/Departments may consider setting up permanent mechanism through new programmes and Schemes for sustainability of Swachhata, in addition to cleanliness drives during the Pakhwada.







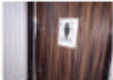


## Ranking

### Swachata Abhiyan 2018, IISER Kolkata - In-Campus



1. Name, address of Institution with state and district of location  
**Indian Institute of Science Education and Research Kolkata**  
Mohanpur- 741246, District - **NADIA**. State - **West Bengal**
2. Student strength - **1456**  
Faculty strength - **105**
3. Number of hostels and modernity of toilets and water supply systems - give a short para; very crisp  
**Hostel: Three Hostels (1371 seater) with two dinning. One 105 seater floor is coming up on existing Hostel.**  
**Toilets: Total toilet No. 71 (separately for girls) with multiple user facility - EWC with flushing, shower rose, health faucet, wash basin. PC toilet: Total No. 6 with handle support**  
**Picture below (Middle two pictures for PC) and water supply**



4. System or technology in place for solid and liquid waste management. Give short crisp para stating highlights. Mention any special intervention in this area. Give two pictures  
**Liquid waste Management: STP (Sewerage Treatment Plant) no. 3 - Two with capacity of 750 KLD (Kilolitre per day) and One with 150 KLD. The Solid waste management system is coming up soon.**



5. Hostel kitchen facilities - short para with picture of cooking area, chimney and dining hall  
**Hostel dinning and kitchen are hygienically maintained from all respects and regularly inspected by FASSI and institute health officials. Cooking is from Central Gas bank and exhaust system is regularly maintained, basins are supported with liquid and hygienically effective hand-washes. Dinning and kitchen floor is cleaned with phenyl at least four times a day besides being determined by footfall. The dinning-staff members use headgear and gloves. The dishwashing system is automatic and manual under clean water flow.**



**Chimney**

**Dining hall**

**Dining hall**

**Cooking Area**

6. Campus greenery - give Green Cover Percentage 80% any mention of bio diversity, type of maintenance, sprinklers etc. Give one picture.  
**The Green Cover Percentage is 80%.**



7. Highlight any solar power or other innovative usage, with one picture.  
**This Solar Panels are on the roof of Institute hostel building and soon coming up on other roofs where it is available for grid facility.**







### Swachhata Abhiyan 2018, IISER Kolkata : Off-Campus



1. Name of village or neighbourhood adopted by institution with district name  
**Ayepur, Bailindi, Birohi, Hatikanda, Narayanpur in district Nadia in addition to neighborhood areas where Institute finds to extend developmental, health and sanitation activities.**

2. Number of people or families covered by effort  
**150 families in two villages**

3. Bring out in one para the type of intervention undertaken in area, the condition of the place before and after your intervention.

Since 2008, IISER Kolkata has been working in community services with teaching local underprivileged teens every evening and demonstrating basic sciences. There are lots of off-campus and in-campus camps and fests on science education, cyber-safety, swachhata, cleanliness for school children with Institute Outreach student body name as Ek Pahel.

4. Pictures to demonstrate activity undertaken: picture should also show people of area along with type of work taken up.

Under UBA (Unnat Bharat Abhiyan) and RAA (Rashtriya Aviskar Abhiyan), the Institute has taken up several plans in village development, facility upgradation and curriculum development for school teachers training respectively. Out of the five villages adopted under UBA, water samplings for detection of Arsenic above consumption level has been completed in two villages. Setting up of Safe drinking water in two villages in under process. Institute students and staff have visited another neighbour village, Bhokula in Nadia District and its two homes – one for abandoned children and one for old parents having inmates of nearly 100 - with Swachhata mission.



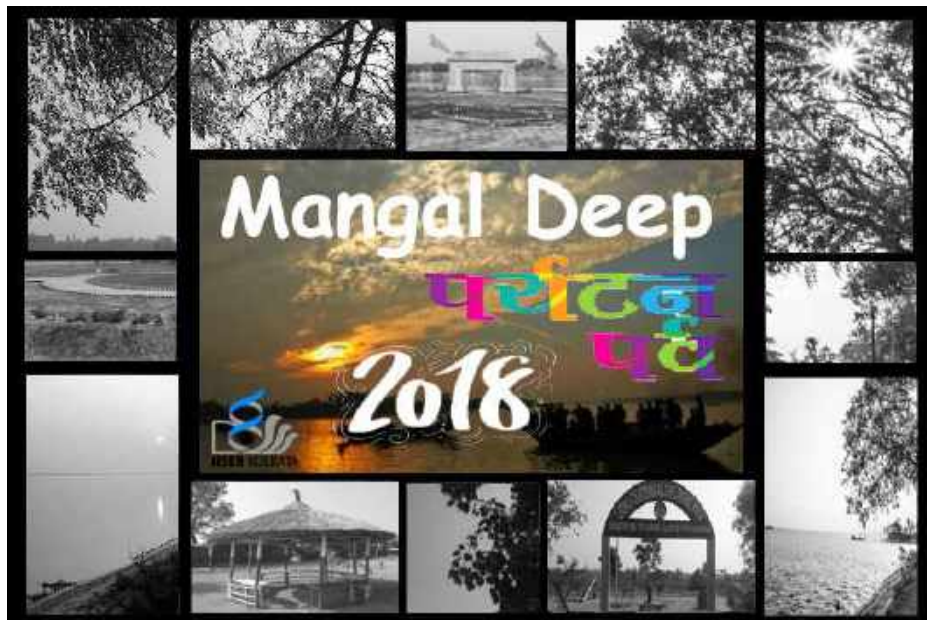
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## Chapter 4

## Paryatan Parv



### Paryatan Parv 2018 New Untapped Tourist Spot

### MANGAL DEEP CHAR

NADIA, WEST BENGAL

Concept note by

**IISER Kolkata**





## Preface

In the year 2017, IISER Kolkata prepared one Concept Note on the eve of Paryatan Parv (5-25 Oct. 2017). In that booklet, important tourist spots along with untapped tourist spots were described and was forwarded to the Ministry of Tourism, Govt. of India. This year IISER Kolkata tried in this booklet one such untapped tourist spot which can be a potential tourist spot, Mangal Deep Char, in near future if appropriate facilities can be developed. Besides, there are other untapped tourist location like the birth place of famous epic writer and poet Krittibas Ojha will be explored up.

Mangal Deep is a hybrid island made by the combination of nature and human at the confluence of Bhagirathi (The Ganges / Hooghly) and Churni. It is in Ranaghat I Block and can be developed as a tourist Transit-point-cum-Resort along the river cruise to Murshidabad.

River Mathabangha of Bangladesh bifurcates at east of Krishnanagar, West Bengal, with two resulting streams known as Churni and Ichhamati. The Churni river passes in a direction slightly west of south in Nadia District of West Bengal, past Hanskhali and Ranaghat over a stretch of 56 Kms and falls into the river Hooghly (The Ganges) between Shantipur and Chakdaha..



Coordinates: 23°7'39"N 88°29'57"E

## Genesis of Mangal Deep Char

River bank erosion is a common fluvio-geomorphological phenomenon in the lower part of a river. Due to bank erosion, the shifting of river channel is also occurred and with many factors of erosion, channel geometry has an important role in this regard. There is a relationship between the channel geometry and river bank erosion. The Bhagirathi-Hooghly River has an oscillatory nature of channel shifting and this shifting



occurred through the bank erosion. Our study area i.e. Sundalpurchar and Gosainchar mouza are located in the left bank of the Hooghly River and this bank is vulnerable due to erosion. The Hooghly river channel has been shifted along this bank towards east. As a result, lands of this area are eroded and new land has been developed in form of mid channel bar named Mangaldwip. (Bank Erosion and Shifting Nature of the Hooghly River at Sundalpurchar and Gosainchar Mouza,



Ranaghat-I Block, Nadia District, West Bengal, India: Muhuri Mongaldip, Paul Pintu & Basak Nilay Kumar, *European Journal of Academic Essays* 2(7): 83-86, 2015).

From the said essay it surfaces that shifting nature of the Hooghly River is a common fluvio-geomorphic phenomenon which can be observed in the lower part of any rivers. This shifting nature is like a pendulum of a wall clock which occurs along the left and right bank of river Hooghly. Here, to show the shifting nature, a map has been prepared on the basis of the maps of the year 1924, 1972 and 2012 respectively of the position of the Hooghly channel. From the map it can be seen that the Hooghly river channel has a tendency to shift eastward along the left bank and it is also regulated by the formation of a mid-channel bar named Mangaldwip char. So, the shifting of channel is more active in the left bank i.e. Sundalpurchar and Gosainchar mouza.

### **Land Loss and Land Gain**

Bank erosion produced several impacts: physical, economic, social and political and even act international level. Physical impacts include changes in channel plan form and its morphology. The formation of mid-channel bar and loss of lands are a part of morphological changes. There is a saying that the devastation of one side indicates the reformation of the other side. So the channel shift as well as bank erosion indicates loss of lands on the erosion prone bank (left bank in our study area) and deposition on the concave bank (right bank). The study area is located in the left bank of the Hooghly River, every year huge amount of lands are eroded by the river. Here 1.618 Km<sup>2</sup> land have been eroded since 1917-2012. On the other hand, few amount of land have been raised from the river bed in form of island due to sedimentation named Mangaldwip (0.52 km<sup>2</sup>) in the mid channel though it is negligible in respect of land loss. The most affected area is Sundalpurchar (JL No 187) and Gosainchar (JL No. 189 and 190) located in the left bank.

### **Present Crisis of Confluence**

Severe pollution of the river Churni resulting a huge fish-kill and making it unworthy even for bathing and irrigation. It was his contention that Churni river passes through part of densely populated areas of Nadia District affecting the lives of nearly six lakhs inhabitants and nearly five thousands fishermen, who are dependent upon the fish catch, have lost their livelihood. The applicant would further submit that a factory named "Karo and Company" located at Darshana in Bangladesh manufacturing sugar, wine, chemicals etc. releases its stored waste water from Lagoon into the river Mathabangha which ultimately finds its way into the river Churni thereby polluting the water significantly. He would further state that the waste water from the lagoon of "Karo and Company" are discharged 4-5 times a year but its impact in Churni river lasts for 10 to 15 days each time and on 16.3.2008, the water of Churni river virtually turned black beyond the points of its recognition due to release of effluents from the industry.

The Burning Ghat of Ranaghat Municipality is in a dilapidated condition requiring urgent renovation and repair, and the fact that the waste materials of the Burning Ghat also contribute to the pollution of river Churni, we directed the District Magistrate and



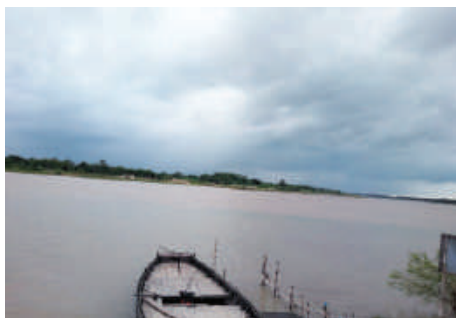
Collector, Nadia to take steps to repair and renovate the burning ghat. the problem also stressed on the treatment of waste water generated by Ranaghat Municipality before it is discharged to the river Churni and proper disposal of municipal solid wastes.

### **Steps Needed to Make Magal Deep A Potential Tourist Spot for Weekends**

- A) Nearest Rail Stations, Payradanga and Ranaghat on Eastern Railway, should have appropriate signage
- B) Transport: E-rickshaws or autos should be available
- C) Boats between bank of Bhagirathi to delta (Char) equipped with lifeguards or safety arrangements to ferry tourists should be available
- D) Safe drinking water and power arrangement should be there in the delta
- E) Biodiversity should be appropriately maintained
- F) Well furnished Cottages or bungalows should be built and online booking through local Govt. Agency and IRCTC be made
- G) River Police out post or Security arrangement be made
- H) Nearest Medical facility should be available
- I) Food stalls for day-tourists should be available
- J) All sorts of Media coverage should be continuously arranged.



*Mangal Deep from the bank of Bhagirathi*



*Mangal Deep from the bank of Bhagirathi*



*Confluence of Churni & Bhagirathi*



*Churni River from Ranaghat Bridge*



## Student Participation in Swachhata of An Existing Tourist Spot on Riverside of The Ganges (Hoogly) in Bansberdia, Bandel, District Hoogly of West Bengal







## Chapter 5

# 150<sup>th</sup> Birth Anniversary of Mahatma Gandhi

## Office Memorandum & Notice

BY E-MAIL

**F.No. 51-01/2018-TS.VII (I)**  
**Government of India**  
**Ministry of Human Resource Development**  
**Department of Higher Education**  
**Management Division**

Shastri Bhawan, New Delhi  
Dated the 16<sup>th</sup> October, 2018

To

1. The Director  
IISc Bangalore
2. The Directors  
All IISERs
3. The Director  
All IIMs


**Subject: 150<sup>th</sup> birth anniversary celebrations of Mahatma Gandhi.**

Sir/Madam,

I am directed to forward herewith a copy of this Ministry's Circular No. 13-3/2016-PN.I (Pt.) dated 1<sup>st</sup> October, 2018 alongwith calendar of activities, on the subject mentioned above, the contents of which are self-explanatory for information and necessary action.

Yours faithfully,

Encls: As above.

  
(Sanjeev Shrivastava)  
Under Secretary to the Govt. of India  
Tel: 2307 4199





F.No.13-3/2018-PN.I (Pt.)  
Government of India  
Ministry of Human Resource Development  
Department of Higher Education  
(Policy Norms-I Section)

Dated : 1<sup>st</sup> October, 2018

Subject: 150<sup>th</sup> birth anniversary celebrations of Mahatma Gandhi

Government of India is commemorating 150<sup>th</sup> Birth Anniversary of Mahatma Gandhi for a period of two years from 2<sup>nd</sup> October, 2018 to 2<sup>nd</sup> October, 2020 both at National and International Level. One of the suggested activities is Logo Branding on Trains, Metro Rail, Air India Aircrafts, State Roadways Buses, Govt. website, e-mails, Govt. stationery, calendar and diary, Govt. advertisements & publicity material, digital signature, etc. during the commemoration period.

2. The following designs of the logo with colour guide have been finalized and are available on the web-site <http://gandhi.gov.in/download.html> for download:-

- i. Logo in original form (Main logo)
- ii. Logo for use in single colour (For use in black and white)
- iii. Logo in reverse form with light/bright background
- iv. Logo in reverse form with dark background

3. You are requested to instruct the institutions under your control to use the logo during the commemoration period.

4. It is also requested, to upload activities to be undertaken during 2<sup>nd</sup> October, 2018 to 2<sup>nd</sup> October, 2019 on the portal, as decided in the Committee of Secretaries (Cos) meeting held under the Chairmanship of Cabinet Secretary on 20.08.2018. Action taken in this regard may be intimated PN-1 Division. The activities may be uploaded as per procedure prescribed in the enclosed manual.

End: as above

  
(N. SARAVANA KUMAR)  
Joint Secretary (Policy)

1. AS (TE)
2. JS (CU)
3. JS(DL)
4. JS (EE-1)
5. JS (SE-I)
6. JS(SE-II)
7. JS(AE & Coord.)
8. JS(Management & ICR)
9. JS(Scholarship & BP)
10. EA(HE)
11. EA (SE&L)

Copy to:

Director (ICC)/OSD(NEP)



## Essays

### Basic Education of Gandhiji and Basic Science Education of IISERs are same somewhere

*Mrittika Mohar, Roll No-16RS056*

“As human beings, our greatness lies not so much being able to re-make the world that is the myth of the atomic age as in being able to remake ourselves.”

*Mahatma Gandhi*

This very saying of Gandhiji and many such others at once make us aware of the inherent link between Mahatma Gandhi and Indian Institute of Science Education and Research although apparently it is not easy to get the link line between the father of the nation and the Indian Institute of Science Education and Research. The title of Mahatma Gandhi's autobiography is 'My Experiments with Truth'. The whole life of Gandhiji is an experiment in search of truth and the term 'experiment' is an inevitable term in the sphere of science education and research. The aim of scientific studies is to know the phenomenal truth. But knowledge about Nature and her laws is not sufficient for our survival. This may give us enough opportunities to explore the wealth of Nature for the progress of civilization but to save it from destruction what is absolutely urgent is the teaching of Gandhiji's ideal of truth, his spirit of non-violence. So the inherent relation between Mahatma Gandhi's teaching and the goal of the IISER is traced.

“Vaishnav jan to tene kahiye je  
Peed paraayi jaaNe re  
Par-dukhkhe upkaar kare toye  
Man abhimaan na aane re.....”  
(One who is a Vaishnav (Devotee of Vishnu)  
Knows the pain of others  
Does good to others  
without letting pride enter his mind.)

This famous Bhajan (religious song) composed by a fifteenth-century saint was one of the favorite songs of Gandhiji. In fact, Gandhiji was born in a family with its long connection with the Vaishnav faith. In the commemorating service of Gandhiji this Bhajan is played very often. He preached the message of Non-violence - a principle from which he never deviated. The movements Gandhiji introduced are known as the Satyagraha and the Asahajog movements. These two movements are inextricably linked with his



‘experiments with truth’.

The very image of Mahatma Gandhi that at once flashes before our eyes is that of a man wearing a loin of cloth, frail body and hands weaving Charkha.

But what is IISER? It is a scientific institution. It is well equipped with laboratories, modernized classrooms, facilities for quick access to information and experimental activities. And over all, there are all very highly qualified academia.

We are going to celebrate the one hundred fiftieth birth anniversary of Mahatma Gandhi who was born in 1869 on the 2nd October at Porbandar in Gujrat. As an institution, IISER Kolkata has completed just a decade and a few years more. It was established in 2006 after one hundred and thirty years of the great man’s birth. Gandhiji was born when the British rule-governed India. The IISER is established when the country is free from foreign rule long ago. Gandhiji had to pass through a lot of hurdles having been born in India, under the bondage of the British rule. It is

a matter of great fortune that the IISER has nothing to face like that because of its existence in a sovereign state. The grants are being sanctioned for scientific researches. Maybe there are limitations considering the poor economic status of India compared to other developed countries. Still whatever is received from the government- source is not a little.

“I have nothing new to teach the world. Truth and non-violence are as old as the hills”

*Mahatma Gandhi*

Gandhiji has categorically stated that in his experiments with truth there is nothing to be known as anything new.

But the nature of scientific studies is the novelty at every step. At the same time, the very nature of the scientific theories is such that it admits changes and alternations. The English author Thomas De Quincey very significantly cites the point in his essay ‘The Literature of Knowledge And the Literature of Power’:

“For instance, the ‘Principia’ of Sir Isaac Newton was a book militant on earth from the first. In all stages of its progress it would have to fight for its existence; first, as regards absolute truth; secondly, when that combat was over, as regards its form or mode of presenting the truth.”

It is a commonly acknowledged fact that scientific theories undergo many changes and modifications. But there is no question of a work like Homer’s the Iliad, the Odyssey, Valmiki’s the Ramayana to be altered a little. So also are books like Mahatma ji’s ‘Hind Swaraj’ or ‘My Experiments truth’.

“Concern for man and his fate must always form the chief interest of all technical endeavors. Never forget this in the midst of your diagrams and equations”

*Albert Einstein*



It is absolutely relevant to take a look at the significantly eventful life of Mohandas Karam Chand Gandhi in order to realize his lifelong concern for human good. It is only then we can understand the ideals of Gandhiji properly. Gandhiji was the youngest son of his mother Putlibai who was the fourth wife of Karam Chand Gandhi who lost his other three wives previously.

Regarding his father Gandhiji comments 'My father never had any ambition to accumulate riches and left us very little property. He had no education, save that of experience.'

About his mother Putlibai he writes 'The outstanding impression my mother has left on my memory is that of saintliness.'

He was 13 years old when he married Kasturbai (Ba) Makhanji, through his parents' arrangement.

About his High School days, Gandhiji has narrated an event which throws light on the great man's innate love for truth.

He writes: "Mr. Giles, the Educational Inspector, had come on a visit of inspection. He had set us five words to write as a spelling exercise. One of the words was 'kettle'. I had misspelled it. The teacher tried to prompt me with the point of his boot, but I would not be prompted... The result was that all the boys, except myself, were found to have spelled every word correctly. Only I had been stupid. The teacher tried later to bring this stupidity home to me, but without effect. I never could learn the art of 'copying'."

"We must learn to remake and keep ourselves awake, not by mechanical aids, but by an infinite expectation of the dawn, which does not forsake us in our soundest sleep."

*Henry David Thoreau (1817-1862)*

Gandhiji made his own life a laboratory for doing experiments with the truth concerning all aspects of life from matters exclusively personal to the general problems of life. In this regard he was a great follower of Henry David Thoreau the American transcendentalist whose books 'Civil Disobedience' and his spiritual autobiography *Walden* (or, *Life in the Woods*) left a profound impression on his mind.

Gandhiji studied law at the University of Bombay and then at the University College of London. After that, he returned to Bombay but after one year he went to South Africa to work for an Indian firm in Natal.

There Gandhiji faced the evil face of racism. He did not get an entry in train despite having a valid ticket, not in hotels, beaten for his protest against this kind of misbehavior. He showed his organising capability strongly to fight against the insult of humanity.

The period from 1920 to 1947 is regarded as the 'Gandhi Era' in Indian politics. He devoted himself wholeheartedly to the building of the nation. He shared the utter poverty of his nation by rejecting all luxuries. He wanted to make his nation self-reliant.



There is no difference between his theory and practice.

We all are aware of the movements he launched in Indian politics as follows:

The Champaran Satyagraha

The Kheda Satyagraha

The Ahmedabad Satyagraha

The Khilafat And Non-Co Operation

The Salt Satyagraha

The Quit Movement

He fought against casteism, untouchability, untidiness following his principles of truth. Gandhiji was very much shocked when the communal riot took place in 1946.

Gandhiji was killed in 1948 on the 30th January by Nathuram Godse, a Hindu activist. Gandhiji suffered imprisonment several times. But nothing could stop him from his ideal of truth. Rabindranath called him Mahatma who in turn called him Gurudev.

Words can hardly describe the great personality of the man. The so-called 'half-naked Fakir (a beggar) Gandhiji is the model of an ideal human being.

In the scientific laboratories experiments are always going on. Many new tools are invented for our comfortable living. But unless there is a self-search we cannot really progress in terms of the human values.

"Every Science," says William James Durant (1885-1981) "begins as philosophy and ends as art."

So it is obvious that there is no contradiction between Gandhiji's experiment with truth and the scientific studies and experiments as followed in an institution like IISER. His ideas should be our vital source of inspirations. The miracles of science are many. With the progress of civilization and rapid improvement of technology, man has achieved a fair control over many things. But unless the heart remains pure, unless superstition is gone, unless fellow feeling is preserved, unless narrow self-interest is killed, unless the sky, the air, and water, the soil remain free from contamination all our researches will go in vain. The world will look poor despite being adorned with miraculous inventions of science. Science will give us many things. Technology will improve day by day. But unless there is no regard for the values which Gandhiji practiced all through his life, all our efforts will be of no avail. The world will become virtually a desert. Hiroshima -Nagasaki disasters-- the darkest spots on the human civilization will occur again and we can perceive its threat very well. Like the Ancient Mariner of Coleridge, we will cry in perched lips: "Water water everywhere not a drop to drink."

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# No Paradigm Shift: Gandhiji and Unnat Bharat

*Santanu Das Mahapatra*

## Introduction

India is a developing country. It is known that even the developed countries (relatively high-income economics) or OECD (Organisation for Economic Cooperation and Development) countries focus on to ensure that rural areas have good living conditions and opportunities. This concept of living in rural areas plays a very crucial role for environment at large. India has a special focus on rural poverty. Most of the India's rural populations are directly or indirectly dependent on agriculture and cultivation.

The World Development Report (2008) on Agriculture for Development stated as follows: "Three of every four poor people in the developing countries live in rural areas out of which 2.1 billion people living standards are less than \$2 a day and 800 million do live in less than \$1 per day."<sup>#</sup>

This reports and statistics on rural areas are teamwork of researchers. But India's visionary leader, Mahatma Gandhi was the only single individual who had a very clear perception of its villages, and that is too nearly one century ago, for his belief that "India will have to live in villages, not in towns, in huts and not in palaces". Gandhiji held his conviction by saying "If villages perishes, India will perish too" and his conviction was in the tenets of truth, non-violence and goodness of human beings.

## Gandhiji and Reforms

Gandhiji believed that India needs a radical social reform and that can be possible by restoration of values, education and health and it can be possible by means of forming village cluster. Gandhiji was influenced by the Bhagavat Gita. Gandhiji was influenced by Tolstoy and Ruskin.

Referring to 'An Autobiography: My Experiment with Truth', Mahadev Desai mentioned that Gandhiji had told his experiment with the Gita. Gandhiji had read English translation of the Bhagavad Gita ( the Song Celestial by Sir Edwin Arnold). Gandhiji's life-long fight with the Ahimsa was conceived from his reading and learning the Gita. Gandhiji says, "I have felt that in trying to enforce in one's life the central teaching of the Gita, one is bound to follow Truth and ahimsa. When there is no desire for fruit, there is no temptation for untruth or himsa". "Transmute it into a golden ladder leading to Freedom, if only you will use the sovereign alchemy of selflessness, detachment, self-sacrifice, knowledge," is said in the Gita. Gandhiji's view was that perfect renunciation or yoga is impossible without perfect observance of truth and non-violence.

Now we would discuss how Tolstoy and Ruskin influenced Gandhiji. Tolstoy, while travelling in Germany, was disgusted by the German educators for their teachings which developed hypocrisy, lying and dullness instead of veracity, frankness and originality. "Children were frightened and mentally and morally distorted".<sup>1</sup>



In his essay<sup>2</sup> on “Popular Education”, Tolstoy asserted that the sole basis of education is freedom. Gandhiji’s respect for Tolstoy was same to John Ruskin for his radical criticism of the then education, where Ruskin told “Millions of peasants are, therefore, at this moment better educated than most of those who call themselves gentlemen”.<sup>3</sup> Gandhiji, in line with Tolstoy, Ruskin and William Morris, another socialist agreed in denunciation of the machine made town, and learning towards the simplest form of rural life.

Like Tolstoy, Gandhiji believed and tried to apply the principles of Love, Labour and Liberty, not only to himself but to his nation, to all human kind. Gandhiji felt intensely, and endeavoured to excite passion and pity in an age indifferent to the sorrows and sufferings of masses.<sup>4</sup> This in William Shakespeare’s King Lear we have seen King Lear to tell:

“The weight of this sad time we must obey;  
Speak what we feel, not what we ought to say”<sup>4</sup>

Gandhiji believed that India is a poor nation, its rural development is a critical factor to be tackled which will bring about a less exploitable and more satisfying system of all round development. He wrote “If India is not to perish, we have to begin with the lower rung of ladder”. (Harijan 13 April 1935, p.68)<sup>##</sup>

<sup>5</sup>Gandhiji in his writing further dramatised the problems of city village by writing. “The blood of the villages in the cement work which the edifice of the city is built. I want this blood that is today inflating the arteries of the cities to run once again in the blood vessels of the villages (Harijan, 23 April 1946, p.198) <sup>##</sup>

### **Development or Unnat and Gandhiji**

Development is considered to be a process of improving the capability of a nation’s institution and value system to meet increasing and different demands social, political and economic. The first UN Development Decade began only in 1961, long after Gandhiji conceived it.

The word, ‘development’ has its origin in an Italian word ‘velupara’ of the 12<sup>th</sup> or 13<sup>th</sup> century, means ‘unwrap’ or ‘disentangle’, the opposite of ‘envelop’ meaning to hide or to cover up. So, by the process of ‘development’, it is aimed to remove ‘constraints’. It is based on the principle of human dignity, equality and social justice. It is international in scope and has a holistic, inter-sectoral and inter-regional approach. It focuses on qualitative development as measured by the participation of the people in matters affecting their lives.

Unfortunately, India has depended too long on external masters. This is much more true of rural India. Rural India has depended too long on the city, too long to the rural rich and to the ‘Officer’ sent from the city which in poet, Oliver Goldsmith’s words (in ‘The Deserted Village’) “One only master grasps the whole domain”. Being ‘dependent’ they have no self respect that commands no respect from others. India needed



to reject this soft option and to be self-reliant. It requires optimum mobilization of domestic resources for poor society, but it requires psychological and institutional staying power and motivation to meet crisis situation. This staying power is best attained by collective force. Individually a hungry man feels isolated and his mental reserve wanes; but collectively resolves individual strength to fight with poverty. Here only Gandhiji, ahead of all, determined that to dream a developed country, India should be self-reliant for its self-sufficiency.

Gandhiji referred to village as a 'community'. To Gandhiji, human development has a three complimentary aspects – physical, mental and spiritual (not coterminous with religious development).

Gandhiji had laid down a detailed vision of self-sufficient village clusters in his seminal writings on "Grām Swarāj" in 1942 : "My idea of Village Swaraj is that it is a complete republic, independent of its neighbours for its own vital wants and inter-dependent for many others in which dependence is a necessity. Thus every village's first concern will be to grow its own food crop and cotton for its cloth. It could have a reserve for its cattle, recreation and playground for adults and children. Then, if there is more land available, it will grow useful money crops, excluding ganja, tobacco, opium and the like. The village will maintain a village theatre, school and public hall. It will have its own water works ensuring clean water supply...."

## **Unnat Bharat Abhiyan (UBA)**

### **Vision:**

To involve professional and other higher educational institutions of the country in the process of indigenous development of self-sufficient and sustainable village clusters in tune with the notion of 'GrāmSwarāj' propounded by Mahatma Gandhi.

### **Mission:**

In accordance with the above mentioned vision, Unnat Bharat Abhiyān will strive to pursue the following:

Develop the necessary mechanism and proper networking among educational institutions, implementation agencies (PanchāyatiRāj Institutions) and the grass root voluntary organizations to enable effective intervention at the field level.

Select suitable rural clusters and effectively participate in the holistic development of these clusters using eco-friendly sustainable technologies and local resources creating sufficient employment opportunities in the process, harnessing multifarious Govt. schemes as well as the efforts of voluntary organizations.

Simultaneously, reorient the ethos, the academic curricula and research programs in professional institutions to make these more compatible with the national needs including those of rural areas, thus contributing to capacity building towards indigenous development.

### **Activities of Unnat Bharat Abhiyān:**

In accordance with the above vision and mission, and keeping in view the recommen-



dations given in the Manual for Integrated District Planning prepared by the experts of the Planning Commission, the broad objectives of UBA can be classified into the following two categories:

- A. Expediting the process of indigenous, sustainable rural development with effective support from professional institutes of higher education. In this category, the following sub-objectives may be identified;
  - a. To help identify the basic developmental and employment needs of villages and to find ways and means to meet these needs through the existing mechanism of Panchayti Raj Institutions.
  - b. Involve the Professional institutes in the process of making developmental plans at various levels, viz. the GrāmSabhā, the Panchāyat Samiti and the Zilā Parishad by incorporating the cutting edge, proven, sustainable technologies in the plans.
  - c. Facilitate convergence of development schemes of different ministries and their resources in holistic development of rural areas.
  - d. To provide periodic feedback to the Zilā Parishads, the state governments, and the Central government on the progress of implementation of the development plans, and to help remove the bottlenecks. Also, to indicate the need for innovative policy measures to facilitate the process of development.
  - e. Identify the technology needs of the rural areas for which no satisfactory solution exists and develop a bank of such problems which could be a dynamic source of live projects for the students, research scholars and faculty in the professional institutes
  - f. Help grassroots organizations in the crucial task of skill development so that the maintenance and repair of various products and services could be done locally.
  - g. Empower communities to dialogue with knowledge institutions in order to evolve technically sound and locally feasible development plans using technologies that promote self-reliance.
  - h. To develop a portal for Unnat Bharat Abhiyan for knowledge sharing and communication between all the stake holders.
  - i. Collaborate with authentic voluntary organizations in carrying out various field projects for making innovative interventions of sustainable technologies and rural entrepreneurial models.
- B. Building capacity in institutes of Higher Education for research, training and development of technologies relevant to national needs, especially those of rural India. In order to effectively move towards the objectives enunciated in category above, it will be necessary to put in tangible effort towards appropriate capacity building and shift in ethos in the technical institutions to make them more competent for sustainable rural development. In this respect, the following sub-objectives will be contextual;
  - a. Modify the academic framework to make it more suitable for working on societal



problems, their indigenous solutions, delivery and assessment.

- b. Re-visit the curriculum in professional institutions to incorporate eco-friendly technologies for rural India through inter-disciplinary approach
- c. Develop research areas which are important in rural development, such as drinking water, cooking energy, organic and animal-based agriculture, watershed management, sanitation etc.
- d. Develop collaborations of Academic Institutions with key government flagship programs and develop formal course-ware for supporting the knowledge needs for the same.
- e. Promote networking and coordination amongst various science and technology based voluntary organizations and developmental agencies.
- f. Due recognition of the field work carried out by faculty members; facilitation and encouragement through sabbatical and extra ordinary leaves for more intensive involvement.

The primary strategy will be to encourage professional and other knowledge institutions to actively participate in this process of developmental planning by creating enabling conditions and support mechanisms to create appropriate linkage between the academic activities of the classrooms and research laboratories and the hurly-burly world of grass-root level field-work. Since this is to be implemented at the National level, creation of the necessary structural network is the first important pre-requisite.

## Conclusion

Gandhiji's self-sufficient and non-violent village society could only be built on the basis of co-operation and not on conflict. According to him as far as possible, every activity in the village will be conducted on co-operative basis. Even in the field of agriculture, Gandhiji recommended co-operative farming which would save labour, capital, tools and provide employment to all adult Villagers and increase production also. He said, "we must attempt to prevent further fragmentation of land and encourage people to take to co-operative farming". He noted that when dependence becomes necessary in order to help society to maintain good order, it is no longer dependence but it becomes co-operation. Gandhiji's model of village development came true by his steps like decentralization, Panchayati Raj, Khadi and Village Industries, Basic Education, Co-operatives, Trustship, Village Sanitation, Removal of Untouchability, Nai Taleem etc, which are all included into the UBA activities of people's participation with the abhiyan of Higher Education Institutes' Science and Technology mainly for two broad objectives: Firstly, Human Development – health, education and culture, values and skills and entrepreneurships and secondly, for Material Development – organic agriculture, water management and conservation, renewable energy sources, artisans and rural industries, development and harnessing of local internal resources, basic amenities and e-support (IT-enabling). Now we freely and boldly feel that UBA is not a political agenda but a holistic and realistic transformational approach of national development on the road of the Father of the Nation. UBA is a swaraj movement not by thought





but by action. Again like Oliver Goldsmith's Sweet Auburn, every village of India will be

"loveliest village of the plain,  
Where health and plenty cheared the labouring swain,  
Where smiling spring its earliest visit paid,  
And parting summer's lingering blooms delayed,  
Dear lovely bowers of innocence and ease,  
Seats of my youth, when every sport could please,  
How often have I loitered o'er thy green,  
Where humble happiness endeared each scene!"

And every Indian village (in words of poet R. S. Thomas) will

"then, village, for round you spins  
On a slow axis a world as vast  
And meaningful as any posed  
By great Plato's solitary mind"

Then all Indians will sing with poet Jibananada Das,

"Abar Asibo fehre, Abar asebo fehre dhansereter teere ae bangla ae."

*(again all of us will return to this bank of river, a symbol of village with richness of Bengal, which in turn, a representative of India).*

Here only unlike the American Physicist and Philosopher, Thomas Kuhn, theory of paradigm shift, which is a fundamental change in the basic concepts and experimental practices, is restricted and today UBA is mere a concerted effort of Gandhiji's concept and today's practices of village development in India.

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#### References:

<sup>#</sup> OECD Handbook

<sup>##</sup> Gandhian Approach to Development and Social Work – K.D. Gangrade, 1926

<sup>1</sup> Quoted by A.C. Turberville, Lea Tolstoy (London 1908), Chapter vi. P.107.

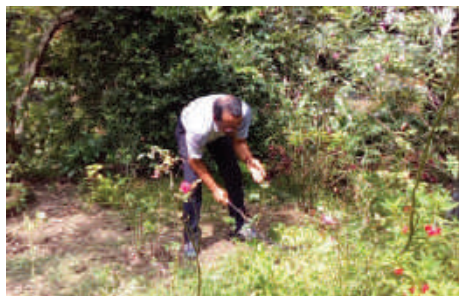
<sup>2</sup> by Wiener, in Tolstoy's complete works Vol. VII (009)

<sup>3</sup> [3. E.T. Cook's ed. Works of John Ruskin (1984) P.263

<sup>4</sup> Tolstoy's theory of social Reform II, Miliroy's Columbia University 4. The American Journal of Sociology published 1895

<sup>5</sup> Gandhian Ideal Development and Social Change. (Theory and practice K.D. Gangrade 1991, Chapter 1, P2

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## Basic Education of Gandhiji and Basic Science of IISER are same somewhere

Rajesh Pandit, Roll no - 12IP021, IISER, Kolkata

किसी भी देश की उन्नति के लिए उस देश के हरेक नागरिक को मूलभूत शिक्षा (Basic Education) में परागत होना अनिवार्य है। मूलभूत शिक्षा, वह अंधकार गिलाने का सशक्त माध्यम है जिससे व्यक्ति, परिवार और समाज का बहुमुखी विकास होता है। हमारे देश भारतवर्ष के संविधान में चौदह साल तक की उम्र के सभी बच्चों को लिए अनिवार्य और निःशुल्क शिक्षा देने की व्यवस्था की गई है। इससे देश के हरेक बच्चों को शिक्षा प्राप्त करने का मूलभूत अधिकार प्राप्त है। हमारा देश जनसंख्या के दृष्टिकोण से विश्व का दूसरा सबसे बड़ा देश है। वही पर शिक्षा के मामले में भी सबसे बड़ी अक्षिहित जनसंख्या भी यही निवास करती है। स्वाधीनता प्राप्ति के बाद देश ने जहाँ आर्थिक विकास किया वही शिक्षा के मामले में भी बहुत प्रगति की।

मूलभूत शिक्षा पर गांधीजी के विचार : गांधीजी एक महान क्रांतिकारी व्यक्ति थे। उन्होंने जीवन से संबंधित सभी पहलुओं पर गहराई से विचार किया था। उन्होंने समाजिक और राष्ट्रीय स्तर पर सार्वभौमिक मानव मूल्यों को रखकर पूरी दुनिया की समस्याओं के समाधान के लिए एक नया रास्ता दिखाया है। मूलभूत शिक्षा के प्रति गांधीजी के बहुत ही उन्नत विचार एवं प्रयास थे। जिनमें शामिल हैं :

- (1) Basic Education इस प्रकार की होनी चाहिए जिससे व्यक्ति विशेष का चरित्र निर्माण हो। तथा वह शिक्षा मातृ भाषा में हो। जिसे आसानी से समझा जा सके।
- (2) शिक्षा और सह-शिक्षा में नियमों का प्रवधान हो।
- (3) प्राथमिक शिक्षा प्राप्त करने वालों के लिए छात्रावास की सुविधा उपलब्ध हो।
- (4) Basic Education के साथ-साथ नैतिक शिक्षा पर बल देना जिससे व्यक्ति विशेष का अच्छा आचरण और चरित्र निर्माण हो सके।



(5) शारीरिक फिटनेस और स्वास्थ्य और खरख एवं सुगम जीवन जीने के लिए Basic education में स्वास्थ्य शिक्षा का होना आवश्यक है।

(6) Basic education ऐसी हो जो नागरिकता की शिक्षा देता हो।

(7) Basic education इस प्रकार की होनी चाहिए, जो इंजान की आत्मनिर्भरता के लिए महत्वपूर्ण हो।

(8) आत्म-सहायता की शिक्षा, आत्मनिर्गमन की शिक्षा, व्यक्तित्व विकास के लिए शिक्षा, अदि प्रकार की शिक्षाएं मूलभूत शिक्षा (Basic education) में सम्मिलित होनी चाहिए।

(9) जाति और रंग-भेद से बचने के लिए शिक्षा, जीवन के लिए उपयोगी व्यवसाय के लिए शिक्षा।

गांधीजी के अनुसार शिक्षा को मातृभाषा में प्रदान की जानी चाहिए।

यह मातृभाषा और स्वदेश को और ध्यार का बढ़ावा देता है।

एक दशक पहले Ministry of Human Resource Development (MHRD) द्वारा Basic science education के लिए स्थापित IISERs, महात्मा गांधीजी के बुनियादी शिक्षा प्रणाली की जीवन करने हुए नजर आ रहा है। IISER system के माध्यम से मौलिक विज्ञान में गुणवत्ता सम्पन्न शिक्षण तथा शोध कार्यों का बढ़ावा दिया जाता है। इस IISER system में पढ़ने वाले छात्रों को छात्रावास के साथ-साथ पुस्तकालय, भोजनालय, तथा दुनिया के सभी जानकारीयों को प्राप्त करने के लिए computer center की सुविधा उपलब्ध है। छात्रों को शारीरिक स्वास्थ्य के लिए physical training, and Health care की सुविधा है। IISER छात्रों से आये हुए छात्र हैं। यहाँ समय-समय पर सांस्कृतिक कार्यक्रम होते रहते हैं। जो सभी छात्रों को एक स्वदेश पैम की प्रेरणा देती है तथा नैतिकता को भी प्रोत्साहन मिलता है। सभी छात्र एक दूसरे से बिना किसी भेद-भाव के मिलकर रहते हैं। अब इस संस्था में placement cell, Entrepreneurship cell के द्वारा छात्रों को उद्योगी व्यवसाय की शिक्षा दी जाती है। इन सारी बातों से यह साबित होता है कि Basic science education of IISER, गांधीजी के Basic education को जीवन करता है।





"मिला न शिक्षा जीवन में जिसको,  
उसे बाल के उजाले में भी अंधकार दिखाई देता है।  
शिक्षा ही है जो हमें जानबूझकर, तथा अन्तम जीवन प्रजातियों से  
अलग करता है।  
शिक्षा से कभी दुसरी चीज की नहीं  
शिक्षा है जिसके पास, उसे कभी दुसरी चीज की कमी ही नहीं

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## Chapter 6

# VAW (Vigilance Awareness Week)

## Office Memorandum & Notice

2/21/2018 IISER Kolkata WebMail : Lecture on VIGILANCE TOMORROW, Thursday [Fwd: Integrity Pledge : Inauguration of Vigilance Awareness Week 2018 (VAW 2018)]

**Subject** Lecture on VIGILANCE TOMORROW, Thursday [Fwd: Integrity Pledge : Inauguration of Vigilance Awareness Week 2018 (VAW 2018)]

**Sender** registrar.office <registrar.office@iiserkol.ac.in>

**Recipient** All Members of IISER Kolkata <all@iiserkol.ac.in>

**Date** 31.10.2018 12:21



Dear All,  
Sh. NABEEN KUMAR, Deputy Superintendent of Police (DSP), Anti-Corruption Branch of CBI, Kolkata will deliver lecture TOMORROW (Thursday, 01 Nov 2018) at 12 NOON in TRC 2nd Floor Auditorium on the following topic:

**"VIGILANCE FOR ERADICATING CORRUPTION"**

We are desired to request you to attend the program.

Looking forward to,  
Sincerely,  
Registrar's Office

----- Original Message -----

**Subject:** Integrity Pledge : Inauguration of Vigilance Awareness Week 2018 (VAW 2018)

**Date:** Fri, 26 Oct 2018 18:46:27 +0530

**From:** "registrar.office" <registrar.office@iiserkol.ac.in>

**To:** All Members of IISER Kolkata <all@iiserkol.ac.in>

**Cc:** Director of IISER Kolkata <director@iiserkol.ac.in>, Officiating Registrar

<officiating.registrar@iiserkol.ac.in>, Dean of Faculty Affairs <dofa@iiserkol.ac.in>, Dean of Academic

Affairs <doad@iiserkol.ac.in>, "Dean, International Relations and Outreach" <dairo@iiserkol.ac.in>, Dean of

Student Affairs <dosa@iiserkol.ac.in>, Dean of Research and Development <dord@iiserkol.ac.in>, Avijit

Debnath <avijit.debnath@iiserkol.ac.in>, Immanuel Alexander <immanuel@iiserkol.ac.in>

Dear All,  
It is desired by CA to request you to kindly assemble to inaugurate the Observance of Vigilance Awareness Week with:

**Date & Time:** MONDAY, 29 Oct. 2018 at 10.50 AM

**VENUE:** AAC Ground Floor

**Event:** INTEGRITY PLEDGE TAKING followed by Walkathon.

There will be other events during this VAW 2018 (29 Oct - 3 Nov 2018) and will be informed shortly.

You are requested to attend the Pledge taking.  
Sincerely,  
Registrar's Office



## भारतीय विज्ञान शिक्षा एवं अनुसंधान संस्थान कोलकाता

(भारत सरकार के मानव संसाधन विकास मंत्रालय द्वारा स्थापित एक स्वायत्तकारी संस्थान)

### INDIAN INSTITUTE OF SCIENCE EDUCATION AND RESEARCH KOLKATA

(An autonomous Institute established by Ministry of Human Resource Development, Government of India)

Ref.No. IISER-K/Admin/2018-19/

Date: 25.10.2018

To  
The Head of Branch,  
Anti Corruption Wing,  
234/4, A.J.C. Bose Road,  
15<sup>th</sup> Floor, Nizam Palace, 2<sup>nd</sup> MSO Building,  
Kolkata-700 020

Sub: Nomination of officer to deliver lecture.

Dear Sir,

Greetings from Indian Institute of Science Education and Research (IISER) Kolkata!

IISER Kolkata is an Institute of National Importance under Ministry of HRD. Every year we invite officers from different organizations to deliver lecture to our Students, Research Scholars, Faculties and Staff members during Vigilance Awareness Week.

This year in our observance of Vigilance Awareness Week-2018, we request you to kindly nominate one officer to deliver a lecture on a topic on the theme "Eradicate Corruption – Build a New India" preferably on Wednesday, 31<sup>st</sup> October 2018 at 3:00 – 04:00 pm. We are preferring this time, so that maximum students may enrich themselves alongwith us.

It will be immensely exciting and enriching, if you kindly nominate one officer for the same. As per norms, Institute will arrange the transport and an token honorarium.

Looking forward to hear from you.

Yours sincerely,

*Balarom Mukhopadhyay*  
Registrar (Officiating)  
IISER Kolkata





## Essays

### Eradicate Corruption and Build A New India

*Amarjeet Bagri*

**Building a new India is almost impossible as long as there is the virus of corruption in it.**

Corruption is defined as undue benefit for self or others. It has become a virus that is sapping the system of its vitality. The virus needs to be destroyed before it destroys the people, and hence the nation. However, before expecting others to give up corruption, we should take the lead ourselves.

All are vigilant for one's rights but non-vigilant in one's duties. No one is courageous enough to be honest, because there is a cost involved, sometimes even in the form of threats. Thus there is no harmony between words and actions when it comes to corruption.

Political corruption- is plural in India. The major cause of concern is that corruption is weakening the political body and damaging the supreme importance of the law governing the society. In the past few decades there was every conceivable scam and scandals in all key ministries. These cams and scandals tarnished the image of the country nationally as well as internationally. There were so many scams that people lost complete trust in the government. Indian Coal Allocation Scam, 2G Spectrum Scam, Commonwealth Games Scam, Telgi Scam, Satyam Scam, Bofors Scam, the Fodder Scam, etc. are some of the many scams that were done by elected ministers, politicians, bureaucrats, and high government officials. It is noted that in spite of being guilty, politicians, bureaucrats, high government officials remain scot free. Is it so the common saying is that honest people don't want to involve in politics now days?

For institution to grow, TEAM work is required, where 'T' stands for technology and transparency, 'E' stands for efficiency and empowerment, 'A' stands for accountability, and 'M' stands for mutual cooperation. Neither under-vigilance nor over-vigilance is recommended. The former leads to corruption, the latter to feeling of insecurity. The ideal is self-imposed vigilance that is being true in one's words and deeds. Corruption is a ball of snow that grows in size once it starts rolling. And we know that real growth does not happen through corruption but only through honesty

Now the most important question is 'How to eradicate this evil of corruption?' Although many anti-corruption agencies have been created to fight corruption, they exist in name only. The only solution to the problem of corruption is people's involvement in eradicating it from the face of our country. They will have to take the issue in their hands. The French Revolution and the Russian Revolutions stand as perfect examples which show when the people of a country unite against corruption or evil, the evil just vanishes. Since they are the losers in all the scams and scandals, as the money wasted



and misused is their tax money, they have the right to curb scams and scandals. There must be large scale protests by the people against scams and ill practices.

However, if both the citizens and the government join hands, the percentage of the corruption will surely go down. Though each one wants a corruption free India, but we are not able to eradicate it knowing the causes and its consequences. In order to free India from corruption, we all in the first hand must stand united against it and be honest in achieving our goals. We can also spread an awareness and consequences of corruption which can also contribute to eradicate corruption.

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## Eradicate Corruption and Build A New India

*Nabojit Kar*

Corruption can be defined as dishonest or unethical conduct by a person entrusted with a position of authority, often to acquire personal benefits. Corruption prevails at all levels from social to economic, from administrative to moral and spiritual. It is not a new phenomenon. There were forty types of corruption reported in the Mauriyan as well as the Mughal period which is confirmed by great pundit Kautilya. The images of the country, India has been defaced beyond redemption in the past few years. A large number of scams, dishonesty, done by top politicians, administrators, and VVIPs have come in front of common people. Every now and then unfair paths are used to accomplish several important and small tasks by people belonging to the government sector as well as another private sector. This is because people want to make a cornucopia of money without much hard work. But it is they are the only one to be blamed, not common man like us are corrupted too. Actually, we being imprudent are the one who do corruption as well as let our leaders do corruption. It is getting inside our blood. It leads us to the ultimate destruction. The main question is if there is any doctor who can cure us. So each one of us must say no to any kind of corrupt practice. This would be the first step towards building a corruption free India.

In India, there has been a tradition of giving and taking means to give some money in order to get fulfilled your work whether in the government offices or private sectors offices. And now the condition is getting worse and worse, as earlier, the money was paid for getting wrong works done or only work to be done, but currently, money is paid for getting works done in right ways and at right time. Even after paying complete money according to the demand, there is no full chance of getting things done at the time and in the right way. People are giving bribe to make their things done like from making a fake birth certificate, caste certificates to pleasing the authority and policeman, from getting admission in an institute to getting jobs after that. The dowry system, human trafficking, child labor, female infanticide all are the different ugly sides of corruption. We are totally indulged with corruption and corrupted activities.

Nowadays, private sectors companies are so good in comparison to the governmental jobs. Private companies are giving a job on the basis of the candidate's skills, ability, technical knowledge, a good percentage of marks and all the educational records. Sometimes it is reported that officials in Government Sector demand bribe. This is not to say that every government official is corrupt. Some of them do their duties honestly. But the irony is that those who use fair means earn meagrely and those who use corrupt ways earn good and make a better living. Looking at the monetary benefits involved, even those who are reluctant to follow the corrupt means are drawn towards this path.

But everyone admits that corruption is something gauche, immoral and detestable.



Unfortunately, in India, corruption has become a part and parcel of life. It has entered the very roots of the Indian political as well as socioeconomic society. Corruption, nepotism, and dishonesty have tarnished the tricolor fabric of our country. Our ministers are fake; our officers are dishonest; our people are corrupt. Even our anti-corruption departments fall an easy prey to the tact of the corrupt persons and they let them go free after the negligible amount of punishment. The law and rules of our land are too weak to deal with the corrupt ingredients with an iron hand. The vested interests rule the roost. Everybody feels helpless and forlorn in such a state of affairs.

Corruption is increasing in India day by day because there is an invisible but tight connection between the officials, politicians, and criminals who are making this country weak and so weak. India got independence in 1947 and it was slowly becoming one of the strongest and developing country but in that pathway, the Red Light of corruption started and stop India to go ahead. Some people have even started discussing of the nationalization of corruption in the country. They argue that we should taciturn and admit that we are a corrupt dishonorable nation and that we cannot do without it. It is a quintessential matter of shame and regrets for all those people who care for India like mother, respect India like father and protect India like a sister.

There are two main paths to make our India corruption free. One is a government controlled method and another is Media controlled. Though individual efforts can be effective in freeing the country from all sort of corruption, if the problem is to be removed from its roots then government's efforts are necessary. Indian government must make and imply strict laws to get rid of corruption. People indulging in any kind of corrupt practices must be punished brutally and severely.

The government officials are known for their infamous laid-back attitude towards the job. They take bribe without any hesitation to provide various government services to people. There is no check on these mal-practices which is becoming colloquial. The main reason for this is that there is no one to check or punish people indulging in these practices. If the government monitors the actions of these employees closely and punishes them then only these practices can come to an end.

Giving bribe and taking bribe both are tantamount. We cannot deny the fact that we have indulged in giving bribe or seen our parents or relatives giving the same at one point or the other. Offering money to the traffic police for crossing red light or giving money to get some form submitted after the due date is a common practice. Even though we know it is morally incorrect and that we will only add to the corruption by doing this we do that. If we know that we may be fined or our license may be seized or we may be put behind the bars for indulging in any such thing then we would not dare to indulge in it. So, the government plays a very big role in it. It must take responsibility to free the country from corruption.

Secondly, the most popular and effective impact can be done by Media in our country. Media has the right to speak and express opinions tactfully and unequivocally. It should make full use of this right to expose the corrupt officials. The media must conduct strict sting operations regular manner and bring in the limelight the people





who are indulging in corrupt practices. This will not only expose the guilty but will also create a fear in the general public. They will think twice before using any corrupt means. Corruption is the greatest hindrance in the development of the ever-developing nation. If we want to replace the “developing” tag from our beloved country by “developed”, we have to take stringent measures and stand against the parasite of corruption together.

Mahatma Gandhi once said, “Be the change you want to see in others.” It is the joint effort of the individuals, media as well as the government that can help in building corruption free India. They must take it as a responsibility to work hand in hand to make the country a better place to live.

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# Corruption is A Predator in Planning New India

*Santanu Das Mahapatra*

“A man who has never gone to school may steal a freight car; but if he would have a University education, he may steal the whole railroad”.

This quote of Theodore Roosevelt aptly carries us to feel that stealing like immoral issue is not only a choice of the person and here degree of and quality of education which in turn is a symbol of class difference or social strata is the factor of degree of immorality which is known as corruption.

The word corruption originates from old French ‘corrupt’ means unhealthy, uncouth and Latin ‘corruption’ which is past participle of ‘corrumpere’ meaning to destroy or spoil. Thus, in both ways, we can easily understand that corruption destroys every human value, spoils the society and makes the society unhealthy for any kind of developmental activity.

For any debate, we cannot prove exactly when corruption started on the earth. In the Gita, Lord Krishna says that corruption also known as ‘asteya’ has one of three main justices in the Upanishada, it is pointed out that corruption is sin. The ‘Atharra Veda’ warns a person to refrain from corruption. The Swachhata Abhiyan is not a material cleaning; it is a movement en masse from the value conscience and from within outward of the society.

Being a developing country, India has many challenges where corruption is the most detrimental of them.

We can easily recall from history how the treachery of Mira Jaffar Ali Khan, an influential aide of Siraj-ud-daulah, Bengal’s last independent nawab helped the British to reign our India in the Battle of Plassey in 1757 and last sun Independent India was set on that day. Even in British rule there were rampant bribery to get Government job. After the British rule, there are good many numbers of scam like India Coal Allocation Scam, 2G Spectrum Scam, Commonwealth Game Scam, Telgi Scam, Satyam Scam, Fodder Scam etc. Thus India was placed at 76th position out of 168 countries with score of 38 out of a possible 100 in Transparency International’s Corruption Perception India 2015.

## Effects of Corruption

Now first question comes: “If corruption is not stopped or reduced, what will be the effect of corruption in India, except prestige like emotional issue?” A summarised reply will be

- 1) Reduced economic growth
- 2) Lower investment including (foreign direct investment)
- 3) Shift in Government spending from high to low productive activities.
- 4) Gender inequality



- 5) High incidence of poverty
- 6) Reducing efficiency of aid
- 7) Country exposed to currency crises
- 8) Poor health and hygiene
- 9) Environmental pollution and global warming
- 10) Lack of faith and trust in Government Rulers, Officials, Justice
- 11) Delay in growth and lack of development
- 12) Failure in genuine research
- 13) Accident and loss of human and material resources.

So corruption is a phenomenon with many faces. It is characterised by a range of economic, political, administrative, social and cultural factors, both domestic and international in nature. Corruption is not an innate form of behaviour, but rather a symptom of wider dynamics. It results from interactions, opportunities, strengths and weaknesses in socio-political systems. It opens up and closes down spaces for individuals, groups, organizations and institutions that populate civil society, the state, the public sector and the private sector. It is, above all, the result of dynamic relations between multiple actors.

From a study of Dreher and Hergfeld (2008) it is found that 1 point increase in their selected corruption index reduces growth by 0.13 percentage point.

Alemu (2012[P;OBS, panel survey of 16 Asian countries]) shows a 1-unit increase on corruption index results in a reduction of FDI flows of around 9 – 14 percentage points.

#### **The Effect of Corruptions is Acute in More Three Issues**

**First**, corruption results in loss in trust in public services; corrupt education system prompts parents to withdraw their children from school (Kaufnanx et al, 2005[P, OBS Survey]).

**Second**, corruption reduces the quality of services procured – lower – quality inputs or technical expertise are substituted for the higher-value inputs, the original contract provided for (UNESCO, 2009; cross country case studies).

**Third**, the most subtle but painful, is the effects of corruption in public service delivery may have gender-specific effects: where women were unable to generate income, they are particularly vulnerable to shortfalls in public service provision. Often may able to substitute for shortfalls by purchasing services privately but women cannot (Transparency International, 2010 [S; SR]).

But the satire is that India is the only country where world renowned great philosophers, educators, truthsayers, preachers, saints took birth one after the another and spread the human value from Chicago to Sri Lanka from Mount Mckinley to the Himalayas.

Einstein quite rightly said “The world will not be destroyed by those who do evil, those who watch them without doing anything”.

Thus it becomes clear to us that corruption refers to the misuse of resources or power for private gain. Transparency International defines corruption as “the abuse of entrusted power for private gain” (Kolstad et al 2008)



<b>Categories of Corruptions</b>	
Bribery	The act of dishonesty persuading someone to act in one's favour by a payment or other inducement like gifts, loans, fees, rewards or other advantages (taxes, services, donations, etc.
Embranglement	To steal, misdirect or misappropriate funds or assets placed in one's trust or control
Facilitation Payment	A small payment called 'speed' or 'grease' money made to secure or expedite the performance of a routine or necessary action to which the payer has a legal or official entitlement.
Fraud	Act of dishonesty deceiving someone in order to gain an unfair or illegal advantage (financial, political or otherwise)
Collusion	An arrangement between two parties designed to achieve improper purpose, including improperly influencing the action of a party or threatening to....
Extortion	The act of impair or harm directly or indirectly, any party or the property of the party
Patronage, Clientelism or Nepotism	Patronage means the support given by a patron. In government it refers to practice of appointing people directly

### **Eradication of Corruption**

After all these discussions on the effects of and categories of corruption, we have reached to the conclusion that corruption must be eradicated if we really of India's growth and development.

Now, one pertinent question comes, 'Can corruption, which has firmly, deeply and widely rooted in all systems of private and public life, be eradicated?'

Nothing is impossible. Again, it is impossible because stakeholders of all the (public and private) systems and services need to wake up and give a continuous, unhindered, spontaneous, irresistible and concerted drive – as if like the French Revolution or Russian Revolution - to eradicate corruption. Total eradication will result if only gradually controlling the corruption, then curbing corruption, reducing irreversibly, and finally preventing corruption like small pox eradication.

### **Ways of Eradication**

The ways of eradication and anti corruption measures may look alike. But in its true sense, eradication of corruption is a lie, it can never be true but it is also true that corruption can be reduced to its minimum level by anti-corruption measures keeping in mind the corruption index ranking of Singapore and Hong Kong. So we are discussing on





anti corruption measures that can be strictly followed and implemented in India under the following heads.

- A) Public financial management initiative
- B) Direct Anti-corruption Interventions and Social Accountability Initiatives
- C) Supreme Audit Institutions Initiatives
- D) Civil Service Reforms
- E) Multi-lateral Agreements
- F) Police Reforms

India has been trying long to control, curve and finally to prevent corruption in various ways by amendments of erstwhile Acts and Laws, Policies, policing the police, inter- and intra-conflicting laws, reformation of administration and judiciary, framing of standard operating process (SOP), enactment of probity among officers individual and organizational pledge taking and walkathon, tapping of civil organization, implementation of new acts, pay revision and uniform promotional policies for government employees and officers, joining hands with civic societies and NGOs having uniform good track records, e-governance, uniform government payment system through PFMS, digital record keeping, demonetization, single point or unique identity number and targeted delivery of Financial and other Subsidies, Benefits and Services (Act 2016), direct benefits transfer (DBT), digital India platform etc.

To do all these, India has to identify all sorts of corruption one by one and has to rely on one agency, Central Vigilance Commission (CVC) which was formed following a debate in the parliament (1962) when Shri Lal Bhagadur Shastri was the home Minister and on the recommendation of the Sahthanam committee (1964).

### **Building a New India**

Following all these discussions on the history of corruption, categories of corruption, effects of corruption and eradication of corruption - amidst reaction has enveloped our mind like a fug. But this is aptly the right moment when we should decide that all these are discussed very purposefully to build a India with better standard of life and higher value of life.

This is echoed in the voice of Prime Minister Narendra Modi on 71st Independence Day, "I invoke Team India to run for a new India for 2022. By then the poor shall have concrete houses, farmers shall double his income, youths and women will get ample opportunities, a India free of casteism, terrorism, corruption, nepotism, a clean India". Very recent amendment is of the Prevention of Corruption Act (1988). Not only the bribe taker, according to the amended law, any person who gives or promises to give undue advantage to a public servant, shall be punishable with imprisonment for a term.

### **Conclusion**

So, it is not the Acts or Rules or Recommendations, it is the concerted effort of youths, professionals, judiciary, lawmakers, parliamentarians, police force, forces guarding country borders, it is the bureaucrats, teachers and faculties, civic bodies, industrialists,



NGOs, commissions, vigilance wings and finally the media only can bring forth a real New India which can never be our Dream India any more. This to be united for success was told directly by ancient Greek storyteller, Aesops in his fable, "The Four Oxen and the Lion", and was echoed by John Dickson in his 'the Liberty Song' (published in the Boston Gazette in July 1768) where he wrote "United we stand, divided we fall".

Building a new country is an incessant, and teeth and nail drive of every member of society bridging the practical and emotional gap between the haves and have-nots, literates and illiterates. It needs a revolution from within the conscience of every individual, of every society, of every state irrespective of political differences. There should not be any compromise of pre-election promises after winning the electoral seat because ultimately they are the voices of lakhs or crores of electorates. The report card of the citizens will be free of coercion, the media will be free to show and guide people in right direction of New India, the law and judiciary will respect the Constitution and rights of people and women and children, policing of police will be meaningful and effective, budgeting and management will be people-centric, public distribution system will be transparent, official's immunity will be diluted, whistleblowers security will be strictly kept, discretionary power of bureaucrats and ministers will be limited, pay of Government and PSU officers, judges and policemen will be commensurate with market-index. Thus the underprivileged and oppressed society will also start contributing to the growth of India. Lastly, we will feel truly the importance of giving back what we have taken from our society. This will mobilise India with an undeniable and boundless energy, spirit and strength.

In words of great Bengali poet Atulparsad Sen, we all happily chorus

"Balo balo balo sabe,  
Sata bina benurabe,  
Bharat abar jagat majhare  
Srestho asano labe.  
Dharme mahan habe, Karme mahan habe  
Nabo dinomoni udibe abar puratan a purabe.

.....  
Moder a desh nahi rabe piche...  
Jagibe abar jagibe....."

It means:

'tell, tell together,  
Make tune in strings of hundred violins  
India (Bharat) again on the earth  
Will be in the top position.  
In ideology will be great, in performance will be great  
New sun will rise again in the same old east.

.....  
Our country will not be in the back any more  
Again it will wake up and rise....'



## प्रतिज्ञा

हम, भारत के लोक संपर्क, परामर्शदाता से प्रतिज्ञा करते हैं कि हम अपने परामर्शदाताओं के प्रत्येक क्षेत्र में ईमानदारी और पारदर्शिता बनाए रखने की लिए निरंतर प्रयत्नशील रहेंगे। हम यह प्रतिज्ञा भी करते हैं कि, इन क्षेत्रों के प्रत्येक क्षेत्र से सहायक उन्मूलन करने के लिए निष्पक्ष रूप से कार्य करेंगे। हम अपने संसदन के विकास और प्रतिष्ठा के प्रति समर्पित रहते हुए कार्य करेंगे। हम अपने सामूहिक प्रयासों द्वारा अपने संगठनों को मौर्याशाली बनाएंगे तथा अपने देशवासियों को निष्ठाशील पर आधारित सेवा प्रदान करेंगे। हम अपने कर्तव्य का पालन पूर्ण ईमानदारी से करेंगे और भय अवकाश प्राप्त की बिना कार्य करेंगे।



## Annexure - B



### Integrity Pledge for Organisations

We believe that corruption has been one of the major obstacles to economic, political and social progress of our country. We believe that all stakeholders such as Government, citizens and private sector need to work together to eradicate corruption.

We acknowledge our responsibility to lead by example and the need to put in place safeguards, integrity frameworks and code of ethics to ensure that we are not part of any corrupt practice and we tackle instances of corruption with utmost strictness.

We realize that as an Organisation, we need to lead from the front in eradicating corruption and in maintaining highest standards of integrity, transparency and good governance in all aspects of our operations.

We, therefore, pledge that:

- We shall promote ethical business practices and foster a culture of honesty and integrity;
- We shall not offer or accept bribes;
- We shall ensure good corporate governance based on transparency, accountability and fairness;
- We shall adhere to relevant laws, rules and compliance mechanisms in the conduct of business;
- We shall adopt a code of ethics for all our employees;
- We shall sensitize our employees of laws, regulations, etc. relevant to their work for honest discharge of their duties;
- We shall provide grievance redressal and Whistle Blower mechanism for reporting grievances and fraudulent activities;
- We shall protect the rights and interests of stakeholders and the society at large.

## Chapter 7

# National Education Day (Birth Anniversary of Maulana Abul Kalam Azad)

## Office Memorandum & Notice



सूचना का  
अधिकार

Dr. N. Saravana Kumar, IAS  
Joint Secretary  
Tel.: +91-11-23071488  
Fax : +91-11-23071487  
Email : saravana.kumar@gov.in

भारत सरकार  
मानव संसाधन विकास विभाग  
उच्चतर शिक्षा विभाग  
इलाहाबाद  
नई दिल्ली - 110 110  
GOVERNMENT OF INDIA  
MINISTRY OF HUMAN RESOURCE DEVELOPMENT  
DEPARTMENT OF HIGHER EDUCATION  
SHASTRI BHAVAN  
NEW DELHI-110 110

O. O. No. No.11-2/2016-PN1

dated the 9<sup>th</sup> October, 2018

Dear Sir/Madam,

Central Government vide its Resolution dated 11<sup>th</sup> September, 2008 has declared 11<sup>th</sup> November, the Birth Anniversary of Maulana Abul Kalam Azad, great freedom fighter, eminent educationist and the first Union Minister of Education, as the National Education Day. Educational institutions at all levels would be involved in the celebration of the National Education Day in organizing seminars, symposia, essay writing, oration competitions, workshops and rallies with banners, cards and slogans on the importance of education and the nation's commitment to all aspects of education.

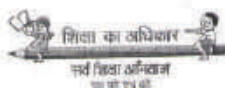
2. The National Education Day has been celebrated in a befitting manner every year and I seek your whole-hearted cooperation in celebrating National Education Day, 2018.

3. I shall be grateful if you could kindly make necessary arrangements for celebration of the National Education Day on 11<sup>th</sup> November, 2018 with great enthusiasm and fervour within your organisational resources.

With regards,

(N. Saravana Kumar)

All Heads of Autonomous Organisations  
Under M/o Human Resource Development  
(D/o Higher Education and D/o School Education & Literacy)







2/21/2019

IISER Kolkata Webmail :: Competition : NATIONAL EDUCATION DAY 2018

Subject **Competition : NATIONAL EDUCATION DAY 2018**  
Sender registrar.office <registrar.office@iiserkol.ac.in>  
Recipient All Members of IISER Kolkata <all@iiserkol.ac.in>  
Copy Director of IISER Kolkata <director@iiserkol.ac.in>, Officiating Registrar <officiating.registrar@iiserkol.ac.in>  
Date 08.11.2018 11:36



Dear All,  
With ref. to WHRD DO No. 11-2/2018-PN.I dated 08 Oct 2018, this is for your information that an Essay & Drawing competition is arranged in the Institute to mark the Birth Anniversary of Maulana Abul Kalam Azad (11 Nov. 1988 at Mecca, Saudi Arabia - 22 Feb. 1958 in Delhi), great freedom fighter, eminent educationist and the first Union Minister of Education as the NATIONAL EDUCATION DAY on the following topics:

- A. Importance of Education and
- B. Nation's Commitment to all aspects of Education.

Last date of Submission is 12 Nov. 2018.

You are requested to send your hard copy signed with details of Name, email and mobile and soft copy of the same in this email with a subject NATIONAL EDUCATION DAY 2018.

Sincerely,  
Registrar's Office.



## Essays

### Importance of Education

*Amarjeet Bagri*

**Education** is the most powerful weapon which you can use to change the world....

The first thing that strikes me about education is acquiring knowledge. It provides us a consciousness of the world around us and transforms us into something better. It develops in us a perspective of looking at life. It helps us build opinions and develops perspectives on things in life. People debate over the subject of whether education is the only thing that gives knowledge. Some say education is the process of gaining information about the surrounding world while knowledge is something very different. They are right. But then again, information cannot be converted into knowledge without education. Education makes us capable of interpreting things, among other things. It is not just about lessons in textbooks. It is about the lessons of world for life good. One thing I wish I can do is, to provide education for all.

Good Education gives many purposes to the life such as development of personality, increase social status, increase value systems, economical progress, success to the nation, set goals of life, make us aware towards many social issues and gives solutions to solve environmental problems and other related issues. Now-a-days, education has become very simple and easy because of the implementation of distance learning programmes. Modern education system is fully capable of removing the social issues of illiteracy and inequality among the people of different race, religion and caste.

Earlier the education system was so difficult and expensive for the poor people to afford higher studies after the 12th standard. There was so much difference and inequality in the society among people. People of higher castes were studying well and people of lower caste were not allowed to study in the schools and colleges. However currently, the whole criteria and theme of education has been changed to a great level. Many rules and regulations have been made and implemented by the Indian government to make the education system accessible and less costly for all level of people. Most importantly the distance learning programmes have made higher studies simple and cheap so that people from backwards areas, poor people and people living good life may get equal access to the education and success in the future. Well educated people make the healthy pillar of the country and lead it ahead in the future. So, education is the tool which can make every impossible thing possible in the life, society and nation.

Education develops the people's minds to a great level and helps in removing all the differences in the society. It makes us able to become a good learner and understand every aspect of life. It provides ability to understand all the human rights, social rights, duties and responsibilities towards country.



# Indian Education System: A Nation's Commitment to People

*Santanu Das Mahapatra*

“A nation is advanced in proportion to education and intelligence spread among masses” Swami Vivekananda (1863-1902), a great thinker and reformer of India embraces education in his own words as ‘man-making’. This philosophy of Vivekananda moors in his faith of Vedanta.

The word ‘education’ has its origin in the Latin ‘ēducātiō’ meaning ‘a breeding, a bringing up, a rearing’. So this rearing up is not limited to a child, but for anyone who desires to acquire a knowledge to come out of the darkness of life and ignorance. Education, in broader sense, is not gathering bookish knowledge or learning to read and write; it is the all round development of a human being bathed in the incessant flow of knowledge and learning. The basic thing is that literacy and education cannot be equated together. It is true that literacy is the needed to gather knowledge, but literacy is not all, there should be one impetus to learn so that education endows one individual.

Education is the overall synchronisation of all knowledge and practical experience gathered by an individual aimed at some creative purpose. Thus, education becomes a wealth. We can remember John Dewey saying, ‘Education is not preparation for life; education is life itself’.

## **Literacy and Education**

Now a pertinent poser comes to our mind. If one holds higher degree, will his education will be higher? Will he be wealthier? If so, a graduate only with 54% marks, Vivekananda would not place himself in the Parliament of Religions in Chicago on the theory of World Religion. If so, Rabindranath Tagore without any formal School education would not be a Nobel laureate. If so, Thomas Edison, a newspaper and candy seller in train would not be the inventor of electric bulb including 1093 patents. If so, Henry Ford, without any formal school education would not be the founder of first automobile for the Americans etc. With this our intention is not to prove that to be famous or Nobel winner of renowned, one should be school dropout. If so, again there will be less chance today to get a job even in a street side junky food stall. The objective of this discussion is that education is always a self-taught, ever-learning process which may start with elementary literacy. We may remember every details of our nursery or elementary schools; but it thrusts a momentum and the roller coaster wheels across our whole tenure knowing ourselves, exploring our innate abilities and surrounding, giving an impetus to serve and passing knowledge with humanity to next generation across the globe.

## **Education is Curiosity & Adaptability**

Not unlike other living creatures, human is a vegetative being. Like them, human has cu-



riosity. But in other creatures, curiosity is only limited to their life and well being. Human curiosity has no bound. The different and incessant curiosity of childhood is channelized and is given the right direction by the surrounding nature, home, parents, society, teacher and school. Gradually, this infinite curiosity manifests as education. Thus curiosity is an appetite, and experience gathered of it quenches the thirst of curiosity and thus learning happens; life of a child becomes a datasheet, raw data are added up and linked to new information and a concrete learning occurs; thus education occurs and adaptability in new situations arrives and the child becomes gradually a human being, and finally becomes a member of an ecosystem. From our study of palaeontology we learn that many big animals, even being many times stronger than human being, could not survive and are extinct now. Education only gives us this frailty and an edge for survival.

## **Threats of Indian Education**

### **Education and Superstition**

Indian education system is the oldest in the world. It is rich for its epics, arts, paintings, sculptures as well as with some sort of blind beliefs like untouchability, child-marriage, belief of wizard, in the blind faith of religion too. So there is always a conflict between the truth shown by education and blindness contaminated by inherited superstition.

### **Education and Poverty & Other Threats**

Poverty is the biggest enemy of education. Lack of money and resources hinder poor people to send children to schools, colleges, universities which is yet to be free or subsidized. Agents offering seats for higher education charge hefty fees to ease undeserving students or parents have to cough up huge money under the guise of 'voluntary donation' to enrol a child for education.

Radical groups always oppose learning anything without religious scriptures because they strongly believe education will stop their new recruits, restrict terror network and fund raising.

Displaced people or refugees as a result of Inter-state conflict and war, inter-communal conflict remain always deprived of education in new scenarios where food, shelter and cloth, in a word any how to stay alive, is of prime importance to them.

### **Teacher and Education**

We feel always that teacher will be the only one who can educate people. Then we need to focus on teachers' education, curricula and techniques in teaching-learning in India.

Sri Aurobindo's the principles of true teaching continue to be missing from the teacher education curricula today.

"The first principle of true teaching is that nothing can be taught. The teacher is not an instructor or taskmaster, he is a helper and a guide. His business is to suggest and not to impose. He does not actually train the pupil's mind; he only shows him how to perfect his instruments of knowledge and helps and encourages them in the process. He does not impart knowledge to him; he shows to him how to acquire knowledge for himself.





He does not call forth the knowledge that is within, he only shows him where it lies and how it can be habituated to rise to the surface”.

“The second principle of teaching is that the mind has to be consulted in its own growth. The idea of hammering the child into the shape designed by the parent and teacher is barbarous and ignorant superstition. It is the child who must be induced to expand in accordance in his own nature”.

These two principles are more relevant now, as children of today have to live in the information age. These principles recognise the autonomy of learner and that learner has the capacity to learn on his own and can construct his own knowledge. We may have to remould teacher education for preparing such teachers as can prepare life-long learners. I remind you that now each person has to adjust to the changing nature of the world of work, which would take place because of new developments in science and technology that cannot be anticipated today.

The changed scenario of teaching-learning that I have described will entail radical changes in teacher education. The teacher education programmes that are followed throughout the length and breadth of the country have remained static both in form and content for over 100 years. The pedagogy which was introduced in the later part of the 19th century, relevant to the society then, has continued in its unchanged form not only throughout the 20th century but even today teacher educators follow the same nineteenth century teacher education curriculum, which obviously is no longer relevant. Our student teachers themselves have to be helped in becoming lifelong learners, and are to be enabled with the ability of learning how to learn. Only such teachers as who know learning how to learn when they will enter teaching profession will be able to recognise diversity of learning needs of children and provide them an environment for their own growth as autonomous learners.

We may share our other concern for changing teaching-learning in schools and the professional programme of teacher education. This is to do with the nature of information. Information is received by human beings through five senses – the sense of seeing, hearing, touch, taste and smell. Information as any one of us receives it is value neutral. A physicist can analyse that information of seeing is carried by electro-magnetic waves, which consist of vibrations of electric and magnetic fields. These vibrations when received by our eyes are transmitted as signals to the brain. The response of brain to information that is received by it is determined by its sub-conscious mind. A person may feel happy, threatened or worried by what he sees. A piece of rope when perceived as a snake can cause feeling of fear and a snake when perceived as a piece of rope gives the feeling of dealing with a harmless object.

Similarly, when information is received as voice, it comes in the form of physical changes in the medium that carries the sound waves, which generally is air. It comprises of condensation and rarefaction of density of the medium. The audio information through the eardrums reaches the brain. When an audio information reaches the brain response of a listener to that information is also determined by its sub-conscious mind. A listener may perceive it as music and get a feeling of happiness, or may perceive it as



noise and become aggressive or get emotionally disturbed. Different types of reactions to information have nothing to do with its nature. Information can either be an electromagnetic wave or an acoustic wave or even some molecules that may reach the nose. Information does not carry emotions. It is a common reaction to blame the information for the way an individual reacts to it.

It is possible to change the quality of response to information by raising the level of sub-conscious mind to a level of higher consciousness. It would, therefore, be important that teachers help children in the development of their consciousness, so that children are able to raise the level of their consciousness from a lower plain to a higher plain and maintain their mental equilibrium in reacting to the information that they receive. The integral education of Sri Aurobindo and the Mother is a programme for raising the level of consciousness of a child.

It is to be appreciated that for helping a child in obtaining most out of life emphasis of teaching-learning at school needs to be shifted from bookish learning to learning experiences for holistic development of mind, body intellect and emotions. In other words the new thrust of schooling process will have to be on helping each child to raise its level of consciousness and for use of mental faculties for both intellectual and emotional growth. So the challenge of teacher education will be to prepare such teachers as can take care of the holistic education of children. This would require a total shift of the teacher education curriculum from its present rigid structure of theoretical foundation courses and courses for learning of pedagogy of teaching various school subjects. It has to be now on preparing teachers who can have a comprehensive view of their role as true gurus who can develop each child's body, mind, intellect and emotions.

These thoughts take us back once again to the opening paragraph of Sri Aurobindo's prophetic article, the Human Mind, which he had written in giving vision to a national system of education. Sri Aurobindo had envisaged that teacher's role would be more subtle and challenging than that of an artist or a sculptor. A teacher, unlike an artist or a sculptor who gives shape only to dead materials like wood or stone, works with an infinitely subtle and sensitive person of a child.

Therefore, summing up, it can be said that teacher education if it has to respond to the challenge of building a new India, its curriculum and process of transaction may have to undergo a paradigm shift. The new teacher will recognise the autonomy of the learner, follow the principles of true teaching as laid down by Sri Aurobindo, and use the concept of integral education for raising the consciousness level of the child from lower plains to higher plains.

### **Education and New India**

The concern for the improvement of education had been at the top of India's development agenda since independence. Several commissions were appointed by the government of India from time to time to formulate policies and programmes required to enhance access to and participation in education and improve quality of education. Prominent among them include: the University Education Commission (1948-49), the



Secondary Education Commission (1952-53), the Education Commission (1964-66), and the National Commission on Teachers - I & II (1983-85).

The National Policy on Education 1986 (revised in 1992) envisaged a National system of education which implies that “up to a Ministry of Human Resource Development, Govt of India, some Inputs for Draft NEP 2016 Page 4 of 43 given level, all students, irrespective of caste, creed, location or sex, have access to education of a comparative quality”.

The 42nd Constitutional Amendment in 1976 brought about a fundamental change by transferring education from the State List to the Concurrent List thereby recognizing the importance of the federal structure of our country and giving equal primacy to both the central and state governments as partners in furthering the educational goals in a cohesive manner.

The National Education Policy, 2016 envisions a credible education system capable of ensuring inclusive quality education and lifelong learning opportunities for all and producing students/graduates equipped with the knowledge, skills, attitudes and values that are required to lead a productive life, participate in the country's development process, respond to the requirements of the fast-changing, ever-globalising, knowledge-based societies, and developing responsible citizens who respect the Indian tradition of acceptance of diversity of India's heritage, culture and history and promote social cohesion and religious amity. This vision recognizes the central role of education in India's social, economic, political, and cultural development.

Mahatma Gandhi said, “The real difficulty is that people have no idea of what education truly is. We assess the value of education in the same manner as we assess the value of land or of shares in the stock exchange market. We want to provide only such education as would enable the student to earn more. We hardly give any thought to the improvement of the character of the educated.” Inspired by the thoughts of the Father of the Nation, the Policy brings into focus the role of education in inculcating values, providing skills and competencies to citizens, and enabling them to contribute to the nation's wellbeing. It recognizes that long-term economic growth and development of the nation critically depends upon the quality of the products of the education system and that an education system built on the premises of quality and equity is central to sustainable development and to achieving success in the emerging knowledge economy and society. It recognizes education as the most potent tool for socio-economic mobility and a key instrument for building an equitable, just and human society. It also recognizes the education as an integrative force in society, and its role in imparting values that foster social cohesion and national identity. The vision also implies that good quality education will help amalgamate globalization with localization, enabling India's children and youth to become global citizens, with their roots deeply embedded in Indian culture and traditions.

The National Education Policy, 2016 provides a framework for the development of education in India over the coming few years. It seeks to address both the unfinished Ministry of Human Resource Development, Govt of India Some Inputs for Draft NEP 2016



Page 6 of 43 agenda relating to the goals and targets set in the previous national policies on education and the current and emerging national development and education sector-related challenges. Recognising the importance of quality education in national development, the NEP 2016 places an unprecedented focus on significantly improving the quality of education at all levels and on ensuring that educational opportunities are available to all segments of the society.

Significant changes have taken place in the education sector. The educational activities and learning process are no longer confined to the classroom and, therefore, the domain of education is no longer limited to formal schooling or higher education. The educational process is not only mediated by classroom-based curriculum transaction but also by media, both electronic and print, information and communication technologies, books and journals etc. Learners today have access to more current knowledge through non-institutionalized means.

Though substantial progress has been achieved in increasing enrolment in pre-school education, children from disadvantaged population groups still lack access to pre-school education. Children from economically disadvantaged groups are more likely to receive less opportunity to participate in pre-primary education. Despite considerable progress, enrolment rates in upper primary and secondary education in some states remain well below the national average. While there has been a rise in the demand for secondary education and increase in the number of secondary schools, the spread of secondary education throughout the country remains uneven. Regional disparities continue, as do differences in access depending on the socio-economic background of students. Though the number of out-of-school children (OOSC) has declined significantly since 2000, the number and proportion of out-of-school children remain much higher than the national average in some states. The proportion of OOSC has been higher than the national average for SC children, ST children and Muslim children. This indicates that these children need greater and focused attention. Regional disparities in Gross Enrolment Ratio (GER) in higher education are large. In 2011-12 GER in higher education ranged between 8.4 percent in Jharkhand and 53 percent in Chandigarh. Similarly, the variations among the social groups too are considerable the Gross Enrolment Ratio in higher education remains low at 23.6 percent (24.5% for boys, 22.7% for girls; 18.5% for SCs and 13.3% for STs) in 2014-15. One of the challenges faced by the higher education sector in India is to harmonize the expansion requirements with equity considerations.

In the words of Sri Aurobindo, "The Indians must have the firm faith that India must rise and be great and that everything that happened, every difficulty; every reverse must help and further their end. ... .. The dawn would soon be complete and the sun rise over the horizon. The sun of India's destiny would rise and fill all India with its light and overflow India and overflow Asia and overflow the world." The rest of the 21st century could then belong to India.

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#### **References:**

1. Vision for Teacher Education for a New India by A.N. Maheshwari, November, 2000
2. Draft NEP, 2016, MHRD





## Chapter 8

# Rashtriya Ekta Diwas (Birth Anniversary of Late Sardar Vallabhbhai Patel)

## Office Memorandum

F.No. 51-01/2018-T5.VII (F)  
Government of India  
Ministry of Human Resource Development  
Department of Higher Education  
Management Division

Shastri Bhawan, New Delhi  
Dated this 9<sup>th</sup> September, 2018

To

1. The Director  
IISc Bangalore
2. The Directors  
All IISERs
3. The Directors  
All IIMs


**Subject: Observance of birth anniversary of Late Sardar Vallabhbhai Patel as "Rashtriya Ekta Diwas (National Unity Day)" on Wednesday, the 31<sup>st</sup> October, 2018.**

Sir/Madam,

I am directed to forward herewith a copy of this Ministry's Circular No. 15-7/2015-S&S dated 11.09.2015 enclosing a copy of the DO No. I-19034/D3/2015-NI-II dated 4<sup>th</sup> September, 2015 from the Hon'ble Home Minister alongwith Rashtriya Ekta Diwas Pledge on the subject mentioned above, the contents of which are self-explanatory for information and necessary action.

Yours faithfully,

Encls: As above.

  
(Sanjeev Shrivastava)  
Under Secretary to the Govt. of India  
Tel: 2307 4199



F. No. 16-7/2016-S&S  
Government of India  
Ministry of Human Resource Development  
(Department of Higher Education)  
New Delhi, September, 2018.

**CIRCULAR**

Subject :- **Observance of the birth anniversary of Late Sardar Vallabhbhai Patel as "Rashtriya Ekta Diwas (National Unity Day)" on 31<sup>st</sup> October, 2018 (Wednesday).**

A copy of D.O. letter No. I-19034/03/2016-NI-II, dated 4<sup>th</sup> November, 2018 from, Ministry of Home Affairs on the subject mentioned above is sent herewith along with its enclosure to all the Bureau Heads of both the Department of Higher Education and Department of School Education & Literacy with the request that all the Heads of Attached/Subordinate Offices and Autonomous Organizations under their Administrative control may kindly be advised to take appropriate action in the matter.

2. All officers/staff of Department of Higher Education and Department of School Education & Literacy are requested to make their presence in the pledge ceremony as a part of observance of "Rashtriya Ekta Diwas (National Unity Day)" on 31<sup>st</sup> October, 2018 at 11.00 AM (Wednesday) in the Conference Hall, Room No-112 'C' Wing, Shastri Bhawan, New Delhi.

  
T. Sujit Kumar

Under Secretary to the Govt. of India

To

1. PPS to Secretary (HE)
2. PPS to Secretary (SE&L)
3. All Officers/Staff of Department of Higher Education and Department of School Education & Literacy
4. All the concerned Bureau Heads PPS/PS in the Department of Higher Education & Deptt. Of School Education & Literacy are requested to forward the same to all attached subordinate organizations under the control of MHRD.
5. CMIS for placing it on e-office, MHRD.



राजनार्थ सिंह  
RAJNATH SINGH



D.O.No.I-19034/03/2018-NI-II

गृह मंत्री  
भारत  
नई दिल्ली-110001  
HOME MINISTER  
INDIA  
NEW DELHI-110001

478713  
दिनांक/Date: 29/10

The Government observes 31<sup>st</sup> October all over the country as a special occasion, to foster and reinforce our dedication to preserve and strengthen the unity, integrity and security of our nation, by celebrating it as **Rashtriya Ekta Diwas (National Unity Day)** to commemorate the birth anniversary of Sardar Vallabhbhai Patel.

2. The occasion provides us an opportunity to re-affirm the inherent strength and resilience of our nation to withstand the actual and potential threats to the unity, integrity and security of our country.

3. I, therefore, request you to give appropriate directions and guidance to all concerned so that the Rashtriya Ekta Diwas (National Unity Day) could be celebrated in a befitting manner on 31<sup>st</sup> October, 2018. A Pledge taking ceremony would be organized to mark the occasion. The text of the "Rashtriya Ekta Diwas" pledge is enclosed.

4. A "Run for Unity" would also be organized at the State/District Headquarters, involving people from all sections of the society, so that a message of national unity permeates every part of the nation and the society.

18/10/18 In order to boost sentiments of unity, integrity and security of our nation, a March Past would be organised in the evening of 31<sup>st</sup> October by the CAPFs and Delhi Police.

With regards,

Yours sincerely

*(Signature)*  
05.10.18

(Rajnath Singh)

Encl: as above.

Shri Prakash Javadekar,  
Minister of Human Resource Development,  
Government of India,  
Shastri Bhawan, 'C' Wing,  
New Delhi-110 001.



### राष्ट्रीय एकता दिवस शपथ

मैं सत्यनिष्ठा से शपथ लेता हूँ कि मैं राष्ट्र की एकता, अखंडता और सुरक्षा को बनाए रखने के लिए स्वयं को समर्पित करूँगा और अपने देशवासियों के बीच यह संदेश फैलाने का भी भरसक प्रयत्न करूँगा। मैं यह शपथ अपने देश की एकता की भावना से ले रहा हूँ जिसे सरदार वल्लभभाई पटेल की दूरदर्शिता एवं कार्यों द्वारा संभव बनाया जा सका। मैं अपने देश की आंतरिक सुरक्षा सुनिश्चित करने के लिए अपना योगदान करने का भी सत्यनिष्ठा से संकल्प करता हूँ।

### RASHTRIYA EKTA DIWAS PLEDGE

I solemnly pledge that I dedicate myself to preserve the unity, integrity and security of the nation and also strive hard to spread this message among my fellow countrymen. I take this pledge in the spirit of unification of my country which was made possible by the vision and actions of Sardar Vallabhbhai Patel. I also solemnly resolve to make my own contribution to ensure internal security of my country.





2/21/2019

IISER Kolkata Webmail :: Rashtriya Ekta Diwas (National Unity Day) TOMORROW, Wednesday, 31 October 2018

**Subject** Rashtriya Ekta Diwas (National Unity Day) TOMORROW, Wednesday, 31 October 2018

**Sender** registrar.office <registrar.office@iiserkol.ac.in>

**Recipient** All Members of IISER Kolkata <all@iiserkol.ac.in>

**Copy** Director of IISER Kolkata <director@iiserkol.ac.in>, Officiating Registrar <officiating.registrar@iiserkol.ac.in>, Dean, International Relations and Outreach <doiro@iiserkol.ac.in>, Dean of Faculty Affairs (Faculty Applications) <dofa\_fa@iiserkol.ac.in>, Dean of Academic Affairs <doaa@iiserkol.ac.in>, Dean of Research and Development <dard@iiserkol.ac.in>, Dean of Student Affairs <dosa@iiserkol.ac.in>, Director Secretariat <director.office@iiserkol.ac.in>

**Date** 30.10.2018 18:49



**WebMail**

Powered by Roundcube

Dear All,  
We are directed by the CA to invite you all to kindly attend and participate the Rashtriya Ekta Diwas Program as per the following schedule and venue:

1. Rashtriya Ekta Diwas (National Unity Day) PLEDGE taking  
AAC Gr. Floor  
Wednesday, 31.10.2018 sharp at 10.55 AM

2. EKTA RUN (Unity Run)  
Start in front of AAC, will move keeping RC and TWC on left and end in front of Dining Block of ICV-NSCV Hostel.  
Wednesday, 31.10.2018 sharp at 5 PM

All are requested to attend.  
Sincerely,  
Registrar's Office



## Chapter 9

# Legal Rights of Women

## Office Memorandum



कुन्दन लाल शर्मा  
K.L. SHARMA  
E-mail : jncw-wdg@nic.in



संयुक्त सचिव  
राष्ट्रीय महिला आयोग  
भारत सरकार  
JOINT SECRETARY  
NATIONAL COMMISSION FOR WOMEN  
GOVERNMENT OF INDIA

DO No.05-3/1/2018/CBC(NCW)  
30<sup>th</sup> August 2018

Dear Sir,

I wish to draw your kind attention to the fact that the National Commission for Women has, with a view to ensure adherence to the Constitutional and Legal requirements, decided to launch the second nationwide competition for generating awareness about legal rights of women for ensuring that all sections of society are fully conversant with the law and contribute effectively for their successful implementation.

A copy of the details placed on the website of the National Commission for Women to this effect is enclosed for ready reference.

I shall be grateful if you could advise the concerned officer(s) to organise the competition in accordance with the guidelines on the subject.

With regards,

Yours sincerely,

(K.L. Sharma)

Encl:- a/s

Prof. Sourabh Pal  
Director  
ISER Kolkata  
Mohanpur,  
Nadia – 741 246  
West Bengal  
director@iserkol.ac.in



भारतीय विज्ञान शिक्षा एवं अनुसंधान संस्थान कोलकाता  
INDIAN INSTITUTE OF SCIENCE EDUCATION AND RESEARCH KOLKATA

मोहनपुर / Mohanpur- 741246

IISER-K/00/Admin//2018/ 515

Date: 13.09.2018

कार्यालय आदेश / OFFICE ORDER

Inviting attention by a DO No. Q5-3/1/2018/CBC (NCW) dated 30.08.2018, the Joint Secretary of National Commission for Women (NCW), Govt. intimated that a competition for generating awareness about "legal rights for women" is to be held in IISER Kolkata among the students before 31.12.2018. To conduct this written competition among students, irrespective of gender, the Director is pleased to constitute a committee with the following members:

Dr. Mousumi Das, DCS & Chairperson (actg.), ICC- Chairperson

Dr. Parna Gupta, SO, DCS- Convenor

Dr. G. Lekha, SO, DBS

Dr. Sushmita Bhattacharjee, AR, Academic Cell

✓ Mr. Santanu Das Mahapatra, AR, Admin.

The committee will coordinate the Institute activity with NCW through registration in concerned portal, to conduct examination, publish result and to send/upload ATR and utilization/claim.

This is issued with approval of the Director.

*Balaram Mukhopadhyay*  
कुलसचिव / Registrar (Offg.) 13/9


N.B- Hindi Version follows.

प्रतिलिपि/Copy to:

- ✓ 1. All concerned members
2. System Admn. For uploading in Institute Website
3. All Registered students of Institute by email
3. Director's Office
4. File Copy








**Indian Institute of Science Education and Research Kolkata  
& National Women Commission**


**Nation wide competition for Students on Laws related to Women**

**Enroll yourself  
to enrich your knowledge on legal rights for women and  
stand for the Women rights**

**Competition Details**  
**Date: October 27, 2018**  
**Time: 11.00 AM**



**First Prize (one) – Rs 2000/-**  
**Second Prize (one) – Rs 1500/-**  
**Third Prize (Five) – Rs 1000/-**




**“Legal Rights of Women”**

**Venue: S N Bose Lecture Theatre (Room # 107), P C Ray Lecture Hall Complex**

**Competition is open for all the students**

**For further Information/ clarification E-mail to: [new2018@iiserkol.ac.in](mailto:new2018@iiserkol.ac.in)**



**WOMEN'S  
RIGHTS  
ARE  
HUMAN  
RIGHTS**



## **Legal Rights for Women**

**Nation-Wide competition for students on laws related to Women organized jointly by National Commission for Women and IISER Kolkata**

**Venue: #107, P. C. Ray Lecture Hall Complex**

**Date: 27.10.2018**

**Duration: 1 hour 15 min.**

---

**1. The state shall provide free and compulsory education to all children of the age 6 - 14 years.**

- a. Article 21A
- b. Article 14
- c. Article 15 (3)
- d. Article 15

**2. SC and the ST (Prevention of Atrocities) Act, 1989 defines various types of atrocities against SCs/STs in Section**

- a. Section 3(1) i to xv and 3(2) i to vii
- b. Section 18
- c. Section 21(2)v
- d. Section 10(1), 10(3), 10(3)

**3. "Domestic relationship" means a relationship between \_\_\_\_\_**

- a. man and woman
- b. man and child
- c. man, woman and child
- d. two persons of a family with or without marriage

**4. Equality before law is a Fundamental Right under article?**

- a. Article 15
- b. Article 14
- c. Article 16
- d. Article 15 (3)

**5. "Aggrieved person" means any \_\_\_\_\_ who is, or has been, in a domestic relationship with the respondent and who alleges to have been subjected to any act of domestic violence by the respondent**

- a. woman
- b. man
- c. boy
- d. none of these







भारतीय विज्ञान शिक्षा एवं अनुसंधान संस्थान कोलकाता  
INDIAN INSTITUTE OF SCIENCE EDUCATION AND RESEARCH KOLKATA

मोहनपुर / Mohanpur- 741246

IISER-K/00/Admin/2018/722

Date: 13.12.2018

**कार्यालय आदेश / OFFICE ORDER**

This is for information of all concerned that Director has been pleased to award a Certificate and cash prize to following students as per the merit list prepared following a competition jointly organised by IISER Kolkata and National Commission for Women in the Institute on 27<sup>th</sup> October, 2018.

Position	Name	Roll No	Marks (marks obtained out of 75)	Email-id	Cash Award
1st	Rajat Kumar	15MS161	51	rk15ms161@iiserkol.ac.in	₹ 2000/-
2nd	Sourodip Sengupta	14IP009	44	ss14ip009@iiserkol.ac.in	₹ 1500/-
Joint 3rd	Tiasha Saha Roy	14RS073	40	tsr14rs073@iiserkol.ac.in	₹ 1000/-
	Antonio Medhi	16MS008	39	am16ms008@iiserkol.ac.in	₹ 1000/-
	Amarjeet Bagri	14MS061	39	ab14ms061@iiserkol.ac.in	₹ 1000/-
	Nabujit Kar	15MS043	38	nk15ms043@iiserkol.ac.in	₹ 1000/-

सहायक कुलपति / Assistant Registrar (Admin)

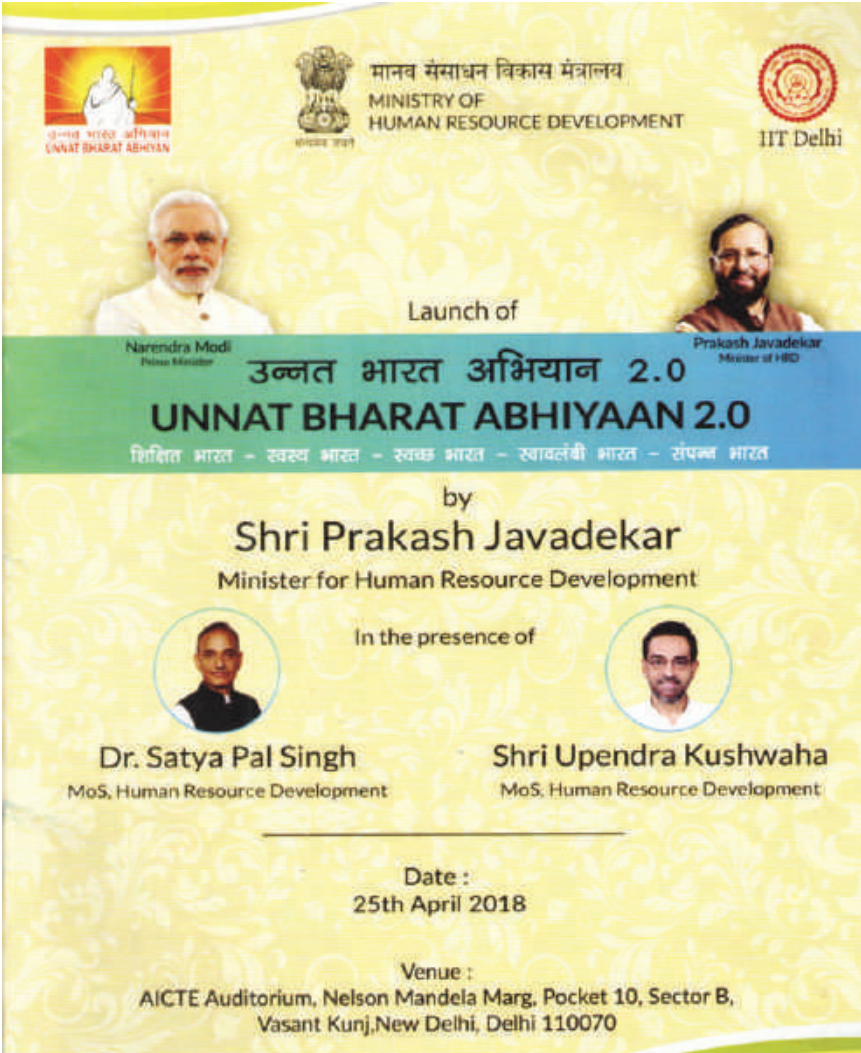
N.B- Hindi Version follows.

वितरण/Copy to:

1. All the prize winners mentioned above-by email
2. Deputy Registrar (F & A)- for award money payment
3. Director's Office
4. File Copy

## Chapter 10

# SBSI (Swachh Bharat Summer Internship) & UBA



The poster is for the launch of UNNAT BHARAT ABHIYAAN 2.0. It features a yellow background with a subtle floral pattern. At the top, there are three logos: the UNNAT BHARAT ABHIYAAN logo on the left, the Ministry of Human Resource Development logo in the center, and the IIT Delhi logo on the right. Below the logos are portraits of Narendra Modi and Prakash Javadekar. The text 'Launch of' is centered between the portraits. Below the portraits, the text 'UNNAT BHARAT ABHIYAAN 2.0' is written in large, bold letters. Below this, the text 'शिक्षित भारत - स्वस्थ भारत - स्वच्छ भारत - खावलंबी भारत - संपन्न भारत' is written. The text 'by Shri Prakash Javadekar Minister for Human Resource Development' is centered. Below this, the text 'In the presence of' is centered. Below this are two circular portraits of Dr. Satya Pal Singh and Shri Upendra Kushwaha. Below the portraits, their names and titles are written. At the bottom, the date 'Date : 25th April 2018' and the venue 'Venue : AICTE Auditorium, Nelson Mandela Marg, Pocket 10, Sector B, Vasant Kunj, New Delhi, Delhi 110070' are written.

UNNAT BHARAT ABHIYAAN

मानव संसाधन विकास मंत्रालय  
MINISTRY OF  
HUMAN RESOURCE DEVELOPMENT

IIT Delhi

Narendra Modi  
Prime Minister

Prakash Javadekar  
Minister of HRD

Launch of

उन्नत भारत अभियान 2.0  
**UNNAT BHARAT ABHIYAAN 2.0**

शिक्षित भारत - स्वस्थ भारत - स्वच्छ भारत - खावलंबी भारत - संपन्न भारत

by  
**Shri Prakash Javadekar**  
Minister for Human Resource Development

In the presence of

Dr. Satya Pal Singh  
MoS, Human Resource Development

Shri Upendra Kushwaha  
MoS, Human Resource Development

Date :  
25th April 2018

Venue :  
AICTE Auditorium, Nelson Mandela Marg, Pocket 10, Sector B,  
Vasant Kunj, New Delhi, Delhi 110070





## Inspiration

### The Gandhian Vision of *Gram Swaraj*



*"My idea of Village Swaraj is that it is a complete republic, independent of its neighbours for its own vital wants and inter-dependent for many others in which dependence is a necessity. Thus, every village's first concern will be to grow its own food crop and cotton for its cloth. It could have a reserve for its cattle, recreation and playground for adults and children. Then, if there is more land available, it will grow useful money crops, excluding ganja, tobacco, opium and the like. The village will maintain a village theatre, school and public hall. It will have its own water works ensuring clean water supply...."*

**Mahatma Gandhi**



उन्नत भारत अभियान  
ग्रामीण विकास एवं प्रौद्योगिकी केंद्र  
भारतीय प्रौद्योगिकी संस्थान, दिल्ली  
हुआज़ खास, नयी दिल्ली - 110016

UNNAT BHARAT ABHIYAN  
CENTRE FOR RURAL DEVELOPMENT AND TECHNOLOGY  
INDIAN INSTITUTE OF TECHNOLOGY, DELHI  
Hauz Khas, New Delhi - 110016  
Website: <http://unnat.iitd.ac.in>



**Prof. Virendra K. Vijay**  
Coordinator, UBA  
IREDA Chair Professor & Head, CRBT

Tel: +91-11-2659 1121/1157(O)  
Fax: +91-11-2659 1121  
Email: [virendra.vijay@iitd.ac.in](mailto:virendra.vijay@iitd.ac.in)  
[unnat@iitd.ac.in](mailto:unnat@iitd.ac.in)

Date: 1<sup>st</sup> December, 2017

#### TO WHOM IT MAY CONCERN

**Subject: Indian Institute of Science Education and Research, Kolkata (IISER Kolkata) act as Participating Institute (PIs) under the UBA**

Dear Sir,

Unnat Bharat Abhiyan (UBA), is a national programme funded by Ministry of Human Resource Development (MHRD), Govt. of India. UBA program with a view to bring a transformational change in rural development by active participation of higher academic institutions with local communities and IIT Delhi is acting as National Coordinating Institute for Higher Educational Institutes as Participating Institutes in the country.

Under the UBA program all Participating Institutes are adopting a cluster of five villages in consultation with Districts Collectors. A letter in this regards has already been circulated to Districts Collectors by MHRD. **Indian Institute of Science Education and Research, Kolkata (IISER Kolkata)** is also interested adopt a cluster of villages, in local district for holistic village development and sign MoU with IIT Delhi under the UBA program. **Indian Institute of Science Education and Research, Kolkata (IISER Kolkata)** act as Participating Institute under the UBA. In these villages **Dr. Santanu Das Mahapatra** is Coordinator for this cluster of villages from **Indian Institute of Science Education and Research, Kolkata (IISER Kolkata)**. We welcome and wish that the institute will deliver their best in UBA. The deliverable under this program from institute will definitely instrumental in transformation and development of village adopted.

With Regards

**Prof. V.K. Vijay,**  
National Coordinator, UBA,  
Head CRBT, IIT Delhi



## HISTORY of UBA (UNNAT BHARAT ABHIYAN) & IISER KOLKATA

10/04/2018

Council for Advancement of People's Action and Rural Technology (CAPART), Ministry of Rural Development, Govt. of India organized one national consultation workshop (7 – 9 Sept. 2014) at IITD.



Conceptualized as UBA



IIT & NIT Directors' meeting on 16 Oct 2014 to find modalities of UBA



President of India formally launched 11<sup>th</sup> Nov 2014



1<sup>st</sup> meeting of prospective UBA coordinators held on 15<sup>th</sup> Dec 2014 for UBA cell at IIT D constituted with

- Advisory committee
- Executive committee
- Core working group with 40 faculties of Departments. & Centers in March 2015



Advisory committee for UBA appeared on 27<sup>th</sup> May 2015



Apex committee meeting chaired by HRD Minister on 19<sup>th</sup> June 2015 for broad guidelines



Additional Secretary (TE) wrote to Chief Secretaries of States and VCs/Directors of UGC/AICTE on 24.08.2015



Secretary, HE meets representatives on 15<sup>th</sup> Oct 2015



Workshop (13 – 14<sup>th</sup> Nov 2015) at IIT D with experts and monitoring coordinators





Workshop (18<sup>th</sup> Dec 2015) at IIT D "Smart Village Ecosystem"



National Steering Committee (NSC) for UBA as Chairperson Prof. Vijay P. Bhatkar constituted by HRD for implementation & monitoring



First meeting of NSC on 29.04.2016 at IIT D by Minister, HRD and formal UBA Cell inauguration



Video conference with state secretaries of HE on 21<sup>st</sup> May 2016 DM, NSS Units & higher learning Institutes



Proposal with Base level funding for first 3yrs, mission, methodology, structural network and broad spectrum of activities and targets placed on 16<sup>th</sup> June 2016 to HRD



Sanction and first installment for basic level funding from HRD to IIT D on 16<sup>th</sup> July 2016



IITD wrote to Director, IISERK on 22 Sept 2017 with the proposal to include IISER Kolkata as a Participating Institute (PI) in the flagship project



IISER Kolkata (PI) signed the MOU with National Coordinating Institute (CI) IITD on 7<sup>th</sup> Nov. 2017



IISER Kolkata received first installment of Rs. 1.75 Lakh on 20 March 2018 along with Village Survey Form and Household Survey Form for the five villages chosen for Village Cluster

 18.4.18

Assistant Registrar (Admn)  
Santanu Das Mahapatra





Samples	[As(III)]
<b>SCHOOL:</b>	
1. Hand Pump	1. ~ 0.148 ppm
2. Tank 1	2. ~ 0.12 ppm
3. Tank 2	3. <100 ppb
<b>Prabhas Shikari (Birohi)</b>	
1. Tube well (70 ft)	1. ~0.396 ppm
2. 520 ft tube well	2. <100 ppb
<b>Joydev Shikari (Birohi)</b>	
1. Tube well (70 ft)	1. ~0.17 ppm
2. Ganga jal	2. < 100 ppb
<b>Pallab (Birohi)</b>	
1. 360 ft tube well	1. <100 ppb
<b>Prabhathi (Ayeshpur)</b>	~ 0.16 ppm
Tube well (70 ft)	
<b>Narayan (Ayeshpur): Tube well (50 ft)</b>	~ 0.14 ppm
<b>Bibha Ghosh</b>	~ 0.36 ppm

IISER KOLKATA UBA team visits adopted villages - Birohi, Ayeshpur, Tentultala and report of presence of Arsenic (As III) in different sources of water.





**R. Subrahmanyam, IAS**  
Secretary



Ministry of Human Resource Development  
Department of Higher Education  
Government of India

D.O. No. 11614/02/2018

20<sup>th</sup> April 2018

To

**Vice Chancellors of all Universities**  
**Principals/Directors of all Higher Educational Institutions**

Sir/Madam,

In pursuance of the objectives of the Swachh Bharat Mission launched as a national movement on October 2<sup>nd</sup>, 2014, the Ministry of Human Resource Development, in association with the Swachh Bharat Mission (Gramin), Ministry of Drinking Water and Sanitation, is launching a 'Swachh Bharat Summer Internship' programme. The University Grants Commission, vide their letter dated 23<sup>rd</sup> March, 2018 qualified this internship as being eligible for (2) academic credits like an optional paper.

The detailed guidelines of the Swachh Bharat Summer Internship programme, which outlines the details of the summer internship are enclosed with this letter. The internship is open only to the registered students of the higher educational institutions, and they are expected to take up a project for promotion of cleanliness, by spending an approximate duration of 100 hours the village selected by the student. Each institution is required to assign at least one Nodal Officer (who shall be registered on the website) who will guide students throughout the internship as per the guidelines enclosed. A website has been developed for the purpose of registration and reporting throughout the internship period, the link to which is as follows: [\[Link\]](#). The website is scheduled to be launched from 25<sup>th</sup> April 2018 and nodal officers are required to register on the website thereon. Students interested to join the internship programme are required to register and report the activities conducted during the internship period on the same website ([\[Link\]](#)). On completion of the summer internship, the best 3 interns/ teams of interns would be awarded at college level and their names would be forwarded for eligible awards at University level/ State and National level.

It is requested to actively convey this summer internship among all your students so that they can productively use their summer holidays helping the village communities. The registration for the summer internships will be open from 25th April till 15th May 2018.

I am confident that with your support and active participation, this programme will be a grand success and help in making Swachh Bharat Mission a true Jan Andolan.

Yours sincerely,

  
(R. Subrahmanyam)



**MHRD**

Government of India  
Ministry of Human Resource Development

**Swachh Bharat Summer Internships 2018**

**1. Objective**

In furtherance of the objectives of the Swachh Bharat Abhiyan launched on 2<sup>nd</sup> October 2014, Government has launched the Swachh Bharat Summer Internships-2018 aiming at enrolling the students for promoting swachhta in the villages. Under this, the students are invited to select a village of their choice, and work with the village community for building a lasting system for improving the overall sanitation and hygiene in the village. It is expected that each student would devote at least 100 hours to Swachhata, and carry out specific measures for improving the sanitation and hygiene in the village.

This internship is being jointly launched by the Ministry of Human Resource Development in association with the Ministry of Drinking Water and Sanitation and is named '**Swachh Bharat Summer Internship – 100 Hours of Swachhata**'. The objective is to engage youth across the country, develop their skill and orientation for sanitation related work and make Swachh Bharat Mission a *jan andolan*.

**2. Components of the internship**

The student enrolled for the internship is expected to adopt one or more villages and conduct activities of their choice to contribute to the cause of rural sanitation in India.

a) **Duration:** At least 100 hours in the period 1<sup>st</sup> May to 31<sup>st</sup> July 2018 during Summer Vacation

b) **Who can apply:**

- Youth enrolled in Colleges/ Universities may apply through an online application form made available on the website <https://sbis.mhrd.gov.in/>. These organizations are henceforth referred to as the 'parent institution'.
- Candidates to indicate the location of internship (village/district). The location of the internship may either be home state or the state of the parent institution, (to be accepted by MHRD).
- Candidates may participate individually or in teams. Team size may be decided depending on the nature and scope of their activity, and approved by the parent institution, subject to a maximum limit of 10 members in a team.

c) **Internship Process:**

- Candidates to devote approximately 100 hours conducting Swachhata-related activities in villages selected by them and approved by the parent institution.
- The parent institution to organize necessary logistics for the activities.

**3. List of suggested activities**

As a part of the internship, the activities that participants may conduct have been categorized into two clusters:

**A. Information-Education-Communication activities:** IEC activities are oriented towards increasing the awareness of people about sanitation related issues and trigger a change in sanitation related behaviour. IEC activities undertaken by the interns can target behaviour around open defecation, hygiene practices, solid/ liquid waste management among other behaviours. Under this, the interns may





**MHRD**

Government of India

Ministry of Human Resource Development

**Swachh Bharat Summer Internships 2018**

- ☐ Organize awareness campaigns around better sanitation practices like using a toilet, handwashing, health and hygiene awareness, etc.
- ☐ Perform Nukkad Nataks or street plays around swachhata
- ☐ Organise Swachhata Melas, song and dance performances
- ☐ Conduct Door-to-door meetings to drive behaviour change with respect to sanitation behaviours
- ☐ Conduct Village or School-level Rallies to generate awareness about sanitation
- ☐ Make wall paintings in public places (more specially panchayat offices) on the theme of swachhata
- ☐ Participate in Nigrani committees to stop open defecation in villages
- ☐ Organise Swachhata-related movie screenings in public places. (Swachh Bharat movies may be found on the YouTube channel [tinyurl.com/sbmgramin](https://tinyurl.com/sbmgramin) and community screenings of these films may be organized in public places in the villages to help spread the message of Swachhata)
- ☐ All IEC Material of Swachh Bharat Mission may be freely downloaded from the links [tinyurl.com/sbmiec](https://tinyurl.com/sbmiec) and [tinyurl.com/sbmiec2](https://tinyurl.com/sbmiec2). Any other activities undertaken to help spread these messages to the rural masses would count under the header of IEC activities

**B. Solid Waste Management related activities:** SWM activities target generation of awareness around waste collection, segregation, disposal and waste-free environment:

- ☐ Organize Waste collection drives in households and common or shared spaces
- ☐ Volunteer for segregation of solid waste into non-biodegradable and biodegradable waste.
- ☐ Mobilize community and panchayat to build compost pits, where organic matter decomposes to form manure
- ☐ Help Panchayats draw up plans for installation of biogas plants
- ☐ Organize cleaning of streets, drains and back alleys through awareness drives

**4. Training:**

An orientation video for youth towards sanitation activities in the rural context has been created and uploaded on the portal <https://sbmvideo.in>, Swachh Bharat Mission (Gramin) YouTube channel (<https://tinyurl.com/sbmgramin>)

**5. Other important resources:**

- a. It is recommended to go through the YouTube channel of the Swachh Bharat Mission (Gramin) at: <https://tinyurl.com/sbmgramin> and use the other material uploaded there (uploaded in multiple regional languages) to support their efforts on the ground.
- b. All IEC material of Swachh Bharat Mission (Gramin) may be freely downloaded and widely used from the links <https://tinyurl.com/sbmiec> and <https://tinyurl.com/sbmiec2>
- c. Swachh Bharat updates are regularly shared on social media on the pages [twitter.com/swachhbharat](https://twitter.com/swachhbharat) and [facebook.com/sbmgramin](https://facebook.com/sbmgramin)
- d. Inspiring success stories from the grassroots are available at the blog link [sbmgramin.wordpress.com](https://sbmgramin.wordpress.com)





**MHRD**

Government of India

Ministry of Human Resource Development

**Swachh Bharat Summer Internships 2018**

**5. Reporting**

An Internship Report needs to be submitted by the candidate on the online portal in the prescribed format through the Supervisor within 15 days of completion of fieldwork.

**7. Rewards and Recognition**

- All participants will be given a Swachh Bharat Internship Certificate on completion of their internship and its approval by the parent institution.
- 2 curriculum credits will be given by institutions affiliated with UGC to all interns whose internships are certified by the parent institution as eligible for the credits on the basis of higher parameters.
- The Best interns will be recognized at college, university, state and national levels as follows:
  - College Level: Shields / cups given by parent institution
  - Cash Awards in addition to certificates (Provided by MHRD/MDWS)
    - University Level : Rs 30,000, Rs 20,000, Rs 10,000
    - State Level: Rs 50,000, Rs 30,000, Rs 20,000
    - National Level: Rs 2 lakh, 1 lakh, Rs 50,000
- The selection of awardees will be done by the competent authority appointed by the MHRD at each level. The decision of the competent authority will be final.

**8. Role of the Parent Institution**

- Conduct college level campaigns to mobilize participation
- Appoint Nodal Officers for the internship
- The Nodal Officers should register on the <https://sbri.mygov.in> and facilitate application process
- May provide necessary logistics for interns, such as travel to the village, refreshments, etc.
- To ensure that all interns submit their reports on the portal <https://sbri.mygov.in> on time (within 15 days of completion of fieldwork)
- The top three awardees at each level should be forwarded to the next level for consideration of awards at that level
- Submit the details of the name of the awardees to the next level of authority i.e., University/State/Ministry of Human Resource Development
- Responsibility for safety and security of the interns during village visits lies with the parent institution, hence the location should be chosen appropriately and liaison done with local administration wherever necessary

**9. Role of State Government and District Administration**

- State Government/District Administration will provide necessary support to the parent institutions as and when requested to the extent possible.

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**R. Subrahmanyam, IAS**  
Secretary



Ministry of Human Resource Development  
Department of Higher Education  
Government of India  
D.O. No.11014/2/2018-EBSD  
18<sup>th</sup> July, 2018

To

Vice Chancellors of all Universities/  
Principals/Directors of all Higher Educational Institutions

Sir/Madam,

In pursuance of the objectives of the Swachh Bharat Mission launched as a national movement on October 2<sup>nd</sup>, 2014, the Ministry of Human Resource Development, in association with the Ministry of Drinking Water and Sanitation had launched 'Swachh Bharat Summer Internship' programme. The detailed guidelines of the programme was sent to you vide my D.O. letter of even number dated 20<sup>th</sup> April 2018 (copy enclosed). More than 3 lakh students/youths have registered themselves for the programme. The required Internship programme is to be completed by 31<sup>st</sup> July, 2018.

2. As per the guidelines of the programme, all participants will be given a Swachh Bharat Internship Certificate on completion of their Internship by their parent Institution. Apart from their certificates, the best interns will be recognized at College, University, State and National level as follows:

College level	: Shields/Cups given by the parent institution
University level	: Rs.30,000, Rs.20,000, Rs.10,000
State Level	: Rs.50,000, Rs.30,000, Rs.20,000
National Level	: Rs.2 lakh, Rs.1 lakh, Rs.50,000

3. The Colleges and Universities may constitute their own Selection Committees for selecting the best intern for the awards at their level. The Colleges will select the best interns and send their details to their concerned University by 24<sup>th</sup> August, 2018, they will select the best three interns to be awarded by them and will send the same to Principal Secretary/Secretary (Higher Education) of their States by 31<sup>st</sup> August, 2018. The States/UTs needs to select the best three interns for award at their level and to send the details to this Ministry at [ebsbmhrd@gmail.com](mailto:ebsbmhrd@gmail.com) by 7<sup>th</sup> September, 2018. Interns selected by the States/UTs will be considered by a Committee headed by Secretary, University Grants Commission for selecting the top three interns at the national level, who will be awarded on 2<sup>nd</sup> October, 2018.

4. As it is a time bound exercise, I request you all to constitute Selection Committee at your levels, select the best three interns and forward the same to the next higher levels within the prescribed time, as mentioned above on priority.

With regards,

Yours sincerely,

  
(R. Subrahmanyam)



# Swachh Bharat Summer Internship

## Swachh Bharat Summer Internship Course

Duration: 100 Hours (between 1st May to 31st July 2018)

List of Participants	Report Submitted by
Kajal Kumari	Individual
Ashis Pati	Individual
Sachin Pandey	Team
Pawan Kumar	Team
Khushboo Shivdas Paliwal	Individual
Bikram Majhi	Individual
Nitin Kumar Khandelwal	Team
Meghna Ghosal	Individual
Nidhi Tiwari	Individual
Nripendra Singh	Team
Prince Roy	Individual
Sweta Mahajan	Individual
Chhotu Kumar	Team
Ashis Pati	Individual
Sachin Pandey	Team
Pawan Kumar	Team



## Projects Submitted under SBSI

Ashis Pati

*Roll no - 12IP021, Mathematics and Statistics, IISER, Kolkata*

### Information-Education-Communication Activities

**Challenges Faced:** I was alone at the beginning so it was a little bit problem for me, but later my friends joined. I knew the families i were visiting , i knew the people whom i was talking with, so it was easy to know “where is the problem”.

**Youtube Video URL (Comma Separated):** [https://www.youtube.com/watch?v=hO-jqDK\\_fGWA&t=351s](https://www.youtube.com/watch?v=hO-jqDK_fGWA&t=351s)

**Google Drive Link:** <https://drive.google.com/open?id=1aOICCB6dmQviFlxQ3beqR-We-eQB3p3b4>

### Solid Waste Management Related Activities

**Challenges Faced:** I thought the best way to change the society is to sensitize the children. So I spend most of my time with the children. I could not work more on this area.

**Field Learning:** It will change a lot of time to change the mindset of the people. Govt is working in a good direction by helping people in Toilet construction. The next step should be making people aware of waste segregation. start campaign for complete plastic ban.

### Other Activity

**Youtube Video URL (Comma Separated):**

**Google Drive Link:** <https://drive.google.com/open?id=1aOICCB6dmQviFlxQ3beqR-We-eQB3p3b4>

### Activity Details

#### Waste Collection Drives (Households/Common or Shared Spaces)

**No. of households/public spaces waste collected from:** 40

**No. of people who participated:** 200

**No. of hours spent:** 20

**Brief Description:** Personally I was not able to go to houses and collect waste, so I met with the children and my friends. I told the children who collects more wastes will get gifts from me.

**Methodology:** It was fun, first they misunderstood me they were very fast they came back on the same day with plastics, garbages and old things. Then we did this for a week. so finally we collected a huge amount of wastes.





### **Wall Paintings on Public Walls and Government Buildings (Panchayat Ghar)**

**No. of walls painted:** 1

Estimated number of people sensitized: 1000

**No. of hours spent:** 2

**Brief Description:** I am not good at painting so we just put a poster in center place in our village.

**Methodology:** It was easy to do, I have no idea this will how much effect people.

### **Door-to-Door Meetings (Sanitation/Hygiene/Toilet Usage/Hand Wash)**

**No. of households visited conducted:** 50

**No. of people sensitized:** 200

**No. of hours spent:** 30

**Brief Description:** Mainly I focused how cleaning our own house and our environment can make us safe from so many diseases.

**Methodology:** How washing hand can make us healthier. I told them not to burn the garbages. we told them about the segregation of wastes.

### **Nukkad Nataks/Street Plays/Swachhata-Related Folk Song/Dance Performances-etc**

**No. of Performances conducted:** 1

**No. of people sensitized:** 500

**No. of hours spent:** 30

**Brief Description:** I personally wrote a script on cleanliness. Mosquitoes, Rats and flies plan to kill an old man who is filth and does not keep his house clean. The drama tells the story about, how the swach Bharat Mission program saves his life.

**Methodology:** I personally wrote a script. I talked to children of age below 15, around 30 students participated. This was a musical drama. I have contacted to a local Drama director who trained the students. This was conducted on 13th july in the center of the village, where around 500 people gathered to watch this. I had also plan to conduct this in different places but weather was not good so we were unable to do this.

### **Awareness Campaigns**

**No. of awareness drives conducted:** 1

**No. of people sensitized:** 100

**No. of hours spent:** 1

**Brief Description:** I initiated a campaign in change.org regarding installation of Dustbins in trains. which got around 100 signs. While travelling in a train, the garbages that i use(Chips covers, cool drinks bottles), usually put in my bag and throw them in the dustbin after getting down. while driving in a local train, i see people throwing garbages out side train window, and when i tried to stop they gave the excuse that there were no dustbins in the train. I tried to convince them to do the way i put garbages in the dustbins of railway stations. But it will change a long a time to change the mind set of the people.



**Methodology:** I hope this will stop piling of garbages in near 1000s of kilometer of railway tracks.

### Conducting Village or School-level Rallies

**No. of rallies conducted:** 1

**No. of people sensitized:** 200

**No. of hours spent:** 20

**Brief Description:** Around 50 children participated in the rally, we went to near by villages(Boulapal, Mirzapur, Bhatpada). We had plan for more such events but weather condition was not good so we are not able to do it further.

**Methodology:** I talked to some of my friends. Along with my cousins and my friends we prepared some posters and placards. around 50 children participated. Those placards are given to the children to put it in their home.

### Other Activity

**Activity Name:** Tree Plantation

**No. of beneficiaries:** 100

**No. of hours spent:** 5

**Brief Description:** Around 10saplings are planted and 50 saplings are distributed to children to plant at their home. we gave saplings to school Head master, Police SI, BEO, Sarpanch to plant it in the School campus, Police station, BEO office, Panchayat respectively. They also planted saplings in our village, we distributed 50 saplings to the children to plant in their houses.

**Methodology:** I have written 50 beneficiaries just to mention 50 saplings were distributed.

### Swachhata Melas

**No. of Melas organized:** 1

**No. of people attendees:** 500

**No. of hours spent:** 20

**Brief Description:** We conducted a village level meeting with around 200 people where village Sarpanch, Sub Inspector of police, Block Education officer, and Local High school Headmasters were guests. There We distributed Hand-wash to the children. The guests gave speech on Swacha Bharat Mission.

**Methodology:** We also distributed the plant saplings.

**Attached Images/Files:**





## Sachin Pandey

Roll no - 13IP016, Physical Sciences, IISER, Kolkata

### Information-Education-Communication Activities

**Challenges Faced:** We found that many villagers especially women were unaware of cleanliness. For many of them, cleanliness was just to put their waste/garbage away from their home even it may go neighbor house.. This village is populated with people who only speak or understand the Bengali language, (except few young people), but we (being Hindi speaker) somehow managed to give our message,. Many time we have to use the demonstration method but we made sure that "Language is NO BAR" in communicating good things.

**Field Learning:** Villagers also do want to keep their nearby place neat and clean but they need some guidance and support.

**Google Drive Link:** [https://drive.google.com/open?id=1eCYJ\\_PiSaeuUL7GSCfSx\\_VX-VOyCgGNpK](https://drive.google.com/open?id=1eCYJ_PiSaeuUL7GSCfSx_VX-VOyCgGNpK)

### Solid Waste Management Related Activities

**Challenges Faced:** We also learned that there was no attempt from village govt. authority for such things or waste collection. We also feel that there was no "Appropriate site" available or made by the government in the village where people can throw the daily household waste. The village also lacks the waste collection protocol/system. Even we couldn't confront with any cleaning staff which must be there in the village.

**Field Learning:** The village should have an appropriate dumping site and waste collection vehicle should also be arranged in the village to carry the waste to the disposal site.

**Google Drive Link:** [https://drive.google.com/open?id=1eCYJ\\_PiSaeuUL7GSCfSx\\_VX-VOyCgGNpK](https://drive.google.com/open?id=1eCYJ_PiSaeuUL7GSCfSx_VX-VOyCgGNpK)

### Other Activity

**Challenges Faced:** Many people do throw used teacups in the dustbin, but few people still avoid throwing it to the dustbin. It has become our habit ad to change it into the good habit, it will take time.

**Field Learning:** Talking with people in teashops over tea was excellent learning for us.

**Youtube Video URL (Comma Separated):**

**Google Drive Link:** [https://drive.google.com/open?id=1eCYJ\\_PiSaeuUL7GSCfSx\\_VX-VOyCgGNpK](https://drive.google.com/open?id=1eCYJ_PiSaeuUL7GSCfSx_VX-VOyCgGNpK)

### Activity Details

**Segregation of Solid Waste into Non-Biodegradable and Biodegradable Waste**

No. of segregation demonstrations undertaken: 10

Total No. of people who attended: 30



**No. of hours spent:** 5

**Brief Description:** We told people about biodegradable and Non-biodegradable waste. We also told that they could use their biodegradable waste as compost in their farms.

**Methodology:** With the help of villagers who helped us a lot during these two months of internship, we also showcased the demonstration of segregation of collected waste in few households.

### **Waste Collection Drives (Households/Common or Shared Spaces)**

**No. of households / public spaces waste collected from:** 40

**No. of people who participated:** 60

**No. of hours spent:** 20

**Brief Description:** We cleaned the park/garden of the primary school of the village and collected all the garbage and waste from the place. We also reached to approx. 60 household to collect their wastage as demonstration purpose.

**Methodology:** We bought the black plastic bag to carry wastage. With the help of young villagers, we visited the house to house to collect waste.

### **Door-to-Door Meetings (Sanitation/Hygiene/Toilet Usage/Hand Wash)**

**No. of households visited conducted:** 50

**No. of people sensitized:** 220

**No. of hours spent:** 25

**Brief Description:** We visited approx 50 households in our door to door to visit which was done on multiple days.

**Methodology:** We choose morning time to visit homes of villagers so that we can find all people of particular families at home before they go out for school/farming/duty/office/work. We told them about household waste and where to throw them. We also requested them to use minimum plastic products and use recyclable items.

### **Awareness Campaigns**

**No. of awareness drives conducted:** 7

**No. of people sensitized:** 110

**No. of hours spent:** 30

**Brief Description:** Awareness on cleanliness, handwash before and after food, keep packets of products/items in your pockets until you find the suitable place to throw, also about diseases which caused by poor sanitization and food contamination.

**Methodology:** We first contacted the young college/school going students or unemployed youth of the village. Then they contacted their friends of friends. We conducted awareness drives on multiple days as per suitable time with the help of them.

### **Other Activity**

**Activity Name:** Awareness in tea shop

**No. of beneficiaries:** 60





**No. of hours spent:** 10

**Brief Description:** We told people coming on tea shops about cup type like plastic/paper and also soild made cups(kulhard) also not to throw packets of biscuits etc on road near the shops.

**Methodology:** This village has a few tea shops where villagers do come regularly for chit-chat and tea. For us, it was the best place to start the awareness on cleanliness. We offered people free tea and we talked to them while drinking tea with them. We also helped tea-seller to use their old balty and boxes as dustbin where customer can throw used plastic/paper glasses.

### Transportation of Household Waste (to Appropriate Disposal Site)

**No. of households covered:** 40

**No. of village people involved:** 35

**No. of hours spent:** 15

**Brief Description:** We transported the collected waste from households to appropriate site available in the village.

**Methodology:** We used big black plastic bags to carry the wastage from households to appropriate disposal sites available in the village.

### Street Cleaning-Drain Cleaning-Cleaning of Back Alleys

**Length of streets/drains/alleys cleaned:** 800

**No. of community participants:** 25

**No. of hours spent:** 5

**Brief Description:** We cleaned at least 3 small streets and few parts of big street available in the village and also cleaned the drain adjacent to these streets.

**Methodology:** When we started to collected garbage thrown on the street, first villages who were looking at us hesitated (some laughed on us) but later they also joined us in cleaning the street.

**Attached Images/Files:**





## Pawan Kumar

*Roll no - 15RS057, Department of Chemical Sciences, IISER, Kolkata*

### Information-Education-Communication Activities

**Challenges Faced:** We didn't find any recordable challenge during the above work. People of the village were also too helpful and co-operative. Language issue was there, but in our group local colleague was also there so we didn't find any difficulty with language barrier.

**Field Learning:** We learn the lifestyles of the villagers and their day-to-day challenges. Their life begins with struggles. They are using arsenic and iron contaminated water for their drinking and household purpose. Most of the pump which was about around 40 - 100 feet down the ground which contains lots of arsenic as well as iron contamination. Pump which was more than 150 feet down in the ground which was completely arsenic as well as iron free.

### Activity Details

#### Door-to-Door Meetings (Sanitation/Hygiene/Toilet Usage/Hand Wash)

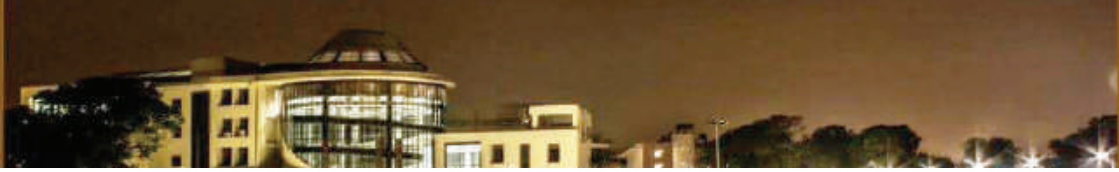
**No. of households visited/conducted:** 10

**No. of people sensitized:** 250

**No. of hours spent:** 120

**Brief Description:** Due to lack of awareness rural area people are not living the hygienic and healthy life. Regular advice and awareness can increase the style of living for the rural people. So our endeavor was to make them aware about the sanitation system, take care of the drinking water source etc. so that they will not suffer from the contamination caused due to the above mentioned unawareness.

**Methodology:** The awareness among village people on such issues is made aware via discussion with them at their respective houses (Figure 3). We aware most of the people from Birohi school, which we found the best place to aware maximum number of people. We talked to the principal of the Birohi school and he was agreed for this noble cause. We trained them with the process to separation of degradable and non-degradable waste from houses. They need to be kept isolated instead of it being thrown here and there. The drainage system needs to be cleaned regularly. The water should not be allowed to stay immobile for long close to houses. Else the mosquito will breed and cause deadly diseases or human to suffer with. Moreover, the water sample from various drinking water pumps was collected and analyzed. The analysed sample reflected the presence of As(III). The tabulation of data from several regions of villages has been attached in report.



Attached Images/Files:













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