

the life and achievements of Dr. Priya Ranjan Trivedi

LIFE, ACHIEVEMENTS AND ACCOMPLISHMENTS OF THE CHARISMATIC
EDUCATIONAL LEADER AND THINKER HIS NOBLENES Dr. PRIYA RANJAN TRIVEDI

Jointly Edited By

Dr. Markandey Rai
Dr. Uttam Kumar Singh
Dr. Utkarsh Sharma
Dr. Avinash Chiranjeev
Ms. Neelam Joshi



Dr. Keshav Baliram Hedgewar Vishwa Hindu Vidyapeeth

in association with

The Ramphal Foundation

New Delhi

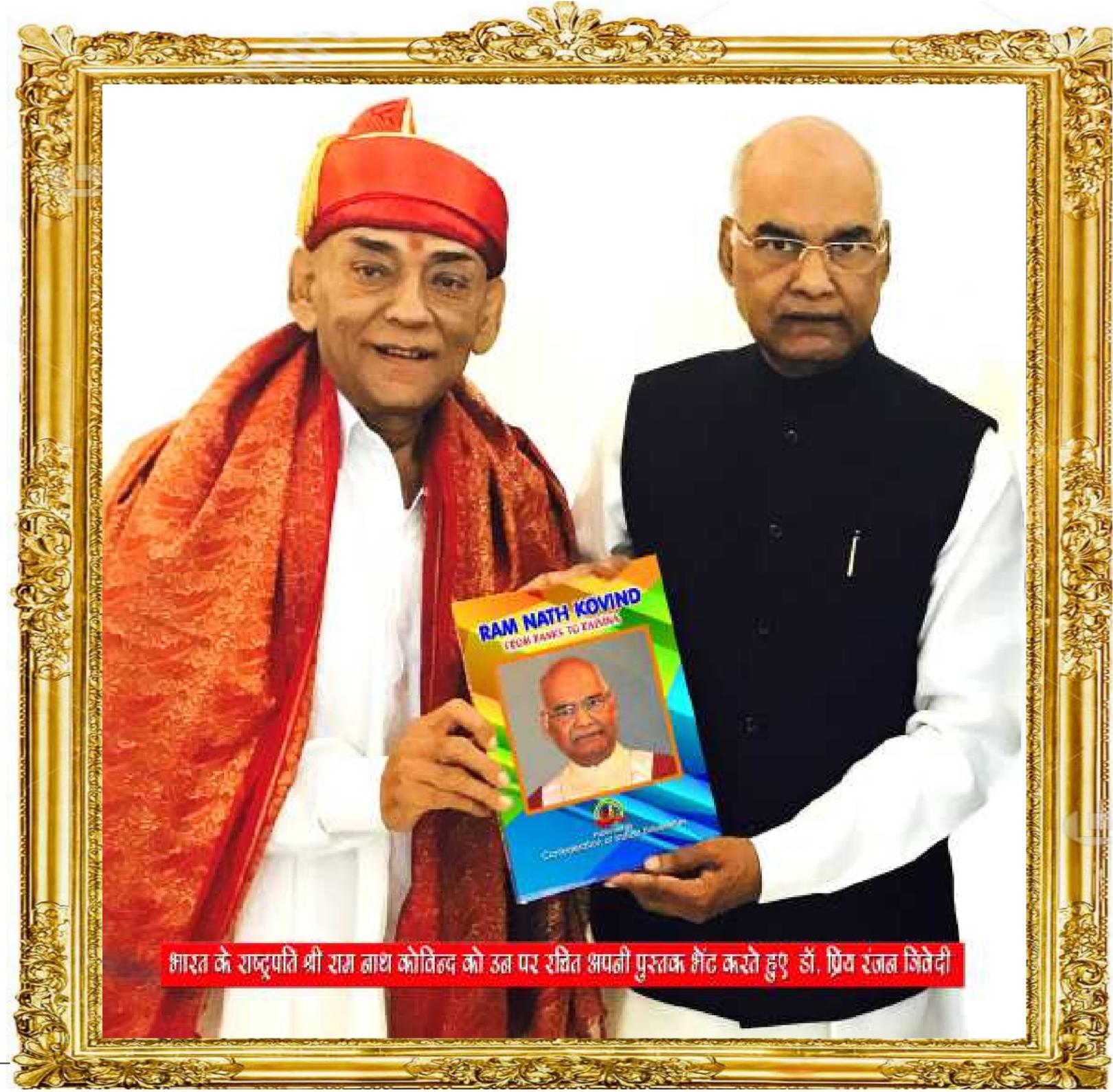


Published by
Dr. Keshav Baliram Hedgewar Vishwa Hindu Vidyapeeth
in association with
The Ramphal Foundation
A 62-63, Paryavaran Complex
New Delhi - 110030

Copyright reserved

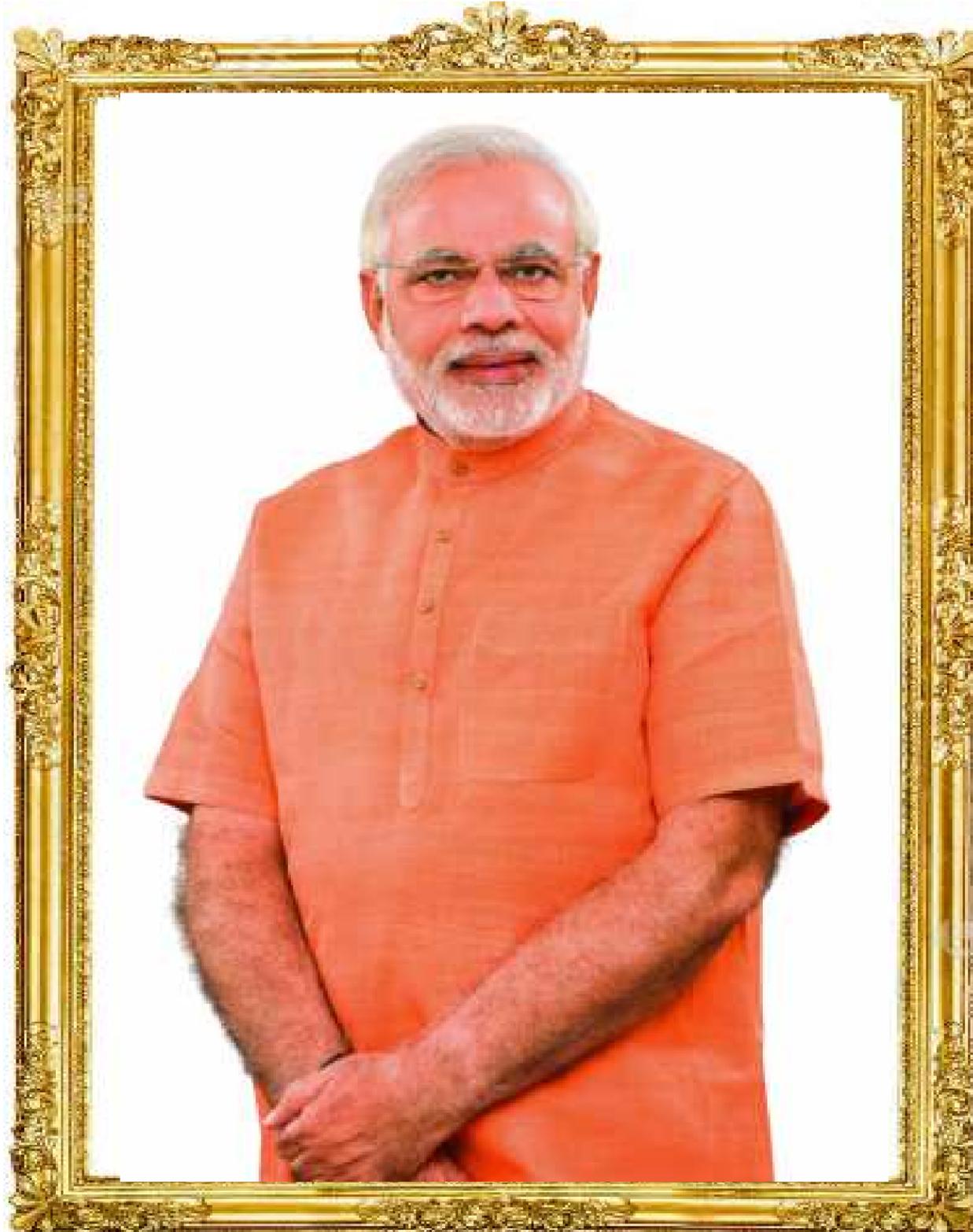
2019

Published in India



The layout, design, artistic analysis and pagemaking have been successfully completed in the record time by the CIU Dedicated Team of Dr. Avinash Chiranjeev and Ms. Neelam Joshi at IIEE, New Delhi.

Chancellor Dr. Priya Ranjan Trivedi presenting his Book titled "Ram Nath Kovind : From Ranks to Raisina" to the President of India Hon'ble Shri Ram Nath Kovind soon after he took Oath as the President of India.



Hon'ble Shri Narendra Damodardas Modi, the Prime Minister of India who has dedicated himself for making our country one of the most prosperous countries of the world.



The Message sent by the Hon'ble Prime Minister of India Shri Narendra Modi to the President of the Confederation of Indian Universities Dr. Priya Ranjan Trivedi.

C O N T E N T S

	<i>Page Number</i>		<i>Page Number</i>
Message from the Hon'ble Prime Minister of India Shri Narendra Modi	3	Chapter 45 Pictorial Details of 1978	245
Editorial Preface	5	Chapter 46 Pictorial Details of 1979	246
Chapter 1 About the Publisher : Dr. Keshav Baliram Hedgewar Vishwa Hindu Vidyapeeth	7	Chapter 47 Pictorial Details of 1980	249
Chapter 2 About the Co-publisher : The Ramphal Foundation	8	Chapter 48 Pictorial Details of 1981	261
Chapter 3 Brief Details of Dr. Priya Ranjan Trivedi, his Wife and two Daughters	9	Chapter 49 Pictorial Details of 1982	263
Chapter 4 Birth of Priya Ranjan Trivedi (Bam Bhola)	11	Chapter 50 Pictorial Details of 1983	273
Chapter 5 Marriage of Priya Ranjan Trivedi with Nisha Jeewachh	13	Chapter 51 Pictorial Details of 1984	281
Chapter 6 Yearwise Details of Dr. Priya Ranjan Trivedi (13 th March 1950 onwards)	19	Chapter 52 Pictorial Details of 1985	288
Chapter 7 Understanding the Philosophy and Communication Methodology of Dr. P. R. Trivedi	30	Chapter 53 Pictorial Details of 1986	305
Chapter 8 The Childhood and the Formative Years of Priya Ranjan Trivedi	32	Chapter 54 Pictorial Details of 1987	320
Chapter 9 The Academics and the Professional Accomplishments of Priya Ranjan Trivedi	34	Chapter 55 Pictorial Details of 1988	334
Chapter 10 The Strengthening of the Post-Marriage Bonding with his Better-Half	36	Chapter 56 Pictorial Details of 1989	349
Chapter 11 Priya Ranjan Trivedi, the Environmentalist and the Genesis of IIEE	37	Chapter 57 Pictorial Details of 1990	352
Chapter 12 Education's Divine Emissary	51	Chapter 58 Pictorial Details of 1991	363
Chapter 13 Masterplan Paradigm Envisaged by Dr. P.R. Trivedi in the area of Tertiary Education	68	Chapter 59 Pictorial Details of 1992	369
Chapter 14 New Paradigm Developed by Dr. PRT for a Confederative Approach to Education	70	Chapter 60 Pictorial Details of 1993	386
Chapter 15 For Whom Books have been a Way of Life	80	Chapter 61 Pictorial Details of 1994	392
Chapter 16 Priya Ranjan Trivedi : The Knowledge Evangelist	85	Chapter 62 Pictorial Details of 1995	410
Chapter 17 Unique Ideas of Dr. PRT regarding Institution Building, Visioning and Venturing	95	Chapter 63 Pictorial Details of 1996	448
Chapter 18 Elucidating on the Linkages between Higher Education and Employment Generation	97	Chapter 64 Pictorial Details of 1997	497
Chapter 19 Dr. P.R. Trivedi's Vision of Vocationalisation through Skill Development	101	Chapter 65 Pictorial Details of 1998	547
Chapter 20 Dr. Priya Ranjan Trivedi as a Peace Ambassador	108	Chapter 66 Pictorial Details of 1999	579
Chapter 21 Presidential Speech during Peace, Mercy and Tolerance Summit	117	Chapter 67 Pictorial Details of 2000	609
Chapter 22 Dr. Priya Ranjan Trivedi - The Philanthropist	122	Chapter 68 Pictorial Details of 2001	642
Chapter 23 Sahbhagi for All Times	131	Chapter 69 Pictorial Details of 2002	670
Chapter 24 Dr. Priya Ranjan Trivedi is Proud of his Daughters	139	Chapter 70 Pictorial Details of 2003	686
Chapter 25 Awards and Appreciations for Priya Ranjan Trivedi	141	Chapter 71 Pictorial Details of 2004	703
Chapter 26 Untold Incidents and Stories from Dr. Priya Ranjan Trivedi's Life	142	Chapter 72 Pictorial Details of 2005	714
Chapter 27 Friends and the Eulogical Club of Dr. Priya Ranjan Trivedi	145	Chapter 73 Pictorial Details of 2006	722
Chapter 28 Institution Building Principles and Practices Propounded by Dr. P. R. Trivedi	153	Chapter 74 Pictorial Details of 2007	732
Chapter 29 Institution Building is Nation Building	188	Chapter 75 Pictorial Details of 2008	743
Chapter 30 Suggestions of Dr. P.R. Trivedi for Modifying India's Developmental Policies	189	Chapter 76 Pictorial Details of 2009	750
Chapter 31 Didactical Methodology Developed by Priya Ranjan Trivedi	213	Chapter 77 Pictorial Details of 2010	753
Chapter 32 Yearwise Pictorial Details of Dr. P.R. Trivedi since his Childhood from the Year 1950	214	Chapter 78 Pictorial Details of 2011	761
Chapter 33 Pictorial Details of 1966	225	Chapter 79 Pictorial Details of 2012	768
Chapter 34 Pictorial Details of 1967	228	Chapter 80 Pictorial Details of 2013	782
Chapter 35 Pictorial Details of 1968	229	Chapter 81 Pictorial Details of 2014	790
Chapter 36 Pictorial Details of 1969	231	Chapter 82 Pictorial Details of 2015	810
Chapter 37 Pictorial Details of 1970	232	Chapter 83 Pictorial Details of 2016	821
Chapter 38 Pictorial Details of 1971	233	Chapter 84 Pictorial Details of 2017	829
Chapter 39 Pictorial Details of 1972	235	Chapter 85 Pictorial Details of 2018	862
Chapter 40 Pictorial Details of 1973	236	Chapter 86 Pictorial Details of 2019	905
Chapter 41 Pictorial Details of 1974	238	Chapter 87 What have the Foreigners said about Karmayogi Dr. Priya Ranjan Trivedi?	917
Chapter 42 Pictorial Details of 1975	241	Chapter 88 Family Tree of Dr. PRT starting from his Grand Father Shri Ramphal Trivedi	923
Chapter 43 Pictorial Details of 1976	243	Chapter 89 Elders, Guardians, Near and Dear Ones Whose Blessings Dr. PRT gets from Heaven	924
Chapter 44 Pictorial Details of 1977	244		

PREFACE

It would be sheer imprudent to define the Charismatic Prof. Dr. Priya Ranjan Trivedi as merely an educationist for the man has myriads of other feathers in his cap. The fact of the matter is that the phenomenon named “Priya Ranjan Trivedi” as he is fondly referred to by his admirers and friends, has scaled many peaks and realms in his five decade long illustrious career. Besides being a noted educationist of the country, he has etched his name in the history books for being a protagonist in the field of environmental sciences. The credit for setting up the premier Indian Institute of Ecology and Environment (IIEE) and a host of other developmental institutions dealing with management, administration, sustainability, human rights, intellectual property rights, bioinformatics, geoinformatics, peace studies, conflict resolution, total quality management, nanotechnology etc. goes to this renowned environmental scientist of the country.

He is the Founder Chancellor of Indira Gandhi Technological and Medical Sciences University (IGTAMSU) Arunachal Pradesh, The Global Open University Nagaland (TGOUN) as well as the President of the Confederation of Indian Universities (CIU) which is a national umbrella for the country's 1000+ universities. He holds the unrivalled distinction for excelling in the new and emerging area of neology and neocracy for his passion for evolving new doctrines for solving different problems of the world in general, and of India in particular. As for his academic qualifications, he holds a Bachelor's, Master's and Doctoral Degrees in the areas of Engineering, Management and Human Rights respectively.

A visionary, a benefactor, a liberal minded management thinker, a gifted motivational orator, a philanthropist, a philosopher, Prof. Dr. Priya Ranjan Trivedi has been the force and inspiration behind numerous institutions and establishments which is precisely why he is more often than not, hailed as a top ranked institution builder. Albeit countless of articles have been written on this legendary figure by journalists, scholars, academicians, policy makers, bureaucrats, and more importantly by his admirers, there was always the need to pen a full-fledged biography on this unique creation of God. As a matter of sheer serendipity, I feel privileged to be bestowed with this life time opportunity of dedicating a book to someone who has devoted a life towards the cause of enlightening the masses through his books, lectures, institutions, workshops, seminars, summits, conclaves, symposiums, congresses, conferences etc.

When we came in contact with him many years ago along with our friends in an event at the India International Centre, New Delhi, what really caught my fancy in the first instance was his vast and precise knowledge about environment. The hall where he was delivering his lecture was not just packed to the core, but every single being stood rapt in complete dedication.

As a regular to events in India Habitat Centre and the India International Centre, I was enthralled to see an audience spanning different age groups deeply engrossed in

what was getting imparted to them by the indefatigable Dr. Priya Ranjan Trivedi at his zealous best. His opening statement in one of the events organized some fifteen years ago has remained etched in my mind till date. Dr. Priya Ranjan Trivedi addressing an audience that comprised foreign Ambassadors as well as senior Indian bureaucrats shared, “As an educationist and an institution builder, I am pledged to the cause of the society, and those in seek of my guidance. In that sense, I treat all my students as I would treat my own kids. My emphasis has been to devote maximum possible time for the cause of society as it justifies my existence as a mentor.”

Dr. Priya Ranjan Trivedi's animated extempore interaction had such a huge impact on the audience that it not only overshadowed the speeches of the other two key speakers, but took away the sheen from the speech of the Chief Guest of the evening who was known for his astounding rhetorical skills. Through a close acquaintance of Dr. Priya Ranjan Trivedi, we came to know the other distinct aspect about him which was his obsession for organizing or participating in intellectually oriented events with a strong underlying theme and objective.

It later came to light that events had been a way of life for Dr. Priya Ranjan Trivedi since his early twenties predominately as he perpetually deemed them to be a robust vehicle for translating the germane ideas and plans into action. It is difficult to miss the radiance on Dr. Trivedi's face when you quiz him on the number of times he has been instrumental in organizing an event at the IIC.

We got a befitting reply when we raised the same old question to him pertaining to the number of times an event at IIC had been organized by him. Tongue in cheek, Dr. Priya Ranjan Trivedi remarked that he should be rewarded for having organized a record number of events at one of the country's elitist cultural and academic centre, the IIC.

In this sense, he has indubitably been a perfect cultural and intellectual Ambassador in the truest sense for not only connecting the different dots scattered at different places and orbits, but also for giving the world a new dimension and fodder to respectively gaze at, and ponder over. In subsequent interactions with Dr. Trivedi's close comrades, we came to learn that he remains an “enigma” for most of them despite having spent a lifetime of bonding together.

During an evening walk in the neighbourhood Park of Paryavaran Complex, a close friend of Dr. Priya Ranjan Trivedi, whose name is Dr. Subhash Chandra, a retired Professor of English shared the following. Said he, Prof. Priya Ranjan Trivedi is everyone's friend, but one can never claim to have understood him fully. This because every time you think that you are close to understanding him fully, a stunning new facet about Dr. Priya Ranjan Trivedi will emerge leaving you completely baffled. As a result, one more often than not, goes back more confused than enlightened. Simply put, it is imprudent to stake claim to having unravelled the enigma named “Dr. Priya Ranjan Trivedi” as there are always some, or the other new refreshing facets emerging from his life during

the chance meetings and rendezvous with him.

While tracking and compiling his extraordinary journey over the years through this book, it has been an extremely enriching experience for us in our capacity as the Editors of the Book titled “The Man Ahead of His Time”. Actually we wanted to name this Book as “PRT-A Phenomenon”. But after getting suggestions from his admirers we kept the earlier name intact. In all humility, we have to confess that it has indeed been one herculean task in putting into shape and figure the amazing and colourful life story of Dr. Priya Ranjan Trivedi. This for the simple reason that there are countless of dimensions to this man's life that one needs to assiduously take into perspective for doing justice to his larger than life persona.

In order to do justice to his celebrated life, we had to do a lot of running about from one place to the other in our quest for garnering the best and the updated information on Dr. Priya Ranjan Trivedi. We had to spend hours together with his family members, friends, colleagues, admirers and students. It was a mammoth task going through his enormous collection of academic books, encyclopedias and pictures. The man in his lifetime has literally left no stone unturned in leaving behind a never to be emulated legacy of books and academic institutions. His priceless repertoire of books and encyclopedias are inevitably bound to enlighten future generations in times to come, and open new frontiers of career prospects and growth opportunities for them. It was irrefutably a daunting exercise to pen the multifaceted phases of Dr. Priya Ranjan Trivedi's life in its present form, and we thank the Almighty for all the blessings

The objective of the book besides paying flowing accolades to the phenomenon named Dr. Priya Ranjan Trivedi is to inspire the mankind to take a leaf out of this extraordinary life, and make a mark for them by doing something noteworthy and substantial. He has been a protagonist in the real sense, and played a momentous role in spreading awareness about environment both theoretically as well as practically through different campaigns and noteworthy initiatives. He has laid the foundation stone for many new school of thoughts and institutions that will have colossal relevance in the present day scenario as well as times to come. Though he hailed from an affluent pedigree, life sprung many encumbrances and hurdles in his path. However with his sheer dedication, focus and perseverance, he was able to overcome all the challenges, and emerge winner with flying colours.

For Dr. Priya Ranjan Trivedi, age is just a number, and with the advent of a new year, he is delivering a new school of thought, ideology and a whole new institution with a fresh lease of life. Neither time nor tide seems to have withered the indomitable spirit of this man who believes in living life to the fullest, and celebrating life 365 days a year. Our Salutations to the Institution named “Dr. Priya Ranjan Trivedi” who has played a sterling role in shaping and grooming the careers of countless young, and not so young minds, that have come in touch with him at different points of their lives and careers in India and overseas both. This Book is being dedicated to the intellectuals on the occasion of the International Day of Peace i.e. on 21st September 2019.

Ms. Neelam Joshi Dr. Avinash Chiaranjeev Dr. Utkarsh Sharma Dr. Uttam Kumar Singh Dr. Markandey Rai
Head Publications, IIEE Head, IT Division, IIEE Pro Chancellor, IGTMASU Chancellor, TGOUN Chancellor, IGTMASU



Chancellor Dr. Priya Ranjan Trivedi presenting a Bouquet to the Vice President of India Shri M. Venkaiah Naidu at the Vice President's House, 6 Maulana Azad Road, New Delhi.

ABOUT THE PUBLISHER : Dr. KESHAV BALIRAM HEDGEWAR VISHWA HINDU VIDYAPEETH

Dr. Keshav Baliram Hedgewar Vishwa Hindu Vidyapeeth, the official publishers of this unique book was established and inaugurated by the Prime Minister of India on 26th May 1996 at New Delhi with the main objective of further promoting the oldest religion of the world i.e. Hinduism. The idea is to promote Hinduism which contains a broad range of philosophies linked by shared concepts, recognisable rituals, cosmology, shared textual resources and pilgrimage to sacred sites. It has been proposed to further circulate the Hindu texts (Sruti and Smrti) with a view to discussing the different aspects like theology, philosophy, vedic, yajna, mythology, yoga agamic rituals and temple.



Dr. Priya Ranjan Trivedi and the Prime Minister of India Shri Atal Bihari Vajpayee jointly discussing the proposal of Dr. Keshav Baliram Hedgewar Vishwa Hindu Vidyapeeth at his residence in New Delhi on 26th May 1996.

Dr. Keshav Baliram Hedgewar Vishwa Hindu Vidyapeeth wishes to research on major scriptures including the Vedas, Upanishads, the Bhagvad Gita the Ramayana and the Agamas. Hinduism is the world's third largest religion although Hinduism is called the oldest religion of the world, constitute about 1.15 billion, or 15-16% of the global population.

As Hinduism is the most widely professed faith in India, Nepal, Mauritius, Fiji, Guyana, Surinam, Trinidad and Tobago, it is also the predominant religion in Bali, Indonesia.

It is high time that Dr. Keshav Baliram Hedgewar Vishwa Hindu Vidyapeeth starts formal and nonformal training programmes not only in the area of Hinduism but also in the specialised areas of interfaith and inter-religious studies without any delay in order to mitigate the disastrous effects of religious intolerance all over the world.

The word Hindu is derived from Indo-Aryan/Sanskrit root Sindhu. The Proto-Iranian sound change occurred between 850–600 BCE, according to Asko Parpola.

The use of the term Hinduism to describe a collection of practices and beliefs is a recent European construction, the term "Hindu" was coined in position to other religions and used to describe those that were not of the other religions. Before the British began to categorise communities strictly by religion, Indians generally did not define themselves exclusively through their religious beliefs; identities were segmented on the basis of locality, language, caste, occupation and sect.

It is believed that Hindu was used as the name for the Indus River in the northwestern part of the Indian subcontinent (modern day Pakistan and Northern India). According to Gavin Flood, "The actual term Hindu first occurs as a Persian geographical term for the people who lived beyond the river Indus (Sanskrit: Sindhu)", more specifically in the 6th century BCE inscription of



The Prime Minister of India Shri Atal Bihari Vajpayee advising the action plan for the smooth running of Keshav Baliram Hedgewar Vishwa Hindu Vidyapeeth at his residence in New Delhi on 26th May 1996.

Darius I (550–486 BCE). The term Hindu in these ancient records is a geographical term and did not refer to a religion. Among the earliest known records of 'Hindu' with connotations of religion may be in the 7th century CE Chinese text Record of the Western Regions by Xuanzang, and 14th century Persian text Futuhu's-salatin by 'Abd al-Malik Isami.

Thapar states that the word Hindu is found as heptahindu in Avesta – equivalent to Rigvedic sapta sindhu, while hndstn (pronounced Hindustan) is found in a Sasanian inscription from the 3rd century CE, both of which refer to parts of northwestern

South Asia. The Arabic term al-Hind referred to the people who live across the River Indus. This Arabic term was itself taken from the pre-Islamic Persian term Hindu, which refers to all Indians. By the 13th century, Hindustan emerged as a popular alternative name of India, meaning the "land of Hindus".

The term Hindu was later used occasionally in some Sanskrit texts such as the later Rajataranginis of Kashmir (Hinduka, c. 1450) and some 16th- to 18th century Bengali Gaudiya Vaishnava texts including Chaitanya Charitamrita and Chaitanya Bhagavata. These texts used it to distinguish Hindus from Muslims who are called Yavanas (foreigners) or Mlecchas (barbarians), with the 16th century Chaitanya Charitamrita text and the 17th century Bhakta Mala text using the phrase "Hindu dharma". It was only towards the end of the 18th century that European merchants and colonists began to refer to the followers of Indian religions collectively as Hindus.

The term Hinduism, then spelled Hindooism, was introduced into the English language in the 18th century to denote the religious, philosophical, and cultural traditions native to India. Definitions. Hinduism includes a diversity of ideas on spirituality and traditions, but has no ecclesiastical order, no unquestionable religious authorities, no governing body, no prophet(s) nor any binding holy book; Hindus can choose to be polytheistic, pantheistic, panentheistic, pandeistic, henotheistic, monotheistic, monistic, agnostic, atheistic or humanist. Ideas about all the major issues of faith as well as lifestyle including: vegetarianism, nonviolence, belief in rebirth, even caste, are subjects of debate, not dogma.

Because of the wide range of traditions and ideas covered by the term Hinduism, arriving at a comprehensive definition is difficult. The religion "defies our desire to define and categorize it". Hinduism has been variously defined as a religion, a religious tradition, a set of religious beliefs, and "a way of life" From a Western lexical standpoint, Hinduism like other faiths is appropriately referred to as a religion.



The Prime Minister of India Shri Atal Bihari Vajpayee advising the action plan for the smooth running of Keshav Baliram Hedgewar Vishwa Hindu Vidyapeeth to Dr. Priya Ranjan Trivedi at his residence on 26th May 1996



Dr. Priya Ranjan Trivedi is thanking the Prime Minister of India Shri Atal Bihari Vajpayee for inaugurating Keshav Baliram Hedgewar Vishwa Hindu Vidyapeeth on 26th May 1996 at his residence in New Delhi.

Chapter 2
ABOUT THE CO-PUBLISHER : THE RAMPHAL FOUNDATION

The Ramphal Foundation was established at Muzaffarpur in January 1934 after it was felt that the rehabilitation work for the earthquake victims must be initiated without any delay. This Foundation was inaugurated by Mahatma Gandhi on Friday, 16th March 1934 at Muzaffarpur after the worthy sons of His Eminence Ramphal Trivedi (44) namely Ram Lakhan Trivedi (24), Rajendra Trivedi (19) and Surendra Trivedi (15) spared the hard earned savings of their mother Kalawati Trivedi for giving birth to this Foundation at the behest of Mahatma Gandhi.



Mahatma Gandhi inaugurated The Ramphal Foundation at Muzaffarpur on 16th March 1934 for motivating the Founders to participate in the rehabilitation programmes for those affected all over Bihar and Nepal due to the 1934 Earthquake.

More than 1000 volunteers were appointed in the Foundation. After the initial training for one week, all the volunteers were deputed to different places in Bihar and in the eastern part of Nepal.

The 1934 Nepal–Bihar earthquake or 1934 Bihar–Nepal earthquake was one of the worst earthquakes in the history of Nepal and Bihar. This 8.0 magnitude earthquake occurred on 15 January at 2:28PM NST (08:43 UTC) and caused widespread damage in northern Bihar and in Nepal. The epicentre for this event was located in eastern Nepal about 9.5 km (5.9 mi) south of Mount Everest. The areas where the most damage to life and property occurred extended from Purnea in the east to Champaran in the west (a distance of nearly 320 km (200 mi)), and from Kathmandu in the north to Munger in the south (a distance of nearly 465 km (289 mi)). The impact was reported to be felt in Lhasa to Bombay, and from Assam to Punjab. The earthquake was so severe that in Kolkata, around 650 km (404 mi) from epicenter, many buildings were damaged and the tower of St. Paul's Cathedral collapsed.

One noteworthy phenomenon of this earthquake was that sand and water vents appeared throughout the central vents of the earthquake area. The ground around these sand fissures subsided, causing more damage. Extensive liquefaction of the ground took place over a length of 300 km (called the slump belt) during the earthquake, in which many structures went afloat. Gandhi visits after the earthquake

In Muzaffarpur, sand fissures erupted at several places in town. The wells were choked with sand, while water levels in tanks became shallower due to sand deposited in the tank beds. Most of the buildings in Muzaffarpur were damaged. All the kutcha (ramshackle) buildings collapsed, while other pukka (solidly built) buildings suffered damage due to sinking and cracking of the ground. Damage The three major towns of the Kathmandu Valley in Nepal—Kathmandu, Bhaktapur and Patan—were severely affected and almost all the buildings collapsed. Large cracks appeared in the ground and several roads were damaged in Kathmandu; however, the temple of Pashupatinath, the guardian deity of Nepal, escaped any damage.

In Sitamarhi, not a single house was left standing. In Bhagalpur district also many buildings collapsed. In Patna, only one castle remained standing, with the rest of the city being turned to

ruddle. In Rajnagar, near Madhubani, all the Kutcha buildings collapsed. The buildings of Darbhanga Raj, including the famous Naulakha Palace, were severely damaged. In Jharia the earthquake led to further spread of underground fire. The town of Birgunj was destroyed, along with its telephone line to Kathmandu.

The number of deaths was 10,700 to 12,000 with 7,253 recorded in Bihar.

A 1935 work by Major General Brahma Shamsheer documenting the event, *Nepalko Maha Bhukampa 1934*, stated that this was Nepal's most destructive earthquake in living memory, and praised the Nepalese Army for its work in relief efforts.

After visiting all over Bihar starting from Muzaffarpur, Mahatma Gandhi wrote that the Bihar earthquake was providential retribution for India's failure to eradicate untouchability. In Bihar, Sri Babu (Shri Krishna Sinha) and the other great leader Anugrah Babu (Anugrah Narayan Sinha), threw themselves into relief work and they were fully assisted by The Ramphal Foundation.

During the past 85 years since the inception of The Ramphal Foundation, every year many need based developmental programmes have been organised in different villages of Muzaffarpur with a special reference to untouchability, adult education, functional literacy, non-formal education, health awareness, poverty alleviation, rural development, entrepreneurship development, disaster preparedness etc.

After the sad demise of one of the Founders, Shri Ram Lakhan Trivedi in the year 1951 and of His Eminence Ramphal Trivedi in the year 1953, the work of The Ramphal Foundation was further implemented and promoted by the two brothers : Shri Rajendra Trivedi and Shri Surendra Trivedi. The action programmes of the Foundation were extended to different Districts of West Bengal with the main office in Calcutta. Unfortunately Shri Rajendra Trivedi died at the age of 46 in the year 1962.

The developmental programmes of The Ramphal Foundation were carried out by Shri Surendra Trivedi and his nephew (eldest son of Shri Rajendra Trivedi), Shri Jitendra Trivedi (25). Other activities of the Foundation included training in the specialised areas of dairy science, rural entrepreneurship, small and tiny industries development, garbage management, cleanliness, hygiene and sanitation education to the students and teachers of different types of primary, middle as well as secondary schools besides colleges situated in different parts of North Bihar, South Bihar and West Bengal.

After Shri Jitendra Trivedi and Shri Surendra Trivedi left for their heavenly abode in the year 1996 and 2007 respectively, The Ramphal Foundation is being managed under the leadership of His Nobleness Karmayogi Dr. Priya Ranjan Trivedi.



A view of the damaged buildings and properties due to the 1934 Earthquake.

BRIEF DETAILS ABOUT Dr. PRIYA RANJAN TRIVEDI, HIS WIFE AND TWO DAUGHTERS

Dr. Priya Ranjan Trivedi (69) is the world renowned environmental scientist, institution builder and a charismatic leader with more than 46 years of teaching and training experience in different areas of ecology, environment, disaster management, sustainable development, peace studies, conflict resolution, human rights, intellectual property rights, ecological tourism, geriatric care and institution building strategies.

He is the Founder Chancellor/Plenipotentiary of the State University “The Global Open University Nagaland” and Founder Chancellor of the “Indira Gandhi Technological and Medical Sciences University”, Arunachal Pradesh. He has been responsible for the establishment of many universities and professional / vocational institutions in India as well as in other countries of the world.

He has authored the World Encyclopaedias on emerging subjects like environmental sciences, remote sensing, health care, global peace and security, production and operations management, materials management, bioinformatics, green business management, geriatric care, habitat and population studies etc.

As the President of the Confederation of Indian Universities (CIU) created during the NDA regime in the year 2004, Dr. Priya Ranjan Trivedi has tried to unite all the 900+ universities in the country for optimising the available resources in the country with a view to stopping the duplication of efforts in the area of higher and tertiary education. During his visits to different countries including USA, UK, Italy, Spain, France, Germany, Sri Lanka, Nepal, South Korea, Mongolia, Zambia, Uganda, Ethiopia, Maldives, Indonesia, Russia, Poland and Thailand, Dr. P R Trivedi has been transferring the appropriate technologies of institution building from India to the rest of the world.

He has been felicitated in many countries of the world for his outstanding contribution in the areas of alternative dispute resolution, diplomatic studies, interfaith studies, spiritual development, sustainable development, drugless therapies, geriatric care education etc.

Dr. Priya Ranjan Trivedi has designed a masterplan paradigm for leading India by providing appropriate guidance to the Government of India in the areas of skill development, entrepreneurial leadership besides managerial competence among the young boys and girls by advocating the slogan “Catch Them Young” so that they could finally become didactics to educate their fathers, mothers, teachers and colleagues, rather the entire neighbourhood with no worries and miseries in the country.

Dr. Priya Ranjan Trivedi is the first person in India to have thought of vocationalising the existing careers of young boys and girls by giving them employment centric education with a view to solving the problems of employment as well as unemployableness. He has designed more than 2100 skill based courses with self-instructional study materials for ensuring perfect training in order to achieve the milestone of producing 550 million skilled persons in the country by the year 2030.

Dr. Priya Ranjan Trivedi has envisaged that the two main problems of our country i.e. unemployment and pollution have to be tackled by creating environment friendly and sustainable jobs by designing a job creation policy which could be sustained by the mother earth of our country.

Dr. Priya Ranjan Trivedi has been pioneer in introducing “CLEANLINESS, HYGIENE AND SANITATION EDUCATION (CHASE)” Project for making the students of the schools, colleges and universities aware regarding making their minds cleaner as well as greener.

He is the first person to have authored biographies of the great leaders like Shri Atal Bihari Vajpayee,

Shri Narendra Modi and Shri Ram Nath Kovind. The Book “Ram Nath Kovind : From Ranks to Raisina” was presented to the President of India in July 2017.

The Book on “Rashtriya Swayamsewak Sangh” in Hindi as well as in English written by Dr. Priya Ranjan Trivedi was released by Dr. Mohan Bhagwat, the learned Sarsanghchalak of RSS in February 2018.

His latest publications on Diplomacy, International Relations, Foreign Policies, and Regional Development of Arunachal Pradesh, Bihar, Haryana, Nagaland, Gujarat, Chhattisgarh, Mizoram, Tripura, Uttar Pradesh, Delhi, Himachal Pradesh have duly been appreciated in the schools, colleges, universities and in the Government Libraries.

He has received many national and international awards including Fountain of Universal Peace Award of United States of America’s IAERP - Affiliated to ECOSOC of the United Nations signed by Dr. Joachim Schuster, Secretary General, World Peace Academy’s Mahatma Gandhi International Award from Alabama, USA signed by the President Dr. Charles Mercieca, Academie Europeenne Des Arts, Paris Special Diplome “Ad Honores” signed by the President M. Mourice GIBERT, World Distance Learning Virtual University Administration Award from Comision De Educacion A Distancia, Madrid signed by the President, Dr. Alfonso Roldan More, Spanish Environmental Health Award of FESAMA, The Spanish Association Professionals in Occupational Health and Environment signed by the President Dr. F. Dessart, International Environmental Law Academician Award of Institute Des Affaires Internationales, Paris, Conseil Academique Award of Universite Libre Des Sciences De L’homme De Paris, UN News Award signed by the Editor-in-Chief, Dr. Lee Jon Young, Best Environmentalist Award of the International Scientific Academy of Life Universe and Nature, Toulouse, France, Alliance Universelle Pour La Paix Par La Connaissance (AUPAC) Global Award on Peace, Mercy and Tolerance Cosponsored by Association Internationale des Educateurs pour la Paix Mondiale (AIEPM), Brussels.

He is keen to transfer the appropriate technologies developed by him during 46 years of his career.



Her Hubleness Madam Nisha Jeewachh Trivedi (1956-2017) was the Better-Half of Zealous and Renowned Institution Builder Dr. Priya Ranjan Trivedi and the mother of the two daughters Sonu and Tannu.



She had actively cooperated with her husband in the proper management, administration and implementation of different programmes as well as projects having social, cultural, legal, environmental, technical and economic content for the optimum development of the Institutions established by her team with a view to solving different problems of our country like peacelessness, poverty, greed, unemployment, insurgency, pollution, faulty educational system and population explosion.

During her stay at New Delhi from the year 1988 to 2017, she was responsible for taking care of the hospitality related requirements of the institutions built and created at Paryavaran Complex, New Delhi in the areas of environmental education, disaster management, sustainable development, peace studies, conflict resolution, intellectual property rights, human rights, biotechnology, bioinformatics, nanotechnology etc.

She had duly endorsed the importance of the girl child and accordingly groomed her daughters to become important and talented educators and didactics for serving the nation with full of zeal and enthusiasm so that the Government of India and the Indian Citizenry could use their knowledge to the fullest extent of their abilities.

She was a dedicated environmentalist, animal lover, spiritualist and a housewife. She is remembered as the Annapoorna by all those who used to visit her residence or the outfits created by her not only at New Delhi but also at Dehradun, Vrindavan, Goa, Patna, Muzaffarpur and many other places.

While cooperating with her husband and family members, she is credited to have joined the team of organisers for successfully conducting more than 100 seminars, symposia, workshops, congresses, conventions and conferences at India International Centre, New Delhi.

A Memoir in her memory running into more than 600 pages with more than 1000 rare photographs has been published in her memory after she left for heavenly abode as she suffered from a deadly disease known as undifferentiated carcinoma.

Dr. Sonu Trivedi (43), M.A., M.Phil., MBA, Ph.D. is working as the Director of the Indian Cultural Centre, Seoul, South Korea under deputation by the Ministry of External Affairs, Government of India.



Prior to the present assignment she was deputed at the Nehru Memorial Museum and Library as the Fellow.

She has been an Assistant Professor in Department of Political Science, Zakir Husain Delhi College in the University of Delhi since 2006, has more than 19 years of academic and research experience.

She was a student of Political Science at Lady Shri Ram College under the University of Delhi and completed her Ph.D. from the School of International Studies, Jawaharlal Nehru University. Her research is focused on Southeast Asia-Myanmar being her core area of interest. She has been following political developments in Myanmar since more than a decade and has written extensively about it. She has actively participated in various national and international Conferences and contributed articles and research papers for leading newspapers, magazines and journals.

She was a Visiting Fellow at Institute of Asia Pacific Studies, Chinese Academy of Social Sciences, Beijing (2011), Member of Myanmar Core Group at Indian Council of World Affairs (2014) and a Visiting Faculty at IIM, Indore (2015-16).

She has also completed ICSSR Project on “Democratisation in Myanmar : Progress and Prospects” (2011), Dynamics of India-China Engagement in Myanmar (2014) and UGC Major Research Project on “National Reconciliation Process in Myanmar” (2014). She has compiled a book titled “A Handbook of International Organisations” (2005).

Her book titled “Transition from Authoritarianism to Democracy: A Comparative Study of Indonesia and Myanmar” was published in early 2015.

Her latest book titled “Democratisation in Myanmar : Progress and Prospects” was launched at Nehru Memorial Museum and Library, New Delhi on 16 November 2018.

She has also been working as the Honorary Director at the Centre for Vietnam Studies, established with the active cooperation of the Government of Vietnam and the Embassy of the Vietnam at New Delhi, India.

Dr. Tanuja Trivedi (40), M.Sc., Ph.D. having more than 16 years of vocational experience is a known author, activist as well as ecofeminist dedicated for the cause of national and international development in general and women and gender development in particular.



In the capacity of the Director General of the Women’s Agency for Generating Employment and the Indian Institute of Ecology and Environment, New Delhi, she has been engaged in actively developing a master plan as well as a paradigm for ensuring proper training of women in the new and emerging areas of rural urban entrepreneurship in addition to developing a neological as well as a neocratic approach to empowering the girl child, developing strategies for the young women and ensuring all the geriatric needs of the elderly women specially living below the poverty line. She has been chosen by many international organisations for getting felicitated based on her outstanding contribution.

After successfully completing her Ph.D. in the area of Human Rights, she has been launching many new projects and programmes under the aegis of the Indian Institute of Human Rights. The World Women Summit 2017 / 2018 organised by her has been appreciated by the women fraternity not only in India but in other developing as well as developed countries of the world.

Recently she has been able to edit and produce the 50 Volume World Encyclopaedia on Women with volumewise topics including Feminist Theology; Feminine Psychology; Feminist Theories; Status of Women; Women’s Education; Crime Against Women; Violence Against Women; Women : Family, Marriage and Social Operation; Gendering Work, Feminism and Postmodernism; Women’s Welfare; Women’s Health; Fertility, Contraception and Family Planning; Women’s Challenges; Contemporary Women’s Studies; Women’s Empowerment; Women and Entrepreneurship; Women in Politics; Equitable Development for Women; Women in North East India; Gender Sensitisation; Economic Development of Women; Political Socialisation of Women; Women and Religion etc.

She has visited many countries including France, Germany, Belgium, The Netherlands, Greece and Switzerland in connection with discussions with the like minded institutions for promoting the cause of human rights as well as mother earth protection.

She has been felicitated with many Awards and Accolades.

Chapter 4
BIRTH OF PRIYA RANJAN TRIVEDI (BAM BHOLA)

It was a very fortunate day for the Parents Rajendra Trivedi and Savitri Trivedi as a male child was born today i.e. on 13th March 1950 at 11.54 am at Muzaffarpur. The joy of the grandfather Ramphal Trivedi knew no bounds after hearing this news. The uncles Ram Lakhan Trivedi and Surendra Trivedi were overwhelmed over this welcome news. Renowned astrologers and predictors were invited to make the horoscope and to enlighten the family members about the fate of the male child.

It was suggested that the nick name and the real name of this newly born child will be “Bam Bhola” and “Priya Ranjan” respectively. It was predicted that as a Pisces born on this day at 11.54 am, he will have a tremendous ability to be spiritual and idealistic. He will make a big deal of the fact that he will have a strong sense of intuition.

Regardless of how much he perceives and regardless of how much experience he will have with anything, it seems like he will have a knack for making the right decisions at the right time.

It was also advised to keep in mind that this was one of those things that his experience had to catch up with. In other words, he will have to have a solid bedrock of experience for his intuition to continue producing the right results.

If he gets ahead of himself and he becomes overly confident, then his problems will start to magnify.

He may do himself a favour and understand that his intuition is actually something that he should use in hindsight. It's definitely not something that he should use ahead of time because it can lead to all sorts of unfortunate situations.

As he is born on March 13th, 1950, it is probably one of the most presumptuous romantic signs of the horoscope. What this means is that he tends to read too much into situations.

He will presume that certain things exist when, in reality, they don't. At best, things are rather gray or neutral, and at worst, they are completely opposite of how he will perceive things.

Still, he will often define himself based on his intuitions and he will just charge ahead.

While he may have hit the bullseye from time to time in the past, he can't rely on being right in the future. Seriously, it will only take one false move for his whole emotional house to come crashing down around his shoulders.

He is best suited for careers that involve confidence. He would make for great educational leader and entrepreneur.

He will tend to have such a pronounced confidence due to his seemingly innate ability to make the right call. Nobody can really fault him for becoming a little bit cocky or overconfident because it will seem like he can't go wrong.

He will have the right kind of attitude can lead to all sorts of pitfalls when it comes to matters of the heart, but when it comes to his career or business opportunities, he will be given a lot more leeway.

He will always remember that failure is the best teacher. So if he overextend himself and rely too much on his intuition and end up making the wrong move, he will actually benefit.

He knows as to what not to try. He will also know which avenues lead to nowhere.

Given enough failures and his ability to try things once and fail quickly, he will eventually find his path, and best of all, he will learn from his mistakes.

In many cases, things that will seem painful and problematic at first might actually open many doors later on. This is definitely the case when it comes to his intuition and his career choices.

He will be very kind by nature. He will be a softy.

While people might misread him as cocky because he will tend to rely a lot on his intuition, once he develop a liking to somebody, he would basically give his right arm for them. That's how kind, compassionate and giving he will be.

He will also a very accepting person. It doesn't take much to impress him because he tends to look at the best side of people.

He does not walk around with this huge amount of suspicion and skepticism. He tends to give people the benefit of the doubt.

Considering how flexible and open minded he will be, especially when it comes to new people and new ideas, he will tend to boldly go where others fear to enter. This can, of course, be a very positive thing.

In his life, the idea of “no pain, no gain” will definitely come true.

If he wants big returns, he will have to take big risks. He will not hesitate to take big risks.

It's crucial that he takes educated and calculated risks, otherwise he might end up losing whatever he will be building up, up to a certain point.

One of the things Pisces people born on March 13 need to get a handle on is their tendency to become overconfident. He will have to remember that intuition is a tool, it's not an end, in and of itself.

It's not some sort of destination that he will fixate on. It's not an idol that he will worship. It's a tool. He will have to use other faculties.

Unfortunately, it's very easy for him to get lazy. He will take the path of least resistance. But he will definitely need to learn from the times where he overextend himself.

This will increase the focus of his intuition and actually make it more accurate over time.

In his case, it is very easy to see Water's influence because of his cultivating, nurturing and nourishing nature.

People can't help but feel emboldened when he will be around.

Neptune is a seemingly watery planet that will govern his career.

Accordingly, he will be introverted and compassionate, while also being nurturing.

There seems to be quite a bit of contrast in his personality because, as introverted and shy as he may seem at first, he actually can be quite confident.

He might be thinking that he never be cocky because he simply letting his intuition lead him. There is a big difference between letting his intuition truly lead him and reading too much into his intuition.

The lucky colour for him is represented by the colour Dark Blue.

Dark Blue projects inner calm. It has a lot of confidence and strength, but for it to have power, it has to settle.

The luckiest numbers for him are 14, 23, 25, 37 and 84.

As he is a Pisces born on March 13, do himself a big favour and scrutinize his intuition.

A lot of the things that he can easily define as intuition may not turn out to be intuition at all.

He will also learn to focus on working from solid experience and match this or use it to complement his high level of intuition and he would go much further.



Chancellor Dr. Priya Ranjan Trivedi and Shri Sameep Shastri presenting the Book on the Late Prime Minister of India Lal Bahadur Sahstri to the HRD Minister Shri Prakash Javadekar.

Chapter 5
MARRIAGE OF PRIYA RANJAN TRIVEDI WITH NISHA JEEWACHH

Priya Ranjan Trivedi got married to Nisha Jeewachh on June 1, 1969 when he had just completed 19 years of age and had been a student of Bachelor of Engineering Degree (2nd year). The parents of Nisha Jeewachh went to Kolkata to meet the guardians of Priya Ranjan Trivedi (Uncle : Surendra Trivedi and Elder Brother : Jitendra Trivedi) for inviting them to see and meet Nisha Jeewachh. At that time Priya Ranjan Trivedi was studying at Birla Institute of Technology, Mesra, Ranchi in the first year of Bachelor's Degree in Engineering. All those who went to see and meet Nisha Jeewachh were impressed by her qualities including smartness as well as simplicity.

At the time of marriage, there was a brain storming session attended by the friends, relatives and villagers from the bride and the groom side. The topic was mainly related to the relevance and importance of marriage and married life. Nisha Jeewachh and Priya Ranjan Trivedi remembered the deliberations and they used to share this whenever they had the opportunity to educate the newly wedded couples. They used to observe that according to Hinduism, marriage between two souls is a very sacred affair that stretches beyond one lifetime and may continue up to at least seven lives. The relationship between the two does not necessarily have to begin only when they have attained birth as human beings. The gender of the two partners also does not have to be the same in all the births. As the stories in the Puranas confirm, two individual souls may come together any time during their existence upon earth, even when they assume a lower life form, such as that of any animal or bird, and carry forward their relationship further into higher life forms such as that of human beings. Once married, a couple is expected to uphold their family names by remaining faithful and truthful to each other and by enacting their respective roles as laid out in the Hindu law books. As the epic Ramayan and the Mahabharat illustrate, a couple ought to stick together through the ups and downs of life, however challenging and arduous the situation may be, taking care of each other and keeping faith in each other. In Hinduism, the institution of marriage is not peculiar to humans only. Even Gods do marry and lead married lives just as humans. In the Hindu temple rituals, Gods are married ritually to their divine consorts by the temple priests with all the fanfare once a year or every day. Devotees participate in such ceremonies as guests and bless the divine couple with love and devotion. Through their actions and their attitude towards their partners, the gods exemplify the ideals of marriage life for the ordinary mortals. At times they also indulge in excesses, which are justified by the scriptures as divine plays (lilas) with some latent purpose, acceptable and justifiable in the divine sphere, but not so in case of human beings, since unlike gods, men are subject to the limitations of the earthly life and the cycle of births and deaths.

According to the beliefs of Hinduism, marriage is a sacred institution devised by gods for the welfare of human beings. Its primary purpose is procreation and continuation of life upon earth. Sexual union is intended solely for this purpose and should be used as such. Its secondary purpose is upholding of the social order and the Hindu dharma, while its ultimate aim is spiritual union with the inmost self, which is possible when a couple perform their obligatory duties and earn the grace of God through their good karma. A man and a woman are believed to come together as a husband and wife primarily for spiritual reasons rather than sexual or material, although they may not be mentally aware of the fact. Once married, the couple are expected to carry out their respective traditional duties as householders and upholders of family traditions and work for the material and spiritual welfare of each other, the members of their family and also society.

Marriage in Hinduism, therefore, is not just a mutual contract between two individuals or a relationship of convenience, but a social contract and moral expediency, in which the couple agree to live together and share their lives, doing their respective duties, to keep the divine order (rta) and the institution of family intact. As the torch bearers of Hindu dharma, in their capacity as individual souls, whose destinies are intertwined by their previous karmas, a married couple have a responsibility towards their society, the

gods, other living beings and their ancestors. In short, in Hinduism marriage is a social and family obligation to perpetuate a divine centered life in which self-realization rather than sexual gratification is the reason for its continuation.

In the earthly plane, a marriage symbolically represents the same relationship that exists at the universal level between the Purusha, the Highest Supreme Self or Father God and Prakriti, the Universal Divine Mother or Mother Goddess, who as the dynamic energy of God is responsible for manifesting the Creation under the Will of God. Together they participate in the act of creation and bring forth all the beings as their progeny. In a marriage earthly beings perform the same role, except in a limited manner.

According to the Vedic tradition marriage is the means by which a man perpetuates himself through his progeny. A father extends himself into his future life and also into the next world through his children. In this process he is helped by his wife who bears him children through the sacred union in which there is a transfer of sexual energy.

In traditional Hinduism, marriage is the best means for the continuation of family and the Hindu tradition, by fulfilling which the two partners in the marriage cocreate their future and become qualified for their salvation. The roles of a husband and wife in a marriage are expected to be complimentary, because without the help from the other neither of them can fulfill the duties and obligations of the married life. The Hindu law books try their best to delineate the roles and responsibilities of each partner in a marriage so as to avoid any confusion. The couple have to follow their family rules and make sure that they do not contribute to the social disorder. In a traditional Hindu family, married couples have to perform many traditional duties, some of which have to be performed by them alone and some in association with the other. Nisha Jeewachh and Priya Ranjan were asked by the Pandits to remember the following duties, obligations and responsibilities of marriage :

1. Participate in the creation of progeny
2. Work for the welfare of the family members.
3. Respect the Hindu Dharma and family traditions by performing the obligatory duties, various samskaras and rituals.
4. Perform devotional services, charitable works and other morally and spiritual uplifting activities.
5. Serve the Gods, earthly beings, the ancestors and the dependent parents and relationships.
6. Look after each other through thick and thin.
7. Assist each other in their spiritual progress and work for each other's salvation.

Hindu scriptures do show a clear bias towards men and take the superiority of men in marital relationships for granted. They declare that a woman ought to be respected, protected and kept happy and that the happiness of women in the household is vital for the prosperity, peace and happiness of a family. They also recognize the importance of women in the affairs of their families and in molding the character and integrity of their children. However, at the same time they emphasize the need to keep women under constant vigilance by their men, since, according to them, women cannot be completely trusted or left to themselves.

They also do not consider gender equality as an important consideration in marriage or in society, although they do emphasize that each partner in a marriage has a unique role to perform, which cannot be discharged by the other. Man is recognized as the primary upholder of the Dharma, the main recipient of all ritual honors, where as his wife participates in them as his partner and associate (saha dharma charini) to complement his efforts. He is incomplete without her and so does she. But when it comes to the comparison,

he clearly stands above her. When he leaves the world, she loses every thing, her wealth, her identity, her comforts and her status. Thus clearly and unequivocally the Hindu scriptures relegate women to a subordinate position in relationship with men.

Marriage has another dimension in Hindu religion, which is unique by itself. Marriage is not viewed as a purely human affair, but as a sacred covenant between a man and a woman in which gods participate as witnesses as well as donors of the bride. During the marriage ceremony, the priest first marries the bride to the gods and then presents her to the bridegroom as a gift from the gods. Then he asks the groom to take an oath with Gods as the witnesses that he would protect her and abide by her for the rest of his life. The idea behind this practice is that a man ought to respect his wife and treat her well as a divine gift since he cannot perform his obligatory duties as the upholder of the dharma all by himself. Besides, the belief that he has received the bride in good faith from the gods themselves puts him under a moral obligation to treat her well.

In modern Hindu society the equation between man and woman is changing. With the decline in our concern for upholding the Hindu dharma and in our anxiety to emulate the modern lifestyles to look progressive, liberal and advanced, a good number of Hindus are shunning anything and everything that remotely looks orthodox Hinduism. With the decline in family values and changes in the family structure, there is a significant overlapping of roles and responsibilities between men and women in Hindu families. Men still enjoy some degree of advantage over women in marital relationships. But in a society where religion is no more central to human endeavor as it used to be, we may see further deterioration in their role as the protectors and upholders of traditional values. The traditional beliefs and practices associated with the institution of marriage still hold good in many orthodox Hindu families, where women continue to perform their obligatory duties in their subordinate position.

In Hinduism there are both moving parts and stable parts. The stable parts, which are essentially its core beliefs and concepts, keep the appeal of the Hindu religion intact, while the moving parts, which are essentially its practices and applied aspects, keep it moving and evolving and contribute to its resilience and vitality. Despite all the flux and commotion that is going on in the present-day Hindu society, marriage is still a viable and powerful institution where divorce rates are considerably lower than those of the western countries and where marriages are more stable and enduring.

Nisha Jeewachh and Priya Ranjan were also asked to keep in mind the spiritual relationship between husband and wife besides marriage and married life. They were taught to remember that marriage and married life, in fact, are another way to attain God-realization, although many are not aware of it. For the attainment of this goal, both the husband and the wife need a certain amount of understanding about leading a married life coupled with spirituality. Patience, love and forgiveness are the three qualities that are needed to maintain a good relationship. In most cases, neither the husband nor the wife will have these qualities. Such relationships will always end up in a tragedy. Doubting each other's love, they will always quarrel. A silly, insignificant incident or sometimes even a single word is enough to make them lose their mental balance. They will always blame each other, but never try to find a solution for the misunderstandings and conflicts. As a result, they suffer and also cause their children to suffer.

If a couple takes the necessary steps, making the effort to understand and respect each other's feelings, they will be able to live their lives fully. They should be willing to forgive and forget each other's faults and weaknesses. Married life can be a rich field of learning that teaches the couple to develop such qualities as patience and humility.

They were educated to know that a true relationship can be developed only if there is proper understanding between a husband and wife, between friends, or whoever is involved in a relationship of any kind. There are different passages in life. Marriage is one such passage, and it is one of the most important ones there is. For a person who lives in the world (i.e. a householder), to be able to live a full, productive life, he or she must pass through the passage of marriage with as much love, intimacy, caring and commitment as

possible. Married life, if it is lived with the proper love and understanding, will help awaken the feminine within a man, and the masculine within a woman. This balance can eventually help both of them reach the final goal of eternal freedom.

A true relationship is possible only when one is able to let go of all one's preconceived ideas and prejudices, and when one stops being possessed by the past. Your mind is the past. Stop clinging to the past and you will be free and peaceful. To cling to the past is like living in the dark. We all want to be in the light. Stop fighting the past, stop reacting to it, and you will be in the light. You will then clearly be able to see everything that is happening within you. With such a clear vision it is possible to form a true relationship. ... In such deep love, even your thought patterns will be the same. For example, a husband may think of something without saying a word about it. Yet somehow his wife is aware of it. He thinks of something and his wife says the same thing, or he wishes to do something and his wife suddenly expresses the same wish. ...If this can happen in a normal relationship, the identification or sense of oneness that happens in the Guru sishya (disciple) relationship is incomparably greater.

On June 2, 1969 during the course of other rituals after marriage, Nisha Jeewachh and Priya Ranjan were asked to promise not to have any conflict between them in future and accordingly they were told to remember the repercussion of misunderstanding between husband and wife. They were further told that there is a serious lack of understanding between the husband and wife. In most cases the couple won't even make an attempt to understand each other. For the development of a true relationship to take place, a basic understanding of human nature, the nature of men and women, is essential. Men are mostly intellectually centred, while women tend to be more emotional. They dwell in two different centers, along two parallel lines. No real meeting takes place within them. How, then, can there be any love between the two? Their different natures should be understood and accepted, and each one, both husband and wife, should make a conscious effort to reach out to the other's feelings, to the heart, and then try to work out their problems with this understanding as their foundation. They shouldn't try to control each other. They shouldn't say to each other, "I say yes, and therefore you should also say yes."

On June 3, 1969, Nisha Jeewachh and Priya Ranjan performed the required rituals on the third day of marriage and soon after the rituals were over, they were given a lecture on listening with love and concern. Some of the important teachings were : It is very rare to find a truly loving relationship. The love between a married couple is usually only skin deep. If one of them says "yes," the other will make it a point to say "no." Children, learn to respect each other's feelings. Learn to listen to each other's problems with love and concern. When you listen to your partner, he or she should be able to feel that you are genuinely interested and that you would sincerely like to help. Your partner should feel your care and concern, your respect and admiration. An open acceptance of the other is needed, and there should be no reservations.

Regarding cultivating patience and forgiveness, they remember the following :

"If the wife is pious and has qualities like patience, love, forbearance and forgiveness, she can also change her husband even though he is uncouth. If she has the right attitude, the family life will become peaceful. If both the husband and wife are obstinate and unyielding in nature, both should try to correct each other by cultivating and developing patience and forgiveness in themselves."

Don't mention your partner's weaknesses in front of others

"Children, as ordinary human beings, everyone has both good and bad qualities. Always try to recognise and admire the good qualities in each other. Whenever you are talking to others about your partner, try to highlight his or her good qualities; don't ever mention the weaknesses in front of others. Whatever your weaknesses may be, they should remain a secret between the two of you. You should work out your problems together with a positive attitude, without provoking or hurting each other with accusations. First of all, we should become aware of our own weaknesses, because this is the best way to remove them. Never use your partner's faults as a weapon against him or her. When you are pointing out a weakness, do

so lovingly and with every intention of eradicating it in a positive way from your lives. These weaknesses are blocks that prevent you from expressing yourselves fully. See these blocks as obstructions and learn to remove them.”

On separation, they were asked to keep in mind the following :

“Married life is not a joke. It is something that should be taken seriously. Relationships can become a path to God, a path to eternal freedom and peace, provided you have the right attitude. Don’t automatically consider separation each time you feel uncomfortable. Strive to be adaptable. Try to be patient, not once or twice, but many times.”

“Practice forgiveness. If there are still difficulties in a relationship even after you put forth a lot of effort, you can consider it your karma, your destiny. At this point you can either endure it, accepting the difficulties as your prarabdha; or, if you find the situation too difficult to withstand anymore, maybe you can think of separation or divorce. But before that, you must play your part well. You must put forth effort at least to see whether the relationship can work or not. To simply let it fall apart is an unpardonable mistake. It is a sin and you will have to suffer for it.”

On the fourth day of marriage, before the farewell to the Barat, many gift items and mementos were presented but the most important feature of the departure session was a lively discussion regarding the relationship among Wife, Husband, Children and other Family Members. Nisha Jeewachh and Priya Ranjan always kept in mind the suggestions given during the discussion :

“Do not make the wife and children suffer unnecessarily. If their characters are not good, do not dissipate your energy worrying about them. Worrying is not a solution for any problem; it will only make things worse. Discriminative thinking is the only way to overcome life’s problems. When we worry, our power of discrimination becomes weak, and then even insignificant problems seem overwhelming. We should pray for God to give our family right thinking, and we should consider their association with us as the fruit of our past actions. We will not be miserable if we spend our time in Godly pursuits instead of worrying about our wife and children. Is it possible for us to guide them along the right path? We do not have the power to hear sounds which are beyond a certain range. We also do not have the power to see beyond a certain distance. We are bound by limitations. What can we do? “Take care of everything, O Omnipotent One. I have no power to do anything. I have nothing to say. O Lord, kindly protect us.” That is how we should pray. Otherwise, one will only be wasting one’s time. They, as well as ourselves, will be ruined. In due course, owing to our prayers, God will guide them through the right path. If the husband is the one who is creating the problems, then the wife should have the aforesaid attitude. In many families only one partner, the husband or the wife, will be good. In such cases, if one of them has patience, forgiveness and forbearance things can be straightened out to an extent. Children, remember that if we forgive and forget others’ faults, God will forgive and forget ours.”

When Priya Ranjan went to BIT Mesra, Ranchi after spending the summer vacation and joint regular classes in the first week of July 1969, many colleagues and the teaching faculty members asked him as to why did he agree to such an arranged marriage at a very tender age ? He had no answer but when he went to meet the Principal and the Director trying to find the answer, he was fully satisfied and accordingly gave the following answer to his colleagues. He also wrote a very lengthy letter to Nisha Jeewachh regarding the importance and the origins of arranged marriages. He wrote to her that arranged marriages are traditional in South Asian society and continue to account for an overwhelming majority of marriages in the Indian subcontinent. Despite the fact that romantic love is “wholly celebrated” in both Indian mass media (such as Bollywood) and folklore, and the arranged marriage tradition lacks any official legal recognition or support, the institution has proved to be “surprisingly robust” in adapting to changed social circumstances and has defied predictions of decline as India modernized.

Arranged marriages are believed to have initially risen to prominence in the Indian subcontinent when

the historical Vedic religion gradually gave way to classical Hinduism (the ca. 500 BCE period), substantially displacing other alternatives that were once more prominent. In the urban culture of modern India, the differentiation between arranged and love marriages is increasingly seen as a “false dichotomy” with the emergence of phenomena such as “self-arranged marriages” and free-choice on the part of the prospective spouses.

The Indian subcontinent has historically been home to a wide variety of wedding systems. Some were unique to the region, such as Swayamvara (which was rooted in the historical Vedic religion and had a strong hold in popular culture because it was the procedure used by Rama and Sita). In a swayamvara, the girl’s parents broadcast the intent of the girl to marry and invited all interested men to be present in a wedding hall on a specific date and time.

The girl, who was also often given some prior knowledge about the men or was aware of their general reputation, would circulate the hall and indicate her choice by garlanding the man she wanted to marry. Sometimes the father of the bride would arrange for a competition among the suitors, such as a feat of strength, to help in the selection process. Another variant was the Gandharva marriage, which involved simple mutual consent between a man and a woman based on mutual attraction and no rituals or witnesses. The marriage of Dushyanta and Shakuntala was an example of this marriage.

As the Vedic religion evolved into classical orthodox Hinduism (ca. 500BC), the social ideas advanced by Manu gained prominence, and large sections of Indian society moved towards patriarchy and caste-based rules. Manu and others attacked the Gandharva and other similar systems, decrying them as holdouts “from the time of promiscuity” which, at best, were only suitable for small sections of society. Under the system they advocated (sometimes called Manuvad), women were stripped of their traditional independence and placed permanently in male custodianship: first of their fathers in childhood, then of their husbands through married life, and finally of their sons in old age.

It is also speculated that parental control of marriage may have emerged during this period as a mechanism to prevent the intermixing of ethnic groups and castes. Early marriage, in which girls were married before they reached puberty also became prevalent, though not universal, over time. This emergence of early arranged marriages in the Indian subcontinent was consistent with similar developments elsewhere, such as Indonesia, various Muslim regions and South Pacific societies. Commentators on both Hindu and European Jewish communities (where early arranged marriages had also gained prevalence) have hypothesized that the system may have emerged because “the answer to the raging hormones associated with teenage sexuality was early, arranged marriage.”

With kinship groups being viewed a primary unit to which social loyalty was owed by individuals, marriage became an affair deeply impacting the entire family for Indian Hindus and Muslims alike and key to “the formation or maintenance of family alliances.” Sometimes, these arrangements were made at the birth of the future husband and wife with promises exchanged between the two families. Where specific alliances were socially preferred, often an informal right of first refusal was presumed to exist.

With the expanding social reform and female emancipation that accompanied economic and literacy growth after independence, many commentators predicted the gradual demise of arranged marriages in India, and the inexorable rise of so-called “love marriages” (i.e. where the initial contact with potential spouses does not involve the parents or family members). That has not yet come to pass and the institution proved to be “remarkably resilient” in the Indian social context, though it has undergone radical change.

While Priya Ranjan was busy preparing for the semester examination and for acquiring expert knowledge of engineering and technology at the Bachelor’s level upto 1973, Nisha Jeewachh was engaged in acquiring knowledge through non-formal and continuing education including getting herself fully skilled by staying at her parental house at Ratti Bhagwanpur, Vaishali and at Dhanbad besides going to Madhopur as well as Kolkata for getting guidance, love and affection from the in-laws.

During this period, Nisha Jeewachh and Priya Ranjan exchanged their views through letters specially regarding the Hindu lifestyle after marriage. Some of their observations were :

- ★ According to the Hindu way of thinking, marriage is rather a duty than a privilege.
- ★ Forget not that thy marriage, thy wealth, thy life are not for sense-pleasure, are not for thy individual personal happiness.
- ★ In countries where there is no marriage, there is no duty between husband and wife; when marriage comes, husband and wife live together on account of attachment; and that kind of living together becomes settled after generations; and when it becomes so settled, it becomes a duty.
- ★ In Tibet there is no marriage, and there is no jealousy, yet we know that marriage is a much higher state. The Tibetans have not known the wonderful enjoyment, the blessing of chastity, the happiness of having a chaste, virtuous wife, or a chaste, virtuous husband. These people cannot feel that. And similarly they do not feel the intense jealousy of the chaste wife or husband, or the misery caused by unfaithfulness on either side, with all the heart-burnings and sorrows which believers in chastity experience. On one side, the latter gain happiness, but on the other, they suffer misery too.
- ★ Just as man must have liberty to think and speak, so he must have liberty in food, dress, and marriage, and in every other thing, so long as he does not injure others.
- ★ Marriage and sex and money the only living devils.
- ★ Marriage is an institution very safely guarded.
- ★ Marriage is not for individual happiness, but for the welfare of the nation and the caste.
- ★ Marriage is the truest goal for ninety-nine per cent of the human race, and they will live the happiest life as soon as they have learnt and are ready to abide by the eternal lesson — that we are bound to bear and forbear and that life to every one must be a compromise.
- ★ Marriage or non-marriage, good or evil, learning or ignorance, any of these is justified, if it leads to the goal.
- ★ The West regards marriage as consisting in all that lies beyond the legal tie, while in India it is thought of as a bond thrown by society round two people to unite them together for all eternity. Those two must wed each other, whether they will or not, in life after life. Each acquires half of the merit of the other. And if one seems in this life to have fallen hopelessly behind, it is for the other only to wait and beat time, till he or she catches up again!
- ★ The natural ambition of woman is through marriage to climb up, leaning upon a man; but those days are gone. You shall be great without the help of any man, just as you are.
- ★ This doctrine of prenatal influence is now slowly being recognized, and science as well as religion calls out: 'Keep yourself holy, and pure.' So deeply has this been recognized in India, that there we even speak of adultery in marriage, except when marriage is consummated in prayer.
- ★ What is marriage but the renunciation of unchastity? The savage does not marry. Man marries because he renounces.
- ★ In the primitive stage there was no marriage, but gradually matrimonial relations sprang up. At first, the matrimonial relation depended, amongst all communities, on the mother. There was not much fixity about the father, the children were named after the mother: all the wealth was in the hands of the women, for they were to bring up the children. In the course of time, wealth, the women included, passed into the hands of the male members. The male said, "All this wealth and grain are mine; I have grown these in the fields or got them by plunder and other means; and if anyone dispute my claims and want to have a share of them, I will fight him." In the same way he said, "All these women are exclusively mine; if anyone encroach upon my right in them, I will fight him." Thus there originated the modern marriage system. Women became as much the property of man as his slaves and chattels. The ancient marriage custom was that the males of one tribe married the women of another; and even then the women were snatched away by force. In course of time, this business of taking away the bride by violence dropped away, and marriage was contracted with the mutual consent of both parties. But every custom leaves a faint trace of itself behind, and even now we find in every country a mock attack is made on such occasions upon the bridegroom. In Bengal and Europe, handfuls of rice are thrown at the bridegroom, and in Northern India the bride's women friends abuse the bridegroom's party calling them names, anti so on.

- ★ On one side, new India is saying, "We should have full freedom in the selection of husband and wife; because the marriage, in which are involved the happiness and misery of all our future life, we must have the right to determine according to our own free will." On the other, old India is dictating, "Marriage is not for sense-enjoyment, but to perpetuate the race. This is the Indian conception of marriage. By the producing of children, you are contributing to, and are responsible for, the future good or evil of the society. Hence society has the right to dictate whom you shall marry and whom you shall not. That form of marriage obtains in society which is conducive most to its well-being; do you give up your desire of individual pleasure for the good of the many."
- ★ In our opinion, a race must first cultivate a great respect for motherhood, through the sanctification and inviolability of marriage, before it can attain to the ideal of perfect chastity. The Roman Catholics and the Hindus, holding marriage sacred and inviolate, have produced great chaste men and women of immense power. To the Arab, marriage is a contract or a forceful possession, to be dissolved at will, and we do not find there the development of the idea of the virgin or the Brahmachârin. Modern Buddhism — having fallen among races who had not yet come up to the evolution of marriage — has made a travesty of monasticism. So until there is developed in Japan a great and sacred ideal about marriage (apart from mutual attraction and love), we do not see how there can be great monks and nuns. As you have come to see that the glory of life is chastity, so my eyes also have been opened to the necessity of this great sanctification for the vast majority, in order that a few lifelong chaste powers may be produced. . . .
- ★ But unattached love will not hurt you. Do anything - marry, have children. ... Do anything you like - nothing will hurt you. Do nothing with the idea of "mine". Duty for duty's sake; work for work's sake. - Krishna, Lectures, Volume 1.
- ★ What is marriage but the renunciation of un-chastity? The savage does not marry. Man marries because he renounces. So on and on. Renounce! Renounce! Sacrifice! Give up! Not for zero. Not for nothing. But to get the higher. - The Practice of Religion, Lectures and Discourses, Volume 4.
- ★ The formation of society, the institution of marriage, the love for children, our good works, morality, and ethics are all different forms of renunciation. - CXII Mary, Epistles - Second Series, Volume 6.
- ★ That one self, the one man, will become two selves when he gets married; several, when he gets children; and thus he grows until he feels the whole world is his Self, the whole universe as his Self. He expands into one mass of universal love, infinite love - the love that is God. - Bhakti or Devotion, Lectures, Volume 2.
- ★ A man is single. He marries. Apparently it may be a selfish act, but at the same time, the impulsion, the motive power, is to find that unity. He has children, he has friends, he loves his country, he loves the world, and ends by loving the whole universe. - The Methods and Purpose of Religion, Lectures and Discourses, Volume 6.
- ★ The unmarried man has no right to say that the married disciple is wrong, much less to force his own ideal of morality upon his brother. - What We Believe In, Writings: Prose, Volume 4.
- ★ The life of the married man is quite as great as that of the celibate who has devoted himself to religious work. - Each Is Great In His Own Place, Karma Yoga, Volume 1.
- ★ The Hindus, to keep up a high standard of chastity in the race, have sanctioned child-marriage, which in the long run has degraded the race. - Maya and Illusion, Jnana Yoga, Volume 2.

Nisha Jeewachh while describing the important facts and figures regarding her marriage had told her friends that the most important session no sooner her Barat was received by her parents at 6.30 pm on June 1, 1969, snacks were offered and then a four-hour session in the form of debate and discussions,

competitions, elocutions etc. was organised to test and evaluate the performance of the groups representing the bride side and the groom side. The best performance was of her husband Priya Ranjan who have a very exhaustive answer to the questions raised by the bride-group as to while Indian women put Sindoor in their heads (Maang) ?

Question : Explain the history and significance of Sindoor (Vermilion)

Answer by the Groom (Priya Ranjan) : Sindoor or vermilion holds lot of importance in Indian society. The tradition of application of sindoor in the parting of hair by married Hindu women is considered extremely auspicious and is being carried on since centuries.

Question : Is this a symbol of Married Hindu Woman ?

Answer by the Groom (Priya Ranjan) : Yes, in traditional Hindu society, wearing sindoor is considered must for married Hindu women. It is a visible expression of their desire for their husbands' longevity. Traditionally therefore, widows did not wear vermilion.

Question : Why it is important?

Answer by the Groom (Priya Ranjan) : Sindoor is applied for the first time to a Hindu woman during the marriage ceremony when the bridegroom himself adorns her with it. The ceremony is called Sindoor-Dan and is very much in vogue even in present times. Religious scholars say that there has been no mention of this ceremony before the Grihasutras hence it is considered to be a relatively new practice.

Question : Is it a tradition?

Answer by the Groom (Priya Ranjan) : The tradition of wearing Sindoor by married women has been explained with the help of mythology. Scholars say that red is the color of power while vermilion is a symbol of the female energy of Parvati and Sati. Hindu mythological legends regard Sati as the ideal wife who gave her life for her husband's honor. Every Hindu wife is supposed to emulate her. Hindus believe that Goddess Parvati protects all those men whose wives apply vermilion to their parting of hair.

Question : Explain more about Sindoor.

Answer by the Groom (Priya Ranjan) : Tradition of wearing Sindoor or vermilion is said to have traveled through more than 5,000 years of Hindu culture. Female figurines excavated at Mehrgarh, Baluchistan, show that sindoor was applied to the partition of women's hair even in early Harappan times. Besides, legends says that Radha, the consort of Lord Krishna, turned the kumkum into a flame like design on her forehead. In the famous epic Mahabharata, Draupadi, the wife of the Pandavas, is believed to have wiped her sindoor in disgust and despair. Use of Sindoor has also been mentioned in The Puranas, Lalitha Sahasranamam and Soundarya Lahharis.

Question : What is the astrological significance of Sindoor ?

Answer by the Groom (Priya Ranjan) : According to Hindu astrology, Mesha Rashi or the House of Aries is on the forehead. The Lord of Mesha is Mars and his color is red. It is believed to be auspicious. This is why red sindoor is applied at the forehead and at the parting of the hair. Both are signs of saubhagya (good fortune). Sindoor is also considered to be the symbol of the female energy of Parvati and Sati.

Question : What is the significance of the use of Sindoor during festivals ?

Answer by the Groom (Priya Ranjan) : Both Sindoor and kumkum have social and religious significance attached to them. In North India, it is customary for a husband to apply sindoor on his wife's forehead during important festivals such as Navaratri and Sankranti. Besides, Sindoor and kumkum are also offered to Gods mostly in temples dedicated to Shakti, Lakshmi and Vishnu.

Question : What is the physiological significance of Sindoor ?

Answer by the Groom (Priya Ranjan) : It is interesting to note that that the application of sindoor by married women carries physiological significance too. This is so because Sindoor is prepared by mixing the turmeric-lime and the metal mercury. Due to its intrinsic properties, mercury, besides controlling blood

pressure also activates sexual drive. This also explains why Sindoor is prohibited for the widows. For best results, Sindoor should be applied right upto the pituitary gland where all our feelings are centered.

Question : What are the other significant and interesting facts regarding Sindoor?

Answer by the Groom (Priya Ranjan) : Sindoor is being applied by Indian women since Vedic era in their hair parting and on the forehead. Sindoor is being used by the Indian women in their hair-parting (maang) and as a dot on the forehead. Sindoor is one of the 16 adornments (solah shringar) in Hinduism. Aside from this, it's also being applied by the men in from of "Tilak" on their forehead. Indian Sindoor is a red color powder. It's also called as "Kumkum", when it's mixed with turmeric. It has also been called in ancient Indian scripture as "Kasturi" after the mix with other material. It's called "Vermillion" in English.

Question : Trace the origins of Sindoor.

Answer by the Groom (Priya Ranjan) : Let's cast a glance on the history of sindoor in ancient India- Female figurines of Harappa period found during the archeological excavation in Mehrgarh (Baluchistan) show them with the use of sindoor in hair partition. Sindoor was also applied by Parvati, consort of Lord Shiva, in her hair parting. Parvati, the crown-jewel of all women, bestows grace and power upon the married ladies putting vermilion on their parting. As per Ramayana, Sita used to apply sindoor in her hair parting to please her husband Lord Rama. Seeing her, Hanumana also started to smear sindoor on his body to please Rama. Even now also, devotees offer sindoor on Hanuman idols. According to Mahabharata, Draupadi, the wife of Pandavas wiped off her sindoor disgustingly, after the episode, when Dushshan striven to strip her saree in the Hastinapur court. As per a legend, Radha, the lover of Lord Krishna turned kumkum sindoor into a flame-like design on her forehead. Sindoor has also been mentioned in several Puranas, Lalitha Sahasranama and Adi Shankaracharya 's Soundarya Lahari. Sindoor is also offered to Lord Ganesh. "Sindoor Lal Chadhayo Gajamukha Ko", popular Ganesh Aarti in Marathi language was also included in Bollywood movie Vaastav (1999). Sindoor is used for worshiping Hindu goddesses like Shakti and Lakshmi. Sindoor is applied by Saivites, Vaisnavs and Swaminarayan on their forehead.

Question : What is the status of the use of Sindoor in modern days ?

Answer by the Groom (Priya Ranjan) : Jain women also apply sindoor, but Jain nuns are prohibited from it. Sufi leader Sharafuddin Maneri inspired Muslim ladies of Bangladesh to apply sindoor, but this endeavor was condemned by reformist movements of 19th century. Sindoor is thrown along with other mixtures into the air during popular festival Holi. The popularity of sindoor has increased with the release of bollywood movie Sindoor (1987) and serial Sindoor Tere Naam Ka (2005- 2007). 'Sindoor-Dan' also called 'Haldi-Kumkum' is popular wedding ritual, in which husband decorates the hair-parting of his bride. Sindoor is applied by ladies in whole hair line or its spot is applied at the end of hair line and forehead by women. Sindoor is also a popular pooja item, which is offered to Hindu gods as well as Hindu goddess. Hindu devotees including male and female apply sindoor powder on their forehead while visiting a temple or attending a religious ceremony. Earlier women used to prepare Kumkum sindoor at home. But, now, readymade Sindoor is available in the market at most reasonable rates.

Marriage is a sacred institution which marks the beginning of a new life for the bride and the groom. There are many rituals performed during the marriage ceremonies and each ritual has its own importance. But, the most important custom of every Hindu wedding is Sindoor Dan. Here, the groom puts sindoor (red vermilion powder) in his bride's hair partition, thus symbolising her marital status. In some communities, it is the groom's mother who does this part to welcome the bride in their family. Putting sindoor is not just a ritual, but signifies a long life for the husband. But, this is just one aspect of it. So, let us tell you more about this important practice.

Question : Is Sindoor a divine blessing ?

Answer by the Groom (Priya Ranjan) : The modern society perceives sindoor as a demarcation line between the married and the unmarried women. But, this is not the case. This practice is much deep-rooted. The ritual has been performed for over 5000 years now. Its use has been well documented in Harappan

excavations. Sindoor also finds a mention in the Puranas, Lalitha Sahasranamam and Soundarya Lahharis.

It is suggested that the red colour symbolises power. According to the Hindu mythology, a woman has to adorn sindoor till the time her husband is alive. Even Goddess Parvati (wife of Lord Shiva) and Sita (wife of Lord Rama), use to put sindoor in their hair partition. It is believed that Goddess Parvati not only protects the husbands of all the married women who put sindoor, but also wards off any lurking evil. So, the next time your wife applies it, she is indirectly praying for your long and healthy life.

Question : What is the science behind Sindoor ?

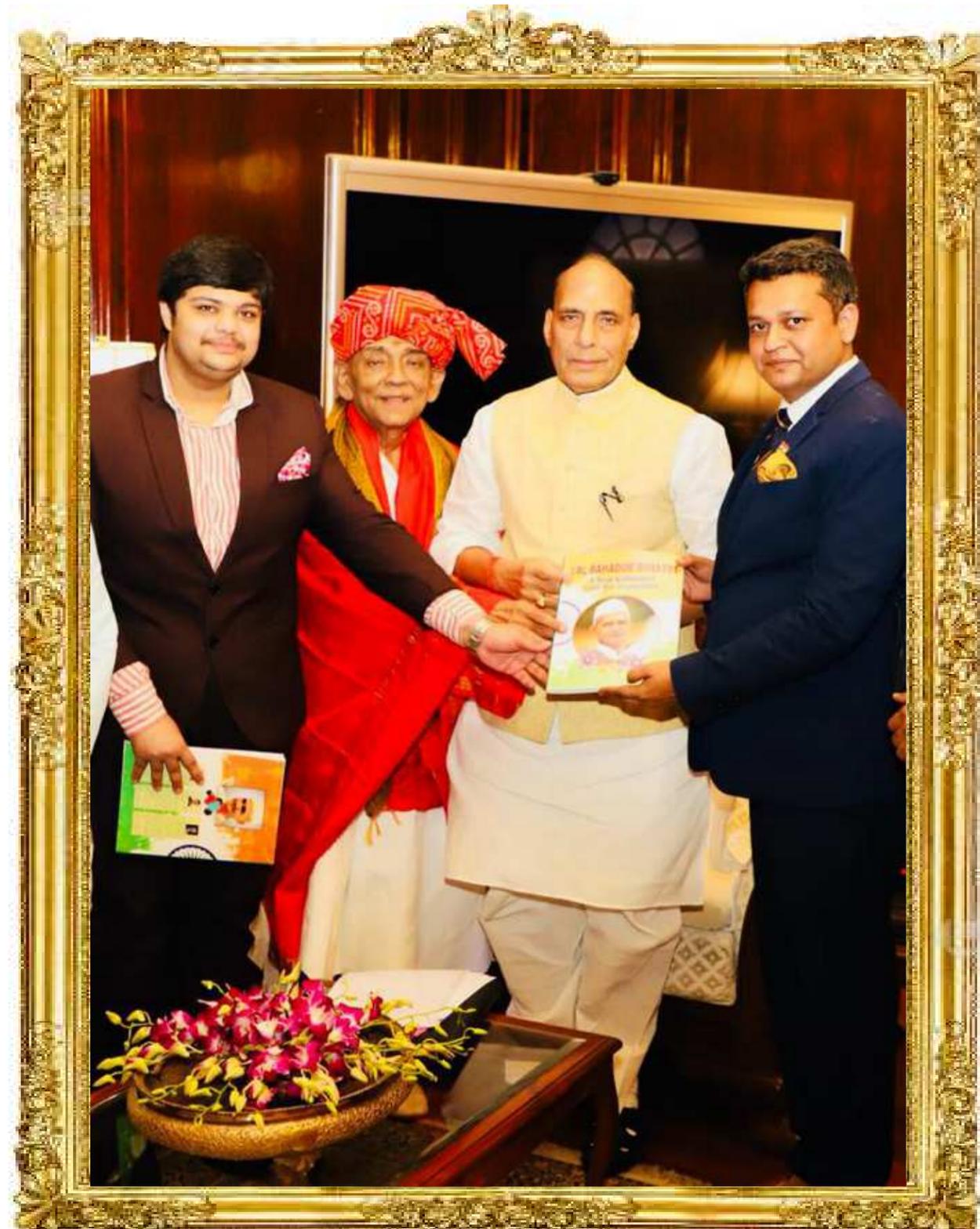
Answer by the Groom (Priya Ranjan) : The application of sindoor is not just a ritual, but a practice which stimulates good health. On one hand it serves as a longevity prayer for the husband, but on the other it keeps a tab on the woman's physical well-being. The sindoor is prepared using mercury, turmeric and lime. Mercury acts as a catalyst that helps to ease stress and strain. It also helps in keeping the brain active and alert. Other than this, mercury also helps in controlling blood pressure, activating sexual drive and libidinal energy. This is why, a widow or an unmarried woman is forbidden from applying sindoor.

Question : Is it an important custom for married Hindu women ?

Answer by the Groom (Priya Ranjan) : In Hindu religion, married women have been applying sindoor in hair parting since ages. There are scientific reasons behind this belief. The parting line of a woman's hair where sindoor is applied, there lies the most important spot, the spiritual center called Brahmrandhra, an aperture in the crown of head. This astral aperture is very sensitive, said to be the gateway to the absolute extending from perineum to the crown of the head, it is the place where parting is drawn and sindoor is applied. Sindoor contains mercury, in it which is the only metal found in liquid form. When sindoor is applied in the hair-parting, mercury present in it, acts as a medicine because it is known for removing stress and strain and keeps the brain alert and active also. The custom of filling sindoor in the hair parting is followed only after marriage because as soon as tying the nuptial knot, the free spirited girl suddenly gets transformed into a responsible wife and a daughter-in-law who has to take care of everybody present in her new home. Thus, under such responsibilities she sometimes get pressurized. The mercury in the sindoor helps in cooling her down, bringing to her the mental peace .Hence sindoor having mercury in it works as a therapeutic medicine to deal with the pressures of new life by keeping the mind calm, composed and poised.

Question : Give scientific reasons of the use of Sindoor.

Answer by the Groom (Priya Ranjan) : Kumkum or turmeric based sindoor is scientifically and spiritually beneficial for the ladies. It absorbs the bad water in forehead region and enhances the power of concentration. The sixth chakra (third eye) is centered on forehead between the eyebrows. It's considered the channel through which mental power and spirituality can be enhanced. Sindoor enhances the feminine grace to a large extent lending a divine beauty. Red is the color of love and passion and hence it is applied by Indian women to win the heart of their husbands. Sindoor signifies that the women with it is married, under the protection of her husband and hence no one should make mistake to cast an evil eye on her. Red is the color of fire, blood and strength. It indicates that tender looking Indian women can also assume the form of Shakti (goddess of strength) for the annihilation of wickedness. She can become the spark of fire from a soft flower for her own protection as well as her security of motherland.



Chancellor Dr. Priya Ranjan Trivedi, Shri Sameep Shastri and Himadrish Suwan presenting the Book on Late Lal Bahadur Shastri to the Defence Minister Shri Rajnath Singh

Chapter 6
YEARWISE DETAILS OF Dr. PRIYA RANJAN TRIVEDI
(13th March 1950 onwards)

1950

Dr. Priya Ranjan Trivedi was born at 11.54 am on 13th March 1950. As the astrologer came the same day in the afternoon, they predicted that this child will be very special in his nature and activities. Knowing this his ailing senior uncle Ram Lakhan Trivedi who was a leading young entrepreneur in Calcutta became joyful and recovered from his sickness after knowing the news that the second male child in the family has arrived. So was the grandfather Ramphal Trivedi as he wished that Priya Ranjan alias Bam Bhola becomes an equally important personalities like him.

Father Rajendra Trivedi and mother Savitri Trivedi along with junior uncle Surendra Trivedi and aunt Usha Trivedi celebrated for the first six days by inviting more than 5000 families of the locality and to have their blessings. A big feast was organised on this auspicious occasion to mark the birth of Priya Ranjan Trivedi.

The horoscope was prepared and read out by the astrologers who proclaimed that such a bright future his hardly found. They blessed and congratulated the family members and advised them to take proper care of the health of this child.

1951

The first birthday of Priya Ranjan Trivedi (Bam Bhola) was observed with big fanfare. The child (Priya Ranjan) surprised everybody when he took interest by trying to write something. Accordingly a ceremony was observed and since then he started writing with the help of chalk.

The sad news came the same year when the senior uncle Ram Lakhan Trivedi expired at the age of 40 years only after battling for his life due to his chronic ailments.

1952

The most surprising fact this year was that during the observance of his second birthday, Priya Ranjan Trivedi (Bam Bhola) became very fluent in reading and writing which was quite amusing for the entire family as well as relatives.

His memory power became so strong by then that he used to remember the names of all the persons he used to see around him. His Nanaji Babu Ramyad Prasad Singh had asked him to chaint more than 51 mantras in Sanskrit and in no time Priya Ranjan started reciting everything advised by his Nanaji.

1953

He was taken by the home tutor to the local school in the first week of January 1953 where he was the youngest child in his Class I. Everybody was surprised at his knowledge of Sanskrit, Hindi and English. He was brought from his Nana's house at Pilkhi to his parental house at Madhopur after getting the sad news that his grandfather His Eminence the

Great Ramphal Trivedi was no more. After the rituals were over and the relatives had gone back after attending the Shradh Karma, Priya Ranjan started going to the school at Madhopur under the able guidance of a few teachers having expert knowledge of culture, wisdom, phonetics, heritage, mathematics and other areas of science.

1954

Master Priya Ranjan (Bam Bhola) tops the list of pupils in Class I based on the evaluation conducted in December 1953 at the Lower Primary School, Madhopur. His elder brother Jitendra Trivedi passes Matriculation Examination with First Class and based on this result, Priya Ranjan gets further motivated towards will studies.

In the mean time he is found with talking within himself. His father tells him that it is soliloquy. His father Rajendra Trivedi told him and the entire family that a soliloquy is a device often used in drama when a character speaks to him or herself, relating thoughts and feelings, thereby also sharing them with the audience, giving off the illusion of being a series of unspoken reflections.

1955

Master Priya Ranjan (Bam Bhola) was asked by the Homeopathic Doctors to abstain from taking salt. He continued to take food without salt for more than five years. In the mean time he was also preparing to enter another school far from his village for being promoted to upper primary Class.

It was this year that he commanded extraordinary knowledge of English, Hindi and Sanskrit languages although his mother tongue was Bajjika, the language of the Bajji Kingdom. This kingdom was declared as the Republic known as Lichchhwi Kingdom around 2700 years ago in and around Vaishali.

1956

Master Priya Ranjan (Bam Bhola) lost his Nanaji. It was because of the teachings and preachings given by his Nanaji that Bam Bhola had a command over extraordinary oratory power in a multi-lingual environment. It was this year Priya Ranjan was admitted to the Upper Primary School at Samha.

It was this year when almost all the teachers teaching Bam Bhola in the Upper Primary Class came running to his father informing about the supernatural powers acquired by his son Bam Bhola and that his knowledge in some cases was better than that of the teachers.

1957

Master Priya Ranjan (Bam Bhola) went to a new place known as Dighra during his summer vacation as his cousin Ashaji (Bachchi Didia) got married there. He also proved to be one of the most studios child among many other children of his age in the neighbourhood.

Many tutors were invited to teach him. Before accepting the assignment to teach and train Bam Bhola, those teachers first try to evaluate his knowledge by asking him to answer questions related to different subjects related to science and humanities. Bam Bhola could successfully answer all the questions and surprisingly the teachers refuse to teach him in the light of the fact that there was no need felt by the teachers as according to them there was hardly any scope left for providing didactical assistance to Bam Bhola.

1958

As the Zamindari system was abolished during the last five years, the land ceiling related regulations were implemented, a big chunk of agricultural land had to be donated to the villagers who were on the poverty line. It was then decided by the family members of Priya Ranjan that they will strengthen the entrepreneurial activities initiated by his father and uncles way back in the year 1933 in Calcutta and other places.

It was this time that his guardians educated him regarding the need to throw oneself in the area of rural and urban enterprise management besides social work with full of enthusiasm in order to complement and supplement the efforts initiated by the State and the Central Governments.

1959

It was this year when Priya Ranjan completed his Upper Primary Classes. His results were unbelievable as he secured almost 100% marks in different subjects. He laboured hard as he knew that he will be migrating to another school for attending the middle classes i.e. Class VI and VII.

Priya Ranjan gave a marathon lecture during a marriage festival when he was taken to another place where he participated in an oratory competition on the topic "Significance of Vermilion put on the Women's forehead after marriage in Hindu Community". His lecture which ran into more than 50 minutes was a surprise for everybody attending the marriage.

1960

Priya Ranjan was welcomed in the Middle School at Jaldhar Board Madhyamik Vidyalaya, Salha-Jalalpur-Dwarikanagar which was a little far from his village (Madhopur). When the Headmaster and other Teachers knew about his memory power, they tried to test his knowledge by asking very hard questions but to their surprise, Priya Ranjan successfully answered all the queries and questions put by them.

In order to enable Priya Ranjan in acquiring expert knowledge of different subjects, three tutors and educators were kept on a permanent basis at his residence. These teachers were the most renowned didactics of that locality. It was because of these teachers that he could learn almost everything regarding the vedic mathematics with extraordinary efficiency.

1961

As his elder brother Jitendra Trivedi completed his Master's Degree along with juridical qualification, he got married this year. Priya Ranjan that time only 11 years of age attended

the marriage of his elder brother in the presence of his father Rajendra Trivedi and other relatives who had assembled at Hajipur for finally going to Shubhai Garh. His knowledge was appreciated by all the relatives. His results in the Class VII examination was superb and he topped the list of successful candidates who took Class VII examination in the year 1961 (December).

1962

Priya Ranjan Trivedi was admitted to Class VIII in the High School at Rameshwar English Uchch Vidyalaya, Binda which was known in that area for appointing the best teachers for almost all subjects and accordingly admitting the most intelligent students in the High School. He found that the Headmaster of the School was one of the best Mathematician.

Priya Ranjan Trivedi became very close to all the teachers but his keen interest was in Physics, Chemistry and Mathematics. He used to teach his classmates sometimes his seniors also on behalf of the existing teachers working at the High School.

It was also a very sad year for him as he lost his father at the age of 46. He was ailing because of the deadly disease called Leishmaniasis which was a disease caused by parasites of the Leishmania type. It was spread by the bite of certain types of sandflies. The disease can present in three main ways: cutaneous, mucocutaneous, or visceral leishmaniasis. The cutaneous form presents with skin ulcers, while the mucocutaneous form presents with ulcers of the skin, mouth, and nose, and the visceral form starts with skin ulcers and then later presents with fever, low red blood cells, and enlarged spleen and liver.

1963

Priya Ranjan Trivedi was then raised by his Uncle Surendra Trivedi, Mother Savitri Trivedi, Aunt Usha Trivedi and Elder Brother Jitendra Trivedi. He took keen interest in studies as well as in extra-curricular activities. As a result he topped in his Class again by securing 99% marks in almost all papers.

The teachers congratulated him for his outstanding performance. They also took him for participating in the general knowledge competitions and tests conducted both at District and State levels where he was declared one of the best pupils. His speech during a State level Seminar on United Nations got him the Best Student of the Year Award. It was this year when his elder brother and bhabhi gave birth to a male child six days before his 13th Birthday observed on 13th March 1963.

1964

Priya Ranjan Trivedi entered the Pre-Matric Class with specialisation in Science. He purchased all the text books and test books with a view to preparing for the Matriculation Examination to be held in February-March 1966.

All the teachers were amused to find that Priya Ranjan Trivedi answered all the questions of all examinations based on the test papers from 1950 to 1964-1965 with full confidence. The predicted that he will come out with very high percentage of marks. His elder sister Sadhana was married this year in a renowned family at Majhulia Estate.

1965

Priya Ranjan Trivedi was also sent to the renowned teachers at Muzaffarpur for getting his knowledge assessed by those teachers. He went to them with his guardians and could answer all the questions and mathematical / scientific problems most successfully. These teachers congratulated his guardians and asked them to take him back to the village where he was studying.

1966

Priya Ranjan Trivedi took Matriculation examination by coming all the way to Muzaffarpur where the examination centre was located at Dwarkanath High School. Everyday the invigilators used to change but all those invigilators were surprised by observing that he was finishing his examination in only one and a half hours although the time allotted was three hours.

As a result he passed the Matriculation examination with very high percentage of March to the extent that he secured 100% marks in Science subjects. He was admitted to L.S. College under Bihar University at Muzaffarpur. Prof. Mahendra Pratap and Prof. Hari Ranjan Ghoshal, the Renowned Educationists were the Principals in the year 1966/1967.

His cousin sister Krishna got married to Gajendra Kumar Shahi from Nayagaon, related to the famous Ramjyoti Kunwar of Dhanaur Estate.

1967

Priya Ranjan Trivedi was promoted from Pre-University Class to B.Sc. Part I with papers like Physics, Chemistry and Mathematics. His performance was superb. His guardians kept on assisting him in locating any reputed Institute of Technology for enabling him to join Bachelor of Engineering Degree next year.

During this period he decided to be taught by renowned Professors of Langat Singh College while staying at the famous Duke Hostel at Muzaffarpur. Although his village was not far from the College, however, staying at the Hostel led him to concentrate more on studies.

1968

Priya Ranjan Trivedi was selected for admission at the famous Birla Institute of Technology, Mesra, Ranchi in the five years integrated Bachelor's Degree in Engineering in the Session 1968-1973.

He joint there after successfully completing his B.Sc. Part - I with high percentage of marks. The only difference between Muzaffarpur at the Pre-University level and Mesra, Ranchi at Bachelor of Engineering level was that there was a cosmopolitan environment at Mera unlike Muzaffarpur. Students from almost all the States were studying at BIT Mesra. Priya Ranjan Trivedi started participating in different extra-curricular activities including photography, audio-visual club, engineering club, debating society etc.

1969

Priya Ranjan Trivedi's 19th Birthday was celebrated in the BIT campus on 13th March 1969

in the presence of his classmates and well-wishers. The same day he was informed that a very beautiful girl has been located by his guardians based on the suggestions of astrologers and their horoscope matching results. He was to also give his consent after seeing the girl who was five years younger to him. Initially he was opposed to this idea as by that time no students studying at BIT was married.

Finally, after seeing and meeting the girl (Nisha Jeewachh Singh), he agreed to give his consent for the marriage to take place during the summer vacation on 1st June 1969.

The marriage took place with more than 500 friends and relatives as Nisha's parental house at Ratti Bhagwanpur (Vaishali District). Both Nisha Jeewachh and Priya Ranjan constricted on their studies at Muzaffarpur and Ranchi respectively after completing their honeymoon and summer vacation.

1970

Priya Ranjan Trivedi performed quite well in his studies under the tutelage of the Director (Dr. B.R. Seth), the Principal (Dr. A.K. Chatterjee) and the Deputy Director (Dr. H.C. Pande). He was in second year and the branch allotted to him was Civil Engineering. He knew that other branches have better scope in future and accordingly he decided that he will take all such tests required for being migrated to other branch of the choice.

While the first year curriculum was related to introductory courses, the second year was devoted to application courses where he was taught different functional areas and subjects like basics of civil, electrical, mechanical, electronics and production / industrial engineering.

1971

Priya Ranjan Trivedi and his colleagues made different trips to industrial, cultural and other important places including hilly areas like Darjeeling and Sikkim. It may be mentioned that Sikkim by that time was a separate country and the Chogyals and Namgyals were ruling the country.

As Ranchi was nearer to Calcutta than Patna or Muzaffarpur, Priya Ranjan used to go to Calcutta whenever there was any holiday of vocation as his guardians had were into manufacturing and wholesale marketing of butter, ghee and other milk products for the last forty years. Nisha Jeewachh also started staying at Calcutta. They together used to visit all the important places of tourist importance in an around Calcutta.

1972

Priya Ranjan Trivedi was successful in first migrating to electrical engineering and finally to production engineering based on his performance in the selection test conducted by BIT Mesra, Ranchi.

His dedication towards studies and applied research led him to get many awards and appreciations at the local, regional and national levels. He along with his colleagues toward all over the country with the designated teachers and in this connection they went to Rourkela, Raipur, Mumbai, Pune, Chennai, Bangalore, Hyderabad, Delhi, Calcutta,

Pondicherry, Goa and many other places.

He and his classmates were successful in meeting the famous actors like Raj Kapoor, Dev Anand, Hema Malini, Vyjayanthimala, Dharmendra, Kabir Bedi, Prem Chopra, Prema Narayan, Zeenat Aman, Mumtaz and Producers like B.R. Chopra, Yash Chopra, Sawan Kumar Talk etc.

1973

Priya Ranjan Trivedi was in the 5th year at the Birla Institute of Technology (BIT), Mesra, Ranchi where his performance was superb. He successfully completed his Bachelor of Production Engineering Degree. All the Professors at BIT were aware that he will go for an entrepreneurial career, rather than joining any industrial enterprise based on his placement through BIT.

Ranchi University under whose control BIT was then functioning decided to declare the results next year. In the mean time Priya Ranjan before leaving BIT gifted all his belongings to the junior students and to the poor workers at BIT working in the Canteen besides those living on the poverty line in the neighbouring villages.

1974

Priya Ranjan Trivedi reached Calcutta and was advised by the Senior Professors that he should first join at important industrial houses at Calcutta before venturing into his own organisation(s). Accordingly he started his internship in the most important undertakings in Calcutta for around six months before he decided to come to North-Bihar for promoting rural and urban industrial entrepreneurship.

In the mean time his younger sister Neelam got married to Ajoy Kumar of Silout whose father and grandfather were very renowned in the area of higher education and politics respectively. Ajoy's Jijaji Prof. Subhash Chandra was that time teaching English language at Bihar University who had also taught him at the Pre-University level in 1966.

1975

Priya Ranjan Trivedi was busy in locating his vocations out of the different alternatives. In the meantime he was invited at L.N. Mishra College of Business Management (Bihar University) to teach production management and related subjects which he did most successfully and he was declared as the Best Trainer.

Initially he thought about establishing design-cum-manufacturing-cum-export of ferrous and non-ferrous equipment by also establishing a factory but because of his keen interest in promoting tertiary and higher education, he thought he will also complete his MBA Degree besides teaching and research.

It was this year his first daughter Sonu was born on 10th June 1975. He also established the North Bihar Photographic Society and trained more than 100 young boys and girls the art and science of photography including processing, development and printing.

1976

Priya Ranjan Trivedi was selected for MBA based on the Entrance Examination conducted by Bihar University (L.N. Mishra College of Business Management). He also met another young enthusiast Uttam Kumar Singh at the College. They became close friends and decided to launch different training activities while they will be studying. They decided to establish an all India Institution under the name of Indian Institution of Management Development (IIMD) after getting the institution registered as a not-for-profit organisation.

Most of the teaching faculty at the MBA level providing didactical assistance to them had completed their higher studies at MBA / Ph.D. Degrees in one of the leading Universities situated in the United States of America. It was then they decided also to establish a platform for India-USA teaching and research exchange programme. They accordingly got another organisation registered by the name of Indo-American Management Foundation.

1977

Priya Ranjan Trivedi invited the then Union Minister for Communication, Government of India George Fernandez at Muzaffarpur in April 1977 for inaugurating IIMD during his first visit to Muzaffarpur after getting elected as the Member of Parliament.

It was almost the first big event organised by Priya Ranjan and Uttam Kumar but the programme was most successful with the able assistance from local administration, and intellectuals from North-Bihar besides the then political leaders close to them.

1978

Priya Ranjan Trivedi and Uttam Kumar Singh had by then thought of selecting Patna for creating a national level Institution relating to teaching and research in the specialised fields of management, administration, hospitality, computer sciences, mass communication and related issues.

Both of them visited many national and international level institutions of repute for collecting first hand information regarding the institution building strategies and related documentation procedures. Finally they decided to register the Indian Institute of Business Management (IIBM) at Patna with the Government of Bihar under the provisions of the Societies Registration Act XXI of 1860.

It was this year on 7th September 1978 that his second daughter Tanuja was born. He and his wife Nisha Jeewachh jointly decided that the two girl children they have will be their assets and that they will do their best to provide right education and training to them.

1979

Indian Institute of Business Management (IIBM) was inaugurated and students from all over the country started studying there at the Post Graduate Diploma in Management. Other courses related to Hotel Management, Catering and Applied Nutrition besides Computer Programming etc. were launched by conducting entrance tests at the national level. MoUs were signed with leading institutions in India and other countries between IIBM and the respective institutions for mutual and technical cooperation.

The IIBM installed the first computer in Bihar by acquiring HCL 8C from Hindustan Computers Limited.

It was decided to also invite the Ministers, MLAs and Bureaucrats for providing initial training on computers on a continuing basis periodically every year for the coming 10 years. His younger sister Uma got married to Satya Kiran, belonging to Dharfari Estate.

1980

Priya Ranjan and Uttam Kumar also met the then Governor of Bihar Dr. A.R. Kidwai and his colleague and their mentor Anand Shankar Madhavan who was the Founder Chancellor of Mandar Vidyapeeth at Mandar Hills, Bhagalpur.

They also went to Delhi many times with a view to acquiring the required skills regarding institution building, planning and development by meeting more than 50 Directors, Deans and Heads of Management Faculty from all over the country assembled in Delhi on the occasion of different management related conventions organised by the Faculty of Management, University of Delhi.

They also decided to organise an All India Management Congress in December 1980 based on the success of a short-term training programme at Maurya-Patna under the leadership of the great management trainer Sharu Rangnekar. The Management Congress was inaugurated by the then Union Minister for Commerce, Steel and Mines Pranab Mukherjee. This was an international event attended by more than 400 delegates comprising of Managing Directors, Professors, Principals, Bureaucrats, Technocrats and Diplomats.

He knew that his dream for establishing a national level institution for introducing environment related subjects will be fulfilled by creating an institutions at New Delhi, he went to New Delhi many times and established the Indian Institute of Ecology and Environment (IIEE), there but continued with his present activities at Patna simultaneously.

1981

The routine at Patna was hectic as he was busy right from 7.30 am to 11.30 pm. Everyday there used to be Seminars, Symposia and Conferences besides Press Conferences in addition to receiving VIPs for inviting them for visiting the Hotel Management Training Restaurant.

Because of his close proximity with the Governor, the Chief Minister and all other Policymakers, he became one of the most popular personality at Patna. He knew that Patna will have locational disadvantage, however he started contacting experts related to air, water and noise pollution control at Patna and finally also framed a curriculum at the Post Graduate level in the area of Ecology and Environment for the perusal of the Government of Bihar.

As resolved last year regarding the observance of the All India Management Congress Celebrations, this year also delegates from all over the country deliberated at Patna in the presence of the Central and the State Ministers including the Chief Minister's.

1982

As resolved in the year 1977 that every year at least four to five national or international level institution will be conceived and established, it became a routine to locate areas of contemporary concerns for establishing new institutions in the areas of tourism, hospitality, journalism, mass communication, business management, public administration, computer sciences, dalit studies, tribal development, rural and urban entrepreneurship, ecology, environment, disaster management, sustainable development, peace studies, conflict resolution, habitat and population studies, pollution control etc.

Besides other institutions registered, established and promoted, an important land mark was the establishment of Dr. Zakir Husain Institute for Non-Formal and Continuing Education at Patna.

1983

Many computers were acquired in the computer centre by having a nationwide survey of computer manufacturers. The library was also strengthened by getting more than 5000 books from New Delhi.

The equivalence of the Post Graduate Diploma in Management was notified by the State Government based on the inspection carried out by the expert team. The courses on Hotel Management as well as on Computer Programming and Applications were given recognition and sponsorship by the State Government.

1984

It was for the first time that the Government of India, Department of Electronics sanctioned Grants-in-Aid to IIBM for initiating computer teaching and training through Devnagri. The then Union Minister Dr. M.S. Sanjeevi Rao inaugurated the joint venture project. He also encouraged to approach the Union Government for submitting proposals for establishing a Centre for Instructional Material Preparation, Development and Training besides Information Technology Awareness Programme.

In the mean time, the State Government also sanctioned training programmes for the poor scheduled caste students for establishing Training-cum-Production-cum-Rehabilitation Centres at different locations in the State of Bihar.

1985

He was successful in having proximity to the Government of India, specially in the Department of Electronics (DoE), now known as Ministry of Information Technology where he approached the Ministry for equipping the Computer Centre of IIBM Patna with many more computers including PCs with Dot Matrix, Laser and Line Printers.

Many Union Ministers including the Minister of Human Resource Development (MHRD) Shri K.C. Pant; Minister for External Affairs Shri Baliram Bhagat; Chief Minister of Bihar Shri Bindeshwari Dubey; Governor of Bihar Dr. A.R. Kidwai and Shri P. Venkatasubbaiah had attended different programmes organised jointly by his team members. He was thankful to his wife who used to take care of the daughters Sonu and Tanuja who were studying at

Notre Dame School, Patna. As he had successfully spent more than five years at Patna while implementing his institution building strategies by establishing many institutions in and around Patna, he had started thinking of having similar institutions in Delhi based on the suggestions given to him by the visiting Union Ministers and Bureaucrats from Delhi and substantiating the fact that his ideas could reach all over the world after spreading his principles and practices of tertiary education in general and the need based environmental as well as disaster education in particular.

1986

By this year he had been very close to almost all the Governors and Ministers from all over the country as he was providing advice to them for advocating to implement policies with a view to creating more number of job givers rather than job seekers with the help of rural and urban entrepreneurship. In the mean time his younger sister Shobha got married to Rai Chandra Bhushan Sharma of Bilaspur Estate.

The Indian Institute of Ecology and Environment (IIEE) got the approval to conduct Post Graduate Diploma in Ecology and Environment from Patna and New Delhi. There was a very good response from the students although nobody believed that students would like to study this subject at this stage.

1987

He was successful in getting the Post Graduate Diploma in Ecology and Environment (PGDEE) launched by the then Union Minister for Environment, Government of India, Shri Z.R. Ansari in the presence of many Ministers and Policymakers at Patna.

The Union Minister of State for Human Resource Development Shri L.P. Shahi also endorsed his initiatives and had visited his campuses at Patna and New Delhi on many occasions for inaugurating conferences and seminars organised under his dynamic leadership.

1988

He acquired land for launching courses on environment related subjects at New Delhi and developed a green campus which he named as Paryavaran Complex in the neighbourhood of Indira Gandhi National Open University in South Delhi. Within a few months many students from India and from the rest of the world started coming to his campus for further studies and research on different aspects of ecology, environment, disaster management, pollution monitoring and control, environmental impact assessment, depolluting technologies, sustainable development, peace studies, human rights, conflict resolution, intellectual property rights etc.

Computers (India) Limited was established by him were the then Advisor to the Prime Minister on Technology Mission Shri Sam Pitroda inaugurated at Patna but the Corporate Office was commissioned at New Delhi. The offices related to computing, research and consultancy were shifted from Janakpuri, New Delhi to Paryavaran Complex, New Delhi after the first phase of construction activities got completed.

He also made a record in bringing out 25 Volume Encyclopaedia of Environmental Science.

1989

This was the year when he had to shuttle between New Delhi and Patna. The main focus of his work used to be centred around environmental protection by meeting the policymakers including the then Chief Ministers besides the CEOs of more than 200 large public and private sector organisations for enabling them to implement policies relating to pollution control by installing affluent treatment plants and pollution control equipment in their industrial undertakings.

He had given suggestions to the then Union Minister for Environment Smt. Maneka Gandhi regarding the training needed to be provided to the officials in the area of attitudinal and behavioural change. By this time more than 5000 students were admitted in the distance learning post graduate level training in the field of environment.

1990

He was congratulated by the environment fraternity from all over the world for his unique idea of inviting environmentalists to attend the World Environment Congress which was inaugurated by the then Union Minister for Finance Shri Yashwant Sinha in the presence of more than 300 environmentalists from all over the world.

He ventured the idea of creating an ultra-modern outfit for publications activities for producing around 100 occasional monographs on different areas of environment besides bringing out monthly, bi-monthly and quarterly journal on environment by the name of “Environment Tomorrow”, “Hamara Paryavaran” and “Environment International”.

He was instrumental in installing the South India Chapter of the Indian Institute of Ecology and Environment (IIEE) at Pachaiyappa College, Madras and got the same inaugurated by the then Minister of Education, Government of Tamil Nadu, Prof. K. Anbazhagan.

1991

The 1991 World Environment Congress organised in December 1991 at India International Centre was a grand success where the Union Minister of Environment Shri Kamal Nath inaugurated in the presence of the Minister of Environment of Bangladesh Janab Abdullah Al Noman with delegates from all over the world.

By this time, the campus was further developed with many more buildings for housing the library, hostel, faculty residences, computer centre etc. at Paryavaran Complex, New Delhi. In the meantime his brother had fallen sick because of kidney failure. He along with his elder brother Jitendra Trivedi went all the way to Madras (now Chennai) and got checked up by the renowned Nephrologist Dr. C.M. Thyagarajan at the Willingdon Hospital there.

1992

He camped at Madras for nearly six months for getting kidney transplant for his elder brother. The transplant was successful and his brother came back to work as usual. In the meantime he also strengthened the South India Chapter of the Indian Institute of Ecology and Environment. He also signed MoUs with more than 30 Universities and Public / Private Sector Organisations for mutual and technical cooperation.

He and his colleague Dr. Uttam Kumar Singh jointly organised many national as well as international congresses and conventions including World Management Congress, All India Management Congress, World Environment Congress besides World Environment Day Celebrations at New Delhi.

1993

His international project "Global Environmental Education" got further momentum when the World Environment Congress was organised for discussing the Visions for 2001. This Congress was inaugurated by the then Speaker of Lok Sabha Shri Shivraj Patil. Who appreciated the efforts of Dr. Priya Ranjan Trivedi specially in the area of environmental protection, cleanliness and related activities.

Selected Universities from USA, UK and Australia were contacted for exchange of faculty and students besides technical cooperation for joint organisation of seminars and symposia.

1994

He launched Clean Delhi Campaign in Association with the Government of Delhi, Doordarshan and Clean-up the World Foundation of Australia with the liberal assistance from the Australian High Commission. He invited Ms. Vivian Marin Ray for implementing this project.

The then Chief Election Commissioner Shri T.N. Seshan was very much appreciative of the work of Dr. Priya Ranjan Trivedi and accordingly he invited his institution to introduce National Voter Awareness Campaign on 15th August 1994 where more than 400 senior officers from the Central and the State Governments had participated in the campaign.

1995

He brought His Holiness Dr. Lama Gangchen Tulku Rinpoche (Dr. Thinley Yarpel Lama Shrestha Gangchen Tulku Rinpoche) from Milan, Italy who had got settled there after spending 20 years in India and 5 years in Nepal although he was a Tibetan. Dr. Priya Ranjan Trivedi came closure to Dr. Lama Gangchen and almost all his devotees from all over the world.

His niece Bandana got married to Mayank, belonging to a very respectable family from Hardi Estate. His uncle Surendra Trivedi and aunt Usha Trivedi were brought to New Delhi from Calcutta after they spent more than 55 years in Calcutta.

He also toured to Nepal, Sri Lanka, Maldives and USA for promoting environmental education and lecturing on peace building and disarmament activities. Dr. Henryk Skolimowski, the world renowned eco-philosopher came closure to Dr. Priya Ranjan Trivedi and he hosted his visit to Ann Arbor, Michigan, USA. He also was invited by Dr. Lama Gangchen for presiding over his Convention on Peace Education at Milan (Italy) and Madrid (Spain) where he also presented his speech on drugless therapies.

1996

He signed agreements with many universities and institutions of international importance

including International University of Ecology and Politology, Moscow and Makhanlal Chaturvedi National University of Journalism, Bhopal for enabling his admitted students in getting M.Sc. and Ph.D. Degrees in the relevant fields.

He was saddened after he got the news that his elder brother with whom he was very close and affectionate expired due to the infection in kidney. He then requested his mother to come to Delhi with him and she agreed to do so by assuring him that she will be staying in Delhi in the coming years.

The Eco-Philosophy Summit organised by him on the topic "Eco-Philosophy and "Eco-Dharma" was a grand success with more than 150 delegates from foreign countries and 350 delegates from India.

Dr. Lama Gangchen and Dr. Sahib Singh Verma, the Chief Minister of Delhi jointly inaugurated the Buddha Institute of Technology (BIT) at Paryavaran Complex for implementing IT based education and training programme in association with Makhanlal Chaturvedi National University of Journalism.

Met the Prime Minister Shri Atal Bihari Vajpayee at his Raisina Road, New Delhi residence and apprised him of the master plan prepared for establishing different institutions in the coming 10 years.

1997

He was invited by Dr. Jan R. Hakemulder for coming to The Netherlands (Holland) for participating in a new venture for creating The Global Peace University at Opeinde, Drachten, Friesland, The Netherlands.

He is credited to have organised the World Polypathy Congress with motivation from the world renowned cardiologist and polypath Dr. Shreenivas. His book on polypathy was also released by the then Minister of Health, Government of Delhi, Dr. Harsh Vardhan.

The then Chief Minister of Delhi Dr. Sahib Singh Verma inaugurated this Congress at Talkatora, New Delhi in the presence of many Union Ministers.

1998

He was invited by Richard Glyn Foundation, Wimborne, UK for presiding over a week long conference on inner-healing. He also inaugurated the World Environment Day celebrations at Milan, Italy in the presence of renowned nature lovers from more than 60 countries.

In India, he organised The Environmental Law Summit under the aegis of the Indian Institute of Ecology and Environment (IIEE) and his new venture National Law Institute of India. Justice Kuldeep Singh, Judge, Supreme Court of India (popularly known as Green Judge) inaugurated the Summit at India International Centre, New Delhi.

His elder daughter Sonu who had successfully completed her Master's Degree in Political

Science from the University of Delhi got married to Manish, son of the famous politician Madam Hemlata Ji. His niece Mona got married to Viresh, son of Dr. Vijay Kumar Sharma of Maniari Mahant Parivar.

1999

He was in constant touch with the State Governments for advising them to establish State level Universities in the joint sector with the investment from Foundations or Philanthropists. In the meantime he sent proposals to the Sikkim Manipal University of Health, Medical and Technological Sciences, Gangtok for a collaborative project. This was done at the behest of the then Secretary General of the Association of Indian Universities (AIU), Prof. K.B. Powar who had strongly recommended to Dr. Ramdas M. Pai, the Founder of SMU for this collaboration.

His younger daughter Tanuja's marriage was fixed with Rahul, son of Shri Arvind Rai and nephew of the then Police Commissioner of Delhi Shri V.N. Singh. Although Tanuja was studying at the University of Delhi (College of Vocational Studies) in the Bachelor's Degree in Business Economics, it was also proposed that she will complete her Master's and Doctoral courses even after her marriage to be performed next year.

A new political party by the name and style of "Indian National Green Party" was registered with the Election Commission of India under the Presidentship of Dr. Priya Ranjan Trivedi. The philosophy behind establishing and launching this Political Party was to ensure the priority for environmental and greening activities besides controlling pollution, it was also resolved that no money will be spent on electioneering. Established Political Parties were vehemently against his ideas.

2000

He became famous after he successfully organised "Sahashrabdi Vishwa Hindi Sammelan" running into more than 10 days at different locations in Delhi. The then Deputy Prime Minister of India Shri L.K. Advani inaugurated the Sammelan besides releasing the Book authored by Dr. Priya Ranjan Trivedi titled "Jaroorat Hai Bharat Ke Vikas Niti Mein Parivartan Ki" and "Atal Bihari Vajpayee : The Man India Needs" more than 3000 delegates participated in this global meet.²

His younger daughter Tanuja got married with Rahul. Dr. Priya Ranjan Trivedi had been thinking for many years for establishing the Indian Institute of Human Rights at New Delhi for promoting human rights and duties education. By the way Rahul agreed to give up his job and his vocation for deciding to venture into human rights education, training and research. Accordingly Rahul and Tanuja jointly established the Indian Institute of Human Rights (IIHR) with the sponsorship of more than 55 university level institutions. They also launched a Post Graduate Diploma in Human Rights by signing MoUs with 12 Universities besides designing a Master's Degree in Human Rights under Pondicherry (Central) University.

The Government of Sikkim under the leadership of the Chief Minister Shri Pawan Kumar Chamling invited him to offer a separate legislation for the Indian Institute of Ecology

and Environment as a State University. The proposal was submitted to the Chief Minister who had sent him to his home constituency for selecting the site and further assured that the legislation will take place within a month. But that could not materialised because of the reasons best known to the State Government although they obliged comparatively smaller players with dubious characters by offering them legislative support.

His aunt Usha Trivedi expired as she was suffering from paralysis for a long time.

2001

This year was full of foreign trips for Dr. Priya Ranjan Trivedi as he visited Italy, United Kingdom, South Korea and Mongolia. He went to Seoul on 11th September 2001 although everybody advised him not to fly that evening because of the series of four coordinated terrorist attacks by the Islamic terrorist group al-Qaeda against the United States on the morning of Tuesday, September 11, 2001. The attacks killed 2,996 people, injured over 6,000 others, and caused at least \$10 billion in infrastructure and property damage. Additional people died of 9/11-related cancer and respiratory diseases in the months and years following the attacks.

His visit to Italy in general and Bagni di Lucca was a grand success as Dr. Lama Gangchen had developed new campuses there at Vila Ada, Villa Fiori and Vila Damidoff with latest state of art facilities for meditation as well as hospitality.

His collaborative programmes on environment and related subjects continued with Sikkim Manipal University, Gangtok under the aegis of the Indian Institute of Ecology and Environment (IIEE) and the Quality Institute of India (QII).

2002

The Government of Uttarakhand, the Government of Himachal Pradesh and the Government of Arunachal Pradesh with Chief Ministers like Shri Narayan Dutt Tiwari, Prof. Prem Kumar Dhumal and Shri Mukut Mithi were in touch with Dr. Priya Ranjan Trivedi advising him to establish universities under the respective State Legislatures.

All the three States invited him based on the grand proposal submitted by him to these State Governments. The Chief Minister of Uttarakhand Shri Narayan Dutt Tiwari and the Governor Sardar Surjit Singh Barnala welcomed his efforts and asked him to purchase a huge building for housing the corporate office and related activities. This was done in April 2002 and accordingly inspection was carried out by the Education Commissioner and his team members at New Delhi campus of Dr. P R Trivedi. The team lauded the outstanding contribution made by him and accordingly recommended to the State Government for an early inactment. However this proposal was kept pending because of the dishonesty of some of the bureaucrats in the State Government.

The dishonest policy-makers from Himachal Pradesh and Arunachal Pradesh also delayed the clearance. This was a mental shock for him but however he recovered from this shock and depression after a few months.

His younger sister Uma expired at New Delhi due to high fever.

2003

While adequate land was gifted out of the community land at Ziro in Arunachal Pradesh, the State Government wanted to buy time as they were not properly educated about the procedures for the creation of self-funded State Universities.

More courses were added the Indian Institute of Ecology and Environment including Master's Degrees in Disaster Management, Sustainable Development, Total Quality Management, Ecotourism, GIS and Remote Sensing and Media Management.

Practical Training in the area of Environmental Analysis for the sponsored candidates continued to be held at the Paryavaran Complex under the joint auspices of The Environmental Consultancy Organisation of India (TENCOIN) and the Indian Institute of Ecology and Environment (IIEE), New Delhi. The construction of the main building at A 14 Paryavaran Complex started for making the auditorium, audio visual facilities and presidium.

His mother Savitri Trivedi expired at the age of 83 years.

2004

Credit goes to the Chief Minister of Nagaland Shri Neiphiu Rio who invited him to invest in the State of Nagaland with a view to creating a State Level Open University. He came all the way to New Delhi along with the then Chief Secretary for discussing this proposal and assured that he will get the proposal examined favourably. He had designated a few officers for looking into this proposal.

Many congresses and conventions were organised by him at India International Centre, New Delhi in India and at several other locations outside India.

Different institutions at Patna, Ranchi, Dhanbad, Jamshedpur, Bhagalpur, Muzaffarpur and Munger had prospered under the leadership of his friend and colleague Dr. Uttam Kumar Singh.

The Confederation of Indian Universities (CIU) was born with the inauguration by Dr. K. Venkatasubramanian, Member, Planning Commission, Government of India with the main objective of uniting all the university level institutions in India.

2005

He was invited by the Government of Mauritius, the Government of Uganda and the Government of Zambia for establishing tertiary level educational institutions. He went there with the respective High Commissioners who had introduced him to the respective Presidents and Vice Presidents. Although they had endorsed the proposal but the idea could not see the light of the day because he was perhaps ahead of time.

People quote "Dr. Priya Ranjan Trivedi is always ahead of time".

The Government of Nagaland signed the Memorandum of Understanding (MoU) after approving his proposal for establishing "The Global Open University Nagaland" and assured him that the legislation will be passed in the coming session of the State Legislative Assembly.

2006

The Global Open University Nagaland Act 2006 was passed in the Legislative Assembly with a thumping majority but the same was returned by the then Governor Shri Shyamal Datta as he wanted some additions in the proposed legislation. The State Government revised and modified the Legislation and was got the same passed in the Assembly again. This time the Governor Shri Shyamal Datta gave his assent and accordingly the legislation was notified in the State Gazette in September 2006. Since then this University is running in full swing. Initially the Headquarters used to be at Wokha with Branch Campuses at Kohima and Dimapur.

He was also trying to get the study materials designed and prepared for the open university courses. He had constituted a committee under his leadership for instructional material preparation, development and non-formal training in selected areas related to management, administration, biotechnology, nanotechnology, intellectual property rights, environmental education, disaster mitigation, ecological tourism etc.

An abandoned building belonging to a Christian Society at Wokha originally design for making a hospital was gifted to the University with the understanding that the repairing work would be done by the University. After investing more than Rs. Fifteen Lakhs, the disgruntled people from Wokha had physically manhandled the supervisors and finally the idea got dropped. The offices continued at Wokha in the Orchid Hills in rented premises.

2007

Although rented buildings were leased out for The Global Open University Nagaland for its projects at Wokha and at Kohima, the Chief Minister Shri Neiphiu Rio did a big favour by allotting a huge building with a green campus opposite Dimapur Railway Station, a very prominent place for housing the office and the classes for The Global Open University Nagaland. This campus was inaugurated by him on 5th June 2006 in the presence of more than eight ministers. Earlier the Wokha Campus was inaugurated by the then Minister of Higher Education Dr. Shurhozelie Liezietsu on 29th May 2007.

His University was pioneer in launching many courses in the emerging fields at Bachelor's, Master's and M.Phil. levels. More than 35 workers were sent from New Delhi to work at Dimapur for maintaining the infrastructure allotted by the State Government.

He lost his uncle Surendra Trivedi at the age of 87. His uncle used to treat him as his own son.

2008

He decided to launch at least 300 Bachelor's and Master's Degree programmes and in this connection he started work in for more than twenty hours a day with many of his colleagues

besides commuting between New Delhi and Dimapur.

In the mean time information was sent to him that Arunachal State Legislative Assembly was contemplating to get his proposal titled “Indira Gandhi Technological and Medical Sciences University, Arunachal Pradesh” passed. The Bill was discussed in the Assembly but the same could not be cleared because of a very hot discussion among the ruling Party Member MLAs. Finally the Bill had to be withdrawn.

2009

Many Encyclopaedias were brought out under his leadership including the World Encyclopaedias on subjects like : Global Peace and Security; Disarmament; Health Care and Hospital Administration; Habitat and Population Studies; Green Business; Environmental Sustainability and Disaster Management.

Different Divisions and Organs of the International Charity : WIBP established by Dr. Priya Ranjan Trivedi way back in the year 1974 having the credit of establishing Universities and Institutions of International Importance had diversified with launching of need based programmes under the aegis of National Institute of Diplomacy (IID), National Institute of Public Administration (NIPA), Indian Institute of Applied Psychology (IIAP), Indian Institute of Health (IIH), School of Oriental Medicine (SOM), National Institute of Building Technology (NIBT), National Institute of Arbitration (NIA), National Law Institute of India (NLII), Dr. Sarvepalli Radhakrishnan National Academy of Educational Planning and Administration (SRNAEPA) etc.

2010

This year was devoted by Dr. Priya Ranjan Trivedi towards updating the existing curriculum designed by him in the past. Important Encyclopaedias brought out included the World Encyclopaedias on (a) Institutional Management; (b) Production and Operations Management; (c) Habitat and Population Studies; (d) Communication; (e) Anti-Terror Laws; (f) Security Science and Management; (g) Criminology; (h) Forensic Science; (i) Behavioural Science etc.

The Government of Nagaland had put a clause in The Global Open University Nagaland Act 2006 where it was mentioned that the major changes in the Act could be done before the year 2011. Accordingly it was decided that this University be declared as a State University with external funding.

2011

Accordingly, The Global Open University Nagaland (First Amendment) Act 2011 was passed in the State Assembly. The 5th Annual Function of The Global Open University Nagaland (TGOUN) was held in the presence of Dr. Shurhozelie Liezietsu, the then Higher Education Minister of Nagaland.

Although the Senior Staff Members at the Indira Gandhi National Open University (IGNOU), New Delhi were quite jealous of the growth of The Global Open University Nagaland (TGOUN) specially those at the Distance Education Council (DEC), IGNOU,

the Vice Chancellor Prof. V.N. Rajasekharan Pillai attended the the 5th Annual Day Celebrations of TGOUN besides receiving many awards instituted by the World Institution Building Programme (WIBP), Commonwealth of Distance Education (CODE), Indian Institute of Ecology and Environment (IIEE) on many occasions.

2012

By this time Dr. Priya Ranjan Trivedi had forgotten that the proposal regarding creation of Indira Gandhi Technological and Medical Sciences University (IGTAMSU), Arunachal Pradesh at Ziro was still alive. This proposal was served because there was no university under public-private partnership established in Arunachal Pradesh by then. When there were a few proposals by other smaller players submitted to the State Government, the IGTAMSU proposal got the top most priority and accordingly IGTAMSU Act 2012 was passed in the Arunachal Pradesh State Assembly in May 2012.

Huge amount was required to be deposited to the State Government under term-deposit as the security amount as modified in the State Gazette. 150 hectares of land already allotted to the University was under the controlled of the University where the foundation stone was laid down by the Chief Minister Shri Nabam Tuki.

2013

The projects related to the development of The Global Open University Nagaland (TGOUN), Indira Gandhi Technological and Medical Sciences University (IGTAMSU), Arunachal Pradesh and the Indian Institute of Ecology and Environment (IIEE) got further momentum. In the meantime some dishonest persons from Punjab did a mischief by forging the marksheets of TGOUN for exploiting the poor students contemplating to secure jobs under the State Governments. They had filed cases against the authorities of the university in order to save themselves. This was a major shock for all the members of the group of institutions headed by Dr. Priya Ranjan Trivedi.

Viewing the regulations of the Government of India not to allow institutions to have Centres outside the State boundaries, the offices of the these two universities were shifted to the respective campuses at Dimapur and Ziro.

2014

Dr. Priya Ranjan Trivedi started concentrating on the activities of the Confederation of Indian Universities (CIU) by advising all the university level institutions regarding the need to bring productivity and efficiency in the higher education system.

He had visited Indonesia for inaugurating an International Seminar on Medical Tourism. His Book on this subject was also release there in the inaugural function.

He had to cut short his visit after hearing the news that BJP was coming power and that Shri Narendra Modi is going to be the next Prime Minister of India. He came back to India and prepared a Book in the form of his biography which was presented to him on 26 May 2014 at Rashtrapati Bhawan, New Delhi.

He had invited the Governors of Uttar Pradesh, Kerala, Gujarat and Goa Shri Ram Naik, Justice P. Sathasivam, Shri Om Prakash Kohli and Smt. Mridula Sinha respectively for releasing the Books on these States brought out by Dr. Priya Ranjan Trivedi.

2015

He and his wife Nisha Trivedi camped at Vaso da Gama, Goa for getting their apartment restored. The Governor of Chhattisgarh Shri Balramji Das Tandon, the Chief Minister of Haryana Shri Manohar Lal Khattar, and the Union Minister of State for Micro and Medium Enterprises Shri Giriraj Singh released the Books on Chhattisgarh, Haryana and Bihar respectively which were compiled by Dr. Priya Ranjan Trivedi.

He and his colleagues got another blow when their names were implicated by the same dishonest persons from Punjab who were engrossed in marks-sheets forgery.

The first edition of the Books on Nagaland, Mizoram and Arunachal Pradesh were brought out by him.

2016

More than 100 Books were published under his leadership by converting the Encyclopaedias into single volume books viewing the need of the individuals interested in not buying the entire set but willing to acquire a few volumes only.

The 13th edition of The Indian Universities Directory was brought out. He got the credit for collecting information regarding all the university level institutions including Central, State, Deemed, Private and other universities including the institutions of national importance declared by the Parliament of India.

Vrindavan campus was developed by purchasing the land through the appropriate authority in the Chaitanya Vihar Colony, Phase - 2 at the behest of his wife.

2017

The building existing at Dehradun was renovated and extra facilities were provided by keeping the construction staff there for more than a year at Clement Town.

The adjoining plot near the property maintained at Vrindavan was acquired and extra facilities were created with a view to organising spiritual sessions there.

The compilation work for preparing a 50 Volume World Encyclopaedia of Women's Development was under progress by inviting experts in the area of women's studies.

Reprints of the books prepared under the authorship of Dr. Priya Ranjan Trivedi related to the biographies of Shri Atal Bihari Vajpayee, Shri Narendra Modi and Shri Ram Nath Kovind in the year 2000, 2014 and 2017 were reprinted with modifications.

Several meetings were organised with the President of India Shri Ram Nath Kovind and presenting different publications from time to time.

His wife Nisha Jeewachh Trivedi expired because of the deadly disease related to undifferentiated carcinoma.

2018

The case at Patiala District Court was finalised. Dr. Priya Ranjan Trivedi along with the other three persons named in the FIR were absolved of all the charges. They started working for the promotion of higher and tertiary education in general and environmental education in particular with full of zeal and enthusiasm.

The Union Commerce and Industry Minister Shri Suresh Prabhu and the Union Minister of State in the Prime Minister's Office Dr. Jitendra Singh were invited for releasing the Books authored by Dr. Priya Ranjan Trivedi on different subjects including spirituality, religion, RSS, foreign policy etc.

In order to revive the university project "Indira Gandhi Technological and Medical Sciences University", Arunachal Pradesh, he visited Ziro with his team members where he had invited Dr. Markandey Rai as the new Chancellor besides Dr. Utkarsh Sharma and Dr. Mridula Saikia Khanikor as the new Pro Chancellor and Vice Chancellor respectively.

A book with unique size (13 inches x 19 inches) running into more than 600 pages was brought out under the name of "The Lady Divine : A Pictorial and Didactic Biography of Her Humbleness Ms. Nisha Jeewachh Trivedi".

Based on the request made by Dr. Priya Ranjan Trivedi to the Hon'ble Prime Minister Shri Narendra Modi regarding his views on the birth of an international level institution in the honour and memory of the Founder of RSS, Dr. Keshav Baliram Hedgewar, a grand Message was sent by the Hon'ble Prime Minister motivating Dr. Priya Ranjan Trivedi to go head with the institution named "Dr. Keshav Baliram Hedgewar Vishwa Hindu Vidyapeeth". In the mean time the Book on RSS written by Dr. Priya Ranjan Trivedi in Hindi as well as in English was released by the Hon'ble Sarsanghchalak of RSS, Dr. Mohan Bhagwat at Patna on 12th February 2018.

2019

It was decided by Dr. Priya Ranjan Trivedi to revive all the 50+ institutions created by him by designing awareness level Certificate Courses in different emerging subjects with a view to preparing a competent cadre of young professionals equipped with expert knowledge of different skills for bringing productivity in different systems like health, science and technology, rural and urban development, environmental protection, disaster management, sustainable development, alternative dispute resolution, knowledge management etc.

He was also advised to get his health checked up periodically by also consulting medical experts in Delhi as well as in Chennai. A campus already proposed in Tamil Nadu is to be developed on a priority basis.

Dr. Keshav Baliram Hedgewar Vishwa Hindu Vidyapeeth Project is to be finalised based on the motivation given by the Prime Minister through his letter of good wishes received by Dr. Priya Ranjan Trivedi last year.

UNDERSTANDING THE PHILOSOPHY AND COMMUNICATION METHODOLOGY OF Dr. PRIYA RANJAN TRIVEDI

We have been observing the functioning of Dr. Priya Ranjan Trivedi for many years. However we are pleased to describe some of his unique experiments done by him through conferences and meetings. We met Dr. Priya Ranjan Trivedi, the renowned environmental scientist of the country many years ago in the early 1990s in one of his World Environment Congress events at the India International Centre, New Delhi. Everything about this man was unique starting from his attire to his way of speaking to the manner in which he single handedly conducted such a mammoth gathering of distinguished personalities from different countries with such an elan. In between the event, there was some problem with the audio system due to which the speaker, a serving senior Union Minister of the erstwhile ruling Government had difficulty in relating to the audience. While the audio system managing team got panicky, Dr. Trivedi in his usual jovial sense requested the Union Minister to make the best use of vocal chords, and overlook the anomaly. Finding the suggestion pragmatic, the Union Minister assented to the same, and wasted no further time by delivering his lecture sans the mike for almost 10-15 minutes. While concluding the speech, the Minister could not help thanking Dr. Priya Ranjan Trivedi for his timely suggestion that really enabled him to continue with no gratuitous time delay.

As an avid lover of the “environment” subject per say, we had the privilege to not just attend, but also play a crucial role in many future events organized by Dr. Priya Ranjan Trivedi under his different banners namely the World Management Congress, World Environment Congress, Indian Institute of Ecology and Environment, Indian Institute of Human Rights, World Polypathy Congress, World Institution Building Programme, World Spiritual Parliament, Clean Up The Earth (CUTE) etc.

We cannot help thanking our good friends from India and abroad for having inspired us to attend a Dr. Priya Ranjan Trivedi event in IIC way back in the 1990s. In fact, the credit for introducing us formally to Dr. Priya Ranjan Trivedi also goes to them.

Albeit Sundays are meant to be a strictly family affair, we could not say no to a polite, yet assertive request by our friends for accompanying them to meet an academician of immense repute.

Matter of sheer chance, our other friends were catching up with Dr. Trivedi after a long hiatus. Thus, the IIC meeting was in a way going to be a revival of his acquaintance with the noted scholar cum institution builder. Hailing from the United Nations antecedent, and being the host of the Sunday Luncheon, they wanted to take no chance, and we were thus implored by him to reach the venue well in advance so as to jointly accord a warm welcome to the special guest.

We had to literally run through our usual errands to make it to the destination at 11 am. Gracious as ever, they were there to receive us at the entrance from where we headed towards the Dining Hall. In the interim period while we were waiting for the special guest of the day, they informed of the various milestones accomplished by Dr. Trivedi in the past few years of his distinguished professional career and how he had attained meteoric success at a very young age. It was inspiring to know he had risen to become Director

General of an extremely prestigious institute of the country namely the Indian Institute of Business Management (IIBM) at the age of 29. While he was heading the IIBM, he had simultaneously brought to life the country's premier Ecology and Environment establishment named the Indian Institute of Ecology and Environment (IIEE). While we were chit chatting, our friends received a call from Dr. Trivedi saying that he had arrived at the venue, a good 15 minutes before the scheduled meeting time. Frankly speaking, we were left stunned to see the suave looking academician in his white regalia duly graced with a resplendent red turban.

After the formal introduction and pleasantries, we headed towards the dining hall again for savouring some snacks and juices. As we settled down in one cozy zone of the dining hall, the discussion turned to the academic scenario prevalent in the country. As one of the protagonists in the field of education, Dr. Trivedi enlightened us on the various facets of the modern day educational system. While enlisting the lacunas, he shared how he had continually been offering his practical suggestions to the respective Governments. What was astounding about the 47 year “young” man was not just his extensive knowledge to speak on every subject, but the resilience with which he could recall the complex names of more than 100 personalities that he had met at different points of his life in connection with the field of education.

Mincing no words, he engaged in a no holds barred description of how he had brought to life many institutions in the last two decades or so. It took us not even an hour to be convinced to the core that Dr. Trivedi was truly a living legend having accomplished many a milestones in his celebrated life, and yet having that irresistible burning desire in his belly to do something unconventional and extraordinary. It was captivating to know how an academician of eminence had efficiently and prolifically managed time to do copious of activities simultaneously. Besides having authored innumerable academic books, PRT has been instrumental in organizing a record number of events with a larger than life cause from the year 1975 till date. Dr. Priya Ranjan Trivedi took great pride in sharing how he nurtured cordial relations with many big time politicians, industrialists, corporate honchos, diplomats, spiritual leaders, bureaucrats, policy makers in his lifetime.

We are enticed to draw an analogy between Dr. Trivedi and the legendary superstar of Indian Film Industry Amitabh Bachchan for whom age is just a number. As the most revered and versatile artist of the country, Amitabh could have simply called it quits in his career anytime in the late 1990s, and settled in some tranquil paradise of his proclivity after a marathon Bollywood innings. Similar is the case with Dr. Priya Ranjan Trivedi who could have lead an easy going life after establishing the highly successful model of IIEE at Paryavaran Complex. Alas that was not to happen, or as his better half puts it, “My husband was simply not cut out to lead a normal life. In all these years of our married life, there has rarely been a day when there have been no visitors in our house. Rather than being remorseful about the same, I feel pleased that my husband has never turned any visitors from our place, and in fact, dedicated a lifetime to the cause of education and in helping people in distress or problem like a true Samaritan”. His daughters too have always been

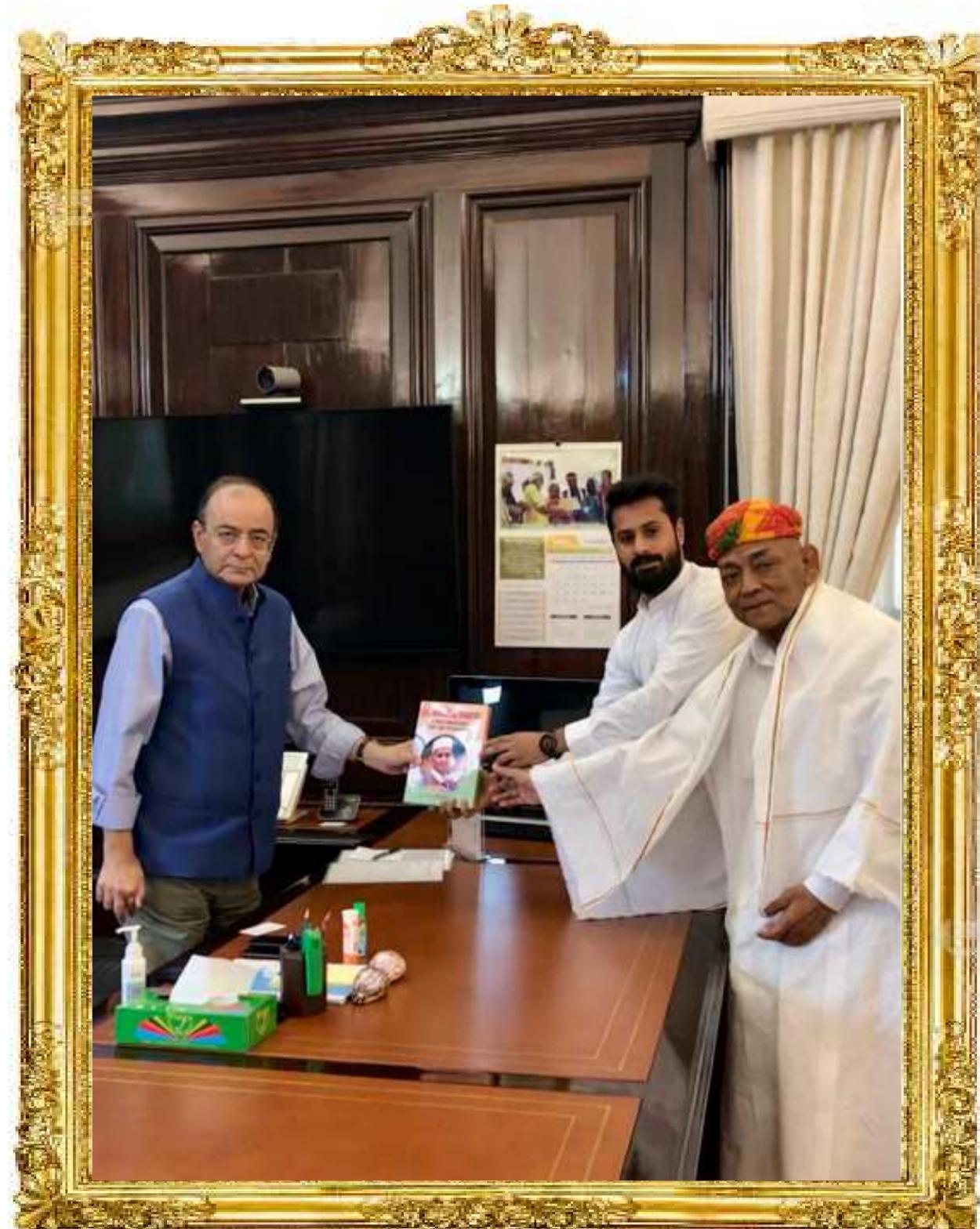
in awe of their dad's altruism and passion for living life Kingsize. They love his passion for conquering new frontiers from time to time. The fact that Dr. Priya Ranjan Trivedi fosters the same enthusiasm and zeal for setting a new institution as he was during his hey days is what amazes both his daughters.

As far as kitchens in the Dr. Trivedi's household go, there are numerous in numbers mainly to cater to the host of visitors and guests lodged up at different guest rooms. Talk to any of the guests, and they will have their own exhaustive tales to narrate about the munificence of Dr. Priya Ranjan Trivedi and his "best" half. Unlike those that preach or swear by secularism, Dr. Priya Ranjan Trivedi practices secularism every day, every hour and every moment. The fact that there is space and tolerance for all faiths and religions in his vast household. At any time of the year, one can bump into people hailing from diverse religious antecedents lodged up at his place. For those that are continually staking their rights over secularism must come and visit the mini India that exists in Paryavaran Complex. To put the record straight, Paryavaran Complex resembles a mini cosmopolitan world with even foreign guests of Dr. Priya Ranjan Trivedi lodged here at different times of the year. No wonder, this is why the sobriquet "cultural ambassador" has been conferred on him by his political, bureaucrat and spiritual friends.

We are enticed to quote Toni Morrison's wonderful one liner, "If there's a book you really want to read but it hasn't been written yet, then you must write it". After having met and observed PRT from close quarters for a while, we wondered why no book had been written on the man who had lead such a colourful life, and had authored and edited countless books in his lifetime on key subjects. A man who had several feathers in his cap... and yet not a single book dedicated to him... well the thought inspired we to throw our hat in the ring and no sooner did we begin researching on this man who had accomplished many unique feats and was yet grounded. we are sure if we had sought the advice for the "book title" from the three women in his life namely his wife and two daughters, they would have suggested me titles such as "Maverick Genius", "Maverick Kingmaker", or "Maverick Benefactor" or the "Maverick with a Genie" etc".

As someone who has spent a quality time at the Dr. Priya Ranjan Trivedi household, we cannot help empathizing with the three ladies for all that they had to endure. We mean what option does a wife or a daughter really has when they find their husband or father engrossed mostly in public service. Though we are not insinuating that helping people is not a good exercise, but in PRT's case, it had been grossly different for two key reasons. One because he kept no count of time while indulging in all such charities, and as a result, was left with almost no time for family. Secondly, despite being a genius, he miserably failed in seeing through the seeker's real intention, as most of the times, those that came in touch with him for help and assistance were avaricious and self-centered people who took advantage of his expertise, and subsequently vanished in thin air.

No wonder, "What cannot be cured must be endured", was the only thing that three most important women in Dr. Priya Ranjan Trivedi's life could possibly do in such an eventuality. For their lifetime achievement in enduring the maverick side of Dr. Priya Ranjan Trivedi, We sincerely propose that an award be constituted for the three iron ladies. More than the two married daughters, it has been the first lady of the house, PRT's wife who deserves more sympathy for she has been endlessly bearing the agony till date.



Chancellor Dr. Priya Ranjan Trivedi presenting his publication on Late Lal Bahadur Shastri to the Union Minister for Finance, Government of India Shri Arun Jaitley.

THE CHILDHOOD AND THE FORMATIVE YEARS OF PRIYA RANJAN TRIVEDI

On a chilly, yet pleasant 13th March morning in 1950 in the Muzaffarpur District of North Bihar, there is festivity all around the large joint family Trivedi household. A passerby can be heard saying, “The Trivedi family headed by His Eminence Rajendra Trivedi have been blessed by a cute little baby boy.”

No sooner does the news of the arrival of the baby boy spread, than the relatives, friends and well-wishers of the Trivedi's begin thronging their place. Such was the popularity of the Trivedi's in the area, and especially Rajendra Trivedi that every guest wanted to display their affection by either getting sweets or flowers. Even though it was no festival, the household was adorned with flowers and ribbons.

Unlike the other orthodox, or the conventional persons of the prevalent time who relied only on the auspicious occasions for naming their new born child, the mother of the child Savitri Devi seeing the humungous outpour of guests and well-wishers at their doorstep instantly decided to name her son “Priya Ranjan” meaning someone endearing.

Rajendra, the husband too could not agree more with his wife as he too was overwhelmed by the adulation and love that their second male child had received on the very first day of his arrival in the world.

The 40th day ceremony of Priya Ranjan was no less than a carnival with scrumptious feasting in the village for an unprecedented gathering of close to 1000 guests.

The early years of Priya Ranjan were truly memorable as he managed to get a good share of his father's love. Despite having a hectic work schedule, his father often took him on long walks in the neighbourhood park, and narrated interesting stories to him. As Rajendra had a profound proclivity for the game of cricket, Priya Ranjan too inherited the similar penchant for the gentleman's game at a very early stage of his life when he was just five years. Whenever Priya Ranjan fell ill due to any of the usual childhood ailments or sicknesses, his father took special care, and spent hours by his side.

All a game of the destiny, as the first few years of Priya Ranjan revolved more around his father than his mother or elder brother. No one could anticipate even in the wildest of their dreams that one of the most popular and dynamic persons of Muzaffarpur named Rajendra Trivedi would soon be bidding adieu to all of them to leave for his heavenly abode. Priya was barely 12 years, not even in his teens, when he was dealt the biggest and the most shocking blow by the cruel destiny. As a sensitive child, Priya Ranjan spent many days and nights spent in solitude remembering his dotting father. The Priya Ranjan household that seemed to be the most blissful and the prosperous place wore an all gloomy and lifeless look.

What more, the other sibling brothers and sisters of Priya Ranjan too became reclusive as they slowly came to terms with the bitter veracity of life. Rajendra's younger brother became the natural guardian for his children. Duly realizing the void created by his elder brother's untimely demise, he took a solemn lifelong pledge to henceforth treat all kids of the household at par.

The uncle ensured that he was always there with the kids of his brothers at key times, be it the festival get-togethers, the annual day functions or when it was vacation time.

Priya Ranjan loved attending the school, and unlike kids that had to be coaxed or admonished for devoting time for studies, he was always there amongst the books. A hard-working and a sincere student, Priya Ranjan brought laurels to the family by always being a topper in all the school examinations. Since his village Madhopur was not electrified, he studied under the lantern, and never made any fuss about it. When his village finally got electrified in 1968, Priya Ranjan had already left for Ranchi to study Engineering and Technology.

It was in the engineering college that Priya Ranjan started getting addressed with the sobriquet “PRT” that stood for Priya Ranjan Trivedi.

Sharing more facts about his childhood, Priya Ranjan Trivedi says, “My uncle had lost his sons and everybody felt that I would fill in the void by treating both my uncle and aunt as my adoptive parents. A renowned astrologer of his times predicted during my childhood that I would be devoting my life towards education, spirituality and nation building. The astrologers advised my family members to help me recite Vedic Mantras in Sanskrit when I was only one and a half years old. Thanks to the divine grace, I successfully recited and chanted Mantras for a good period of time”.

We were in all two brothers and four sisters. As for my education, I first studied at the Primary School in my village Madhopur in a Government School, and subsequently studied in different Schools in the neighbouring villages at the Upper Primary, Middle School and High School levels. I take pride to convey that I belong to the clan and lineage of Lord Parshurama and Chanakya. You may be aware that Lord Parshurama is the 6th Avtar of Lord Vishnu who lived during the last Treta Yuga and who received an axe after undertaking terrible penance to please Lord Shiva who in turn taught him the Martial Arts. Chanakya who was originally a Professor of Economics and Political Science at the Takshashila University managed and advised the first Mauryan Emperor Chandragupta to rise to power through his diplomatic, political and economic skills. Chanakya, traditionally identified as Kautilya authored the ancient Indian Political treatise called Arthashastra, and is known as the pioneer of Political Realism in India.

My grandfather His Eminence Late Ramphal Trivedi was a well known personality in the State of Bihar and revered for being an honest social reformer, agricultural administrator, dispute resolver and a nation builder. His better half i.e. my late grandmother Smt. Kalawati Devi was also a renowned social reformer as well as a spiritualist. My father Late Rajendra Trivedi after completing his Master's at the BHU concentrated in the area of entrepreneurial leadership as well as managerial competence with full assistance of his elder brother Late Ram Lakhan Trivedi and his younger brother Late Surendra Trivedi. My aunts always remained strict disciplinarians and educated us regarding the need to build a “New India”. My uncle Late Surendra Trivedi had fond memories of our origins from Gujarat.

I am quite nostalgic about my childhood. Once when I was just four and a half years old, I

called my classmates and gifted them different novelties sans the consent and knowledge of my parents. When my mother learnt about the same, she was very angry initially, but got pacified when my father said that they should be proud of the child as it was a big virtue to gift your precious belongings, and no vice.

My father's timely intervention saved me from my mother's wrath.

In childhood, I was fond of volleyball, football and carrom. My mother was a great administrator, disciplinarian and a strict vegetarian.

Priya Ranjan Trivedi's father died at the age of 46 due to Kala-azar, the severest form of leishmaniasis, a disease caused by protozoan parasites of the *Leishmania* genus. This disease has been the second largest parasitic killer in the world (after malaria), responsible for an estimated five lakhs infections each year worldwide. This parasite had migrated to the internal organs of my father such as liver, spleen and bone marrow.

The unfortunate demise of Priya Ranjan Trivedi's father fortunately did not financially constrain the family, thanks to the family business of modern agro-framing besides manufacturers and whole sellers of fresh table butter and pure desi ghee. To be precise, PRT was in Class VIII when his father passed away. PRT's elder brother Jitendra Trivedi who was then pursuing M.A., B.L. took care of PRT's financial, family and other needs.

The key source of his financial aid were the various scholarships that he earned during his studies on the virtue of his standing first in his class. Besides, his uncle and elder brother were always there as the strong pillar of post for all financial as well as non-financial needs.

Priya Ranjan Trivedi attributes his success to the teachings of his parents. Unlike other kids, he was not destined to spend a long time with his father owing to his unfortunate exit. However whatever little time that he got to spend with his father along with his other siblings was truly qualitative which he cherishes till date.

A great deal of importance was accorded to time management adherence so much so that if there was a delay in any activity, it was regarded as indiscipline in the Trivedi household. One day when Priya Ranjan Trivedi must have been eight, he spent half an hour extra playing badminton. When his father came to know that his son had overspent his time on an activity and thus upset his daily schedule, Priya Ranjan Trivedi was summoned and given a lecture.

Recalling the preaching's of his father, Priya Ranjan Trivedi shares, "Initially I was scared facing my father when I was called, however my fears vanished in thin air when my father affectionately said and I quote him, Dear Priya Ranjan, always remember one thing in life- If you are serious about making a mark in life, then give utmost importance to time. The time lost can never be restored or regained." Unquote. The bonding between the son and the father was profound which is why Priya Ranjan Trivedi has unrelentingly paid due heed to time all his life.

During his tertiary education days, while most of his friends and batch mates struck a good balance between academics and leisure, Priya Ranjan Trivedi was busy planning his future with total devotion. He knew that it was the best way to pay tributes to his late father.



Chancellor Dr. Priya Ranjan Trivedi and Dr. Utkarsh Sharma with the Union Minister for Social Justice and Empowerment Shri Thawar Chand Gehlot releasing NICER Book.

THE ACADEMICS AND THE PROFESSIONAL ACCOMPLISHMENTS OF PRIYA RANJAN TRIVEDI

Dr. Priya Ranjan Trivedi had memorable experiences during his student days. During the schooling days, he studied around 16 hours a day, and it reflected in his results. He was brilliant in science subjects with his average score being over 95%. The interesting point being that besides his classmates, the seniors too more often than not, sought his guidance and counselling for securing higher percentage. Quite naturally since he was exceptionally brilliant in sciences and mathematics, he had a penchant for these subjects.

His father's preaching's had a great bearing on his academic results, and he would often confide to his friends how he had inculcated the ethos of honesty, being laborious, and sagacious from his late father.

A trip to Sweden when he was studying became a big turning point for him. Throwing more light, Dr. Priya Ranjan Trivedi elucidates, "Owing to my deep interest in the environmental activities, I was invited to go to Stockholm in June 1972 to participate in the UN Conference on Human Environment convened by the erstwhile UN Secretary General Kurt Waldheim who had invited Maurice Strong to lead the Conference. The delegation comprised a big team of student representatives and young scientists".

The Conference inaugurated by the then Prime Minister of Sweden Olof Palme was also attended by the Heads and other Representatives of 113 countries including the erstwhile Prime Minister of India, Indira Gandhi. I remember the Stockholm Declaration, and since 1972 I have been practising the following 26 principles on environment and development resolved during the Conference:

1. Human rights must be asserted, apartheid and colonialism condemned
2. Natural resources must be safeguarded
3. The Earth's capacity to produce renewable resources must be maintained
4. Wildlife must be safeguarded
5. Non-renewable resources must be shared and not exhausted
6. Pollution must not exceed the environment's capacity to clean itself
7. Damaging oceanic pollution must be prevented
8. Development is needed to improve the environment
9. Developing countries therefore need assistance
10. Developing countries need reasonable prices for exports to carry out environmental management
11. Environment policy must not hamper development
12. Developing countries need money to develop environmental safeguards
13. Integrated development planning is needed
14. Rational planning should resolve conflicts between environment and development
15. Human settlements must be planned to eliminate environmental problems
16. Governments should plan their own appropriate population policies
17. National institutions must plan development of states natural resources
18. Science and technology must be used to improve the environment
19. Environmental education is essential

20. Environmental research must be promoted, particularly in developing countries
21. States may exploit their resources as they wish but must not endanger others
22. Compensation is due to states thus endangered
23. Each nation must establish its own standards
24. There must be cooperation on international issues
25. International organizations should help to improve the environment
26. Weapons of mass destruction must be eliminated

Undertaking the trip with a world leader like Indira Gandhi was like a dream come true as she was one of the tallest leaders of her times. Her statement "Poverty is the worst form of pollution" is still afresh in my mind. I have had a fruitful association with Dr. B R Seth, the renowned mathematician. A highly well-read man of his era, he taught at the University of Delhi and other places before assuming the responsibility of being the Founder Vice Chancellor of Dibrugarh University in 1966. From Dibrugarh University, he finally joined the Birla Institute of Technology, Mesra Ranchi as the Director in 1971 where I met him and learnt a lot from him regarding educational planning and administration. Dr. B R Seth always liked my ideas of institution building although I had no experience of this field as I was a student under his tutelage.

When I got admission in the prestigious Birla Institute of Technology (BIT), Ranchi, I was naturally overwhelmed with its reputation and its cosmopolitan crowd that comprised students from almost all the States and the neighbouring countries for Bachelor's Degree in Engineering. Although I was selected in myriads of other Engineering Colleges, I selected BITs Ranchi because of its green campus, excellent teaching faculty, and extraordinary facilities for board and lodging with single seated rooms for each admitted student.

Life at BITs Ranchi was incredible with good boarding and lodging facilities, classrooms, laboratories, libraries, recreation centres, playgrounds, lush green gardens and smooth transportation for the students as well as the teachers. Different types of cultural and other extra curriculum activities were organized under the aegis of the music society, engineering society, audio visual educational club, band unit, radio club, sahitya parishad, debating society etc.

Dr. Priya Ranjan Trivedi had specialized in production engineering and his performance in different subjects was excellent. He was not only a favourite amongst the teaching staff, but also amongst the non-teaching staff members. He was placed at Kolkata under BIT scheme of placement, but had to resign as he was invited as an expert resource person in the Faculty of Management of B.R. Ambedkar Bihar University for teaching production management. During his teaching assignment, he simultaneously also completed his MBA with specialization in international business and materials management under the Faculty Development Programme.

After completing his Bachelor of Engineering Degree from Birla Institute of Technology, Mesra, Ranchi in the Session 1968-1973, Dr. Priya Ranjan Trivedi decided to be an institution builder after researching on the art and science of institution building and to

know as to how do institutions get born, indisposed, stagnated, sick, murdered and as to how to prescribe the methodologies for reviving them. He enrolled in the Master's Degree in Business Administration (MBA) as he knew that management component was not only desirable in all walks of life, but give him a vital edge over others. After specializing in the areas of international business at the MBA level and researching on rural as well as urban entrepreneurship by visiting different States and Union Territories, he designed a masterplan paradigm for the establishment of different institutions all over the country for having a competent cadre of young professionals equipped with managerial competence.

Incidentally, he is the only one to have excelled in the new and emerging area of neology and neocracy for his passion for evolving new doctrines for solving different problems of the world in general and of India in particular. He has advocated through his appropriate solutions and technologies for tackling issues like peacelessness, poverty, pollution, population explosion, unemployment, faulty educational system, insurgency, greed, violence and terrorism.

Before foraying into the profession of teaching, training and research, he had successfully completed his Bachelor's, Master's and Doctoral Degrees in the areas of Engineering, Management and Human Rights respectively. His Doctoral (Ph.D.) Thesis on Human Rights submitted at the Jamia Millia Islamia Central University, New Delhi was praised by the academicians, policymakers and human rights activists. Besides teaching the need based subjects and researching on vocational and job oriented areas like ecology and environment, disaster management, sustainable development, total quality management, geoinformatics, bioinformatics, environmental communication, intellectual property rights, human rights, peace studies, conflict resolution, ecological tourism, geriatric care and educational planning, he has also brought out world level and multi volume Encyclopaedias on these subjects which have been used and referred by several Governments, ministries and libraries.

It was in the year 1977-1978 when he started establishing new institutions in the areas of management, administration, computer sciences, hotel management, catering technology and applied nutrition in association with his class friend Dr. Uttam Kumar Singh who had similar brilliant ideas in his mind for giving a new dimension for solving the problems of the young boys and girls from different parts of the country.

Between 1973 and 2004, Priya Ranjan Trivedi studied many subjects and acquired many qualifications including B.Sc.(Engg.), M.Tech., MBA, Ph.D., D.Sc., LL.D., D.Lit. (both earned as well as honoris causa) from different Central and State Universities in India and other Universities from foreign countries.

As he had keen interest in areas like engineering, management, tourism, environment, technology, administration, governance, education, ecology, disaster management, peace studies, human rights, sustainable development, remote sensing and interfaith studies, education, intellectual property rights, bioinformatics, geoinformatics, spirituality, geriatric care, habitat and population studies, environmental communication, pollution control etc. he has organized more than 500 national as well as international congresses, conventions, conferences, symposia, workshops and summits in India and other countries under his dynamic leadership. Several Presidents, Prime Ministers, Vice Presidents, Union Ministers, Governors and other Leaders have attended these programmes and have praised the ideas and the contributions of Dr. Priya Ranjan Trivedi calling him a visionary leader, scientist,

institution builder, philosopher and thinker.

Albeit, Dr. Priya Ranjan Trivedi has acquired expert knowledge of different subjects by undergoing formal and non-formal education from different institutions in different countries, he has spent full time studying Bachelor's, Master's and Doctoral level programmes at Ranchi University, Bihar University, and Jamia Millia Islamia.

Qualifications of Dr. Priya Ranjan Trivedi in the chronological order:

Bachelor of Engineering (B.Sc.Engg.) with specialisation in Production Engineering from Birla Institute of Technology, Ranchi University in 1973.

Master of Business Administration (MBA) with specialisation in International Business and Materials Management from B.R. Ambedkar Bihar University in 1978.

Master of Technology (M.Tech.) from the Intercultural Open University (IOU), The Netherlands in the year 1980.

Doctor of Engineering (Eng.D.) from the Intercultural Open University (IOU), The Netherlands in the year 1982.

Doctor of Laws (LL.D.) from The Open International University, Sri Lanka in the year 1996.

Doctor of Literature (D.Litt.) from International Independent University of Ecology and Politology, Moscow in the year 1998.

Doctor of Philosophy (Ph.D.) in Human Rights from Jamia Milia Islamia (Central University), New Delhi in the year 2004.

Being motivated by the United Nations Conference on Environment and Development 1972, Dr. Priya Ranjan Trivedi gave the slogan "Catch Them Young" to the world citizenry in the year 1980. With the success of the World Environment Congress in the year 1980 at New Delhi, he established the "Clean Up The Earth (CUTE)" and collaborated with the international organisation "Clean Up The World" headquartered in Australia for implementing "Save India" and "Save Delhi" campaigns in association with the Delhi Development Authority (DDA), Doordarshan (Broadcasting Corporation of India) and more than 10,000 Universities, Colleges and Schools from different States and UTs besides Delhi Administration and the National Capital Region.

Dr. Priya Ranjan Trivedi was the first person in India to have thought of Clean India Campaign (Swachchh Bharat Abhiyan) on 2nd October 1994. He also launched Clean Delhi Campaign Network in association with the Department of Environment, Government of Delhi headed by Dr. Sahib Singh Verma.

When the new Prime Minister of India Shri Narendra Modi launched Swachchh Bharat Abhiyan on 2nd October 2014, Dr. Priya Ranjan Trivedi with his colleagues launched the project of teaching new subjects like Cleanliness, Hygiene and Sanitation under the banner of the newly established "National Institute of Cleanliness Education and Research (NICER)" at New Delhi by also bringing out 11 Volume World Encyclopaedia of Cleanliness, Hygiene and Sanitation Education with a view to providing formal and informal training to the students and the teachers of all the secondary and senior secondary schools of all the States and Union Territories of our country.

THE STRENGTHENING OF THE POST-MARRIAGE BONDING WITH HIS BETTER-HALF

While most of his friends in the College and the PG days had girlfriends, Dr. Priya Ranjan Trivedi was a different specimen altogether. It is not that Dr. Priya Ranjan Trivedi was not cutout for a romance, but the fact that he was so engrossed in studies never spared him the time for forging any romantic alliance.

Academics were the only thing that mattered to him, and nothing else. Once seeing him all smartly dressed up, his mother candidly asked him if he was going for a date to which Dr. Priya Ranjan Trivedi said, “I go on a date every day, and this date is nothing, but my “Tryst with destiny” till the time I am able to make a mark in life, I have just no time for romance, or to fall in love. My mission is to fulfil my father's dream of being a successful young man.”

Living truly to his words, Dr. Priya Ranjan Trivedi toiled day and night in pursuit of realizing his father's dream. The hard labour yielded rich dividends, and Dr. Priya Ranjan Trivedi was able to carve a niche for him as an entrepreneur in comparatively much lesser time. As if completely optimistic about her son's competence, Dr. Priya Ranjan Trivedi's uncle, elder brother and mother had already seen few matches for her son sans his knowledge. After a strenuous session of interactions, she shortlisted on a girl named Nisha Jeewachh who happened to be the only child of her parents. After persuading Dr. Priya Ranjan Trivedi to take time to meet Nisha Jeewachh and her family, a date and time was fixed for a formal family interaction. As destiny would have it, cupid struck Dr. Priya Ranjan Trivedi for the first and the “last time” when Nisha Jeewachh came with the customary tray carrying tea and the cookies for the guests. As the young girl offered her greetings to the guests, it didn't take a while for Dr. Priya Ranjan Trivedi's mother, uncle and his elder brother to infer that the reclusive bookworm had fallen for the pretty and the gracious young damsel.

Like a typical Indian homemaker and a doting mother, Savitri Trivedi jumped the gun, and in sheer excitement, asked for an appropriate date for an Engagement Ceremony without realizing that the formal consent from the bride's side was still to come through.

By the divine grace and wish, the bride's parents impressed by not just the flamboyancy, but also the uprightness of the Trivedis wasted no time in offering their consent. Thus ensued exchange of sweets and embracing sessions. The marriage of Dr. Priya Ranjan Trivedi with Nisha Jeewachh in 1969 was preceded by a number of functions, all of which were attended by an impressive number of corporates, industrialists and bureaucrats etc.

Dr. Priya Ranjan Trivedi's Better-Half Nisha Jeewachh hails from the family of renowned entrepreneurs who were settled in West Bengal owing to their numerous coal mines before nationalization. They also had many outfits in Dhanbad, Jharkhand.

Talking more about the different marriage rituals during his wedding, Dr. Priya Ranjan Trivedi says, “My marriage with Nisha Jeewachh was performed in the most ancient and traditional style where many religious saints were present to bless us besides most of the important personalities from Delhi, West Bengal, Gujarat and Bihar. More than 1500 persons attended the wedding function. The marriage was solemnized in the historical

place Vaishali which was once upon a time the capital city of the Lichchhvis, considered as one of the first Republic of the World situated in the Vajjian Confederacy around 6th Century BCE. It was during this period that the 24th Jain Tirthankara Bhagwan Mahavira's birth took place here. It is the same place where Lord Buddha preached his last sermon before his death in 483 BCE. Nisha Jeewachh in specific, belongs to Ratti-Bhagwanpur in the Vaishali region”.

Nisha Jeewachh has been a strong pillar of support to her husband which is why Dr. Priya Ranjan Trivedi takes great pride in reiterating, “My wife has throughout cooperated by giving me a free hand for doing social, educational, cultural, scientific, environmental and other positive works. The reason of my success is Nisha Jeewachh, and I have no hesitation in attributing all my success to her good self in implementing the action programmes that I have envisaged from time to time. As a couple, we have complemented as well as supplemented each other. She has always been doing whatever I have not been able to complete, and vice versa. This unique combination has helped us to maintain an extremely cordial relationship. It is a fact that her coming into life augured prosperity for us. Nisha Jeewachh has been the lucky charm and beacon for her parent's success and prosperity too”.

It might seem bizarre in the context of the modern day world, but it is cent percent true that on day one of their marriage, both Dr. Priya Ranjan Trivedi and his wife Nisha Jeewachh took a collective and conscious decision of relinquishing all the joint ancestral properties in both the families to someone more in need. As both of them were in their prime, it was decided that Dr. Priya Ranjan Trivedi would spend endless hours setting up various institutions all over the globe, while Nisha Jeewachh would manage the home and raise the children. Owing to Dr. Priya Ranjan Trivedi's charisma and outstanding entrepreneurship traits, visitors flocking their place in great numbers have always been a regular feature. In such a scenario, when it is natural for most wives to show disenchantment or a certain degree of fuss, Nisha Jeewachh has always been gracious and congenial in her approach. If she has been her hubby's greatest strength, she has also been his biggest critic.

In the lighter vein, Dr. Priya Ranjan Trivedi often points, “In the first meeting, and in fact, the first sight, I decided that Nisha Jeewachh is my destiny, and the only one with whom I wish to walk on the longest boulevard of this world named “Life”. We have had an eternal Love story, and every moment is cherished as an extended honeymoon”. If Shah Jahan built the white edifice for his beloved on the banks of the Yamuna in Agra, then the credit for building various white edifices in Paryavaran complex incontestably goes to Dr. Priya Ranjan Trivedi.

Now one hand, Nisha Jeewachh comes across as a gentle, soft spoken person while on the other hand, Dr. Priya Ranjan Trivedi has forever been like the mighty invader of his times, the indefatigable “Nadir Shah” who always had the desire to keep everything under his control and supremacy.

PRIYA RANJAN TRIVEDI, THE ENVIRONMENTALIST AND THE GENESIS OF IIEE

Dr. Priya Ranjan Trivedi got inspired to do his bit towards the environment following his visit as a student activist to the historic United Nations Conference on Environment led by the then Indian PM Indira Gandhi in 1972 at Stockholm on 5th June. Listening to the viewpoints of the intellectuals, policy makers and the activists was a great learning experience for Dr. Priya Ranjan Trivedi, and it inspired him to become more protective about the environment by indulging in regular tree plantation drives, and by mitigating the damage caused to it by different pollutants.

The UN Conference left a profound impact on his mind, and once he returned, he spent a lot of time meeting people with inclination and knowledge in environment. He spent a good number of days collecting information, and compiling a good database on the different aspects and challenges related to environment. He went on a book buying spree on environment, and ended up purchasing almost 500 different books on environment to acquire a deep knowledge about the different dimensions of environment. To mark this historical day when UN Conference on Environment took place in Stockholm, it was decided to observe the World Environment Day on 5th June from 1973 onwards. Former PM Indira Gandhi constituted in the same year a National Committee on Environmental Planning and Coordination (NCEPC) with a clear mandate to identify and investigate the problems of preserving and improving the environment in our country. Following PRT's dedicated efforts, he was able to play a sheet anchor role in motivating the Government of India to set up a full-fledged Ministry of Environment and Forests. As he was keen to bring about a revolution in the field of Environment, he followed this by establishing the one of its kind "Indian Institute of Ecology and Environment" (IIEE) along with his other colleagues. Since he strongly felt the need for a Department / Ministry of Environment at the Central level, purely on his insistence, an Empowered Committee popularly known as N.D. Tiwari Committee was set up in February 1980 for reviewing and recommending legislative measures coupled with a suitable administrative machinery to ensure environmental protection. The Committee finally recommended for the setting up of a separate Department of Environment. Accordingly the Department of Environment was created in November 1980 to act as the focal agency in the administrative structure of the Central Government for planning, promotion and coordination of environmental programmes. During the year 1985, this Department of Environment was upgraded to the Ministry of Environment and Forests.

Quite naturally, Dr. Priya Ranjan Trivedi was elated when the Indian Institute of Ecology and Environment (IIEE) was conceived and created on the occasion of the World Environment Day on 5th June 1980, a few months before the Department of Environment was set up at the Centre.

The Indian Institute of Ecology and Environment (IIEE), New Delhi is an autonomous, non-profit making national level institution formed with a view to impart teaching and provide a sustained platform for research and consultancy in the areas of ecology and environment. The academic programmes were announced after five years as many Committees and Sub-Committees were constituted by IIEE for designing short-term and long-term academic, awareness and research oriented programmes with a view to protecting

the natural as well as built environment.

IIEE offers career oriented environment related courses which are not only very interesting, but also happen to be need based for solving different environment and pollution related problems of the world.

Realizing that the learning imparted at IIEE had its due recognition for the long term benefit of its students, Dr. Priya Ranjan Trivedi brought to life Universities such as Makhanlal Chaturvedi National University (MCNU), Sikkim Manipal University (SMU), The Global Open University (TGOU), and later the Indira Gandhi Technological and Medical Sciences University (IGTAMSU).

So far as the National and International Activities go, Dr. Priya Ranjan Trivedi happens to be the first person to have launched the Post Graduate level distance learning programme in the area of ecology and environment. After signing the Memorandum of Understanding with more than 35 universities and public sector organisations in India and other countries, he has been able to place the almunus of his institutions all over the world at top positions. He visited countries like United Kingdom (UK), United States of America (USA), The Netherlands, Indonesia, Italy, Spain, Mongolia, Sri Lanka, Maldives, Mauritius, Uganda, Ethiopia, Zambia, Nepal, South Korea, Oman, United Arab Emirates (UAE), Monaco, France, Poland and Russia for organizing global level conferences, and for establishing institutions of national as well as international importance.

The motivation for the establishment of IIEE was based on the issues of environmental education discussed in the deliberations at Founes in 1971, and later at Stockholm in 1972 followed by the workshop on Environmental Education at Belgred in 1975, and also on the resolutions and recommendations of the Intergovernmental Conference on Environment at Tbilisi in 1977 organized by UNEP and UNESCO. The Institute has been organizing since its inception different programmes having social, educational, cultural, economic and positive content for the optimum development of a sustainable society. The Institute has provided training to more than fifty thousand persons in the areas of ecology, environment, pollution control, disaster management, sustainable development, ecological tourism and environmental education. The Institute has been pioneer in organizing National and International Congresses and Conventions on environment. Between 1981 and 2014, more than 180 national and international congresses and conventions were organized including the famous 1992-2014. World Environment Congresses. The Institute has collaborated with many Indian and foreign universities for helping them to design the latest curriculum on environment at graduate and postgraduate levels. The Institute has implemented many programmes at the global level for making the world citizenry aware regarding the need to protect our mother earth. In this connection many workshops have been conducted by the institute in Sri Lanka, Indonesia, Italy, Spain, South Korea, Mongolia, Mauritius, USA, Tunisia, Russia, Poland, Uganda, Zambia, Ethiopia, England, Nepal and The Netherlands. The Institute has conducted more than 3500 researches and consultancy assignments on different environment related topics. The Institute has developed its own campus at Paryavaran Complex, New Delhi in the neighbourhood of Indira Gandhi National

Open University on Saket Maidangarhi Marg in South Delhi and is equipped with computer centre, library, conference halls, class rooms, guest houses, administrative block and related infrastructure. The idea behind establishing the Indian Institute of Ecology and Environment (IIEE) in selected States of India is to reach the grassroot level with a view to implement the programme of “catch them young” by 2020 AD by reviving the planet ecologically through environmental policing of the global commons and setting up of a global environmental legislative wing, regeneration for eco-restoration of eco-fragile areas on the verge of irreversible decline, ecotone restoration of river systems as well as biodiversity for managing the third millennium and the twenty first century. The Institute also collaborates with the Government of Delhi in conducting ecological education in more than 1000 schools in New Delhi. The Institute arranges for technology transfer on environmental engineering, impact assessment, pollution monitoring and control, systems analysis, wildlife conservation, environmental communication, ecological education and environmental laws. IIEE is mandated to provide learning based assistance to the students and researchers to acquire, retain and be able to use knowledge, understand, analyze, synthesize and evaluate, achieve skills, establish habits and develop attitudes.

IIEE has published over 150 books and monographs of which the most notable is a 30 volume International Encyclopaedia of Ecology and Environment which is considered as the only encyclopedia with a 10 volume section on Environment Laws. The different facilities at the IIEE at the New Delhi campus include a Modern Computer Lab, Library, Canteen, Sports facilities and an Auditorium.

IIEE has been conducting various Bachelor's, Master's and Doctoral Degree courses. They include Bachelor's and Master's Degree in Ecotourism, Disaster Mitigation, Ecology and Environment, Geoinformatics, Total Quality Management, Pollution Control, Sustainable Development etc. The Institute also offers M.Phil. programs on different subjects related to environment.

By establishing the different momentous Institutions, Dr. Priya Ranjan Trivedi had cemented his place as an entrepreneur and visionary par excellence who was truly way ahead of times. In fact, he has been a role model for so many others that took a leaf out of his zeal and acumen, and thus made a mark for themselves.

Narrating the journey, experiences, and challenges he had in the initial years of running IIEE from Janakpuri, and the genesis of Paryavaran Complex happen, Dr. Priya Ranjan Trivedi shares, “I had met many important personalities including businessmen, industrialists, landlords, homeowners, statutory organization's heads regarding the support for having the set-up and outfit of IIEE. Ironically, since no one could understand and appreciate my ideas, I had a great deal of problem locating a suitable place as an office of the IIEE. As luck would have it, I met one Kewal Krishan Anand, a landlord of a huge building in Janakpuri who readily allowed me to run different activities from his building. Thousands of students were admitted in the distance learning off campus Post Graduate level programme in Ecology and Environment after its launching by the then Union Minister of Environment Z.R. Ansari. Important public and private sector units sponsored their officials for this programme with a view to creating a competent cadre of environmental and depolluting experts in their establishments. As regards the genesis of Paryavaran Complex, I had already organized land in South Delhi in Saidulajaib Village by purchasing

the same from the land owners. The Green Campus was developed by getting the allotment of 17 bighas of gram sabha land from the office of the Development Commissioner, Delhi Administration with a view to researching on plantation and nursery development. After I had purchased land for housing the Indian Institute of Ecology and Environment (IIEE), many students, friends, admirers, collaborators, advocacy experts and environmentalists became keen to buy land in the neighbourhood. I then decided to call this area as Paryavaran Complex. This is how this Colony was born after I got the RWA Paryavaran Complex registered under the Societies Registration Act 1860 during 1990-1991. Trees were planted during 1989, 1990, 1991, 1992 and 1993. The entire Colony was full of greenery, but later most of the trees were cut by the plot owners as they thought these trees in front of their plots will damage the buildings which was in reality, not true. That is why and that is how I feel that there is no age limit for lifelong and continuing education”.

As a matter of fact, it was Dr. Priya Ranjan Trivedi who gave the slogan “Catch Them Young” to the world citizenry in the year 1980. With the success of the World Environment Congress in the year 1980 at New Delhi, he established the “Clean Up The Earth (CUTE)” and collaborated with the international organization “Clean Up The World” headquartered in Australia for undertaking and implementing “Save India” and “Save Delhi” campaigns in sync with the Delhi Development Authority (DDA), Doordarshan (Broadcasting Corporation of India), and more than 10,000 Universities, Colleges and Schools from different states and UTs, in addition to the Delhi Administration and the National Capital Region.

Sardonically, his adversaries were literally mocking him when he was organizing conferences and seminars on environment, but the tables were turned on them when Dr. Priya Ranjan Trivedi could successfully prove the colossal worth of environment both as a subject and a challenge in the 21st century. Between 1990 and 2000, he had been thinking on the lines of preparing a Masterplan paradigm for facing the 21st century. As the human race was then preparing to venture into a new century, conversations and news reports were peppered with references to the ever fragile and endangered planet.

His conferences and seminars on environment evoked an overwhelming response from both the apologists and the critics, and it was a treat to listen to his lively speech replete with the apt instances and illustrations.

As he had keen interest in areas like engineering, management, tourism, environment, disaster management, peace studies, human rights, sustainable development, remote sensing and interfaith studies, he has organized more than 500 national as well as international congresses, conventions, conferences, symposia, workshops and summits in India and other countries under his dynamic leadership. Several Presidents, Prime Ministers, Vice Presidents, Union Ministers, Governors and other Leaders have attended these programmes and have lauded the ideas and the contributions of Priya Ranjan Trivedi, hailing him as a visionary leader, scientist, institution builder, philosopher and thinker.

Shares Dr. Priya Ranjan Trivedi, “It would be unfair on my part to say that everyone who attended my special programs on environment comprehended the actual relevance of environment in those times. To be precise, it was a 50-50 ratio with half the audience being fully aware of the challenges that the environment could pose in the future, while the remaining half attending the programs simply due to the hype that my environment

campaign had generated. Delivering long lectures and brainstorming on environment was a regular feature of our programs. I have a special word of praise for the audience that not only gave a patient hearing to the important lectures on environment, but posed extremely pertinent questions at the conclusion of the lectures. Though the basic essence of my environment speech always remains the same, I incorporate few alterations in the tone and tenor when addressing the younger audience. Though there are numerous books on ecology and environment, delivering a live lecture has its own charm and significance as the audience has the privilege of getting answers to their questions on the spot. When I am addressing the students on environment, I make it a point to make them aware about the history of the earth, and the other related factors. I am reminded of a special environment lecture at IIC in 1989 where I said the following, "One must understand and bear in mind constantly that our planet Earth is both fragile and endangered which is why it becomes imperative for all the citizens to play a collective role in ensuring that the Environment is protected for sustaining mankind today and for times to come. Any planet is directly impacted by the environment which is why there is the grave need to give the utmost importance to safeguarding the environment. The earth is five billion years old, and over the eons it has endured bombardment by meteors, abrupt shifts in its magnetic fields, dramatic realignment of its land masses, and the advance and retreat of massive ice mountains have reshaped its surface. Life, too, has proved resilient: After more than three and a half billion years, first forms of life emerged, biological species had come and gone, but life had persisted without interruption. In fact, no matter what we humans did, it was unlikely that we could suppress the powerful and chemical forces that drive the earth system. Though we could not completely disrupt the earth system, we did affect it significantly as we used energy and emit pollutants in our quest to provide food, shelter, and a host of other products for the world's growing population. We released chemicals that used to gnaw holes in the ozone shield that protects us from harmful ultraviolet radiation, and we burnt fuels that emitted heat-trapping gases that built up in the atmosphere. Our expanding numbers overtaxed the agricultural potential of the land. Tropical forests that were home for millions of biological species were cleared for agriculture, grazing, and logging. Raw materials were drawn from the earth to stoke the engines of the growing world economy, and we treated the atmosphere, land, and waters as receptacles for the wastes generated as we consume energy and goods in our everyday lives.

Scientific evidence and theory indicated that as a result of such activities, the global environment was undergoing profound changes. In essence, we were conducting an uncontrolled experiment with the planet to the extent that we had come to a point of no return and we could face the disaster any time. Environment faces all sorts of problems in the 21st century such as depleting natural resources coupled with the ever looming threat of global warming and climate change. In this scenario, rain water harvesting and waste water recycling assume lot of relevance for human sustenance. Water wars have become a common phenomenon thanks to the acute scarcity and wastage of precious water. Organizing national-international level events and authoring books plays a pivotal role in creating widespread awareness for protecting the Environment and the Mother Earth amongst the world citizenry. At the school, college and the university level, it makes a great deal of difference if environment related issues are discussed at length in different forms. We must guide the human race living in a historic transitional period of burgeoning awareness

of the conflict between human activities and environmental constraints, preparing to venture into a new century and a new millennium and to finally help save the fragile and endangered planet with the natural resources already overtaxed and for developing a critical path to governance through modern ideas for reducing the toll exacted in supporting daily life and the ever growing problems on the earth exerting profound pressures on the environment. IIEE is of the view that if human society is to endure not for just another century but for thousands and thousands of years, we need to learn a way of life that could be sustained by the Mother Earth. Human society must learn to control population size and develop more efficient technologies that produce as little harmful waste as possible. We must learn to rely on resources that are renewable. A society based on these ideas is called a "sustainable society". We should long for having a sustainable world so profoundly different from the way we live which cannot be imagined without a strenuous exercise of mind. Like human body the Mother Earth has its organs that adjust to changes - in climate, nutrient levels and other aspects of the environment to maintain its stability. Just as the human organism is made of trillions of cells and so is the world organism; each of us is a cell of Gaia (Greek word for Mother Earth). IIEE further deliberates that Changing our ways will be a colossal task which may involve arduous work, but as an optimist we should view the third millennium with a cleaner and greener mind and pledge to work on new pollution control technologies as the answer to our polluted waters and skies by better treating our Mother Earth by not to rival nature, but to cooperate with it and live in harmony."

Following his lecture at the IIC that was widely covered in the media, Dr. Priya Ranjan Trivedi was flooded by letters and calls from thousands of persons. All these positive developments led him to organize the World Environment Congress in 1989-90 wherein he invited Ministers, Policymakers, Bureaucrats, Technocrats, Activists and others from different countries to make the world citizenry aware regarding the need to protect the Mother Earth. And the rest as they say is history! There was just no looking back as he and his team went from strength to strength with every passing year with more and more volunteers and likeminded beings joining them in their crusade to safeguard the Environment and the Mother Earth.

IIEE has been a pioneer in the areas of ecology, environment, natural resources conservation and management, population and community ecology, wildlife conservation, environmental laws, environmental advocacy, pollution monitoring and control, environmental impact assessment and environmental citizenship. More than 5000 research projects have been completed on environment related topics. MoUs have been signed with many universities, public as well as private sector units for depolluting the environment in sugar, leather, cement, petro-chemicals, steel, mining, pharmaceuticals, distillery and other chemical industries. IIEE has organized the All India Environment Congresses (1980-1989) and World Environment Congresses (1990-2014) besides many other workshops, interaction meets, seminars, symposia etc. on different topics concerning environment and pollution abatement.

Dr. Priya Ranjan Trivedi has brought out world level and multi volume Encyclopaedias on these subjects which have been used and referred by several Governments, ministries and libraries. He has authored numerous books and journals on environment in his lifetime. The 30 volume International Encyclopaedia of Ecology and Environment published by

IIEE has been procured by most of the universities and research organizations in India. The multi-volume Encyclopaedia of Bioinformatics brought out under his supervision has been the main source of research information on bioinformaticians. Dr. Priya Ranjan Trivedi happens to be the Patron of the World Initiative for Publishing Encyclopaedias (WIPE) which has brought out many encyclopaedias on different vocational, scientific and related subjects.

Dr. Priya Ranjan Trivedi has also authored 10 volume Paryavaran Vishwakosh, 10 volume Encyclopaedia of International Environmental Laws, besides many books on ecology, environment, pollution control, natural resources conservation and management.

It was during 1990 that he had organized more than 15 national as well as international conferences for ensuring the schools, colleges and universities to understand the need for making the children aware for protecting their environment. It was the 10th Anniversary of IIEE's slogan "Catch Them Young" which had gathered momentum after he addressed thousands of schools and colleges between 1980 and 1990. He then finally thought of dedicating the decade-1991-2000 by organizing the convention in December 1990 with the theme "Beginning the Environment Decade: 1991-2000". The entire environment fraternity recognized his contribution when he addressed the inaugural session in the presence of the then Union Minister for Finance Yashwant Sinha who had inaugurated the convention. Dr. Priya Ranjan Trivedi's address containing the following sentences made mark in the minds of the policy makers and other delegates, "We must guide the human race living in a historic transitional period of burgeoning awareness of the conflict between human activities and environmental constraints, preparing to venture into a new century and a new millennium and to finally help save the fragile and endangered planet with the natural resources already overtaxed and for developing a critical path to governance through modern ideas for reducing the toll exacted in supporting daily life and the ever growing problems on the earth exerting profound pressures on the environment."

People often confront Dr. Priya Ranjan Trivedi as to how he could efficiently manage time to set up various prestigious Institutes in a brief span of time namely IIBM and Dr. Zakir Husain Institute for Non Formal and Continuing Education (ZH-INFACE) at Patna as well as Indian Institute of Ecology and Environment (IIEE).

His answer is simple, as he says, "Time has always been my friend. The Indian Institute of Business Management (IIBM) was born because of the urgent need to establish a national level Institution at Patna in the area of management. It became a grand success no sooner it was established. It was because of the proper planning as myself and my good friend Dr. U K Singh used all management techniques including planning, organizing, staffing, directing and controlling by remembering the slogan "Well Begun is Half Done". Dr. Zakir Husain Institute for Non-Formal and Continuing Education (ZH-INFACE) was created at the behest of the then Governor of Bihar Dr. A.R. Kidwai (1980-1985) who was the bosom friend of our guru, philosopher and guide Anand Shankar Madhavan who was originally a Keralite, but had settled at Mandar Hills near Bhagalpur since 1942 on the advice of Mahatma Gandhi. I along with Dr. U K Singh adopted the principles of the founder of basic education Dr. Zakir Husain as advised by Kidwai Saheb and Madhavan Ji. Dr. Zakir Husain has been the Founder Chancellor of Jamia Millia Islamia and was the President of India. It may be mentioned that IIBM and ZH-INFACE are the two landmarks of Patna.

IIEE and its Team Members are well aware that we are living in an age of uncertainty about the future. We live in a time when 25 children under the age of five die of hunger and hunger-related diseases each minute - 35000 per day - 13 million per year! We live at a time in the evolution of the planet when 100 acres of rainforest are being destroyed each minute and along with their unfold numbers of species are being destroyed forever - a kind of environmental genocide. Before discussing the future plans of IIEE, it is essential to mention different facets of environmental education. It is also worthwhile to mention and quote Tbilisi Inter-Governmental Conference on Environmental Education (1977) "Environmental Education is not to be added to educational programmes as a separate discipline or a subject for special study, but as a dimension to be integrated into them. Environmental education is the result of a re-orientation and re-articulation of the various disciplines and of various educational experiments (natural sciences, social sciences, arts and letters, etc.) providing an integrated perception of the environment and fostering more rational environmental action replying appropriately to social needs. It is a matter of shame that after treating nature in the past as an enemy to be "broken, vanquished and dominated", we are now too often presented with a "victimized" biosphere that must be protected, preserved, safeguarded and helped to survive. Neither of these attitudes enables us to pose environmental problems and solve them correctly. The biosphere in itself does not need to be protected. It is our place in nature that is threatened by our disregard, and our refusal to take account of how the natural systems function in which we produce and consume. The survival of humanity, the dominant element in these systems, necessarily depends on the maintenance of nature in a state that supports human life. But are all ways good to sensitize people to these environmental problems? Might not some of them block or even falsify the necessary global approach? Only recently, as part of the national campaigns for "great causes", a French television programme showed a forest burning and brought us its "cry" of anguish, which was supposed to be intolerable. We must urge that these facile effects be set aside; it is not our sensibility, our affectivity, our emotional capacity that should be appealed to in such cases, but, more fundamentally, our instinct for self-preservation, our intelligence and imagination. What must be developed is our ability to reason through complex situations over the medium and long terms. And this must be done through an approach that is no longer sectorial or haphazard, but which reintegrates the individual, his actions and their consequences on the environment in which they develop. Building homes or a factory, working in a forest, a quarry, a field, planning a road, disposing of rubbish or waste water - all these necessary everyday acts are performed with economic profitability in mind and - we now know - without adequate analysis of the character, possibilities and limitations of the affected environment. Such ill-prepared acts usually lead to two kinds of harmful consequences. First, the environment is not used to the limit of its possibilities; it is a mere support, and users do not benefit from the system that is ecologically most appropriate and, hence, most effective according to current knowledge. Second, this under-utilization is compounded by the negative medium - or long term impact of steps taken without sufficient preparatory analysis; or analysis may be made and the results ignored. How can such waste, such mistakes be avoided? Should those who do such things be made to feel guilty? This would be hard to do and, even if it were done, would probably turn out to be insufficient and could have hazardous consequences. By making those responsible pay for the harm and damage they do? But who is really responsible? The principle of "the polluter pays" is applied in some countries;

the results show that legal and economic measures taken in such situations do not stop the activity under attack. Moreover, responsibility is bucked down the line when the cost of the fine is passed on. Production and consumption take place in specific socio-economic contexts; if the environmentalist approach to their impact on the environment consists solely of penalizing harmful activities, it will achieve only partial and random solutions that are suspended whenever economic conditions so require.”

Dr. Priya Ranjan Trivedi reckons that only an overall approach to environmental problems can spare the humanity these wasted motions and legal and economic bottlenecks. But if mere knowledge of environmental problems is inadequate to combat them, and if people admit that the process that gives rise to the problems must be changed, then the mankind can better imagine the difficulties to be overcome (given the thinking habits and the weight of economic systems) in finding coherent and lasting solutions.

Continuing Dr. Priya Ranjan Trivedi adds, “Even so, we must avoid the pitfall of viewing this global approach to the environment as a new morality imposed like the rigid dogma of a new religion. Fortunately, as much research has already shown, the approach has other bases and arguments to recommend it. Environmental Education (EE) takes on its full meaning in these difficult contexts. It is the only safe and sane way to prepare for the changes that educators and laymen of the future will want to see happen. The final aim is to show the effectiveness of a global approach to the environment by making clear that (unlike sectorial approaches) it is not an extra constraint imposed by privileged social groups, to their profit, on those less favoured. Rather, it is a possibility of change opened up by a new area of knowledge and by analytical tools that are more appropriate to the problems we face. Education, Training and Development are the largest activities in the world, involving over 900 million students and 35 million teachers at all levels, not counting millions of others in the education support activities. But its importance stems not merely from its size, but also from its role as institutionalized knowledge – the principal repository, producer, director, disseminator, and transmission belt of all forms of knowledge. The most significant feature of environment education in the 21st century is not so much what the French call *Li explosion scolaire* (pupil explosion), but the knowledge explosion, which has expanded the catchment areas of learning so fast that it takes only a few years now for the state of the art in any field to become obsolete. Different modes of communicating for advancement of knowledge are fast changing and becoming more sophisticated. In this technological era knowledge can be dispensed technologically and electronically. Teachers and formal school structures are becoming less important, and the conventional age limits on the learning process are becoming blurred. Environmental education must undergo a paradigm shift. Old norms and beliefs must be challenged. Educators in the field of environmental studies and research must help students develop the skills they need to compete in the global economy. The future programmes of IIEE that we have envisaged include providing umbrella support to all the secondary and post secondary schools and colleges for conducting environment related programmes in the country including essay, debate, quiz, dance, drama, music, elocution, turn-coat and collage making competitions on environmental and greening topics. To help all the 755 universities in the country by designing latest curriculum on environmental sciences and allied subjects at the Bachelor's, Master's as well as Doctoral levels to play a vital role in helping the Central and the State Governments / Union Territories in controlling pollution and ensuring sustainable

development. Last but not the least, to provide consultancy support to different countries in establishing universities, institutions and other academic outfits related to environment.”

As a “trailblazer”, there are lot of things that Dr. Priya Ranjan Trivedi intends to accomplish and contribute towards the country in the field of environment.

To begin with he is resolute in his grit to provide facilities and platforms for green employment and green careers as responsible business practice fosters a competitive edge through efficiency in production, minimum generation of waste, and a more productive and healthy work force. Companies that were once vastly more preoccupied with “end of the pipe” solutions to environmental compliance regulations have changed their focus. Environmental considerations are now having a powerful effect on a broad array of professional fields in new and creative ways. He has often said on different public forums that opportunities for individuals seeking a “green” or environmentally responsible career are available in many diverse categories on the international, national, state, and local levels; in private, public, and non-profit sectors; within different fields and industries; and in different organizations and job functions.

Says Dr. Priya Ranjan Trivedi, “Let me convey something about the greening of job sectors. There are many career opportunities available to people who want to help make the Earth a cleaner and greener place in which to live. In careers as different from one another as agriculture and banking, individuals are applying their passion and their skills to contribute to a sustainable earth.

Individuals seeking green employment should remember that there are four catalysts in finding answers to the current environmental challenges facing society. These catalysts are empowerment, education, employment, and creativity. From empowerment, we gain courage to speak up, to be self-determined, and to act. Through education, we learn the skills necessary to create an effective work force, and to make informed choices about how our lives and actions affect our environment. We also learn how the environment affects our lives. Employment provides a vehicle to share our talents and to enjoy meaning, self-worth, and dignity. Creativity enables us to turn a problem or question on its head, to transcend the habitual and the conventional, to create visions, and to growth toward those visions. The more we dare to do so, the greater our chances of making a positive impact upon our environment. Individuals must take responsibility to educate themselves about the environment by reading, talking to others, taking classes, asking questions, being curious, and following their instincts. As our environmental problems grow and intensify their effects upon human health and ecosystem stability, we need all people to be environmentally literate. As we continue to explore global environmental problems, we may begin to use the catalysts of empowerment, education, employment, and creativity to ensure that environmental integrity becomes a human right. The word ‘environment’ became part of everyday language in the 1960s. Even today, its meaning is far from clear. The term has evolved and continues to evolve. In part this evolution is due to an increase in scientific knowledge. Even more it is a result of changes in the mood of the general public. During the 1960s, for example, the word ‘environment’ evoked mainly concerns about pollution and the depletion of natural resources, over population, and crowding, the thousand demons of ecological crisis. In contrast there is greater emphasis today on the positive qualities of environments – on those things that contribute to the quality of life. It

all boils down to the Government of India, the State Governments, the international and national funding agencies and the NGOs for spreading the message of the greener as well as cleaner mind for green education, green employment and green careers with a view to bringing mental peace in the third millennium.”

Albeit, Dr. Priya Ranjan Trivedi is heading many national as well as international level important establishments and Institutions as the Chairman, President, or the Plenipotentiary, he has never failed in his capacity and competence as an author of eminence to come out with some new book or the other directly or indirectly connected to Environment. Besides being the Chairman, Indian Institute of Ecology and Environment, New Delhi, he is also the Founder Chancellor of Indira Gandhi Technological and Medical Sciences University (IGTAMSU) Arunachal Pradesh, The Global Open University Nagaland (TGOUN), Chairman, Quality Institute of India, New Delhi, President, The Human Rights Umbrella for Social Transformation, and more significantly the President of Confederation of Indian Universities (CIU) which is a national umbrella for the country's 755 universities.

Some of the books, encyclopedias and monographs that have been authored/edited by him at different phases of his professional career are namely Agenda for Sustainable Development, Future Global Sustainable Development, Bio-Diversity Conservation and Management, Biotechnology for Biodiversity Conservation, Global Energy Resources and Requirements, Energy Policy, Efficiency and Management, Human Settlements and Global Change, Urban and Rural Settlements, Population Pressure, Advocacy and Poverty, Population, Environment and Development, Cleaner Delhi - Cleaner India, Encyclopaedia of Ecology and Environment, Encyclopaedia of Total Quality Management, Encyclopaedia of Disaster Management, Encyclopaedia of Pollution Control, Encyclopaedia of Interfaith Studies, International Laws on Forests, International Laws on Wildlife etc.

Talking about Dr. Priya Ranjan Trivedi, his friend of more than four decades Dr. Subhash Chandra, remarks, “My friend is simply not cut out to lead a normal life. In all these years of our bonding, there has rarely been a day when there have been no visitors in his house in seek of some guidance or the other. What is indeed remarkable is the fact that he is able to give a patient hearing to the issues of the visitors at his place despite his hectic time schedule.”

For Dr. Priya Ranjan Trivedi, age is just a number, and with the advent of a new year, he is delivering a new school of thought, ideology and a whole new institution with a fresh lease of life. Neither time nor tide seems to have withered the indomitable spirit of this man who believes in living life to the fullest, and celebrating life 365 days a year. His students that have come in touch with him at different points of their lives and careers in India and overseas, continually remain in awe of him simply because of the sterling role that Prof. Trivedi has played in shaping and grooming their careers.

Talking about mentors in his life, Dr. Priya Ranjan Trivedi informs, “In the literary sense, there has been no single mentor in my life, but I have been fortunate to learn almost every day from the elderly persons, young persons and also the school going children that come in touch with me. This explains why my ideas are up to date as I implement the new ideas immediately once I feel that these are important for national as well as global development. That is how I popularized the words “Neology” and “Neocracy”. To my mind, neology is the art and science of evolving a new doctrine. Accordingly there is an urgent need to have a

neological approach to implementing developmental programmes including education, health, science and technology, rural and urban development, environmental protection, disaster management, sustainable agriculture, geriatric care, peace making, disarmament, conflict resolution, human rights promotion etc. Neocracy is nothing, but governance by new people. It does not matter whether governance is done by the old people or the young people, because what really matters is that the faces should be new so that the new persons may not nurture their old biases.”

Dr. Priya Ranjan Trivedi has had a wonderful bonding with his college time comrade Dr. Uttam Kumar Singh and both attribute their professional success to each other. Dr. Uttam Kumar Singh has been a very close friend of Dr. Priya Ranjan Trivedi for the past 45 years. The two had met during the Post Graduate Studies (MBA) when UK Singh too endorsed Dr. Priya Ranjan Trivedi ideas that one should yearn to be a job giver, than merely a job seeker. The two friends embarked upon an exhaustive tour of the country to collect information regarding management education. The Indian Institute of Management (IIM) Ahmedabad agreed to be the academic collaborator under their “Institutional Relations Scheme”. In the initial years at IIBM, Faculty Members from different IIMs used to take classes for helping the students admitted at the graduate and post graduate levels at IIBM. Both Dr. Priya Ranjan Trivedi and Dr. Uttam Kumar Singh kept on researching on the need for introducing vocational and employment centric programmes by establishing institutions of national as well as international importance. Institutions created by both of them should be more than 50 to cover the emerging subjects like biotechnology, nanotechnology, intellectual property rights, human rights, mass communication, ecology, environment, ecotourism, sustainable development, disaster management, bioinformatics, geoinformatics, conflict resolution, alternative dispute resolution, paramedical studies etc. The reason for their long continuing working relation is their thinking on the similar wavelength for solving different burning problems.

Dr. Priya Ranjan Trivedi has conducted research on State of India's Environment, State of Delhi's Environment, State of Mumbai's Environment, State of Chennai's Environment, State of Bengaluru's Environment, State of Kolkata's Environment, Green Business Policies for a Sustainable World, Future of Remote Sensing, Optimisation of Health Budgets through Drugless Therapies, Gerontology and Geriatric Care for the Senior Citizens, Future of Forensic Science, Criminology and Crime Control, Environmental Education through Ecotourism in India, Mitigation of Natural and Manmade Disasters, Global Warming Reduction and Climate Change Management etc.

At Paryavaran Complex, World Environment Day is celebrated every year on June 5 with great fervor and zeal. To commemorate the momentous occasion, special events are organized by Dr. Priya Ranjan Trivedi and his team to reiterate their pledge and responsibility towards protecting the environment and ecology against various hazards and perils, and inspire others around them for the same cause. Lots of trees are planted on this day by them at different places all over the city. Over the years, Dr. Priya Ranjan Trivedi has innovated myriads of interesting options for empanelment to choose from for the participants and volunteers ranging from Green Activists, Green Educators, Green Volunteers to Green Journalists, Green Healers, Green Medical Doctors, Green Thinkers, Green Philosophers, Green Institution Builders, Green Architects, Green Planners, Green Jurists, Green Politicians, Green Legislators, Green Scientists, Green Feminists, Green

Metaphysicists, Green Peace Builders, Green Bureaucrats, Green Tourists etc.

School children, RWAs, NGOs and Corporates are being inspired by Dr. Priya Ranjan Trivedi and his team through the medium of different innovative environmental events to devote their time towards the various environmental issues.

In his World Environment Day speech, he unfailingly urges the youngsters of the country to play a more significant role towards the environment by putting curbs on the rising levels of pollution. Dr. Priya Ranjan Trivedi has incessantly maintained that protecting the environment is everyone's collective responsibility, and all citizens must be protective about the environment on all days in a year, rather than just a solitary day on 5th June chiefly because the pressures of population and technology have taken a massive toll on the biophysical environment. A key highlight of his event was the tree plantation drive coupled with undertaking of a solemn pledge by all those present towards protecting the environment and ecology against various hazards and perils. Following the traditional lighting of the lamp ceremony, a special form is given to the different participants on 5th June, wherein they are motivated to pledge their support towards protecting the Mother Earth. This is ensued by issuing an I-card to the Green volunteers for pledging their unstinting support towards protecting the environment. There are numerous options for empanelment to choose from for the distinguished personalities and participants ranging from Green Activists, Green Educators, Green Volunteers to Green Journalists, Green Healers, Green Medical Doctors, Green Thinkers, Green Philosophers, Green Institution Builders, Green Architects, Green Planners, Green Jurists, Green Politicians, Green Legislators, Green Scientists, Green Feminists, Green Metaphysicists, Green Peace Builder, Green Bureaucrats, Green Tourists etc.

Dr. Priya Ranjan Trivedi implored the attentive guests to be protective about the environment 365 days a year, rather than just a solitary day on 5th June because the pressures of population and technology were taking a toll on the biophysical environment.

Sharing details about Dr. Priya Ranjan Trivedi's contribution to environment and ecology, Dr Raman Puri, interventional cardiologist and Chairman, Lipid Association of India says, "Eminent environmentalist of the country Dr. Priya Ranjan Trivedi has dedicated a lifetime towards protecting the environment by organizing myriads of workshops, seminars, symposiums, conferences all aimed at spreading widespread awareness about ecology and environment. He has authored numerous books and journals on environment, and made all of us aware about the perils of climate change and global warming. Be it any occasion, and he would snatch an opportunity to make the citizens aware about the importance of environment protection. When he is addressing the children in schools on environment, it makes a splendid sight to see the tender minds confront him with various questions pertaining to mother earth, environment, pollution, natural resources, renewable and non renewable energy sources. Though his programs are normally slated for an hour in schools, they always get extended thanks to the euphoria they normally evoke. For teachers and the support staff too, it is a great learning experience when Dr. Priya Ranjan Trivedi gets going with his invigorating speech on environment related challenges and solutions in an absolutely unconventional manner replete with all the day to day relevant examples. As far as the name "Priya Ranjan Trivedi" per say goes, every alphabet in this name denotes a specific connotation namely "P" stands for Promoter of Environmental Quality, likewise

"R" is for Rector of Indian Institute of Ecology and Environment, "I"- Institution Builder, "Y" - Yeoman Server, "A" - Animal Saver, "R" - Revivalist of Environment, "A" - Afforestation Crusader, "N" - Noble Personality, "J" - Jungle Protector, "A" - Action Oriented, "N" - Nature Lover, "T" - Talisman For Environment, "R" - Record Breaker in Publications, "I" - Internationally Acclaimed, "V" - Value Appreciation (Human), "E" - Ever Cheerful, "D" - Devotion Personified, and "I" signifying Inspirer of Mankind."

Sharing the finer points of the Stockholm Conference of 1972, Dr. Priya Ranjan Trivedi informs, "The UN Resolution for establishing the United Nations Conference on Human Environment of 1972, stated that there was a dire need for intensified action at national and international level to limit, and where possible to eliminate, the impairment of the human environment. The Stockholm Declaration of 1972 has gone down in history as that global instrument which for the first time formally brought international focus on to "Sustainable Development", a vital concept that remains fundamental to contemporary environmental regulation. The Declaration, consisting of 7 preambular paragraphs and 26 non-binding principles on human environment, linked environment inseparably with economic development. The first two principles together capture the principle of sustainable development. Principle 10 of the Stockholm Declaration states that "for developing countries, stability of prices and adequate earnings for primary commodities and raw materials are essential to environmental management, since economic factors as well as ecological processes must be taken into account". Such taking into account of economic factors will necessarily involve local Government participation, because control of the factors of economic production, even in centrally planned economies, is definitely and necessarily shared across various levels of Government, i.e. such control is to be found across multiple levels of a federal regulatory structure. Again, Principle 21 states that countries are responsible to ensure that Activities within their jurisdiction or control do not cause damage to the environment of other countries or of areas beyond the limits of their national jurisdiction. This responsibility cannot be discharged by a centralized regulatory structure, and only decentralization and federalism can effectively bring about true compliance with this principle, for the simple reason that cross-border environmental disasters will necessarily happen at significant distances away from the immediate control of a Central Government, and only locally-empowered sub-levels of Government "on the ground" can help prevent or manage such events. On the other hand, Stockholm Declaration also states (vide principle 13) that countries "should adopt an integrated and coordinated approach to their development planning so as to ensure that development is compatible with the need to protect and improve the environment for the benefit of their populationö. This is clearly recommendatory of a unitary or centralized approach to environmental regulation, as opposed to a federal one. Further, Principle 17 says that appropriate national instruments must be entrusted with the task of planning, managing and controlling the environmental resources of countries with a view to enhancing environmental quality. This too is a pro-unitary principle. It is only during the 70s that environmentalism emerged as an organized movement in India. And the credit for this goes to the Stockholm Conference of 1972. The Government of India, while preparing for India's participation in the Stockholm Conference, set up a National Committee on Environmental Planning and Co-ordination. Consisting of 14 Members picked from diverse fields of environment management, the Committee's main function was to advise and recommend to the Central Government the improvement

of environment. It was entrusted with the task of planning and coordinating national environmental policies. The Actual implementation of these policies was left to the Ministries and Government agencies. Then in January 1980, the Central Government appointed a Committee, known as Tiwari Committee, to recommend legislative measures and administrative machinery for ensuring environmental protection. A direct result of the recommendations of the Tiwari Committee was the birth of Department of Environment on 1st November 1980. The Department was to act, both as a coordinating as well as an administrative body. It had not only to co-ordinate national policies for environmental protection and management but also to shoulder administrative responsibilities for regulating and monitoring environmental pollution. In 1985, the Ministry of Environment and Forests was created, subsuming the Department of Environment. Since then, the Ministry of Environment and Forests is the apex body of the Central Government responsible for the planning, promotion and coordination of environmental and forestry programme. At the State level, Environmental Boards were set up at the behest of the National Committee on Environmental Planning and Coordination. These Boards were subsequently converted into Environmental Departments. Yet another class of institutions for environmental management is the Central and State Pollution Control Boards. These Boards were first established under The Water Act of 1974, to implement the provisions of the Water Act, when they were known as the Central/State Water Pollution Control Board(s). With the enactment of the Air Act in 1981, these Boards had also to monitor air pollution along with water pollution. They were, therefore, re-named as Central/State Pollution Control Board(s). The State Boards implement and enforce the pollution control laws. They lay down standards of pollution as well as make consent orders for discharging sewage or trade effluent into the water and air. They enjoy the powers of closure and stoppage of supply of electricity and water to the offending industry. They can also initiate litigation by filing a complaint in the Court. But they cannot punish the violators of environment.ö

Commenting upon the events leading to making Environmental Education mandatory, PRT educates, "Environmental topics have been included in many subjects and curriculum from time to time in the schools, colleges, universities and other institutions but a transformation in environmental law in India began in 1985 when an Indian lawyer's M.C. Mehta, persuaded India's Supreme Court to rule that Article 21 of the Indian Constitution, which guarantees each citizen the "right to life", necessarily includes the "right to a healthy environment." The implications of this ruling are far-reaching: Each Indian citizen now has the right to seek enforcement of India's environmental laws by filing a writ petition to the Supreme Court of India, or a State High Court. M.C. Mehta has achieved unparalleled success protecting the environment and public health through law in India, winning numerous Supreme Court judgments on behalf of India's citizens to preserve India's natural resources and cultural heritage. In a recent victory, M.C. successfully petitioned the Supreme Court of India to enforce a 1991 decision requiring environmental studies as a compulsory subject at all levels of Indian education. The December 2003 Court order requires that green curricula be taught in all of India's 28 states. In 1991, M.C. obtained the original Supreme Court order, requiring mandatory environmental education to fulfill the fundamental duties of citizens to "protect and improve the natural environment", as set out in India's Constitution. Environmental science has been a subject of great importance to us from ancient time. However, not much concern

was expressed until some signs of its detritions are noticed as a result of human activities. Several Governmental and non-Governmental organizations have initiated programs to monitor and understand it better. Atmospheric chemistry, pollution, air quality are among the prominent environmental issues of the 21st century. Therefore awareness about it must begin at the grass root level through schools. Hence the Supreme Court of India's directive, mentioned below, comes as a welcome step to help the students across the country to make aware about the environmental science. The Hon'ble Supreme Court in its Judgment delivered on 18th December 2003 in Writ Petition No 860 of 1991 has directed the NCERT to prepare a model syllabus for the Environmental Education to be taught at different grades. The Supreme Court directed all the States and Educational Agencies in the country to introduce environment as a compulsory subject in all classes in schools up to the higher secondary level from the academic year 2004-05. It directed the National Council for Educational Research and Training (NCERT) to frame a model syllabus for the schools keeping in view the 1991 judgment, and submit it before the Court on or before 14th April 2004, so as to enable them to consider the feasibility to introduce such syllabus uniformly throughout the country. The direction No 4 issued by the Hon'ble Supreme Court as per its order dated 22nd November 1991 read thus: "We accept on principle that through the medium of education awareness of the environment and its problems related to pollution should be taught as a compulsory subject. Learned Attorney General pointed out to us that the Central Government is associated with education at higher levels and University Grants Commission can monitor only the undergraduate and postgraduate studies. The rest of it, according to him, is a State subject. He has agreed that the University Grants Commission will take appropriate steps immediately to give effect to what we have said, that is requiring the universities to prescribe a course on Environment. They would consider the feasibility of making this a compulsory subject at every level in college education. So far as education up to the college level is concern, we would require every State Government and every Education Board connected with education up to the matriculation stage or even intermediate colleges to immediately take steps to enforce compulsory education on environment in graded way. This should be so done that in the next academic year there would be compliance with this requirement". Hence, the above Supreme Court directive is a positive gesture for environmental science awareness campaign. The concept to save our environment will automatically follow once awareness is created about its importance in the main stream. Now it is left to the implementing agencies as to how fast and effectively they can act on it. In this direction, National Council of Educational Research and Training (NCERT) has initiated to consult and collect opinion of various experts / institutions regarding the perceptions in various dimensions of environmental education at different stages of school education. Some issues pertaining to overall implications like how one should introduce the course without increasing curriculum load and what are the implications of this in teacher's education etc. are basic issues which can be debated and may be kept aside for the time being. Because this may certainly require a proper balance in overall load on a student by shortening the syllabus of other subjects without compromising the important elements and at the same time full weightage should be given to the new subject. We should start working directly and more rigorously on the content and material to be tough in a systematic manner in different standards regarding the environment subject. The environmental science should be considered as compulsory subject irrespective of the selection of optional subject. In a later stage (say in intermediate

or so), this may be included as specialized course rather than subject, which may cover different disciplines of environmental science in detail.”

People close to Dr. Priya Ranjan Trivedi know his penchant for Palm trees, and how he has inspired his friends, students and colleagues to indulge in palm plantation for various practical purposes.

According to him, a mere cluster of exotic variety of palm trees in the vicinity has its own distinctive role to play. Besides being the source of fresh air, the splendid variety of palms do a world of good in sprucing up the overall ambience of the area. This is precisely the reason why most of the prudent builders, real estate developers, hoteliers and business magnates undertake palm plantation drives at various points of their project sites.

Extolling the Palms, Dr. Priya Ranjan Trivedi briefs, “The reason why more and more developers undertake plantation of exotic trees is because they understand its impact on two notes, one it helps in enhancing the ambience of the area, and secondly it has a positive effect on the realty of the area. Delhi-NCR region in particular, have witnessed a phenomenal growth in context to palm plantation drives. Palm trees are commonly spotted near resorts, golf courses, new residential townships, hotels, multispecialty hospitals etc. as they make a mesmerizing sight to behold which is soul soothing. Albeit every tree has its set share of benefits, advantages and allure, the sheer imperialness of a palm tree makes it stand apart from the rest. As one gets chatting with horticulturists and environmentalists, they too concur that palms stand apart from the rest in terms of grace and exquisiteness. One get to see palms in the campuses of commercial establishments, hotels, MNCs, as well as in residential colonies thanks to the combined efforts of RWAs and local civic authorities who combine their expertise for recreating the ageless glory of palm in their vicinity. Hailed as the “Prince of the Vegetable Garden”, Palms are believed to have a stirring and stimulating effect universally. This is why the developers, builders and architects who draw a great deal of inspiration from the magnificence of these resplendent trees. Look at the Golf Home Projects of Developers, and they will all be flaunting the rich assortment of palms. Most of the prospective buyers too prefer buying houses replete with a rich, verdant cultivation of palms simply because of the enormous levels of positive energy emanating from them. This in turn, is spiritually and mentally uplifting which is why they help in relieving the stress. Numerous colonies and townships of Noida, Greater Noida, Ghaziabad and Gurgaon have been transformed into enthralling and mesmerizing, verdant heavens owing to the endemic presence of palms. It is due to the presence of exotic species of palms that various parks have been conferred with the title of ornamental parks. For architects and landscapists, exotic trees hold colossal pertinence as they enable them to add a whole new world of elegance to their new ventures. Properties boasting of a rich green belt command a staggeringly higher price compared to those with relatively less or negligible. Incidentally the one common link about the campuses of schools, colleges and various educational institutes all over the country is their astounding green belt comprising an affluent wide ranging variety of palms. Since palms have a diverse range to showcase, there are plenty of options to choose from. Paraphrasing John Keats, “A thing of beauty is a joy forever”, I will say, “A tree of palm is a joy forever”.

To a great extent, Dr. Priya Ranjan Trivedi needs to be credited for spreading the awareness about waste segregation into bio degradable and non- bio degradable matter, rainwater

harvesting initiatives, waste water recycling, .

He has been honoured by many national as well as global organizations for his outstanding contribution in the areas of formal as well as non-formal environmental education, alternative, complementary and energetic medicine for his optimization techniques with a view to bring environmental sustainability. For his distinguished service to humanity, he was honoured with the Spanish Environmental Health Award of FESAMA and the International Environmental Law Academician Award of Institut Des Affaires Internationales, Paris. He was also conferred the Best Environmentalist Award of the International Scientific Academy of Life Universe and Nature, Toulouse, France.

As a noted environmentalist of the country, Dr. Priya Ranjan Trivedi feels distressed to see the famous Badkhal in a state of coma in the present day scenario. A big crowd puller towards Faridabad happened to be the Badkhal Lake till some years ago when it had water. Located at a distance of 35 kms from south of Delhi, Badkhal was constructed as a small time irrigational project for looking after the needs of enormous hectares of land in the foothills of Aravalis. Sardonicly, ever since the lake got dried up, it has led to a drastic dip in the tourist flow to the industrial city of Faridabad. During its blooming days, the Badkhal Lake attracted visitors from all over Delhi-NCR, and adjoining places. Tourists headed towards the Agra, the City of Taj, loved making a brief stopover at Badkhal as it was a good picnic spot. Boating in Badkhal Lake had its own charm, and children and couples in particular visited the Lake especially for reveling in the boasting ecstasy. For elders, the cool destination was more like a rejuvenating hub with the lush green cover and Aravalis in the backdrop. Families regarded “Badkhal” as the perfect weekend getaway, while countless schools in those days too, preferred Badkhal over anything else for organizing their excursions and picnics as it seemed a win win state from all perspectives. The heavy visitor flow also meant brisk business for the numerous food and refreshment outlets in the Lake premises. Authorities too were prompt in addressing the lacunas in and around the lake for ensuring the popularity of the place.

Expressing a deep sense of remorse over the mismanagement of Badkhal, Dr. Priya Ranjan Trivedi says, “I have some nostalgic memories of Badkhal as we often made a brief stopover at this picnic spot for boating while returning from Mathura or Agra. Though one had to take a small detour, it was always worthwhile spending quality time at Badkhal with one's kith and kin. I cherish the golden moments when our family especially my daughters enjoyed the good boating ride in the picturesque Badkhal Lake. The present day sordid state of the lake is a pale shadow of its former self with no water, and wearing a deserted look. It was difficult explaining to my grandchildren as to how a blooming lake could suddenly go dry and become lifeless. Besides the authorities in charge, the Chief Minister of Haryana should intervene if there is a bonafide desire to revive the lake. Sardonicly, the CM has been inept in fulfilling his promise of redeeming both Badkhal and Surajkund Lake before the 2010 Commonwealth Games. There were countless of tourists who would visit the lake every year from all over. A number of migratory birds like Pelicans, Flamingoes and Teal added further charm to the splendor of the lake. Environmentalists like me had incessantly been raising a big hue and cry against the rampant and reckless mining and quarrying all across the Aravalis in Faridabad and Gurgaon for causing this grave ecological catastrophe, but all in vain!

The dried stretch of Badkhal is a playing ground for children of the neighbouring area. Albeit the Supreme Court imposed a blanket ban on the mining, the damage has been done beyond imagination. The Badkhal Lake drying is no good omen primarily as Faridabad is totally dependent on groundwater. Adding salt to the wounds has been the callous attitude of the senior Haryana Tourism department officials who still don't spell the clear picture, and continue befooling the citizens. Albeit, the officials do assert that they realize the grave pertinence of linking the dried up water bodies to some canals, they fail to supplement their talks with any action.

I was dismayed with the response of a Haryana Tourism official who bluntly told me that their emphasis was on the socio economic purpose than on leisure tourism. While he reiterated that they were sedulously trying to improve the ground water level situation in the city for ensuring ample supply of drinking and bathing water, and that they nurtured a keen desire to revive the development of Badkhal and Surajkund Lake, I had reasons to feel apprehensive. However I appreciated the plain talking on the part of the same official when he eventually confessed that the situation was indeed worsening with every passing day. The official further revealed that though they had spoken to various ministries, it was all futile. Factors such as scarcity of funds, and scanty rainfall are genuine since you need substantial funds if you have undertaken a project as gigantic such as Badkhal on hand. Scanty rainfall too is a crucial factor because if rains have been eluding the city, it is imprudent to expect the lakes to get filled up. The real irony with Faridabad is that it doesn't get good share of rainfall during monsoons, and this has been the bane of Badkhal since some years.”

It is not just the gloomy state of Badkhal and the Surajkund Lake that worries Dr. Priya Ranjan Trivedi, but more significantly, how Faridabad as a city has miserably lagged behind other NCR belts such as Ghaziabad, Noida and Gurgaon. The once flourishing industrial city that has been abode to top rung companies of the country is today no match for the other cities.

Dr. Priya Ranjan Trivedi reckons the city's image takes a beating at the very outset as it is difficult to ignore the recklessly scattered garbage all around. The fact that there is no one to take the litterbugs to task, speaks volumes about the civic apathy and how the city administration seems detached from the grim reality. Remarks Dr. Priya Ranjan Trivedi, “The municipal authorities keep themselves alienated and aloof from any such situation requiring their urgent attention. Albeit, the ecologically conscious establishments do take the initiative in this regard, a considerable segment continues to have an indifferent, unbothered stance towards the grave issue. It is appalling to see the top notch business houses having unkempt surroundings, and throwing all health related caution and advisories to wind. The nonchalant attitude of the municipal authorities towards the habitual litterbugs misusing the large vacant spaces around the big establishments for dumping their garbage, is baffling. The situation turns all the more portentous when dead rodents and small animals too get trashed here as if the place is some sort of a graveyard. In such a circumstance, the workers happen to be the most vulnerable lot, and fall sick due to the unbearable foul emanating filth. During rains, the situation turns all the more precarious as it leads to water stagnation, thereby raising the chance of an epidemic outbreak. The paradox being that the municipal authorities are nowhere to be seen. How can a city think of progressing when the local civic agencies don't even bother to issue

health advisories for making people aware about the pertinence of maintaining adequate sanitation and hygienic standards. The so called “civil society” too deserves a flak for badly failing in their rudimentary roles and responsibilities towards core civic issues. Besides all this, filthy open storm water drain are not just eyesores, but have been posing serious threat to the well being of the local dwellers. Due to the go easy policy of the civic authorities, the filthy open drains have been the favourite dumping grounds for the residential and commercial dwellers.

We had a long chat with an official of the Municipal Corporation, Faridabad (MCF), who admitted that the drainage system of Faridabad needed renewal by way of reconstruction of Nallahs, and also shared that MCF lacked machinery required for de-silting of Nallahs and Culverts. The official apprised me that the department had engaged one expert consultant for working steadfastly on the modalities of this project. Thinking me to be a nanve in these matters, the official said that the actual implementation of the development work on the drain would commence only after the final Detailed Project report (DPR), approval of the quoted rates, and the floating of the tender. He assured that the Commissioner himself was taking a keen interest in the swift execution of this project since it involved the prestige of the city. Though he had diligently strived to explain me the measures that the authorities were aspiring to undertake, I was confident that the grand plans would not fructify as the city didn't have a single window system for ensuring the timely execution of important projects. One does not need to be an environmental scientist like me to conclude that open air drains indeed have been the bane of Faridabad since time immemorial. It is intriguing to see the Government's ineptness and lack of will in redeeming the common man out of such life threatening conditions. Mere assurances and showcasing glorious powerpoint projections in airconditioned offices won't suffice anymore.”

Speaking in an event in Faridabad in 2014, Dr. Priya Ranjan Trivedi didn't mince words while lashing out at the nonchalant attitude of Government authorities. He took a jibe at the Government quipping that while they never failed to make citizens aware about paying their taxes honestly and in time, the same Government had miserably failed in undertaking long impending public welfare works of immense significance.

Points Dr. Priya Ranjan Trivedi, “I will never ill advise citizens to refrain from paying their electricity bills in case they found them to be inflated. However while I advise every citizen to sincerely pay their taxes as they are duty bound to do so, the Government of the day too, is duty bound to deliver projects related to the welfare of the citizens in a certain time frame failing which they too need to be reprimanded or penalized, akin to the treatment meted out by them to a tax defaulting citizen. I have always been in favour of a single window system as that would put an end to the custom of passing the blame buck when multiple agencies are there at the helm. Why there are no takers for brickbats is something of a concern? The absence of a single window system concerning various public related grievances and projects makes matters further intriguing and cumbersome. It is often seen that for a simple job of having trees in a colony pruned, RWAs have to seek the consent of both the horticulture department as well as the forest department. As part of reforms, Government needs to make “one authority” accountable for a particular colony, who gets entrusted with the job of ensuring execution of different public welfare works. The buck would then stop at one point, thereby putting an end to the habit of offering lame excuses for every small or big matter. Also, it should be a statutory authority with no

ambiguity, or scope of discrepancy. This arrangement will not only help accomplish long impending works that RWAs have been moaning about, but will also help rid the system of gratuitous blame buck passing games. This kind of accountability will have far reaching ramifications, and do wonders to raise the quality of life. Since political representatives namely councillor, MLA and MP mostly hail from different political parties, most of their precious time is wasted in needless slugfests owing to which they fail to pay heed to the main issue of public welfare projects. I also feel that the ambiguity about roles and responsibilities between the various civic agencies such as HUDA and the municipal corporation in a state like Haryana needs to be cleared once and for all. As an instance, a certain road built by MCF in Faridabad got dismantled by the Health Department three months later as a new sewer line had to be laid. Due to the sheer communication gap between the different civic authorities, it was the honest tax payer's money that went down the drain.”

According to the Dr. Priya Ranjan Trivedi's School of Thought, an environmentalist needs to be a crusader too, if he or she really wants to bring about a marked impact in the mission or project that they have undertaken for the long term benefit of the humanity.

This because an environmentalist alone cannot make a difference to a campaign or a movement unless he has the support of other passionate citizens that too think and believe on the similar lines. A campaign as gigantic such as Yamuna Action Plan unequivocally needs not just few environmentalists, but numerous volunteers and activists. It makes colossal difference when environmentalists work and act as crusaders too because in such a scenario, it ensures the success of the project.

When students enrolled in various Master's Program in Environmental Sciences at Indian Institute of Ecology and Environment (IIEE) approach Dr. Priya Ranjan Trivedi for his guidance on the project report they should undertake, he has unswervingly advised them to do a project report on sensitive issues such as Yamuna Action Plan, Save Yamuna, Ganga Action Plan, Reviving important water bodies, waste water recycling etc.

Expounding more on the same, Dr. Priya Ranjan Trivedi adds, “Environmentalists have a pivotal role to play in the 21st century as the mankind is faced with numerous challenges which only an environment expert and their team can resolve. For example, take the case of River Yamuna which indubitably happens to be the lifeline of millions of citizens. Since time immemorial, this holy river has been the perennial water source for the people of the country. Just like River Ganges, River Yamuna too has a great religious significance attached to it which is why citizens of our country often refer to it as the Holy River Yamuna. Due to the religious perspective, citizens from different nooks and corners perform various rituals in and around the river 365 days a year. During the holy period of Navratri or the Chatt Puja, one can see a large congregation of devotees on different parts of the river. Akin to the two aspects of the same coin, River Yamuna too has two distinctive aspects. One being the religious aspect, the other being the pollution caused in the river due to mindless and incessant dumping of religious matter as well as other household and industrial discard by the citizens. The callous attitude of the citizens coupled with the ineffective action plans of the Government at different planning phases have been largely responsible for the rampant pollution in the River Yamuna. The society on the whole too, needs to take the flak for the present day state of the dilapidated River Yamuna as they fail to realize

the gravity of the issue especially from the perspective of the ever looming threat of climate change and global warming. Albeit a sizeable manpower is in place to manage the day to day affairs of River Yamuna, there are limitations and shortcomings in this process, just like the case with any other modern day system of the 21st century. The problem with the citizens is that we tend to have a ôtake it easyö attitude towards an issue as serious as our water source that can simply rattle our lives once and for all if jeopardized. Environmentalists can play the role of game changers if they organize mega campaigns for not only spreading awareness about river pollution, but can do a world of good by roping in volunteers in great numbers for cleaning Holy River Yamuna, or River Ganges for that matter. Unless there is a mass level awareness among the different strata's of the society, the threat looming large over River Yamuna especially will continue to cause a great deal of insecurity to the humanity. People of all age groups irrespective of caste, creed or religion need to be motivated for doing their bit towards saving the Lifeline of our country. Out of the box ideas need to be innovated for ensuring that Yamuna is not only cleaned from all the filth, but adequate safeguarding measures are undertaken to check the further damage to the Holy River. Besides the Government machinery, activists, volunteers, and religious gurus need to come in the forefront by educating the masses about the dire repercussions of polluting the river body in the process of making the customary religious offerings to the River. Giant sized idols of the Gods and Goddesses are immersed in River Yamuna which in turn leads to a literal choking of the river during the festive period. Scientific methods have to be engineered in order to ensure an organic recycling of the religious offerings. If the same can be accomplished holistically, it will not only put an embargo on the usual practice of polluting Yamuna with the religious offerings, but will ensure that the same are utilized optimally. It will thus be a win win state for one and all. As far as safeguarding Yamuna River goes, stern directives are issued at strategic points warning citizens about the severe penalties they will have to pay in case they are found littering recklessly anywhere around the river bed. Sardonicly, these directives have virtually no impact in preventing the river pollution as people show scarce regard for the basic norms and directives, and continue to flout the rules unabashedly.”

Very few people know that Dr. Priya Ranjan Trivedi's younger daughter Dr. Tanuja Trivedi inspired her father to wage a war against the menace named “Polythene”.

Polythenes came into being primarily due to their cost efficiency and portability and as a result, took the market by a storm in no time, leaving behind the existing rivals like the jute and paper bags. However random usage of polythene bags coupled with the dearth of an efficient disposal system, has led to a serious ecological imbalance in turn adversely affecting the prevailing environmental conditions. With time advent, as it became more unbearable, Dr. Priya Ranjan Trivedi floated a small team of self- styled activists for creating an awareness against the rampant use of polythene bags. He organized different events for putting a blanket ban on the use of polythene bags in day to day life as he duly realized the speedy environmental degradation arising out of their constant usage.

Avers the man himself in his characteristic panache, “I am grateful to my daughter who took strong offence to her mother using the polythene for some domestic errand. It was pleasing to hear the firm viewpoint of my daughter on the subject of polythene use. This inspired me to launch a tirade against the regular use of polythene bags. While the

Government and environmentalists had for long been educating the citizens about the ill effects of the polythene use, I took a solemn pledge to do something in practical, besides my contribution at the classroom and the seminars level. Similar to my efforts in encouraging carpooling among the private and the corporate segment for saving precious fuel, and for mitigating the rising levels of pollution, my team played a proactive role in telling traders to switch to jute or cloth bags as they could be re-used. We educated people about how the reckless use of polythene bags leads to choking of drains, thus leading to various health hazards, epidemics, unnatural death of animals and soil erosion. We undertook campaigns at the RWA level too. I feel content with the progress our team was able to achieve in a short time span. Where there is a will, there is a way! I am sure the day is not far when the citizens of our country would perfect the “Art of living sans polybags”.

In his heydays, Dr. Priya Ranjan Trivedi has spearheaded numerous rainwater harvesting initiatives in different parts of the country for taking care of the depleting groundwater level. Once he was content with the progress of rainwater harvesting in the city, Dr. Priya Ranjan Trivedi shifted his focus to waste water recycling and biogas generation. He is all praise for the Vasant Vihar waste water recycling system that has helped in irrigating the different parks of the colony after recycling the drain water.

Shares Dr. Priya Ranjan Trivedi, “Kudos to the Vasant Vihar RWA team for having taken the pains to innovate a novel method of waste water recycling from a neighbourhood drain. The recycled drain water has been the source of irrigating the different parks of the area. The drain might see filthy at the first glance, but in reality, it has been subjected to a proper cleansing process. The local RWA team conducted various tests for ascertaining the quality of tapped water. The Biological Oxygen Demand (BOD) level of the drain water was brought down appreciably by the diligent efforts of the RWA subsequent to which boulders and pebbles, a sedimentation tank, aquatic plants, bacterial sludge, sealed tanks with a series of compartments were put to use to get the desired result. The tapped water was soon bereft of foul odour. The residents have been using the residual sludge as manure and reserved 25% clean water for recharging the drain. Caretakers of all those parks that remain devoid of water, and where tubewells too have run dry, can have a look at this incredible model of waste water recycling in Vasant Vihar, and strive to implement the same model in their barren or neglected parks for infusing new life into their barren greens.”

In most of the keynote addresses as an environmental scientist, Dr. Priya Ranjan Trivedi has talked about the wide spread benefits of tree plantations, re-use of domestic bio waste as fertilizer, and making manure with the regular domestic bio-waste. He educates the audience about the colossal relevance of planting trees, need for conserving water, and the pertinence of water utilization stemming out of R.O. Systems and ACs. Similarly he has always laid a strong pitch for Vermicomposting and it's far reaching benefits to the society. Because of his penchant for the traditional medicinal herbs, Dr. Priya Ranjan Trivedi has often taken centrestage in disseminating vital information about medicinal, indoor and outdoor plants that play a key role for mankind as well as the environment.

He has enlightened audiences about how plants and trees not only help in curbing and controlling the pollution levels, but also play a significant role in purifying the environment. Equally passionately has Dr. Priya Ranjan Trivedi voiced his concern about the sensitive

issue of burning of waste that poses grave environmental hazards. For this, he has made fervent appeals for involving people of all age groups for ensure the sustenance of the eco system.

Professes Dr. Priya Ranjan Trivedi, “I have frequently mentioned in my speeches that it should become mandatory for the traffic violators and drunken drivers to pay penance for their wrong acts by planting new trees. Our robust judicial system is slowly but surely paving the way towards an era when we will see and hear landmark sentences being handed over to the destructors of environment. Vehicles owners operating without a valid pollution certificate need to be reprimanded by novel ways. Pressures of population and technology have been degrading the biophysical environment. Builders on the threshold of developing new townships should be made to plant at least 1000-2000 new trees and plants at various nooks and corners of the city as a gesture towards the society. Everyone has to play a role if we are to ensure the protection of the environment. Children in particular can be good environmental didactors, and play a crucial role in taking to task the habitual violators of ecology and environment. I would like to conclude by quoting the famous lines of John James Audubon, “A true conservationist is a man who knows that the world is not given by his fathers, but borrowed from his children.”

Special message by Dr. Priya Ranjan Trivedi

Need for Greening of Employment and Green Careers with a view to having options for the new millennium :

“Responsible Business practice fosters a competitive edge through efficiency in production, minimum generation of waste, and a more productive and healthy work force. Companies that were once vastly more preoccupied with “end of the pipe” solutions to environmental compliance regulations have changed their focus. Environmental considerations are now having a powerful effect on a broad array of professional fields in new and creative ways. Opportunities for individuals seeking a “green” or environmentally responsible career are available in many diverse categories on the international, national, state, and local levels; in private, public, and non-profit sectors; within different fields and industries; and in different organizations and job functions.

The greening of job sectors

There are many career opportunities available to people who want to help make the earth a cleaner and greener place in which to live. In careers as different from one another as agriculture and banking, individuals are applying their passion and their skills to contribute to a sustainable earth. The following is a sample of the industries that are currently being affected by environmental legislation, consumer demands, and environmental management practices. Most of the jobs and industries intersect, and many of them are rapidly changing, but all of them are experiencing an increased demand for workers who are environmentally literate.

Agriculture and Food Processing: As more people educate themselves about how environmental health affects their own health and well being, the desire for petrochemical-free, pesticide-free food and fabrics grows. The result has been an increase in the demand for organically grown fruits, vegetables, and grains. The same is true for natural fibres, such as cotton, and niche products, such as baby food and chocolates made from organic

cocoa. Job possibilities in the agricultural and processing industries range from nontoxic pest management to the retail sale of organic food and clothing; from entrepreneurial ventures to non-profit opportunities in research, education, and advocacy.

Banking and Finance: Many banks are now making environmental issues an integral part of their internal operations, investment criteria, and financial services. In addition, the banking and finance industries, like corporations in many other fields, are creating corporate environmental policies that promote internal energy efficiency and reduce waste. They are also carefully factoring environmental assessments into loan and investment standards. Furthermore, international banks are beginning to conduct debt-for-nature swaps with countries that harbour threatened land areas like rain forests, for example and are offering their investors investment funds and portfolios screened for environmental performance. Job opportunities are available for people with credit and finance backgrounds in banks, at non-profit corporations researching environment and finance, and in international development organizations such as the World Bank.

Chemical Industry: Because profits within the chemical industry depend on remaining in compliance with environmental regulations, this one area where top management officials consistently place a high priority on environmental sensitivity. Monsanto, DuPont, Dow, Kodak, and others spend millions of dollars yearly to meet environmental regulations. Nearly all top and middle managers in the chemical industry have an environmental component in their job descriptions. Environmental engineers, compliance administrators, and product and marketing managers who are environmentally literate are in demand by chemical firms.

Communications: As the communications industry continues to expand with huge growth sectors such as telecommunications, cable networks, and on-line computer networks such as eco-net and bio-net, there is a corresponding demand for individuals who can translate environmental information for the general public. Opportunities for public relations managers, researchers, writers, and journalists who gather, analyze, and disseminate environmental knowledge are available in both publication business and in corporations. People with computer skills, a CD-ROM design background, or electronic publishing experience can put their talents to use translating technical data and environmental information.

Consulting: Consultants help shape companies in a multitude of ways ranging from energy use to packaging design to manufacturing processes to employee training and development. For example, as companies begin to distribute more environmental information to their stakeholders and to the public, green audits and full-cost accounting systems need to be developed to quantify and track environmental management and performance in company operations. Consulting offers opportunities for people interested in environmental management, especially for those individuals who possess a technical background and management skills.

Consumer Products: In response to the growing consumer demand for products developed with the environment in mind, companies continue to look for ways to make their product lines more environmentally friendly. Therefore, product managers need to stay on top of new environmental regulations that might affect the packaged goods industry, such as trends in recycling and package design for products ranging from laundry detergent to

toothpaste. Once again, environmentally literate candidates are actively sought.

Design and the Arts: Architects, industrial designers, graphic designers, and fashion designers have a wide selection of structures, forms, processes, and materials available for use in their products. Until recently, many products were deliberately designed for obsolescence, ensuring an ongoing consumer demand for replacements. Today, however, designers are emphasizing the creation of more energy efficient products that require fewer natural resources in their manufacture or construction. Additionally, many fine artists, architects, and conceptual artists work with city agencies to offer creative and thoughtful solutions to urban environmental problems.

Education: Education is, in part, how we came to realize there was an environmental crisis in the first place. The more we learn, the more we realize how little we understand of the basic interconnectedness of all living things, and the more we realize we have yet to learn. By the year 2020, almost all countries of the world will adopt legislation requiring that environmental concepts be included in the curricula for kindergarten to twelfth grade. At the college level, both environmental science and environmental studies are to be taught. Less formal educational opportunities are also growing, worldwide. Opportunities for environmentally literate teachers, teacher trainers, curriculum developers, and librarians continue to grow.

Energy: Environmentally responsible career opportunities in the energy sector range from energy conservation programmes instituted by public utilities. Energy industry managers are changing their concept of energy use to include conservation practices. Job possibilities for communications specialists, planners, and technical experts continue to grow as our energy needs are reconsidered for office buildings and commercial real estate, mass transit, and households. Opportunities for the construction trades and for architectural design firms to upgrade their energy conservation service to their clients will also continue to flourish in the coming years.

Entrepreneurs and Small Business: Environmentally sensitive small firms and start-ups should thrive, as they will be better equipped to fill niches and adapt to rapidly changing markets. Individuals are eagerly establishing their own consulting firms, creating products, and offering services that solve environmental problems and meet consumer demands for "green" products. Creativity, access to capital, and good management skills are all critical to the growth of this sector of the economy. From technology to furniture design, from retail to health services, job possibilities for environmental entrepreneurship continue to grow.

Environmental Services: Enterprises involved in environmental cleanup offer job opportunities for individuals with diverse skills, ranging from finance and water monitoring to testing, accounting, and marketing. Such jobs include working with the maintenance services of municipalities and privately owned recycling programmes, as well as in the development of prevention technologies for industry. From participating in the cleanup of sites for pollution control, asbestos abatement, and solid waste disposal, the possibilities within both existing companies and start-ups are abundant.

Health: Health concerns ranging from lead poisoning to reactions of off-gassing from petrochemicals in office carpeting have forced health officials to examine more closely the

relationship between health and the environment. A plethora of environmental problems like air pollution in cities, water quality issues; tainted fish from polluted seas; and chemical hormones forced to livestock, have created the dire need for health professionals to conduct research, disseminate information, and help create appropriate public policy.

International Opportunities: When the borders many countries opened after globalisation the acute environmental degradation in these geographic areas was dramatically revealed. Clearly, job opportunities exist here for people who can provide technical cleanup and waste prevention expertise. This same situation holds true for many developing countries. International environmental issues demand assistance from most professional fields like consulting, engineering, management, environmental services, education, and health. Those with the appropriate combination of language skills and environmental knowledge will find opportunities to work in most existing and new markets.

Law and Juridical Science: Some environmental issues are regulated nationally on central, state, and local levels, while others are dealt with internationally. Environmental law is integral to every functional area of the work force, from accounting, marketing, finance, and management, to public policy and grassroots organizing. Therefore, every individual with benefit from a basic understanding of it. Opportunities range from lobbying on behalf of non-profit organizations to helping to develop Government policy to working in environmental divisions of national and international corporations.

NGO Sector: Non-profits organizations can be as varied as public interest groups, foundations, think tanks, labour unions, and trade associations. Each of these groups needs analysts and communicators to study, question, track progress, and plan strategy on national and international environmental issues. Thousands of non-profit groups have come into being since 1970. They are always in need of well-rounded professionals, including those who offer scientific and legal skills and those who can market, manage, and control the growth and maintenance of these organizations. Environmentally literate individuals with talents in advertising, public relations, administration, and fund-raising often choose to put them to use in these sectors.

Public Sector. The Public Sector, Governmental Agencies and Departments, employ key environmental individuals in jobs as diverse as consultants, attorneys, accountants, public relations managers, information specialists, scientists, and computer specialists. The Central and State Pollution Control Boards and local departments of environmental protection, conservation, and sanitation all make available information on public sector careers opportunities for individuals wishing to combine their employment opportunities with a commitment to environmental responsibility.

Challenges for the Future

Individuals seeking green employment should remember that there are four catalysts in finding answers to the current environmental challenges facing society. These catalysts are empowerment, education, employment, and creativity. From empowerment we gain courage to speak up, to be self-determined, and to act. Through education we learn the skills necessary to create an effective work force and to make informed choices about how our lives and actions affect our environment. We also learn how the environment affects our lives. Employment provides a vehicle to share our talents and to enjoy meaning, self-

worth, and dignity. Creativity enables us to turn a problem or question on its head, to transcend the habitual and the conventional, to create visions, and to growth toward those visions. The more we dare to do so, the greater our chances of making a positive impact upon our environment. Individuals must take responsibility to educate themselves about the environment by reading, talking to others, taking classes, asking questions, being curious, and following their instincts. As our environmental problems grow and intensify their effects upon human health and ecosystem stability, we need all people to be environmentally literate. As we continue to explore global environmental problems, we may begin to use the catalysts of empowerment, education, employment, and creativity to ensure that environmental integrity becomes a human right.

The word 'environment' became part of every day language in the 1960s. Even today, its meaning is far from clear. The term has evolved and continues to evolve. In part this evolution is due to an increase in scientific knowledge. Even more it is a result of changes in the mood of the general public. During the 1960s, for example, the word 'environment' evoked mainly concerns about pollution and the depletion of natural resources, over population, and crowding ù the thousand demons of ecological crisis. In contrast there is greater emphasis today on the positive qualities of environments ù on those things that contribute to the quality of life.



Chancellor Dr. Priya Ranjan Trivedi with the Sarsanghchak of Rashtriya Swayamsewak Sangh (RSS) Dr. Mohan Bhagwat during the release of his Book on RSS in Hindi.

Chapter 12
EDUCATION'S DIVINE EMISSARY

Dr. Priya Ranjan Trivedi has been hailed at different national and global forums as the Education's Divine Emissary for his exemplary role in the field of education. In his five decade long illustrious career, Dr. Priya Ranjan Trivedi has made humungous contribution to the field of education that the wide reaching benefits will be reaped by many future generations in times to come.

The outstanding aspect about this renowned educationist being the fact that he has etched his name in the books of history by launching numerous educational institutions alongside imparting the finer nuances of education. In simpler terms, he has effectively and efficiently managed to do two big tasks simultaneously which is in itself is an incredible feat. Besides, he has relentlessly been writing and editing books on various educational fields for the main academic curriculum.

It has invariably been his sheer dedication and untiring efforts that he has been able to set unusually high benchmarks in the different avenues that he has forayed into.

From his student days only, Dr. Priya Ranjan Trivedi nurtured the penchant for imparting academic learning to different sections of the society. Realizing that it was possible to achieve his objectives only by setting up institutes and universities at different destinations of the country, he began dreaming and planning about the same day and night.

Dr. Priya Ranjan Trivedi, the visionary was always way ahead of times which is why he knew that he had to create a sustainable model of educational institutes that would withstand the test of time and changing needs. Along with his old friend Dr. Uttam Kumar Singh whom he had met in 1975, Dr. Priya Ranjan Trivedi brought about the genesis of a premier academic institute named Indian Institute of Business Management (IIBM) and Dr. Zakir Husain Institute for Non Formal and Continuing Education (ZH-INFACE) at Patna.

Dr. Priya Ranjan Trivedi has played a momentous role in propagating the concept of Distance Learning Education. As a matter of fact, he has been doing the same since the year 1980. Since UGC had no specific curriculum for Hotel Management, his new course curriculum at IIBM was just what was the need of the hour. The Institute not only became an overnight sensation, but the curriculum too became a big talking point in the academic circles. For initiating a novel trend, educationists all over were benevolent in showering plaudits on Dr. Priya Ranjan Trivedi, the educationist and the visionary for initiating a new trend.

Due to his two key projects, Dr. Priya Ranjan Trivedi was lodged at Patna with his family from the period 1977-87. However from 1987 onwards, he led a more nomadic life, and he started shuttling more often than not, between Patna and New Delhi. This he did so because the idea of setting up a premier Institute of Ecology and Environment had germinated in his mind, and he was assiduously working towards his goal. His family comprising his better half and two lovely daughters were fully supportive which is why they never expressed any fuss over the family's nomadic lifestyle.

The period from 1979-89 can easily be described as Dr. Priya Ranjan Trivedi's crowning moment years as he was not only instrumental in giving birth to two top ranked educational

establishments namely Indian Institute of Business Management (IIBM) and Dr. Zakir Husain Institute for Non Formal and Continuing Education at Patna, but was also the force behind the launch of one of its kind Indian Institute of Ecology and Environment (IIEE).

As a matter of fact, the Computers (India) Limited was established by Dr. Priya Ranjan Trivedi with the active cooperation of S.G. Pitroda, Advisor to the Prime Minister of India for developing the hardware and the software for proper educational planning and administration besides online and internet based e-learning.

The Indian Institute of Human Rights (IIHR) was conceived by Dr. Priya Ranjan Trivedi in 1999 and established by Dr. Rahul Rai for ensuring studies, training, research, publications, conference organization and international understanding in the areas of human rights and duties education. IIHR was inaugurated on the occasion of Human Rights Day on 10th December 1999 at India International Centre, New Delhi by the then Chairman of the National Human Rights Commission (NHRC), Government of India. IIHR is the only Institution of its kind in the Indian subcontinent dealing with human rights promotion and education. IIHR has published more than 100 occasional monographs and case books.

To put the facts in the correct perspective, Dr. Priya Ranjan Trivedi invested the initial ten years of his professional career towards establishing the much needed institutions in the State of Bihar. As the Director of the Indian Institute of Business Management (1978) and Dr. Zakir Husain Institute for Non Formal and Continuing Education (1980), PRT made a dream start. This he followed by playing a sheet anchor role in giving birth to academic establishments namely the Institute of Hotel Management, Catering Technology and Applied Nutrition in the year 1979, Indian Institute of Ecology and Environment in 1980, National Centre for Developmental Communication in 1982, and the National Institute of Computer Education in 1983. His main thrust all through was to offer his gifted expertise to different State Governments of the country by enabling them to nominate students from their respective States and Union Territories for admission to the prestigious graduate and post graduate level programmes conducted under his direct control. It's difficult to miss the glow in his eyes when he says that the students who had successfully completed their professional courses from these institutions have been, by and large, at the helm of affairs in different public and the private sector organizations in India as well as in other countries.

He goes to share that it was based on the invitation and the motivation from the then President, Vice President, Prime Minister, Union Ministers of India, bureaucrats and the policy makers based out of New Delhi, that he had taken the crucial decision of making Delhi his permanent home as it provided him a splendid opportunity to not only optimize the existing resources, but also make it convenient for him to provide his stellar guidance and support to different States and Union Territories of India and the rest of the world in the area of institution building, planning and development under the aegis of the World Institution Building Programme (WIBP), an international charity.

Dr. Priya Ranjan Trivedi's wife Nisha Jeewachh Trivedi who has been his close confidant points that it was precisely after completing his Bachelor of Engineering Degree from Birla Institute of Technology, Mesra, Ranchi in the Session 1968-1973 that Dr. Priya Ranjan Trivedi had resolved to be an institution builder.

Shares Nisha Jeewachh Trivedi, "After researching on the art and science of institution building and to know as to how do institutions get born, indisposed, stagnated, sick, murdered and as to how to prescribe the methodologies for reviving them, my husband had the natural desire for completing his Master's Degree in Business Administration (MBA) as he knew the immense worth of the management component in diverse walks of life. So after specializing in the areas of international business at the MBA level and researching on rural as well as urban entrepreneurship by visiting different States and Union Territories, he designed a masterplan paradigm for the establishment of different institutions all over the country for having a competent cadre of young professionals equipped with managerial competence. My husband holds the unique distinction for being the only one to have excelled in the new and emerging area of neology, and neocracy for his passion for evolving new doctrines for solving different problems of the world in general and of India in particular. He has advocated through his appropriate solutions and technologies for tackling issues like peacelessness, poverty, pollution, population explosion, unemployment, faulty educational system, insurgency, greed, violence and terrorism. It was in the year 1977-1978 when he started establishing new institutions in the areas of management, administration, computer sciences, hotel management, catering technology and applied nutrition in association with his class friend Dr. Uttam Kumar Singh who had similar brilliant ideas in his mind for giving a new dimensions for solving the problems of the young boys and girls from different parts of the country."

Coming back to the Indian Institute of Ecology and Environment (IIEE), Dr. Priya Ranjan Trivedi ran and managed the initial years of IIEE from a rented building in Janakpuri. Once the news about the popularity of this Institute spread all around, Dr. Priya Ranjan Trivedi bought land space in one lesser frequented area of South Delhi, better known as Saidulajab Extension in Saket. The name of the place where Dr. Priya Ranjan Trivedi set up his Institute, and later built his residence, was aptly named Paryavaran Complex. To put the record straight, the entire residential belt in the area was named Paryavaran Complex as a mark of honour for the founder of the place i.e. Dr. Priya Ranjan Trivedi. In the present day scenario, the Paryavaran Complex has evolved as a much sought after residential hub. Once the construction work was complete, Dr. Priya Ranjan Trivedi shifted IIEE from Janakpuri to Paryavaran Complex, and got his house too constructed adjacent to the Institute so as to keep a robust control over the day to day functioning and activities. In all these years of its existence, IIEE has been a learning destination to countless students in different disciplines. The IIEE has been offering different distance learning Bachelor's and Master's Degrees like B.Sc. in Environmental Science and M.Sc. in Environmental Science/Disaster Management/ Sustainable Development/Total Quality Management/GIS and Remote Sensing/Ecotourism/Pollution Control/ Green Business/Habitat and Population Studies/Green Technology/Global Warming Reduction etc.

In his stint as the Chancellor of TGOU, Nagaland, Dr. Priya Ranjan Trivedi is credited with numerous accomplishments. Unlike others who would prefer treading on the safer path, he had the conviction to innovate and tread on the path less chosen and more perilous.

"Perilous" in this context connoting a path that had no certainty or guarantee of success and acceptance. However as Dr. Priya Ranjan Trivedi always loved accepting challenges, he knew that he had to be mentally prepared for all sorts of outcome. Meanwhile, he had chalked an alternative contingency plan or more aptly putting, a second line of action plan to prevent a failure of his ambitious and innovative plans for his dream project, TGOU, Nagaland.

The Global Open University Nagaland, established by the Government of Nagaland under the State Legislature is indubitably a result of his untiring efforts for helping the cause of the downtrodden for solving the problems related to peacelessness, unemployment, poverty, pollution, faulty educational system, insurgency, terrorism and population explosion.

It has been Dr. Priya Ranjan Trivedi's outstanding contribution in the area of institution building especially at the tertiary education level that has resulted in different countries according him a red carpet welcome from time to time. Different nations of the worlds have been in awe of his practical plans, his ideology and above all his timeless slogan "Be a Job Giver and Not a Job Seeker". He visited countries like United Kingdom (UK), United States of America (USA), The Netherlands, Italy, Spain, Mongolia, Sri Lanka, Maldives, Mauritius, Uganda, Ethiopia, Zambia, Nepal, South Korea, Oman, United Arab Emirates (UAE), Monaco, France, Poland and Russia for organising global level conferences and for establishing institutions of national as well as international importance.

He was the first person in India to have advised the Government of India and the State Governments way back in the year 1992 for the establishment of State Universities with external funding with the help of public charities and philanthropic organizations. He has been in close contacts with the State Governments of Himachal Pradesh, Uttarakhand, Bihar, Jharkhand, Arunachal Pradesh, Nagaland, Meghalaya, Haryana, Rajasthan, Punjab, Gujarat, Uttar Pradesh, Madhya Pradesh, Chhattisgarh, Karnataka, Sikkim, Jammu and Kashmir for giving them proposals and ideas for inviting the important players in the area of higher education for making investments for complementing and supplementing the work of the Central and the State Governments.

Dr. Priya Ranjan Trivedi candidly admits that with passage of time, he had to cave in under duress, and introduce the concept of counsellors in TGOU, Nagaland which as a policy, he had always been averse to. By introducing counsellors, it became difficult for him to keep a tight vigil on the day to day activities of the university.

Since the university was his brainchild all throughout, it pierced his soul if any untoward matter, or student's grievance issue was brought to his knowledge at a later stage. Under his watchful eyes and guidance, everything happened methodically, whereas when counsellors were introduced, it resulted in a disarray and ended up causing more commotion than any regulation.

Dr. Priya Ranjan Trivedi has staunchly believed that educationists being role models for countless students should ensure that they set lofty ethical standards. According to him, it thus becomes imperative on their part to remain far away from anything that brings disrepute to the field of education.

As luck would have it, rather than Dr. Priya Ranjan Trivedi being miles away from controversies, controversies have remained miles away from Dr. Priya Ranjan Trivedi.

His favourite one liner which he often shares with students is, “School and College are buildings that have four walls with future inside”.

As the Chancellor, Director General or Chairman of different educational universities, institutes and schools at different phases of his life, it has been his earnest desire to see students not only turning effective learners who can assimilate new ideas, but more significantly getting transformed into vibrant winners and leaders with high levels of creativity and comprehension competence. Dr. Priya Ranjan Trivedi has always been a workaholic, and perseveres to excel in the goal he sets for himself. Not only is he always ready to accept new challenges, but is also determined to win situations. What more, he remains perpetually optimistic to turn his and other's dreams into reality.

Another fascinating aspect about Dr. Priya Ranjan Trivedi being that he is the only one to have excelled in the new and emerging area of neology and neocracy for his passion for evolving new doctrines for solving different problems of the world in general, and of India in particular. He has advocated through his appropriate solutions and technologies for tackling issues like peacelessness, poverty, pollution, population explosion, unemployment, faulty educational system, insurgency, greed, violence and terrorism.

Besides being the eminent educationist, Dr. Priya Ranjan Trivedi dons many other hats that of being a top ranked institution builder, cultural ambassador, nation builder, policy maker, philanthropist. The fact that his doors are 24x7 open for mentoring the seekers makes him one of the most sought after iconic mentors of the city.

His daughters describe him as a “Modern day Guru” with the ageless ethos. If it is lunch time, then it is sacrosanct for the visitors to his place to have their meals with him.

Very few people actually know what really inspired Dr. Priya Ranjan Trivedi to make a career in education. His niece Bandana, who happens to be his late elder brother's daughter is perhaps the best person to explain how her uncle forayed into the field of education. Says she, “Through my respected late father, I got to know how my uncle Dr. Priya Ranjan Trivedi actually landed in the educational world. It's an interesting story that one day when my uncle Dr. Priya Ranjan Trivedi must have been around ten, he didn't feel like attending the school. When his father meaning my grandfather came to know this, he told my uncle the following and I quote, “Priya Ranjan, there is no end to learning or imparting education. Schools, colleges are timeless learning Temples that you will never want to miss all your life if you understood their real worth”. unquote.

Continues Bandana, “It so happened prophetically that those words uttered by my grandfather had such profound impact on Dr. Priya Ranjan Trivedi uncle that he has remained bonded with education and educational institutes till date. It surely seems to be a mysterious, inseparable bond between education and my uncle. No wonder, this is why he is referred to as the Divine Emissary of Education by one and all.”

Talk to Dr. Priya Ranjan Trivedi, and he elucidates, “What I love about education is that I go to work every day to do something I love. I get to inspire people to do the things that inspire them and they feel passionate about. It is the most wonderful thing in the world. The fun part is trying to figure out all the different ways in which I can do that. It is really amazing. I have perpetually yearned to frame a future in the process, contributing to the society in my own special manner, community, the teaching fraternity, all Tiny Tots and

young generations, who are always well deserving even if some happen to be underprivileged in their socio-economic background, which I strongly retort, is not a handicap. While interacting with most humble, honest, innocent and delicate members of any human society, our “Children”, one needs to be very careful. Today irrespective of times, I see eternal duality of two distinct processes that influence a child. The first one is available “Information” that is abundant and limitless today, and for which avenue sources are countless as it is an everyday phenomenon especially with advent of available Print cum Electronic Media, Radio cum Broadcast TV, Internet under Globalization. The much valued process of “Formation”, happens to be the most vital for any growing child in the tender years of development. This process is to be carefully subjected by under a significant aspect of selective guidance, identifying right quantum and quality of Information, so as to be imparted individually or collectively within a continuous, controlled directive manner. The monitoring process has to be based on proper proficiency and skill. In that case, schools are then indeed the ideal institutions, possessing the most conducive of environments for early formative years of any child, as educating young minds has been a natural exercise right through human evolution in history. The human mind adapts to changes at all ages, and it is much more so with children having fertile minds of their own. These bundles of high energy are quick learners and each child is distinct in his own identity and talent.”

Besides being the President of Confederation of Indian Universities (CIU), Dr. Priya Ranjan Trivedi happens to be the Chairman of different secondary and post secondary schools in the capital city.

Pondering on a role for a working model system of school administration and education process, Dr. Priya Ranjan Trivedi opines, “I believe as a Chancellor, an educator, and more significantly as the common citizen of the country, it is important to have an open mind for one's own good nature and temperament, be courteously warm in interacting with an ear for everyone in school. Human contact is vital, and I believe that if the head of the institution shuns an approach to interact with students, or teaching and serving staff, or parents, then he or she does not deserve the top seat of responsibility. I have always walked the talk which is why as an educationist, or as the Chairman of various prestigious Institutes, I have always been present at the important occasions, be it at the time of the morning assembly prayer, or during the “Thought for the day” ritual etc. It is to be a self-motivating exercise. I initiate to meet any student needing help, and interact with all staff members to see how we can do things better. I receive anyone in my office, and more often meet lots of happy faces either personally greeting them on their birthdays, or lauding students who have brought rich laurels with their academic performances, or by winning competitions in different spheres. It is natural that we enjoy getting our share of recognitions in various achievements, but ironically, we are always quiet to pursue on a low profile”.

As a firm believer of holistic education, Dr. Priya Ranjan Trivedi has always accorded due emphasis on the all-round development of a student, and advised educationists to inherit and integrate best of human values and cultural traditions, with academics.

According to him, a school is “lacking” or “incomplete” if it is sans the extremely pivotal “holistic component” even if that school happens to boasts of the state of the art infrastructure, opulent amenities, highly meritorious teaching and administrative staff etc.

In case, the educational institution has been inept in proffering due connotation to holistic education, they must do a serious evaluation and brainstorming to see how they can incorporate the same in their daily curriculum.

Elucidates Dr. Priya Ranjan Trivedi, “The role of holistic education for young minds nowadays has become all the more significant. And it is for this reason precisely, why most of the schools are giving due pertinence to incorporating the holistic aspect into their overall academic curriculum. Even in schools where conscious efforts have not been made to make holistic education an integral facet of the curriculum, there remains an “unspoken” or “hidden” element of holistic blend somewhere.

The capital city Delhi comprises a fine merge of hi-end and some very reputed schools. While it surely makes a fascinating sight to spectacle the astounding efforts that have gone into conceptualizing and designing some of the hi-end schools, I must put in a special word of appraisal for the top notch authorities in schools for integrating holistic module into their curriculum. Undeniably, this has helped exemplify the splendour and regality of these schools, and honestly speaking, redefine the entire concept of quality education which you can simply refer to as the “New-age Education”. As someone who has incessantly advocated the need for holistic education, I lay colossal emphasis on all round development of a student, and ensure that they inherit and integrate the best of human values and cultural traditions, besides being good with academics. Schools whether in cosmopolitan cities or the small time ones, should always be vehemently advocating the concept of a strong curriculum finely blended with holistic development. The endeavour should be on making the process of learning momentous, collaborative and extremely fun loving. Holistic component and its integration with the academics helps groom the all-round development of student's personality.

In the words of our Doctor friends and renowned holistic medicine physicians of the country, a holistic approach integrates all three viz. mind, body and soul, thereby helping attain a state of total biological equilibrium, where the emotional, sensory, and spiritual elements get harmoniously balanced. Meditation being the perfect panacea for all physical, emotional and mental ailments, it makes it all the more relevant for the schools to inculcate “meditation” as part of their daily curriculum. Meditation does wonders to the overall development of a child, and is one of the key components of holistic approach. If schools are keen on shaping all round personality of their students enrolled with them, then educating them the holistic way holds the key to success. Holistic approach also signifies giving a personal touch by meeting and counseling students in distress, and interacting with staff members to see how things could be made better.

Referring to the scriptures, Dr. Priya Ranjan Trivedi points, “In faith, one has to give to the society whatever is possible maximum in return, as to one's own best talents and capacity of doing good”. Quoting one of our great apostle thinkers, Swami Vivekananda in his own privileged sayings of His Noble Self, “The upcoming young generations are thought to be Useless, but I believe are Use(d) less!!”, how suggestive it is as an eye-opener statement on nation and society at that time?”

As a globe trotter educator with a lifetime experience, Dr. Priya Ranjan Trivedi does not agree with the trends of purposeless rating business of schools or institutions. This because he regards them like the age-old Temples, where all children are equal in having “Right to

Good Education”. Elaborating further in this context, he observes, “Any school may have a model, but only a good well dedicated teaching community with pristine cultural values would only form the robust foundations of a successful institution. Costly and the flamboyant looking edifices alone cannot ensure the success of an institution or an establishment. I am against creating any gratuitous hype. As regards the standards that we expect out of our students, my supposition is that if a needy child who has scored only 25 percent in the exams needs to be given a chance first rather than roping and alluring toppers from different schools and institutions to enhance the image of the school. If the needy student in question makes an improvement from 25 percent to 35 percent, it will be the actual accomplishment of not just the child, but the educator, the parent, the school, and then the Principal in that order. More encouragement and boosting support will yield better positive results only. As for any high performing student as being more capable, it is always much easier to score ninety plus from a score of 70% or 80%. More importantly, I have lived my life on principles, and one such one is to harmonize on the process of educating a class of children with varying capacities to be focused under uniform coaching and development for best standards. I personally like to stress that teachers need to be encouraged to adopt at least few five or six children who need special attention in the form of extra care for helping them to improve their abilities. It is incumbent on the part of the educational institutes to have psychological counsellors for enabling them to look into the myriads of issues concerning the student child that in turn, would play a substantial role in boosting the self-morale of the children. Moreover, I detest the trends of schools engaged only more in branding or mushrooming through franchises without any sound bases or core competency as may not render complete process of education. We observe, some famous schools expanding classes large enough with sections almost covering the entire English alphabet series from “A” to “Z”. Such kind of indulgences reflect intentions to run institutions Profitably only, and such schools become factories, and some even resort to wild poaching of creamy layers of students from any other well-run school that can be targeted on the first available opportunity. We need to check all of this if we are serious about averting a flashpoint.”

Commenting about the widening of the gaps between the rich and the poor both within, and between nations and how sustainable development remains an elusive long-term goal, too often sacrificed for short-term gains, Dr. Priya Ranjan Trivedi remarks, “In the 21st Century, a number of major challenges face women and men around the world as they interact with one another as individuals, groups, and with nature. Globalization of trade, of production, and of communications has created a highly interconnected world. It thus becomes imperative that higher education plays an important role by offering solutions to existing problems and innovates to avoid problems in the future. Whether in the economic, political, or social realms, higher education is expected to contribute to raising the overall quality of life, worldwide. To fulfil its role effectively and maintain excellence, higher education must become far more internationalized. The same can be achieved by integrating an international and intercultural dimension into its teaching, research, and service functions.

Viewing the urgent need for mutual and technical cooperation among the Universities in India, exchange of information, export and import of educational know-how and consultancy, control on duplication of efforts and wastage in higher education, vocationalization of existing careers besides strengthening the financial health of the existing Universities for

implementing educational programmes having social, cultural, technical, economic and positive contents for the optimum development of our country, the “Confederation of Indian Universities (CIU) was established by Dr. Priya Ranjan Trivedi with the co-sponsorship of selected university level institutions in India.”

The Confederation of Indian Universities envisaged a Masterplan paradigm based on the meetings held in January, February and March 2004. The Confederation of Indian Universities (CIU) was established at the behest of Prof. K. Venkatasubramanian, Member, Planning Commission, Government of India for uniting all the university level institutions in India with a view to optimizing their available resources, and for mutual as well as technical cooperation among the universities for exchange of ideas, and for mitigating the disastrous effects of the duplication of efforts and wastage in education.

While speaking about the Higher Education in the 21st century from Vision to Action, during the Inaugural Address of the CIU on 15th April, 2004, Dr. K. Venkatasubramanian had lauded that it was a wonderful concept to have an independent platform and umbrella of all recognized universities of India for discussing a Masterplan from time to time for optimizing their available resources. He hailed the sterling role of Dr. Priya Ranjan Trivedi in gathering intellectuals to construct a road map for development in the country. He appreciated Dr. Priya Ranjan Trivedi for taking the trouble of contacting almost all universities in the country, and expressed optimism that many more universities would join the CIU as Partner Institutions by entering into the CIU’s domain at the earliest.

When it comes to defining “Institutional Autonomy”, Dr. Priya Ranjan Trivedi says, “It is the necessary degree of independence from external interference that the University requires in respect of its internal organization and governance, the internal distribution of financial resources and the generation of income from non public sources, the recruitment of its staff, the setting of the conditions of study and, finally, the freedom to conduct teaching and research. “Academic Freedom” on the other hand, is the freedom for members of the academic community that is, scholars, teachers and students to follow their scholarly activities within a framework determined by that community in respect of ethical rules and international standards, and without outside pressure. Academic Freedom engages the obligation by each individual member of the academic profession to excellence, to innovation, and to advancing the frontiers of knowledge through research and the diffusion of its results through teaching and publications. Academic Freedom also engages the ethical responsibility of the individuals and the academic community in the conduct of research, both in determining the priorities of that research and in taking account of the implications, which its results may have for Humanity and Nature. For its part, the University has the obligation to uphold and demonstrate to Society that it stands by its collective obligation to quality and ethics, to fairness and tolerance, to the setting and the upkeep of standards - academic when applied to research and teaching, administrative when applied to due process, to the rendering of accounts to Society, to self-verification, to institutional review and to transparency in the conduct of institutional self-Government.”

Discussing the finer aspects of the Masterplan Paradigm for a Confederative Approach in Universities, Dr. Priya Ranjan Trivedi opines, “There is an unprecedented demand for and a great diversification in higher education, as well as an increased awareness of its vital importance for sociocultural and economic development, and for building the future, for

which the younger generations will need to be equipped with new skills, knowledge and ideals. Higher education includes all types of studies, teaching, training and research at the post-secondary level, provided by universities or other educational establishments that are approved as institutions of higher education by the competent authorities. Everywhere higher education is faced with great challenges and difficulties related to financing, equity of conditions at access into and during the course of studies, improved staff development, skills-based training, enhancement and preservation of quality in teaching, research and services, relevance of programmes, employability of graduates, post-graduates and doctorates, establishment of efficient co-operation agreements and equitable access to the benefits of international co-operation. At the same time, higher education is being challenged by new opportunities relating to technologies that are improving the ways in which knowledge can be produced, managed, disseminated, accessed and controlled. Equitable access to these technologies should be ensured at all levels of education systems. The initial years of this century, and the last 50 years of the 20th century will go down in the history of higher education as the period of its most spectacular expansion: an over six fold increase in student enrolments worldwide. But it is also the period which has seen the gap between the industrially developed, the developing countries and in particular the least developed countries with regard to access and resources for higher learning and research, already enormous, becoming even wider. It has also been a period of increased socio-economic stratification and greater difference in educational opportunity within countries, including in some of the most developed and wealthiest nations. Without adequate higher education and research institutions providing a critical mass of skilled and educated people, no country can ensure genuine endogenous and sustainable development and, in particular, developing countries and the least developed countries cannot reduce the gap separating them from the industrially developed ones. Sharing knowledge, international co-operation and new technologies can offer new opportunities to reduce this gap. Higher education has given ample proof of its viability over the centuries and of its ability to change and to induce change and progress in society. Owing to the scope and pace of change, society has become increasingly knowledge-based so that higher learning and research now act as essential components of cultural, socio-economic and environmentally sustainable development of individuals, communities and nations. Higher education itself is confronted, therefore, with formidable challenges and must proceed to the most radical change and renewal it has ever been required to undertake, so that our society, which is currently undergoing a Profound crisis of values, can transcend mere economic considerations and incorporate deeper dimensions of morality and spirituality. It is with the objective of providing solutions to these challenges and of setting in motion a process of in-depth reform in higher education worldwide that the Confederation of Indian Universities (CIU) was established with a view to designing a Masterplan Paradigm for introducing development systems for strengthening the cause of higher education in the third millennium”.

The Mission of Confederation of Indian Universities (CIU) has forever being to educate, to train and to undertake research. The CIU has remained pledged to contribute to the sustainable development and improvement of society as a whole to educate highly qualified graduates and responsible citizens to meet the needs of all sectors of human activity, by offering relevant qualifications, including professional training, which combine high-level

knowledge and skills, using courses and content continually tailored to the present and future needs of society. The CIU has been successful in its other mission of providing opportunities for higher learning and for learning throughout life, giving to learners an optimal range of choice and a flexibility of entry and exit points within the system, as well as an opportunity for individual development and social mobility in order to educate for citizenship and for active participation in society, with a worldwide vision, for endogenous capacity-building, and for the consolidation of human rights, sustainable development, democracy and peace, in a context of justice.

CIU has helped protect and enhance societal values by training young people in the values which form the basis of democratic citizenship and by providing critical and detached perspectives to assist in the discussion of strategic options and the reinforcement of humanistic perspectives; and contributed to the development and improvement of education at all levels, including through the training of teachers.

Elucidating on the Confederative Approach to Higher and Tertiary Education, PRT informs, "It has encouraged links between institutions of higher education throughout the country. We have been able to give expression to the obligation of universities to promote, through teaching and research, the principles of freedom and justice, of human dignity and solidarity, and to contribute through regional, national and international cooperation to the development of national and moral assistance for the strengthening of higher education generally.

The confederative approach has helped link up its members, offer them quality services and provide a forum for the universities from all over the country to work together and to speak on behalf of universities, and of higher education in general, and to represent their concerns and interests in public debate and to outside parties. Significantly, it has been instrumental in facilitating the exchange of experience and learning, and restated and defended the values that underlie and determine the proper functioning of universities in the Indian subcontinent.

The best part is that it has remained free from political and economic interference, and given, room for divergent opinion. We have worked for the advancement of ethical values in the work of the Confederation and its members as well as in society and respect for diversity. Last, but not the least, it has facilitated the interchange of students and academic staff, and developed means for the better distribution and exchange of laboratory material, books and other equipment for university study and research."

As a noted educationist who has been the guiding force behind shaping countless careers, Dr. Priya Ranjan Trivedi has always held strong views about globalization or internationalization of education, brain drain and racism. He has never shied from vociferously expressing his views about the same on different important forums at different phases of time.

Shares Dr. Priya Ranjan Trivedi, "As an educationist, I have always held strong views when it comes to talking about the globalization or internationalization of education, brain drain and racism. What is the point if educationists are not vocal or simply shy away from expressing a strong opinion or a viewpoint on the flaws and lacunas present in the existing system. As a matter of fact, I have never refrained from expressing myself fully

when it comes to pinpointing the flaws and lacunas in the present day educational system at different important forums all over the country. Issues such as modernization, overhauling or revamping of the existing educational system, brain drain and racist attacks against our Indian students are grave, and need the urgent and sagacious attention of all those at the helm.

The expectations from the newly sworn in Government at the Centre are humungous which is why it becomes imperative on their part to address such crucial issues with all zeal and devotion. To politicize education would be akin to polluting our Holy Rivers. It distresses to see how the DU's FYUP program, or the more recent UPSC Aptitude Test in English issues were politicized, and dealt with.

I firmly believe that our present day educational curriculum has all the scope for improvisation which can be aptly achieved by incorporating the distinctive components of the foreign universities and educational institutions. This will help add novel dimension to our Indian curriculum, and thus offer a wider gamut of opportunities to the student fraternity.

Preparing future leaders and citizens for a highly interdependent world, requires a higher education system where internationalization promotes cultural diversity and fosters intercultural understanding, respect, and tolerance among peoples. Such internationalization of higher education contributes to building more than economically competitive and politically powerful regional blocks; it represents a commitment to international solidarity, human security and helps to build a climate of global peace. Technological advances in communications are powerful instruments, which can serve to further internationalization of higher education and to democratize access to opportunities. However, to the extent that access to new information technologies remains unevenly distributed in the world, the adverse side effects of their widespread use can threaten cultural diversity and widen the gaps in the production, dissemination, and appropriation of knowledge. Highly educated manpower at the highest levels are essential to increasingly knowledge-based development. Internationalization and international cooperation can serve to improve higher education by increasing efficiency in teaching and learning as well as in research through shared efforts and joint actions.

The International co-operation schemes should be based on long-term partnerships between institutions in the South and the North, and also promote South-South co-operation. Priority should be given to training programmes in the developing countries, in centres of excellence forming regional and international networks, with short periods of specialized and intensive study abroad.

The globalization of education is bound to raise the overall quality of life in all spheres, and will have an all-round impact on the economy of different nations besides bolstering the camaraderie between fellow Indians and their overseas counterparts at the international level.

Regarding the process of globalization of education, my main assertion has invariably been on ensuring this process as a two way cycle, and not just a one way cycle. Why are Indian students only aspiring to head towards foreign destinations every year in seek of higher education in an unusually high percentage, compared to the foreign students?

What we fail to realize is that this mindless craze for attaining foreign degrees shows the Indian educational system in bad light. The need of the hour is to strike a “right balance” between the number of Indian students headed towards foreign shores for pursuing their higher studies every year, and the number of foreign students from different nooks and corners of the globe getting enrolled in Indian Universities every year. Sardonicly, if this is not done, it will lead to dire repercussions.

Since the number of Indian students headed towards foreign shores has always been greater than the number of foreign students getting enrolled in different Indian universities, our foreign counterparts tend to misconstrue that the Indian universities are probably lacking in curriculum, infrastructure and faculty because of which Indian students make a big beeline for foreign destinations namely the USA, Canada, Australia, New Zealand, Switzerland etc. for acquiring a foreign degree.

The fallout from this being that some segments in the foreign nations subsequently tend to take students from countries like India causally which in turn leads to students from the subcontinent being prejudiced and subjected to brutal and bloody racist attacks. While some incidents get reported and come to light, numerous incidents go unreported due to the fear psychosis, or with the facts getting suppressed or twisted. The subjugation of Indian students needs to be stopped, and this can only be done if we assiduously promote the various universities of our country which have everything what takes to be ranked amongst the top notch academic establishments of the world.

Simultaneously sincere and profound efforts have to be dedicated towards revamping our existing universities so that they not only give a global look and feel, but are able to rope in foreign students in large numbers from different parts of the world especially U.S.A, Australia and Canada besides other nations.

When the foreign citizenry will realize that India too is a big hub of higher educational programs and opportunities, it will help bust the myth that only Indians have this obsession for education in foreign shores, and not the foreign students from different nations all over the globe. It will have manifold positive outcomes, one the dreaded racist attacks will indubitably be restrained to a great extent, and second the influx of foreign students to our nation will help boost the foreign exchange, thus augmenting the economy. Once a state of an equilibrium is attained, our highly experienced educationists too will get their long due global recognition from the overseas world, and get hailed as “Global Educational Leaders” for their noteworthy role in the field of education.

Equally germane is to spare a thought for recounting the number of times an Indian dignitary, official, celebrity has been stripped search in a foreign country compared to the number of times, a foreign national has been meted out the similar shoddy treatment when they step on the Indian soil. Needless to say, the answer is well known to all of us.

It is difficult to erase from our memories the case of female Indian Diplomat Meera Shankar given a humiliating “pat down” at Mississippi Airport.

The discrimination done to the Sikhs when they have been asked to remove their turbans, or being more apprehensive about a particular community at the strategic places such as airports is outrageous.

The infamous James Anderson vs Ravindra Jadeja pushgate incident where the former was clearly guilty for his rash behaviour, but got let off, goes to prove the gross discrimination against Indians irrespective of whether they happen to be top notch celebrity cricketers, or just ordinary beings.

As an educationist, I have traversed to different nooks and corners of the globe for participating in cultural and educational seminars, summits and conclaves. As I have organized numerous global scale events at the IIC, I have played a perfect host to many foreign nationals in my career. While I take pride in having always accorded them a gracious, warm welcome, what aches me is the shoddy treatment handed out to Indians when we land on the foreign soil. Albeit, I have some bitter memories of my foreign trips, I would never desist from playing a good host to my foreign counterpart simply because “Atithi Devo Bhava” is part of our rich cultural heritage, and I happen to be extremely proud of the same.

What I wish to insinuate is that it is time, our Government sends a loud and clear message to their foreign counterparts that we take strong objections to the shabby treatments meted to our Indian brothers and sisters when they are on the foreign soil.

Much like the advocacy done for ensuring that Indian Universities need to allure foreign students on a regular basis, there’s also the need to be more vociferous about the issue of “Brain drain” happening from the country.

Since the “brain drain” is yet to be stemmed, I reckon that it has continually been depriving the developing countries, and those in transition, of the high-level expertise necessary to accelerate their socio-economic progress. While the Indian job seeker who has landed himself or herself a lucrative job in a foreign land is surely in an advantageous position, and can thus be declared a winner, the country on the whole happens to be the ultimate loser in the overall race. This due to the fact that it is the country which is eventually going to be deprived, or more aptly putting, will be robbed of a precious talent resource that could have done wonders to its economy reeling under a severe crisis.

The individual job seeker in this regard might do wonder's to upgrading his or her lifestyle and career, the country would remain devoid of the talent of such precious resources. Sardonicly, Brain Drain has been happening since time immemorial, and scarce little has been done to see how we can not only prevent it, but also go a step ahead by creating job opportunities for foreign nationals. The thrust should be to transform India into a “Land of Opportunities” much akin to what “Uncle Sam” has always been known and ubiquitously hailed for.

Many educationists too reckon that the brain drain syndrome has been synonymous with the top academic brass of the country since decades. Critics might label those leaving their country of birth in seek of personal pursuits, career growth and a brighter future as “opportunists”, but one needs to assess both sides of the story rationally and with a fair sense of judgment.

There's all the difference between preaching and actually walking the talk. If our country could offer lucrative remuneration packages coupled with good growth prospects, it would have been a different story. However since there is a great deal of disparity between the pay packets and the growth opportunities offered by a country like the USA, the ambitious

ones who get bestowed with such lucrative foreign job offers, seldom have the grit and zeal to reject or resist the same.

The present day scenario is rather grim and gloomy as the threat of being handed a pink slip always loom large on the employed youths of the country. Whether it is due to recession, or companies going on a massive job cutting spree, or any other reason, there is always a sense of insecurity amongst the private employee class of the country. Albeit, post-recession, the job market scenario is comparatively brighter with recruitments taking place in different crucial sectors such as the IT, the banking and financial services, manufacturing segment, and the FMCG, Retail, Hospitality and Healthcare sector.

I am impressed with how Noida has evolved in offering good job opportunities to the promising job seekers. As the abode to big national and international companies namely the Agreeya Solutions, Global Logic, EXL, Birlasoft, Impetus, Adobe Systems, TCS, CSC, HCL, the city of Noida Prof.fers exciting career opportunities to meritorious candidateÆs. The super specialty hospitals in Noida offering top class medical and healthcare facilities, too have opened myriads of job frontiers for the medical professionals and doctors. The city has come of age because if one were to compute the influx of MNCs, corporates and IT companies on a comparative note, one could instantly gauge the remarkable rise in the total number of establishments that have set shops in town.

As a matter of fact, Noida has emerged as one of the biggest markets for IT and e-governance solutions in India-booming economy, increasing purchasing power, first revenue surplus after almost two decades. It is indeed remarkable for a city that has accomplished so much without any great help or support from external agencies.

I would shower plaudits to all those IT companies in town because of which the day is not far when Noida could get bestowed with the coveted tag of “Silicon Valley” of the state. Noida has lot of advantages which is why it has been able to attract major companies like Computer Sciences Corporation (CSC), HCL Technologies Ltd., Adobe Systems India Pvt Ltd., Cadence Design Systems, Tata Consultancy Services, Tech Mahindra Ltd. Another key factor that works in Noida's favour are its reasonable lease rentals in stark contrast to the lease rentals in NCT Delhi and other destinations in NCR.”

All throughout his illustrious and eventful educational career, Dr. Priya Ranjan Trivedi has been instrumental in organizing countless educational seminars, workshops, summits, conclaves and conferences. These special events have been graced by distinguished personalities from educational as well as various other fields from time to time.

Dr. Priya Ranjan Trivedi has inspired numerous educationists to believe in the concept of organizing events as they play an important role in consolidating bonds between the different team members of an organization, besides helping explore solutions to complex issues. School Principals and the Directors who have come in touch with Dr. Priya Ranjan Trivedi at different periods have taken a leaf out of the books of this outstanding educationist, and have thus been regularly organizing workshops and conclaves in their respective institutes. The credit for introducing mini-Parliaments in schools goes to Dr. Priya Ranjan Trivedi. The concept of mini-Parliament addresses the lacunas in an establishment besides ensuring that there is no status quo over key issues.

Consistency is another trait that Dr. Priya Ranjan Trivedi has been blessed with. All

throughout, he has struck firm to his stance that there should be the integration of sports and activities with academics. To drive his point across, he often cites the age old cliché, “All work and no play makes jack a dull boy”.

Delving more on the issue, Dr. Priya Ranjan Trivedi points, “It is a matter of concern that many prestigious institutes and temples of learning are only laying emphasis on the academics and not following a balanced learning module. Educational institutes that run a balanced module with the right blend of academics and sporting activities hold a definitive edge over other establishments that don't follow such patterns”.

At the conceptualization stage itself, a precious thought has to be devoted towards including sporting activities in an institution so as to ensure the all-round development and grooming of young minds. When learning becomes fun, the results too are going to be astounding. The stats say it all which is why when you look at the overall results and performance graph in schools with a congenial environment, they will always be way more impressive compared to schools with a very rigid and inflexible agenda.

Another important factor that Educational institutes like schools, colleges and polytechnics must duly realize is the need to provide a warm and friendly environment in order to not only strike an instant chord with each and every student, but also to extract the best out of each child. Every student nurtures some or the other apprehensions and pre conceived notions about the institute they get enrolled in. Significantly, this is what distinguishes between an average rated school, and an outstanding educational establishment purely on the basis of their understanding of this vital aspect of child psychology.

I am impressed with Kothari International School (KIS) in Noida that not envisaged the need for building an amiable atmosphere for its special student commune, but has also been practically implementing and conceiving a highly successful role model system.

The school has always strived to make learning meaningful, collaborative and immensely enjoyable experience. Consequently, this has inspired them to introduce a wide range of extra-curricular activities for our students. Unlike schools that keep the thrust only on delivering a good academic result based on the student's performance at various competitions, the ideology of KIS is different as they focus on children's all round development thanks to their rich assortment of fun based activities.

Sports are an integral part of the school life, and the students are taught the relevance of sports as a physical activity as well as a medium to develop their competitive spirit as well as their camaraderie. I offer my salutations to KIS for providing holistic education which too plays a vital role in ensuring a full round development of student's personality. As one of the few bag-less schools, it aims to reduce the quantum of homework and inculcate a process of self-learning by encouraging children to take their own initiative and complete their assignments within the school hours during Swadhaya (Self-Learning) period”.

Educational institutions like schools, colleges, vocational as well as professional training institutes are the real temples of learning which play a great role in nation building. It is for this reason precisely why the profession of educationists has always been hailed as the noblest of all alongside the medicine profession. Keeping in mind the burgeoning need of top class educational facilities, our country has seen a sporadic rise in the number of educational institutes and training academies over the passage of last ten years. Gone are

the days when parents had handful of options, and were thus compelled to send their kids to far off places in seek of good schooling. Not any more! Ditto holds true for the status of Undergraduate (UG) and the Postgraduate (PG) level courses. Thanks to the noteworthy growth in the number of such professionally managed and run academic institutes that denizens of say Faridabad or Ghaziabad, no longer feel the urge to enroll their loved ones in the capital city of Delhi.

With schools like DPS, Apeejay, Modern, St. Thomas, Carmel Convent, Saint Joseph's Convent, Tagore Academy, DAV, Bhagwan Sri Ram's Academy, Manav Rachna International, Modern Vidya Niketan, St. John's School, G.D Goenka and Vidya Sanskar, the wheel has come the full circle for Faridabad implying that the city has truly evolved in context of educational institutes. Added to this, there are regional institutions of immense repute like the YMCA University of Science and Technology and Manav Rachna College of Engineering along with copious of private universities that offer graduate and undergraduate courses, mainly in engineering. Duly recognized by the Dental Council of India, the city's two numero uno dental colleges Manav Rachna Dental College and Sudha Rastogi Dental College deserve a special mention for providing a comprehensive UG level course in dentistry. The city boasts of numerous MBA Institutes such as Guru Gram Business School, IILM Business School, B.S Anangpuria Institute of Technology and Management, NIFM, Ramanujan College of Management, Rawal Institute of Management, SDIMT. The Government Medical College is another big thing. Not to forget, the various Polytechnics, Study Centre's and ITIs.

One can't have any qualms about the healthy educational status of the city as schools like DPS and others are running special classes for the children from the under privileged strata. In fact, we can extrapolate that the city is in the pink of its educational health.

However if we talk about the scope of job opportunities in the city for students after the completion of their studies, the scenario is rather pathetic. Brain drain is happening because majority of the students in Faridabad are offered jobs for Delhi, Bangalore, Pune, Noida and Chandigarh when campus placements happen in their MBA or engineering colleges. There are negligible job offers for Faridabad, and if at all there are some openings, the pay package offered by Faridabad companies is almost half what gets offered by companies based elsewhere. MBA courses are designed for the service industry and because there aren't any substantial service industries in the city, expecting jobs would be akin to the futile wait of the characters in Samuel Beckett's play "Waiting for Godot". The urgent need of the hour is to create more IT Parks. Since the city has abundant spaces of land, all they need to do is remove the stamp duty, so as to pave the way for more service industrial establishments. BPO may be a bygone concept elsewhere, but it can still do wonders for a city like Faridabad. Insurance still doesn't sell over phone in Faridabad as people want the same old LIC agent to visit them. A serious will on the part of both administration as well as political representatives can alone set the tone for new IT parks and service industries. Also the intricacies in the liaison work need to be reduced if the Government is really serious to check the alarming brain drain from the local cities. It's a do or die situation!

Having cited the instance of brain drain from one small time city of India to another big city of our country, let me now throw some light on the brain drain happening from our country to superpower nations like the USA, UK and Germany etc.

While a small time city job seeker may feel rewarded after landing a good job in a bigger city of his or her country, the same is usually not the case with the job seekers hailing from a bigger city. This because they nurture different sets of aspirations and ambitions, and having spent a good number of years in a big cosmopolitan conurbation, the next logical step of progression in their life is bound to be a foreign destination that not only proffers them a good pay package, but also a better lifestyle.

Dr. Priya Ranjan Trivedi's old friend and his neighbour in Paryavaran Complex, Dr. Subhash Chandra, a retired English language Professor remarks, "Teaching has traditionally been hailed as the noblest of professions, but then it's no joke donning the hat of an educationist. Just like Grass seems greener on the other side, there's a feeling that the teaching profession is hassle free compared to other career options. However, it is only a myth as the profession of teaching is not just taxing, but extremely challenging. With advent of time, one needs to constantly upgrade their skills so that they can improvise their way of teaching for to the new set of students. Dr. Priya Ranjan Trivedi, the suave educationist has dedicated a lifetime to the cause of education, and has cemented his place in the books of the history for giving birth to numerous educational institutions and establishments that have played an extremely crucial role in shaping the careers of countless youngsters.

In his capacity as an educationist par excellence who has been the inspiration behind myriads of pivotal new courses and curriculum, Dr. Priya Ranjan Trivedi will always be remembered and hailed as a Nation Builder. The fact of the matter is that he is regarded more as a Nation Builder, and then a seasoned educationist and an environmentalist. When it comes to multitasking, it is difficult to find a better candidate than Dr. Priya Ranjan Trivedi simply because no other person would have accomplished so many diverse milestones simultaneously in the last four decades or so, beginning from mid 1970s. I envy and salute his amazing energy levels because of which he is able to perform so many activities and roles in a day with complete elan and graciousness. He has organized numerous educational summits, seminars and conferences in the country that have seen an active participation of prominent schools, colleges and vocational institutes from all over the country. These events have been instrumental in addressing core issues concerning the educational system of the country.

Dr. Priya Ranjan Trivedi deserves kudos for consistently recognizing and rewarding the pioneering efforts of the educationists of the country. Awards have been a regular feature of his events wherein the meritorious educationists are felicitated for their outstanding contribution in their respective fields of teaching. He has personally conducted a series of successful workshops on educationists training and their development at different phases of his career. Besides giving the famous slogan, "Catch them Young", my friend needs to be lauded for giving impetus to the concept of PTM (Parent Teacher Meetings). As a die-hard propagator of PTMs, Dr. Priya Ranjan Trivedi has always enlightened audiences at different forums on how regular PTMs help in increasing communication between the home and the school front regarding the progress and development of the student. Besides, he also advised educationists and didactics to provide the right stimulus to students for aiding them in realizing their cherished dreams for later turning into assets for the nation and the world".

Dr. Priya Ranjan Trivedi, the educationist has perpetually been fair and neutral to all his students. Once in the late 1980s, Dr. Priya Ranjan Trivedi was conducting a quiz competition

for children at an unofficial level. The winners were to be given books and chocolates. Though the children present were almost of the same age group, Dr. Priya Ranjan Trivedi posed relatively tougher questions to his daughters with the sole view that others didn't accuse him of being biased towards his daughters.

The child that was given an easy set of questions went on to win the quiz contest, much to the chagrin of both his daughters. While Dr. Priya Ranjan Trivedi, the father tried explaining the rationale behind the same, the daughters were in absolute no mood to relent, or condone their father for merely being fair and just in his approach. Normalcy was restored in the Trivedi household only after a week when he gifted them a box of chocolates. Not the ones to miss an opportunity to educate his children, he told them to be magnanimous in their approach towards others. Although his daughters did take a serious offence initially to their father treating them at par with other children and students, they realized the long lasting implication of the same when they grew up and became mature.

However hectic a schedule he may have, but when it comes to registering his presence at any educational event as a speaker, guest of honour, chief guest or merely a participant, PRT has always been there. Another astounding aspect about him being that though he had always been privileged to take sabbaticals in his career, he has intentionally refrained from doing so. According to Dr. Priya Ranjan Trivedi, these sabbaticals are indulgences which literally have no relevance for him or his wife. The lunch break's in the afternoon are actually "quick working lunches" for they are really brief and quick. Since he's mostly surrounded by friends, admirers, seekers and students during the day time, others have a challenge matching up to Dr. Priya Ranjan Trivedi's pace. What really sets this man apart from others is his discipline and amazing time management. While some may dismiss it as a trivial statistic, the fact remains that Dr. Priya Ranjan Trivedi is able to save a good 30 minutes every day during the lunch time which if one were to compute on an annual basis would eventually total up to be a whopping figure. He has always set lofty standards and benchmarks for him and his establishments, and this is what has been the mantra of his success and meteoric rise.

Those close to Dr. Priya Ranjan Trivedi such as his nephew Utkarsh swear by his punctuality. Albeit he is the "boss" at Paryavaran Complex which happens to be his main office, he has never behaved like one for he reaches his office unfailingly by 9 am much before the arrival of his staff. Dressed immaculately in his traditional regalia, it is a sight to behold the veteran educationist in his office. What is more stunning is that he manages to display the similar passion and energy of the early morning in the late evenings too, after a good gap of 10 exhaustive working hours.

As the Guest of Honour, or the Chief Guest at various events, Dr. Priya Ranjan Trivedi has perpetually registered his presence a good 15-20 minutes early at the venue, only to leave the organizers or panicky as most of the time, they are still in the process of giving final touches to their event. Unlike so many distinguished personalities of the country who reach the venues late where they have been invited as Chief Guests as a matter of self-esteem and pride, Dr. Priya Ranjan Trivedi has kept himself far away from such indulgences and gratuitous grandeurs.

Since Dr. Priya Ranjan Trivedi's house and the office buildings are adjacent to each other, there's hardly any distance separating both of them. Interestingly, the proximity between

the two edifices, too has never enticed him to take a quick nap, or give himself the privilege of an afternoon siesta. When you quiz him in this regard, he's forthcoming while putting, "I have denied myself afternoon naps or siestas so as to avoid falling prey to them. Once if I become vulnerable, my performance levels would severely be impacted. As a result, I would be inept in bringing to life "new books and publications" on distinctive subjects. Moreover, there are so many tasks to be done and executed in a day that if I waste the precious noon time idling away of in pursuit of leisure, it would be sheer Harakiri. Besides championing the cause of tertiary education in the country, Dr. Priya Ranjan Trivedi has devoted quality time to introducing reforms in the primary and the secondary educational system of the country".

In his capacity as the Adviser Extraordinary of various schools in the capital city Delhi, he has been outspoken on certain critical issues. For instance, he has been averse to the notion of segregating students according to their academic scores as it creates more chasms in the learning and developmental process of young minds.

He has repeatedly talked about encouraging healthy competition amongst students. Just like the tough gets going when the going gets tough, the students lagging behind, according to him, need to accept the gauntlet for improving their performance to come close to the levels of the brighter lots. They can never enhance their performance levels if they are quarantined from the top performers. In his lectures in schools, he has frequently advised the principals and the teachers about exploring the talent of every student, and subsequently tapping them to their full potential. If one student is good in academics, the other student could be good in sports or some creative field.

Says Dr. Priya Ranjan Trivedi, "Every child is endowed with some talent or the other. While some children may be very good in their studies, others in the class may just be average performers, but good in some other fields like music, dance, painting, sports etc. Though studies have a great role in shaping the careers, teachers or parents must maintain a balance between the academics and the other creative pursuits of the student with a mediocre performance. What really matters at the end of the day is that we are churning winners whether in the field of studies, sports, arts, music, dance etc. I was overwhelmed to see the infrastructure of the Genesis Global School on the Expressway which boasts of an Olympic size swimming pool, large sized cricket, hockey and football fields coupled with latest designed Basketball courts. Additionally, the school has a mega size auditorium for hosting various sorts of cultural and inter school activities.

The objective behind this lavish infrastructure is to equip and empower students of the school with the best of amenities so as to bring the best out of them. Tournaments and contests are regularly organized to instill in a spirit of competition and aggression among students which go on to play a crucial role in their overall development. It would be unfair to not make a mention of the playschools in this discussion as the first bit of learning of a child outside his or her home, commences from a playschool. As gaining admission in a good primary school in the capital city has become such a herculean task for parents, the role of playschools assumes a great deal of significance. This because the good playschools ensure a good all round development of the children so as to help them gain admission in reputed schools of their city. Due onus is given to make each and every student become an integral part of the whole learning system. Novel methodologies have been inculcated into

the curriculum of playschools with the objective of shaping the overall personality of a child. Cognitive, fine motor, socio emotional, language activities are some instances in this regard. On the outdoor front, there are gross motor activities like jumping, hopping, playing on swings, junior gymnasium, taekwondo, nature walk and more significantly relay races. As a grandfather, I felt elated watching my grandsons in their playschool in full action during the indoor and the different outdoor sporting events such as skating and racing competitions. It seemed like a carnival time with parents, grandparents, staff all present in full strength to buttress the confidence and spirits of the kids dressed in their colourful best.

The need of the hour is to give individual attention to every child with special focus on personality development, besides ensuring that every child feels like a “winner” at the culmination of the different innovative activities. It is importance to award a prize to every participant irrespective of their final outcome. Educationists and those in charge, must see that the child who finishes last in a contest or a race, does not get stereotyped as the one who came last, but on the contrary is applauded and handed a consolation prize purely to reinforce their morale and confidence.

Although healthy competition should always be encouraged, it should not lead to any disgruntlement amongst children that have not been able to perform to the desired level in a contest

Organizing sporting activities like a 100m dash have numerous developmental advantages as they are an excellent way to teach children to focus on what they are doing, and to finish what they have begun. The children should be encouraged to do better than what they did the day before. Boosting the self confidence among children is what does a world of good to them eventually.

Now coming to the issue of some playschools nowadays having a clandestine understanding with some famous schools wherein children enrolled with them somehow manage to procure a seat in the reputed schools, one can't really blame the playschools nor the schools simply because the prevalent system is itself flawed, and is in drastic need of an overhaul.

What incites me to say so is that there are various discrepancies in the present day Nursery admissions process which has been giving jitters to the young parents. The mere mention of Nursery admissions spells “virtual nightmare” for those seeking admission for their wards in nursery. Gone are the days when parents could rest in peace after applying in just a couple of schools. Not anymore, as they heave a sigh of relief only after having applied at atleast six to ten schools. It's like rewinding back to the past for the young parents during the gruelling admission time, mainly as they have to redo it all over in terms of grooming themselves for emerging “victorious” in the entire nursery admission ordeal. Owing to sheer confusion and cacophony surrounding the nursery admission process, many schools have been subject to critical scrutiny for their admission procedures. Meanwhile, the Directorate of Education has given full autonomy to schools in the capital to frame their nursery admission guidelines in the purview of RTE Act. Sometime back, schools aided and unaided were asked to reserve 25% seats for EWS. Interviews during admission had been barred. Implying that the onus was then on schools to either follow the point system which they had been doing for the last few years, or simply conduct a draw of lots, or just do a combo of the two.

Meanwhile, the Government on its part had reserved 25% seats for the economically weaker segments and 20% seats for the discretionary, or the management quota. The 100 point system based on factors like neighbourhood, sibling, alumni, girl child, single parent had been well accepted by schools all over.

India should emulate the pattern of those countries where all schools are at par, thus ensuring that a hassle free admission process for children. It is distressing to see parents getting overly stressed during the admission time. While those at the helm deserve the flak, parents and the citizens too need to change their mindset, and desist from indulging in a maddening rat race for the so called “elite city schools”.

Why do we forget that every school possesses some merits or the other? On a personal note, we feel disenchanted when we see people around me displaying a superfluous fancy for a few select schools, in the process disregarding the other reputed schools for enrolling their wards. Albeit the craze remains more towards DPS R.K. Puram's, Modern School, Vasant Valley, Shrirams and St. Columbus, its time people started thinking rationally.

We are reminded of numerous incidents when parents residing in Delhi enrolled their children to far flung places in Noida and Greater Noida just because they were inept in getting their children a berth in the elite schools of the capital city. Imagine the trauma that the young one has to undergo on a daily basis as mere to and fro commuting via the chaotic boulevards is bound to take a toll on the children leave alone the actual learning process.”

It has been the pioneering efforts of these visionaries that we have been able to see the foray of e-learning into the School education which has made the process of learning so exciting. Expecting the kids of this age to absorb knowledge within the confines of their classrooms is akin to expect someone to reach the space in a bullock cart. E-learning has invaded every nook and corner, thereby aiding the 21st century kids to expand their horizons like never before. The inclusion of this form of learning is complementary to the instructor-led education provided by teachers. It is not to discount the importance of a live teacher in a classroom, but you can think of it as a teacher's assistant and student's friend! Where e-learning in form of interactive games, real time simulations, scenario-based modules help students learn and apply concepts; the presence of teachers gives them the mental and emotional support.

The e-learning modules are created with in-depth research on audience need and behaviour; behind every click is a well thought approach. The benefits of this kind of learning can be seen already. It helps them learn concepts in a more enjoyable manner; it enhances their analytical skills, makes them good at research, and increases their confidence. We all know that when learning is fun, it is retained better and longer.

Points Dr. Priya Ranjan Trivedi, "E-learning is a tool that empowers educationists to make the process of learning an enjoyable experience. In today's complex world, a child's future is determined by his or her ability to master the basics of reading, science, commerce, maths and computers. And this is where a child's access to quality online learning can not only support the child, but also help reinforce these essential skills. Look at the different schools of the cosmopolitans and the Metropolitans, and you'll know at once, how the e-learning methodology of imparting education has become so indispensable. By no means, it should be misconstrued that with e-learning, a phase will come when we would not be

needing teachers. The concept of e-learning and teachers go synonymous as both are complementary to each other.

We would go a step further to add that we envisage a day when e-learning and teachers will synergize to bring about the genesis of many brilliant teaching methodologies. Computers (India) Limited established in March 1988 by Dr. Priya Ranjan Trivedi is pioneer organisation in the area of e-learning.

The progressive schools like the Genesis Global School (GGS) on the Noida Expressway are basically the ones that have kept pace with times, and have a Wi-Fi campus with spacious e-classrooms, multimedia library, computerized labs, and conference rooms at par with the international standards. Recognizing the pertinence of an IT driven world, and for enhancing their learning process, Lotus Valley International School on the Noida Expressway too has installed high grade computers, projectors and electronic smart boards in each classroom. Complementing these machines are teaching aids that are consistently upgraded to facilitate better awareness.”

Dr. Priya Ranjan Trivedi incidentally has often talked about the immense potential that the Asia's largest Sub city named Dwarka is endowed with.

Though a number of good schools and colleges have come up in Dwarka over the last few years, he feels that a lot still needs to be done on the educational front. Though reputed chain of playschools, schools, colleges, vocational institutes, study centres, and specialized coaching academies have come up in the sub city, there is an urgent need to launch more schools keeping in mind the ever increasing population. The number of primary and senior secondary education schools are definitely less compared to the number of higher studies institutes that have set up their base campuses here. The fact there are no para medical, medical and private engineering colleges in Dwarka, is a worrisome issue.

Observes Dr. Priya Ranjan Trivedi, “In the present day scenario, denizens are unable to comprehend the serious shortfall of good schools in Dwarka because a considerable part of the sub city still remains uninhabited. However, once population increases, the need for building more schools will be badly felt. It is ironical that there aren't many senior secondary schools (Class 8 onwards) for the city based children. For the seniors, there aren't any professional institutes for courses like Architecture and Biotechnology. Most of the schools don't have large campuses which is surely, a big handicap as it hampers in the process of ensuring the all-round development of the students. With recognized schools lacking in adequate campus space, the viable solution lies in to make the optimum usage of the underutilized and neglected lying parks of the DDA. The Government representatives namely the MLA and the MP have a definitive role to play in this regard. Unlike the schools of Delhi, Noida and Gurgaon, the poor mobile network connectivity of Dwarka plays truant in the process of e-learning for students in schools and elsewhere.”

Ever since the Continuous and Comprehensive Evaluation (CCE) format has been made mandatory in CBSE managed schools, the need for online testing has increased alongside the importance of companies providing the much needed online testing solutions and platform.

CCE is a school-based evaluation of students covering significant facets of a student's development. Continuous signifying regular assessments, frequency of unit testing, analysis

of learning gaps, applying corrective measures, retesting and submitting feedbacks to teachers and students for their self-evaluation. Comprehensive covers both the scholastic and the co-scholastic aspects of a student's growth and development that are eventually assessed through the formative and summative assessments.

Continuous and Comprehensive Evaluation (CCE) System which was introduced few years ago by CBSE is getting popular across all streams of School Education, and CCE covers all aspects of student's development with both Formative and Summative Assessment. CCE System of education ERP.net enables Teachers to track and analyze student's performance and conduct real-time scholastic and co-scholastic assessments with Advanced Grading System as per the guidelines issued by CBSE. This system will help Schools to generate CCE Report Cards dynamically for every student.

Teachers will have a very simple and user-friendly interface to regularly update Students performance in both scholastic and co-scholastic areas as defined by the CBSE, and the system will automatically calculate the weightage for the Formative Assessment and Summative Assessment, and the same will be updated to the Report Card Module. CCE System of educationERP.net also aids the teachers to analyze the challenging areas of the student and teacher can suggest her feedback to the student or the parent through the system either through SMS or Email, and teacher can plan the actions and steps for remedial for every student. Through our Graphs and visualization tools, teachers can keep a track of the student's progress and generate reports.

Students can keep a track of their assessment in real-time, and with regard to Formative Assessment and Summative Assessment, they can analyze their strengths and weakness, and incorporate the suggestions by the teachers to improve their performance. This also empowers students with self-assessment.

Parents can keep a tab of the Formative Assessment and Summative Assessment conducted by the teachers throughout the year on both scholastic and co-scholastic areas, and is updated on what remedial actions have been suggested by the teacher to their ward on their weaknesses and how the students have incorporated the same.

Dr. Priya Ranjan Trivedi opines that schools stand beneficiaries in this context because the various online testing companies are all adept in creating different all sorts of tests including the crucial scholastic component based on the CBSE CCE guidelines. For coaching centers that are into guiding and preparing students for various entrance examinations, such as AIEEE and other coaching, these companies proffer the same choice of online testing, or giving print-tests to students.

Articulates Dr. Priya Ranjan Trivedi, “Benchmarking is extremely significant for a top-class testing system, which is why the online testing companies have incorporated this feature into all tests. It makes sense when we combine top teaching talent and highest-quality educational content, with cutting-edge technology. The various top notch online testing companies boast of a robust team of educators for creating their education content for all curricula and levels. Companies like Eduwizards have done a commendable job by preparing over one lakh assessment questions, and compiling a big database in different subjects namely Mathematics, Commerce, Science, and Arts streams. Companies like Eduwizards.in help provide student assessment (testing) services and online tutoring to

both individual students and educational institutes. Besides, they cover a whole gamut of assessment needs of institutes, using both its online testing platform, and its option to create and give print-tests to students with Eduwizards managing all scoring and analysis. Competitive exams like CAT, AIEEE, BITSAT, etc have been using online testing. Besides, teachers in different schools are commonly using online resources which helps in making the student-assessment work more streamlined and efficient. Instant results and objective feedback along with an in-depth analysis and dashboard view make online testing a powerful tool at the hands of educators.

Owing to the indispensable role of the web in educational assessment, a number of schools and coaching centres have adopted the concept of online testing for empowering teachers to assess students through continuous and personalized evaluation with the help of the customized test engines. Continuous and Comprehensive Evaluation (CCE) helps in reducing stress of students by incorporating myriads of remedial measures of teaching based on learning needs and potential of different students. CCE helps in identifying learning progress of students at regular time intervals on small portions of content, and there are no negative comments on the learner's performance. Significantly CCE helps in improving student's performance by identifying his/her learning difficulties at regular time intervals right from the beginning of the academic session and employing suitable remedial measures for enhancing their learning performance”.

A Computer-Based Assessment (CBA) is a method of administering tests that enables educators and trainers to author, schedule, deliver, and report on surveys, quizzes, tests and exams online with real time results. The E-assessment online testing is becoming popular in universities, colleges, SSBs in India for various admission selection tests owing to its advantages like low fees and course cost, instant feedback to students, and enhanced question styles with flexible practice timings.

The concept of “online testing system” helps students test, improve and excel in the actual examinations. Besides Eduwizards.in, there are companies like Wisdom24x7.com, brainware-india.com, indiabix.com etc. that have launched innovative methodology for helping people from diverse walks of life evaluate them from time to time.

The testing solutions are research-based and gives an in-depth personalized and comparative analysis of students’ performance, highlighting strengths and weaknesses. Using its multiple choice questions (MCQ) bank that covers all subjects and classes, schools and other institutes can administer tests to students and get instant reports.

Two key institution brought to existence by Dr. Priya Ranjan Trivedi deserve a special mention. They are Educational Consultancy Organization of India (EDUCOIN) and World Agency for of Distance Education (WADE).

While the 39 year old EDUCOIN has rendered distinguished service for the development of human resources, WADE happens to be a global association for unifying the functionaries working in the various distance education institutions all over the world. EDUCOIN has been providing guidance to higher educational institutions for designing suitable programs oriented for self employment. The unique aspect about EDUCOIN is that it is providing distance education learning to overseas students too.

The Indira Gandhi Technological and Medical Sciences University, Arunachal Pradesh

(IGTAMSU) was established in the year 2012 at Ziro in the Lower Subansiri District under the provisions of the Indira Gandhi Technological and Medical Sciences University Act 2012 (Act 6 of 2012). The University’s main campus is coming up at Ziro in Hong Village in 150 hectares of land in a green environment gifted by the BMTT Forest Preservation Committee, Gano and registered by the Deputy Commissioner of Lower Subansiri District. Presently the University is operating from the District Hospital, Ziro and the SSB Campus IT Park for conducting the Practicals and Theory Classes respectively. IGTAMSU has been conceived to conduct vocational, job oriented and employment centric Certificate, Diploma, Advanced Diploma, Post Graduate Diploma, Bachelor’s, Master’s and Doctoral Programmes in different emerging fields in general, and in the areas of technological and medical sciences in particular for ensuring proper tertiary education among the young boys and girls belonging to all Districts of Arunachal Pradesh besides students from other States in North-East.

The Departments, Divisions, Colleges and Centres established by IGTAMSU for the benefit of young boys and girls comprise the National Community College for Skill Development, National Land Management Institute of India, Department of Architecture, Town and Country Planning, Department of Paramedical Sciences, Department of Health and Medical Sciences, Department of Sports Science and Management, Department of Tourism and Hospitality Management, Department of Computer Sciences and IT, Department of Peace, Disarmament and Diplomacy, Department of Engineering and Technology, Department of Commerce and Management, Department of Education, Department of Physical Education, Department of Law and Juridical Sciences, Department of Library and Information Sciences, Department of Remote Sensing and GIS, Department of Social Sciences, Department of Environmental Sciences, Department of Journalism and Mass Communication, Department of Sustainable Agriculture and Department of Management Education and Research.

As an educationist who has spent a lifetime launching new institutions, universities, schools and colleges, Dr. Priya Ranjan Trivedi has unswervingly been a strong proponent of providing playing grounds to children as it helps in the process of their all-round development.

Though his focal point of discussion at important educational meets majorly remains on addressing the major lacunas concerning the secondary and the tertiary system of education, he has not refrained from commenting on the abysmal state of affairs of the playing spaces for youngsters. He often points how the country rejoiced when as a country of one billion, Abhinav Bindra won the first gold medal in 10m Air Rifle event in the individual category in the 2008 Beijing Olympics. While it was indeed a euphoric time for all Indians, what baffles Dr. Priya Ranjan Trivedi is the lack of adequate sporting infrastructure especially playing grounds for the children to really groom their talent on.

Says Dr. Priya Ranjan Trivedi, “Thanks to sports stars like Abhinav Bindra and few others that India could open their account of medals tally otherwise history would have repeated itself when our sportsmen would return empty handed from the Olympics every four years. Even if children don't desire or dream to become sportsmen, they must not shy away from choosing one sporting activities so as to ensure their all round development. “All work and no play makes Jack a dull boy”, might be an age old parlance, but has great relevance in

the 21st century as it is pertinent to quote in the context of all those children that either intentionally keep themselves off from sports, or remain devoid of sporting activities due to lack of playing grounds. Rather than remaining glued to the internet and straining their eyes, I am of the firm view that children must be encouraged to play some games as it will help them concentrate better in their studies.

Unequivocally, it is due to the depressive state of sporting scenario in the country as well as in Delhi-NCR region, a colossal chunk of promising sporting talent have to resort to other career options. It has taken literally a century for a gigantic country like India to win its first gold medal in the Olympics in the individual category. If one were to assess the main reason of dominance by developed nations such as USA, China, Germany, France and UK in Olympics, it would eventually come down to again two factors, one of course being, the availability of superior sporting provisions.

As regards the second factor instrumental in churning more medal winners, it would be the religious and whole hearted emphasis on shaping a child's all round personality by the above mentioned countries which comprises a balanced focus on academics and physical activities cum sports. The one common link amongst the leading medal winning nations is the pivotal role played cohesively by the teachers and parents. It's a well known phenomenon that when these two combine their strengths on one forum, it is bound to culminate in a win win situation for everyone. It's pertinent to evaluate a child's aptitude in sports at the very onset of his or her childhood or formative years in order to hone and fine tune it for achieving greater heights and glory for not only the school and family, but for the nation on the whole. Eventually it depends on the aspiration and desire that actually inspires like minded people to go full throttle for improvising upon the grey areas thereby, augmenting the overall performance, and subsequently the country's medal tally in games that establish a nation's global supremacy on the sporting front.

I wish to pinpoint the lackadaisical approach of the civic authorities because of whom children remain devoid of parking spaces and playing grounds. It is suicidal to give consent to kids for playing on the roads as there is all the threat from the fast paced traffic. How do we expect our children to turn into champs like Tendulkar's, Dravid, Baichung Bhutia, Leander Paes or, Sania Nehwal's if there aren't sufficient practice or playing grounds. It's simply not possible for a middle class parent to enroll his or her loved one in the luxurious hi-end sports clubs that charge an exorbitant fee as membership. Children and youngsters being denied playing grounds is by no means conducive to community living since emphasis has been to transform most of the existent parks into an ornamental one.

Incidentally as per the Delhi's Master Plan for playing areas, it is clearly states that for every 10,000 people, a "neighborhood play area" has to be provided and for every population of 5,000, a "housing area playground" has to be provided having an easy access. It is appalling to see abundant vacant spaces lying unused in the city which can ideally be used and transformed as playing grounds for kids. A talented child is not in the need or want of a full fledged playing ground or a coach for exhibiting his or her talent. All that a child or a student requires at the preliminary phase is a well spread playing space as a launch pad for taking off to greater heights and accomplishments. At the colony level, the onus of carving playing spaces for children rests on all four viz. colony RWA, municipal councillor, MLA and MP who collectively need to work in tandem for achieving the aforesaid goals.

Ironically, while most of the residential colonies are blessed with ornamental greens and walkways, the cause of innocent children has been gravely sidelined. Simply implying that most of the residential colonies in the city are startlingly subsisting sans playing spaces and grounds for the younger community. Depriving these young ones of their rightful share of playing space is hara-kiri in simpler lingo. Those at the helm need to realize that we can make children brighter in studies and sports if there are playing grounds".

Sharing his views on the Hindi language, it aches Dr. Priya Ranjan Trivedi to see the waning glory of the Hindi language. Avers Dr. Priya Ranjan Trivedi, "I am not averse to English language as I usually address the foreigners in English at International meets. However what troubles me is when I see my fellow Indian brother and sisters speaking Hindi with a sense of great inconvenience as if it is being enforced upon them. What further agonizes me is when I see them speaking Hindi with an accent. I agree that English is as popular as Hindi nowadays, just like the game of Cricket which may not be the national game of India, but has outshined Hockey, the official national game of the country, by leaps and bounds.

It would have been really distressing for legendary writers and poets of yesteryears such as Maithili Sharan Gupt, Munshi Premchand, Ramdhari Singh Dinkar, Harivanshrai Bachchan and Mahadevi Verma to see the Hindi language being ridiculed in such an obnoxious manner.

It's my personal view that if some people feel uncomfortable conversing in Hindi due to some sort of a status symbol, they should avoid talking in Hindi in the very first place, rather than making a mockery of the pronunciation. Hindi crusaders have time and again appealed for more career openings and job prospects in the field of Hindi. Literally speaking, there exist no enticing options before those aspiring to delve deep into the subject of Hindi. Being the official language of the Indian Union, the Government is left absolutely speechless when confronted with questions such as the reason behind Hindi not extending beyond Class X or the High School curriculum. Hindi Anchors like Salma Sultan, Shammi Narang, Deepak Chaurasia, Prason Vajpayee gave an altogether new dimension to electronic media. Ditto holds true for Rajat Sharma who revolutionized small screen viewing with his inimitable production and anchoring of the immensely popular show titled "Aap Ki Adalat".

Again a personal view point, if momentous decisions like job reservations for special categories and introduction of the grading system in CBSE could see the light of the day, why have efforts not been made to make Hindi mandatory in Government offices, banks and other key establishments.

The blame for sidelining Hindi goes to both different Government's as well as the citizens. It's pleasing and praiseworthy to see delegates from countries such as Russia, Bangladesh, Bhutan chatting and interacting with officials in their native languages employing the services of interpreters for bridging the gap. The representatives of these nations unfailingly don't comprise with their age old legacy of their native origins. For them, it's a matter of pride flaunting their native linguistic skills. For reviving the age old charm of Hindi, Government and volunteers have to organize exclusive cultural programs commemorating the great ancient language". Dr. Priya Ranjan Trivedi has been unrelenting in his pursuit of propagating the significance of Skill Development as he is optimistic that it will pave the way for Youth Empowerment.

Briefs Dr. Priya Ranjan Trivedi, “Skill is the learned capacity to carry out pre-determined results often with the minimum outlay of time, energy, or both. Skills can often be segregated into domain-general and domain-specific skills. In the domain of work, some general skills would include time management, teamwork and leadership, self motivation and others, whereas domain-specific skills would be useful only for a certain job. People need a broad range of skills in order to contribute to a modern economy and take their place in the technological society of the 21st century.

Studies have shown that through technology, the workplace is changing, and identified specific basic skills that employees must have to be able to change with it. There are Labour Skills who are generally more trained, higher paid, and have more responsibilities than unskilled workers. Skilled workers have long had historical import as masons, carpenters, blacksmiths, bakers, brewers, coopers, printers and other occupations that are economically productive. Skilled workers were often politically active through their craft guilds. Then there are Life Skills which are problem solving behaviours used appropriately and responsibly in the management of personal affairs. They are a set of human skills acquired via teaching or direct experience that are used to handle problems and questions commonly encountered in daily human life. Then there are Life Skill Development in Adults where other life skills beyond the K-12 domain, are focused on social welfare and social work programs, such as Casey Life Skills.

This program covers diverse topics: career planning, communication, daily living, home life, housing and money management, self care, social relationships, work and study skills, work life, pregnancy and parenting. Then there are People Skills which are understanding ourselves and moderating our responses, talking effectively, building relationships of trust, respect and productive interactions. Social Skills are skill facilitating interaction and communication with others. Social rules and relations are created, communicated, and changed in verbal and nonverbal ways. The process of learning such skills is called socialization. Soft Skills relate to a person’s “EQ” (Emotional Intelligence Quotient), the cluster of personality traits, social graces, communication, language, personal habits, friendliness, and optimism that characterize relationships with other people”.

Craft vocations are usually based on manual or practical activities, traditionally non-academic, related to a specific trade, occupation, or vocation. It is sometimes referred to as technical education as the trainee directly develops expertise in a particular group of techniques. Vocational education may be classified as teaching procedural knowledge.

Vocational education can be at the secondary, post-secondary level, further education level and can interact with the apprenticeship system. Increasingly, vocational education can be recognised in terms of recognition of prior learning and partial academic credit towards tertiary education (e.g., at a university) as credit; however, it is rarely considered in its own form to fall under the traditional definition of higher education.

Vocational education is related to the age-old apprenticeship system of learning. Apprenticeships are designed for many levels of work from manual trades to high knowledge work. However, as the labour market becomes more specialized and economies demand higher levels of skill, Governments and businesses are increasingly investing in the future of vocational education through publicly funded training organizations and subsidized apprenticeship or traineeship initiatives for businesses.

Vocational education has diversified in the 21st century and now exists in industries such as retail, tourism, information technology, funeral services and cosmetics, as well as in the traditional crafts and cottage industries. Vocational training in India is provided on a full-time as well as part-time basis. Full-time programs are generally offered through Community Colleges and Industrial Training Institutes (ITIs). The nodal agency for grant the recognition to the I.T.I.s is NCVT which is under the Ministry of Labour, Government of India. Part-time programs are offered through state technical education boards or universities who also offer full-time. Vocational training has been successful in India in Industrial Training the Institutes in engineering trades only.

There are many private institutes in India which offer courses in vocational training and finishing, but most of them have not been recognized by the Government. All the State Governments runs vocational schools. Commerce and Business, Tourism, Agriculture, Automobile, Air conditioning, Livestock management, Lab Technician are some prominent courses. There is an urgent need that the selected Universities in India offer Certificate / Diploma / Advanced Diploma courses in different areas of specialization for employment generation and entrepreneurship development. The World Institution Building Programme have offered around 2100 Vocational and Employment Centric courses under the auspices of its Community Colleges.

Summing up the contribution of her father in the field of education, Tanuja says, “I must have been six or seven when I came to know that my father has made a mark for himself as an educationist. I also cannot forget in my life the moment when I felt like being at the top of the world when my father came to my school as the chief guest on the behest of the school principal, and inspired children with the Tagore's all time classic poem, “Where the mind is without fear and the head is held high. Where knowledge is free.. Where the world has not been broken up into fragments by narrow domestic walls..” What really made me proud was the adulation that my father received from all the faculty members and the student fraternity, as well as how he mesmerized the large gathering by fluently reciting the entire poem in one go without any help. By the time, my father came to the last verse, which is “Where mind is led forward by thee into ever-widening thought and action into that heaven of freedom, my Father, let my country awake”, tears were rolling down my cheeks, and I was not even consciously aware. Such profound was the impact of my father's words, or speeches, that it left them awestruck.

I often compare my father to mighty Rajput Kings and warriors who often used to put their life to great peril by embarking on new paths for conquering new frontiers and territories. Like those Rajput Kings, my father too has always been on the move, in his relentless pursuit of exploring new innovations and improvisations for the modern day educational system. As I grew up, I used to be a regular at events where my father had to deliver the keynote address, or was invited as the chief guest. Be it any issue, my father used to enthrall the audiences with his vast knowledge and excellent oratory skills.

There have been times when he's been invited to speak on tough and complicate subjects, however even then he's managed to stun the audiences by emerging with flying colours. Be it issues pertaining to educational reforms, improvisation of the tertiary system of education, girl child education, four year undergraduate program (FYUP), or the innovations such as the continuous comprehensive evaluation (CCE), my father has not shied from

calling a spade a spade. Whenever there is a large student gathering in the audience, he never fails to make a mention of the famous one liner, “How goes the Enemy” which connotes what is the time. He has always urged students to value time to the core, as both time and tide wait for none. I can count on my fingertips the number of people he must have inspired to become job givers in his lifetime which has unquestionably been the hallmark of his dynamic personality.

The list is endless when it comes to naming the distinguished personalities of the country that have been mentored or tutored by him at some stage or the other. His role in setting up institutions such as the TGOU (Nagaland), IGTAMSU (Arunachal Pradesh), SMU etc are well known, and have been discussed at length at key forums. He is a “Modern Day Guru” who is not just easily accessible, but students too have no quandary, in relating to comfortably. He has contributed magnanimously to the various Governments in terms of his expertise in the field of education. If one is working in the private sector, or is in the Government, there's a certain retirement age. However as my father falls into neither of the above mentioned segments, there's no question of his calling it quits, or hanging his boots. While people tend to slow down after 60, my father on the contrary, is all geared up to play a more meaningful role in the education sector for the larger interest of the Gen Next. I wish my father all the very best and good health, and pray that he is successful in his Mission”.

In an interview given to tennews.in, Dr. Priya Ranjan Trivedi had shared the mantras for resolving India's key problems and the urgent need for a Neological Approach to Higher and Tertiary Education.

Excerpts from the interview:

Dr. Priya Ranjan Trivedi: It is appalling that it is often taken for granted that universities are international. The universal nature of knowledge, a long tradition of international collegiality and cooperation in research, the comings and goings of faculty and students since antiquity have all served to create this impression. Conscious that this impression only partially reflects the day to day reality of higher education institutions and noting that internationalization of higher education is today more than ever a worthy goal, there is an urgent need to reaffirm the commitment, and to urge all stakeholders to contribute to its realization. In the 21st Century, myriads of major challenges face men and women as they interact with one another as individuals, groups, and with nature.

Globalization of trade, of production, and of communications has created a highly interconnected world. Yet the tremendous gaps between the rich and the poor continue to widen both within, and between nations. Sustainable development remains an elusive long-term goal, too often sacrificed for short-term gains. It thus becomes highly imperative that higher education offers solutions to existing problems and incorporates innovations for averting problems in the future. Whether in the economic, political, or social realms, higher education is expected to contribute to raising the overall quality of life. To fulfil its role effectively and maintain excellence, higher education must become far more internationalized; it must integrate an international and intercultural dimension into its teaching, research, and service functions.

Preparing future leaders and citizens for a highly interdependent world, requires a higher

education system where internationalization promotes cultural diversity and fosters intercultural understanding, respect, and tolerance among peoples. Such internationalization of higher education contributes to building more than economically competitive and politically powerful regional blocks; it represents a commitment to international solidarity, human security and helps to build a climate of global peace.

Technological advances in communications are powerful instruments, which can serve to further internationalisation of higher education and to democratise access to opportunities. However, to the extent that access to new information technologies remains unevenly distributed in the world, the adverse side effects of their widespread use can threaten cultural diversity and widen the gaps in the production, dissemination, and appropriation of knowledge.

Highly educated and trained manpower at the highest levels are essential to increasingly knowledge-based development. Inter-nationalisation and international cooperation can serve to improve higher education by increasing efficiency in teaching and learning as well as in research through shared efforts and joint actions.

I strongly feel the need to define the principle of Institutional Autonomy as the necessary degree of independence from external interference that the University requires in respect of its internal organization and governance, the internal distribution of financial resources and the generation of income from non public sources, the recruitment of its staff, the setting of the conditions of study and, finally, the freedom to conduct teaching and research.

Academic Freedom is the freedom for members of the academic community that is, scholars, teachers and students to follow their scholarly activities within a framework determined by that community in respect of ethical rules and international standards, and without outside pressure.

Rights confer obligations are as much incumbent on the individuals and on the University of which they are part, as they are upon the State and the Society.

Academic Freedom engages the obligation by each individual member of the academic profession to excellence, to innovation, and to advancing the frontiers of knowledge through research and the diffusion of its results through teaching and publications.

Academic Freedom also engages the ethical responsibility of the individuals and the academic community in the conduct of research, both in determining the priorities of that research and in taking account of the implications, which its results may have for Humanity and Nature.

The University has the obligation to uphold and demonstrate to Society that it stands by its collective obligation to quality and ethics, to fairness and tolerance, to the setting and the upkeep of standards - academic when applied to research and teaching, administrative when applied to due process, to the rendering of accounts to Society, to self-verification, to institutional review and to transparency in the conduct of institutional self-Government.

For their part, organising powers and stakeholders public or private, stand equally under the obligation to prevent arbitrary interference, to provide and to ensure those conditions necessary, in compliance with internationally recognised standards, for the exercise of Academic Freedom by individual members of the academic profession and for University

Autonomy to be exercised by the institution.

In particular, the organising powers and stakeholders public or private, and the interests they represent, should recognise that by its very nature the obligation upon the academic profession to advance knowledge is inseparable from the examination, questioning and testing of accepted ideas and of established wisdom. And that the expression of views, which follow from scientific insight or scholarly investigation may often be contrary to popular conviction or judged as unacceptable and intolerable.

Hence, agencies which exercise responsibility for the advancement of knowledge as to particular interests which provide support for, or stand in a contractual relationship with, the University for the services it may furnish, must recognise that such expressions of scholarly judgement and scientific inquiry shall not place in jeopardy the career or the existence of the individual expressing them nor leave that individual open to pursuit for delit d'opinion on account of such views being expressed.

If the free range of inquiry, examination and the advance of knowledge are held to be benefits Society derives from the University, the latter must assume the responsibility for the choices and the priorities it sets freely. Society for its part, must recognise its part in providing means appropriate for the achievement of that end. Resources should be commensurate with expectations - especially those which, like fundamental research, demand a long-term commitment if they are to yield their full benefits. The obligation to transmit and to advance knowledge is the basic purpose for which Academic Freedom and University Autonomy are required and recognised. Since knowledge is universal, so too is this obligation.

In practice, however, Universities fulfil this obligation primarily in respect of the Societies in which they are located. And it is these communities, cultural, regional, national and local, which establish with the University the terms by which such responsibilities are to be assumed, who is to assume them and by what means and procedures. Responsibilities met within the setting of 'national' society, extend beyond the physical boundaries of that society. Since its earliest days, the University has professed intellectual and spiritual engagement to the principles of 'universalism' and to 'internationalism' whilst Academic Freedom and University Autonomy evolved within the setting of the historic national community.

For Universities to serve a world society requires that Academic Freedom and University Autonomy form the bedrock to a new Social Contract - a contract to uphold values common to Humanity and to meet the expectations of a world where frontiers are rapidly dissolving. In the context of international cooperation, the exercise of Academic Freedom and University Autonomy by some should not lead to intellectual hegemony over others. It should, on the contrary, be a means of strengthening the principles of pluralism, tolerance and academic solidarity between institutions of higher learning and between individual scholars and students. At a time when the ties, obligations and commitments between Society and the University are becoming more complex, more urgent and more direct, it appears desirable to establish a broadly recognised Charter of mutual rights and obligations governing the relationship between University and Society, including adequate monitoring mechanisms for its application.



Chancellor Dr. Priya Ranjan Trivedi with the President of India Shri Pranab Mukherjee a few hours before he took Oath on 25 July 2012 as the President of India.

MASTERPLAN PARADIGM ENVISAGED BY Dr. PRIYA RANJAN TRIVEDI IN THE AREA OF TERTIARY EDUCATION

It has often been taken for granted that universities are international. The universal nature of knowledge, a long tradition of international collegiality and cooperation in research, the comings and goings of faculty and students since Antiquity have all served to create this impression. Conscious that this impression only partially reflects the day to day reality of higher education institutions and noting that internationalisation of higher education is today more than ever a worthy goal, there is an urgent need to reaffirm the commitment and to urge all stakeholders to contribute to its realisation.

As we approach the 21st Century, a number of major challenges face women and men as they interact with one another as individuals, groups, and with nature. Globalisation of trade, of production, and of communications has created a highly interconnected world. Yet the tremendous gaps between the rich and the poor continue to widen both within, and between nations. Sustainable development remains an elusive long-term goal, too often sacrificed for short-term gains.

It is imperative that higher education offers solutions to existing problems and innovate to avoid problems in the future. Whether in the economic, political, or social realms, higher education is expected to contribute to raising the overall quality of life. To fulfil its role effectively and maintain excellence, higher education must become far more internationalised; it must integrate an international and intercultural dimension into its teaching, research, and service functions.

Preparing future leaders and citizens for a highly interdependent world, requires a higher education system where internationalisation promotes cultural diversity and fosters intercultural understanding, respect, and tolerance among peoples. Such internationalisation of higher education contributes to building more than economically competitive and politically powerful regional blocks; it represents a commitment to international solidarity, human security and helps to build a climate of global peace.

Technological advances in communications are powerful instruments, which can serve to further internationalisation of higher education and to democratise access to opportunities. However, to the extent that access to new information technologies remains unevenly distributed in the world, the adverse side effects of their widespread use can threaten cultural diversity and widen the gaps in the production, dissemination, and appropriation of knowledge.

Highly educated manpower at the highest levels are essential to increasingly knowledge-based development. Internationalisation and international cooperation can serve to improve higher education by increasing efficiency in teaching and learning as well as in research through shared efforts and joint actions.

It was in this context that Dr. Priya Ranjan Trivedi conceived the idea of establishing a Confederation to take care of the university level institutions in India. This idea was greatly

appreciated by the Planning Commission of India. Accordingly the Member-in-Charge of Education, Professor K. Venkatasubramaniam inaugurated the Confederation of Indian Universities (CIU) on 15th April 2004 at India International Centre, New Delhi.

The CIU at this point of time thinks it proper to define the principle of Institutional Autonomy as the necessary degree of independence from external interference that the University requires in respect of its internal organisation and governance, the internal distribution of financial resources and the generation of income from non public sources, the recruitment of its staff, the setting of the conditions of study and, finally, the freedom to conduct teaching and research.

The CIU wishes to further define the principle of Academic Freedom as the freedom for members of the academic community that is, scholars, teachers and students to follow their scholarly activities within a framework determined by that community in respect of ethical rules and international standards, and without outside pressure.

Rights confer obligations. These obligations are as much incumbent on the individuals and on the University of which they are part, as they are upon the State and the Society.

Academic Freedom engages the obligation by each individual member of the academic profession to excellence, to innovation, and to advancing the frontiers of knowledge through research and the diffusion of its results through teaching and publications.

Academic Freedom also engages the ethical responsibility of the individuals and the academic community in the conduct of research, both in determining the priorities of that research and in taking account of the implications, which its results may have for Humanity and Nature.

For its part, the University has the obligation to uphold and demonstrate to Society that it stands by its collective obligation to quality and ethics, to fairness and tolerance, to the setting and the upkeep of standards - academic when applied to research and teaching, administrative when applied to due process, to the rendering of accounts to Society, to self-verification, to institutional review and to transparency in the conduct of institutional self-government.

For their part, organising powers and stakeholders public or private, stand equally under the obligation to prevent arbitrary interference, to provide and to ensure those conditions necessary, in compliance with internationally recognised standards, for the exercise of Academic Freedom by individual members of the academic profession and for University Autonomy to be exercised by the institution.

In particular, the organising powers and stakeholders public or private, and the interests they represent, should recognise that by its very nature the obligation upon the academic profession to advance knowledge is inseparable from the examination, questioning and

testing of accepted ideas and of established wisdom. And that the expression of views, which follows from scientific insight or scholarly investigation may often be contrary to popular conviction or judged as unacceptable and intolerable.

Hence, agencies which exercise responsibility for the advancement of knowledge as to particular interests which provide support for, or stand in a contractual relationship with, the University for the services it may furnish, must recognise that such expressions of scholarly judgement and scientific inquiry shall not place in jeopardy the career or the existence of the individual expressing them nor leave that individual open to pursuit for delit d'opinion on account of such views being expressed.

If the free range of inquiry, examination and the advance of knowledge are held to be benefits Society derives from the University, the latter must assume the responsibility for the choices and the priorities it sets freely. Society for its part, must recognise its part in providing means appropriate for the achievement of that end.

Resources should be commensurate with expectations - especially those which, like fundamental research, demand a long-term commitment if they are to yield their full benefits.

The obligation to transmit and to advance knowledge is the basic purpose for which Academic Freedom and University Autonomy are required and recognised. Since knowledge is universal, so too is this obligation.

In practice, however, Universities fulfil this obligation primarily in respect of the Societies in which they are located. And it is these communities, cultural, regional, national and local, which establish with the University the terms by which such responsibilities are to be assumed, who is to assume them and by what means and procedures.

Responsibilities met within the setting of 'national' society, extend beyond the physical boundaries of that society. Since its earliest days, the University has professed intellectual and spiritual engagement to the principles of 'universalism' and to 'internationalism' whilst Academic Freedom and University Autonomy evolved within the setting of the historic national community.

For Universities to serve a world society requires that Academic Freedom and University Autonomy form the bedrock to a new Social Contract - a contract to uphold values common to Humanity and to meet the expectations of a world where frontiers are rapidly dissolving. In the context of international cooperation, the exercise of Academic Freedom and University Autonomy by some should not lead to intellectual hegemony over others. It should, on the contrary, be a means of strengthening the principles of pluralism, tolerance and academic solidarity between institutions of higher learning and between individual scholars and students.

At a time when the ties, obligations and commitments between Society and the University are becoming more complex, more urgent and more direct, it appears desirable to establish a broadly recognised Charter of mutual rights and obligations governing the relationship between University and Society, including adequate monitoring mechanisms for its application.

Dr. Priya Ranjan Trivedi has been pioneer in uniting all the university level institutions of our country with a view to doing everything not being done by the Association of Indian Universities (AIU) and the University Grants Commission (UGC).

The Confederation of Indian Universities (CIU), has been founded to promote cooperation among higher education institutions, notes that despite the universality of knowledge, which has always served to affirm the nature of higher education, the level of internationalisation remains low and uneven.

Furthermore, cooperation has had relatively little impact of global wealth and resource distribution even in the realm of higher education.

Worse, the external brain drain and other negative consequences of poorly designed cooperative activities have, at times, even exacerbated the conditions in developing nations. In more recent times, commercial and financial interests have gained prominence in the internationalisation process and threaten to displace the less utilitarian and equally valuable aspects of this enriching and necessary transformation of higher education.



Dr. Priya Ranjan Trivedi in Madrid, Spain in May 1995 as the Chief Guest during Health Summit.

NEW PARADIGM DEVELOPED BY Dr. P.R. TRIVEDI FOR A CONFEDERATIVE APPROACH TO HIGHER EDUCATION

1. There is an unprecedented demand for and a great diversification in higher education, as well as an increased awareness of its vital importance for sociocultural and economic development, and for building the future, for which the younger generations will need to be equipped with new skills, knowledge and ideals.
 2. Higher education includes 'all types of studies, teaching, training and research at the post-secondary level, provided by universities or other educational establishments that are approved as institutions of higher education by the Competent Authorities.
 3. Everywhere higher education is faced with great challenges and difficulties related to financing, equity of conditions at access into and during the course of studies, improved staff development, skills-based training, enhancement and preservation of quality in teaching, research and services, relevance of programmes, employability of graduates, post-graduates and doctorates, establishment of efficient co-operation agreements and equitable access to the benefits of international co-operation.
 4. At the same time, higher education is being challenged by new opportunities relating to technologies that are improving the ways in which knowledge can be produced, managed, disseminated, accessed and controlled. Equitable access to these technologies should be ensured at all levels of education systems.
 5. The initial years of this century and the last 50 years of the twentieth century will go down in the history of higher education as the period of its most spectacular expansion: an over sixfold increase in student enrolments worldwide. But it is also the period which has seen the gap between the industrially developed, the developing countries and in particular the least developed countries with regard to access and resources for higher learning and research, already enormous, becoming even wider. It has also been a period of increased socio-economic stratification and greater difference in educational opportunity within countries, including in some of the most developed and wealthiest nations.
 6. Without adequate higher education and research institutions providing a critical mass of skilled and educated people, no country can ensure genuine endogenous and sustainable development and, in particular, developing countries and the least developed countries cannot reduce the gap separating them from the industrially developed ones. Sharing knowledge, international co-operation and new technologies can offer new opportunities to reduce this gap.
 7. Higher education has given ample proof of its viability over the centuries and of its ability to change and to induce change and progress in society. Owing to the scope and pace of change, society has become increasingly knowledge-based so that higher learning and research now act as essential components of cultural, socio-economic and environmentally sustainable development of individuals, communities and nations.
 8. Higher education itself is confronted, therefore, with formidable challenges and must proceed to the most radical change and renewal it has ever been required to undertake, so that our society, which is currently undergoing a profound crisis of values, can transcend mere economic considerations and incorporate deeper dimensions of morality and spirituality.
 9. It is with the aim of providing solutions to these challenges and of setting in motion a process of in-depth reform in higher education worldwide that the Confederation of Indian Universities (CIU) is being established with a view to designing a Masterplan Paradigm for introducing development systems for strengthening the cause of higher education in the third millennium.
- Dr. Priya Ranjan Trivedi invited the Chancellors and Vice Chancellors of different Universities to discuss, deliberate and sign the declaration regarding the confederative approach to higher education on 15th April 2004 at New Delhi :
10. Recalling the Universal Declaration of Human Rights which states in Article 26, paragraph 1, that 'Everyone has the right to education' and that 'higher education shall be equally accessible to all on the basis of merit', and endorsing the basic principles of the Convention against Discrimination in Education (1960), which, by Article 4, commits the States Parties to it to 'make higher education equally accessible to all on the basis of individual capacity'.
 11. Convinced that education is a fundamental pillar of human rights, democracy, sustainable development and peace, and shall therefore become accessible to all throughout life and that measures are required to ensure co-ordination and cooperation across and between the various sectors, particularly between general, technical and professional secondary and post-secondary education as well as between universities, colleges and technical institutions.
 12. Believing that, in this context, the solution of the problems faced in the twenty-first century will be determined by the vision of the future society and by the role that is assigned to education in general and to higher education in particular.
 13. Aware that at the beginning of a new millennium it is the duty of higher education to ensure that the values and ideals of a culture of peace prevail and that the intellectual community should be mobilized to that end.
 14. Considering that a substantial change and development of higher education, the

enhancement of its quality and relevance, and the solution to the major challenges it faces, require the strong involvement not only of governments and of higher education institutions, but also of all stakeholders, including students and their families, teachers, business and industry, the public and private sectors of the economy, legislatures, the media, the community, professional associations and society as well as a greater responsibility of higher education institutions towards society and accountability in the use of public and private, national or international resources;

15. Emphasizing that higher education systems should enhance their capacity to live with uncertainty, to change and bring about change, and to address social needs and to promote solidarity and equity; should preserve and exercise scientific rigour and originality, in a spirit of impartiality, as a basic prerequisite for attaining and sustaining an indispensable level of quality; and should place students at the centre of their concerns, within a lifelong perspective, so as to allow their full integration into the global knowledge society of this new century; and
16. Also believing that international co-operation and exchange are major avenues for advancing higher education throughout the world.

Proclaim the following :

Mission to Educate, to Train and to undertake Research

We affirm that the core missions and values of higher education, in particular the mission to contribute to the sustainable development and improvement of society as a whole, should be preserved, reinforced and further expanded, namely, to:

17. Educate highly qualified graduates and responsible citizens able to meet the needs of all sectors of human activity, by offering relevant qualifications, including professional training, which combine high-level knowledge and skills, using courses and content continually tailored to the present and future needs of society.
18. Provide opportunities for higher learning and for learning throughout life, giving to learners an optimal range of choice and a flexibility of entry and exit points within the system, as well as an opportunity for individual development and social mobility in order to educate for citizenship and for active participation in society, with a worldwide vision, for endogenous capacity-building, and for the consolidation of human rights, sustainable development, democracy and peace, in a context of justice.
19. Advance, create and disseminate knowledge through research and provide, as part of its service to the community, relevant expertise to assist societies in cultural, social and economic development, promoting and developing scientific and technological research as well as research in the social sciences, the humanities and the creative arts.
20. Help understand, interpret, preserve, enhance, promote and disseminate national

and regional, international and historic cultures, in a context of cultural pluralism and diversity.

21. Help protect and enhance societal values by training young people in the values which form the basis of democratic citizenship and by providing critical and detached perspectives to assist in the discussion of strategic options and the reinforcement of humanistic perspectives; and
22. Contribute to the development and improvement of education at all levels, including through the training of teachers.

Ethical Role, Autonomy, Responsibility and Anticipatory Function

Higher education institutions and their personnel and students should :

23. Preserve and develop their crucial functions, through the exercise of ethics and scientific and intellectual rigour in their various activities.
24. Be able to speak out on ethical, cultural and social problems completely independently and in full awareness of their responsibilities, exercising a kind of intellectual authority that society needs to help it to reflect, understand and act.
25. Enhance their critical and forward-looking functions, through continuing analysis of emerging social, economic, cultural and political trends, providing a focus for forecasting, warning and prevention.
26. Exercise their intellectual capacity and their moral prestige to defend and actively disseminate universally accepted values, including peace, justice, freedom, equality and solidarity.
27. Enjoy full academic autonomy and freedom, conceived as a set of rights and duties, while being fully responsible and accountable to society.
28. Play a role to help identify and to address issues that affect the well-being of communities, nations and global society.

SHAPING A NEW VISION OF HIGHER EDUCATION Equity of Access

29. In keeping with Article 26.1 of the Universal Declaration of Human Rights, admission to higher education should be based on the merit, capacity, efforts, perseverance and devotion, showed by those seeking access to it, and can take place in a lifelong scheme, at any time, with due recognition of previously acquired skills. As a consequence, no discrimination can be accepted in granting access to higher education on grounds of race, gender, language or religion, or economic, cultural or social distinctions, or physical disabilities.

30. Equity of access to higher education should begin with the reinforcement and, if need be, the reordering of its links with all other levels of education, particularly with secondary education. Higher education institutions must be viewed as, and must also work within themselves to be a part of and encourage, a seamless system starting with early childhood and primary education and continuing through life. Higher education institutions must work in active partnership with parents, schools, students, socio-economic groups and communities.
31. Secondary education should not only prepare qualified candidates for access to higher education by developing the capacity to learn on a broad basis but also open the way to active life by providing training on a wide range of jobs. However, access to higher education should remain open to those successfully completing secondary school, or its equivalent, or presenting entry qualifications, as far as possible, at any age and without any discrimination.
32. As a consequence, the rapid and wide-reaching demand for higher education requires, where appropriate, all policies concerning access to higher education to give priority in the future to the approach based on the merit of the individual.
33. Access to higher education for members of some special target groups, such as indigenous peoples, cultural and linguistic minorities, disadvantaged groups, peoples living under occupation and those who suffer from disabilities, must be actively facilitated, since these groups as collectivities and as individuals may have both experience and talent that can be of great value for the development of societies and nations. Special material help and educational solutions can help overcome the obstacles that these groups face, both in accessing and in continuing higher education.

Enhancing Participation and Promoting the Role of Women

34. Although significant progress has been achieved to enhance the access of women to higher education, various socio-economic, cultural and political obstacles continue in many places in the world to impede their full access and effective integration. To overcome them remains an urgent priority in the renewal process for ensuring an equitable and non-discriminatory system of higher education based on the principle of merit.
35. Further efforts are required to eliminate all gender stereotyping in higher education, to consider gender aspects in different disciplines and to consolidate women's participation at all levels and in all disciplines, in which they are under-represented and, in particular, to enhance their active involvement in decision-making.
36. Gender studies (women's studies) should be promoted as a field of knowledge, strategic for the transformation of higher education and society.
37. Efforts should be made to eliminate political and social barriers whereby women are under-represented and in particular to enhance their active involvement at policy and decision-making levels within higher education and society.

Advancing Knowledge through Research in Science, the Arts and Humanities and the Dissemination of its Results

38. The advancement of knowledge through research is an essential function of all systems of higher education, which should promote postgraduate studies. Innovation, interdisciplinarity and transdisciplinarity should be promoted and reinforced in programmes with long-term orientations on social and cultural aims and needs. An appropriate balance should be established between basic and target-oriented research.
40. Institutions should ensure that all members of the academic community engaged in research are provided with appropriate training, resources and support. The intellectual and cultural rights on the results of research should be used to the benefit of humanity and should be protected so that they cannot be abused.
41. Research must be enhanced in all disciplines, including the social and human sciences, education (including higher education), engineering, natural sciences, mathematics, informatics and the arts within the framework of national, regional and international research and development policies. Of special importance is the enhancement of research capacities in higher education research institutions, as mutual enhancement of quality takes place when higher education and research are conducted at a high level within the same institution. These institutions should find the material and financial support required, from both public and private sources.

Long-Term Orientation based on Relevance

42. Relevance in higher education should be assessed in terms of the fit between what society expects of institutions and what they do. This requires ethical standards, political impartiality, critical capacities and, at the same time, a better articulation with the problems of society and the world of work, basing long-term orientations on societal aims and needs, including respect for cultures and environmental protection. The concern is to provide access to both broad general education and targeted, career-specific education, often interdisciplinary, focusing on skills and aptitudes, both of which equip individuals to live in a variety of changing settings, and to be able to change occupations.
43. Higher education should reinforce its role of service to society, especially its activities aimed at eliminating poverty, intolerance, violence, illiteracy, hunger, environmental degradation and disease, mainly through an interdisciplinary and transdisciplinary approach in the analysis of problems and issues.
44. Higher education should enhance its contribution to the development of the whole education system, notably through improved teacher education, curriculum development and educational research.
45. Ultimately, higher education should aim at the creation of a new society - non-violent and non-exploitative - consisting of highly cultivated, motivated and integrated individuals, inspired by love for humanity and guided by wisdom.

Strengthening Co-operation with the World of Work and Analysing and Anticipating Societal Needs

46. In economies characterized by changes and the emergence of new production paradigms based on knowledge and its application, and on the handling of information, the links between higher education, the world of work and other parts of society should be strengthened and renewed.
47. Links with the world of work can be strengthened, through the participation of its representatives in the governance of institutions, the increased use of domestic and international apprenticeship/work-study opportunities for students and teachers, the exchange of personnel between the world of work and higher education institutions and revised curricula more closely aligned with working practices.
48. As a lifelong source of professional training, updating and recycling, institutions of higher education should systematically take into account trends in the world of work and in the scientific, technological and economic sectors. In order to respond to the work requirements, higher education systems and the world of work should jointly develop and assess learning processes, bridging programmes and prior learning assessment and recognition programmes, which integrate theory and training on the job. Within the framework of their anticipatory function, higher education institutions could contribute to the creation of new jobs, although that is not their only function.
49. Developing entrepreneurial skills and initiative should become major concerns of higher education, in order to facilitate employability of graduates who will increasingly be called upon to be not only job seekers but also and above all to become job creators. Higher education institutions should give the opportunity to students to fully develop their own abilities with a sense of social responsibility, educating them to become full participants in democratic society and promoters of changes that will foster equity and justice.

Diversification for Enhanced Equity of Opportunity

50. Diversifying higher education models and recruitment methods and criteria is essential both to meet increasing international demand and to provide access to various delivery modes and to extend access to an ever-wider public, in a lifelong perspective, based on flexible entry and exit points to and from the system of higher education.
51. More diversified systems of higher education are characterized by new types of tertiary institutions: public, private and non-profit institutions, amongst others. Institutions should be able to offer a wide variety of education and training opportunities: traditional degrees, short courses, part-time study, flexible schedules, modularized courses, supported learning at a distance, etc.

Innovative Educational Approaches: Critical Thinking and Creativity

52. In a world undergoing rapid changes, there is a perceived need for a new vision and

paradigm of higher education, which should be student-oriented, calling in most countries for in-depth reforms and an open access policy so as to cater to ever more diversified categories of people, and of its contents, methods, practices and means of delivery, based on new types of links and partnerships with the community and with the broadest sectors of society.

53. Higher education institutions should educate students to become well informed and deeply motivated citizens, who can think critically, analyse problems of society, look for solutions to the problems of society, apply them and accept social responsibilities.
54. To achieve these goals, it may be necessary to recast curricula, using new and appropriate methods, so as to go beyond cognitive mastery of disciplines. New pedagogical and didactical approaches should be accessible and promoted in order to facilitate the acquisition of skills, competencies and abilities for communication, creative and critical analysis, independent thinking and team work in multicultural contexts, where creativity also involves combining traditional or local knowledge and know-how with advanced science and technology. These recast curricula should take into account the gender dimension and the specific cultural, historic and economic context of each country. The teaching of human rights standards and education on the needs of communities in all parts of the world should be reflected in the curricula of all disciplines, particularly those preparing for entrepreneurship. Academic personnel should play a significant role in determining the curriculum.
55. New methods of education will also imply new types of teaching-learning materials. These have to be coupled with new methods of testing that will promote not only powers of memory but also powers of comprehension, skills for practical work and creativity.

Higher Education Personnel and Students as Major Actors

56. A vigorous policy of staff development is an essential element of higher education institutions. Clear policies should be established concerning higher education teachers, who nowadays need to focus on teaching students how to learn and how to take initiatives rather than being exclusively founts of knowledge. Adequate provision should be made for research and for updating and improving pedagogical skills, through appropriate staff development programmes, encouraging constant innovation in curriculum, teaching and learning methods, and ensuring appropriate professional and financial status, and for excellence in research and teaching. Furthermore, in view of the role of higher education for lifelong learning, experience outside the institutions ought to be considered as a relevant qualification for higher educational staff.
57. Clear policies should be established by all higher education institutions preparing teachers of early childhood education and for primary and secondary schools, providing stimulus for constant innovation in curriculum, best practices in teaching methods and familiarity with diverse learning styles. It is vital to have appropriately trained administrative and technical personnel.

58. National and institutional decision-makers should place students and their needs at the centre of their concerns, and should consider them as major partners and responsible stakeholders in the renewal of higher education. This should include student involvement in issues that affect that level of education, in evaluation, the renovation of teaching methods and curricula and, in the institutional framework in force, in policy-formulation and institutional management. As students have the right to organize and represent themselves, students' involvement in these issues should be guaranteed.
59. Guidance and counselling services should be developed, in cooperation with student organizations, in order to assist students in the transition to higher education at whatever age and to take account of the needs of ever more diversified categories of learners. Apart from those entering higher education from schools or further education colleges, they should also take account of the needs of those leaving and returning in a lifelong process. Such support is important in ensuring a good match between student and course, reducing drop-out. Students who do drop out should have suitable opportunities to return to higher education if and when appropriate.

FROM VISION TO ACTION

Qualitative Evaluation

60. Quality in higher education is a multidimensional concept, which should embrace all its functions, and activities: teaching and academic programmes, research and scholarship, staffing, students, buildings, facilities, equipment, services to the community and the academic environment. Internal self-evaluation and external review, conducted openly by independent specialists, if possible with international expertise, are vital for enhancing quality. Independent national bodies should be established and comparative standards of quality, recognized at international level, should be defined. Due attention should be paid to specific institutional, national and regional contexts in order to take into account diversity and to avoid uniformity. Stakeholders should be an integral part of the institutional evaluation process.
61. Quality also requires that higher education should be characterized by its international dimension: exchange of knowledge, interactive networking, mobility of teachers and students, and international research projects, while taking into account the national cultural values and circumstances.
62. To attain and sustain national, regional or international quality, certain components are particularly relevant, notably careful selection of staff and continuous staff development, in particular through the promotion of appropriate programmes for academic staff development, including teaching/learning methodology and mobility between countries, between higher education institutions, and between higher education institutions and the world of work, as well as student mobility within and between countries. The new information technologies are an important tool in this process, owing to their impact on the acquisition of knowledge and know-how.

The Potential and the Challenge of Technology

63. The rapid breakthroughs in new information and communication technologies will further change the way knowledge is developed, acquired and delivered. It is also important to note that the new technologies offer opportunities to innovate on course content and teaching methods and to widen access to higher learning. However, it should be borne in mind that new information technology does not reduce the need for teachers but changes their role in relation to the learning process and that the continuous dialogue that converts information into knowledge and understanding becomes fundamental. Higher education institutions should lead in drawing on the advantages and potential of new information and communication technologies, ensuring quality and maintaining high standards for education practices and outcomes in a spirit of openness, equity and international co-operation by:
64. Engaging in networks, technology transfer, capacity-building, developing teaching materials and sharing experience of their application in teaching, training and research, and making knowledge accessible to all;
65. Creating new learning environments, ranging from distance education facilities to complete virtual higher education institutions and systems, capable of bridging distances and developing high-quality systems of education, thus serving social and economic advancement and democratization as well as other relevant priorities of society, while ensuring that these virtual education facilities, based on regional, continental or global networks, function in a way that respects cultural and social identities;
66. Noting that, in making full use of information and communication technology (ICT) for educational purposes, particular attention should be paid to removing the grave inequalities which exist among and also within the countries of the world with regard to access to new information and communication technologies and to the production of the corresponding resources;
67. Adapting ICT to national, regional and local needs and securing technical, educational, management and institutional systems to sustain it;
68. Facilitating, through international co-operation, the identification of the objectives and interests of all countries, particularly the developing countries, equitable access and the strengthening of infrastructures in this field and the dissemination of such technology throughout society;
69. Closely following the evolution of the 'knowledge society' in order to ensure high quality and equitable regulations for access to prevail;
70. Taking the new possibilities created by the use of ICTs into account, while realizing that it is, above all, institutions of higher education that are using ICTs in order to modernize their work, and not ICTs transforming institutions of higher education from real to virtual institutions.

Strengthening Higher Education Management and Financing

71. The management and financing of higher education require the development of appropriate planning and policy-analysis capacities and strategies, based on partnerships established between higher education institutions and state and national planning and co-ordination bodies, so as to secure appropriately streamlined management and the cost-effective use of resources. Higher education institutions should adopt forward-looking management practices that respond to the needs of their environments. Managers in higher education must be responsive, competent and able to evaluate regularly, by internal and external mechanisms, the effectiveness of procedures and administrative rules.
72. Higher education institutions must be given autonomy to manage their internal affairs, but with this autonomy must come clear and transparent accountability to the government, legislature, students and the wider society.
73. The ultimate goal of management should be to enhance the institutional mission by ensuring high-quality teaching, training and research, and services to the community. This objective requires governance that combines social vision, including understanding of global issues, with efficient managerial skills. Leadership in higher education is thus a major social responsibility and can be significantly strengthened through dialogue with all stakeholders, especially teachers and students, in higher education. The participation of teaching faculty in the governing bodies of higher education institutions should be taken into account, within the framework of current institutional arrangements, bearing in mind the need to keep the size of these bodies within reasonable bounds.
74. The promotion of North-South co-operation to ensure the necessary financing for strengthening higher education in the developing countries is essential.

Financing of Higher Education as a Public Service

The funding of higher education requires both public and private resources. The role of the government remains essential in this regard.

75. The diversification of funding sources reflects the support that society provides to higher education and must be further strengthened to ensure the development of higher education, increase its efficiency and maintain its quality and relevance. Public support for higher education and research remains essential to ensure a balanced achievement of educational and social missions.
76. Society as a whole must support education at all levels, including higher education, given its role in promoting sustainable economic, social and cultural development. Mobilization for this purpose depends on public awareness and involvement of the public and private sectors of the economy, legislature, the media, governmental and non-governmental organizations, students as well as institutions, families and all the social actors involved with higher education.

Sharing Knowledge and Know-How across Borders and Continents

77. The principle of solidarity and true partnership amongst higher education institutions worldwide is crucial for education and training in all fields that encourage an understanding of global issues, the role of democratic governance and skilled human resources in their resolution, and the need for living together with different cultures and values. The practice of multilingualism, faculty and student exchange programmes and institutional linkage to promote intellectual and scientific co-operation should be an integral part of all higher education systems.
78. The principles of international co-operation based on solidarity, recognition and mutual support, true partnership that equitably serves the interests of the partners and the value of sharing knowledge and know-how across borders should govern relationships among higher education institutions in both developed and developing countries and should benefit the least developed countries in particular. Consideration should be given to the need for safeguarding higher education institutional capacities in regions suffering from conflict or natural disasters. Consequently, an international dimension should permeate the curriculum, and the teaching and learning processes.
79. Regional and international normative instruments for the recognition of studies should be ratified and implemented, including certification of the skills, competencies and abilities of graduates, making it easier for students to change courses, in order to facilitate mobility within and between national systems.

From 'Brain Drain' to 'Brain Gain'

80. The 'brain drain' has yet to be stemmed, since it continues to deprive the developing countries and those in transition, of the high-level expertise necessary to accelerate their socio-economic progress. International co-operation schemes should be based on long-term partnerships between institutions in the South and the North, and also promote South-South co-operation. Priority should be given to training programmes in the developing countries, in centres of excellence forming regional and international networks, with short periods of specialized and intensive study abroad.
81. Consideration should be given to creating an environment conducive to attracting and retaining skilled human capital, either through national policies or international arrangements to facilitate the return - permanent or temporary - of highly trained scholars and researchers to their countries of origin. At the same time, efforts must be directed towards a process of 'brain gain' through collaboration programmes that, by virtue of their international dimension, enhance the building and strengthening of institutions and facilitate full use of endogenous capacities.

Partnership and Alliances

82. Partnership and alliances amongst stakeholders - national and institutional policy-makers, teaching and related staff, researchers and students, and administrative

and technical personnel in institutions of higher education, the world of work, community groups - is a powerful force in managing change. Also, non-governmental organizations are key actors in this process. Henceforth, partnership, based on common interest, mutual respect and credibility, should be a prime matrix for renewal in higher education.

The Confederation of Indian Universities (CIU) adopts this Declaration and reaffirms the right of all people to education and the right of access to higher education based on individual merit and capacity.

The Confederation of Indian Universities (CIU) pledges to act together within the frame of our individual and collective responsibilities, by taking all necessary measures in order to realize the principles concerning higher education contained in the Universal Declaration of Human Rights and in the Convention against Discrimination in Education.

The Confederation of Indian Universities (CIU) solemnly reaffirms the commitment to peace. To that end, CIU is determined to accord high priority to education for reducing peacelessness, unemployment, pollution and intolerance.

The Confederation of Indian Universities (CIU) adopts, therefore, this Declaration on Higher Education and Development. To achieve the goals set forth in this Declaration and, in particular, for immediate action, CIU agrees on the following Framework for Priority Action for Change and Development of Higher Education.

FRAMEWORK FOR PRIORITY ACTION FOR CHANGE AND DEVELOPMENT OF HIGHER EDUCATION
Priority Actions at National Level

States, including their governments, legislatures and other decision-makers, should:

- 83. Establish, where appropriate, the legislative, political and financial framework for the reform and further development of higher education, in keeping with the terms of the Universal Declaration of Human Rights, which establishes that higher education shall be 'accessible to all on the basis of merit'. No discrimination can be accepted, no one can be excluded from higher education or its study fields, degree levels and types of institutions on grounds of race, gender, language, religion, or age or because of any economic or social distinctions or physical disabilities;
- 84. Reinforce the links between higher education and research;
- 85. Consider and use higher education as a catalyst for the entire education system;
- 86. Develop higher education institutions to include lifelong learning approaches, giving learners an optimal range of choice and a flexibility of entry and exit points within the system, and redefine their role accordingly, which implies the development of open and continuous access to higher learning and the need for bridging programmes and prior learning assessment and recognition;

- 87. Make efforts, when necessary, to establish close links between higher education and research institutions, taking into account the fact that education and research are two closely related elements in the establishment of knowledge;
- 88. Develop innovative schemes of collaboration between institutions of higher education and different sectors of society to ensure that higher education and research programmes effectively contribute to local, regional and national development;
- 89. Fulfil their commitments to higher education and be accountable for the pledges adopted with their concurrence, at several forums, particularly over the past decade, with regard to human, material and financial resources, human development and education in general, and to higher education in particular;
- 90. Have a policy framework to ensure new partnerships and the involvement of all relevant stakeholders in all aspects of higher education: the evaluation process, including curriculum and pedagogical renewal, and guidance and counselling services; and, in the framework of existing institutional arrangements, policy-making and institutional governance;
- 91. Define and implement policies to eliminate all gender stereotyping in higher education and to consolidate women's participation at all levels and in all disciplines in which they are under-represented at present and, in particular, to enhance their active involvement in decision-making;
- 92. Recognize students as the centre of attention of higher education, and one of its stakeholders. They should be involved, by means of adequate institutional structures, in the renewal of their level of education (including curriculum and pedagogical reform), and policy decision, in the framework of existing institutional arrangements;
- 93. Recognize that students have the right to organize themselves autonomously;
- 94. Promote and facilitate national and international mobility of teaching staff and students as an essential part of the quality and relevance of higher education;
- 95. Provide and ensure those conditions necessary for the exercise of academic freedom and institutional autonomy so as to allow institutions of higher education, as well as those individuals engaged in higher education and research, to fulfil their obligations to society.
- 96. States in which enrolment in higher education is low by internationally accepted comparative standards should strive to ensure a level of higher education adequate for relevant needs in the public and private sectors of society and to establish plans for diversifying and expanding access, particularly benefiting all minorities and disadvantaged groups.
- 97. The interface with general, technical and professional secondary education should be reviewed in depth, in the context of lifelong learning. Access to higher education in

whatever form must remain open to those successfully completing secondary education or its equivalent or meeting entry qualifications at any age, while creating gateways to higher education, especially for older students without any formal secondary education certificates, by attaching more importance to their professional experience. However, preparation for higher education should not be the sole or primary purpose of secondary education, which should also prepare for the world of work, with complementary training whenever required, in order to provide knowledge, capacities and skills for a wide range of jobs. The concept of bridging programmes should be promoted to allow those entering the job market to return to studies at a later date.

98. Concrete steps should be taken to reduce the widening gap between industrially developed and developing countries, in particular the least developed countries, with regard to higher education and research. Concrete steps are also needed to encourage increased co-operation between countries at all levels of economic development with regard to higher education and research. Consideration should be given to making budgetary provisions for that purpose, and developing mutually beneficial agreements in order to sustain co-operative activities and projects through appropriate incentives and funding in education, research and the development of high-level experts.

PRIORITY ACTIONS AT THE LEVEL OF SYSTEMS AND INSTITUTIONS

99. Each higher education institution should define its mission according to the present and future needs of society and base it on an awareness of the fact that higher education is essential for any country or region to reach the necessary level of sustainable and environmentally sound economic and social development, cultural creativity nourished by better knowledge and understanding of the cultural heritage, higher living standards, and internal and international harmony and peace, based on human rights, democracy, tolerance and mutual respect. These missions should incorporate the concept of academic freedom.

In establishing priorities in their programmes and structures, higher education institutions should:

100. Take into account the need to abide by the rules of ethics and scientific and intellectual rigour, and the multidisciplinary and transdisciplinary approach;
101. Be primarily concerned to establish systems of access for the benefit of all persons who have the necessary abilities and motivations;
102. Use their autonomy and high academic standards to contribute to the sustainable development of society and to the resolution of the issues facing the society of the future. They should develop their capacity to give forewarning through the analysis of emerging social, cultural, economic and political trends, approached in a multidisciplinary and transdisciplinary manner, giving particular attention to:
- high quality, a clear sense of the social pertinence of studies and their anticipatory function, based on scientific grounds;

knowledge of fundamental social questions, in particular related to the elimination of poverty, to sustainable development, to intercultural dialogue and to the shaping of a culture of peace;

the need for close connection with effective research organizations or institutions that perform well in the sphere of research; and

fundamentals of human ethics, applied to each profession and to all areas of human endeavour.

103. Ensure, especially in universities and as far as possible, that faculty members participate in teaching, research, tutoring students and steering institutional affairs.
104. Take all necessary measures to reinforce their service to the community, especially their activities aimed at eliminating poverty, intolerance, violence, illiteracy, hunger and disease, through an interdisciplinary and transdisciplinary approach in the analysis of challenges, problems and different subjects.
105. Set their relations with the world of work on a new basis involving effective partnerships with all social actors concerned, starting from a reciprocal harmonization of action and the search for solutions to pressing problems of humanity, all this within a framework of responsible autonomy and academic freedom.
106. Ensure high quality of international standing, consider accountability and both internal and external evaluation, with due respect for autonomy and academic freedom, as being normal and inherent in their functioning, and institutionalize transparent systems, structures or mechanisms specific thereto.
107. As lifelong education requires academic staff to update and improve their teaching skills and learning methods, even more than in the present systems mainly based on short periods of higher teaching, establish appropriate academic staff development structures and/or mechanisms and programmes.
108. Promote and develop research, which is a necessary feature of all higher education systems, in all disciplines, including the human and social sciences and arts, given their relevance for development are needed to ensure continued progress towards such key national objectives as access, equity, quality, relevance and diversification.
109. Remove gender inequalities and biases in curricula and research, and take all appropriate measures to ensure balanced representation of both men and women among students and teachers, at all levels of management.
110. Provide, where appropriate, guidance and counselling, remedial courses, training in how to study and other forms of student support, including measures to improve student living conditions.
111. While the need for closer links between higher education and the world of work is important worldwide, it is particularly vital for the developing countries and especially the least developed countries, given their low level of economic development.

Governments of these countries should take appropriate measures to reach this objective through appropriate measures such as strengthening institutions for higher/professional/vocational education. At the same time, international action is needed in order to help establish joint undertakings between higher education and industry in these countries. It will be necessary to give consideration to ways in which higher education graduates could be supported, through various schemes, following the positive experience of the micro-credit system and other incentives, in order to start small- and medium-size enterprises. At the institutional level, developing entrepreneurial skills and initiative should become a major concern of higher education, in order to facilitate employability of graduates who will increasingly be required not only to be job-seekers but to become job-creators.

112. The use of new technologies should be generalized to the greatest extent possible to help higher education institutions, to reinforce academic development, to widen access, to attain universal scope and to extend knowledge, as well as to facilitate education throughout life. Governments, educational institutions and the private sector should ensure that informatics and communication network infrastructures, computer facilities and human resources training are adequately provided.

Institutions of higher education should be open to adult learners:

113. By developing coherent mechanisms to recognize the outcomes of learning undertaken in different contexts, and to ensure that credit is transferable within and between institutions, sectors and states.
114. By establishing joint higher education/community research and training partnerships, and by bringing the services of higher education institutions to outside groups.
115. By carrying out interdisciplinary research in all aspects of adult education and learning with the participation of adult learners themselves.
116. By creating opportunities for adult learning in flexible, open and creative ways.

ACTIONS TO BE TAKEN AT INTERNATIONAL LEVEL

117. Co-operation should be conceived of as an integral part of the institutional missions of higher education institutions and systems. Intergovernmental organizations, donor agencies and non-governmental organizations should extend their action in order to develop inter-university co-operation projects in particular through twinning institutions, based on solidarity and partnership, as a means of bridging the gap between rich and poor countries in the vital areas of knowledge production and application. Each institution of higher education should envisage the creation of an appropriate structure and/or mechanism for promoting and managing international co-operation.
118. The intergovernmental organizations and non-governmental organizations active in

higher education, the states through their bilateral and multilateral co-operation programmes, the academic community and all concerned partners in society should further promote international academic mobility as a means to advance knowledge and knowledge-sharing in order to bring about and promote solidarity as a main element of the global knowledge society of tomorrow, including through strong support a the joint work plan 2004-2010 on the recognition of studies, degrees and diplomas in higher education and through large-scale co-operative action involving, inter alia, the establishment of an educational credit transfer scheme, with particular emphasis on South-South co-operation, the needs of the least developed countries and of the small states with few higher education institutions or none at all.

119. Institutions of higher education in industrialized countries should strive to make arrangements for international co-operation with sister institutions in developing countries and in particular with those of poor countries. In their co-operation, the institutions should make efforts to ensure fair and just recognition of studies abroad. Initiatives should be taken to develop higher education throughout the world, setting itself clear-cut goals that could lead to tangible results. One method might be to implement projects in different regions renewing efforts towards creating and/or strengthening centres of excellence in developing countries relying on networks of national, regional and international higher education institutions.

120. All concerned parts of society, should also undertake action in order to alleviate the negative effects of 'brain drain' and to shift to a dynamic process of 'brain gain'. An overall analysis is required in all regions of the world of the causes and effects of brain drain. A vigorous campaign should be launched through the concerted effort of the international community and on the basis of academic solidarity and should encourage the return to their home country of expatriate academics, as well as the involvement of university volunteers - newly retired academics or young academics at the beginning of their career - who wish to teach and undertake research at higher education institutions in developing countries. At the same time it is essential to support the developing countries in their efforts to build and strengthen their own educational capacities.

Within this framework, International Organisations should:

121. Promote better co-ordination among intergovernmental, supranational and non-governmental organizations, agencies and foundations that sponsor existing programmes and projects for international co-operation in higher education. Furthermore, co-ordination efforts should take place in the context of national priorities. This could be conducive to the pooling and sharing of resources, avoid overlapping and promote better identification of projects, greater impact of action and increased assurance of their validity through collective agreement and review. Programmes aiming at the rapid transfer of knowledge, supporting institutional development and establishing centres of excellence in all areas of knowledge, in particular for peace education, conflict resolution, human rights and democracy, should be supported by institutions and by public and private donors.

122. Jointly with the various intergovernmental and non-governmental organizations, become a forum of reflection on higher education issues aiming at:
- (i) preparing update reports on the state of knowledge on higher education issues in all parts of the world;
 - (ii) promoting innovative projects of training and research, intended to enhance the specific role of higher education in lifelong education;
 - (iii) reinforcing international co-operation and emphasizing the role of higher education for citizenship education, sustainable development and peace; and
 - (iv) facilitating exchange of information and establishing, when appropriate, a database on successful experiences and innovations that can be consulted by institutions confronted with problems in their reforms of higher education.
123. Take specific action to support institutions of higher education in the least developed parts of the world and in regions suffering the effects of conflict or natural disasters.
124. Make renewed efforts towards creating or/and strengthening centres of excellence in developing countries.
125. Take the initiative to draw up an international instrument on academic freedom, autonomy and social responsibility.

Ensure follow-up of this Declaration jointly with other inter-governmental and non-governmental organizations and with all higher education stakeholders. It should have a crucial role in promoting international cooperation in the field of higher education in implementing this follow-up under the aegis of the Confederation of Indian Universities (CIU) and in the light of the following context :

126. At the start of the twenty-first century, universities nationwide and worldwide, though their circumstances differ, face important and common challenges.
127. The phenomenon of globalisation which affects diverse sectors - the economy, the media, etc. - also has its impact on higher education throughout the world. It demands change and an explicit policy of internationalisation by universities.
127. The unprecedented development of information and communication technologies is an important vehicle in the processes of globalisation and technological acceleration which carry with them opportunities and challenges that are specific to universities and to the way they fulfil their missions.
128. More than ever, the creation of knowledge, access to knowledge and its development are central to the development of societies. The knowledge society requires a new generation of skilled people. In this context, demand for more differentiated higher and continuing education, including professional development as well as open and

distance learning, is in all countries expanding and, in some regions, overwhelming.

129. The rapid production of knowledge and technological development spur on the quest for quality, excellence and relevance. The university has a special responsibility to ensure that attention is paid to solving ethical questions. In this setting, the university's critical role towards society assumes a new urgency.
130. The preconditions for universities and other types of higher education institutions to cope successfully with new challenges such as these remain, however, basically unchanged. These preconditions include autonomy of action, academic freedom and adequate human and financial resources.
131. For higher education of quality to be today and in the future a motor of social, cultural and economic development, other conditions are required, amongst which effective dialogue with external partners and responsible university governance.

As a social institution, the university cannot be replaced. Hence, it must continue to adapt and change if the challenges are to be met. It will remain an institution central to societies throughout the world as long as its activities make a difference to better the condition of humankind.



Dr. Priya Ranjan Trivedi in Rome for going to Padova for the Peace Summit in 1996.

Chapter 15
FOR WHOM BOOKS HAVE BEEN A WAY OF LIFE

It would be sheer imprudent to define the charismatic Dr. Priya Ranjan Trivedi as merely an “educationist” and an “environmentalist” for the man has numerous other feathers in his cap. The fact of the matter is that the phenomenon named “Priya Ranjan Trivedi” has scaled many peaks in his four decade long illustrious career. Besides being a noted educationist of the country, he has authored and edited various books, encyclopedias and monographs in the last 40 years or so. Going through his enormous collection of academic books, encyclopedias and pictures is itself a mammoth task. The man in his lifetime has literally left no stone unturned in leaving behind a never to be emulated legacy of books and academic institutions. His priceless repertoire of books and encyclopedias are inevitably bound to enlighten future generations in times to come, and open new frontiers of career prospects and growth opportunities for them.

If the world will forever cherish and remember cult iconic authors such as James Patterson, Harrold Robbins, Jackie Collins, JK Rowling, Stephen King, Jeffrey Archer, Charles Dicken, Earnest Hemingway, Irving Wallace, Nora Roberts, Mark Twain, Leo Tolstoy, and Lewis Carroll, Dr. Priya Ranjan Trivedi’s work and role as an author too is no exception thanks to his outstanding contribution in the field of books.

So what if he has not penned thrillers, suspense or fictions in his lifetime, the mere fact that Dr. Priya Ranjan Trivedi has steadfastly dedicated a lifetime to the cause of authoring and editing research publication books makes him a living legend who will always be remembered for his noteworthy contribution to mankind through the medium of books.

If book writing has been one big passion for Dr. Priya Ranjan Trivedi, gifting educational books free of cost to the needy ones too has been a regular feature of his life. Irrespective of the cost, or the availability factor, Dr. Priya Ranjan Trivedi has never held himself back when it comes to helping the financially constrained students by gifting free educational books to them.

The old saying, “Books are a man's best friend” fits aptly for Dr. Priya Ranjan Trivedi for he has had an inseparable bond with them all his life.

When it comes to attributing his success as an author cum editor, Dr. Priya Ranjan Trivedi has no hesitation stating that the childhood admonishing by his mother actually led him to forging an eternal bond with books.

Narrating the tale, Dr. Priya Ranjan Trivedi shares that once when he was around eight years, his mother scolded him for whiling away life's precious time to which Dr. Priya Ranjan Trivedi said that he had nothing worthwhile to do as he had already finished his day's lessons.

It was then that his mother advised him that he should make the best use of time by falling back on books in his leisure time rather than wasting the time unnecessarily. Those golden words seemed to have struck an instant chord with him which is why books henceforth became one of his best companions.

Dr. Priya Ranjan Trivedi takes great joy while sharing two famous quotes, “A good book on

your shelf is a friend that turns its back on you and remains a friend” and “Anyone who says they have only one life to live must not know how to read a book”.

It is a well-known fact that Dr. Priya Ranjan Trivedi has etched his name in the history books for being a protagonist in the field of environmental sciences. The credit for setting up the premier Indian Institute of Ecology and Environment (IIEE) goes to this renowned environmental scientist of the country. He has authored numerous books and journals on environment in his lifetime. The 30 volume International Encyclopedia of Ecology and Environment published by his IIEE has been procured by most of the universities and research organizations in India. The multi-volume Encyclopedia of Bioinformatics brought out under his dynamic leadership has been the main source of research information on bioinformatics. The Encyclopaedic Assistance for Social Transformation (EAST) has brought out many encyclopedias on different vocational, scientific and related subjects, and Prof. Trivedi being the Patron of EAST, is at the helm.

Dr. Priya Ranjan Trivedi has made an indelible mark in the profession of teaching, training and research. He has brought out world level and multi volume Encyclopaedias on these subjects which have been used and referred by several Governments, ministries and libraries.

He has authored 30 volume International Encyclopaedia of Sustainable Development, 10 volume World Encyclopaedia of Geriatric Care, 10 volume Encyclopaedia of Green Business besides many books on ecology, environment, pollution control, natural resources conservation and management.

Needless to say, he has an extremely hectic schedule in a day which entails him to conduct marathon brainstorming sessions and meetings, besides traversing many a miles in a month. However, even then, he efficiently manages time to author a new book on any germane issue concerning mankind. Amongst his recent collections, have been an exclusive book on Medical Tourism titled “Unlocking the Myths of Medical Tourism followed by a book on India's present day Prime Minister titled “Narendra Modi-The Man India needs”. As a special invitee to Modi's swearing in ceremony at the Rashtrapati Bhawan, he had the good fortune of presenting the first copy to the man of the moment Narendra Modi himself on 26th May, 2014.

His book launches have been organized at various destinations all over the country and the globe, and have always been well attended ones with diplomats, ambassadors, ministers, industrialists, educationists in full attendance. A classic instance in this regard being the international book launch of “Unlocking the Myth of Medical Tourism” in Medan in Indonesia where he led a large delegation of doctors, corporates, and healthcare experts. The book received an overwhelming response from Indonesian Doctor's Association (IDA) and the other key healthcare experts of Indonesia.

Shares Dr. Priya Ranjan Trivedi, “The Medical Tourism Industry has humungous scope, but on the same hand, there are numerous myths and misconceptions surrounding this Industry. All this inspired me to author a book on this subject along with other expert co-

authors so that I could help create a more favourable ground as I have always believed that the Indian Healthcare Industry can unequivocally do wonders to boost the economy if the concept of medical tourism is promoted and propagated in an effective manner. Our team got a stupendous response from our hosts in Indonesia, and we were successful in our objective to showcase the USPs of India's incredible healthcare industry to the outside world. Through the medium of this book, we were able to brainstorm on the lacunas and challenges facing the healthcare Industry. The pen has an unbelievable power, and it can do wonders”.

Some of the books, encyclopedias and monographs that have been authored/edited by him at different phases of his professional career are namely Agenda for Sustainable Development, Future Global Sustainable Development, Bio-diversity Conservation and Management, Biotechnology for Biodiversity Conservation, Global Energy Resources and Requirements, Energy Policy, Efficiency and Management, Human Settlements and Global Change, Urban and Rural Settlements, Population Pressure, Advocacy and Poverty, Population, Environment and Development, Cleaner Delhi - Cleaner India, Encyclopedia of Ecology and Environment, Encyclopedia of Total Quality Management, Encyclopedia of Disaster Management, Encyclopedia of Pollution Control, Encyclopedia of Interfaith Studies, International Laws on Forests, International Laws on Wildlife etc.

Throwing more light on his book on Medical Tourism, Dr. Priya Ranjan Trivedi adds, “When we talk about medical tourism, the general belief is that citizens of nations lagging in medical infrastructure are primarily the ones that make a beeline towards India in seek of superior healthcare amenities. However as one does a reality check, this myth gets busted as citizens of nations with fairly good medical infrastructure too have been heading towards India as it happens to be an economically viable proposition for them. A substantial chunk of the society is still oblivious of the fact that there exists enormous scope of medical tourism being explored and tapped in a two prong cycle meaning in simpler terms that there is immense potential for Indian hospitals and pharmaceutical companies to set up new bases globally in different destinations. When we talk of medical infrastructure in totality, it connotes a vast spectrum comprising the multispecialty hospitals replete with the latest medical equipments, gadgets and the technology, and the seasoned medical fraternity. The scope of medical tourism is gargantuan especially as the humanity is plagued by various sorts of complicated ailments and diseases.

The fact that there are specialists in almost all genres to take care of all such intricate health related problems in India is what sets India apart from the rest of the other countries in the 21st century. Besides the conventional system of medicine, we have other curative treatments too such as the age old Ayurveda and the naturopath module. The homeopath system of treatment comes with its own set of merits as it has negligible side effects. In addition, India is a hotbed of myriads of alternate system of treatments namely yoga, reiki, acupuncture, spa etc.

Besides boosting the economy of the country, the endeavour is also to establish India as a “paradise of medical tourism”.

As regards his book “Narendra Modi-The Man India Needs” which he has edited, Dr. Priya Ranjan Trivedi has discussed at length about how Modi Tsunami swept the 2014 Lok Sabha elections in favour of the BJP and its allies. Besides, it enlightens the readers on

how the Modi victory is being viewed from the world prism to the Modi juggernaut being unstoppable for the next ten years, and how the grand old party Congress got decimated in the historic elections of 2014 because of not just policy paralysis, but more importantly due to its stoic silence on rampant incidents of scams after scams. In the concluding chapter, Prof. Trivedi has made practical suggestions to PM Modi to modify the age old existent developmental policies of the earlier regime.

For his exemplary contribution in the field of education, environment and various other avenues, he has often been felicitated at key forums. Besides being conferred the UN News Award signed by the Editor-in-Chief, Dr. L.J. Young, he is the recipient of Fountain of Universal Peace Award of United States of America's IAEWP which is affiliated to ECOSOC of the United Nations signed by Dr. Joachim Schuster, Secretary General. He has been honoured with the World Peace Academy's Mahatma Gandhi International Award from Alabama, USA signed by the President Dr. C. Mercieca. He is the winner of the Best Environmentalist Award of the International Scientific Academy of Life Universe and Nature, Toulouse, France.

The main hobby and passion of Dr. Priya Ranjan Trivedi has been reading, writing and researching. He has authored / edited the following books, encyclopedias and monographs:

01. Agenda for Sustainable Development
02. Future Global Sustainable Development
03. Bio-diversity Conservation and Management
04. Biotechnology for Biodiversity Conservation
05. Global Energy Resources and Requirements
06. Energy Policy, Efficiency and Management
07. Human Settlements and Global Change
08. Urban and Rural Settlements
09. Population Pressure, Advocacy and Poverty
10. Population, Environment and Development
11. Population Explosion and Poverty
12. Population Development vs. Environment
13. Green and Environmental Movements
14. Global Green and Environmental Groups
15. Green Philosophy and Political Ecology
16. Eco-Philosophy and Environmentalism
17. National - Global Perspectives to Environment
18. The Earth Summit
19. Global Environmental Facility
20. Deforestation and Land Degradation
21. Desertification, Drought and Water
22. Global Climate Change
23. International Politics and Climate Change
24. Climate Changes and Sea Level Rise
25. Global Impacts of Sea Level Rise
26. Global Warming and Green House Effect
27. Global Warming - International Cooperation
28. National and Global Efforts for Saving Ozone

29. Ozone Protocols and Future Diplomacy
30. Island Development
31. Island Development and Marine Environment
32. Protected Areas and National Parks
33. Nature and Fragile Eco-system Protection
34. Wildlife and Forest Conservation
35. Endangered Flora and Fauna
36. Global and National Wilderness
37. Wilderness Management
38. Marine Environment and Pollution Control
39. Marine Environmental and Ocean Resources
40. Greenhouse Effect and Global Climate
41. Air Pollution, Acid Rain and Ozone Depletion
42. Perspectives on Global Warming
43. Toxic & Hazardous Waste Management
44. Toxic and Hazardous Waste - Risk and Trade
45. Nuclear Power: Achievements and Prospects
46. Nuclear Wastes, Tests and Nuclear Winter
47. Contemporary Natural Manmade Disasters
48. Risk Assessment and Disaster Management
49. Floods, Dam bursts and Groundwater Hazards
50. Coastal and Marine Environment Pollution
51. UN Convention on the Law of the Seas
52. Earthquake and Volcanic Eruptions
53. Land Degradation, Land Slides and Rock falls
54. Droughts, Famines and Desertification
55. Biodiversity Extinction and Deforestation
56. Biotechnology and Genetic Manipulation
57. Floods, Tropical Cyclones, Storms and Hurricanes
58. Technological Disasters
59. Mining Disasters
60. War, Chemicals and Environment
61. Introduction to Ecology and Environment
62. State of India's Environment
63. Global Environmental Issues
64. Environmental Education
65. Population and Community Ecology
66. Natural Resources Conservation
67. Environmental Protection and Law
68. Environmental Impact Assessment
69. Pollution Monitoring and Control
70. Research Methodology and Systems Analysis
71. Air Pollution
72. Water Pollution
73. Noise Pollution
74. Agricultural Pollution

75. Nuclear and Thermal Pollution
76. Marine Pollution
77. Solid Waste Management
78. Energy Resources
79. Environmental Procedure
80. Environmental Analysis
81. Basic International Environment Laws
82. International Laws on Forests
83. International Laws on Wildlife
84. International Laws on Land and Fresh Water
85. International Laws on Marine Water - Vol. I
86. International Laws on Marine Water - Vol. II
87. International Laws on Air Pollution
88. International Laws on Nuclear Pollution
89. International Laws on Toxic/Hazardous Chem.
90. International Laws on Global Commons
91. Cleaner Delhi - Cleaner India
92. Encyclopaedia of Ecology and Environment
93. Encyclopaedia of Total Quality Management
94. Encyclopaedia of Disaster Management
95. Encyclopaedia of Pollution Control
96. Encyclopaedia of Interfaith Studies

Encyclopaedias : Dr. P. R. Trivedi has edited the following Encyclopaedias :

- Encyclopaedia of Ecology and Environment (30 Volumes)
- Encyclopaedia of Disaster Management (12 Volumes)
- Encyclopaedia of Sustainable Development (50 Volumes)
- Encyclopaedia of Human Rights (50 Volumes)
- Encyclopaedia of Remote Sensing and GIS (12 Volumes)
- Encyclopaedia of Total Quality Management (12 Volumes)
- Encyclopaedia of Global Warming Reduction (8 Volumes)
- Encyclopaedia of Geriatric Care (10 Volumes)
- Encyclopaedia of Habitat and Population (8 Volumes)
- Encyclopaedia of Ecotourism (10 Volumes)
- Encyclopaedia of Insurance Business (10 Volumes)
- Encyclopaedia of Peace and Global Security (10 Volumes)
- Encyclopaedia of Green Business Management (8 Volumes)
- Encyclopaedia of Production and Operations Management (10 Volumes)
- Encyclopaedia of Materials Management (10 Volumes)
- Encyclopaedia of Intellectual Property Rights (10 Volumes)
- Encyclopaedia of Cleanliness, Hygiene and Sanitation Education (11 Volumes)

A salient feature of the 10th Confederation of Indian Universities (CIU) Anniversary celebrated at the India International Centre, New Delhi on 5th October, 2014 was the launch of the Books titled "Kerala: Past, Present and Future" and "Uttar Pradesh: Past, Present and Future" authored by noted Institution Builder Dr. Priya Ranjan Trivedi. The

books on Kerala and Uttar Pradesh were released by the Governor of Kerala and the Governor of Uttar Pradesh respectively. These Books contain all the relevant information regarding these states like the history, prehistory, culture, economy, education, industry, demography, tourism and infrastructure. Speaking at the 10th CIU Anniversary event which coincided with the United Nations World Teacher's Day (WTD), Governor Ram Naik expressed optimism that the publication would get widely circulated in the State of Uttar Pradesh and help in alluring tourists from all over the world to the cultural heritage of Uttar Pradesh.

In the series of writing on the Past, Present and Future of different States and Union Territories, Dr. Priya Ranjan Trivedi has covered besides Uttar Pradesh and Kerala, many other States including Bihar, Delhi, Haryana, Himachal Pradesh, Nagaland, Mizoram, Tripura, Gujarat, Madhya Pradesh, Chhattisgarh, Goa, Tamil Nadu and Puducherry.

Dr. Priya Ranjan Trivedi has been utilizing his innovations to the optimum, and a prime instance in this regard has been how he astutely manages to convey his larger than life messages through his books. Whether directly or indirectly, his books invariably have a message embedded in them. Depending upon the prevalent need, he has chiefly been propagating about issues such as environment, cleanliness, hygiene, sanitation, pollution, education, poverty alleviation, global peace, health and wellness, human rights, women empowerment, girl child education etc.

His friends have always been in awe of how he has been making the best use of the books for propagating the larger than life quintessential messages. In the books, encyclopedias, or monographs edited or authored by him, there is normally a special “take away” for the readers.

A recent instance being when Dr. Priya Ranjan Trivedi ingeniously incorporated highlights of his favourite Project “Cleanliness, Hygiene and Sanitation Education (CHASE)” in the CIU's 800 pages recently launched Directory. The event was organized to hail the 10th anniversary of CIU. During the anniversary event at the IIC, New Delhi, he took great pleasure in sharing the finer details of this project. His riveting speech evoked a euphoric response from the audience as well as the distinguished guests. Not the ones to get satiated with the thunderous applause that the distinguished gathering gave him for his speech, he made them undertake a pledge alongside him affirming that they would all lend their unswerving support and time for the cause of Cleanliness, Hygiene and Sanitation. While lauding PM Modi for his “Swachh Bharat Abhiyan” that got officially launched on 2nd October, 2014, Dr. Priya Ranjan Trivedi opined that the success of this movement was possible only with the participation of every citizen of the country. Renowned Indian philanthropist and businessman SP Singh Oberoi of “Sarbat Da Bhala” fame assured all his support for realizing the mission of PM Modi's Clean India, Beautiful India dream. Actions speak louder than words, and what really sets visionaries and great leaders like PM Narendra Modi and Dr. Priya Ranjan Trivedi apart from others, is that they lead by example. The dynamic new PM of the country is giving top most priority to the issue of cleanliness and sanitation, and has been instrumental in transforming Gujarat into one of the most envied industrialized and developed states of the country.

Equally similar have been the accomplishments of Dr. Priya Ranjan Trivedi who has made ample opportunity in his 40 years plus long career both as an educationist as well as

environmentalist to educate people about pertinent issues. During his book launch events too, he has sagaciously made the best possible use of time and opportunity to bring the focus to critical issues concerning the mankind.

A sheer coincidence, Modi kickstarted his Swachh Bharat Abhiyan by wielding the broom on the auspicious occasion of Mahatma Gandhi's Birthday on 2nd October, 2014, and going back in time, twenty years ago, Dr. Priya Ranjan Trivedi too launched his “Clean Delhi Campaign” as a part of his Clean up The Earth (CUTE) campaign on 2nd October, 1994. Besides the similarity of the date, another common aspect being the massive outreach of both these campaigns.

In his latest book titled “Goa: Past Present and Future” Dr. Priya Ranjan Trivedi has made a substantial mention of how improving the sanitation conditions at the micro and the macro level would help not just enhance the image of the country but would do a world of good in bettering the overall quality of life of the aam admi.

He is optimistic that PM Modi's cleanliness campaign would not only be a resounding success, but pave the way for a new era that will see citizens and celeb's all vibrantly participating in novel initiatives undertaken for making this world a better and healthy place to be in.

Dr. Priya Ranjan Trivedi has not just been an author of colossal repute, but also advised publishers and young authors on the commercial viability of their projects. He has magnanimously devoted his time for marketing the books of young and financially constrained authors.

Quips Dr. Priya Ranjan Trivedi, “Gone are the days when you had limited options of advertising such as the newspapers, the tabloids, periodicals or the journals. In the present day scenario, one has to utilize every possible opportunity for advertising and marketing. When the Delhi Metro became operational, it was astounding to see how every possible inch of space was utilized for advertising and marketing of different brands and products. Besides the revenue from the daily ticket sales, the Delhi Metro has been making humungous profits by leasing out its outdoor spaces for advertising. Indubitably, it has been a win win state for all the concerned parties.

This is precisely why I have been advising authors from all over the world to accommodate advertising material in their books so that they can reap good dividends out of the same. If the author is able to strike a chord with his or her readers, then automatically the advertisement content in the book also becomes a hit. All these factors are directly proportional to one another. Though the medium is different, nevertheless I often draw an analogy of books and films. Just like films have a strong marketing dimension to them which heavily relies on the subject of the film, similarly the manner in which the content and the chapters in a book have been compiled and weaved, determine the eventual success of a particular brand, product, or a concept that has been marketed in a book. What's the fun if the different existent permutations and combinations of advertising and marketing are not fully capitalized in a book, film, or any other form of medium? I will not mince words as I express that a book with a wonderful content does not serve the purpose of the author who has written it, if the same cannot earn him or her a decent revenue for their sustenance.

Thus the moral of the story is that a book with a good content is to be supplemented with a good marketing strategy so that the author and all those attached with the book are able to some financial gains. Equally important is to meticulously plan the book launch so that the message in the book is efficiently communicated to maximum number of avid readers. I am reminded of one such launch event where I had shared the following moot point from my book titled “Uttar Pradesh: Past, Present and Future”, “The main problems in almost all States and Union Territories of the country was relating to peacelessness, poverty, unemployment, pollution and population explosion. In order to solve these problems, the solution could be in creating more and more jobs by also preparing a competent cadre of young professionals equipped with vocational and skill based knowledge.

India will be needing more than 550 million trained persons by the year 2024. That means, one third of every State’s population will be required to become fully skilful. Accordingly Uttar Pradesh will have to produce 85 million skilled persons by the year 2024 and accordingly 8.5 million skilled persons every year.

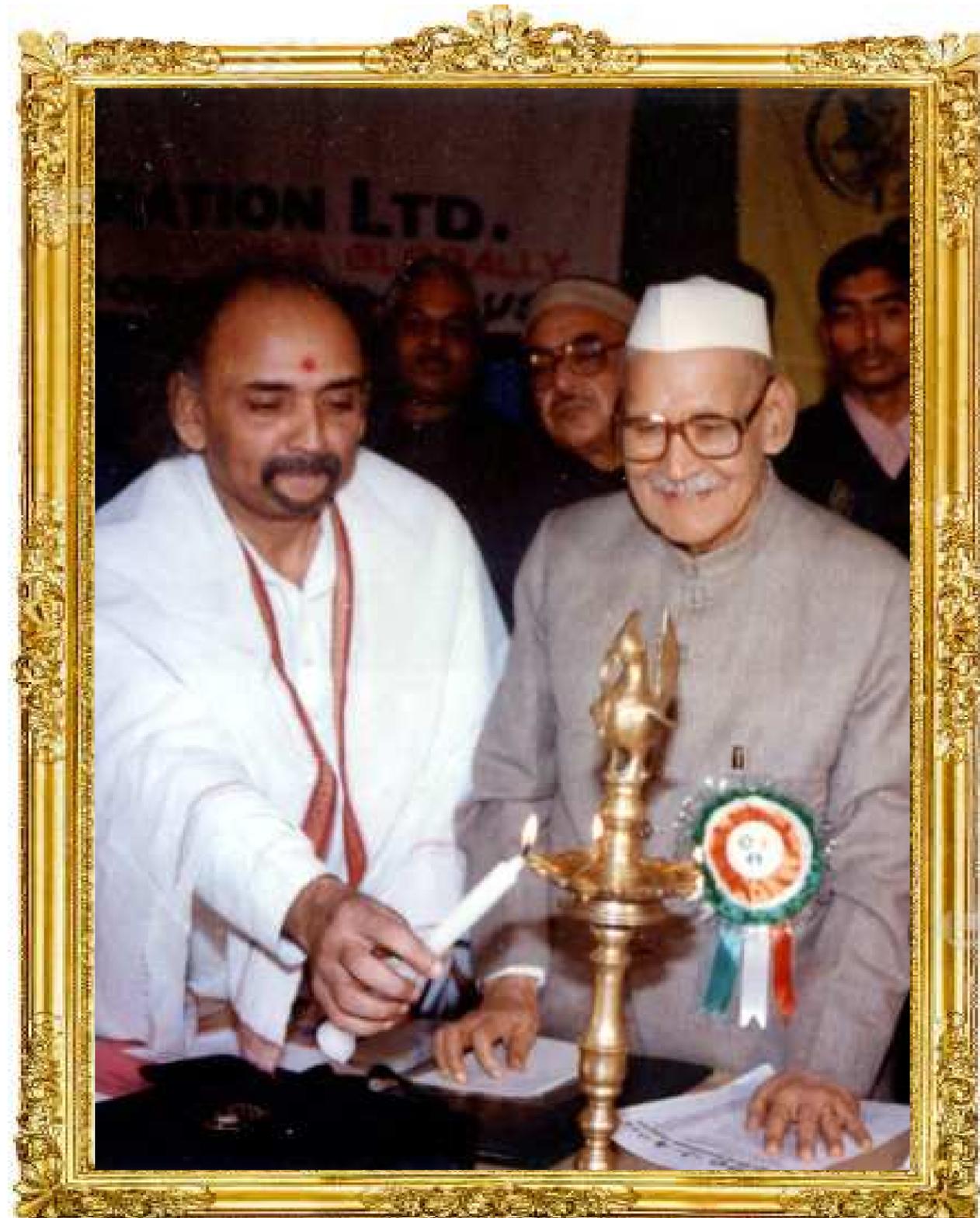
I hope that the 2100 types of programmes designed by CIU in different areas related to hospitality, health care, environmental science, disaster management, tourism, geriatric care, remote sensing, bioinformatics, journalism, mass communication, information technology, e-governance, good governance will help the implementing agencies in providing training and research facilities to the young boys and girls.

I am of the view that while our country with 1250 million population has many problems, there are numerous excellent possibilities for helping the entire world. In order to achieve the appropriate targets, the urgent need is of providing value based education at the School, College and the University levels Institutions so that the movement for character building is speeded up swiftly. There has to be a mass movement by bringing attitudinal and behavioural change among the minds of the educators, teachers, trainers and didactics.

I am critical of more than the required number of regulations to control tertiary education. I must thank the Government of India as it has decided to withdraw many of the old and obsolete laws, rules, regulations and statutes as they were slowing the process of developmental. Same is the case with education and training. There are more number of statutory bodies dealing with education which are not required in the present context. The Universities in India are responsible as well as autonomous organizations. They should be given full freedom to design their curriculum, conduct classes, prepare instructional materials and provide necessary support to the students to either seek jobs or to provide jobs by throwing themselves into the entrepreneurial fields.”

Continues Dr. Priya Ranjan Trivedi, “Besides conveying the finer points of the book to the avid readers and the general public, authors should also interact with the media while launching any new book as it would help bring their book into the limelight. It is imperative on my part to advice young authors that they should take criticism from the media, or the general public in a very sporting spirit. If appreciation is taken in the positive spirit, why not accept criticism with all grace and humility?

My experience tells me that most of the times, the criticism that one receives is bonafide, and in fact, does a world of good to the author in making them aware about their flaws and ignorances”.



Chancellor Dr. Priya Ranjan Trivedi and the President of India Dr. Shankar Dayal Sharma during the inauguration of the World Environment Congress 1996.

PRIYA RANJAN TRIVEDI : THE KNOWLEDGE EVANGELIST

Educationists have been regarded and hailed as “Nation Builders” since time immemorial as they have incessantly played a major role in holistically grooming the all-round personality of young minds and transforming them into assets for the society and the nation on the whole. That our children too are taught by the same educators from whom we learnt the finer lessons of life shows how educators have been assiduously going on in their mission of imparting education, year after year, generations after generations. Dr. Priya Ranjan Trivedi is one such educator who has been instrumental in shaping the careers of countless young men and women from all over the world.

However there is a distinction that sets him apart from other educationists in the fray. Besides being responsible for bringing about the genesis jingoism of different school, colleges, vocational institutes and universities as an educationist in the last four decades or so, he has simultaneously excelled in the area of building significant institutions other than educational. This is why he is mostly described as an “Institution Builder” besides a “Nation Builder” for having brought about the genesis to life numerous institutions in the last 40 years. Strange it may seem, but he has devoted more time and energy towards guiding others in setting up institutions rather than setting them up for his own gains.

A favourite one liner that Dr. Priya Ranjan Trivedi often says, “Dr. Priya Ranjan Trivedi is everyone’s friend, but no one knows him”, is enough to assess that it is indeed difficult to gauge why he has been devoting so much efforts and his precious time in advising people that come in touch with him. Whether he has been doing it as some lucky talisman, or merely as a superstition, or to rejuvenate himself, is something Dr. Priya Ranjan Trivedi can only answer.

Besides being termed a Nation and an Institution Builder, he is also referred to as the Modern Day Chanakya for formulating win win strategies to the seekers that come to him for his expert suggestions.

He has absolutely no qualms being called a “shrewd strategist” for he firmly believes that a strategist is no genius if he is not flawless. Besides devising master strategies for the corporates and the educationists, Dr. Priya Ranjan Trivedi has been a remarkable source of inspiration to political stalwarts, bureaucrats and business leaders.

Another fascinating aspect about him is the fact that he has been devoting a substantial percentage of his time for nation building activities since a relatively young age when people are mostly focused around consolidating their careers and growth paths. Prestigious bodies such as the World Institution Building Programme, World Management Congress, World Institution Development Programme or the World Spiritual Parliament are some of the institutions that have made a notable contribution towards Nation Building.

Dr. Priya Ranjan Trivedi has always lead by example and walked the talk. When it comes to actual facts and figures, it would really be difficult to say if he has been attended more events as an Educationist, or as an Institution Builder.

Incidentally a lot of prominent personalities have often posed a similar query to Dr. Priya

Ranjan Trivedi when they have strived to know in which field he has achieved more success- Education or Institution Building.

Albeit, he may have been asked this question countless times, his reply has perpetually remained a detailed one, rather than giving prominence to one field over the other.

This because he feels that both fields are distinctly different, and that he has fervently devoted quality time to both of them at different points of his life.

To put the facts in perspective, he has concurrently worked in the field of education as well as institution building. At times, there has been a synergy in both the fields, while there have been times, when he has had to divide time in a day or a week for pursuing the two passions of his life namely setting up new educational institutes alongside launching new course curriculum, and secondly bringing to life new Institutions of paramount importance.

One way, to sum up his accomplishments would be by observing that he has supplemented or integrated education with institution building and vice versa. His role as an institution builder has been widely appreciated by bureaucrats, politicians, policy makers. Former Prime Minister Atal Bihari Vajpayee in an event during his stint as the PM too spoke how significant was the role of institution builders such as Dr. Priya Ranjan Trivedi in the process of Nation Building. One does not have to be a famous tycoon such as the Ambani's, Birla's or the Tata's to be acknowledged as a Nation Builder.

Anyone who has worked in the field of providing employment to the masses, or engineered a novel plan for skill development, or for that matter, formulated a Masterplan paradigm for safeguarding the environment against various sorts of pollutants and hazards is indubitably a nation builder since he or she has thought and worked for the long term benefits of the masses as a benefactor. Many a times in the 1980s and the 1990s, Dr. Priya Ranjan Trivedi used to spend hours lecturing students why they need to think beyond acquiring paper degrees.

It has always been a matter of sheer privilege for students that have been lectured by him. His inspiring talks about inculcating leadership qualities and devoting time towards nation building had a great impact on young minds.

In his lifetime, Dr. Priya Ranjan Trivedi has delivered the keynote address in many business meets where he has struck an instant chord with the young business entrepreneurs with his pragmatic suggestions and mantras. No wonder, this has been the reason why organizers love calling Dr. Priya Ranjan Trivedi over to their events, symposia's and seminars, year after year.

Not the ones to repackage the old wine in new bottle, he has perpetually conveyed fresh ideas to his audiences, wherein he has stressed upon new focus areas of development and growth.

Dr. Priya Ranjan Trivedi’s daughter Tanuja who has closely followed her father's passion is the one who began calling him a “Modern Day Chanakya”, one that is capable of doing

wonders to burnings issues concerning the society namely unemployment, pollution, inflation, peacelessness, corruption etc.

Tanuja also describes him as a person who saw tomorrow, and gives him 8 on 10 for his contribution as an Institution Builder. According to her, Dr. Priya Ranjan Trivedi has been a fearless wanderer who defied the normal conventions just like the late Dhirubhai Ambani. A self-made person, a never say never die trailblazer who has been a towering personality for one and all, she calls her father three-in-one, a world renowned environmental scientist, institution builder and management thinker.

Adds Tanuja, “My father has established many institutions in India and in other countries and has helped many Governments in the establishment of universities, colleges and schools for teaching and research of disaster mitigation and management, environment, human rights, peace studies, sustainable development, ecological tourism, rural as well urban entrepreneurship.

The Global Open University Nagaland, established by the Government of Nagaland under the State Legislature is a result of his untiring efforts for helping the cause of the downtrodden for solving the problems related to peacelessness, unemployment, poverty, pollution, faulty educational system, insurgency, terrorism and population explosion.

It was in the year 1977-1978 when he started establishing new institutions in the areas of management, administration, computer sciences, hotel management, catering technology and applied nutrition in close association with his old class mate Dr. Uttam Kumar Singh who shared similar vision and ideas in his mind for giving a new dimensions for solving the problems of the young boys and girls from different parts of the country. After completing his Bachelor of Engineering Degree from Birla Institute of Technology, Mesra, Ranchi in the Session 1968-1973, he decided to be an institution builder after researching on the art and science of institution building and to know as to how do institutions get born, indisposed, stagnated, sick, murdered, and as to how to prescribe the methodologies for reviving them.

He then felt the need for completing his Master’s Degree in Business Administration (MBA) as he knew that management component is desirable in all walks of life, and would give him a vital edge in realizing his ambitious goals. After specializing in the areas of international business at the MBA level and researching on rural as well as urban entrepreneurship by visiting different States and Union Territories, he designed a Masterplan paradigm for the establishment of different institutions all over the country for having a competent cadre of young professionals equipped with managerial competence. There were many roadblocks in his when he was setting up different institutions at different places of the country. Whether it was the setting up of World Institution Building Programme, World Initiative for Publishing Encyclopedias, Indian Institute of Ecology and Environment, National Centre for Developmental Communication, Dr. Sarvepalli Radhakrishnan National Academy of Educational Planning and Administration, Commonwealth of Virtual Education and Research, Anand Shankar Madhavan Foundation, or the Vishwa Hindi Vidyapeeth, it was never a cakewalk for my father.

There are myriads of other key institutions that he has brought to life such as the World Environment Congress World Institute of Spirituality, National Community College Project for Skill Development (NCCSD), Indian Institute of Sports, Bihar Revival Empowerment

and Development Project (BREAD), Commonwealth of Vocational Education and Research (COVER), National Institute of Diplomacy, Indian Institute of Intellectual Property Rights, National Institute of Knowledge Management, Quality Institute of India, World Institution Development Programme, National Agency for Minority Education (NAME), The Education Standard and Testing Council of India (TEST-COIN), Educational Consultancy Organization of India (EDUCOIN), National Institute of Diplomacy, Computers (India) Ltd, Commonwealth of Distance Education (CODE), Indian Institute of Social Work, Indian Institute of Sustainable Development, Indian Institute of Valuation etc. Though he has brought every institution to existence with a specific objective in mind, one goal that unifies his different institutions is that they have all been conceived to serve the humanity on the whole”.

The World Initiative for Publishing Encyclopedias (WIPE) and Encyclopaedic Assistance for Social Transformation (EAST) have set new benchmarks. Ditto holds true for the Commonwealth of Distance Education. The role played by Institution builders like Dr. Priya Ranjan Trivedi is pivotal as their tireless efforts help a large segment reap rich dividends.

Dr. Priya Ranjan Trivedi’s unswerving devotion for research and development in the key areas relating to the mother earth protection has led him to establish the following Institutions by becoming the Founder/President/Chairperso /Plenipotentiary of the following Institutions:

1. World Institution Building Programme
2. World Spiritual Parliament
3. World Institute of Spirituality
4. World Initiative for Publishing Encyclopedias (WIPE)
5. The Global Open University Press
6. World Polypathy Congress
7. The Global Open University, Nagaland
8. Encyclopaedic Assistance for Social Trnasformation (EAST)
9. The Himalayan Region Empowerment Agency for Development (THREAD)
10. Indian Institute of Business Management
11. Commonwealth of Distance Education (CODE)
12. Indian Institute of Ecology and Environment
13. Dr. Zakir Husain Institute for Non Formal and Continuing Education
14. Indian Institute of Disaster Management
15. National Centre for Developmental Communication
16. Indian Institute of Sustainable Development
17. National Institute of Computer Education
18. Quality Institute of India
19. Indian Institute of Human Rights
20. International Institute of Management
21. Indian Institute of Applied Psychology
22. Computers (India) Limited
23. Indian Institute of Health
24. Dr. Sarvepalli Radhakrishnan National Academy of Educational Planning and Admn.
25. Commonwealth of Virtual Education and Research (COVER)

26. Anand Shankar Madhavan Foundation
27. Vishwa Hindi Vidyapeeth
28. Publications Assistance for Generating Employment (PAGE)
29. Confederation of Indian Universities
30. Indira Gandhi Tech. and Medical Sciences University, Arunachal Pradesh
31. Jamia Hind
32. Bureau of Innovative Research and Development
33. National Law Institute of India
34. Indian Institute of Bioinformatics
35. Indian Institute of Geo-informatics
36. Indian Institute of Tourism
37. Lama Gangchen International Foundation
38. Priya Ranjan Trivedi Institute of Post Graduate Environmental Education and Research
39. B.R. Ambedkar Institute of Neology
40. School of Oriental Medicine
41. International Association of Educators for World Peace
42. Indian Institute of Geriatric Care
43. Indian Institute of Security Sciences
44. Indian Institute of Governance
45. Indian Institute of Planning and Development
46. World Aid
47. Dr. Priya Ranjan Trivedi Foundation
48. National Community College for Skill Development
49. Indian Institute of Building Technology
50. National Institute of Arbitration
51. National Institute of Diplomacy
52. National Institute of Public Administration
53. Buddha Institute of Technology
54. World Institution Development Programme
55. Indian Nature Cure Practitioners Association
56. Goa Regional Agency for Cleanliness Education
57. Afro-Asian Higher Education Agency for Development
58. National Institute of Clinical Research
59. Indian Institute of Peace and Global Security
60. National Community College of India
61. Promycelium of Rural Industrialization & Entrepreneurship for Scheduled Tribes

Like a true protagonist, he has accomplished many milestones notable among the being his initiative in launching computers in the country. He may have lead his life on his own terms and conditions, but discipline has been one indispensable component that has won him many admirers all over the world.

An old acquaintance of Dr. Priya Ranjan Trivedi who has been doing critical analysis of his life's accomplishments and feats since many years admits that the man is bestowed with a unique charisma that empowers him to transform even ordinary institutions into world class ones. He also attributes it to his profound knowledge about different fields coupled with his brilliant manpower management and gifted knack for understanding the long

term sustenance of different institutions.

Like the Chanakya, Dr. Priya Ranjan Trivedi has preferred being a “Kingmaker” all his life, and consciously refrained from hogging the limelight. Many of his close aides assert that with his experience and top level contacts, Dr. Priya Ranjan Trivedi could have easily cakewalked his way to the top in the political world. However, since he never had the craving nor the desire for anything ambitious in this regard, Dr. Priya Ranjan Trivedi has continually focused his efforts towards helping others reach the high echelons in different avenues.

Dr. Priya Ranjan Trivedi has his expert views on lot of specialized areas which he has been sharing with one and all. He has invited the Central and the State Governments, Public and Private Sector Organizations, Universities, Colleges, Schools and Institutions for implementing these ideas for having a cleaner as well as greener world in general and greener India in particular.

Some of the specialized areas where he has been working include:

- Development and Welfare of Young People
- Geriatric Care and Gerontology for the Older People
- Women's Education, Training and Empowerment
- Health and Population Education
- Educational Reforms for Solving Societal Problems
- Habitat, Housing and Shelter for All
- Transport Management and Technologies
- Information Technology for Rural / Urban Development
- Work (including Employment) for all
- Social Citizenship and Welfare for Common Mass
- Industrial Relations and Human Resource Development
- Strengthening Rural Communities for Productivity
- Drug Addiction and Drug Abuse
- Environment, Ecology and Pollution Control
- Coastal Zone Development and Management
- Water Crises, Pollution Control and Management
- Energy Sources, Management and Development
- Waste Minimization, Management and Utilization
- Agricultural Sustainability and Development
- Industrial Programmes, Policies and Management
- Population Stabilization, Control and Management
- Constitutional Reforms for India's Development
- Local Self Government for Grassroot Development
- Community Participation for Total Development
- Economic Understanding for Optimizing Growth
- Tax Education, Planning and Development
- Finance and Debt Management
- Global Trading for Global Help
- Human Rights and Duties Education and Promotion
- Environmental Sustainability and Growth

International Debt Crisis
Peace and Security in South Asia

Those who have known Dr. Priya Ranjan Trivedi for more than a decade will confirm how his practical suggestions to the different ministries and the policy makers at different times have incredibly impacted their working approach. His ideas and suggestions have not only been incorporated, but have been widely appreciated for providing a holistic solution to complex problems and situations. He has had fruitful associations with different Governments wherein he has made invaluable contributions through his neological and neocratic approach to governance through effective planning and administration. In fact, he has incessantly offered his expertise to assist the Central and the State Governments in different areas namely Development and welfare of young people, Geriatric care and Gerontology for the older people, Women's Education, Training and Empowerment, Health and Population Education, Educational Reforms for solving societal problems, Habitat, Housing and Shelter for all etc. His contribution in the field of skill development deserves all commendation as it has helped increase employment opportunities for the unemployed youth brigade of the country. He is optimistic that the implementation of his suggestions can pave the way for a cleaner and greener world, and more pertinently, a greener India in particular.

Institutions like the Confederation of Indian Universities which was established on the occasion of the Higher Education and Development (HEAD) Day on 15th April 2004, is the only organization of its type in India inaugurated by the then Member of Planning Commission Dr. K. Venkatasubramaniam. The activities of CIU is to strengthen the academic, research and financial health of all the 755+ University level Institutions in the country.

The Commonwealth of Vocational Education and Research (COVER) is a Division of the Confederation of Indian Universities (CIU) with a view to promoting vocational and employment centric programmes in all 54 Commonwealth countries through all the Member Universities in India. The National Community College for Skill Development (NCCSD) is a joint venture of The Global Open University Nagaland and the Indira Gandhi Technological and Medical Sciences University Arunachal Pradesh, recognized by UGC / MHRD, Government of India. NCCSD is engaged in promoting 2000+ Skill Development Courses.

The National Community College of India is a Constituent Unit of The Global Open University Nagaland, and has launched numerous centres in the country for ensuring the preparation of a competent cadre of skilled persons in the country.

Dr. Priya Ranjan Trivedi has the unique distinction of being the only one to have excelled in the new and emerging area of neology and neocracy for his passion for evolving new doctrines for solving different problems of the world in general, and of India in particular. He has advocated through his appropriate solutions and technologies for tackling issues like peacelessness, poverty, pollution, population explosion, unemployment, faulty educational system, insurgency, greed, violence and terrorism. Before entering into the profession of teaching, training and research, he successfully completed his Bachelor's, Master's and Doctoral Degrees in the areas of Engineering, Management and Human

Rights respectively.

Besides teaching the need based subjects and researching on vocational and job oriented areas like ecology and environment, disaster management, sustainable development, total quality management, geoinformatics, bioinformatics, environmental communication, intellectual property rights, human rights, peace studies, conflict resolution, ecological tourism, geriatric care and educational planning, he has also brought out world level and multi volume Encyclopaedias on these subjects which have been used and referred by several Governments, ministries and libraries.

As he had keen interest in areas like engineering, management, tourism, environment, disaster management, peace studies, human rights, sustainable development, remote sensing and interfaith studies, he organized more than 500 national as well as international congresses, conventions, conferences, symposia, workshops and summits in India and other countries under his dynamic leadership.

Several Presidents, Prime Ministers, Vice Presidents, Union Ministers, Governors and other Leaders have attended these programmes and have praised the ideas and the contributions of Priya Ranjan Trivedi calling him a visionary leader, scientist, institution builder, philosopher and thinker.

Some of the salient features of the notable institutions set up by His Humbleness Dr. Priya Ranjan Trivedi :

Afro-Asian Institute of Entrepreneurship

Website : research.gen.in

Specialisation : Rural and Urban Entrepreneurship, Edu-Entrepreneurship, Finance for Entrepreneurship Development, Self-Employment.

Association of Organisation on Nature and Environment

Website : walkipedia.net/A-ONE

Specialisation : Natural Resources Conservation, Environmental Awareness, Plantation, Nursery Development, Ecological Enhancement, Mother Earth Protection.

Buddha Institute of Technology

Website : technologyindia.edu

Specialisation : Technological Innovation and Research, Computer Applications, Green Computing, Cloud Computing, Cyber Security, Hydropower Engineering, Industrial Engineering, Computer Engineering, Civil Engineering, Cold Region Engineering.

Central Institute of Pollution Control

Website : walkipedia.net/pollution

Specialisation : Pollution Care, Abatement and Control, Depolluting Technologies, Environmental Impact Assessment, Pollution Monitoring, Effluent Treatment Plant Design.

Confederation of Indian Universities

Website : ciu.ind.in / ciu.net.in

Specialisation : Confederative Approach to Education, Higher and Tertiary Education,

University Funding, Employment Centric Education and Training, Skill Development.

Dr. Keshav Baliram Hedgewar Vishwa Hindu Vidyapeeth

Website : walkipedia.net/hindu

Specialisation : Spirituality, Interfaith Studies, Religious Studies, National Development, Vocationalisation of Careers, Global Development.

Encyclopaedic Assistance for Research

Website : encyclopaedia.net.in

Specialisation : Research and Data Collection on Research Methodologies relating to Agriculture, Management, Social Sciences, Social Work, Library Science, Mathematics.

Indian Institute of Applied Agriculture

Website : walkipedia.net/agriculture

Specialisation : Sustainable Agriculture, Agricultural Production, Agricultural Education, Agricultural Research, Pomology, Entomology, Soil Conservation.

Indian Institute of Bioinformatics

Website : bio.ind.in

Specialisation : Bioinformatics, Bioprogramming Languages, Molecular Biology and Biochemistry, Genetics, Industrial Microbiology, Structural Bioinformatics, Bioinformatics Software, Algorithmic Bioinformatics, Biotechnology, Biocomputing Languages.

Indian Institute of Ecology and Environment

Website : ecology.edu

Specialisation : Ecological and Environmental Education, Population and Community Ecology, Environmental Laws, Impact Assessment, Pollution Monitoring and Control, Depolluting Technologies, Renewable Energy, Sustainable Development, Total Quality Management, Disaster Management, Environmental Sustainability.

International Institute of Management

Website : management.gen.in

Specialisation : Management and Organisational Behaviour, Managerial Economics, Quantitative Methods, Computer Aided Management, Human Resource Management, Marketing Management, Financial Management, Rural Management, Urban Management, Land Management, Disaster Management, Water Management, Institutional Management.

Indian Institute of Geoinformatics

Website : foundation.firm.in

Specialisation : Geographical Information System, Remote Sensing, Geoinformatics, Physical Geography, Spatial Database Design, Cartography, Map Digitisation, Modelling and Visualisation of Spatial Data, Information Extraction, Resource Management using GIS.

Indian Institute of Peace and Global Security

Website : global.ac.in

Specialisation : Peace Keeping and Peace Making, Global Wars, International Security, Regional Security, Confidence Building, Treaties on War Peace and Security, World Conflicts,

International Laws and Terrorism, Regional and National Laws on Terrorism.

Indian Institute of Journalism

Website : open.edu.in

Specialisation : Journalism and Mass Communication, Broadcast Journalism, Photo-Journalism, Digital Journalism, Green Journalism, Web Journalism, Sustainable Journalism, Newspaper Management, Media Management.

Indian Institute of Applied Psychology

Website : psychology.gen.in

Specialisation : Psychology, Applied Psychology, Psychotherapy, Counselling, Clinical Psychology, Interpersonal Behaviour.

Indian Institute of Sports

Website : sports.org.in

Specialisation : Sports Administration, Sports Psychology, Sports Medicine, Sports Infrastructure, Sports Training, Sports Research.

Indian Institute of Planning and Development

Website : research.ind.in

Specialisation : National Planning, Regional Planning, State and District Planning, Role of Planning Commission and Niti Aayog, Master Plan for India's Development.

Indian Institute of Sustainable Development

Website : virtual.ind.in

Specialisation : Sustainability, Sustainable Development, Small Island Development, Urban Sustainability, Sustainable Journalism.

Indian Institute of Building Technology

Website : institute.gen.in

Specialisation : Ecofriendly Architecture, Green Buildings, Vastu Science, Landscaping, Sick Building Syndrome Mitigation.

Institution of Environmental Engineers (India)

Website : walkipedia.net/env-eng

Specialisation : Environmental Engineering, Pollution Control Technologies, Depolluting Activities in Surgar, Leather, Cement, Steel, Mining, Paper, Rubber, Petrochemicals, Pharmaceuticals, Thermal Power Plants.

Institute of Information Technology (India)

Website : eduedu.info

Specialisation : Information Technology Awareness Programme, Data Mining and Warehousing, Computer Applications, Software Engineering, Computer Architecture, Computers in Government, Business and Industry.

Indian Institute of History

Website : history.ind.in

Specialisation : Indian and World History, Protohistory, Historiography, Philosophy of History, History of the World, History of Asia, Africa, Oceania, America, Military History.

Indian Institute of Disaster Management

Website : commonwealth.gen.in

Specialisation : Disaster Education, Natural, Contemporary and Man-Made Disasters, Land and Water related Disasters, Wind related Disasters, Forest Fires, Earthquakes, Landslides, Avalanches, Tsunami, El-Nino, Drought, Storms, Tornadoes.

Indian Institute of Glaciology

Website : wikipedia.net/glaciology

Specialisation : Glaciology, Cryospheric System, Cold Region Engineering.

Indian Institute of Security Science and Management

Website : wikipedia.net/security

Specialisation : National Security, International Security, Homeland Security, Internal Security, Industrial Security, Airport Security, Cyber Security.

Indian Institute of Ornithology

Website : wikipedia.net/ornithology

Specialisation : Ornithological Sciences, Researches on Birds, Bird Anatomy, Bird Behaviour, Bird Topography, Researches relevant to Ornithology.

Indian Institute of Physiognomy

Website : inspection.ind.in

Specialisation : Physiognomy, Face Reading.

Indian Institute NGO Management

Website : government.gen.in

Specialisation : Volunteer Efforts, NGO Management, Voluntary Organisations, Facilities and Exemptions provided by the Government of India to NGOs.

Indian Institute of National Security

Website : safety.ind.in

Specialisation : National Security, Social Security, Food Security, Life Security, Job Security, Safety Security, Fire Security, Vehicular Security, Environmental Security.

Indian Institute of Knowledge Management

Website : wikipedia.net/knowledge

Specialisation : Knowledge Management, Knowledge Engineering, Cognitive Science, Innovation Management, Ontology, Tacit Knowledge, Epistemology.

Indian Institute of Futurology

Website : university.gen.in

Specialisation : Futures Studies, Futures Techniques, Theory of Constraint, Transhumanism Forecasting, Futurology, Earthquake Forecasting, Energy Forecasting.

Indian Institute of Tourism

Website : institute.ind.in

Specialisation : Tourism and Travel Management, Eco-Tourism, Hospitality Management.

Indian National Trust for Art and Craft Training

Website : wikipedia.net/intact

Specialisation : Modern Art, Handicraft, Rural Craft, Art and Craft Training, Marketing of Art and Craft Products.

Indian Institute of Biotechnology

Website : commonwealth.firm.in

Specialisation : Agricultural Biotechnology, Animal Biotechnology, Industrial Biotechnology

Jamia Hind

Website : jamia.net.in

Specialisation : Vocational Education, Training in the areas of Management, Administration, Computer Sciences, Paramedical Studies, Environmental Studies, Pollution Abatement, Environmental Sustainability, Secular Education, Federal Studies.

Library and Information Science Training and Empowerment Network

Website : library.ind.in

Specialisation : Library Management, Rural and Urban Libraries, Cataloging, Maintenance of Libraries, Pest Management, Preservation of Documents, Archival Management.

National Institute of Arbitration

Website : national.org.in

Specialisation : Arbitration, Mediation, Conflict Resolution, Negotiation.

National Community College of India

Website : skill.firm.in

Specialisation : Skill Development, Skilling in the area of Building Construction, Hydropower Engineering, Renewable Energy, Pollution Control, Paramedical Science.

National Community College for Skill Development

Website : skill.gen.in

Specialisation : Skilling the Youth, Women's Empowerment, Ecotourism, Sustainable Agriculture, Horticulture, Waste Management, Recycling, Employment Generation.

National Institute of Diplomacy

Website : diplomacy.net.in

Specialisation : Diplomatic Studies, International Relations, South Asian Studies, South East Asian Studies, West Asian Studies, Central Asian Studies, African Studies, American Studies, European Studies, Afro-Eurasian Studies.

National Institute of Economics

Website : national.firm.in

Specialisation : Micro Economics, Macro Economics, Money and Banking, Public Finance,

International Trade, Statistical Economics, Welfare Economics, Risk Assessment, Environmental Economics, Economic Theory, Economic Thought, Economics of Development, International Economics, Agricultural Economics, Labour Economics, Managerial Economics, Monetary Economics.

National Institute of Good Governance

Website : national.gen.in

Specialisation : Good Governance, e-Governance, Regional Planning, Grassroot Level Development, Disaster Management Plan, Environmental Planning, Training of Government and Non-Government Officials.

National Institute of Cleanliness Education and Research (NICER)

Website : nicer.ind.in

Specialisation : Cleanliness, Hygiene, Sanitation, Waste Minimisation, Recycling, Energy from Waste, Clean India Campaign, Water Management, Clean Temples, Mosques, Gurudwaras, Churches, Clean Airports, Clean Cities, Clean Villages, Clean Rivers, Clean Mountains, Clean and Green Planet.

National Centre for Development of Systems

Website : walkipedia.net/systems

Specialisation : Development Systems, Banking, Educational, Political, Social, Communication, Financial, Health and other systems to be developed.

National Law Institute of India

Website : law.gen.in

Specialisation : Criminology and Penology, Hindu Law, Muslim Law, Environmental Law, Cyber Law, Courier Law, Banking Law, Women's Law, Constitutional Law.

National Institute of Public Administration

Website : politics.ind.in

Specialisation : Public Administration, Political Science, Public Personnel Management. .

Priya Ranjan Trivedi Institute of PG Environmental Education and Research

Website : ecology.ind.in

Specialisation : Environmental Advocacy, Environmental Journalism, Environmental Education, Environmental Citizenship, Environmental Protection, Pollution Abatement.

Police Research Initiative for Development and Empowerment

Website : walkipedia.net/police

Specialisation : Police Reforms, Attitudinal and Behavioural Change among Police Personnel, Developmental Role of Police, Police and Environment, Police and Disaster Management, Police and Geriatric Care.

Quality Institute of India

Website : tgoun.edu.in

Specialisation : Total Quality Management, Management Systems and Guides, Decision

Making Aids, Quality Policy, Objectives and Audits, Statistical Process and Control, Environmental Health and Safety, Testing and Calibration Laboratories.

Social Work Empowerment Academy for Research

Website : america.firm.in

Specialisation : Gandhian Approach to Social Work, Social Problems in India, Social Welfare Models, Social Work Education, Corruption and Social Work, Labour Welfare in India, Social Work Intervention, Crime and Social Work, Development and Social Change, Contemporary Social Issues, Social Strategies and Defence, Developmental Planning.

School of Ayush Studies and Research

Website : government.org.in

Specialisation : Ayush Studies, Homeopathy, Ayurveda, Unani, Siddha, Yoga and Naturopathy, Folk Medicine, Ethnobotany and Ethnobiology.

School of Oriental Medicine

Website : community.gen.in

Specialisation : Yoga, Naturopathy, Lifestyle Intervention, Drugless Therapies.

The Educational Standards and Testing Council of India

Website : test.ind.in

Specialisation : Educational Standards, Educational Testing, Psychometric Analysis, Accreditation of Institutions, TQM in Educational Establishments.

Women's Agency for Generating Employment

Website : national.ind.in

Specialisation : Women's Development, Drug Abuse, Women's Empowerment, Political Involvement of Women, Crime Against Women.

World Institute of Nanotechnology

Website : commonwealth.name

Specialisation : Emerging Areas of Nanotechnology , Applied Areas of Nanotechnology , Future of Nanotechnology , Nanotechnology Concepts, Nanoparticles and Nanomaterials, Nanoelectronics and Computational Nanotechnology, Nanotechnology Revolution, Nanomechanics and Nanomachines, Recent Advances in Nanotechnology, Nanotechnology Information Resources, Health and Safety Application of Nanotechnology, Historical Development in Nanotechnology, Nanotechnology and Nanomedicine, Nanochemistry, Nanophysics, Nanoengineering, Nanocomputers, Nanoelectronics, Nanobiotechnology, Nano Education, Nano Lab, Nano Research.

World Institute of Geriatric Care

Website : eurasienne.com

Specialisation : Old Age Care, Elderly Care, Geriatric Care, Geriatric Counselling, Geriatric Nursing, Geriatric Security, Geriatric Housing, Geriatric Sociology, Gerontology, Geriatric Medicine, Geriatric Worship, Geriatric Entertainment, Geriatric Sports.

World Initiative for Publishing Encyclopaedias (WIPE)

Website : ecology.org.in

Specialisation : Training and Research on Latest Techniques related to Publishing including Conventional and Digital Printing and Publishing.

World Institute of Fashion Education

Website : foundation.ind.in

Specialisation : Fashion Education, Fashion Technology, Apparel Merchandising, Sustainable Fashion, Fashion Journalism.

World Institute of Interfaith Studies and Research

Website : walkipedia.net/interfaith

Specialisation : Inter-Religious Studies, Interfaith Dialogues, Interfaith Education, World Religions, Religious Pluralism, Spiritual Emergency, Interfaith and Ecumenism.

World Institute of Therapies and Healing (WIDTH)

Website : foundation.org.in

Specialisation : Drugless Therapies, Alternative Medicine, Complementary Medicine, Energetic Medicine.

World Institute for Scientific Development of Oriental Medicine

Website : foundation.gen.in

Specialisation : Traditional and Non-Traditional Treatment, Oriental Therapies, Indian System of Treatment, Chienese System, Complementary Medicine.

World Institute of Spirituality

Website : peace.ind.in

Specialisation : Spirituality, Hinduism, Buddhism, Islam, Christianity, Sikhism, Jainism, Judaism, Bahaism, Confucianism, Zoroastrianism.

Says Dr. Priya Ranjan Trivedi, "Since peacelessness is due to unemployment, the onus has to be on solving the problem of unemployment first. This can be achieved by marrying unemployment and pollution and its control. The issue born out of this marriage will be an eco-friendly, sustainable job. If we are really serious to create jobs, we have to keep our thrust on creating eco-friendly jobs such as plantations, nursery development, bio fertilizers, vermin composting, garbage management, affluent treatment, production and maintenance of pollution control equipments, maintenance of alternate source of energy etc. More and more jobs can be created if we introduce Drugless therapy into the main curriculum. This is then possible by correcting the flaws in the present day educational system.

The present day educational system is faulty, and it is the children who are learning the same. The students passing out are not only unemployed, but also unemployable. The solution lies in designing a Masterplan paradigm of educational system. It will help create more job givers than job seekers. Due emphasis has to be given to ensure that every skilled person after the learning process becomes a job giver. They should be taught to adore the Mother Earth resources.

The Graduate in the present three year program have not even been trained to draft a simple Bio-data. It is distressing to see students of different esteemed universities going to the neighbouring internet cafes for making their resumes or CVs. The need of the hour is to revamp or re-module the present day three year undergraduate program so that it can do the following good:

1. Students can be trained to face any sort of interview
2. They should become proficient in drafting their Biodata
3. They learn to become employable
4. They can plan their future course of actions and activities more astutely
5. They get trained to acquire the much needed entrepreneurship skills

Population explosion is another big threat looming large on the humanity. I believe that a marketing angle has to be envisaged for family planning by having new communication strategies for different communities and the sects. The Masterplan paradigm of the family planning would have done wonders and brought about radical changes. The first Prime Minister of the country Pt. Jawahar Lal Nehru did the right thing by introducing the family planning system. However he failed to implement the program by getting the family planning scheme marketed at the grass root level. The Government of India should be in constant touch with UNFPA - (United Nations Fund for Population Activities) for designing new Action plans for having a controlled population size".

The period starting from 2010 onwards till May 2014 has been very crucial for our country. The CWG scam that shook the entire nation to busting of scams after scams to Modi assuming the office of the Prime Minister of India, shows how dramatic this phase has been. The aam aadmi of Hindustan has been witness to some unprecedented developments such as the Anna Hazare agitation against corruption. With some of the swindlers cooling their heels behind bars now, it signifies the beginning of a "new era" for the country that once earned the sobriquet "Sone Ki Chidiya". This has to be perceived as the Victory of India, with due accolades to the colossal efforts of the two indispensable components sans which this novel chapter would have never seen the light in the very first place. These are firstly the "people's power", and secondly the exemplary role of the "Indian Media" which has set astounding benchmarks for times to come. In particular, the unstinting efforts of Arnab Goswami and his team that have lead from the front in this epic war against the cancer of corruption, and in a way, directly or indirectly galvanized the entire media fraternity in their own special way with their resoluteness in unravelling scams of the highest magnitude before the public eye. Albeit the war is still far from over, the long awaited beginning has certainly been made against the influential power wielders of the country that call the shots and hold the upper hand.

Observes Dr. Priya Ranjan Trivedi, "The power of the common man and the media have truly supplemented each other in the sense that it has been their unspoken, lethal alchemy that has clinched the battle for the innocent masses in such turbulent times. For this, these two "factors" deserve a standing ovation for their steadfastness, grit and relentless pursuit for bringing the guilty to books. While the big fishes might still be roaming free, going by the startling turnaround of events in the recent times, the day is not far when these high profile bunch of crooks too would have a great re-union with their old fraudster pals (read "partners in crime") who are presently lodged inside the high profile Tihar jail.

Augurs well for a society that has since time immemorial been plagued by the menace of graft and money laundering. With the SC tightening the noose around the black money holders, it will help do a world of good to the process of Nation Building. The fact that the BJP has got a clear cut majority too will ensure that there won't be any major road blocks in the process of Nation Building in the sense that PM Modi will have a free hand to launch new reforms and policies for strengthening the economy”.

According to Dr. Priya Ranjan Trivedi, India as a nation needs to make the country safe for women, and wage a war against ghastly crimes like rape, acid attacks, molestation, etc. As an ordinary citizen, it is the prerogative of every citizen to ensure the safety and well-being of women when they are witness to any incident of crime or atrocity against them. The horrific Shakti Mills gang rape incident in Mumbai brought the nation's focus back on misogyny and repressive mindsets. As if the brutal gang rape incident of Delhi's Nirbhaya was not enough to wake up the administration, the civil society and the system in general.

The brazenness with which the rapists went about giving shape to their nefarious designs in Mumbai speaks volumes about not only the laxity of the local cops, but also about the callous approach of all those that were well versed with the notoriety of the deserted area, in this case being the Shakti Mills. The revelations of a recent RTI has sent shock waves across the financial capital of the country when it came to the fore that a substantial percentage of the police force has been deployed for ensuring the wellbeing of the VIPs.

Not the ones to hold himself back, Dr. Priya Ranjan Trivedi didn't mince words while making the following comments, “It has been due to this lackadaisical stance that there has been no respite from such monstrous acts. Such grisly incidents do further damage by bringing a great deal of ignominy to the country. That foreign tourists feel vulnerable in the city can be gauged from the fact that a well-known foreign celeb visited India with her own entourage of body guards sometime back. If this is not indicative of the burgeoning trust deficit that foreign tourists have today, then one wonders what is. “Despicable” is what comes to mind instantly.

After all, how many more such dreadful acts will it take for the authorities at the helm to deliver an everlasting effectual solution for ensuring the safety and wellbeing of women in our country. Albeit, such reprehensible acts need to be condemned in the harshest possible manner, it makes a mockery when the so called “intelligentsia” fails to come up with any fresh, out of the box ideas to put an end to such appalling incidents. Kudos to India's first lady police officer Dr. Kiran Bedi who has been talking about the concept of special police officers (SPOs) since long, as well as the need to include NCC cadets as part of the internal city policing besides roping in youngsters to make the life safe and sound for girls and women. Taking a leaf out of her books, I am inspired to remark as an “educationist” that “marks” should also be given to students on the basis of their participation in community projects like assisting the local police in undertaking the safety drives. Countries like USA have students patrolling the city along with the local police.

The girls need to keep their loved ones informed about their whereabouts, and avoid isolated and unlit areas. Installation of CCTVs and GPS system in buses and other public transportations needs to be made mandatory. The reason why a number of rape cases go unreported is not because of any social stigma, but because there is no assured response by the police. There are a substantial number of PCR vans in the city, which is why they

can take apt care of the women provided they adopt a more organized approach. PCR vans should have a lady home guard so that girls feel comfortable reporting their grievance to the police. Community policing can do wonders. A lot of citizens subscribe to Dr. Bedi's views, but that alone will not suffice unless the top notch authorities get going to executing the same. Delhi's top cop had to face colossal flak from all quarters post the infamous Delhi gang rape incident.

The aam aadmi understandably registered their angst against the gaping holes in policing by participating in agitations and peaceful protests all over the country. However what perplexed many was the manner in which politicians got into the act, and started calling for the removal of the CP. Thus what ensued was a free for all slugfest, as a consequence of which a great deal of focus got drifted away from the main issue, that of exploring ways to prevent such terrible acts.

There is the urgent need for sensitizing the police about grave issues like women safety, and giving them incentives for doing a good job. It's a pity that most of the police personnel's are overworked, simply protecting the VVIP politicians. I also believe that families of rapists should be ostracized on the social front, as that will be a big deterrent for any future criminal. Enrolling young girls and women in self-defense classes is another efficient way of instilling a sense of confidence in them for coping with any untoward eventuality. My grand-daughters are feeling far more confident ever since they started learning fundamental self-defense skills from their trainer. It is important for girls and women to be trained in self-defense so that they feel equally empowered like men.

Another effective way to put brakes on atrocities such as rape and molestation would be to ensure that the illiterate young boys from slums regularly attend school, or any other relevant form of educational program. Special efforts should be made to make them sensitive and respectful towards girls and women. Additionally, fear of law must be instilled in them by apprising them of the repercussions that rapists and their family face after their sinister acts.

The onus incontestably rests with the political stalwarts especially the MLAs and the MPs who need to take up this issue as fervently as they do when it comes to calculating and evaluating their vote banks in the slum dwellings in their respective constituencies. A time perspective must be chalked for submitting a comprehensive blueprint on the remedial measures that they have undertaken to fix the problem. Time is running out.. and the power wielders must realize that the wheel has already come the full circle as far as incidents of rapes are concerned for we don't have to wait for appalling rape incidents to happen in the remaining two metros namely Kolkata and Chennai to actually rise from our deep slumber!

Since the last 25 years or so, Dr. Priya Ranjan Trivedi has never missed the PM speech from the ramparts of the Red Fort. Though every Prime Minister spelled some distinctive message and slogan in their respective speech, Dr. Priya Ranjan Trivedi feels that PM Modi's maiden speech as India's PM on 15th August, 2014 will get etched as one of the most historic and memorable speeches that any PM has ever given since the independence.

The fact that he made a mention of cleanliness in his Independence Day besides talking about other critical issues is what impressed Dr. Priya Ranjan Trivedi the most.

Points Dr. Priya Ranjan Trivedi, “Just like you have President of our country being regarded and hailed as the æFirst Citizen”, the Prime Minister of our country has initiated a new trend by nicknaming himself as the “Pradhan Sewak” of the country, and its people. With this unprecedented gesture, the PM has by virtue become the tallest nation builder of the country. Implying simply that one needs to demonstrate exemplary traits and mettle to be actually bestowed with the epithet “Nation Builder”.

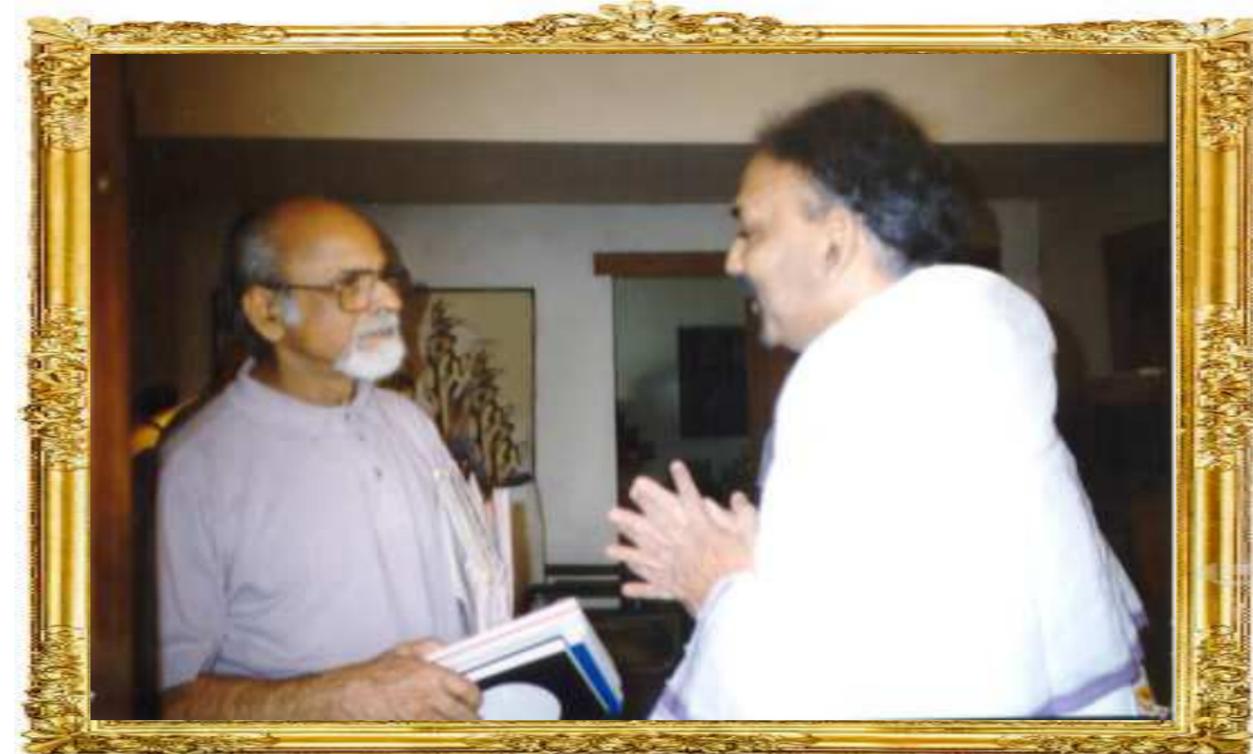
Nation Builders set unprecedented benchmarks through the works and mission that they undertake, and Modi definitely epitomizes lofty standards of commitment and passion which is why he is able to inspire countless of citizens to give their best, and take pledges of allegiance towards their nation. Nation Builders should have in them to allure masses to get going before the going gets impossible and unattainable. On a personal note, I as a Delhiite, feel agonized witnessing our most cherished city going from bad to worse. Albeit metro and the mall multiplex culture may have given denizens a new meaning, it's still a far cry for a considerable city populace. The misery is all the more since, we, as the capital city denizens are expected to not only tread an extra mile in aiding both private and Government authorities for realizing their dream developmental projects and plans timely, but also undertake key initiatives for keeping the regal glory of the city intact.

The time has come when the youths of the city need to come forward for playing a pivotal role towards the society and community welfare works. The youths need to be trained and empowered to become “Nation Builders” which will do a world of good to the society and the nation. Different Government departments would then get galvanized for ensuring a smooth flow sans any gratuitous delay for facilitating swift implementation of key public development and expansion projects. In the present times, it is the common man on the street that gets to face the music. Well this is the ironical, grim reality that beholds all of us who happen to be part of this, age-old system that ceases to change. Having said that, let me say, we shall not endure all this any further. We will be the “game changers”, and turn things around. A full-fledged revolution is needed to usher in a much-needed change -a change that would witness a drastic transformation of ideas, thoughts, outlook, notions and opinion.

More than anyone else, the onus rests on the civil society to make the initial move and lodge strong and thrusting protests with concerned authorities over pointless delays. It is now up to the citizens to take the movement forward. RWAs in specific need to be aptly empowered if we really aspire to improvise the city and our overall lifestyle. What PM Modi has been propagating through his message of “Clean India, Beautiful India” makes immense significance especially if we take into reckoning the menace of garbage culture in our city. Resident's making a beeline for their neighbourhood drains for dumping their household garage is an age-old sight that we spectacle every morning and late night. Isn't it a pity when the so-called intellectuals and the sophisticated segment of the society are seen indulging in such uncivilized acts? Rapid commercialization has virtually ripped the residential fibre of our once peaceful colonies. It is disgusting to see the law-abiding forces conniving with the unscrupulous lots. As a result, there's no one to put brakes on all this at the end of the day. The misery gets compounded with the ever growing, unruly traffic. Consequently, what we get to see whole day long in our settlements today is reckless driving and exasperating honking that is enough to rattle one's peace of mind. I believe, a resurrection is only possible if there is an ideal blend of city's youngsters and the senior

members of the civil society”. Dr. Priya Ranjan Trivedi has great expectations from the youth brigade, and thinks that if they come forward in large numbers for ensuring the progress of their country on the global arena, it will make an ocean of a difference. Corporate as well as political leaders have to be unstinting in their approach for motivating a large chunk of youths for nation welfare projects and tasks. They should instil in them enthusiasm for shouldering crucial responsibilities and duties towards the Motherland. If young leaders can inspire big crowds, the day is not far when our nation would rub shoulders against the four top ranked countries of the world. For this, Dr. Priya Ranjan Trivedi feels that the youngsters need to be unanimous in their endeavour for seeing India at the top as a Superpower. Our leaders not only need to become more hard working and dedicated, but also need to assign “more meaningful roles” to dynamic and zesty youngsters to expedite the process of growth and development. The elders feel charged when they see youngsters coming forward.

Dr. Priya Ranjan Trivedi's message for the youths is simple, “Actions indeed speak louder than words. If you wish to see a difference, take the initiative. Don't shy from raising your voice against rampant corruption and civic apathy. Play an important role in governance if you wish to ensure a better today and glorious future. You are bound to face challenges and obstacles in your path, which is why you should remember, “Where there is a will, there's a way”. If youths wish to be nation builders, they need to keep themselves away from needless rhetoric or semantics. Actions should do the talking. One should not get perturbed by any criticism. What should matter to them is their conscious, and nothing else. When they can look up to themselves in the mirror and smile...that is the time when they should know that all is well and under control”.



Chancellor Dr. Priya Ranjan Trivedi with Prime Minister Dr. I.K. Gujral in April 1997.

UNIQUE IDEAS OF Dr. PRIYA RANJAN TRIVEDI REGARDING INSTITUTION BUILDING, VISIONING AND VENTURING

After settling down in Delhi, Dr. Priya Ranjan Trivedi first tried to make a Group of like-minded Persons from all parts of Delhi and invited them at Nehru Park in Chanakyapuri to let them know his vision, action plans and his style of functioning. Here are the extracts of his maiden speech in Delhi in the year 1988 :

“Those who have worked with me continuously refer to my behaviour of letting the people take decisions, giving them a sense of autonomy and respect in taking those decisions. To what do I attribute this quality which many people think is one of the rarest qualities? How did I develop this quality of helping people to take on independent respectful roles when they are working with me and not lean on my shoulders? The reason why I refer to it as a quality is that a person would not be able to behave that way unless he socializes in a culture in which he experiences such behaviour. Actually it is difficult to say whether it is a quality or whether it is merely a way in which I saw the task I had undertaken when I had thought of entering into the field of institution building some twenty years ago. I had lots of misgivings about coming to Delhi. But I decided to take on because I was intrigued by the thought of building an institution practically from scratch. So what always dominated was the fact that the objective was to help build institutions for having a sustainable society. So I did make deliberate choices in the terms of what I set about. I imposed on myself, for example, the limitations that I would not accept any external assignment and work i.e. the work concerned with any external agency unless that work had a very direct bearing on the functioning of the institutions I have been building and managing directly.

Discussing regarding my strengths as an institution builder, I have great pleasure in disclosing that my main strength has been my ignorance. I am not being entirely facetious. When I started my activities in the field of institution building 15 years ago, I knew nothing about building an educational or any other institution, let alone managing the same. So may be the strength was my ignorance. In that I had no structural preconceptions. On the other hand I did have attitudinal biases towards education arising from my knowledge as a student of engineering as well as management.

Those biases were the very common “motherhood” types of normatives. I thought that creativity and innovation were good; this required “freedom of views and expression”, this required self-discipline which required self-confidence which again required self-esteem and mutual self-respect between colleagues and so on. But I had no preconceptions as and how all this could be achieved. All I had were biases in favour of self-reliance of individuals, groups and the institution. So when I had decided to have outfits of my institutions all over the world, starting from India to different countries, I had to generate ideas of what a development institution should be and how to manage it. I had to also generate thinking not merely about what but also how to develop and sustain the strength without over dependence on external patronage, or regulation, or leadership. It really all started from a point of ignorance, a lack of experience. Perhaps experience might have constrained me.

Today I have more experience. I do not know whether this has made me more or less constrained. Perhaps one's attitude towards the value of experience changes, the greater

the variety. Ignorance as I say that it was my strength may also be treated as openness, creativity and not going by the stereotyped understanding. Here I would like to mention my weakness. One weakness which I think sometimes harms the institution is my lack of socializing within the institution. I have a very strong need for privacy. If the whole day from early morning to about 11.00 PM in the night is spent primarily on discussions with community groups, individuals, outsiders and so on, then the whole day is spent in talking about important problems that is of concern to all of us who raised them. On the other hand, I have to be alone to think about the longer term about what I regarded were the more basic problems of developing the culture of the institution. So every evening I barred and bolted myself in my room, with no meetings, and no one was allowed to see me. I would not be sociable.

The second aspect is that I cannot do a task effectively unless I am emotionally involved with it. I suppose this might mean that I have instinctive attitudinal traits. With the best of intentions, for me reasoning is necessary but not sufficient. More often than not I need to get emotionally involved. When I get emotionally involved in the task it is very difficult to remain objective, unbiased and to satisfy all the other requirements of rationality. Apart from being my thinking time, perhaps my need for privacy is also because of my coping mechanism. Sometimes I found this emotional involvement a somewhat inhibiting factor. A third aspect is not so much a weakness as a debatable tactic. I am not as open they might have thought me to be. Sometimes I do not take my team into confidence when starting new activities. I am generally reluctant to confine in people in case it bothered or embarrassed them to become involved in my problems, nor did I like the idea of confining in some and not in others.

I have seen many persons saying “Dr. P. R. Trivedi is a friend of everyone, but no one knows him”. Concluding on the different aspects of institution building, I would like to stress the building of people, their relationships, attitudes and behavioural norms. I would stress the development of conditions in the institution conducive to the development of individual and the group self esteem, autonomy and creativity. This should be characteristic of the institution itself. I think it is important for the institution builder to spend time thinking about his own perceptions of the task he has accepted. Another important aspect, to my mind, in thinking about the institution far beyond his own commitment. One must see oneself neither as a phase of institutional development nor as a period of institution building with a definite boundary around it, but as a part of a continuum whether it eventually works out the way the individual planned or not.

Life is a cosmic dance of formlessness manifesting itself into innumerable patterns of forms and the forms having played around in space of nothingness merge back into the formlessness from where they had come. The formlessness, the nothingness, the emptiness of space seemingly is creativity although it is a mystery how the formless emptiness of space contains creativity or rather is creativity, how the seed is the whole tree and it has an urge to manifest the treeness contained in it. As the seed becomes a sapling, as a sapling grows into a plant, plant grows into a tree, the tree grows into a flower, or a fruit

and the fruit matures into a seed - so the seed goes back to seedness. In the human body, the creativity condenses itself in the form of some fluid and the creativity in their body (man and woman) lead to the reproduction of whole human being.

The formless, shapeless fluid contains a whole human being, interacting with the creativity in the mother's womb, in the mother's body. In the mother's body the fluid manifests the form concealed in its nothingness. Self- created and self-sustained creativity has no form, it is the formless, empty -nothingness of space.

It manifests into forms not because of any motivation. Institution building in its wider meaning includes establishing an institution, nurturing the same through its earlier years and making sure that it passes through the various stages. Institution Building can be conceived as one end of a continuum, in the other end being that of decay and death, one point of this continuum towards the latter institutional stagnation”.

During my work experience in the field of institution building for the last 15 years, I feel like discussing the following one dozen propositions of institution building.

1. If the goals of an institution are perceived as important for the society and those are seen as challenging, and further if these are shared among the co-promoters and the functionaries of the institution, the process of institution building will be smooth.
2. If the goals are accepted widely amongst the members of the institution and those are fairly focused, the institution has good chances of success.
3. If an institution identifies key, committed people before identifying the specific programmes, it has cent per cent chance of being up to the mark.
4. If enough time is not put in people working in the institution and they are not given enough autonomy to work, institution building activity will suffer.
5. If enough attention is paid to the process in the institution's life in the very beginning, less attention will be needed to it later and enough time will be available for the substantive work.
6. The matrix form of organization is the most suitable for institution building.
7. An institution which establishes the necessary mechanism to foster and stabilize the tradition and culture has more chances of making more impact on other institution.
8. Sharing of common experience and developing some homogeneity of thinking by various members of an institution in its earlier rather early life would help in the institution building process.
9. Mechanisms of establishing a balance between the autonomy of individual members and their collaboration for common goals help in the institution building process.
10. A delicate balance between the autonomy of the institution and its strong linkages with and support from outside may help the institution building process.
11. A non competitive leader helps in the process of institution building.
12. The most crucial test of institution building is to what extent a leader is able to dispossess the institution which is built. Otherwise the process of stagnation starts.

The above mentioned ideas of Dr. Priya Ranjan Trivedi are relevant even today. When he was asked whether he endorses these views even after 31 years, the said “yes, these ideas are the way of my life”



Dr. Priya Ranjan Trivedi with the President of India Shri K.R. Narayanan at Rashtrapati Bhawan, New Delhi in the year 1999.

ELUCIDATING ON THE LINKAGES BETWEEN HIGHER EDUCATION AND EMPLOYMENT GENERATION

The following is the extract of Dr. Priya Ranjan Trivedi's keynote addresses and the 100 point agenda discussed and delivered by him in India, UK, USA, Russia and Italy on the correlation between tertiary (higher) education and employment generation :

The generation of productive and adequately remunerated employment is an indispensable component in the fight against poverty. While this task presents a major challenge for all the States and the UTs in India, it is by no means an insurmountable one. However, success depends on a number of key factors. It requires first and foremost, a restoration of higher and more stable rates of economic growth. But this will not be sufficient. It also requires that supporting policies and programmes be put in place to deliberately stimulate employment in all sectors of the economy which hold the greatest promise for employment and income generation on one hand, and on the other, the implementation of strategies which can, among other things, improve the access of all groups to education and training and income generating activities in a sustainable manner.

The task of employment generation requires concerted action by several ministries and departments of Government both at the national as well as the state levels. But it is not a task for Governments alone. Employers and workers organizations, as well as other members of civil society must play an increasingly active role in the process. The support of the international community is also critical, not only in terms of resource flows, but in changing the rules of international economic systems in favour of poor producers and consumers.

These suggestions are being discussed with the hope that it will stimulate some dialogue and serve as a basis for possible action on this very important topic by bringing out different publications and periodicals both in the print as well as the electronic media with a view to making everybody aware regarding the availability of jobs besides the facilities for studies, training and research in different institutions, schools, colleges and universities.

Strategies for Employment Generation : Aims and Objectives

1. To collect data and information related to the existing publications including newspapers, journals and periodicals providing information and news regarding employment opportunities besides facilities regarding academic and professional training and research in different vocational fields.
2. To bring out daily, weekly, fortnightly, monthly, bimonthly, quarterly, six-monthly and yearly newspapers, journals, periodicals and other publications related to employment and training with a view to generating employment specially among the weaker sections of the society.
3. To publish books, encyclopedias, directories and dictionaries on different topics with a view to generating employment.
4. To connect the association with the labour market mechanisms and patterns to give into the pattern and intensity of poverty and into the factors concentrating it among particular groups.
5. To give prominence to labour market policies, as well as those related to employment, labour institutions, social protection and human resource development and poverty eradication strategies.
6. To distinguish between poverty due to exclusion from access to jobs and poverty associated with the nature of employment and the levels of income which it generates while attempting to analyze the labour market situation in the Indian Subcontinent and its impact on poverty.
7. To assess the degree to which labour market exclusion is directly linked to poverty and the extent to which state or community safety nets or family support systems exist or whether it affects particular members of households (younger persons, for example) where there is another income source.
8. To place the creation of employment at the centre of national strategies and policies, with the full participation of employers and trade unions and other parts of civil society.
9. To help and assist in the formulation of policies to expand work opportunities and increase productivity in both rural and urban sectors.
10. To provide education and training that enable workers and entrepreneurs to adapt to changing technologies and economic conditions.
11. To help generate quality jobs, with full respect for the basic rights of workers.
12. To give special priority, in the design of policies, to the problems of structural, long-term employment and underemployment of youth, women, persons with disabilities and all other disadvantaged groups and individuals.
13. To empower the women for gender balance in decision-making processes at all levels and gender analysis in policy development to ensure equal employment opportunities and wage rates for women and to enhance harmonious and mutually beneficial partnerships between women and men in sharing family and employment responsibilities.
14. To also empower members of vulnerable and disadvantaged groups through the provisions of proper and appropriate education and training.
15. To look for a broader recognition and understanding of work and employment and greater flexibility in working time arrangements for both men and women.
16. To assist in alleviating poverty and unemployment: either by focusing on the members of economically weaker sections of the society and other groups directly affected by the economic reform and adjustment policies such as retrenched workers, or more generally by addressing chronic and structural poverty and unemployment.
17. To strengthen the social acceptability and the political viability of adjustment and reform programmes.
18. To help in creating a new approach and culture of social service delivery based on a

- flexible institutional mechanism circumventing the bureaucratic structure and encouraging participatory and decentralized development with the participation of local groups and associations.
19. To develop strategies to assist the formation and strengthening of collective action in the informal sector by developing relations with trade associations.
 20. To raise awareness on the importance of good working conditions and social security by extending workers education programmes to the informal sector.
 21. To assist in improving working conditions of their subcontractors in the informal sector with a view to enabling them to create more employment opportunities for trained and skilled persons.
 22. To assist informal sector operators to take part in trade fairs.
 23. To assist informal sector operators to organize themselves effectively.
 24. To integrate issues on occupational safety and health and social security in programmes to raise productivity.
 25. To assist informal sector self-help associations to integrate awareness raising on occupational safety and health into their activities.
 26. To establish innovative market services for the development of adult workers, by expanding the role of employers and organized employees in the planning and delivery of services, including training, retraining, job search, placement, skills identification and counselling.
 27. To increase the capacity of the private sector to perform its role in the training and development of the young men and women to acquire techno-managerial as well as entrepreneurial skills.
 28. To improve the existing employment market information system.
 29. To help adult workers to acquire new skills at the technical and supervisory levels in order to make them eligible for higher level jobs at higher wages in occupations essential to economic growth or in their own businesses.
 30. To reduce the transition time to new jobs for displaced workers.
 31. To accelerate the entry of female workers into skilled technician, master craftsman or supervisory positions.
 32. To establish a permanent private sector mechanism to fund a variety of workforce development activities and create a forum for workers and employers to collaborate in implementing human resource development strategies and programmes.
 33. To provide skill and interests assessment and career and employment counselling to determine the training, placement or business development support, the employable persons need to acquire the job, promotion or suitable income generating activity.
 34. To provide a comprehensive package of services to include brokering and referral of workers to jobs, on-the-job training, business development support services and specialized training at the craftsman, artisan, supervisory or managerial level and appropriate entrepreneurial training to place workers in new jobs, better jobs or self-employment opportunity.
 35. To promote the concept of establishing learning laboratories which would provide computer assisted training e.g. literacy, numeracy and workplace basics such as problem solving, oral communication and planning and organizing work.
 36. To establish Employment and Training Market Services Centres to introduce innovative approaches in human resource development.
 37. To establish the principle of equality between men and women as a basis for employment policy and promoting gender-sensitivity training to eliminate prejudice against the employment of women.
 38. To eliminate gender discrimination, including by taking positive action, where appropriate, in hiring, wages, access to credit, benefits, promotion, training, career development, job assignment, working conditions, job security and social security benefits.
 39. To encourage various actors to join forces in designing and carrying out comprehensive and coordinated programmes that stimulate the resourcefulness of youth, preparing them for durable employment or self-employment, providing them with guidance, vocational and managerial training, social skills, work experience and education in social values.
 40. To cause research on the underlying factors which are most important in differing national contexts in determining the levels of youth unemployment.
 41. To evaluate all types of policies and programmes tried in different five-year plans with a view to designing a foolproof and long-term strategy for employment generation.
 42. To locate the factors which influence the success or failure of specific policies and programmes relating to employment and training.
 43. To prepare a Policy and Programme Manual for policy makers to aim primarily at national capacity building for the design, implementation and evaluation of policies and programmes for countering youth unemployment.
 44. To help analyze the national background characteristics, financial constraints, current educational efforts and effects and present conditions of societal development in different States and UTs of India.
 45. To help the Central Government establish appropriate targets for employment generation and derive suitable strategies for implementing policies and programmes to meet the needs of the educated unemployed.
 46. To establish a Life and Career Advising Centre - a single point of contact for student counselling on academic, personal and career issues.
 47. To create a learning environment all over the country that encourages students to become actively involved in their own education.
 48. To help reduce unemployment in the country by assisting the Central and the State Governments and public institutions in the initiation of professional and job oriented

- courses and by introducing the urban as well as rural entrepreneurship programmes for self-employment.
49. To encourage an employment policy that is free of prejudice and party politics which promotes new ideas relating to sustainability.
 50. To strengthen the voluntary as well as non Governmental organisations in order to make them available for the organization and implementation of programmes having a positive, social, economic and educational content with a view to having more number of job givers than job seekers.
 51. To serve as a centre of ideas and experience and dissemination of employment and training information on national as well as global job markets and its availabilities, reach, awareness, policy, law, research promotion, and preparedness in particular.
 52. To help the Central and the State Governments in organizing formal and non formal training programmes in attitudinal and behavioural change for bringing productivity and efficiency with the help of the trained employers and employees.
 53. To publicize through the media an international network instances of successful policies, programmes and demonstrations regarding employment promotion and bring these success stories to the attention of policy makers.
 54. To establish a national network of like minded NGOs with the ability to publicize the activities related to employment generation.
 55. To strengthen international scientific research organizations so that they can play a larger part in shaping and coordinating the research agenda on vocationalization of careers.
 56. To work closely with policy research centres focusing on global scale resource and development issues to bridge the gap between basic research and policy on employability.
 57. To evaluate the existing curricula of the undergraduate, graduate and postgraduate level courses and propose necessary changes for making these programmes fit for helping the alumni's to find self-employment opportunities by acquiring entrepreneurial leadership techniques.
 58. To address the universal shortage of trained personnel in new and emerging job oriented areas through a sharp increase in funds to be sanctioned to universities and institutions.
 59. To advise the younger generation for acquiring appropriate knowledge and technologies from the aged persons and senior citizens and to popularize their proven ideas and experiences.
 60. To use restructured educational and training programmes to reorient vocational education for creating jobs in the new and emerging fields.
 61. To help initiate training cum production cum rehabilitation centres in the rural as well as urban areas for the benefit of the younger generation.
 62. To create employment generation environment by updating the existing vocational training programmes in the polytechnics, institutions, colleges and universities.
 63. To strengthen with adequate study materials the existing distance learning programmes for enabling the working persons to strengthen their qualification and encouraging earning while learning.
 64. To prepare instructional texts including audio and video lessons on employment and training to be distributed through the existing institutions as well as through the new outfits in the country.
 65. To use and popularize the existing and new satellite channels for teaching and training through the air for the benefit of the citizenry.
 66. To aid in organizing conferences, seminars, meetings, discussions, debates, study courses, collection of statistics, exhibitions, shows, tours, trips, and to establish different endowments and scholarships for the promotion and furtherance of the employment generation strategy.
 67. To organize employment museums for displaying the available vacancies besides different types of advertisements in the print and the electronic media.
 68. To conduct sponsored as well as non sponsored research programmes with the support of Central and State Governments and publish such reports and case books.
 69. To arouse in teachers and other educators a full awareness of our responsibilities in moulding future generations for a peaceful employment and work culture.
 70. To promote that kind of education that will help each individual from earliest years to develop full human potential for constructive, peaceful living in the expanding communities in which one grows; family, neighbourhood, school, local community, country, in fact, the whole human world.
 71. To seek to enable individuals through constant educational and career improvement to deal with and resolve misunderstanding, personal as well as social, in the spirit of wisdom, charity and duty.
 72. To support design, production and wide spread distribution of educational materials for the furtherance of social progress, international understanding, and worldly stability.
 73. To make the full use of mass media for the cause of education especially in the proper communication of controversial views and issues, local and global, so as to maximize cooperation and conciliation.
 74. To make everybody aware regarding the need for national as well as international integration and cooperation.
 75. To invite representatives of different countries including the universities, NGOs and regulatory bodies for discussing issues like labour, employment, entrepreneurship and education.
 76. To seek support of the educational and scientific organisations for using their facilities and infrastructure for conducting different programmes related to clean as well as green jobs.
 77. To help design courses on subjects and topics generally not covered by existing institutions but are of great importance viewing the changes in the societal systems.
 78. To continue to be open in ideas, methods, systems, places with no cloisters.

79. To help people through appropriate training to lead a way of life that can be sustained by our Mother Earth.
80. To justify the creation of organizations by uniting all the professionals of the country in order to influence the power structure through their function as counselling centres, and by placing them, whenever possible, in areas of conflict for equalizing the flow of knowledge, for reducing aggression and for generating attitudes of fraternization.
81. To suggest to the national and international leaders alternative approaches to the solution of problems relating to health, education, pollution, unemployment and peacelessness.
82. To encourage the establishment of institutions for learning that serves the spirit of employment generation and also by stimulating existing colleges and universities to implement courses of study related to virtual education for employment opportunities in the cyber related fields.
83. To cooperate with authorities at various levels in implementing the Universal Declaration of Human Rights and reminding the employers and the employees regarding their human rights as well as human duties.
84. To collaborate in the work of existing and functional organizations that have stated goals and purposes similar.
85. To propose to other developmental associations, programmes on peace problems that are flexible in nature and capable of being adopted and modified according to cultural background, environment, and changing needs of people.
86. To update educational means for the reciprocal dissemination of culture and the elimination of illiteracy.
87. To disseminate information in the form of advertisements and/or articles regarding selection and recruitment in public as well as private sector organizations in the publications to be brought out from time to time.
88. To conduct periodical analysis of employment and unemployment data at both State level and all India level and projections of labour force, workforce, and unemployment in the country.
89. To suggest strategies and programmes for creating gainful employment opportunities and to look into sectoral issues and policies having a bearing on employment generation.
90. To identify gaps and to suggest necessary approach / strategies and the need based policies and programmes in the fields of occupational safety and health, skill development, social security, employment planning and policy.
91. To help provide opportunities for individuals seeking a green or ecologically responsible career available in many diverse categories on the international, national, state and local levels; in private, public, and non-profit sectors; within different fields; and in different job functions.
92. To introduce responsible business practices fostering a competitive edge through efficiency in production, minimum generation of waste, and a more productive and healthy work force.
93. To advise the Government of India and the State Governments to constitute People's Commission on Employment Generation with a view to having immediate solution regarding unemployment as well as unemployability.
94. To collaborate, affiliate and federate with the Central and the State Governments, agencies and bodies for implementing the projects of employment generations.
95. To raise and borrow money for the purpose of the promoting employment generation in such a manner as may be decided from time to time and to prescribe the membership fees, charges, grants-in-aid etc.
96. To purchase, take on lease or exchange, hire or otherwise acquire properties, movable or immovable and rights and privileges all over the world, which may be deemed necessary and to sell, lease, mortgage, dispose or otherwise deal with all or any part of the property.
97. To open branches, chapters and constituent centres in different parts of the country and get them registered with appropriate authorities if needed and felt conducive for the attainment of the aims and objects with a view to creating employment.
98. To invest the money not immediately required in such securities and in such manner as may be decided from time to time, the money especially collected through subscriptions, advertisements, sponsorship, fees, gifts, endowments, donations, grants etc.
99. To finally provide information, knowledge, wisdom, and education that prepares everybody for leadership and social responsibility enabling to think and communicate effectively and to develop a global awareness and sensitivity for a better global understanding, world peace and unity.
100. And to generally do all that is incidental and conducive to the attainment of the objects relating to employment.



Dr. Priya Ranjan Trivedi with the Prime Minister of India Shri H.D. Deve Gowda in 1997.

Dr. P. R. TRIVEDI's VISION OF VOCATIONALISATION THROUGH SKILL DEVELOPMENT OF INDIAN YOUTH

Dr. Priya Ranjan Trivedi has spent in his life for the cause of skill development in all countries of the world in general and India in particular. The following propositions propounded by him will go a long way in designing a foolproof strategy for skill development:

A Skill is the learned capacity to carry out pre-determined results often with the minimum outlay of time, energy, or both. In other words the abilities that one possesses. Skills can often be divided into domain-general and domain-specific skills. For example, in the domain of work, some general skills would include time management, teamwork and leadership, self motivation and others, whereas domain-specific skills would be useful only for a certain job. Skill usually requires certain environmental stimuli and situations to assess the level of skill being shown and used.

People need a broad range of skills in order to contribute to a modern economy and take their place in the technological society of the 21st century. Studies have shown that through technology, the workplace is changing, and identified specific basic skills that employees must have to be able to change with it.

Labour Skills

Skill is a measure of the amount of worker's expertise, specialization, wages, and supervisory capacity. Skilled workers are generally more trained, higher paid, and have more responsibilities than unskilled workers. Skilled workers have long had historical import as masons, carpenters, blacksmiths, bakers, brewers, coopers, printers and other occupations that are economically productive. Skilled workers were often politically active through their craft guilds.

Life Skills

Life skills are problem solving behaviours used appropriately and responsibly in the management of personal affairs. They are a set of human skills acquired via teaching or direct experience that are used to handle problems and questions commonly encountered in daily human life. The subject varies greatly depending on societal norms and community expectations.

Enumeration and Categorization

UNICEF States "there is no definitive list" of life skills but enumerates many "psychosocial and interpersonal skills generally considered important." It asserts life skills are a synthesis: "many skills are used simultaneously in practice. For example, decision-making often involves critical thinking ("what are my options?") and values clarification ("what is important to me?"). Ultimately, the interplay between the skills is what produces powerful behavioural outcomes, especially where this approach is supported by other strategies...". Life skills can vary from financial literacy, substance abuse prevention, to therapeutic techniques to deal with disabilities, such as autism.

Life skills curricula designed for K-12 often emphasizes communications and practical skills needed for successful independent living for developmental disabilities/ special

education students with an Individualized Education Program (IEP). However, some programs are for general populations, such as the Overcoming Obstacles program for middle schools and high schools.

Youth : Behaviour Prevention vs. Positive Development

While certain life skills programs focus on teaching the prevention of certain behaviours the Search Institute has found those programs can be relatively ineffective. Based upon their research The Family and Youth Services Bureau, a division of the U.S. Department of Health and Human Services advocates the theory of Positive Youth Development as a replacement for the less effective prevention programs.

Positive Youth Development, or PYD as it's come to be known as, focuses on the strengths of an individual as opposed to the older methods which tend to focus on the "potential" weaknesses that have yet to be shown. The Family and Youth Services Bureau has found that individuals who developed life skills in a positive, rather than preventative, manner feel a greater sense of competence, usefulness, power, and belonging.

Life Skill Development in Adults

Beyond the K-12 domain, other life skills programs are focused on social welfare and social work programs, such as Casey Life Skills. This program covers diverse topics: career planning, communication, daily living, home life, housing and money management, self care, social relationships, work and study skills, work life, pregnancy and parenting.

Parenting

Life skills are often taught in the domain of parenting, either indirectly through the observation and experience of the child, or directly with the purpose of teaching a specific skill. Yet skills for dealing with pregnancy and parenting can be considered and taught as a set of life skills of themselves. Teaching these parenting life skills can also coincide with additional life skills development of the child.

Many life skills programs are offered when traditional family structures and healthy relationships have broken down, whether due to parental lapses, divorce or due to issues with the children (such as substance abuse or other risky behaviour). For example, the International Labour Organization is teaching life skills to ex-child labourers and risk children in Indonesia to help them avoid the worst forms of child labour.

People Skills

People skills are described as:

- * understanding ourselves and moderating our responses
- * talking effectively and empathizing accurately
- * building relationships of trust, respect and productive interactions.

A British definition is "the ability to communicate effectively with people in a friendly way, especially in business." The term people skills is used to include both psychological skills and social skills, but is less inclusive than life skills.

Social Skills

Social skill is any skill facilitating interaction and communication with others. Social rules and relations are created, communicated, and changed in verbal and nonverbal ways. The process of learning such skills is called socialization.

Soft Skills

Soft skills is a sociological term relating to a person's "EQ" (Emotional Intelligence Quotient), the cluster of personality traits, social graces, communication, language, personal habits, friendliness, and optimism that characterize relationships with other people. Soft skills complement hard skills (part of a person's IQ), which are the occupational requirements of a job and many other activities.

Soft skills are personal attributes that enhance an individual's interactions, job performance and career prospects. Unlike hard skills, which are about a person's skill set and ability to perform a certain type of task or activity, soft skills relate to a person's ability to interact effectively with coworkers and customers and are broadly applicable both in and outside the workplace.

Labour Oriented Skills

Skill is a measure of the amount of worker's expertise, specialization, wages, and supervisory capacity. Skilled workers are generally more trained, higher paid, and have more responsibilities than unskilled workers.

Skilled workers have long had historical import as masons, carpenters, blacksmiths, bakers, brewers, coopers, printers and other occupations that are economically productive. Skilled workers were often politically active through their craft guilds.

Relative Supply of Skilled Labour

Education is an important factor in increasing skill level. The increase in number of people attending high schools and colleges contribute to the increase in the supply of skilled labour. Mass education, however, is not the only factor. Immigration is also a big contributor. Immigrants created a bimodal skill distribution, where most immigrants were either low skill or high skill workers. There were few who were in between.

In the United States such factors have caused an overall increase in the supply of skilled labour during the 20th century. The shift from unskilled to skilled labour can be attributed to increases in human capital, or in other words increasing the efficiency of humans through investment in knowledge. The American boom in public education, specifically high schools, congruently increased the level of human capital and total factor productivity.

Relative Demand of Skilled Labour

One of the factors that increases the relative demand for skilled labour is attributed to the introduction of computers. In order to operate computers, workers must build up their human capital in order to learn how such a piece of machinery works. Thus, there is an increase in the demand for skilled labour. In addition to the technological change of computers, the introduction of electricity also replaces man power (unskilled labour) which, in turn, also shifts out the demand curve.

Technology, however, is not the only factor. Trade and the effects of globalization also play

a role in affecting the relative demand of skilled labour. One case includes a developed country purchasing imports from a developing country, which in turn replaces products made with domestic low-skilled labour. This, in turn, decreased the demand for low-skilled workers. Both of these factors, thus, increase the wages of highly skilled workers.

Life Skills

Life Skills are problem solving behaviours used appropriately and responsibly in the management of personal affairs. They are a set of human skills acquired via teaching or direct experience that are used to handle problems and questions commonly encountered in daily human life. The subject varies greatly depending on societal norms and community expectations.

Enumeration and Categorization

UNICEF states "there is no definitive list" of life skills but enumerates many "psychosocial and interpersonal skills generally considered important." It asserts life skills are a synthesis: "many skills are used simultaneously in practice."

For example, decision-making often involves critical thinking ("what are my options?") and values clarification ("what is important to me?"). Ultimately, the interplay between the skills is what produces powerful behavioural outcomes, especially where this approach is supported by other strategies..."

Life skills can vary from financial literacy, substance abuse prevention, to therapeutic techniques to deal with disabilities, such as autism. Life skills curricula designed for K-12 often emphasizes communications and practical skills needed for successful independent living for developmental disabilities/special education students with an Individualized Education Program (IEP).

However, some programs are for general populations, such as the Overcoming Obstacles program for middle schools and high schools.

People Skills

People skills are described as:

- * understanding ourselves and moderating our responses
- * talking effectively and empathizing accurately
- * building relationships of trust, respect and productive interactions.

A British definition is "the ability to communicate effectively with people in a friendly way, especially in business." The term is not listed yet in major US dictionaries.

The term people skills is used to include both psychological skills and social skills, but is less inclusive than life skills.

History

Guidelines relating to people skills have been recorded from very early times. Two examples of early human guidelines can be found in the Old Testament. Firstly in Leviticus 19:18 it says: "Do not seek revenge or bear a grudge against your people, but love your neighbour as yourself" and secondly from Solomon's wisdom in Proverbs 15:1 it says: "A gentle answer turns away wrath, but a harsh word stirs up anger." However the Bible also condemns

'flattery' (Psalms 5:9). Human relations studies became a movement in the 1920s, as companies became more interested in the "soft skills" and interpersonal skills of employees. In organizations, improving people skills became a specialized role of the corporate trainer. By the mid-1930s, Dale Carnegie popularized people skills in *How to Win Friends & Influence People* and *How to Stop Worrying & Start Living* throughout America and later throughout the world.

In the 1960s, US schools introduced people skills topics and methods often as a way to promote better self-esteem, communication and social interaction. These encompassed psychologist Thomas Gordon's "Effectiveness Training" variations as well as many other training programs. By the 1980s, "traditional education" and a "back-to-basics" three Rs emphasis largely pushed aside these programs, with notable exceptions.

Educational Importance/Impact

A significant portion of the deaths in the United States can be attributed to psychosocial deficits in people skills for stress management and supportive social connection. Business, labour and Government authorities agree that wide-ranging people skills are necessary for 20th century work success in the SCANS report. At least one foundation, Alliances for Psychosocial Advancements in Learning (APAL), has made support of SCANS-related people skills a major priority.

UNESCO research found that young people who develop speaking/listening skills and getting to know others have improved self-awareness, social-emotional adjustment and classroom behaviour; self-destructive and violent behaviour also were decreased.

The Collaborative for Academic Social and Emotional Learning (CASEL) has identified 22 programs in the US that are especially comprehensive in social-emotional learning coverage and effective in documented impacts.

Social Skills

Social Skill is any skill facilitating interaction and communication with others. Social rules and relations are created, communicated, and changed in verbal and nonverbal ways. The process of learning such skills is called socialization.

Interpersonal skills are sometimes also referred to as people skills or communication skills. Interpersonal skills are the skills a person uses to communicate and interact with others. They include persuasion, active listening, delegation, and leadership.

The term "interpersonal skills" is used often in business contexts to refer to the measure of a person's ability to operate within business organizations through social communication and interactions. Interpersonal skills are how people relate to one another.

Example

As an illustration, it is generally understood that communicating respect for other people or professionals within will enable one to reduce conflict and increase participation or assistance in obtaining information or completing tasks. For instance, to interrupt someone who is currently preoccupied with the task of obtaining information needed immediately, it is recommended that a professional use a deferential approach with language such as, "Excuse me, are you busy? I have an urgent matter to discuss with you if you have the time

at the moment."

This allows the receiving professional to make their own judgment regarding the importance of their current task versus entering into a discussion with their colleague. While it is generally understood that interrupting someone with an "urgent" request will often take priority, allowing the receiver of the message to judge independently the request and agree to further interaction will likely result in a higher quality interaction.

Advantages

Following these kinds of heuristics to achieve better professional results generally results in a professional being ranked as one with 'good interpersonal skills.' Often these evaluations occur in formal and informal settings.

Having positive interpersonal skills increases the productivity in the organization since the number of conflicts is reduced. In informal situations, it allows communication to be easy and comfortable. People with good interpersonal skills can generally control the feelings that emerge in difficult situations and respond appropriately, instead of being overwhelmed by emotion. Confidence of the behaviour also plays an important role in decision to take the risk.

Caused of Deficits

Alcohol

Social skills are significantly impaired in people suffering from alcoholism due to the neurotoxic effects of alcohol on the brain, especially the prefrontal cortex area of the brain.

The social skills that are impaired by alcohol abuse include impairments in perceiving facial emotions, prosody perception problems and theory of mind deficits; the ability to understand humour is also impaired in alcohol abusers. Impairments in social skills also occur in individuals who suffer from fetal alcohol spectrum disorders; these deficits persist throughout affected people's lives and may worsen over time due to the effects of ageing on the brain.

ADHD

Approximately half of ADHD children will experience peer rejection compared to 10-15 percent of non-ADHD children. Adolescents with ADHD are less likely to develop close friendships. Difficulties in sustaining romantic relationships may also occur in college aged individuals with ADHD. Training in social skills, behavioural modification and medication may have some limited beneficial effects; the most important factor in reducing emergence of later psychopathology is the ADHD individual forming friendships with people who are not involved in delinquent activities. Poor peer relationships can contribute to major depression, criminality, school failure, and substance use disorders. Adolescents with ADHD are more likely to find it difficult in making and keeping friends due to their attentional deficits causing impairments in processing verbal and nonverbal language which is important for social skills and adolescent interaction; this may result in such adolescents being regarded by their peers as immature or as losers.

In Behaviour Therapy

To behaviourists, social skills are learned behaviour that allow people to achieve social

reinforcement. According to Schneider & Bryne (1985), who conducted a meta-analysis of social skills training procedures (51 studies), operant conditioning procedures for training social skills had the largest effect size, followed by modelling, coaching, and social cognitive techniques. Behaviour analysts prefer to use the term behavioural skills to social skills. Behavioural skills training to build social and other skills is used with a variety of populations including in packages to treat addictions as in the community reinforcement and family training approach. Training of behavioural skills is also used for people who suffer from borderline personality disorder, depression, and developmental disabilities. Typically behaviourists try to develop what are considered cusp skills, which are critical skills to open access to a variety of environments. The rationale for this type of an approach to treatment is that people meet a variety of social problems and can reduce the stress and punishment from the encounter as well as increase their reinforcement by having the correct skills.

“Social skills can be measured on about how you treat other people and how you react to them. It’s a matter of dealing with the people around you. Different tests will help you to provide and tell what kind of personality you have towards others. If you are in doubt of your behaviour, then you may be in touched with this kind of test. This would not help you totally, but this would serve as your guide in handling your personality towards the people whom you’re reacting with.” (Ledesma, 2009).

Controversies

The concept of social skills has been questioned. The question is whether one response is needed or whether any response tailored in a context will meet the requirements. Romanczyk laid out a model of social acquisition for children with autism.

Soft Skills

Soft skills is a sociological term relating to a person’s “EQ” (Emotional Intelligence Quotient), the cluster of personality traits, social graces, communication, language, personal habits, friendliness, and optimism that characterize relationships with other people. Soft skills complement hard skills (part of a person’s IQ), which are the occupational requirements of a job and many other activities.

Soft skills are personal attributes that enhance an individual’s interactions, job performance and career prospects. Unlike hard skills, which are about a person’s skill set and ability to perform a certain type of task or activity, soft skills relate to a person’s ability to interact effectively with coworkers and customers and are broadly applicable both in and outside the workplace.

A person’s soft skill EQ is an important part of their individual contribution to the success of an organization. Particularly those organizations dealing with customers face-to-face are generally more successful, if they train their staff to use these skills. Screening or training for personal habits or traits such as dependability and conscientiousness can yield significant return on investment for an organization. For this reason, soft skills are increasingly sought out by employers in addition to standard qualifications.

It has been suggested that in a number of professions soft skills may be more important over the long term than occupational skills. The legal profession is one example where the

ability to deal with people effectively and politely, more than their mere occupational skills, can determine the professional success of a lawyer.

Soft Skills are behavioural competencies. Also known as Interpersonal Skills, or people skills, they include proficiencies such as communication skills, conflict resolution and negotiation, personal effectiveness, creative problem solving, strategic thinking, team building, influencing skills and selling skills, to name a few.

Study Skills

Study skills or study strategies are approaches applied to learning. They are generally critical to success in school, considered essential for acquiring good grades, and useful for learning throughout one’s life. There are an array of study skills, which may tackle the process of organizing and taking in new information, retaining information, or dealing with assessments. They include mnemonics, which aid the retention of lists of information, effective reading and concentration techniques, as well as efficient note taking. While often left up to the student and their support network, study skills are increasingly taught in High School and at the University level.

A number of books and websites are available, from works on specific techniques such as Tony Buzan’s books on mind-mapping, to general guides to successful study such as those by Stella Cottrell. More broadly, any skill which boosts a person’s ability to study and pass exams can be termed a study skill, and this could include time management and motivational techniques.

Study Skills are discrete techniques that can be learned, usually in a short time, and applied to all or most fields of study. They must therefore be distinguished from strategies that are specific to a particular field of study e.g. music or technology, and from abilities inherent in the student, such as aspects of intelligence or learning style.

Historical Context

The term study skills is used for general approaches to learning, skills for specific courses of study. There are many theoretical works on the subject, and a vast number of popular books and websites. Manuals for students have been published since the 1940s.

In the 1950s and 1960s, college instructors in the fields of psychology and the study of education used research, theory, and experience with their own students in writing manuals. Marvin Cohn based the advice for parents in his 1979 book *Helping Your Teen-Age Student* on his experience as a researcher and head of a university reading clinic that tutored teenagers and young adults.

In 1986, when Dr. Gary Gruber's *Essential Guide to Test Taking for Kids* was first published, the author had written 22 books on taking standardized tests. A work in two volumes, one for upper elementary grades and the other for middle school, the Guide has methods for taking tests and schoolwork.

Types of Study Skills

Methods based on Memorization such as Rehearsal and Rote Learning

One of the most basic approaches to learning any information is simply to repeat it by rote. Typically this will include reading over notes or a text book, and re-writing notes.

Methods based on Communication Skills E.G. Reading and Listening

The weakness with rote learning is that it implies a passive reading or listening style. Educators such as John Dewey have argued that students need to learn critical thinking - questioning and weighing up evidence as they learn. This can be done during lectures or when reading books.

One method used to focus on key information when studying from books is the PQRST method. This method prioritizes the information in a way that relates directly to how they will be asked to use that information in an exam. PQRST is an acronym for Preview, Question, Read, Summary, Test.

1. Preview: the student looks at the topic to be learned by glancing over the major headings or the points in the syllabus.
2. Question: then questions to be answered once the topic has been thoroughly studied are formulated.
3. Read: reference material related to the topic is read through, and the information that best relates to the questions is chosen.
4. Summary: the student summarizes the topic, bringing his or her own ways of summarizing information into the process, including written notes, spider diagrams, flow diagrams, labelled diagrams, mnemonics, or even voice recordings.
5. Test: then the student answers the questions created in the question step as fully as possible, avoiding adding questions that might distract or change the subject.

There are a variety of studies from different colleges nationwide that show peer-communication can help increase better study habits tremendously. One study shows that an average of 73% score increase was recorded by those who were enrolled in the classes surveyed.

Methods based on Cues E.G. Flashcard Training

Flash Cards are visual cues on cards. These have numerous uses in teaching and learning, but can be used for revision. Students often make their own flash cards, or more detailed index cards - cards designed for filing, often A5 size, on which short summaries are written. Being discrete and separate, they have the advantage of allowing students to re-order them, pick a selection to read over, or choose randomly to for self-testing.

Methods based on Condensing Information, Summarising and the use of Keywords

Summary methods vary depending on the topic, but most involve condensing the large amount of information from a course or book into shorter notes. Often these notes are then condensed further into key facts.

Organized summaries: Such as outlines showing keywords and definitions and relations, usually in a tree structure.

Spider diagrams: Using spider diagrams or mind maps can be an effective way of linking concepts together. They can be useful for planning essays and essay responses in exams. These tools can give a visual summary of a topic that preserves its logical structure, with lines used to show how different parts link together.

Methods based on Visual Imagery

Some learners are thought to have a visual learning style, and will benefit greatly from taking information from their studies which is often heavily verbal, and using visual techniques to help encode and retain it in memory.

Some memory techniques make use of visual memory, for example the method of loci, a system of visualizing key information in real physical locations e.g. around a room.

Diagrams are often underrated tools. They can be used to bring all the information together and provide practice reorganizing what has been learned in order to produce something practical and useful. They can also aid the recall of information learned very quickly, particularly if the student made the diagram while studying the information. Pictures can then be transferred to flash cards that are very effective last minute revision tools rather than rereading any written material.

Methods based on Acronyms and Mnemonics

A mnemonic is a method of organizing and memorizing information. Some use a simple phrase or fact as a trigger for a longer list of information.

For example, the points of the compass can be recalled in the correct order with the phrase "Never Eat Shredded Wheat". Starting with North, the first letter of each word relates to a compass point in clockwise order round a compass.

Methods based on Exam Strategies

The Black-Red-Green method (developed through the Royal Literary Fund) helps the student to ensure that every aspect of the question posed has been considered, both in exams and essays.

The student underlines relevant parts of the question using three separate colours (or some equivalent). Black denotes 'Blatant instructions', i.e. something that clearly must be done; a directive or obvious instruction.

Red is a Reference Point or Required input of some kind, usually to do with definitions, terms, cited authors, theory, etc. (either explicitly referred to or strongly implied).

Green denotes Gremlins, which are subtle signals one might easily miss, or a "Green Light" that gives a hint on how to proceed, or where to place the emphasis in answers.

Methods based on Time Management, Organization and Lifestyle Changes

Often, improvements to the effectiveness of study may be achieved through changes to things unrelated to the study material itself, such as time-management, boosting motivation and avoiding procrastination, and in improvements to sleep and diet.

Time management in study sessions aims to ensure that activities that achieve the greatest benefit are given the greatest focus. A traffic lights system is a simple way of identifying the importance of information, highlighting or underlining information in colours:

* Green: topics to be studied first; important and also simple

* Amber: topics to be studied next; important but time-consuming

* Red: lowest priority; complex and not vital.

This reminds students to start with the things which will provide the quickest benefit, while 'red' topics are only dealt with if time allows. The concept is similar to the ABC

analysis, commonly used by workers to help prioritise.

Also, some websites (such as Flash Notes) can be used for additional study materials and may help improve time management and increase motivation.

Vocational Education

Vocational Education is an education that prepares people for specific trades, crafts and careers at various levels from a trade, a craft, technician, or a professional position in engineering, accountancy, nursing, medicine, and other healing arts, architecture, pharmacy, law etc. Craft vocations are usually based on manual or practical activities, traditionally non-academic, related to a specific trade, occupation, or vocation. It is sometimes referred to as technical education as the trainee directly develops expertise in a particular group of techniques. In the UK some higher technician engineering positions that require 4-5 year apprenticeship require academic study to HNC / HND or higher City and Guilds level.

Vocational education may be classified as teaching procedural knowledge. This can be contrasted with declarative knowledge, as used in education in a usually broader scientific field, which might concentrate on theory and abstract conceptual knowledge, characteristic of tertiary education. Vocational education can be at the secondary, post-secondary level, further education level and can interact with the apprenticeship system. Increasingly, vocational education can be recognised in terms of recognition of prior learning and partial academic credit towards tertiary education (e.g., at a university) as credit; however, it is rarely considered in its own form to fall under the traditional definition of higher education.

Vocational education is related to the age-old apprenticeship system of learning. Apprenticeships are designed for many levels of work from manual trades to high knowledge work.

However, as the labour market becomes more specialized and economies demand higher levels of skill, Governments and businesses are increasingly investing in the future of vocational education through publicly funded training organizations and subsidized apprenticeship or traineeship initiatives for businesses. At the post-secondary level vocational education is typically provided by an institute of technology, university, or by a local community college.

Vocational education has diversified over the 20th century and now exists in industries such as retail, tourism, information technology, funeral services and cosmetics, as well as in the traditional crafts and cottage industries.

Vocational Education in Australia

In Australia vocational education and training is mostly post-secondary and provided through the Vocational Education and Training (VET) system by registered training organisations. This system encompasses both public, TAFE, and private providers in a national training framework consisting of the Australian Quality Training Framework, Australian Qualifications Framework and Industry Training Packages which define the assessment standards for the different vocational qualifications.

Australia's apprenticeship system includes both traditional apprenticeships in traditional trades and “traineeships” in other more service-oriented occupations. Both involve a legal contract between the employer and the apprentice and provide a combination of school-based and workplace training. Apprenticeships typically last three to four years,

traineeships only one to two years. Apprentices and trainees receive a wage which increases as they progress.

Since the states and territories are responsible for most public delivery and all regulation of providers, a central concept of the system is “national recognition” whereby the assessments and awards of any one registered training organisation must be recognised by all others and the decisions of any state or territory training authority must be recognised by the other states and territories. This allows national portability of qualifications and units of competency. A crucial feature of the training package (which accounts for about 60% of publicly funded training and almost all apprenticeship training) is that the content of the vocational qualifications is theoretically defined by industry and not by Government or training providers.

A Training Package is “owned” by one of 11 Industry Skills Councils which are responsible for developing and reviewing the qualifications. The National Centre for Vocational Education Research or NCVER is a not-for-profit company owned by the federal, state and territory ministers responsible for training. It is responsible for collecting, managing, analysing, evaluating and communicating research and statistics about Vocational Education and Training (VET). The boundaries between Vocational education and tertiary education are becoming more blurred. A number of vocational training providers such as NMIT, BHI and WAI are now offering specialised Bachelor degrees in specific areas not being adequately provided by Universities. Such Applied Courses include in the areas of Equine studies, Winemaking and viticulture, aquaculture, Information Technology, Music, Illustration, Culinary Management and many more.

Commonwealth of Independent States

The largest and the most unified system of vocational education was created in the Soviet Union with the professional ‘no-tehnicheskoye uchilische and, Tehnikum. But it became less effective with the transition of the economies of post-Soviet countries to a market economy.

Finland

In Finland, vocational education belongs to secondary education. After the nine-year comprehensive school, almost all students choose to go to either a lukio (high school), which is an institution preparing students for tertiary education, or to a vocational school. Both forms of secondary education last three years, and give a formal qualification to enter university or ammattikorkeakoulu, i.e. Finnish polytechnics. In certain fields (e.g. the police school, air traffic control personnel training), the entrance requirements of vocational schools include completion of the lukio, thus causing the students to complete their secondary education twice.

The education in vocational school is free, and the students from low-income families are eligible for a state student grant. The curriculum is primarily vocational, and the academic part of the curriculum is adapted to the needs of a given course. The vocational schools are mostly maintained by municipalities.

After completing secondary education, one can enter higher vocational schools (ammattikorkeakoulu, or AMK) or universities.

It is also possible for a student to choose both lukio and vocational schooling. The education in such cases last usually from 3 to 4 years.

German Language Areas

Vocational education is an important part of the education systems in Austria, Germany, Liechtenstein and Switzerland (including the French and the Italian speaking parts of the country) and one element of the German model. For example, in Germany a law (the Berufsausbildungsgesetz) was passed in 1969 which regulated and unified the vocational training system and codified the shared responsibility of the state, the unions, associations and chambers of trade and industry. The system is very popular in modern Germany: in 2001, two thirds of young people aged under 22 began an apprenticeship, and 78% of them completed it, meaning that approximately 51% of all young people under 22 have completed an apprenticeship. One in three companies offered apprenticeships in 2003; in 2004 the Government signed a pledge with industrial unions that all companies except very small ones must take on apprentices. The vocational education systems in the other German speaking countries are very similar to the German system and a vocational qualification from one country is generally also recognized in the other states within this area.

Hong Kong

In Hong Kong, vocational education is usually for post-secondary 3, 5 and 7 students. The Hong Kong Institute of Vocational Education (IVE) provides training in nine different vocational fields, namely: Applied Science; Business Administration; Child Education and Community Services; Construction; Design; Printing, Textiles and Clothing; Hotel, Service and Tourism Studies; Information Technology; Electrical and Electronic Engineering; and Mechanical, Manufacturing and Industrial Engineering.

Hungary

Normally at the end of elementary school (at age 14) students are directed to one of three types of upper secondary education: one academic track (gymnasium) and two vocational tracks. Vocational secondary schools (szakközépiskola) provide four years of general education and also prepare students for the matura. These schools combine general education with some specific subjects, referred to as pre-vocational education and career orientation. At that point many students enrol in a post-secondary VET programme often at the same institution, to obtain a vocational qualification, although they may also seek entry to tertiary education. Vocational training schools (szakiskola) initially provide two years of general education, combined with some pre-vocational education and career orientation, they then choose an occupation, and then receive two or three years of vocational education and training focusing on that occupation such as bricklayer. Students do not obtain the matura but a vocational qualification at the end of a successfully completed programme. Demand for vocational training schools, both from the labour market and among students, has declined while it has increased for upper secondary schools delivering the matura.

India

Vocational training in India is provided on a full-time as well as part-time basis. Full-time programs are generally offered through Community Colleges and Industrial Training Institutes (ITIs). The nodal agency for grant the recognition to the I.T.I.s is NCVT which is under the Ministry of Labour, Government of India. Part-time programs are offered through state technical education boards or universities who also offer full-time courses. Vocational training has been successful in India in Industrial Training Institutes in engineering trades only. There are many private institutes in India which offer courses in vocational training

and finishing, but most of them have not been recognized by the Government. All the State Governments runs vocational schools. In Kerala state 389 vocational schools are there with 42 different courses. Commerce and Business, Tourism, Agriculture, Automobile, Air conditioning, Live stock management, Lab Technician are some prominent courses. There is an urgent need that the selected Universities in India offer Certificate / Diploma / Advanced Diploma courses in different areas of specialisation for employment generation and entrepreneurship development. The salient feature of the University based courses is that these are fully recognised and the students passing out are preferred for Private as well as Government jobs. The World Institution Building Programme have offered around 1800 Vocational and Employment Centric courses under the auspices of its Community Colleges.

Japan

Japanese vocational schools are known as senmon gakkō. They are part of Japan's higher education system. They are two year schools that many students study at after finishing high school (although it is not always required that students graduate from high school). Some have a wide range of majors, others only a few majors. Some examples are computer technology, fashion and English.

Korea

Vocational high schools offer programmes in five fields: agriculture, technology / engineering, commerce/business, maritime/fishery, and home economics. In principle, all students in the first year of high school (10th grade) follow a common national curriculum, In the second and third years (11th and 12th grades) students are offered courses relevant to their specialisation. In some programmes, students may participate in workplace training through co-operation between schools and local employers. The Government is now piloting Vocational Meister Schools in which workplace training is an important part of the programme. Around half of all vocational high schools are private. Private and public schools operate according to similar rules; for example, they charge the same fees for high school education, with an exemption for poorer families. The number of students in vocational high schools has decreased, from about half of students in 1995 down to about one-quarter today. To make vocational high schools more attractive, in April 2007 the Korean Government changed the name of vocational high schools into professional high schools. With the change of the name the Government also facilitated the entry of vocational high school graduates to colleges and universities. Most vocational high school students continue into tertiary education; in 2007 43% transferred to junior colleges and 25% to university. At tertiary level, vocational education and training is provided in junior colleges (two- and three-year programmes) and at polytechnic colleges. Education at junior colleges and in two-year programmes in polytechnic colleges leads to an Industrial Associate degree. Polytechnics also provide one-year programmes for craftsmen and master craftsmen and short programmes for employed workers. The requirements for admission to these institutions are in principle the same as those in the rest of tertiary sector (on the basis of the College Scholastic Aptitude Test) but candidates with vocational qualifications are given priority in the admission process. Junior colleges have expanded rapidly in response to demand and in 2006 enrolled around 27% of all tertiary students. 95% of junior college students are in private institutions. Fees charged by private colleges are approximately twice those of public institutions.

Dr. PRIYA RANJAN TRIVEDI AS A PEACE AMBASSADOR

Any role as an Ambassador, be that of peace, sports, politics, religion, health, or culture, is crucial for nation building.

If Dr. Priya Ranjan Trivedi has made an indelible mark for himself in the field of environment and education, he has made invaluable contribution to his motherland by playing the role of a cultural ambassador to perfection. In his four decade long career, he has visited numerous countries of the world, besides traversing to every nook and corner of the country. It might seem bizarre, but it's a well-known fact that the domestic and the overseas trips that he has undertaken in his life on a regular basis have all been for a particular mission, and rarely for excursions or a sabbatical with his wife and daughters.

In fact, if his daughters and wife are to be believed, they can hardly recall any specific occasion when Dr. Priya Ranjan Trivedi took them for a holiday either anywhere in the country or overseas. If Dr. Priya Ranjan Trivedi has led an unconventional life, his daughters and wife have had a definitive role in that as they never made any bones about Dr. Priya Ranjan Trivedi the father, or Dr. Priya Ranjan Trivedi, the husband sparing time for sabbaticals.

Dr. Priya Ranjan Trivedi's elder daughter Sonu explains, "It's true that my father has not taken us on any holidays, but that does not mean that he has not taken good care of us. Rather than gauging the quantitative time devoted by my father, I prefer viewing the time devoted by him for all of us from the prism of the qualitative aspect. Neither my mother nor my younger sister Tanuja can blame him as he always had a genuinely hectic schedule in life. The projects that my father had undertaken in life were always mammoth that required his unstinting time and devotion. The purpose of his foreign junkets were either to do something with education, environment, or attending some conclave, congress, seminar, summit or symposia. What is really amazing is that the majority of the trips which my father undertook were funded by his own hard earned money, and had no commercial aspect to it. Those trips had purely a philanthropic or an altruistic element to it, and nothing else. My father was conscious that he would achieve two objectives with one step. The first objective was of course, the philanthropic cause, and second was to consolidate the cultural bond between the natives of the countries that he visited and India. That he never went as a tourist can be validated from the fact that he never bothered to visit the places of tourist attraction in any of his visits as his sheer focus remained always on the mission with which he had embarked on such trips. I and my sister were always disappointed when he came back from his foreign junkets without visiting the places of tourist importance.

Though he has a humungous collection of photographs, there is a definitive monotonous component about them as they carry reflections of only and only his special programs and events. Besides being the greatest showman on earth, the legendary Raj Kapoor was also a great cultural ambassador for his country, and played a vital role in consolidating the ties between India and the erstwhile USSR. Considering my father's remarkable role in consolidating India's ties with so many other countries, he has cemented his place for being one of the most outstanding cultural ambassadors of our country. While the

Government appointed ambassadors play their role with all astuteness and diplomacy, my father has played his role with all fervour and passion. Having strong ties with other countries has always been the hallmark of India's foreign policy. While diplomats and ambassadors have their role carved out, self-styled ambassadors like my father have done a world of good to the nation by rendering a great service in further strengthening the ties at the international level.

My father's educational accomplishments and his meteoric success at an early phase of his career made a great deal of impact in the overseas events where he participated. People often used to ask Dr. Priya Ranjan Trivedi the mantra of his success, and like an old gramophone set, he would always be consistent in saying that it was his he would always Just like there is no shortcut to success, my father too has been able to leave an everlasting impression on people all around the world due to his educational accomplishments and how he managed to achieve a meteoric success at such an early age.

Foreign ambassadors and diplomats have always gelled with my father well, and have never declined an invite for any of his event or program in the city. There have been times when as many as 10-15 ambassadors of different countries to India have graced my father's events together. One reason why they have loved coming again and again to his events is the personal touch that he gives to his revered guests. I would like to make a special mention about my father's excellent time management skills which too has been the reason of his success in terms of how he manages to sustain the interest of his special guests that they stay till the very culmination of his events. Chief Guests or Guests of Honour making a quick exit from events where they have been invited is a common sight. However, the chief guests in my father's events usually remain not only till the very end, but are also at complete ease gelling with other guests and participants irrespective of their status or high position. Just like Rome was not built in a day, it has taken a lifetime for my father to inculcate bonds with all his overseas friends and expats. His emphasis has not been merely to add new friends to his contacts list, but to see that his equation and bonding with them blossoms with passage of time."

At any time of the year, one can see some of his overseas friends lodged up at one of his guest rooms adjoining his residence in Paryavaran Complex. Depending upon the work assignments with which these guests come, 15 days, one month, two months or six months etc., the guests develop a penchant for the Indian cuisines and delicacies, and vice versa, get an opportunity to educate the chefs of Dr. Priya Ranjan Trivedi about their traditional cuisines.

This culinary exchange of ideas and recipes plays a great role in bolstering the bond between the foreign guests and the local inhabitants of Paryavaran.

The reason why his foreign friends love coming to Paryavaran again and again is not just Dr. Priya Ranjan Trivedi's warm hospitality, but the fact that they find his place to be a perfect melting pot of different cultures, and beliefs.

Not for the sake of courtesy, but his friends hailing from different parts of the world often

confess that they love coming to this place again as it has a homely touch, besides abundant peace and tranquillity.

As far as kitchens in the Dr. Priya Ranjan Trivedi's household at Paryavaran Complex go, there are numerous in numbers as the place is perpetually flocked with visitors and guests lodged up at the different guest rooms. Talk to any of the foreign guests, or those from states outside Delhi, and they will have their own unique tales to narrate about the munificence of Dr. Priya Ranjan Trivedi and his "best" half Nisha Jeewachh. Unlike those that preach or swear by secularism, Dr. Priya Ranjan Trivedi practices secularism every day, every hour and every moment. The fact that there is space and tolerance for all faiths and religions in his vast household speaks volumes for itself. At any time of the year, one can bump into people hailing from diverse religious antecedents lodged up at his place. For those that are continually staking their rights over secularism, must come and visit the mini India that exists in Paryavaran Complex. In fact, to be more specific, Paryavaran Complex resembles a mini cosmopolitan world, and is always brimming with activities. There's never a dull moment in this part of the world, as it makes an enchanting sight to see people of different cultures, traditions, faiths, and customs bond with each other during the breakfast hours, lunch or the dinner time. An old acquaintance of Dr. Priya Ranjan Trivedi, Dr. Ravi Jyee from Jammu has been a regular visitor to the Paryavaran Complex since the past twenty years, and usually stays for a about month when he is in Delhi on important assignments.

Narrating his experiences at the Paryavaran Complex, Dr. Ravi Jyee shares, "The last twenty years of my life have been a real revelation ever since I came in touch with the legend named Dr. Priya Ranjan Trivedi. I can clearly recall that in the 1990s, I had to stay put in Paryavaran Complex for a night as I had to catch an early morning flight to Srinagar the next day. Though I had the option of staying at my cousin's place in Noida, it was not feasible to do so owing to the distance from Noida to the airport. When Dr. Priya Ranjan Trivedi came to know about this, he instantly offered his guest room, and requested me to stay there for the night. Little did I know that it was just the beginning of a new phase for me in life. Twenty years later, I take pride to say that the Paryavaran Complex is my second home, and my joy knows no bounds when I inform my friends and relations about my Delhi home. Such exemplary is the warmth and hospitality of Dr. Priya Ranjan Trivedi and his wife that one does not feel like a freeloader or a liability. One can walk into the kitchen, or place the food order to the chef at any time of the day. What sets this place apart from others is that you can place the menu of your choice, and not have to settle for the menu of the day. This surely is a privilege which one can enjoy only while staying at the Paryavaran Complex. Simply implying that however close a relation may be, even then one cannot have the privilege of throwing so many tantrums.

More often than not, guests also enjoy the privilege of being dropped or getting picked from the Railway Station, or the Airport. Depending upon the bond that one shares with this great man, one has the freedom to invite their guests over lunch or dinner. I have no inhibition in saying that I have regularly invited my guests from Srinagar for important meetings, and they have enjoyed the hospitality of Dr. Priya Ranjan Trivedi for days together. During the daytime, the guests can avail the computer facilities sitting in the various office buildings of the Paryavaran Complex. While there may be a cap on the number of times, one can order a cup of tea or a coffee staying at a friends or a relatives

place, there is absolutely no such restraints during the stay at Paryavaran. Staying at Paryavaran Complex has numerous other advantages as I discovered with passage of time.

Mingling with the other guests hailing from different professional backgrounds, faiths and cultures opens the floodgates for myriad of exciting avenues. One need not go to places like the Gymkhana Club, the IHC or the IIC for consolidating their networking as you get to meet so many wonderful people on a regular basis staying in the Paryavaran Complex campus. I cannot resist the temptation to share how people from different nationalities that met each other during their brief stay at the Paryavaran Complex, are today not only the best of friends, but have collaborated for some business ventures or other important projects. A gentleman from Spain and Italy who stayed in Paryavaran Complex is today the best of friends with a peace activist from USA, kind courtesy Dr. Priya Ranjan Trivedi who not only brought the two together, but devoted time to see how the two of them can benefit holistically and professionally in the larger interest of their families and the humanity. That Dr. Priya Ranjan Trivedi has not charged a single new penny to any of his guests that have been staying at his guest rooms since the past many years is enough to prove that he has been indulging in all these altruistic acts sans any self-vested intent or desire. I will be honest as I say that it took me a while to actually conclude that the phenomenon named Dr. Priya Ranjan Trivedi was doing all so, simply because hospitality comes naturally to him.

His foreign friends too have never disappointed him as they literally accord a red carpet welcome to him when he's visiting their country on some important mission. While Prof. Trivedi has incessantly ensured that his friends stay at Paryavaran when they happen to be touring Delhi, he has consciously refrained from bothering his friends when he is visiting their country or the city. Every time as I leave my Jammu home for undertaking the Delhi based assignments, I do so with a heavy heart, however the warmth with which I am received at the Paryavaran Complex, I feel totally at ease, and my emotions turn into joy. The guests that throng the Paryavaran Complex round the year are always treated as an extended family unit, and are given all the importance to take part in the family discussions happening around the porch, the dining halls, tea lounge, or in the open Baithak area. If I were to enlist the most incredible aspect about the Dr. Priya Ranjan Trivedi household, the fact that there is no element of any surreptitiousness in the discussions, or the meetings taking place at the Paryavaran Complex, is what stuns me and so many other guests. In all our years of camaraderie, Dr. Priya Ranjan Trivedi has remained the same, and till date maintains the custom of discussing his professional as well as personal matters in an open environment sans any inhibitions. Although there are many dining halls in the household, he would request his guests to join him at the main dining hall during the lunch and the dining time.

This exercise is done by both Dr. Priya Ranjan Trivedi and his wife to give a personalized touch of their hospitality to their guests. Even when he is away on tours, he would make it a point to enquire about the well-being of not just his relations, but also the guests lodged up at Paryavaran. I often ask myself- Where on earth would you find such people? There is just no disparity as far as the delicacies and the menu preparations at the Paryavaran Complex goes. If a special delicacy has been prepared for the family relations, the chefs are not to be instructed that they have to serve the special dish to the other guests too in the campus, for they are all aware that Dr. Priya Ranjan Trivedi is dead averse to any sort

of bias or disparity. The guests are free to air their grievances, if any related to the quality of the food, or the manner in which it has been prepared. Albeit, Dr. Priya Ranjan Trivedi is a strict vegetarian, there is no embargo on the preparation of non-vegetarian cuisines at his place in the separate kitchen in the premises. The exorbitant monthly food bills at the Paryavaran Complex would give jitters to any ordinary being, but Dr. Priya Ranjan Trivedi being an exception, takes it all sportingly”.

Be it the festival of Diwali, Christmas, or the Holy Month of Ramadan, Dr. Priya Ranjan Trivedi has since the past many years been organizing get together's at his place, where guests get to savour scrumptious delicacies. On 15th August and 26th January too, he has been organizing lunch for close to 1500 people. His special get together's are duly graced by people from different nooks and corners of the city. At both his house as well as in various offices, one gets to see people of different caste, creed and religion working in complete harmony.

In his lifetime, Dr. Priya Ranjan Trivedi has visited countries such as USA, UK, Germany, France, Norway, Paraguay, Uruguay, Brazil, Indonesia, Singapore, Italy, Australia, New Zealand, Switzerland, Chile, China, Japan, Myanmar, Nepal, Sweden, Romania, Peru, Bulgaria, etc. His memory is so sharp that he can utter the names of almost 15- 20 persons in a jiffy that he must have met in a particular country. It has been his passion for learning about new culture, traditions and the lifestyle of different countries that has won him friends all over the world. He has many overseas friends with whom he happens to have a mutual admiration society. Prominent among them being Charles Mercieca, President, IAERP, USA, Lana Yang (USA), Dr. Henryk Skolimowski (POLAND, an Eco Philosopher, Ishtar D-Adler (Italy), Cosy Back (Germany), Tiziana Ciasullo (Italy), Sharon Dawson (UK), Gabriela LoRe (Italy), Francesco Prevosti (Brazil), Rodolf Scinider (Switzerland), Tout de Best (The Netherlands), Dr Charo Carrillo (Spain) and James R Champion (USA).

As a ritual, Dr. Priya Ranjan Trivedi has been extending invites to these special friends for his key events in India, and vice versa, these friends too have been inviting him to their countries for participating in events.

If Dr. Priya Ranjan Trivedi has never failed to give due regards to his foreign friends by inviting them on the dais, or providing them an adequate forum for conveying their point of view, his friends too have reciprocated his affection and warmth by reserving an exclusive slot for him to put his point across before a packed house overseas.

Many a times, Dr. Priya Ranjan Trivedi has managed to befriend people who are inept in both understanding as well as conversing in English. In such a scenario, either an interpreter, or sometimes even without them, he has been successful in striking a rapport with them. Like Raj Kapoor, Dr. Priya Ranjan Trivedi too has been a showman, but of a different genre. While Raj Kapoor attempted to convey his social message through the medium of cinema, Dr. Priya Ranjan Trivedi has done the same through his conclaves, summits, congresses, symposia's, conference's etc.

Dr. Priya Ranjan Trivedi's younger daughter Dr. Tanuja Trivedi makes an interesting observation, “Raj Kapoor's movies were usually close to 3 hours, and so have been my dad's programs. If it takes months for a movie to be made, ditto has been the case with my father's programs in IIC, or other big international venues.

For any new program, it has usually taken months of hard work and meticulous planning.

It is a sight to behold when my father is working with his team planning for any new big program. The adrenaline levels need to be seen and sensed to be believed. This is the reason why his programs can never be termed as events. If an award is constituted for organizing the maximum number of intellectually inclined programs, it would indubitably be conferred on the indefatigable Dr. Priya Ranjan Trivedi for the simple reason that he must have organized more than 600 events in IIC alone, and that too, mostly as a “one man show”. In most of the national level events where foreign delegates too have been invited, he unfailingly makes a mention of the USPs of the country to which they belong, thereby giving them their due share of recognition and importance. Likewise when Dr. Priya Ranjan Trivedi is addressing a gathering overseas, he never misses an opportunity to highlight the outstanding aspects about India before the foreign audience.

No wonder, this is why the sobriquet “cultural ambassador” has been conferred on him by his political, bureaucrat and college friends.”

Dr. Priya Ranjan Trivedi has always said that consolidating cultural bonds is the first step towards resolving complex issues and matters of grave significance between two nations. There have been nations that have been at loggerheads since ages, but with the intervention of cultural ambassadors, it has paved the way for a more cordial relation.

Cultural ambassadors could be anyone ranging from the performing artists such as dancers, musicians, or the sculptors, yoga gurus, literary figures, authors etc. who go on a cultural exchange visa to other nations for live shows or exhibiting their talent. At times, they perform with their troupe, or sometimes do a jugalbandi with the overseas artists.

When artists from different nations perform collectively, not only is it a visual delight for the audience, but it also helps in improving the relations between those nations. The unity in cultural diversity has often been a unifying factor between different nations.

Organizing and participating in cultural exchange programs has incidentally always been the hallmark of India's foreign policy.

As luck would have it, Dr. Priya Ranjan Trivedi has played a pioneering role in not just organizing cultural program overseas or for overseas delegates in India, but has also inspired many schools and colleges of the country to initiate student exchange program on a regular basis.

Enunciating more on the same, Dr. Priya Ranjan Trivedi articulates, “A student exchange program is a program in which students from a secondary school or university study overseas at one of their institution's partner institutions. A student exchange program may involve international travel, but does not necessarily require the student to study outside of his or her home country. For example, the National Student Exchange program (NSE) offers placements throughout the United States and Canada. The genesis of Foreign exchange programs happened to facilitate practical training and employment and the sharing of history, culture, and traditions of the participants' home country. The term “exchange” implying that a partner institution accepts a student, but it is not mandatory for the students to find a counterpart from the other institution with whom to exchange. Exchange students live with a host family, or in a designated place such as a hostel, an apartment, or a student lodging. Costs for the program vary from country to country and institution. Participants fund their participation via scholarships, loans, or self-funding. Student exchanges became popular after World War II, and are intended to increase the participants'

understanding and tolerance of other cultures, as well as improving their language skills and broadening their social horizons. An exchange student typically stays in the host country for a period of 6 to 10 months. International students, or those on study abroad programs may stay in the host country for several years.

Some exchange programs offer academic credit. A short-term exchange program also known as summer/intensive or cultural exchange program, focusses on homestays, language skills, community service, or cultural activities. High school and university students can apply for the programs through various Government or non-Governmental organizations that organize the programs. A short-term exchange lasts from one week to three month and doesn't require that the student to study in any particular school or institution.

The students are exposed to an intensive program that increases their understanding of other cultures, communities, and languages. A long-term exchange, on the other hand, is one that lasts six to ten months, or up to one full year. Participants attend high school in their host countries, through a student visa. Typically, guest students coming to the United States are issued a J-1 cultural exchange visa, or an F-1 foreign student visa. Students are expected to integrate themselves into the host family, immersing themselves in the local community and surroundings. Upon their return to their home country, they are expected to incorporate this knowledge into their daily lives, as well as give a presentation on their experience to their sponsors. Many exchange programs expect students to be able converse in the language of the host country, at least on a basic level.

Some programs require students to pass a standardized test for English language comprehension prior to being accepted into a program taking them to the United States. Other programs do not examine language ability. Most exchange students become fluent in the language of the host country within a few months.”

Dr. Priya Ranjan Trivedi has spoken about the pertinence of student exchange programs in not just the educational summits and seminars organized by Confederation of Indian Universities (CIU), but also during the cultural events as well as programs organized under the banner of World Management Congress, World Environment Congress, and International Association of Educators for World Peace (IAEWP) etc. He has substantiated how student exchange program have helped in improving cultural as well as economic relations between two countries. When students share their memorable moments with their family members and other people, it does a world of good to the relations. The warm hospitality extended by the host country towards the participating student of the other country has a certain progressive impact.

Dr. Priya Ranjan Trivedi has played a momentous role in resolving international level disputes arising in mergers and acquisitions between various parties. Making optimum use of his vast experience and good cultural relations that he has inculcated over the years with prominent personalities of different nationalities, he is able to explore an amicable middle path solution for the conflicting parties.

It would do a great deal of injustice to the man if his role as a peace crusader is not mentioned adequately.

Just like his unrelenting crusades for environment protection, skill development, globalization of education, his efforts towards achieving world peace deserves all plaudits. Be it the Paryavaran Complex, IIC or any place in the country or overseas, Dr. Priya

Ranjan Trivedi has emphasized consistently on world peace, and its relevance for the humanity on the whole. Adds Dr. Priya Ranjan Trivedi, “It is imprudent to merely assess the ramification of a long bloody war in Iraq or Iran from the prism of petrol price escalation, as there's much more to it than meets the eye. Gone are the days when we could afford to look the other way when a war was on between two different countries. This because, a contingency situation such as “war” is bound to leave its mark on all other nations at some point or the other. Wars waged due to expansionism, or to eliminate the terror hubs, or simply on notion that a particular country has weapons of mass destruction (WMD) won't lead to constructive outcomes, but only cause mass scale apocalypse.

I am fortunate to have been associated with the world renowned body named “International Association of Educators for World Peace” (IAEWP) which came into being in the year 1969. IAEWP was established by Dr. Charles Mercieca in the august presence of representatives of more than 55 countries. The key objective behind launching the IAEWP was to bring and maintain peace on the Mother Earth by promoting peace education as a mass movement. The first important meeting and session of the IAEWP took place in Norway in the year 1970 by a selected group of peace educators lead by Dr. Charles Mercieca. It was during this important session that the first Charter of the IAEWP was drafted and unanimously passed with a view to running this important international organization in all countries of the world.

IAEWP became a famous non-political, non-governmental and non-profit making international body geared towards the attainment of international understanding and world peace within a few years after its inception. IAEWP got recognition as an NGO affiliate of the Economic and Social Council (ECOSOC) of the United Nations in the year 1973. Later on, the IAEWP also joined the Department of Public Information (DPI) of the United Nations. The then United Nations Secretary General Javier Perez de Cuellar designated IAEWP as a Peace Messenger of the World on behalf of the UN General Assembly in recognition of the significant contributions made by IAEWP for furthering the objectives of the 1986 International Year of Peace. The IAEWP got officially linked with the United Nations Children's Fund (UNICEF) in the year 1990. The IAEWP is also attached with the United Nations Conference on Environment and Development (UNCED) and the United Nations Educational Scientific and Cultural Organization (UNESCO). I have attended numerous events organized by IAEWP in different parts of the globe, and have always reiterated the strong Indian sentiment for ensuring world peace. As crusaders of peace, we have been propagating how Global Peace can not only help save humungous loss of wealth, but also precious human lives. There is nothing more gratifying and noble than getting two warring nations on the discussion table. Through the medium of our seminars and summits on world peace, we dwell upon the root causes of peacelessness, and then explore solutions to the most intricate of issues”.

Events have been a way of life for Dr. Priya Ranjan Trivedi, and he has given them an altogether new dimension. In that sense, it would be no hyperbolic analogy to draw between him and Sergey Bubka, the legendary Ukranian Pole Vaulter who etched his name in record books for not only setting new milestones, but more significantly because he used to break his own records every time he stepped on to the field. The fact that most of the time he broke his own record clearly proves his dominance in this sporting event. To be precise, Bubka had broken the world record as many as 35 times in the men's pole vaulting. With

these exemplary feats, the genius sports star had raised the bar so high that other competitors knew that emulating him was next to impossible. By organizing and registering his presence in the most crucial national and international level events, Dr. Priya Ranjan Trivedi has in a way, raised the bar so high for other aspirants and contestants that it would take them a long while to emulate him. Every program boasts of some unique achievements, and this is what differentiates Dr. Priya Ranjan Trivedi's programs from others. Former Delhi CM Dr. Sahib Singh Verma, had once famously remarked during a seminar that the contribution of Dr. Priya Ranjan Trivedi towards mankind is unparalleled, and that he envies the energy and passion of Dr. Priya Ranjan Trivedi.

Former Union Minister Dr. C P Thakur, a regular to Dr. Priya Ranjan Trivedi's program too has applauded him for his innovative programs which usually have "larger than life" themes and objectives.

People who have been regular to Dr. Priya Ranjan Trivedi's workshops, seminars, or summits would never say that they are going for attending a Dr. Priya Ranjan Trivedi event. On the contrary, they would always say that they are going for attending a Dr. Priya Ranjan Trivedi program. On the face of it, there may not be much difference between an event and a program, but when Dr. Tuli gets going with his elucidation, one gets to learn the actual distinction. An event, according to Dr. Tuli has a limited lifespan, and has a culmination after a while. A program on the other hand, is a long lasting campaign that is organized to convey a strong theme. There is an element of continuity in a program, and there are numerous take away's in the form of learning's from a programme.

Dr. Priya Ranjan Trivedi's programs have unremittingly been intellectually oriented, and one gets to learn so many new things from them. Another amazing facet being that they have many riveting dimensions to them.

The concept of "jugalbandi" or "fusion" as they say in English, was introduced by Dr. Priya Ranjan Trivedi, though he would not like to take the credit for the same. Unlike programs that lasted for few hours or maybe 1-2 days, it was impossible to predict the length and the span of Dr. Priya Ranjan Trivedi's programs as he could maneuver them at will, and with all elan. There have been occasions when his programs have lasted for 11-12 days, while some programs have lasted for marathon sessions ending well past midnight. Friends like Dr. Vimal Malik or Dr. Subhash Chandra have been witness to some of the programs, and what really left them spellbound was the fact that he was able to allure an altogether new set of audience for his program everyday. If a program was organized for 10 days, then one could trust Dr. Priya Ranjan Trivedi to attract new set of people for every new session.

As a true cultural ambassador, he has given numerous opportunities to performing artists from both India as well as overseas to showcase their talent before an international audience. Realizing the need to bridge the cultural divides, he took the bold initiative of doing a jugalbandi between a popular foreign rock singer and an Indian Sitarist.

He has never shied from experimenting with various forms of dance and music on the stage. Similarly he has inspired many upcoming Indian artists to perform with foreign artists for initiating a new trend of performing arts. For the mixed crowd attending his programs, the experience is truly refreshing and enthralling.

When a program with a strong social theme is meticulously planned by Dr. Priya Ranjan Trivedi and his team, they are sure of the response it would evoke which is why they don't

have to desperately pester their guests and friends at the eleventh hour for gracing their programs to merely fill the seats of the spacious auditorium much like the current trend of the day where organizers are themselves not sure of what they are really aspiring to do and achieve eventually.

When the invites are sent to the guests of Dr. Priya Ranjan Trivedi, they are sure that they are going to be part of some enthralling cultural extravaganza which is why they have been regularly attending them year after year.

The IAEWP award ceremony is one of the most awaited events of the year, and Dr. Priya Ranjan Trivedi's role has been crucial. Though there is a big jury to decide the awardees, his suggestions and inputs are always incorporated.

As the President of Alabama (USA) based IAEWP South Asia Vice President, IAEWP and Chancellor for the National Capital Territory of Delhi, Dr. Priya Ranjan Trivedi has been shouldering many responsibilities. He has always been in the forefront when it comes to taking key initiatives and organizing important programs in a short time span. His role has been deeply lauded in Programs such as the Lifetime Achievement Award instituted by the United Nations affiliated International Association of Educators for World Peace (IAEWP) - ECOSOC, UNDPI, UNICEF, UNESCO and the Green State of the Year Award.

The inaugural function of the 33rd World Management Congress was a highly successful one as more than 500 foreign and Indian delegates attended the program that also saw the laying the foundation stone of the Ziro based Indira Gandhi Technological and Medical Sciences University (IGTAMSU) on 28 December 2012 in the presence of several Ministers, MPs and MLAs from Arunachal Pradesh. As the Chancellor of IGTAMSU, PRT enlightened the audience about the different Bachelor's and Master's Degrees programs in the areas of engineering, paramedical sciences, architecture, information technology, business administration, medicinal plants, hospitality management etc. for not only the students from Arunachal Pradesh and the North East, but also for students from different countries in Asia, Africa, Europe, Oceania, North and South America. He expressed optimism that by opening the university frontiers for foreign students would not only bring in more foreign exchange, but will also do a world of good to the cause of Indian Universities, as it would glorify the image of Indian educational system.

The history of the World Management Congress (WMC) and the Higher Education And Development (HEAD) Summit date back to 28-31 December, 1980 when the first such Congress was organized with a view to making the World Citizenry aware regarding the need for bringing productivity through management techniques. Inaugurated by the then Union Minister for Commerce, Steel and Mines, Government of India, Hon'ble Shri Pranab Kumar Mukherjee on 28th December, 1980, the Congress discussed different emerging issues of management for designing a Masterplan paradigm for the coming 20 years for locating a critical path to enter the 21st century, and the third millennium.

Since then such congresses and conventions have been organized every year in India as well as in different countries under the dynamic leadership of the President of the World Management Congress as well as the President of the Higher Education And Development (HEAD) Summit, Dr. Priya Ranjan Trivedi, indubitably one of the greatest institution builders of the country.

The 34th and the 35th World Management Congress, 2013 were organized at New Delhi and

Pune respectively with the theme “Emerging Trends in Studies, Training, Research and Consultancy in the areas of Commerce Management, Vocational and Technological Education” and “Changing Dimensions of Management Education”.

The Congress have been a resounding success as top notch Policy Makers, CEOs, Management Educators, Bureaucrats, Technocrats, Diplomats, Industrialist, Entrepreneurs, NGO Activists, Consultants graced the occasion with their benign presence. His programs incidentally mostly have sub-themes attached to them namely “National Development by Solving the Problem of Peacelessness”, “National Development by Solving the Problem of Unemployment”, “National Development by Solving the Problem of Pollution”, “National Development by Solving the Problem of Population Explosion”, “National Development by Solving the Problem of Faulty Educational System” etc.

A true stalwart in his field, Dr. Priya Ranjan Trivedi's programs have regularly the presence of Ministers of the Central / Federal and the State Governments, MPs, MLAs, Councillors, Secretaries to the Central / Federal and the State Governments, Chairman and Managing Directors / CEOs of the Public / Private Sector Organizations, Vice Chancellors of Universities, Principals, Deans and Heads of the Departments from Colleges / Schools, Ambassadors, High Commissioners and Representatives of International Bodies, NGO Heads.

There is a ritual of Development Pledge in his programs which is read out by all delegates. In the inaugural session on 30th December, 2014, the pledge comprised the following contents-

1. We will develop the capabilities of the young citizenries to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.
2. We will incorporate into our daily lives the values of global social responsibility as portrayed in the national as well as international initiatives.
3. We will create frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.
4. We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.
5. We will interact with experts in the Governments, Ministries, Policy Planning Organisations, Diplomatic Missions, Universities, Public and Private Sectors undertakings to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.

Besides being a cultural ambassador, Dr. Priya Ranjan Trivedi has unofficially played the role of a peace and spiritual ambassador for the country. By introducing renowned spiritual leader Lama Gangchen with Charles Mertia of IAEWP, he did a great service to humanity. Dr. Priya Ranjan Trivedi has organized various spiritual events under the banner of “World Spiritual Parliament”. Besides he has registered his presence in several key spiritual events at different phases of your professional life. Needless to say, he has had a long association with many prominent spiritual leaders. As the President of South Asia of IAEWP, he has

shouldered all sorts of key roles and responsibilities. Through the medium of global forums such as the IAEWP, Dr. Priya Ranjan Trivedi has been successful in efficiently addressing the burning issue of peacelessness and global terrorism. Myriads of events and programs have been organized under the IAEWP banner, and Dr. Priya Ranjan Trivedi in particular, makes the optimum use of all opportunities.

Experts believe that peace ambassadors like Dr. Priya Ranjan Trivedi and the world famous Lama Gangchen can play a significant role in resolving myriads of complex problems in the world, and thus help in making the world a better and safer place to live in. Such ambassadors of peace, love and harmony will have to chip in, for ensuring truce between warring nations, or ensure truce between big establishments. If peace can be restored, it will mitigate lot of superfluous expenditure that goes down the drain every year.

Under the globally acclaimed banner of “World Management Congress” (WMC) conceptualized and founded by the legendary institution builder Dr. Priya Ranjan Trivedi 39 years ago in 1980, myriads of congresses and conventions on different pertinent subjects have been organized at different destinations all around the country in the larger interests of the humanity. The key objective behind the events being to draw the attention of the society, the stakeholders and the responsible authorities towards grave issues such as healthcare lacunas, environmental challenges, optimally availing the best benefits of complimentary medicine, threats to world peace and combating terrorism, poverty alleviation measures, implementing skill development programmes for creating employment opportunities, measures to check population explosion, national integration mega plans, innovative plans for ensuring women safety, women empowerment, correcting the flaws in the present day educational system etc.

While the annual and the other mega events are organized in venues like Delhi's IIC, and Gurgaon's Uruswati Arts and Habitat Centre, regular fortnightly events are hosted at the Paryavaran Complex, South of Saket. Talking about the need to promote medical tourism, Dr. Priya Ranjan Trivedi opines, “When we talk about medical tourism, the general belief is that citizens of nations lagging in medical infrastructure are primarily the ones that make a beeline towards India in seek of superior healthcare amenities. However as one does a reality check, this myth gets busted as citizens of nations with fairly good medical infrastructure too have been heading towards India as it happens to be an economically viable proposition for them. A substantial segment of the society is still oblivious of the fact that there exists enormous scope of medical tourism being explored and tapped in a two prong cycle meaning in simpler terms that there is immense potential for Indian hospitals and pharmaceutical companies to set up new bases globally in different destinations. When we talk of medical infrastructure in totality, it connotes a vast spectrum comprising the multispecialty hospitals replete with the latest medical equipments, gadgets, the technology, and the seasoned medical fraternity.

The scope of medical tourism is gargantuan especially as the humanity is plagued by various sorts of complicated ailments and diseases. The fact that there are specialists in almost all genres to take care of all such intricate health related problems in India is what sets India apart from the rest of the other countries in the 21st century. Besides the conventional system of medicine, we have other curative treatments too such as the age old Ayurveda and the naturopath module.

The homeopath system of treatment comes with its own set of merits as it has negligible

side effects. In addition, India is a big hub of myriads of alternate system of treatments namely yoga, reiki, acupuncture, spa etc. Medical Tourism will grow manifold in India when we eliminate the role of touts and thus give a fair deal to the foreign patients. Organizing regular events to promote the cause of medical tourism too would be an excellent idea. It is imperative on every citizen's part to be cordial to the foreign guests irrespective whether they are tourists, patients or students as it helps in consolidating the ties of India with other nations. We have been organizing events for educating citizens about "Atithi Devo Bhav" which implies that the guest is God. If we accord a warm, affable treatment to our foreign guests, it glorifies the country's image. Vice versa, if a foreign guest to India gets subjected to a shabby treatment, or has a bitter experience, it puts a blot on the country's image. Just like good relations between two countries opens frontiers for many wonderful opportunities, bitter or cold relations between two nations puts the progressive mutual development plans on the backburner."

Dr. Priya Ranjan Trivedi's programs are known for starting on time, but there is no fixed time of their culmination. A classic instance of the same being a special Medical Tourism Conclave in Paryavaran Complex that went well past the midnight. The conclave was a grand success as it helped in exploring the key remedial measures needed to address the existing lacunas in the modern day healthcare system. Akin to an audience viewing a live stage play, a cricket match, a movie, or a parliament session in full action, the riveting Conclave too had an impressive turnout of spectators who came to witness crucial healthcare related issues being brainstormed threadbare by the experts from diverse fields in an ambience of total transparency. Executive Director of United Nations Global Compact Network India Dr. Pooran Chandra Pandey who was one of the key speakers in the Conclave lauded Dr. Priya Ranjan Trivedi for having conducted a highly innovative, and invigorating session on medical tourism. The event also saw the national launch of Dr. Priya Ranjan Trivedi's book on Medical Tourism titled "Unlocking the Myth of Medical Tourism". Prior to the actual Conclave, there was an open house session with the healthcare experts responding to the questions raised by the audience. The marathon conclave concluded well past midnight with the delegate members unraveling a 20 point resolution to be submitted to the representatives of the new Central Government. In the next couple of years, Dr. Priya Ranjan Trivedi is all set to address a holistic amalgamation of intellectual, social, economic, health, spiritual, educational and cultural issues through workshops, seminars, conferences, conventions, conclaves, symposiums.

47 year old Dr Avinash Chiranjeev has spent close to 27 years with Dr. Priya Ranjan Trivedi, and takes great pride in describing Dr. Priya Ranjan Trivedi as a "unique phenomenon". He regards Dr. Priya Ranjan Trivedi as his mentor, and credits him for giving a great deal of exposure through his regular events. Like a shadow, Dr. Avinash has followed PRT in the different events organized at various places all over the country in the last 25 years. Though Dr. Avinash must have spent close to three decades with his idol, he rues that PRT still remains an enigma for him after all these years of their association.

Sharing more vital facts about his mentor, Dr. Avinash says, "The reason why I say that "Dr. Priya Ranjan Trivedi", my mentor is an enigma is because even after such a long period of association, I am still unraveling some new facet about his personality every day. He has lead an extremely colourful and challenging life that one cannot help being in awe of him. If he has to introduce any of his staff or employee to a new delegate or guest, he or

she gets introduced as a "colleague" of Dr. Priya Ranjan Trivedi, and not as an "employee". The fact that he has been able to keep his energy and passion levels at a "constant" is the most extraordinary aspect about him. He still takes every new project with the similar enthusiasm and zeal that he displayed 20-25 years ago. It may seem to a new person initially that Dr. Priya Ranjan Trivedi is somewhat temperamental and tends to lose cool at the drop of a hat, but as they spend more time with him, they discover his actual side which has abundance of warmth and hospitality. It's a usual sight to see people from diverse professional backgrounds, faiths and regions queued up outside his residence or office in seek of his exert guidance or some sort of an assistance. However busy a schedule he may have for the day, he does not turn anyone away from his place unless and until their grievance or query has been satisfactorily addressed. The fact that he has spent a lifetime consolidating the ties between people of different cultures, race, regions and countries is why he is referred to as a "cultural ambassador" of the country.

The credit for organizing global level events with a substantial participation of foreign nationals goes to him. It's a well acknowledged fact that he has played a momentous role in bridging the cultural and intellectual divides between India and other nations. He needs to be awarded by the Government for his incredible accomplishments and contribution to the nation and the humanity. One can write a full book on his memorable experiences and interactions that he has had with his overseas friends, colleagues and delegates during the different international seminars and summits that he has been a part of. Cultural, academic and intellectual ambassadors like him have played an important role in bolstering the ties between our country and other nations. Equally pertinent is to make a mention of his association with global organizations such as IAEWP, World Spiritual Parliament etc.

In his different events and programs, Dr. Priya Ranjan Trivedi often talks about attitudinal and behavioural changes, and the compatibility factor. He has organized events under different banners on a periodic basis year after year. The unique aspect being that he has managed to rope in participants spanning different professions, occupations for his programs. This is where he leaves other far behind. The live events organized by him at destinations namely the IIC, IHC, or the Paryavaran Complex have been responsible to a great extent in giving the much needed impetus to the different public welfare projects and initiatives. Many a times, senior bureaucrats and political leaders have acknowledged that Dr. Priya Ranjan Trivedi's events have played a great role in transforming the outlook and mindset of citizens. In fact, they have gone on record to say that his events have been instrumental in the process of ushering in new reforms in the larger interests of the masses.

Many top ranked politicians have publicly lauded him for his extraordinarily high professional standards of organizing and hosting mega scale events. Unlike events where one gets to see old faces year after year, events organized by Dr. Priya Ranjan Trivedi boast of new personalities every time. This he has been doing so intentionally to widen the ambit of his projects as well as expand the existing network of friends and colleagues. Rarely does one come across such an iconic personality in their lifetime who has made such humungous contribution to humanity, and yet not craving for any big national level award. People who have been associated with him for years such as I and Dr. U K Singh, vouch that he needs to be felicitated with a lifetime award for having organized a record number of intellectually and academically oriented events at prominent destinations all over the country at different time phases. I wonder from where he draws the strength and

motivation for all these marathon efforts. His participation and association with events having different themes have done wonders by adding different colours and flavours to his life profile. As the force multiplier behind significant symposiums, seminars, conferences, summits, conclaves, congresses, webinars, he has simply raised the bar so high that today he is neither pitted against anyone, nor is he chasing any goalpost. The others in the fray are instead chasing a milestone named “Dr. Priya Ranjan Trivedi”.

For his contribution as a cultural and peace ambassador, PRT has been felicitated with the Fountain of Universal Peace Award of United States of America’s IAEWP which is affiliated to ECOSOC of the United Nations signed by Dr. Joachim Schuster, Secretary General. He is also the recipient of World Peace Academy’s Mahatma Gandhi International Award from Alabama, USA signed by the President Dr. C. Mercieca.

Academie Europeenne Des Arts, Paris Special Diplome “Ad Honores” signed by the President M. Mourice GIBERT too has been conferred on him besides the coveted Global Award on Peace, Mercy and Tolerance cosponsored by Association Internationale des Educateurs pour la Paix Mondiale (AIEPM), Brussels.

The Director of RTI Institute of India, Manish Shekhar who has known Dr. Priya Ranjan Trivedi for the past 20 years says, “In his lifetime, Prof. Trivedi must have played host to more than 1000 foreign guests at his place. A substantial number out of these foreign guests have been regular visitors to Paryavaran Complex who have stayed here for a period ranging from a week to six months. During the stay, there is a great deal of exchange of ideas and thoughts between the overseas guests and the local inhabitants of Paryavaran, which helps in strengthening the bonding between them. Over the years, both Dr. Priya Ranjan Trivedi and his wife have become habituated to hosting the guests all around the campus that they find something seriously amiss if they are not seen thronging the campus. That is what you call “bonafide hosts and bonafide hospitality”. There was often a perception nurtured by Dr. Priya Ranjan Trivedi’s critics that he was playing the role of a great host to probably avoid paying taxes. Well one can only pity their ignorance as his income is all tax free. The fact remains that it takes a heart of gold to play host to national and international guests, months after months, year after year, as only those that believe in the concept of bonhomie can pass the litmus test. Besides the overseas guests, the Paryavaran Complex has been a popular venue for about 100 senior citizens of the area that have been using the rooms of the office complex for their daily get- togethers. As the colony lacks a senior citizens recreation centre, the office buildings of IIEE have been the makeshift senior citizens meeting point since the past many years.

Like the typical office goers, these bunch of men land up at the office block of IIEE, and spend quality hours with each other chit chatting over tea and coffee all duly sponsored and hosted by the ever gracious Dr. Priya Ranjan Trivedi. The senior citizens group feels overjoyed and it makes their day when Dr. Priya Ranjan Trivedi takes time out of extremely hectic program to pay them a brief visit. The visit may be brief, but it is not short on substance and quality as Dr. Priya Ranjan Trivedi enquires about their wellbeing, and at times shares a cup of tea with them. Be it the senior citizens group, the overseas guests, his evening friends group, the morning walker club members, or his office colleagues, Dr. Priya Ranjan Trivedi is never alone in a day. IIEE is where great new ideas have taken birth thanks to the Dr. Priya Ranjan Trivedi’s promycelium of enterprising men and women who forever remain charged. Since 2013 end, Dr. Priya Ranjan Trivedi has placed himself

in the building sandwiched between his residence and the main IIEE Complex.

For years together, there was just no door or gate to prevent the entry of visitors from the main road to Dr. Priya Ranjan Trivedi’s main office or the residence. I feel there is no testimonial bigger than this to prove how accessible he was to students, teaching faculty or strangers at any time of the day. A door was put in place in the building between the main office complex of IIEE and his residence only last year, and that too, as a safeguard measure, and not as a barricade between Dr. Priya Ranjan Trivedi and his big fan club of students, well wishers and admirers.

Often people mistake him to be some politician going by his attire and how he mostly remains flanked by people just like the typical Indian netas. However it takes just a solitary interaction for them to realize that Dr. Priya Ranjan Trivedi and politics are two antithetical phenomenons.

However tight a schedule he may have, Dr. Priya Ranjan Trivedi is too gentle to refuse an audience with a seeker, or one in need of his expert guidance. Majority of the visitors are literally gatecrashers who storm into his office complex with total confidence that Dr. Priya Ranjan Trivedi would not even be the last person to ever refuse them a one on one meeting. Are all these not virtues and traits of an extraordinary man. Though he is known to have a temper, there has never been an instance when he has asked any of his visitor to leave if he’s engaged in some important work. If there’s time paucity, he would meet the guests for a brief while, but ensure that their queries are addressed. Like a true cultural ambassador, Dr. Priya Ranjan Trivedi keeps exploring new ways for entertaining his guests. For example, if the Trivedis have been invited to some marriage function or any other event by their close friends or relations, they often take their guests too as part of their extended family unit. Similarly, the guests at the Prof. Trivedi’s campus too love taking Dr. Priya Ranjan Trivedi with them to their events.

Sometime back, a noted social activist of the country Prabodh Mahajan invited Dr. Priya Ranjan Trivedi as the Guest of Honour in an event which had Salma Ansari (wife of the Vice President of India) as the chief guest. Since it was an event for the senior citizens group of Friends Colony and the neighbouring belts, Dr. Priya Ranjan Trivedi spoke not only about the need to introduce innovative methods for geriatric care, but also shared how mingling with people from different parts of the world kept him in good humour, spirits and eventually good health.

He drew a big round of applause from the big crowd of distinguished achievers when he advised them in the lighter vein to make friends with people all around the globe for ensuring good health. Once Dr. Priya Ranjan Trivedi’s address was over, a good number of people made a beeline to be introduced to him. Most of them, could recall having taken part in his events at some point of their life or the other.

Unlike wives who would be wary of their husband’s extravaganzas, Nisha Jeewachh Trivedi on the contrary, has always been supportive of her hubby’s activities, projects and global friends and colleagues. Not for a day has she thrown any fuss about outsiders encroaching upon their private family time. All throughout, his wife has not only appreciated his tireless efforts in stirring a cultural revolution, but has also lent her whole hearted support for his passionate mission. Just like the contribution of Jaya Bahaduri Bachchan in Big B’s career cannot be disputed, Nisha Jeewachh Trivedi’s contribution in making Dr. Priya Ranjan

Trivedi such an iconic personality is well known. Dr. Priya Ranjan Trivedi on his part, makes a mention of his wife's role in his success during his global tours. By doing so, he has a two-way agenda, one to acknowledge the stellar role of his wife, and secondly to tell the global audience about the great deal of significance that Indians give to the institution of marriage and their life partners. Reminds me to state that Dr. Priya Ranjan Trivedi has in fact, been instrumental in saving at least 8-10 marriages during his global mission. As a counsellor, he has given patient hearing to a good number of couples whose marriage have been on the rocks. Thanks to the timely intervention, an American couple who was on the verge of calling it quits, were reconciled after a marathon effort by Dr. Priya Ranjan Trivedi. Once the couple were able to sort out their differences, they began cohabiting like before.

Dr. Priya Ranjan Trivedi subsequently invited them to India as a second honeymoon, and hosted a reunion bash for them. Much to the amusement of all those at IIEE campus, Dr. Priya Ranjan Trivedi urged the guests to embark on regular honeymoons so as to keep the marriage intact for times to come. The photo gallery of Dr. Priya Ranjan Trivedi's numerous cultural interactions and trips that he has embarked upon at different points of his life are a sight to behold and have been a source of inspiration to countless of young men and women that have visited it. Dr. Satish Chandra, the former International Advisor with the State Owned Enterprises and State Owned Corporations Directorate, Ministry of Finance, Government of Afghanistan, Kabul and now a freelancer once famously remarked that a mere visit to IIEE campus by the school and university level students can do a world of good to their thought process and outlook towards life.

Talking about Dr. Priya Ranjan Trivedi's role as a cultural and peace ambassador, Dr. Chandra says, "Dr. Trivedi has limitless energy and passion to outreach larger audience by disseminating his ideas in more than seven countries in Africa, few in Asia and couple of them in North America and Europe. He has been a pioneer in forming an Interfaith Group that has had the privilege to place its point of view before the World Peace Forum and other International Bodies like UN etc. He has efficiently connected and provided enough occasions for the agencies and representatives of more than 50 countries in India by setting and pushing the agenda for shared Goals and Human Development Indicators especially in the context of MDG and HDI.

There are many important tipping points and might need extensive discussion and research to explore the as how seemingly professor Trivedi has seemingly cared for small step at a time and any effort to weave his ideas, work, thoughts and contribution will be an eye opener for many intellectuals and common people. His level and passion of connectedness exhumes his magnanimity and well meaning gesture for a peaceful and educated universe. It is Dr. Trivedi who taught me that inner peace is the most solid foundation for achieving World Peace. Dr. Priya Ranjan Trivedi has participated in many Spic Macay events which is Society for the Promotion of Indian Classical Music And Culture Amongst Youth. In India, as well as in overseas both, he has heaped praises on the concept of Spic Macay, and how it has helped enrich the quality of formal education by increasing awareness about the different facets of rich Indian heritage, thereby inspiring the young mind to imbibe the values embedded in it. While talking about Spic Macay, PRT never fails to mention a line or so about "Nishkaam Seva" which is the spirit of volunteerism, meaning giving selflessly without any expectation. With great pride, he describes it as a value that is intrinsic to the Indian culture, and discusses its importance to nurture in today's world.

Sharing his bond with the Spic Macay events, Dr. Priya Ranjan Trivedi points, "I have been associated with Spic Macay events since many years, and have always lauded them for playing a remarkable role in promoting and spreading the awareness of our country's rich cultural heritage and legacy. People need to take a leaf of the books of the key think tanks and the volunteers of Spic Macay as even after 64 years of independence, we have failed in living up to the ideals of peace, harmony and brotherhood. We hardly do anything when we see our fellow neighbours them in distress.

What is the point in ostentatious Diwali celebrations when we are still to shun hatred from our hearts? Why is that we get together only during silent candlelight marches when the damage has already been done to the point of no return? Why do we have to be constantly reminded that we have to all be good Samaritans, and help people in pain, sorrow and distress?" Some of the noteworthy conferences, congresses and conventions that Dr. Priya Ranjan Trivedi has organized in his life include the World Management Congress at New Delhi in 1978, Asian Management Congress at Kathmandu in 1979, All India Management Congress at Patna in 1980, AfroAsian Management Congress at New Delhi in 1981, All India Environment Congress at Guwahati in 1982, All India Educational Convention at Patna in 1983, All India Peace Convention at New Delhi in 1984, All India Information Technology Congress at New Delhi in 1985, Eco-Revival Summit at Kathmandu in 1986, All India Rajbhasha Conference at New Delhi in 1987, World Himalayan Congress at Dehradun in 1988, World Environment Congress at New Delhi in 1989, All India Environmental Education Congress at New Delhi in 1990, World Disaster Education Summit at Gandhinagar in 1991, The Sustainability Summit at New Delhi in 1992, Asian Human Rights Congress at Kathmandu in 1993, The Vocationalisation Summit at New Delhi in 1994, World Peace Congress at Milan (Italy) and Madrid (Spain) in 1995, The Ecological and Alternative Medicine Summit at Kathmandu in 1996, World Environment Congress at Bagni-di-Lucca, Italy in 1997, World Environment Congress in the United Kingdom in 1998, Asian Peace Congress at Kathmandu in 1999, Vishwa Hindi Sammelan at New Delhi in 2000, Congress on Peace, Mercy and Tolerance at New Delhi in 2001, World Human Rights Congress at New Delhi in 2002, World Peace Congress at Kathmandu in 2003, Higher Education and Development Summit at New Delhi in 2004, AfroAsian Higher Education Summit at Kampala (Uganda) in 2005, AfroAsian Higher Education Summit at Lusaka (Zambia) in 2006, National Open and Distance Education Summit at New Delhi in 2007, South Asia Virtual Education Summit at New Delhi in 2008, Commonwealth Distance Education Summit in 2009, World Spiritual Parliament special session in 2010, Drugless Therapy Summit in 2011, Clinical Research Summit in 2012, E-Governance Conclave in 2013, Green Business Congress in 2014 and the Spiritual and Value Education Meet in 2015 etc.

One big reason of his success has also been his judicious use of resources. A classic instance in this context being that of the web. Ever since the concept of internet came into being, visionaries like Dr. Priya Ranjan Trivedi have made the optimum use of it for bringing the world closer. Most of the institutions that he has given birth to in the last few years or so are actually web based institutions. The objective of most of these institutions being to bring the people of the world together, and see how the world can become a better place to live in. As the patron of the Paryavaran Complex RWA, his endeavour has throughout been to connect people from different walks of life.

PRESIDENTIAL SPEECH DURING PEACE, MERCY AND TOLERANCE SUMMIT

The Presidential Speech of Dr. Priya Ranjan Trivedi during the Peace, Mercy and Tolerance Summit 2001 will be remembered by the world citizenry. This is considered to be the Bible of Peace Education among those dealing peace-keeping. Here is the full text of his presidential speech :

Let us, first of all, try to discuss and diagnose intolerance among members of the society for locating respective critical paths for being merciful and tolerant for bringing peace on earth in the twentyfirst century and the third millennium. Viewing the growing peacelessness and intolerance all over the world, let us also discuss the need for disaster education including disaster preparedness, mitigation and management.

Educating the children and young people with a sense of openness and comprehension towards other people, their diverse culture and histories and their fundamental shared humanity; teaching them the importance of refusing violence and adopting peaceful means for resolving disagreements and conflicts; forging in the next generation feelings of altruism, openness and respect towards others, solidarity and sharing based on a sense of security in one's own identity and a capacity to recognise the many dimensions of being human in different cultural and social context should be the main thrust during the deliberations on peace, mercy and tolerance. Let us discuss these matters in a greater detail:

1. The manifestations of violence, racism, xenophobia, aggressive nationalism and violations of human rights, by religious intolerance, by the upsurge of terrorism in all its forms and manifestations and by the growing gap separating wealthy countries from poor countries, phenomena which threaten the consolidation of peace, tolerant behaviour and democracy both nationally and internationally and which are all obstacles to development are matters of deep concern.
2. The educational plans and policies have to contribute to the development of understanding, solidarity and tolerance among individuals and among ethnic, social, cultural and religious groups and sovereign nations. Education should promote knowledge, values, attitudes and skills conducive to respect for human rights and to an active commitment to the defence of such rights and to the building of a culture of peace, tolerance and mercy.
3. We are aware of the great responsibility incumbent not only on parents, but on society as a whole, to work together with all those involved in the educational system, and with non-Governmental organisations, so as to achieve full implementation of the objectives of education for peace, human rights and civil liberty and to contribute in this way to sustainable development and to a culture of peace.
4. We understand the need to seek synergies between the formal education system and the various sectors of non-formal education, which are helping to make a reality of education that is in conformity with the aims of "Education for All". We know of the decisive role that also falls to non-formal educational organisations in the process of forming the personalities of young people.
5. Accordingly we should strive resolutely to base education on principles and methods that contribute to the development of the personality of pupils, students and adults who are respectful of their fellow human beings and determined to promote peace, non violence, mercy, compassion and tolerance; to take suitable steps to establish in educational institutions an atmosphere contributing to the success of education for international understanding, so that they become ideal places for the exercise of tolerance, respect for the rights, the practice of democracy and learning about the diversity and wealth of cultural identities.
6. Action should be taken to eliminate all direct and indirect discrimination against girls and women in education systems and to take specific measures to ensure that they achieve their full potential.
7. There is an urgent need to give special attention to improving curricula, the content of textbooks, and other educational materials including new technologies, with a view to educating caring and responsible citizens open to other cultures, able to appreciate the value of freedom, respectful of human dignity and differences, and able to prevent conflicts or resolve them by nonviolent means.
8. Measures must be adopted to enhance the role and status of educators in formal and non-formal education and to give priority to pre-service and in-service training as well as the retraining of educational personnel, including planners and managers, oriented notably towards professional ethics, civic and moral education, cultural diversity, national codes and internationally recognised standards of human rights and fundamental freedoms.
9. The development of innovative strategies adapted to the new challenges of educating responsible citizens committed to peace, human rights, democracy and sustainable development, and to apply appropriate measures of evaluation and assessment of these strategies should be encouraged.
10. In a period of transition and accelerated change marked by the expression of intolerance, manifestations of racial and ethnic hatred, the upsurge of terrorism in all its forms, discrimination, war, violence and the growing disparities between rich and poor, at international and national levels alike, action strategies must aim both at ensuring fundamental freedoms, peace, human rights, and democracy and at promoting sustainable and equitable economic and social development, all of which have an essential part to play in building a culture of peace. This calls for a transformation of the traditional styles of educational action.
11. The ultimate goal of education for peace, mercy and tolerance is the development in every individual of a sense of universal values and types of behaviour on which a culture of peace is predicated. It is possible to identify even in different socio-cultural context values that are likely to be universally recognised.
12. Education must develop the ability to value freedom and the skills to meet its challenges. This means preparing citizens to cope with difficult and uncertain situations and fitting them for personal autonomy and responsibility. Awareness of personal responsibility must be linked to recognition of the value of civic commitment, of joining together with others to solve problems and to work for a just, peaceful and democratic community.

13. Education must develop the ability to recognise and accept the values which exist in the diversity of individuals, genders, peoples and cultures and develop the ability to communicate, share and co-operate with others. The citizens of a pluralist society and multicultural world should be able to accept that their interpretation of situations and problems is rooted in their personal lives, in the history of their society and in their cultural traditions; that, consequently, no individual or group holds the only answer to problems; and that for each problem there may be more than one solution. Therefore, people should understand and respect each other and negotiate on an equal footing, with a view to seeking common ground. Thus education must reinforce personal identity and should encourage the convergence of ideas and solutions which strengthen peace, friendship and solidarity between individuals and people.
14. Education must develop the ability of nonviolent conflict-resolution. It should therefore promote also the development of inner peace in the minds of learners so that they can establish more firmly the qualities of tolerance, compassion, sharing and caring.
15. Education must cultivate in citizens the ability to make informed choices, basing their judgements and actions not only on the analysis of present situations but also on the vision of a preferred future.
16. Education must teach citizens to respect the cultural heritage, protect the environment, and adopt methods of production and patterns of consumption, which lead to sustainable development. Harmony between individual and collective values and between immediate basic needs and long-term interests is also necessary. Education should cultivate feelings of solidarity and equity at the national and international levels in the perspective of a balanced and long-term development.
17. Strategies relating to education for peace, mercy, tolerance and disaster education must (a) be comprehensive and holistic, which means addressing a very broad range of factors; (b) be applicable to all types, levels and forms of education; (c) involve all educational partners and various agents of socialisation, including NGOs and community organisations; (d) be implemented locally, nationally, regionally and worldwide; (e) entail modes of management and administration, co-ordination and assessment that give greater autonomy to educational establishments so that they can work out specific forms of action and linkage with the local community, encourage the development of innovations and foster active and democratic participation by all those concerned in the life of the establishment; (f) be suited to the age and psychology of the target group and take account of the evolution of the learning capacity of each individual; (g) be applied on a continuous and consistent basis. Results and obstacles have to be assessed, in order to ensure that strategies can be continuously adapted to changing circumstances; (h) include proper resources for education as a whole and specially for marginalised and disadvantaged groups.
18. To strengthen the formation of values and abilities such as solidarity, creativity, civic responsibility, the ability to resolve conflicts by nonviolent means, and critical acumen, it is necessary to introduce into curricula, at all levels, true education for citizenship which includes an international dimension. Teaching should particularly concern the conditions for the construction of peace; the various forms of conflict, their causes and effects; the ethical, religious and philosophical bases of human rights, their historical sources, the way they have developed and how they have been translated into national

and international standards, such as in the Universal Declaration of Human Rights, the Convention on the Elimination of All Forms of Discrimination against Women and the Convention on the Rights of the Child; the bases of democracy and its various institutional models; the problem of racism and the history of the fight against sexism and all the other forms of discrimination and exclusion. Particular attention should be devoted to culture, the problem of development and the history of every people, as well as to the role of the United Nations and international institutions. There must be education for peace, conflict resolution, non violence, mercy, compassion and tolerance. It cannot, however, be restricted to specialised subjects and knowledge. The whole of education must transmit this message and the atmosphere of the institution must be in harmony with the application of democratic standards. Likewise, curriculum reform should emphasize knowledge, understanding and respect for the culture of others at the national and global levels and should link the global interdependence of problems to local action. In view of religious and cultural differences, every country may decide which approach to ethical education best suits its cultural context.

19. All people engaged in educational action must have adequate teaching materials and resources at their disposal. In this connection, it is necessary to make the required revisions to textbooks to remove negative stereotypes and distorted views. International co-operation in producing textbooks could be encouraged. Whenever new teaching materials, textbooks and the like are to be produced, they should be designed with due consideration of new situations. The textbooks should offer different perspectives on a given subject and make transparent the national or cultural background against which they are written. Their content should be based on scientific findings. It would be desirable for the documents of United Nations institutions to be widely distributed and used in educational establishments, especially in countries where the production of teaching materials is proving slow owing to economic difficulties. Distance education technologies and all modern communication tools must be placed at the service of education for peace, non-violence, mercy, compassion and tolerance.
20. It is essential for the development of education for peace, non violence, mercy, compassion and tolerance that reading and verbal and written expression programmes should be considerably strengthened. A comprehensive grasp of reading, writing and the spoken word enables citizens to gain access to information, to understand clearly the situation in which they are living, to express their needs, and to take part in activities in the social environment. In the same way, learning foreign languages offers a means of gaining a deeper understanding of other cultures, which can serve as a basis for building better understanding between communities and between nations.
21. Proposals for educational change find their natural place in schools and classrooms. Teaching and learning methods, forms of action and institutional policy lines have to make peace, non-violence, mercy, compassion and tolerance both a matter of daily practice and something that is learned. With regard to methods, the use of active methods, group work, the discussion of moral issues and personalised teaching should be encouraged. As for institutional policy lines, efficient forms of management and participation must promote the implementation of democratic school management, involving teachers, pupils, parents and the local community as a whole.
22. The reduction of failure must be a priority. Therefore, education should be adapted to

the individual student's potential. The developments of self-esteem, as well as strengthening the will to succeed in learning, are also basic necessities for achieving a higher degree of social integration. Greater autonomy for schools implies greater responsibility on the part of teachers and the community for the results of education. However, the different development levels of education systems should determine the degree of autonomy in order to avoid a possible weakening of educational content.

23. The training of personnel at all levels of the education system: teachers, planners, managers, teacher educators has to include education for peace, non-violence, mercy, compassion and tolerance. This pre-service and in-service training and retraining should introduce and apply in situ methodologies, observing experiments and evaluating their results. In order to perform their tasks successfully, schools, institutions of teacher education and those in charge of non-formal education programmes should seek the assistance of people with experience in the fields of peace, non-violence, mercy, compassion and tolerance (politicians, jurists, sociologists and psychologists) and of the NGOs specialised in human rights, environment and disaster education. Similarly, pedagogy and the actual practice of exchanges should form part of the training courses of all educators.
24. Teacher education activities must fit into an overall policy to upgrade the teaching profession. International experts, professional bodies and teachers' unions should be associated with the preparation and implementation of action strategies because they have an important role to play in promoting a culture of peace among teachers themselves.
25. Specific strategies for the education of vulnerable groups and those recently exposed to conflict or in a situation of open conflict are required as a matter of urgency, giving particular attention to children at risk and to girls and women subjected to sexual abuse and other forms of violence. Possible practical measures could include, for example, the organisation outside the conflict zone of specialised forums and workshops for educators, family members and mass media professionals belonging to the conflicting groups and an intensive training activity for educators in post-conflict co-operation with Governments whenever possible.
26. The organisations of education programmes for abandoned children, street children, refugee and displaced children and economically and sexually exploited children are a matter of urgency. It is equally urgent to organise special youth programmes laying emphasis on participation by children and young people in solidarity actions and environmental protection. In addition, efforts should be made to address the special needs of people with learning difficulties by providing them with relevant education in a non-exclusionary and integrated educational setting.
27. Furthermore, in order to create understanding between different groups in society, there must be respect for the educational rights of persons belonging to national or ethnic, religious and linguistic minorities, as well as indigenous people, and this must also have implications in the curricula and methods and in the way education is organised.
28. New problems require new solutions. It is essential to work out strategies for making better use of research findings, to develop new teaching methods and approaches and to improve co-ordination in choosing research themes between research institutes in

the social sciences and education in order to address in a more relevant and effective way the complex nature of education for peace, non violence, mercy, compassion and tolerance. The effectiveness of educational management should be enhanced by research on decision-making by all those involved in the educational process (Government, teachers, parents, etc.). Research should also be focused on finding new ways of changing public attitudes towards human rights, in particular towards women, and environmental issues. The impact of educational programmes may be better assessed by developing a system of indicators of results, setting up data banks on innovative experiments, and strengthening systems for disseminating and sharing information and research findings, nationally and internationally.

29. Higher education institutions can contribute in many ways to education for peace, non-violence, mercy, compassion and tolerance. In this connection, the introduction into the curricula of knowledge, values and skills relating to peace, human rights, justice, the practice of democracy, professional ethics, civic commitment and social responsibility should be envisaged. Educational institutions at this level should also ensure that students appreciate the interdependence of nations in an increasingly global society.
30. The education of citizens cannot be the exclusive responsibility of the education sector. If it is to be able to do its job effectively in this field, the education sector should closely co-operate, in particular, with the family, the media, including traditional channels of communication, the world of voluntary organisations and NGOs.
31. Concerning co-ordination between school and family, measures should be taken to encourage the participation of parents in school activities. Furthermore, education programmes for adults and the community in general in order to strengthen the school's work are essential.
32. The influence of the media in the socialisation of children and young people is increasingly being acknowledged. It is, therefore, essential to train teachers and prepare students for the critical analysis and use of the media, and to develop their competence to profit from the media by a selective choice of programmes. On the other hand, the media should be urged to promote the values of peace, respect for human rights, democracy and tolerance, in particular by avoiding programmes and other products that incite hatred, violence, cruelty and disrespect for human dignity.
33. Young people who spend a lot of time outside school and who often do not have access to the formal education system, or to vocational training or a job, as well as young people doing their military service, are a very important target group of education programmes for peace, non-violence, mercy, compassion and tolerance. While seeking improved access to formal education and vocational training, it is therefore essential for them to be able to receive non-formal education adapted to their needs, which would prepare them to assume their role as citizens in a responsible and effective way. In addition, education for peace, human rights and respect for the law has to be provided for young people in prisons, reformatories or treatment centres.
34. Adult education programmes where NGOs have an important role to play should make everyone aware of the link between local living conditions and world problems. Basic education programmes should attach particular importance to subject matter relating to peace. All culturally suitable media such as folklore, popular theatre, community

discussion groups and radio should be used in mass education.

35. The promotion of peace will require regional co-operation, international solidarity and the strengthening of co-operation between international and Governmental bodies, non-Governmental organisations, the scientific community, business circles, industry and the media. This solidarity and co-operation must help the developing countries to meet their needs for promoting education for peace.
36. In the light of the information provided relating peace, mercy, tolerance and disaster education we must the following resolve:
 - i) Alarmed by the current rise in acts of intolerance, violence, terrorism, xenophobia, aggressive nationalism, racism, anti-Semitism, exclusion, marginalisation and discrimination directed against national, ethnic, religious and linguistic minorities, refugees, migrant workers, immigrants and vulnerable groups within societies, as well as acts of violence and intimidation committed against individuals exercising their freedom of opinion and expression - all of which threaten the consolidation of peace, mercy, tolerance and disaster management efforts both nationally and internationally, and are obstacles to development.
 - ii) Resolving to take all positive measures necessary to promote peace, mercy and tolerance in our societies, because these are not only the cherished principles, but also a necessity for peace and for the economic and social advancement of all peoples.
 - iii) Mercy and Tolerance are respect, acceptance and appreciation of the rich diversity of our world's cultures, our forms of expression and ways of being human. It is fostered by knowledge, openness, communication, and freedom of thought, conscience and belief. Mercy and Tolerance are harmony in difference. These are not only a moral duty, but are also political and legal requirements. Mercy and Tolerance, the virtues that make peace possible, contribute to the replacement of the culture of war by a culture of peace.
 - iv) Mercy and Tolerance are not concession, condescension or indulgence. Mercy and Tolerance are, above all, active attitudes prompted by recognition of the universal human rights and fundamental freedoms of others. In no circumstance can these be used to justify infringements of these fundamental values. Mercy and Tolerance are to be exercised by individuals, groups and nations.
 - v) Mercy and Tolerance are the responsibility that upholds human rights, pluralism (including cultural pluralism), democracy and the rule of law. It involves the rejection of dogmatism and absolutism and affirms the standards set out in international human rights instruments.
 - vi) Consistent with respect for rights, the practice of mercy and tolerance does not mean toleration of social injustice or the abandonment or weakening of one's convictions. It means that one is free to adhere to one's own convictions and accepts that others adhere to theirs. It means accepting the fact that human beings, naturally diverse in their appearance, situation, speech, behaviour and values, have the right to live in peace and to be as they are. It also means that one's views are not to be imposed on others.
 - vii) Mercy and Tolerance require just and impartial legislation, law enforcement, judicial and administrative processes. It also requires that economic and social

opportunities be made available to each person without any discrimination. Exclusion and marginalisation can lead to frustration, hostility and fanaticism.

- viii) In order to achieve a more tolerant society, nations should ratify existing international human rights conventions, and draft new legislation where necessary to ensure equality of treatment and of opportunity for all groups and individuals in society.
- ix) It is essential for international harmony that individuals, communities and nations accept and respect the multicultural character of the human family. Without mercy and tolerance there can be no peace, and without peace there can be no development.
- x) Intolerance may take the form of marginalization of vulnerable groups and their exclusion from social and political participation, as well as violence and discrimination against them. Declaration on Race and Racial Prejudice confirms "All individuals and groups have the right to be different".
- xi) In the modern world, mercy and tolerance are more essential than ever before. It is an age marked by the globalisation of the economy and by rapidly increasing mobility, communication, integration and inter-dependence, large-scale migrations and displacement of populations, urbanisation and changing social patterns. Since every part of the world is characterised by diversity, escalating intolerance and strife potentially menaces every region. It is not confined to any country, but is a global threat.
- xii) Mercy and Tolerance are necessary between individuals and at the family and community levels. Tolerance promotion and the shaping of attitudes of openness, mutual listening and solidarity should take place in schools and universities and through non-formal education, at home and in the workplace. The communication media are in a position to play a constructive role in facilitating free and open dialogue and discussion, disseminating the values of tolerance, and highlighting the dangers of indifference towards the rise in intolerant groups and ideologies.
- xiii) Appropriate scientific studies and networking should be undertaken to co-ordinate the international community's response to this global challenge, including analysis by the social sciences of root causes and effective countermeasures, as well as research and monitoring in support of policy-making and standard-setting action by different countries
- xiv) Education is the most effective means of preventing intolerance. The first step in mercy and tolerance education is to teach people what their shared rights and freedoms are, so that they may be respected, and to promote the will to protect those of others.
- xv) Education for mercy and tolerance should be considered an urgent imperative; that is why it is necessary to promote systematic and rational mercy and tolerance teaching methods that will address the cultural, social, economic, political and religious sources of intolerance which are the major roots of violence and exclusion. Education policies and programmes should contribute to development of understanding, solidarity and tolerance among individuals as well as among ethnic, social, cultural, religious and linguistic groups and nations.
- xvi) Education for mercy and tolerance should aim at countering influences that lead to fear and exclusion of others, and should help young people to develop capacities

for independent judgement, critical thinking and ethical reasoning.

- xvii) It is time to pledge to really support and implement programmes of social science research and education for mercy, tolerance, compassion, human rights and non-violence. This means devoting special attention to improving teacher training, curricula, the content of textbooks and lessons, and other educational materials including new educational technologies, with a view to educating caring and responsible citizens open to other cultures, able to appreciate the value of freedom, respectful of human dignity and differences, and able to prevent conflicts or resolve them by nonviolent means.
- xviii) It is essential that we commit ourselves to promoting mercy, tolerance as well as non-violence through programmes and institutions in the fields of education, science, culture and communication.
- xix) In order to generate public awareness, emphasise the dangers of intolerance and disastrous actions and react with renewed commitment and action in support of tolerance promotion and education, pledge to design tailor made training programmes of short as well as long duration in the areas of peace, mercy, tolerance, compassion, disaster education and related subjects.
- xx) People should commit themselves to promote tolerance and non-violence through programmes and institutions by developing a neological as well as neocratic approach to governance and by designing a masterplan paradigm for peace on earth.

World Society, having emerged from the decades of the cold war, enjoyed for a short time the hopes that the end of this struggle was the beginning of an era in which the destructive consequences of that conflict and the deep divisions imposed by global economic inequities might be addressed. These hopes were sorely tested, however, by the eruption of regional conflicts and the hostilities between people which fragmented nations and drastically changed the political map of the world as it had been for nearly half a century. All over the globe, intergroup tensions, religious hostilities and ethnic conflicts have been erupting. Many long-standing conflicts previously overlooked have come to world attention. Deep hatreds, some of which had previously healed over through reconciliations that permitted ethnic groups to live together in peace and cooperation have surfaced in social behaviour and political movements, and are voiced in the media and at conferences; communities exploded into warfare. The process of settling the disputes, reconciling the hostilities and reconstructing the societies will be one of the most difficult human society has ever undertaken. It may be one of the greatest challenges ever faced by those who seek to educate for peace. Educators should not shrink from facing the realities of history, nor can they avoid the responsibility to taking up the challenge posed by the reconciliation process to those who plan and carry out the social learning process. Mercy and Tolerance are but the beginning, the first stage in a longer, deeper process of developing a culture of peace. It is the minimal essential quality of social relations that eschew violence and coercion. Without mercy and tolerance, peace is not possible. With mercy and tolerance, a panoply of positive human and social possibilities can be pursued, including the evolution of a culture of peace and the convivial communities that comprise it.

Religion has been a significant factor in the evolution of cultures, peace and nonviolence providing behavioural and social codes. Sadly, it has also been the basis of divisions, intolerance, war and conflict. As we have seen many man made disasters during last few

years, teaching for religious tolerance has become an urgent necessity. We must identify a range of strategies and services to help both the perpetrators of violence and victims.

This will require of religious people repentance and humility: a recognition that we have hurt one another, we have misused religion to seek power over others, we have allowed institutional self-interest to hide the spiritual heritage entrusted to our care. Too easily we have passed fine resolutions, but failed to live by them ourselves. In this gathering it is we ourselves who need to change. This Global Assembly is a celebration and a thanks giving for all who have pioneered this work and enthused us with their dreams; but it is also a time of dedication, when strengthened by each other's encouragement, we shall commit ourselves to be used in the building of the new and spiritual world home, in which all people enjoy a fully human life. It is hard to assess the impact that religious people can have on political processes, especially as politicians seldom acknowledge those who have influenced them. Modern communications have given added weight to popular opinion. Religious leaders may play an important role in forming public opinion. They can insist on the relevance of spiritual and moral considerations. They have helped to maintain public alarm at the enormous stockpile of nuclear weapons and other means of mass destruction. They have voiced public outrage at the starvation of millions of people, as a result of hunger, war, injustice and an unfair pattern of international trade. They have upheld human dignity and protested against torture and racism. They have underpinned efforts to develop internationally agreed standards of human rights and have helped to monitor their application.

In all religions there is an increase of extremism, which also alienates others from any religious allegiance. Religious differences sometimes enflame political and economic divisions and sometimes religion is exploited by the powerful as an instrument of social control. It is easy to deplore intolerance - especially in others. It is harder to understand its causes, which may be psychological or related to a group feeling politically, culturally or economically marginalised. Intolerance may be caused by fear or ignorance or it may be based on exclusive claims to truth. The educational task is still far from complete. Increasingly formal and non-formal training, teaching and research will become more practical with an emphasis on ways of cooperating to face urgent problems and to seek a global ethic or consensus on moral values. We should be trying to show that people of all religions and races can agree on the importance of peace, mercy, compassion and tolerance. Only together will prejudice and discrimination be removed, violence and injustice ended, poverty relieved and the planet preserved.

In our contemporary world, we are very conscious of the persistence of injustice, war, hunger and environmental damage; and we are conscious too of the many ways in which religions can be used to perpetuate division and misunderstanding. Why not long for a world where men and women of faith strive to know and respect one another's beliefs and ways of life, to work together for the common good of all, to build up a true world community from our diverse communities. World Peace can be restored at the earliest if we propose the creation of an "Inter-religious Spiritual Forum for Cooperation with United Nations" with a view to having all the important religious leaders of different faiths for discussing and resolving to be compassionate, tolerant, humanitarian and good to others.

Let us remember what we read in Upanishad - "From the unreal, lead me to the Real; From darkness, lead me to the Light; From death, lead me to Immortality".

Dr. PRIYA RANJAN TRIVEDI - THE PHILANTHROPIST

Having discussed the contribution of Dr. Priya Ranjan Trivedi as an educationist, environmentalist, institution builder, nation builder, cultural ambassador and an author, it is time to discuss the accomplishments of this “charismatic personality” as a philanthropist.

The fact remains that most of the people that have known Dr. Priya Ranjan Trivedi vouch for his philanthropic activities. The positive aspect about all his altruistic activities is how they have incessantly been low profile. In fact, he prefers keeping his activities under wraps, and does not believe in tomming about them to the world.

He has actively been doing philanthropy since last 45 years, and as a policy has always undertaken new areas of concern and focus year after year. For instance, if in a year, his focus was on blind persons, he would devote his efforts and time to the cause of providing education to the children residing in the neighbourhood slums. While he takes up the cause of one new sensitive issue every year, he has constantly maintained a “connect” with his previous campaigns. When he undertakes a philanthropic mission in a new financial year, he sets a realistic deadline for the execution of the same. By doing so, he is able to continuously monitor the progress of different welfare projects initiated by him and his team at different phases of time. For his unrelenting philanthropic activities, his close friends like Dr Tuli usually address him as the “Benefactor”.

Broadly putting, there are two types of philanthropy that Dr. Priya Ranjan Trivedi has been indulging in his life, one that is limited to the Paryavaran Campus-his household, and the other in the outside world.

In the Paryavaran Complex, Dr. Priya Ranjan Trivedi has been indulging in all sorts of philanthropy beginning from permitting his guests to use his place for lodging along with free meals. The charity does not stop there as the guests are free to walk into his office buildings and avail the computer facilities. Most significantly, the guests have the privilege of seeking the expert advice and guidance of Dr. Priya Ranjan Trivedi at any time of the day if he happens to be in town. However busy a schedule he may have, a visitor or a seeker in need of help is never turned away by him.

One may make herculean efforts to get Dr. Priya Ranjan Trivedi's wife Madam Nisha Jeewachh Trivedi throw more light on her hubby's altruism, but it would end up being a futile attempt as she would no way let the cat out of the bag. Now that she went for the heavenly abode after her sad demise due to cancer, the entire Paryavaran Team is stressed in her absence as she was looking after the entire hospitality related activities there.

However his niece Bandana is more upcoming, and gets going when beseeched to reveal more on the “tradition of free lunches” at the Paryavaran Complex.

Quips Bandana, “Since my childhood, I have been seeing Paryavaran Complex flooded with guests. Sometimes, there is a delegation staying over at the place, or sometimes some young students are lodged at the campus. 365 days in a year, the Dr. Trivedi household is packed with people from diverse antecedents from all over the globe which is why the

place is referred to as a mini cosmopolitan world. This is why I often refer to my uncle's place as a “Modern Day Ashram” where one who knows how to impress upon my endearing uncle can seek refuge here with all modern day amenities. I am often at loggerheads with my uncle for easily trusting strangers and granting them entry into his campus. In these extremely turbulent and insecure times, it is imprudent to grant access to one's home sans stringent background verification.

However my uncle and aunt are both exceptions, and despite stiff opposition from all of us, they have been throwing their doors open to outsiders since the past three decades or so. This is why people all around call my uncle and aunt both as Samaritans of the highest order, and commercial gains are the last thing on their mind. While they themselves have been sustaining on an extremely simple food, they have been incurring a big expenditure in ensuring that their guests have a memorable stay at their place savouring the best of delicacies. Much to the chagrin of my endearing uncle, I often refer to my uncle's place as a “Modern Day Ashram” in front of him as well as several of our acquaintances. I can say with all authority that it will be difficult to find any other couple indulging in the similar activities. Although I have no business to advise my uncle-aunt on the do's and don'ts, I strongly feel that a certain sense of discipline needs to be in place at the campus simply to ensure that no one dares to take these gentle souls for granted. It pains to see guests taking undue advantage of the Trivedi's simplicity.

There are youngsters in the campus who have been base camping at the campus for many years enjoying free meals and freebies. They would misuse uncle aunt's personal cars, and when confronted, would cook up all sorts of stupid excuses. Gentle as he has been all throughout, my uncle would not embarrass all such free loaders despite being fully aware that they are taking him for a ride. Albeit both uncle and aunt taking it sportingly, I find all this very impolite and derogatory. However, even then, I have refrained from ever intervening in their matters as one tough message from my side would wash away all the good deeds of these two noble souls. And I would be the last person to ever wish anything of this sort.”

When it comes to filling forms that entail him to mention his religion, Dr. Priya Ranjan Trivedi has been writing humanity as his religion. His daughter Tanuja wishing to emulate her father, too has taken to writing humanity against the religion column. Those who have been witness to the philanthropic side of Dr. Priya Ranjan Trivedi can speak at length that humanity indeed has been his only religion, and he has been unwaveringly pledged to its cause whole heartedly. As a matter of fact, the name Dr. Priya Ranjan Trivedi has become synonymous with Philanthropy over the years thanks to some extraordinary altruistic projects that he has been associated with for the past many years.

A friend from Punjab who had come for a week's stay at Dr. Priya Ranjan Trivedi's place found it difficult to resist the temptation to make the following remarks, “The place is a perfect blend of the old world charm combined with the modern day elegance. I wonder how the Dr. Trivedi manages to remain so serene with all the hullabaloo around them. It

is baffling how someone could live with so many guests round the year, and in fact, to put the facts in perspective, year after year. The Trivedi couple must have engineered and mastered a unique coping mechanism for taking care of the never ending commotion at their household. It's not a sheer, but a divine coincidence that both husband and wife share the similar passion of hosting guests at their place round the year. A divine coincidence indeed because if even one partner was averse to the idea of hosting guests and unrelentingly indulging in philanthropic activities, then the other partner would not have been able to accomplish so many milestones in selfless public service all by their own. In this nuclear family era when people are inept in accommodating their own siblings or parents, there are persons like Dr. Priya Ranjan Trivedi and his wife Nisha whose doors remain 365 days open for guests. I have no better way to compliment them than offer plaudits to them all the way for living a lifetime with guests and visitors!!”

According to Dr. Priya Ranjan Trivedi, the definition of philanthropy is not limited to doing charitable works such as giving donations to institutions like the Blind schools, old age homes or the orphanages, but extends much beyond to redeeming youngsters from the menace of drug addiction, helping widows get their timely pensions, ensuring free and compulsory education to children from the downtrodden sections of the society etc.

Points Dr. Priya Ranjan Trivedi, “It is time for like-minded compassionate beings to give a broader dimension to the concept of philanthropy. Financial status does not come in the way of beings keen to indulge in philanthropy as they can do plethora of things for the society sans shelling a single penny. The ultimate objective is to do something substantially good and noble for those around us. Many a times it is seen that the Government aid is unable to reach the needy ones, or vice versa the genuine seekers are inept in availing the mandatory aid from the Government, or from the Government aided sources. In such a scenario, passionate beings can chip in to ensure that the needy are able to avail of the aid meant for them and their family. It is not necessary to form a NGO only to initiate a noble venture as one can simply walk into a neighbourhood slum for undertaking a meritorious activity. This meritorious activity could be in the form of running a literacy program in the slums, or initiating a health camp under the able guidance of a qualified medical profession, or briefing the local dwellers about the ill effects of habitual drinking.

It has come to light recently that a good chunk of serial offenders like eve teasers, rapists and molesters hail from neighbourhood slums which is why it becomes all the more pertinent for the civil society to undertake a rigorous character and moral education program so as to ensure a drastic reduction in the number of ghastly crimes against women. I am sure that if the illiterate as well as the literate youths in the slums are apprised of the dire repercussions that criminal like rapists and molesters face consequent to committing such grisly crimes, they would think 100 times before venturing into anything like this.

The civil society has to shoulder the responsibility of making the men respectful towards the women, and not treating them as objects of desire or lust. Special classes need to be conducted with a clear cut emphasis on character building for the youth brigade of the society.

Albeit begging and giving alms to beggars at the traffic signals is prohibited, the same has been continuing unabated since time immemorial. Instead of giving alms to the beggars, duress has to be put on the Government by passionate beings for rehabilitation of the

beggars. A considerable segment of the beggar's populace in India has been sustaining and thriving on drugs rather than proper two time meals. Distressing for the statistics of a country that is expected to take the world economy by a storm in the next 5-6 years or so.

As for my philanthropic activities, my friends regard me as an all-rounder since I have been donating money for charitable works besides having been actively involved in various non-financial altruistic activities. As an educationist, I am regularly invited for delivering motivational speeches for the benefit of the economically weaker sections of the society. In my experience, I have observed that financial crunch is often the reason for marital discords, youngsters going astray, martial discords, and rising incidents of dowry harassments. In order to effectively address the issue of financial constraint, I have been lecturing people all around the country about the relevance of skill based and vocational education. What is the point if graduate or post graduate degrees are insufficient in fetching decent jobs to youngsters? This is why I have assiduously been inspiring people to enroll themselves in skill based as well as vocational courses so that they don't have to be bothered about their livelihood.”

Executive Director of United Nations Global Compact Network India Pooran Chandra Pandey adds, “To qualify as a philanthropist, one needs to be passionate and sincere in approach. Sometime ago, while addressing a gathering of young corporates, I suggested that they must integrate some social cause with their programs, projects and missions on a continual basis. Another thing which I emphasized upon in the corporate meet of young business leaders was on monitoring the progress of the social welfare projects from time to time so as to ensure their continuity. Every program must have a social welfare cause attached to it as only then can it make an impact on the target audience and sustain itself over a period of time. I agree with Dr. Priya Ranjan Trivedi when he says that anyone can stake claim to be a philanthropist even without investing a single new penny.

The key objective, or the mission of a philanthropist is to serve the humanity, and if this objective is served with or without money, it does not make any difference as long as it is able to bring a smile on the faces of the needy and the suffering ones. There's an endless list of philanthropists in the country today, but what really sets one philanthropist from the other is the degree and extent of their involvement, passion and commitment towards the noble projects that they undertake. There are many philanthropists who indulge in altruistic activities for either gaining political, or some sort of business favours, or simply to have them enlisted as “Philanthropists”. On the other hand, there are people who engage themselves in selfless activities wherein they render their services purely for the sake of humanity. Dr. Priya Ranjan Trivedi has not only been in the selfless service of mankind since many years, but has also inspired many persons for undertaking activities aimed at the welfare of those in need and pain. When you inspire others towards philanthropic activities, you do a great deal of good to the society as you help people become better and more caring human beings. Dr. Priya Ranjan Trivedi is pledged to the service of humanity till eternity, and has played a noteworthy role in making people conscious about their responsibilities towards the society.

The term “Corporate Social Responsibility” is not to be misconstrued as every human being has a certain obligation towards the society. Implying that we cannot pass the buck saying that only the corporates have a social responsibility to play. Helping people stranded

during the havoc wreaked in Uttarakhand, or during the J&K floods is a philanthropic act, and deserves all commendation.”

When it comes to philanthropy per say, Dr. Priya Ranjan Trivedi likens himself to Sdr. S.P. Singh Oberoi of Sarbat Da Bhala fame. If there is one person whom PRT has great regard and admiration for, it is indubitably his good friend Oberoi who has literally immortalized himself through his unparalleled contribution towards humanity. While many top business honchos indulge in philanthropy as a part of their usual customary CSR activities, Dubai based Indian businessman Sdr. S.P. Singh Oberoi has been passionately devoting a great deal of time towards various sorts of altruistic acts as it has been an indispensable part of his life. Through his international charitable trust named “Sarbat Da Bhala” which means “Welfare of All”, he has been involved in various humanitarian missions since the last three decades.

Oberoi shot to fame when he gave the blood money for saving the lives of 58 youths that had been handed the death sentence by a Sharjah civil court for murdering a Pakistan based man some years ago.

For his Samaritan acts, he is often referred to as the “Divine Emissary” by his friends, well-wishers and admirers. Needless to say, his only religion is “humanity” and redeeming those in suffering.

Albeit he had a humble beginning when he set afoot in Dubai, it was his vision and sheer hard struggle that saw him set up the Apex Group of Companies. As the chairman of the famous business group of Dubai, Oberoi has accomplished many milestones in his career, and has been felicitated for his outstanding achievements at various forums all over the world.

However what really sets him apart from others is that he has unremittingly managed to maintain a harmony between philanthropy and his professional duties despite having an extremely hectic schedule for the last many years.

As a matter of fact, there have been days when he has had to delegate his business duties to his team members due to his prior commitments for humanitarian missions. His close aids inform that they have lost count of the occasions when business took a backseat. Money is the last thing on Oberoi's mind as what really matters to him is being an instrument for bringing a smile on the faces of the despondent, the destitute, and the economically oppressed beings.

Shares Dr. Priya Ranjan Trivedi, “The ambit of Oberoi's altruism is quite wide, and not limited to few areas. It has indubitably been his magnanimity and open minded policy that he has been to impact the lives of countless people in suffering and distress all around the world in the last three decades. People feel secure when Oberoi's around as they know that their grievances and problems will get addressed with his support. After having launched Sarbat Da Bhala (SDB) offices in all districts of Punjab, Sarsa in Haryana, Jammu and Kashmir (Baramulla and Srinagar), 12 offices in Europe, Asia, USA and Canada, Oberoi inspired his brother Kanwarjeet Singh Kocchar to launch the Delhi Chapter of his international charitable institution. By mid 2015, Oberoi has plans to launch 25 worldwide as well as 40 Indian offices of Sarbat Da Bhala (SDB). What fascinates me about SDB the most is how it has been playing a momentous role in rehabilitating the old and the sick,

the widows, economically weaker sections of the society, the orphans and the handicapped. There have been times when Oberoi has had to fly twice a week for ensuring the swift expediting of public welfare works, and he's done of all that ardently and sportingly. His inspiring presence makes all the difference in the world, and numerous projects that were either moving at a snail's pace, or had some other issues, got going when he intervened. Ever since I became friends with Oberoi, I have been telling people about his passionate style of working for the people in distress. I got introduced to him during a program of his Charitable Trust “Sarbat Da Bhala” at Taurus Hotel in New Delhi. In the very first meeting, we got along like a house on fire, and the rest as they say is history. Having spent years in the field education, I was naturally drawn towards his ambitious plans for the education sector. The large number of visitors in the program cheered Oberoi when he announced that his organization was all set to give the education sector a new dimension. He didn't forget to speak eloquently on the pertinent issue of sanitation and toilets for the corporation managed schools.”

Just like 1+1 is not 2, but 11, similarly when two philanthropists join forces, the outcome is astounding. It was pleasing for the audience to hear Oberoi and Dr. Priya Ranjan Trivedi announcing their special philanthropic plans in the larger benefit of the masses during the launch of Delhi Chapter of SDB.

Addressing the gathering of guests during the launch of the Delhi Chapter of SDB, Oberoi said, “We wish to devote and dedicate a major portion of our time and efforts in the year 2015 towards improvising the educational sector. However, it would be imprudent if we proceed in our mission without paying heed to the burning issue of schools lacking in basic sanitation facilities such as toilets. There are countless of city as well as rural based schools that either have dysfunctional toilets, or have scanty number of toilets compared to the total strength of the student population of the school.

We are in the process of identifying different schools that have a decrepit sanitation system, or just don't have toilets at all for students. We are roping in a team of experts who will undertake revamping the toilets and other sanitation amenities in different schools all over the city. We have joined hands with Indian Institute of Ecology and Environment (IIEE) that have been in the forefront since the past four decades been crusading for the cause of protecting the environment and improving the sanitation facilities in city and rural based corporation managed schools. As part of our newly launched “MOTI” campaign which connotes “Millions of Toilets in India and my friend Dr. Priya Ranjan Trivedi's “Cleanliness, Hygiene and Sanitation Education” (CHASE) Project under the aegis of the IIEE, we wish to make a marked difference to the lives of young children especially girls enrolled in schools with a crumbled infrastructure.

Through the concept of MOTI and CHASE, we will also be encouraging the prestigious schools of Delhi to adopt atleast one or two schools lacking the basic sanitation facilities. We would collaborate with the MPs of the seven different constituencies of the capital city as well as the Mayors of the three city based municipal corporations to see that we are jointly able to do something substantial by the end of 2015. We will also be motivating corporate houses and small medium entrepreneurs to do their bit towards improving the sordid sanitation picture of the corporation schools. We take pride that when it comes to shouldering the responsibility, or leading from the front, we just don't hesitate. For that

matter, we are ready to show the way by wielding the broom, for inspiring our dear brothers and sisters for participating in this noble cause. If our dynamic Prime Minister can do it, why can't millions of others pledge themselves for transforming Delhi into a clean and beautiful city? What sets charismatic leaders like PM Narendra Modi and Dr. Priya Ranjan Trivedi apart from others is that they lead by example. It is heartening to see the PM Modi giving top most priority to the issue of cleanliness and sanitation. History was re-written when on the auspicious occasion of Mahatma Gandhi's Birthday on 2nd October, 2014, Modi set an unprecedented benchmark by walking the talk by being the first PM to wield the broom.

During my childhood, we often participated in cleanliness drives wherein children along with elders voluntarily took to cleaning their surroundings and the adjoining streets. Sardonicly, with passage of time, this spirit started waning as citizens thought that cleaning was only the prerogative of the safai karamcharis and no one else”.

Sarbat Da Bhala volunteers took active role in cleaning the capital city on 2nd October, 2014 along with Dr. Priya Ranjan Trivedi who had incidentally launched the Clean Delhi Campaign as a part of his Clean up The Earth (CUTE) campaign twenty years ago on 2nd October 1994.

The initiative was a grand success as Oberoi and Dr. Priya Ranjan Trivedi were able to inspire myriads of distinguished personalities for cleaning their city.

Although the newly sworn Modi Government has miles to go, the Indian PM in particular, deserves plaudits for having made a thumping beginning by according top level priority to the germane issue of providing toilets for public convenience. Taking a leaf out of the PM books, both Oberoi and Dr. Priya Ranjan Trivedi have set realistic target of one year for ensuring that the girl's schools are equipped with toilets in this period.

While critics or the naysayers might say that it is incumbent on the part of the Government of the day to provide basic amenities to the student commune in the Government schools, and not anyone else, Dr. Priya Ranjan Trivedi for one, staunchly believes that citizens have a definitive role to play in the ensuring the progress and development of the nation. People's Power has been the secret behind the success of any prosperous nation, and we should all bear this in mind if we nurture a desire to transform India into a developed nation. Keeping in consideration the numerous challenges lying ahead, it is time for citizens to play some substantial role or the other, besides their day to day occupational activities, in the development of the nation. By doing so, the citizens would not only become actual Bhagidars in the development of their locality, city, and nation as a whole, but also ensure the swift execution of the long impending developmental works.

The era of blaming the authorities and the Government is passe! Merely having a wait, watch and criticize policy too won't suffice, and in fact, would only have a detrimental effect!!

“When the going gets tough, the tough gets going” goes the ageless adage. Implying that in grave matters such as providing basic sanitation facilities and playing grounds to the children, the intelligentsia too should not refrain from playing their role, and thus becoming vehicles for driving plans into action mode.

Dr. Priya Ranjan Trivedi's CHASE Project and the Delhi Chapter of Sarbat Da Bhala have

been organizing cleanliness campaigns through community participation to ensure an environment free of solid waste, by creating garbage disposal systems and biogas plants. This will help in making citizens conscious about maintaining high-standards for their respective areas, and inspire them to refrain from reckless littering.

Having pledged both their time and expertise for the larger than life issue of guaranteeing basic sanitation amenities like toilets and playing grounds to the citizens, Oberoi and Dr. Priya Ranjan Trivedi reckon that it is time to take the movement to be next level when citizens turn into philanthropists and activists in the crusade for correcting the lacunas in the existing system. The need of the hour is to engage the services of the likeminded beings in the developmental works so as to ensure the basic possible amenities like toilets to the tender members of our society-our children. Petty politics needs to be kept at bay, and the sheer focus has to be on the swift implementation of the rudimentary tasks. Like we do no obligation by casting our vote during elections, we would not be obliging anyone, by playing our role in the actual development process. Since lot of things need to be set in order in our house, PRT says that it becomes imperative for all of them to devote quality time and efforts towards the nation, and the city they reside in.

Avers Oberoi, “Let me assure that once the desired results start coming in, the credit of the development would go to the citizens first, and then anyone else. If the brains behind the ALS Ice bucket challenge could make it such a global phenomenon on the social media, why can't passionate beings make “Mission Toilets and Playing Grounds” a mass movement, and consequently, a reality. It would make great sense if the citizens and the distinguished personalities of our motherland pose for a photo ops next to a “Toilet” which has been built or revamped, as a result of their assiduous efforts, or for that matter, have their “selfies” clicked on a “playing ground” that has been made available to the rightful custodians-the citizens due to their painstaking efforts.

It is appalling to see countless of citizens being deprived of the basic sanitation amenities which is why we must collectively congregate on one medium to unleash a long lasting solution in this regard. Both I and Dr. Trivedi are all geared up to meet the top ranked politicians, Government representatives, and the civic authorities for formalizing the final strategy, and will be submitting a comprehensive “Plan of Action Model” in this context. Though the Government is working out a modality for the corporates to contribute towards building new toilets, or revamping the decrepit ones, we believe that it is the work on “ground zero” which will eventually yield the results. As for the present day educational system, Oberoi feels that there are many lacunas that need to be addressed.”

Dr. R. K. Tuli, a global pioneer in the field of holistic medicine, is confident that the initiative undertaken by S P Singh Oberoi and Dr. Priya Ranjan Trivedi will go a long way in setting an unprecedented benchmark in the Bhagidari between the citizens and the Government. I am optimistic that the new Union Health Minister would incorporate their pragmatic plans, and accordingly offer them all the backend support. The combined efforts of the Government officials and volunteers like Dr. Priya Ranjan Trivedi can do wonders in bringing about a paradigm shift in the existing sanitation amenities in the city based municipal corporation schools, and those in the rural areas. How can you expect the child to fare well in the academics if they are being deprived of the basic hygiene facilities in their schools? If the toilet-student ratio of a school is disproportional, the students are

bound to feel uneasy, and this will subsequently, have an adverse bearing on their concentration and the performance levels. Thus foremost of all, the schools must be equipped with fully functional toilets, proportionate to the student population of the school. All the other factors can thereafter be addressed. Kudos to Oberoi and Dr. Priya Ranjan Trivedi for this incredible initiative. Equally endearing has been the issue of girl child empowerment for the two passionate philanthropists who believe that the best way to realize this mission would not only be by providing them primary and secondary education, but also by ensuring them vocation and skill based education so as to ensure jobs for them once they have successfully completed their education.

Dr. Priya Ranjan Trivedi has relentlessly expressed his opinion on various public forums about the grave need for making girls financially independent so as to prevent them from being oppressed by any section of the society at any stage of their lives. In tandem with the leading health specialists from different fields, he wishes to launch free health camps for girls and women in different parts of the city.

When it comes to initiating “Traffic Safety Weeks” with the Traffic Police authorities of different areas, Oberoi has always been a protagonist and stolen the thunder.

Informs Dr. Priya Ranjan Trivedi, “Under the able and dynamic leadership of my good friend Oberoi’s charitable organization “Sarbat Da Bhala”, numerous road safety campaigns have been initiated in different parts of the country. The unique aspect about his campaigns is that he has innovated reflector stickers that can be easily pasted on all sorts of vehicles for helping prevent accidents caused due to foggy weather conditions.”

He can be easily credited for having prevented countless accidents in all these years of his active philanthropy. By making an expansive mention of Oberoi’s role as a philanthropist over the years, I am also indulging in philanthropy as highlighting the good deeds of someone before the masses too is a noble deed, that tantamounts to philanthropy. After an exhaustive and a highly successful campaign of pasting reflector stickers on countless of different types of vehicles in various districts of Punjab and Haryana, Oberoi initiated several traffic safety weeks with his reflector stickers for foggy weather conditions in the capital city of Delhi and NCR belts.

During the month of December 2014 as well as the months of January and February in 2015, Oberoi’s team of dedicated and passionate volunteers pasted reflector stickers on several LMVs, HMTVs, tractors, trolleys, bicycles, bullock carts, cycle rickshaws in different parts of Punjab and Haryana.

The campaign was undertaken under the watchful guidance and supervision of the Haryana and Punjab Police officials. SSP level officers fervently participating in the campaign in their respective areas made a pleasing sight. In Delhi, RWAs along with passionate volunteers and citizen organizations participated in great numbers, for ensuring the all-round success of this campaign.

I devoted a great deal of time for this noble cause. We were able to rope in a good number of youngsters as well as RWA members who played a vital role in making the campaign achieve its real objective. Simultaneously we also launched our blanket distribution drive in the city wherein we donated blankets among the impoverished segments of the society. Whether it is reducing the number of accidents on the roads due to foggy weather conditions,

or safeguarding people against the chilly weather by donating them blankets, the core mission remains one that of saving precious human lives. And this precisely also happens to be the motto of “Sarbat Da Bhala” which connotes “Welfare of All”. Our guiding force all throughout has been Sdr. S.P. Singh Oberoi who is bestowed with boundless passion and energy for altruistic works.

Oberoi dons many hats namely, a successful entrepreneur, doting husband and a father, philanthropist, and above all a “harbinger of excellence” who is relentless in his pursuit of scaling new peaks.

When it comes to philanthropy or altruism, Oberoi and Dr. Priya Ranjan Trivedi agree that it should be devoid of any caste, creed or religious bias.

Oberoi, in particular takes pride as he informs, “In the last three decades or so, my charitable organization has been absolutely fair in offering their services and timely help irrespective of the nature of one’s problem, or for that matter, irrespective of one’s caste, creed or religion. In Philanthropy, it’s the will, not the riches that matters and makes all the difference. As I begin to express my views about philanthropy and my journey as a philanthropist, I feel pleased to inform that I have been awarded the world’s first ever Causa Grand PhD in Philanthropy by the International University of Fundamental Studies (Russia). More than me, my friends and well-wishers are feeling elated since this unique distinction is being bestowed upon for the first ever time in history on any individual, and that too on an Indian.

The Honoris Causa Grand Ph.D. in Philanthropy was preceded by another big honour when Prince Marcello, the Prince of Consular Corps of the Principality of Seborga in an official ceremony chose me as their Honorary Consul General for Republic of India. With this honour, I feel privileged to become the first Sikh to represent a European Country in India.

Defining “philanthropy” in the literary sense is bit tough as it is much beyond donating money for any noble cause. According to me, any noble act done with a good intent irrespective of, whether it is done with or without donating money, is an “act of philanthropy”. There has to be no disagreement or discord on this as long as there is the “humane” angle or factor attached to one’s deed or act.

Having interacted with myraids of philanthropists all over the world, I can say with a reasonable sense of conviction that most of the time, the inspiration source has stemmed from the parents who have galvanized their children into doing something for the downtrodden segments, the needy and those in distress. The cliché “Charity begins at home” is indeed true, as one needs to set the trend and walk the talk before expecting others to follow or emulate.

As a globe trotter, I have had the opportunity to gauge the agony of the impoverished sections of the society from different prisms. As ill luck would have it, they are the ones who happen to be crippled with all sorts of complicated life threatening ailments that not only entail proper medical attention, but also adequate funding for nursing them back to normalcy.

Melinda and Bill Gates are exemplary philanthropists that have been indulging in charitable works since the past many years. The praiseworthy aspect about their altruism is that

they ensure that their huge donations are going to safe hands, and that they are being utilized by the real needy beings. For the world, it might seem that the super-rich couple would be caring no two hoods about the funds that they donated, but the truth remains that they are in the complete know how about their big charities. This I term as “Astute Philanthropy” when the philanthropist is executing noble acts not just for seeking fame or as a customary “Corporate Social Responsibility” act, but because he or she genuinely feels the pain of those in suffering, and wishes to make a marked difference and improvement to their existent wretched state.

Broadly speaking, I have been doing philanthropy through my Charitable Trust named “Sarbat Da Bhala” as well as by donating money to various organizations, establishments and NGOs all over the world. Be it supporting the cause of girl child or financially aiding the widows, the destitutes, economically weaker sections of the society, the blind organizations, the different drug de-addiction centres in Punjab, the financially deprived schools, colleges and vocational institutions through the monthly pension schemes to distribution of blankets, and undertaking medical camps, Traffic Safety Drives etc, my life has predominately revolved and evolved through these causes for the last three decades.

My Trust has hosted the mass marriages of close to 19,000 persons belonging to different caste, creed and religions. Besides the infrastructural support to various prisons of Punjab, we have installed water purifiers in many prisons in India to ensure safe drinking water for the inmates. We have adopted 800 slum children, and their daily needs to providing education are being taken care by us.

Not intending to cast aspersions on anyone's integrity or commitment towards the humanitarian causes, I think that there is a great deal of ambiguity about the working of certain NGOs. In simpler words, there have been reports of misdemeanours by some NGOs who have either siphoned off funds for their vested gains, or failed to show the expected results with the funds raised by them for a specific cause. The misdeeds of some NGOs has not only vitiated the pace of activities, but has created an unconducive environment, and a great deal of apprehension.

Having said that, I offer plaudits to scores of NGOs all over the world and especially India that have been involved with remarkable activities, and have been instrumental in bringing about a radical change in the lives of the people in distress and suffering.

Unless and until one is passionate about doing philanthropy, one should not foray into it, for the simple reason that halfhearted efforts would be inconclusive, and end up causing only more frustration.

The real philanthropists are the ones who indulge in philanthropic activities not when they have reached the zenith of their glorious journey, but when they are still struggling or somewhere in the midway.

What I wish to articulate is that we cannot condone ourselves by merely saying that it was our financial constraint that compelled us to shy away from shouldering the responsibility of someone in suffering or pain. The process of philanthropy appropriately commences when we are witness to someone in need, and we become a medium for their redemption in any possible way.

Believe you me, after all these years of hard labour and intense struggle when I have

made a decent living for my family, the memories of my first brush with philanthropy with a paltry sum of 175 or so still remain afresh as if it was yesterday. Had I opted to look the other way, and refrained from helping those in need when I was struggler in my career, I would have never accomplished the milestones that I have managed to reach in my eventful life.

“Sarbat Da Bhala” Charitable Trust has been a dream that I have lived, dreamed, breathed, and realized.

My life got a new dimension and meaning when I launched my charitable Trust. If success and prosperity in my professional career gave me joy and happiness, dedicating a life for the cause of the despondents, the under privileged segments, and the terminally ill persons has indubitably been the source of incessant ecstasy and heavenly bliss for me.

I am an open book, and all those that proclaim to know me would unanimously profess that it has been my diehard zeal and grit to be of any service to those in real need all throughout.

I feel truly blessed when people say that I have been able to make a radical change to their lives even while being physically so far away from them. Based out of Dubai, “distance” could have been a big hindering factor in the realization of my various philanthropic dreams and projects. As good luck would have it, my sheer will and zest prevailed over the so called “distance factor”, and the rest as they say is history. My projects have all been executed and implemented in the stipulated and most stringent time frames in different nooks and corners of India. My good friend Kanwarjeet Singh Kochhar often likens me to our honourable Prime Minister Shri Narendra Bhai Modi when it comes to making the optimum use of human resources. I humbly concur with Kochhar on this note as effectively and efficiently channelizing the potential and passion of people in the right direction is indeed a God gifted virtue in me.

As a NRI settled in Dubai, I am miles away from my brothers and sisters in India, but the fact that I have nurtured and groomed a big army of self-styled passionate volunteers in different parts of the country helps me achieve success with all elan in all my philanthropic missions and projects.

“Sarbat Da Bhala” team of volunteers did a remarkable job in helping rehabilitate the citizens during the massive flood catastrophe that struck J&K in 2014. We organized numerous health camps wherein we distributed medicines free of cost amongst the local people. Besides, we donated blankets, sweaters, jackets, groceries and many other household items used on a day to day basis. As someone who spearheaded the relief works in J&K, I base camped in the most challenging conditions to help restore normalcy in the state.

I am indebted to the Indian media that has extensively and exhaustively covered my philanthropic activities at different phases and intervals. I have no qualms in stating that I attribute my success as a philanthropist to the media also.

By highlighting the activities of my trust from time to time, the Media has played a definitive role in two aspects. Firstly, it has bolstered the passion levels of my big team for indulging in bigger and more impactful altruistic activities with every passing year. Secondly, it has inspired so many other “well to do”, as well as “not so well to do” persons for venturing into philanthropy and humanity serving activities.

Though I had been doing philanthropy for over three decades. I came into limelight when I helped secure the release of 58 Indians serving death sentence by a Sharjah court for murdering a Pakistani youth. I paid the blood money for saving the lives of people who didn't even happen to be even remotely related or acquainted to me. "Humanity" was the only bond that I shared with them, and this is what pushed me to secure their release.

The feeling of having been the cause of saving many precious human lives, took a long while to sink in, and that one incident became the "watershed moment" for me. In tandem with Indian Consulate, I secured the release of approximately 800 Indians that were lodged in various jails in the UAE despite having served their complete jail term. Few unclaimed dead bodies of Indians in UAE were handed over to their relations in Punjab. Together with the relations of the deceased persons, we performed the last rites with all honours.

I have gone from strength to strength with every passing day, and honestly speaking, not a day passes when there is not a germination of new ideas and plans to mitigate the suffering that I see all around. A true philanthropist knows no caste, creed or religion when they get going in their mission of resurrecting the lives who have been severely impacted by natural disasters like flood, famine, earthquakes or the Tsunami.

Similarly a philanthropist might hobnob with the politicians, but he or she should ensure that they stay clear of imbibing or incorporating any of their ideologies or diktats into their system of working. Philanthropists have to ensure to perfection that their noble campaigns and activities remain forever "apolitical", and free from the clutches of some politicians that only indulge in divisive politics. Ever since our "Sarbat Da Bhala" world group came into being, it has seen a phenomenal rise in the number of members.

The activities undertaken under the flagship banner of "Sarbat da Bhala" in different parts of the globe are all highlighted and updated in the WhatsApp by different members of the group. Passion and will has been the driving force for all of us all these years, and this has been our strength and USP.

There are countless rich friends I have, who were just not ready to part with a meagre amount of their humungous earnings some years ago merely because they were apprehensive about how their funds would be utilized. More importantly, they were just clueless on how to kick start their philanthropic activities. However once they saw my real life "Live activities" on Ground Zero, and having seen the difference these small gestures makes to the lives of the people in suffering, they too have turned "Philanthropists". It thrills me when they share their tales of philanthropy, and how they were instrumental in restoring the smiles of the hapless beings.

Over the years, I have come across three different categories of philanthropists. I refer to the first segment as the "full time philanthropists" who have been undertaking philanthropic activities on a day to day basis. The second category nicknamed the "part time philanthropists" comprises persons who undertake philanthropic activities once in a quarter of a year, whereas the third category referred to as the "sleeping philanthropists" are those beings that undertook a philanthropic activity, and then went into deep slumber. It takes a big natural disaster such as the tsunami or an earthquake to revive them into the action mode for undertaking humanitarian acts.

I call it the triumph of the society and the nation on the whole, when there is a substantial

rise in the number of "part time philanthropists" turning full time philanthropists and likewise "sleeping philanthropists" turning "part time philanthropists" over a definitive period of time.

My real achievement is not to be gauged by the number of various awards and the accolades that have come my way in my philanthropic quest and journey, but more sagaciously by the number of "full time" and "part time" philanthropists that I have managed to create in the last three decades or so. I feel triumphant when those that I have shown the path to philanthropy come up with mind blowing brilliant ideas for making the world around "a better and suffering free" place to be in. Another big time merit of churning philanthropists is that it helps in bringing the best out of a person. And once a person transforms into a good human being, he or she will develop the faculty to cope with the vices within. In a scenario when a healthy number of passionate philanthropists has been created and adequately groomed, crime in the society too would automatically be taken care of.

I can say with all conviction based on my real life experience that it always pay to be good, humane and generous. Your happiness get doubled when you share it with others.

The two most crucial time in a day are when you go to sleep, and when you rise from your slumber in the morning.

All that you have done in a day's time is rewinded and recalled not only during the bedtime, but also when you rise in the morning. If you have indulged in good altruistic acts in a day, it not only gives you a sound and wonderful sleep, but also has rejuvenating effect when you open the eyes the next morning. On the other hand, the bad deeds in a day not only rattle you during the night, but also come to haunt you back in the morning.

For those that aspire to do any sort of philanthropy must first undertake a solemn pledge that they shall remain philanthropists all throughout, and that they will in turn inspire their fellow beings too, in times to come, to turn into philanthropists. "Once a philanthropist, always a philanthropist" is the mantra that all the wannabe philanthropists must abide by. There should be no second thought, or looking back for those that have willingly and ardently taken up the cause of being the heelers for those in misery and agony.

I must also spell a word of caution for those expecting "tangible rewards" to follow with every philanthropic act of theirs, for there would be none. One must know that philanthropy is no "barter deal", as you have to only "give" and in turn, expect no "take".

Indulgence in philanthropic activities all these years of my existence has made me a "real worthy soul", and made my life truly worth living. I am thankful to the Almighty for having given me the strength and the resources to be of service to the mankind. I pray that the Supreme Power that governs our lives will fulfill my wish of being in the service of humanity till my last breath. Coming back to Dr. Priya Ranjan Trivedi's philanthropic activities in the offing, he has special plans to establish an Old Age Home having capacity to house 100 underprivileged people. Though a senior citizen's recreation centre has already been in existence since the last many years in his campus, he wishes to set up an exclusive home for senior citizens who are either ailing, or have been abandoned by their kith and kins. He has plans for setting up a vocational school for poor students for free education up to 10+2 stream.

SDB Charitable Trust is currently working on a project in Punjab where they plan to build

homes for elderly cancer patients. 100 acre land has already been purchased for 100 Huts with all basic facilities where elderly cancer patients neglected by their own children can spend their last days of their life in care.

Oberoi and Dr. Priya Ranjan Trivedi are working on a University of special needs for the handicapped, deaf and dumb, MR, blind, orphan students and for senior citizens.

Besides, SDB is planning an Old Age Home in all district of Punjab, capacity of 60 beds alongside a Skilled training centre in all district of Punjab.

As for the Sarbat Da Bhala Jammu & Kashmir Project, SDB launched its office in Srinagar and Rs 50 lakhs budget has already been approved for the various welfare works such as 200 Marriages of needy ones of all caste, 200 Free eye operations, lens implants and cataract surgery, providing a pension to 400 old age women and widow ladies, higher education to 10 needy students, free education to 500 students, 10 Computer centre for free computer education etc.

Living up to their reputation of being good Samaritans, Sarbat Da Bhala sent huge relief materials that included Blankets, Sweaters, jackets, water, eating goods and medicines with a Doctor's team to the aid of Flood Ravaged victims of Kashmir. SDB Srinagar team had prepared a list of damaged houses, so that they could plan their strategy for rebuilding or repairing them (as the need be), or providing them financial assistance.

Kanwarjeet Singh Kochhar, the President of the Delhi Chapter of Sarbat Da Bhala adds, "The office bearers of the Delhi Chapter might hail from different backgrounds, but compassion for humanity is what unifies all of us. Our only mission is to make a sincere efforts to the pertinent issues concerning the society. Nothing beats the euphoria when our team of likeminded beings in Sarbat Da Bhala are able to become the source of joy and happiness for those in pain and suffering.

My life acquired an altogether new dimension ever since I decided to dedicate myself to the service of the under privileged strata of society. My inspiration has been my elder brother SP Singh Oberoi who has motivated me to devote myself towards philanthropy. Our Trust has plans to adopt few poor villages, and turn things around for them. While we may have accomplished few milestones, there are still miles to go as myriads of problems still remain unresolved. Our torchbearer is SP Singh Oberoi, whose altruistic acts of charity and nobility have always been low profile as a policy, but they have effectively managed to strike a resonance with the distraught ones.

He is a true divine emissary who has etched his names in the books of history on the basis of his extraordinary accomplishments. Much akin to the scanty drop of water, that either has the option of falling on a leaf of lotus or getting lost in big lake, he has shone like a pearl because he has always been the master of his destiny. He has dedicated a lifetime to social welfare works. The world is his oyster. Be it the ever so pertinent issue of girl child, women empowerment, or giving monthly support to NGOs, Oberoi as well as Prof. Trivedi have been at the helm playing a sheet anchor role in helping people in distress. From delivering motivational and comforting speeches to distributing blankets, food items, books and clothes among the destitute, forlorn old folks, blind kids and orphan girls, they have been hero for all such hapless beings thanks to their humanitarian gestures from time to time. I take this opportunity to pray for their wellbeing and long life. Kudos to them all

the way!!"

For his acquaintances who have been in the business of organizing mega scale programs and summits, Dr. Priya Ranjan Trivedi has always advised them to keep a humane component attached to their projects and ventures.

For instance when eminent Architect and Interior Designer Anurag Khandelwal was organizing an exhibition on modern homes, he was advised by Dr. Priya Ranjan Trivedi to incorporate a parallel theme titled "Home for the homeless homemaker's" along with the main theme of the exhibition titled "Modern Homes".

Anurag instantly agreed to the suggestion as he was convinced that the noble and social theme attached to the exhibition would ensure its all-round success. As good luck would have it, the exhibition proved to be a turning point in his career, and Anurag traversed all the way from Agra to Delhi to specially thank Dr. Priya Ranjan Trivedi for his advice.

Sharing more on this, Dr. Priya Ranjan Trivedi points, "It seems unsubstantial if a modern day home exhibition would have been organized sans sparing a thought for scores of homeless labourers who toil day and night for giving shape to our homes. This is why I advised him (Anurag) to dedicate the exhibition to the cause of the homeless people. Isn't it ironic that most of the homemakers are themselves homeless? But then who cares and really spares the time to think for such hapless beings? I duly realize that one good noble act does not suffice which is why I keep reminding myself of my role and responsibility as a modern day philanthropist.

I feel content that I never shy from shouldering responsibilities towards those in need. I have tried motivating builders and real estate developers for doing something for the labours and the masons. I was overjoyed when Anurag informed that he had donated part of the proceeds from his exhibition for building cheap homes for the labour class segment. It was pleasing to hear that he had able to inspire other key stakeholders such as the corporate sector, the Government representatives, entrepreneurs, business houses, NGOs and other eminent personalities in his altruistic "Home for the homeless homemaker's" mission."

Dr. Priya Ranjan Trivedi is all praise for the late Bubble Sethi who was a known philanthropist and made a remarkable difference to the lives of the underprivileged class. A noted social activist, Bubble Sethi was an active Member of FICCI Federation of Women and made a niche through her altruistic works.

Remembering the lady, Dr. Priya Ranjan Trivedi says, "Bubble Sethi was truly a livewire who loved living life to the fullest. A woman of substance, she donned many hats and with remarkable elan. A doting mother, successful entrepreneur, noted social activist, terrific event organizer, party animal, and above all a great human being with a golden heart. "A philanthropist with a missionary zeal" is what she loved being addressed as. She dedicated a lifetime to the cause of women empowerment. A crusader in the true sense, she regularly conducted literacy workshops for the slum dwellers and organized health camps for the downtrodden segments. When it came to play the role of a motivational speaker, she was a perfectionist as she successfully convinced the village men and the elders about women empowerment. It was refreshing when she took to task the civic authorities for their callous approach. Such was her charisma and grit to get things done that the administrative

machinery had to often concede to her demands and directions.

Bubble initially started off from the home front by educating illiterate ladies working as domestic helps in nearby households. For her outstanding contribution in the field of social work, she had been felicitated at the city level. Her untimely demise has left a void that will never be filled. Another philanthropist I appreciate is Sneh Lata Garg, the Founder of the Anmol Moti Mahila Society which has been providing free medical amenities to impoverished segments of the society. Her organization has been doing free eye check-ups and distribution of artificial limbs. The other key focus of this organisation has all these years been on children education and their overall development. A charitable institution formed and run by Sneh Lata along with fellow members, Anmol Moti Mahila Society was conceived on Friendship Day in the year 2009 with only 10 members. Thanks to the remarkable wonders that this movement has accomplished, the Institute boasts of 80 members. The different members of Anmol Moti Mahila Society hail from different backgrounds, but what unifies them is compassion. The end objective is “humanity”, and to whole heartedly support people in need of costly treatment and medicines. One of the most notable projects undertaken by Sneh Lata's society so far has been the Artificial Limb Camp organised under the aegis of Dr. R. Mehta for three successive years.

The Jaipur Limb is so efficient that once this limb is fitted, it enables a person to walk normally without a stick, or support and even run, ride a bicycle and climb a tree. Many of the patients can, after the fitment, go back to the fields, factories, shops and offices. The cost of one operation was approximate 3000, and in all 5,50,000 was incurred on this camp that comprised artificial limbs, Polio Callipers, special shoes, special footwear for leapers and crutches for handicaps. Even transportation charges and food was provided to people who were operated.

The most remarkable aspect being that their charitable institute was just 9 months old, and sans any aid from Government, or any other institute, they were successfully able to manage this whole project. The never say never die lady with a missionary zeal, Sneh Lata has also been instrumental in organizing eye donation camps where she has motivated people to pledge themselves for eye donation after death. Free eye check ups for senior citizens followed by distribution of spectacles free of cost have been a regular feature of these camps. She has perpetually believed that for bonafide issues such as Girl Child Education, Better upkeep of Goshalas and providence of good quality fodder for Cows etc., politics should be kept aside so that common consensus can be arrived at the earliest. Be it the ever so pertinent issue of girl child, cows, women empowerment, female child foeticide, Sneh Lata has been at the helm of affairs all the while, and played a sheet anchor role whenever approached by people in distress.”

Aman Dagar, a young man was overjoyed when he heard about Anmol Moti charitable institution distributing free artificial limbs during their annual camps. As a polio affected person, life had perpetually posed colossal challenges for him. He thus participated in the three camps organised by Anmol Moti, and besides availing the benefits, he has been instrumental in roping a good strength of people from the adjoining villages of District Palwal for helping them to reap the widespread benefits of this camp. Different variety stuff like special shoes, polio callipers, Jaipur Limb, walking sticks are all available under one roof in their camps.

Indubitably, Anmol Moti Mahila Society spearheaded by Sneh Lata has been doing an incredible job by helping people in distress. Like true divine emissaries, this society is helping financially constrained people like me who cannot afford the modern day remedies and treatment. Rajesh Garg's disabled 13 year old daughter got a new lease of life ever since doctors fitted an artificial limb in her body.

Directly and indirectly both, many of Dr. Priya Ranjan Trivedi's institutions have been involved in some philanthropic venture or the other. Not only his employees and relations, but even his associates have been encouraged to engage in community development programs from time to time.

A close friend once famously remarked, “What Dr. Priya Ranjan Trivedi has been doing all these years cannot be emulated by any one of us. While he has been hosting guests round the year from all around the globe at his place with no fuss, it was a stiff challenge playing the host to one of my close friends for simply a week. This proves beyond doubt that Dr. Priya Ranjan Trivedi is not only a cut above the rest, but has compassion and tolerance in abundance.

Dr. Priya Ranjan Trivedi has been associated with the Blind Schools, and taken part in countless blood donation camps.

Though Dr. Priya Ranjan Trivedi would be the last person to complain, but the fact remains that he has not only been backstabbed by his acquaintances, but has also landed himself in serious trouble due to blunders committed by others. Dr. Priya Ranjan Trivedi is an open book, and it takes a solitary meeting for one to read and understand his humane side and easy going temperament. In fact, his gentle side is what entices people to take undue advantage of him.

Over the years, such shrewd beings have perfected the Art of keeping Dr. Priya Ranjan Trivedi in good humour for realizing their self-vested gains.

Albeit Dr. Priya Ranjan Trivedi feigns ignorance, the reality is that he is fully aware of all the theatrics, pretensions and manipulations that he has been subjected to by those needing favours from him.

A close friend of Dr. Priya Ranjan Trivedi who derives great joy in imitating him quips, “It's very easy to befriend and deceit Dr. Priya Ranjan Trivedi as all you need to do is put your best foot forward while meeting him for the first ever time.

The man despite his vast accomplishments and iconic stature is still too naive to fathom the intention of a stranger striving to get friendly with him. If there are people that learn from their own follies, and others, that learn from other's mistakes, there exists people like Dr. Priya Ranjan Trivedi who consciously opt not to learn from mistakes.

I wonder if Dr. Priya Ranjan Trivedi secretly nurtures an innate desire to have a cenotaph built posthumously in commemoration of his philanthropic accomplishments and milestones. All in the lighter vein!! “Once bitten twice shy” Dr. Priya Ranjan Trivedi has lost count of the times he has been bitten and stabbed in the back but even then he continues to trust people on their face value!! Well some things can't change and Dr. Priya Ranjan Trivedi happens to be one unique creation who is hell bent upon being unchanged till his last breath”.

Chapter 23
SAHBHAGI FOR ALL TIMES

This Chapter brings to fore the crusader aspect of Dr. Priya Ranjan Trivedi's personality and how he played a sheet anchor role in propagating "Bhagidari Movement", the pet project of former Delhi CM Sheila Dikshit. "Bhagidari Movement was conceptualized 16 years ago in 1998 in the capital city of Delhi. Besides being an educationist and institution builder, Dr. Priya Ranjan Trivedi has made a mark for himself for his social and civic activism. Thanks to his excellent time management skills, he could always devote time for larger than life issues of girl child, environment, saving water bodies, propagating the innovative methodologies for water and energy harvesting, conflict resolution etc. Seeing him in the present day avatar, one would find it tough to imagine that he would have played a proactive role in protests and dharnas for arousing the attention towards grave issues. As the founder of the Paryavaran Complex in the Southern area of Saket, he formed the first RWA of the place, and till date continues to be its Patron-in-Chief. He has no qualms in sharing that he had a difference of opinion with his friends as he didn't agree that the onus was only on the Government authorities to set things in order.

He has always inspired people about their roles and responsibilities towards the society and the environment. Be it addressing young students, the corporates or the RWA members, he has perpetually talked about citizens being Bhagidar's in their city's development and progress. He never misses an opportunity to tell his team members and so many others that have come in touch with him, to adopt the various neglected parks, and the monuments. Similarly, he has motivated them to assist the civic authorities by advising them on the key problems like sanitation, potholed roads, littering, dysfunctional street lighting etc. He has undertaken praiseworthy initiatives such as rainwater harvesting and waste water recycling. In fact, the credit goes to him to a great extent for taking the Bhagidari movement to be next level.

Shares Dr. Priya Ranjan Trivedi, "Though the Modi Government has miles to go, the Indian PM in particular, deserves plaudits for having accorded top level priority to the germane issue of providing toilets for public convenience. Taking a leaf out of the PM books, Union HRD Minister Smriti Irani has set a realistic target of one year for ensuring that the girl's schools are equipped with toilets in this period. While it is indubitably the prerogative of the Government of the day to provide basic amenities to the general public, citizens too have a role to play in the progress and development of the nation. People's Power has been the secret behind the success of any prosperous nation, and we should all bear this in mind if we nurture a desire to transform India into a developed nation. As there are numerous challenges lying ahead, it is time for citizens to play some substantial role or the other, besides their day to day occupational activities, in the development of the nation. By doing so, the citizens would not only become actual Bhagidars in the development of their locality, city, and nation as a whole, but also ensure the swift execution of the long impending developmental works. The era of blaming the authorities and the Government is passe! Merely having a wait, watch and criticize policy too won't suffice, and in fact, would only have a detrimental effect!! Just like when the going gets tough, the tough gets going, in grave matters such as providing basic sanitation facilities and playing grounds to the

children, the intelligentsia too should not refrain from playing their role, and thus becoming vehicles for driving plans into action mode. I had pledged both my time and expertise for issues like guaranteeing basic sanitation amenities like toilets and playing grounds to the citizens around two decades ago. Providing basic sanitation amenities to the citizens should be the foremost responsibility of the Government. However the Government would need the active support of its citizens who need to be in the forefront for ensuring the success of this crucial project within the stipulated time frame. Besides the HRD Ministry which is in charge of the schools of Delhi, the Ministry of Health and Family Welfare too has a vital role to play. Let's hope that the new Union Health Minister incorporates our pragmatic plans, and accordingly offer us all the backend support. The combined efforts of the Government officials and citizens can bring in a sea change in the society."

Dr. D. K. Batra, a good friend of Dr. Priya Ranjan Trivedi, has always opined that citizens need to get going before the going gets impossible and unattainable. Concurring with the viewpoints and passion of his friend and mentor, Dr. Batra points, "Bhagidari is a complex and intriguing concept, and it is important for one to understand its connotation in the literary sense before being judgmental on the same. As a Delhite, it's distressing to see the falling standards of civic discipline. Whereas the metro and the mall multiplex culture has given something to cheer about to the people, the dismal state of affairs in different spheres dampens the spirits. The agony is all the more since, we, as the capital city denizens are expected to not only tread an extra mile in aiding both private and Government authorities for realizing their dream developmental projects and plans timely, but also undertake key initiatives for keeping the regal glory of the city intact.

The time has come when the youths of the city need to come forward for playing a pivotal role towards the society and community welfare works. Different Government departments have to be inspired for ensuring a smooth flow sans any gratuitous delay for facilitating swift implementation of key public development and expansion projects. The sad aspect comes when there is gratuitous and inexplicable delay at both the political as well as bureaucratic level due to which there is exceedingly long and infuriating delays in the public welfare works. As a consequence, it is the common man on the street that gets to face the music. Except being a mute spectator, one is incompetent in doing anything much. All this is nothing, but the grim veracity of the day that beholds all of us who happen to be part of this, age-old system that ceases to change and be more flexible. Gone are the days when we could pass it off saying, "Let bygones be bygones". In order to usher in a change, a full throttle revolution or a renaissance is needed for bringing about a drastic transformation of outlook. Most importantly, the onus majorly rests on the civil society to make the initial move and lodge strong protests with concerned authorities against the pointless delays. Optimum use of the RTI Act has to be made.

Thanks to crusaders like Dr. Priya Ranjan Trivedi that the Bhagidari movement has been a resounding success saga and promises to do wonders to the existing set of infrastructure in the city. It is now up to the citizens to take the good work forward. One good initiative that the Government can do is empower the RWAs in the larger interest of the city and the

nation as a whole. Public participation has to be there in all significant fields so as to ensure the swift expediting of public welfare works.

Resident's making a beeline for their neighbourhood drains for dumping their household garbage is an age-old sight that we spectacle every morning and late night. It aches to see an abysmal garbage management in the 21st century. In a seminar, Dr. Priya Ranjan Trivedi had suggested the public shaming of the civil society members who recklessly litter at their will all around. Besides he has also been talking about imposing severe penalties to those that are found casually dumping their home waste at prohibited places or at someone else's doorstep.

Dr. Priya Ranjan Trivedi has been a reckoning force in the context of Bhagidari movement, and has attended many workshops along with representatives of the Delhi Police, Delhi Development Authority, MCD, Delhi Jal Board, Delhi Vidyut Board, Market Associations, and several Resident Welfare Associations all for the sake of ensuring better governance. He has incessantly been in favour of transferring power to the grassroots level, and for making "citizens" the partners in the development. All this in turn will lead to more transparency in the administration and help people become more responsible towards the various works going in their respective areas.

Citizens need to be made Bhagidars for spreading more awareness about garbage management culture. To drive his point, Dr. Priya Ranjan Trivedi cites the instance of Sagarapur in West Delhi where local inhabitants have since time immemorial been dumping their house waste into the deluging nullah running parallel to Pankha Road. Added to this, the rapid commercialization has virtually ripped the residential fibre of the place. The connivance of the civic authorities with the law breakers only makes matters worse. The misery gets compounded with the ever growing, unruly traffic. Consequently, what we get to see whole day long here is reckless driving and exasperating honking that is enough to rattle one's peace of mind.

Dr. Priya Ranjan Trivedi feels that a resurrection is only possible if there is an ideal blend of city's youngsters and the senior members of the civil society. According to him, if the youths too participate in the RWA affairs of their area, a lot of developmental works can happen at a fast pace. "It is depressing when the passion and energy of youngsters is not utilized in improvising the civic amenities of the city. On their part, the youths need to spare quality time for their society and the environment. Merely ranting about the looming threat of global warming won't suffice as we all need to make our contributions in our own special way so as to mitigate the threat. It's a do or die situation, and we need to instantly get going before it's too late in the day."

Another area of concern where Dr. Priya Ranjan Trivedi has been devoting his time is the underutilization of prime land. In the wake of acute playing space crunch for children and people of all age groups that turn to parks for staying fit, Dr. Priya Ranjan Trivedi has been going from pillar to post to create more playing spaces for children. It is gross injustice if playing spaces cannot be carved out of idle lying grounds. He has motivated the corporates for footing the monthly expenses of the playing parks so that scores of people are not deprived of playing amenities.

Points P.P. Sethi, a retired Government official who was part of a conference organized by Dr. Priya Ranjan Trivedi, "I would credit Dr. Priya Ranjan Trivedi for having played a

stupendous role in spreading the Bhagidari movement. He has profound knowledge about the subject and understands the execution better than those at the helm. He educated the audience on how to free the parks that have been encroached in their colonies. The positive aspect about his approach is that he makes the public conscious about not only their rights, but also about their duties towards the society. He has the knack of making the tough tasks seem easy and simple. Hats off to him for motivating a sizeable strength of people for turning into Bhagidar crusaders for making the world around them a better place to live in."

The moment you shoulder responsibilities, and undertake a resolve to turn things around, that is the time when you become a Bhagidar in the welfare and development of your neighbourhood.

One can be a Bhagidar with the local police in improving the security of the colony they stay in. Be it the local police, the MCD, the PWD, or the discom provider, citizens can join hands with all these agencies for raising the quality of life.

There are colonies like Defence Colony, Jor Bagh, Friends Colony, Westend that stand apart from others simply because the local residents of those places have been working in tandem with their local authorities since many years. The ornamental parks of Defence Colony and Shanti Niketan make a spectacular sight.

As a passionate Delhite, Dr. Priya Ranjan Trivedi brought to existence a project titled "DREAM" denoting "Delhi Revival, Empowerment and Modernization" project.

The key objective of this project primarily is to make Delhi a more vibrant and happening place, as well as to inspire the local denizens to do something remarkable for their city that they are so proud of.

The rising cases of ghastly crime against women have tarnished the city imagery which is why Dr. Priya Ranjan Trivedi and his team have been telling citizens to become protectors for the women folks. "If the Prime Minister of the country in all his due humility calls himself a "chowkidaar" as an assurance against putting curbs on rampant corruption in the country, why can't citizens especially young men volunteer to become "custodians of the girls and young women of their city". Merely carrying out candle light vigils after every grisly incident of crime against women is not going to solve the problem as citizens need to pledge their unstinting support for protecting the dignity and honour of the women folks of the city.

Once this is achieved, it will instill an element of fear in the minds of the compulsive misogynists. The horrific Uber cab rape case preceded by Mumbai gangrape case, and the infamous Delhi gang rape case has opened the Pandora's Box, and brought the nation's focus back on misogyny and repressive mindsets. The brazenness with which the rapist went about giving shape to their nefarious designs in Delhi or Mumbai speaks volumes about not only the laxity of the local cops, but also about the callous approach of all those that were well versed with the notoriety of the deserted area.

The revelations of a RTI done some time ago sent shock waves across the financial capital of the country when it came to the fore that a substantial percentage of the police force had been deployed for ensuring the well being of the VIPs. It has been due to this lackadaisical stance that there has been no respite from such monstrous acts. Such ghastly

incidents do further damage by bringing a great deal of ignominy to the country. That foreign tourists feel vulnerable in the city can be gauged from the fact that a well known foreign celeb visited India with her own entourage of body guards sometime back. If this is not indicative of the burgeoning trust deficit that foreign tourists have today, then one wonders what is? “Despicable” is what comes to mind instantly. After all, how many more such dreadful acts will it take for the authorities at the helm to deliver an everlasting effectual solution for ensuring the safety and wellbeing of women in our country? Albeit, such reprehensible acts need to be condemned in the harshest possible manner, it makes a mockery when the so called “intelligentsia” fails to come up with any fresh, out of the box ideas to put an end to such appalling incidents.

I agree with the country's first lady police officer Dr. Kiran Bedi when she talks about the concept of special police officers (SPOs). It's imperative to include NCC cadets as part of the internal city policing besides roping in youngsters to make the life safe and sound for girls and women. Like Dr Bedi. I too feel that more marks should be given to students participating in more community projects like assisting the local police in undertaking the safety drives get. Why can't we replicate the USA model where students patrol the city along with the local police? As for the advisory, girls need to plan their day carefully, and keep their loved ones informed about their whereabouts. They need to avoid isolated and unlit areas. Educationists will have to come forward for arousing the need for installing CCTVs and GPS system in buses and other public transportations mandatory. According to Dr Bedi, the reason why a number of rape cases go unreported is not because of any social stigma, but because there is no assured response by the police.

We have a substantial number of PCR vans in the city, and there is no reason why they can't take care of the women provided they adopt a more organized approach. PCR vans should have a lady home guard so that girls feel comfortable reporting their grievance to the police. Community policing can do wonders. While a lot of citizens including me subscribe to Dr Bedi's views, that alone will not be adequate unless the top notch authorities get going to executing the same. Delhi's top cop had to face colossal flak from all quarters post the infamous Delhi gang rape incident.

The aam aadmi understandably registered their angst and resentment against the gaping holes in policing by participating in agitations and peaceful protests all over the country. However what perplexed many was the manner in which politicians got into the act, and started calling for the removal of the CP. Thus what ensued was a free for all slugfest, as a consequence of which a great deal of focus got drifted away from the main issue, that of exploring ways to prevent such terrible acts.

The chorus has been growing with time for sensitizing the police about grave issues like women safety, and giving them incentives for doing a good job. A thought needs to be spared for the police personnel's who are overworked, simply protecting the VVIP politicians.

While many still reckon “candle light vigil” way of peacefully registering protest against unbridled spates of crimes like rape, gang rapes, murder etc to be one of the most effective medium of arousing the attention of those at the helm, Dr. Priya Ranjan Trivedi recommends a stronger punitive action like longer jail term or chemical castration for rape. This according to him holds the key for effectively deterring would-be perpetrators. Likewise, he is of the view that families of rapists should be ostracized on the social front, and even fined so as

to send a loud and clear message for anyone misconstruing that they could get away easily after committing such heinous crimes.

In tonality with Rekha Udit's Women International Network (WIN), Team Dr. Priya Ranjan Trivedi have organized number of self-defense classes for young girls and women for instilling confidence in them for coping with any untoward eventuality. There is colossal scope for the RWAs and the NGOs to tie up with the Government bodies as Bhagidars for training women in self-defense skills.

Dr. Priya Ranjan Trivedi has aggressively taken up the issue of unrestrained incidents of racial abuse against those from North East.

As his university is based out of the North East region it agonizes him all the more as he experiences a great deal of disparity between the warm hospitality he receives from his North Eastern friends and hosts compared to the shoddy treatment meted out by some rowdy Delhites to the boys and girls from the North East. In the light of the growing crime against women and those from the North East states, he has for many years been stressing on making people more empowered by imparting them self-defense skills.

He wants more Mary Koms in the country so as to put brakes on the burgeoning crime against women. In the same breath, he advocates the need for enrolling illiterate young boys from slums to neighbourhood schools with the prime objective of making them sensitive and respectful towards girls and women. Additionally, fear of law must be instilled in them by apprising them of the repercussions that rapists and their family face after their sinister acts. The onus irrefutably rests with the political stalwarts like the MLAs and the MPs who need to take up this issue as fervently as they do when it comes to calculating and evaluating their vote banks in the slum dwellings in their respective constituencies. A time perspective must be chalked for submitting a comprehensive blueprint on the remedial measures that they have undertaken to fix the problem.

Time is running out.. and the power wielders must realize that the wheel has already come the full circle as far as incidents of rapes are concerned for we don't have to wait for appalling rape incidents to happen elsewhere in the country to actually rise from our deep slumber!

Social activist Sudha Sharma remarks, “Legislators and cops promise stern action against the monster rapists after every horrific incident of crime, but imagine the ordeal that the rape victim undergoes? For the victim to lead a normal life takes a really long time. The solution lies in shouldering collective responsibilities along with the local police. Why can't every women group work in tandem with the local police staff? RWAs should include women members who should be specially assigned the task of monitoring women safety measures in their respective areas. Unlit areas and places with dysfunctional streetlight should be reported to the authorities so that they could be timely fixed. It is distressing when streetlights remain in a dysfunctional state for days and months together. I cannot understand why local dwellers fail to do the basic duty of informing the authorities for having them fixed. Criminals take advantage of all such callousness, and this explains the rising spates of crime against the women.”

Citizens need to get the concept of Bhagidari straight into their heads, and not shy away from shouldering their basic responsibilities. One should not forget that if they remain

mute spectators in society, no one else too will come to their aid in the need of hour when they have fallen prey to some untoward eventuality. Why can't people decide to shun wearing the religious or the caste card on their sleeves, and instead begin flaunting their commitment towards society on their sleeves? The rising incidents of crime against women have brought colossal ignominy to the nation. Be it the growing number of rape cases, the ill treatment meted out to foreign tourists, or the racist attacks against the North East girls, or the countless of sexual harassment incidents at work, all this severely tarnishes the image of the country.

All this has an adverse impact on national level campaigns such as Incredible India and Atithi Devo Bhava. The image of the country takes a beating not only when foreign nations are shoddily treated, but also when misogynists unleash heinous crimes against their own people. The recent Uber cab rape case brought back the memories of the horrific Munirka gang rape incident of Nirbhaya that shamed the entire country. Ironically when the focus ideally needs to be on women safety and empowerment, the key attention of the nation is on proving and disproving each other's secular credentials. The time has come when the citizens need to work in sync for undertaking a steel pledge to ensure the safety and wellbeing of women folk of not only their country, but also those who are visiting their country as tourists or students.

Women safety deserves top most priority, and there is an urgent need to brainstorm on the practical steps which will ensure its reality. Rather than wearing their religion or caste card on their sleeves, it would make great sense if the citizens of the country begin displaying their commitment towards pertinent issues such as safety of women. Organizations like the Confederation of Indian Universities (CIU), and the Indian Institute of Ecology and Environment (IIEE), Women International Network (WIN) are resolute in their grit towards making the city a safe place for women. CIU under the astute guidance and leadership of PRT is all geared to host a series of exclusive programs at prominent places with the core aim of brainstorming on key measures needed to be undertaken for making women safety a reality in the coming days. Akin to the Swachhh Bharat Abhiyan launched by PM Modi, the CIU in is all set to commence a campaign wherein some select people will be initially chosen to lead the women safety campaign from the front. Badges with a message "pledged for women dignity" will be distributed all over the country among people who believe and support the cause of women dignity and empowerment.

Needless to say, those flaunting the badges on their shirts, tops, jackets and coats will stand pledged to the cause of women dignity for the rest of their lives. The core purpose of making citizens wear the badge on their sleeves is to make them responsible beings for shouldering their basic duties towards the women folks. Just like people take great pride in flaunting the famous shoe brands namely Nike, Addidas, Reebok etc, or for that matter, the famous apparel brand namely Peter England, United Colours of Benetton, Louis Phillips, citizens need to take pride in flaunting badges to confirm their pledge towards women dignity and safety. Cutting across all sorts of religious, caste and creed barriers, this badge will unify the citizens in their crusade for "crime against women".

Eminent social activist and chairperson of Women International Network (WIN), Rekha Udit remarks, "My organization has joined hands with the Confederation of Indian Universities and Sarbat Da Bhala as action oriented approach alone will help put curbs on

the incidents of crime against women. Thanks to all the support and inspiration from Chancellor Prof. PR Trivedi and renowned philanthropist Sdr. SP Singh Oberoi, we have roped in a large number of volunteers that have pledged themselves for the cause of women dignity and empowerment. We will educate the citizens in Delhi, and follow it by distributing badge to volunteers all around. Seeing the response that our initiative evokes, we will take the campaign to different nooks and corners of the country."

The newly appointed President of Government Approved Tourist Guide's Association Vipin Bhardwaj elucidates, As an integral component of the Tourism Industry, we have a great deal of responsibility to shoulder as any stray incident poses the threat of tarnishing the image of our country. Since last many years, we have been managing the tours of countless of foreign tourists that include a considerable percentage of females. Indubitably, we have to exercise colossal caution as any error on our part would bring great disrepute to our profession.

Distressingly, it has been observed that many unapproved guides masquerading as approved ones illegally manage the tours of foreign tourists. It has been due to this gross misconduct which has been the reason of our country's image going awry as there has been a rise in the incidents of female tourists complaining about harassment or undue duress to buy good from one particular place of their choice. The act of a guide pressurizing or convincing a tourist to buy goods is a mental torture, and cannot be condoned.

The ball is in the Government's court now as it has to ensure that only the approved guides are allowed to manage tours of domestic and foreign tourists, and put an embargo on the unapproved guides, if it earnestly wishes to improve the image of the country. We fully support the cause of zero tolerance of "crime against women".

Avers Dr. Priya Ranjan Trivedi, "The phase of registering protests by undertaking candle light protest is a matter of the past. In the present day scenario, citizens from all walks of life need to join forces by doing a more concrete exercise which is flaunting the "pledged for women dignity" badge for conveying and confirming their lifelong commitment towards women wellbeing and their safety. The badge will inspire countless of onlookers as well as the naysayers to join the movement of making the city and the country a safe place for women. Besides, it will play a great role in improving the image of the country on the global arena. The approach of the local police which has been observed to be mediocre or lackadaisical too will improve for the good. Women staying alone in PG accommodations or hostels will feel strong enough to report the matter to the police unlike when a sizeable percentage preferred enduring their agony in silence. Taking a leaf out of the books of the citizens, the law enforcers will get charged to take all the relevant precautionary measures for ensuring the safety of women such as installation of CCTVs at the key junctures in North Delhi, and reprimanding the civic authorities for fixing the dysfunctional streets."

When there would be Bhagidari of citizens with the various civic authorities and other organizations in the field of women safety, it will guarantee that every Bhagidari member in the system would play their role responsibly and passionately for achieving their mission.

It is a universal fact that wherever residents are in charge of affairs and in absolute command, authorities such as the police fall in line, and are inspired to deliver the needful in time.

Bhagidari ensures a smooth communication between the different stakeholders and subsequently fast results. Citizens need to inform the local police about unlit areas, and junctures where they need to subject motorists to the Alcometer test. Besides, citizens need to advise police about sensitive areas so that they could intensify the patrolling there accordingly. As Bhagidars, the general public has all the right to request the police for monitoring of NGOs for girls and women in different parts of the country. Surprise police checks in NGOs meant for public welfare can bring to fore a substantial number of unspoken incidents of crime against women. The citizens would be well within their right to ask for police reforms for long term improvement apropos women security. As far as the Delhi Metro is concerned, it has proved to be the safest mode of public transportation in the capital city today.

However, once women commuters alight, that is the time when they need to exercise caution since they are no longer under the surveillance of the CCTVs. The issue is sensitive all the more because myriads of commercial establishments have mushroomed all around the metro stations sans any restraint. Metro stations namely GTB Nagar, Adarsh Nagar, Azadpur, Jahangirpuri etc are flanked by myriads of fly by night hawkers, and this makes the situation precarious for women. The fact that liquor vends and resto-bars too exist in the proximity of some of the metro stations make matter all the more perilous for the vulnerable women. Most of the women feel unsafe when they alight from the Metro stations when they have to walk all the way till their desired destinations. A slight causal approach can lead to dire consequences. However if we have volunteers wearing the “Pledged to women dignity” Badge, a young lady can easily approach them for help in the trying times.

Those sporting a Badge will have their names, contact numbers and addresses registered with a key nodal agency so that there is complete transparency. The entire process of involving self styled volunteers in this exercise would fetch a more holistic objective that of transforming people into noble human beings. Besides, it will help bridge the communication gap between people hailing from different caste, creed and religions.

The USA model should be emulated with modifications wherein students are roped in for patrolling the city along with the local police.

While a certain segment of the society is in favour of stronger punitive actions like longer jail terms or chemical castration for rapists, followed by ostracizing the families of rapists on the social front.

That said, it is equally significant for young women to be trained in self-defense skills.

Public Government cooperation will empower the general public to instruct PCR vans to have one mandatory lady home guard. In addition, they will assist the police in conducting surprise checks in both private and DTC buses, carrying out Alcometer test of bus drivers, conductors and their assisting staff, keeping pubs, bars and discotheques under a tight lease so that they adhere to the time guidelines. With the power of the citizens, the police force would remain constantly on their toes, and initiate stern action against hoodlums creating ruckus in an inebriated state, and against the cars and buses with tinted glasses.

Shares Dr. Priya Ranjan Trivedi, “Innovative and highly pragmatic measures such as the incorporation of Character Development Initiative (CDI) need to be in place. CDI is an educational intervention for helping the needy students develop social and emotional skills

necessary for building good character. During his student days at St. Columba's, Santosh V. Kalyani, the Founder of CDI nurtured a desire of forging a distinctive creed of like-minded youth brigade in the country. Young minds who would work cohesively towards raising standards to become responsible citizens, build a strong value system, and inculcate virtues which would channelize all their latent energies towards the right ends. Having spent a good number of years working with reputed organizations, observing the values at work, and the repercussions of a failing society, it ignited a spark in him to do something more substantial in life. Albeit, his family were initially apprehensive when he announced his decision of quitting a highly paying job in the telecom sector, his conviction gave them confidence that he would not disappoint them.

An interactive process of teaching and learning, which enables the beneficiaries to acquire knowledge and to develop attitudes and skills which support the adoption of healthy behaviours, CDI can make an incredible difference as a Bhagidari member of the society.

As this intervention highlights virtues that help the young people develop into responsible, respectful, caring citizens who make choices based on what is right, rather than what is easy, CDI will help reduce the crime rate in the country.

Santosh V. Kalyani elucidates, “CDI has been associated with schools to provide on a continual basis, mentorship to student communities across India. It provides a series of developmentally appropriate classroom based training in five major areas of universal human competence namely self-reliance, social awareness, self-management, relationship skills, and responsible decision making. The letters of appreciation from schools and students in Delhi, Maharashtra and Karnataka bear testimony to the resolve of CDI, in taking forward this concept to all schools and educational fraternities pan India. Character Development Initiative is the need of the hour.

An approach to impart character education by involving the youngsters in interesting processes and activities. Workshops conducted in schools create secure, interactive, compassionate, well managed learning environments. They help address the participants experience in classroom and school ambience in systemic ways. Many core programs address important domains like importance of completing education, reinforcement of inherent values basic to human life, self-respect, responsible behaviours, self-esteem and problem solving. Participants experience greater attachment to school, less risky behaviours and more positive assets. In the absence of good values, no society can function effectively and no individual can hope to live happily.

Not to teach good character and our inability to equip youth with these skill sets would be a grave failure for any society. It is a deliberate effort to help people understand, care about, and acts upon the values they learn and come across. People do not automatically develop a good character. “santosh@cdi.edu.in”. Hi! Bipin, Details of schools and colleges where students have benefited from the activities of Character Development Initiative: 1. St Columbas School, New Delhi. 2. Chowgule Public School, Faiz Road, New Delhi 3. DTEA School, Lodhi Road, New Delhi 4. Kannada8:27 PM Character Development Initiative, with the Support of the Hungarian Cultural Centre, New Delhi organized a “Good Deeds Short Film Festival” in February, 2013. This first of its kind, film festival was an attempt to encourage established and young filmmakers to make outstanding films which inculcate good character traits in the present and future citizens. A number of students

from different schools and colleges all over the country have so far benefited from the activities of CDI.

Notable among them being St. Columba's School, Chowgule Public School (Faiz Road), DTEA School (Lodhi Road), Kannada Public School (Lodhi Road), Vivekanand College (Kolhapur), Shivraj College (Taluka Gadhinglaj-District Kolhapur), Gourishankar Institute of Management Sciences, Knowledge City, District Satara etc. CDI conducted Teacher Training workshop for 300 teachers at Kalka Public School, New Delhi on Teachers Day, on the invitation of the school Principal. Intentional and focused efforts must be made by families, schools, Government, and the media - to foster the character development of the young. CDI aims to achieve a noticeably strong, aware, self-motivated, independent, self-reliant, articulate and productive youth force across India.

CDI seeks to involve geographically, financially or culturally disadvantaged youth in their training endeavours and channelize their energies towards to right ends. It also seeks to reach the needy, disadvantaged youth throughout India, especially in isolated, under-catered and financially uncertain areas.

CDI has spread its wings over the years, by empowering youth in demanding circumstances to keep their composure, and face up to life, when they encounter challenges or situations which demand strength of character. Santosh has persevered to identify the systemic errors that affect the youth community, and has brought forth solutions which ensure a vibrant new emergent youth force and leadership. Dr. Priya Ranjan Trivedi has ardently been pursuing the issue of girl child empowerment through Bhagidari. He innovated a novel way to highlight the burning cause of girl child empowerment when he suggested the naming of myriads of nameless residential colony parks after them. This according to them was to instill a sense of responsibility among local dwellers and civic authorities about the issue of girl child, and secondly, for lending a distinctive identity to the nameless parks, thereby inspiring authorities to pay due heed to their upkeep and maintenance.

Points social activist Sudha Sharma, "Since time immemorial, there has been the tradition of "Kanya Poojan" during Navratris both on Ashtami as well as Navami Days. As part of the Kanya Poojan ritual, the devotees seek the blessings of little girls by washing their feet ensued by serving them a sumptuous feast. However we ignore the cause of the little girls after Ashtami and Navami. Though parks or roads are usually named after martyrs, freedom fighters, and distinguished personalities, Dr. Priya Ranjan Trivedi initiated a new trend when he inspired people to name a couple of parks after little girls with the support of local dwellers and the concerned Government authorities. With this initiative, Team Dr. Priya Ranjan Trivedi was successful in doing a great deal of good to the cause of the girl child besides inspiring the local dwellers and authorities to work towards the upkeep of their parks. As a social activist, Dr. Priya Ranjan Trivedi has always urged youngsters to be a part of the green brigade. According to him, the lifeless parks can be revived by the Bhagidari movement. Prior to working out ways for infusing life into these parks that lie on the threshold of imminent perish, it would really help if RWAs could get them named after Kanya's (little girls).

This will concomitantly do a world of good to the cause of both green drives and girl child. Since most of the MCD parks in residential colonies are sans names or any proper identity, RWAs all over National Capital Delhi must work in tandem with their area councillors

and MLAs for recommending names of little girls so as to enable an exclusive sense of distinctiveness and individuality to various neglected greens all around. About ten years ago, Dr. Priya Ranjan Trivedi along with a team of proactive RWA members in South Delhi had inspired civic authorities for naming parks after Kanya's hailing from economically weaker sections, and those residing in the nearby slums. Significantly since the naming of parks, lanes, roads and chowks do not require any MLA, MP or councilor funds, the entire naming process promises to be a convenient process when it comes to the actual execution." As a matter of fact, all one needs to get a park named after a person of your choice is to garner local level support and follow it by taking it up with their area representatives who will then discuss the same in the Town Hall with a special panel of councillors and Mayor.

While considering the names, living personalities will not be considered. As the Patron in chief of Paryavaran Complex RWA, Dr. Priya Ranjan Trivedi has perpetually been in favour of naming parks after little girls whose parents work as domestic helps or dwell in nearby slums. Commenting on the same, Dr. Priya Ranjan Trivedi adds, "Good that the Government has always discouraged the practice of naming parks after living persons who are social activists or so called crusaders.

The need of the hour is to involve the youngsters in the RWA movement and make them undertake mandatory tree plantation drives in their respective colonies along with the colony elders for beautifying the overall green ambience. Besides, they must ensure proper hygiene and upkeep of not only the neighbourhood parks, but also the surrounding lanes and roads. As a good percentage of youngsters understand the concept of the "Corporate Social Responsibility" (CSR), it will help achieve faster results.

Thus inducting the youth brigade in the Bhagidari movement would bolster the cause of both the girl child and the neighbourhood parks. A win win state for all the stakeholders. Speaking during the 35th World Management Congress at Pune as the chief guest, Dr. Priya Ranjan Trivedi emphasised upon Bhagidari in all sectors for fuelling growth. The audience was enlightened when Dr. Priya Ranjan Trivedi articulated how high growth and creation of jobs were possible through Government's ambitious project "Make in India". The Congress organised by the Indo Global Chamber of Commerce, Industries and Agriculture in association with International Association of Academicians and Researchers and Chulalongkorn University, Bangkok was a huge success as speakers and distinguished personalities concurred that shouldering collective responsibility was the mantra to achieving greater heights.

Like a true visionary, Dr. Priya Ranjan Trivedi has often been approached to throw light on the significance of a single window system in the 21st century.

Expecting civic agencies to address the area specific grievance on their own is like expecting one to go to space on bullock cart! This because the fact remains that unless and until a proactive representation of RWA team, or confederation of RWAs pester the civic agencies about the acuteness of a particular lacuna, you hardly see officials take stock of the matters on their own. Prime instances being openly lying filthy drains, dilapidated state of roads, neglected parks, decrepit sewerage system, dismal sanitation standards etc. Matters are further complicated since nod from multiple agencies are mandatory for execution of a simple solitary task thereby one has to run from one pillar to post.

Points Naresh Anand, resident Patel Nagar, "One look at the civic amenities in markets

like the Sadar Bazaar says it all. The dangling wires all around are a virtual death trap, but who cares? Despite frantic reminders to authorities concerned, nothing really has happened all these years. As a result, people there are all literally living on the edge. It seems people in charge are waiting for a big catastrophe to happen following which they will take the needful action. It sucks to see the nonchalant attitude of Government authorities for countless of honest tax payers. Every year the Government runs campaigns advising citizens to timely pay up all their taxes assuring that the same amount will get utilized for upgrading and improvising their civic infrastructure and amenities. While there is no compromising about timely submission of taxes, what baffles citizens is the sheer civic apathy in matters pertaining to public welfare.”

Says Dr. Priya Ranjan Trivedi, “A single window system seems to be an ideal solution for bailing hapless denizens out of the never ending quandary and unending cacophony. Agencies at the helm often indulge in buck passing game subsequent to which the grievance of distressed citizens remains unresolved. For bouquets, there are all the takers in the world, however when it comes to taking the brickbats meaning flak, none volunteers. The absence of a single window system concerning various public related grievances and projects makes matters further intriguing and cumbersome. It is often seen that for a simple job of having trees in a colony pruned, RWAs have to seek the consent of both the horticulture department as well as the forest department. As part of reforms, Government needs to make “one authority” accountable for a particular colony, who gets entrusted with the job of ensuring execution of different public welfare works.

The buck would then stop at one point, thus the practice of giving lame excuses will not happen. Also, it should be a statutory authority with no ambiguity or scope of discrepancy. This arrangement will not only help accomplish long impending works that RWAs have been moaning about, but will also help rid the system of gratuitous blame buck passing games. Indubitably, this kind of accountability will have far reaching ramifications, and thus do wonder's to raise the quality of life. Political representatives namely councillor, MLA and MP are often at loggerheads over execution of public welfare projects, and the slugfest is all the more when you have people from different political parties. Then there is ambiguity about roles and responsibilities of the different Government agencies which further adds to the agony of the Resident's. It is often seen that the lack of synergy between the different civic authorities leads to pointless wastage of the public tax payer's money. In the light of all this, a single point system holds the key to success for ensuring not just accountability, but for attaining unprecedented results for public welfare.”

When Bhagidari is there between the Government and the citizen groups, then there would be fast execution of public welfare works.

As a regular visitor to Dwarka, Asia's largest sub city, Dr. Priya Ranjan Trivedi has always voiced his concern about some burning issues gripping the city. The fact that the city with an approximate population of one million is devoid of good healthcare institutions and establishments is extremely worrisome. In the eventuality of a catastrophe, or any other unforeseen contingency, there is justifiably a great threat to the well being of citizens. Then the grim veracity that there are insufficient entry exit points in the township for facilitating a smooth to and fro movement of its local denizens. For a sub city having a population of close to 6 lakhs, the present day number of entry and exit points are too

scarce to lend a sense of security to its inhabitants. Bounded by NH-8, Outer Ring Road, Najafgarh road, Pankha road, and Rewari Railway Line, the Palam Flyover entry-exit point cannot be relied upon since it remains crammed during peak hours, thus resulting in agonizing snarls and gridlocks on the boulevards. The entry point through Dabri and Dwarka Mor too are no better as this stretch too is a bottleneck. It is surely no hypothetical extrapolation on the safety and security scenario prevalent here as it is a well-known veracity that Dwarka is situated in quake pro zone, besides being on top hit list of Terrorists. The failed terrorist attack in sector 6 Dwarka market stands testimonial to the gloomy state of affairs in the sub city. A lot of people concur that Dwarka is precariously poised today as the city is devoid of good Government Hospitals in the sub-city to cater to a population of more than 6 lakhs. Though inauguration of a hospital on an earmarked place has already happened 2-3 times, the actual implementation is still a far cry. To get in or move out from the so called Master Plan Sub City named “Dwarka” takes well over 30 minutes. The situation has worsened with the temporary shutting down of the Express Metro as a safety pretext.

Talk to area authorities, and they go over the roof making tall promises and giving all sorts of false assurances to the citizens. This is the reason why Dr. Priya Ranjan Trivedi has often advised his friends in different RWAs in Dwarka and elsewhere to get into a Bhagidari arrangement with the various Government agencies so that they can avert unnecessary delay of developmental works in their respective areas.

Summing up on Bhagidari, Dr. Priya Ranjan Trivedi concludes, “When citizens become equal partners with the Government in the accomplishment of public welfare works, every stakeholder gets a responsibility to shoulder, and this ensures transparency as well as smooth facilitation of works. The Government authorities will be on their toes to complete their roles and responsibilities in the stipulated deadline, fully conscious that they could be taken to task for any gratuitous delay or callousness. It is thus going to be a win win state for all. India will come of age when the Bhagidari model will be endorsed and implemented all over the country.”

Few organizations have joined hands for addressing the pertinent issue of women dignity and empowerment. The recent incidents of crime against women have brought great ignominy to the nation. Lessons have still not been learnt following the horrific gang rape of Nirbhaya few years ago. The recent Uber cab rape case has only aggravated the situation, and further tarnished the image of the country. Besides the crime against women in Delhi-NCR when they are commuting by public transportation, or happen to be in any public place, there have been reports of foreign tourists especially girls being subjected to harassment and agony too continue to make headlines.

Needless to say, this adversely impacts national level campaigns such as “Incredible India” and “Atithi Devo Bhava”. The image of the country takes a beating not only when foreign nationals are shoddily treated, but also when misogynists unleash heinous crimes against their own people. Racist attacks against North East girls is another issue of major concern. While imparting training in self-defense skills to women is one solution, the need of the hour is to constitute a team of passionate and committed volunteers that will pledge themselves for the cause of women dignity and empowerment for times to come.

The campaign titled “Nari Maan Se Desh Ka Samman” is spearheaded by renowned global

philanthropist and Managing Trustee of Sarbat Da Bhala (SDB) charitable Trust, Sdr. SP Singh Oberoi. The crusade is duly supported by Confederation of Indian Universities (CIU), Vivek Travels, Women International Network (WIN), and Government Approved Tourist Guide's Association (GATGA).

The media partners for the event are Disha TV, Tennews.in, JKM Events, Character Development Initiative (CDI) etc. Women safety deserves top most priority, and there is an urgent need to brainstorm on the practical steps which will ensure its reality. In these turbulent times, rather than wearing their religious or caste cards on their sleeves, it would make great sense if the citizens of the country begin displaying their commitment towards germane issues such as safety of women.

Sarbat Da Bhala (SDB) along with other associate partners is all geared to host a series of exclusive programs at prominent places with the core aim of brainstorming on key measures needed to be undertaken for making "Women Safety Campaign" a grand success in the coming days. Since the past one month, thousands of reflectors that help enhance visibility, and thus prevent accidents during the foggy season, were pasted on LMVs and HMs as a part of the "Traffic Safety Campaign" organized by Sarbat Da Bhala in different parts of Punjab and Haryana. The campaign was fully supported by the Haryana and Punjab Police, and SSP level officers participated in the campaign in their respective areas,

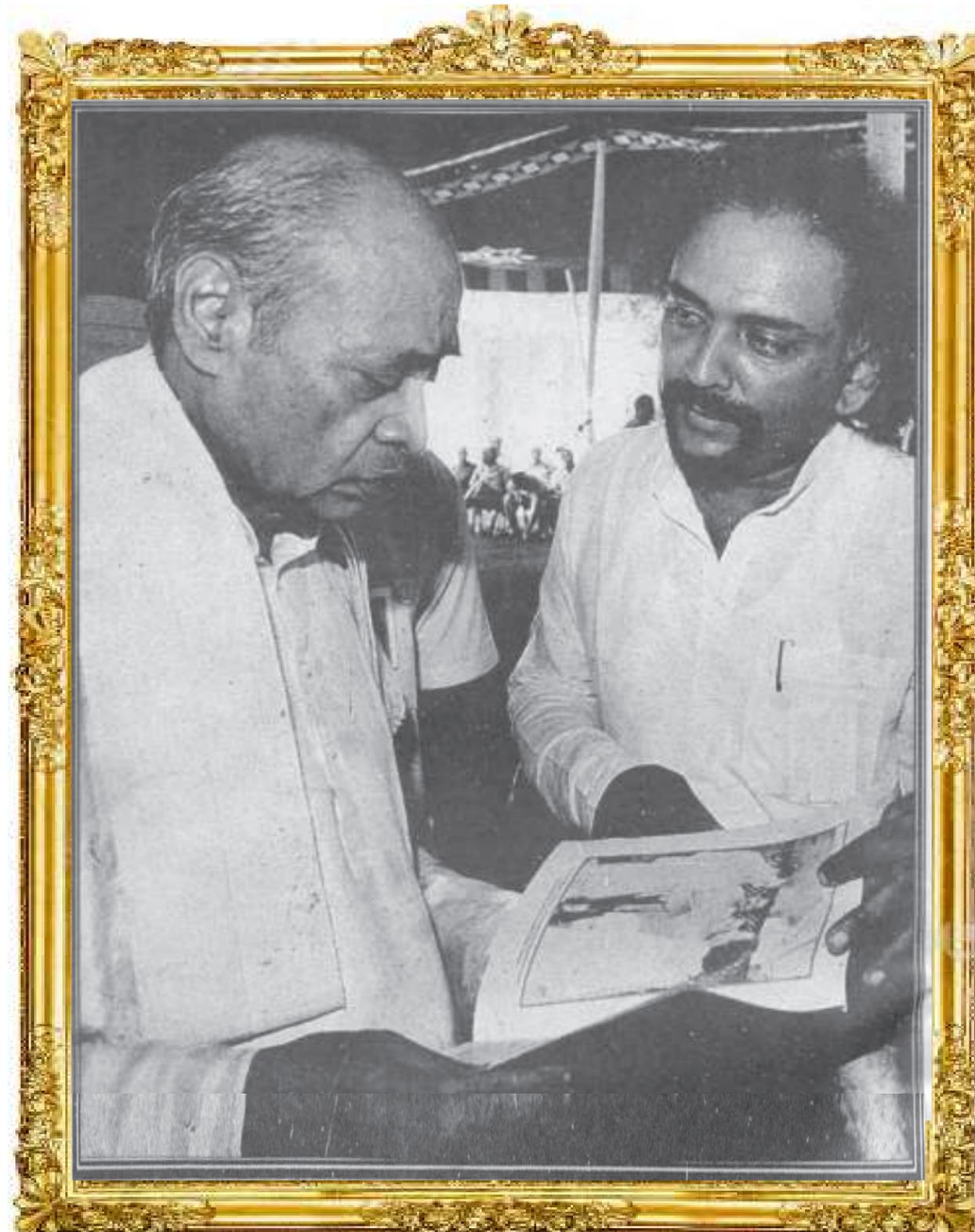
Buoyed by the success of the "Traffic Safety Weeks" in Punjab and Haryana, Sdr. SP Singh Oberoi is now pledged towards the cause of Women Safety in Delhi NCR especially. Akin to the "Swachchh Bharat Abhiyan" launched by PM Modi, Sarbat Da Bhala in sync with the above mentioned organizations is all set to commence an apolitical campaign wherein some select people will be initially chosen to lead the women safety campaign from the front. Badges with a message "I am pledged for women dignity" will be distributed to citizens who are ready to pledge themselves for the cause of women safety, dignity and empowerment.

Needless to say, those flaunting the badges on their shirts, tops, jackets and coats will stand committed to the cause of women dignity for the rest of their lives, and will undertake a pledge that they will henceforth, not remain mute spectators if they are witness to any crime against women. The core purpose of making citizens wear the badge on their sleeves is to make them responsible beings for shouldering their basic duties towards the women folks.

From the capital city New Delhi, the campaign will move to different parts of the country in the coming days.

Prior to her being inducted into the fold of BJP and being projected as the party's CM nominee, country's first female IPS officer, Dr. Kiran Bedi had consented to be part of launch campaign in IIC on 27th January 2015. However following her party's decision to give her a ticket to fight elections, she had to pull herself back due to obvious reasons.

Besides the focus on women dignity and empowerment, a steel resolve has been undertaken by members to address not just the issue of schools with dysfunctional toilets in schools, but also the schools that have no toilets in the very first place. While it is indubitably the prerogative of the Government of the day to provide basic amenities to the general public, citizens too have a role to play in the progress and development of the nation.



Chancellor Dr. Priya Ranjan Trivedi presenting the Vision Document of the Indian Institute of Ecology and Environment to the Prime Minister Shri P.V. Narasimha Rao in July 1991.

Dr. PRIYA RANJAN TRIVEDI IS PROUD OF HIS DAUGHTERS

When his daughters were born, Dr. Priya Ranjan Trivedi's joy knew no bounds, and he spent the entire day distributing sweets in his native place in Bihar. Since people still considered daughters to be burden from the point of view of dowry to be given during their weddings, there was a great deal of apprehension amongst the local dwellers seeing the euphoria of Dr. Priya Ranjan Trivedi.

Village elders tried advising Dr. Priya Ranjan Trivedi to refrain from indulging in a pompous display of emotions and joy, but the proud father gave a deaf ear to the obnoxious advice. Instead he told the elders to break the shackles and come to terms with the reality that girls bring more repute and glory to the household than the boys.

Dr. Priya Ranjan Trivedi has always regarded parenting of girls as no less than a divine blessing bestowed upon him and his wife by the Almighty.

“Behind the success of every man, there is a woman” goes the saying. However, in the case of Dr. Priya Ranjan Trivedi, there happens to be not one, but three women who have contributed to his success and happiness.

Besides his extremely supporting wife, the other two happen to be his lovely daughters, his apple of the eyes, who too happen to be “distinguished achievers” having accomplished many a milestones in their respective careers.

Sharing some finer details about his life, Dr. Priya Ranjan Trivedi's younger daughter Tanuja says, “I describe my father as “The Man who saw tomorrow”. As good luck would have it, he has always been way ahead of times and his contemporaries, and it is this unique gift that enabled him to break so many glass ceilings in his lifetime. The most outstanding aspect about my father has been his selfless attitude towards life whereby, he has maintained a perfect harmony between his personal ambitions or accomplishments and his responsibilities and duties towards the humanity as a true Samaritan.

I take pride that he has devoted a lifetime towards the cause of enlightening the masses through his books, lectures, institutions, workshops, seminars, summits, conclaves, symposiums, congresses, conferences etc. As an educationist, author and an institution builder, he has forever remained pledged to the cause of the society, and those in seek of his guidance. He treats all his students as he treats me or my elder sister.

His emphasis has been to devote maximum possible time for the cause of society as it justifies his existence as a mentor. He has been a perfect cultural and intellectual ambassador in the truest sense for not only connecting the different dots scattered at different places and orbits, but also for giving the world a new dimension and fodder to respectively gaze at, and ponder over. In stark contrast to the vibrant persona of father, my mother has unequivocally maintained a low profile. Though I want my father to hang his boots now, I have never conveyed the same to him since I know for a fact that he will

never do so. He's still got the fire in his belly and can put a young man to shame with his energy and zeal. A lot of people have the notion that my father is the boss at home which is absolutely wrong as it is my mother who controls and manages the day to day affairs at home.

My father is inept in controlling a big team of domestic helps and guests that are lodged up at our place round the year. It would be erroneous on my part to term it “sadistic”, but then it is certainly some sort of an inexplicable pleasure that my father derives when he makes a valiant attempt in conveying to people that he is the boss.”

Dr. Sonu Trivedi, the elder daughter of Dr. Priya Ranjan Trivedi has been an educationist all her life. Aware of the colossal significance of organizing programs and conclaves, Sonu has emulated her father on this note. It's a well known and acknowledged fact that Dr. Priya Ranjan Trivedi has often attributed his success to organizing intellectually oriented programs at different phases of the year and at different destinations all over the globe. The broader idea being to network with different personalities from different walks and strata of life. Though she perpetually maintains that she is a pale shadow of her father, the fact remains that she has achieved unparalleled success in a very short time span by organizing programs that have not only been well attended, but have also been widely appreciated by the world citizenry. Equating her to a superwomen would be no exaggeration as she perfectly juggles between her household, professional commitments and the o-curricular activities that she has been organizing since the past two decades.

The prestigious weekly newspaper of Myanmar titled “Myanmar Times” has published a feature on her accomplishments. Though she happens to be a lady of few words, Sonu shares, “My father has been a role model for countless youngsters as well as the members of our big extended family. All throughout, he has commanded respect because of his vast experience, knowledge and warm friendly nature.

I often compare him to a character named “Rip Van Winkle” who would spend more time heeding to the cause of others rather than his own family. Despite his hectic schedule, he has not mustered the courage to refuse help to those knocking at his door. Albeit the outside world regards my father as someone very astute and brilliant, I would call him a nanve who fails to comprehend the intent of those at his doorstep. He has often been put to colossal inconvenience and embarrassment because of the misdemeanors of others that he trusts simply at their face value.

During my formative years, I often used to wonder about the real connotation of the phrase “Inviting trouble”. Well having observed my father's largesse and deep penchant for redeeming people out of the woods, I have inferred that my father is a perfect instance of the above mentioned cliché. I seriously want my father to relax and avoid over exerting himself by putting his head into myriads of activities and projects. Frankly speaking, I want him to hang his boots, but dread conveying the same to him as I know for a fact that

he will never do so, simply because he's still got the same fire in his belly which he had when he was 25. No wonder, he is fully capable of putting to shame any person half his age when it comes to displaying zest or energy.”

As Dr. Priya Ranjan Trivedi was mostly away on tours, his daughter's maintained contact with him through the postal mails. The STD and the ISD facility was seldom availed of, as it was a privilege reserved for only the emergency. Thus, the most popular and effective medium of communication between Dr. Priya Ranjan Trivedi, the father and his daughters Tanuja and Sonu remained that of exchanging their day to day progress, feelings and emotions through the traditional form of postal communication. Close friend Dr. Subhash Chandra, a retired English Language Professor likens the “letter bond” between Dr. Priya Ranjan Trivedi and his daughters to the letter bond that Pandit Nehru shared with his daughter Indira when he was lodged in prison during the freedom fight struggle against the British.

When the Trivedi family shifted base to the capital city, many of their close friends and relations too followed in suit. He often hosted banquets and get together's at his house for special aides and friends. During these banquets, he would often stress how fortunate he felt being the father of two lovely daughters. For those who knew him at close quarters were conscious that Dr. Priya Ranjan Trivedi was doing so to simply spread awareness about the girl child, and nothing else.

When Tanuja and Sonu were not in their teens, they felt bad when their father treated other kids too at par with them. With time advent, they realized that it was no bias, but a “virtue” that only the real men possessed. Not the interfering types, both Nisha Jeewachh Trivedi and Dr. Priya Ranjan Trivedi have refrained from offering any unsolicited advice after the marriage to any of the daughters or their son in laws. Since both the daughters are based out of Delhi, they visit the parents on a regular basis to enquire about their wellbeing. The younger one residing in the proximity is a more frequent visitor.

Dr. Priya Ranjan Trivedi and Nisha Jeewachh Trivedi are proud grandparents of four that includes twin boys of Tanuja and two daughters of Sonu.

Points Dr. Priya Ranjan Trivedi, “As a policy, I always keeps the household and the office complex fully illuminated with the different lights and chandeliers, however, the place brightens really with the grand kids and my daughters around. Nothing more enchanting when the children are making merry in the household, running from one end to the other.”

Dr. Priya Ranjan Trivedi always prides about his daughters being self-made. It has been the upbringing which has made them both reliant and liberal minded beings.

When Dr. Priya Ranjan Trivedi organized programmes in Delhi, he entrusted his daughters with lot of responsibilities which in turn brought the best out of them. He would make them give a speech, or receive the chief guest, or sometimes just ask them to supervise a program from the beginning to the culmination.

These onerous tasks made both Tanuja and Sonu not only wise and mature much early,

but also made them responsible individuals. Till date whenever they have a problem, they fall back on their father for solutions. Their respective husbands too take it sportingly as they fully realize the acumen and prowess of their father in law. The grandkids have been told tales about their grandfather, and how he has been a protagonists in initiating various movements, trends and revolutions in the country. If the daughters have been in awe of their father all throughout, they been extremely devoted and attached to their mother.

The younger one being more forthcoming, rarely misses an opportunity to remind audiences in important programs that the secret of her father's success goes to her mother, as she had always been a non-interfering person during the entire marriage.

When it comes to spending time with the daughters, Dr. Priya Ranjan Trivedi has more often than not admitted that he has not been able to devote much time to the daughters, but then he had no regrets, as the scarce time spent with them was truly qualitative and worth many years.

The daughters have academically been brilliant like their father, and have accomplished many feats in their career. When it comes to differentiating the merits of Tanuja and Sonu, Dr. Priya Ranjan Trivedi avers that Sonu has excellent organizational skills while Tanuja has a gifted entrepreneurial acumen.

Unlike daughters who would pester their father for vacations, Dr. Priya Ranjan Trivedi never faced any big hassles as the daughters realized the priorities of their father. As an acclaimed institution builder of the nation, Dr. Priya Ranjan Trivedi endorses the unstinting contribution of his daughters in their own special manner.

“My daughters have taught me to be patient, calm and a more balanced person. When I was in my 50s, I was quite short tempered, but one day when my daughter said that my anger would have an adverse impact on my health as well as my ambitions, I took a pledge to do meditation regularly for keeping a check on my temperamental behaviour. After regular meditation sessions for a year or so, there was a considerable improvement in my temper. Both my daughters have different set of qualities, and are achievers in their own capacity.

Sonu is extremely sober and calm while Tanuja is dominating and likes discipline in all what she does. My household helps as well as the office staff have always been scared of her as she takes to task anyone found wanting or lacking in their errands. If this is one side of her personality, the other side is a warm, and very caring human being who can go to any extent to help those in need or distress.

For few years she has been extremely unwell, and in lot of agony. Even in such a fragile state, she has never shied from addressing the woes of those that come in seek of her help or advice. My daughters are always there during the festive seasons and other special occasions. Even after so many years of their marriage, they have still continued the custom of cutting their birthday cake at their parent's place. I wish them all success, happiness and marital bliss.”

AWARDS AND APPRECIATIONS FOR PRIYA RANJAN TRIVEDI

For his remarkable achievements and accomplishments, Dr. Priya Ranjan Trivedi has been conferred with numerous national and international awards and honours all his life.

To name a few, he is the recipient of the coveted Fountain of Universal Peace Award of United States of America's IAEWP which is affiliated to ECOSOC of the United Nations signed by Dr. Joachim Schuster, Secretary General.

The Academie Europeenne Des Arts, Paris Special Diplome "Ad Honores" award duly signed by the President M. Mourice GIBERT was conferred on him.

The World Distance Learning Virtual University Administration Award from Comision De Education A Distancia, Madrid signed by the President, Dr. Alfonso Roldan More was given to him for his outstanding contribution in the field of distance learning.

The World Peace Academy's Mahatma Gandhi International Award from Alabama, USA signed by the President Dr. Charles Mercieca is another big honour that came his way.

The Spanish Environmental Health Award of FESAMA, The Spanish Association/Professionals in Occupational Health and Environment signed by the President Dr. F. Dessart added another feather to the cap of Dr. Priya Ranjan Trivedi.

Likewise honours and accolades followed in regular time intervals such as the International Environmental Law Academician Award of Institut Des Affaires Internationales, Paris, Conseil Academique Award of Universite Libre Des Sciences De L'homme De Paris, UN News Award signed by the Editor-in-Chief, Dr. Lee Jon Young, Alliance Universelle Pour La Paix Par La Connaissance (AUPAC) etc.

When he was honoured with the Best Environmentalist Award of the International Scientific Academy of Life Universe and Nature, Toulouse, France, Dr. Priya Ranjan Trivedi felt pleased, as his lifetime contribution in the field of environment was aptly recognized.

He experienced the similar euphoria when awarded with the Global Award on Peace, Mercy and Tolerance cosponsored by Association Internationale des Educateurs pour la Paix Mondiale (AIEPM), Brussels.

For his exemplary contribution in the field of education, environment and various other avenues, he has often been felicitated at key forums.

Many of his friends have been awarded the prestigious Padma Awards, but Dr. Priya Ranjan Trivedi has throughout been content with what has come his way.

Says the maestro, "It is the work that matters, and not the awards. Awards do bolster the confidence levels and pep us to perform better than before, but they are certainly no yardsticks to pass judgments on one's competence and faculty. Look at some Bollywood cinestars who give the big awards night a skip simply as they don't believe in the manner in which the jury decides the winners, and rejects the meritorious performers. If India will never have another Lata Mangeshkar, then the same is true for the legend named Amitabh Bachchan. Going by the state of affairs, it seems improbable that we will get to witness

stars who will be able to sustain their stardom for such a long period like Lata Mangeshkar and Amitabh Bachchan".

To sustain oneself in any field be it sports or the film industry for such a long tenure, and that too with a golden run of unstinted success saga is a stupendous feat. Not only have these personalities been consistent prolific performers, but have also perpetually managed to outshine others from time to time. Despite having set unprecedented benchmarks in their respective fields, they had to time and again prove their mettle not because there were any doubts about their form or supremacy at any stage, but because the country as a whole audience loved watching them in full blood.

The present day young turks and the bit older Shah Rukh may be delivering back to back hits and setting new box office records, but nothing really beats the Amitabh charisma and magic. During times when Bollywood underwent a gloomy phase in context of movies failing to strike the right chord with the masses, it had been Bachchan's magic that redeemed the Industry and allured crowds to cinema houses. Though these legends have been honoured with numerous felicitations and awards in their long drawn career, the country's most coveted Bharat Ratna has so far eluded them. Whether it is due to political reasons or something else, it would be morally wrong to judge them on the basis of Bharat Ratna.

Significantly putting, whether the Bharat Ratna comes their way or not, in their lifetime, they are already Bharat Ratnas on whom the entire country takes immense pride.

Points Dr. Tuli, an expert in sports medicine and a good friend of Dr. Priya Ranjan Trivedi, "I agree with Dr. Priya Ranjan Trivedi when he says that award don't define or characterize an icon be it sportsperson, film star or a singer. However, what I am really critical of is, when there is complete cacophony on an issue as important as the "Bharat Ratna". If the jury deems the two mega star of the Indian Film Industry to be the perfect candidates for the Bharat Ratna, why delay the whole process, and cause more exacerbation. I guess, the civil society has a pivotal role to play in mobilizing a massive public support campaign similar to the earlier ones like the fight for justice for the slain Jessica Lal and Nitish Katara. My friend Dr. Priya Ranjan Trivedi is a strong contender for the prestigious Padma Awards, however, he has been overlooked all these years. In this case, Dr. Priya Ranjan Trivedi too is to be partly blamed as he has never showcased his accomplishments in the proper manner to the Government of the day. When I utter all this, I am no way making any insinuation about the fairness of the Padma or the other prestigious Awards. All I am striving to say is the fact that an individual should be smart enough to showcase his or her works professionally."

As for Dr. Priya Ranjan Trivedi, he seems to be in no race for any of the above mentioned awards. Serving humanity and making substantial contributions from time to time is the biggest award according to him. Both his daughters too second and respect their father's viewpoints as they have always admired his hard work, sincerity and commitment to the projects he has undertaken in his lifetime. The adulation he has received throughout supersedes all other awards and recognitions.

UNTOLD INCIDENTS AND STORIES FROM Dr. PRIYA RANJAN TRIVEDI'S LIFE

This Chapter is all about the untold incidents and stories from Dr. Priya Ranjan Trivedi's life, his decision to sport the all-white attire and red turbans, controversies in his life, his unfinished tasks and agendas and why he is disowning institutions that he so passionately and assiduously brought to existence.

One Monday morning, as Nisha Jeewachh Trivedi was busy instructing the chef for the day's menu, she got a message from the guard to see Dr. Priya Ranjan Trivedi in his office complex adjacent to their house.

This was unlike Dr. Priya Ranjan Trivedi as he normally used the telecom for conveying any message to his wife, and thus quite naturally Nisha Jeewachh Trivedi was a bit nervous as she headed towards the office building where her husband was waiting for her.

Dr. Priya Ranjan Trivedi being an early riser, she had not seen her husband since morning, and when this reality dawned upon her, it all the more rattled her.

To her utter surprise, when she hastily reached the office of Dr. Priya Ranjan Trivedi, she was stunned to see him dressed in all white.

For a minute she was dumbfounded, and didn't know how to react.

Dr. Priya Ranjan Trivedi obviously aware that his all white attire was bound to stun his better half, he requested her to be seated.

Little did Nisha Jeewachh know that a bigger surprise was in store for her when Dr. Priya Ranjan Trivedi informed that the all-white attire would be his dress for the rest of the life.

Knowing her husband too well, she had reasons to believe every word uttered by him.

As she had always been an amicable and a non-interfering wife all throughout their marriage, she didn't show any fuss regarding the same, but expressed her curiosity behind the sudden decision.

To this Dr. Priya Ranjan Trivedi said, "The decision of wearing all white henceforth should not be misconstrued as if I have decided to renounce the world. Change is the only constant in life, and I am no exception which is why I have decided to flow with the tide. While the dress change is the apparent change, I have decided to simultaneously alter my day to day activities too. It is practically unfeasible to look after the running of so many institutions now, so it's a conscious decision that gradually I will be gifting them to the deserving persons on a periodic basis."

From that day till date, Dr. Priya Ranjan Trivedi has donned nothing but the white dress.

Along with the white kurta-pyjama, Dr. Priya Ranjan Trivedi has been sporting a white cap and red turban.

Again while some might misconceive it to be a fad or fancy, or some sort of a superstitious talisman, the reality is far different.

Since Dr. Priya Ranjan Trivedi relates the colour "white" to transparency, purity and

Godliness, he has unswervingly stuck to his conscious decision of wearing white 24x7. There have been instances when he has been denied entry to places such as the Air Force Golf Club on the Race Course Road, and few other prominent places due to the prevalent strict dress code, but then he has never been fastidious to take it to heart.

While in India, he has always bowed to the dress code diktats, he has managed to have his way during the overseas tours where there are even more stringent dress code rules. Since it involves the pride and prestige of India, he has always been successful in convincing the significance of the traditional Indian attire, and thus managed to gain entry in a white kurta and pyjama. Over the years, Dr. Priya Ranjan Trivedi has inculcated strong bonds with the Indian diaspora settled in different parts of the globe. For his NRI friends, Dr. Priya Ranjan Trivedi has always been an inspiration and a true icon.

The added advantage with the white attire being that it has added more elegance and grace to the personality of Dr. Priya Ranjan Trivedi.

If Dr. Priya Ranjan Trivedi has carved a niche for himself through his vast knowledge and accomplishments, his immaculate dressing sense too has been the talking point. Dr. Priya Ranjan Trivedi has been a head turner due to his white attire and the different coloured turbans.

When it comes to gifting, Dr. Priya Ranjan Trivedi has a distinctive penchant that of honouring achievers with a red turban.

Be it the Indians or the overseas delegates, he has been presenting them the red turbans, or the red stoles during the course of key seminars, symposia's, conclaves or conferences.

Moving to another interesting fact about Dr. Priya Ranjan Trivedi is his being an integral part of the "mutual admiration society". Just like Amitabh Bachhan and Rajnikant are a part of the famous "mutual admiration society", likewise Dr. Priya Ranjan Trivedi too has special friends with whom he shares a mutual admiration society. Dr RK Tuli, a global pioneer in holistic medicine and Dr. Priya Ranjan Trivedi get along like a house on fire when they catch up after a hiatus. In events or programs where both of them have been invited as key speakers, both sing praises in honour of each other. In an event in Friends Colony organized by the senior citizens wing of the colony, Dr. Priya Ranjan Trivedi was invited as the Guest of Honour. Aware that his friend Dr Tuli too was part of the august gathering, he made it a point to highlight the positives of holistic care and treatment, and cited the instance of Dr. Tuli who had cured several patients with his unique drugless therapy. Another friend with whom Dr. Priya Ranjan Trivedi shares a special rapport and a mutual admiration is Dr Vimal Malik with whom too the bond is quite thick and sturdy. Dr. Priya Ranjan Trivedi's friend Dr. S. N. Pandey who also happens to be the Vice Chancellor of the Indira Gandhi Technological and Medical Sciences University, Arunachal Pradesh says "Dr. P.R. Trivedi is not only an institution in himself but a living Encyclopaedia".

A staunch Gandhian, Dr. Priya Ranjan Trivedi achieved meteoric success at an early stage of his career, and like sports icons reach the pinnacle in their 20s or 30s, Dr. Priya Ranjan

Trivedi too tasted success early in his career. As someone who has been responsible for the success stories of many youngsters, entrepreneurship has been in his blood. With an extremely fertile mind, Dr. Priya Ranjan Trivedi could have easily been one of those that milk the cow on a daily basis, but instead he has devoted quality time towards altruistic activities, and guiding those that are struggling to make both ends meet. Though one might get the impression that he has spent a lifetime doing research publication works, but that pursuit too had a philanthropic dimension.

When it comes to certain historical facts and figures, Dr. Priya Ranjan Trivedi has a better historical sense than many seasoned historians, feels Dr. Priya Ranjan Trivedi's good friend Dr Subhash Chandra. Similarly when it comes to pronouncing certain difficult Hindi language or English language words, Dr. Priya Ranjan Trivedi is matchless. Remarks Dr. Chandra, "Dr. Priya Ranjan Trivedi gives a great deal of importance to the diction and the pronunciation of words, and what amazes me all the more is that he keeps updating his knowledge every day. In the programs where he is invited as a speaker, it is a treat to hear him speak in different languages, and explain the meaning of complex words. Though many educationists nowadays do not give importance to expanding their knowledge, Dr. Priya Ranjan Trivedi is a living inspiration of someone who has all throughout endeavoured to broaden the horizon of his skill sets. When I was first informed about the biography being written on him, I was naturally very excited as I always knew that Dr. Priya Ranjan Trivedi would make a wonderful subject for a biographer. I always wanted to contribute my inputs as I have been privileged to spend many unforgettable moments with him. Having said that, I would not hold myself to say that the man has had more than his share of controversies.

While I hold him in very high esteem, I have often told him to be wary of certain people whose intentions doesn't seem noble. Sardonicly since Dr. Priya Ranjan Trivedi never pays heed to any solicited or unsolicited advice, it has often given him excruciating agony from unexpected quarters. For instance, when he introduced the concept of counsellors in "The Global Open University, Nagaland", I was the first one to tell him to regulate the whole process for ensuring transparency and keeping matters under his knowledge. Though he gave a patient hearing to my advice, Dr. Priya Ranjan Trivedi somehow could never streamline the working of the counsellors. Dr. Priya Ranjan Trivedi had to face music when it came to light that some counsellor was found misusing his position. As a result, everyone including the Chancellor had to face unnecessary embarrassment. "Ignorance is Bliss", but then too much of it, can lead to dire repercussions, and Dr. Priya Ranjan Trivedi can elucidate more on this, as he has often been the victim of it.

Till the time, Dr. Priya Ranjan Trivedi is there in the campus, everything remains under a tight leash. However all hell breaks loose when he is away on a tour with his better half. Although there are caretakers at his place, thefts have been a regular feature. Whether it is petty theft or a big theft, it is a matter of concern. What is more distressing is that Dr. Priya Ranjan Trivedi gets to know about the thefts on his own, and not through his caretakers. When he or his wife are unable to discover something precious or endearing, it is then that they realize that the same has been stolen.

Dr. Priya Ranjan Trivedi has to pay a heavy price every time when he is away on an outstation or an overseas visit".

Well, this is Dr. Priya Ranjan Trivedi unplugged, unleashed for all of you, concludes Dr. Chandra.

There are many anecdotes from Dr. Priya Ranjan Trivedi's eventful life, and one that deserves a special mention is when he had a close encounter with death in the year 2001, when he had embarked upon a trip to Arunachal Pradesh. It so happened that he was headed towards a disaster as the roads were flooded and no one was there to help him during the midnight. The situation aggravated all the more was when his mobile phone developed a snag, and he was stranded on the road for a good two hours with all bruises. Till date, Dr. Priya Ranjan Trivedi gets emotional discussing the incident, and is consistent when he says that it was Lord Parshuram who inspired him to go to Arunachal Pradesh, and thus he had the divine blessings because of which his life was spared on that fateful day.

Another lesser known fact about Dr. Priya Ranjan Trivedi is his passion for newspaper articles. As a young student, Dr. Priya Ranjan Trivedi had won several awards in the form of cheques for his article writing, but since he wrote under different pen names, it caused some trouble for him when he went to encash the cheques from the bank. The manager got suspicious because one individual i.e. Dr. Priya Ranjan Trivedi was staking his claim on cheques with different names. The matter was settled when Dr. Priya Ranjan Trivedi revealed that it was indeed him who had written articles for the newspapers under different pen names which is why the prize in the form of cheques too were awarded to him under those names. The bank manager realizing all this not only apologized to Dr. Priya Ranjan Trivedi, but also congratulated him for his skills and eventually, handed him his prize money.

Dr. Priya Ranjan Trivedi got a special invite from the Rashtrapati Bhawan to attend the swearing in ceremony of PM Narendra Modi on 26th May 2014.

Dr. Priya Ranjan Trivedi regards the day as truly unforgettable since he not only got a chance to witness history in making, but also got a chance to present a book titled "Narendra Modi: The Man India Needs" to the man himself i.e. Narendra Modi.

Call it by any name, the Chaupal, the Majlis, or simply the Baithak, the fact is that the evenings hold a special significance for the Trivedis and their friends, well wishers and admirers. In the space between Dr. Priya Ranjan Trivedi's house and his office complex, there is a vacant space where he has been hosting long sessions of informal discussion with his friends and admirers. The winter season has its own charm as a bonfire is there in the centre every day. Added to this, there is tea with biscuits and sandwiches. A small walk is what it takes Dr. Priya Ranjan Trivedi to move from his office building to his residence on the other side of the road. However, rather than making a direct entry into his house, he prefers making a brief stopover at the open space thanks to its tranquil ambience. Ideally speaking, it is the time meant for the husband and the wife to discuss the day's stories, however courteous as they both have been always, the wife has to make a retreat towards home when people start gathering for having a chit chat with Dr. Priya Ranjan Trivedi, the mentor, philosopher and the guide.

Believe it or not, but this is how evenings are celebrated by the Trivedi's. More than Dr. Priya Ranjan Trivedi, it is the lady of the house who deserves an all-round applause for not only permitting outsiders to encroach upon her family time, but for her graciousness

as a hospitable host to the visitors.

Very few people know that since the past four decades, Dr. Priya Ranjan Trivedi has on average, slept for just 4 hours a day. In that sense, Dr. Priya Ranjan Trivedi is better off compared to President Obama or PM Modi who sleep a bit more.

Even with a mere 4 hour sleep, Dr. Priya Ranjan Trivedi shows no sign of fatigue on his face, and not for once does he yawn during the entire day. Endowed with an excellent memory, he can recount the most complex and lengthy names in one go sans any aberration. As a health conscious person, his diet is not just salt free, but also sugar free for the last many years. His only exercise after the meals and in the morning is by walking from one office building to another, and from doing to and fro from the ground floor to the fifth floor of his house.

He is known for his sheer punctuality and discipline. Unlike some snobbish chief guests, Dr. Priya Ranjan Trivedi makes a punctual entry to events where he gets invited as the chief guest, or as the keynote speaker. Surprising, but mostly he has made an entry into the venues before the scheduled time as a mark of respect for the time of organizers as well as the audience. He does not like people to wait for him, or be the reason of any sort of delay.

Throwing light on his unfinished set of agendas, Dr. Priya Ranjan Trivedi has a keen desire to set up a modern infrastructure home for senior citizens who have been rendered homeless by their children, or by sheer misfortune. He also wishes to establish a holistic health centre for housing and treating 1000 patients with drugless therapies.

It is intriguing to see Dr. Priya Ranjan Trivedi distance himself from the institutions that he spent a lifetime building and nurturing. It is not just the institutions, but even the Universities that Dr. Priya Ranjan Trivedi has been disowning.

Enlightening more on this, Dr. Utkarsh Sharma, Dr. Priya Ranjan Trivedi's nephew says, "I am compelled to draw an analogy between my uncle and the Boxing Great "Cassius Clay" (Mohammad Ali) who toiled hard day and night to win a gold medal, and in a fit of rage over racist attacks, threw the most treasured possession, his Olympic gold medal in the Ohio River. Similarly, my uncle too had to literally move many mountains and face mammoth challenges and obstacles in his quest for bringing to existence different prestigious institutions and universities in his lifetime. One would disown or disassociate from his or her priceless legacies only in the event of something too serious.

My uncle too being no exception has every right to associate or disassociate from his projects and institutions, 'whose foundation seeds he had sowed with his own hands. Though I have never had any serious discussion with him on this subject, but my understanding is that he merely wishes to pass the baton to his juniors, or those whom he deems fit to take the mantles from him. According to me, all this is merely the passing of baton from one person to another, or the passing of baton from one generation to another. Legacies are always inherited by the Gen Next from the previous generations, so I guess we should stop making mountains out of moles. Wasn't it a natural transition when Ratan Tata passed the baton to Cyrus Mistry, and anointed him as the successor. Likewise, you have the classic examples of icons like Narayan Murthy and Azim Premji going into sunset.

My uncle is a visionary, and has a gifted sense of understanding people's strengths and

weaknesses. If he has passed the baton to some individual, he has done so only when he's found him or her to be worthy enough of carrying forward his peerless legacy. Practically putting, when we talk about his so called "disowning spree" of the institutions, we must have a kind consideration for his age. Though his energy and passion levels remain unchanged after all these years, age factor is bound to have an adverse impact somewhere, and he certainly, is no exception. When we talk about him disassociating from his institutions, I need to clarify that it does not mean that his expert guidance is not going to be there for those in charge of his institutions and establishments."

A close aide of Dr. Priya Ranjan Trivedi on condition of anonymity said the following, and I quote him, "It is practically impossible to detach Dr. Priya Ranjan Trivedi from his institutions especially "The Global Open University , Nagaland". He may have handed over the reins of responsibility on the shoulders of the Government of Nagaland and to his trusted people, but his heart still beats for the well being of the university day and night. Like all normal beings, my boss too has emotional outbursts at times, but I never take them seriously as it all momentary. That he is an extremely compassionate person can be gauged from the fact that even now, he has been the key crisis resolver for those in charge of the day to day affairs of TGOU, Nagaland. Need I say anything more?"



Chancellor Dr. Priya Ranjan Trivedi delivering keynote address on Disaster Management.

FRIENDS AND THE EULOGICAL CLUB OF Dr. PRIYA RANJAN TRIVEDI

This Chapter is dedicated to the friends, students and admirer's club of Dr. Priya Ranjan Trivedi.

Legends are known for their class and elegance as much as they are known for their exclusive choice of friends and comrades. Besides an enviable unending list of admirers and students that Dr. Priya Ranjan Trivedi has, he has a good number of close friends with whom he has shared a long intellectual bonding through his books, workshops, symposiums, conferences, summits, congresses, conclaves etc.

Dr. Priya Ranjan Trivedi's face lights up whenever he is asked to share his camaraderie with his close friends and aides. Such has been the bonding with his friends that he has perpetually regarded and treated them as a “family unit”.

“Once a friend, always a friend” is the philosophy for Dr. Priya Ranjan Trivedi. Connoting that if he inculcates a bond with a person, he would honour it for good.

He attributes this trait to his late elder brother who often preached, “If you cannot make friends, don't make foes”. Like a good student, Dr. Priya Ranjan Trivedi imbibed the sayings in his life, and this explains why he has always valued friendships with friends, colleagues, neighbours, associates and foreigners. His friend's list is endless, and he loves having regular get togethers with them.

His daughter Tanuja could not convince her father to open a Facebook account despite aggressive persuasion. In hindsight, she wonders if that would have given a good estimate of her father's friends, well wishers and admirers all over the world. “Que Sera, Sera” implying “whatever will be, will be”.

Dr. Priya Ranjan Trivedi has friends of all age groups, caste and ethnicities. If he has a good number of senior citizens as his close friends, he has no less an impressive list of young friends to boast of, that fall in the age group of 25-40.

When he is dealing with youngsters, he engages in issues relevant to their age level. Similarly when he is interacting with senior citizens in the age group of 60 to 90, he discusses issues that are not only in sync with their lives, but also help rejuvenate them.

He has nurtured rock solid friendship with his overseas friends too, and notable among them are Charles Mercieca, President, IAEWP, Lana Yang, Dr. Henryk Skolimowski, Ecophilosopher, Ishtar D-Adler, Cosy Back, Tiziana Ciasullo, Sharon Dawson, Gabriela LoRe, Francesco Prevosti, Rodolf Scinider, Tout de Best, Dr Charo Carrillo, James R Champion etc.

As an environmentalist and nature lover, he has always given due emphasis to the “greens” which is why one gets to spectacle fascinating and exotic green belt at his summer and winter homes, office complex and the farms. Most of the get-togethers and parties are hosted by him amidst the tranquil greens.

His friendships have blossomed over the years just like the old wine. What amazes his friends the most about him has been his hospitality, warmth and helpful nature.

“Transforming ordinary occasions into extraordinary, memorable moments of life is a skill that only Dr. Priya Ranjan Trivedi has”, says his close and class mates and friends.

One feels secure with a friend like Dr. Priya Ranjan Trivedi around. One can confide anything with him, and feel light. I know many people who trust him more than their own relations. It is a universal fact that we all feel burdened when guests land up at our places without informing, or accidentally. However that is not the case with Dr. Priya Ranjan Trivedi as his guests and friends are known to land up at his place at their own whims and fancies. Irrespective of whether Dr. Priya Ranjan Trivedi is in town or not, there is just no embargo on his friends lodging up at mostly land up at his office and home accidentally. Close aides like Dr Ravi Jyee enjoy the privilege of reserving their room for as long as a year. It does not end there as no one else is allowed to stay in the room even when Dr Jyee is away to his native home in Jammu.

There are many like Dr Jyee who have been thriving on the largesse of Dr. Priya Ranjan Trivedi. It is incredible that from the north to the south of India and from the east to the west of India, Dr. Priya Ranjan Trivedi has friends in every nook and corner of the country with whom he not only shares a special bond, but has been hosting them at his place since last many years.

As a perfect host to his numerous friends, Dr. Priya Ranjan Trivedi not only offers them top class lodging facilities and food, but also guidance in their professional matters. His friends visit his residential place as guests, but they leave his place as lifelong admirers. It is a common phenomenon to see his friends touch his feet as they deem it to be the best possible way of showing their regard and reverence towards him. One hardly comes across personalities like Dr. Priya Ranjan Trivedi who have friends touching his feet as if he was some “Guru”, or mentor for them

With some of his friends such as Dr. U.K. Singh, Dr. Milind Jiwane and Dr. Anwar Sheikh, Dr. Priya Ranjan Trivedi has formed a mutual admiration society wherein he shares a deep emotional bonding. His friends too have incessantly reciprocated the warm hospitality of Dr. Priya Ranjan Trivedi by hosting him at their places from time to time. The secret of the good bonding between Dr. Priya Ranjan Trivedi and his numerous friends is the mutual love and respect factor for each other.

Many of his friends credit Dr. Priya Ranjan Trivedi for having played a stellar role in their professional as well as personal lives.

His friends recount the good moments spent with Dr. Priya Ranjan Trivedi and with great fondness narrate his role in their lives.

Few friends of Dr. Priya Ranjan Trivedi were overjoyed when they came to know about a biography being written on him. Keen to be a part of the book, they express their side of the story and their special experiences and views about Dr. Priya Ranjan Trivedi :

Dr. Gregory Berglund-CEO, The Planet Earth (Seattle- USA, Marche-France, New Delhi, India) shares :

In 1994 I visited New Delhi for the release of my book about the Bombay Riots: "Bombay: The Black Pages" (published by Harper Collins, India). "I noticed in The Hindu, New Delhi edition an announcement for a Conference on an Environmental Issue, scheduled for the India International Center, New Delhi. When I showed up, a very energetic person approached me and asked who I was and why I had come to the Conference."

He introduced himself as Dr. Priya Ranjan Trivedi, Chairman and Director General of the Indian Institute of Ecology and Environment situated at New Delhi. "His leadership skill leaped to the fore when he informed me that I would be the co-chair of that day's Conference". I leaped at the opportunity. Once the Session ended he learned from me that I was putting up in a hotel in the Pahar Ganj area near the New Delhi Railway Station. He encouraged me to come to his Institute situated in South of Saket". I did so the next day. I recall a splendid male peacock strutting at the threshold to my room. So, you could say I had two significant encounters in two days.

From that initial meeting Dr. Priya Ranjan Trivedi has been my host on numerous occasions, but not simply for the purpose of providing me living space. He conversed at length with me and learned that I was the Author of a Book published in France in 1979, *Le dissident du monde occidental* (Editions du Seuil, Paris), that subsequently had been published in Greek in 1982 (Open Angle, (Thessalonika), but never in English. Dr. Priya Ranjan Trivedi was intrigued by the fact that the French Book had received more than thirty reviews, had sold 10,000 copies, but had encountered what the French Editor had claimed was the "greatest political refusal of a book" in Le Seuil's recent publishing history. No one wanted to touch that Book, but wait.

Dr. Priya Ranjan Trivedi immediately recognized an opportunity, which is again a leadership quality. He probed me about the content of the Book, then informed me that he was going to publish it. I did not believe him. I had received hundreds of refusals from publishers in many countries. I had put the Book out of my mind. Basically, I didn't believe an English version would ever appear. While conducting a Seminar in Goa, I called Dr. Priya Ranjan Trivedi to inform him of my whereabouts, and he stated that the galleys were ready for my perusal, for proofing and corrections. I returned to New Delhi and Dr. Priya Ranjan Trivedi and his team took charge of the publication.

The Book came out in 1995, through The Global Open University Press, bearing the title, *Schizo T-A-N-G-O: Disarming Madness*. I could not believe my eyes, but one hugely significant thing I did learn and still believe, Dr. Priya Ranjan Trivedi is a man-of-his-words. For an American, this is one of the most important human qualities. I always think of Dr. Priya Ranjan Trivedi as a man-of-his-words. "My relationship with Dr. Priya Ranjan Trivedi has always enjoyed this sort of dedication and confidence, which he exudes as a primary human quality." He renewed me as a writer, restored my confidence, and thereafter afforded me unlimited opportunities as a teacher and intellectual. That is why I hold him in great esteem as a leader, and why I enjoy him as my Confidant and Advisor, someone I can count on.

Since that initial meeting at IIC, I have loved watching Dr. Priya Ranjan Trivedi in action, as a mover and shaker. "In my mind, Dr. Priya Ranjan Trivedi has "Great Man" status". Nevertheless, I believe I am still getting to know him. I await further accomplishments on his part.

A highly significant dimension of Dr. Priya Ranjan Trivedi's creation of educational institutions is the number of jobs that resulted. A large staff was present in New Delhi towards the successful functioning of the Global University Nagaland. Once the university shifted to Nagaland even more jobs were created. In addition, one must know how many graduates of The Global Open University Nagaland have gone on to procure employment. I believe they number in the thousands

All of which underscores the mantra, "Don't ask for a job, create jobs."

I admire anyone who can operate a business and meet a payroll. Accolades to Dr. Trivedi for implementing his mantra.

Dr. Trivedi is the one and the only person I have ever met who openly - and enthusiastically - discusses the building of institutions. Most people do not think in terms of institutions. They take them for granted. Not Dr. Priya Ranjan Trivedi. He recognizes the importance of the existence of institutions, and insists that the ones he created function well. He has expertise in institution building that I have never encountered, neither in the United States, nor France, where I have worked in both military, environmental and educational institutions.

When it comes to institution building, spending time on the subject with Dr. Trivedi is to receive an education.

If there exists a vacuum in which an institution should arise, Dr. Priya Ranjan Trivedi will recognize it and act. He is an institutional entrepreneur, and could be deemed an institution himself. He is truly the go-to person in this realm.

I am not familiar enough with Central and State Governments in India to feel qualified to answer this question related to the relations Dr. Priya Ranjan Trivedi has been maintaining but I will try.

I think Dr. Priya Ranjan Trivedi was hugely successful in negotiating with different Central and State Governments Minorities and Departments including the State Government of Nagaland as well as Arunachal Pradesh. Dr. Priya Ranjan Trivedi will bring a wealth of experience to Government officials at any level. He is a pivotal figure in his local community.

He acts as a one-man clearinghouse for projects conceived by all sorts of people. He is attentive to anyone who attempts an original project. He is the most serious and prestigious of interlocutors that anyone could hope for. In that sense, he could be of great value at any Governmental level, especially as he has an extensive network of contacts, both professional and personal. I believe Dr. Priya Ranjan Trivedi has networked on an international level, that he knows and understands other peoples of other cultures. He has opened doors for a myriad of representatives of foreign Governments and institutions. He has been the most generous of hosts for all sorts of people. This qualifies him to conduct cross-cultural negotiations, especially on international environment issues: climate change; the new international treaty on greenhouse gas emissions; cross-border water problems, to name a few. The world is in dire need of success in building the institutions of international cooperation. The Indian National Government should recognize Dr. Priya Ranjan Trivedi's potential contributions in these domains. Dr. Priya Ranjan Trivedi is truly a national treasure in institution building and cross-cultural negotiations.

As for interesting, stimulating as well as enriching experiences I have enjoyed with Dr. Priya Ranjan Trivedi, I can hark back to the Millennium Summit of late December, 1999. During the week-long Summit held at the India International Center (IIC), New Delhi, the Indian National Government was in full crisis mode, as an Indian Airlines passenger aircraft had been hijacked out of Kathmandu and flown to Kandahar in Afghanistan. The passengers were being held hostage to demands of the hijackers that certain political prisoners be released from Indian jails. On one foggy morning we left the Institute in Saket for Lodi Gardens. We dropped off some of the staff at IIC, then Dr. Priya Ranjan Trivedi and I continued to the bungalow of a Union Cabinet Minister. The Minister had promised to attend the Summit as Chief Guest. At the entrance was a guard armed with an automatic weapon, perhaps a machine gun. Dr. Priya Ranjan Trivedi entered the campus and asked me to return to IIC and take charge of the proceedings. That is what I did.

I opened the Summit gathering and gave an introductory address. The Tribune was fully attended, the talks were underway, when, finally, Dr. Priya Ranjan Trivedi arrived with the Cabinet Minister. Needless to say, the entire episode impressed upon me the dedication to the task at hand on the part of Dr. Priya Ranjan Trivedi. And he knew he could count on me to represent the Indian Institute of Ecology and Environment, convenor of the Millennium Summit.

The 5th World Environment Congress was organized by Dr. Priya Ranjan Trivedi in 1996. It was held at the India International Centre. At that time the Indian Institute of Ecology and Environment claimed that it had "...successfully launched environmental education programmes for 2 million school going children in collaboration with the Government of National Capital Territory of Delhi." We read about "World" and International" and "Indian" and "National" levels of environmental education.

It would be interesting to include in this book on Dr. Priya Ranjan Trivedi a list of participants from the nations of the world. As a participant in 1996 World Environment Congress, I had completed a doctoral seminar in Paris at the Ecole Pratique des Hautes Etudes, Sorbonne, in "Sustainable Development." I had been a water quality planner for the State of New Mexico, USA. I had participated in the very first environmental impact public hearings in Santa Fe, New Mexico, USA. That is what "world" means in Dr. Priya Ranjan Trivedi's undertakings. He reaches out to people from all nations. He has provided the fora for sharing and hearing.

We need a list of the gatherings organized by Dr. Priya Ranjan Trivedi that will reveal the world level networking that he has facilitated.

Then we need to ask ourselves questions about future endeavours. Where do we go from here?

Dr. Priya Ranjan Trivedi has facilitated nearly two years of research on my part about the extraordinarily complex question of climate change. I intend to publish a reader on the subject in November, 2015, under the auspices of the Indian Institute of Ecology and Environment. One delightful period I shared with Dr. Priya Ranjan Trivedi was the "eco-period." Everything fell under the banner of "eco." It was "eco-education," "eco-depollution of mind," "eco-family," "eco-sports," "eco-optimization," "eco-renewal," "eco-awareness," "eco-habitat," "eco-food," "eco-institutionalization," and "eco-everything-

else-that-came-to-mind." I suggested to Dr. Priya Ranjan Trivedi that he was the "eco-guru" par excellence and that he should create the Indian National Green Party. I was an "eco-professor" in "eco-residency."

I kid you not. This was a "eco-consciousness" raising period with "eco-energy" bringing the "eco-world" to its "eco-senses."

At one of the "eco-international" "eco-summits" I came out with an "eco-rap," much to the delight of the hundreds of "eco-school children" who we hoped would "eco-echo" the "eco-discourse." I hope "eco-everyone" gets the "eco-point" of my "eco-message." One thing I enjoy is "eco-Dr. Priya Ranjan Trivedi's" "eco-sense" of "eco-humour." When he held an "eco-conference" at "eco-IIC" in "eco-Delhi," he referred to me as the "CEO of Planet Earth." Some experts on climate change believe that humour is the way to communicate the dangers of climate change to the public. Did I forget to say, "eco-humour?" Did he forget to call me the "eco-CEO" of "eco-Planet eco-Earth?" Am I referring to Dr. Priya Ranjan Trivedi as the "eco-Master" of the "eco-Universe." Indeed, I "eco-am." As Hamlet put it, "To 'eco-be' or not to 'eco-be?' That is the 'eco-question.'" As we "eco-along" into our "eco-future." Dr. Priya Ranjan Trivedi had it "eco-right." Right "eco-on." Let's "eco-go" with the "eco-guru" we know. "Eco-you" "eco-know" what I "eco-mean." We are "eco-through"-and-through." Is it not "eco-true?"

In an article on India's Civil Service exams, the Economist magazine included a quote from a senior bureaucrat who is a former teacher at the Civil Service's National Academy: "They're going to miserable schools which teach them nothing. Education in north India has collapsed."

Needless to say, this statement is shocking. There had been weeks of protests by angry students from Hindi schools over the national language - English - which the students claimed discriminated against those educated in Hindi language schools.

Students were asking for a "level playing field," and not for the English and Maths exams to be abandoned.

Students from the Hindi-speaking belt and from rural areas have not fared well on the exams. The Economist mentioned that the fight is about countryside versus city, poor versus rich.

It would appear that certain fundamental disparities in the education system should be addressed in any efforts to "unite and optimize the tertiary education system" in India. I am ignorant about the other dimensions of this question.

I am certain that Dr. Priya Ranjan Trivedi understands the Indian education system and its challenges. He no doubt would heed the Prime Minister Modi's maxim, "Maximum Governance with Minimum Government." If there is streamlining to undertake, Dr. Trivedi could very well be the man who could cut through the obstacles. He is a national-level resource waiting to be tapped.

Over the years, Dr. Priya Ranjan Trivedi has formed close ties with politicians cutting across all Party lines and cadres. His association with them has mostly been during book launches and various summits and conclaves organized by him at different venues all over the globe. Political stalwarts namely Bharat Ratna AB Vajpayee, K.C. Pant, Sahib Singh Verma, I.K. Gujral, CP Thakur, Dr. A R Kidwai, L.K. Advani, Yashwant Sinha, Baliram

Bhagat, Bindeshwari Dubey, Dr. Shurhozelie, Nikhil Kumar, O.N. Shrivastava, Dr. K. Venkatasubramanian, Bhagwat Jha Azad, Dr. Harshvardhan, present Governors Ram Naik, Justice P. Sathasivam, Mridula Sinha, Om Prakash Kohli and Balramji Das Tandon, Prof. Tathagata Roy, Satya Pal Malik, P.B. Acharya, Kaptan Singh Solanki etc.

A group of likeminded passionate individuals who look upon Dr. Priya Ranjan Trivedi as their role model in life, got together to form "EAGER" for offering their accolades to the living legend who happens to have given a new dimension to their outlook in life. Dr. Priya Ranjan Trivedi has unquestionably been a guiding force for countless of people for different destinations all around the globe. Ardent admirers of Dr. Priya Ranjan Trivedi have been raising the chorus for the concerned authorities to confer a special award to the legend for his contribution to the country.

Many believe that the vast experience and genius of Dr. Priya Ranjan Trivedi needs to be optimally utilized and tapped by the present day Government as it can do wonders to the nation.

The Admirer's Club of Dr. Priya Ranjan Trivedi comprises his old and recent friends as well as a big list of those that have been tutored and mentored by him at some stage or the other. Some of the favourites with Dr. Priya Ranjan Trivedi include the likes of the Senior Adviser, UN Habitat Dr. Markandey Rai, Kumar Saurabh, Samitha Rani Natarajan, Dr. R.K. Tuli, Dr. Vimal Malik, Dr. Ravi Jyee, Dr. Gurusami Gandhi, Dr A.K. Merchant, Er. C.R. Tiwari, Madhu S. Pathak, Dr. Subhash Chandra, Dr. A. Laxminath, Air Chief Marshal N.C. Suri, Prof. S.K. Jolly, Ramesh Kumar Jalan, T.N. Manen, Rekha Udit, Dr. Aaradhana Salpekar, Tripit Tuteja Parmar, Syed Shahid Mahdi, Arjun Prasad Bastola, Dr. Satish Chandra, share some interesting incidents and facts about Dr. Priya Ranjan Trivedi in a candid discussion.

All about Dr. Priya Ranjan Trivedi, the enigma

Here is the most enlightened views of Dr. Satish Chandra about the most important educational leader and didactics of the world Dr. Priya Ranjan Trivedi :

"I am privileged to write about my association, learning and mentorship provided by Dr. Priya Ranjan Trivedi for last forty years as a relative, guide, forthright advisor and teacher. As tipping points that are many for which I admire and deeply respect Dr. Priya Ranjan Trivedi that he is unassuming and never distanced in making me privileged for his encouragement on acquiring new skills and learn from his profoundly and widely read thematic issues in the area of natural, metaphysical and social science. etc. I have experienced from my personal sustained relationship that he is not average and acquired continued and progressively relevant social and intellectual skills -which he has shared in the form of support, guidance and possibilities for me and many such individuals with great synchronicity. The clout representing comparatively less privileged socially mobilized group have been immensely influenced many of us.

He has played a pivotal role in shaping my career. I have over three decades of experience in public service especially as the development sector professional - which has been continuously honed and supported by Dr. Priya Ranjan Trivedi and has worked for me as an agent of divine force. Owing to his guidance I have could learn Business Management, Economics, Public Policy, Communication, Strategic Management, Ecology and

Environment etc- that have prepared me to successfully accomplish my Graduation in many Subjects and a Master in Public and Non Profit Management from NYU , New York USA and a Ph.D. from DMS, IIT Delhi. During my work, academic doubts or work related queries- have found Dr. Priya Ranjan Trivedi truly showering with superior theories and that have been brimming with common sense but very ably communicated. It might be not an exaggeration to state in a very modest advancement in my professional and personal perception Dr. Priya Ranjan Trivedi is my Guru - The Teacher. I have worked in India, USA and Afghanistan in the areas of public administration reform, and my incremental success and pursuit for learning and improving upon to find new meaning in life has been greatly shaped by Dr. Priya Ranjan Trivedi.

Dr. Priya Ranjan Trivedi has been a guiding force for countless of people globally. Charity begins by empowering and mobilizing people irrespective of age, gender, class or region. As an ardent admirer of such a legendary figure who has scaled many peaks in his long illustrious and professional shares- undeniably compelling and terrifically rewarding for many individuals who have been shared with knowledge, forward looking inspirational inputs and still very simple, caring, down to earth, lively and a great Karmayogi. It is hard to take deviation from the routine middle class mind set-when a Graduate Engineer shifts to a new uncharted path of Social Entrepreneurship by making education and affordable at the time when the Governments at National and Provincial Level had no idea of privatizing the education as Non Profit Entity to help those who were not able to get the opportunity for the reason lesser access to such professional education and next the hierarchy of Government bound highly bureaucratic processes that is why Dr. Priya Ranjan Trivedi is a visionary and serious thinker who has challenged the system and keen observer of the change. His inspiring attributes are thinking in advance whether education and dissemination of knowledge relates to technology, sustainable development, ecology and environment or green governance.

He has also limitless energy and passion to outreach larger audience by disseminating his ideas in more than seven countries in Africa, few in Asia and Couple of them in North America and Europe. He has been a pioneer in forming an Interfaith Group that has had the privilege to place it's point of view before the World Peace Forum and other International Bodies like UN etc. He has very well connected and pro has provided enough occasions for the agencies and representatives of more than 50 countries in India by setting and pushing the agenda for shared Goals and Human Development Indicators especially in the context of MDG and HDI. There are many important tipping points and might need extensive discussion and research to explore the as how seemingly Dr. Priya Ranjan Trivedi has seemingly cared for small step at a time and any effort to weave his ideas, work, thoughts and contributions will be an eye opener for many intellectuals and common people. His level and passion of connectedness exhumes his magnanimity and well meaning gesture for a peaceful and educated universe.

Many of the works of Dr. Priya Ranjan Trivedi has been covered in the foregone paragraphs, but his observation and institutionalizing the human development attributes with the aid of enabling academic training has done miracle and the success story has impacted directly or indirectly more than hundreds of thousands of individual. Such fascinating dream of Professor Trivedi has got many youth successful in several UN and other such International Organizations. One of the senior management staff at The Global Open University was

referring Dr. Priya Ranjan Trivedi as a live and mobile encyclopedia. His small gestures, incremental contributions have been case studies to be related in the form of documented

Dr. Priya Ranjan Trivedi recognized his strength as a leading and mentoring guide embedded with the spirit of social entrepreneurship. Dr. Priya Ranjan Trivedi is humbly affable and popular as a great social resource scientist, community leader of different affinity and social groups including think tanks. He know his strength and has consistently helped and lead others in finding meanings in their lives by motivating the individuals and organizations as a coach and a visionary in the area of human development, community activities and promoting the social cohesion at different levels of the National and Sub National Governments. Dr. Priya Ranjan Trivedi has been pushed his agenda for self actualization by integrating his wisdom and acquired knowledge on the principles of sharing, and shaping the global issues based on proper synergy within individuals and the social groups. His attributes have helped the policy makers and he has impacted deeply his audience in promoting different themes to become an accomplished. His contributions in the literary world through his monographs, books and research papers have been widely used and applied by individuals and the institutions in making them skilled and are great community level contributors.

Dr. Priya Ranjan Trivedi has been an influential global citizen and connects himself with National. Local and International Agencies and programmes by chairing or being the member of such multiple societies, community groups and academic institutions. Being the President of CIU he represents and able to get attention from the different stakeholders across the country from over 755 Universities of India. He sets out awareness campaign and global dialogues in the area of Green Economy and Social Entrepreneurship by promoting the cause of financial inclusion and social cohesiveness.

By combining the professional, personal and social skills Dr. Priya Ranjan Trivedi has been a great leader in the literary world, social groups and a great motivator. His legacy constitutes of several single step taken by him at a point of time from a tiny outfit to larger and chairing multiple Not for Profit Trusts, Organizations, Civil Societies, CSOs and voluntary organizations in India and abroad. Dr. Priya Ranjan Trivedi has been dedicated to instilling the love of growth and becoming good human being, a good citizen and piecing together his soft and hard resource inputs for promoting community support through especially providing formal and non-formal education for over 3 million students, youth, elderly and marginalized population who have been pressed of time and resources to dream for a well meaning structured professional certification. Dr. Priya Ranjan Trivedi has always used the social network for the promotions of the people's good and empower individuals and societies.

Dr. Priya Ranjan Trivedi has been the votary of the idea of Minimum Government and Maximum Governance by sharing and expressed his support to this slogan of New Prime Minister of India, Mr. Narendra Modi by dedicating a book where he has indicated the agenda setting on different issues and solutions for the policy makers with fitting solutions and strategies. To name a few such as in the area of Governance: (Making Federalism Work; Tax Funded Health Services; Re-architecting Social Sector Schemes; Revive or Disinvest from State Owned Enterprise; Redefine Role of Planning), Technology: (Cloud; Services; Big Data Analytics; Identity Integration; Social Media; Public Safety) Economy:

(Goods and Services Tax; Financial Inclusion and Deepening; Infrastructure Finance: Creation of a Domestic Debt Market; Take-out Financing; Stable Policy Environment on Taxes and Transfer Pricing) Development: (Redefining Priority Sector Lending to make it Job Generative include infrastructure, MSMEs, Tourism and Affordable Housing; Rural and Agricultural Revival; Sustainable Development; Restructuring Social Sector; Livelihood linked Skill Development; Sorting out Land Acquisition) Smart Cities: (Cities as Engines of Growth; Municipal Governance; Municipal Finances; Waste and Water Management; Urban Services Delivery; Urban Renewal; Public Safety and Security.

The above aspects have been deeply studied by Professor Trivedi and has provided several approach papers and white papers to the stakeholders that may be leveraged in setting up of the dialogue groups at the ward level to discuss about the planned development approach, strengthening of Panchayati Raj Institutions and Participatory Governance. I am sure with given depth and width of exposure Dr. Priya Ranjan Trivedi has contributed significantly for the development of the Nation through his active engagement for NDA-2.

Dr. Priya Ranjan Trivedi's legacy has contributed and changed the lives of many on every day basis through his approach of mass connectedness for well being of individuals, nations and globe. There are many instances where the guidance and support of Dr. Priya Ranjan Trivedi has affected in positive ways lives of people and communities but for me one instance is a latest where he has agreed to help the people from conflict countries in term of providing them guidance for education and social development especially his growing engagement for helping Afghanistan in the area of building of sustainable, individuals, organizations and institutions would have a great impact in securing peace through development and wider dissemination of skills amongst the Afghan Citizens. Dr. Priya Ranjan Trivedi's support has helped many Afghan Citizens in getting higher education at affordable cost in addition to helping them to develop strategies for building Institutions.

His latest such gesture may be a great resource for India not only for Afghanistan but for entire SAARC Countries. I strongly believe his accomplishments will be acknowledged by policymakers, individuals, communities and Governments for the global good and targeting a healthy society for all generations to come.

One of the brightest students of Dr. Priya Ranjan Trivedi who completed Ph.D. from The Global Open University, Nagaland, Dr. Hafizullah Wali Rahimi, General Director, Competition & Consumer Protection, Ministry of Commerce and Industries, Islamic Republic of Afghanistan shares:

"I have known Dr. Priya Ranjan Trivedi Saheb as my academic advisor to pursue my PhD from The Global Open University, India in 2011. Since then have had series of academic interactions with him that allowed me to say that I have met a special person in my life. The little things that made my research work accomplished so successfully but for not the personal mentoring and support of Dr. Priya Ranjan Trivedi. I found him a moving legendry endowed with huge reservoir of knowledge and exposure.

It was a magic moment for me to get my degree the same time, when The Global Open University was transitioning and despite his busy schedule, Dr. Priya Ranjan Trivedi had personally travelled with me to Nagaland for encouraging me to defend my Thesis and as my mentor for the Research he had been with me and provided great opportunity to explore some new place with the hope that Government in formation in Afghanistan will have

greater engagement and collaboration with the newly formed Government on India. I can only sum up Dr. Priya Ranjan Trivedi provided a great milestone in my academic career and treated me so well that remind that of great bondage with Afghanistan not at diplomatic level but at the individual level. He is a great inspirer and extremely bright but a very humble person.

Dr. Priya Ranjan Trivedi provided me extremely orderly, academic and professional guidance to pursue my research and love of a brother. I have learnt about the niceties of my research work through series of interactions especially for the topic of my research on Diagnostic Study of Competition Policies of India and Afghanistan. The research work is oriented to appreciate as to how these two countries one at the leadership level in the SAARC and the other that is still opening up but quite ambitious to make over the loss due to disturbance could be compared and leveraged for enhanced economic cooperation and trade. As a researcher I have faced many challenges but the support of Dr. Priya Ranjan Trivedi Saheb allowed me to overcome many challenges leading to successfully completing my Doctoral Degree from TGOU, Nagaland

I have been benefited from Dr. Priya Ranjan Trivedi's rich guidance right from drafting my research problem, defining my objectives, undertaking the literature review and study of secondary resource information, development of methodology including the finalizing my thesis. I am immensely lucky to be privileged with the thorough preparatory inputs received from Dr. Priya Ranjan Trivedi to defend my thesis. I might sum up that he is a great guide and immensely knowledgeable Institution Builder. I wish his guidance might in future help many Afghans and my country in times to come.

I have narrated the burden of dwindling economic and social situation of Afghanistan for which Dr. Priya Ranjan Trivedi Saheb has very appropriate academic plan by through distance and skill creation learning programme that might benefit large number of youth and underserved population located in 34 provinces of Afghanistan. I also see a great opportunity where Government of India may support all the 80 Universities of Afghanistan in pervasive growth of skill based vocational education. Dr. Priya Ranjan Trivedi a great visionary has a blueprint for contributing to Afghanistan, once the new Government is in place in Afghanistan and he will be able to help us in greater way in developing policy and implementation framework that might fast track our reconstruction agenda.

I rate him an exceptionally brilliant and a fit change agent who can be a proud son of South Asia, capable of steering the Global bodies for human development. I may reflect that Dr. Priya Ranjan Trivedi is a Global Human Asset and is blessed with the knack to deal with the complexities in the simplest way with great deal of simplicity and patience”.

As a leader in the field of education having undertaken extensive readings in variety of subjects of Universe from Academics to Nature from Deprivation to Sustainability and having worked from Africa, Latin America to Europe and North America he is a living global legend and merits all possible award and recognition to spread the universalization of education through mass connectedness.

Dr. Priya Ranjan Trivedi has matchless qualities of hard work acumen to fit in all the situations and be leading the team that is what I have observed in last few years and an individual transits to institution when he becomes inspirational guide to many and millions. I wish Trivedi Saheb will continue to spread his message for good of the human being not

only in India but Globally.

Dr. Priya Ranjan Trivedi may be a great help as the Global Brand for Peace and Sustainability by tying together the different continents and its people in one global platform that is free from any hidden agenda of individuals or the countries. I wish him great success as he is a proven leader and will continue as aspiration and path of awakening that will be a great source of improvements for individuals, organizations, institutions and countries.

Sharing her thoughts on Dr. Priya Ranjan Trivedi, Ms. Rashmi Mishra, Principal Kendriya Vidyalaya, Andrews Ganj says :

Dr. Priya Ranjan Trivedi is a genius, and I feel fortunate to have known him for a while now. We received a letter from Indian Institute of Ecology and Environment, New Delhi appreciating the outstanding contribution of KV Andrews Ganj in the area of environmental education and development.

Our School was one of the recipients of the Eco-friendly School of the Year Award 2013. The award ceremony was held in India International Center, New Delhi on the 5th and 6th of June 2013. The best part was Dr. Priya Ranjan Trivedi had sent his team to different schools to assess and evaluate the school without any formalities. Then I got the golden chance to meet him on 5th June, 2013. I must say I felt elated to speak to him and discuss with him issues about environment, youth, and world peace. He seems to be so much involved and concerned about the future generation. During the Prize giving ceremony, I was very impressed by his sharp memory. Extempore, he spoke fluently about more than 10 personalities on the stage, mentioning their special area of contribution. It was interesting to see how he encouraged the young talents by recognizing their special contributions in different fields by felicitating them. Dr. Priya Ranjan Trivedi is a legend whose talent, experience and vision needs to be optimally used for the welfare of the youth. I strongly feel that he deserves national and international awards for his outstanding contribution in the field of education and environment.

When he is hosting a get together for his special friends, Dr. Priya Ranjan Trivedi is often enticed to utter the famous 3 quotes on Friends and friendship which go as follows:

Things are never quite as scary when you have a best friend. ~ Bill Watterson

Friends listen to what you say. Best friends listen to what you don't say. ~Author Unknown

Best friends don't necessarily have to talk every day. They don't even need to talk for weeks. But when they do, it's like they never stopped talking. ~Author Unknown

Reminiscing the bygone era, Dr. Subhash Chandra recounts an old incident. Shares he, “Dr. Priya Ranjan Trivedi and myself are almost of the same age group, and get along like a house on fire. Our friendship has blossomed with passage of time, and till date we love catching up with each other once in two days or so. I am reminded of an event when many years ago, we had gone to Shimla by road. Due to my familiarity with the route, I was at the steering. As luck would have it, I dozed off after a heavy meal at a highway joint. Much to my sheer surprise, it was only after a good 4 hour journey as well as sound sleep that reality dawned upon me. To my utter surprise, we were within a striking distance of Shimla, and with a mystic smile on his cheeks, Dr. Priya Ranjan Trivedi was on the steering. I had

no choice, but to tender an unconditional apology for having overstressed my dear pal. Our daughters make great merry recalling this incident, and same holds true for us as the incident still rejuvenates us like anything.

Similarly once both I and Dr. Priya Ranjan Trivedi were going to Jim Corbett by car when we traversed on a wrong road for almost 50 kms before realizing the folly. Add to this another 50 kms of return journey on the wrong route, and it left us exasperated. Those days tourists like us completely relied on the guide maps as the privilege of the GPS wasn't existent.

We were busy putting the blame buck on the map when one of us realized that we had inadvertently read it upside down that led to all the confusion and precious time wastage.

No wonder those were the days “Koi lautaa de mere beete hue din”..

Ghalib's famous lines:

Woh bhi kya zamana tha..ye bhi kya zamana hai!

Woh jaisi hakikat thi..ye kaisa fasana hai!!

One song that I would like to dedicate to my wonderful friend is:

Diye jalte hain phool khilte hain!!

Badi mushkil se magar duniya mein dost milte hain

Let me quote Helen Keller's famous one liner to conclude my expressions on Dr. Priya Ranjan Trivedi”

Walking with a friend in the dark is better than walking alone in the light.

With Dr. Priya Ranjan Trivedi around, no road is a gypsies riven, and no task herculean!

May God give him a very long life so that he continues to inspire us with his passion, grace and intellect wisdom.

Expressing her views about Dr. Priya Ranjan Trivedi, Ms. Rekha Udit, Chairperson, Women International Network (WIN) shares, “It was a chance visit to Prof. Trivedi's University campus through an acquaintance, that I met him. in the brief interaction with him about higher education and the various courses that his University offered, I was impressed by not just his vast knowledge, but also his humility. In his capacity as a Chancellor of a prestigious University and the Chairman of Indian Institute of Ecology and Environment, he was very warm and cordial.

Every word uttered by him made a deep impact on me, and in the very first interaction with him, I implored him to mentor me on critical path analysis and other mantras to be a successful entrepreneur.

Though he was engrossed in lot of activities and projects, but even then he was courteous and gentle enough to offer his consent.

In all these years of having known him, I have learnt myriads of new things, and have no hesitation in saying that his timely and sagacious advice has helped me stand independent.

My vision has become far clear, and I have inculcated the knowhow of organizing mega scale programs and workshops at prominent destinations all around the country. Ever

since I learnt the finer nuances of entrepreneurship from his good self, there has never been a lean patch in life, and in simple words, there has been no looking back.

The greatness of this man lies in the fact that he has guided numerous people that came in seek of his expert advice from time to time, and from different walks of life. Unlike people who act snobbish, and seem disinclined to offer their support and guidance, Dr. Priya Ranjan Trivedi is an exception.

After patiently listening to one's problems, he offers them a long lasting solution.

The reason why I call him a genius is because he has solutions to the most complex problems. If I have been able to carve a niche for myself in the field of social activism, the credit indubitably goes to this great man who spent hours mentoring me. What amazes me all the more about Dr. Priya Ranjan Trivedi is when I see top notch people like bureaucrats, industrialists, educationists, technocrats, lawyers too making a beeline for seeking his invaluable piece of mind. I can say with all conviction that there aren't many selfless beings like Dr. Priya Ranjan Trivedi in this world who are bestowed with plethora of qualities such as dedication, sincerity, caring, workaholic, humbleness etc.

Dr. Priya Ranjan Trivedi has been a guiding force for countless of people for different destinations all around the globe. As an ardent admirer of this legendary figure who has scaled any peaks in his long illustrious career, I feel that the HRD Ministry should honour him with a special award for his outstanding contribution to the field of education and humanity as a whole. For optimal utilization of this genius mind, the Government of the day should ideally induct him as teh Chairperson of some esteemed Committee to give a new dimension to tertiary education as he will be an asset to become the helping hands for the Government.

An interesting experience which I will not forget is when we were invited by for Dandi Yatra, on 2nd October at Rajghat. When we reached the venue at 9 am, we were surprised to see only a handful of people that too comprised mostly the Security Forces, the media persons, and the politician's daughters. Unfazed by the thin crowd, Dr. Priya Ranjan Trivedi spearheaded the campaign, and we all undertook the Dandi Yatra from Raj Ghat to Jantar Mantar escorted mostly by the armed security men.

It was truly a memorable experience as we discussed the life and times of Gandhiji all the way during our walk. The politician joined us in at the last leg of the march, and lauded the spirit and zeal of Dr. Priya Ranjan Trivedi for infusing life into the long walk. This being the first peace march of my life, I was not only thrilled, but also pledged my unstinting support for all such initiatives in the near future. A close associate of Dr. Priya Ranjan Trivedi who had also gone to Arunachal Pradesh for overseeing the functioning of Indira Gandhi Technological and Medical Sciences University, Arunachal Pradesh, Anil Karn had the following to narrate:

“It was sometime in mid of 2010, when my friend Mahobia introduced me to Dr. Priya Ranjan Trivedi. As the saying goes, “First impression is the last”, I felt so enlightened after one short meeting that I requested him to grant another audience out of his extremely hectic schedule. Gracious and benevolent as he has always been, he gave me ample time and a patient hearing in his office in the Paryavaran Complex.

When I met him, I was in a great deal of predicament regarding my future course of

activities on the professional front. However, when I discussed this with him, all ambiguities and doubts were cleared in no time, and I was able to make a headway start soon. Within a short period of time, I achieved both professional as well as financial success. I have no reluctance in stating that the man possesses a Midas touch and has the genius and potential of bringing the best out of an individual. He wears many hats, and has accomplished various milestones in his life. I feel rewarded to have been groomed and mentored by such a stalwart. He is indubitably a towering personality for all of us, and we sincerely pray to the Almighty to give him a long and healthy life so that he continues to inspire all those that come in seek of his expert guidance”.

Let us see what the young technocrat Kumar Saurav says about him. The credit of introducing me to Dr. Priya Ranjan Trivedi goes to my maternal uncle who happens to be his good friend. Since my uncle had narrated a lot about the achievements and charisma of Dr. Priya Ranjan Trivedi, I was obviously a bit nervous. However when I shook hands with him, I felt comfortable, and thus began a long informal chat with him. In the entire interaction with him that lasted close to two hours, not for a moment did the man spoke anything inconsequential or irrelevant. The fact that he remained focused all throughout and possessed such a vast knowledge on an intricate subject such as aerodynamics and cloud computing actually bowled me over. He was absolutely updated on so many issues and subjects that I felt humbled. During the discussion, I realized that the best way of expressing gratitude and respect towards such legends is by touching his feet. I was speechless when I came to know that my respected teacher in school too had been a student of Dr. Priya Ranjan Trivedi at some time. I was equally overwhelmed when I got to know during a luncheon hosted at the IIC by Dr. Priya Ranjan Trivedi that a good number of members had been tutored or mentored by him at different phases of their career. Knowing that the IIC comprises the top notch gentry and the glitterati, my admiration for the great man increased manifold.

It is a pleasure reading about him in the newspaper, or being a participant in a program where he is either the keynote speaker or the main organizer. A gifted orator, he has a vast experience in not only developing framework and policies, but also in their successful implementation. He has successfully implemented his ideas and has shown that how even the most complicated of problems can be solved with ease if one has the will to do so.

One particular experience that remains afresh in my mind till date is when he was to deliver a keynote speech in a seminar on the occasion of the “World Environment Day”. It so happened that the total number of participants exceeded the total capacity of the auditorium in IIC. The organizers got panicky, and the situation was on the verge of going out of control. Kudos to Dr. Priya Ranjan Trivedi who saw this, and instantly took matters in his control. It took the genius in Dr. Priya Ranjan Trivedi just 3-4 minutes to restore a sense of decorum in an absolute unruly and chaotic situation. Sharing the secret with the audience, he said that he had simply put to use the management skills, and nothing else. Needless to say, the program was a superhit, and the organizers could not help thanking the man responsible for saving their face.

Likewise, I can recall numerous other tales about him when he has stolen the thunder.

For him, LIFE is real and he wants to make the most of it, every moment everyday as one popular slogan goes “Live Life King Size”.



Chancellor Dr. Priya Ranjan Trivedi and Smt. Meenakshi Lekhi, Member of Parliament releasing the Book titled “Delhi : Past, Present and Future” in Hindi on the occasion of the Women’s Empowerment Summit 2017 at India International Centre, New Delhi.



Chancellor Dr. Priya Ranjan Trivedi felicitating the Union Minister in the PMO Dr. Jitendra Singh

INSTITUTION BUILDING PRINCIPLES AND PRACTICES PROPOUNDED BY Dr. PRIYA RANJAN TRIVEDI

INTRODUCTION

1. The purpose of institution building is to introduce, foster, and guide more efficient social changes and new patterns of individual and group relations in government agencies philanthropic organisations, academic institutions and in industry. Institution builders generally face two tasks: to simultaneously build a viable organization and to manage the linkages with other organizations on which the institution must depend for resources and support.
2. The main goal in achieving developmental targets is the accomplishment of institutionality, measured by steady growth of organizational capability, penetration of the relevant environment (producing and protecting desired changes, philosophies, systems, and behaviour in governmental and national organizations), by maintaining their innovative thrust.
3. Institution builders are responsible for making things happen and not merely for responding to pressures. To avoid this tendency to respond to pressure, the institution builders must choose deliberate strategies of action and tactics and to implement them as they learn from experience. But institution builders must be prepared to revise their strategies and even their goals in order to cope with unexpected problems or to take advantage of fresh opportunities.
4. Institution building is the possible consequence or effect of deliberate action.
5. The word institution is sometimes used as a synonym for organization. This is acceptable, if we recognize that an institution includes more than formal structure and process. Institutions may be regarded as regulative principles which organize most of the activities of individuals in a system or society into some definite organizational patterns from the point of view of some of the perennial, basic problems of any society or ordered social life.
6. Before we discuss the art and science of Institution Building, let us know and elaborate the following terms:

LEADERSHIP

- Leadership delivers resources.
- Leadership promotes the doctrine internally and externally.
- Leadership keeps the internal structure functioning.
- Leadership mobilizes the organization to accomplish the programme.
- Leadership establishes and cements linkages with external groups.
- Leadership is alert to opportunities to incorporate new groups for support, output, and acceptance

DOCTRINE

- Doctrine dramatizes the new idea as well as innovation and change.

- Doctrine helps to sell a programme and organization with it.
- Doctrine defines the goals.
- Doctrine can generate support.
- Doctrine helps define and limit internal and external conflict.
- Doctrine absorbs ideas and needs and combines them with new ones to make the organization acceptable in the society.

PROGRAMME

- Programme provides impact in the environment.
- Programme provides visibility.
- Programme provides vital contact with the environment.
- Programme is the ultimate testing ground for output.
- Programme promotes support by the environment of the organization.
- Programme provides a specific focus for change-oriented activities.
- Programme provides an identity for clientele and staff and ultimately for the society.

RESOURCES

- Resource mobilization involves using old and new sources.
- Resource mobilization involves a wide variety of elements, money, people, technology, etc.
- Resources hold the organization together until it can become accepted.
- Resources provide internal strength and cohesion in the organization.
- Resources contribute to autonomy

INTERNAL STRUCTURE

- Internal structure is a key to converting resources to programme.
- Internal structure is a base for organization mobilization.
- Internal structure is a device for demonstrating innovative capacity.
- Internal structure is a means for reflecting goals and doctrine.
- Internal structure provides a means for resolving internal conflict.

ENABLING LINKAGES

- Enabling Linkages provide power to act.
- Enabling Linkages provide protection.
- Enabling Linkages provide initial resources.
- Enabling Linkages support a new public image.

NORMATIVE LINKAGES

- Normative Linkages show what values must be observed.
- Normative Linkages define relationships with other organizations.
- Normative Linkages can help legitimized activities.
- Normative Linkages can provide support in making new ideas fit present values.
- Normative Linkages provide the framework for defining objectives in the national institutional structure

FUNCTIONAL LINKAGES

- Functional Linkages provide inputs the organization needs to function.
- Functional Linkages promote the use of what the organization does.
- Functional Linkages help define programme boundaries.
- Functional Linkages reinforce the effect on organizational clientele.
- Functional Linkages provide opportunities for mutually beneficial support in the environment.

DIFFUSE LINKAGES

- Diffuse Linkages broaden the base of support.
 - Diffuse Linkages strengthen the public image of the organization.
 - Diffuse Linkages help reinforce acceptance by the society.
 - Diffuse Linkages provide alliances with other change-oriented groups.
 - Diffuse Linkages promote an understanding in the society of the goals of the organization.
7. We have to agree generally with the different dimensions of the problem of institution-building: to build or change an institution to establish a stable set of desired behaviours in a particular place and time. To do this, it is necessary to get people to accept certain norms or standards and to pattern their behaviours to fit these norms which must be grounded in some underlying regulative principles. The hub of the task of building (or changing) institutions is to establish a combination of behaviours norms regulative principles which will serve developmental aims.
 8. Institution-building is indirect because it involves changing or creating values as well as behaviour. It may involve undermining and replacing existing norms which may have proved inimical, or a liability, to development and societal wellbeing. If institution-building is not simple to understand, it is often even harder to do.
 9. An institution's activities are justified and ordered by norms linked to basic principles of the social system. Norms have two values:
 - They guide behaviour which is useful in the system because they are functional or practical.
 - They are also proper; they are justified because they reflect more basic values or principles.
 10. The strength of norms stems from two sources, practical workability and merit.

11. Leaders (who are change agents) in institution-building begin by identifying the need for improved conditions in a social system. They then try to find a way to meet this need, by creating new conditions or outcomes in society, through effective patterns of action. In such efforts two related value problems are involved. One is to get the values produced by the intervention accepted within the system. The other is to design an intervention whose internal norms are acceptable as well as effective.
12. Leaders often assume that :
 - the aims and effects they propose are good and will be valued within the social system; therefore
 - the means they propose will likewise be valued as instruments of a desirable end; and therefore
 - the rules or norms included in the means will tend to be accepted without serious resistance.
13. Hence the process of institutionalization is not a simple, linear function. There are interruptions, retreats, accommodations, regroupings, divisions, and emergence of secondary goals, amended objectives and even altered doctrines.
14. Be that as it may, an institution must embody changes in values, functions, physical and/or social technology; it should establish, foster and protect normative relationships and action patterns and it should attain support and complementarity in the environment. It should survive the vicissitudes of time and emerge as a vibrant innovative institution, capable of withstanding the stresses of turbulent periods, and as an instrument for accelerated development.
15. If institutional change is induced, the types of power that may be brought to bear on an objective can range from stark coercion to education that changes the awareness and value orientations of its clients. Some instruments of power include strong leadership, control of resources, positive and negative sanctions, promotion of such latent regulative principles as progress and prestige, and various incentives. When the objective is to change the institutional patterns of a target group, one important source of power is the ability to reduce the risk associated with changes in behaviour patterns.
16. Coercion can be used to eliminate an institutionalized interest, but not as the primary mechanism for creating a new one. Education may be used as an instrument of power, not only to create technical efficacy but to change the sense of identity and the value orientations of participants. Trustworthy appeals to self-interest are powerful ways to induce the acceptance of new norms.
17. When the scope of an action extends across the line between a bureaucracy and its environment, institutionalization can be quite difficult. For example, an agricultural development programme may combine efforts from a number of parts of the bureaucracy, in the ministries of agriculture and finance and elsewhere, to provide information, credit, and materials. This public sector activity must be mated with the behaviours of farmers, marketing organizations, and perhaps, local community leaders.

18. The bureaucratic aspect of the programme may require, along with careful planning, co-ordination and funds, some important changes in values. Bureaucrats, who may be accustomed to acting on the basis of authority and inclined to be ignorant of the problems and realities of the peasantry, will have to adopt new norms, a desire to understand the farmers and a willingness to promote their well-being. None of this will make much difference unless the programme appeals to, perhaps even changes the norms and behaviours of, the target population and other important people such as farmers or merchants.
19. The family itself may be institutionalized around a farming tradition. Certain work may be proper for the men or for the women. The community structure may be arranged in terms of traditional rights and obligations, and the programme may threaten that tradition.
20. Public institutions can be differentiated into those forming the public bureaucracy and those others functioning under public sponsorship or support to achieve other economic and social goals. The public bureaucracy is a necessary institutional device required for progress and survival. The institutional role of governments is preponderant but not absolute. The bureaucratic institution exists not on the sufferance of governments but in partnership with governments. The situation varies, however, from one country to another, and constitutes a national specificity of institutional modes peculiar to each country.
21. Yet another dynamic aspect lies in the institutional task system itself. For example, in the field of rural development, at a particular stage of development, production and productivity may acquire primacy over other considerations. The institutions concerned can, in the process, acquire growth values as their key impetus. At another stage of development, distributive justice may come to be of crucial relevance. However, it is often the experience that the growth values do not transcend into developmental values. There arises in this context a dilemma: whether new institutions are to be created or whether situational imperatives are to be brought to bear upon older institutions to respond to the needs. It seems that there are no either-or options.
22. A leader must possess certain qualities in order to continually motivate an organization. It is continuity of effective leadership that affects staff performance and overall organizational effectiveness. It is the leader's responsibility to develop incentives for the motivation of staff personnel. The word incentive here refers to the full set of factors that shape human behaviour within organizations, including norms, standards, and motivational and material rewards.
23. A major part of the problem of Institution Building is that the internalization of new value systems and the establishment of technological norms and standards of performance take time. This length of time affects the willingness of politicians to initiate or support a reform scheme. Strong and persistent political support is necessary if institutionalization is to be successful. Organizational inertia is also an important incentive factor that relates to time.
24. Any organization, once established, resists change. A new institution requires time to become stable. Yet administrative reforms institutions are expected to be both change-inducing and viable. This often creates a conflict and may preclude the prospect of long-standing developmental institutions.
25. Support for an organization may be divided into two categories, namely: the kind of support which essentially accords recognition of an organization and acceptance of its right to exist; and the kind which might be labelled material and which consists of a flow of resources which the organization uses to carry on its existence.
26. For purposes of institution-building, this distinction between acceptance and material support is particularly useful in thinking about the long-term existence and effectiveness of an administrative reform agency or a public administration institute. Legitimation as a basis for securing support is essentially a rational-legal approach to the issue, and may consist simply of the statutory enactment by the legislative authority.
27. There is, simultaneously, an emotive aspect to the support base. With special historical heritage, cultural uniqueness, and other social ties and ramifications in the developing countries, the support base for institution-building will involve, equally forcefully, the emotional components.
28. There are two problems with attempting to obtain initial legitimation or foundational support. One problem is determining how much to promise, i.e., how much to represent in the way of the future results, in order to gain the necessary initial support.
29. The other problem is the status and behaviour of a leader seeking to establish or reform an existing institution. This status and behaviour may differ strikingly from later requirements for the sort of leadership that can influence the flow of material support.
30. Management is a two-phased activity. One phase is directed internally, to shape, guide, direct and assess the inside workings of an organization. The other phase of management is concerned with maximizing the relations between the organization and its environment. This is sometimes referred to as working at the institutional level of the organization.
31. The essential task of institutional management is to influence, as much as possible, the interaction of the organization and its environment, to promote both the survival and the effectiveness of that agency. This task requires, first of all, the ability to perceive and interpret the environment. The absence of this competence is like flying blind, without map or instruments. In the real world of action, however, knowledge alone does not suffice.
32. Institutional management includes the ability to act, taking a pro-active stance with respect to environmental elements. Or, it may be more a matter of making internal adjustments to inexorable external realities.
33. Although a number of developing countries have made substantial progress in increasing their supply of competent managers by establishing a variety of management development institutions, some of these institutions have failed to play decisive roles in the over-all national development process. In view of the importance of management in national development, all institutions concerned with management development should be made to play a strategic role in the national development scene.

34. In particular, instead of isolating themselves from the public systems that they seek to influence, they should actively promote a view of public management to be shared effectively by the political leadership, development planners and public managers.
35. Management development comprises more than the mere organization of training courses. It involves intensive and extensive acculturation of managers so that they may better serve the needs of the common man. There is need to improve access to public services by all members of the society, particularly the weak and the deprived.
36. The time has thus come for management development institutions to reflect on their accomplishments and environments, with a view to defining more realistic roles and policies which will enhance their impact on strategic problem areas of public management, and to influencing their environment rather than being dominated by it.
37. In order to reduce intellectual dependence on exogenous management theories and enhance their own credibility, management development institutions must develop, through meaningful research, a management philosophy, models and approaches which reflect their cultural environments and needs.
38. Correspondingly, national policies and objectives should be defined by the national leadership in such a way as to ensure that the management development institutions contributions reflect the assessed realities and priorities.
39. Management development institutions should promote collaboration and communication at the national, regional and global levels. For this purpose, networks of institutions should be established at those levels for exchange of information and experiences. At the national level, there should be greater debate and discussion of major management trends and development involving the participation of all sectors of the society.
40. Developing countries as well as the regional and international organizations concerned with management development should pay greater attention to the task of institution-building and devote larger resources to management development institutions, co-ordinate their efforts and periodically evaluate the impacts of their outputs.
41. It is the duty of the Institution Builders as well as the regulatory, promotional, planning and other statutory bodies to ensure an evaluation process on a continuing basis for analysing the following :
 - To identify the institutional performance variables.
 - To chart the changes in the institutional performance over a period of time.
 - To identify various processes which influence institutional performance.
 - To discover whether the performance changes follow some pattern which could be characterized as phases of institutional development.
 - To show how the processes are related to institutional development.
42. Thus, the problem definition led to a sharper focus on performance as a key to institutionalization and processor as important influences on institutional performance. From preliminary analysis, four categories of processes emerged as important in the life of an institution.

These are:

- Birth processes
- Development processes
- Renewal processes
- Institutionalization processes.

43. The following are most important in the Indian context :

- Birth processes
- Idea origination and nurturance
- Choice of institutional form
- Location of the institution
- Choice of model
- Choice of early leadership
- Resource mobilization
- Support mobilization
- Development processes
- Initial recruitment
- Enculturation
- Decision making
- Structure
- Leadership style
- Boundary management
- Renewal processes
- Change in leadership
- Regeneration
- Exit
- Voice
- Redefinition of mission
- Integration
- Institutionalization processes
- Research
- Dialogue
- Dissemination
- Transfer

44. Analysis of these elements has led to postulate five concepts to develop a general processual model of institution building. These concepts are

- context
 - capability development
 - innovative thrust
 - penetration, and
 - process mechanisms.
45. We, then, have a revised model which has rectified the confusion between inputs and outputs. Thus, the context influences capability development mediated by process mechanisms of first set of; capability development, in turn, influences innovative thrust of the institution through a second set of process mechanisms; and innovative thrust, in turn, influences penetration through a third set of process mechanisms.
 46. It should be noted here that the capability development process mechanisms are primarily externally or contextually oriented; the innovative thrust process mechanisms are basically internally oriented; and the penetration mechanisms are externally oriented. Thus, we have contextual process mechanisms, internally oriented process mechanisms, and externally oriented process mechanisms. By isolating and identifying process mechanisms in the three sets and also postulating directions of influence the revised model has made possible the development of the institution building model into a more practical model.
 47. The revised model can answer questions about what the institution builder can do in order to develop the institution. The revised model provides both a diagnostic frame and an action frame. Institutional leaders need to know the current state of institutional development and probable future states to result from actions that they initiate.
 48. They also need guidance as to what action options are available to them. The revised model is a step in this direction and in this sense is neither complete nor comprehensive. Using the revised model, the institution builder can generate valid data from context, level of capability development in the institution, level of innovative thrust, and extent of penetration. He will also be able to compare these levels with similar institutions operating in the same context. Moreover, he will be able to generate valid data on the relative strengths of various process mechanisms which mediate capability development, innovative thrust, and penetration.
 49. Thus, knowing the state of the system and knowing the action options available to him with respect to strengthening, neutralizing, or reducing the weakness of appropriate process mechanisms, an institution builder is placed in a better position to act. This is not to imply that an institution builder can consciously engineer all the outcomes. Quite the contrary. The model points out that institutional leadership is precarious and uncertain.
 50. The contextual process mechanisms highlight the dependence of the institutional leadership on factors outside conscious control. The model only serves to sharply focus the attention of institution builders on identifiable sources of problems. Further, the internally oriented process mechanisms and the externally oriented process mechanisms which mediate institutionalization sequentially underscore the difficulties of conscious manipulation. It is no wonder that the easiest course of action for

institutional leadership is to let the institution drift. Worse still, given the uncertainties of performance on innovative thrust and more so on penetration, the institutional leadership may focus wrongly on capability development.

51. Capability development is important, but represents basically performance on input development. Innovative thrust and penetration concern themselves with input utilization and conversion. Institutionalization, in the final analysis, can take place and social change can occur only if penetration takes place. Given a context where the clientele are not demanding, it is easier to stop at capability development and innovative thrust.
52. This is also evident from the relatively low attention paid to institutionalization mechanisms in the six institutions. This has resulted in a situation of penetration by default rather than by design. The impression one is left with is that management education institutions cannot be considered to be change agents in the sense of bringing about radically different values on their own. They react more than initiate.
53. Let us discuss the major features of both the "evolutionary" and the "engineering" models. We will examine an engineering model of institution building its assumptions, scope, and limitations. This will lead us to a consideration of four major perspectives of institution building which are important to its elaboration and refinement.
54. These perspectives are:
 - the leadership / elite / entrepreneurial perspective;
 - the interorganization perspective;
 - the organizational design perspective; and
 - the diffusion of innovation perspective.
- Finally, an attempt at synthesis will be made through a general processual model of institution building based on empirical guidelines.
55. The "engineering model" differs from "evolutionary model" in a fundamental way.
56. It is the rejection of the "natural selection" process and the acceptance of an "elitist" engineered adaptation or innovation that differentiates the "engineering" model of institution building from the "evolutionary" model.
57. Explicit attention will have to be given to alternative designs as well as to an examination of the conditions under which various designs would bring about the desired results. That there are serious limitations to planned change should not deter development along this dimension. Such developments should also examine the three possibilities available to an institution builder and the consequence of adoption of one strategy in preference to another. These possible design options are:
 - alteration of an existing institution,
 - creation of a new institution with a specialized function hitherto not carried out in the society, and
 - creation of new institutions to integrate existing specialized and fragmented institutions or functions.
58. Unless the Institution Building model develops along this line it will not be in a

- position to provide guidance to the institution builder in the choice of an appropriate design not only initially but also continuously over time as the institution develops.
59. What must be remembered is that in institution building the concern is with the spread of values and norms and their acceptance by the society. Further, the innovation in the institution building model is the institution itself and the concern is with the adoption of the institution by the society.
 60. Imminent change which occurs when people internal to the society primarily on their own create and develop the innovation.
 61. Induced imminent change in that the innovation could be catalysed by someone who is a temporary member of the society, though the primary burden of the creation rests with the members of the society.
 62. Selective contact change when members of one system adopt an innovation primarily as a result of their exposure to the innovation outside their own system or society.
 63. Directed contact change caused by actors external to the system who seek to induce change for achievement of goals defined by them.
 64. The Institution Building model, as is apparent, is concerned only with directed contact change. Viewed from an innovation perspective, the model has to develop capabilities of handling the other three types of changes and, therefore, for choosing appropriate models of diffusion.
 65. In the institutional context the collectivities would serve three ends, namely:
 - to promote areas of common interest;
 - to jointly obtain and allocate a greater amount of resources than would be possible when each institution acts independently; and
 - to protect areas of common interest. In the context of the collectivity one can examine the linkage relationship between organizations. In fact, out of the four linkages in the institution building model, this would mean a detailed examination of one poorly understood linkage the normative linkage.
 66. Successful institutionalization of new or replacement social patterns requires coordinated and complementary efforts to build support for the new action pattern in four aspects of social systems:
 - universalistic-formal,
 - universalistic-informal,
 - particularistic-formal, and
 - particularistic-informal
 67. In implementing programmes of institution building the serial order of developmental tasks proceeds from
 - the establishment of minimum levels of legitimacy, to
 - the achievement of operational competence to produce expected benefits, to
 - the cultivation of active and continuous exchanges with the environment, to
 - the development of adaptive capacity.
 68. Successful Institution Building projects require a variety of staff resources including specialists of at least the following three kinds:
 - those with skills in political liaison and in achieving normative representation
 - those with technical-analytic expertise on the content of the institutional change sought, on the Institution Building process, and on other relevant knowledge areas and analytic methods, and
 - administrative and programme operations personnel who are competent in the application of the technologies selected, in project management, and in eliciting cooperation from those they encounter in operational situations. When any of these resource groups are not adequately represented or differentiated by unique competence and task orientations, the probability of the success of an institution building project will be significantly reduced
 69. Success in Institution Building requires that the innovation-carrying organization differentiates for itself a position in the organizational network which facilitates active exchange by defining its unique and limited functions and identifying the net gains to the system which accrue from its activities and from its interactions with other actors.
 70. Action orientations which comprehend both
 - the development and promulgation of explicit substantive positions, (relating to the content of change), and
 - the creation of new sociopolitical processes to broaden involvement or to enhance the quality or acceptability of decisions are more likely to lead to successful institutionalization of proposed innovations than approaches which emphasize either content or process without significant attention to the other.
 71. Successful Institution Building projects will provide for complementary adjustments at each level of Federalistic hierarchies related to the area of activity in which the changed action patterns are designed to occur.
 72. Organizational learning requires the same capabilities as good planning, the capacity of a corporate group to act intelligently vis-a-vis group goals and activities. We can identify the properties that make learning possible by identifying what an individual needs in order to respond to changing circumstances:
 - a grasp of objectives
 - control over the resources being planned for
 - reliable models of external reality
 - information about past experience
 - sufficient interest to get the necessary planning done
 - familiarity with methods for making projections
 - open communication with all the parties involved
 - ability to get the principal doer committed to the plan

- enough stability in the situation so that past experience is relevant
73. In response to the need to develop some measure of institutionalization, the author has developed seven general requirements for an adequate measuring tool:
- Institutions need to be studied as societal organisms, with life spans covering stages in some ways analogous to the human life span, and with longer cycles analogous to the generational cycle. This means that a temporal dimension lacking in the early institution building model had to be incorporated into the conceptual scheme.
 - Valuedness as a core variable needs to be measured both internally and externally by means of inferential, observable indicators rather than by attempts at opinion sampling.
 - Autonomy, as the single most important indicator of institutionalization, must be measured as a function of the organization's legal or legitimacy status, its programme activities, and its resource use rather than attempting to evaluate it as a separable quality.
 - Leadership should be dealt with as more than management or administration" of the organization under study.
 - The instrument should yield a cumulative index level of institutionalization such that, over time, when applied to the same organization, it shows a higher number when it has become more successfully institutionalized, and a lower number if there have been setbacks. It can thus serve as a kind of institutionalizing thermometer for managers and/or consultants.
 - It should be easy to use, not requiring sophisticated statistics nor expensive and laborious research techniques. It should codify some readily observable factors associated with institutionalization, weighting them realistically for incorporation in the index formula so that the interrelationship among factors bears some real-world relation to their importance as institutional indicators.
 - The overall quotient should give a generally useful number as to relative level of institutionalization, and also, the different categorical factors should provide useful analytic insights, case by case, for remedying weaknesses or counterbalancing sectorial emphases. In short, it should be useful as both a research and a diagnostic tool for managers, consultants, and planners.
74. The organization occupies some "space" in its environment and is defined more by the dynamic interrelationship between its members and its societal context than by its internal assets.
75. Thus, the defining properties of an organization are characterized in terms of their internal asset value and their external asset value. The way in which an organization is perceived by its clients, sponsors, competitors, etc., and the place it occupies in their value systems, is perhaps the most important asset of an organization.
76. Identifying the fundamental characteristics of an organization the properties of organizationness as contrasted to the conditions necessary to achieve viability in a way that directly addresses the fact that these are mutual properties of the organization and its environment;
77. Defining viability as a homeostatic relationship between an organization and its environment so that these essential properties of the organization are replenished.
78. Clearly, institutions do not exist in a vacuum. Much of the above literature views the environment within which a given institution operates from the vantage point of the institution itself. However, the macro-oriented literature summarized in the remainder of this chapter considers the broader perspective. That is, the vantage points are reversed so that, for example, the institutional infrastructure of a society can be viewed by those for which it is designed to serve. More important, with regard to why development occurs in the direction that it does, the forces that shape and redirect institutions are of interest to development scholars and practitioners alike. Both will find the following summaries worthy of their time and attention.
79. The Institution Building Universe and the Institution Linkages include :
- Institution variables
 - Leadership
 - Enabling linkages
 - Doctrine
 - Transactions
 - Functional linkages
 - Programme
 - Normative linkages
 - Resources
 - Diffused linkages
 - Internal structure
80. Leadership applies not only to people formally charged with the direction of an institution, but also to all others who participate in the planning, structuring, and the guidance of it. Within leadership, viewed as a unit, important factors include political viability, professional status, technical competence, organizational competence, role distribution, and continuity.
81. Doctrine, as the stable reference point of an institution to which all other variables relate, contains such characteristics as specificity, meaning the extent to which elements of doctrine supply the necessary foundation for action in a given situation; the extent to which the institutional doctrine conforms to the expected and sanctioned behaviour of the society; and the degree to which the institution's doctrine conforms to the preferences, priorities, intermediate goals, and targets of the society.
82. Those actions related to the performance of functions and services constituting the output of the institution represent its programme. Hence, important aspects of the programme variable include its consistency with the institution's doctrine, stability of output, feasibility regarding resources, as well as complementary production of other organizations in the absorptive capacity of the society, and the contribution of the institution toward satisfying the specified needs of the society.

83. The inputs of an institution, here defined as resources, are important not only in quantitative terms, but also because of their sources. These sources and the ability to obtain resources through them affect decisions with regard to programme, doctrine, and leadership. Hence, the two categories within this variable are availability and sources.
84. As both structure and process, the category of internal structure includes such things as the distribution of functions and authority, the processes of communication and decision making, and other relationship-action patterns. Consequently, it determines the efficiency and effectiveness of programme performance. Components of this category include identification of participants within the institution, consistency of the structure with the institution's doctrine and programme, and the structure's adaptability to shifts in programme emphasis and other changes.
85. Every institution is dependent upon other organizations for its authority and resources; hence, its linkages with other entities are vitally important. These linkages also include an institution's dependency on complementary production of other institutions and on the ability of the environment to use its resources. Finally, linkages are also concerned with and subject to the norms of the society. Through these linkages the institution maintains exchange relationships with its environment, an interdependent complex of functionally related organizations. The four subcategories of linkages are discussed briefly below.
- In the initial stages of an institution's life, its prime target is developing its relationship with other entities that control the allocation of authority and resources it needs; this category is called enabling linkages. Developing relationships with such entities is important not only for obtaining authority and resources, but also because these are the same entities through which the institution's opposition seeks to withhold needed inputs from it.
 - Functional linkages relate the institution to (1) organizations which are complementary in a productive sense that is, which supply inputs and use the outputs of the institution; and (2) those organizations which constitute real or potential competition. Through functional linkages an institution attempts to spread its innovations as it embodies and promotes new patterns and technologies.
 - Both sociocultural norms and operating rules and regulations have important implications for institutions via normative linkages, through which the society places certain constraints on and establishes guidelines for institutions. The norms, rules, and regulations can either act as obstacles to or facilitate the process of institution building.
 - While these three categories of linkages refer to relationships of an institution with other specific institutions and organizations, diffused linkages refer to the relationship between the institution and public opinion and with the public in general. Thus, this category includes relationships established through news media and other channels for the crystallization and expression of individual and small-group opinion.
 - Through these four linkages, then, an institution carries on transactions with other segments of the society. These transactions involve not only physical inputs and outputs but also such social interactions as communication, support acquisition, and the transfer of norms and values. More specifically, the purposes of transactions have been identified as :
 - gaining support and overcoming resistance,
 - exchanging resources,
 - structuring the environment, and
 - transferring norms and values.
86. Institution Building is a time-consuming process. During its initial phase certain values or goals are conceived by the change agents, and a strategy is determined for their attainment. Also during this period, support is sought for achieving goals and values, an effort is made to overcome resistances, and an attempt is made to acquire the necessary authority and resources for the establishment of the institution. Subsequently in the life cycle of the institution, different strategies and actions are required for executing the programme, maintaining the institution, and facilitating the transfer of norms and values to other elements of the society.
87. In reflecting on different case studies, it has been attempted to :
- analyze and compare some of the most salient findings,
 - suggest implications for the programme's general approach to the institution building process and to the basic concepts which were their common point of departure, and
 - indicate the future development of theory, methodology, and practical application toward which these studies point.
88. Assuming that an institution is falling short of its objectives, the purpose of analyzing it would be to identify the sources of discrepancy between intended and actual system outputs. Subsequently, the analysis should be designed to provide alternatives in the institution or in its relations with other elements of the system that would enhance the probability of its success in accomplishing its objectives. Finally, the institution should be monitored to determine whether the alterations did in fact improve its effectiveness.
89. Effective institution development analysis requires careful rationalization of the entire process of institution building, identifying significant institutional characteristics and putting these into an analytical framework that can be understood and operationally applied. The institution building matrix is the end product of this process.
90. The matrix proved to be a very useful analytical as well as programming tool and contributed significantly both to the technicians and host government institutional leaders understanding of the institution building process. It also confirmed my belief that an analytical and evaluative process could be developed upon which realistic institutional goals and strategies could be determined and initiated.
91. An analytical and an evaluative process compose this matrix. The former requires analysis of the most significant environmental factors of an institution, which are identified in checklist fashion. One of these is the donor of aid, which should be analyzed in terms of will, means, state of technology, constraints, project inputs, institution progress reporting, and influence. Environmental factors should also be analyzed for the host institution and its capacity for change should be evaluated.

92. The core of the matrix is the institution building profile, which consists of observations on :
- institutional leadership properties,
 - establishment of institutional doctrine,
 - capacity for programme analysis,
 - institutional structures,
 - institutional linkages, and
 - capacity for institutional change.
93. Combined administrative-managerial profiles are constructed. The former include such major staff services as planning, finance, budgeting, personnel, and procurement. Subdivisions of the management component include :
- management by objectives,
 - national capacity for attainment of objectives,
 - measurement and control of objectives,
 - political analysis for project implementation, and
 - project information dissemination.
94. The objective of the entire analytical-evaluative process is to provide a rational framework upon which an institutional development strategy can be designed. The analytical-evaluative technique is intended to clearly identify major institutional strengths and weaknesses and permit improvement strategies and courses of action to be devised which will be instrumental in moving weak institutional factors from right to left on the profiles.
95. The process gives the institutional leader good insight into the nature of his institution, permits the presentation of more critical and precise institutional goals or objectives, enables the institution to divert manpower and resources to more clearly defined objectives and problem areas, and charts a more orderly, well-balanced course for institutional improvement and viability.
96. The institution building matrix, although still in the developmental-experimental stage, has been used for five institutions. Experience has demonstrated that leadership properties are the most sensitive category to evaluate. Establishing institutional doctrine has proven to be the most difficult factor to understand. In addition, the capacity for institutional change is proving troublesome to comprehend.
97. The Institution Building Studies and Research Programme (IBSRP) must include the following :
- an analysis of the interdependence of values, norms, structure, process, and technology in a social action situation;
 - an examination of the role of institutional organizations in social action and their relevance to the introduction of change;
 - the identification of the major elements affecting the establishment of new or reconstituted organizations which (a) introduce changes in values, functions, or technologies; (b) develop an internally consistent set of action elements; (c) attain support and bring about complementarity in the environment; and (d) foster, protect, and spread normative relationship and action patterns.
98. The following aspects should be analysed for strengthening the cause of Institution Building while dealing with educational institutions :
- Teacher's attitude toward his major function
 - Teacher's relationships with students
 - Teacher's execution of function
 - Teaching methods employed to achieve objectives
 - Relationship of subject matter content to country needs
 - Volume and productivity of research
 - Proportion of projects directed to high priority problems
 - Capability of staff for documenting the relevance to country needs
 - Definition of Extension Function
 - Identification of Priority Activities with country needs
 - Coordination with other agencies
 - Improvement of System (Organizational Self-Improvement Activities)
 - Use of such principles and processes as: Group Dynamics, Local Leadership, and Community Organizations
 - Focus on Best Technology
 - Stimulation of professional improvement
 - Recognition and reward for excellence
 - Delegation of authority
 - Sharing in making professional decisions
 - Effective use of controls
 - Development of public support
99. Before establishing the Institutions, the following should be kept in mind with a view to building a strong and purposeful institution :
- identifying and evaluating need;
 - forecasting the institution's capacity to fulfil the need;
 - determining the institution's mission;
 - determining the time dimensions of the development plan;
 - selecting the top leadership;
 - determining leadership style;
 - designing the internal organization;

- determining the institution's doctrine, especially selecting a model;
 - planning enabling linkages;
 - planning functional linkages;
 - planning relations with similar institutions;
 - planning for coping with environmental constraints.
100. The analysis of costs and benefits of management education is divided into two parts. Initially, a conceptual framework is developed for the measurement and analysis of the private and social costs and benefits of management education in the Indian context.
101. Both generic factors, inherent in probably all institution building efforts requiring foreign collaboration, and specific project factors had an effect on the struggle for influence. Generic factors include :
- deficiencies in organizational planning,
 - complications attributable to the participation of foreigners,
 - an inevitable disagreement over institutional doctrine and purpose, and
 - the exacerbating effects of newness on the one hand and rapid growth on the other. Specific project factors include :
 - special cultural conditions of India
 - heterogeneity of the faculty and administration
 - the high involvement of the faculty, especially the behavioural scientists, in an introspective analysis of the institute's organizational structures, and
 - the particular leadership styles of the directors and their use of seconds-in-command.
102. Strategic planning in institution building, however comprehensive, should not be regarded as a one-time activity and should provide for periodic reviews and planned critiques. Our Institute's clearly articulated doctrine gave it a strong sense of direction and provided a solid base for faculty collaboration. Although only a part of strategic planning and subsequent evaluation, the cost-benefit analysis methodology developed can help to ensure that decisions are not unduly influenced by the enthusiasm and articulateness of well-meaning proponents or by the special interest of minorities with access to seats of power. Likewise, when used in auditing the consequences of decisions to initiate institution building projects, cost-benefit analysis can help to prevent the expansion or replication of activities that are attractive but not demonstrably cost-effective.
103. Institutions have been found with the following benefits as well as deficiencies :
- Those training experiences which provided a sense of accomplishment through acquisition of new knowledge especially, of knowledge applicable to familiar problems of immediate concern to the trainee were the ones most highly valued.
 - The effect of management training on management practice is contingent on the receptivity of the user organizations to new ideas.
- The training efforts of the subject institutions may be too highly spread over too many organizations to have as much effect as if they were focused on a specific set of organizations rather than individuals.
 - Use of institutional, technical capacity, normative commitment, innovative thrust, environmental image, and spread effect.
104. In some countries, the economic growth is stopped by internal quarrels and mistrust? Why, in others, do competitors not only control their conflicts but use them to promote growth? In addressing this question, the present volume develops a broad-based theory of institutions. Growth depends, among other things, on a national capacity to build institutions to manage conflicts. This capacity, furthermore, requires national consensus on an economic and a political ideology. These ideologies are defined as the ways in which individuals envisage the economic and political systems how they operate, and how just they are. Ideological consensus in turn is fostered by a popular nationalism, which therefore plays a positive role in growth rather than the negative one usually attributed to it by economists.
105. The effectiveness of institutions in managing conflict to :
- capital and
 - entrepreneurial capacity as potential facilitators of economic growth.
 - The appropriate kind of institution is a location-specific phenomenon; an ideal institution for all circumstances does not exist. In part, the effectiveness of institutions depends upon the particular ideology on which consensus is formed. Such consensus must ultimately emerge or growth will falter.
106. A potential for conflict occurs whenever two individuals interact and each seeks to satisfy his own needs. The individuals often perceive this conflict even before they sense their mutual goals, especially in the encounters that are part of economic development. Once two or more persons perceive that they have a mutual goal or that separate goals can be achieved only if they work jointly, a formal organization or a normal pattern of behaviour emerges.
107. Such institutions are crucial in conflict resolution because the potential for conflict exists whenever a decision must be reached. Every decision is a conflict resolved . The value or effectiveness of institutions, then, can be measured in terms of their conflict-resolving capacity. This capacity is of utmost importance because conflicts, properly contained and managed, actually propel growth, e.g., labour seeks higher wages which management can pay only if productivity goes up.
108. Defined as any set of relationships between individuals that is designed to resolve their conflicts, institutions reveal each individual to the other as a reasoning person capable of compromise to achieve mutual goals and with predictable responses. As institutions facilitate conflict resolution, confidence is placed in them, and, subsequently, in the individual parties to the conflict. Given this mutual confidence, the original institution which facilitated its formation may be changed if a more efficient one emerges in the growth process.
109. Growth requires a division of labour and specialization which, in turn, require different

institutions to facilitate exchange. The particular type of institution selected will be determined by benefits and costs of alternative institutions as subjectively judged by members of the power groups capable of forming it. If these groups are growth-sensitive, many of the benefits will be judged by the institution's capacity to achieve growth; its costs will be measured in terms of the pain felt by the power group forming it that is, in terms of sacrifices of resources, prestige, values, the effort required to overcome resistance of others, or even life itself in the case of a revolution.

110. In selecting among alternative institutions, the following dimensions are relevant:
- centralized versus decentralized,
 - authoritarian versus nonauthoritarian
 - formal versus informal,
 - employees incentives versus employees penalties, and
 - neutral versus biased toward specific solutions.
 - the set of dimensional points occupied by any institution depends upon :
 - the functions of the institution.
 - the institutional ideology accepted in the country.
111. Institutional ideology is one of several values that institutions must reflect. In fact, these values change as the society moves from the pre-take-off, through the take-off, and into the post-take-off stages. In the process, the transitional nature of the values creates strains for the institutions based upon them. The first institutions of take-off must conform to existing values or they will not be formed at all. For these institutions to be most effective in light of the existing framework of values, they must embody costly measures to protect contestants against other contestants who are not trusted at the time of takeoff. This means that the institutions are bound to strain values in order to encompass the conflicts which are new at this stage. The amount of strain a society can accept is limited, of course. But after these institutions have existed for some time and have been accepted in the society, values will have changed and new institutions similar to them can be created.
112. Subsequently, the new institutions can strain values further, to the point where even the pace of the strain may be accelerated. When the society accepts the strain even at the point where the society itself becomes change oriented, the strain involved in change may itself become a value. This evolution of values suggests the profound effect that institutions established early in takeoff have for successive ones: Values and institutions interact: an institution changes values, then a new institution is formed dependent on the changed values; it changes them further, and so on.
113. Perhaps more important, however, is the need for ideological consensus within the society as it passes through stages. Optimal consensus probably involves some internal dissension, however, because it serves as a source for institutional vigour and flexibility. Nevertheless, a degree of consensus is a prerequisite for the evolution of any institution. Hence, growth-sensitive power groups seek consensus on ideology. Consensus can be gained directly through numerous media or indirectly by first creating the type of institution desired and then using it as a model for fashioning

other institutions. After a society has passed through the takeoff period, all values essential to growth are likely to be called into question. The cultural structure erected to sustain growth is likely to be questioned long before production reaches its physical limits, because once the limitation of supply on growth becomes foreseeable and the pollution predictable, a change in values is likely to occur. Those for whom economic growth is no longer a dominant goal will become desensitized to growth.

114. Takeoff is the period in which growth-sensitive groups form and move into positions of power. Landing is the period in which power is sought by groups becoming desensitized to growth. The two periods are symmetrical. In each there is great confusion, as institutions of the previous period are unable to cope with new conflicts arising out of growth (in takeoff) or out of un-growth (in landing). Like takeoff countries, landing countries will find themselves in a severe ideological split. Institutions will weaken through lack of consensus on goals, and effective institutions will not be formed until a new consensus on ideology and goals emerges.
115. Nationalism, defined as the acceptance of the State as the impersonal and ultimate arbiter of human affairs, not only is used as an ideology but also has operational connotations. The combination of ideology and nationalism is used by revolutionary elites to justify any action as legitimate. In spite of its limitations, ideology may help a society overcome some of its most difficult crises in the early period. In the long run, ideologies which maintain close contact with evolving aspirations may be more effective than ideology issued as unmitigated dogma.
116. In countries where nationalist ideology has been substituted for social cohesion, a power struggle frequently results between the revolutionary elites and the successor subelites. In these cases, the revolutionary elite may be inclined toward a nationalistic ideology in which unanimity and retention of control take priority over developmental goals. Frequently the elites in power convert the technology for development into technology for control. Regimentation and discipline become prime organizational techniques as demands for stability and national order replace those for rapid social change. Economic leaders are often replaced by military ones.
117. An attitude as a predisposition to experience a class of objects in certain ways, with characteristic affect; to be modified by this class of objects in characteristic ways; and to act with respect to these objects in a characteristic fashion. Hence, attitudes have been used by psychologists in explaining characteristics in perception, motivation, and social behaviour. Two major views concerning attitudinal change have been identified. One is the dissonance or disequilibrium theory of attitudinal change and the other is an organizational or functionalist theory of the origin of attitudes. The functionalist theory, which focuses on the role of attitudes and values in reconciling the individual to his environment, is used because the nature of attitudinal change in developing countries is perhaps more appropriately viewed in this way.
118. The very societies that are in need of massive institutional change are those that lack an effective complement of mechanisms for carrying out such change in an orderly, systematic manner. While they have the advantage of being able to imitate the mechanisms found in modern societies, the process of imitation is far from simple. Wherever one looks there are difficulties.

119. Potential problems are so numerous their very multiplicity inhibits their recognition. Legislation for reform is so cumbersome that it precludes the possibility of change. Agencies responsible for dealing with the problems of change are starved for power, resources, and freedom to maneuver. In short, the institutional framework, and particularly the power structure, seriously inhibit problem solving activities in pre-modern societies.
120. The kinds of qualitative changes that must be made in basic institutions are reflected in two value judgments and empirical understanding of the workings of social systems. According to the first value judgment, indigenous ability to maintain a continually rising income in per capita terms is both good and a defining characteristic of economic development. The second value judgment states that increasing equality of wealth and income must occur over time. These judgments suggest the fundamental change of an increase in equality of opportunity and an implied degree of individual and group mobility. Freedom to organize and expand is essential for both entrepreneurs and the other dynamic roles needed in modernizing, such as revolutionaries, reformers, labour and peasant leaders, as well as innovative imperialists in education, science, and technology.
121. Losses in efficiency are the price that must be paid for the reorganization of activity patterns and redistribution of wealth and income. One such loss occurs as a consequence of devoting more resources to investment than would be justified by the willingness of people, given the freedom of choice, to forego present consumption of goods and services. An objective gain, however, would partially compensate for this in the form of a super-optimal rate of growth of the social product. The second type of efficiency loss results from distortions in prices and misallocations of resources necessary for the structural redistribution of wealth and incomes from more developed to less developed people, sectors, and regions. A consequence of accepting these losses is a higher rate of development.
122. A radical development strategy will consist of three phases. The developmental growth phase stresses basic institutional change plus a massive increase in the brute capacity to produce. The second phase involves moving the restructured economy onto a new and efficient path. Finally, institutionalization of the progressive growth process is essential.
123. The reinstitutionalization of a society along modern lines requires a broad and persistent effort if it is to succeed. Piecemeal reorganizations accomplished in typical bureaucratic fashion by many cooperatives, development banks, extension programmes, and modern educational systems have resulted in little or no contribution to development. However, once mobilized on a broad front and given time for initial progress, the forces of evolution will eventually begin to take over the modernizing revolution. At some point, the society will have brought into being a new set of basic institutions and the evolutionary process.
124. Once underway, the process is inevitably altered by continuing forces of evolution and revolution. The new cohort of professionalized occupants of responsible intermediate roles in a modernizing society spells future difficulty for the old modernizing elites, partially because of the difference in values and goals perceived by the two groups and partially because of differences in ideas about the kind of a power structure deemed appropriate.
125. Regardless of source, an ideological strain is likely to emerge. This is compounded by deepening tension resulting from differences between the flexible norms of individual, organized, consummatory behaviour and the proliferation and tightening of productive norms. Finally, as the standard of living improves, the perennial conflict between humanistic and materialistic values will become more conspicuous.
126. The strategy which provides for the building of organizations around men who, in this instance, possessed a sense of trust and a sense of the significance of their role in building society.
127. They note the unusual combination of policy-making, executive, and scientific roles that accorded the institution's top administrator important power, freedom, and authority.
128. In the crucial early years of the institution, considerable benefit was derived from the transfer of a large group of scientists with a homogeneous culture from the predecessor institution.
129. As in many other professional groups, motivation and control were contained in professional commitments and exercised through both discussions and the judgment of peers.
130. The body to which the top administrator referred for policy and strategic decisions was compact in size and consisted of members chosen for their expertise and roles.
131. By wearing several hats at different times, key individuals in the institution participated in the interplay among basic science, technology, and industrial practice so that economic progress could result.
132. The following points must be considered while creating institutions :
- There should be a stronger commitment on the part of all participating agencies to an expanded and long-term programme of building institutions;
 - More flexible project agreements and improved liaison among all players dealing with institution building;
 - Research on the institution building process should be significantly increased and existing knowledge should be utilized more effectively;
 - The basic ideas that underlie the educational institutions are highly relevant in technical assistance projects if properly understood and employed;
 - Agreement on goals and commitment to an overall strategy by the institutions and the collaborators should be strengthened by wider participation in project planning and review;
 - Those aspects of technical assistance programmes which have contributed to the highly negative attitudes of many university staff members and department heads should be changed;
 - There should be fundamental changes in orientation programmes in order to prepare team members adequately for their overseas assignments;

- Programmes of participant training should be more carefully planned and more adequately supported so that they conform to the developmental needs of host institutions;
 - The educational community should exert its leadership in developing a fuller public understanding of international technical assistance;
133. The building of an innovative developmental institution is never finished, i.e., it must always be in a process of rebuilding itself, of rejuvenating its innovative powers, if it is to be a meaningful agent of development.
134. The concepts of the Institution Building model are a useful general framework within which to conceptualize the rejuvenation process, but additional concepts are required. The greatest utility of the model for already- established institutions is the same as that for new institutions, namely, providing guidance in devising Institution Building strategies.
135. A large part of institutional resistance to change and subsequent atrophy as an innovative force for development lies in :
- the commitment by most institutions to reliable repetition of prescribed operations; and
 - the greater complementarity and operationality (the attainment process is known and criteria for measuring attainment are available and applied) of organizational maintenance goals, as compared to institutional substantive goals.
136. The key to attaining and maintaining a high level of institutional productivity lies in maximizing the consequentiality of the institution's products to the societal units in which these products serve.
137. Effective linkages require management with the following characteristics:
- periodic resurveys of all linkage possibilities;
 - acceptance of responsibility for specific linkages by each staff member; and (c) staff planning of transaction strategies based on mutuality of benefits.
138. Most institutions, in their growth, reach a defined plateau of competence and performance, after time, at which level they can do very well without massive assistance. Rather than to continue to rely upon external assistance, when the plateau has been reached, it is preferable that the institution proceed on its own, even though there might be some slippage in the programme. At some later time perhaps, when the institution is ready to move toward a higher plateau of excellence or of programme coverage, a new assistance project might be considered. During the interim period, or when the project comes to a close, a thread of relationship should be maintained between the institution and the university. A modest exchange of professors and students and of publications gives returns much larger than the costs in terms of research and teaching at both ends of the connection.
139. Development, or more modestly, social change, and the concomitant new values, functions, technologies and action patterns, cannot be effectively introduced and sustained in transitional societies unless they are embedded in a supportive network of social structures, processes, and norms. In short, these innovative values, functions, and technologies must be institutionalized.
140. This process takes place in and through institutional organizations which must either be newly created or adapted and restructured for this purpose.
141. Institutional development need not be a natural or evolutionary process which occurs independently of human design. In this era, new technologies and new institutional forms are almost everywhere deliberately induced and directed. This sense of deliberate human purpose and human direction warrants the use of the phrase institution building and suggests a key role for modernizing elites.
142. Institution building is thus an approach to the development process which relies heavily on the concept of social engineering and which stresses the leadership functions of modernizing elite groups within that process and the alternative action strategies available to them.
143. As development occurs, social functions or technologies become increasingly specialized. With specialization, interdependencies develop. The institutions incorporating innovations are thus involved in a network of complementary and competing relationships in their environment on which institution building research must focus.
144. Institution building is conceived of as a generic social process. There are elements and actions that can be identified as generally relevant to institution building, even though their expression will differ depending on the type of institution and the social environment.
145. It is possible, through systematic and comparative analysis of institution building experiences, to derive elements of a technology of institution building that will be useful to persons engaged in introducing innovation into developing societies, whether they be indigenous change agents or foreign advisors.
146. The institution building approach is :
- interdisciplinary;
 - can draw few insights from Western organization theory. Rather than assume that the prerequisites associated with organizational efficiency prevail in traditional societies, institution building research begins with the assumption that deliberate efforts must be made to introduce radical innovations into traditional societies whose cultural values and social structures, in addition to economic and political interests, may not initially be supportive of these changes.
147. The institution building approach is addressed to situations in developing countries where nation building and socioeconomic progress are overriding goals. Hence, these goals constitute normative guides and regulators of official doctrine and, as such, influence public policy and programmed action.
148. Our task or action oriented model now begins to emerge, incorporating the following components: a governing, goal-oriented elite which bears the major responsibility for initiating and directing the process of modernizing change; a doctrine, or set of action commitments, which establishes, communicates, and legitimizes norms, priorities and styles for operating programmes; and a set of action instruments through which

- communication with the community is maintained and operating programmes are implemented.
149. Institution Building provides the means by which a change oriented leadership can articulate with an organized community and the community can participate in the struggle to achieve the twin goals.
150. Development with the institutionalization of political organizations and procedures. Rapid increases in mobilization and participation, the principal political aspects of modernization, undermine political institutions. Rapid modernization produces not political development but political decay. In order to liberate the concept of development from the concept of modernization, political development is defined as the institutionalization of political organizations and purposes. This institutionalization can be measured by an organization's adaptability, complexity, autonomy, and coherence.
151. Two general considerations affecting the probabilities of success in institution building are recognized:
- that the psychological and cultural characteristics of people differ markedly and, with them, peoples abilities to develop institutions, and
 - that institutions are the products of conscious, purposeful effort.
152. There are two methods of furthering institutional development. One is to slow social mobilization, which presumably creates conditions more favourable to the preservation and strengthening of institutions. Three methods of doing this are
- to increase the complexity of the social structure,
 - to limit or reduce communications in the society, and
 - to minimize competition among segments of the political elite. The other method is to develop strategies and directly apply them to the problem of institution building. This creates a dilemma in that the would-be institution builder needs personal power to create institutions, but he cannot create institutions without relinquishing some of this personal power.
153. In the absence of traditional political institutions, the political party is the only modern organization that can become a source of power and that can be effectively institutionalized. Regardless of the type of institution involved, the danger of over-extension of its resources in the institution building process is considered analogous to the danger involved in over-extending troops in a military campaign.
154. The central object of any educational institutional development is to embody a doctrine in an organization. This doctrine includes norms as well as skill and/or knowledge content.
155. The ability to interpret doctrine and to make innovative applications of it in operating and developing a programme of activities is probably the key indicator that the doctrine has been institutionalized.
156. The development of an innovative institution depends upon the creation of a structure of institutional leadership.
157. Protecting and maintaining an institutional leadership structure, plus a supporting cadre, in a hostile environment may be more difficult than establishing it in the first place. . . .
158. It is entirely possible to mobilize environmental support for an innovative institution even if there are sharp inconsistencies between the institution's doctrine and the value orientation characteristic of that environment. . . .
159. A full determination of the institutionalization of an educational entity such as the IPA must consider the impact upon the organization's clientele and, ultimately, of the clientele upon the environment.
160. The Institution Building enterprise is a peculiarly appropriate means of bringing sociology and political science to bear upon the problems of education. However, he argues that the environment of an educational institution is not only the political, economic, and social setting of its particular locality, region, or nation, but also embraces the larger supranational environment represented by the world of knowledge, the international canons of scholarship, and the practice and performance of professional behaviour that transcends national boundaries. In addition, he maintains that the implicit assumption that the direction of change in institution building should progress from the relatively less to the relatively more modern should be made explicit and dealt with accordingly.
161. Institutions may stimulate or impede behaviour leading to economic growth by their following effects:
- the direct calculation of costs and benefits;
 - relationships between production and distribution (output and income);
 - the order, predictability, and probability of economic relationships;
 - knowledge of economic opportunities; and
 - motivations and values.
162. The following forces, which we categorize as prime movers, have brought about changes :
- economic forces
 - technological forces
 - spiritual forces
 - sociocultural forces, and
 - political forces.
163. The list of main catalytic forces that accelerate change include:
- reward-awareness;
 - generation tension;
 - prophetic pronouncement;
 - moral indignation;

- emotional mass movement; and curiosity.
164. The following inhibiting forces that retard change are :
- fear of taking risks;
 - generation-to-generation perpetuity;
 - the sacred nature of the existing order;
 - rejection of individual deviation; and xenophobia.
165. The term institution is used in many ways. There has been an organized capability to perform the important economic, social, or political functions in a society. In performing these functions, institutions are particularly important in providing not only the opportunities for developmental action, but also the necessary incentives to encourage individuals to react to changing conditions in the desired manner. This reflects the interdependency of institutional arrangements and policy determination and implementation. For example, government price policy may provide incentives to produce more of a particular type of commodity, but the individual entrepreneur cannot respond in a meaningful way to this incentive without access to adequate credit, marketing, and other institutional services.
166. Moreover, the quality of institutions is an important aspect that must be considered. It is not enough that an institution simply exists in a static sense. Rather, it is imperative that the institution be a viable, dynamic unit generating the proper conditions for orderly change in the society through time. The influence of institutions on the societies they serve can either catalyze or retard economic and social progress.
167. Institutions along with government policies are the major variables determining what people do in developing countries. They are prime determinants of the course of political, social, and economic progress and offer the greatest potential for influencing the direction of development.
168. Economic growth is a state of increase in the national product, without reference to income distribution. Per capita economic growth occurs when the percentage increase in national product is greater than the percentage increase in population. Economic development, on the other hand, is economic growth combined with the nurture of those culture objects (norms, institutions, and values) necessary to make growth continuous.
169. Modernization is the process of acquiring both economically progressive institutions and other types of progressive institutions as well. To acquire progressive institutions, and thus to become modern, is very different from having and operating such institutions, and thus to be modern.
170. Development, or more modestly, social change, and the concomitant new values, functions, technologies and action patterns, cannot be effectively introduced and sustained in transitional societies unless they are embedded in a supportive network of social structures, processes, and norms. In short, these innovative values, functions, and technologies must be institutionalized.
171. This process takes place in and through institutional organizations which must either be newly created or adapted and restructured for this purpose.
172. Institutional development need not be a natural or evolutionary process which occurs independently of human design. In this era, new technologies and new institutional forms are almost everywhere deliberately induced and directed. This sense of deliberate human purpose and human direction warrants the use of the phrase institution building and suggests a key role for modernizing elites.
173. The concept institution building will be further defined and discussed later; but, first, the term institution requires attention.
174. The term institutions refers to organizations staffed with personnel capable of carrying out defined, but evolving, programmes contributing to social and economic development and having enough continuing resources to assure a sustained effort for establishment, acceptance, and application of new methods and values.
175. Institution is sometimes used to refer to certain types of organizations'. Sometimes institution refers to a quite different phenomenon namely, to a normative principle that culturally defines behaviour such as marriage or property. Because of these two conflicting usages, this term has probably caused more confusion than formal organization and bureaucracy together. All three might well be avoided in favour of the simple term, organization.
176. To institutionalize is to infuse with value beyond the technical requirements of the task at hand. The prizing of social machinery beyond its technical role is largely a reflection of the unique way in which it fulfils personal or group needs. Whenever individuals become attached to an organization or a way of doing things as persons rather than as technicians, the result is a prizing of the device for its own sake. From the standpoint of the committed person, the organization is changed from an expendable tool into a valued source of personal satisfaction.
177. Organizations are technical instruments, designed as means to definite goals. They are judged on engineering premises; they are expendable. Institutions, whether conceived as groups or practices, may be partly engineered, but they have also a natural dimension. They are products of interaction and adaptation; they become the receptacles of group idealism; they are less readily expendable.
178. An organization which incorporates, fosters, and protects normative relationships and action patterns and performs functions and services which are valued in the environment. Thus, while all institutions are organizations of some type, not all organizations are institutions.
179. An institution is more than an organization and more than a cultural pattern. It attracts support and legitimacy from its environment so that it can better perform its functions and services. This is the essential dynamic of Institution Building.
180. To the extent that an organization succeeds over time in demonstrating the value of its functions and having them accepted by others as important and significant, the organization acquires the status of an institution.
181. It should be recognized at the outset that institutions, as used in the context of this research, are defined in a particularistic manner. They are specific formal organizations which over time have developed a capacity to act as agents for the larger society by providing valued functions and services. More than this, they serve as models for

defining legitimate normative and value patterns, conserving and protecting them for the larger society.

182. In dealing with the problem of how to introduce innovative techniques in developing societies, we assume that an effective way to do this is by creating and supporting formal organizations which utilize these innovations and corresponding technology in such a manner that, over time, given changes in the existing institutional complex of the society, these organizations take on the mantle of institutions.
183. Institutions are special types of organizations which embody certain values and norms, represent them in society, and promote them. In this special meaning, organizations do not qualify as institutions if they perform technical functions which are purely instrumental and which do not embody values that become normative in society. Institutions are thus a sub-class of large-scale organizations which have explicit, overt, purposeful programmes of discriminating and promoting certain sorts of values.
184. Institutions are, for purposes of the present discussion, defined as well-established and understood organized constellations of roles which fulfil functions for society or groups within a society. The point that must be stressed is that institutions are organized networks of roles with distinct social consequences. No single role represents an institution; it is the patterned organization of roles in an inseparable complex which makes the social institution meaningful.
185. The term institution refers to organizations and policies, both governmental and private. This limited definition is used in order to select those elements in the existing or potential social context which can be incorporated in institutional programmes, accompanying and supplementing investment and technological programming. Such programmes are conceived as groups of integrated and consciously planned institutional innovations designed to stimulate those kinds of behaviour by management, farmers, labour, consumers, savers, investors, and innovators which can be expected to initiate and sustain growth.
186. Institutions are bounded, integrated, and internalized sets of social components; ideas, concepts, symbols, rules, statuses, relationships, and so on. By bounded we mean that the relevance of the set of components is restricted in certain commonly understood ways: for example, to people in a certain geographical area or kinship group, to those belonging to certain formal or informal organizations, to those engaged in certain kinds of behaviour or present at certain times or places, and so on. By integrated we mean that there is a logical, an empirically necessary, or an historically sanctioned interdependence, consistency, and appropriateness among institutions and among the components of a given institution.
187. By internalized we mean that the individuals whose behaviour is guided by an institution understand its components and their interdependence and that, through emotional attachment or intellectual appreciation, there is a measure of commitment to the institution. Institutions thus establish and coordinate behaviour patterns, making social action meaningful.
188. What distinguishes an institution from an organization, is whether or not it can influence other entities in the economy, or whether it is limited to the programmes it

can execute directly. The fact is that institutions are not built in a vacuum. They are built only through an active, even aggressive participation in an economy.

189. Sociologists are often neither clear nor in agreement on the meaning of the term institution. There are those who restrict the term to refer to the established forms or conditions of procedure characteristic of group activity. This implies that every group in a society has its own characteristic values, meaning, and forms of procedure or, every association has, in respect of its particular interest, its characteristic institutions.
190. An institution has generalized patterns of norms which define categories of prescribed, permitted and prohibited behaviour in social relationships for people in interaction with each other as members of their society and its various subsystems and groups.
191. Following this definition, we may speak of complexes of institutional patterns as regulating all the major functional contexts and group structures of a social system, economic, political, integrative, educational, cultural, etc.
192. In another use of the term we find that the term institution has been used both to denote specific units or collectivities in the society, and with regard to generalized meanings, values and broadly shared norms of social structure and conduct. Let us distinguish between diffused-symbolic institutions and nucleated institutions. The first type refers to the meaning and value content of diffused concepts like art, law, ethics, science, etc., whereas the second possesses tangible aspects.
193. The nucleated institutions include among others local government, local business enterprise, newspapers, the school, the family, etc. and refer to the nucleated institutions as cultural concretions and explains their origin under five points:
 - First, a social institution arises out of and as a result of repeated groupings of interacting human individuals to elemental needs or drives (sex, hunger, fear, etc.).
 - Second, common reciprocating attitudes and conventionalized behaviour patterns develop out of the process of interaction (affection, loyalty, cooperation, domination, subordination, etc.).
 - Third, cultural objects (traits) that embody symbolic values in material substances are invented or fabricated and become cue stimuli to behaviour conditioned to them (the idol, cross, ring, flag, etc. are charged with emotional and sentimental meanings).
 - Fourth, cultural objects (traits) that embody utilitarian values in material substances are invented or fabricated and become the means of satisfying creature wants for warmth, shelter, etc. (buildings, furniture, etc.).
 - Fifth, preserved in oral and written language, externally stored and handed down from one generation to the next, there is description and specification of the patterns of interrelationship among these elemental drives, attitudes, symbolic culture traits, and utilitarian culture traits (codes, charters, constitutions, franchises, etc.).
194. Variations on this classification, which distinguishes between institutions as norms of value and conduct and specific collectivities of people in organized interaction, can be found in the work of other social scientists.
195. Regardless of the definitions and uses of the concept institution, it appears that there is basic agreement on certain elements of the phenomenon.

- Thus, the concept refers to a set way of perceiving and doing things; institutions prescribe the norms of behaviour.
 - Institutions have a degree of regularity and permanence independent of individual actors.
 - The patterns of norms as referred to in the definitions may apply to a small group of interacting individuals or to an entire society.
196. Adhering to these basic elements, but deviating in some respects from the traditional sociological definitions, we shall define institutions in this context as organizations which embody, foster, and protect normative relationship and action patterns and perform functions and services which are valued in the environment. Organization as used here refers to a consciously designed and controlled set of actions and relationship patterns among persons in interaction toward the achievement of certain objectives.
197. Clearly, enough variation in the connotation of the term institution exists to require careful reading to determine the meaning each author attaches to it. The definition of the term has much to recommend it:
- It is useful in considering the role of institutions in the development process and it is used modally in the literature. However, to read all the institution building literature with only that unique definition in mind would distort the meaning of a majority of the works. While a single, all-purpose definition of institution would be convenient, it does not exist, and the literature is not mature enough for its formulation at this time.
198. Values in the context of institution building are assertions about facts, and determining facts depends on values. Values cannot be rationally established or defended but can be rationally discussed, analyzed, and understood.
199. The definition of values and the process of value formation eliminates facts as an opposite of values; as a result, the value-fact controversy loses much of its substance. Why then bring it up in the first place? There are three reasons.
- First, there seems to be much accumulated evidence that values play indeed a most important role in the decisions and transactions of most organizations, especially if we include in our definition of values not only positive forces such as goals, preferences, or the desire to reach certain future states of affairs, but also negative forces such as fears, doubts, or the rejection of certain future states of affairs. If values are important factors in organizational or administrative behaviour, then the problem of handling or managing values and value congruence or dissonance also becomes important; this constitutes a challenge for both organizational theory and practice.
 - The second reason is that dichotomous thinking, even if it reflects reality insufficiently as we have seen in the value-fact issue, can have its usefulness as an analytical device in detecting dynamic trends and in providing direction. It seems that viewing forces as flowing between opposite poles is an analogy not alien to reality, provided one views forces in flow and not static or momentary manifestations of a force.
 - The third reason, when concerned with organizations, is that the rather untenable

value-fact dichotomy leads us to a more fruitful dichotomy which, when used as an analytical device, seems to provide directions for value-management in organizations which we could not find in the value-exogenous perspective of organizations.

200. Thus, an organization is primarily a technical instrument, a means to reach certain objectives, but never an end in itself. The institutional approach emphasizes not only the instrumental characteristics; nor is the focus of analysis and action primarily on the structural, functional and behavioural elements which are internal to the organizational system though these are essential also.
201. In institutional analysis, we are concerned with purposes and values which extend beyond the immediate task at hand, with the spreading of norms which affect participants and clientele beyond the functional and productive specialization of the institution. Thus, institutional values and specific relationship and action patterns governing the performance of functions within the institution become normative beyond the confines of the institution itself and stable points of reference both within the organization and for the environment. It goes without saying that influences flow simultaneously in the opposite direction, from the environment to the institution, affecting the latter both in its structure as well as its performance.
202. The institutions can influence economic development by means of motivations and values. By values we mean individual and collective judgments (or assumptions) concerning what is desirable. In rational human behaviour, values provide the motivations which impel men to choose or avoid particular types of voluntary action.
203. In attempting to identify the psychological effect of ideological differences, it is stated that a compilation of very general values or attitudinal objects represents ideology. Typically, ideology is the favourite tool in the hands of the revolutionary elite.
204. Ideology is the individual's view of society that best enables him to fit into it. This sociopolitical concept of ideology implies a psychological reason for the individual's selection. He must create his niche in society. Either he must shape himself to fit society, or he must form his concept of society to fit his concept of himself. Most of us do a bit of each.
205. Ideology and passion may no longer be necessary to sustain the class struggle within stable and affluent democracies, but they are clearly needed in the international effort to develop free and political institutions in the rest of the world. It is only the ideological class struggle in the West which is ending.
206. Ideological conflicts linked to levels and problems of economic development and of appropriate political institutions among different nations will last far beyond our lifetime, and men committed to democracy can abstain from them only at their peril.
207. Emphasizing that institution building requires more than establishment of a new organization. It must fit into local ways of doing things, be staffed, supported, and wanted by host country nationals, and perform a useful function for the society.
208. The idea of institution building is to fabricate organizations in environments needing and perhaps desiring change. Through accumulating necessary resources, persisting over time, and most importantly impacting its environment, these organizations are to be agents for change. Institution is understood in Parsonian terms as referring to

normative patterns which define proper, legitimate or expected modes of action or social relationships, and also as a change inducing and change-protecting formal organization.

209. Institution Building involves the introduction and establishment of organizations which in turn induce changes in patterns of action and belief within a society. Most commonly, these changes are associated with new technologies, both physical and social. The crux of the Institution Building process is moving from introduction to establishment.
210. It is frequently difficult to distinguish between institutional change and institution building. Changes in external and internal conditions, in leadership and resources make all organizations change and adapt over time.
211. An organization which does not have this adaptive capacity is not likely to survive. Assuming that the functions it fulfils are still required by society it will be replaced by another organization or organizations which are more responsive to the changing needs. Such adaptive change of organizations, however, is conceptually different from institution building. Institution building refers to the deliberate infusion of fundamentally different values, functions and technologies requiring changes in the institution's doctrine, in its structural and behavioural patterns.
212. In general, it can be said that organizational institutionalization is more meaningful than the expression institution building because of its neutral connotation. For one thing it avoids the modernizing bias contained in the rationale of institutional building studies, thus increasing the universalistic value of the model developed so far, and it allows the latter to be applied to a wider array of organizations that may not , have any connection with modernization in the cross-cultural, comparative administrative sense.
213. Regardless of the specific terms used, the institution building process contains the basic elements of institution variables, linkages, and transactions. The first of these will be discussed in the next section and the remaining two in the following section.
214. Initially in this section the major institution variables will be defined in both extensive and shortened form. Subsequently, additional definitions of each of the major institutional variables will be provided. Throughout, the focus will be on parameters internal to an institution.
215. Viewing them as the elements necessary and sufficient to explain the systemic behaviour of an institution, let us describe the five institution variables as follows:
 - Leadership, defined as the group of persons who are actively engaged in the formulation of the doctrine and programme of the institution and who direct its operations and relationships with the environment. Leadership is considered to be the single most critical element in institution building because deliberately induced change processes require intensive, skilful, and highly committed management both of internal and of environmental relationships.
 - Leadership is considered primarily as a group process in which various roles such as representation, decision-making, and operational control can be distributed in a variety of patterns among the leadership group. The leadership group comprises both the

holders of formally designated leadership positions as well as those who exercise important continuing influence over the institution's activities. A number of leadership properties are identified as variables, among them political viability, professional status, technical competence, organizational competence, and continuity. High ranking on each of these properties is expected to correlate with leadership success.

216. Doctrine, defined as the specification of values, objectives, and operational methods underlying social action. Doctrine is regarded as a series of themes which project, both within the organization itself and in its external environment, a set of images and expectations of institutional goals and styles of action. Among the subvariables which seem to be significant for the effectiveness of doctrine are specificity, relationship to (or deviation from) existing norms, and relationship to (emerging) societal preferences and priorities.
217. Programme, defined as those actions which are related to the performance of functions and services constituting the output of the institution. The programme thus is the translation of doctrine to concrete patterns of action and the allocation of energies and other resources within the institution itself and in relationship to the external environment. The sub-variables which were identified as relevant to the programme or output function of the institution are consistency, stability, and contribution to societal needs.
218. Resources, defined as the financial, physical, human, technological, (and informational) inputs of the institution. Quite obviously the problems involved in mobilizing and in ensuring the steady and reliable availability of these resources affect every aspect of the institution's activities and represent an important preoccupation of all institutional leadership. Two very broad sub-variables are identified in the original conceptualization availability and sources.
219. Internal Structure, defined as the structure and processes established for the operation of the institution and for its maintenance. The distribution of roles within the organization, its internal authority patterns and communications systems, the commitment of personnel to the doctrine and programme of the organization, affect its capacity to carry out programmatic commitments. Among the sub-variables identified in this cluster are identification (of participants with the institution and its doctrine), consistency, and adaptability.
220. Let us provide the following shortened definitions of the major institution variables:
 - Leadership: The group of persons who direct the institution's internal operations and manage its relations with the external environment.
 - Doctrine: The expression of the institution's major purposes, objectives, and methods of operations.
 - Programme: The activities performed by the institution in producing and delivering outputs of goods or services.
 - Resources: The physical, financial, personnel, informational, and other inputs which are required for the functioning of the institution.
 - Internal Structure: The technical division of labour, and distribution of authority, and the lines of communication within the institution through which decisions are

taken and action is guided and controlled.

221. Leadership : Since numerous volumes have been written on the subject of leadership, the term cannot be treated extensively here. The art of the creative leader is the art of institution-building, the reworking of human and technological materials to fashion an organism that embodies new and enduring values.
222. In short, the role or position of the leadership in the social structure bears on its channels of communication, its power and influence in the functional area and the environment.
223. Motivation: Beyond the actual motivation of the leadership, we are also concerned with the motivations ascribed by the environment.
224. Functional competence: This refers to the technical competence in the functional area of the institution as it is represented in the leadership group.
225. Organization competence: By organization competence is meant talent for combining personnel and resources into dynamic, self-sustaining enterprises.
226. Role Distribution: Which indicates whether the potentially available complementarity among the members of the leadership unit is in fact fully used.
227. Continuity: Without continuity in the leadership group there are likely to be changes in values and approaches which are detrimental to the consistent and systematic building of an institution. Besides, it hampers the development of the necessary competences and their application to a given situation.
228. Institution Builder is not simply the counterpart of homo economicus. He does not merely buy cheap and sell dear. Rather he is an entrepreneur, combining factors of organizational production in such a way as to produce valued outputs. These in turn yield him resources which may be used to further the process of organizational growth. He is one who has a canny sense both of his market opportunities and his own objectives. He finds new sources of resources and support, new combinations which are more productive, or new uses for them which yield greater value of output.
229. The characteristic of leadership, then, which distinguishes it with success is an acute faculty for strategy, that is, the use of resources over time. A person occupying a position of authority who lacks a sense of the productivity of time may well squander or dissipate the resources which accrue to his position. Many persons in positions of authority have resources at their disposal. Yet often by neither seizing nor making opportunities for organizational growth they forfeit the possibility of strengthening the organization by increasing its outputs or increasing its inputs.
230. Doctrine: Since doctrine has proven to be a difficult concept because of its abstract nature, the following statement justifies its nature :
 - Some of the recent literature on institution building has used the term doctrine instead of mission or objectives. At first we were tempted to avoid this term as less familiar and more ambiguous than the alternative terms which have become well established in the literature on administration, particularly on business policy. On second thought, however, it appeared to us that doctrine is a useful concept; it goes beyond the broad objectives, which normally are short statements of the major goals to be sought. The

doctrine takes the objectives and converts them into a more concrete set of policies and guidelines which give definite direction for the institution's activities.

231. Doctrine is used as synonymous with ideology, more specifically applied ideology. Put in this way, doctrine is closely associated with autonomy in the sense that doctrine may also mean rules and values which are built in the organization in such a way as to justify its functions and existence.
232. Doctrine is also the self-propelling, self-renewing value system that gives an organization a life line independent of the corporate sum reached by adding up the qualities of its individual members.
233. It is the function of doctrine to establish normative linkages between the old and the new, between establishment and innovators, such as would legitimize innovations which came with the new organization. Doctrine itself could not perform this function; yet it could provide connections which made organizational innovations appear less new, less threatening, and correspondingly more legitimate. It could tip the balance.
234. At the same time that it might perform this function with those publics who would ultimately either institutionalize or reject innovations, it could also provide institutional leaders with norms or standards which could guide them in projecting programmes, establishing priorities, and assessing accomplishments. It could provide a sense of solidarity and progress so important to morale.
235. Programme: Programme represents the translation of doctrine into practical activities of organization. Given the scarcity of resources, a programme represents a statement of priorities or a sequence of resource allocations judged to be most productive for attaining organizational goals.
236. Those planned and organized actions that are related to the performance of functions and services, i.e., the production of the outputs of the institution (teaching, research, extension). Programmes are designed to fulfil the goals of the organization as set forth in legal mandates, official doctrine, and needed and demanded by the environment to be served.
237. Resources : The inputs of the organization that are converted into products or services and into increases in institutional capability. It includes not only financial resources that can be used for construction of physical plant, equipment and facilities and employment of personnel services, but also such intangibles as legal and political authority and information about technologies and the external environment.
238. Resource availability: The physical and human inputs which are available or can be obtained for the functioning of the institution and the performance of its programme.
239. Sources: The sources in the environment from which resources have been obtained and alternative sources to which the institution has access.
240. We think of resources as the physical, human, and technological inputs of the institution. Their availability to the innovative organization is at the crux of our studies, as is the identification of the actual and alternative sources of these resource flows, and changes in them.
241. Internal Structure: Our concern is here with the mechanisms and modes of control,

communication, and decision making within the institution. The structure of the institution, i.e., role specification, and the distribution of authority and decision making, affects programme performance and maintenance of the system.

242. Similarly, the structure of the institution and the processes of communication and decision making affect the identification with the institution on the part of the participants, as well as the control and influence exercised by the leadership. Where organizational structure and process deviates from the established norms within the environment, the institution's internal structure will affect the relations of the institution with the external world. It can be stated, then, that internal structure is a significant element for institution building analysis in at least four areas:

- programme performance;
- system maintenance;
- identification of the participants with the institution; and
- relationships with the environment.

243. That organization of resources into formal and informal patterns of authority, division of responsibility among the different units of the organization, channels of communication, and means of resolving differences and formulating consensus on priorities, policies, and procedures.

244. Linkages and Transactions: Because the basic purpose of the institution is to induce change in its environment linkages and transactions take on a particular importance, and indeed the conscious attention given to this thrust towards the environment has given the Institution Building perspective a distinctive appeal.

245. The interdependencies which exist between an institution and other relevant parts of the society. The institutionalized organization does not exist in isolation; it must establish and maintain a network of complementarities in its environment in order to survive and to function. The environment, in turn, is not regarded as a generalized mass, but rather as a set of discrete structures with which the subject institution must interact.

246. The institution must maintain a network of exchange relationships with a limited number of organizations and engage in transactions for the purposes of gaining support, overcoming resistance, exchanging resources, structuring the environment, and transferring norms and values. Particularly significant are the strategies and tactics by which institutional leadership attempts to manipulate or accommodate to these linkage relationships.

247. To facilitate analysis, four types of linkages are identified:

- enabling linkages with organizations and social groups which control the allocation of authority and resources needed by the institution to function;
- functional linkages, with those organizations performing functions and services which are complementary in a production sense, which supply the inputs and which use the outputs of the institution;
- normative linkages, with institutions which incorporate norms and values (positive

or negative) which are relevant to the doctrine and programme of the institution;

- diffused linkages, with elements in the society which cannot clearly be identified by membership in formal organizations.

248. Linkages: Patterned relationships between the institution and other organizations and groups in the environment. These relationships comprise the exchange of resources, services, and support and may involve various degrees of cooperation or competition.

249. Enabling: Relationships with organizations that control the allocation of authority to operate or of resources.

250. Functional: Relationships with organizations that supply needed inputs or which take outputs.

251. Normative: Relationships with organizations that share an interest in social purposes.

252. Diffuse: Relationships with individuals and groups not associated in formal organizations.

253. For the creation of a new institution which introduces new values, relationship and action patterns, and social and physical technologies, the institutional linkages are highly significant. The process of institution building depends to a large extent on the number and kinds of linkages which the organization has with its environment and how these linkages are affected.

254. A significant aspect of institution building is the structuring of an environment which supports and is complementary to the values, functions and services of the new institution. The creation of a new institution or the reconstitution of an existing institution will affect the role boundaries of the interdependent complex of functionally complementary organizations. Innovations which are introduced within and by the new institution will affect the external relations and internal processes of one or more organizations in the functional complex. Thus, concomitant changes may be required in the environment if the new institution is to adhere to its values, carry out its programme, and attain its objectives.

255. Let us discuss the elements of an organization's environment which may resist, i.e., prevent or make more costly, the desired changes. The term linkages may itself also be too abstract. What is implied in that description is exchange relationships exchanging resources, gaining support, establishing legitimacy, etc. This conceptualization points up the consideration most critical for institutionalization the establishment and maintenance of interdependencies which exist between an institution and other relevant parts of the society. It also makes clearer, on the one hand, the importance of reciprocity, and, on the other hand, of asymmetry in relationships which characterize institutions. The notion of enabling linkages cloaks both these distinctions.

256. An institution provides something in return for its inputs, whether it is tangible and immediate or not. But it is more an institution and less an organization to the extent that others are more dependent on it than it on them.

257. Linkage refers to the source of resources from the environment. This ambiguity is to

be avoided by identifying resource exchanges or flows as linkages and by speaking separately of groups, organizations or sectors in the environment with which linkages can be established.

258. The chief distinction between the institutions we are considering and business enterprises is that the market is not usually expected to provide full financial support. The institution is dependent upon government subsidies, foundation grants, and private donations to supplement whatever fees it collects. Winning support from the market requires a wide range of marketing activities which must be planned. Winning support from government agencies requires an analysis of points of access to the governmental structure and the planning of negotiations with the appropriate agencies. Similarly, plans must be made for approaches to foundations or private donors.
259. Some of the systemic linkages bind the organization to other organizations and social groups in an enabling manner. Some organizations, groups, and personalities control the decision-making processes which bear on the allocation of authority and resources which are essential for the innovative organization to function at all. Through these enabling linkages, the change agents seek to further their cause. The innovative organization is dependent entirely in its continued functioning on the maintenance of minimally satisfactory relations with other societal units with which it is linked in an enabling sense.
260. There are also functional linkages. These bind the organization with others who may be performing functions and services complementary to the innovative organization. They supply the inputs, and the organizational outputs are directed to such functionally-linked units. Both inputs and outputs are generally some mixes of symbols, people, and materials. Patterns of support become manifest in inputting the right kind, of the right quantities, and at the needed times. Patterns of support will also become manifest in the acceptance and utilization of the outputs of the organization.
261. There are also normative linkages. They specify the organization's relations with institutions which incorporate norms and values relevant to the doctrine and programme of the organization. Many norms and values are thus protected by existing religious and political organizations even though they are not tied to the innovation in either an enabling or functional sense. Depending on the characteristics of the linkages, they may enhance or hamper the institution-building process.
262. Finally, there are diffused linkages. Certain patterns of dependency exist vis-a-vis the various population aggregates. The innovative organization is either directly or indirectly affected by diffused support or resistance. The problem of diffused linkages thus concerns such issues as those of public opinion, and the relations with the larger public as mediated by the various mass media of communication and other channels for the crystallization of individual and aggregate opinion not reflected in formal institutions of a society.
263. It is possible to conceive of the entire process of organization environment relations in terms of transactions exchanges of goods and services, and of power and influence. From an organization viewpoint, transactions are the relational activities through

which resources and mandates are procured and purposes are pursued. Transactions are the substance of an entity's linkages with its environment; they may lead to organizational growth or attenuation; and they shape as well as manifest institutional qualities.

264. Institutionalization: The question of when the institution building process has been completed frequently arises. Criteria for identifying that point have been suggested by a large number of scholars in the field. In fact, a substantial portion of the institutional-organizational literature deals with this concept of institutionalization.
265. The thrust of the institution building theory concerns the locking in of the organization into its environment. As the outputs come to have perceived instrumental value by clientele groups in the environment and/or as the organization acquires intrinsic value vis a vis those clientele groups, it is becoming institutionalized in the environment.
266. Institutionalization is the process by which organizations and procedures acquire value and stability. Institutionalization is the process through which human behaviour is made predictable and patterned.
267. Institutionalization consists of the following three basic processes:
 - the organization of new clusters of roles,
 - the diffusion of the symbolic meaning of roles and clusters of roles, and
 - the infusion with value, a process in which, as the newly organized patterns continue to be successful, they take on value in and of themselves.
268. In recent times it has become common to refer to the assistance provided by technologically advanced countries in organizing administrative structures in developing countries as institution building. This monstrosity of administrative nomenclature reflects ignorance of the sociological meaning of institutions. Buildings can be built as can hierarchies of formal roles within formal institutions; institutions are complexes of roles that develop in spontaneous processes.
269. Formal administrative units are usually the product of conscious and rational behaviour; institutions are only rarely so. Formal organizations become institutionalized, however, when they take on symbolic and normative meaning.
270. The integration of expectations of the actors is a matter of the degree, not a matter of pressure, and that integration comes through a high degree of interaction. When an organization became an institution, then the organization had been transformed into something with greater values and relevance to its own society.
271. The concept of institutionality denotes that at least certain relationships and action patterns incorporated in the organization are normative both within the organization and for other social units, and that some support and complementarity in the environment have been attained.
272. Within this rather generalized definition a number of tests of institutionality are identified, among them ability to survive a necessary but not sufficient condition of institutionality; being viewed in its environment as having intrinsic value which in

- turn can be tested by the autonomy the institution has gained; the influence which it exercises; and the spread effect of its activities whether specific relationships and action patterns embodied in the organization have become normative for other social units with which it interacts.
273. The end-state of institution-building efforts characterized by the following conditions:
- a viable organization has been established which incorporates innovations;
 - the organization and the innovations it represents have been accepted and taken up by relevant groups in the environment.
274. The process through which values and goals come to be shared and social relationships and actions become normatively regulated is defined as institutionalization. In other words, when values, goals, social relationships and processes evoke patterned responses among the participants in an interaction process, they have been institutionalized.
275. Institutionalization is the process through which organizations are given structure and social action and interaction are made predictable. Through institutionalization human behaviour is made predictable and patterned, social systems are given the elements of structure and process of function. As each invention or practice is accepted or rejected as part of the group's life, institutionalization of relationships concerning it takes place.
276. Institutionalization is the patterning of social structure and processes. It appears that he does not view the value aspect of a new invention or practice as being institutionalized. In our view the acceptance of an invention or practice is in itself an institutionalization process. The acceptance of a new technology is not only a cognitive, rational process. It involves attaching significance, utility, or value by the members of the group, so that their behaviour toward it can be determined and relevant social structures and processes can develop. Institutionalization is to infuse with value beyond the technical requirements of the task at hand.
277. One of the most unfortunate residues from colonialism in developing nations is the fact that colonial institutions often came to be valued for their own sakes, to be seen as having some intrinsic value which raised them above the challenge of assessment in terms of their usefulness in fulfilling social purposes.
278. Once an institution is so viewed, attempts to alter it become singularly difficult. The near-mystical sense of intrinsic value which has been generated precludes a call upon rational bases for change, and outmoded institutions remain as barriers to development. The important ingredient in the institutionality sought for development purposes is that the organization, while retaining its own identity, not lose its capacity to adapt to changing circumstances.
279. One of the most difficult tasks which the many institutions have faced as an agency for social change was that of de-institutionalizing educational patterns which many strategically placed persons continued to justify as having merit in themselves rather than as having relevance in a particular social context or being answerable to the instrumental test of how well they served social purposes.
280. When we speak of institutionality it is of a human phenomenon that we are speaking; of the success of a human organization in meeting the hopes and aspirations of the people it serves, in capturing or being captured by their dreams, in becoming valued.
281. Institutionality is, of course, not only a matter of what professional educators who have devoted a lifetime to the shaping of society think and feel; it is a matter of what the new generation of teachers think, what the politicians and kingmakers accept, expect, and reward. It is a matter of what its own immediate offspring (or products in the terminology of the modern economic world) feel and think about their parent.
282. The essence of institutionality is meaningfulness. An entity is an institution to the extent that it is meaningful to its participants to those directly involved in it, and those who perceive themselves as being affected by it.
283. Meaningfulness is not itself a highly meaningful term. In a broad manner of speaking, a meaningful entity confers something upon its participants and it is valued as a source of value. An institution may grant status. More basically, it may interpret existence and grant identities which have status components.
284. It may articulate and enforce acceptable rules by which to regularize conduct and premises by which to perceive and interpret phenomena. An institution may confer competence upon participants who may value it for its personal effects upon themselves their personalities and their abilities to attain fulfilment. It may be a prime means for the assertion of values cherished by participants particularly those with important roles within the institution.
285. To the extent, however, that an organization is merely perceived as one of a series of alternative instruments by which values may be asserted and conferred, and to the extent that the particular instrument is seen as having few distinguishing attributes that make it more desirable or preferable to equally available means for the enhancement of value to the extent that this circumstance attains, prospects for distinctive institutionalization are limited.
286. Thus, it is helpful to define as institutionalized capacity the work that an organization can perform under specific future conditions which is not fundamentally dependent upon the incumbency of any particular individual within the organization. This capacity inherent in the organization stands in sharp contrast to what might be called personalized capacity which depends essentially upon the incumbency of particular individuals.
287. The institutionalizing process adheres to certain postulates.
- First, society consists of an institutional structure in which the institutions interact with each other.
 - Second, as a result of the relationships between institutions, values and norms emerge which determine the functional behaviour and structural composition of the institutions.
 - Third, it is a process in which change may be consciously introduced through creating new institutions for this very purpose.
288. One test of institutionality consists in an organization's ability to survive. This may,

- of course, not suffice. Survival at the cost of compromising and forfeiting most of the innovative elements would hardly establish the viability of innovative organizations.
289. Furthermore, the survival of an organization qua organization need not be at issue at all. Other institutional arrangements may become the receptacles and protectors of the new values, functions, actions, and technologies. The original organizational format may come to an end of its useful societal function, and its redesign or even the dissolution of the organization may become both necessary and desirable.
290. The second test of institutionalization, as a process, concerns the extent to which an innovative organization comes to be viewed by its environment as having intrinsic value. Some of the parameters of this test include autonomy and influence. The former has to do with the capacity of the organization to control its own destiny, and thus to establish rules and procedures which may be independent from the larger system of which it is a part; the latter deals with an organization's capacity to acquire and use resources without being subject to detailed scrutiny of specific operational items; and it has to do with the organization's ability to defend itself against attacks and encroachments on its values and its patterns of behaviour by falling back on the acknowledged intrinsic value of the organization.
291. The problem of influence, in turn, has to do with the degree of impact which an innovative organization can wield within the society in its particular functional area of responsibilities, and with the extent to which it can enlarge or confine its sphere of action both within the organization and outside.
292. The third major test of institutionality concerns the extent to which the innovative patterns embodied in the organization become normative for other social units. This is a way of looking at the diffusion- or spread-effect of the innovations thus introduced into the larger social system.
293. Viewing the concept of institutionality in terms of the extent to which an institution's relevant publics prize it, the following criteria of institutionality has been developed:
- the use made by publics of organizational outputs and services,
 - verbal approval from these publics,
 - survival and growth of the organization,
 - support from other organizations,
 - autonomy, and
 - spread of innovative norms to others within the environment.
294. Technical Assistance in Institution Building: A rather extensive amount of literature exists concerning technical assistance. Only that portion of it that is explicitly focused on institution building is included here.
295. Technical assistance is first of all purposive; it can be easily separated from traditional diffusion and acculturation which has been occurring among cultures for thousands of years.
296. Technical assistance is cooperative. It requires agreement on purpose and means, between a donor agency and a recipient government. Either party participating in technical assistance is free to withdraw or to allow activities to languish until they are terminated.
297. Technical assistance involves an international transfer of knowledge and skill through individuals or agencies of a donor, and with a defined relationship to individuals, groups or organizations of a recipient in the accomplishment of mutually agreed objectives.
298. Technical assistance carries the distinct implication that:
- The change is to be facilitated by a group of foreign technicians for the specific purpose of building or altering an indigenous institution;
 - The change process is to be deliberate, induced and rapid. The significance of this can be appreciated by observing that intercultural change is common in history and institutions are continually changing, even autonomously.
 - The characteristic of technical assistance programmes that make them unusual is that they specifically set out to telescope these long-time, autonomous processes into a short-run, deliberate procedure, largely under the volition of the changer.
 - An abbreviated definition of technical assistance is provided as the inputs, usually coming from a second country.
299. Revolutionary elites have frequently sponsored the transference of many kinds of non-indigenous organizational forms, notably factories, armies, bureaucracies, and schools. In these, officials have endeavoured to create by mass education the requisite occupational skills with little thought given to the subtle connections between discrete occupational roles or to the social relationships of workers and staff. Technical assistance programmes should deal with these social connections, but most often training focuses on inculcating the required technical skills and not on the interactions among individuals possessing those skills.
300. Systems, Strategies and Tactics: In a small but significant portion of the literature institution building is viewed from a systems perspective. As a consequence, some of the concepts of systems analysis are worth defining.
301. System theory is basically concerned with problems of relationships, of structure, and of interdependence rather than with the constant attributes of objects.
302. Older formulations of system constructs dealt with the closed systems of the physical sciences, in which relatively self-contained structures could be treated successfully as if they were independent of external forces. But living systems, whether biological organisms or social organizations, are acutely dependent upon their external environment and so must be conceived of as open systems.
303. Our theoretical model for the understanding of organizations is that of an energetic input-output system in which the energetic return from the output reactivates the system. Social organizations are flagrantly open systems in that the input of energies and the conversion of output into further energetic input consist of transactions between the organization and its environment.
304. The use of system here, as an assemblage of elements that have ordered and recurrent patterns of interrelationships built around definable objectives or purposes, is not

- dissimilar to its usage by economists and sociologists. The systems view may be used at different levels of aggregation and for various purposes. Organizations, and often, groups of organizations, interact as systems.
305. In this context let us define a system as a bounded, goal-directed social unit consisting of a set of interdependent elements and maintaining an exchange relationship with the environment. Interdependence specifies the determinate relationship among the variables as contrasted with random variability. Elements refers to all physical and social phenomena, be they concrete physical objects, structural relationships, or processes necessary for the operation of the system. For analytical purposes we are only concerned with conceptually identifiable variables, either given to measurement or definable in some other meaningful manner.
 306. A feature of the system approach is that it clarifies the relationship of functionally related phenomena, regardless of the categorization of the variables in the system by classes of objects, processes or functions in the aggregate sense in a larger universe. Another aspect of the system approach is that it allows for the analysis of interaction and interdependence of otherwise conceptually disparate elements and the effect of changes of one variable on others. Although the elements or variables of a system are interacting and interdependent, they are not viewed as being in a state of constant equilibrium. If, however, the state of one variable in the system undergoes a change, then to continue functioning-one or more other elements must also change, either in nature or in their intra-system relationship. This, in fact, helps to define the system.
 307. Two more specifications must be made about systems in terms of their relevance to development theory. In the first place development is action-oriented. Thus, we are more concerned with the dynamic aspect of production or output of the system, acting upon certain inputs. The system in which we are interested, in other words, is an instrumentality with goal-orientation. Secondly, our systems are open, they are in interaction with their environment; the variables are subject to influences from outside, while the systems as entities interact with other systems.
 308. The best approach to a system is to identify the trouble spots, and especially the places where there is waste, e.g., unnecessarily high costs, and then proceed to remove the inefficiency.
 309. There is an objective way to look at a system and to build a model of the system that describes how it works. The science that is used is sometimes mathematics, sometimes economics, sometimes behavioural (e.g., psychology and sociology).
 310. The systems are people, and the fundamental approach to systems consists of first looking at the human values: freedom, dignity, privacy. Above all, they say, the systems approach should avoid imposing plans, i.e., intervention of any kind.
 311. Any attempt to lay out specific and rational plans is either foolish or dangerous or downright evil. The correct approach to systems is to live in them, to react in terms of one's experience, and not to try to change them by means of some grandiose scheme or mathematical model. There are all kinds of anti-planners, but the most numerous are those who believe that experience and cleverness are the hallmarks of good management.
 312. One element of systems analysis that tends to be common in each of these schools of thought (at least in the first three) and that is applicable for institution building is feedback.
 313. As the system affects the environment, Systems gather information about how they are doing. The information is then fed back into the system as inputs to guide and steer its operation. This feedback is essential for the maintenance of goodwill between the system and its environment. Thus institutions aspire to attain both internal and external equilibrium, and goodwill for their own survival.
 314. The basic element of this feedback process involves:
 - the orderly collection of information about the functioning of a system;
 - the reporting of this information into the system;
 - the use of information for making further adjustments.
 315. The agent of change places himself into a position to receive and evaluate information about the significance of the client system's behaviour. He then transmits this information to the client system in order to stimulate an awareness of the need for change.
 316. Although not always used in a systems context, a number of definitions of strategy and, to a lesser extent, tactics are found in the literature. Several of these are worthy of note.
 317. For the effective use and maximum impact of technical assistance resources, something more than gross guesswork is needed in institution-building efforts. Borrowing from military terminology, perhaps what is really required is a strategy a technical assistance institution building strategy. As commonly used, a strategy is a planned dynamic sequence of actions directed toward the achievement of determinate objectives. The strategy is future-oriented, sequential, goal directed, time bound, and reflects the full sweep of cognitive and valuational considerations. For technical assistance projects, strategy thus denotes a plan for sequencing technical assistance activities to achieve specific institution-building objectives.
 318. The concept of a technical assistance strategy is applicable at several different levels within any given institution-building project. One type of strategy might govern the day-to-day actions of technical personnel. Such a strategy would serve as a cookbook for individual technicians. It would consider aspects such as personal adjustment to foreign cultures, establishing social and technical rapport with host institution personnel, developing effective counterpart relationships, guidelines for effective advisory techniques and the like.
 319. Another type of strategy might serve as a guide to administrative personnel in institution-building projects. Its concern would be optimal institutional organization, personnel administration, programme structure and similar issues.
 320. Strategy is also the pattern of objectives, purposes, or goals and major policies and plans for achieving those goals, stated in such a way as to define what business the company is in or is to be in and the kind of company it is to be. This definition will serve our purpose if we substitute the word "institution" for the word company.

Strategy is concerned with the major decisions, usually long-term in their implications, which set the general direction of the institution.

321. Another purpose of strategic planning is from the point of view of implementation, the most important function of strategy is to serve as the focus of organizational effort, as the object of commitment, and as the source of constructive motivation and self-control in the organization itself.
322. Strategic planning of institutions involves a series of major decisions which do not occur in a definite sequence but, rather, overlap. The planning is not necessarily formal and systematic; in general practice, even in progressive business firms, it consists of both predetermined lines of action and a series of ad hoc decisions. In fact, one of the major issues in planning is the appropriate degree of predetermination as opposed to maintenance of flexibility to meet changing and unforeseeable situations.
323. In general terms strategy refers to the planning and directing of operations; while tactics relates to the maneuvering of forces into positions of advantage. Both aspects involve manipulation and should be treated somewhat together. Manipulation is the substitution of judgement in such a way that those influenced are not aware that it is happening. Although this process may be known later, it is not known while the manipulation process is taking place. Manipulation is accomplished by a controlled distortion of the appearance of reality as it is seen by those affected. The actions of those influenced are based on their own judgement of what they perceive, but they are permitted to see only those things that are calculated to call out the kind of judgement desired by the control agent.
324. Strategies: These deal with the main forces of planned organizational change; they determine the general direction along which the change movement should be directed with a view to achieving the best results with the developing correlation of forces.
325. Tactics: These are part of strategy (or strategies), subordinate to it and serving it. They are methods used to achieve the directive of strategy. As such, they demand a constant appraisal of existing social potentialities and must be adjusted according to the rise and decline of social forces. The implementer of change must devise tactics best able to promote the overall objectives of the fundamental strategy. It is never really possible to say where tactics leave off and strategy begins, but the distinction does exist between day-to-day operations and broad policy directives.
326. In addition to the concepts discussed above, there are numerous other terms that must be specifically defined in order to thoroughly understand individual contributions to the institution building literature. A number of the important terms are presented below, although this is not an exhaustive list, rather this is only an illustrative list :
 - Change Agent: One who deliberately works toward inducing change through creative thinking and innovations.
 - Client System: This major class heading refers to the specific system, community, organization or group that requests help by an agent of change and desires change in order to achieve improved performance.
 - Innovations: New technologies, new patterns of behaviour, or changes in relationships among individuals or groups.

- Normative: Relationships with organizations that share an interest in social purposes.
 - Openness: The belief that change is desirable and possible. Willingness and readiness to accept outside help. Willingness and readiness to listen to needs of others and to give help. Social climate favourable to change.
 - Structure: The degree of Systematic Organization and Coordination:
 - of the resource system
 - of the user system
 - of the dissemination-utilization strategy.
 - Synergy: The number, variety, frequency, and persistence of forces that can be mobilized to produce a knowledge utilization effect.
 - Variables: The various ingredients or elements that identify each institution in varying degrees are referred to as institution variables, which are essentially concerned with the organization itself, and the linkage variables, which are mainly concerned with external relations.
327. The cost of an institution consists of the pain felt by the power group in forming it. This may include sacrifice of resources, prestige, values, or even life (in a revolution). Cost also includes the effort to overcome the resistance of others, by either coercion or persuasion. Such cost may include the attempt to increase the cost to others of maintaining archaic institutions that conflict with the ones the power groups wish to establish.
 328. Institutions are also the suppliers of services. Changes in these services and, hence, indirectly through them in institutions that produce them, may constitute the prime targets of growth-sensitive power groups.
 329. The institution is treated as a supplier of a service which has an economic value. It is assumed that the process of growth alters the demand for the service and that this alteration in the demand brings about a disequilibrium between the demand, and supply measured in terms of long-run costs and returns.
 330. Each value sacrifice thus involves both cost and benefit. Values that are more cherished are more costly. They will be sacrificed only if the benefit is great. Less cherished values are easy to give up, but they may or may not yield much increment in product.
 331. Ideology lies among the values difficult (hence costly) to change. Since institutions conforming to divergent ideologies may be equally effective, it is sometimes not necessary to sacrifice an ideology; rather, the institution conforming more closely to it is selected.
 332. Where two institutions are not perfectly substitutable for each other, the one with the greater marginal output in proportion to its costs will be selected.
 333. The takeoff period is one of tension, as growth-sensitive groups vie with growth-resistant groups for support. The danger of violence lies in the fact that social institutions have not been formed to cope with this type of conflict. Sometimes growth-sensitive groups select coercive instruments in order to eliminate an opponent who would otherwise not join in the consensus. If he is eliminated completely (e.g., executed

or permanently exiled), this ploy may be successful. The principal problem of violent revolution, however, is that it is impossible to eliminate all opponents completely. Revolution often divides people more than it unites them, making their absorption into the consensus even more difficult later.

334. The takeoff period is further complicated by conflicts among growth-sensitive groups, principally over how political power and increments of national product will be shared. Inability to resolve or manage these conflicts lengthens the takeoff period, preventing or delaying the formation of post-takeoff values and institutions.
335. Thus it may be concluded that the institutionalization of a system creates the possibility that anti-systems, or groups with negative orientations toward its premises, will develop within it. While the nature and strength of such anti-systems may vary, as between different institutional (i.e., religious, political) systems and between different types within each, and while they may often remain latent for very long periods of time, they also constitute important foci of change, under propitious conditions.
336. The existence of such contradictions or conflicts among the different institutional spheres and among different groups does not, of course, preclude the possibility that the system will maintain its boundaries more or less continuously, through a hierarchy of norms and accommodation or partial insulation of different subsystems, and that a definite order and stable relations among the system's parts will persist. But the possibility of conflict and potential change is always present, rooted in the very process of institutionalization, and the direction and occurrence of change depend heavily on the nature of this process.
337. Just as the predilection for change is necessarily built into any institutional system, so the direction and scope of change are not random but depend, as we have shown in discussing the processes of change in the Empires and in the great religions, on the nature of the system generating the change, on its values, norms and organizations, on the various internal forces operating within it and on the external forces to which it is especially sensitive because of its systemic properties. These various forces naturally differ between religious and political institutions and among different societies, but sensitivity to these forces and the tendency to change are inherent in all of them.
338. Administrative policies take on increasingly secular tones, government agencies lose the legitimacy they once enjoyed. Deprived of traditional support, yet more developed than the other modernizing institutions, agencies do not easily achieve synoptic relations with the masses of people. In contrast to modern states, the decline of the class basis of the bureaucracy reduces its prestige and therefore its effectiveness to gain the respect of those adversely affected by modernization and most in need of help to adjust to a changed social order.
339. Two priorities of the revolutionary elites typically affect their strategies. These have been implied in the foregoing discussion, but now must be made explicit. First, revolutionary elites seek to induce radical and rapid social development with a principal, if not an exclusive, emphasis on technological change; and, second, they

desire to maintain or strengthen their current positions of power irrespective of the changes wrought in their societies.

- The first priority causes them to reject accommodation with the pre-modern elites who usually oppose any fundamental social changes in the direction of modernization.
 - The second leads them to obstruct the rising power of the more technically trained successor sub-elites.
 - The particular social groups and classes included in the three elites may vary, but the significant general patterns usually reflect the modes of competition among these three types of elites.
340. Each elite places the cloak of nationalism around its pronouncements and its image of the requirements for social welfare and national unification. Technology constitutes an important means for the revolutionary elite to maintain its power and realize its dominant political goals. The revolutionary elite also joins the successor sub-elite, which it oversees and fosters, in assuming that the essence of modernization is technological development. But, for the successor sub-elites, technological advancement signifies the broadening of social wealth and the increased opportunities for acquiring power.
 341. The competition between the revolutionary elites and the successor sub-elites thus centers in that part of the political system that controls the economy. Both of these elite groups seek to diminish the residual power held by the premodern elites. In virtually every case, socioeconomic development constitutes a complex struggle for power.
 342. When agriculture acquires a growth momentum, the dynamics of that growth will induce farmers in these parts of Asia to demand institutional adjustment. They will demand a larger supply of credit, with stress on its timeliness and terms, and they will organize cooperatives should these be necessary for this purpose. They will demand more flexibility in tenancy contracts. They will join with neighbours to acquire tube wells and to undertake minor investments to improve the supply of water. Both tenants and landowners will also use whatever political influence they have to induce the government to provide more and better large-scale irrigation and drainage facilities.
 343. Also using an agricultural illustration, a system or network of institutions exists within a sector of an economy. This network, with its component forward and backward linkages, makes possible the developmental leverage afforded institutions as strategic catalysts of the development process.
 344. At the start, in most less developed nations, little attention was given to the development of a system of services. Rather, almost total energy was devoted to the development of a series of services, and only minimum attention was given to the need for the development of a functioning system with adequate linkages between the various newly created institutions.
 345. Those responsible for developing an institution to provide a new service often have little understanding of other services which are being introduced, and each group tends to confine itself to its assigned task. Only recently has research on institution building and agricultural development revealed the importance of building a system

of services to support agricultural development.

346. Technical assistance and indigenous personnel alike are often frustrated when the development of one institution designed to remedy a constraint within an economy does little more than provide an opportunity for another poorly developed institution to substitute as the effective constraint. Consequently, the layering of institutional constraints often misleads individuals who feel the elimination of one institutional barrier represents a panacea for transforming traditional agriculture.
347. An empirical methodology for identifying networks of linked institutions and the power positions of such institutions within a system is provided by the experts where they describe their approach to forming an institutional sociogram as follows:
- Despite our recognition of the interdependency of organizations, it is rare to find sociological research that penetrates inter-organizational phenomena. Our primary objective, therefore, was to develop a methodological approach for use in the study of the inter-organizational relationships of a society. We did so within a developmental context.
348. A new institution in a developing country with an explicit programme for selection, training and placement of staff, will, in many instances, be a unique resource for providing new cadres of leadership throughout the society.
349. An institution in takeoff need not conform exactly to existing values. Since the conflict to which it is addressed is new, the institution is bound to strain values in order to encompass it at all. There are, however, psychological limitations on the amount of strain a society can accept. Even after a violent revolution the forms of new institutions are influenced by the previous value framework. However, after the institution has lived for awhile and come to be accepted in the community, then values have changed, and a new institution similar to it (according to the institutional dimensions) can be created. Indeed, the new institution can strain values further, and ultimately even the pace of strain may be accelerated. When a society becomes accustomed to having its values strained that is, becomes change-oriented then the strain involved in change may itself become a value.
350. While late modernizers experience advantages because of the existence of external models, transfer of these models creates strain. Transfer can never take place without some distortion or change. Out of the complex of behaviours in a transferred model, only a limited number can be selected by the donors for emphasis. Similarly, out of the large number of elements suggested by a model, not all will be understood or accepted without change by the receiver. The organizational reality, as it takes form in the modernizing country, represents a version that is different from the original model.
351. Another source of variation during transfer results from the fact that institutions develop within a cultural framework and reflect the preoccupations of that culture. While a bureaucracy may be a bureaucracy, the manner in which it works will be conditioned by the culture of the bureaucrats. In transferring institutions, a process of modification can be expected to take place as institutional elements filter through the culture of the receivers. Because the interrelationships between roles in transferred

institutions are required to develop rapidly, yet cannot do so, considerable problems are experienced; roles are found to articulate badly. New interrelations between the roles are worked out in time but vary from the original model, and strain is experienced until the new relationships are institutionalized.

352. The educational institutions have not moved easily and painlessly from their foundation in response to criticism and challenge is true. But they moved, not uniformly, not at the same time, and not with equal willingness. There was progress in achieving balance between cultural and functional objectives. The university as a place for academic specialization, for an undirected pursuit of knowledge and its unchallenged expression, sought increasing room for a role and design directly and functionally related to jobs, the process of production and the generation of wealth.
353. The educational institutions have clearly begun to accept an explicit and intentional, as opposed to an implicit or incidental role in the immediate task of national development. There is a more sincere effort to do honour to the concept of relevance to an environment still greatly lacking in literacy, science, a distribution of modern skills, and habits that underlie productivity and accept innovation. Such charges bring pressure on the universities to modify the three forms of status to which they so readily succeeded their position as an enclave within the limited modern sector, the recruitment of a student body increasingly favoured by socioeconomic forces, and the emphasis only upon standard fields of learning leading to the standard professions. Such effort measures also the progress of the universities toward assuming shapes and functions that are adequate and responsive to their own time and their own place, without concern for invidious comparisons or labels of secondariness.
354. Development affects the distribution of power in the society and opens up new channels of access to positions of power. The close relationship between development and the struggle for power frequently causes the revolutionary elites to impose ideological constraints on developmental activities as part of their efforts to sustain their position and contain divisive forces. These constraints tend to narrow the outlooks of the revolutionary elites, causing them to emphasize unanimity and conformity. This emphasis conflicts with the motivations fostered among the youth with respect to achievement and means-orientation.
355. Ideological formulations may thus exaggerate the conflict and produce a generational split. Under some conditions, the desire to maintain ideological purity may so far outweigh that for rapid development that developmental goals are replaced by regulatory goals. This has been a typical way in which politically induced change has been limited or diverted. In some cases, it has been the way in which such change has been completely subverted or negated.
356. Successful completion of takeoff depends on two requisites. In the first place, growth-sensitive groups must gradually pervade society, either eliminating others or winning them over. Thus, consensus on growth as a dominant goal is achieved. In the second place, the groups must learn that the sum of their immediate goals exceeds the nation's capacity to accommodate them, but that no groups goals will be achieved until all groups goals are partially met. It is preferable to sacrifice one's immediate goals rather than permit continued conflict to violate the dominant goal of growth. Thus

groups must agree on priorities. At this point, society turns to the formation of a dominant set of conflict-resolving values on which to form consensus.

357. Institutionalized institutional change is brought about by the innovative use of institutionalized power to resolve social problems. Social problems occur as a consequence of strain meaning a perceived inconsistency, or incongruence, in institutional arrangements. Strain thus reflects either the inadequacy of equilibrative mechanisms or emergent dissatisfaction with equilibrium itself. In the context of growth, strain is most likely to reflect the occurrence of diminishing returns in one of its many possible forms.
358. Strain means that a state of affairs perceived by some elements as unsatisfactory poverty, ignorance, racism, corruption, for example has been institutionalized because of the inability of equilibrative mechanisms to eliminate the causes of the dissatisfaction. Hence institutional change, innovation, is required to eliminate strain. But innovation, unlike equilibration, is not and cannot be subject completely to an institutionalized frame of reference. By definition, standards to guide it and limits to check it are both missing in greater or lesser degree. The moral order, to be sure, provides certain standards for, and sets certain limits on, the possibilities of pragmatic innovation, and vice versa, but the applicability of the standards and limits is seldom clear and precise. That is one reason why innovation is never perfectly institutionalized, never wholly predetermined. A more important reason is that the processes of institutionalized change operate on the initiative and at the direction of the power structure or with its tacit approval.
359. Economic growth generates new conflicts, which continuously call for new institutions. In a static model, the choice of optimal institution-types depends entirely on existing values. But institutions so chosen are likely to be ineffective (apparent solution lines far below physical), since the values to which they conform were not evolved with the new conflicts in mind. Contestants will be vaguely aware that a physical solution line lies somewhere out there, and they will seek more effective institutions.
360. In seeking more effective institutions (an outward shift of optimality as values change), power groups ordinarily choose among many directions, for there is no unique path to effectiveness. Normally they select those institutions that yield the greatest marginal economic growth per marginal unit of sacrifice (to the power groups themselves as they push out on the dimensional continuum).
361. Successive institution formation leads to selection of an ideology because each choice makes easier a subsequent choice of the same kind of institution. To justify all choices, a nation is led into an ideology. By direct pursuit, on the other hand, power groups select an ideology and form economic and political theories to support it. Since it is difficult for a nation to form consensus on ideology until it has had experience with other types of consensus, and since popular nationalism is a relatively low-cost object on which to form consensus and one that fits in closely with ideology, takeoff countries usually expend great sums on the promotion of nationalism. Some of these sums represent resource sacrifices that physically retard economic growth (as, for example, the rejection of foreign investment). These sacrifices, which puzzle foreign intellectuals of other ideologies, may nevertheless constitute the least costly path to maximum

net economic growth.

362. Post-takeoff norms and institutions have a different character from those of the pre-takeoff stage in that they depend for their survival on continued growth. Once the social system learns how to manage the conflicts of growth, it discovers that it can manage them only if there is continued growth. More and more, conflicts become positive-sum games. The question is not one of who will win and who will lose, but of how much each will win. More effective institutions lead to efficiency in conflict management, and more and more solutions become Paretian-optimal (the point at which all positive-sum moves are exhausted). Exile for the loser gives way to loyal opposition.
363. What are the implications for individual institutions as a consequence of the changes that occur during a nation's takeoff? In so far as each institution represents a component of a larger institutional system or network, it is obvious that there will be some implications. Clearly, for those institutions which employ as inputs some of the outputs of other changed institutions in the network, this development is one of the inevitable disequilibrating forces. Similarly, changes demanded in the outputs of traditional institutions as a consequence of changes that have occurred in other using entities in the process of modernization have implications for the output mix of the traditional institution.
364. Two considerations are noteworthy in dealing with this question. The first is that there is a decision to be made with regard to the combination of outputs, i.e., the production of one output may be competitive with the production of another. The other point is that analytical techniques are available for aiding in the determination of the desired output mix.
365. Frequently, observers view institutions in traditional societies critically due to the lack of progress in building the institution as a force for development. All too often these critics fail to recognize that except for very narrow ranges of complementarity there is direct competition for resources between the production of current services and institutional reinvestment outputs. Tradeoffs must be made. In traditional societies, where future output is discounted very heavily, emphasis on the production of a large amount of current services is entirely realistic. Frequently, some exogenous force must be brought to bear on the system in order to alter this output mix. These disturbances can range from the availability of technical assistance teams to natural disasters, e.g., drought.
366. In the private sector market-oriented firms conceptually have relatively little difficulty in determining their combination of outputs. However, in the public sector institutions do not exchange their outputs in price oriented markets. Nevertheless, an exchange is made and the institution markets its products. The relevant consideration at this point is not a set of prices (which merely reflect the preferences of consumers for one good relative to other alternative goods) but rather the preferences of key decision makers in the society reflected by their indifference curves formulated with regard to alternative system outputs and the possible consequence of shifting indifference curves on combinations of output. This can result from exerting influence on key decision makers in the larger society with regard to their preferences concerning combinations

of system outputs. Frequently, this takes the form of providing new information to key decision makers with regard to what is being done in similar institutions elsewhere. Identification of key decision makers and providing them with additional information may represent a crucial initial element in an institution building strategy.

367. Not only are changes in traditional institutions triggered by changing output demands, but also by modernizing elites within individual institutions who see the institution as a potential means of influencing the larger environment.
368. The genesis of institution building is in the minds of a man or group of men. The beginning of the social change process is always the same. It is either the response to a distortion in the social system created by the uncoordinated changes of its elements, or it begins with a vision of a state of affairs preferred to the existing reality. In the developing countries today engaged as they are in a process of rapid transformation to catch up with the modern industrialized parts of the world both situations can be found in abundance. Modernizing elites, motivated by a sense of urgency to improve the standard and quality of life in their countries and by drawing on values, experience, and technologies of the advanced countries, develop a vision of the preferred state of their society or an aspect thereof. Once these new values are accepted in the society or in segments of the society, once new programmes of action and new social and physical technologies have been implemented, new conditions have been created which may result in further changes.
369. The new or reconstituted organizations in which and through which the innovative leadership embodies, fosters and protects the new values, norms, and technologies, are the vehicles of change. The institutions forged by the agents of change are the instruments of innovation. Whereas the origin of innovation is a reconfiguration of values, objectives, and means taking place in the minds of the change agents, the institutions which they create are the operational expressions of this reconfiguration. In the structure, process, and functions of the institution they translate their ideas into reality. The immediate target of the change agents, then, is the organization into which they introduce their innovations.
370. By the activities and output of the organization the innovators attempt to have an impact on the environment. The organization becomes in this manner an instrument and an extension of the individual or group of individuals who constitute the innovative leadership. They create in the organization a stable reference point, intended to represent the values, action and behaviour patterns which become normative in the environment.
371. The ultimate target system of the innovators is the task environment. This task environment consists of those organizations which enable an institution to carry out its operations, those which are complementary to its operations, and those which embody and protect values and norms relevant to the operation of the institution. Only when a task environment has been created which supports the values of the institution, which is complementary to it, and when the norms of the institution are shared by the task environment, can an institution effectively carry out its functions and services.

372. The three elements of our analysis, then, are :

- the change agents or leadership group which creates or innovates the organization;
- the organization as the intermediate target system in which and through which new values and technologies are introduced; and
- the task environment as the ultimate target to which new norms and values are spread to create a compatible and complementary environment for the institution to perform its functions and services.

373. These cases thus confirmed the salient character of the leadership function, the prospects for success associated with competent and committed leadership, and the costs likely to be exacted by inept, uncommitted, and weak leadership. Little guidance was being given on the tactics available to innovators to compensate for inadequate institutional leadership. Yet at the early stages of institution building there appears to be no substitute, no effective way of circumventing inadequate leadership, and the likelihood is that the venture will stall, be reduced to ineffectiveness, or even fail unless adequate leadership is forthcoming.

374. Although the importance of leadership seems to be agreed upon in many of the empirical studies, the importance of the other institutional variables in the framework formulated by Esman et al. seems to vary from institution to institution.

375. It has been the function of doctrine to establish normative linkages between the old and the new, between establishment and innovators, such as would legitimize innovations which came with the new organization. Doctrine itself could not perform this function; yet it could provide connections which made organizational innovations appear less new, less threatening, and correspondingly more legitimate. It could tip the balance. At the same time that it might perform this function with those publics who would ultimately either institutionalize or reject innovations, it could also provide University leaders with norms or standards which could guide them in projecting programmes, establishing priorities, and assessing accomplishments. It could provide a sense of solidarity and progress so important to morale. These latter functions would be served only to the extent that there was genuine commitment to the doctrine by these leaders.

376. In this consideration of total institution building doctrine three factors stand out. First, the major doctrinal elements of the total institution were matters of firm faith with the top leaders. There has been considerable agreement between leaders of the institution and its most numerous school-related publics as to what the major innovations of the institution were. The students and graduates have not only identified these doctrinal elements but in large part identified with them. They had, in fact, internalized the doctrine and were enthusiastic in viewing themselves as exemplars of the type of education which had been worked out to realize this doctrine.

377. So much can be explained about the institutions teaching management with terms of the confused, ill-defined doctrinal goals that were assigned to it. The leadership and the staff to this day have not succeeded in making them operational to any significant extent. That is a point for speculation. In this case, however:

- doctrine has been ambiguous;

- it has not been understood by the policymakers in the key positions;
 - none of them took the time or opportunity (perhaps even had the capacity) to make it better understood;
 - doctrine was never clearly related to any specific needs of administration;
 - it was never made clear how to identify such needs and thus how doctrine might be adjusted to potential needs or new doctrine evolved.
378. This is to say then that the importance of leadership is a function of the scarcity of resources to achieve collective objectives. To some extent, the two resources and leadership are substitutable. Leadership involves the skilful use of resources. The more plentiful they are, the less important is leadership to achieving a given goal. A corollary is that with a given amount of resources, the more quickly a goal is to be achieved, the more important is the contribution of leadership in formulating productive strategies.
379. The scarcer are available resources and/or the shorter the time in which ends are to be achieved, the more important is the role of doctrine in Institution Building. Doctrine can make the process more efficient and effective by clearly specifying ends and presenting appropriate and productive means. But when resources are scarce or time short, then the more ambiguous are doctrine's ends or the less reliable its means, the less it can contribute to Institution Building.
380. Two organizational elements seem to stand out as critical factors:
- the leadership style and political viability; and
 - the manipulation of structure as a tactical element to build up strong linkages with the environment.
381. Categories which have a certain analytic cleanness do not necessarily reveal the same cleanness when applied as schemes for organizing action. When the scholar becomes educational leader, he is seldom concerned with doctrine per se; he is concerned with the interpretation and implementation of doctrine, and in his hands and in this context the distinction between doctrine and programme loses significance.
382. When this occurs, the search for a distinction is often like trying to locate a shadow line: at times it seems neat and clean, at other times blurred. Such a line has the further unsettling characteristic of being constantly on the move; what today is expressed purely as doctrine has tomorrow been given programmatic interpretation, and allegiance has spread from the slogan to the programme which has been attached to it. Conversely, what has been introduced on the action level finds need for rationalization, and from this rationalization a new increment is added to doctrine.
383. When operations have begun, a further difficulty develops. On the one hand, doctrine without programmatic interpretation has a hollow ring; one questions if it has real content or meaning. On the other hand, once programmatic interpretation has been worked out, this interpretation begins to usurp the place of original doctrine.
384. The most important functional linkages are with the institution's customers. In an institution heavily dependent upon markets, the enabling linkages tend to merge with the functional linkages, but we shall here treat them as conceptually separate.

The mere fact that a market demand has been identified is insufficient to guarantee that the institution's services will in fact be sought. The normal techniques of advertising and sales promotion are only a partial answer to the marketing problem. The expression functional linkage is an apt one, since it suggests that the problem is one of identifying a mutuality between the institution and its potential clientele, that they may serve one another and become increasingly dependent on each other.

385. There has been an overwhelming sensitivity of the institution's leadership, within the authoritarian social structure, to insure support from higher status political and bureaucratic sources. Any felt need to cultivate functional linkages or to identify demands from elsewhere in the environment, or to build linkages with prospective clientele groups, were quite subordinate to the cultivation and strengthening of enabling linkages. Indeed the leadership, as long as it could sustain favourable enabling linkages, had little inducement to build functional linkages or supports in other groups in the society. Thus the problem of managing its environment was not perceived as requiring any real effort from the institutional leadership.
386. It was necessary to keep the institution out of trouble, to avoid threatening any interest which might create problems in its relationship with its enabling linkages, and this it could do by offering a low key programme which provided useful unthreatening services but made little direct effort at establishing and manipulating relationship within the environment that would make innovational transfer a real possibility.
387. If successful institution building takes place, functional linkages with other recipient institutions provide a positive alternative to enabling linkages by creating a pattern of legitimate interdependencies and giving the organization a needed measure of autonomy.
388. As regards normative and diffuse linkages, the recipient society seems to make more consistent efforts than technical assistance. This was the case for mass media support where the percentages were 30 and 40 respectively. Also, consistent mass media support by the recipient resulted in a somewhat higher percentage of successful projects than did technical assistance encouragement although both were high.
389. Again, one can tentatively conclude that when considering those linkage relationships that come to prominence at the end of the life cycle of the institution building process, the recipient society effort is more effective and vital when compared to technical assistance. Probably technical assistance effort is needed in certain situations, but the specifications of these situational contexts is not possible given the quality of the data and analytical tools now available.
390. There are some other tentative conclusions that are worth mentioning. For instance, where consistent effort is expended by either technical assistance or the recipient society in building a favourable image for the organization, the project always proved successful. One could hazard a guess that this type of activity is not undertaken unless many favourable indications of success for a project are already evident and it is recognized that the creation of a favourable image of the project in the recipient society will further insure success. This linkage relationship occurs at the end of the life cycle process. Hence, it is possible that image building is a function of having

personnel and resources free because of the successful conclusion of other activities related to the total enterprise.

391. It is only when relevant publics, instrumental accounting, and transactional accommodation cease to be pivotal concerns of organization- institution leadership and the pressure for survival ceases to be the preponderant factor in decision-making that the essence of Esman's approach to institution building becomes relevant as an operational model. For it is then that one meaningfully speaks of intrinsic valuation of the institution. If the society is characterized by a low level of social mobilization, intrinsic valuation is very much secondary to transactional accommodations, instrumental accounting, and utility maximization of relevant publics and clients in general as an index of institutionality.
392. The first limitation, significant because of its overall importance, relates to the rationale of the field of institution building itself. It stems from the bias that institutionalization is a positive process which is closely related to societal innovation. No matter how intentional this orientation may have been, it seems improper to equate institution building entirely with innovation and positive change. This restriction could, among other things draw attention away from the dysfunctional aspects of the process of institutionalization which have been the object of attention in the literature of the social sciences in general and in the modern organization theory, in particular.
393. The second limitation is the tendency of the model to view the process of institution building largely from the perspective of the institution under study, and from the omission of the role of individuals as linkages in the process of organizational institutionalization. The former view could lead to the impression that institutionalization is a one sided process that depends entirely upon the organization being institutionalized. While organizations tend to devise ways of controlling their environment, total environmental control is never within their power. The process of institutionalization of an organization may be enhanced by the decision of another organization with needs for complementary services.
394. Individuals play other important roles as linkages in the process of institutionalization at least in two additional ways: namely, as prestigious personalities and as carriers of institutional values. Organizations have been following the policy of hiring retired persons for example, for their Board of Directors. Universities do likewise for their Board of Trustees, and often a president or a chancellor may be chosen because of his prominence in the community and his ability to raise funds when needed. The presence of these outstanding individuals in a given institution constitutes a very important element of attraction of support from other social units.
395. The goal of institution builders is not simply social change. Some change in social, economic and political relationships is likely to occur over time with or without their efforts. The aim of institution builders might better be described as social control. By building institutions, persons should be better able to control the course of change and to accomplish certain desired changes within a shorter period of time than would otherwise be possible. Once established, institutions commonly permit persons to control in some degree the demands for change which arise over time. Thus,

institutions may be seen as giving their members some control over time itself. What social scientists seeking to assist in institution building need to formulate and verify are models of social change and social control.

396. The institution-building model provides a helpful way of looking at complex phenomena but thus far has demonstrated limited relevance to policy makers because of its limited predictive power (save in special circumstances such as decisions regarding external aid). It is limited in predictive power not so much because the model is faulty but because we have not yet developed sufficiently sharp analytical tools to find answers to what policy makers need to know and to provide comparability in data between different organizational entities. In short, the institution-building model, at its present stage of refinement, is more analytically elegant than relevant to the real world of public policy in India.
397. Leadership delivers resources: Leadership promotes the doctrine internally and externally. Leadership keeps the internal structure functioning. Leadership mobilizes the organization to accomplish the programme. Leadership establishes and cements linkages with external groups. Leadership is alert to opportunities to incorporate new groups for support, output and acceptance.
398. Doctrine dramatizes the new idea, as well as innovation and change. Doctrine helps to sell a programme and the organization with it. Doctrine defines the goals. Doctrine can generate support. Doctrine helps to define and limit internal and external conflict. Doctrine absorbs ideas and needs and combines them with the new ones to make the organization acceptable in the society.
399. Programme provides impact in the environment: Programme provides visibility. Programme provides vital contact with the environment. Programme is the ultimate testing ground for output. Programme promotes support by the environment of the organization. Programme provides a specific focus for change-oriented activities. Programme provides an identity for clientele and staff and ultimately for the society.
400. Resource mobilization involves using old and new sources: Resource mobilization involves a wide variety of elements, money, people, technology, etc. Resources hold the organization together until it can become accepted. Resources provide internal strength and cohesion in the organization. Resources contribute to autonomy.
401. Internal structure is a key to converting resources to programme: Internal structure is a base for organization mobilization. Internal structure is a device for demonstrating innovative capacity. Internal structure provides a means for resolving internal conflict. Internal structure is a means for reflecting goals and doctrine.
402. Enabling linkages provide power to act: Enabling linkages provide protection. Enabling linkages provide initial resources. Enabling linkages support a new public image.
403. Normative linkages show what values must be observed: Normative linkages can provide support in making new ideas fit present values. Normative linkages define relationships with other organizations. Normative linkages can help legitimize activities. Normative linkages provide the framework for defining objectives in the national institutional structure.

404. Functional linkages provide inputs the organization needs to function: Functional linkages promote the use of what the organization does. Functional linkages help define programme boundaries. Functional linkages provide opportunities for mutually beneficial support in the environment. Functional linkages reinforce the effect on organizational clientele.
405. Diffuse linkages broaden the base of support: Diffuse linkages strengthen the public image of the organization. Diffuse linkages provide alliances with other change-oriented groups. Diffuse linkages promote an understanding in the society of the goals of the organization. Diffuse linkages help reinforce acceptance by the society.
406. A Guide for Project Designers: The Institution Building model has a limited value if it can only be used for ex post analyses. Analysts and practitioners alike need an analytical capability for preparing strategies for institutional development and predicting the consequences of these approaches.
407. An organization's Balance Sheet can be viewed as consisting of elements of internal asset value and external asset value. Important within the former is doctrine and its closely related concept of staff morale. The latter is the perception of an institution's clients, sponsors, competitors, and others, relatively speaking, within their value systems. Quantitative estimators can be developed with regard to image strength, connotation strength, and endurance of purchasables by using prescribed techniques for identification of these dimensions of an institution.
408. Efforts are being made to quantitatively and precisely assess dimensions of institutions which will permit both their more precise planning and more objective evaluation. While the literature thus far has been impressive, it is far from being exhaustive with regard to the potential that exists. Historians may well record that these efforts made in the revision and refinement stage of the institutional building literature were only first attempts.
409. The Macro Perspectives: The role of institutions in societies, in general, and in their development processes, in particular, has not received the amount of attention in the literature in the current revision and refinement phase as have the more micro-oriented concerns. Nevertheless, some significant insights have appeared with regard to how institutional change within a market-oriented society occurs. Prior to discussing these contributions, however, the stage needs to be set with regard to the effect of the orientation of donors and the early insights provided by previous writers.
410. Working for the Poorest of the Poor: The NGOs in different countries have been the most explicit in focusing on those in the low end of the income distribution in developing countries. This so-called New Direction has significantly influenced the programming of the NGOs' resources in the last decade.
411. This orientation of important members of the donor community is relevant in that questions have been raised concerning the role of institutions in donor efforts to reach the poor. Unfortunately, because a level of education and sophistication is required in order to develop and direct institutions, some have contended that institutions are elitist in nature and, hence, are irrelevant when programmes are focused toward the poorest of the poor.
412. This contention begs the question of how any continuity and indigenous self-sustaining capacity can be developed within the host countries with regard to dealing with the problems of the poor. Although it has been highly unfortunate, this cleavage in the literature must be recognized. What remains to be said emphatically is that the development of both institutions and programmes to serve those on the low end of the income distribution scale in developing countries is not mutually exclusive. In fact, institutions are indispensable as a means of permanently moving the poorest of the poor to a higher income level if something other than the conversion of the donor community into a welfare community is to occur. The focus of donor programmes on those at the low end of the income spectrum has obvious implications for linkages, programmes, and doctrine of the institutions that are needed in order to generate the capability for dealing with these problems of the times.
413. Induced Institutional Innovation: The changes in the views in institutions is a consequence of shifts in the demand for their services. More specifically he advances a theory of institutional change in which shifts in demand for institutional change are induced by changes both in the relative price of factors and products and in the technology associated with economic growth, and in which the shifts in the supply of institutional change are induced by advances in knowledge in the social sciences.
414. In applying the induced innovation approach to several case studies, insight is obtained into significant changes that occurred during the growth process. The increases in rice yields and population pressures brought about changes in the tenure institution. In particular, the increase in rice yields was due to the expansion of the national irrigation system and the introduction of high-yielding rice varieties. Even though they were illegal under the land reform code, the number of subtenancy arrangements increased dramatically as a consequence of the pressures due to increased rice yields and population growth.
415. The second induced institutional change that occurred has been the emergence of a new pattern of labour-employer relationships between farm operators and landless labourers. In this instance because of the increased rice yields, for the customary fraction of the crop which labourers customarily received for harvesting rice, farmers demanded that only those labourers who helped with the weeding operation during the rice growing season had a right to participate in the harvesting operation. Although not of an organizational form, this institution did result in changes as a consequence of the economic development that occurred in the society.
416. The theory of institutional innovation in perspective: The public choice literature has been concerned primarily with proving institutional performance through the design of more efficient institutions. It identifies changing resource endowments, interpreted through changing relative factor prices, as an important source directing both technical and institutional change.
417. The final contribution in the macro area has been made contending that the development of an institutional infrastructure is equally, if not more, important than the development of physical infrastructure in order for economic development to occur in a given economic sector of a developing country. Using agriculture as an illustration, he contends that the institutional infrastructure is only as strong as its weakest link.

Hence, the productivity of any given institution within that institutional infrastructure is partially influenced by the relative productivities of the other institutions in the infrastructure.

418. Two approaches appear to have dominated thinking about rural institutions, and both are unfortunately fallacious. The paternalistic approach assumes that rural people are passive and fatalistic, uninterested in improving their lives and incapable of initiative in making improvements. Consequently, everything must be done for them (or to them) in a top-down, bureaucratic manner. An opposing view is the populist approach which assumes that rural people are vitally interested in change and completely capable of transforming their communities if only the politicians and bureaucrats would leave them alone. Both approaches derive from unreal stereotypes of rural people, who are neither as inert and ignorant as the first assumes, nor as virtuous and wise as assumed in the second.
419. Participation: In understanding the performance of local organizations, one key consideration is the opportunity they offer members for participation in decisions and programmes that affect their interests. We do not mean participation in the ex post facto sense that some economists use the term, to describe the distribution of benefits from growth. Rather we refer to ex ante, before-the-fact involvement in the choices and efforts producing growth, which in fact has great influence on who will benefit from the fruits of growth. Local participation can bring useful, locally-based information and local interests into decision processes, and it can reveal and tap previously unrecognized managerial and leadership talents. The opportunity to participate, even when it is taken up by relatively few local people, enhances the legitimacy of local institutions and also of national government, provides a ready outlet for the expression of grievances, and can generate local cooperative and self-help activities for development.
420. Like all good things, participation can be overdone and become unproductive for the welfare of most members of the community. Local organizations can become overpoliticized, immobilized by factionalism, with rural development objectives displaced by struggles for local power and control. Unfortunately, this extreme is often accepted stereotypically as the likely consequence of participation, especially by administrators who stand to benefit or at least have their lives made simpler by deprecating and eliminating any significant popular participation.
421. Because of the possible outcome of wayward participation, there is utility in maintaining some central power of inspection and enforcement of standards, already mentioned above. There is an equally real danger, that inspection and controls will be used to throttle participation, as seen from the case study on panchayat raj in the Indian state of Andhra Pradesh. The challenge for central government is to encourage and tolerate, even promote, a significant range of participation at various levels of organization, without having it deflect effort from the urgent needs of rural development.
422. The case studies reveal a considerable range of modes of local participation. At one extreme, participation may be manipulated by the central authorities and controlled within narrow regime-determined parameters, while at the other extreme, there can be freedom of farmers to determine how much they as individuals want to participate in the governance of local institutions and on what issues they should attempt to make their voices heard. There can indeed be much or little participation at either extreme, depending on people's response to the pressure, on one hand, or the opportunities, on the other.
423. Observers must guard against culture-bound interpretations of participation which judge farmers meeting for long hours in China or Korea simply as ritualistic or coerced because it is government-sponsored and even ordered, while regarding the same extent of participation in Sri Lanka or Israel as real because it corresponds more to Western ideas of democratic participation.
424. We think it is important whether or not rural people can, by their own decisions, affect the course of government activity, local and/or central, and we consider such participation to be of great value to farmers and their families. But we also recognize the function of less empowered participation, where there can be considerable communication, venting of grievances, solicitation of suggestions, and winning of agreement on what is to be done.
425. Rural China today seems alive and even sometimes adrift with participation, as often thousands of cadres from many communities meet for days on end; put up in schools and shops, using sleeping bags and open fires to sustain themselves, while issues, directives and evaluations are thrashed out.
426. In either case, the morale and enthusiasm of rural people can be heightened by such opportunities, however vicarious in substance and however effective or ineffective in outcome, for involvement in efforts beyond their own private sphere.
427. Our analysis of participation has shown an association, though not a perfect one, between participation in rural development. On the other hand, some success in rural development, can be achieved without much popular participation providing two conditions are met:
- there is an effective administrative system capable of top-down action to influence rural areas, and
 - the center has sufficient resources not to need local contributions. Where administration is not so effective and where local resources must be mobilized for rural development, fairly extensive local participation becomes a requirement for effecting and maintaining change.
428. The more successful cases had engaged much more extensively in decentralization of operating decisions as well as local-level planning. Decentralization is usually more effective if it is controlled rather than complete. It is not an all-or-nothing proposition, but rather a matter of kinds and degrees. Decentralization is best seen and implemented in terms of specific functions, depending on the technologies involved and on the capacity of subordinate levels of administration and organization to perform the functions.
429. Two patterns of decentralization should be distinguished :
- deconcentration of authority for decisions and action within an administrative

structure, and

- devolution, which involves transferring functions and the resources to carry them out from agencies of the center to lower-level organizations not administratively controlled by the central government.
430. There has been stress and emphasis on institution building and the new hypothesis towards a social engineering, implied top down approach to institutional development. The change in approach does not mean, however, that the need for institutionalization will disappear.
431. On the contrary, such a change has profound implications for modifying the use of the institution building principles by those who build and implement strategies for the development of institutions and for the agencies that finance the development process.
432. Institution building practitioners have found that a more participative approach impacts especially on :
- the rule makers at the center,
 - linkage formation,
 - leadership recruitment,
 - doctrine, and
 - strategy formulation.
433. On the whole, rural people are more capable and responsive than the paternalistic model of social change suggests, but less able to change their lives autonomously than the populist model presumes. There is a deep-rooted contradiction in the paternalistic approach to rural development, which expects that passive recipients will become active cultivators and responsible citizens.
434. On the other hand, the populist approach neglects the common fact that entrenched local interests can dominate organizations at the community level unless there are some rules and even controls from higher levels. What should be developed is an institutionalized system which is neither just top-down nor bottom-up nor exclusively governmental.
435. The challenge for the rules makers at the center to formulate directives that will delegate the proper authority yet not enable local power brokers to dominate is a formidable one. In many developing countries where the distribution of wealth is highly skewed, clearly defined rules of the game and continuous monitoring from the center seem to be essential if the participative approach is to be truly that.
436. Linkage formation and management is stressed in the institution building literature. Indeed, some authorities contend that it is the most important contribution found in it. Some of the early writings infer that this should be given high priority as soon as the organization is in place. However, the more participative approach suggests reversing the order of these two events. Work with key existing institutions and their leaders in the environment should precede formation of the organization even determine the type of organization put in place, if a more participative approach is followed. The implications for time required and order of events in an institution

building strategy are substantial and will be discussed subsequently.

437. Leadership recruitment differs considerably under a participative as compared to the traditional institution building approach. Under the former, much of it could be expected in the preorganizational phase. If leaders did not emerge indigenously from the group, those recruited from the outside would likely need to be approved by the organizing group. Clearly, the emphasis on leadership in the literature warrants the early leadership cadre being approved by the organizing group, at minimum, and being selected by them, at maximum.
438. The implications may be greater for doctrine than for any other element in the institution building model. The participative approach has doctrinal implications in and of itself. The motivating function of doctrine should be strong for the organizing group if they feel they largely own the new institution from the outset.
439. Likewise, the clarity of purpose and singleness of vision for an institution should be enhanced by a more participative approach. Clearly, the opportunity to infuse the new institution with value, i.e., institutionalize it, should be expected to be greater for a participative approach than for a top down orientation.
440. Strategy formulation and content for a new institution under a participative approach will differ from the traditional one. Used in the sense of a series of predetermined, time-phased steps directed toward a specific goal, strategy with regard to formation will differ in terms of the actors who serve as its chief architects in the participative as compared to the traditional institution building approach. In the former, some of the chief architects could be expected to come from the organizing group. In the latter, these architects can be expected to be at the center.
441. A change in the project designers will frequently result in a change in the design as well. Even more, the content of the strategy can be expected to be different. The time for preorganizing an institution building project in its environment will add considerably in most cases to the time allocated up front for a project. Advocates of the participative approach would be expected to justify this additional time by maintaining that it increases the probability of ultimately institutionalizing the effort.
442. Before turning to the implications for funding agencies, two comments are in order. The first is that the above discussion speaks to new organization situations rather than revitalization of an existing institution. While the implications for the latter are somewhat different, the basic thrust of grounding an institution as solidly as possible in its client groups in the environment is equally applicable for all institutions, regardless of where they are in their life cycles. The second is that the basic need is for institutionalization of development-oriented institutions. The difference is one of approach, not ultimate objective.
443. Funding agencies, especially external donors, have a limited number of alternative points of intervention available to them. The institutions and government policies offer the greatest potential for influencing the direction of development. In many instances, government policies are not accessible as points of intervention.
444. Hence institutions take on increased importance for donors as well as being crucial to the host governments development efforts. As a result, the potential to overwhelm,

from the top down, recipient host institutions is very great.

445. There is a potential to be paternalistic in designing institution building strategies to accomplish the donor's objectives in as short a time as possible. Evidence in the literature suggests this is a formula for failure if the ultimate objective is a self-sustaining, auto-catalytic institution, one that truly is infused with value by the using society.
446. The role of a donor truly interested in fostering institutions that will serve as engines of the development process is a most challenging task. Hence, donors are well advised to read carefully the literature of lessons learned, especially in the last decade. Two of them are especially worthy of attention.
447. First, the capital-assistance process format does not fit institution building situations well. The rush to obligate technical assistance funds results in, for example, technical assistance personnel arriving on the scene with counterpart personnel hardly knowing they are coming, much less agreeing to the objectives some high-level administrator in their institution agreed to.
448. How can the clientele groups, which the institution is supposed to serve more effectively as a result of the technical assistance, feel they have an ownership interest in such a venture? Clearly, a shift to a more participative approach, especially at the outset of a project, has merit if the creation of truly viable institutions is the donor's ultimate objective.
449. The second lesson learned is that institution building is both an extremely complex and a time-consuming process. The complexity of the process is indicated by scholars, some of whom are in their third decade of studying institutional building, who say much remains to be researched. In fact, analysts are just learning to ask some of the right questions in complex areas of the process.
450. The time-consuming nature of the process is evidenced by the apparent success of the learning process approach, which is likely to always require more time than the traditional approach. But this is not surprising. Careful reflection on what institutionalization is all about infusing an organization with value suggests that there are no quick, easy solutions.

Dr. Priya Ranjan Trivedi has adopted all the above mentioned 450 principles related to institution building practices during all his professional career of 45 years. He has also researched as to how and why an institution is created ?, how it gets indisposed ?, how it gets stagnated ?, how it gets murdered ?, how it dies of natural death, what are the prescriptions for overcoming the stages of stagnation.

Dr. Priya Ranjan Trivedi is all out to transfer these appropriate technologies of institution building to other institutions, groups, individuals, governments, universities, colleges, institutions, schools besides national as well as international organisations contemplating to strengthen the cause of institution building in any country of the world.



Founder Chancellor of IGTAMSU Dr. Priya Ranjan Trivedi being felicitated on his 69th Birthday by the present Chancellor of IGTAMSU, Dr. Markandey Rai on 13 March 2019.

INSTITUTION BUILDING IS NATION BUILDING

Institutions are 'identified with a social purpose and permanence, transcending individual human lives and intentions, and with the making and enforcing of rules governing cooperative human behaviour'.

"Individuals may form communities, but it is institutions alone that can create a nation," observed Benjamin Disraeli.

What makes an institution endure? What factors govern the prospects of perpetuity? What drives the need to connect and collaborate? These are vital questions to reflect upon to unravel the components of institution-building. In the words of Robert Browning, a leader must "recognise that our aspirations are our possibilities."

Leadership of an institution is not just a duty, but an obligation. In a highly-acclaimed article, "What Business Can Learn from Non-Profits" in Harvard Business Review of July-August 1989, Peter Drucker observed succinctly: "Non-profits need management even more than business does because they lack the discipline of the bottom line." True indeed.

The way forward would be governed by a shared vision, strong focus on execution, measurable outcomes, accountability and transparency - paving the way in creating sustained institution-building and enhanced equity of the enterprise. "A pearl is an oyster's biography," observed Federico Fellini.

A strong constitutional framework, a relevant set of bye laws, a well-articulated vision document, a transparent value proposition, a robust secretariat to enable efficient execution, and a platform for collaborations and alliances, clear performance measures to achieve the goals are all integral components of what a leader has to institutionalise.

Institution-building is nation-building. The abiding purpose of any institution is to unravel remarkable possibilities of contributing through a collective process, which is the bedrock of its existence. An institution must endeavour to build the dreams of its collective future on the history of its rich past; a vision to excel, without losing out on that which is essential and definitive.

As Shelley wrote in his wonderful poem 'Adonais', we perhaps must acknowledge that: "The splendours of the firmament of time/May be eclipsed, but are extinguished not. Like stars to their appointed height they climb." The quest of an institution must be to do exceptional things, to realise its vision but even more importantly stay committed to doing ordinary things exceptionally well.

Institutions must be willing to refresh themselves and welcome change, to endure and retain relevance into the future. "Asking 'what is right for the enterprise?' does not guarantee that the right decision will be made. Even the most brilliant executive is human and thus prone to mistakes and prejudices. But, "failure to ask the question virtually guarantees the wrong decision" reflected Drucker.

In the course of its journey, an opportune time to initiate constitutional reforms and to

revisit and renew workflow processes, outcome orientation and the ways of working together are paramount. The formation of a secretariat, in the case of an institution, is one of the most far-reaching and strategic decisions a not-for-profit organisation takes in the course of its journey. To stay relevant and prepare the institution for the future that beckons is the leader's role.

In an enlightening research on corporate longevity, titled 'The Living Company', Arie De Geus made a startling observation after studying firms across the world. The average life expectancy of a company seems to be just a modest twelve and half years, and even much larger entities manage an average life span of around forty to fifty years.

An organisation must therefore constantly evolve to sustain itself. It is the role of a leader to enable the collective responsibility and empower the institution to imagine what it would be for the future generations and lead the change that refreshes the institution and uphold its relevance for the decades ahead. Good governance needs to be the central pillar of the vision a leader articulates for the institution, as it serves as the bedrock that instills a high degree of professionalization, fortifies credibility, and helps strengthen the institutionalisation process. The leader of an institution is the trustee, for the current and future generations.

The quest of the leader could encompass the need to enable a virtuous circle, of strategy to execution, where one good thing leads to another. Make institution-building and strengthening process a present-continuous state. This is true perhaps even for leaders of for-profit organisations and the commitment to function as a trustee with openness and transparency while driving desired outcomes, to grow and consolidate, will enable the enterprise to be an institution that endures beyond one's own tenure.



Dr. Priya Ranjan Trivedi, Patron, NICER and Dr. Utkarsh Sharma, Director, NICER with the Ambassadors, High Commissioners and Academicians during the Skill and Vocational Education Summit held on 12 March 2017 under the aegis of NICER.

SUGGESTIONS OF Dr. PRIYA RANJAN TRIVEDI FOR MODIFYING INDIA'S DEVELOPMENTAL POLICIES

Dr. P R Trivedi after analysing the weaknesses in the present developmental policies of the Government of India has great pleasure in suggesting the following changes and modifications to Hon'ble Prime Minister of India:

FOR OVERALL DEVELOPMENT OF YOUNG PEOPLE

1.1 Principles

Dr. P R Trivedi wants the BJP Government to believe that the key issues for India's young people are:

- a) access to secure, affordable and appropriate long term housing;
- b) meaningful work and a competency based wage system;
- c) access to education and training;
- d) a clean and healthy environment;
- e) access to diverse cultural and recreational facilities;
- f) access to reliable and affordable transport;
- g) access to a living environment which is free from the threat of physical or emotional abuse or discrimination of any kind; and
- h) access to health services which focus on the social, economic and environmental factors that impact on the lives of young people.

Information about services available to young people must be accessible and comprehensible.

We oppose all forms of ageism, and support initiatives to counter this, including public education and affirmative action.

Youth interests must be included in public policy decision-making, and this requires greater input from young people themselves.

Recognising that young people have a positive contribution to make to society, we support representation from young people at all levels of Government. Young people must not only play a central role in formulating those policies which affect them, but they should be included more widely in general policy formulation.

1.2 Goals

Dr. P R Trivedi wants the BJP Government to believe that we will:

- a) facilitate processes which allow young people to express their needs and aspirations at all levels of Government, as well as in their own communities;
- b) listen to young people through regionally based Youth Advisory Committees comprising representative groups of young people with a range of interests and skills, who will meet to discuss ideas, initiatives and solutions to problems, as well as provide feedback and advice on Government programmes. These Advisory Committees will have input at both state and national levels, to assist with greater coordination of national, state and local initiatives;
- c) support the right of people from the age of 16 years to vote and to hold public office, in recognition of the increasing awareness of and responsibility towards current issues of young people.

1.3 Short Term Targets

1.3.1 Unemployment

We will work towards the implementation of a national employment strategy for young people, to be administered at a local level with a focus on facilitating community development.

Local Employment Committees will be established. They will provide vocational training, financial support and the development of job opportunities which address needs within local communities and promote green jobs.

We also support greater representation of young people on regional economic organisations and greater recognition of community-based organisations which will finally generate environment friendly and sustainable as

well as socially useful employment opportunities.

All labour market and training programmes must be developed in consultation with young people and should not be discriminatory on any grounds, including age.

1.3.2 Education

Our education system must be able to provide the intellectual and social skills necessary for confronting the social and environmental problems now facing India. The skills and knowledge of indigenous as well as non-indigenous ancestry and culture must be shared with our young people to give them an understanding of the basic solutions to our cultural crisis.

We are committed to:

- a) diverse and inclusive curricula at the school level;
- b) supportive school environments that cater for social and academic development and raise self-esteem;
- c) support for early intervention programme;
- d) more flexible pathways to employment and training;
- e) increased emphasis on training in life skills;
- f) ensuring that training programmes are relevant and accessible, and that they are directly connected to ongoing employment opportunities; and
- g) civic education to enable greater understanding of and participation in all spheres of Government.

1.3.3 Youth Justice

The recognition of young people's issues and needs is inadequate in India's legal system. Young people often feel regulated by the law but without adequate access to and support from the legal system or their legal rights. Young people should be protected from violence, discrimination and exploitation.

We support:

- a) immediately establishing a Children's Bureau including a Commission for Children as well as a Children's Ombudsperson; and
- b) the development of a Children and Youth Justice Strategy which would include community legal education and an advocacy programme for young people.

1.3.4 Health

There are many serious health issues facing young people in India. Good health is closely connected to lifestyle. While young people should be encouraged to take responsibility for their own health, we recognise that physical and emotional wellbeing is often compromised by inadequate access to appropriate housing, income support, meaningful work, creative or recreational opportunities as well as by degradation of the environment.

An integrated and holistic approach to health policy is necessary.

Recognising the urgency of the problem, we support the development of strategies to deal with youth suicide and mental health problems among young people.

We also support increased HIV/AIDS education and more preventive programme targeted to young people with eating disorders.

1.3.5 Housing

The number of homeless youth in India is increasing and projections suggest this situation will worsen in the future. Adequate housing and especially secure long term housing are fundamental to young people working towards their chosen lifestyle.

We support facilitation of community housing and housing cooperatives in urban areas as a means to servicing the young homeless.

We support co-housing and all other forms of multiple occupancy.

Young people should be involved in the planning and development of housing appropriate to their needs.

1.3.6 The Environment

Young people have a clear interest and concern in the wellbeing of the planet. Respect for the environment is essential to the security and wellbeing of future generations.

We support community-based employment, housing and cultural activities which increase the quality of life and empower young people without consuming vast amounts of resources and generating excessive waste.

We encourage Government support and facilitation of innovative environmental projects including urbanised community farms as well as gardens, alternative housing construction, design, energy conservation and alternative energy generation, recycling and secondary resource management.

POLICIES FOR OLDER PEOPLE

2.1 Principles

In recent years, political parties have been primarily concerned with economic indicators of value. They have devoted scant interest to quality of life issues. When the value of people is measured by their productive capacity inside the market place, older people tend to be disregarded, considered only when their votes are needed at election time.

We consider it fundamental that older people be accorded the same consideration and respect as everyone else. The experiences, skills, wisdom and memories of older people are assets for the whole community. We oppose all forms of ageism, and support initiatives to counter this, including public education and affirmative action.

2.2 Goals

We aim to give older people control over their own social situation, enabling them to realise their potential as fully participating members of society.

This means that they should have the power to take part in designing the institutions that will affect their well-being.

The exercise of choice to determine how to live, and what kind of care is needed, is as important for older people as for everyone else.

2.3 Short Term Targets

We are working towards:

- a) promoting a supportive environment for older people;
- b) giving everybody the right of early retirement;
- c) ensuring that the right to work is not governed by age;
- d) adequate health services;
- e) ensuring that older people have access to a range of suitable accommodation including quality public sector housing;
- f) personal care for all older people;
- g) providing sufficient home and institutional care so that older people who need assistance can be assured of living out their lives in comfortable and dignified surroundings that are appropriate to their individual conditions and capacities;
- h) easing the problems of transport for older people;

POLICIES FOR THE DEVELOPMENT OF WOMEN

3.1 Principles

We are committed to the following:

- a) the protection of women's rights to equal respect, opportunity and responsibility in society;

b) basing policies on ensuring equal access by women to all areas of political, social, intellectual and economic endeavour;

c) increased and equitable participation by women in all decision-making processes;

d) infrastructure changes to protect women from inequality, exploitation, poverty and violence; and to enable them to reach their full potential;

e) the right of women to make informed choices about their lives - lifestyle, sexual identity, health, whether to bear children, their reproductive process, etc. Discriminatory laws against women must be repealed. Women and men should be able to choose whether they participate in the areas of paid work and/or domestic responsibility.

f) women having equal access to all forms of education and training.

3.1.1 Women and Violence

All women have a right to safety at home, on the street and in the workplace, but violence against women is not only a women's problem. Breaking the cycle of domestic violence in particular is a societal problem and the provision of shelter and refuge should be considered only a short-term solution. Any act of violence should be condemned publicly and privately as unacceptable. Our long-term objective is to create an environment of nonviolence, and to provide care and protection for victims in the interim.

3.1.2 Women and Pornography

We oppose the production, performance, display and distribution of pornographic material which depicts women and children as suitable objects for violence and sexual exploitation.

3.1.3 Women and Education

We seek to ensure educational experience and outcomes for girls and women that enable full and equal participation in all aspects of economic and social life.

3.1.4 Women and the Environment

The environmental decision-making process has, to date, largely excluded women.

Some environmental planning and decision-making needs to be decentralised and devolved to local communities in such a way that the concerns of all people are heard.

The domestic sector and those industries where women predominate should have equal representation in environmental planning and decision-making.

3.1.5 Women and the Arts

We support greater recognition of women's contribution to arts and acknowledge the role of women in shaping and representing cultural norms.

We will work towards ensuring that the views of women are represented, for example, through such avenues as representation of women on Arts Advisory Boards.

3.1.6 Women and Sport

We support equal access for women and men to recreation facilities, coaching, sports education, competition, media coverage and funding. The need for programme which encourage girls to continue sporting and recreational pursuits beyond early secondary schooling is a priority.

3.2 Goals

3.2.1 Political and Public Participation

We will work towards:

- a) ensuring that any reform is consistent with India's commitment to the UN Convention on the Elimination of all forms of Discrimination Against Women (UN-CEDAW);
- b) ensuring equal representation of women in decision-making processes in the organisations of at all levels, local, state and national; and
- c) ensuring that all public boards and committees will have a statutory requirement for equal representation of women and men.

3.2.2 Women and Violence

We will work towards:

- a) a review of all relevant laws which have bearing on violence against women, treatment of victims and perpetrators; and
- b) ensuring women's access to safe and secure accommodation through a comprehensive housing policy and the provision of adequate emergency housing.

3.2.3 Women and Pornography

We will work towards promoting the use of legal complaints procedures and processes.

3.2.4 Women and Health

We will work towards:

- a) ensuring research and development funds are allocated both to women researchers and into women's health problems;
- b) ensuring changes to the education of health providers with regard to women's health issues;
- c) improving women's access to information regarding their health in order that appropriate personal decisions can be made;
- d) preventive health strategies targeting women and girls, including those which reduce the incidence of smoking amongst females;
- e) providing strategies for more women medical practitioners to enter those specialisations where women are currently under-represented.

3.2.5 Women and the Workforce

We will work towards:

- a) ensuring equal opportunities for people employed in the paid work force with family responsibilities;
- b) ensuring the provision of adequate child care facilities in the workplace;
- c) encouraging flexible working conditions to enable workers with family responsibilities (eg. parents minding young children, and adult children minding ageing parents) to fully participate in the workforce, and avail themselves of opportunities equally with those who do not have those responsibilities;
- d) providing centres for continuing education and training for workers, including training and promotion opportunities for part-time and temporary workers;
- e) taking steps to facilitate re-entry, without loss of occupational status, of people who leave the workforce for parental leave or family responsibilities leave;
- f) ensuring changes brought about by strategies relating to the elimination of sexual discrimination will not place undue and unequal responsibility upon women and add to women's workload;
- g) ensuring that award restructuring includes the specific aim of upgrading and broadening the low-paid, low-status positions that have traditionally been work for a majority of women, particularly migrant women; and
- h) ensuring that women enjoy the full benefits of enterprise bargaining arrangements, particularly in the traditional work areas such as the service industry, where there is low union representation.

3.2.6 Women and Education

We will work towards:

- a) ensuring that a National Policy for the Education of Girls in Indian Schools is implemented at all levels, until national indicators on education outcomes are relatively equal for women and men;
- b) the elimination of gender-based harassment in school and educational institutions and the establishment of Equal Opportunity offices to assess and consult about the effectiveness of programme and policies to achieve this;

- c) ensuring that teacher training for new and continuing teachers critically examines the patterns of sex role stereotyping that occur in our society;
- d) continuing Territory / State / Central programme to promote girls' and women's greater participation in access to school, and university education, especially in science and technology disciplines;
- e) promoting policies to achieve a higher retention rate of women at higher degree level in universities; and
- f) promoting policies to encourage a higher representation of women academics in all faculties of universities, and a higher proportion of women in senior academic positions.

3.2.7 Women and the Law

We will work towards:

- a) remedying existing discrimination by ensuring a higher representation of women on legislative and judicial bodies;
- b) examining ways women could be encouraged to enter private practice and the bar;
- c) encouraging women to enter all areas of the legal profession,
- d) reviewing all laws which have a bearing on violence against women;
- e) developing further options for the protection of victims, and for the naming of perpetrators;
- f) addressing the myth of 'victim-blaming' by promoting change in societal attitudes to violence;
- g) removing sexist language from existing laws, and ensure future legislation is non-sexist and does not assume assignment of roles according to sex;
- h) repealing laws relating to sex work.

3.2.8 Women and the Environment

We will work towards:

- a) implementing strategies and programmes to ensure that all environmental assessments include consideration of impact on health, community and women; and
- b) implementing strategies to ensure that women's needs and advice are considered in the area of urban planning.

3.2.9 Women and Sport

We will work towards:

- a) developing monitoring strategies for equal opportunity and anti-discrimination principles to be applied to the administration of all sporting organisations; and
- b) ensuring allocation of funding and awards will not be discriminatory and will allow equal opportunity for women.

3.3 Short Term Targets

3.3.1 Political and Public Participation

We will work towards developing programmes and strategies to provide women with the skills to be effective candidates and members of parliament and to actively promote women to stand as candidates for election.

3.3.2 Women and Violence

We will work towards:

- a) establishing a national enquiry into sexual assault and uniform sexual assault laws. Specifically, the Party want recognition of sexual assault within marriage and relationships;
- b) providing education from early primary school level on non-violent conflict resolution;
- c) addressing the health effects, both physical and emotional, of violence against women, through adequately funded, appropriate health and education programme;
- d) using publicity and educational campaigns to bring about a change in the way violence is viewed in our society, which includes a strategy to educate men that violence against women is a crime;

- e) expanding crisis services for women, with and without children. These include refuges, and services in areas such as rape crisis, abortion counselling, incest and domestic violence. Special provision needs to be made for geographically remote locations.

3.3.3 Women and Pornography

We will work towards:

- a) extending classification systems to include video games, live performances and other leisure technologies;
- b) strengthening regulation on the display of advertising of material which includes violence against and sexual exploitation of women and children;
- c) instituting an education programme to encourage critical examination of the role that the entertainment industry and the media play in the portrayal of women and children as victims of violent and sexual exploitation;

3.3.4 Women and Health

We will work towards:

- a) ensuring access to safe contraception on demand for all women, and information on options available;
- b) ensuring that women have a choice of where and how to give birth and information on available options;
- c) repealing all laws which restrict the right of women to choose abortion and which restrict access to services; and
- d) ensuring access to legal, affordable, humane and safe abortion for all women, and provision of counselling pre and post-termination.

3.3.5 Women and the Workforce

We will work towards:

- a) ensuring that apprenticeships and training programmes have positive discrimination towards women to ensure that opportunities are not denied to women because of inaccurate evaluation of women's ability;
- b) giving the provision of maternity and paternity leave equal status in order to encourage the sharing of the parenting roles and equality of gender in the workplace;
- c) undertaking programmes to raise awareness on issues of gender equity in the workplace and in education;
- d) ensuring that women have access to adequate retirement income, including superannuation; and
- e) ensuring continuation of superannuation during parental leave.

3.3.6 Women and Education

We will work towards:

- a) providing adequate funding for the support structures and the support personnel necessary to implement national policy;
- b) ensuring that affirmative action is practised in schools to overcome the attitudes inherent in our society that result in different expectations for girls and boys. Such action would include changing school curricula and increasing girls' participation in areas of maths, science, technology and trades;
- c) the application of affirmative action to increase the number of women in senior, policy and decision-making positions in educational systems;
- d) providing bridging courses for women to facilitate their entry into the formal education arena;
- e) expanding women's participation in science and technology to ensure that the introduction of new technology does not further the advantage of men; and
- f) increasing women's access to training and education in the use and understanding of computers and computer technology.

3.3.7 Women and the Law

We will work towards:

- a) applying affirmative action to ensure that more women hold senior level positions within the Public Service departments responsible for policy, administration and enforcement of the law;

- b) applying affirmative action to ensure that more women hold senior faculty positions within Schools of Law;
- c) strengthening laws which prohibit portrayal of women or children as objects of violence or sexual exploitation; and

3.3.8 Women and the Environment

We will work towards:

- a) ensuring equal and proportionate representation of women on environmental decision-making bodies; and
- b) applying affirmative action principles to ensure women are able to participate at all levels of planning, implementation and assessment of environmental policy.

3.3.9 Women and Sport

We will work towards:

- a) providing public education to raise awareness of women's rights to equal recreation and the importance of this; and
- b) providing public education to change attitudes towards women in sport.

POLICIES FOR HEALTH

1.1 Principles

We believe that good health is dependent upon:

- a) the environmental, social, political, economic, cultural and spiritual context of life;
- b) protection of the biosphere and Earth's ecosystem, and ecological sustainability;
- c) peace and nuclear disarmament, freedom from war, freedom from violence in the community and in the home;
- d) social justice and community participation in decision-making;
- e) the provision of equal access to affordable, appropriate health services, which emphasise care as well as cure;
- f) an emphasis on community-based and community-controlled primary health care, available from a comprehensive range of service providers;
- g) the placement of greater emphasis on health promotion, disease prevention and education for optimum health;
- h) research which encompasses traditional and alternative/ complementary treatment modalities;
- i) an intersectoral approach to policy-making with health-outcomes criteria affecting decisions made across a range of portfolios, such as transport, housing, environmental protection, employment, local community services and education;
- j) the availability of a universal health fund covering not only medical and hospital, but including the full range of appropriate health services and also including dental and nursing services; and
- k) forms of treatment which have been developed in an ethical framework which acknowledges true environmental and social cost/benefits.

1.2 Goals

Our aim to:

- a) develop and implement a national environmental health strategy which supports a public health approach to health enhancement, and identifies clear national health priorities;
- b) reduce high hospital admission rates by re-orienting health service provisions to a public health focus which is preventive, and to a primary care approach concerned with maintenance of optimum health status;
- c) phase out the use of animals for medical research;
- d) instigate a parliamentary inquiry into iatrogenic deaths in hospital;
- e) develop, with widespread community consultation, a Health Bill of Rights and Responsibilities;
- f) ensure that India fulfils international obligations to address environmental issues which impact on health;

- g) ban the use of hormones and drugs on farm animals, other than those medications which are therapeutic and individually prescribed by veterinarians;
- h) restrict the use of chemical food additives and the practice of irradiating food;
- i) consider the effects of fluoridation of drinking water;
- j) expand the network of multi-disciplinary community health centres which will provide a range of treatment options, with community-based control of resource allocation;
- k) expand the availability of birthing centres, where midwives provide primary management;
 - l) expand the availability of mobile women's health centres in remote and rural areas;
- m) initiate programme aimed at reducing suicide rates, particularly among young people and people in rural areas;
- n) reintroduce dental care as a service claimable under Medicare.

1.3 Short Term Targets

We support:

- a) the maintaining of Medicare;
- b) an increase in the Medicare levy on the basis that such funds (i.e. those derived from the increase) be directed specifically to primary and public health care (i.e. to maintenance of optimum health) rather than to reactive disease management interventions;
- c) the proposal that all pharmaceutical drugs be sold under their generic name as well as under their commercial one and that the generic name appear in all advertising for a particular drug;
- d) the implementation of legislation whereby Medicare rebates are available across a wider range of therapeutic interventions;
- e) the development and implementation of social policies to address the widespread over-use of medications.

POLICIES FOR IMPROVING THE STATE OF EDUCATION AND TRAINING

2.1 Principles

We support:

- a) a vision of education as a life-long process of intellectual, physical, emotional, ethical and cultural development, taking place in a variety of formal and informal settings, and aimed at empowering people to live purposeful, satisfying lives, to help develop communities that are peaceful, just and ecologically sustainable, and to extend that ethical commitment to the other peoples of the world. Lifelong education can enable all citizens to make a lifelong constructive and creative social contribution;
- b) a vision of lifelong education, within which each person may be called on to become a teacher sharing skills, knowledge and insights with others;
- c) the right of all people to have access to educational experiences appropriate to their needs, abilities and aspirations, and to adequate financial support while undertaking formal educational programme;
- d) the right of all children to an education;
- e) the right of all people who are committed to home-schooling to choose to educate their children at home;
- f) major programme to create jobs, and the development of a rational approach to workforce planning at the national level, so that all people may participate in socially useful and satisfying forms of work;
- g) the maintenance and strengthening of a quality public schooling sector;
- h) the right of parents and citizens organisations, community groups and academic and student unions to play a significant role in setting directions, priorities, curricula and the running of the public education system. This will assist the development of an education system appropriate to a multicultural India, which places more value on a sense of community and enriching personal relationships than on motives of competition and profit which presently permeate our society; and
- i) the important roles played by professional associations, private providers, community groups and business in providing educational opportunities.

Recognising that in a technological society, empowerment of the individual relies on his/her ability to effectively use communication technology and information systems, we will support education policies to enhance the opportunity for all Indians to become scientifically and technologically literate.

2.2 Goals

2.2.1 General

We will work to:

- a) provide a quality public education system with guaranteed access for all;
- b) develop a national work-force planning capacity based on sound research, and reflecting national industry and employment objectives which are built on the fundamental principles of social justice, sustainability and increasing national self-reliance;
- c) develop lifelong education and training options which enable people to change occupations as they mature and grow older;
- d) provide additional incentives and provision for a continuous cycle of in-service training for teachers at all levels of education, including tertiary teaching;
- e) develop the associationist principle, leading over time to a diminution in the role, authority and scale of centralised educational bureaucracies, and an increased level of democratic and responsible community involvement and authority in setting the educational objectives and curriculum content of our schools; and
- f) increase emphasis in education on such aspects as:
 - understanding human relationships and psychological processes,
 - physical and emotional health and well-being,
 - dignity and self esteem,
 - the development of an ethical commitment and of caring attitudes to other people and to the planet,
 - the importance of cooperation and social benefit rather than competition and profits as social goals,
 - a sense of responsibility for the well-being of future generations, and
 - adaptability and flexibility.

2.2.2 Tertiary Schooling

We will work to:

- a) implement a policy of free tertiary education;
- b) extend access to tertiary education through development of more decentralised campuses, through the use of distance delivery modes and through open access programmes;
- c) conduct environmental audits and environmental development plans in all tertiary institutions; and
- d) encourage all tertiary institutions to include environmental programmes among their courses.

2.2.3 Primary and Secondary Schooling

We will work to:

- a) review the current National Statements in the key learning areas to ensure that:
 - there is a balanced concern in school curricula for all dimensions of human development—intellectual, physical, emotional, ethical and cultural;
 - there is a balance between such emphases as personal development, intellectual understanding, technical and technological competence, vocational skills and learning for democratic citizenship;
 - critical perspectives and processes are integral to all areas of the curriculum in schools;
 - there is emphasis on global interdependence;
 - all curriculum areas reflect a commitment to the development of a more peaceful, just, democratic and ecologically sustainable world for all people; and
- b) increase democratic participation in the decision-making processes within schools and within home-based and community-based educational settings;
- c) guarantee the right of all children to education which promotes freedom of thought;

- d) guarantee the right of parents to choose to educate their children at home or in other settings without being bound by compulsory registration, provided they can demonstrate a commitment to ensuring a balanced education for their children; and
- e) encourage the development of local, community-based and democratically controlled public schools, through provision of capital and recurrent funding to such schools on a demonstrated needs basis, provided those schools reflect the principles of the national education policy.

2.2.4 Ethical Commitment to other Peoples of the World

We will work to:

- a) extend the funding available through international organisation for educational projects aimed at enhancing international cooperation and understanding, and at promoting social justice and sustainability within communities and countries overseas through the unconditional funding of projects devised by and for the people of those communities and countries;
- b) ensure that educational links with other societies, through such appropriate development means as training schemes, exchanges, admission of overseas students, development projects and consultancies, are characterised by justice, equity and cultural sensitivity;
- c) develop educational material and methods for future-vision building; and
- d) provide increased financial support for the activities of Development Education Centres.

2.3 Short Term Targets

2.3.1 General

We will work to:

- a) allocate increased resources to all levels of formal education, but with particular attention to supporting the renovation of the primary sector;
- b) extend Open Learning opportunities so that people of various ages in all locations may have access to quality educational programmes of formal and informal study;
- c) retain appropriate centralised conditions of employment for teachers, including the principle of tenure;
- d) extend funding and other support to community groups, non-government organisations, business, private providers and others offering appropriate community education programmes and facilities, including those catering for interest areas and segments of the population not catered for by conventional and formal educational provision;
- e) provide additional funding for students who are physically and/or intellectually disabled, or who are disadvantaged by location and/or distance.

2.3.2 Tertiary Schooling

We will:

- a) work to increase democratic participation in the decision-making processes within tertiary institutions;
- b) allow the collection of fees from students for amenities and services, provided any fees collected are under the democratic control of the student body.

2.3.3 Primary and Secondary Schooling

We will support a review of the Profiles developed in each area of the National Curriculum to ensure that they reflect the intentions of the National Statements, are supportive of sound educational principles, and are not used to promote an unwarranted technical, vocationally-driven notion of educational attainment.

2.3.4 People Requiring Special Consideration

We consider that the following groups of people should receive special consideration:

- people in remote areas; and
- people from economically disadvantaged backgrounds.

We will work to:

- a) raise awareness within the community of the educational needs of these special groups;

- b) guarantee equity of access as well as participation in appropriate curricula;
- c) establish and maintain conducive as well as educational environments;
- d) guarantee equitable resource allocation;
- e) provide specialist support services; and
- f) actively encourage such specialists to take up teaching and other positions within educational institutions.

2.3.5 Education for Sustainability

We will work to:

- a) develop a national strategy for environmental education which addresses the complete range of environmental education in the formal and informal education sectors, with some emphasis on locally based action;
- b) encourage Indian industry to ensure that its vocational practices are environmentally sound, and that vocational training (and other education) are to world best practice standards and to the best available environmental standards (which may be in advance of existing world best practice); and
- c) provide support for schools which develop organisational practices to minimise their environmental impacts (for example, energy use), and ensure that maintenance and refurbishment of infrastructure is environmentally sound.

HOUSING POLICY FOR ONE AND ALL

3.1 Principles

We will support initiatives which ensure that:

- a) new urban developments are environmentally sound, respect human scale and facilitate community interaction; and
- b) the community is able to participate fully in urban planning and in the assessment of development proposals.

3.2 Goals

We will work to:

- a) ensure that people unable to provide for their own housing are given assistance to do so by the Government;
- b) eliminate housing-related poverty by increased provision of public housing;
- c) increase tenant participation in decisions about services to be provided;
- d) review building codes so that houses are constructed in accordance with energy efficient design criteria and so that building materials are selected for their low environmental impact;
- e) regulate the materials used by the building industry so that the environment is protected from both over-exploitation and toxic processes;
- f) encourage the development of urban villages in consultation with local communities to allow people to live in ecologically and socially satisfying ways within cities; and
- h) ensure that the facilities that promote healthy communities (recreational, cultural and social amenities) receive priority in town planning.

3.3 Short Term Targets

3.3.1 General Planning

We propose that:

- a) any future urban development be based on environmental and social planning principles by
 - ensuring that house blocks are correctly aligned for maximum solar access;
 - landscaping for rainwater trapping and waste water recycling;
 - maintenance of privacy and noise controls;
 - provision of adequate public open space;
 - designing integrated cycleway networks across urban areas; and

- lowering residential speed limits.
- b) town centres be planned to contain a greater mix of commercial activities with
- introduction of more residential activity; and
 - re-humanising of the centres through more public open space and attractive urban design;
- c) different types of housing be available to cater for diverse social needs, including
- youth;
 - non-family groups;
 - the disabled; and
 - older people;
- d) the community's reliance on private motor vehicles be reduced through
- improvements in public transport;
 - concentration of residential, educational and small-scale commercial development around neighbourhood shopping centres;
 - the introduction and expansion of commuter cycling systems; and
 - strategic location of carparking spaces.

3.3.2 Urban Development

The public transport system must be energy-efficient, economic and convenient, e.g. light rail integrated with other express and normal bus services to other parts of the cities.

We propose:

- a) that planning of urban developments focus on the concept of urban villages based on environmental and social principles;
- b) that public housing be well integrated with other types of housing;
- c) that continued funding of community housing programmes be supported; and
- d) that certificates with gradings be issued to owner-builders in remote areas so people can live in "unfinished" houses if they choose to do so.

3.3.3 Building Design

We propose:

- a) mandatory provisions requiring new buildings to meet minimum standards of energy-efficiency, noise insulation and water conservation;
- b) encouragement of local wastewater recycling, composting toilets and rainwater collection systems;
- c) adequate car parking requirements for buildings; and
- d) a system of solar access rights to facilitate the passive solar design of new residences.

EFFICIENT TRANSPORT POLICY

4.1 Principles

Our transport policy is based on:

- a) enabling people to obtain access to a wide range of destinations, goods and services in a safe, timely and energy-efficient manner which has low environmental impact;
- b) the recognition that urban form and design are crucial aspects of transforming transport policy;
- c) using integrated transport and urban planning, and incorporating environmental and social costs, so that energy-efficient modes of transport (walking, cycling, public transport, rail, coastal shipping) and non-transport solutions are able to compete for funding with the provision of facilities for cars and trucks;
- d) empowering local communities so that they can make informed choices;
- e) getting the most out of existing facilities by managing demand, rather than continually building facilities to meet projected demands; and
- f) favouring walking, cycling and public transport as the preferred modes of "passenger" transport.

4.2 Goals

Our aim to:

- a) dramatically reduce per capita and overall use of fossil fuels for transport, making the system sustainable into the future;
- b) reduce car ownership and use for urban commuting while improving the quality of service provided by public transport, especially in relation to frequency, speed and convenience;
- c) increase recognition that access to an adequate level of public transport services is a community right and that these services should remain under public control and not be subjected to full cost recovery;
- d) make users of private transport aware of, and ultimately pay for, the full costs of their transport choices;
- e) increase opportunities for the community to participate in integrated transport and urban planning;
- f) shift urban form towards the development of urban villages, to bring people and jobs together in areas well-served by public transport;
- g) reduce the direct impacts of transport infrastructure (e.g. noise, air pollution) on urban neighbourhoods and provide fair compensation for those affected by new transport infrastructure;
- h) improve the safety of roads, especially for pedestrians and cyclists, and of airways and sea-lanes;
- i) provide improved access to transport services for residents of rural India;
- j) improve services for those with special needs, including people with disabilities, youth and older people; and
- k) encourage the cycling and walking amenity of the streets by supporting, for example, lower urban speed limits on residential roads.

4.3 Short Term Targets

4.3.1 Overall

We will work to:

- a) ensure the adoption of national standards for ambient air quality equal to or better than world best practice;
- b) ensure the adoption of national noise and emissions standards for petrol and diesel vehicles equal to or better than world best practice; these standards will include requirements for testing; and
- c) develop targets for self-containment levels in urban planning; that is, measures of the degree to which jobs, retailing and local services are located with residential developments.

4.3.2 Land Transport

We will work to:

- a) in each major city, double the market share (in passenger kilometres) held by public transport compared with private cars by 2020;
- c) ensure the adoption of targets for the average fuel efficiency of new additions to the national car fleet of 5.0 litres per 100 km by 2020, reducing to 4.0 litres per 100 km by 2025;
- d) ensure the adoption of mandatory fuel-efficiency labelling of new cars;
- e) make all central funding or approvals for transport projects contingent on the achievement of specified environmental and social criteria; these criteria will include air quality standards (including greenhouse emissions), environmental protection benchmarks and public participation;
- f) ensure that in planning any new road construction, thorough consideration is given to the need for the road, viable public transport alternatives, destructive impact on local communities as well as the external costs to the environment.

4.3.3 Ports and Shipping

We will work to:

- a) cap the number of port sites at the present number;
- b) amend rules to expose oil tankers to strict and unlimited liability when travelling within Indian waters, bringing India into line with the world best practice embodied in the United States Oil Pollution Act 1990;

and

- c) institute strict and mandatory controls on ballast water discharges and on other practices that put the Indian marine environment at risk.

4.3.4 Air Transport

Recognising that air transport causes considerable environmental damage and is also less fuel efficient by a large factor than ground transport, particularly in comparison to transport by rail or by sea, we consider it important that the environmental costs of air transport are taken into account openly and incorporated into the cost of air travel.

We believe there are many unexplored possibilities for decreasing the dependence on air travel. One of these is the expansion of teleconferencing. In general, we will support measures such as tax incentives which will encourage people to fly less.

We recognise that bad planning in a number of cases has caused housing areas near airports to have an unacceptable noise level and support moves to remedy such mistakes, for example through modifying flying patterns and airport operations and compensating residents in the most affected areas.

INFORMATION TECHNOLOGY POLICY TO BE USER FRIENDLY

5.1 Principles

Our Information Technology (IT) policy flows from the basis that we must adopt lifestyles and development paths that respect and work within the ecological limits. Developments in IT need to be subject to community scrutiny and the benefits of IT need to be shared amongst all members of the community and not be used to increase power and privilege for a few.

We want the debate about technological choice brought out of the back-rooms of Government and industry and into the public arena. There must be appropriate public IT planning to ensure integration of IT into the broader social and economic objectives and to avoid the adoption of IT products becoming supplier-driven and piecemeal.

Full implementation of on-line services envisaged in some "Information Superhighway" proposals will be very expensive and the extent to which Government should fund such proposals requires further analysis. We will support sufficient Government funding to enable no- or low-cost access to e-mail, the Internet and other electronic information resources for schools, libraries and public sector organisations, in a context where the provision of such services is important to full participation in society.

We support direct measures, rather than tax incentives, which tend to be less equitable, to help organisations convert their systems to avoid the millennium bug.

5.2 Goals

Real opportunities exist for India, with a relatively educated and skilled population, to make a large contribution to developments in software, multimedia and intellectual property.

We support universal access to the fullest range of information and communication services.

5.3 Short Term Targets

We propose:

- a) the establishment of an independent Information Technology Assessment Board (ITAB), to continually assess both new and existing information technologies and to recommend Governmental action. Economic assessment would run alongside checks on health, safety, environmental and cultural impact, risks, and job satisfaction. The ITAB would have a statutory obligation to keep the public informed of its work in a clear and accessible way;
- b) the encouragement of significant value-added operations in IT, such as Research and Development (R&D).
- c) in the practices of Government Departments and in private business, the enforcement of the principles of:
 - privacy—maintaining the confidentiality of personal information; and
 - freedom of information—enabling public access to statistics and decision-making processes;
- d) the encouragement of the adoption of codes of ethics or practice for which members of practising professional bodies can be suspended or "struck off" if the code is contravened ? preventing or restricting their

ability to practise;

- e) to make Government set an example of open and responsible use of IT in its own systems;
- f) the promotion of the development of networking standards for global operation in order to boost international communication, understanding and trade;
- g) support for a democratic, egalitarian operation of the Internet with appropriate regulation based on wide public discussion;
- h) support for the growth in "telecommuting" whereby office staff can work from home, reducing the demand for physical commuting, whilst ensuring protection for employees' conditions;
- i) support the growth of teleconferencing in order to decrease the dependence on air travel
- j) support for the growth of remote "work centres" or "tele- villages" in order to reduce depopulation and increase employment opportunities in rural areas;
- k) support for the growth of "tele-conferencing" in order to decrease the need for travelling;
 - l) to prevent the emergence of monopoly in telecommunications, computing or IT;
- m) to identify and list sensitive applications/systems (i.e. with safety or security implications) and restrict their design to qualified professionals holding a valid licence to practise;
- n) to achieve greater public review of the development of Government computer systems, requiring proposals for new or amended Government systems to be widely published with adequate if reasonable objections are recorded;
- o) to support universities as well as other research establishments in research free of external direction by industry or Government;
- p) to support the full and frequent flow of information from researchers to the professions and the media regarding research progress and its implications;
- q) support for an industry free to develop hardware, software and services commensurate with ethical business practices;
- r) the encouragement of flexible approaches in industrial relations responses to changes in organisations, working conditions, job definitions and skill boundaries - all affected by IT;
- s) the imposition of a rating and censorship system (similar to film) for computer games and related leisure services;
- t) the improvement of women's access to training and education in the use and understanding of computers and IT;
- u) to ensure that the education system promotes children's access to, and ability to use, information and technology;
- v) facilitating access to Internet and e-mail services for rural residents by providing local call cost access through a Government-managed and/or funded rural internet provider service.
- w) enabling the trained IT professionals to get neological training in the field of entrepreneurship for establishing more and more training centres all over the country with a view to having a competent cadre of young men and women having expert knowledge in the field of different aspects and facets of information technology for managing the third millennium.

POLICIES RELATED TO WORK INCLUDING EMPLOYMENT

1.1 Principles

We distinguish between work, defined as any purposeful activity, and employment, defined as paid work. We support the principle of full employment, meaning the availability of safe, socially useful, environmentally benign, adequately paid work for all those who wish to engage in it. This may be full or part time.

We define unemployment as the lack of availability of paid work for anyone who wishes to engage in it.

We do not support the perception in society that unemployed people cannot make a useful contribution to society. We reject any inference of 'inadequacy' in those who choose not to seek employment but contribute to society through other productive, economic and/or socially useful activities.

We are committed to redressing discrimination and inequality across the spectrum of work. We also believe that economic growth is an inadequate solution to the unemployment problem at a time when market economics

and mass-consumerism have already placed the environment and people under heavy pressure.

The trend to globalisation and the view of economic rationalist theory that international competitiveness should be the priority consideration in economic policy clearly both need review. Constraints on globalisation are necessary for important environmental, social and economic reasons. Protecting employment in domestic industries is one of those important social reasons, and such protection may also have environmental benefits from reduced transport of goods. While protection can have an overall economic cost, this cost is of secondary importance to the social and environmental benefits, and is therefore a cost that is warranted for the social good.

We realise that the logical consequence of the present conditions is that less formal work is needed and more free time becomes available for everyone's chosen pursuits. We will work towards shorter standard working hours and a reversal of current trends towards increased unpaid work.

A radically new perspective needs to be taken. The green vision is one where work, leisure and income are all shared equitably. In a green society, everybody is the master of her/his own time. People must have time for leisure as well as for shouldering the responsibility of the family, society and the environment. People must also have time to keep better informed and to participate in politics.

1.2 Goals

We propose an employment, labour market and income policy that will recognise and reward all peoples' occupations appropriately, with a commitment to a proper safety net for all.

We aim to redress discrimination and inequality in employment and to promote equitable participation by all Indians regardless of gender, age or ethnicity.

We will work towards creating a society in which:

- a) the goal is full employment as defined above;
- b) the norm is shorter hours in paid work than at present;
- c) people enjoy self-esteem, security and material comfort whether or not they have paid jobs;
- d) it is recognised that all people have the potential to contribute to the enhancement of the community, whether or not they are in paid employment;
- e) educational, recreational and creative opportunities and resources are provided for all people, regardless of age and regardless of whether or not they are in paid employment; and
- f) actions which are positive for the society and the environment are valued whether they are paid for in the formal economy or carried out in the informal sector.

1.3 Short Term Targets

There is plenty of socially and environmentally sustainable work which needs to be done and imaginative forms of job creation and sharing will need positive intervention by Government.

There are also many areas of manufacturing and services which could be encouraged whilst taking careful account of the need for such activities to be environmentally positive or at least benign.

We propose:

- a) the creation of a system in which all citizens have the right to a Guaranteed Adequate Income.
- b) a society where paid work is distributed more equitably than it is at the present time;
- c) greater equity in job sharing because of the shortage of full-time jobs for all and the need for more leisure time and less stress;
- d) greater equity in job sharing between people from different regions, with different gender and of different ethnic origin;
- e) the creation of ecologically sustainable industries;
- f) legislation preventing discrimination against people who are not in formal employment;
- g) public discussion on the meaning of work, facilitated by the Government;
- h) the promotion of an anti-materialist culture to reduce needless consumption, whilst enabling people to

fulfil their real economic and social needs.

SOCIAL CITIZENSHIP INCLUDING SOCIAL JUSTICE AND EMPOWERMENT

2.1 Principles

2.1.1 Inequities addressed

We propose a system in which the Central Government will assist the States, and where necessary mount its own programme, to address the uneven provision of basic services in India. The unevenness of delivery of services is exemplified by the disastrous state of housing, health and education that exists in many rural areas.

2.1.2 Work to be Redefined

We call for a redefinition of the concepts of work and unemployment.

2.2. Goals

2.2.1 Affirmative Action

We recognise a continuing need to focus on disadvantaged groups in the Indian community.

Affirmative action policies need to ensure that the opportunities and rewards for women are equal to those for men.

2.2.2 Strengthening Communities

While a world view is necessary if we are to both care for the planet and redress world-wide injustices and inequities, the fate of the world rests significantly on the actions of communities - both in their ability to generate local initiatives and in their combined ability to promote change at national and international levels. We aim to strengthen local democratic processes, encourage regional sustainable development initiatives and planning, and enhance management capabilities within local communities.

2.3 Short Term Targets

2.3.1 Income Security

We propose that the social security system be reformed. It should be simplified and made more uniform by:

- a) aligning all payments for adults and independent young people associated with unemployment, study, disability, special benefit and age pensions;
- b) aligning all youth payments and increasing these over time to reflect real living costs;
- c) amalgamating the various child support and family allowance payments, and increasing these in line with the cost of caring for children;
- d) linking all income and other support levels to changes in the cost of living, so that they are automatically adjusted for inflation.

2.3.2 Targeting Inequities

We propose that disadvantaged individuals and communities will be the focus of specific public housing, health, education and public transport programme.

2.3.3 Community Development

We propose that:

- a) financial assistance be provided to local interest groups to assist them to participate in local and regional planning and sustainable development initiatives;
- b) funds be made available from the Central Government for the coordination, preparation and implementation of ecologically sustainable strategic plans by state Governments and regional organisations;
- c) funds be made available for the planning and initiation of ecologically sustainable industries at local and regional level; and
- d) funds be provided for a Rural Community Initiatives Programme to be instituted to assist in the strengthening of rural communities, including improving opportunities for employment, cultural and youth activities.

INDUSTRIAL RELATIONS POLICIES FOR PRODUCTIVITY

3.1 Principles

The starting point for us in industrial relations, as in all policy areas, is ethics. The workplace should provide the opportunity for workers to be empowered and to engage in safe, socially useful and productive work. Criteria such as profitability and efficiency are important in structuring a workplace, but they are secondary.

The central issue in industrial relations is to maintain the arbitration system as the protector of the public interest.

We support:

- a) the provision of pathways for all employees to have work which is safe, satisfying and socially useful;
- b) opportunities for workers to receive education and training appropriate for the achievement of these goals;
- c) equal opportunities and fair and equitable treatment across the workforce for all employees;
- d) effective consultation between Governments, employers and unions on all aspects of industrial legislation;
- e) processes of conciliation and arbitration as the proper bases for a fair and effective industrial relations system;
- f) the rights of unions and unionists to take industrial action to protect and promote their legitimate industrial interests without legal impediment;
- g) the establishment of a Charter of Workers' Rights in special legislation;
- h) the right of all workers to be involved in participatory planning; and
- i) a wider role for the Indian Industrial Relations Commission (IIRC) a body to be established as an arbiter in industrial disputes to consider social and environmental implications regarding a dispute. Appropriate representatives of relevant groups should be given standing to appear in the Commission to present their views regarding such implications.

3.2 Goals

We aim to:

- a) maintain the system of industrial awards;
- b) extend the system of equal opportunity throughout the workforce;
- c) develop flexible and democratic workplace patterns and structures;
- d) support the highest standards of workplace health and safety.

3.3 Short Term Targets

We will work to:

- a) repeal the provisions against legitimate union activity such as boycotts and pickets in the Trade Practices Act and other pieces of Central legislation, and protect unions and workers against common law actions;
- b) provide accredited and transferable training and skill development for employees in a national framework;
- c) support a national system of industrial relations and facilitate the provision of more flexible working arrangements/hours where these are not at the expense of work satisfaction, workers' income or family life;
- d) extend union participation in the Central industrial relations system regardless of the nature of the employment of their members, such as casual or part-time employees;
- e) facilitate the continued effective and democratic functioning of unions;
- f) encourage employee owned or managed businesses, or businesses with significant employee ownership or control;
- g) establish processes which ensure the participation of women in enterprise or collective bargaining and other industrial negotiations;
- h) support legislation that ensures that employers recognise and negotiate with the relevant unions;
- i) support only those enterprise agreements that do not undermine the system of awards and award conditions, and support enterprise agreements that involve employers and unions;
- j) ensure resources are provided to organisations of the unemployed to give them an effective voice in society.

STRENGTHENING RURAL COMMUNITIES THROUGH RURAL RECONSTRUCTION

4.1 Principles

4.1.1 Rebuilding Rural Communities

While a world view is necessary if we are to both care for the planet and redress world-wide injustices and inequities, the fate of the world rests significantly on the actions of communities - both in their ability to generate local initiatives and in their combined ability to promote change at national and international levels. Our policies therefore strengthen local democratic processes, encourage regional sustainable development initiatives and planning, and enhance management as well as administrative capabilities within local communities.

Our policy for strengthening rural communities is based on the recognition that the situation in rural communities, whereby occupational choices are limited, family members often have to leave the district to obtain work, services have been cut back and where cultural and social opportunities are restricted, is one which needs major Government attention and implementation of positive community and regional development initiatives in order to be redressed.

We recognise that Indian rural communities have, in recent time, been subject to Government policies which have adversely affected the viability of community life, the quality of life in rural communities as well as adversely affecting producers' access to markets within India. We are wary of making an economy less diverse and more vulnerable through encouraging it to specialise in those industries in which it has competitive export advantage while abandoning those industries that cannot compete against foreign imports.

An efficient and sustainable agricultural sector is critical to the viability of local and regional economies and is a vital component of the revitalisation of rural India. Our policies for strengthening rural communities and for Agriculture recognise the central role of community and ecologically sustainable agricultural production to regional and national economies.

We also recognise that in a technological society, empowerment of the individual may rely on his/her ability to effectively use communication technology and information systems.

We will support education policies to enhance the opportunity for all Indians to reach their full potential in science and technology literacy.

4.1.2 Physical Environment

Agricultural practices are presently operating beyond the ecological capacity of most areas devoted to farming, which in turn impacts on rural communities. Processes that threaten biodiversity, the long-term viability of agriculture and in which inappropriate land management practices are currently implicated include:

- ongoing legal and illegal clearing of native vegetation;
- changed and/or insufficient flow regimes in rivers and streams;
- salination;
- soil erosion and degradation;
- chemical contamination of habitat and food sources;
- water pollution;
- irrigation; and
- intensive inappropriate or cruel animal production practices.

The ecological and economic cost of land degradation will increase unless major steps are taken to counter degradation processes. Farm financial pressure is a contributing factor to land degradation. The servicing of loans often requires farmers to extract the maximum amount of income from their land. Financial pressures are exaggerated by unsympathetic banks, fluctuating commodity prices and unreliable climatic conditions. The cost of land degradation in India is now measured in crores of rupees per year, resulting also in significant impacts on rural communities.

Our policies for water are based on adopting a total catchment approach to the management of water, recognising that the restructuring of the water supply in India by introduction of free market competition is likely to be accompanied by a severe loss of social and environmental accountability and responsibility; and, equitable allocation of water amongst all users.

4.2 Goals

4.2.1 Provision of Services to Rural Communities

We aim to:

- a) provide a level of services comparable, where feasible, with metropolitan services, for example, in health, education, community care, communications (including both post offices and information technology services), sports facilities and cultural activities;
- b) provide programmes to ensure residents achieve a comparable quality of life and access to services;
- c) provide programmes to enable rural residents to appreciate culture and knowledge; and
- d) facilitation of public transport and communications (including postal services) and provide improved access to transport services to residents of rural India.

4.2.2 Community Participation in Government

The following goals are set by us:

- a) in the long term, wherever possible, decision-making should be determined by bioregional considerations and patterns of social interaction;
- b) community services and local environment policy should be provided at the closest possible level to the consumers of the services; and
- c) there should be a move towards regional planning and organisation, foreshadowing the eventual emergence of a more decentralised system of Government.

4.2.3 Environment

We aim to:

- a) hold the amount of water captured for human use from surface aquatic systems and provide environmental flows to all river systems and their dependent ecosystems;
- b) limit the amount of water drawn from groundwater systems to rates not greater than they are replenished; and
- c) maintain public ownership and control over all major water supply, distribution, drainage and disposal systems.

4.3 Short Term Targets

4.3.1 Provision of Services to Rural Communities

We will:

- a) work to provide a quality public education system with guaranteed access for all, including rural residents;
- b) provide additional funding for students who are physically and/or intellectually disabled, or who are disadvantaged by location and/or distance;
- c) initiate programmes aimed at reducing suicide rates, particularly among young people and people in rural areas; and

4.3.2 Support for Young People in Rural Communities

We support:

- a) increased employment and education opportunities, for disadvantaged young people, including for those in rural or remote areas; and
- b) greater representation of young people on regional economic organisations and greater recognition of community-based grassroot organisations which generate environment friendly and sustainable as well as socially useful employment opportunities.

4.3.3 Community Participation in Government

We propose that

- a) funds be made available from the Central Government for the coordination, preparation and implementation of ecologically/environmentally sustainable strategic plans by local Governments and regional organisations; and

- b) financial assistance be provided to local interest groups to assist them to participate in local and regional planning and sustainable development initiatives.

4.3.4 Trade

We will also support a review of agriculture subsidies in terms of their adverse social and environmental impacts.

4.3.5 Environment

We will work to:

- a) implement, as a matter of urgency, national legislation to control the clearing of native vegetation, with complementary provisions at State and/or local level;
- b) integrate commercial wood production into diversified agricultural enterprises, as well as providing marketing mechanisms to facilitate this;
- c) support the development of alternative fibre industries where they are more ecologically sustainable;
- d) provide funds for the planning and initiation of ecologically sustainable industries at local and regional level;
- e) propose changes in the taxation structure for chemical fertilisers and pesticides with the aim of supporting a change to ecologically sustainable farming methods. Levies on these products will be redistributed to the farming community through education, information and other appropriate programmes on integrated and non-chemical pest management and sustainable farming practices.
- f) maintain or restore the natural diversity and productivity of soil in agricultural and pastoral areas.
- g) provide information and low-interest loan incentive programme to assist rural residents to:
 - choose renewable energy systems for domestic and farm power supplies; and
 - adopt water conservation practices for domestic and farm use.

DRUGS POLICY AND DRUG DE-ADDICTION POLICY

5.1 Principles

In a democratic society in which diversity is accepted, each person has the opportunity to achieve personal fulfilment. It is understood that the means and aims of fulfilment may vary between people at different stages of their lives, and may, for some people at particular times, involve the use of drugs.

Classification and regulation of drugs should be based upon known health effects with community education programme to make factual information freely available.

Regulation should aim to maximise individual health and social safety and well-being.

Programmes operating among users of addictive drugs should focus upon harm minimisation and increasing their life options.

5.2 Goals

We will work towards:

- a) more appropriate classifications for drugs based upon their effects upon health;
- b) wide availability of relevant information about drugs;
- c) decriminalisation of drugs;
- d) making the connections between addictive drug use and wider issues such as suicide, unemployment, homelessness, lack of hope for the future; working towards solving these problems; removing the focus on excessive drug use which is a symptom rather than a cause; and
- e) widely available community-based counselling and support services for drug-users without condemnation, including adequate follow-up.

5.3 Short term targets

5.3.1 Illegal drugs

We believe that softer, less addictive drugs should be more freely available as research shows that such avail-

ability mitigates against the use of hard drugs.

5.3.2 Regulated drugs

We will work to immediately set in process the following:

- a) independent research into the effects and addictive properties of drugs commonly prescribed by doctors for a wide variety of causes from hyperactiveness in children to stress and depression in adults, with a view to greater restriction and regulation of those;
- b) mandatory labelling and verbal advice by doctors as to the effects and potential for addiction of prescribed drugs; and
- c) continued independent research into food additives to ascertain their health effects, both short and long term, and ensuring the publicising of results.

5.3.3 Freely available drugs

We will work to immediately set in process the following:

- a) taking all possible steps to reduce the image tobacco and alcohol have, especially for young people; this will include banning advertising of tobacco and alcohol products and restricting opportunities for sponsorship;
- b) ensuring that smoking does not endanger the health of others;
- c) disallowing the use of drunkenness as an excuse to avoid retribution in crimes of violence and negligence;
- d) restriction of sale of alcohol to people under the age of 18.

5.3.4 Treatment of people with drug addictions

We will work to immediately set in process the following:

- a) freely available treatment programme with adequate follow-up;
- b) treatment programme and facilities which sensitively cater for individuals within different groups, women and men, including older people, parents of children and the young.
- c) involving NGOs to locate drug addicts and bring attitudinal and behavioural change among them with a view to advising them to stop taking drugs.
- d) bringing such drug addicts to the main stream by providing them suitable training for making them social activists in the areas of social justice and empowerment.
- d) organising deaddiction camps by inviting medical experts belonging to modern medicine as well as alternative, complementary and energetic medicinal areas.

ENVIRONMENTAL PROTECTION POLICIES

1.1 Principles

We recognise that the Earth's life support systems are fundamental to maximising human welfare.

In pursuit of our goals, we will ensure equity and social justice, and that those sectors of the community least able to bear the cost of redressing environmental degradation will not be disadvantaged.

In formulating an Environment Policy, we are striving for ecological sustainability through:

- a) the protection of biological diversity and the maintenance of ecological integrity;
- b) the use of material resources in accordance with the Earth's capacity to supply them and to assimilate wastes arising from their use; and
- c) equity within and between generations.

Where there are threats of serious or irreversible environmental damage, decisions should err on the side of caution, with the burden of proof resting with technological and industrial developers to demonstrate that the planned projects are ecologically sustainable.

To become ecologically sustainable, our society must change over time from one which recognises no physical or ecological limits, to one which lives within the capacity of the Earth to support it and allows for the Earth to sustain the diversity of living things. This means that ingenuity must be used to do more with less, the trend to more efficient use of physical resources and energy must be accelerated, and the limits within which society and the economy function must be explicitly recognised. To enable targets to be set and progress to be measured, these

limits must be defined as early as possible. We set the following goals and limits as essential for the achievement of ecological sustainability in our country.

1.2 Goals

We aim to:

- a) achieve an ecologically sustainable society, both in India and globally, which lives within the capacity of the Earth to supply renewable resources and to assimilate wastes;
- b) ensure that human activities maintain the biological diversity of all named organisms at the level of subspecies and of all other organisms, through the adequate protection of the ecological communities of which they are part;
- c) hold the amount of water captured for human use from surface aquatic systems and provide environmental flows to all river systems and their dependent ecosystems;
- d) limit the amount of water drawn from groundwater systems to rates not greater than they are replenished;
- e) reduce emissions of Carbon Dioxide as well as other greenhouse gases;
- f) eliminate human-induced release of ozone-depleting substances in the upper atmosphere;
- g) reduce the total quantity of solid, liquid and gaseous wastes (including those from non-point sources) annually disposed into the environment;
- h) maintain or restore the natural diversity and productivity of soil in agricultural and pastoral areas;
- i) reduce the total amount of land occupied by human infrastructure (transport, buildings, roads) and agriculture (grazing, cropping);
- j) facilitate closer liaison among rural, urban, tribal and indigenous peoples in India, such that all might benefit from indigenous knowledge of our land in order to further its management in ways which are sustainable;
- k) provide for increased participation by local communities in planning and implementing strategies to protect the environment;
 - l) increase environmental awareness leading to a desire by all Indians to protect the environment; and
 - m) apply the principle of intergenerational equity in all environmental programmes.

1.3 Short Term Targets

1.3.1 Biological Diversity

We will work to:

- a) ensure funding and enforcement of habitat recovery plans for endangered species;
- b) implement, as a matter of urgency, national legislation to control the clearing of native vegetation, with complementary provisions at state and/or local level; and
- c) establish a comprehensive and viable system of terrestrial and marine protected areas managed primarily to protect biodiversity; the system will include all remaining areas of high wilderness value, and will also protect wild and scenic rivers which remain in essentially pristine condition;
- d) prohibit automatic mining rights and mining exploration on agricultural land.

1.3.2 Forests and Wood Production

We will work to:

- a) end logging of old growth and other high conservation value native forests immediately, and over time complete the phase-out of most logging from native forests, including regrowth forests;
- b) adopt a Wood Products Industry Plan that will accelerate the transition from native forests to plantations by encouraging the fullest possible domestic processing of wood from plantations, and increased recycling. As a complement to the plan, we will provide a package of retraining and other assistance for workers facing displacement from the native forest-based industry;
- c) integrate commercial wood production into diversified agricultural enterprises, as well as providing marketing mechanisms to facilitate this; and
- d) support the development of alternative fibre industries where they are more ecologically sustainable.

1.3.3 Mining and Mineral Exploration

We will work:

- a) to prohibit mineral exploration and mining as well as extraction of petroleum and gas in nature conservation reserves, including national parks, wilderness areas and other areas of outstanding nature conservation value;
- b) to ban all new sand-mining operations in the coastal zone.

1.3.4 Marine Environments and Fishing

We will:

- a) work to establish a comprehensive system of marine reserves in Indian waters; and
- b) for existing fisheries, work to immediately prohibit an increase in level of harvest, and determine as a matter of urgency the requirements for ecological sustainability and regulate the catch accordingly, with a substantial safety margin to ensure sustainability

1.3.5 Climate Change and Ozone Depletion

We will work to:

- a) reduce emissions of Carbon Dioxide as well as other greenhouse gases and to have clear national, regional and local energy policies adopted to enable this target to be reached;
- b) support an international protocol that makes these greenhouse gas emission targets binding for all industrialised countries; and
- c) phase out production of carbon tetrachloride, methyl chloroform, CFCs and halons immediately, and HCFCs and methyl bromide by 2020.

1.3.6 Machinery of Government

We will work to:

- a) legislate to establish a Commission with independent funding to examine and report on the environmental performance of public authorities;
- b) strengthen the Environment Protection Act 1986.
- c) ensure the development of publicly accessible, well resourced, compatible, coordinated networks of data monitoring and data-based legislated State of Environment reporting at local Government, state/territory or regional, and national levels;
- d) ensure the Government maintains and exercises those constitutional powers which are applicable to the environment, with State environmental policy to be supervised and subject to a minimum set of stringent national standards.

COASTAL ZONE MANAGEMENT POLICIES

2.1 Principles

Our policies for the management of our coasts are based on the following general principles which underpin ecologically sustainable development:

- a) the protection of biological diversity and the maintenance of ecological integrity;
- b) the use of material resources in accordance with the Earth's capacity to supply them and to assimilate wastes arising from their use;
- c) equity within and between generations; and
- d) public participation and involvement.

2.2 Goals

We aim to:

- a) increase ecological, economic and social awareness of the importance of coastal and inland waters and of human impacts on them;
- b) protect coastal ecosystems;

- c) allow the replenishing of stocks of depleted aquatic and coastal life;
- d) reduce the harvest of all coastal resources to well within an ecologically sustainable limit;
- e) protect fish breeding areas;
- f) reduce marine and other aquatic pollution, including from diffuse urban and agricultural sources;
- g) increase the involvement of local communities in the management of coastal, onshore and aquatic resources;
- h) ensure an integrated approach to management;
- i) improve local, national and global coordination of coastal management policies;
- j) locate activities that are not coast-dependent away from the coastal zone; and
- k) develop long-term strategies to contain urban and tourism development.

2.3 Short Term Targets

We will work to:

- a) establish a comprehensive national system of marine reserves in Indian waters by the year 2020;
- b) for existing fisheries, immediately prohibit an increase in level of harvest, and determine as a matter of urgency the requirements for ecological sustainability and regulate the catch accordingly, with a substantial safety margin to ensure sustainability;
- c) work with the States and Union Territories and/or directly with local Governments to complete an environmental audit of the coastal zone by 2020 and an action plan by 2022;
- e) implement a national legislative / planning regime to control land use and development in the coastal zone, including a moratorium on new subdivisions until completion of the coastal action plan;
- f) ban all new sandmining operations in the coastal zone and inland rivers.

WATER MANAGEMENT POLICIES

3.1 Principles

Our policies for water are based on:

- a) adopting a total catchment approach to the management of water;
- b) preserving biodiversity and ecological integrity;
- c) recognising that the restructuring of the water supply in India by introduction of free market competition is likely to be accompanied by a severe loss of social and environmental accountability and responsibility; and
- d) equitable allocation of water amongst all users.

3.2 Goals

We aim to:

- a) decrease per capita consumption of fresh water by increasing efficiency of water use, and expanding opportunities for re-use;
- b) stop the discharge of sewage into aquatic systems;
- c) maximise the capacity to reuse sewage treatment by-products by reducing pollution at source, minimising waste, and phasing out the discharge of toxic chemicals to sewerage systems;
- d) hold the amount of water captured for human use from surface aquatic systems and provide environmental flows to all river systems and their dependent ecosystems;
- e) draw water from groundwater systems at rates not greater than they are replenished;
- f) ensure equitable access to adequate supplies of clean water for human consumption;
- g) apply the principles of least-cost planning to the provision of water, drainage and sewerage services;
- h) reduce erosion, sedimentation and pollution of watercourses, wetlands and estuaries, by protecting and restoring native riparian vegetation and improving catchment management;
- i) maintain public ownership and control over all major water supply, distribution, drainage and disposal systems;

- j) maintain and where possible increase the area of water supply catchments that are free of logging, agriculture and other land uses which degrade water quality
- k) provide for full public participation in decisions about water, drainage and sewerage; and
- l) provide information and low-interest loan incentive programme to assist rural residents to adopt water conservation practices for domestic and farm use.

3.3 Short Term Targets

We will work to:

- a) establish a major new national programme to restore environmental flows to all river systems and improve water quality and implement the programme through national agreements between Central / State and / or local Governments;
- b) use all available powers to maintain major water supply, distribution, drainage and disposal systems in public ownership;
- c) cancel all plans to build large-scale new dams; and
- d) ensure that drinking water supplies meet or exceed WHO (World Health Organisation) standards, and that their quality is publicly reported regularly.

ENERGY MANAGEMENT POLICIES

4.1 Principles

Our energy related policy is based on these premises:

- a) the price of energy should fairly incorporate the full social, health and environmental costs of production and use;
- b) there is a finite limit to non-renewable resources available for energy production;
- c) the most commonly used methods of energy production have serious, deleterious effects upon the planet, most notably air pollution and contribution to greenhouse gases;
- d) energy problems will not be solved by additional conventional power generation capacity;
- e) transition to ecologically sustainable energy systems will be achieved through long term planning, research and development, demand management, increased energy efficiency and conservation, and greater reliance on renewable sources of energy;
- f) given the environmental impact of large scale dams for hydro-electric schemes, and the high costs and risks to the environment and human health associated with nuclear energy, we do not consider that these systems form a viable long-term basis for putting the energy sector on an ecologically sustainable footing; and
- g) achieving sustainability in the use and production of energy will have ramifications for every sector of the economy.

4.2 Goals

We aim to:

- a) take a lead role internationally in promoting policies to reduce the impact of climate change due to the enhanced green house effect;
- b) assist other countries to develop and meet greenhouse gas emission targets through technology transfer and other forms of assistance;
- c) apply integrated resource planning principles to the provision of all non-transport energy services. This is a systematic way of providing energy services to society at least cost;
- d) provide for participation by local communities in planning and implementing strategies to provide energy services sustainably;
- e) exercise restraint in use of non-renewable fossil fuel reserves in order to leave adequate supplies for future generations;
- f) reduce dependence on fossil fuels by
 - supporting the phase-out of coal and oil-fired power stations and the development of renewable alternatives;

- decreasing reliance on private motor transport; and
- increasing energy efficiency;
- g) address regional equity impacts of making the transition to ecologically sustainable forms of energy production and use, through long term planning and specific development programme for affected regions. Some regions which are currently heavily dependent on the extraction of fossil fuel and the development and maintenance of power generation facilities which use fossil fuel will suffer employment loss in the transition;
- h) establish strong national regulation over energy production, distribution and supply to ensure that integrated resource planning is implemented, to control economic, social and environmental impacts in the public interest and to ensure full community consultation;
- i) provide incentives to encourage consumers to promote alternative energy technologies;
- j) introduce a comprehensive carbon levy; revenue from this levy is to be used to fund public transport as well as the development of alternative energy techniques such as solar thermal power, photo-voltaics and wind power; there will also be compensation for any regressive impact of this levy on low income earners.

4.3 Short Term Targets

We will work to:

- a) introduce a carbon levy;
- b) use all available mechanisms to optimise electricity generation, distribution and supply infrastructure;
- c) introduce tight enforceable regulation of the electricity supply industry to protect the public interest and the environment;
- d) reduce emissions of Carbon Dioxide and other greenhouse gases and adopt clear national, regional and local energy policies to enable this target to be reached;
- e) support an international protocol that makes these targets binding for all industrialised countries;
- f) introduce national legislation to give effect to climate change controls;
- g) establish a Sustainable Energy Authority to coordinate and oversee programme for research, development and adoption of energy efficiency and renewable energy in India;
- h) adopt mandatory energy labelling, and mandatory minimum energy performance standards for all commercial and domestic appliances, equipment and buildings;
- i) oppose any new coal-fired power stations and large-scale hydro-electric dams;
- j) provide information and low-interest loan programmes to encourage rural residents to choose renewable energy systems for domestic and farm power supplies;

WASTE MINIMIZATION AND MANAGEMENT

5.1 Principles

Waste management is a growing issue. The accumulation of rubbish presents aesthetic, social and environmental problems and is representative of inefficient resource use. Recycling technology, and profit from the resale of recycled materials, are improving and this is to be encouraged. More important, however, is the encouragement of avoiding waste as well as reducing and reusing at both the manufacturing and consumer levels. A comprehensive waste reduction strategy should be developed addressing each stage of the production and consumption cycle.

When it comes to implementing the strategy Governments have largely relied on voluntary measures, which have proved insufficient, particularly as far as the industrial sector is concerned. We are proposing legal measures as well as economic incentives to encourage waste minimisation.

5.2 Goals

The disadvantages of landfill disposal of waste are obvious to most people. The loss of various resources is accompanied by water pollution, odour and vermin. We support measures that will reverse such a procedure. We want to be part of building a society where:

- a) individuals are aware of the importance of reusing whatever can be reused and refusing whatever will eventually go to landfills when another choice is available;
- b) manufacturers move towards a whole life cycle approach to resource management and ultimately toward

- closed loop production systems;
- c) in the short term, levies are imposed on non-recyclable containers and other plastic and metal items, with a view to the long-term phase-out of these items;
- d) material that can be recycled is collected and then actually used in the production of new goods; and
- e) departments, offices and private citizens are given financial incentives to use recycled material and disincentives against their use are examined.

5.3 Short Term Targets

5.3.1 Non-Recyclables

We will support the phasing out of non-recyclable plastics through various means, including the imposition of levies on their use.

5.3.2 Encouraging Reuse of Containers

We will:

- a) propose container deposit legislation to encourage the reuse of glass containers; and
- b) propose a levy on disposable plastic carry bags in shops; this is to be paid by the customer, as a means of discouraging wasteful plastic packaging as well as for encouraging recycling of old bags.

5.3.3 Increasing Recycling

We will:

- a) ensure the Government gives preference in purchasing contracts to recycled products or products that can be re-used (for example, recycled paper and the re-filling of computer printing cartridges). The preferred purchasing will be extended to low energy rated products such as equipment that has energy saving features;
- b) propose mandatory recycling of waste paper from Government departments and other big paper users;
- c) investigate what happens to material collected as recyclables to ensure they are in fact being recycled;
- d) propose special facilities for the collection of heavy metals contained in fluorescent tubes and non-rechargeable batteries;
- e) implement a levy for non-rechargeable batteries to make rechargeable batteries more cost competitive; and
- f) propose the establishment of tyre recycling facilities.

5.3.4 Composting

We will:

- a) encourage home composting;
- b) support local Government provision of composting bins both for collection and for on-site usage; and
- c) examine mechanisms for removing disincentives.

5.3.5 Disposal of Harmful Substances

We will

- a) support measures to collect, and whenever possible recycle, material for which dumping can be harmful to fauna or flora;
- b) work to establish a National Waste and Pollution Inventory and legislation requiring companies to report any toxic substances released into air, soil or water, with details about when, where and how emitted. The data base should be accessible to the public; and
- c) require industry to work towards elimination of toxic waste.

AGRICULTURAL PRODUCTION AND QUALITY CONTROL

6.1 Principles

Our policy for land management and agriculture is based on:

- a) recognising the need for flexibility and diversity in agriculture for environmental and economic reasons;

- b) recognising the central role of ecologically sustainable agricultural production to regional economies and the nation;
- c) preventing significant or lasting negative impacts on soil and water quality and biodiversity;
- d) recognising India's national and international moral responsibilities as a food producer;
- e) supporting trading patterns and local controls which enable environmental and food quality standards to be maintained and improved; and
- f) concern for the welfare of animals used in agriculture.

6.2 Goals

We aim to:

- a) build on participatory processes which improve land and water catchment management;
- b) ensure that economic viability does not force exploitation of labour;
- c) ensure that agriculture takes full account of the need for water management as an input to farming and as a resource vital to others;
- d) encourage forms of primary production and rural land-use that conserve soil and water, maintain biodiversity, and use minimal amounts of non-renewable energy, agrochemicals and water;
- e) encourage the development of value-adding and quality agricultural products;
- f) encourage agricultural systems, enterprises and processes which are resilient and diverse;
- g) introduce policies to reverse land degradation (erosion, salinity, acidification, nutrient loss, soil structural decline, loss of native vegetation) and ensure that land management practices are compatible with programmes to restore degraded ecosystems and habitat;
- h) reduce the dependence of agriculture on chemicals, and provide accurate information about them to farmers and consumers;
- i) ensure that the use of genetic engineering is strictly controlled, particularly the transfer of genetic material between species, with the onus of proof on the proponent;
- j) require food that has been produced as a result of genetical engineering to be labelled accordingly;
- k) improve the welfare of animals used in agriculture;
- l) ensure that responsibility for sustainable land management is shared by businesses which process and sell produce, or supply inputs, and by consumers, as well as by landholders and all levels of Government;
- m) encourage systems which maintain socially and economically diverse and vibrant rural communities;
- n) encourage the revitalisation of rural companies and ensure adequate services for physical and social needs;
- o) provide for participation in planning and implementing strategies for ecologically sustainable agricultural production;
- p) facilitate dialogue between conventional and modern farmers to assist the exchange of land management skills;
- q) move towards regional levels of planning and organisation for the management of natural resources;

6.3 Short Term Targets

We are working to establish a clear regulatory environment for agricultural businesses, through national legislation, complemented by state and/or local provisions. Areas to be regulated include:

- clearing, management and restoration of native vegetation;
- importation, propagation and movement of exotic plants and animals; and
- mandatory notification, assessment and monitoring of all genetic engineering proposals, including environmental impact assessment.

We will work to:

- a) introduce enforceable national standards for the licensing and use of agricultural chemicals. Such standards shall be compatible with or better than the most rigorous standards for specific chemicals with related use-paths elsewhere in the world;
- b) ensure the adoption of national, legally enforceable codes of practice to ensure that animals used in agricul-

- ture have the ability to satisfy their natural physical and behavioural needs;
- c) target direct funding and other forms of economic assistance to enhance achievement of ecologically sustainable land management;
 - d) propose changes in the taxation structure for chemical fertilisers and pesticides with the aim of supporting a change to ecologically sustainable farming methods. Levies on these products will be redistributed to the farming community through education, information and other appropriate programmes on integrated and non-chemical pest management and sustainable farming practices;
 - e) systematically and regularly review the efficacy of existing agricultural assistance as well as rural land management programme;
 - f) significantly enhance funding for research and programme which provide control of environmental weeds and environmentally sound and humane methods for control of feral animals;
 - g) monitor land degradation and biodiversity on rural private land at a national level;
 - h) initiate a comprehensive, uniform national mapping of land systems and biota, and their condition, as a base for preparing regional plans for sustainable land management;
 - i) ensure comprehensive review and restructuring of the arid lands pastoral industry;
 - j) propose research, promotion and training in farm practices including effective forms of biological pest control that reduce the use and impact of chemicals;
 - k) immediately transfer responsibility for land protection to the Environment portfolio; and
 - l) implement an action plan for the retirement and/or conservation covenanting of land deemed ecologically unsuited to continuing agricultural use, or of significant ecological value.

INDUSTRIAL DEVELOPMENT AND ENTREPRENEURSHIP

7.1 Principles

We hold that:

- a) India must find creative solutions to the urgent global problem of developing products and processes to meet an increasing population's material needs while protecting the natural environment on which all economic activity and social well-being ultimately depends;
- b) Governments should provide a clear national regulatory framework for environmental protection, and adjust economic incentives accordingly, to encourage industry to commit to major, long-term ecologically sustainable projects;
- c) strong regulation can assist business to become more competitive;
- d) Governments should play an active role both in mediating negative social and economic effects which may result from a shift to ecologically sustainable industries and in developing new opportunities;
- e) clean production technology which seeks to minimise potential problems at their source is preferable to costly and often ineffective clean-ups;
- f) industry has a crucial role in advancing sustainable development through the adoption of appropriate technology and practices;
- g) industry can become more efficient and competitive by adopting Green objectives to reduce raw material consumption and reduce pollution;
- h) investment in education and training at all levels and maintenance of the nation's research facilities at world best standards will provide the human and intellectual capital required to compete in high-skilled, high value-added and innovative green industries; and
- i) decisions relating to the impact of industrial activities on the environment are complex and must be supported by accurate, detailed and timely data.

7.2 Goals

We aim to:

- a) phase out tax breaks, subsidies and other Government policies that encourage resource waste, pollution and environmental degradation;
- b) offer positive incentives like tax deductions, rebates and enhanced depreciation allowances to businesses investing in technology or capital expenditure which reduces resource use, waste and pollution;

- c) phase in price adjustments for energy, water and landfill that equitably incorporate the social, health and environmental costs of production and use;
- d) promote environmental auditing procedures and best practice management to utilities, Government enterprises and private sector businesses;
- e) encourage unions to pursue environmental improvement plans in the context of enterprise bargaining to enable all employees to participate in and benefit from workplace environmental performance;
- f) press manufacturers to move towards a whole life cycle approach to resource management and ultimately toward closed loop production systems;
- g) encourage industry to take maximum responsibility for the reduction, sale or recovery of by-products so that external waste treatment becomes the instrument of last resort;
- h) incorporate the polluter-pays principle into national legislation;
- i) assist consumers to make environmentally conscious evaluations of goods and services by providing accessible, practical, comparative information, including whole of life cycle assessments, and by further strengthening the National Eco-labelling Scheme to define green products;
- j) institute preferential purchasing by Governments for so defined "green" products;
- k) give top priority to research that facilitates the achievement of Ecologically Sustainable Development (ESD), with particular emphasis on energy saving technologies and renewable energy sources;
- l) fund research into the linkages between threats to biodiversity and ecological integrity and particular industries or industrial processes;
- m) implement a national approach to environmental monitoring and reporting;
- n) phase out the exportation of toxic and putrescible waste to landfill; and
- o) encourage environmental performance reporting in accounting information and company annual reports. Guidelines need to be established for environmental data labelling on goods and services, including such information as depletion of resources, emissions and waste. All spheres of Government should make mandatory the inclusion of environment performance and environment data labelling in tenders from the private as well as public sector.

7.3 Short Term Targets

We will work to:

- a) establish a National Ecologically Sustainable Industry Assistance Programme with funding derived from directed superannuation investment and national industry partnership funding;
- b) announce a Sustainable Industries Plan, setting out directions, targets, benchmarks, time frames and funding;
- c) establish uniform national environmental regulatory standards for air and water quality, including waterways;
- d) establish uniform national legislation to ensure clarity and enforcement of environmental protection legislation;
- e) implement national strategies for the treatment of hazardous and intractable wastes, with appropriate funding;
- f) establish a National Waste and Pollution Inventory and legislation requiring companies to report any toxic substances released into air, soil or water, with details about when, where and how emitted. The Inventory will include transfer data (i.e. statutory authority emissions such as sewage, waste, etc.). The data base will be accessible to the public;

POPULATION EDUCATION AND STABILIZATION

8.1 Principles

Neither the planet, nor any country, can sustain continued human population growth. Four Earths would be required for all human inhabitants to live if population grows as the present rate. However, the relationship between people and environments is a complex one, not reducible simply to carrying capacity, but mediated by economic, social, political, cultural and technological considerations. The Indian Government should consult with the widest possible range of interest groups to arrive at a population policy which respects human rights.

The basis for India's population policy, both domestic and global, must be ecological sustainability, intergenerational equity and social justice. A precautionary approach is required in order to take into account the consequences of human impact on the environment.

In order to achieve a sustainable population, action must be taken on consumption levels and technology use as well as population size. We must generate less waste and implement technologies, such as those based on renewable energy, which are more environmentally benign.

The consumption patterns are contributing to global as well as to local environmental problems and we have a responsibility to current and future generations to ensure that we do not knowingly degrade their world. As Indians we also have a responsibility towards non-human species, many of which have already become extinct or endangered. Government policies and taxation systems are tools which can be used to change consumption patterns over the medium to long term, and to protect and manage ecosystems vulnerable to human activity.

India must contribute towards achieving a globally sustainable population and solving the macro aspects of demographic transition of civilisational regions as part of international responsibility. We should set an example by:

- a) managing our own population growth in accordance with more equitable consumption patterns in relation to the international context; and
- b) redirecting the bulk of aid towards eradicating poverty and towards those programmes which empower women.

In attaining a sustainable population India must shift its involvement in a competitive world economy to a more cooperative, regional, self-sufficient economy based on equality and human rights.

8.2 Goals

An Indian population policy should consider the distribution of human settlements rather than just concentrate upon population size at the national level. The continuing de-settlement of rural areas must be considered in the light of ecological and social sustainability and efforts must be set in place to reverse it in those areas where settlement is ecologically benign. The ecological and social viability of areas expected to experience great growth needs to be safeguarded, and appropriate planning processes set in place. Human settlements should be designed and built to minimise environmental and maximise social well-being. Investing in the social well-being of the entire population should be the main aim of Government, so that there are publicly provided services of the highest possible standard. These services should include education, infrastructure, health, employment and income support.

8.3 Short Term Targets

We will work towards:

- a) ensuring that Indian family planning programme, deliver services in the context of reproductive health programme which increase the power of girls and women to determine their own reproductive lives, and increase the understanding of men of their reproductive responsibilities
- b) envisaging a marketing approach to family planning policies.
- c) evolving a new communication strategy for family planning and population control for reaching the diverse committees in different States and Union Territories of India.

CONSTITUTIONAL REFORMS

1.1 Principles

We believe that:

- a) Parliament is the central authority of representative and responsible Government;
- b) each person should have one vote, that all votes should be of equal value, and that proportional representation best reflects the wishes of the electorate in the composition of Parliament and State Assemblies;
- c) each citizen has both the right and the responsibility to participate in the processes of Government;
- d) India's constitution and democratic structures should help to build an ecologically sustainable and socially just society, with a global consciousness and a long term perspective;
- e) India's constitution should express our aspirations as a community and define our rights and responsibilities as individuals and as members of the community, as well as establish the powers and duties of Govern-

ment; and

- f) India's constitution and public institutions need some changes, which should be brought about through an ongoing participatory process.

1.2 Goals

We propose that the following areas be enshrined in the constitution more clearly:

a) Civil and Political Issues

- life, liberty and security;
- legal recognition and equality;
- voting and standing for election;
- privacy;
- police custody;
- that relating to an alleged offender;
- standard of criminal procedure;
- that relating to the victim;
- property;
- procedural fairness;
- that particular to a child;
- freedom
- of religion;
- of thought, conscience and belief;
- of speech and other expression;
- of association;
- to peaceful assembly;
- of movement and residence;
- development.
- from discrimination;
- from slavery; and
- from torture, experimentation and treatment;

b) Economic and Social Issues

- education;
- adequate standard of living;
- work;
- legal assistance;
- freedom of family structure; and
- adequate child care.

c) Community and Cultural Issues

- living in a safe society;
- collective and individual development;
- culture;
- environmental protection and conservation; and
- ecologically sustainable

1.3 Short Term Goals

We will:

- a) propose the development of an international Framework Convention on Sustainable Development which is

made more precise by the addition of protocols, for example dealing with environmental health and environmental due process;

- b) oppose attempts to undermine the domestic implementation of India's international obligations arising from the ratification of treaties, whilst working towards a process for domestic ratification of international treaties;
- c) support the right of people from the age of 16 years to vote and to hold public office, in recognition of the increasing awareness of and responsibility towards current issues of young people;
- d) introduce rules such that people who are found to have acted in a corrupt way be barred from ever holding public office again and as well, that they forfeit any superannuation payments they may have made while holding that office and that they lose the right to any termination payments for which they would otherwise have been eligible; and
- e) work for appropriate and adequate consultation to better gauge opinions on issues of concern.

LOCAL SELF-GOVERNMENT

2.1 Principles

We believe that fundamental changes to the structure of Government are vital if we are to achieve true democracy in this country. If Government is to be of, for and by the people, it must start at the local level and it is at this level that the power must remain.

Whatever the final shape of the reorganisation of the Indian system of Government, we support the preservation of a system of local Government which reflects the desire for local community identity and self-determination. We believe that power should reside in the most localised sphere of Government that is able to deal with the issue.

2.2 Goals

While we support local autonomy, we also acknowledge that giving unbridled power to local councils could lead to further problems, especially irreversible environmental ones.

We propose:

- a) a Code of Ethics and a Bill of Rights and Responsibilities based on green principles to ensure that, among other things, local activities are socially advantageous and environmentally benign;
- b) a review of local Government electoral processes, with a view to recommending proportional representation;
- c) a review of the revenue base of local Government; and
- d) better coordination with other levels of Government to avoid duplication and unnecessary waste of resources.

2.3 Short Term Targets

In recognising that local Government must play an expanded and more autonomous role while maintaining its accountability if we are to achieve a truly democratic system of Government in India, we propose:

- a) financial support for those elected to local Government, in recognition of the part they must play in decision-making;
- b) increased involvement of local Government at other levels of Government;
- c) that State of the Environment reporting include criteria for measuring the environmental impact of developments;
- d) that those people who are found to have acted in a corrupt way be barred from ever holding public office again and as well, that they forfeit any superannuation payments they may have made while holding that office and that they lose the right to any termination payments for which they would otherwise have been eligible;
- e) that local councils require all new buildings, subdivisions and developments to conform to Ecologically Sustainable Development (ESD) principles;
- f) a regular flow of information to the community via community radio, newsletters and noticeboards to give equal voice to a range of ideas and to encourage community participation in local Government;

g) that all spheres of Government take immediate steps to familiarise all citizens with their rights and with all aspects of the present electoral system; and

h) that there be appropriate and adequate consultation to better gauge opinions on issues of concern.

COMMUNITY PARTICIPATION IN GOVERNMENT

3.1 Principles

We are working according to these principles:

- a) the legitimacy of community participation in the making of law and policy should be established as an underpinning principle of all actions of Governments;
- b) all individuals and community groups should be given the opportunity to participate in decisions which affect them;
- c) the contribution of diverse groups provides a valuable addition to available information;
- d) the needs of future generations should be recognised in contemporary decision-making;
- e) decisions should be made at the most appropriate level; in some cases this will include groupings not currently given decision-making status, such as the neighbourhood;
- f) policies, strategies and frameworks should be developed which enable civic infrastructure to facilitate community participation in the business of Government;
- g) every effort should be made to give marginalised groups opportunities to be effectively involved in decision-making. This will entail longer timelines and the introduction and strengthening of community development practices. Outreach beyond written submissions and public forum techniques will be required;
- h) involvement in community consultations should be recognised as work. Support should be provided to community organisations to participate in consultative processes;
- i) community participation in decision-making should be an ongoing process, rather than a one-off event which leaves communities out of reviews and changes to policies;
- j) the ability of community groups and individuals to gain access to information which will empower them to participate effectively is crucial to meaningful participation; and
- k) Governments, of all spheres, should produce and follow guidelines to ensure that the community representatives whom they consult on a day to day basis reflect accurately the views of their constituencies.

3.2 Goals

The following goals are set by us:

- a) In the long term, wherever possible, decision-making should be based on bio-regional considerations and patterns of social interaction;
- b) because of the importance of everybody taking part in political life, we will work for the principle that leave without pay is automatically granted for anybody standing in an election for public office;
- c) community services and local environmental policy should be provided by the closest possible sphere to the consumers of the services;
- d) the central Government's domestic role should be to ensure equitable distribution of resources and information, to coordinate services which cut across state boundaries and to ensure that principles of ecological and social sustainability are followed by local Governments; and
- e) less formal organisations at the level of neighbourhoods country towns, particular interests and issues, etc, should have access to all spheres of Government through formal and informal consultative and review procedures.

3.3 Short Term Targets

We set the following targets:

- a) the move towards a new form of Government should be based on wide information-sharing and consultation with all constituencies of India's population;
- b) processes of policy review and decision-making by Government and its institutions should be made more open and accessible to the public;

- c) Freedom of Information legislation should be widened to make relevant information more accessible and to reduce the cost of attaining information by community groups;
- d) those public servants and journalists, etc, who publicise sensitive information of benefit to the community should be encouraged rather than disadvantaged for efforts to inform the public of actions which are not in the community interest;
- e) democratically constituted groups which work on behalf of the wider community, or identified constituencies within it, should be adequately resourced to enable them to fulfill their functions;
- f) consultative periods should be well advertised and of sufficient length to enable all those interested to participate;
- g) relevant documents should be available in places accessible to all members of the public; shopfronts should be set up for this purpose;
- h) public meetings should be held at varying times in appropriate places to enable attendance by all affected. In many cases it will be important to provide childcare and transport, as well as access for the disabled for maximum involvement of all constituencies; in some cases, it will be preferable to talk to people in their homes or habitual meeting places rather than to set up a meeting and expect them to attend;
- i) information should be presented clearly, graphically and free of jargon;
- j) the development of a free-access citizen information and governance participation facility on the Internet should be promoted;
- k) existing community networks should be identified and strengthened through community development.

ECONOMIC UNDERSTANDING

1.1 Principles

We are committed to four pillars of Green Economics:

1.1.1 Ecological Integrity

We affirm the inherent worth and interconnectedness of all living things. Biodiversity is an essential component of human welfare, yielding both utilitarian and existence values. The intrinsic value of biodiversity, in its own right, is also emphasised by us.

Society needs to uncouple the traditional relationship between economic growth and increased resource use, so that irreparable damage to nature is avoided and the depletion of the natural resource base is slowed. The impact of economic activity must be kept within environmental limits, particularly the capacity of ecosystems to process wastes.

Integration of economic, social and environmental imperatives must replace the narrow pursuit of economic growth as currently defined. Many environmental problems are global in scale, therefore the maintenance of ecological integrity requires the adoption of a global perspective.

1.1.2 Equity

Social responsibility implies that people should contribute in proportion to their ability and resources, and that the community should ensure that no-one is forced to go without the necessities of life. The phasing out of unsustainable activities should not further deprive people who do not have sufficient means to live. These responsibilities apply at the individual, local, national and international levels.

In ensuring equity within the current generation, we must treat future generations equitably. This implies solidarity with deprived groups in our country as well as with disadvantaged countries and nations elsewhere. It also implies solidarity with future generations. Each generation should receive an endowment of social and environmental assets that allows for human needs to be met and development options to be pursued. Because the negative consequences of human activity on the ability of future generations to meet their needs are not fully understood, the precautionary principle should become an important decision-making tool.

1.1.3 Empowerment and Choice

Social, political and economic institutions must allow individuals and communities to determine their own priorities, while ensuring that we have the ability - as a wider community - to meet our national and international obligations.

We also recognise that the market does not provide sufficient tools for informed rational choice which would

maintain a long term perspective and lead to equitable outcomes.

1.1.4 Caring and Cooperation

The fulfillment of human potential and the enrichment of lives are best achieved by people living and working together, and guided by common goals. These goals should respect and enhance the integrity and diversity of human and ecological communities and recognise their global linkages.

Economic activity involves the cooperation of many different individuals and groups in the production, distribution and consumption of a wide range of goods and services. The focus of activity should be on cooperation and opportunities for mutual benefits, rather than on competition and control that typically benefit powerful minorities. Cooperative principles should also apply to the protection and management of the global commons and resources.

1.1.5 Provision of Services by the Public Sector

We believe that a strong public sector is a prerequisite for a healthy civil society and that some services, because of the community service obligations required of them and the essential nature of the services, should be undertaken by public sector agencies. Ownership by the Government does not preclude some such agencies being run on a corporatised basis, but does mean that fulfilling of community service obligations may mean that their profits would not be as great as they would be without such obligations. This reduced revenue is accepted as a necessary cost in a civil and equitable society. These community service obligations may include providing services at reduced rates to the disadvantaged in society, for example, the aged or sick, and providing services to rural and remote communities.

Such services, which are often natural monopolies because of the efficiency of having a single or well coordinated distribution system, include, but are not necessarily limited to, water supplies and distribution, electricity services, employment services, social and cultural services, phone and postal services, education, health, judiciary, town planning, environmental management, policing and custodial services, the radio and television services, public transport and interstate rail services, national parks, and defence. Of course public services should continue to provide and to extend its services to the public and to the Government executive, with increased public involvement in Government decision making and provision of services as an important mechanism for ensuring the appropriateness and effectiveness of Government policies and action.

1.2 Goals

We aim to:

- a) keep natural monopolies and other essential public services under public ownership and re-establish such ownership as necessary;
- b) ensure the level of services in rural and remote communities is, as far as practicable, comparable with those provided in metropolitan areas and such as to ensure the vitality and strengthening of rural communities and the quality of life in those communities.

At a national level we should be working towards a sustainable society in which quality of life is considered to be of the utmost importance. To this end, policy priorities are:

- a) better distribution of work and income;
- b) a more equitable taxation system; and
- c) an improved social safety net.

An imperative is the adoption of a set of policy guidelines for the costing of environmental impacts and for the movement of the economy towards the sustainable use of India's renewable resources.

We support continued public ownership and control of public sector enterprises especially services such as power, water and telecommunications.

At the same time, we emphasise the importance of an international approach to addressing social and environmental problems. Global cooperation must be directed at:

- implementing the principle of intergenerational equity in considering social and environmental conditions;
- bringing an end to the profligate use and pollution of the unpriced global commons (atmosphere and oceans), and scarce resources; and
- addressing the problems of poverty and imbalance in resources.

At the same time, however, it is recognised that national sovereignty is important in enabling effective global cooperation.

1.3 Short Term Targets

We are committed to the following:

- a) the abandonment of economic growth (as conventionally measured), as the principal index of welfare, in favour of alternative indices, to be developed and integrated at national, state and regional level, and that regularly show:
 - changes in the quality of life of the population;
 - changes in the distribution of income and wealth; and
 - changes in inventories and flows of environmental resources.
- b) the adoption of taxation policy as a principal tool for achieving sustainable economic development.
- c) focusing on taxing natural resources (ecological taxes) as a necessary departure from the emphasis on the taxing of incomes and labour. These policies include:
 - the internalisation of the massive external costs associated with India's industrial economy; and
 - the need for a fair distribution of national income and wealth.
- d) the targeting of spending policies to:
 - meet the basic needs of all Indians;
 - provide incentives for the substitution of renewables for non-renewable resources;
 - support the restructuring of industry; and
- e) that trade, and trade agreements, entered into by India, are subject to the priorities of human welfare and ecological sustainability.

TAX REFORMS

2.1 Principles

Our taxation policies constitute an integral part of economic policies. We call for the Indian Government to focus on particular principles to guide taxation policies:

- a) the need for a fair distribution of national income and wealth;
- b) the fact that environmental resources are community resources;
- c) the adoption of incentives for sustainable use and penalties for unsustainable use of natural resources;
- d) adequate provision of resources for public services;
- e) the support of full employment,
- f) the double benefit of reducing taxes on labour and increasing taxes on resource use and pollution; and
- g) the discouragement of speculation.

2.2 Goals

We aim to use taxation as an efficient tool for achieving objectives relating to social equity and environment. This can be carried out either by using tax revenue to finance beneficial reforms or by applying taxation as a steering instrument in itself.

It should be a responsibility of the Government to educate the community about the social benefits of the taxation system and the citizens' responsibility to contribute through the taxation system.

2.2.1 Taxation as a Revenue Instrument

We reject the regressive fiscal policies of the old parties. We see fiscal policy playing a vital role in reconstructing the Indian economy on a socially and environmentally sustainable basis. It is important that the revenue share of Gross Domestic Product (GDP) is raised.

Our fiscal policy aims to raise a sufficient revenue base to:

- a) create a sustainable economy with appropriate levels of development in environmentally sound industries;
- b) create sustainable communities based on principles of social justice, and ensure equal access to community services such as schools, adequate health care, safe streets and reliable public transport;

- c) provide a strong financial basis for effective management of public sector expenditure and debt;
- d) provide revenue for a budget that can sustain healthy programme for third world aid and for nature conservation; and
- e) provide a platform for ethical capital investment in community amenities and infrastructure.

2.2.2 Taxation as a Steering Instrument

A Green economy implies that taxation be used as a steering instrument in the following ways:

- a) ecological taxation for the protection of nature so that our generation can leave a healthy ecological system to future generations. The tax system should encourage environmentally positive behaviour and penalise environmentally destructive behaviour. It should provide incentives for sustainable use of natural resources;
- b) progressive taxation as part of a policy for national equity;
- c) the burden of taxation should be levied on the consumption of scarce material resources and financial speculation rather than on labour;
- d) tax should provide a mechanism to limit foreign debt and foreign speculation; and
- e) tax should encourage domestic savings, employment and productive investments.

2.3 Short Term Targets

We will support tax increases sufficient to support a strong budget with environmental and social goals.

2.3.1 Personal Income Tax

Marginal tax rates for individual income earners need to be made more progressive. At present, the tax payers on low to middle incomes pay more tax in proportion to their income than people on high incomes having a fairly better knowledge and planning skills for tax savings. This is not favourable for the majority of Indians.

We recognise that the taxpayers have not been generally responsible for the avoidance of tax which has led to the erosion of India's revenue base.

We also believe that the number of tax payers can increase exponentially if proper education regarding paying income tax is provided to all persons having some earning. This includes individuals, business organisations incorporating proprietary, partnership, cooperative, private as well as public limited companies. There should be simple procedures for paying income tax so that anybody can put the right amount of tax in the Government's bank accounts for developmental work. People have a fear that if they pay income tax even at the standard slab fixed by the Government, they will be harassed by the tax authorities and that they will have to pay more taxes in the long run.

2.3.2 Indirect Taxation Reform

We propose a reform to improve the existing sales tax system so as to:

- a) encourage more efficient resource use eg. by the reuse of material and equipment;
- b) increase the efficiency and transparency with an emphasis on taxes with an ecological component; and
- c) make taxation more progressive through higher rates for luxury items;

2.3.2 Eco-taxes

We regard ecological tax reform as the key element of a tax reform package.

Eco-taxes seek to incorporate the costs of resource use and disposal into prices to encourage efficient resource use and to reduce pollution.

We support the introduction of eco-taxes, although we acknowledge the fact that environmental values cannot be reduced rupees and paise alone.

Eco-taxes aim to address:

1. the problem of many resources being consumed at an alarming rate; and
2. the problem of increasing pollution, causing deterioration of air, water and soil.

We believe that the application of appropriate tax rates and tax mix will encourage intergenerational equity.

We will work to develop a package of levies to provide incentives and penalties for individuals and industry, to encourage the adoption of waste minimising technologies and the production of recycled and recyclable goods. These include:

- a) resource levies to be applied to primary commodities including minerals, coal and timber. Those levies should be calculated on volume of resource extracted rather than on profits sometimes generated;
- b) levies on the extraction of forest and water resources to reflect their critical environmental values as well as other, including intrinsic, values;
- c) pollution levies on the emission of poisonous substances such as sulphur dioxide, nitrogen oxides and heavy metals into the environment;

We will also

- a) offer tax incentives for the transition to non-polluting processes and technologies;
- b) eliminate subsidies and tax exemptions for ecologically damaging activities such as resource consumption and pollution; and
- c) ensure that ecotax revenues are used to offset taxes on labour in order to maximise the double dividend obtainable from ecological tax reform and encourage employment and productive investment.

2.3.3 Transport

We will:

- a) work towards a change of the current indirect tax system for cars and trucks to favour more energy-efficient vehicles;
- b) propose changes to the system of fringe benefits taxation so that driving of employer provided vehicles is appropriately and equitably taxed;
- c) propose a shift of charges for motor vehicle registration and compulsory third party insurance to a fuel tax, so that car owners only pay in relation to the amount of travelling they do, with compensation to be assessed on the basis of income and place of residence; and
- d) maintain excise on fuels but substantially reduce the rebates to the mining and forestry industries.

2.3.4 Energy

We will propose changes in the taxation structure in the energy sector to support the aims described in the Energy policy framework.

- a) improve and expand public transport;
- b) develop alternative energy techniques such as solar thermal power, photovoltaics and wind power;
- c) reduce taxes, such as payroll tax; on employment;
- d) compensate low income earners for the regressive impact of the levy.

2.3.5 Agriculture

We will propose changes in the taxation structure for chemical fertilisers and pesticides with the aim of supporting a change to ecologically sustainable farming methods.

2.3.6 Urban Planning

The growth of our cities is often haphazard, with negative consequences for people and for the environment. We will support:

- a) tax incentives for environmentally-sound residential developments; and
- b) removal of hidden and explicit incentives for urban sprawl.

FINANCE, DEBT MANAGEMENT AND INFLATION

3.1 Principles

A deregulated financial system is incompatible with social and environmental sustainability. In order to address social and environmental needs, the Indian Government must interact with the international financial system on its own terms. This will require:

- a) national economic sovereignty (ie democratic control of the economy, not market control);
- b) domestic funding of Government deficits;
- c) an effective system of foreign exchange management;

- d) reduction in foreign ownership and debt; and
- e) movement towards a sustainable financial system which enables the real economy to be maintained decade after decade at its full employment potential without recurring inflation and over-indebtedness.

3.2 Goals

The objectives of the policy include:

- a) reduction of foreign ownership of Indian enterprise;
- b) more equitable employment and income distribution;
- c) control of interest rates and debt;
- d) low inflation;
- e) full employment underpinned by a Guaranteed Adequate Income;
- f) well funded public infrastructure;
- g) appropriate economic monitoring, measurement, and accounting practices;
- h) reduction of private and public sector debt.

3.3 Short Term Targets

- a) detailed monitoring and regulation of foreign capital;
- b) investment of foreign capital in import replacement industries and enterprises consistent with national environmental and social priorities; and
- c) strict monitoring of export and import prices to reduce transfer pricing by multinationals.

We will support the establishment and use of community controlled investment facilities which direct investments to eliminate reliance on foreign borrowings by both the public and private sectors. Investments in ethical enterprises which emphasise both social and environmental sustainability will be encouraged. We will explore a range of opportunities to assist these measures and support:

- a) campaigns encouraging citizens and organisations to place their savings in ethical investment organisations;
- b) the right of credit cooperatives to invest in productive enterprises;

3.3.4 Inflation

We will support disaggregating the causes of inflation so that distinctions can be made between cost increases which are socially and environmentally beneficial, such as including the real costs of natural resources like water, and those which are not.

GLOBAL TRADING AND INVESTMENT RELATIONS

4.1 Principles

4.1.1 Objectives

We support a policy of managed international trade and foreign investment based on the general recognition that nation states have a right and a duty to ensure that their consumption and production, including both imports and exports, is sustainable.

These principles, which are fundamentally different to the those of the proposed Multilateral Agreement on Investment (MAI), require that international trade and foreign investment support the following objectives:

- a) protecting local employment and labour conditions;
- b) reducing economic and political vulnerability;
- c) encouraging diversification of industry;
- d) permitting the development of local technologies; and
- e) protecting the environment.

4.1.2 Benefits of Trade

We recognise that foreign trade and investment are beneficial in terms of:

- a) transferring skills and technology not normally available in an economy;

- b) allowing the importation of strategic goods and services;
- c) encouraging innovation and the adoption of new practices and higher standards;
- d) encouraging efficiency through the adoption of 'international best practice' and the importation of technology which makes the local production of new goods and services possible; and
- e) giving developing countries in particular, fair opportunity to trade with developed countries.

4.1.3 Problems with Trade

We, however, are wary of the possible negative influences of poorly regulated foreign trade and investment such as the Multilateral Agreement on Investment (MAI) which may include:

- a) loss of national economic sovereignty, particularly with regard to employment, taxation, inflation, tariff and wages policy;
- b) a reluctance by nations to take unilateral environmental initiatives for fear that they might unduly erode a nation's economic competitiveness;
- c) making an economy less diverse and more vulnerable through encouraging it to specialise in those industries in which it has competitive export advantage while abandoning those industries that cannot compete against foreign imports;
- d) erosion of local culture in the face of imports that have a strong cultural element such as films, electronic media, music and food;
- e) forcing countries to adopt environmentally unsustainable or socially unjust practices which damage the global commons in order to be able to earn foreign exchange;
- f) forcing many countries, including India, into ever-increasing foreign debt leading to spiralling overseas interest payments;
- g) inducing a global increase in transport use which is both inefficient and destructive to the environment;
- h) allowing transnational corporations to increasingly dominate global trade and investment which in many cases is anti-competitive; and
- i) leaving many developing countries at the mercy of IMF and World Bank required restructuring, often resulting in social polarisation.

We support international trading systems and associated institutions in which nation states work to maximise global equity and ecological sustainability. We also encourage exchange which will enhance the development of economies and societies that are ecologically sustainable, diverse, self-reliant, and therefore less vulnerable to external political and economic pressure.

4.2 Goals

We recognise that trade and investment issues must often be dealt with on a case-by-case basis. Given the diversity of social and environmental costs and benefits that can apply to each trade and investment issue, and recognising the risks and benefits of foreign trade and investment, we will pursue policies to achieve the following goals:

- a) to limit trade in goods and services that are produced by methods that are environmentally unsustainable or socially unjust;
- b) to promote trade associations and participate in international trading systems in order to enhance the achievement of this goal;
- c) to increase India's self-reliance by limiting net foreign debt and current account deficits; and
- d) to promote the regulation of transnational corporations.

The achievement of these goals will be facilitated not only through international trade policy but also by supporting the following short term targets.

4.3 Short Term Targets

4.3.1 International Context

International trade and investment can be positive in terms of countries benefiting from the initiatives and lower production costs of other countries and generally promoting greater global cooperation, but they can be negative in terms of fostering economic vulnerability and consuming a large amount of global transport and

communications energy. Countries like India should never be isolationist in their global trade and investment policies and should always be prepared to negotiate at international forums. But countries like ours should not negotiate from a position of weakness; they should not be so dependent on the global economy that they will take whatever terms are offered. Instead they should negotiate from a position of strength where, if needs be, they can be economically self-reliant. We believe that international trade and investment should always be transparent and fully accountable and should not be controlled by trading blocks.

We also believe that international trade and investment should generally be carried on within a global environmental imperative to make the consumption of resources sustainable. Trade liberalisation should never be allowed at the expense of the environment.

4.3.2 Fair Trade and Reform of the WTO

We support reform of the World Trade Organisation (WTO) and the International Labour Organisation to ensure:

- a) full recognition of the overriding necessity of environmental and social agreements;
- b) the modification of multilateral trading agreements to allow nation states to impose internationally acceptable environmental and social practices;
- c) the promotion of moves at the WTO and other relevant organisations which increase the food security of poorer countries and help them stabilise and improve prices for their commodities;
- d) the support of poor countries for growing their own food as a priority over growing tobacco and other products for export to industrial countries;
- e) trade agreements on Intellectual Property Rights that support the right of developing countries to acquire the technology they need at a cost they can afford and receive fair remuneration for the genetic resources found in their territory or developed or conserved by their people;
- f) a revision of WTO processes and procedures to ensure transparency and include participation by Non-Governmental Organisations (NGOs) as well as other representatives of civil society;
- g) the encouragement of the use of counter-trade in the form of swap arrangements between two or more countries that do not have sufficient foreign exchange to pay for imports; and
- h) the development of preferential trading status based on principles of ecological sustainability and social justice and aid.

We will also support:

- a) a comprehensive ban on the movement of hazardous waste (including nuclear waste) and hazardous waste recyclables;
- b) the development and transfer of technologies needed to achieve this; and
- c) a review of agriculture subsidies in developed countries, in terms of their adverse social and environmental impacts on other developed and also developing nations.

4.3.3 Transnational Corporations

Transnational corporations now control about two-thirds of all international trade and most international investment and with the introduction of the Multilateral Agreement on Investment their power domination would further increase. They have become a powerful force in the world economy, and often play one country off against another to secure maximum financial advantage.

We will:

- a) promote the regulation of transnational corporations in terms of environmental impact and sustainability, social impact, labour relations and democratic participation;
- b) promote the import of only those goods from developing countries that satisfy basic criteria of decent wages, working conditions, sufficient food supply and environmental sustainability in the country of origin;
- c) support the prohibition of the import of goods that are produced through the exploitation of children and;
- d) investigate means through which both the Government and the United Nations can improve the business practice of transnational corporations including regulation through anti-monopoly legislation in India;

4.3.4 National Context

We believe that the current laissez-faire attitude to international currency transactions needs to be reformed

and that the Government has a role in limiting national foreign debt for having a better image of India. Researches should be conducted with the help of universities as well as institutions of national importance for having a national policy of development without taking international loan with a view to reducing the foreign debt. We will institute an inquiry into the means available to achieve a regulated limitation of the national foreign debt which may include the following:

- a) tighter control by the Government of India, including the establishment of an independent regulatory authority that would scrutinize all foreign investments with a clear mind for assessing such investments and their different types of consequences;
- b) the introduction of import taxes and customs duties; and
- c) work to be done at the international level to achieve reform of the financial system;

HUMAN RIGHTS AND DUTIES EDUCATION

1.1 Principles

We believe that it is essential to:

- a) ensure that basic human rights are respected in all countries;
- b) avoid compromising on human rights for economic or political expediency;
- c) recognise democratic institutions as a fundamental human right; and
- d) work towards the sovereignty and self-determination of entities with historical, cultural and ecological identity.

1.2 Goals

We will pursue policies that:

- a) restrict cooperation with governing regimes that violate human rights;
- b) actively engage with other countries to promote human rights;
- c) bring diplomatic and commercial pressures on regimes that violate human rights, to ensure that they respect the basic rights of their citizens;
- d) keep the interests of disempowered communities foremost in all dealings with countries in which human rights violations occur;
- e) support the end of colonialism and press for resolution of colonial conflicts through the UN framework;
- f) develop a more distinctive and effective role for the International Court of Justice in the field of human rights; and
- g) support, through the UN framework, democratic and economic reforms in countries coming out of totalitarian control.

ENVIRONMENTAL SUSTAINABILITY

2.1 Principles

We support the conservation of the Earth's environment and its biodiversity, both as a value in itself and as essential for human survival and happiness.

2.2 Goals

We will:

- a) support international and national moves to halt deforestation in India as well as the rest of the world and help reforestation; this involves both cessation of unsustainable logging and more efficient use of land for human activities by encouraging the reduced consumption of meat and dairy products, especially in the richer countries;
- b) support international moves to limit land degradation;
- c) support international conventions to stop over-fishing in the oceans;
- d) support international moves to reduce pollution of the seas and the atmosphere;
- e) support moves to end trade in hazardous waste;
- f) support moves to end exploitation of and trade in endangered species;
- g) support the transfer of environmentally sustainable technologies to developing countries; and

- h) promote the establishment of an Environmental Council at the UN with similar decision-making powers to the Security Council, but dealing instead with environmental issues of global significance.

2.3 Short Term Targets

We will support:

- a) urgent measures to stop the exploitation of rainforests, which has resulted in both the loss of a rich biosystem and the displacement and possible extinction of the native peoples of the forests;
- c) efforts to end the dumping of nuclear waste in the oceans;
- d) effective measures to reduce greenhouse gas emissions and use of ozone-depleting substances;
- e) legislation to require Indian companies, Government agencies and business enterprises, operating overseas to observe social and environmental standards no less stringent than those required in India.

INTERNATIONAL DEBT CRISIS

3.1 Principles

We recognise that repayments of past loans have so outstripped new loans that the net transfer of money is from the developing world to the developed.

3.2 Goals

We will intensively lobby to:

- a) cancel all debts of developing countries;
- b) achieve radical reform of the World Bank and the International Monetary Fund or establish a new international lending institution that would take over the responsibilities of these institutions, to be governed by a board with gender balance as well as equal representation from both developing country debtors and western lenders; and
- c) encourage developing countries to pursue strategies of economic development which are highly self-reliant and which prioritise the production of goods and services from local sources.

PEACE AND SECURITY

4.1 Principles

We are committed to:

- a) developing fair and just international relations with other countries, peoples and regions;
- b) building positive peace into our international security relations;
- c) resolving conflict rather than merely deterring war through the maintenance of traditional military structures;
- d) ensuring the greatest possible transparency in India's foreign and security relations, domestically as well as internationally;
- e) working with individuals and organisations which openly and democratically work for such an objective at a local, regional, national and international level;
- f) working towards a policy framework of sustainable international relations, strongly supported by nonviolent strategies of international cooperation, conflict prevention, international mediation and conflict resolution, and which recognise the local, national and international dimensions of conflict in our region;
- g) capability for the foreseeable future, subject to eventual regional-wide demilitarisation;
- h) reforming the Indian Defence Forces to ensure that they are trained and equipped for more sustainable national and international security roles aimed at ensuring peace; and
- i) envisaging an ecologically sustainable post nuclear "New International Political Order" on the matrix of Civilisational Homes (like EU) superceding the present nation - state arrangement.

4.2.1 Working towards Regional and Global Demilitarisation.

We will:

- a) participate in global regime initiatives to monitor and reduce the manufacture and export of biological, chemical and nuclear weapons technologies;

- b) support a global nuclear weapons Comprehensive Test Ban Treaty (CTBT), with particular reference to nuclear weapons testing in the Asia-Pacific region;
- c) support global nuclear non-proliferation, and comprehensive measures to dismantle all nuclear weapons and their target systems, through convening a UN-sponsored International Peace Conference on general nuclear disarmament;
- d) support a global ban on the militarisation of space.

4.2.2 Combating the International Arms Trade and Provision of Military Assistance.

We will support policies to:

- a) ensure that India will not produce weaponry or components for export;
- b) compile a register of all dual-use (civilian-military) technology which may be exported from India, and restrict the trade with reference to a broad range of security considerations (such as the human rights record of our trading partners);
- c) encourage other states to phase out external military aid in the Asia-Pacific region;
- d) end arms trade fairs in India and coordinate with neighbouring states on similar measures; and
- e) establish a realistic, comprehensive register of the arms trade in the Asia-Pacific region, and work to develop alternative regional and UN-sponsored disarmament initiatives with a capacity for binding verification.

4.2.3 Regional Confidence-building and Peace-building

We will support policies that:

- a) develop regional security relations which build peace and confidence, and work towards resolving conflicts before they evolve into violent international disputes; and
- b) recognise that the basis of regional peace and security is a sustainable framework of human rights protection and promotion, just and equitable regional trade arrangements, generous and appropriate overseas aid programme and strong multinational environmental safeguards; and
- c) ensure that the Asia-Pacific states, and their constituent peoples, have open access to dependable international legal dispute mechanisms.

4.2.4 Regional Conflict-Prevention

We will encourage:

- a) the development of an inter-related set of global security campaigns through the Ministries of Defence, Foreign Affairs and Education;
- b) effective diplomatic intervention in potential conflict situations, through India's network of regional diplomatic ties, and through regional institutions and the UN where appropriate; and
- c) conflict-preventive peacekeeping deployments for interceding in potential conflict situations, wherever appropriate, in the form of monitors, police, aid and assistance personnel or peacekeeping forces, with all-party support managed through relevant regional organisations or the UN.

4.2.5 Linking Peacebuilding with Peacekeeping and Peacemaking

We will support policies which:

- a) manage India's foreign and security relations in ways which recognise that peacebuilding and peacemaking are crucial elements of any regional conflict management framework, and that peacekeeping has the potential to operate at an interface between the two;
- b) develop an integrated strategy linking peacebuilding, peacekeeping and peacemaking approaches to conflict management;
- c) establish an appropriate peacekeeping strategy to be developed both nationally and through the UN; and
- d) respond to the urgent need to comprehensively develop international peacemaking capabilities, both in new regional institutions and through a reformed UN.

4.2.6 Sanctions Enforcement Action

We will work to ensure that trade embargoes:

- a) are only conducted within a UN mandate;

- b) are closely associated with an appropriate strategy of conflict resolution; and
- c) are rigorously enforced in order to achieve their goals as rapidly as possible.

4.2.7 Military Enforcement Action

We support a comprehensive strategy of nonviolent conflict management as the most effective means of promoting peace and security in the international arena; in which military enforcement action is only seen as appropriate in securing effective UN sanctions against states which seriously violate international peace.

4.2.8 Establishing an Agency for Monitoring Demilitarisation

We will support policies to:

- a) establish an Agency for Monitoring Demilitarisation.
 - monitoring and/or coordinating regional arms control and disarmament measures;
 - monitoring and combating the arms trade;
 - monitoring weapons testing and military exercises;
 - coordinating regional arms conversion strategies; and
- b) develop a culture of nonviolent conflict management and peace education throughout the world.



Chancellor Dr. Priya Ranjan Trivedi and the Ambassador of Nepal Shri Deep Kumar Upadhyay felicitating the Teachers for their outstanding performance in the area of Cleanliness.

DIDACTICAL METHODOLOGY DEVELOPED BY Dr. PRIYA RANJAN TRIVEDI

Creating Environment around the Learners :

1. Dr. Priya Ranjan Trivedi encourages trainees to be active
2. Dr. Priya Ranjan Trivedi emphasizes the personal nature of learning
3. Dr. Priya Ranjan Trivedi accepts that difference is desirable
4. Dr. Priya Ranjan Trivedi recognises student's right to make mistakes
5. Dr. Priya Ranjan Trivedi tolerates imperfection
6. Dr. Priya Ranjan Trivedi encourages openness of mind and trust in self
7. Dr. Priya Ranjan Trivedi makes feel respected and accepted
8. Dr. Priya Ranjan Trivedi facilitates discovery
9. Dr. Priya Ranjan Trivedi puts emphasis on self evaluation in cooperation
10. Dr. Priya Ranjan Trivedi permits confrontation of ideas

Training Methodology

11. Dr. Priya Ranjan Trivedi believes in the four C's in curriculum planning :
 - Cooperative : A programme prepared jointly by a group of persons is more effective than one prepared by a single person.
 - Continuous : The preparation of a programme is not a one-shot operation. In planning, provision is made for its continuous revision.
 - Comprehensive : In an approach which accepts the interaction of all the programme components, must be defined with the requisite precision.
 - Concrete : General and abstract considerations are not a sufficient basis for drawing up a programme. Concrete professional tasks must constitute the essential structure of the programme.

Training Philosophy

Dr. Priya Ranjan Trivedi's approach to training is to help the participants to:

12. acquire, retain and be able to use knowledge
13. understanding, analyse, synthesize and evaluate
14. achieve skills
15. establish habits
16. develop attitudes

Training Approach

17. Dr. Priya Ranjan Trivedi believes to talk to students
18. Dr. Priya Ranjan Trivedi believes to talk with students

19. Dr. Priya Ranjan Trivedi believes to have them talk together
20. Dr. Priya Ranjan Trivedi believes to supervise them
21. Dr. Priya Ranjan Trivedi believes to provide opportunities for practice

Learning Process

22. Dr. Priya Ranjan Trivedi believes that learning is primarily controlled by the learner
23. Dr. Priya Ranjan Trivedi believes that learning is unique and individual
24. Dr. Priya Ranjan Trivedi believes that learning is affected by the total state of the learner
25. Dr. Priya Ranjan Trivedi believes that learning is cooperative and collaborative
26. Dr. Priya Ranjan Trivedi believes that learning is an evolutionary process
27. Dr. Priya Ranjan Trivedi believes that learning is a consequence of experience
28. Dr. Priya Ranjan Trivedi believes that learning is not directly observable
29. Dr. Priya Ranjan Trivedi believes that learning is both an emotional and intellectual process

Multi-Media Teaching Techniques Adopted by Dr. Priya Ranjan Trivedi

30. Virtual Education
31. On-line Education
32. Self-Instructional e-Learning
33. Web Based Training
34. Lectures
35. Small Group Activities
36. Practical Work
37. Field Work
38. Books and Handouts
39. Programmed Learning
40. Flannel Board
41. Still Pictures
42. Transparencies
43. Slides and Film Strips
44. Microfiches
45. Video Films
46. Open Circuit T.V.
47. Closed Circuit T.V.
48. Simulation
49. Real Objects and Specimens
50. Models and Simulation Devices
51. Graphics and Posters
52. Paintings and Photography
53. Blackboard and Flipcharts

YEARWISE PICTORIAL DETAILS OF Dr. PRIYA RANJAN TRIVEDI SINCE HIS CHILDHOOD FROM THE YEAR 1950



1950 : Priya Ranjan at the age of 6 months



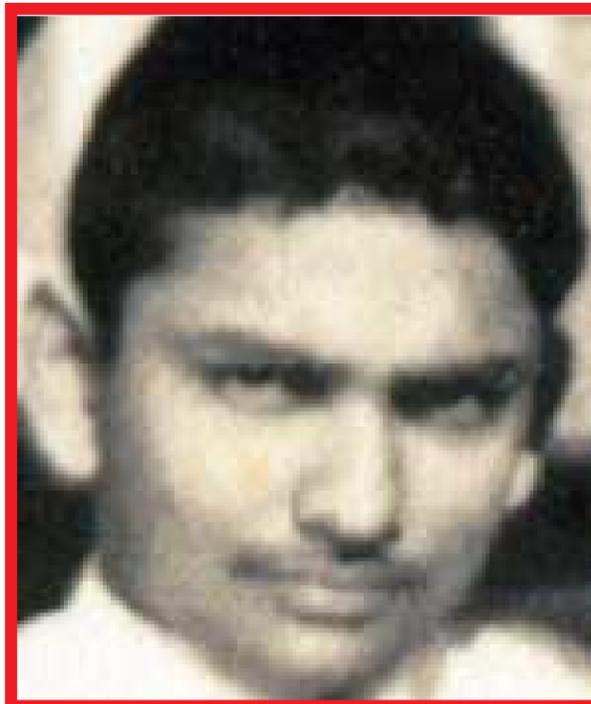
1951 : Priya Ranjan at the age of one year



1962 : Priya Ranjan at the age of 12 years



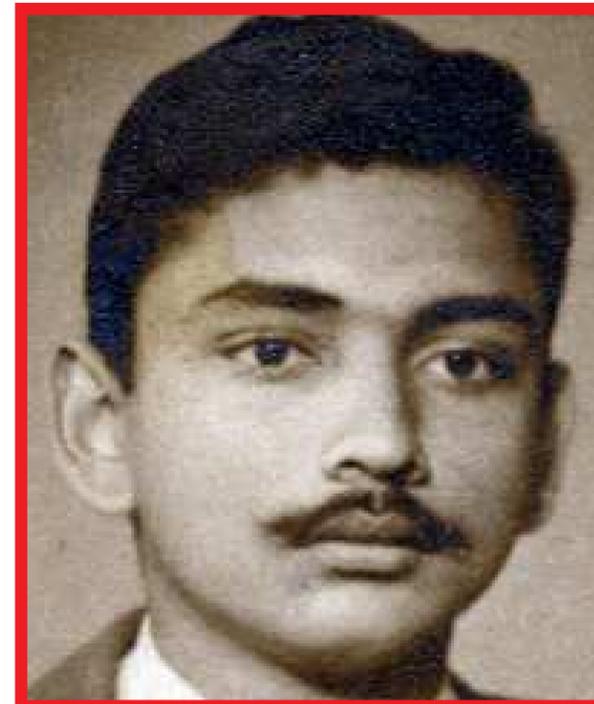
1963 : Priya Ranjan at the age of 13 years



1964 : Priya Ranjan at the age of 14 years



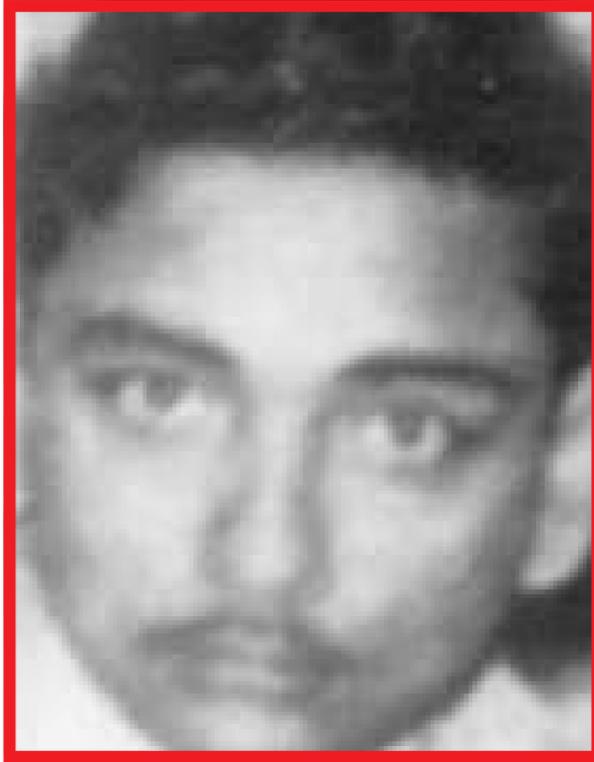
1965 : Priya Ranjan at the age of 15 years



1966: Priya Ranjan at the age of 16 years



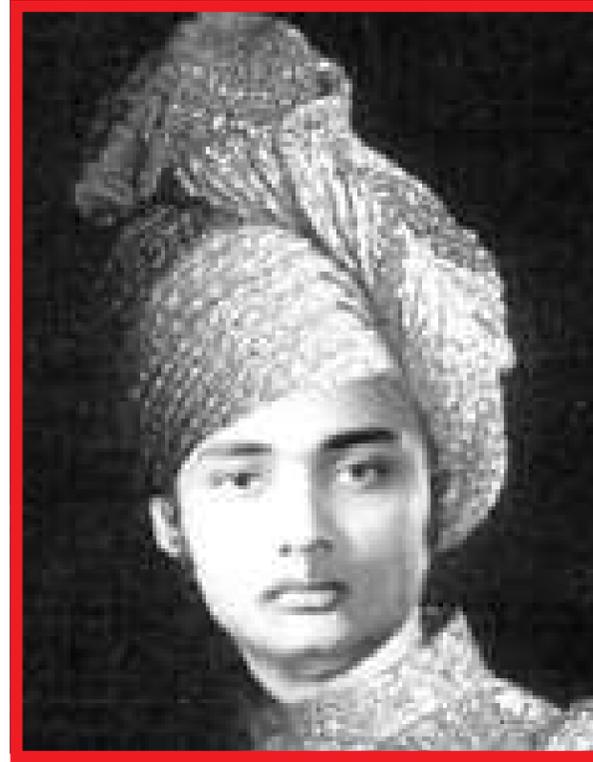
1967: Priya Ranjan at the age of 17 years



1968 : Priya Ranjan at the age of 18 years



1969 : Priya Ranjan at the age of 19 years



1970 : Priya Ranjan at the age of 20 years



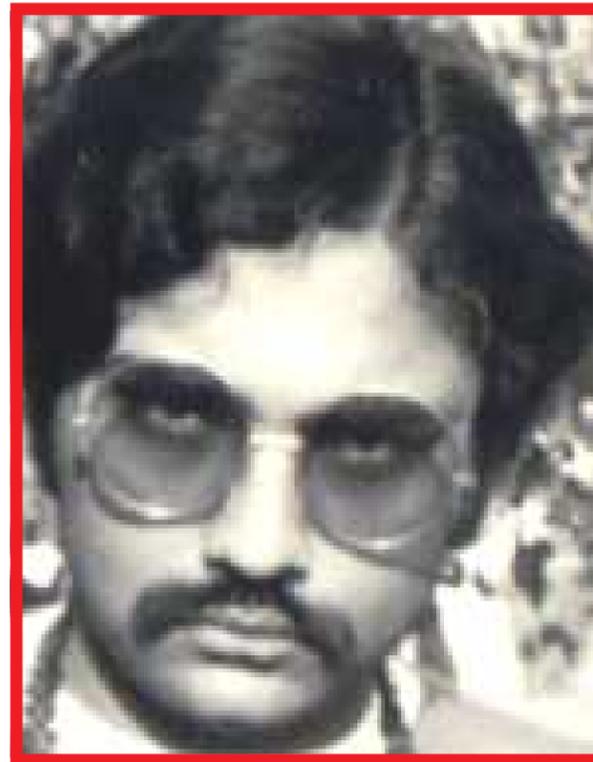
1971 : Priya Ranjan at the age of 21 years



1972 : Priya Ranjan at the age of 22 years



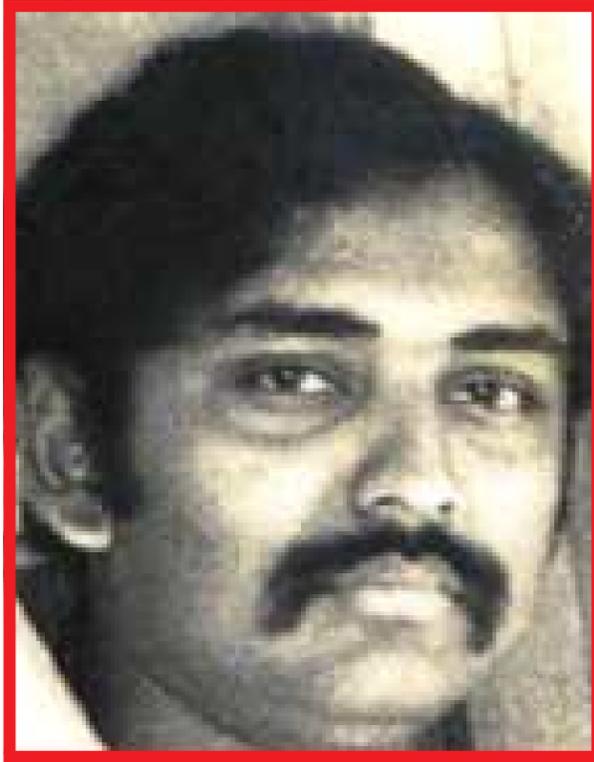
1973 : Priya Ranjan at the age of 23 years



1974 : Priya Ranjan at the age of 24 years



1975 : Priya Ranjan at the age of 25 years



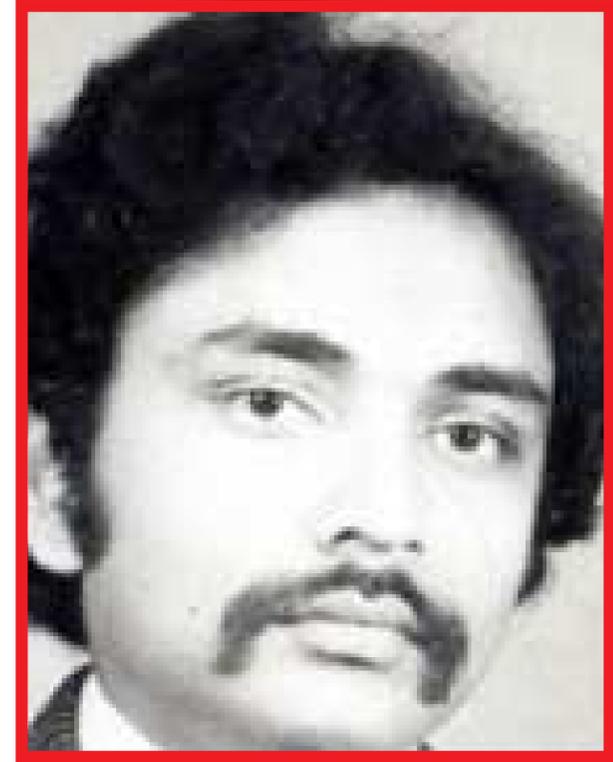
1975 : Priya Ranjan at the age of 25 years



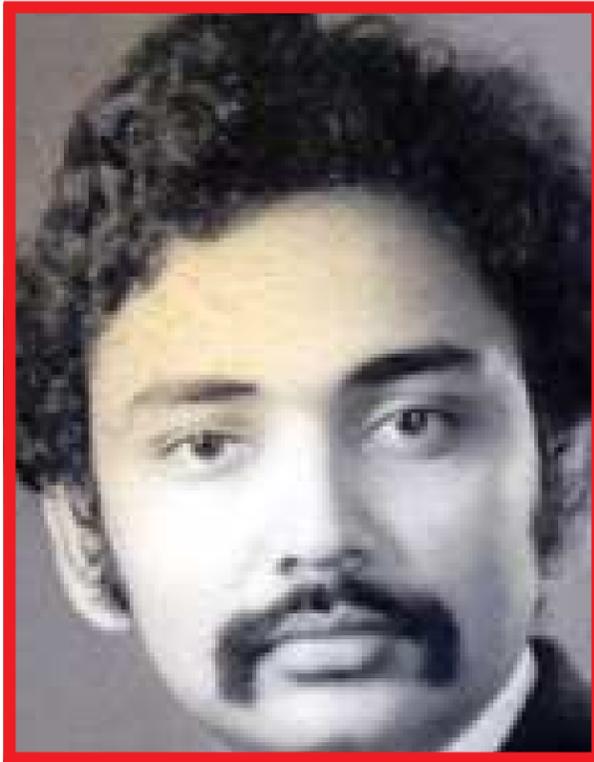
1975 : Priya Ranjan at the age of 25 years



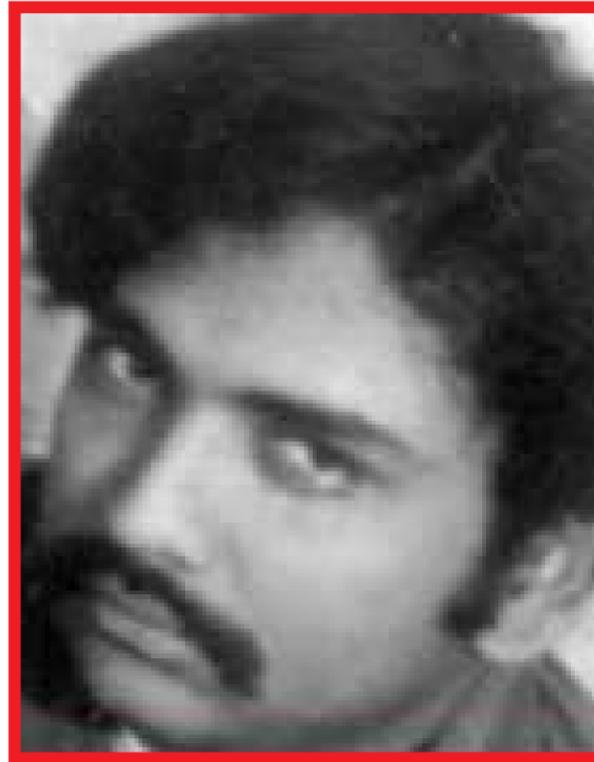
1976 : Priya Ranjan at the age of 26 years



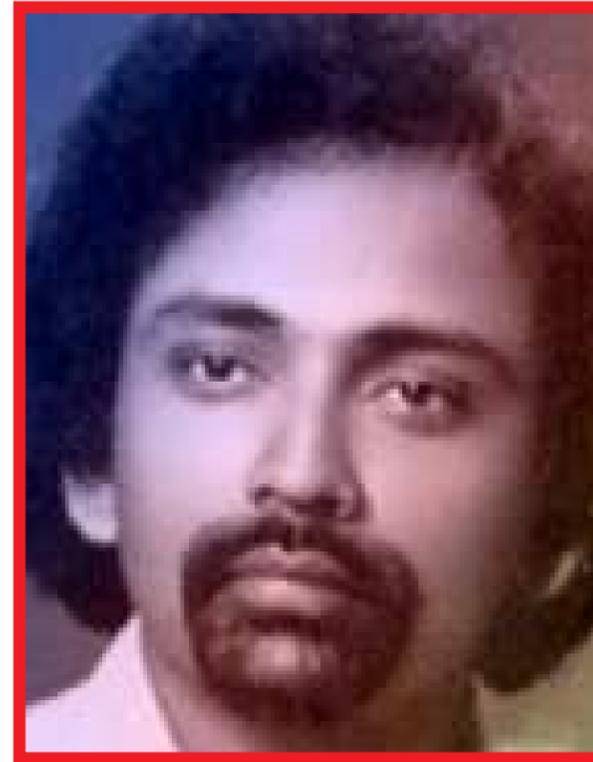
1977 : Priya Ranjan at the age of 27 years



1978 : Priya Ranjan at the age of 28 years



1979 : Priya Ranjan at the age of 29 years



1980 : Priya Ranjan at the age of 30 years



1980 : Priya Ranjan at the age of 30 years



1980 : Priya Ranjan at the age of 30 years



1981 : Priya Ranjan at the age of 31 years



1982 : Priya Ranjan at the age of 32 years



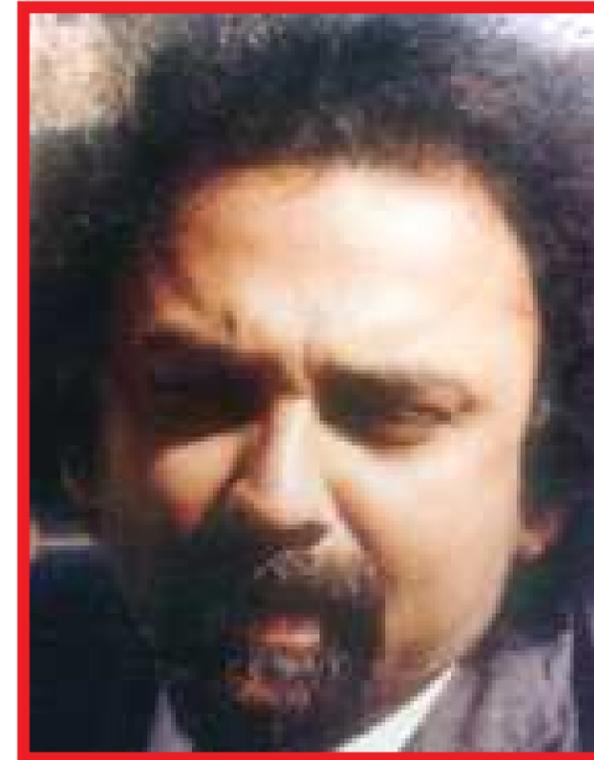
1982 : Priya Ranjan at the age of 32 years



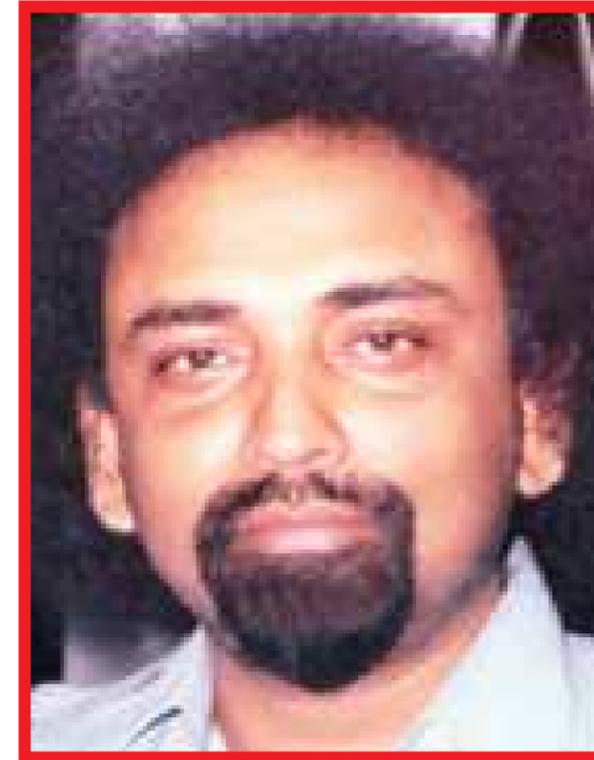
1982 : Priya Ranjan at the age of 32 years



1983 : Priya Ranjan at the age of 33 years



1984 : Priya Ranjan at the age of 34 years



1985 : Priya Ranjan at the age of 35 years



1985 : Priya Ranjan at the age of 35 years



1986 : Priya Ranjan at the age of 36 years



1987 : Priya Ranjan at the age of 37 years



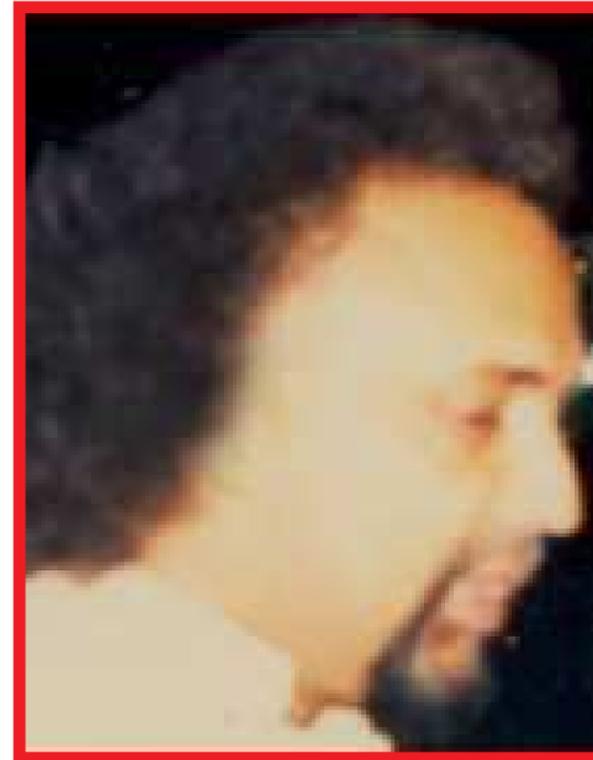
1988 : Priya Ranjan at the age of 38 years



1987 : Priya Ranjan at the age of 37 years



1987 : Priya Ranjan at the age of 37 years



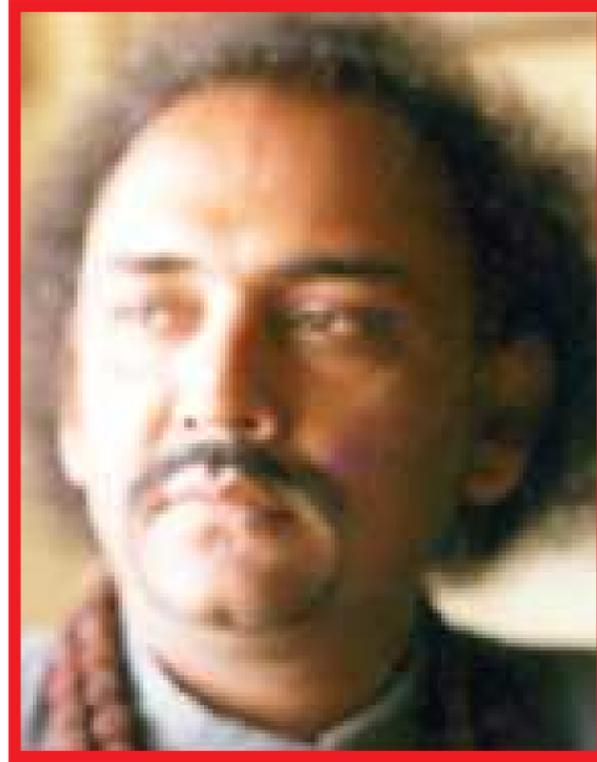
1988 : Priya Ranjan at the age of 38 years



1988 : Priya Ranjan at the age of 38 years



1989 : Priya Ranjan at the age of 39 years



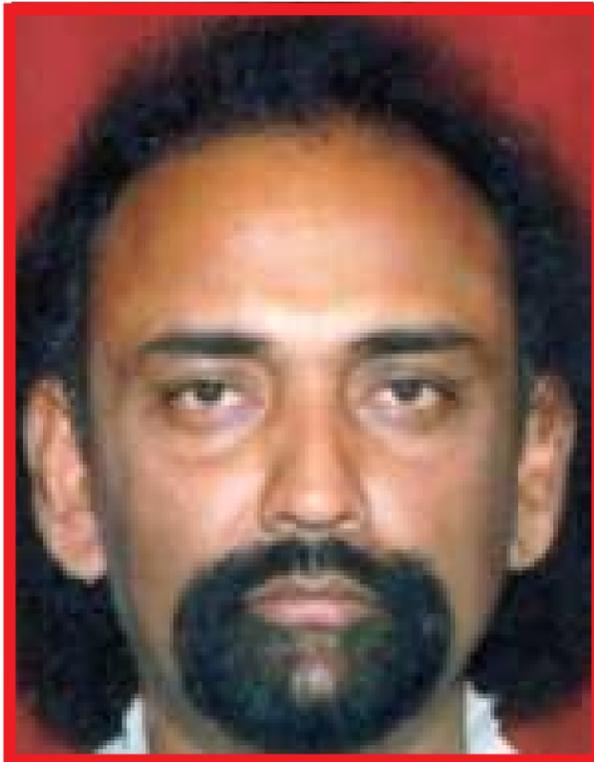
1990 : Priya Ranjan at the age of 40 years



1991 : Priya Ranjan at the age of 41 years



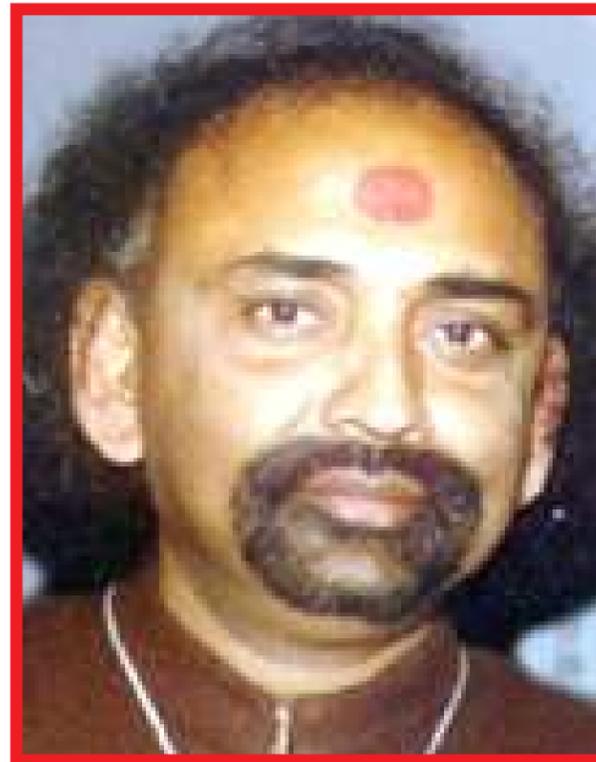
1991 : Priya Ranjan at the age of 41 years



1991 : Priya Ranjan at the age of 41 years



1992 : Priya Ranjan at the age of 42 years



1992 : Priya Ranjan at the age of 42 years



1993 : Priya Ranjan at the age of 43 years



1994 : Priya Ranjan at the age of 44 years



1994 : Priya Ranjan at the age of 44 years



1994 : Priya Ranjan at the age of 44 years



1994 : Priya Ranjan at the age of 44 years



1995 : Priya Ranjan at the age of 45 years



1995 : Priya Ranjan at the age of 45 years



1995 : Priya Ranjan at the age of 45 years



1995 : Priya Ranjan at the age of 45 years



1996 : Priya Ranjan at the age of 46 years



1996 : Priya Ranjan at the age of 46 years



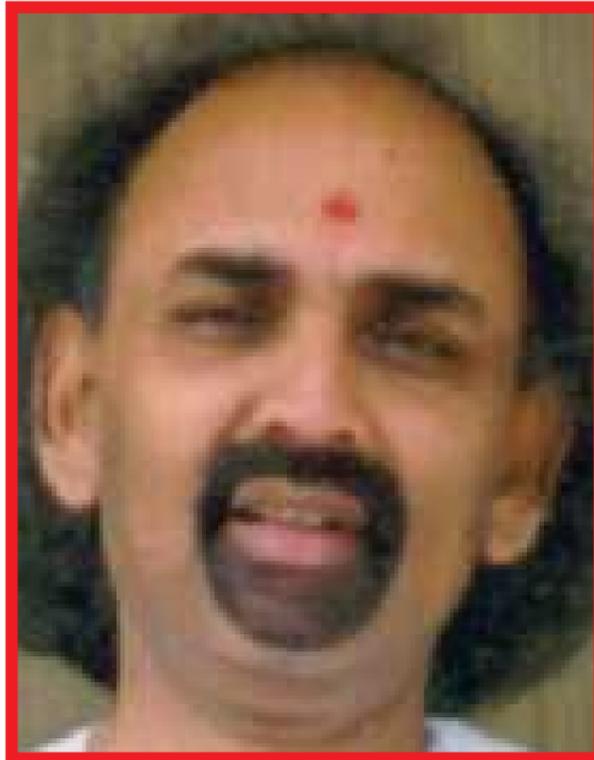
1997 : Priya Ranjan at the age of 47 years



1997 : Priya Ranjan at the age of 47 years



1997 : Priya Ranjan at the age of 47 years



1997 : Priya Ranjan at the age of 47 years



1997 : Priya Ranjan at the age of 47 years



1997 : Priya Ranjan at the age of 47 years



1997 : Priya Ranjan at the age of 47 years



1998 : Priya Ranjan at the age of 48 years



1999 : Priya Ranjan at the age of 49 years



2000 : Priya Ranjan at the age of 50 years



2001 : Priya Ranjan at the age of 51 years



2002 : Priya Ranjan at the age of 52 years



2003 : Priya Ranjan at the age of 53 years



2003 : Priya Ranjan at the age of 53 years



2004 : Priya Ranjan at the age of 54 years



2005 : Priya Ranjan at the age of 55 years



2006 : Priya Ranjan at the age of 56 years



2007 : Priya Ranjan at the age of 57 years



2008 : Priya Ranjan at the age of 58 years



2009 : Priya Ranjan at the age of 59 years



2010 : Priya Ranjan at the age of 60 years



2011 : Priya Ranjan at the age of 61 years



2012 : Priya Ranjan at the age of 62 years



2013 : Priya Ranjan at the age of 63 years



2014 : Priya Ranjan at the age of 64 years



2015: Priya Ranjan at the age of 65 years



2016 : Priya Ranjan at the age of 66 years



2017 : Priya Ranjan at the age of 67 years

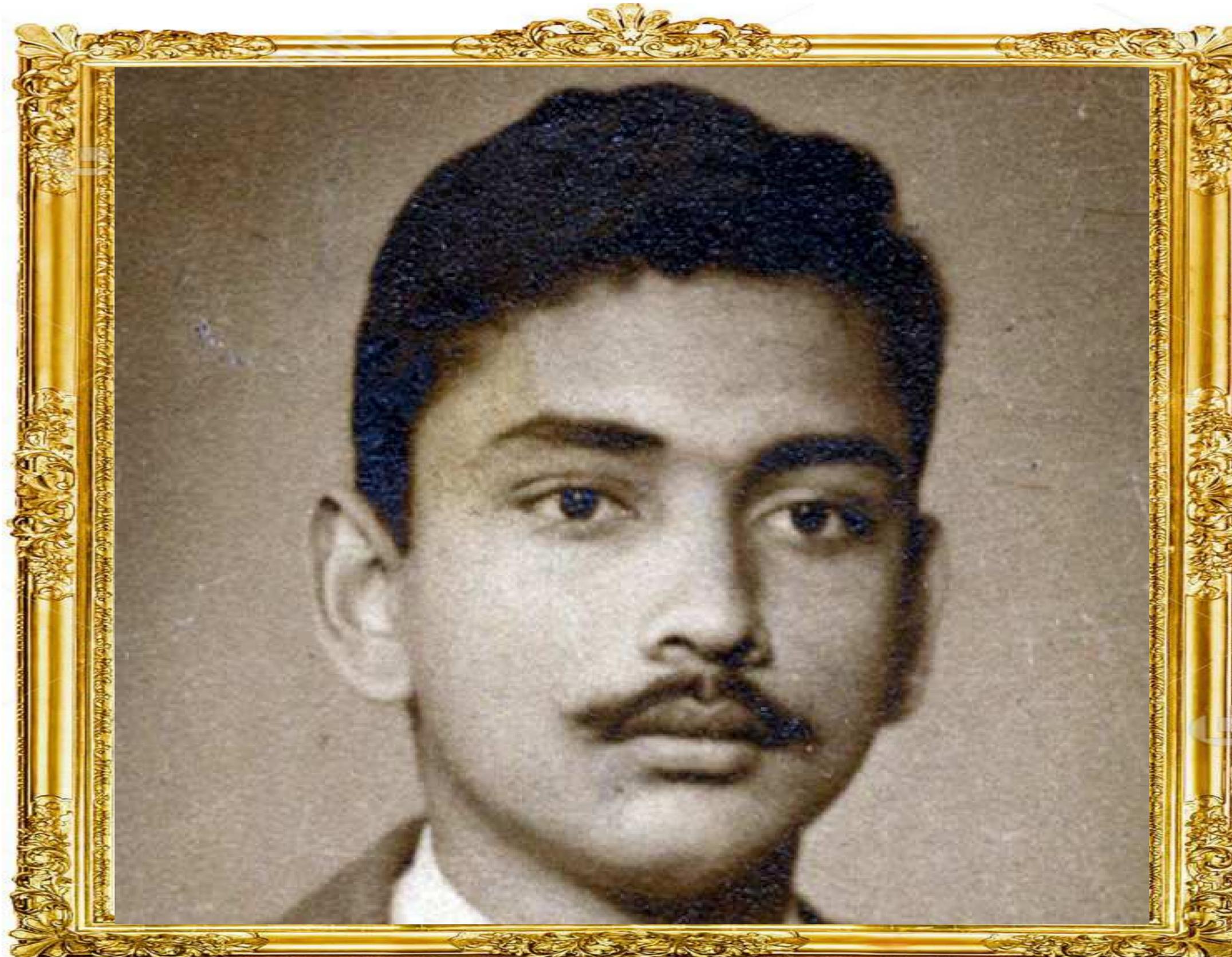


2018 : Priya Ranjan at the age of 68 years



2019 : Priya Ranjan at the age of 69 years

PICTORIAL DETAILS OF 1966



A rare photograph of Priya Ranjan Trivedi after he got admitted to the Pre-University Science Course at Langat Singh College under the University of Bihar at Muzaffarpur based on his high score at the Matriculation Examination 1966. He opted for Physics, Chemistry and Mathematics in order to join Bachelor of Engineering Degree with a view to finally completing Master's and Doctoral Degrees in the areas of Management as well as Engineering in India or abroad for acquiring the required skills related to the emerging entrepreneurial and employment generation. It is the same Langat Singh College where Eminent Personalities like Dr. Rajendra Prasad along with Acharya J.B. Kripalani, Dr. Y.J. Tarporwala, Dr. Hari Ranjan Ghoshal, Prof. R.P. Khosla and Prof. W.O. Smith had the proud privilege of teaching and research at this College between 1907 and 1921.

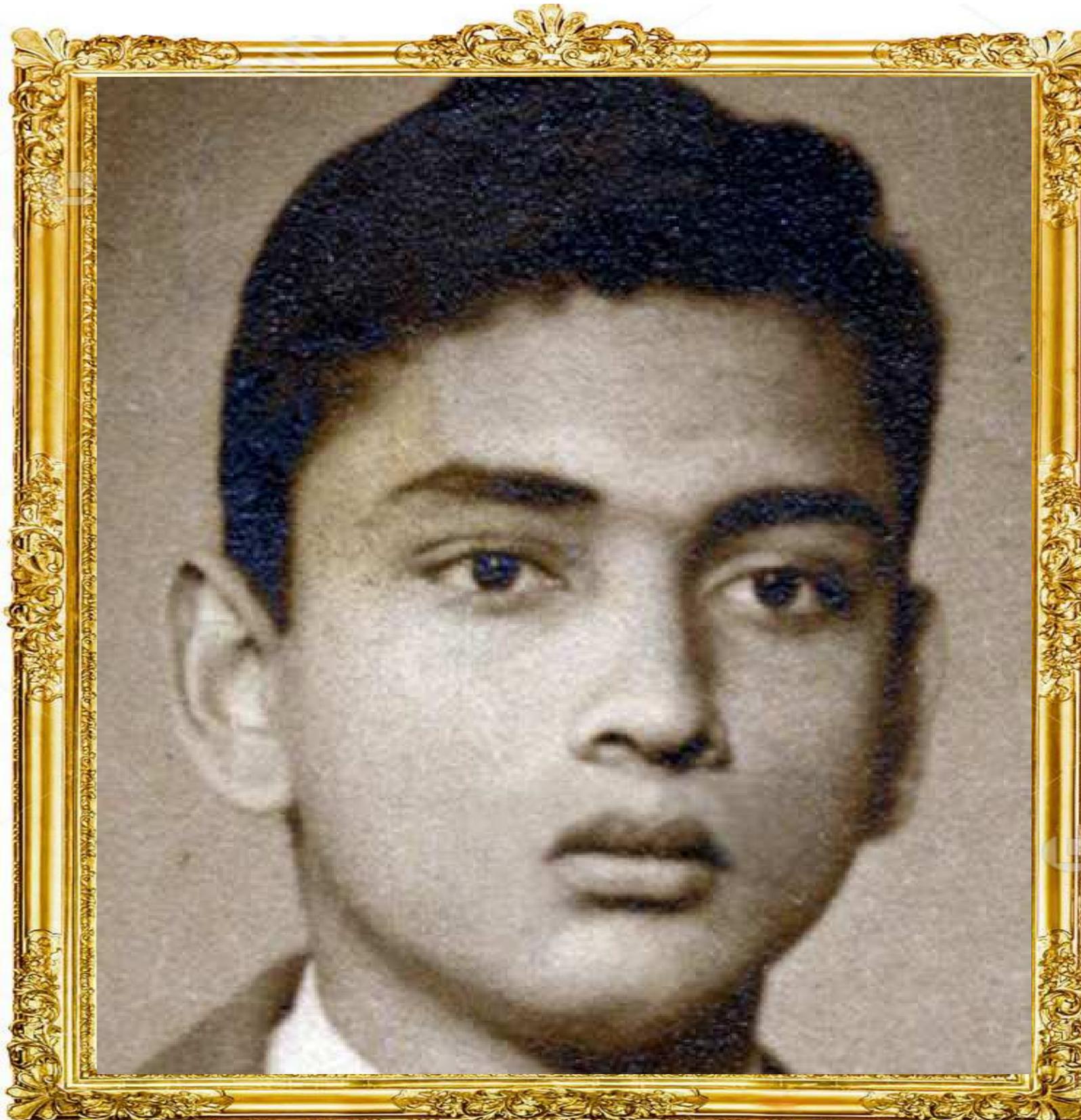


1966 : Priya Ranjan Trivedi (16) relaxing after appearing in the Matriculation Examination 1966. His teachers including invigilators had predicted that he will get excellent results. Thank God, he secured 100% marks in Mathematics and more than 90% in other subjects. He had broken all previous records of his school.



1966 : Priya Ranjan Trivedi (16) and his class friend Shri Ajay Kumar Jha during their trip to Valmikinagar and to observe the National Project Construction Corporation Project there. They went to Nepal also from Valmikinagar where a dam is built on the river Gandak. This dam and its channels are the lifeline of north-western part of Bihar.

PICTORIAL DETAILS OF 1967



Priya Ranjan Trivedi (17) was to appear in the Pre-University (Science) examination conducted by the University of Bihar at Langat Singh College, Muzaffarpur. Every student admitted in 1966-1967 session had the problem regarding noncompletion of the course because a Professor at Ram Dayalu Singh College was shot dead and that is why all colleges were closed for more than six months. However, Priya Ranjan Trivedi started preparing for the examination through self-study at home. He fared quite well in the examination. The environment of Duke Hostel where he was staying also helped him as the then Principal of Langat Singh College, Prof. Mahendra Pratap used to visit Duke Hostel every evening and he was motivating the students staying there with his philosophical ideas by telling the students to remember and to recall the God in case of any distress or problems.

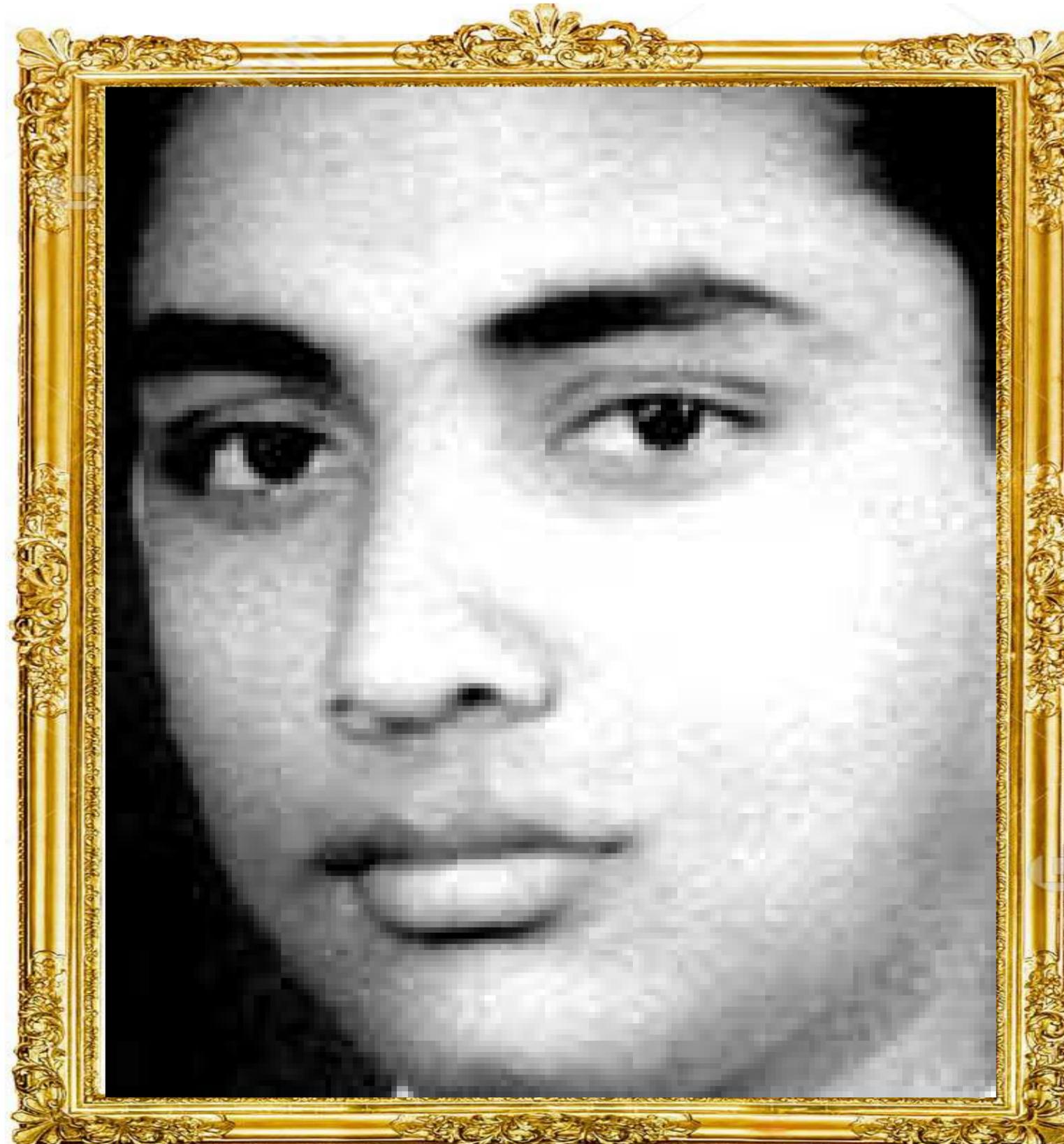
Most of the Professors teaching Physics, Chemistry and Mathematics were also eminent authors. Priya Ranjan Trivedi was meeting these Professors almost everyday and during this period he learned the science of writing and authoring scientific books as most of the proof reading work was done by him.

It was the same year when his original grand house made a few hundred years ago was to be dismantled as more than 100 persons were living in this house with one big kitchen and with many cooks.

A new house was constructed for his family where everybody felt fully satisfied. Priya Ranjan Trivedi supervised the entire construction work and this led to enable him to have a passion for building construction, a habit which is still with him.

He went to Kolkata several times specially during the summer vacation, durga pooja vacation and winter vacation. There he visited all the important colleges including engineering colleges under Calcutta University besides the Birla Industrial and Technological Museum where he learned everything regarding scientific and technological innovations with the help of the curators working there.

This finally enabled him to decide regarding the studies and research creating to technology by first getting admitted to Bachelor of Engineering Degree.



PICTORIAL DETAILS OF 1968

Priya Ranjan Trivedi (18) was labouring hard with a view to preparing for the entrance examination for admission to Bachelor's Degree in Engineering / Technology. At the same time he was also appearing for the B.Sc. Part I examination after completing his Pre-University Course at Langat Singh College under the University of Bihar.

His guardians including his uncle Shri Surendra Trivedi and his elder brother Shri Jitendra Trivedi were advising him to study Engineering as his father Late Rajendra Trivedi (died in the year 1962) wanted him to complete his Doctorate in Engineering with a view to making the country self-reliant in the area of industrial production.

Although he was selected for most of the reputed Engineering Colleges, he and his guardians selected Birla Institute of Technology, Mesra, Ranchi, a College under Ranchi University where the teaching was superb, campus very green, teachers most dedicated and hostel very clean, students very discipline and food very nutritious.

As there was a cosmopolitan crowd at Birla Institute of Technology, he found difficulties in mixing with students from the metropolitan areas, but soon he acquired courage and smartness within a short time with the help of teachers who liked him because of his extraordinary intelligence.

This was the year when he also joined the Photography Club at BIT Mesra, Ranchi and learned the art and science of photography including developing and printing in the in-house studio at Mesra.

He was so intelligent in studies that besides the Books given to him from the Library, he also bought many Books from India and abroad out of the scholarship amount he was getting from the Government of India under the National Scholarship Scheme.

As his guardians had advised him to become an Institution Builder by acquiring skills regarding educational entrepreneurship, he informed the same to the Director Dr. B.R. Seth and the Deputy Director Dr. H.C. Pande who encouraged him to come closer to them so that he may understand the philosophy of Institution Building based on the work done to strengthen the cause of technical education at BIT, Mesra.



1968 : Priya Ranjan Trivedi (18) learnt driving at the age of 14 and then got the Driving Licence. A new Ambassador Car was bought for him although there was a long waiting list but the Car was bought out of turn from Calcutta. Seen in the photograph are Priya Ranjan Trivedi on the driving seat, Shri Noonu Babu and Shri Jhunna Ji on the rear seat.

Chapter 36
**PICTORIAL
DETAILS OF
1969**

Priya Ranjan Trivedi (19) was studying in second year of Bachelor of Engineering at Birla Institute of Technology Mesra, Ranchi when he was informed by his parents that a beautiful girl has been located for getting him married with her on June 1, 1969. By that time there was no student studying at BIT was married. Accordingly this news spread all over the campus no only among the students but all the teaching and nonteaching staff. There were celebrations all over including Muzaffarpur, Kolkata, Dhanbad, Ranchi, Ratti Bhagwanpur and Madhopur. Relatives and Classmates and Admirers attended these programmes. The team of class friends also made it a point to meet Priya Ranjan Trivedi's wife Nisha Jeewachh. Everybody was appreciative of the cordial behaviour and nature of Nisha Jeewachh as she provided the required hospitality including sumptuous lunch and dinner to all the persons who came from different places for observing her.





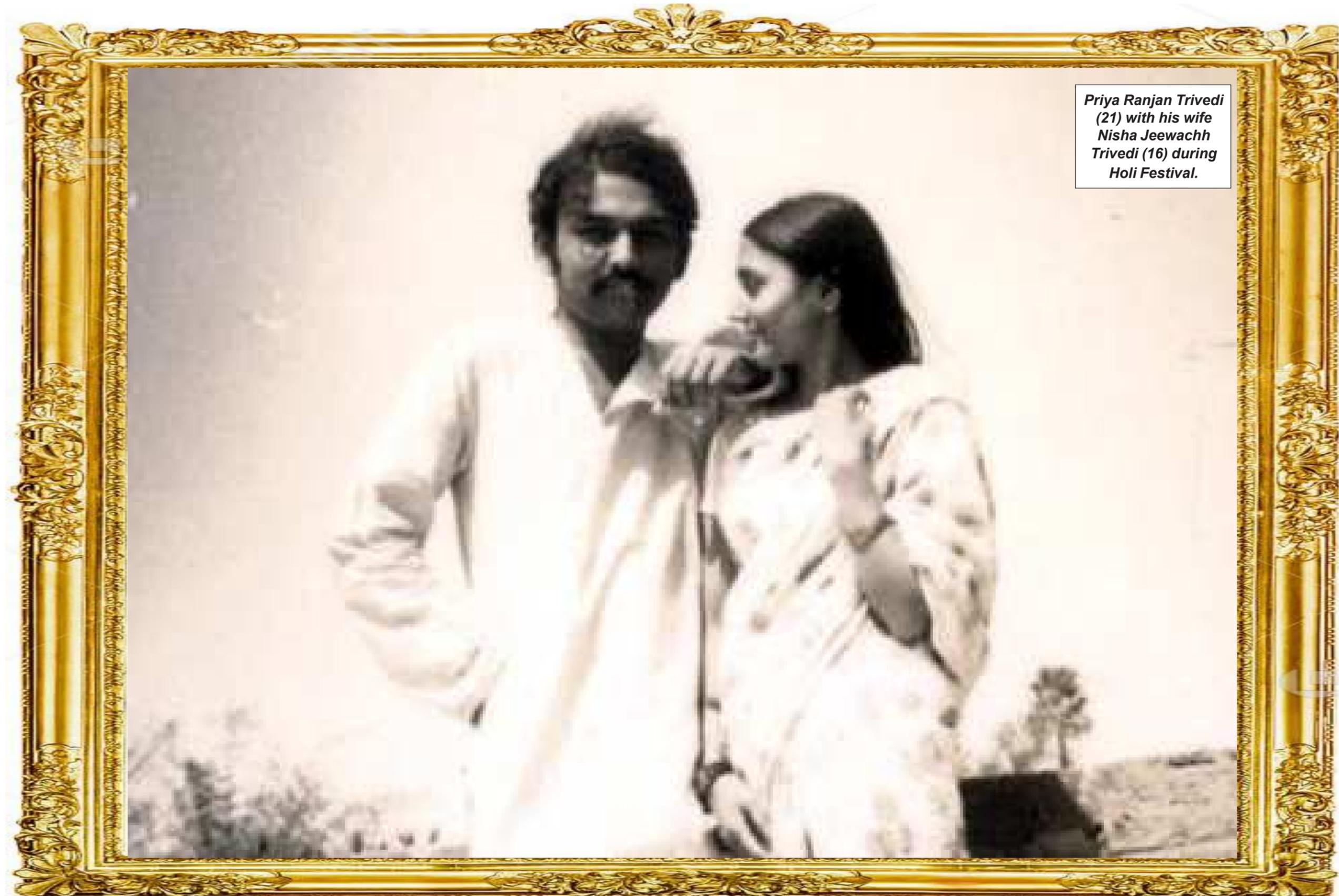
Chapter 37
**PICTORIAL
DETAILS OF
1970**

*Priya Ranjan Trivedi (20) with
his BIT Mesra class friends :
Santosh Kumar Giri, Rajendra
Prasad Bhagat and Krishna
Kumar Sinha during the special
vacational trip to Darjeeling.*

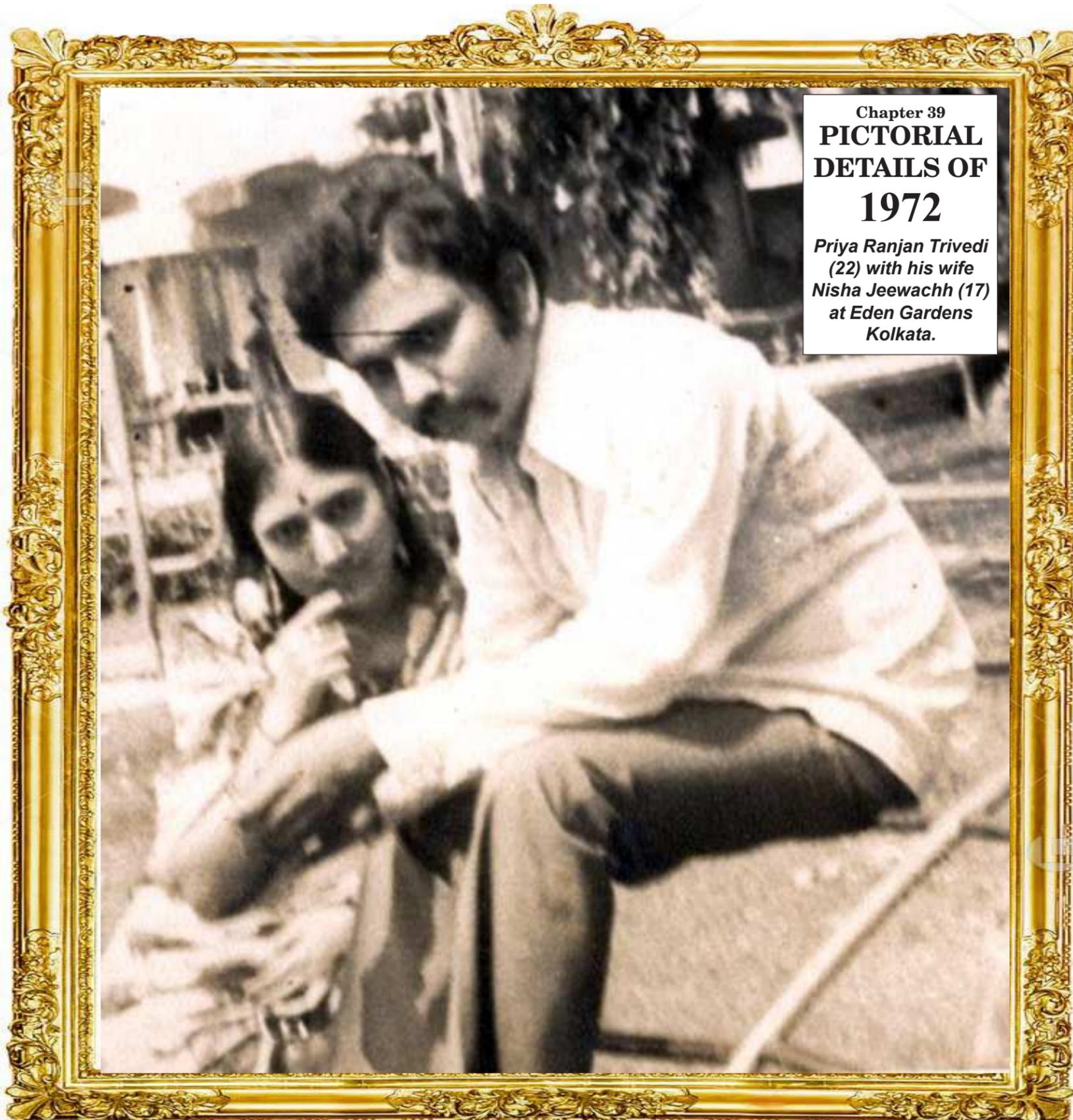


Chapter 38
**PICTORIAL
DETAILS OF
1971**

*Priya Ranjan Trivedi
(21) with his BIT
Mesra class friends:
S.K. Giri, C.R. Tiwari,
R.P. Bhagat and
K.K. Sinha near
the Locomotive
Engine of 2 ft. gauge
railway at Darjeeling.*



*Priya Ranjan Trivedi
(21) with his wife
Nisha Jeewachh
Trivedi (16) during
Holi Festival.*



Chapter 39
**PICTORIAL
DETAILS OF
1972**

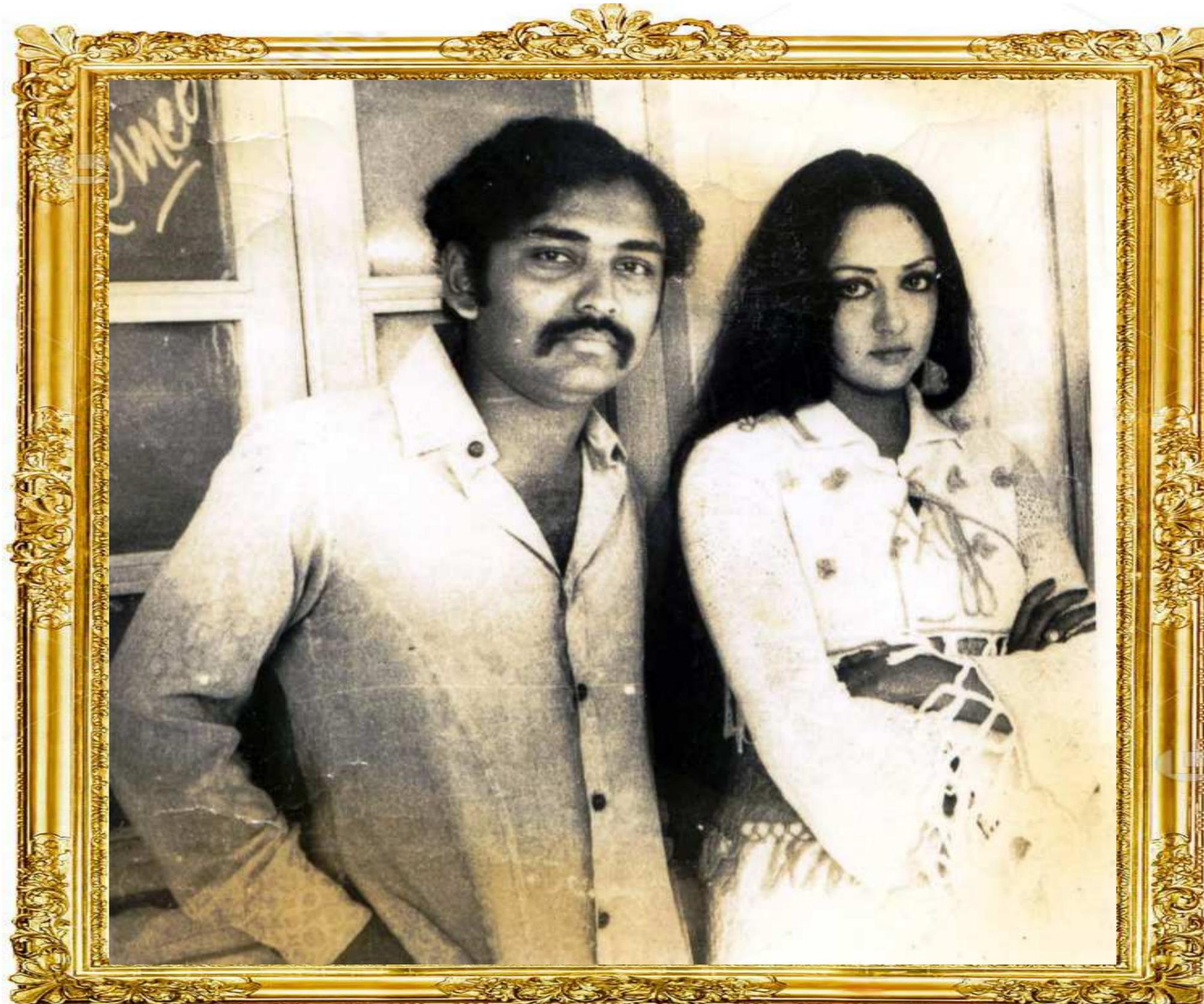
*Priya Ranjan Trivedi
(22) with his wife
Nisha Jeewachh (17)
at Eden Gardens
Kolkata.*



Priya Ranjan Trivedi (22), the Head of Audio Visual Educational Club of BIT Mesra, Ranchi with the Jury to decide about the debate on film acting and direction decides the economics of film production in India as well as abroad.

Prof. B.P. Roy, Patron, AVEC and Mr. Priya Ranjan Trivedi jointly conducting AVEC National Interaction Meet.





Chapter 40
**PICTORIAL
DETAILS OF
1973**

Priya Ranjan Trivedi (23) with the famous heroine and dreamgirl Hema Malini at Mumbai. During this trip of Priya Ranjan Trivedi along with his colleagues, several meetings were held with famous Actors like Dev Anand, Raj Kapoor, Vyjayanti Mala, Dharmendra, Prem Chopra and others.

Priya Ranjan Trivedi (23) with his wife Nisha Jeewachh Trivedi on the occasion of his 23rd Birthday celebrated at Kolkata.

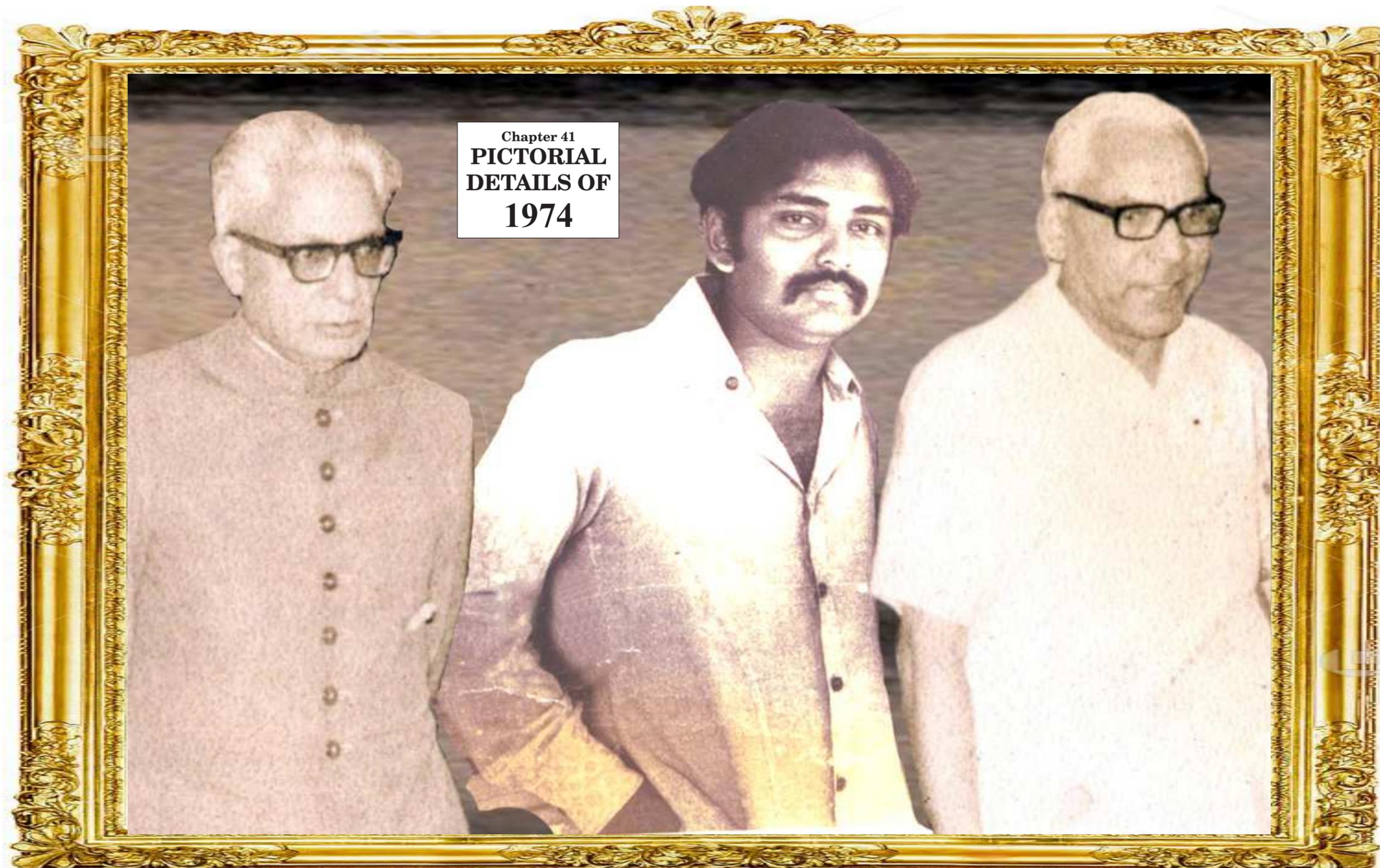




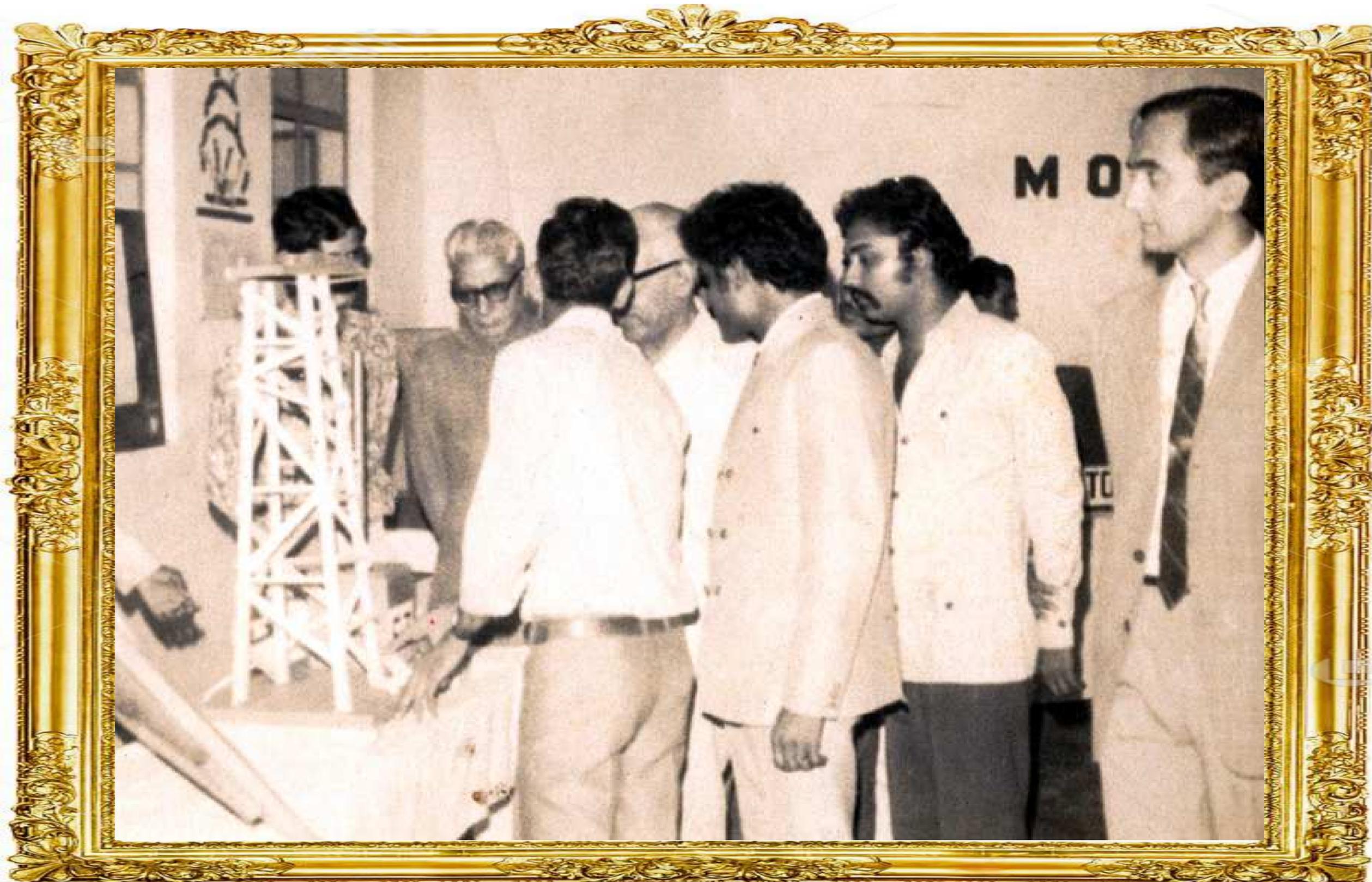
Priya Ranjan Trivedi (23) with the famous actors Kabir Bedi and Prema Narayan at Mumbai Studios.

Priya Ranjan Trivedi (23) with his wife Nisha Jeewachh Trivedi during their 4th Marriage Anniversary organised at the famous Grand Hotel at Kolkata where most of the BITOSA Members were present to congratulate the couple who announced during their address to the colleagues that they would like to become job givers rather than job seekers.





Priya Ranjan Trivedi (24) with the Vice Chancellor, Ranchi University, Shri R.S. Mandal and the Director, Birla Institute of Technology, Mesra, Ranchi, Dr. B.R. Seth during the Annual Function and Award Distribution Ceremony to the brightest students completing Engg. Degrees at BIT Mesra, Ranchi. Priya Ranjan Trivedi was awarded with National Appreciation on this event.



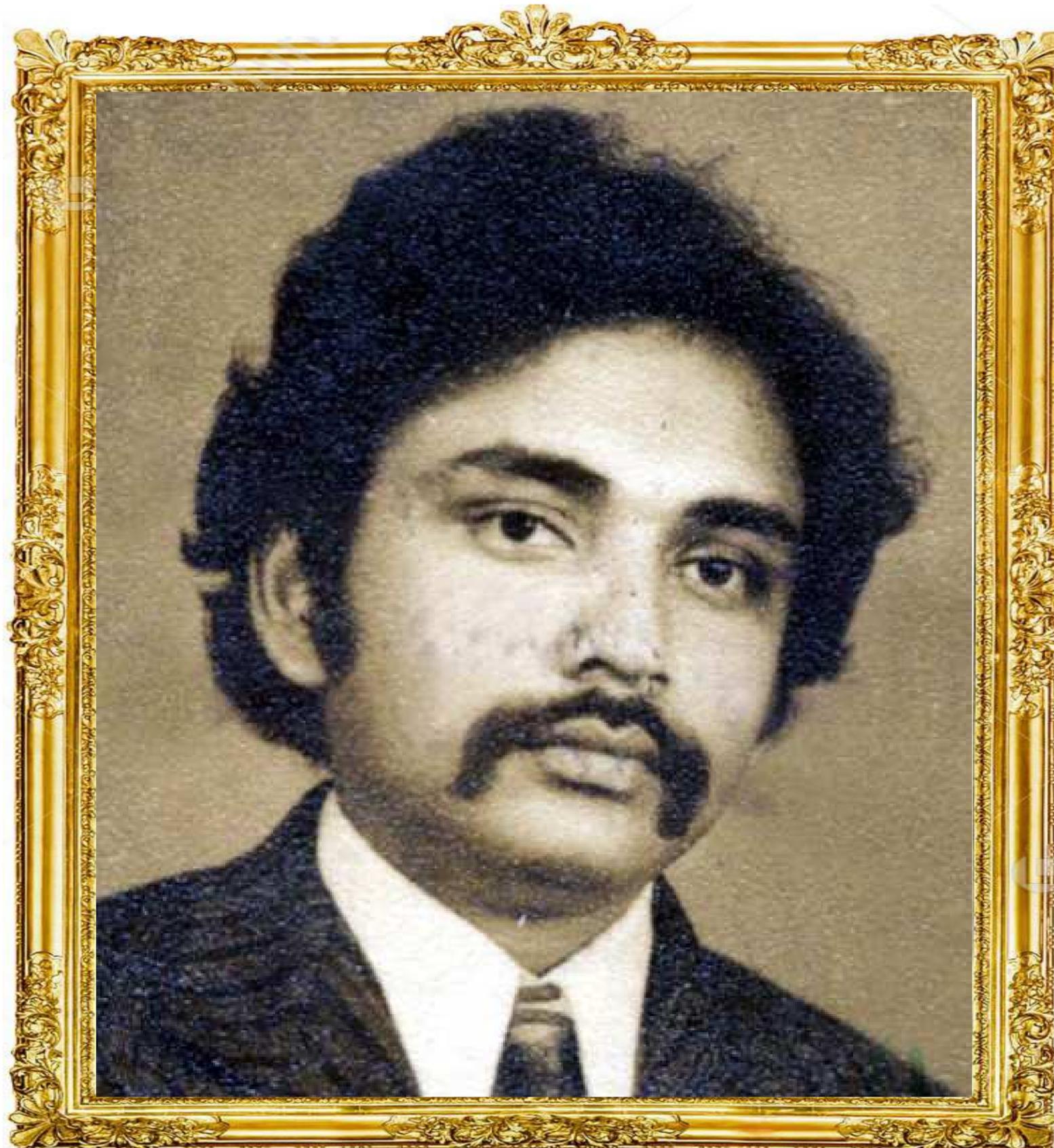
Priya Ranjan Trivedi (24) with the Vice Chancellor, Ranchi University, Shri R.S. Mandal, Director, Birla Institute of Technology, Mesra, Ranchi, Dr. B.R. Seth and the Deputy Director / Head of Industrial Research Dr. H.C. Pande during the exhibition of prototype innovative engineering products exhibition at BIT Campus, Mesra, Ranchi.



Priya Ranjan Trivedi (24) with his wife Nisha Jeewachh Trivedi (19) during their 5th Marriage Anniversary Function held at their residence at 44, Strand Road, Kolkata.



Chapter 42
**PICTORIAL
DETAILS OF
1975**
*Priya Ranjan Trivedi
(25) with his wife
Nisha Jeewachh (20)
during their 6th
Wedding
Anniversary*



Priya Ranjan Trivedi (25) with his wife Nisha Jeewachh Trivedi (20) on a tour before launching their educational entrepreneurship venture.



Chapter 43
**PICTORIAL
DETAILS OF
1976**

*Priya Ranjan Trivedi
(26) with his wife
Nisha Jeewachh (21)
during their 7th
Wedding Anniversary*



Chapter 44
**PICTORIAL DETAILS OF
1977**

*The then Union Minister for Communications,
Government of India Shri George Fernandes
inaugurating the first edu-entrepreneurial
venture : Indian Institution of Management
Development (IIMD) jointly launched by
Priya Ranjan Trivedi and Uttam Kumar Singh
at Muzaffapur on 15th April 1977*



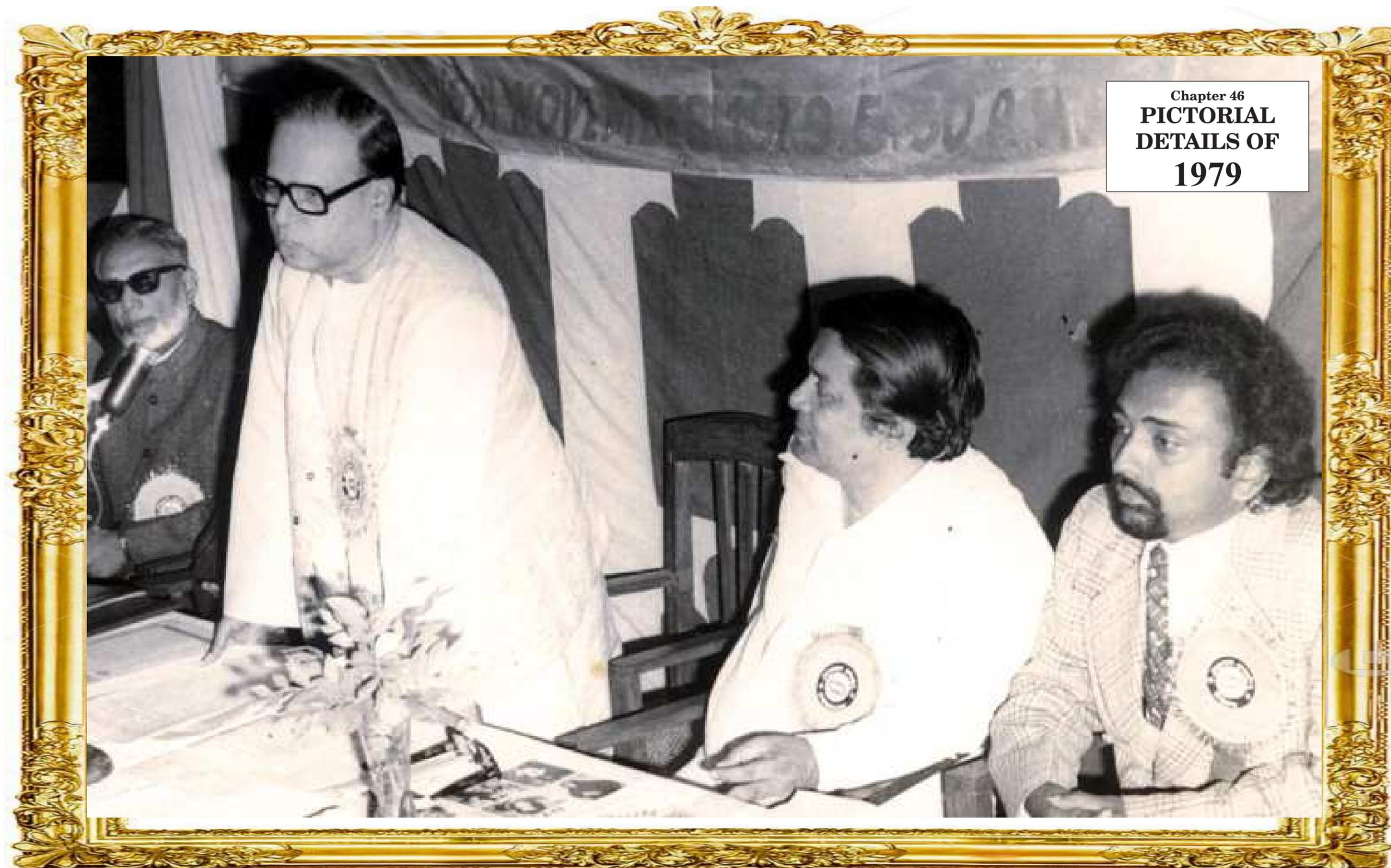


Chapter 45
**PICTORIAL
DETAILS OF
1978**

The motivation for establishing institutions of eminence by Priya Ranjan Trivedi has been based on the continuous blessings and guidance from the great personality Shri Atal Bihari Vajpayee.

He patronised all his ideas and imaginations right from the year 1977-1978 when Shri Atal Bihari Vajpayee was the Union Minister for External Affairs. He suggested PRT to concentrate on management education and the protection of our natural and built environment. His guidance continued for more than fortyone years. In return Dr. Priya Ranjan Trivedi wrote the biography of Hon'ble Atal Bihari Vajpayee on the occasion of his 75th Birthday Celebration at New Delhi. This Book was released by the then Deputy Prime Minister of India Shri L.K. Adwani. Another Book titled "Atal Bihari Vajpayee Smriti Granth" edited by Dr. Priya Ranjan Trivedi was dedicated to him and was widely circulated to promote his ideals soon after his death.

This Book was released on the occasion of the Rashtriya Hindi Diwas on 14th September 2018.



Chapter 46
**PICTORIAL
DETAILS OF
1979**

1979 : Acharya Devendra Nath Sharma, Ex-Vice Chancellor, Patna University delivering his Presidential Speech on the occasion of the Inauguration of the Indian Institute of Business Management (IIBM), Patna in the presence of Dr. Shreenivas, Dr. Purnendu Narayan Sinha and Dr. Priya Ranjan Trivedi at Buddha Marg Campus, Patna.



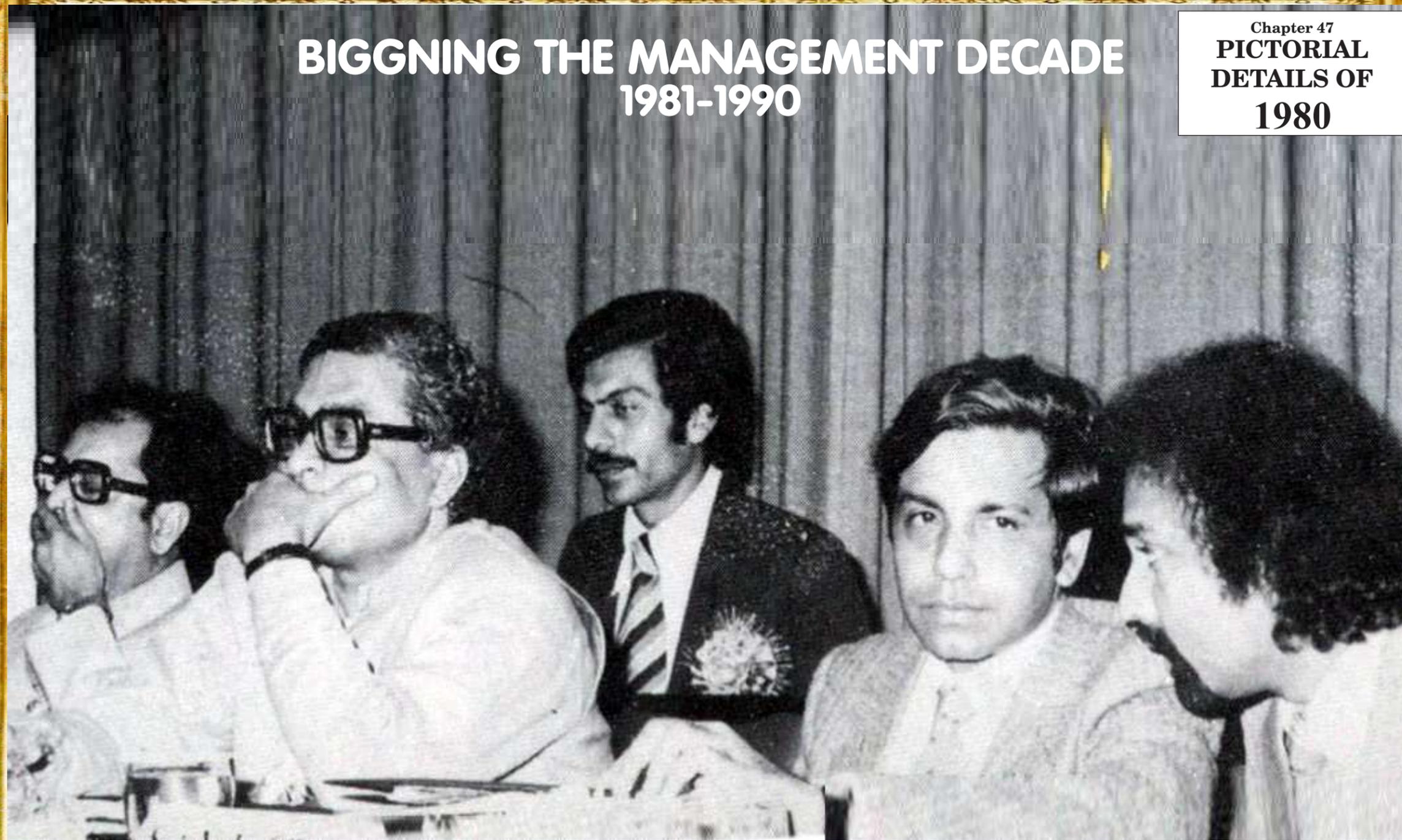
1979 : Members of the Governing Council and the Academic Council of IBM with Directors and Faculty Members during the inauguration of IBM at Buddha Marg, Patna. Important among them are Dr. Shreenivas, Dr. C.D. Singh, Dr. Kameshwar Jha, CA. Digambar Chaudhary, Dr. P.R. Trivedi, Dr. G.V. Pandit, Er. L.K. Thakur, Prof. J.M. Dewan and Prof. Rajiv Ranjan.



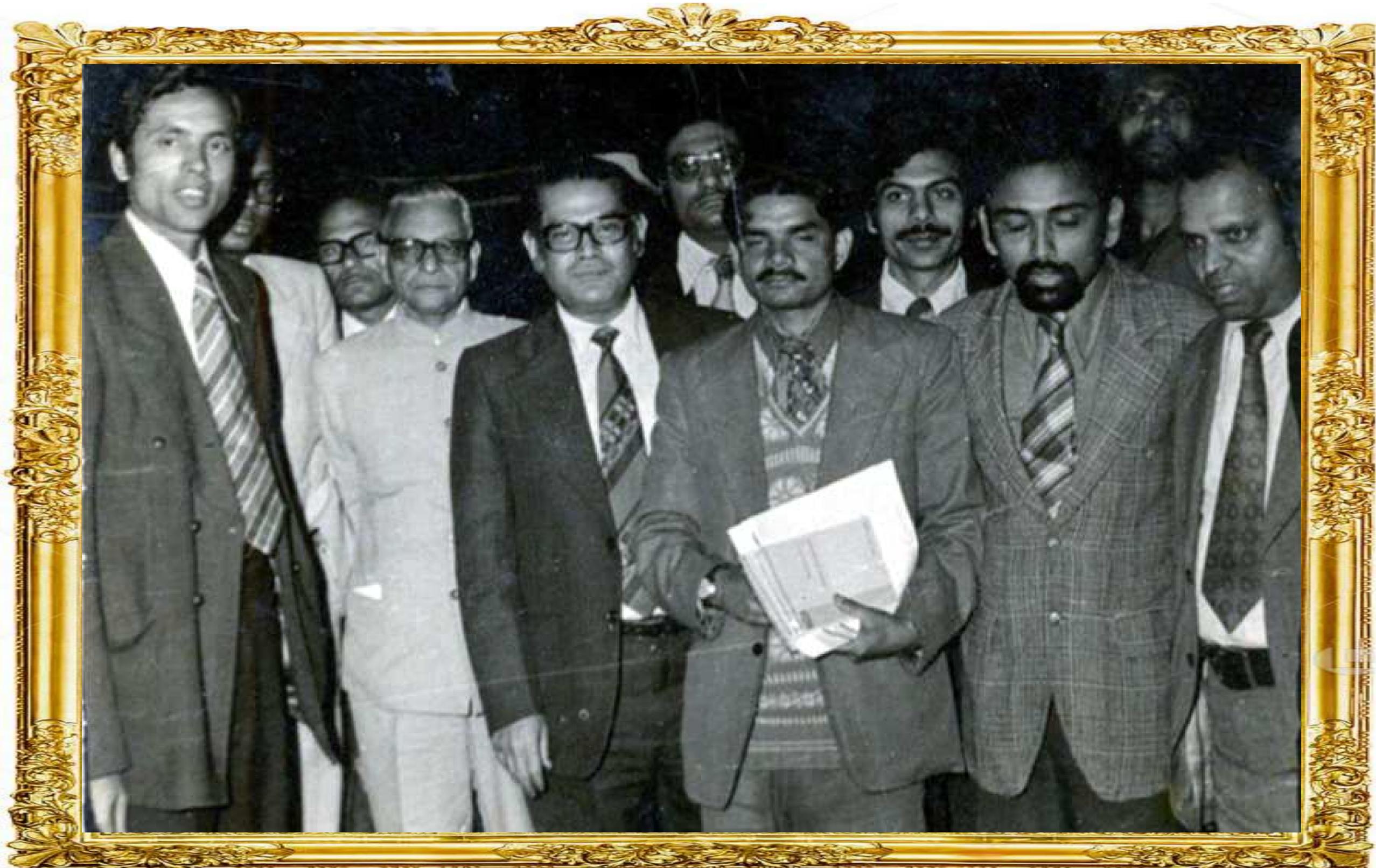
1979 : Dr. Priya Ranjan Trivedi (29) and Dr. Uttam Kumar Singh (27) with their friends and admirers on the occasion of the inauguration of the Indian Institute of Business Management (IIBM) at Buddha Marg, Patna. Invitees from different parts of India as well as other countries participated in the inaugural function.

BIGGNING THE MANAGEMENT DECADE 1981-1990

Chapter 47
PICTORIAL
DETAILS OF
1980



1980 : Management Congress and Summit being inaugurated by Hon'ble Shri Pranab Mukherjee, Union Minister for Commerce, Steel and Mines in the presence of the Chief Minister Dr. Jagannath Mishra, Mr. N.K. Singh, IAS and Convener Dr. Priya Ranjan Trivedi on 28-29 December 1980 at Maurya-Patna.



*1980 : Indian Standards Convention being hosted by IIBM Patna with Dr. Priya Ranjan Trivedi, Dr. Uttam Kumar Singh and Er. Lalit Kumar Thakur as Conveners.
More than 200 Delegates attended the Convention under the aegis of Indian Standards Institution (ISI).*



1980 : Dr. Priya Ranjan Trivedi discussing educational standards with Mr. D.P. Kharia, Deputy Managing Director, TATA STEEL and other important personalities during the Indian Standards Convention hosted by the Indian Institute of Business Management, Patna.



Dr. A.R. Kidwai
Governor of Bihar

Dr.. P.R. Trivedi
Director (Admn.), IIBM

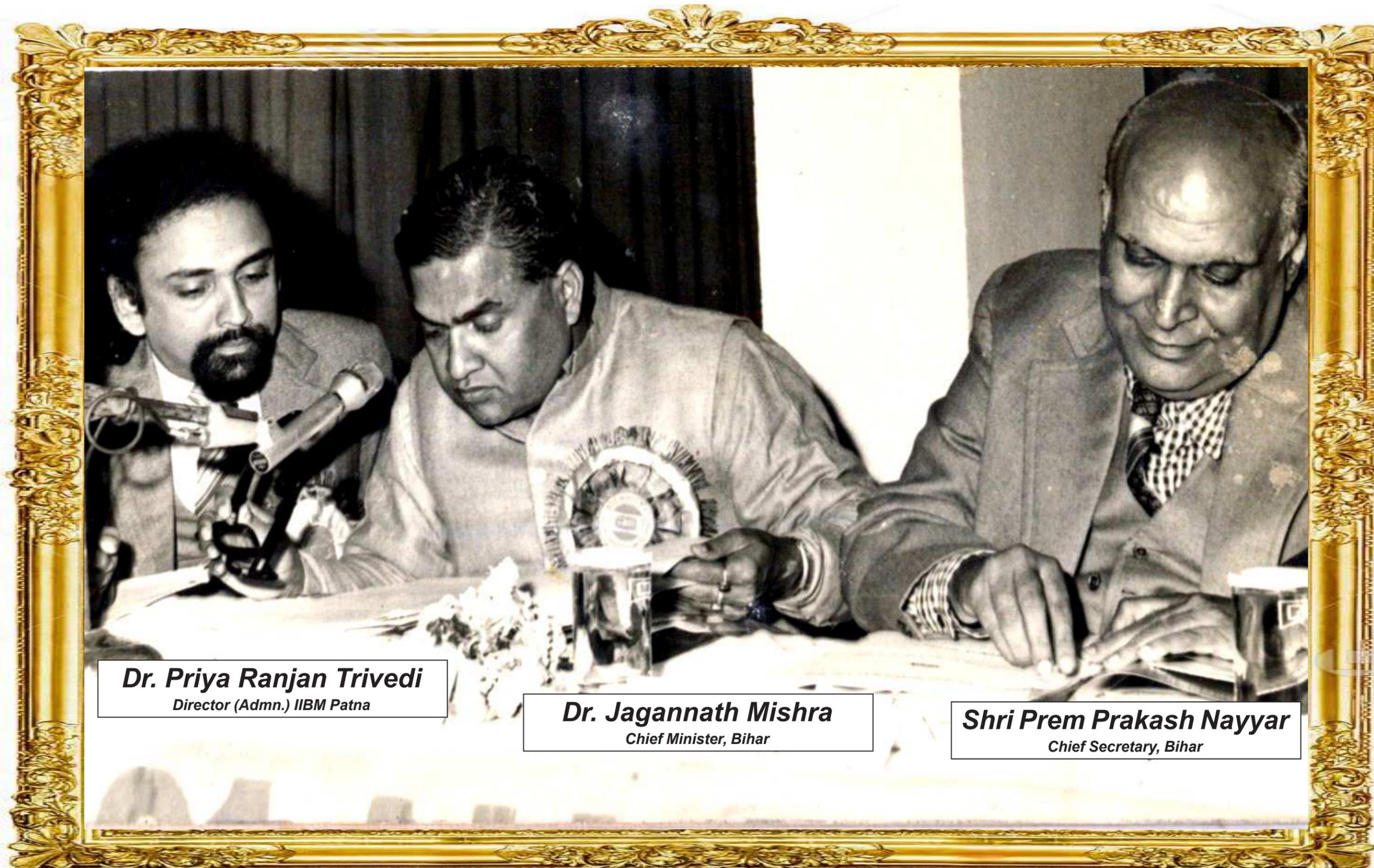
1980 : The Former Chairman, UPSC and Governor of Bihar Dr. A R Kidwai inaugurating the Indian Institute of Journalism (IJ) on the occasion of United Nations Development Information Day on 24th October 1980 in the presence of Dr. Priya Ranjan Trivedi under the auspices of the Indian Institute of Business Management (IIBM)



1980 : The First Computer Centre established at IIBM Patna being inaugurated by the Chief Minister of Bihar, Dr. Jagannath Mishra in the presence of the Founders of IIBM, Dr. Priya Ranjan Trivedi and Dr. Uttam Kumar Singh in the presence of many Ministers, Parliamentarians and other Dignitaries from all over the country.



1980 : Dr. Priya Ranjan Trivedi (30) welcoming the Union Minister for Commerce, Steel and Mines, Shri Pranab Mukherjee during the inauguration of the International Institute of Management (an All India Institution for training in the areas of management and administration) on 28 December 1980 at Welcomgroup, Maurya-Patna.



Dr. Priya Ranjan Trivedi
Director (Admn.) IIBM Patna

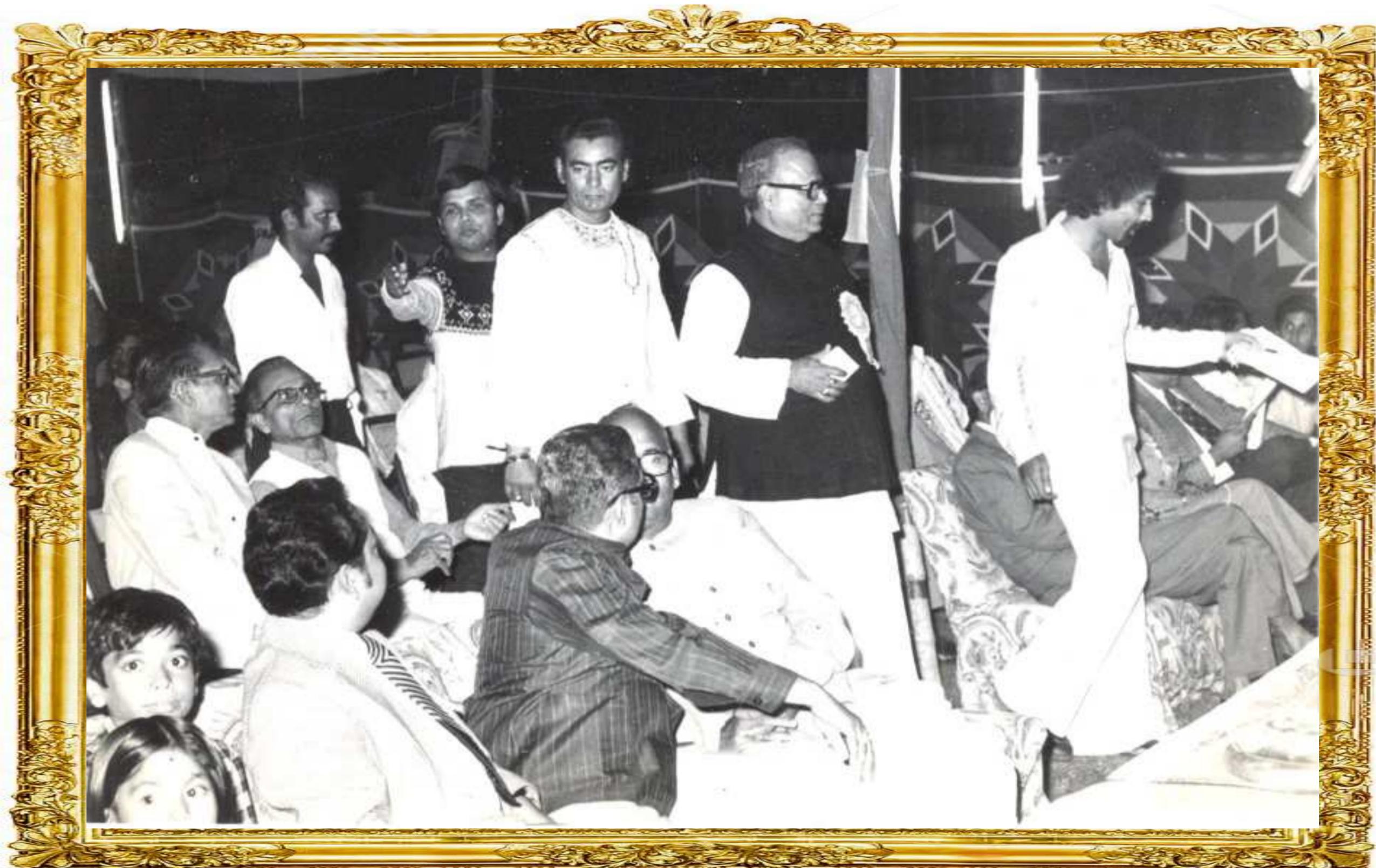
Dr. Jagannath Mishra
Chief Minister, Bihar

Shri Prem Prakash Nayyar
Chief Secretary, Bihar

1980 : Dr. Priya Ranjan Trivedi (30) with the Chief Minister of Bihar Dr. Jagannath Mishra and the Chief Secretary of Bihar Shri Prem Prakash Nayyar, IAS during the inauguration of the International Institute of Management (IIM), Patna for designing and conducting need based programmes for promoting management education and research.



1980 : Dr. Priya Ranjan Trivedi (30) presenting the First Annual Report of the Indian Institute of Business Management on the occasion of the First Annual Day Celebrations in the presence of the Minister of Agriculture, Government of Bihar Shri L.P. Shahi and other VIPs from India and abroad for observing the progress made by IIBM in the area of management education.



1980 : Dr. Priya Ranjan Trivedi (30) escorting the Chief Guest, Shri L.P. Shahi, Minister for Agriculture, Government of Bihar on the occasion of the First Annual Day Celebrations of the Indian Institute of Business Management, Buddha Marg, Patna Campus.



1980 : Dr. Priya Ranjan Trivedi (30) with the Keynote Speaker Shri Sharu Rangnekar, Panelists Shri Kumar Taranand Sinha from Tata Steel, Dr. Shreenivas, Chairman, IIBM and Shri K.N. Ardhnareeshwaran, IAS, Education Commissioner, Bihar during EDP on "Improving Managerial Effectiveness" held at Maurya-Patna under the aegis of IIBM Patna.



1980 : Dr. Priya Ranjan Trivedi (30) with Hon'ble Shri Pranab Mukherjee, Union Minister for Commerce, Steel and Mines, Government of India inaugurating the Indian Institute of Ecology and Environment (IIEE) on 5th June 1980.



1980 : Dr. Priya Ranjan Trivedi (30) speaking on employment generation and skill development.



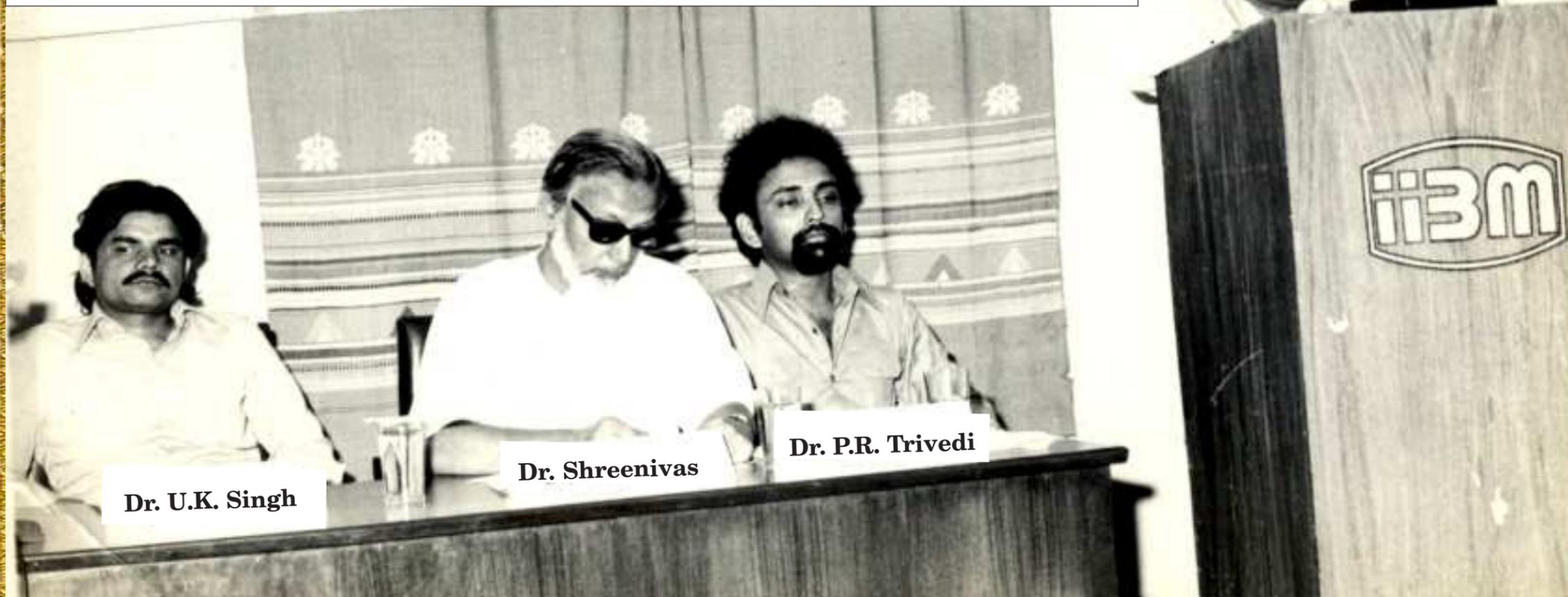
1980 : The Union Minister for Railways, Government of India Shri Kedar Panday with Dr. Priya Ranjan Trivedi, Dr. Uttam Kumar Singh and other young volunteers during the inauguration and launching of the Indian Institute of Planning and Development (IIPD) on 29 December 1980.

**INDIAN INSTITUTE OF BUSINESS MANAGEMENT
PATNA**

**BRAINSTORMING SESSION ON
WHAT AILS BIHAR ?**

CHIEF GUEST : Dr. JAGANNATH MISHRA, CHIEF MINISTER, BIHAR

Chapter 48
**PICTORIAL
DETAILS OF
1981**



1981 : Dr. Priya Ranjan Trivedi (31), Dr. Uttam Kumar Singh and Dr. Shreenivas observing the inaugural address delivered by the Chief Minister of Bihar Dr. Jagannath Mishra on the occasion of the Brainstorming Session on "What Ails Bihar ?" organised by the Indian Institute of Business Management, Patna.

1981 ALL INDIA MANAGEMENT CONGRESS

ORGANISED BY : INDIAN INSTITUTE OF BUSINESS MANAGEMENT, PATNA



1981 : Dr. Priya Ranjan Trivedi (31) with Shri Yashwant Sinha, IAS (who subsequently became the Finance Minister of India in the year 1990), Dr. A. Dasgupta, Father of Management Education in India, Minister in the State of Bihar Shri L.P. Shahi and the Member of Parliament Shri R.P. Yadav during the 1981 All India Management Congress organised by IIBM Patna.

Chapter 49
**PICTORIAL
DETAILS OF
1982**



1982 : Dr. Priya Ranjan Trivedi (32) presenting the keynote address on the occasion of the World Tourism Congress held at Srikrishna Memorial Hall, Patna under the aegis of the Indian Institute of Business Management, Patna with the theme "Tourism by 2000 A.D. : Prospects and Constraints"



1982 : Dr. Priya Ranjan Trivedi (32) with Director of Higher Education Prof. Damodar Thakur and Director of Technical Education, Prof. S.N. Sinha and Japanese Management Expert Prof. Koishi Murao during IIBM National Seminar on Japanese Decision Making Process held at Bihar Industries Association Hall, Patna.



1982 : Dr. Priya Ranjan Trivedi (32) with Shakuntala Devi, an Indian writer and mental calculator, popularly known as the “human computer” during the special mathematical show organised at the Indian Institute of Business Management, Patna with a view to optimise the intellectual mind of the students at the MBA level.



1982 : Dr. Priya Ranjan Trivedi (32) with Lt. Gen. Adi Meherji Sethna (Retd.), Chairman, India Tourism Development Corporation (ITDC) explaining him regarding the infrastructural facilities at the Department of Hotel Management, Catering and Applied Nutrition at the Indian Institute of Business Management, Patna in the presence of the students and the faculty members.



1982 : Dr. Priya Ranjan Trivedi (32) with Dr. Uttam Kumar Singh (30) observing and evaluating the 5th year of their educational projects and ventures with a view to designing a masterplan paradigm for establishing more and more institutions in the emerging fields for ensuring employment generation in South Asian countries.



1988 : The Union Minister of Civil Aviation and Civil Supplies Government of India, Shri Bhagwat Jha Azad inaugurating the Indian Institute of Building Technology on the occasion of World Development Information Day on 24 October 1982 in the presence of Dr. Priya Ranjan Trivedi.



1982 : Dr. Priya Ranjan Trivedi (32) with Dr. Verghese Kurien, Chairman, National Dairy Development Board and the Former Chief Secretary of Bihar Shri L. Dayal while Prof. Prabhunath Singh, the Finance Minister in Bihar is presenting the keynote address on the occasion of 1982 All India Management Congress held under the aegis of IIBM Patna.



1982 : Dr. Priya Ranjan Trivedi (32) with Lt. Gen. A.M. Sethna, Chairman, ITDC, Dr. Purnendu Narayan Sinha, Ex Minister of Industries and Technical Education, Government of Bihar and Dr. Uttam Kumar Singh during the National Seminar on Hospitality Management organised under the umbrella of the Indian Institute of Business Management (IIBM), Patna.



1982 : Dr. Priya Ranjan Trivedi (32) with the Governor of Bihar Dr. A.R. Kidwai and the Founder Director of ZHI, Shri Anand Shastri during the inauguration of Dr. Zakir Husain Institute, Patna.



1982 : Dr. Priya Ranjan Trivedi (32) with the special Diplomat from the French Embassy, New Delhi for installing the establishment of the Indo-French Cultural and Technical Society at Patna under the hospitality offered by the Indian Institute of Business Management, Patna based students as well as teaching and nonteaching staff members.

Chapter 50
**PICTORIAL
DETAILS OF
1983**



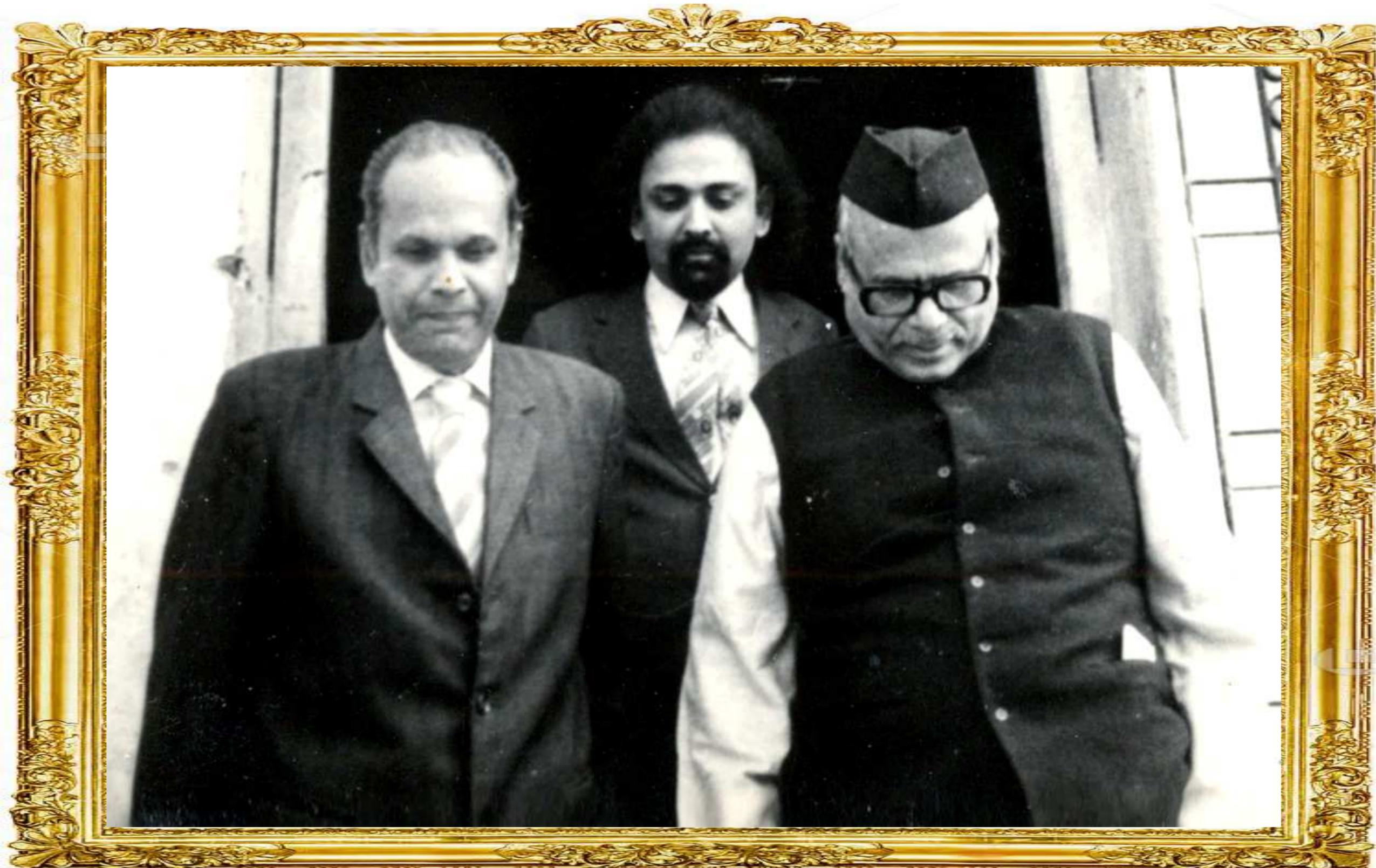
1983 : Dr. Priya Ranjan Trivedi (33) with the Minister of Mines, Industries and Technical Education Shri L.P. Shahi and Experts dealing with Devanagari Computers being installed for the first time in the country for launching Hindi medium Post Graduate Diploma in Computer Applications funded by the Government of India.



1983 : Dr. Priya Ranjan Trivedi (33) with the Chief Minister of Bihar Dr. Jagannath Mishra on the occasion of Holi Celebrations and Get-together jointly organised by Dr. Zakir Husain Institute for Non-Formal and Continuing Education, Patna and Indian Institute of Business Management, Patna.



1983 : The National Institute of Economics (NIE) was inaugurated by the Chairman, Economic Administration Reforms Commission (EARC) Shri L K Jha in the presence of Dr. Durga N Sinha, Dr. Purnendu N Sinha and Dr. Priya Ranjan Trivedi in December 1983 under the sponsorship of Dr. Zakir Husain Institute.



1983 : Dr. Priya Ranjan Trivedi (33) with the Minister of Mines, Industries and Technical Education Shri L.P. Shahi and Inspector General of Police (Computers) Shri J.M. Prasad, IPS during the National Seminar on "Computers in Government" organised by Department of Computer Sciences, Indian Institute of Business Management (IIBM), Patna.



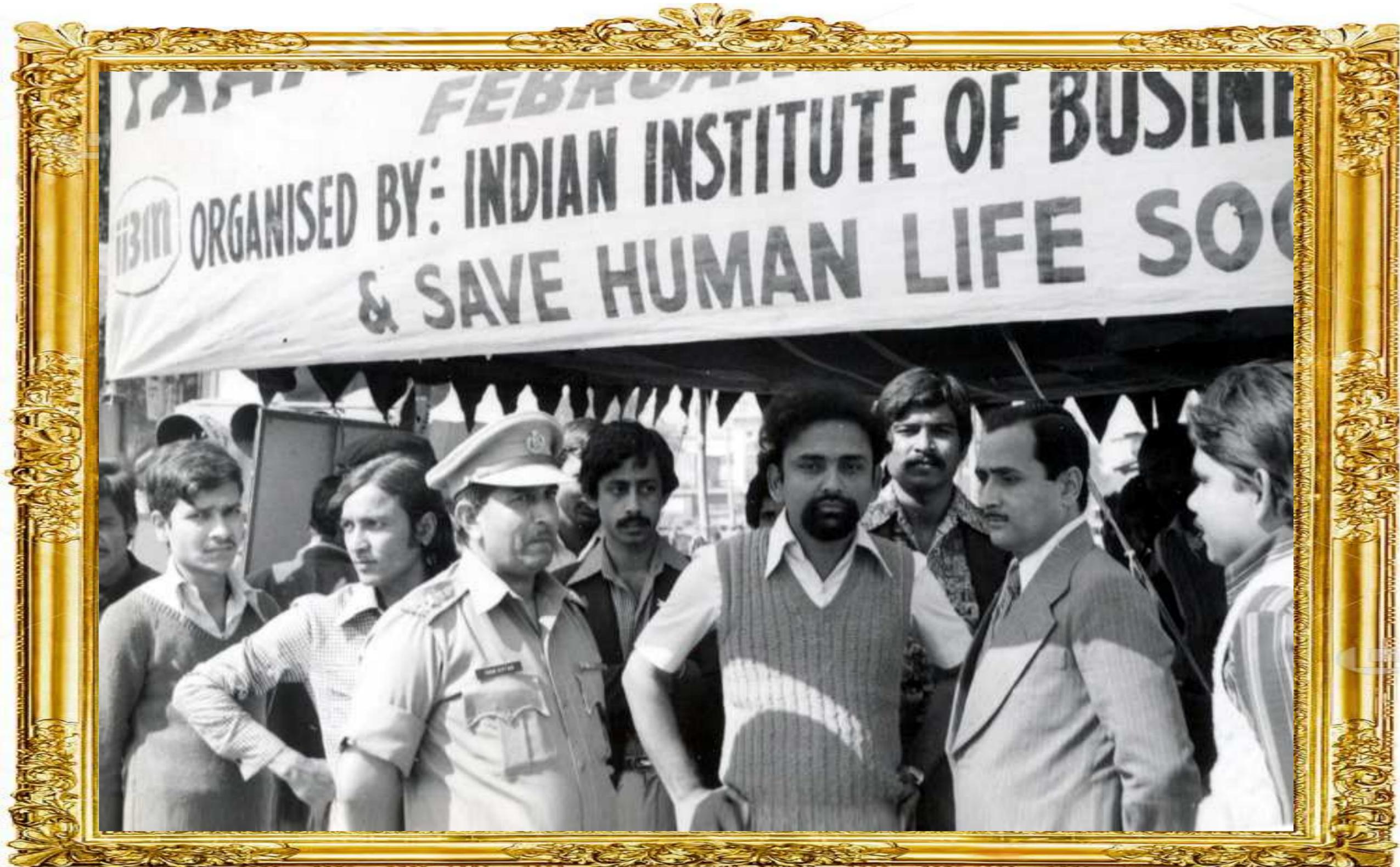
1983 : Dr. Priya Ranjan Trivedi (33) with the Minister for Education, Government of Bihar Shri Nagendra Jha, the Chief Guest for presenting Awards and Appreciations to the selected students of IIBM and Dr. Zakir Husain Institute in the presence of the Managing Director, Mica Trading Corporation of India Limited Dr. B.B.L. Madhukar and Colleague Dr. Uttam Kumar Singh.



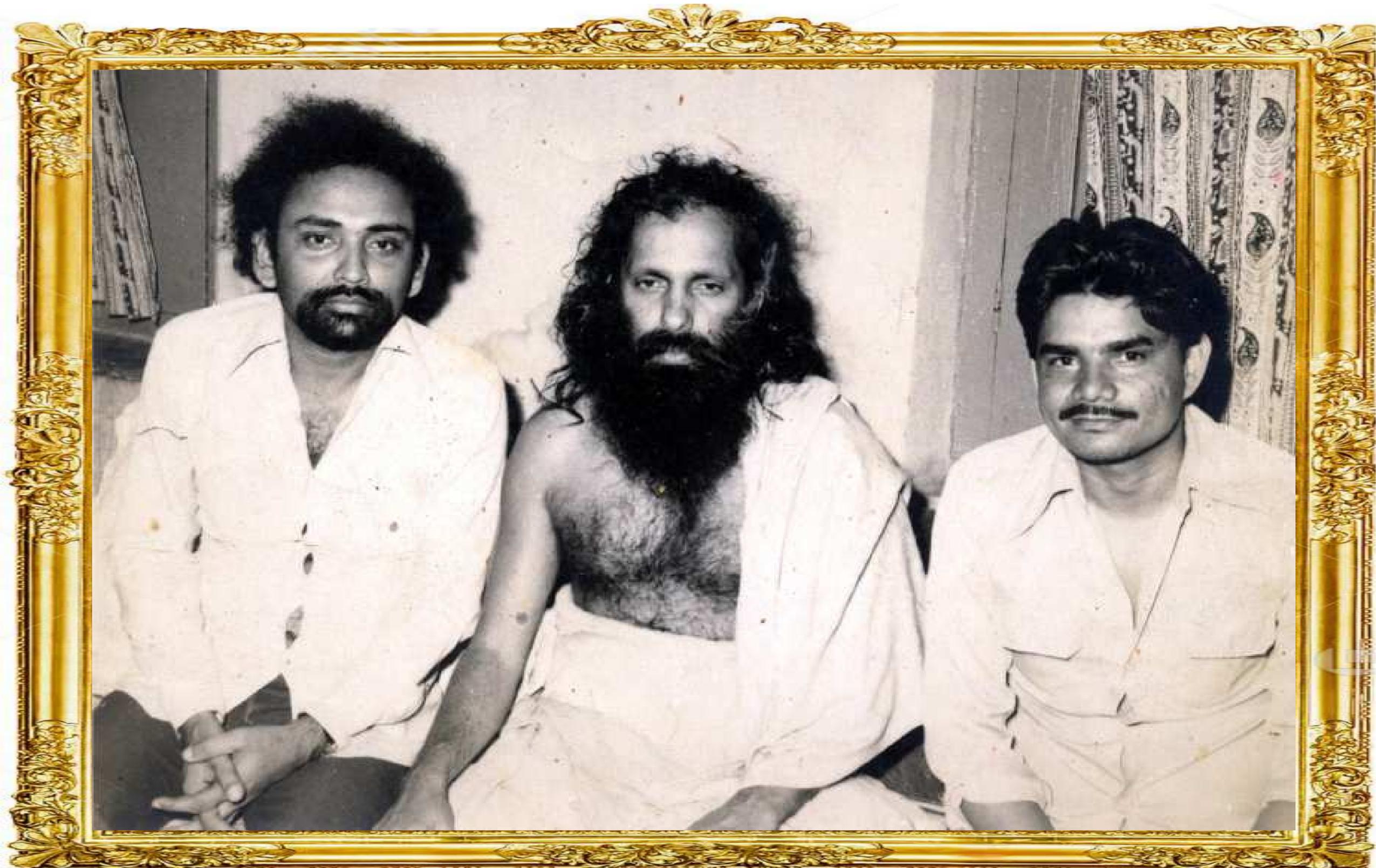
1983 : Dr. Priya Ranjan Trivedi (33) with Shri L.P. Shahi, Minister of Mines, Industries and Technical Education, Government of Bihar inaugurating the Auditorium of the Indian Institute of Business Management, Buddha Marg, Patna.



1983 : Dr. Priya Ranjan Trivedi presenting World Tourism Day Theme.



1983 : Dr. Priya Ranjan Trivedi (33) and Dr. Uttam Kumar Singh (31) with the Senior SP of Patna Shri A.K. Pandey, IPS during the Traffick Safety Week organised by the Save Human Life Society in association with the Indian Institute of Business Management, Patna.



1983 : Dr. Priya Ranjan Trivedi (33) and Dr. Uttam Kumar Singh (31) with the renowned Spiritualist Pilot Baba Kapil Singh, Wing Commander (Retd.) after Pilot Baba completed his lengthy samadhi (death like bodily states, often under the ground).

Chapter 51
PICTORIAL
DETAILS OF
1984



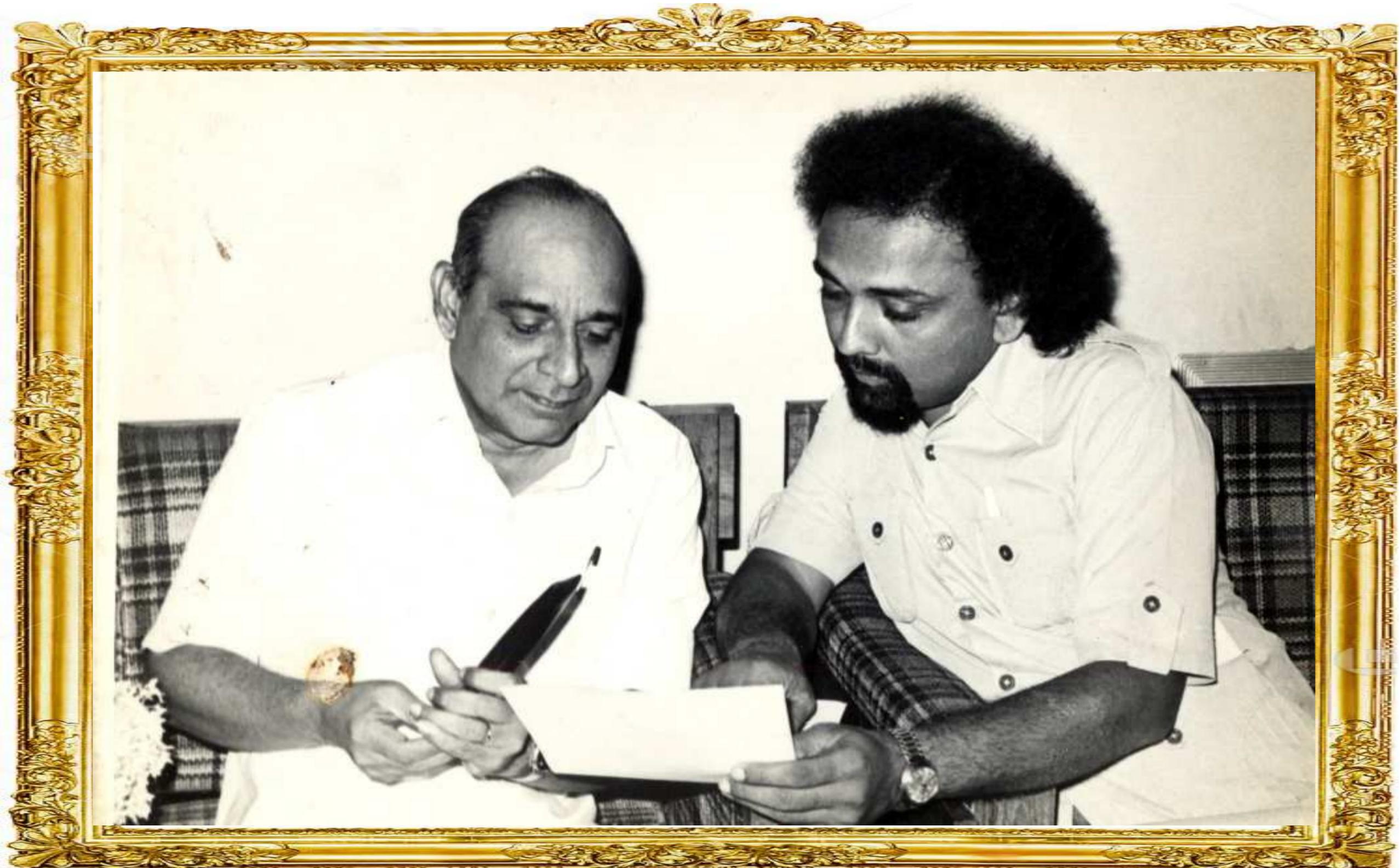
1984 : Dr. Priya Ranjan Trivedi (34) with the Chief Minister of Bihar Shri Chandra Shekhar Singh and the Chief Secretary of Bihar Shri Krishna Kumar Srivastava and Chairman, IIBM, Dr. Shreenivas during the inauguration of Devanagari Computers at the Computer Centre of IIBM Patna.



1984 : Dr. Priya Ranjan Trivedi (34) and Dr. Uttam Kumar Singh (32) presenting their first publication "Business, Government and Society" for its release by the Finance Minister of India Shri Pranab Mukherjee in the presence of the Chief Minister of Bihar Shri Chandra Shekhar Singh and other Dignitaries at the Chief Minister's Residence.



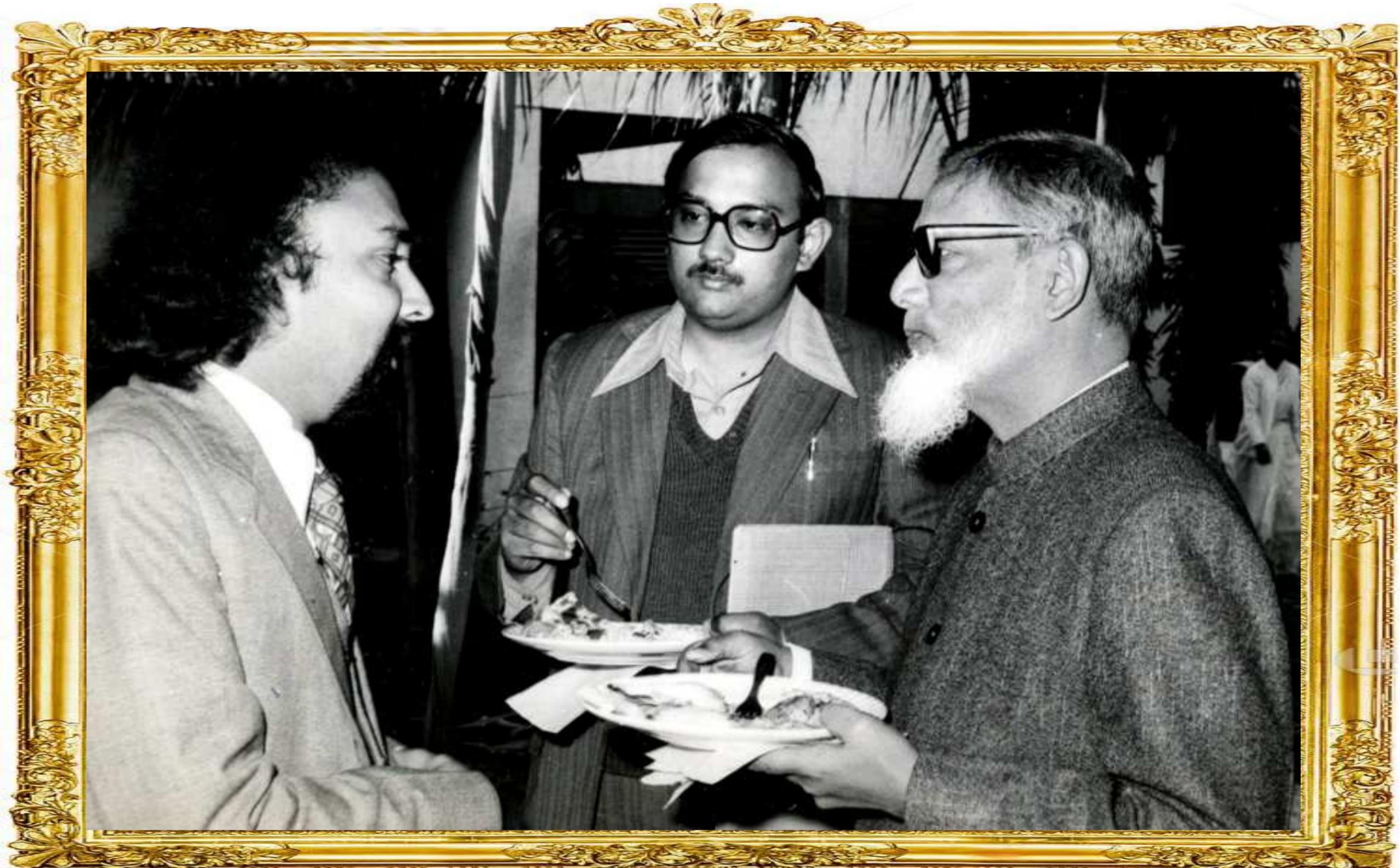
1984 : Dr. Priya Ranjan Trivedi (34) with the Chief Guest for the IIBM Convocation, Shri Nagendra Jha, Education Minister of Bihar in the presence of Dr. Birendra Bihari Lal Madhukar, Managing Director, Mica Trading Corporation of India Limited (A Government of India Enterprise).



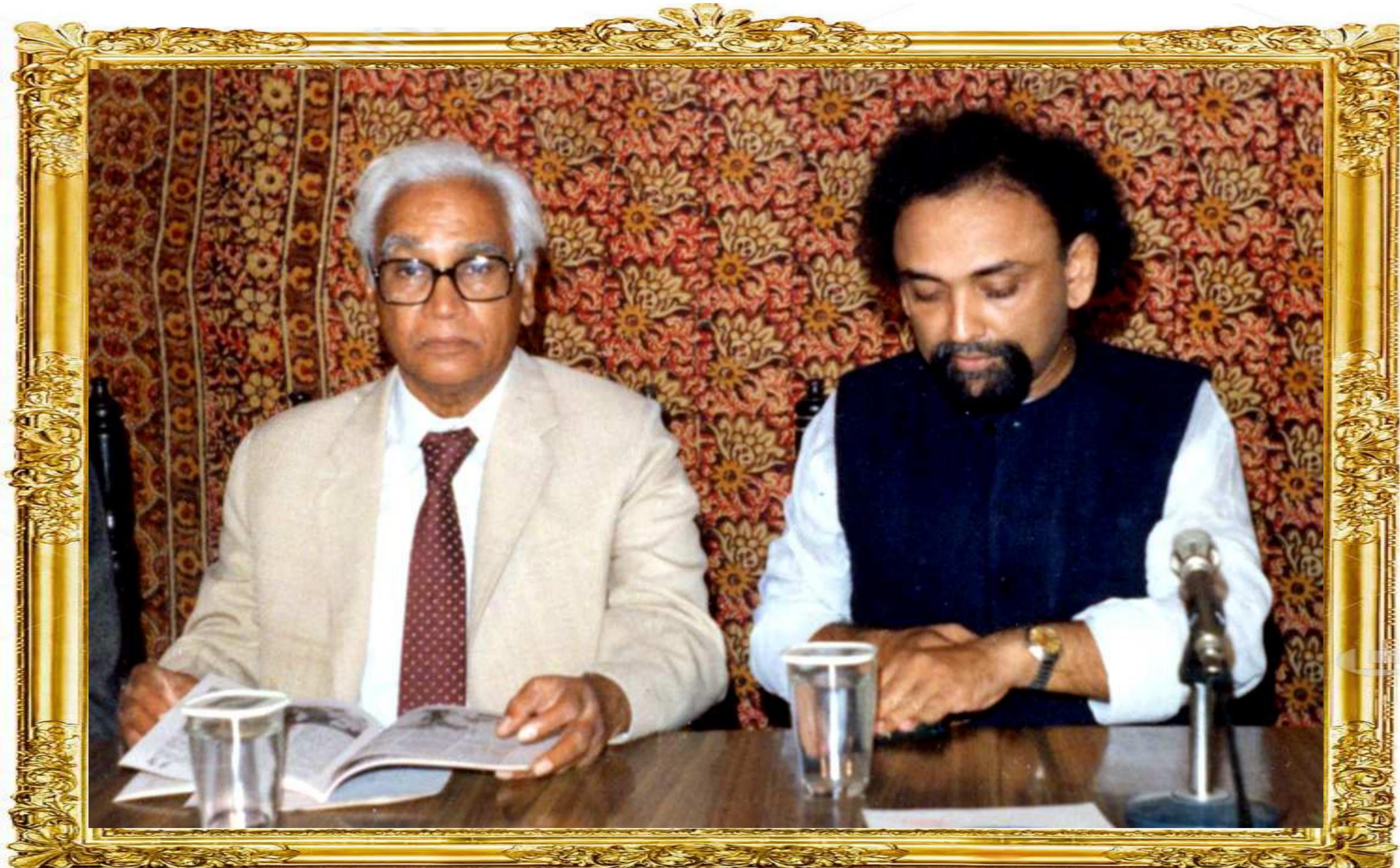
1984 : Dr. Priya Ranjan Trivedi (34) with the Union Minister in charge of Electronics, Dr. M.S. Sanjeevi Rao while discussing his action plan for promoting Computer based Education at the Indian Institute of Business Management (IIBM) and Dr. Zakir Husain Institute for Non-Formal and Continuing Education (ZH-INFACE), Patna.



1984 : Dr. Priya Ranjan Trivedi (34) with the Union Minister in charge of Electronics Dr. M.S. Sanjeevi Rao, Member of Parliament Smt. Krishna Shahi, Dr. Shreenivas, Dr. Purnendu Narayan Sinha and Shri U.D. Choubey, IAS, Director, Adult Education, Government of Bihar during ZHI sponsored Computer Aided Adult Education Programme.



1984 : Dr. Priya Ranjan Trivedi (34) with Dr. Shreenivas and Dr. Tandaw Einstein Samdarshi during the Dinner hosted by the Indian Institute of Business Management (IIBM) on the occasion of the 5th Annual Day Celebrations of IIBM organised at ITDC Hotel Patiliputra, Patna.



1984 : Dr. Priya Ranjan Trivedi (34) with the Chief Guest Dr. A.R. Kidwai, Governor of Bihar inaugurating Computer Aided Teaching (CAT) Programme initiated by Dr. Zakir Husain Institute for Non-Formal and Continuing Education with a view to promoting computer literacy, functional literacy and vocationalisation of careers.

Chapter 52
**PICTORIAL
DETAILS OF
1985**



1984 : The World Institute of Fashion Education (WIFE) being inaugurated by Hon'ble Shri Chandra Shekhar Singh, Union Minister for Textiles, Government of India in the presence of Dr. Priya Ranjan Trivedi on 15th April 1985 during the International Youth Year.



1985 : Dr. Priya Ranjan Trivedi (35) and Dr. Uttam Kumar Singh (33) with the External Affairs Minister of India Shri Baliram Bhagat and the Chief Minister of Bihar Shri Bindeshwari Dubey on the occasion of the National Exhibition of Newspapers and Periodicals at Dr. Zakir Husain Institute for Non-Formal and Continuing Education, Bailey Road, Patna.



1985 : Dr. Priya Ranjan Trivedi (35) and Dr. Uttam Kumar Singh (33) welcoming the Governor of Bihar Dr. A.R. Kidwai for inaugurating the Training-cum-Production-cum-Rehabilitation Centre initiated by the Government of Bihar and under the aegis of Dr. Zakir Husain Institute for Non-Formal and Continuing Education (ZH-INFACE) and other collaborating Institutions.



1985 : Dr. Priya Ranjan Trivedi (35) with Hon'ble Shri Baliram Bhagat, Union Minister for External Affairs, Government of India observing the display of publications after inaugurating the National Institute of Diplomacy (NID) in the presence of Dr. Jeetendra Mohan Dewan.



1985 : Hon'ble Shri R.K. Jaichandra Singh, Union Minister for Youth Affairs and Sports, Government of India (left) inaugurating the Indian Institute of Sports (IIS) during the International Youth Year on 15th February 1985 in the presence of the Governor of Bihar Dr. A.R. Kidwai and the Founder Director Dr. Priya Ranjan Trivedi.



1985 : Dr. Priya Ranjan Trivedi (35) being felicitated by the Governor of Bihar Dr. A.R. Kidwai for his outstanding contribution in promoting employment centric management, computer and hospitality related courses for the first time in the Eastern Region of our country.



1985 : Dr. Priya Ranjan Trivedi (35) with the Governor of Bihar Shri P. Venkatasubbaiah, Chairman, Board of Advisors, IIBM Dr. Purnendu Narayan Sinha and Dr. Uttam Kumar Singh on the occasion of the inauguration of the National Seminar on "Computers in Government" organised by the Indian Institute of Business Management, Patna.



1985 : Dr. Priya Ranjan Trivedi (35) and the Governor of Bihar Shri P. Venkatasubbaiah discussing important issues relating to computerisation and its perceived effects relating to productivity in different Departments and Public Sector Organisation under the Government of Bihar.



1985 : Dr. Priya Ranjan Trivedi (35) and Padma Shri Dr. C.P. Thakur (First Time Member of Parliament from Patna in the year 1985) discussing the Master Plan for the Sustainable Development of Patna Region with the active cooperation from National as well as International Organisations.



1985 : Dr. Priya Ranjan Trivedi (35) with renowned Singer Girija Devi and her team during the Music Festival of SPIC-MACAY organised under the joint auspices of the Indian Institute of Business Management (IIBM) and Dr. Zakir Husain Institute for Non-Formal and Continuing Education.



1985 : Dr. Priya Ranjan Trivedi (35) with Dr. Uttam Kumar Singh (33) and the Cabinet Secretary, Government of Bihar Shri R.N. Dash, IAS on the occasion of the inauguration of the National Centre for Developmental Communication (NCDC) established as a Division of Dr. Zakir Husain Institute for Non-Formal and Continuing Education, Patna.



1985 : Dr. Priya Ranjan Trivedi (35) and Dr. Uttam Kumar Singh with the HRD Minister of India Shri K.C. Pant, Chief Minister of Bihar Shri Bindeshwari Dubey, Member of Parliament Shri L.P. Shahi, Ex. Minister Dr. Purnendu Narayan Sinha on the occasion of the inauguration of the Indian Institute of Tourism (IIT) and the First Video Magazine on Tourism.



1985 : Dr. Priya Ranjan Trivedi (35) demonstrating the achievements of IIBM-ZHI Group on the occasion of the farewell of the outgoing Governor of Bihar Dr. A.R. Kidwai and the Civic Reception of the new Governor of Bihar Shri P. Venkatasubbaiah organised at Satellite Centre, ZHI, Bailey Road, Patna.