

CASE REPORT

Social Welfare through Waste Management

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ABSTRACT

This article focuses on the waste management system of Shimla Municipal Corporation. It describes the Solid Waste Management practices of the hill state capital corporation through a flow chart. The broad idea of the City Sanitation Plan of SMC is also mentioned in the article.

The National Urban Sanitation Policy (NUSP) of the Ministry of Urban Development was initiated in the year 2008. The plan was to sanitise the cities, make the cities clean and make the cities liveable. After 6 years of its roll out, more than 150 cities had planned their City Sanitation Plans. Shimla was one such city that is mentioned in the article.

The triad of the roll out of SBM was the 4 Ps. These are policy, panchayat, people and participation. The NUSP was framed in the first step. The panchayats were actively involved in the second step. It was made a people's movement as the third step. Covering all these components, the participation became the periphery of the entire circle.

The waste management in hill areas is more crucial than the plains. Repeated efforts in the hill areas on managing the waste is needed since tourism is a big contributor to the economy of the hill states.

KEYWORDS

• CSP • SWM • MCS

INTRODUCTION

In this article, the achievement of Shimla Municipal Corporation (SMC) is given through 6 indicators with base level taken in April 2011. 7 achievements are given for the years 2012, 2013 and 2014.

The article also mentions about user charges helped SMC with a revenue of ₹ 25 lakhs (2.5 millions) per month. In addition, a flow chart of the redressal system of SMC is also mentioned.

The article mentions the Solid Waste Management (SWM) practices of SMC that are

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done a regular basis. In addition to that, the details of the City Sanitation Plan of the city of Shimla are given in alignment with the waste management practices.

CASE STUDY ON THE MUNICIPAL WASTE MANAGEMENT SYSTEM OF SHIMLA

The following study was conducted in Shimla, Himachal Pradesh by Omesh Bharti, Amarjeet Singh, D.P. Singh and Vibhor Sood.

Shimla has a population of 1,69,758 people. The total area under the jurisdiction of Municipal Corporation Shimla (MCS) has increased after the incorporation of New Shimla, Totu and Dhalli areas upto 35 sq km. The MCS is divided into 25 wards and covers the urban core and fringes.

As per the garbage free star rating, there are three cities with seven star rating, 15 cities with 5 star rating, 229 cities with 3 star rating and 426 cities with one star rating.

Solid waste management is an issue in the hilly areas due to indiscriminate disposal of waste. This clogs the natural and manmade

storm water drainage system specifically during the monsoon. Hence, for SWM, either the MCS, an agency or a private operator are given the responsibility for different components of the SWM programme.

According to the Himachal Pradesh Municipal Corporation Act, 1994 door to door garbage collection bye-laws were enacted in 2006. The Shimla Environment, Heritage Conservation and Beautification Society was held responsible for the enforcement of these bye-laws. Waste processing and treatment works on a PPP model by Hanjer Biotech Energies Pvt. Ltd.

Various stakeholders carry out duties like door to door collection of MSW, segregated waste at secondary storage and collection points, treatment of MSW and disposal of the waste. The city has banned the usage of plastic carry bags with thickness less than 75 microns as per the HP Non-Biodegradable Garbage (Control) Act, (1995). The littering of garbage has also been made liable to a fine of Rs. 500 to Rs. 5000.



Figure 1

A FLOWCHART OF THE SWM PRACTICES OF THE MCS

As per the study, the daily waste generation in the city was approximately 93 MT. So the generated waste per capita per day turned out to be 350g/capita/day. Door to door waste collection was estimated to be 70-75 MT.

The implementation pattern of the Door-to-Door collection process of Garbage was also assessed from 1999 to 2008. The motivation began from the increasing volume of garbage and finally got directed as per the MSW (M&H) rules, 2000 and HC Directions, 2006. The user charges were also finally determined

differentially. Four NGOs with local knowledge were also involved in 2008. The limiting factor in 2008 was the financial in viability of the revised user charges for collection.

For door to door collection, the SEHB society provided two coloured bins-yellow and green to households, commercial establishments etc. The yellow and green bin had been provided for the non-biodegradable waste and biodegradable waste respectively. Establishments were debarred in case of non-compliance with waste collection. 86 percent of the total residential population was also covered in the waste collection process. Women workers and married couples were placed as per their comfort and vaccination drives were also conducted for the workers. Primary collection and segregation of waste was improved using various pilots by the help of agencies like GIZ and EU.

A secondary collection system consisting of eight concrete dustbins, 148 dumper containers of 4.5 cum capacity and 54 dumper containers of 3.5 cum capacity was created. A proper routing plan along with transfer stations for waste transport was created. Manual collection was done at the primary level. The MCS also

set up a waste transfer station at Darni Ka Bagicha.

From the secondary collection points, the waste was transported to treatment plants and landfills. Vehicles like Pick-Ups (Hydraulic and non-hydraulic, dumper placer, auto tipper, compactors etc. were used for the transportation of waste.

Proper focus was also given on the disposal of inert material generated from the treatment facility. All the waste from the processing unit and other non-biodegradable waste were landfilled in a valley near the compost plant at Darni Ka Bagicha. An engineered disposal facility was proposed to be developed on the PPP model.

The MCS also set up a complaint redressal system that operates in three languages English, Hindi and Pahari (Himachali). The citizens were allowed to lodge their complaints in the complaint cell. The contact details of all the officials associated with SWM were also provided on the official website of the complaint cell. The e-samadhan portal was also created for registering complaints. The Chief Sanitary Inspector was made accountable for addressing the grievances of the citizens.

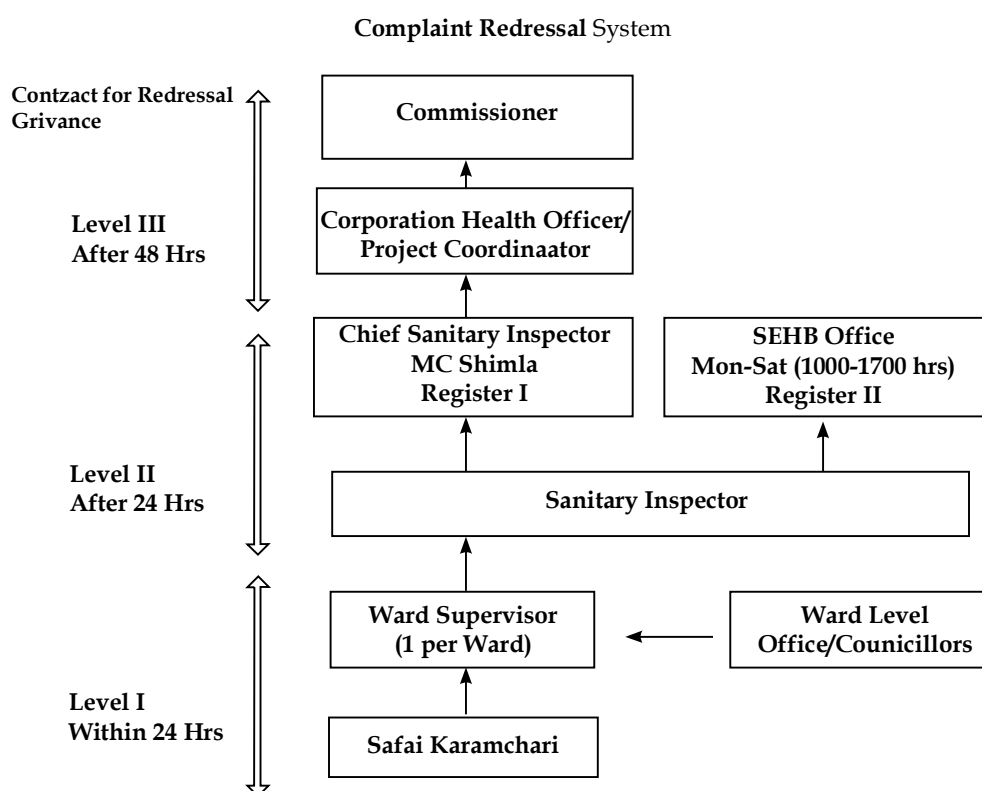


Figure 2

A flowchart of the complaint redressal system of MCS

Under the Jawaharlal Nehru National Urban Renewal Mission (JNNURM), the SWM project was approved by the MoUD.

The SEHB managed an income of ₹ 25 lakhs per month through the collection of user charges.

To conclude, all of the actions taken by the MCS helped improve its Service Level Benchmark. Improvement in indicators like household level coverage, collection of waste, grievance redressal contributed to the overall growth of the MCS.

Performance Indicator	Bench-marks	Base Level April 2011	Target March 2012	Target March 2013	Target March 2014
Household level coverage of solid waste management services	100%	84.8	90	88	88
Efficiency of collection of municipal solid waste	100%	77.8	80	78	82
Extent of segregation of municipal solid waste	100%	10	20	20	20
Extent of municipal solid waste recovered	80%	15	30	30	35
Extent of scientific disposal of municipal solid waste	100%	0	50	0	0
Extent of cost recovery in solid waste management services	100%	9.9	15	15	22

DISCUSSION

The key issues mentioned in the article are the waste management practices on SWM by the SMC. Thereafter, the CSP and its intricacies are addressed. Following that, the feedback tool through the grievance addressing system of the SMC is another unique feature.

At the fag-end of the article, the performance indicator of the SMC along with the performance of each of the indicators is another feature of the article.

CONCLUSION

The City Sanitation Plans are inherent to the Swachh Bharat Mission. The three figures in this article are its unique representations. The article is not only descriptive but also receptive as it mentions the feedback tool through the grievance addressing system.

The article only aspires that such efforts are replicated by other cities and especially the cities in the hills of India. The cleanliness of these hill cities will only contribute to more influx of tourists & improve the economy of cities like Shimla & eventually of the currently cash starved Himachal Pradesh.

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SHORT COMMUNICATION

Diverging Paths: Understanding the Differences Between Financial Success and Academic Success: A Personal Statement Based on Indian Education Landscape

Rohit Kumar Pal

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ABSTRACT

While academic success is often associated with intellectual achievements, high grades, and scholarly recognition, financial success is typically measured by wealth accumulation, career advancement, and financial stability. Although both forms of success require discipline, effort, and strategic decision-making, they follow distinct trajectories and demand different skill sets. This review explores the fundamental differences between financial and academic success, examining their definitions, key influencing factors, and societal perceptions. It also discusses the extent to which academic achievements contribute to financial prosperity and whether financial success necessitates formal education. By analyzing real-world examples and scholarly perspectives, this article highlights the evolving dynamics between knowledge, skills, and financial well-being in the modern world.

KEYWORDS

• Academic success • Financial success • Wealth accumulation • Career advancement • Education • Skill development • Intellectual achievement • Societal perception • Economic stability • Success factors

INTRODUCTION

Academic success and financial success are two distinct yet often conflated concepts, each representing different facets of personal and professional achievement. Academic success typically refers to the attainment of educational

goals, high grades, and scholarly recognition, reflecting an individual's intellectual growth and mastery of specific disciplines. Financial success, on the other hand, is generally measured by wealth accumulation, income levels, and financial stability, indicating one's

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economic prosperity and ability to manage resources effectively. The relationship between education and economic outcomes has been extensively studied. Research indicates that higher educational attainment can lead to increased lifetime earnings, suggesting a link between academic success and financial well-being.

However, the correlation between academic credentials and financial success is not always straightforward. Factors such as financial literacy, socio-economic background, and personal financial behaviors play crucial roles in determining financial outcomes. Studies have shown that financial literacy significantly impacts financial well-being among young adults, independent of their academic achievements. For example, research by Sabri (2011)¹ demonstrated that financial knowledge and behaviors are strong predictors of financial well-being among college students.

Moreover, socio-economic status and parental influence can affect both academic and financial success. Students from higher socio-economic backgrounds often have access to better educational resources and financial support, which can enhance their academic performance and financial stability. A study by White (1986) {Mentioned in the reference}² found a positive correlation between students' socio-economic status and their academic success, suggesting that economic factors can influence educational outcomes.

Understanding the distinctions and interplay between academic and financial success is essential for developing effective educational policies and personal development strategies. This review aims to explore the fundamental differences between these two forms of success, examine the factors influencing each, and analyze how they intersect in shaping individuals' overall well-being.

SIGNIFICANCE OF THE STUDY

Understanding the distinction between academic success and financial success is crucial in a rapidly evolving world where traditional educational pathways do not always guarantee financial prosperity. This study provides valuable insights into how these two forms of success are defined, measured, and influenced by various factors such as socio-economic background, financial literacy, and career choices.

By examining the relationship between education and economic outcomes, this study helps educators, policymakers, and students to make informed decisions about the role of academics in financial well-being. It highlights the need for integrating practical financial education into academic curricula to bridge the gap between theoretical knowledge and real-world financial competence.

Furthermore, this study contributes to the ongoing discourse on career planning and personal development by challenging the conventional notion that academic excellence alone leads to financial success. It encourages a broader perspective on success, emphasizing skill development, entrepreneurial thinking, and financial management as key components of long-term stability and growth.

Ultimately, this research aims to empower individuals with a more holistic understanding of success, enabling them to navigate both academic and financial challenges effectively and achieve a well-rounded, fulfilling life.

Examples of some financially established people who proved formal education do not matter

There are so many people like this but for this article, I specially focus some world-renowned people who proved that formal education can not be a barrier to become financially rich. Same respect is given to all other people who are passengers of the same boat.

- **Ritesh Agarwal:** Founder and CEO of OYO Rooms, Ritesh Agarwal dropped out of college in Delhi to become an entrepreneur.
- **Nikhil Kamath:** Co-founder of Zerodha, Nikhil Kamath left school in class 10 and joined a call center before venturing into stock trading and eventually establishing Zerodha.
- **Rahul Yadav:** Co-founder of Housing.com, Rahul Yadav dropped out of IIT Bombay before completing his degree to start the real estate search portal.
- **Azhar Iqbal:** Co-founder and CEO of InShorts, Azhar Iqbal dropped out of IIT-Delhi after three years of studying mathematics and computer science to start InShorts.
- **Mahesh Murthy:** A unique personality with a great mindset, Mahesh Murthy

- dropped out of Osmania University to sell vacuum cleaners. He later wrote for Unilever, Pepsi, and MTV, among others.
- **Varun Shoor:** After dropping out of college, Varun Shoor founded Kayako in 2001 at the age of 17, with its first office in Jalandhar.
 - **Ayush Jaiswal:** Ayush Jaiswal dropped out of college at 18 to start his own venture. After trying his hands with multiple ideas, he founded Pesto, an AI-based HR tech platform.
 - **Bhavin Turakhia:** Bhavin Turakhia, along with his brother Divyank Turakhia, dropped out of college to start their own venture. They built almost a dozen companies in their career, with Directi being their main company.
 - **Kailash Katkar:** Kailash Katkar dropped out of school after the 10th grade and started working as a calculator repair technician. He later founded Quick Heal Technologies, a leading IT security solutions provider in India.
 - **Steve Jobs:** Co-founder of Apple Inc., Steve Jobs dropped out of Reed College after one semester to pursue his passion for technology.
 - **Bill Gates:** Co-founder of Microsoft, Bill Gates left Harvard University to start Microsoft, becoming one of the world's wealthiest individuals.
 - **Mark Zuckerberg:** Co-founder and CEO of Facebook, Mark Zuckerberg dropped out of Harvard University to focus on developing the social media platform.
 - **Richard Branson:** Founder of the Virgin Group, Richard Branson struggled with dyslexia and left school at 16, building a diverse business empire.
 - **Michael Dell:** Founder of Dell Technologies, Michael Dell left the University of Texas at Austin at 19 to focus on his computer business.
 - **Larry Ellison:** Co-founder of Oracle Corporation, Larry Ellison dropped out of both the University of Illinois and the University of Chicago before starting Oracle.
 - **Evan Williams:** Co-founder of Twitter, Evan Williams left the University of Nebraska-Lincoln to pursue a career in information systems and later co-founded Twitter.
 - **Travis Kalanick:** Co-founder of Uber, Travis Kalanick dropped out of UCLA to work on his startup, which eventually led to the creation of Uber.
 - **Jan Koum:** Co-founder of WhatsApp, Jan Koum dropped out of San Jose State University to work at Yahoo before creating WhatsApp.
 - **Jack Dorsey:** Co-founder of Twitter and Square, Jack Dorsey dropped out of New York University before launching these successful companies.
 - **Ralph Lauren:** Fashion designer and founder of the Ralph Lauren Corporation, Ralph Lauren left Baruch College after two years to start his fashion empire.
 - **Ted Turner:** Founder of CNN, Ted Turner was expelled from Brown University before creating the first 24-hour news network.
 - **Sean Parker:** Co-founder of Napster and first president of Facebook, Sean Parker skipped college to pursue his entrepreneurial ventures.
 - **Brian Scudamore:** Founder of 1-800-GOT-JUNK? Brian Scudamore dropped out of high school and later university to focus on his junk removal business.
 - **David Karp:** Founder of Tumblr, David Karp dropped out of high school at 15 to focus on technology and entrepreneurship.
 - **Gautam Adani:** Indian billionaire industrialist and chairman of the Adani Group, Gautam Adani left college after the second year to pursue business opportunities.
 - **Mukesh Ambani:** Chairman and largest shareholder of Reliance Industries, Mukesh Ambani dropped out of Stanford University's MBA program to assist his father in building Reliance.
 - **Jack Ma:** Co-founder of Alibaba Group, Jack Ma faced numerous academic rejections and eventually left formal education to start his own ventures.
 - **Amancio Ortega:** Founder of Inditex fashion group, which includes Zara, Amancio Ortega left school at 14 to work as a delivery boy and assistant in a local shirtmaker's shop.

These individuals demonstrate that while formal education can provide valuable knowledge and skills, it is not the sole path to financial success. Their achievements underscore the importance of innovation, determination, and the ability to seize opportunities.

Discussion: Why the Indian Education System Fails to Generate Entrepreneurs?

The article highlights the fundamental distinction between academic success and financial success, showing that formal education does not necessarily lead to economic prosperity. The Indian education system, heavily focused on rote learning, theoretical knowledge, and exam-oriented assessments, fails to foster an entrepreneurial mindset, contributing to the country's unemployment crisis. Here are some key reasons why the Indian Education System does not produce large-scale Entrepreneurs:

Indian education emphasizes memorization and theoretical understanding over real-world applications. Unlike countries where entrepreneurship is encouraged through hands-on projects, business simulations, and startup incubators within universities, Indian students are rarely exposed to practical problem-solving.

Indian society values job security over risk-taking. From a young age, students are conditioned to aspire to stable jobs in government services, multinational corporations, or academia. Entrepreneurship, often seen as risky and uncertain, is discouraged, leading many students to shy away from innovation and business ventures.

The article emphasizes the importance of financial literacy in achieving economic success. However, financial education is largely absent from Indian school curricula, leaving students ill-equipped to manage money, investments, and business strategies essential skills for entrepreneurs.

The rigid structure of Indian education discourages cross-disciplinary learning, which is crucial for innovation. Successful entrepreneurs often combine knowledge from multiple fields technology, business, and social sciences to create groundbreaking solutions. Indian universities, with their rigid degree programs, fail to provide this flexibility.

Unlike in Silicon Valley, where universities like Stanford and MIT actively support startups, most Indian universities do not provide strong incubation centers, mentorship, or venture funding opportunities. Even top-tier institutions like IITs and IIMs produce entrepreneurs, but more through individual efforts than institutional support.

Entrepreneurship thrives on identifying problems and innovating solutions. The Indian education system, with its emphasis on textbook-based learning and pre-defined answers, does not encourage critical thinking, creativity, or independent decision-making which are key traits of successful entrepreneurs.

Many young Indians, especially from middle-class and lower-income backgrounds, face economic pressure to find stable employment rather than take entrepreneurial risks. Lack of access to funding, high interest rates, and bureaucratic hurdles further discourage students from venturing into startups.

This article lists several Indian entrepreneurs Ritesh Agarwal (OYO), Nikhil Kamath (Zerodha), Rahul Yadav (Housing.com), and others who succeeded despite dropping out of college. Their success stories highlight how the existing education system did not contribute to their entrepreneurial journey but rather acted as a constraint.

The Way Forward: How India Can Foster Entrepreneurship Through Education?

As an academic person, I think the Indian schooling and college system must include the following to make India as Entrepreneur hub.

1. Introduce Entrepreneurship & Financial Education in school and college curricula to equip students with real-world business skills.
2. Promote Experiential Learning through startup incubation centers, internships, and industry partnerships.
3. Encourage Risk-Taking by creating a cultural shift that normalizes failure and iterative learning.
4. Revamp Curriculum to focus on interdisciplinary learning, problem-solving, and creativity.

India has immense talent, but its education system must evolve to empower students to become job creators rather than job seekers.

CONCLUSION

In conclusion, I must add some of my insights. Though some part of this article is taken from different magazines, newspaper, and journal articles but I agree the same. Indian higher education frequently focuses on theoretical understanding, overlooking the practical skills needed for entrepreneurship. This method leads to graduates who are inadequately skilled for the job market's requirements, leading to elevated unemployment rates among degree holders³. The rapid expansion of higher education institutions without corresponding quality control has led to a proliferation of substandard colleges. Many graduates find themselves ill-equipped for available job opportunities, leading to underemployment or unemployment. Specifically in India, many private schools/universities are emerging year after year & nowadays, getting approval from UGC or CBSE is not so tough. The swift growth of higher education institutions without adequate quality oversight has increased to inferior colleges. Numerous graduates discover that they are unprepared for the job options accessible to them, resulting in either underemployment or unemployment. Recently, UGC has debarred three universities from Rajasthan to stop admission for their Ph.D program⁴. This proves how quantity reduces quality. Moreover, most of the middle-class parents do not motivate their kids to take risks and start a business. This societal mindset limits the pursuit of innovative business opportunities, perpetuating unemployment⁵. Numerous educational institutions in India do not have the necessary infrastructure to foster entrepreneurial initiatives, including incubators and mentorship programs.⁶ This shortcoming inhibits students' capacity to convert concepts into successful enterprises. Complicated labor regulations and insufficient investment in skill training hinder entrepreneurship. These elements lead to a disparity between the abilities held by graduates and those required by the market, worsening unemployment⁷. Tackling these issues necessitates a thorough reform of the Indian education system to incorporate hands-on skill training, quality assurance measures, cultural changes that prioritize entrepreneurship, institutional support frameworks, and policy advancements. These changes are crucial for nurturing a generation of entrepreneurs who

can reduce unemployment and stimulate economic growth. Moreover, India graduates millions annually, yet a considerable number face challenges in securing appropriate jobs.^{8,9} This paradox where well-educated people find themselves unemployed or underemployed has caused significant frustration among young workers. A key reason for this problem is the discrepancy between educational standards and industry demands. The Indian education system mainly emphasizes theoretical knowledge over practical skills. Consequently, numerous graduates do not possess the practical experience and technical skills that employers seek. Even graduates from esteemed colleges frequently discover that their diplomas do not ensure high-paying employment.¹⁰ A significant hurdle is intense rivalry and scarce employment options. Due to an excess of graduates in areas such as engineering, management, and science, finding a reliable job has grown more challenging. Government positions, once viewed as a stable career option, now offer few openings and have rigorous selection procedures, causing frustration among numerous hopeful candidates. Additionally, inadequate pay and employment instability lead to discontent. Numerous highly skilled individuals are compelled to take low-paying jobs that do not correspond with their qualifications. Some look for prospects overseas, resulting in brain drain. Tackling this crisis necessitates educational changes, skills-oriented training, and improved employment policies to guarantee that India's skilled workforce is not squandered. If we care about this, the gap between academic success and financial success will automatically reduce. Academics must not be a cause of frustration. This is a straightforward thought of mine. Thanks for your valuable time to read this article.

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