

# EDUCATION PLUS

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Anil Kshirsagar

**A**cademia has been always been a fraught landscape, where diverse streams of knowledge vie for recognition, and legitimacy. Recently, this terrain has become increasingly complex, as the boundaries between disciplines and their proliferating derivatives get alarmingly blurred. The commodification of knowledge under late capitalism has led to a surge in what can be termed "discipline derivatives" or fields of study that emerge from core disciplines and function largely as applied or market-driven offshoots. While these derivatives present themselves as new and innovative disciplines, they often lack the theoretical rigour, critical inquiry, and epistemic depth of their parent fields. The result is growing academic confusion, where the line between knowledge and skill, education and training, inquiry and utility becomes dangerously thin.

**Branching off**

Take the interesting case of Psychology and its branches as an example. Cognitive Behavioural Therapy, Applied Behaviour Analysis, Forensic, Educational, Social, Health, Sports, and Clinical Psychology are all pro-structural endeavours, functioning in the interest of the current mode of production. Among the given derivatives, the ones circling around psychotherapy attract more attention. By using the disciplinary secrets, psychotherapy smartly corrects the strange behaviours of people and puts them back on their previous normal track; in a way, it refits them in the tyre they were part of. The reasons for the psychological anom-

## Of disciplines and their derivatives

With by-products of academic disciplines proliferating, the focus on true knowledge, critical thinking, and scientific temperament needs to be reinforced



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mally are immaterial to it. Family, school, society, marriage, and the rest are invariably straight-lined in its clinic. For the practitioners of the derivative, the individual is at fault not the institution. So the treatment is to be administered to the individual not the latter. The concerned practitioners are professionals, leaving aside their professional growth they would never stand against tough systems like Culture and Society.

Similarly, psephology is a by-product of Politics, language training of Language, financial management of Economics, industrial chemistry, forensic chemistry, and polymer chemistry of Chemistry, sports Medicine and aviation medicine of Pharmacy, digital marketing of Commerce, data science of Computer Science, and actuarial science of Statistics. All these derivatives depend completely upon their relative parent branches.

**Proliferation of courses**

The central argument is disciplines and their derivatives are different. By referring to them as specialties, we fail to capture their true nature. Discipline Derivatives is a more accurate term, as they thrive and generate capital by riding on the back of the Organising Structures or Disciplines. If the Organising Structures help create the congenital universe for the on-going mode of production, validating the epistemic universe of their time, discipline derivatives establish themselves as sites of capital-cum-social action, where individuals engage, interact, and shell out money. The moment this happens, a general consent to the entire game is secured.

The proliferation of these by-products in academia has led

to universities and colleges worldwide offering courses on these trendy fields and attracting numerous admissions. This has led to a kind of academic confusion. For instance, Data Science, which is a dangerously pro-structural project, is now being offered as a major subject worldwide. Students and their parents pursue these courses, enticed by the promise of lucrative careers. However, the focus on true knowledge, critical thinking, and scientific temperament is often lacking.

In past, disciplines in academia had to work hard to be recognised as scientific. Today, these new fields are readily labelled as sciences without rigorous scrutiny. Under such conditions George Orwell's quote from his 1945 essay "What is Science?" seems highly relevant: "Scientific education ought to mean the implanting of a rational, sceptical, and experimental habit of mind. It ought to mean acquiring a method – a method that can be used on any problem that one meets – and not simply piling up a lot of facts". True education should be based on this foundation; otherwise, individuals risk being swept away by the transient trends they are following.

It's crucial for intellectuals, academicians, and the informed public to recognise this reality. By doing so, they can explore alternative models of social organisation. Remaining vigilant and open-minded will eventually lead to the emergence of new ways of living.

*Views are personal*

The writer is an Assistant Professor of English, M. J. College, Jalgao, Maharashtra.

**SCHOLARSHIPS****Ahimsa Fellowship 2025**

Aims to create a network of animal protection leaders.

**Eligibility:** Open to Indian citizens between 21 and 39 years as of December 31, 2025, who have a UG degree and good communication skills in English and regional languages.

**Rewards:** ₹20,000 monthly

**Application:** Online

**Deadline:** June 29

[www.b4s.in/edge/AAFMI](http://www.b4s.in/edge/AAFMI)

**Gururayaru Foundation Scholarship**

Provided by the Gururayaru Foundation.

**Eligibility:** Open to Indian citizens below 22 years who have got admission in a recognised college, show strong academic achievements and have an annual family income of less than ₹600,000.

**Rewards:** Help with tuition fee

**Application:** Online

**Deadline:** June 30

[www.b4s.in/edge/GRFSI](http://www.b4s.in/edge/GRFSI)

**The Rhodes Scholarships for India**

An initiative of Rhodes Trust in partnership with the McCull MacBain Foundation

**Eligibility:** Indian citizens between 18 and 27 years as of October 1, 2025, who have completed their UG studies by July 2026 and have an offer for a PG taught course at the University of Oxford.

**Rewards:** Course fee, stipend of ₹19,800 per annum.

**Deadline:** July 23

**Applications:** Online

[www.b4s.in/edge/TRSI3](http://www.b4s.in/edge/TRSI3)

Courtesy: buddy4study

ing. Weak conceptual clarity among teachers will lead to poor classroom delivery. Superficial research guidance will hinder innovation and original thinking among students. Just as poor faculty recruitment affects teaching, it also harms research quality. A faculty member with a poor research record is unlikely to contribute meaningfully to India's research ecosystem.

**Shift in focus**

Instead of artificially forcing universities to recruit more faculty members, India's higher education policy should focus on the following priorities.

**Encourage rigorous Ph.D. programmes:**

Emphasise original research, teacher training, and publication ethics rather than simply increasing the number of degree holders.

**Faculty development:**

Invest in training faculty members in effective pedagogy, student engagement, and research skills.

**Increase research funding:**

The government must increase research grants, provide better stipends for Ph.D. students, and ensure that universities have the financial capacity to attract top talent.

**Flexible student-teacher ratio:**

Allow institutions to maintain a 25:1 or 30:1 ratio based on the field of study, research focus, and student needs.

In conclusion, the insistence on a 15:1 student-teacher ratio will not improve education quality. Instead, it will lower the standard of teaching and research in India. Our focus should not be on hiring more faculty members just to meet an arbitrary metric but on ensuring that faculty members – regardless of their number – are truly qualified, passionate, and effective educators and researchers.

*Views are personal*

## Beyond the numbers

Why the insistence on a 15:1 student-teacher ratio could be counterproductive



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**Padmakumar Nair**

**T**he Indian higher education sector is at a critical juncture. As universities and colleges strive for better national and global rankings, the focus on metrics such as faculty strength, research output, and student-teacher ratio has intensified. One that has drawn attention is the insistence on a 15:1 student-teacher ratio as a benchmark for quality. While this may appear to be a well-intentioned move aimed at improving education standards, it is, in fact, a counterproductive policy that could erode the quality of both teaching and research in Indian institutions.

India does not produce enough Ph.D. graduates who meet global research and teaching standards. The number of Ph.D. holders graduating each year is limited and only a fraction possesses the research rigour, teaching aptitude, and academic depth necessary to contribute meaningfully to higher education.

According to the *All-India Survey on Higher Education (AISHE)* 2022, less than 40,000 Ph.D.s are awarded annually across

all disciplines but the quality of these degrees varies widely due to disparities in faculty expertise, funding availability, and research infrastructure across institutions. Many are produced by institutions where research culture is weak, leading to degrees that may not necessarily indicate deep academic expertise.

If universities are compelled to maintain a 15:1 student-teacher ratio without a sufficient pool of well-trained Ph.D. holders, they may end up hiring suboptimal candidates, many of whom might lack strong research capabilities or effective teaching skills.

Globally, top universities do not adhere rigidly to a 15:1 student-teacher ratio. Many leading institutions in the U.S. and Europe operate effectively with ratios between 25:1 and 30:1, depending on the field of study.

A smaller class size does not automatically translate to better learning outcomes. For instance, student engagement in many Science and Engineering disciplines depends not just on faculty headcount but on infrastructure, lab access, mentorship quality, and research opportunities.

Moreover, an influx of low-quality Ph.D.s will directly impact students. Faculty members who are unprepared, uninspiring, and underqualified will struggle to engage students in meaningful learn-

## Carve your path

Uncertain about your career options? Low on self-confidence? This column may help



**Nandini Raman**

I finished B.Sc. Chemistry and am preparing for the UPSC. But I would like to be a pilot. How can I achieve this goal?

Unnikrishnan

Dear Unnikrishnan, Transitioning from B.Sc. Chemistry to being a pilot is achievable but requires a different set of qualifications and training. Balancing the UPSC preparation with flight training will be challenging. You need to create a structured study plan and manage time effectively. Consider prioritising one goal at a time. What about taking the UPSC CDS instead of UPSC CSE with the goal of joining the IAF as a pilot? The standard route for aspiring commercial pilots is to get the Commercial Pilot License (CPL) and certification from a DGCA-approved flying school in India. You also need to pass a Class I medical and written examination conducted by the DGCA to obtain a Student Pilot Licence (SPL) before starting flight training. Visit the DGCA website for detailed information on licensing requirements and speak with experienced pilots to gain insights.

Is a Master's in Journalism and Mass Communication a good choice for an English Language and Literature graduate?

Anjana

Dear Anjana, It can be an excellent choice because of the synergy of skills. English Literature provides a strong theoretical foundation in writing, analysis, and critical thinking, which are valued in journalism and mass communication. A deep understanding of language is

essential for literary analysis, crafting compelling narratives, effective communication, reporting, storytelling, and so on. The study of literature also cultivates analytical and critical thinking skills, again crucial for evaluating information, understanding context, and presenting a balanced perspective. Career opportunities include print, broadcast, and digital media, content writing and editing, public relations, corporate communications, social media management, advertising and marketing, digital marketing and online content creation.

I am doing M.Sc. Computer Science (AI and ML), and am interested in Machine Learning. Are there any opportunities in the government sector or any exams I should take to get a good job? Anaswara

Dear Anaswara, While the private sector currently dominates AI/ML jobs, government opportunities are emerging, and certain exams can help you access them. The Defence Research and Development Organisation (DRDO) utilises AI/ML for various defence applications, including image analysis, pattern recognition, and autonomous systems.

Research scientist positions or roles related to AI/ML development in DRDO open up from time to time. The Indian Space Research Organisation (ISRO) uses AI/ML for satellite data analysis, image processing, and mission planning. Opportunities exist in areas like remote sensing and data analytics. The National Informatics Centre (NIC) is involved in developing and implementing IT solutions

for various government departments. AI/ML skills are increasingly relevant for data analysis, automation, and citizen services. The Centre for Development of Advanced Computing (C-DAC) is involved in research and development in advanced computing technologies, including AI/ML. Opportunities exist for research scientists and engineers. All these organisations have their own recruitment processes and exams.

Many government research labs and institutes are involved in AI/ML research, particularly in areas like healthcare, agriculture, and environmental science. Government Data Analytics Roles have a growing demand for data analysts and data scientists with AI/ML expertise. Exams to consider are the GATE, NIC Scientist 'B' exam, CSIR exams, the UPSC and State Public Service Commission Exam. Keep an eye on the websites of government organisations and recruitment agencies for job openings and exam notifications.

I am in the first year of a Master's in Public Administration and Policy Studies. I want to start my own business but need financial support until I can do so. How should I go about this? Gowtham

Dear Gowtham, Balancing academic pursuits with entrepreneurial aspirations requires careful planning. Leverage your academic skills and consider part-time jobs related to your field of study. This will provide income and relevant experience. Consider being a research assistant at your

Disclaimer: This column is merely a guiding voice and provides advice and suggestions on education and careers.

The writer is a practising counsellor and a trainer. Send your questions to [eduplus.thehindu@gmail.com](mailto:eduplus.thehindu@gmail.com) with the subject line Off the Edge

ies. A well-structured programme with 30 students per teacher can be equally effective, provided faculty members are well-qualified, and teaching methods are interactive. The pedagogical approach, faculty training, and institutional support make a difference.

Institutions scrambling to meet the 15:1 ratio without an adequate supply of high-quality Ph.D.s will inevitably lower their hiring standards. Candidates with questionable academic backgrounds from less known or non-research-intensive institutions will get hired. Faculty members with weak research profiles and limited classroom experience will be given teaching responsibilities.

Universities will focus on quantity over quality, leading to the dilution of academic standards. In the long run, this will only degrade India's higher education ecosystem rather than improve it.

Moreover, an influx of low-quality Ph.D.s will directly impact students. Faculty members who are unprepared, uninspiring, and underqualified will struggle to engage students in meaningful learn-

ing. Weak conceptual clarity among teachers will lead to poor classroom delivery. Superficial research guidance will hinder innovation and original thinking among students. Just as poor faculty recruitment affects teaching, it also harms research quality. A faculty member with a poor research record is unlikely to contribute meaningfully to India's research ecosystem.

In conclusion, the insistence on a 15:1 student-teacher ratio will not improve education quality. Instead, it will lower the standard of teaching and research in India. Our focus should not be on hiring more faculty members just to meet an arbitrary metric but on ensuring that faculty members – regardless of their number – are truly qualified, passionate, and effective educators and researchers.

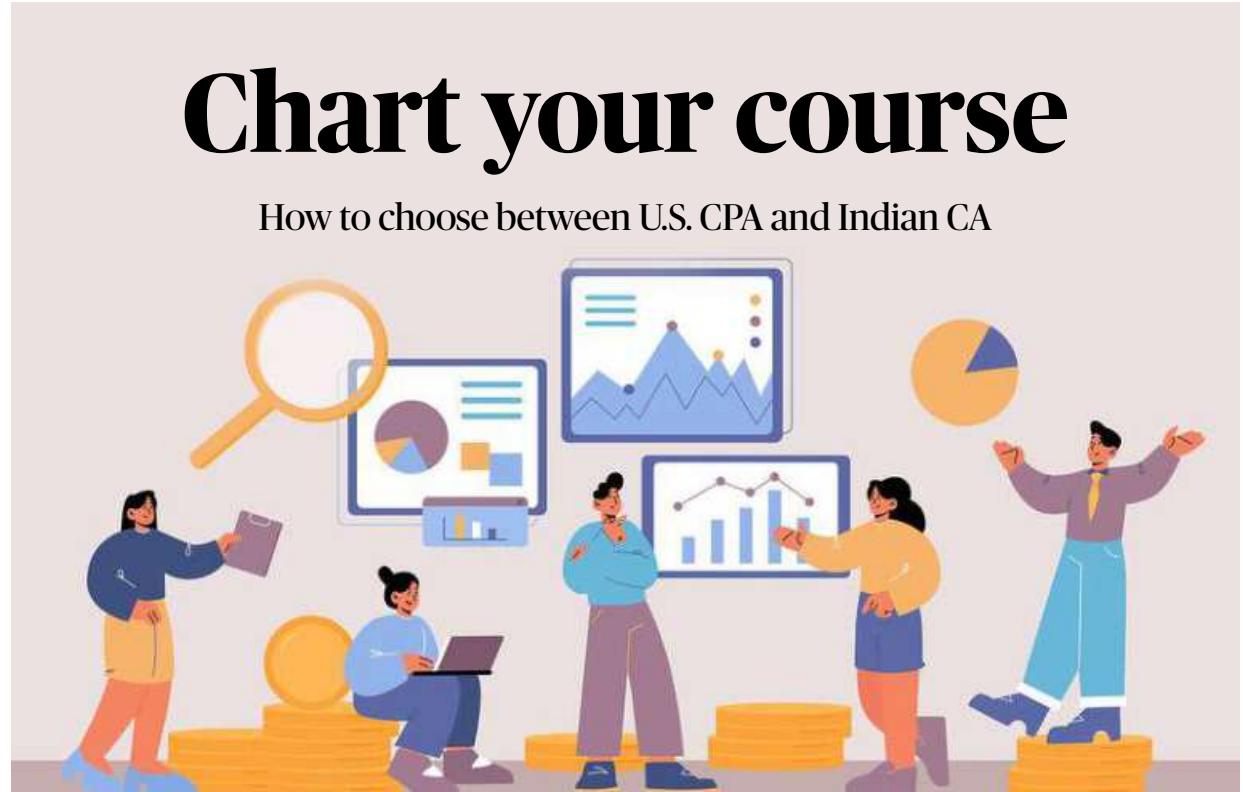
*Views are personal*

The writer is the Director of Thapar Institute of Engineering and Technology and Dean of LM Thapar School of Management and Thapar School of Liberal Arts and Sciences.

Sripal Jain

The global demand for skilled accountants is rising, with the U.S. facing a significant shortage. As of 2024, nearly 75% of U.S. CPAs are approaching retirement, leading American firms to recruit internationally, particularly from India, where finance professionals with U.S. CPA and Indian CA credentials are highly sought after. The rapid expansion of Global Capability Centres (GCC) in India is further driving opportunities for finance professionals, as U.S. firms are expanding financial operations in India, increasing demand for CPAs in compliance, risk management, and audit roles.

The U.S. CPA credential is globally recognised in financial hubs like the U.S., Canada, and Australia. Governed by AICPA, it aligns



tials like CPA for senior roles in multinational firms.

#### Structure

The CPA qualification is often seen as more accessible than the CA designation due to its streamlined exam structure and higher pass rates.

#### U.S. CPA:

Four sections – Auditing and Attestation (AUD), Regulation (REG), Financial Accounting and Reporting (FAR), and one discipline section (BAR, ISC, or TCP) – can be completed in nine to 12 months, with a pass rate of 45-55%.

#### Indian CA:

Three levels – Foundation, Intermediate, and Final and a mandatory three-year articleship – extend the qualification timeline to three to five years or more. With a pass rate of 10 to 15%, it is one of the toughest accounting certifications globally.

The CPA certification offers flexibility, allowing candidates to schedule individual exam sections within an 18-month window. In contrast, the CA programme's rigid structure and unpredictable exam results make it more time-intensive.

#### How to choose

Your choice should depend on your career goals.

#### Choose CPA if you:

- Seek an internationally recognised credential with global career mobility

- Aim for higher earning potential and leadership roles in multinational firms
- Prefer a structured qualification process that can be completed in under a year

- Want to work in finance, consulting, risk management, or advisory roles with better

work-life balance

- Plan to leverage the growth of GCCs in India for better career prospects

#### Choose CA if you:

- Plan to build a career in India
- Are interested in taxation, audit, or entrepreneurship within the Indian financial system
- Prefer hands-on training through a structured three-year articleship

While both offer lucrative career opportunities, the CPA credential is gaining prominence in India due to its global recognition and relevance in multinational firms. Aspiring accountants should evaluate their career goals carefully and choose the certification that best aligns with their professional ambitions.

The writer is the Founder of Simandhar Education.

those thoughts as judgments and carry on with our activity without getting mired by further judgments and emotions.

Bojanic also points out that being non-judgmental does not imply that we forsake discernment, which is essential to making wise decisions. Being non-judgmental means that we don't buttress and amplify our "assessments and evaluations" so that they morph into "prejudices and preconceptions".

In a post on FamilyLife, Janet Breitenstein points out that judgment usually involves "condemnation" and is issued from a place of superiority, often ignoring contextual factors. In contrast, discernment requires assessing the pros and cons of a situation through a calm, compassionate and more accepting lens while keeping the broader picture in mind. Whereas discernment motivates you to understand a person or event in depth, judgment entails forming hasty opinions on partial information and holding on to them. Starting each day afresh and approaching each interaction anew can also aid us in our journey of becoming less judgmental.

The writer is visiting faculty at the School of Education at Azim Premji University, Bengaluru, and the co-author of Bee-Witched.

nia Institute of the Arts and Ringling College of Art and Design in Florida the U.S.; Sheridan College, Canada; and

The pre-requisites for Indian courses are usually 50% aggregate in any stream, as well as a decent level of drawing skills. Students should research each institution, as their admission processes vary from each other. A good institution can be instrumental in shaping one's creativity along with hard skills, as peer learning is of paramount importance.

Recent advancements in generative AI have, however, brought concerns regarding job security as well as ethics in the art world. A proliferation of AI-generated images as well as the use of AI in animation has made animators afraid of losing their jobs. However, there will always be demand for human-made art and that we will find ways to adapt and overcome; whether by working with AI or creating in response to it.

Success in animation can mean a lot of things, be it making award-winning films, memorable advertisements, driving social change and so on. One thing, however, must remain consistent to guarantee success: a joy in seeing the magic of seemingly static images come to life through animation.

The writer is a National Institute of Design-Ahmedabad (Animation Film Design programme) graduate.

## POSTCARD FROM ... SHEFFIELD

### Shaping a sustainable future

A student from India writes about her experience of studying in the University of Sheffield, the U.K.



**W**ith a background in Urban Design from CEPT University, Ahmedabad, I have always been passionate about how urban spaces shape communities and bring about sustainability. I grew up in Bhilai, Chhattisgarh, and was deeply influenced by the sustainable living practices we followed. These early lessons instilled a respect for the environment and an awareness of how closely human lives are intertwined with Nature. However, while working in Himachal Pradesh, I grasped the severity of climate change. Witnessing first-hand the shifting landscapes, unpredictable weather patterns, and their direct impact on local livelihoods was a turning point. It deepened my commitment to working at the intersection of environmental change and social justice and led me to seek a more comprehensive understanding of global environmental challenges and solutions.

#### Critical lens

I chose to study M.Sc. Environmental Change and International Development at the University of Sheffield, the U.K., for its transdisciplinary approach, and its exploratory

tion of environmental change through a critical development lens. Students are encouraged to think beyond conventional solutions and engage with issues such as climate justice, gender inequality, and sustainable livelihoods. We are constantly challenged to analyse existing frameworks and develop innovative approaches to solving them.

The School of Geography and Planning has strong connections with industry and policymakers and has been instrumental in bridging the gap between academia and real-world practice. This gave me an opportunity to attend guest lectures from professionals, take up field classes, and engage in different topics around sustainability, geo-politics and policy-making, providing invaluable insights into the practical challenges of implementing environ-

mental and development policies. Additionally, career workshops and networking events helped build meaningful connections and explore career opportunities.

#### Opportunities for growth

Beyond academics, I work as a Student Research Assistant at the Urban Institute, which has allowed me to collaborate with researchers across different disciplines and engage with urban development issues from a global perspective. It has been an exciting to contribute to discussions about sustainable cities and inclusive urban policies.

Studying here has provided me with numerous opportunities for personal and professional growth. The emphasis on research communication, critical analysis, and report writing has strengthened my confidence in articulating complex ideas effectively. Engaging in workshops, group discussions, and hands-on projects has refined my ability to think independently and present my work with clarity.

The city is a vibrant and student-friendly place, offering something to do beyond academics. It fosters a strong sense of community and encourages students to engage in extracurricular activities, volunteer work and social initiatives. It is not just a place to earn a degree, but a space where one can grow intellectually, gain hands-on experience, and be part of a global network of changemakers.

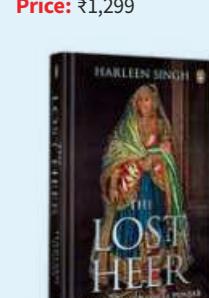
**Name:** Riya Singh  
**Course:** M.Sc. Environmental Change and International Development  
**University:** University of Sheffield, the U.K.

with the land today can change our collective fate.  
**Author:** Michael Albertus  
**Publisher:** Basic Books  
**Price:** ₹1,299

**The Lost Heir: Women in Colonial Punjab**  
As a province hailed by the British as the 'sword arm of India', masculinity remained a key pillar of Punjabi

identity in colonial times. Women largely featured as daughters of sardars, as wives of kings, mothers of statesmen, and widows of emperors. The book seeks to go beyond these male-centric narratives and shed light on the struggles, resilience, and contributions of women in colonial Punjab.

**Author:** Harleen Singh  
**Publisher:** Penguin Viking  
**Price:** ₹1,299



THINK  
Aruna Sankaranarayanan

For many of us, an internal judge resides within our heads and is busy from morning to dusk. Both trivial and significant events get parsed into categories of 'good' and 'bad'. If things go as expected, we cruise through the day, taking a lot of things for granted. The moment something is off kilter, negativity in various guises kicks in. Even small inconveniences, like a stove not working, can rattle us because our inner judge deems it 'bad'. Likewise, our interactions with people are also sorted as positive or negative based on how we feel. Are there costs to being overly judgmental?

In a post on the blog Zen Habits, author Leo Babauta urges us to adopt a more non-judgmental attitude to both positive and negative events, so that we stop bracketing events, people and phenomena as 'good' and 'bad'. Instead, as author Eckhart Tolle says, "Whatever the present moment contains, accept it as if you had chosen it." Though this may be

hard to cultivate at first, with practice, our emotions will grow more even keeled instead of yo-yoing between peaks and valleys.

The second shift that Babauta advocates is to let go of expectations, as this frees us from disappointments and frustrations when they aren't met. Having expectations also steers us towards judgment. When our hopes are fulfilled, life seems good. On the other hand, when our desires are dashed, life is bleak. Eliminating expectations helps us become more non-judgmental.

#### Self-reflect

Mindfulness meditation teacher Natalia Bojanic outlines the benefits of being non-judgmental in a post on the blog Inform.

First, this attitude reduces our stress levels. When we go through difficult times, we are able to notice our thoughts and feelings without necessarily evaluating them. When we are able to distance ourselves from our own ideas and emotions, their hold over us decreases and this, in turn, lowers our stress. Rather than telling ourselves, "I am stressed", we simply tell ourselves that we are

## Don't judge

How you can be discerning and non-judgmental in your attitudes and thoughts.



experiencing stress. Though this is a subtle shift, it provides space between ourselves and the hardships we're facing.

A non-judgmental approach also allows us to experience self-compassion. Unless we are kind towards ourselves, we cannot extend compassion towards others. In an article in *Personality and Individual Differences*, psychotherapist Barbara Baraccia and colleagues find that people who are judgmental towards their "inner experience" of thoughts, feelings and sensations are more prone to anxiety and depression.

They also say that we are able to forge and maintain healthier relationships with others when we refrain from categorising people and events as positive or negative. Being non-judgmental helps us empathise more readily with others, thereby reducing misunderstanding and friction.

Mindfulness researcher Jon Kabat-Zinn notes in a post on mbsrtraining.com that practising non-judgment helps us become aware of our "prejudices and fears" and gradually frees us from their shackles. We may recognise our own judgments when we make them without necessarily judging ourselves for it. We simply recognise

## Capturing motion

There's more to animation than children's cartoons and it offers a range of options to aspirants.

#### Pranav Praveen Holla

In an ever-evolving Indian job market, it is important to be cognizant of fields that are off the beaten path. One of these is animation. By definition, this is the art of creating the illusion of movement by displaying a series of static images or frames in rapid succession. It can be done in a variety of different mediums like 2D traditional animation (the 1937 film *Snow White*), 3D animation/CGI (the Oscar-winning Latvian film, *Flow*), stop-motion (*Shaun the Sheep*) and motion graphics (usually used for digital marketing).

While many associate animation with the nostalgia of watching early morning cartoons on a Saturday morning, the target demographic extends beyond children. The democratisation of the Internet and the advent of streaming platforms offers access to a variety of media, including international animated shows and films aimed at mature audiences such as *Common Side Effects*, which explores the pharmaceutical industry in America. As a result, producers are more open to

creating animated content for adults.

#### Scope and possibilities

A sizeable chunk of animation graduates enter advertising and marketing agencies, making animated videos tailored to the client's needs. Advertisement films are no longer limited to television, as media consumption takes place on handheld devices as well now. Animation allows the transmission of a large amount of information within a short duration in a quick, eye-grabbing manner. Thus, it is in demand within the advertising industry. Some companies also have in-house motion graphics teams to work on both advertisements and apps. Advertisements showcasing products like tech are also fertile grounds for 3D animators to apply their skills.

Independent filmmaking has become a more viable field now due to the presence of numerous film festivals, both in India and internationally. Along with a number of grants and residencies, there are also crowd-funding platforms that allow animators to take advantage of the Inter-

net to secure funding.

Animation can also be a useful tool to drive social change. With NGOs and non-profits receiving funding from both domestic and international sources, they have more to spend on media and narrative building. This has opened the doors to animation for Public Service Announcements (PSAs), education, and social impact films dealing with ecology, environmental and social issues.

Film title sequences and animated music videos have seen an uptick recently, with more independent artists gaining popularity, as well as films being made for both cinemas and streaming platforms. Goppo Animation Studio (Kolkata) and Kokaachi (Kochi) have been doing animated music videos and title sequences lately. Live-action films also require VFX and CGI in post production and studios in India are hiring 3D animators to cater to these requirements.

#### Education options

A course in animation filmmaking does not solely

equip a student with animation skills, as one also develops a host of skills like drawing, composition, storyboarding, directing, filmmaking basics, colour theory and, most importantly, storytelling. This equips one to branch out into fields like illustration, comics, directing both live action and animation films, script writing, narrative building and story boarding.

Now that we know of the scope of the field, you may ask: How do I study animation? Here, the value of the Internet cannot be understated. It has made animation learning accessible, bringing tutorials to the masses, allowing one to learn without enrolling in an institution.

For formal courses, there are institutes offering both UG and PG courses in animation. NID Ahmedabad, IDC Bombay (PG only), Shrishti Manipal Institute of Art, Design & Technology are the most well-known in India. Among foreign institutes, the best-known are Gobelins Paris, France; California

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