

# शोधायतन Shodhaytan

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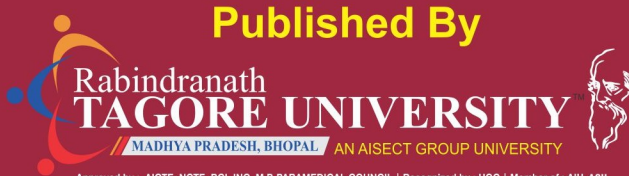
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## From the Desk of Editor in Chief

Hello Readers,

Hope you all are safe and Healthy

A revolution has come in the education world in form of Education Policy 2020. The policy was approved in July 2020 by the Union cabinet. Aim of this policy is universalisation of education from preschool to university level. It is a mile stone in the nation building, and it is expected to bring vital changes in entire academic system from grass root level to the top level in education system. NEP-2020 is based on creation, transmission, dissemination of knowledge in multidisciplinary mode with regional languages and cultural resurgence at the core. In multidisciplinary approach, students could pursue subjects from other streams as well as, per their choice and interest. The other important highlight of this policy is its all round inbuilt flexibility like getting degree at fast track, modular entry and exit, subject of choice, permission to move from one institution to another in between the programme by having Academic Bank of Credits , centralized research funding etc. This policy also underlines great importance of research and innovation.

In this issue of **SHODHAYTAN**, research papers are mainly focused on National Education Policy 2020. Researchers have analysed various issues related to implementation and monitoring of NEP 2020. One study published in this issue shows the gap between theory and practice in Education programmes. Another research paper brings out various aspects of inclusive education in NEP 2020. Intervention of Information Technology in Rural areas is a gray area of research in new normals which is covered in a article in this issue. Circular business models providing new opportunities in electronic and electrical sector in India have been examined in yet another paper in this issue. I am sure as a whole this issue will be very useful to our readers.

Thank you to all contributors and readers for your continued support in research world.

**Dr. Deepti Maheshwari**



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# National Education Policy 2020: Implementation and Monitoring

**Dr. Kalyana Chakravarthi Thirunagari**

Visiting Professor & Life Skills Coach, Founder- Knowledge, Attitude and Skills Services (KASS)

## I INTRODUCTION

**“Education is the Tree whose roots are bitter, but fruits are sweeter.” - Aristotle**

It's a known fact that most of the schools have fixed curriculum, set schedules and rigorous exam system being implemented in CBSE, SSC, ICSE, IB or GCSE patterns across India. Though Indian education system has its own value among the world countries, there are still some gaps here and there.

This article focuses on some of the aspects which need more attention in our present education system such as Need-based Courses, Skill Development and Evaluation aspects of our education system. Usually, there are weekly, monthly, quarterly, half-yearly and annual exams in our schools. Generally, we test the ability of the learners in terms of knowledge or conceptual understanding. In other words, we are just testing the mere academics that too reading, writing, memorizing and speaking skills. The above are important but sometimes tested at the cost of other important skills which are left unnoticed or untested.

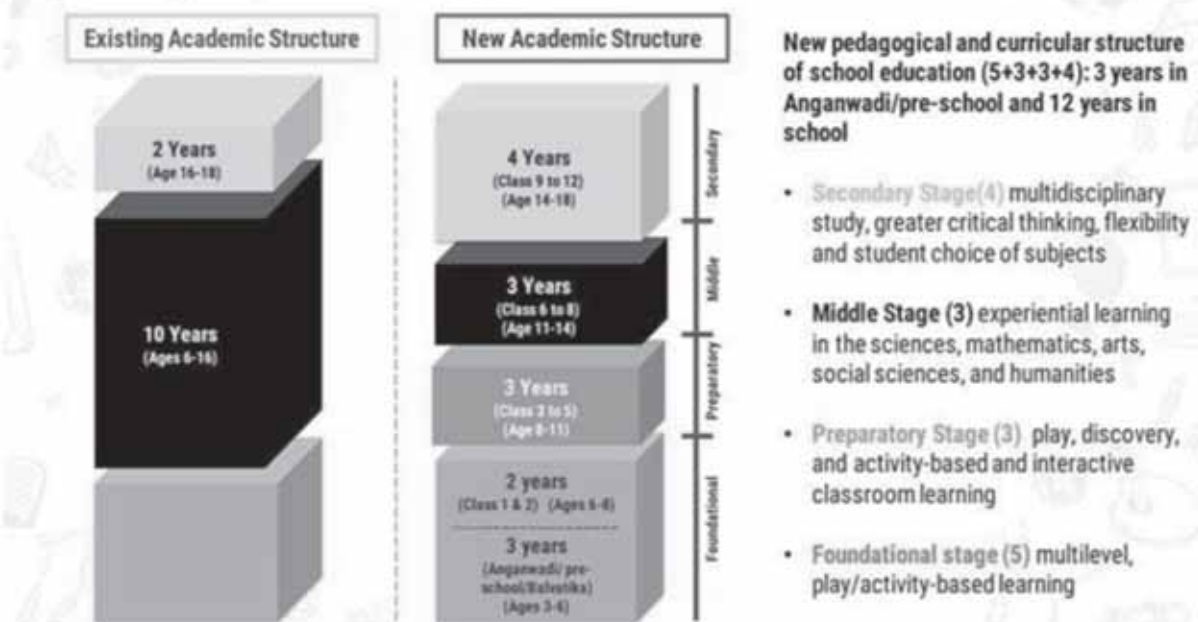
## II EXPLANATION

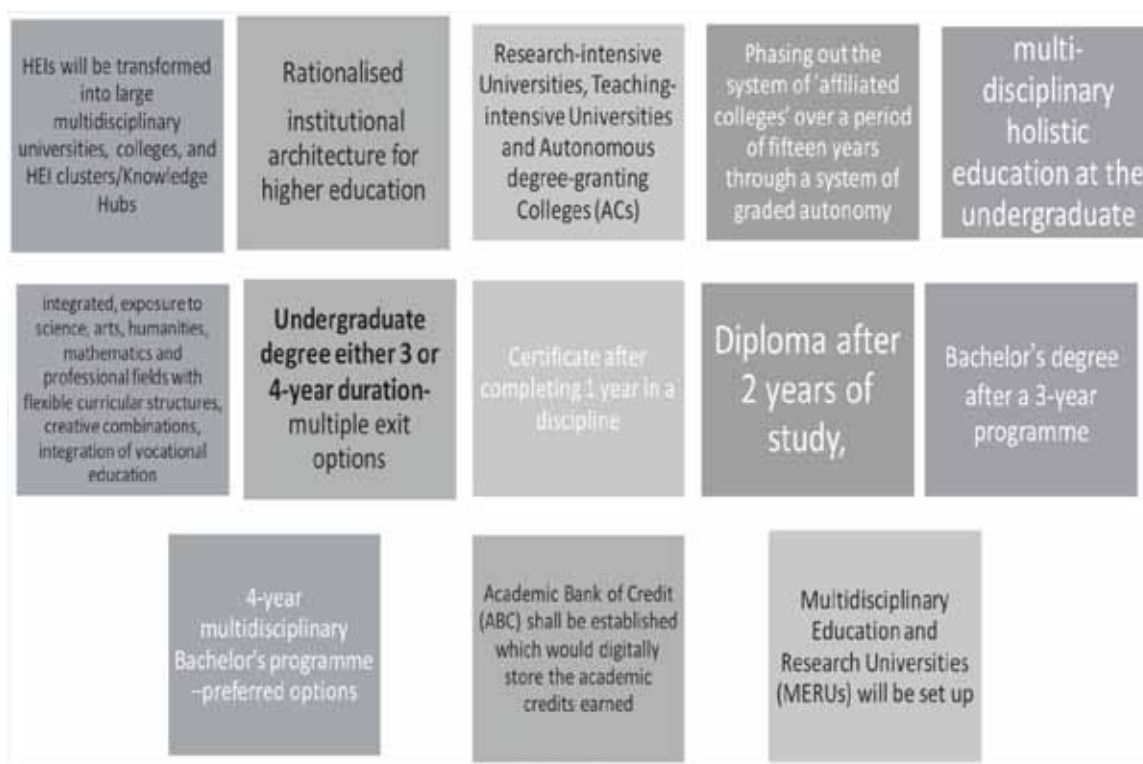
As a Researcher and Teacher having worked in India and other foreign countries, I wonder as to why we are not focussing much on other aspects (such as Emotional Intelligence, Lateral Thinking, Critical Thinking and Creative Thinking) of learning too at any level of education.

I am glad to hear the recent buzz words and phrases like Draft National Educational Policy 2019, NEP 2020, Outcome-based Learning, Project-based Learning, Interdisciplinary Studies, Multidisciplinary Courses and Integration of Skills into Curriculum. These things are much discussed now across the country and abroad in the webinars, workshops, seminars and orientation programmes that I deliver and attend, but how much they are implemented is the question!

The highlights of New Education Policy 2020 are given below.

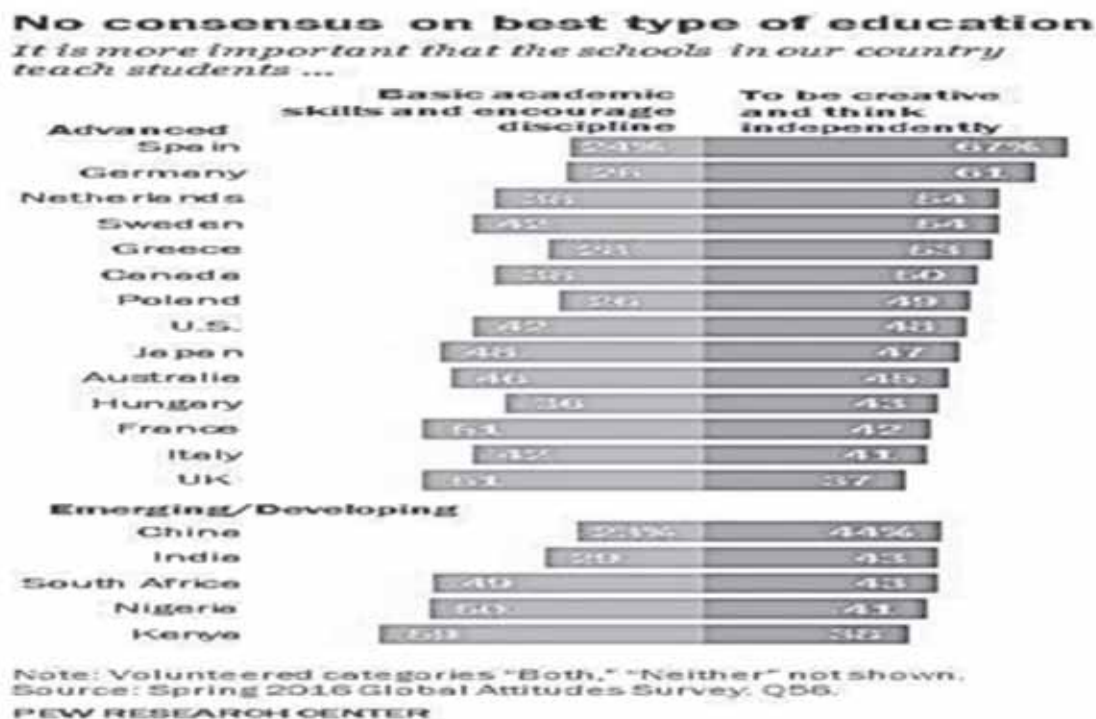
### Transforming Curricular & Pedagogical Structure





Source: NEP 2020

The following chart shows the comparison of theory and practice in Education system of few countries.



Source: Global Attitudes Survey, Spring 2016, PEW Research Centre

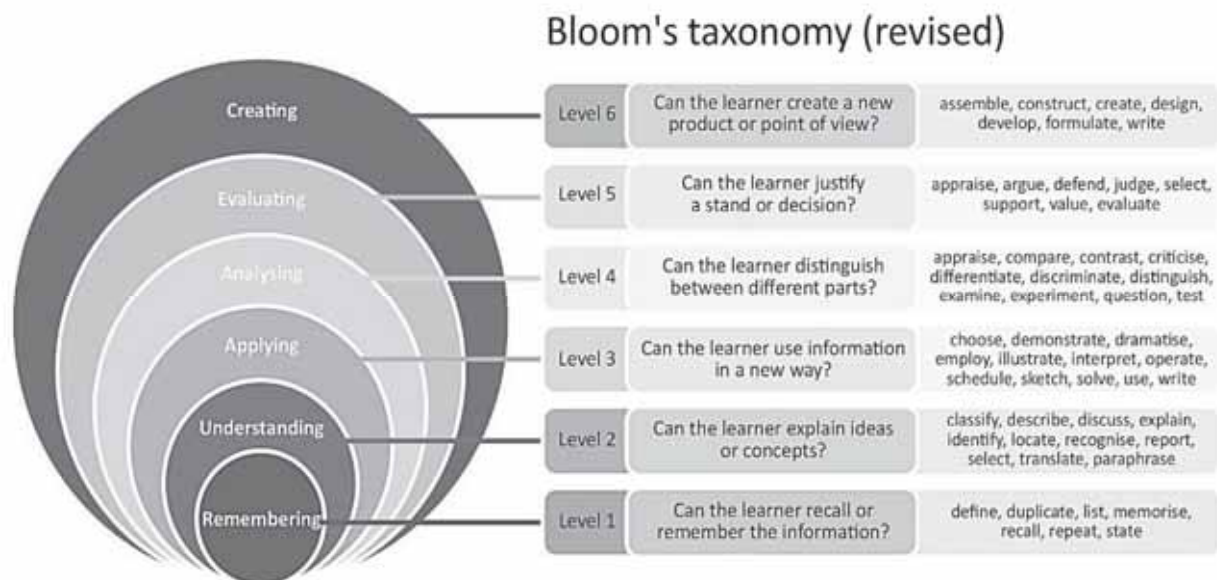
As we are discussing about the Implementation and Monitoring of NEP 2020, think of the following. If we start analysing our current education system with reference to the above, many changes can happen which would benefit our generation in the present and future as well. Then let's look at implementation and

evaluation criteria. For example, observe some concepts and theories in education such as Bloom's Taxonomy (Benjamin Blooms, 1956) and Multiple Intelligence Inventory (Howard Gardner, 1983) proposed by the above eminent psychologists, philosophers and educationists.



The figure below explains about Bloom's Taxonomy which shows the system of Learning and Testing. Bloom talks about 3 Domains – Cognitive, Affective and Psychomotor – in his Taxonomy. Most of the

institutions usually work upon Cognitive Domain. Actually, all these aspects must be incorporated into our Education system, if we talk about standardisation.



Source: [www.niallmcnulty.com/2017/11/blooms-digital-taxonomy](http://www.niallmcnulty.com/2017/11/blooms-digital-taxonomy)

Any standard test or exam has to follow the above for assessing the learning of the students at schools, colleges and universities. But we all know how it is implemented in our system.

The next aspect to focus upon is Multiple Intelligence (Howard Gardner, 1983) who talks about the 9 Intelligences of individuals. He argues that human intelligence cannot be seen as a single 'general ability' but as different and 'specific modalities'. He proposes that there are different abilities/intelligences in a human being namely: Verbal-Linguistic; Mathematical-Logical; Musical; Visual-Spatial; Bodily-Kinaesthetic; Interpersonal; Intrapersonal; Naturalist and Existential intelligences.



Source: <https://blog.adioma.com/9-types-of-intelligence-infographic/>

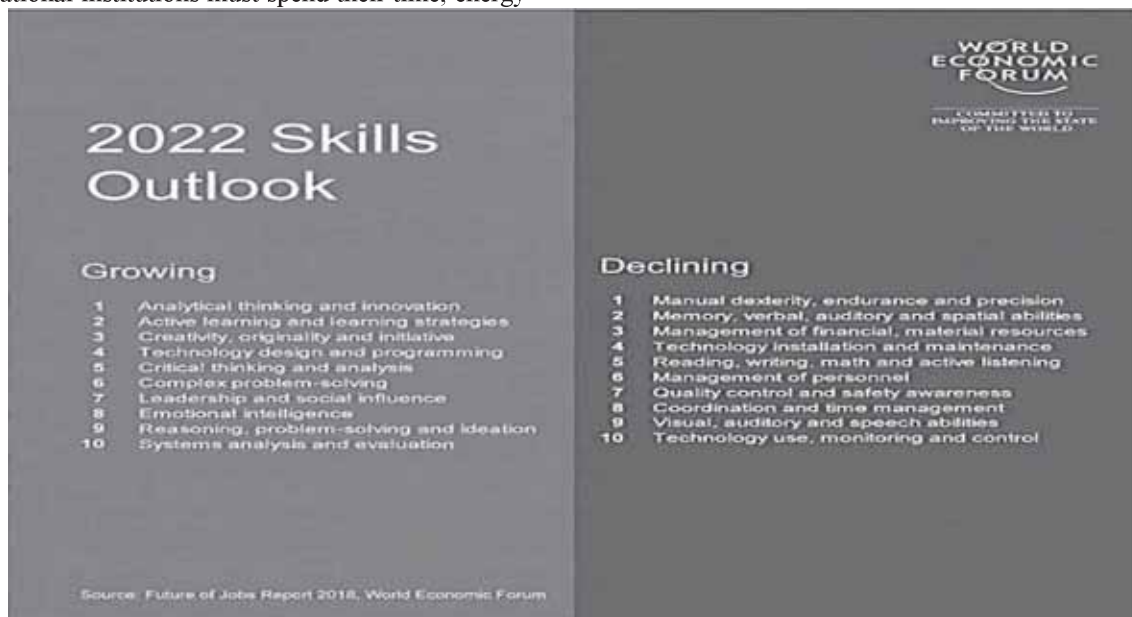
Actually, our institutions can try to capture as many Intelligences as possible during an academic year across the levels of education, before they go unnoticed and unassessed.

The above psychological and philosophical theories based on practical studies and scientific findings are very useful if practised and implemented properly in schools and colleges in India.

As per the recent Future Jobs Report by World Economic Forum 2018, the following skills are a must for today's generation by 2020, hence educational institutions must spend their time, energy

and money on upgrading the skills of the learners and Teachers too.

Administrators and Management boards have to be cooperative, flexible and proactive rather than reactive to achieve these mega goals, if they would like to compete and coexist in the present world of wisdom-based economy.



Source: Future of Jobs Report 2018, WEF

**Table 1**  
**Activity for Future**

Course	Objectives	Outcomes	Existing Skills	Expected Skills	Evaluation Criteria	Remarks

(Source: Author's own design)

If we try to integrate the above skills into various curricula and syllabi across India, we can surely become competitive. This is the way forward which can keep Indian education on par with the Western education indeed.

### III CONCLUSION AND SUGGESTIONS

Based on the above views, observations and issues, there are many challenges posed for the Higher Educational Institutions (HEIs) in India. Hence, it is advisable to be prepared for future. This is where the Implementation and Monitoring of NEP 2020 comes into picture. It is better to start taking care of the following at HEIs:

- (a) **Develop Teaching Intensive Universities**
    - (i) Revise and upgrade existing Methods, Materials and Testing
    - (ii) Identify existing lacunae and adjust further
    - (iii) Train the staff in grey areas like Edu Tech-Software and Tools
  - (b) **Develop Research Intensive Universities**
    - (i) Plan new Research areas each Domains and Interdisciplinary fields
    - (ii) Improve Research methods
    - (iii) Learn and teach Data Collection and Analysis tools like SPSS, R, Python
    - (iv) Train the staff
    - (v) Encourage Paper Presentations at Conferences by sponsoring Faculty
    - (vi) Encourage Publications and support with incentives
  - (c) **Develop Multidisciplinary Education and Research University (MERU)**
    - (i) Identify new subjects areas which have future demand
    - (ii) Create new combinations of courses in research
    - (iii) Design Curriculum as per the future
    - (iv) Develop Materials suitable to new courses
    - (v) Develop new Assessment and Evaluation criteria
- [7] <http://www.businessballs.com/howardgardnermultipleintelligences.htm>.
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Finally, keep publishing what changes are happening from time to time so that the world know our progress.

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# National Education Policy 2020: Challenges and Opportunities – School Education

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## ABSTRACT

*National Education Policy 2020 shows a wide spectrum of several colours of knowledge- acquisition, that were somewhat hidden behind the traditional learning methods. Rote- learning culture and cramming up of facts and figures, are now left a way back. This revolutionary step taken by the government will not only prepare our future citizens for world, but also for life. Early Childhood Care and Education (ECCE) needs to be highlighted in the present scenario of school education system. Theoretical learning is now secondary with importance to activity-based and multi-sensory approach towards learning. But every major decision comes with obstacles and challenges which need to be overcome and rectified. Proper planning and straightforward vision will help us leap forward towards our goal.*

**Keywords:-** National Education Policy, Challenges, Opportunities etc

## I INTRODUCTION

National education policy 2020 is the first education policy of the 21<sup>st</sup> century which lays particular emphasis on the development of not only the cognitive capacities of children but also on their social, ethical and emotional capacities. This policy envisions an education system that aims towards the Holistic development of children. Since the Kothari Commission in 1964 the Education System saw only two reforms:-

- (a) **National Education Policy, 1968** - The first policy on national education was announced by the government Prime Minister Indira Gandhi which was based on the recommendations of Kothari Commission (1964-1966). This policy proposed the need for equal educational opportunities in order to achieve National Integration. Free and compulsory education up- to the age of 14, specialised training for teachers and emphasis on the 'three language formula' were the major provisions of this policy.
- (b) **National Education Policy, 1986** - This Education Policy was announced by the government of Rajiv Gandhi which laid special emphasis on the removal of disparities and equalise educational opportunities specially for Indian women, Scheduled Tribes (ST) and scheduled caste communities (SC). The first call for the child centred approach in primary education came from this policy. 'Operation blackboard', a centrally sponsored scheme proposed in this policy laid down the minimum criteria of a primary school: two rooms, two teachers (one of them preferably female) and a set of minimum essential teaching learning aids (TLS) [NEP, 1986].

National Education Policy 2020 is the third very big reform bringing a total revamping. The NEP 20 envisions an education system that is not only child-friendly but also aimed at reducing hefty curricular load, thus enabling space for deeper and more experiential learning.

## II MAJOR PROVISIONS OF NEP 2020 IN SCHOOL EDUCATION

- (a) The existing 10 + 2 structure in school education will be modified with the new pedagogical and curricular restructuring of 5 + 3 + 3 + 4 covering ages 3- 18 years. Currently the 10 + 2 structure does not include the children of 3 to 6 years of age as Class 1 begins at age 6. For the universalization of Early Childhood Care and Education (ECCE), 5 + 3 + 3 + 4 structure will promote overall learning and development right from its core foundation. Anganwadi schools will be organised with high quality infrastructure and play equipments.
- (b) **Foundational learning** - Immediate measures would be taken to promote literacy and numeracy at the foundational stage for all children. According to a report, only 41.5% children in private schools could read words while in government schools the percentage falls down to 19%. [Annual Status of Education Report, 2019]
- (c) **To ensure that all children are school-ready**, an interim 3 month play-based 'School preparation module' for all grade 1 students consisting of activities and workbooks for the learning of alphabet, sounds, words, colours, shapes and numbers in collaboration with parents and peers will be developed by NCERT and SCERTs. [NEP, 2020]
- (d) **Education for all will be promoted at best.** Steps will be taken to bring children, who have dropped out, back to school and to prevent further children from dropping out. Highlighting the learning crisis in India, on an average almost two-thirds of children dropout which waste valuable human, physical and financial resources [NSO Survey]. Although initiatives like Right to Education Act, 2009 and Sarva Shiksha Abhiyan have made tremendous efforts in increasing the enrolment ratio of children in schools but still there is a need to retain the children in the schooling system.

- (e) The scope of School Education will be broadened to facilitate learning in both formal and non formal education modes .This will include strengthening Open Distance Learning (ODL) through National Institute of Open Schooling (NIOS) and State Open schools.
- (f) **Three language formula** - More space will be given to the implementation of ‘three language formula’. Bilingual approach will be extended to class 8 which will also create a learning environment for children in a language they are familiar with.
- (g) The mid day meal programme will be expanded including both, a nutritious breakfast and mid day meal for pre-primary and primary school students.
- (h) Schools and local public libraries will be equipped with well-illustrated and inspirational books in all local and regional Indian languages.
- (i) Flexibility and course choices - Increased flexibility will be given in the choices of subjects to the students particularly of secondary level. Presently, choice of subjects is restricted to a particular stream, for instance Science student can not choose history or geography as a subject of study.
- (j) Experiential learning will be laid emphasis on with importance to art- integrated approach; sports-integrated approach and storytelling based learning .This integration will bridge the gap between education and Indian Arts and culture.
- (k) **Vocational exposure from grade 6** - Students will participate in 10-days bagless period where they intern with local vocational experts with hands-on experience of local crafts like carpentry, gardening, pottery making, electric worketc. The purpose of schooling should be to develop intelligence and to help people reach vocational and avocational goals that are appropriate to their particular stream of intelligence. People who are helped to do so feel more inclined to serve the society in a constructive way. [Gardner’s theory of multiple intelligence ]
- (l) **360° Multi-dimensional Report Card** - The progress card of the students will be more holistic with multi- dimensional approach towards assessment that will reflect the abilities of the learner in the cognitive, affective and psychomotor domain. Present system of traditional ‘marks- based assessment’ will be discarded.
- (m) **Elimination of Coaching culture** - Board exams for Grade 10 and 12 will be redesigned to eliminate the need for undertaking coaching classes. They will be provided with the opportunity to give exams two in a year . This will make examinations – a stress- free and convenient entity.

Summing up , NEP 2020 lays down several reforms that could revolutionize the present education system. But as said by Riane Eisler – “*For new ideas to be translated into new realities requires not only clarity of vision but also opportunity to change old realities*”

### III CHALLENGES AND SUGGESTIONS

#### (a) Broad Policy Changes –

- (i) The Right to Education Act, 2009 has successfully managed to increase enrolment in the upper primary level (Class6-8). Nationally , between 2009 to 2016 the number of students in the primary level increased by 19.4 % which presently covers children of 6 to 14 years of age. [Source: *District information system for education*]. According to NEP 2020, the RTE Act will be extended to the students of grade 12 which will prove to be a herculean task especially considering the children of the rural areas .Moreover, NEP2020 proposes a healthy Pupil-teacher ratio of under 30:1 in each school and 25 :1 for the socio-economically disadvantaged areas . This calls for the need to create a large pool of trained and passionate teachers who understand the pedagogical needs of children.
- (ii) As NEP 2020 lays strong focus on the foundational learning on which a productive education system will rest , strengthening and restructuring Anganwadi centres becomes the major challenge considering the present condition of these schools.
- (iii) NEP 2020 aims to raise expenditure on education upto 6 % of GDP which requires a lot of funding on the part of Government. Additional financial resources will be needed for the digitalization of education , technological uplifting , refurbishing government schools especially in socially-disadvantaged areas, recruitment of special educators for children with disabilities , particularly at Middle and Secondary school level. Bringing Private organisations into the mainstream of education , could tackle this problem to a great extent.
- (iv) Flexibility in the choice of subjects for students will enhance the burden on schools .They will be required to appoint teachers with a multi- faceted personality. Recruitment of such teachers will have to be supplemented with salary- increments, provision of incentives and other perks.
- (v) If we analyse the present scenario , most of the parents prefer their children to learn basic things at home only , especially in rural and socially- disadvantaged areas , which in most cases does not cater to the basic skill development in children. So,

firstly awareness about the importance of Foundational Learning needs to be checked , indeed a challenging task.

**(b) Benefits of NEP-20** - NEP 2020 has many advantages over the present education system as stated-

- (i) Elimination of Rote- learning method with more space to activity- based learning and critical thinking
- (ii) Practical approach towards learning through inclusion of vocational training right from Grade 6
- (iii) Stress- free examination system particularly for Board examinees
- (iv) Multi- sensory approach of learning, thereby increasing the retention rate of learners
- (v) Inclusion of socially-marginalised children into the mainstream of education
- (vi) Curriculum imbued with the essence of Indian culture and values

**(c) Challenges**

- (i) There are certain challenges that must be looked upon
- (ii) Roadmap must be laid out to address the increasing gap between rural and urban standards of education focusing their diverse culture and backgrounds.
- (iii) Spreading awareness among the parents and guardians to modify their perspective on 'marks- based evaluation', biased views

regarding English and Hindi and leniency towards Early Childhood Care.

- (iv) To supplement the need of funds, Private Organisations should be involved to contribute in the long run of this educational vision.

## IV CONCLUSION

Although NEP 2020 has a long way ahead in transforming present education system , it can not be denied that this policy will prepare our children for life and strife. Provisions given by this policy , if implemented , could definitely make India a global knowledge superpower .

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# The New Education Policy of India 2020

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## ABSTRACT

*The Indian system has been rigid since past thirty-four years and now a reform is initiated in this old system commonly known as the National Education Policy (NEP). It was passed by the Indian Parliament on 29<sup>th</sup> July, 2020. NEP 2020 lays focus on systematic reforms to regulate and promote forms of multidisciplinary academic and research in Indian Higher Education institutions. It aims to renovate the old practices of education in Indian schools. It is a significant step to make our education system more application-based system. In this chapter, we will deeply look at the new reforms in education.*

**Keywords:** Education, Institutions, Policy, Academic, Higher Education, Lower Education.

## I INTRODUCTION

Education is merely the process of exchange of sets of instruction to acquire skill, values, knowledge, habits and thoughts by discussion or teaching. It is believed that the education system of a country decides the rate of development of any country.

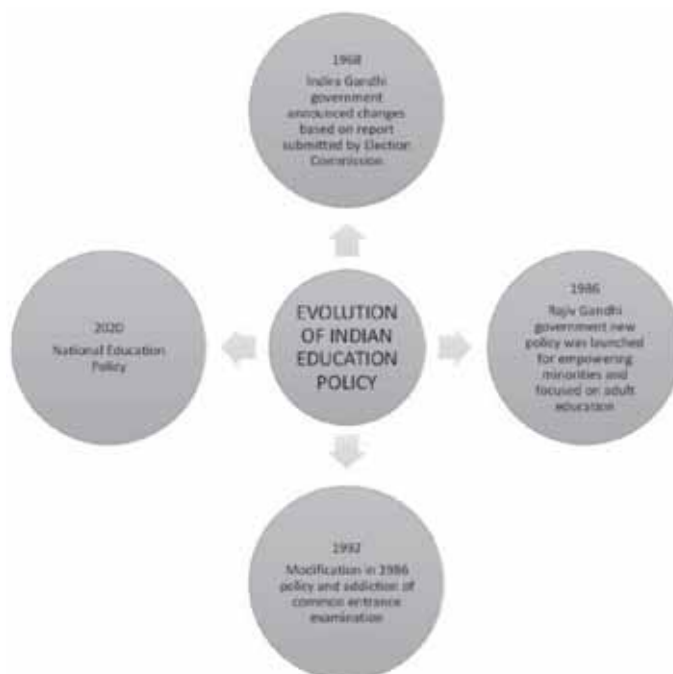
On July 29 2020 the Indian government approved a new education policy after the gap of 34 years. India's first Education Policy was approved in 1986 and was previously known as national policy on education which focused on access to education and equity in the educational domain. No major changes had been made into the system except for an amendment made in 1992. The amendment made in 1922 was regarding the right to free and fair education for all children below the age of 14. The recent policy lays focus on the quality education.

## II THE EXISTING SYSTEM OF EDUCATION IN OUR COUNTRY

The present system of education in our country has various flaws in itself, which we sought to remove with the implementation of this policy.

Some of the challenges in the Indian education system are:

- Poor quality of Higher Education
- Lack of funded research across various disciplines
- There are poor learning outcomes
- Students lack intellectual skills
- Low autonomy for the Institutions and teachers
- The education system is too rigid



### III CHANGES BROUGHT WITH NEW EDUCATION POLICY

The new education policy of India signifies a huge milestone in the education system. It will certainly take the education system of our country to new heights. Main objective of this policy is to design a framework and vision for school education as well as higher education. The government aims to reach the target to enroll 50% students in higher education by 2035 under this policy. State also wants to address the massive problem of rote learning practiced in the current system of education. Government wants to reform the system and developed a practical based system of education. They also look forward to eradicate the problem of importance provided to several subjects and promote the idea of liberal education in our country. The policy has brought changes in the education system at all levels.

Some of the key points of the national education policy (NEP) 2020 are the changes in the school education where the schooling years will be divided into 5+3+3+4 system rather than 10+2 system. It means that first five years include three years off preparatory school and two years for classes 1 and 2 which lays focus on language development. In the next 3 years from classes 3-5 fundamentals and basics will be taught to students. From class 6 onwards the students will be introduced to different subject and vocational courses will be promoted. Introduction to coding will help the students in overall brain development. In the last four years the students will choose the subjects in which they want to pursue their career. The change here is that the students can choose any subject from the academic and the co-curricular and form a combination of their own choice.

The other change at the higher education level is that undergraduate courses will now be available for three or four years as per the person's choice. It now offers multiple entry and exit options. The bachelor's programs have been extended to 4 years and these have been specified in multi-disciplinary programs i.e.

- 1<sup>st</sup> year -certificate program
- 2<sup>nd</sup> year - Advanced diploma
- 3<sup>rd</sup> year- Bachelor's degree
- 4<sup>th</sup> year – Bachelor's degree with research

The introduction of credit-based system will help students to go digital. It will be an online platform for all the certificates of all sorts of the programs they had enrolled themselves in. It will simplify the work and management of data.

The cap on fee charged by the private Institutions will help the students to have access to higher education at lower costs. The private Institutions will not charge any extra fees for any of the programs

under this policy. It will make the education pocket friendly for the economically backward people. Now the higher education Institutions will also be offering one-year Master's degrees which was earlier for a two-year span. The government has also decided to discontinue the

M. Phil program. Sanskrit will be taught as a major language in schools and three language formula will be adopted for higher education.

The government has also taken another major step which is the decision to spend 5% of the country's GDP on the development of education system which was only 4.4% of the GDP earlier. It will be a game changer for the education system.

### IV ADVANTAGES OF THE NEW EDUCATION POLICY

- (a) It will help the students to develop practical knowledge
- (b) Help to develop scientific temper at early stage
- (c) Promotion of value-based education
- (d) It will make it easier to set a few qualities of Higher Education Institutions at par with Global standards
- (e) It will also encourage foreign institutions to set up their campuses in our country
- (f) An independent state School standards authority (SSSA) will be set up by the states and the union territories under this policy.
- (g) A common list of regulative rules will be used as a guiding force for both the private and the academic bodies.
- (h) It has created the new era of online academics.
- (i) By 2030, the BEd degree which is the minimum degree of qualification for teaching will be a 4-year integrated program
- (j) The policy aims to achieve 100% adult literacy.

### V DRAWBACKS OF THE NEW EDUCATION POLICY

- (a) It has extended the term for studies for a student.
- (b) It has created the need for regional language teachers which is very difficult to achieve in this modern world.
- (c) It will increase linguistic problems between the government school students and the private school students.
- (d) Teacher's training will be another major drawback that the government will have to look forward in order to implement this policy.



## VI CONCLUSION

The introduction of national education policy 2020 has made many changes into the education system. The NEP marches towards the goal to include more and more citizens in higher education by devising innovative policies to produce better quality, affordability with stern measures to keep check on educational institutions. It can be done by promoting

merit-based admissions and scholarships. There are demerits of this policy but the merits are more. It is being believed by the educators around India that the implementation of this will take our country to a greater level in the education sphere. Thus, the higher education system of India is turning towards student, knowledge, skills, competency and experiment centric approaches.



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# Inclusive Education and NEP 2020: An Analysis

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## ABSTRACT

*Education is the gateway for children to fully participate and contribute constructively to the progress of society. It has been considered as the most potent factor that improves the life-chances of children with disabilities. However, unfortunately, many children with disabilities cannot be benefitted of this opportunity because they have to face a lot of obstacles owing to their exclusion and marginalisation by the society. Apart from the inaccessible infrastructure and lack of information, policies and institutions; discrimination, antipathy and social norms also play a major role in containing their growth as a self-dependent individual. The National Education Policy (NEP), 2020 is an ambitious plan of structural reforms in the education system; which has been adopted by the Government of India in July 2020 after a period of 34 years. It aims to fill the gaps between the current learning outcomes and what is required to make the educational system excellent, equitable and ethical. It aspires to move beyond the goals of previous educational policies – NPE 1968 and NPE 1986, and their unfinished agenda of inclusion in education of the children with disabilities. The present paper attempts to analyse the key recommendations of NEP 2020, and records some of the key challenges that the policy may encounter on its route to achieve its goal of inclusive education.*

**Keywords:** NEP 2020, Inclusive education, Children with disability, Indian context

## I INTRODUCTION

The National Education Policy (NEP), 2020 is an ambitious plan of structural reforms in the education system; which has been adopted by the Government of India in July 2020 after a period of 34 years. It aims to fill the gaps between the current learning outcomes and what is required to make the educational system excellent, equitable and ethical. It aspires to move beyond the goals of previous educational policies – NPE 1968 and NPE 1986, and their unfinished agenda of inclusion in education of the children with disabilities. The National Policy of Education, 1968, primarily focused on the radical reconstruction of the education system and to strengthen national integration, while National Policy of Education, 1986, stressed upon equality and life-long education.

By 2040, the policy intends to accomplish an educational system that is second to none in the world, by making the educational system accessible, unbiased and inclusive from early childhood care to the levels of higher education. It has proposed many innovative and creative notions and initiatives to revamp all the aspects of the educational structure that is in consonance with the ambitious goals of the Sustainable Development Goal 4 (SDG 4) adopted by India in 2015.

The SDG seeks to 'ensure inclusive and equitable quality education and promote lifelong learning opportunities for all by 2030' (NEP, 2020, p.3). The Government of India, as one of the committed members of the United Nations, has agreed through this policy to fulfil the aim to bridge 'the social category gaps in access, participation, and learning outcomes in school

education' (NEP, 2020, p.24) as well as higher educational levels. The NEP 2020 has proposed a framework for the education of the People with Disabilities (PWD), as one of the most vulnerable group among them, under the notion of 'Inclusive Education'. This Policy aligns completely with the provisions of the Rights of Persons with Disabilities (RPWD) Act, 2016 and endorses all its recommendations with regard to their education.

The present paper attempts to analyse the key recommendations of NEP 2020, and records some of the key challenges that the policy may encounter on its route to achieve its goal of inclusive education.

## II INCLUSIVE EDUCATION

The United Nations **Convention on the Rights of the Child** (UNCRC, 1989) states, 'the child should be fully prepared to live an individual life in society, and brought up in the spirit of the ideals proclaimed in the Charter of the United Nations, and in particular in the spirit of peace, dignity, tolerance, freedom, equality and solidarity'.

Education is the gateway for children to fully participate and contribute constructively to the progress of society. It has been considered as the most potent factor that improves the life-chances of children with disabilities. However, many children with disabilities cannot be benefitted of this opportunity because they have to face a lot of obstacles owing to their exclusion and marginalisation by the society. Apart from the inaccessible infrastructure and lack of information, policies and institutions; discrimination, antipathy and social norms also

play a major role in containing their growth as a self-dependent individual.

Daniel Mont contends, 'When children with disabilities are excluded from education, they may face a lifetime of exclusion' (Mont, 2021, p.28). Because they are less likely to be educated, employed and own families, and participate in community life. Therefore, excluding or preventing the children with disabilities from participating fully in the community life, ultimately, costs exorbitantly to the society. 'If these children lack the opportunity to be productive, society loses out on what they could have produced'. (ibid., p.1)

Deon Filmer (2008) in their study of 11 developing countries observed that disability is more deterrent than gender or socio-economic class to the rate of enrolment of children with disabilities in education. Hence, it can be deciphered from this that the children with disabilities are less likely to start their education. Even if they do, they encounter several barriers during learning like ineffective pedagogy and incompatible curriculum which may lag behind their requirements. As a result, these children are less likely to succeed in regular schools. Generally, they are segregated into special schools where expectations and opportunities to learn are limited.

Daniel Mont (2021) notes that despite the provisions of universal primary education in some countries, children with disabilities of those countries show a disproportionate tendency of dropping out of the schools. This clearly indicates that 'policies to improve educational access do not effectively reach these children' (Mont, 2021, p.6).

Banks and Polack (2014), stresses upon the inclusion in education of the children with disabilities. They assert that education and economic growth are positively interconnected or correlated with each other. The improvement in educational coverage helps in reducing the reliance on social protection schemes, which eventually increases the government revenues.

### III THE CONCEPTUAL BACKGROUND

There are basically three types of education systems around the world for children with disabilities:

- (a) **Segregated education:** In this type of education system, students with disabilities study in segregated settings specifically created for them in the form of 'special schools'. However, this system of education considers the child as a problem; hence, a totally different form of

education is provided to them which is limited in nature.

- (b) **Integrated education:** This form of education is similar to inclusive education, but without any ideological commitment to equity. Though these students learn in a regular classroom with some superficial adaptations and resources, they are required to 'fit in' with pre-existing structures, attitudes and an unaltered environment. However, in the absence of any paradigm shift within the school, these students are not perceived as equals. In other words, they are not included, but only integrated in the school.
- (c) **Inclusive education:** In this form of education, every child with or without disability learn together in the same classroom, same curricula and participates in the activities as equal. This system reaches out to all learners and strengthens their unique capacities. It requires restructuring of culture, policies and practices in the schools to suit the requirements of the students. Teachers and administrators are required to make the adjustments in their curriculum and pedagogical practices so that all students benefit. It is based on the notion of 'celebrating and respecting the diversity'.

### IV INCLUSION IN EDUCATION IN INDIA

The Rights of Persons with Disabilities (RPWD) Act, 2016 forms the background or base for the newly approved National Education Policy, 2020. The Act defines inclusive education as a 'system of education wherein students with or without disabilities learn together and the system of teaching and learning is suitably adapted to meet the learning needs of different types of students with disabilities' (NEP 2020, p.26).

O'Keefe (2007) reported that 'In India, nearly 40% of children with disabilities were not enrolled in school, compared with between 8% and 10% of children in Scheduled Tribes or Castes. The overall enrolment rate was over 90%'.

The Census 2011 report also presents a grim picture of the conditions of the children with disabilities (CwD). According to it, in contrast to 26% of the whole population of India, 45% of disabled people are illiterate. And, only 59% of the disabled people complete their education up to Class X, in comparison to 67% of the general population.

Moreover, the progress of *Sarva Shiksha Abhiyan*, which endorses free and compulsory education for all children between the ages of 6 and 14, has consistently been marred by the prevalence of dropouts among the children with disability. The National Sample Survey of Out-of-School Children between 6 and 13 years of age (2014) reported that an 'estimated 28.07% children with special needs are out of school' (p.7). Further, there is a pattern of dropouts among the *Divyangs* or children with disability which shows that children with more than one disability (44%), with mental (36%) and speech (35%) disability are more likely to be out-of-school in comparison to the children with either hearing/orthopaedic/ locomotive/visual or any other kind of disability, which accounts for only 20-30% (Salve &Yadavar, 2017).

## V HISTORY OF INCLUSION IN EDUCATION IN INDIA: FROM EXCLUSION TO INCLUSION

The journey of inclusion of Children with Disability (CwD) in education has proceeded with the changes in societal attitudes towards them. This process of societal change in the perception can be seen to be passing through three phases or eras. Initially, the attitude of exclusion, extermination, neglect and denial prevailed predominantly in societies towards this vulnerable group of people. Gradually, a shift towards 'segregation and sympathy' became widespread. Consequentially, a number of institutions and centres were started as 'Special Schools' for educating them in accordance with their potentials and talents. Nevertheless, it could not achieve its purpose of elevating their social status and dignity. Hence, after many battles – legal and socio-political – a process of 'integration and inclusion' in to the social system has begun. Many treaties have been made at the international level.

In Indian history of inclusion of Children with Disability can be classified into two major periods of Pre-independence and Post-independence.

**(a) Pre-independence period:** During this period, prior to the Colonial period, The *Gurukul* system of education prevailed, which was sensitive enough towards the requirements of these people. A tradition of sympathy, protection and caring attitude for the disabled people predominated since ancient period. Saints like Ashtvarka, Surdas, and others are admired despite being physically disabled.

During the British period these people were neglected. Later, with the efforts of the sympathisers and missionaries some Acts and legislations were approved to deal with the disability issues like – Indian Penal Code 1860, Indian Contract Act 1872, The Lunacy Act, 1912 and The Lepers Act 1898. Further, some centres for educating this excluded group were also started –Special school for the deaf in 1883, for the blind in 1887, for the children with mental retardation (currently called intellectual disability) in 1941 were all landmark developments. Christian missionaries played a pivotal role in spearheading these centres.

**(b) Post-independence period:** After independence, Indian government took various positive steps towards the education of the People with Disabilities. Some of the major steps are as follows:

- (i) Constitution of India:** under Fundamental rights ensured all the citizens of non- discrimination and equality of opportunity (**Article 15(1)**) and guaranteed the right to life and liberty (**Article 21**). **Article 45** stated for free and compulsory universal primary education for all children upto 14 years of age;
- (ii) Budgetary allocation** for PwD in various 5-year Plans ;
- (iii) Indian Education Commission or Kothari Commission (1964 – 66)** recognised the need of integration of the children with disabilities in education;
- (iv) Integrated Education of the Disabled Children (IEDC), 1974** provided "financial support for books, school uniforms, transportation, special equipment and aids," with the intention of using these aids to include children in mainstream classrooms; xcvi .
- (v) National Policy on Education (NPE), 1986:** It provided the opportunity to the children with 'mild disabilities' to learn and be included in the regular schools while with 'moderate to severe disabilities' in the special schools. It was implemented only with the **Programme of Action, 1992**. The Process of integration of Children with Disabilities (CwD) in regular schools gained momentum with the introduction of this policy;
- (vi) District Primary Education Programme (DPEP), 1997:** It focused on the inclusion of children with mild to moderate disabilities into the regular schools. The Government of India and the World Bank jointly ventured this



initiative with the aim of ‘education for all’.

- (vii) **Right to Education (RTE), 2005**: It made the education as a compulsory right of every child between 6-14 years of age. **Sarva Shiksha Abhiyan (SSA), 2002** and **Rashtriya Madhyamik Shiksha Abhiyan (RMSA), 2009** expanded significantly in the field of inclusive education of CwD.

## VI INCLUSIVE EDUCATION IN NEP 2020: KEY FEATURES AND CHALLENGES

The NEP 2020 envisages ‘providing high-quality of education to all that is equitable and inclusive; thereby making India a global knowledge superpower’ (NEP 2020, p.6). For realizing the goal of inclusion in education, it has identified multiplicity of factors, particularly pertaining to infrastructural and attitudinal inadequacies that dissuade the rates of enrolment and retention of the Children with Disabilities (CwD) or *Divyangs* at all the levels of education. NEP 2020 incorporates certain **key recommendations** for bridging the gaps in access, participation and learning outcomes of Children with disabilities to address these issues:

- (a) It accords highest priority to the creation of mechanisms, which will facilitate inclusion and equality of participation of children with disabilities in regular schooling process from the early childhood to higher education.
- (b) To continue with the policies and schemes that have been fruitful in the past in increasing the enrolment and retention of the targeted group, such as scholarship, incentivizing with cash, etc.
- (c) In consonance with RPWD Act, 2016, the policy recommends to provide resources for the integration to the as per the requirements of the school complexes; such as special educators with cross-disability training and the establishment of resource centres wherever it is needed.
- (d) It lays out to support school complexes for accommodating and facilitating incorporation of mechanisms designed as per RPWD Act, 2016 to give barrier free access and ensure full participation of the CwD in the classroom.
- (e) It proposes to change the pedagogy to enliven the environment of the classroom by incorporating assistive devices and appropriate technology-based tools as well as adequate and language-appropriate teaching-learning materials (e.g., textbooks in accessible formats such as large print and Braille) for CwD, and promoting integration with their teachers and peers.
- (f) It recommends assigning National Institute of Open Schooling (NIOS) with the responsibility to develop high-quality modules to teach Indian Sign Language to teach other basic subjects.
- (g) The policy sanctions the freedom to CwD to choose between regular or special schooling, as their convenience. It also approves home-based schooling for the learners with severe or multiple disabilities. To support the quality assured education and skilling to the learners at home, it proposes to engage special educators in conjunction with resource centres.
- (h) It makes the provision of ‘Inclusion Fund’. This fund will be administered by states to strategize the inclusion in education of these children. The fund will help in initiating steps to mitigate the barriers by improving the accessibility of the school building and sanitation, adding relevant study material in the library, physical conditions of laboratories, conditional cash transfers, etc. To address context-specific issues at the local level, the fund will support the effective interventions participation in education.
- (i) This policy also encourages the CwD to study at their own pace, opt for curriculum in accordance with their strengths (curriculum flexibility), and use effective technology.
- (j) For formulating new guidelines for appropriate assessment and certification for CwD, the policy suggests to engage National Assessment Centre, PARAKH. Ensuring safety and security of children are some of the actions that are encouraged by this policy.
- (k) To sensitise and build the capacities of teacher to teach basic subjects to children with specific disabilities with alternative pedagogical practices will be an integral part of all teacher education programmes. Further, teachers will be trained to recognize and categorize the learning disabilities in children early on and to help children with learning disabilities succeed in education and take care of their mental health.

Although the policy amply recognizes the necessity of inclusion of CwD into the mainstream education systems, and largely supports the objectives of the RPWD Act, 2016 as well, but it fails to address some **gaps or challenges** of crucial importance.

- The policy does not clearly illustrate about the roadmap for its implementation. Often, well-intentioned policies have failed due to lack of proper planning and strategies for implementation.
- The policy overlooks the ground realities of the education system, and lack of accommodation and inclusion. It fails to recognize the fact that most of the teachers are not or poorly trained for such special assignments. Further, it also misses to take into account that most of the schools are utterly understaffed.
- The policy has not clearly defined and distinguished ‘mild’, ‘moderate’ and ‘severe’ forms of disability.
- Curriculum is another point in question between children with or without disabilities. In today’s times of fiercely competitive environments, it does not mention what and how changes in curriculum would be integrated without pressurizing but accommodating, and assuring the children with disabilities do not feel excluded.
- The policy fails to provide the utility and accuracy of the alternative and reliable methods in assessing the potentials of the CwD in contrast to the prevailing system evaluation.
- The policy does not clarify about the mechanisms of alternative home-schooling for children with severe disabilities so as to make it comparable with regular schooling. The idea appears to be a bit unrealistic.
- School buildings, that are currently available, are largely inaccessible to the CwD. To make them ‘barrier free’ is going to be a cumbersome and expensive affair for a country with so limited resources.
- Funding is a much larger issue for any policy to succeed. The policy does not clearly strategize and falls through on this point.
- Apart from the above mentioned gaps or challenges, the policy does not provide any guidelines on the strategies to be applied to overcome negative paradigm around children with disabilities to make the society inclusive in all aspects.

## VII CONCLUSION

The NEP 2020, since its introduction, has been at the centre of many debates and deliberations in the academic world across the country. It has opened up new vistas in the field of education by revising and refurbishing all the facets of the education structure. It has focused its attention more on learning to learn rather than only on learning. It has stressed upon shifting the paradigm in all the aspects of learning such as, pedagogy, curriculum and orientation. The NEP 2020 gave due recognition to ‘inclusive education’ as a creative and innovative step forward to effect changes in the prevailing education system to overcome the dismal conditions of the people with disabilities. It has recognised its importance in containing the declining rates of drop-outs and retention among the children with disability at all the levels of education system. It has also included several measures to improve the life-chances and empower the people with disabilities as equals. Though these efforts intended in the policy are appreciable and laudable, yet, as and when it will be applied at the ground-levels, many roadblocks will have to be confronted and addressed for realising its goal of ‘equity and inclusion’. Thus, it can be said that though, with the introduction of NEP 2020, the ball has started rolling, but there is yet a lot to be achieved.

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## Pitfalls and Safeguards in the Obligations of Directors under Indian Companies Act 2013

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### ABSTRACT

*Directors must be well aware that as company's directors they are individually subjected to legal duties in their capacities. Additionally, the companies are autonomous legal entities subjected to legal controls as well as it has been ensured by the directors that these legal controls are compiled by the companies. A company's commercial success within the regulatory framework depends on an individual that manages the company, therefore, it is essential that individual as a director must be fully aware of his responsibilities as well as guidelines and principles' appropriate management knowledge. A corporation's management is dealt by the corporate governance. Various strategies controls and guides businesses within the permitted legal and regulatory framework. A company is ultimately led by the Board of Directors for its stakeholders' good. This deals with balancing social and economic goals, societal and individual objectives. The Directors must also be aware of the pitfalls, if they are not acting in accordance with the reasonable expectation from their position. The aim of this paper is to study the pitfalls and safeguards under the Indian Companies Act 2013 in discharging the responsibilities of directors.*

**Keywords:** Corporate, Compliance, Governance, Pitfalls, Safeguards, Directors, Companies, Indian companies.

### I INTRODUCTION

In view of the modern scams in Indian corporate landscapes as well as numerous directors' prosecution, for the directors it is essential in Indian regulatory set-up to evidently understand their duties and responsibilities as directors. Furthermore, for the directors it will be practical for determining their efforts as well as responsibilities at preventing the risks having peaceful time as director, for contributing more efficiently in the company, economy as well as the country's growth at large. While the structure of corporate governance may vary from organization to organization, most companies incorporate the key elements including, all shareholders will receive fair and equal treatments. This includes guaranteeing that shareholders are aware of their responsibilities as well as how these are implemented. It is essential for upholding social, contractual and legal responsibilities to non-shareholder stakeholder. It also involves the exchange of relevant information to staff, customers, and group suppliers. The Board of Directors should preserve a commitment for ensuring transparency, fairness and accountability of corporate governance. The members of the board must also have the requisite expertise to review management activities. Directors of a company are essentially trustee operators owe obligations towards shareholders, investors and government. In this way, the Directors play an exceptionally critical role in any corporate governance system.

Recent times' main corporate scams such as Satyam Computers, Sahara, and Kingfisher have many times shown the inabilities in the earlier corporate legal framework to be ineffective in upholding Corporate Governance. In most of such cases Directors are responsible for breaking expectations of shareholders

as well as sometimes not respecting the shareholders' sentiments under an allure' false veil, whereas for fulfilling the personal welfare corporate mechanism is utilized. After the last amendment's approximately 50 years, Companies Act 2013 has been passed for meeting such challenges. This act developed on principles of openness and self-regulation through disclosures, shareholders' protection of interests, and Board's responsibility. Various effective controls are ensured by the 2013 amendment as Directors' responsibilities and liabilities are clearly defined as well as on failure penal actions are followed. The purpose of this paper is to study the Pitfalls and Safeguards in Directors' Obligations under the Indian Companies Act 2013.

### II DIRECTOR IN A COMPANY

- (a) **Directors' Role in a Company-** Companies Act, 2013, Section 2(34) describes a director as – “director” means a director selected for the company's Board. A Director is critical component for an aggregate body known as the “Board of Directors”, liable for the organization's undertakings' oversight, control, as well as heading. Accountability is a very important aspect of Board effectiveness. There are internal and external mechanisms for assessing the directors' ongoing performance. But a director's liability primarily depends on his or her directorship's nature. In application of corporate governance's general principles, broadly four principles have developed. These are (1) directors must avoid the conflict of interest (2) that they must not hamper their discretion as to how they must act (3) for purposes they must exercise powers for those that they are conferred and (4) that they must act



in good faith in what they deem to be the in the best interest of the company.

- (b) **Director's Legal Position-** In any corporate enterprise, the position of a director cannot be explained easily ("Ram Chand & Sons Sugar Mills Pvt. Ltd.vs. Kanhayalal BhargavaAIR (1996) Cal"). L.J. Bowen gave the director position in "Imperial Hydropathic Hotel Co Blackpool v. Hampson" case ((1883) 23 Ch D 1) in a corporate organization the director has an adaptable position. Also, directors are defined as agents, or as trustees as well as sometime as managing partners. So the question that arises is what is the director's position in the company whether he is an agent or a trustee? Considering directors as a servant of the company will be wrong as these are professional men and women of the company that are employed for directing the company's affairs. A more satisfactory way to describe them is as company's officers. Furthermore, in "Moriarty v. Regent's Garage Co"case ((1921) 1 KB 423), it has been stated

that a director is not company's servant rather he is company's activities controller.

It was believed that directors are company's agents as it is considered as artificial person that acts through directors only (Ferguson v. Wilson (1904) SLR 41 601). The relation of a director as well as the company is considered as agent and principal's an ordinary relation. Directors are not the company's trustees, however they are considered as trustees where money properties and money are involved as it is under their control. In "Ramaswamy Iyer v. Brahamayya & Co." case (AIR (1965) Mad 176), it was held that the directors are responsible as trustees in terms of their company's power of using funds as well as for power misuse, as well as even after their death the liability remains as an action cause exists contrary to their legal representative. Directors can be described as trustees due to their office nature as Directors are employed for managing the company's affairs for shareholders' advantage. The company's director cannot be considered as a trustee in his true form as a marriage or will settlement trustee. As the director of the company is company's paid officer.

<p><b>(a) Directors as Agents :</b> An organization acts as a counterfeit individual through directors who are chosen delegates of investors and who settle on choices for investor advantage.</p>	<p><b>(b) Directors as employees</b> In case the director is employed as the company's full-time employee, the specific directors are considered to be full-time director or employee director.</p>	<p><b>(c) Directors as officers</b> In case the director is considered as a company officer. On the off chance that the business act arrangements are not carefully agreed with, they are obligated for certain punishments.</p> <p>• Manager as Trustees:</p> <p>The Directors will be considered as trustees of property, cash and business: as well as just as forces' trustees provided to them as well as vested in them.</p>
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**(c) Director as "Officer"**

"Officer" means a manager, director or significant managerial staff, or an individual who is or is familiar to acting according to Board of Directors or of any or more of the directors' instructions or directions.

**(d) Director as "Key Managerial Staff"**

"Key managerial personnel" means "key managerial staff" with respect to a business.

- The Manager or the Director General or the Chief Executive Officer;
- the Chief Financial Officer;
- the Chief Financial Officer;
- the director for the whole time;
- the company's secretary; and
- the other officer, as may be specified;

**(e) Director as "Officer In Default"**

"Officer who is in default" signifies, for the reasons for an arrangement in the particular Act, any of the following officers of an organization which expresses that an officer of an organization who is in default is obligated for any punishment or discipline via detainment, fine or otherwise, in other words, fine or otherwise:

- Director for the entire time;
- On the off chance that, as indicated by the Board in that name, there are no key administrative staff, for example, the chief or directors, who have, or have given, the composed assent of the Board or all the directors to that detail, given that no chief has determined it;
- Key chief faculty;
- Any individual who is acquainted with acting in agreement with the guidance, course or heading of the organization's Board of Directors, other

than the individual who exhorts the Board in a professional limit;

- (e) Any individual that, under any significant administrative staff's or the Board quick authority, is subject for any obligation, including the safeguarding, filing or conveyance of records or records, approves, takes an interest actively, knowingly approves or knowingly neglects to find a way to maintain a strategic distance from any default;
- (f) for the issuance or move of any offers in an organization, for the issuance or move by share move specialists, enlistment centers, and shipper brokers of any offers in an organization;
- (g) Any chief who, in break of any of the arrangements of this Act, knows about such an infringement on the ground that the Board has gotten or taken an interest in any proceedings without objecting to it, or who has submitted such an infringement with his assent or intrigue;

As there does not exist a body or mind in a corporation of its own and its actions are performed by an individual that is not just a trustee or agent however, by somebody the company will be responsible since that individual's actions are the company's action itself. In case a company is considered as a human body, then one can consider director as company's will and mind as company's actions are controlled by them. As discussed above position of a director is complicated one even though a director cannot be called a servant of the company it is called the officer or the controller of the company. Similarly, the director is not the trustee of the company he is a trustee in respect of money and property and the trustee of the company not of the shareholders. In true sense, the directors are the agent of the company and have a relationship as an agent and principal. Lastly, the director is the brain of the company.

#### **(f) Duties and Responsibilities Of Directors**

The Director is essential for the Board, the aggregate of Directors, which is answerable for overseeing, controlling and directing the undertakings of the organization. Traditionally, the obligations of the Directors are to a great extent got from organization and trust law, according to customary law rules and reasonable principles (that is, non-contractual, semi contractual and contractual guardian associations set with the Company). Ability, care and perseverance of obligations are forced on directors according to the law of the association. Trust laws, then again, force guardian duties upon directors.

### **III PROVISIONS OF COMPANIES ACT**

#### **(a) Obligations on a Director**

According to Indian Companies Act, 2013, Section 166 following obligations are put on Directors:

- (i) A Company's Director shall not assign his office as well as any assignments made shall be void.
- (ii) Unpublished price to be maintained, technologies, commercial secrets, sensitive proprietary information's confidentiality must not be disclosed until it is required by law or board approved it.
- (iii) To ensure users as well as company's vigil mechanism are not affected prejudicially on such usage account.
- (iv) The Director must ensure that adequate deliberations are held before approving related party transactions as well as these transactions are in the company's interest.
- (v) A director should always be aware of conflict of interest situations and should try and avoid these conflicts for the company's interest.
- (vi) A director shall use independent judgement for exercising his responsibilities with reasonable and due diligence, skill and care.
- (vii) A director must follow company's stake holders' the best interests, in good faith as well as for promoting the company's objects.
- (viii) A director must act according to the company's Articles of Association.

#### **(b) Liabilities of Directors Under Ca 2013**

It is very important to note that, according to the Company Act, a person is selected as a director, although that he has responsibility not only for the offences of the Companies Act as well as he is also responsible for the various other statutes' offences, which includes Income-tax Act, GST, Labour legislation, the Shops and Establishment Act, 1947, the Negotiable Instruments Act, 1881 etc. The director's responsibilities are both collective as well as joint and for each action that is harmful to any company's interests. However, the Company and the Director both are considered as different objects, but as mentioned in below case on Company's behalf director is held liable:

- (i) Failure in making disclosures as stipulated SEBI (Prohibition of Insider Trading) Regulations, 1992 and SEBI (Acquisition of Shares & Takeovers) Regulations, 1997 by the directors may attract legal proceedings by SEBI
- (ii) Fraudulent Business Conduct and all associated debts and contracts executed
- (iii) Civil Liability in case of misstatement in Prospectus

- (iv) To pay for qualification shares
- (v) Excess in share application money or refunding of share application
- (vi) Tax Liability: Unless any Past Director or a Director is able to prove that tax's non-payment or non-recovery is attributable as breach of duty or gross negligence, at that time any past or present Director (related to the defaulter's time period) has the responsibilities to pay the associated penalty and tax amount shortfall.

Under CA 2013, supervisors can be considered responsible as organization "officers". "Officer" described to involve organization supervisors, among others. CA 2013 includes the idea of an "officer who is in default" comparable to any infringement by the organization of the arrangements of CA 2013 to put risk on that individual. The extent of 'the defaulting officer' is very wide and includes, in addition to other things: each full-time chief (3);

#### (c) Penal Provisions

For ensuring the appropriate adherence to Responsibilities and Duties laid out, there are several penal provisions in the Companies Act. The "Officer in Default" concept was Board of Directors' inclusive in Companies Act 1956. Further, in Companies Act 2013, under Section 2 (60), under duty lapse "Officer who is in Default" idea was specified in the situations that for any act provision the officer is in default as well as is considered to be these contraventions' part either participation or self with no objection is responsible for punishment or penalty that may include imprisonment. Also Nominee Directors can also be included by the Director under scrutiny. This is considered as a sensitive matter, as in cases where Director is not these meetings' part, however, had contravention information through any means is then responsible as well as partly accused for these acts. Therefore, this is significant that Director's voice of objection must be recorded mandatorily for avoiding these implications on innocent persons.

Under Companies Act 2013, there exists a high penalty amount in denomination as well as in comparison to the 1956 amendment these amounts are very stringent. INR 2,500/- is considered as the minimum applicable fine, however, it can be greater than INR25Crore. Also, as per Section 166 (codified duties), a fine between 1-5 lakhs is applied on Proven Defaulters. Few violations examples that can result in 1crore penalty as well as more are violations for provisions under:

- (i) Section 195 (2): Insider Trading
- (ii) Section 74 (3): Failure in deposits repayment within particular time
- (iii) Section 46: Share certificates' issuance and duplication with defraud intent
- (iv) Section 42: Securities subscription on Private Placement
- (v) Section 8 : Not for Profit companies,

As per Companies Act 2013, Section 149 (12), an Independent Director shall likewise be kept accountable for any actions due to or not faithfully performed by, the director in the proceedings of the Board of Directors, with his consent and knowledge. Therefore, this is significant with due caution that any Board proposal must be provided with a consent by Independent Directors. However, in these act of default cases, the law has observed the regardless of the Director's category summons are issued as well as for proving its innocence, it lies with the Director. Some defaulters are attracted imprisonment, majority non-cognizable under the Companies Act 2013. Although, offences associated with intent to fraud or committing fraud are cognizable (for arrest there is no need of warrant). Also, under section 66 offences associated with share capital reduction, under Section 56 shares' transmission or transfer with intent to defraud, under Section 36 for investment inducing fraudulently are cognizable, under Section 34 specifying misleading statements in the prospectus, and under Section 7 (6) furnishing false information or destroying any material information is cognizable.

Under Section 245, in Companies Act 2013, Shareholders or at least 100 Shareholders' group on all affected parties' behalf take "class action suit" for any wrong doing against the Directors as well as Company. For the shareholders, for expedited resolution National Company Law Tribunal took these. Additionally, to Companies Act 2013, various acts are interconnected as well as multiple conflicts dependent penal actions are attracted. Therefore, directors are required to have awareness of different laws' interdependencies as well as how their decisions can be influences that are still to be implemented.

#### (d) Nature of Contraventions under Ca 2013 – Non-Compoundable Vs. Compoundable

**Non-Compoundable Offences:** Although, there exists some serious infringements that are punishable with imprisonment and with fines (like fraud offences) or with imprisonment only, wherein company's officers that are defaulters or individuals involved with any company's establishment or its affairs' management become accountable as well as cannot be compounded/remedied only by putting penalties/fines. Such responsibilities are implemented on directors in case they are in default (involving non-executive directors) irrespective that they are company's directors or not.

**Compoundable Offences:** Under CA 2013, various infringements are of non-compliances' nature (including, giving loans to directors, deposits acceptance, provisions contravention regarding related party dealings, failure to file annual return etc. by the company) that entice either fines (in few cases punishable with imprisonment or fines or both). These offences are compounded or cured, subjected to Act's relevant provisions, through late payments of fines/penalties/fees as applicable.



**(e) Liability under Few Other Laws**

When a person is employed as a company's director, there exist some serious cascading effects regarding director's exposure to its responsibilities under several minor legislation. It has been observed from the some other legislations' brief study that for non-compliances, liabilities and duties thereof, through a company generally devolves with an individual in charge of company's management/business conducts.

Also, in some cases company's other officers/directors (whether non-executive or executive) held liable:

- (i) Wherein the commitment of offence is attributable to, or is with the connivance/consent of any neglect on such director's part; or
- (ii) These directors are employed by company (as per concerned authority's notification) to be company's management in charge as well as under some laws accountable for compliance (as owner/occupier) that permit for these nominations, failing which company's each directors.

Since under these laws, liabilities generally fall on individuals that are responsible to, and in charge of the company for conducting company's business, as a precaution, a specific person is designated by companies (as well as notifying the relevant government authorities) to be in charge for factory/relevant unit's compliances regarding some laws, (including under the Factories Act, 1948, appointing that person as manager or occupier for obedience).

#### **IV SUGGESTED SAFEGUARDS AND PROTECTION**

##### **(a) Safeguards – Adopt a Precautionary Approach**

In request for protecting their interests as well as dodge unnecessary obligation, this is prudent that director embrace a preparatory methodology. The following are a portion of the safeguards that can be thought of and upheld:

- (i) To go to meetings routinely;
- (ii) To be inquisitive and abuse plans for uncommon things and to look for further information in writing if vital;
- (iii) Guarantee that contradictions/dissenting opinions are recorded in the minutes;
- (iv) Acting genuinely as well as with appropriate defense;
- (v) Reporting worries about unscrupulous direct, actual or associated misrepresentation or infringement with the company's set of accepted rules or morals strategy;
- (vi) Set up review panels to look for professional exhortation and, if the circumstance demands, draw in outer offices;

- (vii) Involving outer offices to address issues with whistle blowing. For whistle blowing, the Company might consider employing an external reporting organization;
- (viii) Consider excusing yourself in instances of contention from participating in proceedings to give vital exposures of interests/clashes;
- (ix) Have a skilful ongoing and everyday consistence group and set up councils (for occasional internal reviews, and so on); and
- (x) Include pay arrangements in the appointment letter as well as look for Director and Officer Organization risk insurance ensure against noxious action (6).

##### **(b) Some Recommendation**

Lastly, as a general rule, it is always recommended to the directors:

- (i) For declaring an interest in a proposed arrangement or transaction.
- (ii) For exercising reasonable diligence, skill and care in exercising their powers
- (iii) For exercising independent judgment in all decisions.
- (iv) For promoting the company's success for its share holders' benefits
- (v) For acting within powers according to the company's incorporation documents as well as using powers for the authorized purposes.
- (vi) To avoid conflicts of interest.

Including these aspects, all directors are imposed with fiduciary duties as well as with a duty of care and skills by common law. Further, it is significant to observe that once director resigns, it does not result in ceasing the fiduciary duties of being a director. These duties include: the duty of confidentiality, the duty not to make an unauthorized profit and the duty to avoid conflicts of interest which sustained after the director's resignation.

##### **(c) Limited Liability of Independent Director and Non-Executive Directors**

To an organization, Independent Director considered as a mentor and guide. Their function involves enhancing credibility as well as corporate governance standards by working as an independent third party and help in handling risk. Such directors are responsible for ensuring proper governance by creatively and proactively involving in various committees set up by company. The independent directors are needed as they performs the following significant functions, including but not limited to

- (i) facilitate enduring as well as countering pressures from owners,
- (ii) in succession planning, fulfilling a helpful role
- (iii) on issues like standards of conduct, key appointments, resources, risk management, performance, and strategy he must support in acquiring independent judgment to bear on the board's discussions,



- (iv) whereas calculating the company's management and board performance that bring an objective view and
- (v) examining, supervising and describing performance of management regarding objectives and goals agreed in the board meetings.

In the companies, directors are designated according to Companies Act, 2013, section 149 and section 149 sub section 12 offers for the situations wherein Non-Executive Directors and Independent Directors' liabilities can be secured. Further, it has been significant to observe that, only when below situations are met, then only Non-Executive and Independent Directors are held liable, which are:

- with his connivance or consent or where he hadn't acted meticulously; and
- Acts of commission or omission through companies that took place with his awareness, attributable through Board Process. In case, such situations are not met then Non-Executive/Independent Directors cannot be held responsible under any circumstances.

## V CONCLUSION

The above examination is giving broad guidelines for somebody to decide to turn into the role of a Director, however it is not that difficult to contribute well and play the role a Director efficiently, if they satisfy their obligation in the wellbeing of the shareholders. In order to avoid any serious circumstances against them or against the company, the directors must be more prepared now than before. They must attend various board meetings as well as must be completely conscious of the business of the companies. Before joining a board meeting, they need to arrive very prepared and alert. Interest in the meeting alone is not, at this point adequate, it is additionally important to guarantee that every communicated questions or inquiries are suitably recorded in the meeting minutes, which is significant and critical proof to maintain a strategic distance from legitimate issues sometime in the future. Proper training is needed for Directors who take up this role and the same will equip them to work in the organization's best interest. It must be guaranteed by itself that the directors do not remain unadvised, but in case of critical situations or doubts legal advice will be prudent practise for someone who is relatively less knowledgeable or inexperienced. Liability insurance for directors is now very important for directors. In the very heart of the business system, a significant part is played by the Companies Act 2013 in Corporate Governance enactment. Corrupt people can be holding the necessary shield due to fear for some time, although, the fact that these rules are being circumvented may not be long. Corporate governance needs to be imbibed by tangible benefits to the followers in the

soul of the system, if only then it resulted in companies' goal as well as is thoroughly pursued. One of the best thing is that companies' each shareholders and stakeholders believe in the Companies Act as well as this will help in continually clarify the pathway to universal corporate governance.

A significant part is played by the Companies Act 2013 in Corporate Governance enactment in the companies system's very core. Although, it relies on adherence for survival rather than adherence to purpose that like every earlier amendments might result in its failure. During assurance of the interest of the shareholders, it should be more straight forward. Corrupt people can be holding the necessary shield due to fear for some time, although, the fact that these rules are being circumvented may not be long. Corporate governance can only be imbedded into the system's soul by supplying the followers with tangible advantages, if only then it resulted in companies' goal as well as is religiously practised. One of the best things is that companies' each shareholders and stakeholders believe in the Companies Act as well as this will help in enlightening the universal Corporate Governance's path.

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## उच्च शिक्षा का नव परिवर्तित रूप

डॉ. अंजू बंसल

सहायक प्राध्यापक, हिन्दी विभाग, वर्धमान कॉलिज, बिजनौर (म.प्र.) भारत

### सारांश

वर्तमान में उच्च शिक्षा में अनुशासन हीनता, बेरोजगारी भटका हुआ व आत्मविश्वास से हीन युवाओं का पदार्पण हो रहा है। छात्रों पर डिग्रियों को लेकर प्रश्नचिन्ह लगाये जा रहे हैं, प्रश्न चिन्ह छात्रों पर होना चाहिए या डिग्री प्रदान करने वाले विश्वविद्यालयों पर। इस अनुत्तर प्रश्न का समाधान खोजना होगा। उच्च शिक्षा में नई शिक्षा नीति 2020' युवाओं को रोजगार व उचित दिशा प्रदान करेगी तथा युवाओं को नैतिक मूल्यों का ज्ञान कराकर एक सम्पूर्ण समाज का निर्माण करेगी। कृत्रिम बौद्धिकता व कोडिंग शिक्षा को महत्व मिलेगा और गाँव के प्रत्येक नागरिक तक शिक्षा पहुँचेगी। विश्वविद्यालय के पास प्रवेश, परीक्षा व परिणाम, तीन मुख्य काम हैं ज्ञान से विज्ञान से उनका कोई अभिप्राय नहीं, इसी को सही दिशा देने का प्रयास होगा। उच्च शिक्षा में छात्र या तो आर्ट का या विज्ञान का या कार्मस का होकर रह जाता है अब वह जिस विषय को पढ़ना चाहे उसका ज्ञान प्राप्त कर सकता है। गुरु और शिष्य के सम्मान भाव ने निरन्तर कमी आ रही है। नैतिक मूल्यों का ज्ञान व आत्मिक उन्नति द्वारा युवाओं को ऊँचा उठाने का प्रयास होगा ताकि प्राचीन काल की गुरु शिष्य परम्परा लौट सके और उच्च शिक्षा भारत के युवा को प्रगति के समस्त सोपानों के दर्शन करा सकें।

**मुख्यबिन्दु**— भारतीय मूल्य, आत्मनिर्भर नागरिक, ऑनलाइन शिक्षा व ऑनलाइन रोजगार, बेरोजगारी, व्यवसायिक शिक्षा, नैतिक विकास।

### I विश्वविद्यालयों और महाविद्यालयों का वर्तमान रूप

स्वाधीनता के पश्चात प्रथम शिक्षा नीति 1968 में बनाई गयी तथा द्वितीय 1986 में आई 1986 की नीति का परिवर्तित रूप 1992 में संशोधित व परिवर्तित होकर आया। 1992 से अब तक शिक्षा एक ही गति से आगे बढ़ रही है। लगभग 28 वर्षों तक एक ही परिपाटी में चलना कहाँ तक उचित था? अपितु आश्चर्य जनक है, नीति निर्धारक और शिक्षाविदों का इतने लम्बे समय तक शान्त रहना। शिक्षा मनुष्य के लिए एक ऐसा उपहार है, जिसके द्वारा वह बचपन से ही अपना विकास कर देश के विकास में अपना योगदान देता है। 28 वर्ष में परिस्थितियाँ बदल जाती है सोच परिवर्तित हो जाती है, वेश-भूषा, खान-पान सब बदल जाते हैं, परन्तु एक ही पटरी पर भारतीय शिक्षा धीरे-धीरे रेल की भाँति दौड़ती रहती और बच्चों के लिए बोझ बनती गई। कंधे पर बस्ते का बोझ कब बच्चों के दिमाग का बोझ बन गया, पता ही न चला। एक विद्यार्थी अपनी दिशा से भटक गया उसे ये ही ज्ञात नहीं कि किधर जाना है परिणामस्वरूप बेरोजगारी धीरे-धीरे बढ़ती चली गई।

“भारत के भूतपूर्व प्रधानमंत्री पंडित नेहरू ने जिन्होंने भारत के आधुनिकीकरण की नींव डाली थी, घोषणा की थी कि “यदि विश्वविद्यालय ठीक होंगे तो राष्ट्र भी ठीक होगा। लेकिन इसके बावजूद उच्च शिक्षा को मुख्य भूमिका प्रदान नहीं की गई इस क्षेत्र में बहुत ही कम प्रगति हुई है। हालाँकि विश्वविद्यालयों के कुछ कॉलेजों तथा संकायों ने अनुसंधान कार्य करके और विद्वान पुरुषों तथा महिलाओं की सहायता से उक्त विकास एवं आधुनिकीकरण की प्रक्रिया को समर्थन देने में निर्णायक भूमिका निभाई है, फिर भी विश्वविद्यालयों तथा कॉलेजों की सामान्य स्थिति राष्ट्र के लिए भारी चिन्ता का विषय है।”<sup>1</sup>

जवाहरलाल नेहरू से लेकर आज तक के प्रधानमंत्री व शिक्षा मंत्री विश्वविद्यालयों और महाविद्यालयों की शोचनीय स्थिति पर चिन्ता व्यक्त करते हैं, परिणामस्वरूप 28 वर्षों बाद नई शिक्षा नीति 2020 हमारे सम्मुख आती है। वर्तमान में उच्च शिक्षा से अनुशासन हीनता, बेरोजगारी, आत्महत्या, भटका हुआ व आत्मविश्वास से हीन युवाओं का श्री गणेश हो रहा है और भ्रष्टाचार व सिफारिशों का बोलबाला बढ़ रहा है। आश्चर्य ये भी है कि एम.ए. की डिग्री व शोध डिग्री प्राप्त छात्रों पर उनकी डिग्री को लेकर प्रश्नचिन्ह लगाया जाता है और आसानी से कह दिया जाता है कि वे पढ़े लिखे से प्रतीत नहीं होते। अब प्रश्नचिन्ह उन छात्रों पर होना चाहिए या डिग्री प्रदान करने वाले विश्वविद्यालयों पर, ‘यह एक अनुत्तर प्रश्न है।’

नित नये झगड़े प्रोफेसर और छात्रों के बीच अखबारों की सुर्खियां बनते हैं, गुरु शिष्य के प्रति सम्मान के भाव का लोप हो चुका है। शिक्षा प्रदान करने के मन्दिर भी अब डिग्रियों बेचने की दुकान बन चुके हैं। संस्था, अध्यापक और छात्र के बीच पैसे के लेन देन और डिग्री के लेन-देन की बात होती है, सम्मान और भाव सब समाप्त हो चुके हैं।

### II नई शिक्षा नीति 2020 द्वारा उच्च शिक्षा का नव परिवर्तित रूप

(क) इस नीति के अन्तर्गत स्नातक की डिग्री के लिए तीन वर्ष या बी.एड. की डिग्री के लिए दो वर्ष का इंतजार नहीं करना होगा अब उन्हें 1 वर्ष के बाद प्रमाण पत्र 2 वर्षों में एडवांस डिप्लोमा तीन वर्षों में स्नातक की डिग्री तथा चार वर्षों में शोध के साथ स्नातक की डिग्री प्राप्त होगी। अब आपके पास जितना समय है आप उसी के अनुसार डिग्रियाँ प्राप्त कर सकते हैं।

(ख) एम. फिल. कार्यक्रम को समाप्त कर दिया गया है तथा शोध की गुणवत्ता पर विशेष रूप से विचार किया गया है।

(ग) उच्च शिक्षा में छात्रों का पदार्पण नैतिक मूल्यों व भाषा के प्रति सम्मान के भाव के साथ होगा, क्योंकि कक्षा 5 तक मातृभाषा का ज्ञान अनिवार्य किया गया है तथा उन्हें उनकी रुचि के अनुसार व्यावसायिक शिक्षा प्रारम्भ से ही दी जायेगी परिणामस्वरूप उनमें बेरोजगारी के स्थान पर नैतिक मूल्यों की स्थापना होगी।

(घ) बेरोजगारी समस्त पापों की जननी है जब एक छात्र को छठी कक्षा से ही ज्ञात होगा कि उसके लिए कौन सा व्यवसाय उपयुक्त है तब वह भटकते हुए युवा के स्थान पर एक सम्पूर्ण युवक के रूप में भारत में पदार्पण करेगा।

(च) उपरोक्त समस्त कार्यों की पारदर्शिता को जाँचने के लिए चार संस्थाओं की स्थापना की जायेगी।

- (i) राष्ट्रीय उच्चतर शिक्षा नियामकीय परिषद—(NHERC) विनियमन हेतु।
- (ii) सामान्य शिक्षा परिषद (GEC) –मानक निर्धारण।
- (iii) उच्चतर शिक्षा अनुदान परिषद –(HEGC) वित्त पोषण
- (iv) राष्ट्रीय प्रत्यायन परिषद (NAC) – प्रत्यायन
- (v) शिक्षा के निजीकरण पर भी रोक लगेगी तथा महाविद्यालय की सम्बद्धता स्वतः ही 15 वर्षों में समाप्त हो जायेगी।
- (vi) देश में शोध स्तर को गहराई व ऊँचाई प्रदान करने हेतु अनुसंधान विश्वविद्यालयों की स्थापना की जायेगी।
- (vii) अब किसी विश्वविद्यालय या महाविद्यालय में एक दो या तीन विषय नहीं अपितु अधिकाधिक विषयों की पढ़ाई कराई जानी है अब एक छात्र साइंस के साथ आर्ट्स व कर्मस के साथ किसी भी इच्छित विषय का अध्ययन भी कर सकता है।
- (viii) इस नई नीति से दस + दो के स्थान पर पाँच + तीन + तीन + चार के अनुसार पढ़ाई करनी होगी अब अपनी रुचि के अनुसार एक हिन्दी का छात्र रसायन शास्त्र या मेडिकल का छात्र आर्ट्स विषय का अध्ययन कर सकता है।
- (ix) नये विश्वविद्यालयों को खोला जायेगा तथा शिक्षा हेतु विदेश गमन पर रोक लगाने का प्रयास होगा।
- (x) कोरोनो महाकाल में ऑनलाइन शिक्षा की महत्ता, प्रकाश में आयी है अब इस ऑनलाइन शिक्षण को बढ़ावा मिलेगा। छोटे-छोटे स्थानों के छात्रों को उच्च शिक्षा के प्रत्येक क्षेत्र में पदार्पण करने का मौका मिलेगा। इससे अनावश्यक धन और जन की हानि की बचत होगी।
- (xi) अब बलात्कार और यौन उत्पीड़न जैसी घटनाओं पर रोक लग सकेगी क्योंकि ऑनलाइन शिक्षा से अनावश्यक खोज और अनावश्यक मदद पर रोक लग सकेगी।

### III नई शिक्षा नीति 2020 'एक उद्देश्यपूर्ण नीति'

“वी.पी. जौहरी जी के अनुसार –“विश्वविद्यालयी शिक्षा का उद्देश्य न केवल बुद्धिमान नागरिकों का, अपितु सुयोग्य व्यक्तियों का भी निर्माण करना है।”<sup>2</sup>

एक निरुद्देश्य युवक अब एक उद्देश्यपूर्ण नीति के अन्तर्गत शिक्षा प्राप्त करेगा वास्तव में आज का युवा दिशाहीन व्यवसायहीन, नैतिक मूल्य हीन, व आत्मविश्वास से हीन है नई शिक्षा के माध्यम से यह प्रयास किया जा रहा है कि प्रत्येक युवा एक सही दिशा में आगे बढ़े ताकि वह समाज को प्रकाश दे सकें अन्यथा एक डॉ. के हाथ से आपरेशन के वक्त पेट में कैची छूट जाना, एक अध्यापक की छात्रों के द्वारा मार पिटाई, ऊँचे-ऊँचे पुलों का व इमारतों का गिर जाना, ऐसी घटनायें निरन्तर अखबारों की सुर्खियों बनती रहेंगी। अब ज्ञान को विज्ञान को सही दिशा देनी होगी तभी हम एक सम्पूर्ण नागरिक, एक सम्पूर्ण समाज को प्राप्त कर सकेंगे।

इस नीति के माध्यम से सामाजिक, आर्थिक, धार्मिक विकास के साथ-साथ आत्मिक व नैतिक विकास की जिम्मेदारी लेनी होगी तभी उच्च शिक्षा वास्तव में अपनी उच्चता को स्पष्ट कर पायेगी वरना सरस्वती माँ, लक्ष्मी माँ के यहाँ दासी बन कर रह जायेंगी अर्थात् एक धनवान पुरुष एक शिक्षित पुरुष पर शासन करता रहेगा। यदि हम प्राचीन काल पर दृष्टि डालें तो हमारे गुरु धनवान नहीं अपितु गुणवान व शिक्षित तथा आत्मिक ज्ञान से परिपूर्ण होते थे और धनवान व्यक्ति उनके चरणों में मस्तक नवाकर आशीर्वाद ग्रहण करता था। परन्तु अब पैसे का बोलबाला है धनवान व्यक्ति किसी को भी खरीदकर अपने यहाँ नौकर रख लेता है। अब इस नीति के माध्यम से भारत के युवा व समाज को सही दिशा देना ही उद्देश्य है।

### IV व्यावसायिक शिक्षा का घूमता पहिया

रोटी, कपड़ा और मकान में भी रोटी सर्वाधिक महत्वपूर्ण घटक है, जिसके बिना मनुष्य जीवित नहीं रह सकता। मनुष्य शिक्षित हो या अशिक्षित, पेट भरना उसकी प्रथम आवश्यकता है स्वयं के व अपने परिवार के पेट भरने के लिए उसको जीविका उपार्जन करनी होती है। प्राचीन काल में दृष्टि डालें तो व्यवसायिक शिक्षा के नाम पर कृषि, पशुपालन, खेलना, कताई बुनाई आदि के द्वारा मानव अपना पेट भरता था, परन्तु अब विज्ञान के उत्तरोत्तर विकास से मानव सुविधा सम्पन्न जीवन व्यतीत करना चाहता है एक बटन दबाते ही अपने समस्त कार्यों को करने वाला मानव मशीन युग का आदी हो गया है।

सर्वप्रथम मानव का उद्देश्य व्यवसाय को चुनना व उसके अनुसार शिक्षित होना होता है। शिक्षा मनुष्य का सर्वांगीण विकास करती है, परन्तु शिक्षा का उद्देश्य सर्वप्रथम मनुष्य को एक उपयुक्त व्यवसाय प्रदान कराना है समाज का यह मापदण्ड भी है कि हम जितना ऊँचे, स्तर की शिक्षा प्राप्त करेंगे उतना ही ऊँचा व्यवसाय हमें प्राप्त होगा। परन्तु वर्तमान समय की शिक्षा युवाओं को दिग्भ्रमित कर रही है छात्रों के पास डिग्रियाँ होने के बावजूद व्यावसाय नहीं है और वे निरन्तर रोजगार के लिए भटक रहे हैं कुछ लोग जो ऊँचाई पर पहुँच भी रहे हैं वे भी भ्रष्टाचार में लिप्त हैं या अपने व्यावसाय का दुरुपयोग कर रहे हैं।

शिक्षा की इस स्थिति ने ही नई शिक्षा नीति 2020 को आगमन को न्यौता दिया। 1986 से शिक्षा में कोई बड़ा बदलाव नहीं आया लगातार एक पटरी पर रहने वाली शिक्षा की गति धीमी पड़ गयी जिससे सर्वांगीण विकास का तो प्रश्न नहीं अपितु उचित व्यवसाय भी नहीं मिल पा रहा है। नई शिक्षा नीति कक्षा छह से ही व्यवसायिक कोर्स शुरू कर रही है। अतः नींव से ही एक छात्र अपने व्यवसाय में निपुण होगा और कॉलेज में पहुँचने के उपरान्त वह इस प्रश्न पर गुमराह नहीं होगा कि आखिर कौन सा रास्ता उसके लिए सर्वश्रेष्ठ है।

इसके अतिरिक्त जब एक छात्र रोजगार के लिए परेशान नहीं होगा तो निश्चित ही नैतिक, सामाजिक व धार्मिक उत्थान करेगा। नई शिक्षा नीति प्रत्येक छात्र को नौकरी प्रदान कराने के लिए तत्पर नजर आती है भविष्य क्या होगा? यह निश्चित ही भविष्य के गर्त में छिपा है परन्तु 'भारत भूषण अग्रवाल' की यह कविता वर्तमान व्यवसायिक स्थिति को उजागर कर रही है—

“स्वतन्त्र भारत में  
नेता—अफसर—ब्यापारी दुकानदार  
अध्यापक—विद्यार्थी कलाकार पत्रकार  
विद्यार्थी अभिनेता—मजदूर किसान बेकार  
के आचरण में निरन्तर बढ़ते भ्रष्टाचार  
और नैतिक स्खलन से मर्माहत होकर  
दुखी जन साधारण की प्रतिक्रिया।”

नई शिक्षा 2020 इस बेकारी को स्थिति को समाप्त करेगी और नैतिक स्खलन को रोककर नैतिक मूल्यों को मानव मन में स्थापित करेगी ऐसी हम आशा करते हैं।

## V वैज्ञानिक दृष्टि

नई शिक्षा नीति के अन्तर्गत कोडिंग व्यवस्था लागू की जायेगी कम्प्यूटर व कृत्रिम बौद्धिकता (Artificial Intelligence) को महत्व मिलेगा गणित और कम्प्यूटर ज्ञान छात्र को रोचक ढंग से दिया जायेगा तथा प्रेरणा दायक व्यक्तियों के जीवन वृत्त को दिखाकर जीवन के प्रति उत्साहित किया जायेगा। परीक्षा पद्धति को सुधारा जायेगा वर्तमान से विश्वविद्यालयों के पास प्रवेश, परीक्षा व परिणाम तीन ही काम हैं छात्र को ज्ञान प्राप्त हुआ या नहीं इससे उनका कोई अभिप्राय नहीं। प्रवेश, परीक्षा व परिणाम को वैज्ञानिकता प्रदान कर, छात्र हित के लिए कार्य होंगे। कोडिंग व्यवस्था पर रोक लगेगी। ऑनलाइन शिक्षा को बढ़ाया जायेगा। ताकि प्रत्येक गाँव के नागरिक तक शिक्षा पहुँच सके।

उच्च शिक्षण संस्थान उदाहरणतः आई. आई. टी., एन. आई. टी., आई. आई. एम. को कॉलेज से जोड़कर शोध व रोजगारों को विस्तार दिया जायेगा। आभासी प्रयोगशालाओं (वर्चुअल लैब) का श्री गणेश नई शिक्षा को एक नया कदम प्रदान करेगा तथा आत्मनिर्भर भारत का सपना निश्चित ही साकार हो सकेगा।

## VI कोरोना वायरस और शिक्षा नीति

शिक्षा का अभिप्राय मात्र रोजगार प्राप्त कर धन उपार्जन करना ही नहीं है, अपितु मानवता और इंसानियत को अपनाना है, शिक्षित होने का उद्देश्य अपने माँ बाप के प्रति, गुरु के प्रति, परिवार के प्रति, गाँव के प्रति, देश के प्रति नैतिक जिम्मेदारी सिखाता है विपरीत परिस्थितियों में आत्मबल से लड़ना सिखाता है। प्रत्येक परिस्थिति में आनन्द से जीना सिखाता है। परन्तु वर्तमान शिक्षित मानव इन गुणों से वंचित है यदि उसे जैसे तैसे करके रोजगार मिल भी गया तब भी प्रसन्नता व संतोष का धन स्वयं को व अपने परिवार को नहीं दे पाता है।

कोविड 19 के भारत में आगमन ने मानव जाति की रीढ़ पर वार किया है। विचारणीय प्रश्न यह है कि मनुष्य जो पूरी दुनिया को मुट्ठी में कैद करना चाहता था एक वायरस के आगे झुक गया। मनुष्य ने गंगा को नालियों के समान गंदा किया, प्रकृति का विनाश किया पेड़ पौधों को काटकर खुद की ही साँसों को बंद कर दिया। ऐसे प्रकृति चीत्कार उठी, गंगा विवश हुई और उसने अपनी रक्षा के लिए मनुष्य को घर की चार दिवारी में कैद कर दिया। चारों ओर दुष्यंत कुमार की गजल कानों में गूँज रही है।

“हो गई है पीर पर्वत सी, पिघलनी चाहिए।  
इस हिमालय से कोई गंगा निकलनी चाहिए।”  
अब मानवता की गंगा, प्रेम की गंगा, सम्पूर्ण

भारत में निकलनी होगी तभी हमारा भारत आत्मिक आनन्द और

ईश्वरीय आनन्द को प्राप्त करेगा। नई शिक्षा नीति 2020 इसमें सहयोग करेगी ऐसा प्रतीत होता है।

## VII निष्कर्ष

महाविद्यालयों व विश्वविद्यालयों के वर्तमान रूप को इंगित करते हुए नई शिक्षा नीति के माध्यम से होने वाले परिवर्तनों पर विचार करने के पश्चात हम निष्कर्षतः कह सकते हैं कि उच्च शिक्षा निश्चित ही एक सुखद मोड़ लेगी, एक सभ्य समाज का निर्माण करेगी। स्वरोजगार की भावना बढ़ेगी। परिवर्तन सृष्टि का नियम है, निरन्तर एक ही प्रकार से कार्य करते-करते मन उब जाता है शिक्षा में भी परिवर्तन युवाओं को आकर्षित करेगा और नवीन उत्साह को जन्म देगा। वर्तमान युवा जब कॉलेज में प्रवेश लेता है तो वह अपने सम्मुख अनगिनत रास्तों को पाता है उसे खुद यह ज्ञात नहीं होता कि किधर जाना है यह शिक्षा उसके इस आत्मविश्वास को सम्बल देगी और वह एक सम्मानित, प्रतिभाशाली, आत्मविश्वासी युवक के रूप में हमारे सम्मुख होगा।

गिरिजाकुमार माथुर की ये पंक्तियाँ जो वर्तमान परिदृश्य को वाणी दे रही हैं निश्चित ही निरर्थक होगी।

“नौकरी में क्यू में भगदड़ में/ इंटरव्यू में  
चेयर में फेयर में/ सिफारिश माने योग्यता  
अकल और काबलियत, मौलिकता और साहस  
इनीशेटिव माने श्योर जूते खाने का नुस्खा”



इन पंक्तियों के स्थान पर वसुधैव कुटुम्बकम् की भावना जाग्रत होगी वर्तमान में कोरोना महामारी से त्रस्त मानवता कराह रही है आत्मबल तोड़ रही है इन परिस्थितियों में शिक्षा का महत्व जन-जन को समझ आ रहा है। कोरोना महामारी की चोट ने मानवता का महत्त्व मनुष्य को समझाया है, ऐसे में नई शिक्षा नीति का पर्दापण उच्च शिक्षा के क्षेत्र में एक सूर्य के प्रकाश के समान कार्य करेगा, जिसकी छाया में प्रत्येक युवक स्वयं को सुरक्षित महसूस करेगा।

वास्तव में उच्च शिक्षा का परिवर्तित रूप भारत को, युवा को, प्रत्येक नारी को और प्रत्येक उद्योग को नवीन दिशा देगा ऐसी हम आशा करते हैं।

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## राष्ट्रीय शिक्षा नीति 2020 : उच्चतर शिक्षण संस्थानों में शिक्षक सम्बन्धी प्रावधान एवं सम्भावनाएँ

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### I प्रस्तावना

देश के सर्वांगीण विकास के लिए शिक्षा एक आधारभूत तत्व है। एक शिक्षित और एक अशिक्षित व्यक्ति के बीच के अन्तर को देखकर हम मनुष्य जीवन में शिक्षा की आवश्यकता और महत्ता का अनुमान सहज ही लगा सकते हैं। मनुष्य की औपचारिक शिक्षा ग्रहण करने के लिए एक आयु सीमा निर्धारित होती है। राष्ट्रीय शिक्षा नीति 2020 में यह आयु सीमा कम से कम 3 वर्ष है। यह वह शिक्षा होती है जिसे हम किसी संस्थान में प्रवेश कर निश्चित पाठ्यक्रमों के आधार पर प्राप्त करते हैं परन्तु अनौपचारिक शिक्षा जन्म से ही आरम्भ हो जाती है। दिन प्रतिदिन बच्चा कुछ नया सीखता है और अपने व्यवहार में लागू करता है। औपचारिक शिक्षा से व्यक्ति का बौद्धिक विकास होता है। उसकी वैचारिक क्षमता तथा कार्यकुशलता में वृद्धि होती है। प्राचीन काल में हमारे देश में गुरुकुल शिक्षा प्रणाली प्रचलित थी। समय के साथ परिवर्तन होते गये और आज हम मैकाले शिक्षा प्रणाली का अनुसरण कर रहे हैं परन्तु इस शिक्षा प्रणाली ने केवल लोगों का अंग्रेजी के प्रति रुझान को बढ़ाया है। आजादी के 73 वर्ष बाद भी हम शिक्षा के क्षेत्र में उस स्थान को प्राप्त नहीं कर पाये जो देश के तीव्रतर विकास के लिए आवश्यक है। प्रचलित शिक्षा प्रणाली की कमियों को दूर करने, शिक्षण कार्य को और अधिक गुणवत्तापूर्ण, पारदर्शी और सुदृढ़ बनाने के उद्देश्य से नयी राष्ट्रीय शिक्षा नीति 2020 लागू की जा रही है। सन् 2019 में इस शिक्षा नीति का मसौदा (प्रारूप) सर्कुलेट किया गया था तथा अनेक शिक्षाविदों से सुझाव मांगे गये थे। सन् 2020 में यह नीति आयी। सन् 2021 में शिक्षा सम्बन्धी कुछ क्षेत्रों में यह नीति देश के लगभग सभी राज्यों के विश्वविद्यालयों में लागू की जा रही है। सत्र 2021-22 का शैक्षणिक कार्य इस नीति के अनुसार संचालित किया जायेगा।

सुचारु रूप से शैक्षणिक कार्य के संचालन के लिए शिक्षक एक महत्वपूर्ण एवं आवश्यक घटक है। शिक्षक वह शक्ति है जो देश के विभिन्न व्यवसायों को विकसित एवं पोषित करता है। भारत एक युवा देश है परन्तु अधिकांश युवा अकुशल एवं बेरोजगार हैं। देश की अर्थव्यवस्था में उनका योगदान शून्य है। आज हमें एक ऐसी जीवंत शिक्षा व्यवस्था की आवश्यकता है जो अधिक रोजगार परक, अनुसंधानात्मक एवं कौशल विकास में सहायक हो। शिक्षा का उद्देश्य तभी पूर्ण होगा जब हमारे पास योग्य शिक्षक हों। शिक्षक यदि अपने कार्य में दक्ष हैं और पूर्णतः समर्पित हैं तो ससाधनों के अभाव में भी वह शिक्षण कार्य पूर्ण कर सकता है। बॉलीवुड फिल्म 'सुपर 30' इस बात का जीवन्त उदाहरण समाज के समक्ष प्रस्तुत करता है। नया शिक्षक बिना किसी अद्यतन संसाधन के बच्चों को पढ़ाता है और सफलता के शिखर पर पहुँचता है। राष्ट्रीय शिक्षा नीति 2020 भी लगभग इसी विज़न को लेकर चली है। इसमें शिक्षकों की कार्यकुशलता में वृद्धि तथा उनकी नियुक्ति, पदोन्नति आदि के सम्बन्ध में अधिक पारदर्शिता लाने की

दृष्टि से अनेक प्रावधान किये गये हैं। आज शिक्षा को तकनीक से जोड़ना परमावश्यक है। ऑनलाइन क्लासेज़ दूर बैठे विद्यार्थी की शिक्षा तक पहुँच आसान बना देती हैं। नई शिक्षा नीति 2020 की धारा 13.2 के अनुसार शिक्षण संस्थानों में तकनीकी उपकरणों का पर्याप्त प्रबन्ध होना चाहिए ताकि शिक्षणकार्य और भी अधिक प्रभावशाली हो सके।

वर्तमान में "उच्चतर शिक्षण संस्थानों के संकाय सदस्यों का प्रदर्शन अनुसंधान और सेवा काल के मामले में औसत से बहुत कम है।"<sup>1</sup> प्रत्येक संकाय सदस्य अपने छात्रों और संस्थान से प्रसन्नतापूर्वक जुड़े तथा कार्य प्रगति के प्रति उत्साहित हो उसके लिए शिक्षक को अनुकूल शैक्षिक वातावरण उपलब्ध कराया जाना आवश्यक है। शिक्षा के बुनियादी कदम के रूप में उच्चतर शिक्षण संस्थानों में स्वच्छ पेयजल स्वच्छ शौचालय, ब्लैक बोर्ड, उपयुक्त एवं आवश्यक शिक्षण सामग्रियाँ, पुस्तकालय, पर्याप्त उपकरणों से युक्त प्रयोगशालायें, सुखद कक्षा वातावरण और परिसर जैसी बुनियादी सुविधायें उपलब्ध होनी चाहिए साथ ही प्रत्येक कक्षा में नवीनीकरण शैक्षणिक प्रौद्योगिकी का प्रयोग भी सुनिश्चित किया जाना चाहिए (नई राष्ट्रीय शिक्षा नीति 2020, Clause 13.2)

### II शिक्षक सम्बन्धी प्रावधान

शिक्षक अपने संस्थान, छात्र और वातावरण से अधिक घनिष्टता से जुड़ सके इसके लिए शिक्षकों के अनावश्यक स्थानान्तरणों पर भी रोक लगाने का इस नीति में प्रावधान किया गया है साथ ही छात्र-शिक्षक अनुपात अधिक ना हो इस बात का ध्यान रखा जायेगा। शिक्षक निर्धारित पाठ्यक्रमानुसार पाठ्यपुस्तकों का चयन तथा असाइनमेंट और आकलन की प्रक्रियाओं तथा पाठ्यक्रम संबंधी शैक्षणिक प्रक्रियाओं को रचनात्मक रूप से निर्मित करने के लिए स्वतन्त्र होंगे। उच्चतर शिक्षा संस्थानों में संकाय सदस्यों की नियुक्ति संबंधित प्रक्रिया को और अधिक पारदर्शी बनाये जाने के लिए उपयुक्त कदम उठाये जायेंगे। वर्तमान नियुक्ति प्रक्रिया जारी रहेगी साथ ही एक फास्ट ट्रैक पदोन्नति प्रणाली सुनिश्चित की जायेगी ताकि प्रभावी अनुसंधानों को मान्यता प्रदान की जा सके। प्रत्येक संस्थान को संस्थागत विकास योजना चलानी होगी जिसमें शिक्षक के कार्यों के उचित मूल्यांकन, कार्यकाल निर्धारण, पदोन्नति, वेतन में वृद्धि, सहकर्मियों तथा छात्र समीक्षा, शिक्षण में नवाचार, शोध की गुणवत्ता एवं प्रभाव तथा व्यवसायिक विकास, संस्थान व समाज से जुड़ी गतिविधियों के आकलन हेतु उचित मापदण्ड युक्त प्रणालियों का स्पष्ट निर्देश दिया जाएगा। (Clause 13.6) उच्चतर शिक्षा संस्थान की उत्कृष्टता एवं नवाचार में वृद्धि हेतु उत्कृष्ट एवं उत्साही नेतृत्व की सदा आवश्यकता रहती है। राष्ट्रीय शिक्षा नीति 2020 के अनुसार समय रहते संकाय सदस्यों के उच्चतर अकादेमिक और सेवा क्रेडेंशियल्स के साथ-साथ नेतृत्व और प्रबंध कौशल को

पहचानकर उन्हें नेतृत्व से जुड़े विभिन्न पदों पर नियुक्त करते हुए प्रशिक्षित किया जाना चाहिए ताकि भविष्य में वे कुशल नेतृत्वकर्ता के दायित्व का निर्वाह कर सकें। (Clause 13.7)

आज भी अनेक स्थान ऐसे हैं जहाँ शिक्षक तथा उपयुक्त शैक्षिक वातावरण का अभाव है ऐसे व्यक्तियों और समुदायों को प्रतिकूल परिस्थितियों से निकालकर सभी के लिए उच्चतर गुणवत्ता युक्त शिक्षा के अवसर उपलब्ध कराना राष्ट्रीय शिक्षा नीति 2020 की प्राथमिकताओं में शामिल है। इस प्रकार उच्चतर शिक्षा के क्षेत्र में अनुसंधान, नवाचार तथा नवीनतम शैक्षिक प्रौद्योगिकी के प्रयोग को बढ़ावा देने के लिए अनेक प्रावधान किये जायेंगे। इस नीति के लागू होने पर एक ऐसा वातावरण तैयार होगा कि शिक्षक को ऐच्छिक अथवा ऐनैच्छिक रूप से निरन्तर गतिशील एवं क्रियाशील रहना होगा वरना नौकरी सम्बन्धी वेतन वृद्धि, पदोन्नति जैसे लाभों से वंचित होना पड़ेगा। देश के प्रत्येक नागरिक तक समुचित शिक्षा पहुँचाने के साथ-साथ योग्य शिक्षकों का निर्माण भी शिक्षा का महत्वपूर्ण अंग है। अध्यापक के लिए बहुविषयक दृष्टिकोण, ज्ञान के साथ-साथ अभ्यास भी परमावश्यक होता है। अध्यापक को शिक्षण प्रक्रियाओं की अद्यतन प्रगति के साथ साथ भारतीय मूल्यों, भाषाओं एवं परम्पराओं आदि के प्रति भी जागरूक होना चाहिए।

उच्चतम न्यायालय द्वारा गठित न्यायमूर्ति जे.एस.वर्मा आयोग (2012) के अनुसार भारत में लगभग 10,000 से अधिक अध्यापक शिक्षा संस्थान कार्य कर रहे हैं परन्तु व्यापक स्तर पर व्याप्त भ्रष्टाचार के कारण शिक्षा के क्षेत्र में इनका उत्कृष्टता और नवाचार पर नकारात्मक प्रभाव ही पड़ा है। नई शिक्षा नीति के क्लोज (धारा) 15.3 के अनुसार निम्नस्तरीय अध्यापक शिक्षा संस्थानों को सुधार के लिए एक वर्ष का समय दिया जायेगा। उसके बाद उन संस्थानों के खिलाफ कठोर कार्यवाही की जायेगी जो बुनियादी शैक्षिक मानदंडों को पूरा नहीं कर पायेंगे। इस नीति द्वारा वर्ष 2030 तक शैक्षिक रूप से सुदृढ़, बहु विषयक और एकीकृत अध्यापक शिक्षा कार्यक्रम क्रियान्वयन का ही लक्ष्य रखा गया है। शिक्षक शिक्षा कार्यक्रमों को बहुविषयक संस्थानों में आयोजित किया जाएगा 4 वर्षीय बी.एड. कार्यक्रम स्कूली शिक्षकों की न्यूनतम डिग्री योग्यता होगी। कॉलेजों और विश्वविद्यालयों में कार्यरत शिक्षकों के लिए सतत व्यावसायिक विकास के प्रशिक्षण की व्यवस्था की जाएगी। गुणवत्तापूर्ण शिक्षा के लिए आवश्यक समृद्ध शिक्षण- अधिगम प्रक्रियाओं की पूर्ति, सुदृढ़ीकरण और विस्तार की व्यवस्था की जाएगी।

### III शिक्षा में तकनीकी उपयोग

संकाय संवर्द्धन एवं प्रोत्साहन में प्रौद्योगिकी का सकारात्मक प्रयोग काफी महत्वपूर्ण भूमिका निभा सकता है। इस तथ्य को दृष्टिगत करते हुए शिक्षकों के ऑनलाइन प्रशिक्षण के लिए स्वयम्/दीक्षा जैसे प्रौद्योगिकी प्लेटफॉर्म के उपयोग को प्रोत्साहित किया जाएगा ताकि कम समय में अधिक से अधिक शिक्षकों को मानकीकृत प्रशिक्षण उपलब्ध कराया जा सके। वर्तमान भारत सरकार प्रत्येक क्षेत्र में प्रौद्योगिकी पहलों का समर्थन एवं संवर्द्धन कर रही है। सूचना प्रौद्योगिकी ग्रामीण क्षेत्रों में अभी भी अत्यधिक लाभदायक शिक्षा के क्षेत्र में तकनीकी का प्रयोग अनुकूल परिणामों

का संवाहक है। कक्षा में और कक्षा के बाहर तकनीकी का प्रयोग शिक्षक एवं छात्र दोनों के लिए ही लाभदायक है। वर्तमान में जब पूरा विश्व लगभग एक वर्ष से अधिक समय से पूरा विश्व कोविड-19 की महामारी से जूझ रहा है प्रौद्योगिकी प्लेटफॉर्म ने प्रत्येक क्षेत्र में महत्वपूर्ण भूमिका निभायी है। यदि हमारे पास प्रौद्योगिकी विकल्प के रूप में न होती तो सारा काम काज ठप्प पड़ जाता। प्रौद्योगिकी ने शिक्षा के क्षेत्र में सकारात्मक भूमिका निभायी है। इस आधुनिक प्रणाली ने छात्रों और शिक्षकों के बीच एक फ़ैडली वातावरण बनाया है। राष्ट्रीय शिक्षा नीति 2020 के माध्यम से यह व्यवस्था की जायेगी कि संस्थानों में शिक्षण कार्य ऑनलाइन और ऑफलाइन दोनों रूपों में संचालित हो। प्रौद्योगिकी शिक्षा को कई मायनों में प्रभावित करेगी। अतः शिक्षा के विभिन्न आयामों को बेहतर बनाने के लिए प्रौद्योगिकी के सभी प्रकार के प्रयोग एवं एकीकरण को समर्थन दिया जाएगा। विद्यालयी एवं उच्चतर शिक्षा दोनों क्षेत्र में शिक्षण मूल्यांकन, नियोजन, प्रशासन आदि में सुधार हेतु प्रौद्योगिकी पर विचार विमर्श के लिए एक स्वायत्त निकाय के रूप में राष्ट्रीय शैक्षिक प्रौद्योगिकी मंच (एन.ई.टी.एफ) का निर्माण किया जाएगा जिसका कार्य होगा।

(क) शैक्षिक प्रौद्योगिकी में बौद्धिक एवं संस्थागत क्षमता का निर्माण,

(ख) केन्द्र एवं राज्य सरकारों तथा अन्य हितधारकों को नवीनतम ज्ञान सम्बन्धी परामर्श उपलब्ध कराना।

(ग) इस क्षेत्र में कार्यों की प्रभावशाली रणनीति बनाना तथा

(घ) अनुसंधान एवं नवाचार के लिए दिशाये स्पष्ट करना।

शिक्षा के क्षेत्र में प्रौद्योगिकी के प्रयोग का उद्देश्य है शिक्षण अधिगम और आकलन प्रक्रियाओं को बेहतर बनाना, शिक्षकों के व्यवसायिक विकास में सहयोग करना, शैक्षिक पहुँच को बढ़ाना, शैक्षिक नियोजन, प्रबन्धन एवं प्रशासन को सरल एवं व्यवस्थित करना आदि। इन उद्देश्यों की पूर्ति के लिए सभी स्तरों पर शिक्षकों एवं विद्यार्थियों के लिए बहुत से शैक्षिक सॉफ्टवेयर विकसित किये जायेंगे और उन्हें उपलब्ध कराये जायेंगे। ये सभी सॉफ्टवेयर सभी प्रमुख भारतीय भाषाओं में उपलब्ध होंगे। जब 1986/1992 में भारतीय राष्ट्रीय शिक्षा नीति तैयार की गई थी उस समय प्रौद्योगिकी का मानव जीवन में इतना अधिक हस्तक्षेप नहीं था। उस समय नीति निर्माणकर्ता शिक्षा के क्षेत्र में प्रौद्योगिकी की सम्भावनाओं से परिचित नहीं थे। वर्तमान शिक्षा नीति का दौर कृत्रिम बुद्धिमत्ता, 3डी/7डी वर्चुअल रिएल्टी जैसी परिवर्तनकारी प्रौद्योगिकी का युग है। ऐसे समय में शिक्षा प्रणाली ऐसी होनी चाहिए जो इन तीव्र युगांतरकारी परिवर्तनों का सामना करने में समर्थ हो साथ ही विद्यार्थियों को तेजी से प्रतिस्पर्धा होती दुनिया में अपने को प्रमाणित करने योग्य बना सके।

#### IV शिक्षक सम्बन्धी सम्भावनायें

आज शिक्षण कार्य एक चुनौती बनकर उभर रहा है। शिक्षकों को लेकर समाज में अनेक धारणाएँ बन गयी हैं जैसे शिक्षक कुछ नहीं करते, वेतन मोटा पाते हैं। यदि आप किसी और व्यवसाय में न जा सकें तो शिक्षक बन जाओ। इन धारणाओं के चलते समाज में शिक्षक के प्रति आदर भाव में भी कमी आयी है। राष्ट्रीय शिक्षा नीति 2020 समाज की इस धारणा को नकारते हुए शिक्षकों के सम्मान को पुनः स्थापित करने में सहायक होगी। अब यदि शिक्षण कार्य को अपनी आजीविका का माध्यम बनाना है तो पहले से ही निश्चित कर अपनी योग्यता को उसी के अनुसार बनाना होगा। अभी तक एक बार नौकरी लगने पर वरिष्ठता के अनुसार पदोन्नति हो जाती थी परन्तु अब पदोन्नति और वेतन वृद्धि के लिये भी वरिष्ठता के साथ साथ अन्य निर्धारित मानकों का पालन करना होगा। शिक्षक को यह समझना होगा कि शिक्षा निरन्तर सीखने की प्रक्रिया का नाम है। शिक्षक को बहुविषयक होना होगा तथा अपने को शिक्षण सम्बन्धी प्रत्येक गतिविधि में अद्यतन रखना होगा। कहने का तात्पर्य यह है कि यदि शिक्षक बनना है तो शिक्षक के दायित्वों को भी पूर्णतः निभाना होगा दायित्वों की अनदेखी उनके भविष्य निर्माण में बाधक बन सकती है।

यद्यपि राष्ट्रीय शिक्षा नीति 2020 शिक्षा के बड़े विजन को लेकर चली है शिक्षा से सम्बन्धित प्रत्येक गतिविधि और घटकों का पूरा ध्यान रखा गया है, परन्तु यदि शिक्षकों की बात करें तो शिक्षक के समक्ष चुनौतियाँ बढ़ जायेगी। शिक्षकों को पदोन्नति के लिए जो स्कोर एकत्र करने हैं उनमें सहकर्मियों व छात्रों की समीक्षा भी शामिल है। यदि किसी शिक्षक की अपने सहकर्मियों से नहीं बनती है तो वह शिक्षक के विषय में अच्छी टिप्पणी क्यों देगा। अभी तक शिक्षक को केवल हैड की ही चापलूसी करनी पड़ती थी पर अब सहकर्मी का भी ध्यान रखना होगा। इस नीति के चलते शिक्षक का ध्यान पढ़ाने में कम अपनी पदोन्नति के लिए स्कोर इकट्ठा करने में अधिक होगा क्योंकि उसे संस्थान एवं समाज सम्बन्धी गतिविधियों में भाग भी लेना

है छात्र एवं सहकर्मियों के साथ समायोजन भी करना है तथा नवाचार और अनुसंधान सम्बन्धी कार्य भी करना है। संस्थानों में यदि कोई शिक्षक नेतृत्व की क्षमता रखता है तो उसे कौन सही मायने में पहचान कर आगे बढ़ायेगा। यहाँ पर यह सम्भवतः आपसी व्यवहार ही काम आयेगा। यदि शिक्षक को स्थानान्तरण की सुविधा नहीं होगी तो क्या अपनी सुविधानुसार संस्थान चुनने की अनुमति होगी। शिक्षक को स्वयं को प्रौद्योगिकी के क्षेत्र में अद्यतन रखने के लिए समय-समय पर कार्यशालाओं, सभाओं आदि में भी भागीदारी करना आवश्यक होगा। सभी गतिविधियों में प्रतिभाग करते हुए शैक्षणिक कार्य को सुचारु रूप से संचालित करना शिक्षक के लिए बड़ी चुनौती है। इस नीति को लेकर अनेक अटकलें लगायी जा रही हैं परन्तु जैसे-जैसे कार्यान्वयन होगा सभी प्रश्नों के उत्तर मिल जायेंगे।

#### V निष्कर्ष

राष्ट्रीय शिक्षा नीति 2020 का उद्देश्य है शिक्षण संस्थानों में प्रेरित सक्रिय और सक्षम संकाय की उपलब्धता तथा शिक्षकों और संकाय को सीखने की प्रक्रिया का केंद्र मानना, शिक्षकों की भर्ती की उत्कृष्ट एवं पारदर्शी व्यवस्था, निरन्तर व्यवसायिक विकास तथा सकारात्मक कार्य वातावरण तैयार करना। इस नीति का विजन है भारतीय मूल्यों से विकसित एक ऐसी शिक्षा प्रणाली जो सभी को उच्चतर गुणवत्तापूर्ण शिक्षा उपलब्ध कराये तथा शिक्षक एवं छात्रों में अपने मौलिक दायित्वों और संवैधानिक मूल्यों के प्रति जागरूकता उत्पन्न करे।

#### सन्दर्भ

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# Circular Business Approach-Practices and Opportunities in Electronic and Electrical Sector in India

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## ABSTRACT

*The electronics sector is one among the others automobile, construction, and agriculture that has the largest growth potential and majority of household expenditure is on these sectors. Urbanization requires construction and more than 2/3 of the construction is yet to be started in India. The ownership of passenger cars is predicted to increase from 20 vehicles per 1000 to 175 by 2040. India is experiencing digital revolution and is the second largest market for smartphones apart from United States. This sector will provide the maximum advantage through the application of circular economy and enablers like- tracking, Sharing. This paper focuses on the framework for different principles of circular economy and some business practices that are followed in India. The main aim of the study is to understand the application of circularity principle for Electronics & Electrical Equipment sector in India.*

**Key words:** Circular Economy, Waste Management, Sustainability, Business Model, e Waste

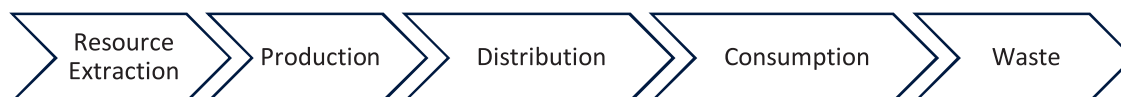
## I INTRODUCTION

The relevance to the circular model has gained significance long back; still there are not many researches in this area primarily because of the importance given to the linear growth models.

The focus has been shifted from linear to circular after 2005 when a significant mismatch between future demand and supply had been investigated in a

scenario with finite availability of resources. The Google search for circular economy clearly indicates the significant role a circular economy framework holds in the development of strategies and policies for sustainability by business entities and policy makers.

A closed loop ECOSYSTEM is created by the circular economic model for effective consumption and utilization of resources.

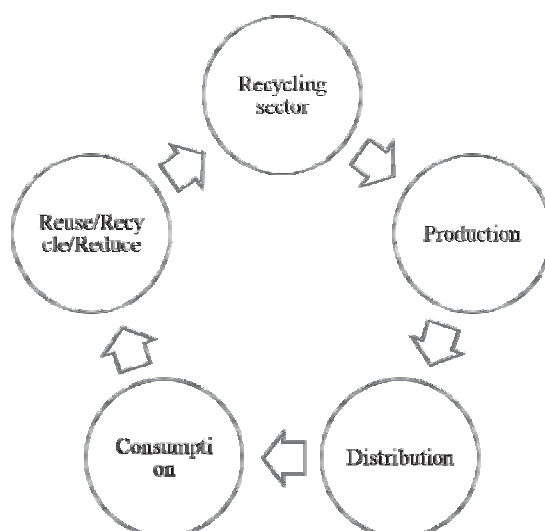


**Fig. 1: Linear Economy**

The circular model configures an ecosystem which adopts the paradigms of reduce, reuse and recycle and is resilient and waste free. (Espito et al,2-015, Geng & Doberste in 2008, Mathew et al 2011, Tse et al 2015, 2016, Yong 2007).

The Ellen MacArthur Foundation has worked very hard at accurately defining circular economy as an industrial system which can be regenerated or restored by an intention and design. The definition provided by the Ellen MacArthur Foundation attempts to focus on three key pillars that together set the base for creating a closed system. This closed system would be one where materials are used in a manner to ensure their highest utility along with minimal environmental damage. It also includes preserving natural capital while fostering effectiveness all across the entire system (Ellen

MacArthur Foundation, 2015). Circular economy as a concept is the key in grouping different range of waste resource management approaches by very efficiently drawing the attention towards the capacity of prolonging resource use (Blomsma& Brennan, 2017). Circular economy is more of a holistic framework that attempts to unify different strategies for sustainability (Murray et al., 2017). The inclusive and comprehensive stance of circular economy model has allowed for it to be linked with sustainable development. It has also linked an economy which attempts to work in synchronization with the socioeconomic and environmental systems in which it is imbedded, for a better and sustainable future (Brundtland 1987; Webster 2013; Kirchherr et al., 2017).



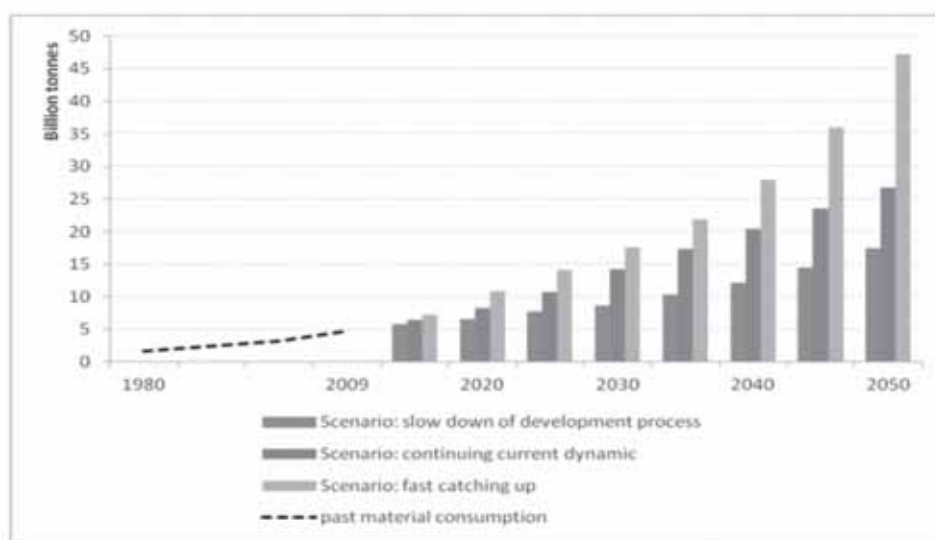
**Fig. 2: Circular Economy**

Researchers have linked certain attributes that connect the circular economy model and the concept of sustainability. Both concepts have global reach; both include innovations and focus on new product designs, cooperation among the various stakeholders across different sectors (Geissdoerfer et al., 2017). The advocates of circular economy believe that it is paradigm shift that aims to improve the ecological, social and economic value of the environment. It attempts to provide a global solution for the issue at hand (Kopina & Blewitt, 2015). The basic idea of circular economy has been around since the 1970's, although the need for it did not exist at that time as there was a sufficient supply of natural resources at that time (Webster, 2013). The need for circular can be attributed to the following reasons:

- (a) The scarcity of natural resources.
- (b) The advancement of information technology that has enabled the tracking of materials within the loop.

- (c) There has been a shift in the pattern of consumer behavior which has made us more ready for access than ownership.

The world is on the edge of making a very important decision for the future. The selection of an incorrect option, the impact on the ecosystems globally can be very drastic (Larsson et al., 2011). In the present scenario there exists a combination of crisis in different areas of industries across the world. To effectively tackle these crises, one must try and look at the bigger picture. To analyse the crisis and develop a solution for the same a holistic perspective would be beneficial. One of the fastest growing sectors in India is the Electronic and Electrical Equipment Sector in India. Therefore, it becomes imperative to study the principle of circularity in this sector.



(Source: IGEP, 2013)

**Fig. 1 India's past material demand and future projections until 2050**

To move in the direction of circular economy, the way things are produced and consumed requires a paradigm shift. Industries must attempt to incorporate a closed loop thinking at the heart of their current business models which will have a significant implication on our society, since the current methods of how we develop things not only decides how we work but also what we buy as well. (Womack, 1990). Circularity concept is not just recycling it is basically a system which is restorative in the industrial processes which treats the waste as a resource. It implies that once a in the product life cycle the product's life ends attempts should be made to utilize them by creating a value of it (Ellen Mc Arthur 2015). The transition from tradition to circular requires the changes in the functioning of organizations and reshaping of the supply chain process by infusing the mindset of sustainability in product designers.

The concept of circular economy provides sustainability approach to business practices through reversing the depletion of resources and waste generation. The World Economic Forum, Governments and business leaders have championed the circular economy movement. Unfortunately, the skepticism remains as to whether the required changes to business models and consumption patterns are feasible. Transition to a circular economy requires co-operation and co-ordination across multiple spheres of influence.

The policies in India are still focusing on the themes relating to individual areas and the approach followed is not well structured and systematic. The policy focus is majorly on extraction and mining rather than resource efficiency or SRM (NITI AAYOG, 2017). The National Design Policy of 2007 directly relate with resource efficiency and secondary resource management but is related to value the strategic content of material in the product, which is crucial for resource recovery. The goals of sustainability and inclusiveness can be achieved through emphasizing the need for RE and SRM by integrating innovation with the developments in science and technology. The businesses willing to adopt the principle of circularity finds this integration challenging. Business involving circularity approaches viz, substituting the scarce and hazardous material/ resources with the restorative, cleaner and more regenerative ones involves huge financial resources which they lack. There is an urgent required for not only technological but financial eco system also that can help India to adopt circular economy. For sustainable growth along with the creation of job opportunities manufacturing sector is gaining. Enhancement in resource efficiency and

promoting SRM usage has vast potential in creation of not only environmental benefits but also creating economic opportunities in the production processes. The policy in India has failed to promotion of resource efficiency and SRM in the manufacturing sector in spite of such promising environmental and economic benefits.

## **II ELECTRONIC AND ELECTRICAL EQUIPMENT IN INDIA**

Consumer's in India are looking forward to improving the lifestyle and their standard of living including their homes as the composition of middle-class population and the youth aged below 35 years or less has been increased. This radical transformation in demographics along with the fall in prices of consumer electronics has brought about a transformation in the white goods market in India. According to the National Electronics Policy 2019, the global electronics production is estimated to be US\$1,740 billion in 2017 and has registered a growth rate of 5%. The India electronic hardware production in the year 2017-18 has been around US\$59 billion with the growth of 26.7%. In the global hardware electronics production, the share of India is 3.4%. In the India's GDP the share of domestic electronics is 2.3%. For the year 2017-18 the imports of electronic goods were of about US \$ 53 billion in 2017-18. It is expected that the demand for electronic hardware will increase to US\$400 billion by the year 2023-24. This is not in favor of India and hence the promotion of domestic electronic hardware manufacturing becomes very crucial. The Domestic production has increased considerably over the past few years and the production of LED products, LCD/LED Televisions and mobile handsets have increased significantly. In the last few years, the PMP (Phased Manufacturing Programme) for mobile handsets and related subassemblies components manufacturing has created robust manufacturing eco system in India.

Several schemes have been launched to promote electronics manufacturing in India. For the development of the ESDM sector, the National Policy on Electronics aims to provide and ecosystem through hosting a few policies to reduce the dependence on Imports and development of infrastructure for the growth of the sector.

The e waste in India is currently growing per annually is increasing at a growth rate of 30% (Pandit, 2016). In India the unorganized sector manages more than 95% of e –waste, who down cycle the end of the life product (burning or dumping in water bodies of useless materials) and does not recycle it, while only around 2% is being recycled.

**Table 1**  
**Potential Value of raw Materials in ewate in 2016**

Material	kilotons (kt)	Million €
Fe	16,283	3,582
Cu	2,164	9,524
Al	2,472	3,585
Ag	1.6	884
Au	0.5	18,840
Pd	0.2	3,309
Plastics	12,230	15,043

Source: NITI Aayog, 2019

### III VALUE CHAIN IN ELECTRONICS AND ELECTRICAL EQUIPMENT SECTOR

The extraction and raw materials supply, sub-components production, product designing and manufacturing, distribution of product and retailing, use phase of product, waste management and recycling of waste are the various value chains in the Indian Electronic and electrical equipment sector. The potential to energy saving is huge in the input stage itself if recycled material is used in place of extracted virgin material. Disposing off the hazardous material continues to be a major concern. It is also essential to design the consumer appliances which can be easily re-paired, and its life can be prolonged easily. Thus, the call of the hour is to develop an effective and efficient infrastructure for reverse logistic network and recycling because of the toxic nature of e waste and its potential ill effects on environment and health. Nokia one of the mobile phone manufacturer has made serious efforts in e-waste collection and disposal which is in accordance with CPCB and authorized by Extended Producer Responsibility in India.

(a) **Resource Extraction and supply of raw material** - In the first phase of resource extraction and supply of raw materials, the composition of the material used has changed significantly due to technological advancements which includes not only usage of miniature components but also understanding the impacts of hazardous components. Like, replacing the metal components with plastic has decreased the weight of the product and banning of hazardous materials in the production along with the use of new rare materials. There is more use, although in smaller quantity of exotic metals which has a very low recovery value (NEW, INNONET, 2016). There is demand more use of recycled material as compared to virgin material. Few

companies have started production without use of PVC and BFR as their commitment towards environmental cause namely Apple, Google and HP. Dell is also in process of making their commitment to go 100% green.

- (b) **Design Stage** In today's consumerism world companies are producing single use short life span products as they are facing market saturation accelerating the replacement cycle, however the need is to provide and design products which extends the usage life. The material resource can only be saved through extended use life along with the spread of carbon print over many years. It is also desired that the product should be repairable and can be easily upgraded. There is huge potential for repair works and business offering repair works and sharing platforms will be creating more jobs and affecting the environment and social front in the positive way.
- (c) **Best Practices during the input stage:** Dell uses the closed-loop plastics derived from water bottles and old computers sourced from the policy of take back. They are the first company that offers computers produced with certified by UL Environment recycled plastic and their own sourced used old electronics. The process that Dell follows extends the life of plastic, reduces the cost and carbon emission.
- (d) **End of Life Stage:** The formal recycling system can only work if the proper infrastructure to the reverse logistics is in proper shape. The system of recycling should be cost effective and the quality of recycling process is should also be efficient. It is the mandate under the E- waste management Rules'2016 and amendment 2018 that it is the producer's responsibility to make arrangement for getting the products back under the effective and efficient waste management mechanism. Deposit Refund Scheme (DRS) is being recommended (through implementation through dealers and retailers) to be provided to



the customers from the producer so that customer returns the end of life equipment. The task to channelization of e waste for recycling and dismantling is assigned to the Urban Local Bodies.

- (i) **Bhopal e -waste clinic-** India's first e waste clinic to enable segregation of waste, its waste and disposal of waste from both household and commercial is being set up by the Municipal Corporation of Bhopal and CPCB. The waste collection services extended by the e waste clinic include both doors to door as well as anyone can deposit directly at the clinic in exchange for a fee. The clinic has been developed in accordance with the e Waste Management Rules of

2016 and the CPCB is being extending assistance to this clinic for technology.

- (ii) **Envirocare, India** - E waste Management and Handling services are provided by Envirocare in the entire India Subcontinent. They deal in the e waste which may be of any type and any stage – final disposed after the life, not continued in use broken, outdated etc. are being collected by the company for safe segregation, transport, dismantling and disposing. The company is authorized and has license from SPCB and CPCB. The main goal of the organization is conservation resources and environmental protection. The company offers recycling of e waste, implements EPR for products and acts as a PRO (Producer responsibility Organization) for them.

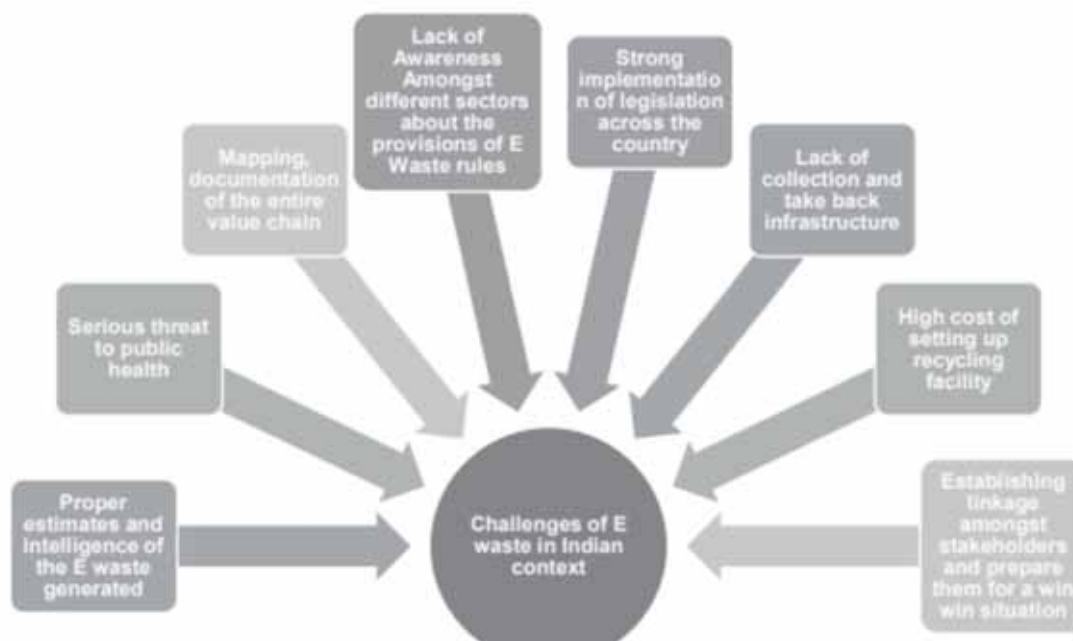
### Overview

Company	Envirocare
Year of foundation	2009
Founded	Hafiz Ansari
Reach	PAN Indian
Contribution to circular economy	<ul style="list-style-type: none"> <li>Provision of value addition innovation in e waste recycling services</li> <li>Focusing on provision of environmental safety, security and healthy and creating green and clear earth</li> </ul>
Process	RECYCLING, Envirocare's e waste disposal process is a complete recycling process starts from collection, Sorting, dismantling, disassembly, Physical and mechanical separation of complex materials, and disposal of hazardous waste material
Positives	<ul style="list-style-type: none"> <li>Envirocare has presence in PAN India: Dealing comprehensively in Management and services e waste sector.</li> <li>Collection of all types of e waste including desktops, laptops, mobile handsets, and all other types of electrical and electronic equipment. and at all stages of disposal: end of life, working, non - working, distorted.</li> <li>SPCB and CPCB authorisation for collection, Sorting, dismantling, disassembly, Physical and mechanical separation of complex materials, and disposal of hazardous waste material</li> <li>The organization focusses on conservation resources and environmental protection</li> <li>Services spectrum ranges from Recycling of E-waste to Implementing EPR (Extended Producer Responsibility) for producers and acting as a PRO (Producer responsibility Organization) for them.</li> <li>Supporting the Customer for CSR Activities like Channelizing of E-waste, setting up Collection Point and Providing E-Bin</li> </ul>
challenges	The major concern is DATA Protection; they offer On Site Data Sanitizing and Degaussing. They also provide physical Destruction of Disk and Media.

Source: <https://envirocareindia.co.in/>

To prepare the new future, it is expected that companies need to be more responsible for the waste generated by them the e waste management

companies have even a bigger role in managing this waste.



**Fig. 2::Challenges of e-waste management in the Indian context**

Source: NITI Aayog, 2019

#### IV CONCLUSION

Consumers are the only one that can provide effective management of e waste and they are being encouraged to correctly dispose-off their e waste .With the increment in the re usage and recycling rates there has been a link between the initiatives like Extended Producer Responsibility (ERP), Design for Environment (DfM); 3RS with the market so that the consumers also adapt sustainable consumption habits . The success of Extended Producer Responsibility (EPR) requires proper infrastructure, policies especially designed for e- waste, technology, and skilled labour along with the financial backing, which unfortunately India lacks in. Moreover,the e waste policy 2016 is not able to clearly define the responsibility and the role of various stake holders and organisations in the field of waste management. Although the promotion of Circular Economy cannot be solely done by the Government only but an approach involving the partnership of consumers, retailers and investors jointly is required. With the improvements in technologies and innovations like-Cloud, the electronic sector can easily dematerialize and creation of a sustained economy from millions of e-waste disposed of every year has create has a huge demand and potential.To prepare the new future, it is expected that companies need to be more responsible for the waste generated by them the e waste management companies have even a bigger role in managing this waste.

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# Analysis of Financial Performance: A Case Study of Lupin Pharmaceutical

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## ABSTRACT

*Financial performance analysis includes analysis and interpretation of financial statements in such a way that it undertakes the full diagnosis of the profitability and financial soundness of the business. This term is also used as a general measure of a firm's overall financial health over a given period of time. The financial performance analysis identifies the financial strengths and weaknesses of the firm by properly establishing relationships between the items of the balance sheet and profit and loss account. In this paper, an attempt has been made to analyze the profitability position of Lupin Ltd. pharmaceutical with the help of mean, standard deviation, coefficient of variation. The study is conducted by taking into account of the data for five years from 2015-2016 to 2019-2020. The financial performance of Lupin pharmaceutical is evaluated and found that the profitability of Lupin during the study period is satisfactory.*

**Key Words:** - Financial Performance, Profitability, Ratios

## I INTRODUCTION

(a) **Financial Performance:** “Financial performance is technical appraisal of profitability and financial strength of any company concern” According to Kennedy and Macmillan ‘financial statement analysis attempt to reveal the meaning and significance of the items composed in profit and loss account and balance sheet. To assists the management in the formation of sound operating and financial policies’. According to accounting point of view financial statement are prepared by a business enterprise at the end of every financial year. “Financial statements are end products of financial accounting.” They are capsulated periodical reports of financial and operating data accumulated by a firm in its books of accounts-the General Ledger. One of the most fundamental facts about businesses is that the operating— performance of the firm shapes its financial structure. It is also true that the financial situation of the firm can also determine its— operating performance. The financial statements are therefore important diagnostic tools for the informed— manager. The financial performance identifies how well a company generates revenues and manages its assets, liabilities, and the financial interests of its stakeholders.

(b) **Importance Financial Performance:-** Performance appraisal involves a broad area of coverage. The perception all through is on the efficient management of company resources. Financial Performance can be made through a careful and crucial analysis of the financial statement of an enterprise. Usually the financial statement of a business concern comprises two statements: Balance sheet or position statement and Profit and loss account or income statement.

The overall performance of a business cannot be judged without a systemic analysis and interpretation of its financial statements. The advantages of such an analysis are as follows.

- To find out the financial stability of a business concern
- To assess its earning capacity
- To estimate and evaluate its stock and fixed assets.
- To assess its capacity and ability to repay short and long term loans
- To estimate and examine the possibilities of its future growth

## II COMPANY PROFILE

**Lupin Ltd.** Pharmaceutical is one of the largest generic pharmaceutical companies by revenue globally. Lupin was founded in 1968 by Desh Bandhu Gupta, who was a professor of chemistry at BITS-Pilani, Rajasthan. Gupta moved to Mumbai in the 60s to work on his business enterprise for which initially he had initially borrowed Rs 5000 from his wife to fund his venture. Subsequent funding from Central Bank of India, the company was able to start their manufacturing facility for producing folic acid and iron tablets for Government of India mother and child health program. Later Lupin started manufacturing anti TB drugs which at one point formed 36% of the company sales and was considered as the largest TB drugs manufacturer in the world. In the year 1987 Lupin establish its one branch in mandideep Lupin's research program covers the entire pharma product chain.

## III REVIEW OF LITERATURE

Ashok kumar Panigrahi(2019) Analysis of Financial Performance: A Study of Selected Pharmaceutical Companies , study the profitability position of five pharmaceutical companies of India by applying the various ratios and also statistical tools to know the financial position of these companies.

*Gopinathan Thachappilly (2009)* stated that even if a business has high profitability, it can face short-term financial problems and its funds are locked up in inventories and receivables not realizable for months. Any failure to meet the obligations can damage its reputation and creditworthiness and in extreme cases even lead to bankruptcy. In addition to, liquidity ratios are work with cash and near-cash assets of a business on one side, and the immediate payment obligations (current liabilities) on the other side.

*S. Saravanan & R.Prabu (2018)* A Study on Financial Performance of Pharmaceutical Company, In the research paper the researcher study the financial position of main three Pharma companies of the India by applying the profitability ratios as a tool of study and make the conclusion.

#### IV OBJECTIVES AND SCOPE

##### (a) Objectives and Scope

The following are the specific objectives of the study.

- (i) To analyse the profitability position of Lupin Ltd. Pharmaceutical
- (ii) To analyse the factors influencing the profitability of Lupin Ltd. Pharmaceutical
- (iii) To offer findings and suggestions and conclusion of this study.

**(b) Scope of the Study-** The present study aims at assessing the profitability position of Lupin Ltd. Pharmaceutical . The study could help the company as well as the investors to understand its financial efficiency. It aims to help the management to find out its financial problems at present and the specific areas in the business, which might need some effort for

more effective and efficient utilization of its resources.

- (c) Sources of Data-** Secondary data is used for the study. The required data for the study is collected and compiled from published financial annual report of Lupin pharmaceutical for the period from 2015-2016 to 2019-2020 which is a reliable and empowered corporate database. In addition to this, supportive data is collected from books, journals, annual reports and various news-papers.
- (d) Research Methodology-** The methodology adopted to analyse is through ratio analysis, and interprets general financial statements to assess the profitability position. Further a comprehensive analysis is carried by applying statistical techniques namely mean, standard deviation, co-efficient of variance.
- (e) Period of Study-** The study covers a period of five years from the financial year 2015-2016 to 2019-2020
- (f) Limitations of the Study**
  - (i) The study is confined to five years data only, i. e. from 2015–2016 to 2019-2020
  - (ii) The study is based on secondary data collected from the Annual reports of Lupin Pharmaceutical.

#### V ANALYSIS OF PROFITABILITY

Following Profitability ratio helps in interpreting the financial Performance of Lupin Ltd. Pharmaceutical.

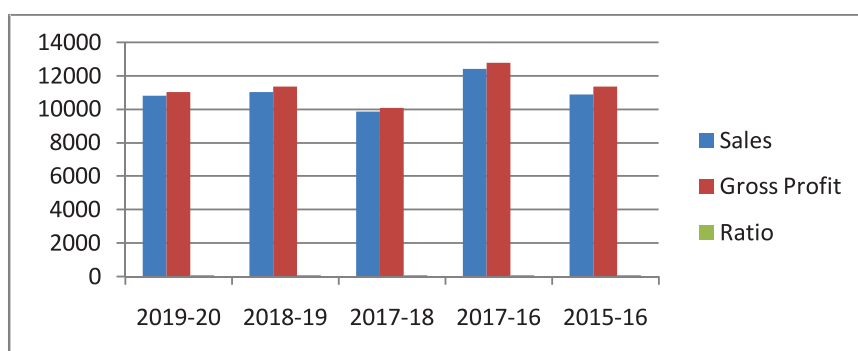
- (a) Gross Profit Ratio
- (b) Operating Profit Ratio
- (c) Net Profit Ratio

**Table No. 1**  
**Gross Profit Ratio**

Year	Sales	Gross Profit	Ratio
2019-20	10805.83	11025.66	102.03
2018-19	11031.56	11356.32	102.94
2017-18	9853.9	10088.18	102.37
2016-17	12398.08	12753.15	102.86
2015-16	10882.87	11343.77	104.23
Mean			102.891
S.D			0.837794377
C.V			1.539693794

**Sources :- From the Annual report of Lupin Pharmaceutical**



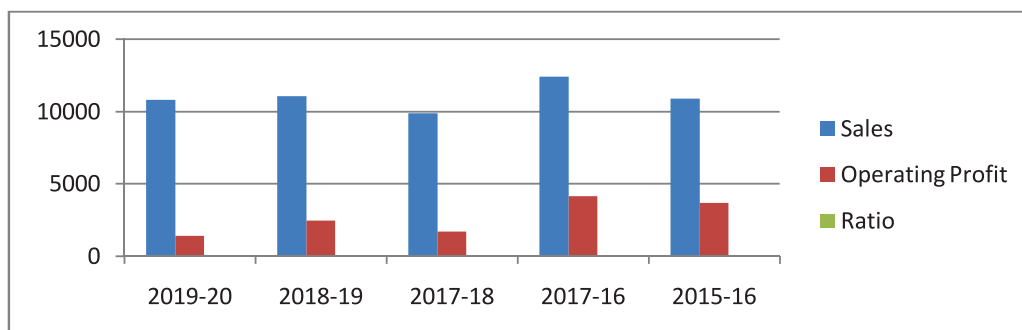


**Interpretation:-** From the above table of Gross profit ratio of Lupin shows that they earning gross profit consistency same during the study period it means same value of cost of goods sold applied every year.

**Table No. 2**  
**Operating Profit Ratio**

Year	Sales	Operating Profit	Ratio
2019-20	10805.83	1388.86	12.85
2018-19	11031.56	2426.48	21.99
2017-18	9853.9	1696.05	17.21
2016-17	12398.08	4120.01	33.23
2015-16	10882.87	3681.39	33.82
Mean			23.2
S.D			9.43
C.V			88.98

**Sources :- From the Annual report of Lupin Pharmaceutical**

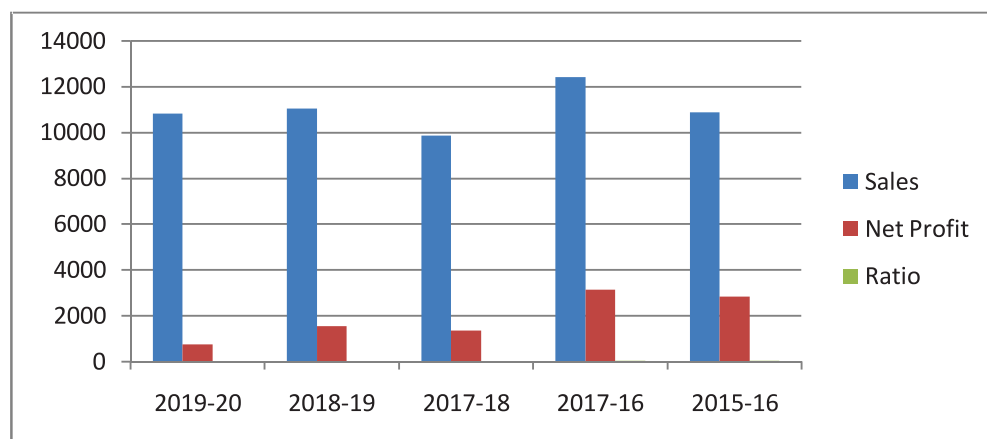


**Interpretation:-** The above table reflects that the operating profit ratio of Lupin is fluctuating .In the year 2015-16 & 2016-17 it is almost same but from 2017-18 it starts fluctuating. The operating profit ratio shows a fluctuating trend during the study period. This fluctuation implies inability to keep operating expenses properly controlled for level of sales achieved

**Table No.3**  
**Net Profit Ratio**

Year	Sales	Net Profit	Ratio
2019-20	10805.83	727.55	6.73
2018-19	11031.56	1538.83	13.94
2017-18	9853.9	1344.66	13.64
2016-17	12398.08	3141.33	25.33
2015-16	10882.87	2830.87	26.01
Mean			17.13
S.D			8.31
C.V			77.46

**Sources:- From the Annual report of Lupin Pharmaceutical**



**Interpretation:-**The net profit of the lupin is express downfall year by year and in the year 2019-20 it was very low as low level of sale due to the firm's capacity to face adverse economic condition such as price competition, low demand etc.

## VI CONCLUSION

Financial management has great importance in making management decisions. The financial soundness of a company can be achieved maintaining liquidity and profitability of the company. The purpose of this study was to measure the financial performance i.e. profitability of the Lupin pharmaceutical. The analysis practically reveals that gross profit ratio, operating ratio and net profit ratio of the Lupin pharmaceutical during the study period is satisfactory. During the period of study there were a few ups and downs in the profitability but it did not affect the operations of the companies to a great extent. If the Lupin Pharmaceutical Ltd. has to the perform well, it has to invest further capital and has to do more sales, only then it will get better its performance level for the prosperity of the company.

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## नई राष्ट्रीय शिक्षा नीति-2020: लागू करना तृतीय विश्वयुद्ध

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### सारांश

सारांश यह है कि आज शिक्षा जगत एक व्यवसाय बन चुका है। क्या व्यवसाय से चरित्र निर्माण हो सकता है। चरित्र से मानव, समाज व राष्ट्र निर्मित होते हैं। नई राष्ट्रीय शिक्षा नीति-2020 पर तात्त्विक विश्लेषण से यह कहा जा सकता है कि स्नातक के बाद विद्यार्थी सीधे विद्यावाचस्पति करेगा, असली तृतीय विश्वयुद्ध यही है कि स्नातक विद्यार्थी कलानिष्ठात, दर्शननिष्ठात के बिना कैसे विद्यावाचस्पति बनेगा। ऐसा महसूस हो रहा है जैसे नाबालिग अंधेड़ को वरमाला पहना रही हो। इस वातावरण में ट्यूशन माफियाओं का साम्राज्य बढ़ेगा। अब तक तो गाइड कुछ तुच्छ कल्पना कर लेता था फिर तो दास्तव युग शुरू होने के कगार पर होगा इसीलिए नई राष्ट्रीय शिक्षा नीति-2020 लागू करना तृतीय विश्वयुद्ध है। इतना ही नहीं, एक आयोग अनेक समस्या तथा संकाय खण्डिता प्रशासन व विद्यार्थी के लिए महाभारत से कम नहीं है। काश! केन्द्र व प्रान्त सास-बहू के युद्ध से बाहर आ पाए! कब सोया हुआ अध्यापक जागेगा जो उपस्थिति कर्तव्य निर्वहन, निरीक्षक कर्तव्य निर्वहन तथा मूल्यांकन कर्तव्य निर्वहन राष्ट्रहित में करने लगेगा। असल में नई राष्ट्रीय शिक्षा नीति-2020 लागू करना तृतीय विश्वयुद्ध इसीलिए है कि शिक्षक बेमौसम की बारिशों से थक व ऊब चुका है और यही शिक्षक इस नीति का मेरुदण्ड है। संविधान अच्छे व बुरे चलाने वालों की मंशा पर साबित होते हैं वैसे ही हमारी नई राष्ट्रीय शिक्षा नीति-2020 सफर करेगी। संविधान में जीपीएसपी भी हैं जो लागू नहीं हो पाए, वैसे चरित्र निर्माण शिक्षा, शिक्षक, शिक्षालय के साथ समाज पर भी निर्भर रहते हैं जो शायद चरित्र निर्माण कर सकें। मैकाले व मैक्सवेल शिक्षा व न्याय से निकालना उतना ही कठिन है जितना जाति से जातिवाद और धर्म से धार्मिकता। नई राष्ट्रीय शिक्षा नीति-2020 सांस्कृतिक परिवर्तन और मानसिक बदलाव के आवरण वाली है भारतीय वातावरण साक्षी है संस्कृति विरोधियों द्वारा राष्ट्र खण्डित हुए तथा मानसिक बदलाव हेतु म्यान तलवारें छोड़ रही हैं। भारत को विश्वगुरु की पदवी पर यह नई राष्ट्रीय शिक्षा नीति-2020 बैठा सकती है मगर हर हिन्दुस्तानी हिन्दीवासी को इस नीति के क्रियान्वयन रूपी तृतीय विश्व युद्ध की आग में जलकर सोना बनना होगा।

**मुख्य बिन्दु:-** भारतीय संविधान, केन्द्र व राज्य, मैकाले व मैक्सवेल, बदलाव व परिवर्तन, भारत विश्वगुरु

### I भूमिका

हम भारतीय हैं। हमारा सुनहरा अतीत है। सामाजिक संरचना के एक उदाहरण से नई राष्ट्रीय शिक्षा नीति-2020 को लागू करने के मामले में समझाने या बताने का तुच्छ प्रयास है कि जोड़ा बनाना, विवाह करना, बच्चे जनना, जिसमें नाई जोड़ा बनाता था, दोनों पक्ष विवाह करते थे, दम्पति बच्चों पैदा करते थे। सरकार ने शिक्षा नीति जोड़ा बना दिया, प्रशासन ने शिक्षा नीति विवाह कर दिया, शिक्षक ने चरित्र निर्मित, समाज हितैषी, ज्ञान भण्डारित, राष्ट्र निर्माता बच्चों पैदा करने हैं। शिक्षक यह तभी कर पाएगा जब वह चाणक्य शैली का दृष्टिकोण अपनाएगा।

संविधान निर्माताओं के अनुसार राज्य नीति के निर्देशक सिद्धांत अनुच्छेद 33 से 51 के अन्तर्गत हैं। संविधान निर्माता बनाकर पास हुए, संसदीय लोकतन्त्र लागू न करके अधर में लटका है, जनता जनार्दन इनके लिए संघर्षशील न होकर फेल है। अच्छी बातों का यही परिणाम होता है क्योंकि नई राष्ट्रीय शिक्षा नीति-2020 भी अच्छी है। भारतीय जनता अच्छी बातें पचाने की आदी नहीं है। हमें चोरी के माल में ज्यादा आनंद आता है क्योंकि हम लड़-झगड़ सकें और अपने आप को सर्वोत्तम व्याख्याकार साबित कर सकें, जिनका ज्वलंत प्रमाण हमारा संविधान है जो उधार का थैला कहा जाता है। मामले का सटीक उदाहरण यह है: 1. घटना-भीमा कोरेगांव-जनवरी 2018 2. मसला- राष्ट्रीय जांच एजेंसी पुणे ने आरोप पत्र दाखिल किया 3. आरोपी- हिंसा भड़काने वाले स्टेन स्वामी (जो भारतीय कम्युनिस्ट पार्टी माओवादी संगठन का सक्रिय सदस्य, इसका धन जुटाने वाला, इसके फ्रंटल संगठन 'आर्गनाइजेशन प्रासीक्यूटेड प्रिजर्नस सालीडेरिटी' कमेटी का संयोजक व प्रचारक) गौतम नवलखा (आई.एस.

आई. का सम्पर्क सूत्र) 4. स्वयं न्यायालय व न्यायधीश-1. पीपुल्स यूनिन ऑफ लिबर्टीज ने स्टेन स्वामी की गिरफ्तारी अमानवीय बताई। 2. कांग्रेसी खड़गे ने गिरफ्तारी पर आपत्ति जताई। 3. एन.सी.पी. प्रमुख शरद पवार ने कहा कि केन्द्र का इस तरह राज्य से स्वयं जांच लेना गलत है। 4. झारखण्ड सीएम हेमंत सोरेन का कहना है कि यह गिरफ्तारी असहमति की आवाज दबाना है। 5. प्रशांत भूषण स्टेन स्वामी को भला आदमी बताते हैं। रामचन्द्र गुहा, योगेन्द्र यादव तथा प्रीतिश नंदी भी इस गिरफ्तारी का विरोध कर रहे हैं। ये सब संविधान को अपनी रखैल बनाकर बयानबाजी कर रहे हैं। माननीय न्यायालय ने कई उदाहरण स्थापित कर रखे हैं। एक उदाहरण बता रहा हूँ:- डी.यू. के प्रोफेसर जी.एन. साई बाबा भी माओवादियों से सम्बन्ध रखने के आरोपी थे। इन्हीं स्वयं न्यायालय व न्यायधीशों ने संवैधानिक मर्यादाएं पहले भी तोड़ी थी। प्रो. साई बाबा सेशन कोर्ट में दोषी पाए गए थे और कोर्ट ने कहा था कि ऐसे लोगों के लिए आजीवन कारावास की सजा काफी नहीं है।

### II हमारी शिक्षा नीति बनाम हमारी क्रियान्वयन नीति

जो भी लोग इस नीति को लागू करेंगे उन्हें इस नीति के पीछे की सोच और तर्क को समझना होगा। तभी इसको लागू किया जाएगा। वरना एक राष्ट्रवादी नीति को यह क्रियान्वयन तबाह कर देगा। इस नीति में साहसिक व परिवर्तनकारी परिवर्तन हैं। जिससे मैकाले को दफनाया जा सकता है।

(क) यदि हम राष्ट्रीय शिक्षा नीति की विचार प्रक्रिया को इसके क्रियान्वयन में बनाए रखने में फेल हो जाते हैं तो अनुवाद और परिवर्तन में इसका सार खो जाएगा।

(ख) यह नीति 'सांस्कृतिक परिवर्तन' की कहानी है।

(ग) लोगों की मानसिकता में बदलाव लाने वाली नीति है।

(घ) पिछले चार वर्षों ने पुरातन चालीस वर्षों में बदलाव ला दिया है।

(च) हम अगले दशक तक लागू करें सही ठीक से करें फिर देखना अगली शिक्षा नीति इंसानों के द्वारा नहीं बल्कि 'आर्टिफिशियल इंटेलीजेंस' द्वारा लिखी जाएगी क्योंकि इस शिक्षा नीति में लोकतन्त्र है। जून 2017 में प्रख्यात वैज्ञानिक पदम विभूषण डॉ. के. कस्तूरीरंगन की अध्यक्षता में राष्ट्रीय शिक्षा नीति के मसौदे के लिए एक समिति का गठन किया गया जिसमें "दो लाख से ज्यादा सुझाव शामिल हैं: 2.5 लाख ग्राम पंचायतों, 6600 ब्लॉकों, 6000 यू.एल.बी., 676 जिलों से आए हैं।"(1)

#### IV नई राष्ट्रीय शिक्षा नीति-2020 संग जनता जनार्दन की बदलती सोच

शिक्षा संविधान के सन्दर्भ में समवर्ती सूची का मामला है। शिक्षा संविधान की सातवीं अनुसूची में है। भारतीय छात्रों के बीच हुए एक ऑनलाइन सर्वे के करीब 96.40 प्रतिशत छात्रों को नई नीति के परिणामों से उत्साहजनक उम्मीद बंधी है, फिर केन्द्र सास तो राज्य बहू के रूप में कब आमने-सामने हो जाए, इसके साक्ष्य पुरातन शिक्षा नीतियों के अन्तर्गत तुलनात्मक अध्ययन यूं है:-

##### (क) तुलनात्मक अध्ययन

- (i) 1968 की प्रथम शिक्षा नीति का जोर रहा-14 वर्ष तक के सभी बच्चों की शिक्षा जरूरी
- (ii) 1986 की द्वितीय शिक्षा नीति का पुरजोर रहा-सामाजिक समूहों के बीच विषमता घटाना
- (iii) 2020 की तृतीय शिक्षा नीति का मसला रहेगा-अर्थव्यवस्था की बढ़ती हुई आवश्यकताओं के अन्तर्गत स्थानीय व वैश्विक मानव संसाधन में संतुलन का प्रयास स्थापित करना।

(ख) 1986 बनाम 2020:- इन दोनों के बीच अन्तर यूं है:-

- (i) समाज का विजन
- (ii) सामाजिक उद्देश्य
- (iii) शिक्षा का उद्देश्य।

(ग) समाज का विजन-तुलना:- समाज विज्ञान के अन्तर्गत 1986 की नीति समान अवसर पर मानकीकरण पर आधारित मगर 2020 की नीति अपनी पसंद विशेष के क्षेत्र में व्यक्तिगत क्षमताओं को पैना करेगी। तथ्य:- नई शिक्षा नीति 2020 में विषय चयन की स्वतन्त्रता।

(घ) सामाजिक उद्देश्य-तुलना:- 1986 की नीति वंचित वर्गों के समावेशन पर केन्द्रित मगर 2020 की नीति कौशल आधारित समझ और रोजगारपरकता पर केन्द्रित। तथ्य:- नई शिक्षा नीति 2020 में माध्यमिक शिक्षा और उसके बाद विभिन्न स्तरों पर तकनीकी कौशल उपलब्धता।

(च) शिक्षा का उद्देश्य-तुलना:- 1986 की नीति विश्व और मानव की समझ पर मुख्य रूप से ध्यान केन्द्रित मगर 2020 की नीति नागरिकों के ज्ञान, कौशल एवं व्यक्तिगत विकास के साथ राष्ट्रीय विकास पर केन्द्रित। तथ्य:- नई शिक्षा नीति-2020 में पाठ्यक्रम रूप रेखा समालोचनात्मक सोच, विमर्श और विश्लेषणात्मक समझ को संजोए है। इतना ही नहीं, 1986 की नीति ने शिक्षित एवं प्रशिक्षित मानव संसाधनों का ऐसा वर्ग तैयार किया जिन्होंने "वैल्यू चौन" में योगदान दिया वहीं 2020 की नीति ऐसे मानव संसाधन के निर्माण का स्वप्न रखती है जो खुद "वैल्यू चौन" के नए आयाम का सृजन करे।

#### V नई राष्ट्रीय शिक्षा नीति-2020 के परिप्रेक्ष्य में सम्भावनाएं व परिवर्तन

(क) पलायन रोकेंगी:- चीन में 111, इजराइल में 825 और अमेरिका में 432 तथा भारत में 50 शोधार्थी प्रति एक लाख के अनुपात में भारत और विश्व का चित्र प्रस्तुत करते हैं। यह शिक्षा नीति उच्च शिक्षण संस्थानों में शोध बढ़ाएगी।

(ख) शोध-गुणात्मकता:- शोध नवाचर व बहुआयामी शोध लाएगी। छात्रवृत्तियां खा-खाकर भारतीय उफर गए हैं ये छात्रवृत्तियां सबसे ज्यादा भारत में दी जा रही हैं।

(ग) संचार कौशलता:- हमारी शिक्षा नीति-2020 अन्तरराष्ट्रीय मानकों के अनुरूप है जिससे संचार कौशलता बढ़ेगी।

(घ) गुणवत्ता-कौशलता:- अंकध्रतिशत प्रतिस्पर्धा समाप्त कर यह शिक्षा नीति गुण व कौशल देगी।

(च) रोजगार युक्त:- हर छात्र शिक्षा के दौरान किस एक निजी क्षेत्र में व्यावसायिक कोर्स पर स्नातकोत्तर हासिल करेगा।

(छ) आईक्यू-ईक्यू:- इस नीति में इंटेलीजेंस क्योशेंट (आईक्यू) के साथ-साथ इमोशनल क्योशेंट (ईक्यू) पर ध्यान दिया गया है।

(ज) अन्तराल का समापन:- 2020 की शिक्षा नीति नीति शोध और शोध के अन्तर को समाप्त करेगी।

(झ) राष्ट्र निर्माण:- 2020 की नीति का उद्देश्य राष्ट्र निर्माण है।

(ट) शिक्षा में स्वतन्त्रता:- क्वालिटी एजुकेशन पर ज्यादा काम के बदले ज्यादा ऑटोनोंमी देगी।

(ठ) छात्र श्रम की महत्ता:- नई शिक्षा नीति से स्टूडेंट एजुकेशन और डिग्नटी ऑफ लेबर पर ध्यान देती है।

(ड) वर्चुअल लैब:- टैक्नोलॉजी आधारित ई. कंटेंट बनाए जाएंगे, वर्चुअल लैब बनेगी।

(ढ) विभिन्न विषयों का अध्ययन:- उच्च शिक्षा को स्ट्रीम से मुक्त करके मल्टीपल एग्जिट तथा मल्टीपल एंट्री और अकादमिक क्रेडिट बैंक के जरिये विभिन्न विषयों का अध्ययन कर सकेंगे।

(त) अध्ययन विराम:- विद्यार्थी जरूरत मुताबिक बीच में छोड़कर दोबारा पढ़ाई कर सकते हैं।



(थ) शिक्षक-गरिमा:— नई शिक्षा नीति शिक्षकों की गरिमा रखेगी।

(द) श्रेष्ठ नागरिक:— नीति से सम्भावना है कि वह श्रेष्ठ नागरिक बनावेगी।

(ध) वैश्विक मानव:— मानव से मानवता, जड़ों से जुड़ाव, अतीत से आधुनिकता की ओर जाकर विश्व मानव बनाना इस नीति से अनेक सम्भावनाएं बढ़ेंगी।

(प) विदेशों में कैम्पस:— नई शिक्षा नीति भारत के विश्वविद्यालय विदेशों में अपने कैम्पस खोल सकते हैं जिससे बढ़ोतरी की सम्भावनाएं बढ़ेंगी।

(फ) भारत में विदेशी विश्वविद्यालयों के कैम्पस:— विदेशी विश्वविद्यालय भारत में अपने कैम्पस खोलने से मिलकर कार्य करने से अनेक सम्भावनाएं जगेंगी।

(ब) आत्मा भारतीय बनाम शरीर वैश्विक:— नई शिक्षा नीति के अन्तर्गत ढांचा विश्वस्तरीय होगा मगर आत्मा हिन्दुस्तानी होगी जिससे विकास की समतुल्य सम्भावनाएं होंगी।

(भ) एक भारत-श्रेष्ठ भारत:— शिक्षा की सार्थकता भी तभी है जब छात्र का सर्वांगीण विकास हो। आत्मनिर्भर भारत के रास्ते नई शिक्षा नीति देगी।

(म) विदेशियों आओ:— स्टडी इन इंडिया और स्टे इन इंडिया द्वारा विदेशी छात्रों को अपने भारत में अध्ययन और शोध के लिए लुभाने में अनेक सम्भावनाएं होंगी।

(य) 21वीं सदी का आधार:— छात्र अपने पैशन के आधार पर शिक्षा लेंगे जिससे सम्भावनाएं हैं कि यह भारत का आधार बनेगा।

(र) प्राचीनता बनाम आधुनिकता:— क्रिटिकल थिंकिंग और इनोवेटिव थिंकिंग तभी सम्भव है जब छात्र आधार व पैशन पर शिक्षा पाएं जिससे सम्भावनाएं हैं कि वह प्राचीनता व आधुनिकता का पुल बन सकेगा।

(ल) समतामयी शिक्षा:— यह नीति सभी श्रेणी एवं वर्गों के विद्यार्थियों को समानतापूर्वक गुणवत्तापरक शिक्षा देने के रास्ते सम्भावनाएं तलाशती नजर आती हैं।

(व) विश्वव्यापी स्तर:— स्कूली शिक्षा ही विश्वव्यापी शिक्षा का आधार होगी।

(श) राष्ट्रीय शोध संस्थान:— अच्छा शोध-अच्छी उच्च शिक्षा के लिए राष्ट्रीय शोध संस्थान होगा जिससे अनेक सम्भावनाओं को पूरा किया जाएगा। प्रो. डॉ. दिनेश शर्मा, उप मुख्यमंत्री, उत्तर प्रदेश राष्ट्रीय समाचार पत्र दैनिक जागरण में 'शोध संस्कृति को बढ़ाने वाली शिक्षा नीति', नामक लेख के अन्तर्गत लिखते हैं कि अच्छे अध्यापक, अच्छा कंटेंट सभी छात्रों को मिल सकेगा।

## VI नई राष्ट्रीय शिक्षा नीति- 2020 के सन्दर्भ में चुनौतियां व कठिनाइयां

(क) भोजन वितरण चुनौती:— यू.एन. की संस्था यूनिसेफ द्वारा भोजन व्यवस्था को भारत ने अपनाया, कोरोनाकाल में ऑनलाइन शिक्षा प्रारंभ में बाल-पोषणाहार की चुनौती

(ख) संकाय दुविधा चुनौती:— "11-12 कक्षा में संकाय (कला-वाणिज्य-विज्ञान) की समाप्ति से विद्यार्थियों के संकाय से सम्बन्धी चुनौती"(2)

(ग) बी.एड. पाठ्यक्रम चुनौती:— संगीत व खेलकूद पर जोर से बी.ए. बी.एड. पाठ्यक्रम चार वर्षीय करने की चुनौती

(घ) एक आयोग अनेक समस्या भी चुनौती:— भारतीय उच्च शिक्षा आयोग आयेगा तो यू.जी.सी., ए.आई.सी.टी.ई. संस्थाएं समाप्त होंगी, एक अकेला आयोग उच्च शिक्षा पर नजर रख पायेगा-महत्वपूर्ण चुनौती

(च) शोध-शिक्षण विभाजन एक चुनौती:— शोध केन्द्रित और शिक्षण केन्द्रित विश्वविद्यालयों में विभाजन, वो भी ब्रिटेन की तर्ज पर, वो लोग बिना संविधान के, और हम विश्व के सबसे बड़े संविधान के मालिक, अन्तर्विरोध में चुनौती

(छ) चार प्रपत्र एक चुनौती:— स्नातक उपाधि के अन्तर्गत विद्यार्थी की मर्जी कि एक वर्ष बाद प्रमाण पत्र, दो वर्ष बाद डिप्लोमा, तीन वर्ष बाद उपाधि, चार वर्ष बाद शोध स्नातक उपाधि पाए, भारतीय विद्यार्थी तीन वर्ष को ही बेरोजगारी के सन्दर्भ में 300 वर्षों के रूप में देखता है और फिर मर्जी वर्ष-दर-वर्ष, भारतीय सामाजिक संरचना अवस्थाओं तथा शारीरिकता के अनुसार विवाह बन्धन के कारण चार वर्षीय उपाधि की बाध्यता रखें बिना पाठ्यक्रम पूरा करवाना भी एक चुनौती

(ज) स्नातक बनाम विद्यावाचस्पति एक चुनौती:— स्नातक के बाद सीधा विद्यावाचस्पति करना, यह ब्रिटेन का चाल चलन है, जहां डायना को अपने पुत्र के पिता का नाम भी मालूम नहीं, हम भारतीयों को उज्ज्वला शर्मा के अपने पुत्र रोहित शेखर शर्मा के पिता नारायण दत्त तिवारी का नाम याद है। जबकि यह सब समाज व संस्कृति की पराकाष्ठा का निम्नतम उदाहरण है, मगर है चुनौती

(झ) देश-विदेश वातावरण एक चुनौती:— हमारी स्कूली शिक्षा जीरो है जिससे 12वीं के छात्रों को स्नातक का पाठ्यक्रम समझ नहीं आता, जब भारतीय विदेश जाते हैं तो उन्हें एक साल के 'प्री-कोर्स' के अन्तर्गत भाषा व गणित उसी राष्ट्र के अनुरूप सिखाया जाता है। इस सन्दर्भ में भी स्नातक उपाधि एक चुनौती

(ट) दर्शननिष्ठा समाप्ति एक चुनौती:— नई शिक्षा नीति के अन्तर्गत दर्शननिष्ठा उपाधि की समाप्ति, विद्यावाचस्पति का छोटा भाई था उसकी समाप्ति की भी एक चुनौती है

**(ठ) केन्द्र बनाम राज्य एक चुनौती:**— केन्द्र बनाम राज्य का संकट भी एक चुनौती है उदाहरण:— राज्य तमिलनाडु ने केन्द्र के नवोदय विद्यालयों का विरोध यह कहकर किया कि हम पर हिन्दी थोपी जा रही है, जिसके कारण नवोदय वाली गुणवत्तामयी शिक्षा से राज्य के छात्र वंचित रह गए।

**(ड) अध्यापक शिक्षण एक चुनौती:**— शिक्षक-शिक्षा की गुणवत्ता आज तक क्यों नहीं बढ़ाई जबकि शिक्षण को ट्रेनिंग के बजाय एक अकादमिक विषय के रूप में स्थापित करने की बात कोठारी कमीशन ने कही थी, 1993 में एन.सी.ई.आर.टी. संस्था आई जो बी.एड. संकायों के नियमन ही पूरे करवाती रही, राष्ट्र-निर्माता प्रशिक्षित स्नातक बनते रहे जो श्यामपट्ट पर चार सीधी लाइनें तक नहीं लिख सके, यह है सबसे बड़ी व महत्वपूर्ण चुनौती

**(ढ) अभिभावक असंतुष्टि एक चुनौती:**— हर अभिभावक चाहता है कि शिक्षा भारतीयता के अनुरूप हो, प्राचीन ग्रन्थों का बोध कराए, व्यक्ति चरित्र निर्माण हो, समाज का कल्याण हो, ज्ञान के विकास की गंगा बहे उदाहरणतया: ऐसे कि शिक्षक-शिष्या, शिक्षिका-शिष्य दम्पति बने, नहीं!नहीं नहीं!!नहीं नहीं नहीं!!! शिक्षक हेतु विद्यार्थी शिक्षक के लिए औलाद स्वरूप भारतीय संस्कृति में हैं उदाहरण:—महाभारत में अर्जुन से विराट शासक ने अपनी पुत्री उत्तरा का विवाह करना चाहा तो अर्जुन ने उत्तरा को अपनी शिष्या रूपी बेटी कहते हुए उत्तरा की शादी अपने बेटे अभिमन्यु से करवाई, क्या है शिक्षा नीति-2020 इन चुनौतियों को स्वीकार करेगी—यह भी चुनौती

**(त)यन्त्ररूपी अध्यापक एक चुनौती:**— पूर्ण-रूपेण प्रशिक्षित-संतुष्ट, नियमित-अध्यापक, छात्र-अध्यापक अनुपात, अध्यापकों को अन्य प्रशासनिक कार्यों से स्वतन्त्रता, अधिकारियों की नजरों में शिक्षकों का सम्मान क्या यह नीति इतना कुछ कर पाएगी—यह है कि राष्ट्र निर्माता की उदासीनतामयी धृष्टि चुनौती

**(थ) विद्यार्थी शत्रु बनाम राष्ट्र विरोधी:** अध्यापकयीय शैली एक चुनौती:— कक्षीय विद्यार्थी को टयूशन पर पैसे की एवज में अभिभावकों को उत्तीर्णता की गारंटी देने वाला लालची-हरामखोर राष्ट्र विघटक प्राणी, कब स्वयं को एक विकसित व्यक्तित्व का धनी बना पाएगा, कब तक यह आदमखोर प्राणी स्वयं जंगित रहकर राष्ट्र-भविष्य के साथ खेलता रहेगा, क्या यह विश्वगुरु की पदवी की ओर बढ़ते भारत का अवरोधक ही बना रहेगा, नई शिक्षा नीति को इसे सुधारने की भी चुनौती है

**(द) अध्यापन साध्य बनाम अध्यापक साधन एक चुनौती:**— नई राष्ट्रीय शिक्षा नीति-2020 का सफल व सुलभ क्रियान्वयन प्रशासन व सरकार से ज्यादा आंख मीचकर उपस्थिति दर्ज करने वाले, स्वार्थों के आधार पर रोते-पीटते पाठ्यक्रम पूरा करने वाले, समय के अन्तर्गत धनराशि के एवज में मूल्यांकन करने वाले तथा अध्यापक-अध्यापन को गृहस्थ जीवन का साधन मानने वाले को क्या यह नई राष्ट्रीय शिक्षा नीति-2020 राष्ट्र निर्माता के पठन-पाठन को पृथ्वी आधारित जीवन को साध्य बना पाएगी—यह चुनौती सार्वभौमिक-सार्वकालिक-सार्वलौकिक है। सत्यम-शिवम-सुन्दरम।

## VII निष्कर्ष

गांधी सबकी जेब में है। प्रयोगकर्ता पर निर्भर है कि वह शराब-कवाब-शवाब या चरित्र का निर्माण-समाज का कल्याण-ज्ञान का विकास, इन दो पथों में से किसका राही बनता है। “वैसे देश में तीन प्रकार के गांधीवादी कार्यरत हैं:

**(क)** सरकारी गांधीवादी—पं. नेहरू।

**(ख)** मठाधीश गांधीवादी— विनोबा भावे

**(ग)** कुजात गांधीवादी— डॉ. राममनोहर लोहिया।“(3) अंग्रेजी में काम न होगा, फिर से देश गुलाम न होगा, डॉ. राम मनोहर लोहिया का सबसे प्रसिद्ध नारा था जिन्होंने हिंदी की वकालत की। ऐसी सोच, ऐसे निर्णय ही इस नई राष्ट्रीय शिक्षा नीति-2020 को लागू करने की नींव का आधार हो सकते हैं। लोहिया जैसे दृढ़ संकल्पी इरादों वाला व्यक्ति ही इस शिक्षा नीति का क्रियान्वयन उसी ढंग से कर सकता है जिस ढंग से यह बनाई गई है क्योंकि लोहिया ने हमेशा ही मन और पेट की लड़ाई का तथा काका कालेकर आयोग द्वारा पिछड़ी जातियों की हिस्सेदारी की वकालत का, अम्बेडकर संग नया दल बनाने की इच्छा रखने वाले डॉ. लोहिया ने अपना जन्मदिन कभी नहीं मनाया। उनका जन्मदिन 23 मार्च को आता है और उस दिन शहीदी दिवस होता है। इतना ही नहीं, डॉ. लोहिया ने एक तीर से दो निशाने का काम भी महिला सशक्तिकरण व जातिवादी जड़ों को काटने के लिए किया है। उदाहरण यूं हैं:— चुनाव 1962 का था, राजमाता विजयाराजे सिंधिया के मुकाबले में डॉ. लोहिया ने वाल्मीकि महिला सुखोरानी को चुनाव लड़वाया था। इस शिक्षा नीति के अन्तर्गत भी लोहिया की रणनीति काम कर सकती है। वरना यह शिक्षा नीति प्रथम व द्वितीय शिक्षा नीति की तरह एक शिक्षा नीति बनकर रह जाएगी। बैंकों में धन नहीं, असल धन विद्यालयों में है, सुनहरे भविष्य की मंजिल का रास्ता विद्यालय-महाविद्यालय-विश्वविद्यालय की शाश्वत-सापेक्षित विजय के बाद मिलता है, सच्चाई है। यह भी सच्चाई है कि मानव संसाधन विकास मंत्रालय का नाम शिक्षा मंत्रालय हो गया है। हम वैश्विक पंचायत की इज्जत करते हैं। शैक्षणिक, मनोविज्ञान और यूनेस्को की 2008 की रिपोर्ट के अनुसार

(i) मातृभाषा से संप्रेषण और संज्ञान सहज एवं शीघ्र होता है।

(ii) संस्कृति की अवधारणा शक्तिशाली बनती है। नई राष्ट्रीय शिक्षा नीति 2020 में ये दोनों तत्व शामिल हैं। प्राचीन भारतीय दर्शन में निहित ‘सर्व भूत हिते रत् और ‘सर्वे भवन्तु सुखिनः’, को गांधी जी ने जॉन रस्किन की पुस्तक ‘अन टू दिस लास्ट’ में पाया जिसे गांधी ने कहा—“सबकी भलाई में ही प्रत्येक की भलाई है।”

## सन्दर्भ ग्रन्थ

[1] सितम्बर प्रतियोगिता दर्पण।

[2] 7 अगस्त 2020, दैनिक जागरण।

[3] 12 अक्तूबर 2020, दैनिक जागरण।

# The Impact of Covid-19 on Education Sector: A Study with Reference to Madhya Pradesh (M.P. Region)

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## ABSTRACT

*In 2020, in the mid of February last year, we unknowingly got in touch with Corona Virus and since then our world has changed completely. The disease first showed its presence In Wuhan, China and within 2 months it travelled the whole world. It left no corner untouched and every business took a direct hit, every sector was compromised and hence education sector was also not left untouched. Shutting down schools, colleges, cancellation of exams have impacted 94% of our whole student population and to this date, the education sector has not seen a remarkable improvement as general promotions, lack of offline exams has only made it difficult to keep up the standard of education. While at one hand social distancing norms has made it difficult to carry on with the traditional learning and teaching, on the other hand the challenge of reopening the institution if there is relaxation in the covid-19 guidelines is also a very big challenge for the country. The Aim of this study is to explore the options, the problems and the challenges of education imparting during the pandemic and to understand the perception of teachers, parents and students to find out solutions so that another academic year is not completely overlooked yet again. The need of the hour is to find innovative solution to our educational constraints and to come up with effective strategies to make sure that we are ready to face the future with online learning.*

**Keywords:** e-learning, online learning, education standards, constraints, student psychology, strategies and perception.

## I INTRODUCTION

Covid-19 has impacted every sector of our life, there is no section of society which it has not impacted and with the second wave and third wave predictions, we have to start building our future taken into consideration that covid-19 will still be there. According to WHO, we will not be totally free from Corona virus before 2024 at the least. As we discussed that it had impacted every major sector of society, our education sector has also taken a direct hit. The government announced complete lockdown and effective guidelines were also given as it was the only logical solution to control the virus to an extent. This nationwide lockdown has impacted our younger minds especially who hail from rural areas. We have always relied on traditional education system and hence it has been very difficult for parents and students to cope up with online learning.

We can safely assume that institutions will not be opening soon, and hence it is vital for our students that we can achieve maximum productivity with our online learning. This study is aim towards finding out the perception and involvement of parents and students towards the concept of e-learning and to throw light on some of the problems faced by them so we can start looking for solutions to maintain our education standards.

## II LITERATURE REVIEW

**Subedi et al (2020)** in his study gave importance to the online tools which can help students learn better and emphasized that the different age group of students needs altogether different approaches to learn better and the universities should facilitate their students with customized learning tools. He also suggested that students' mindset plays a vital role in the process of learning as a fixed mindset will find it difficult to adapt the changes, new ways of learning and on the other hand flexibility in the thought process will render much more absorption of knowledge and effectiveness with which the learning tools can be applied.

**Petrie, 2020** paid more attention on the psychological distress with which the students went through as in just few days their world completely became online, the mental pressure to deal with the new ways of education and living in general caused reduced productivity. While the government and frontline workers did their job exceedingly well, the educational systems also made it sure that the imparting of the education should not be put on halt and thus there are still new ways yet to be explored so the students can continue performing well like they used to before the pandemic.

**Murgatroid, 2020** his study focused more on the cost at which the education is delivered, he emphasized that most of the developing countries have no access to internet and digitized gadgets and many students who belong to rural areas find it very difficult to cope up with online education as they have no such devices on which they can carry on their learning. On

the other hand there is also the concern of parents who can afford online learning for their children, the problem of increasing screen time, stress on eyes and mind are some of their main concerns. Lack of parental guidelines also poses a threat to young learners, hacking companies has more means to collect data and use it inappropriately.

According to a meta-analysis on e-learning (Cook 2009), he reported that online learning is not that different to conventional learning and is very similar in approach as well, to improve the e-learning experience, it is the duty and the responsibility of the educational institutes to comply with the guidelines and recommendations by government agencies, while keeping students encouraged and motivated to continue learning online during this tough pandemic times.

Vijaya Mary Pothula, 2021 in his recent study stated that there is not all bad news for the education sector as he stated that with this new approach of living and learning, students are becoming far more creative and innovative than ever, they are making most of the technology in front of them and are learning new skills as well. He acknowledged that without online learning, students would not have been this tech savvy and webinars, presentations, online exams, teleconferencing would have been not used till a decade later if it had not been the only way to learn and teach during the unpredictable pandemic.

Cathy Li 2021 in her writings talked about the effort of educational institutions, online coaching classes and tutorials has made in this current pandemic. She suggests that distance learning across the world was getting popular decade by decade and hence the institutions has the power to make online learning effective for students and many online tutorials

companies like Ding, Byjus have started providing free lessons to the students so that the standard of education is maintained and it is not lost with the ongoing challenge our world is facing.

### III OBJECTIVES AND METHODOLOGY

#### (a) Objectives of the Study:

- (i) The objective of this particular study is to find the problems and challenges faced due to ongoing pandemic in online learning.

- (b) **Research Methodology:** To collect more accurate data, primary method of data collection was adopted, since the schools, and other educational institutions are closed, we opted for online survey method to carry out our study and conclude the study in a more effective manner. Total 8 questions were asked which were directed towards parents and students and the questionnaire was based on attitudinal (agree, disagree and can't say) and nominal scale (yes, no, can't say) which was a closed ended questionnaire. The basic questions covered the demographic details of the participants (name, gender), their role in the survey was also asked (as a student, parent, guardian).

Convenience sampling technique was adopted for drawing sample. Sample size was of 100 participants and the data was collected from 108 respondents. In terms of statistical measures frequency count percentage was used to analyze the responses of all the questions and later graphical representation of data was done to highlight responses of the participants.



## IV DATA ANALYSIS AND INTERPRETATION

**Tabular Number 1 : Descriptive Statistics**

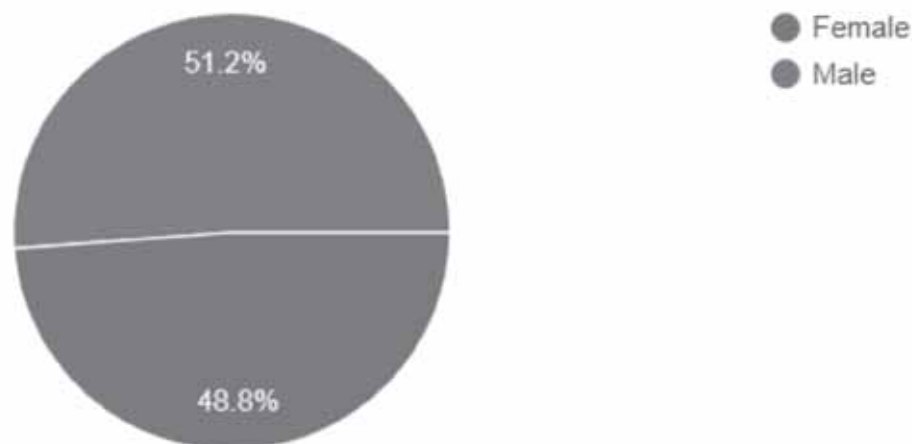
	N	Minimum	Maximum	Mean	Standard Deviation
<b>Gender</b>	108	1	2	<b>1.5238</b>	<b>0.707106781</b>
<b>Role</b>	108	1	3	<b>2.2035</b>	<b>1.414213562</b>
<b>Online Learning more effective than traditional learning</b>	108	1	3	<b>2.0285</b>	<b>1.414213562</b>
<b>Resources for learning online</b>	108	1	3	<b>2.6548</b>	<b>1.414213562</b>
<b>Increased screen time</b>	108	1	3	<b>2.3985</b>	<b>1.414213562</b>
<b>Time Saving</b>	108	1	3	<b>2.3999</b>	<b>1.414213562</b>
<b>Studying from Online Notes</b>	108	1	3	<b>2.6987</b>	<b>1.414213562</b>
<b>Online Education Structure</b>	108	1	3	<b>2.5647</b>	<b>1.414213562</b>
<b>Confidence in distance learning</b>	108	1	2	<b>1.5325</b>	<b>0.707106781</b>
<b>Option of online learning after pandemic is over</b>	108	1	2	<b>1.5589</b>	<b>0.707106781</b>

Statistical tools like Mean and Standard deviation was used to study the data. The average score (mean) came out to be 2. (2.1528 approx). Those who scored less than 2 were perceived that they have positive response for online learning and those who scored more than 2 were considered to have negative

response to the questions related to online learning. Mean was calculated 10 times and the nominal and Attitudinal scales were used in questionnaire. First 2 of the 10 questions are based on the demographic of the respondents.

## V RESULTS

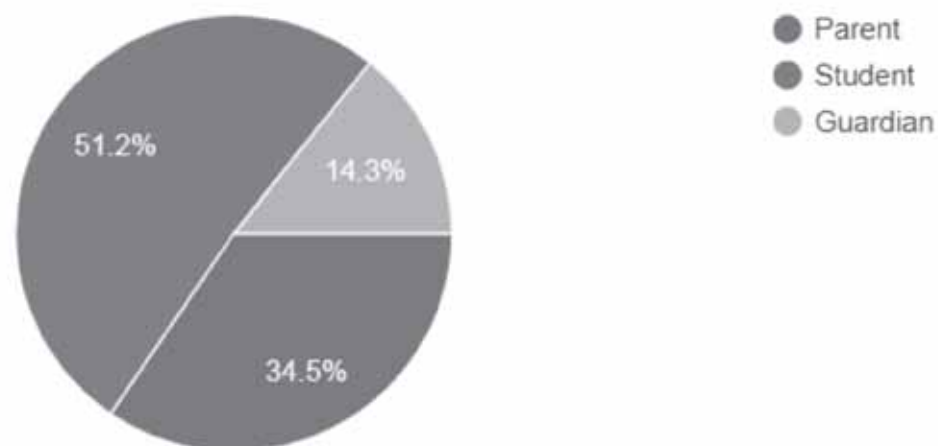
### (a) Gender :



Out of the 108 participants, 51.2% were male and the rest were female. We focused more on male participants as in most of the household the fathers'

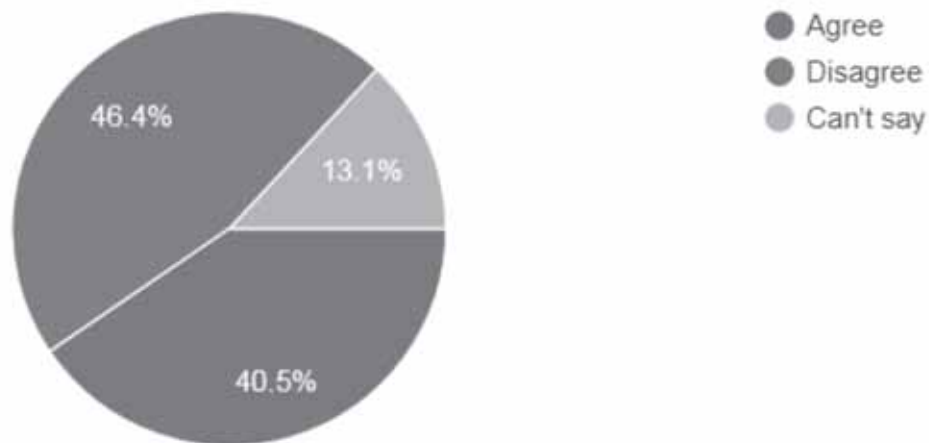
are more involved in the online learning and hence, there are more male participants than female.

### (b) Role :



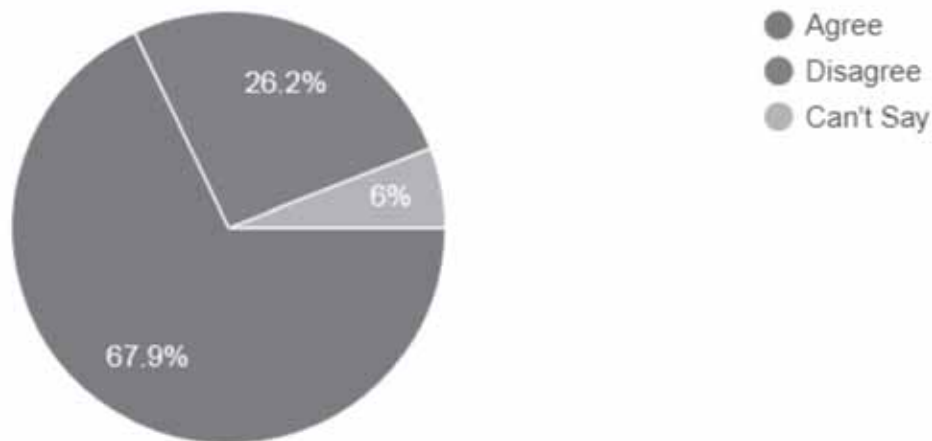
As depicted in the above graph, more than half of our participants were students (51.2%) as the study was based on effect on students' education, we focused more on students themselves. Other than students

34.5% of our participants were parents and rest 14.3% were guardians ( who oversaw the online learning process at home).

**(c) Do you think that online learning is as effective as conventional learning?**

From the graph above, we can conclude that online learning is still not completely effective as conventional learning and most of our respondents were still coming to the conclusion whether it is as

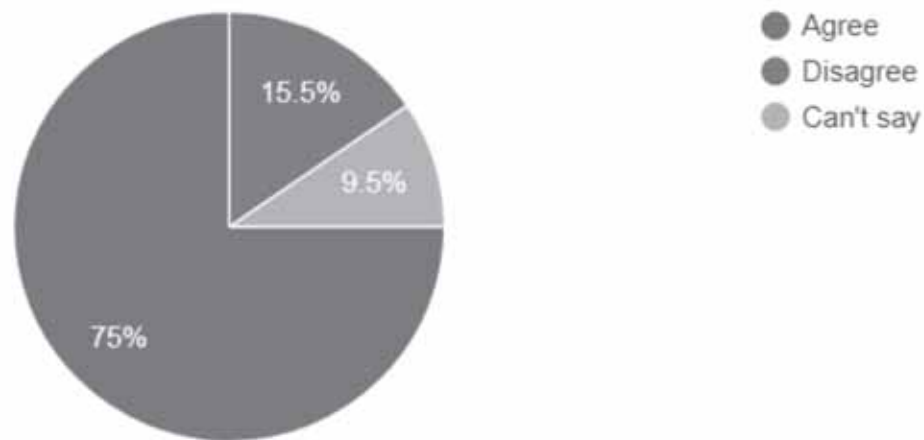
effective or not, as we saw 13.1% respondents did not answer directly and were not sure of their perception towards online learning.

**(d) Do you have enough resources, like internet connectivity, proper applications to attend and take advantage of online learning?**

The figure clearly depicts that internet connectivity; applications were enough for their children and themselves to take most of the advantage of online

learning. 67.9% of our respondents agreed to the very same fact.

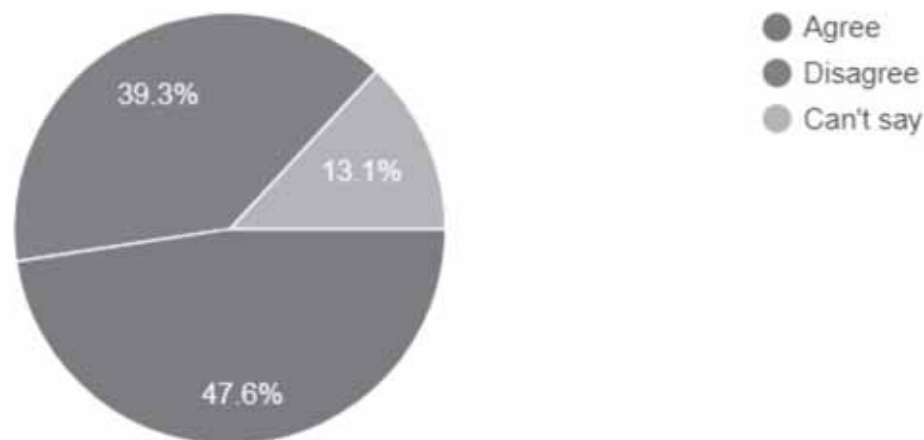
**(e) Do you agree that online learning has led to increased screen time of your child? (Question specifically for Parent/Guardian)**



The above figure explains the concern of the parents (75%) regarding the increase in screen time of their children due to online learning, the students are doing

their homework on devices, reading notes online which has led to exponential increase in their screen time.

**(f) Do you think online learning is time saving than conventional learning?**

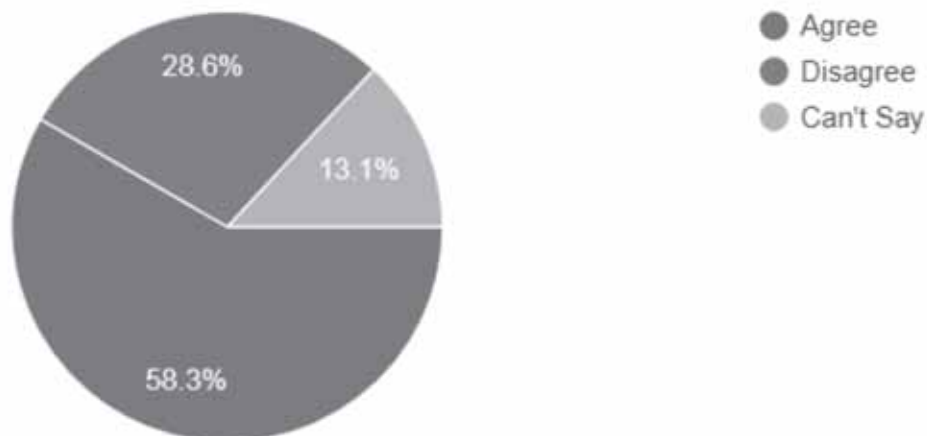


The above figure depicts that, many of the respondents (47.6%) agreed to the fact that online learning is very time effective as the children are at

home, there is no pickup and drop time involved, no lunches and the class time is flexible and less as compared to conventional classes as well.

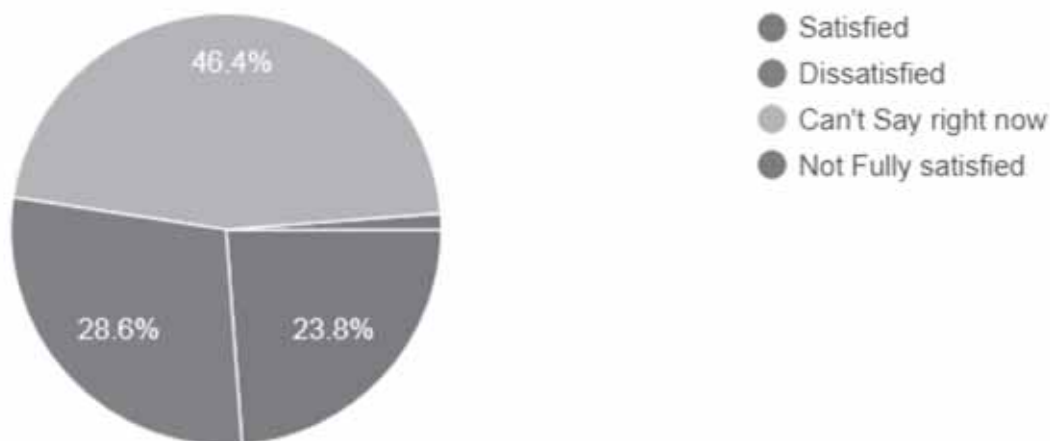


- (g) **Do you find it difficult in collecting or studying from notes, as study material is on your device?**  
(Question specifically for students)



The figure above depicts that students are finding it difficult to collect and study the notes online, as it is not in their habit and this question was directed towards students mainly and most of the respondents (58.3%) answered in against of studying from notes online.

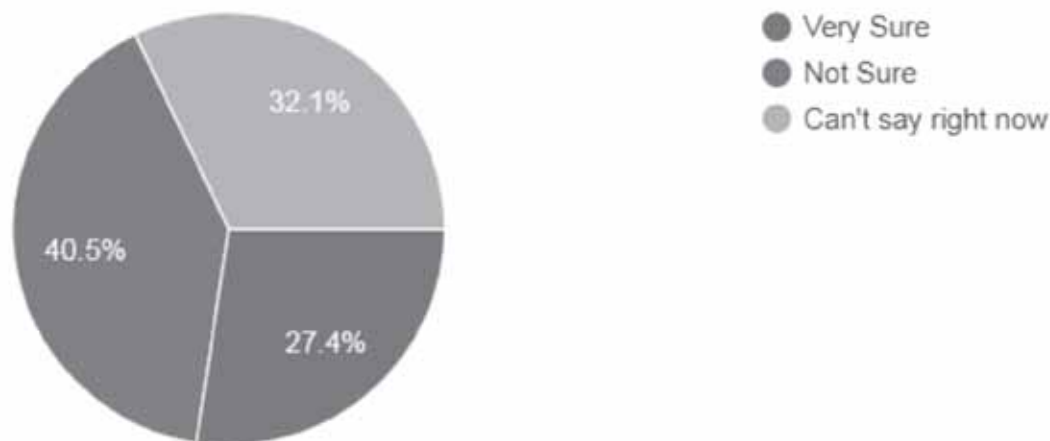
- (h) **How satisfied are you with the way learning is structured at your child's school right now?** (Specifically for parents)



This question was directed towards parents and from the above figure we can conclude that most of our respondents (46.4%) are still not convinced in favour

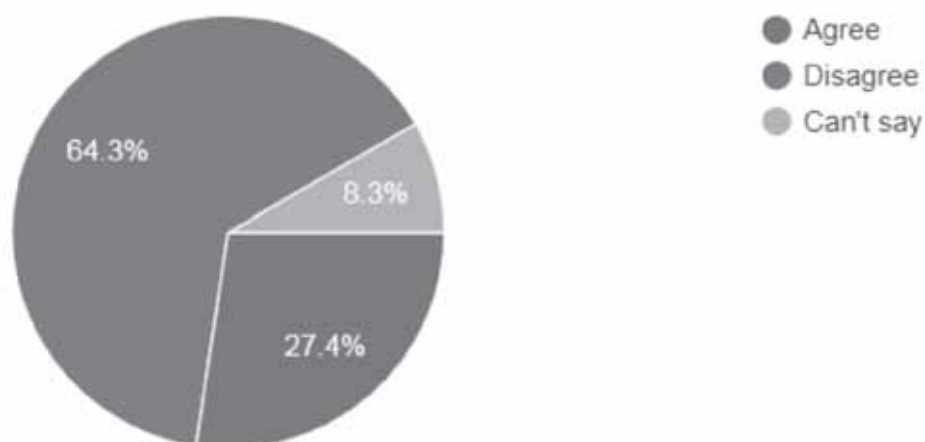
or against of online learning and there is a close competition in other categories as well.

- (i) **How confident are you in your ability to support your child's education during distance learning? (specifically for parents)**



The above graph depicts that most of the parents (40.5%) are still not very sure with the idea of online and distance learning and some of them (32.1%) are still weighing the pros and cons of online learning and have not come to a concrete conclusion yet.

- (j) **If you had the option, would you consider studying online, even after the pandemic is over?**



The figure clearly depicts that vast majority of our population (64.3%) will not prefer online learning once the pandemic is over and the education institutions are reopened. They will prefer conventional learning over online learning in the long term and considering that things will be normal very soon.

## VI CONCLUSION

As we discussed that it had impacted every major sector of society, our education sector has also taken a direct hit. We are facing major problems and are learning to cope up with the new ways of learning and keeping our education standard like it was before the pandemic. From the various responses in our survey, we can conclude that there are still a long way to go for us a society, as parents still feel that conventional learning is better and though we have come up with technology which is easy to use and time saving, students find it difficult to study from online notes and would like to continue normal schooling once the pandemic is under control. The parents are worried about the increased screen time and are not very satisfied with the way online learning is structured.

## VII RECOMMENDATIONS

- (a) There should be different ways of learning, so that students don't have to spend too much time on their phones to study from notes.
- (b) More practical approach should be adopted; the parents should be involved in projects as well.
- (c) Parental guidance should be increased so parents can keep an eye on their child and improve his/her learning behavior.
- (d) Morale should be boosted so that students are not taking any add-on pressure.

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## A Reflection of Gap between Theory and Practice in B.Ed. Program with Reference To NEP 2020

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### ABSTRACT

*Teacher Education is one of the important components of the Indian Education system. Thus the significant place held by a teacher in the whole process of education can never be overlooked. At present, B.Ed. is generally taken as a fall-back option for a career. Therefore, there seems to be a dire need to explore the various issues related to the curriculum of a two-year B.Ed. program. The descriptive survey method was used for collecting data. A sample of 50 B.Ed. teachers, 36 females, and 14 males were taken from 08 colleges of Bijnor (Uttar Pradesh) and 02 colleges of Pauri Garhwal district (Uttarakhand). Self-constructed questionnaire was used for collecting data. The analysis of the data revealed that curriculum should be redesign and restructured, the availability of infrastructure in teacher training colleges does not speak of something different to that of satisfaction related to curriculum, faculty in ten colleges was not according to the norms and regarding the Internship program, the majority of the teachers believed that the present system is vague, there are no specified points as to what activities are to be done.*

**Keywords:** Reflection, Gap, Theory, Practice and NEP-2020

### I INTRODUCTION

The role of teacher and teacher education are just indispensable when it comes to developing, tailoring, and moulding tender minds towards the right direction, nation-building, or enriching our culture. The substantial and the significant place held by a teacher in the whole process of education can never be overlooked. At present, B.Ed. is generally taken as a fall-back option for a career and a certificate to marriage for female candidates. However during last few years, teacher education has undergone many transformations in our country.

Despite many reforms the present system of making and training teachers in our country seems to suffer from inadequacies, corrupt traction and problems. The existing model allows various universities to have a variety of admission procedures. According to the Justice J. S. Verma Commission (2012) constituted by the Supreme Court, a majority of stand-alone TEIs - over 10,000 in number are not even attempting serious teacher education but are essentially selling degrees for a price( NEP 2020). There is a dearth of infrastructure, efficient teaching staff, and many more such issues, thus violating the norms given by NCTE. Therefore, it is not surprising that such training colleges are producing more than 80-85 % non-employable trained teachers every year. Dr. Paliwal studied the various issues related to two years integrated B.Ed. syllabus and suggested for the review and restructuring of the syllabus (Paliwal, 2016). Many researchers conducted in this area suggested that to ensure quality NCTE should be more strict (Himmat, 2017). Sangha 2017 found content and activities were overlapping which can be reduced by correlating them in proper sequence and ICT should have a more practical aspect. Nalawade et al.(2015) in their study found that the teacher training institutions are facing constraints in admission procedure, infrastructure, teacher recruitment, and conducting internship. As the impact of two-year

B.Ed., the teacher educators have become more stressed (Ravinder 2015). After reviewing these studies, there seems to be a dire need to redesign and restructure our teacher education program and eradicate the maladies of the present model which has become like an Augean stable.

Since 1960, the climacteric importance of professionally preparing the teachers has been recognized, but the reality remains a matter of grave concern to all of us. Even various commissions and committees have been drawing attention to this issue from time to time. Just to mention a few, the Kothari commission in 1964-66 focused on the need to bring teacher education to mainstream academic life. In the year 1983-85, Chattopadhyay Committee advocated for five years of secondary school teacher training after completion of the twelfth standard. In the same regard, the Yashpal Committee (1993) in its report 'learning Without Burden' focused on providing such training to the trainees who enables them in acquiring self-learning ability and independent thinking (National Council of Educational Research and Training (India), 2005). NCF 2005 emphasizes enabling the teacher to think independently. While meticulously analyzing the teacher education, it brings forth the actual status of teacher education where the knowledge is a repository of information that is 'given' and not form on individual experience and reflection (Bhar et al., 2021).

To achieve these recommendations to their fullest, and also to bring it in consonance with other professional programs National Education Policy 2020 envisions to transform present two-year B.Ed. program to Four-year integrated teacher training program along with other important recommendations like-

- (a) All stand-alone TEIs will be required to change into multidisciplinary institutions by 2030.
- (b) The ITEP will offer a degree in dual mode: in Education and as well as a specialized subject.



- (c) Setting up a national testing agency for maintaining uniformity in the entrance process of Teacher Education.
- (d) The HEIs offering the four-year integrated B.Ed. program also runs two year and one-year B.Ed. program for those having graduation and post-graduation degrees respectively.
- (e) All fresh Ph.D. entrants will be required to take credit-based courses in teaching irrespective of their discipline.

To achieve these, the policy envisions a “Life Cycle Approach” towards teacher education, from entry-level of the teacher to the pre-service training to recruitment, service conditions, deployment, professional development, and career management. The teacher education will include grounding in sociology, history, science, psychology, early childhood care and education, foundational literacy and numeracy, knowledge of India and its values/ethos/art/traditions, and more (NEP 2020).

The above-mentioned reviews indicate that prime importance should be given to teacher education programs. More thorough researches need to be conducted in this regard. There seems to be a need for more homework and contemplation to be done to achieve the objectives intended by our present education policy.

## II OBJECTIVES AND METHODOLOGY

- (a) **Research Question-** With the above background, the present study was conducted with the following research questions:

- (i) What are the various issues related to the curriculum?
- (ii) Are the TEIs having infrastructure according to NCTE norms?
- (iii) Are the TEIs having Faculty according to NCTE norms?
- (iv) Is the intent behind the internship achieved successfully?
- (v) Is faculty ICT efficient?

### (b) Objectives

- (i) To explore the various issues related to the curriculum of a two-year B.Ed.
- (ii) To explore the status of infrastructure as per NCTE norms in TEIs.
- (iii) To explore the status of Faculty as per NCTE norms in TEIs.
- (iv) To find out the success of the internship program in B.Ed.
- (v) To find out the ICT awareness and efficiency of B.Ed. Teachers.

- (c) **Research Methodology** - The descriptive survey method was used for collecting data on five parameters- 1) Curriculum, 2) Infrastructure, 3) faculty, 4) Internship program and 5) ICT efficiency through interview. A sample of 50 B.Ed. teachers, 36 females, and 14 males were taken from 08 colleges of Bijnor (Uttar Pradesh) and 02 colleges of Pauri Garhwal district (Uttarakhand). The tool was self-constructed questionnaire comprising 25 questions. The tool was sent to three teacher educators for content validity.

## III FINDINGS AND INTERPRETATION

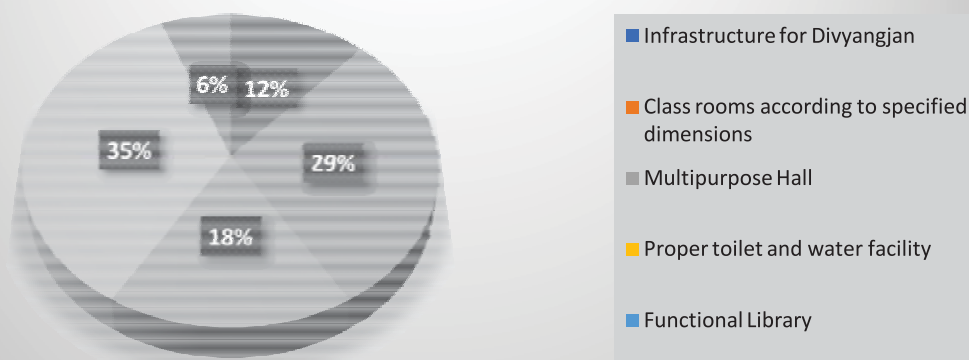
Table 1  
Satisfaction Related to Curriculum

Questions related to Curriculum	Percentage of the teacher's
Curriculum should be revised	88%
Repetition of Content	76%
Lack of practical approach	82%
Not related to societal needs	90%
Not leading to higher order thinking	94%

When interviewed about the satisfaction related to the curriculum which the teachers are dealing with, 88% opined that it should be revised thoroughly, 76% found that the content is being repeated in one or the other way either in the first year or in the second

year. When asked about the practical approach in the curriculum, 82% denied for the same in two-year B.Ed. curriculum. 90% and 94% of the teachers said that it is not related to society and not leading to higher-order thinking respectively.

**Fig.1: Infrastructure availability in various training colleges**



The availability of infrastructure in teacher training colleges does not speak of something different to that of satisfaction related to curriculum. Of the 10 colleges considered for the study, there were hardly any reaching the norms given by NCTE. Some had the physical structure of the classes but not meeting the dimensions specified (only 29% have classrooms according to specific dimensions), multipurpose hall for namesake (only 18% have multipurpose hall), no proper toilet facility for girls and boys. The

infrastructure required for Divyangjan (only 12% have infrastructure for Divyangjan) was also not found in many colleges. The conditions were the same in the case of laboratories and activity rooms. Water points were there in all colleges, but not up to the mark. Libraries had insufficient books, therefore, students were issued the books for lesser time and there was no proper arrangement for the reading room in most of the training colleges (Only 6% have functional Library).

**Table 2**  
**Percentage related to Status of Faculty in Training Colleges**

Status of Faculty	Percentage
Number of faculty according to norms	20%
Salary to the faculties as per UGC norms	24%
Appropriate Teacher taught ratio	30%
Professional satisfaction	12%

Faculty in ten colleges was not according to the norms. Firstly, the criterion for the number of faculty in per unit of B.Ed. was seen violating in many colleges (only 20% have faculty according to norms). Secondly, the faculty was not paid a salary according

to University Grants Commission (24% given salary as per UGC norms). A low teacher-taught ratio (only 30 %) was observed. Most of the faculty seemed to be professionally dissatisfied (only 12% are professionally satisfied).

**Table 3**  
**Satisfaction related to Internship Program**

Satisfaction related to Internship Program	Percentage of teacher's
Activities are not clearly specified in Internship program	93%
Permanent school teachers don't allow for their teaching observation	80%
School staff needs to be well oriented before orientation program	72%
No. attendance monitoring	78%
Lack of proper liaisoning between training college and school	85%
Confusion regarding Lesson Plan	90%
Dearth of classes for commerce and home science	70%

Regarding the Internship program, the majority of the teachers believed that the present system is vague; there are no specified points as to what activities are to be done (93%). The permanent teachers of the schools where the intern is completing his internship don't allow the teacher trainees to observe their classes (80%). School principals and staff need to be oriented before the internship (72%). There is no attendance monitoring (78%). Lack of proper

liaisoning between school and teacher training college as to what activities are to be practiced is observed (85%). So far the practice teaching in various pedagogies are concerned, there is a dearth of classes for commerce and home science (70%). A symbiotic relationship needs to be understood both by school and college. Teachers also seemed to be confused regarding lesson planning (90%).

**Table 4**  
**ICT Efficiency**

<b>ICT Efficiency</b>	<b>Percentage of teacher's</b>
Comfortably using smart phones	94%
Familiarity with virtual platforms like Zoom, Google meet etc	30%
Efficiently using virtual platforms for teaching learning	10%
Using what's app for teaching learning purpose	96%

Teachers although were comfortable using smartphones for their basic requirements (94%), but there were very few who were comfortable with using ICT in the teaching-learning process. Since times are changing, there has been a turning point in education because of the pandemic. Teachers were not very conversant with various learning management systems (LMS). The majority have been taking classes using WhatsApp during the past year. Only around 30% were familiar with platforms like google meet, zoom, google classroom, etc. 10% were efficiently using these platforms for the teaching-learning process.

New knowledge and learning experiences need to be incorporated into the present curriculum. The two-year B.Ed. program offers EPC papers, the trainee should be given the freedom to choose among them based on her/his interest domain. Practical activities should be more specific and clearer in the syllabus. Proper provisions should be made regarding the recruitment of faculty should be strictly monitored regularly to curb the exploitation of the teachers. Teachers should be given ample opportunity and facility from their organization for their professional growth. Libraries should be well maintained with a sufficient number of books catering to the needs of all the students enrolled in the institute. Blended learning seems to be the need of the hour. Therefore, teachers need to be made more aware and develop a positive approach towards the use of technology in the teaching-learning process. The Digital learning ability of the learner seems superior to teachers. So, continuous and updated digital training, the latest knowledge of digital learning tools, and their management are important for the teachers.

## IV CONCLUSION

Teacher Education is one of the important components of the Indian Education system. To address the 21st-century generation alpha, the digital natives; the teachers, content, methodology, and structure of teacher training programs need to be restructured. The focus of education should be changed from delivering recycled knowledge bundles to learner-centred education.

Science has proved that the right brain of the child develops in the early years of childhood from 3 to 4 years and the left brain develops a bit later in the age group 6 to seven years. NEP 2020 also advocates for whole-brain stimulation. It talks about developing foundational skills like numeracy and language literacy along with cognitive functions like developing imagination, creativity, critical thinking, etc. For this, the curriculum should incorporate methods like technology-enabled design learning collaborative learning, inquiry-based and discovery learning, experiential learning, and observation. But for this, the teacher must be well-tailored. If the teacher is positive about such activities then only he will put these into practice. These are not new things, they were always there in theory but what is important at this juncture is, all this needs to be put into practice seriously. The following points may be pondered over-

- A uniform pattern should be followed; four-year ITEP should replace two-year programs. A one-year program should not be brought into practice. The one-year program may dilute the motive of Integrated B.Ed. program.
- The curriculum should be related to the real world of the student. It should have a practical component along with theory. It should be meant to involve various community programs and extension activities and also leading to a healthy collaborative and symbiotic relationship between school and teacher training college. The content

- should be culture soiled, full of values and nationalism.
- (c) The various activities to be performed in the course should have uniformity throughout the country, irrespective of states and centres.
  - (d) The teacher educator should be professionally skilled. It includes skills like- soft skills, technology efficiency, information retrieving and management skill, collaboration, creativity, and critical and empathetic. The teacher's aim should be to develop automated learners.
  - (e) A different model of teacher can be thought over. Right now, we have good around fourteen-fifteen pre-service training courses for teacher education. Why can we not have a single model in a four-year integrated B.Ed. with well-thought provisions regarding multiple entries and exit points catering to the certificate needs of the students and their utility in the society for earning their livelihood.

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# A Study on Financial Frauds Committed by Perpetrators under the Privileges to NGO's in India

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## ABSTRACT

*The purpose of this study is to identify and analyse the privileges available to the various types of Non-Government Organisation in India and the flaws present in the statutory regulations that are exploited by fraudsters. This study aims at evaluating the Internal Control Policy in organisations that prevent a possibility of fraud and the success of the Fraud Response Team. The study thereafter reflects the effects of training of staff members in controlling the occurrences of frauds. The methodical approach used in this study is conducted by observation and document review. The findings of this study majorly reported the following anomalies in the working of the organisations. Sourcing of NGO's money for personal use. Collusion with suppliers to inflate prices for procurements. Payments to ghost employees or beneficiaries that exist only in books. Kickbacks received by NGO Staff by suppliers or beneficiaries. Money received in personal account by issuing false receipts. Single project being funded by multiple donors (Double Dipping). Personal use of NGO's assets.*

**Keywords :-** NGO, Frauds, beneficiaries etc

## I INTRODUCTION

A Fraud is a compulsive and illicit action by a perpetrator to fabricate a transaction that appears legal when it actually is not, causing loss to a person or organisation while a financial gain to oneself. A fraud in Non Govt Organisations have primarily found to have been carried out by the owners or staff who were siphoning funds for a long time, undetected. As per the study by the Asian Centre for Human Research (ACHR), the Central and State Governments have together provided grants of over Rs 6500 Crore to NGO's during 2002-2009. The alarming part of this study is that 97 % NGO's had never furnished any "Utilisation Certificates" hence there were no proof of whether this sum of money had reached its intended purpose.

Several NGO's which were blacklisted were able to resort to an easy process of name change to continue receiving further grants while no follow-ups were done by any government officials for irregularities detected. There has been next to no accountability of where the money had been spent or whether the grant met its intended beneficiary. It was further observed that although the guidelines laid down for the functioning of NGO's were carefully drafted to avoid any fund misappropriations, the implementation process at the grass root level was corrupted.

- (a) Approximately 20 % of the funds of the grant were to be bribed by beneficiary in order to get funds processed by officials.
- (b) No Accountability on the part of any officials for the non-availability of UC's.
- (c) No transparency in selection of NGOs for grants.

## II LEGAL FRAMEWORK

The Civil Society Organisations better known as a Non-Government Organisation in India can be registered under the Indian Statute, primarily in 3 ways.

- (a) **Registered Society,**
- (b) **A Trust, or**
- (c) **A Section 8 Company**

- **Registered Society** - Under the Societies Registration Act 1860, a central level enactment, allows the State Level authorities for registering the non-profit organisation. 7 persons subscribing to a memorandum can constitute and register a society. The MoA should mention the name, addresses and occupations of the members who have aggregated to form the entity.
- **Trust** - The trust, whether public or private, can be formed for charitable purposes. An NGO may be formed by registering under the Public Charitable Trust Act. Many states in India have state level acts also. The major difference between a Private and Public Trust is that the former is not eligible for myriad of privileges and tax benefits as latter.
- **Section 8 Company** - The Companies Act 2013 grants a legal set up to associations that promote cultural and charitable objectives such as science, religion, art and commerce etc. The Central Government licenses its operations as a company. The companies on which the provisions of section 135 of the Companies Act 2013 are applicable must contribute 2% of their average profits into "Corporate Social Responsibility Activities". While all companies draft their own policies for making the expenditures, there is always an inherent risk that the contribution made to

NGO/Trust could be a scheme to siphon the funds of the concern.

### III METHOD

Without understanding the stimulus for fraudsters, it may be impossible to prevent it. Psychology being a complex form of science, suggests the following as stand alone or combination of motivators for a possible reason for fraud.

- (a) **Existence of Opportunity** - The absence of an effective internal control is the primary trigger for a perpetrator to sense an opportunity. These include:
  - (i) The continuous flow of money in the NGO's
  - (ii) Low risk of getting caught
  - (iii) Confidence of nil consequences even after being caught,
  - (iv) Being protected by powerful persons inside or outside of NGO.
- (b) **Needs of the Fraudster**-The stress of having a comfortable lifestyle and a standard of living can put pressure on a perpetrator to resort to crimes. They are often convinced that they must also receive money as much as the NGO's beneficiaries do.
- (c) **Habitual Perpetrator** - The scams that generally begin with a small amount may culminate into habitual stealing to maintain a given lifestyle. Since mostly, the sham NGO's have the entire staff tied in, everyone tends to receive a major reward in return for their silence.
- (d) **The De-motivated Employee** - A disgruntled employee who doesn't share the organisation's vision or doesn't feel appreciated or valued is also likely to commit fraud. The NGO's are custodian for sourcing money to the needy and the poor. This often is without an oversight or clear goals. The temptation of the available funds by owners or staff may lead to the misuse of funds.

### IV OBSERVATIONS

Based on the acts and omissions that have been observed under this study, the following is a non-exhaustive list of prominent frauds in India.

- (a) **Laundering of Scam money (2013)** - Fraudulent transactions were shown as foreign donations. The NGO in its legal connotation worked for the upliftment of the orphans and underprivileged children. The Dark Net (restricted internet access) is an easy medium to purchase the hacked credit card details. The details were used to transfer money from foreign banks to the NGO's account. The scam was observed by the Cyber Cell when one of the payments was put on hold at the payment gateway. The foreign funding was found to be a means of money laundering. It was later

observed that the network of the NGO was widespread. The accomplices were found to make transactions on the go so that their location becomes difficult to trace. It was also observed that the NGO made fake hotel bookings in the card owner's names in other countries and shared the money with such hotels.

- (b) **NGO's collecting money based on doctored medical reports (2015)** - Since the connect of the masses with an affordable internet, NGO's in India have been funded heavily in the past decade for child welfare, hospitalisation, treatments and wellness by many foreign corporations and individuals. It was observed in 2015 that in majority cases, a fake (photo shopped) medical report along with emotionally appealing photos from the internet were sufficient to draw funding from unsuspecting foreign individuals. The racket had been running so professionally that even medical professionals couldn't differentiate the original reports from the morphed. Donations were being collected as appeals based on pictures of cancer patients. It was found by the GRP Police team that the members were found carrying official identity cards, 13 receipt payment books and a seal of the NGO to prove the ingenuity of the organisation.
- (c) **Non-Accounting of expenditures against grants from the Government (2010)**- The C&AG detected and pointed out that the ministry had been giving grants to several NGO's for tree plantations valuing about Rs 600 Crores, some for more than 20 years but no accounts were maintained. On a span of 10 years, an estimated 5000 Utilisation Certificates grossing over Rs 400 Crores were pending for adjustments. The lack of internal control by the ministry and its financial advisors led to such huge accumulations of pending certificates of expenditure. Also, it was observed that some officials of the department had opened NGO's in the name of their family members and relatives to enjoy the benefits of the grants. Hence, the involvement of the department officials couldn't be ruled out.
- (d) **CSR Activity Scams (2019)** - Accused was found to have forged the documents of a company and approached several NGO's and charitable trusts across the country to provide CSR funding of over Rs 100 Crore claiming to be an employee of the company. The scam came to light when the organisation's CS received a call from a charitable trust claiming the CSR funds. Upon scrutiny it was found that the fake email received by the trust was bearing the signature of the CS while on the official letterhead. The scamster convinced the NGO's and trusts to transfer the processing fees of Rs 7.5 Lakhs to his account in lieu of transferring the funds. They were also contacted by other accomplice claiming to be from the company

assuring timely payment of CSR funding. All accused were booked under several sections of IT Act and IPC.

- (e) **Top Officials spending NGO Funds for personal expenses (2014)** - Based on a whistleblower's letter regarding potential fraudulent activity in the NGO, a forensic accountant was appointed to verify the allegations. Based on the review of documents and records provided by the organisation, it was found that the President of the organisation had been spending the funds of the NGO on his personal meals, vacations and entertainment. On a closer scrutiny of his personal accounts, it was further observed that the said person was also receiving salary from another NGO for an unexplained service. The approved contracts in his tenure were further observed to have been awarded to friends and associates at inflated prices.
- (f) **NGOs using credit card details for Fraud (2017)** - A registered NGO was found to be involved in the purchase of stolen credit card data used the same for the making donation to their own trust. The credit card holders were based in different countries. The trustees were arrested for theft of credit card data where cops say that the accused used data to transfer funds to trust account through e-commerce gateway while the scam came to light when bank contacted the donors for service charges.
- (g) **Embezzlement of money between multiple NGO's (2016)** - It was observed by forensic accountants that a group of multiple NGO's run by members of the same family had passed on funds between their NGO's to show an active status in books while the money was actually employed in their business venture in rotation.
- (h) **Siphoning of Govt Funds for Development Project (2017)** - The Government Funds approximating Rs 300 Crores were earmarked for the Urban Development Project. The NGO fraudulently withdrew government funds that remained unnoticed at the administrative level but were detected when a cheque of Rs 10.26 Crore was dishonoured. It was revealed that both board members of the NGO and Bank officials were involved in the scam. On probing the matter, it was found that the scam had been continuing for over 3 years. The NGO primarily ensured with the help of bank officials that the said government bank account had the minimum required balance to avoid alerting the officials if a cheque gets dishonoured. Then, the cheque leaves were procured fraudulently and the signature of the District Magistrate was forged for withdrawal.

- (i) **The Scam of Bank Interests (2017)** - The fraud is about alleged transfer of government funds to the NGO's account where the latter earned high interest rates while keeping the principal amount intact. It was revealed that the fraud had been continuing from 2007. Upon the death of the NGO Founder, the scam came to light. The organisation had close allegiance with bank officials and treasury officials to secretly divert money to their bank accounts. Account numbers were written on the reverse side of the cheque. The fraudsters also generated fake E-statements and sent it regularly to government officials for their record keeping. The officials never noticed that all statements lacked a Bank seal. Further, the NGO also offered loans to people at very high interest rates. Fake passbooks were seized and it was observed that the organisation escaped Government audits during 2007-14.

## V ANALYSIS

A deeper understanding exposes the perception of multiple stakeholders and confirms that there is "accountability gap" in the following areas:

- (a) Overlapping of roles between the board and the executive staff
- (b) Lack of beneficiary participation in decision making
- (c) Non-involvement of beneficiary in performance appraisal of board members and chief functionaries
- (d) Lack of participation of beneficiaries in the project planning process
- (e) No complaints management system in the NGOs
- (f) Lack of proper human resource management processes and systems (such as proper induction, staff performance appraisal, formal supervisory structure and staff welfare)
- (g) Weak financial control systems.

## VI CONCLUSION

The recent findings by RTI revelations suggest multiple irregularities in the Government's funding to NGO's and other charitable institutions to the tune of hundreds of crores while hinting at the opaque selection process and the grantees lacking transparency. In the recent past, crores of rupees of the taxpayer's money was being siphoned off in the name of donations to NGO's by several government bodies and ministries. It is claimed that the selection was based on merits while the process could not be verified.

The NGO's have claimed that they had to shell out between 15-20% of their fundings as bribes to get their applications approved. At a conservative estimate of 15% between 2002-2009, atleast a 1000 Crore had been spent on bribes to different layers of officials for project approvals. Over 7000 Utilisation



Certificates equalling Rs 600 Crores were pending from grantees under the scheme of grants-in-aid covering over 15 years. Further, several ministries had granted over Rs 100 Crores to organisations without any audits. Additionally, grants given to NGO's are not subjected to C&AG Audits and it took 20 years to recognise this short coming.

Hence, it is imperative in any organisation to create a culture of mutual trust where a possibility of fraud is least likely to occur. Reducing the risk of any misappropriation of assets for the personal use of owner or staff is of high importance.

**(a) The process of data collection and the protocol followed are explained** - One of the senior trustees or board members or the chief functionary of the NGO was interviewed. Interviews were conducted with the senior managerial staff, who volunteered to participate in the study. Simultaneously, documents such as annual reports and internal communication materials were reviewed to understand the history and nature of the organization. The transcripts were sent to the research participants who sought for review and correction. After confirmation from the participants, qualitative data analysis was done through thematic analysis technique. Stakeholders who fulfilled the criteria were selected using purposive sampling. Only willing participants were selected for the study.

(i) In-depth interviews conducted with ten stakeholders

(ii) Based on the qualitative data from the in-depth interviews with the stakeholders, analysis was done.

**(b) Inclusion of integrity in the Company's Value Statement in Letter and Spirit**- Inclusion of 'honesty' and 'integrity' in your organisational values, and the importance it holds for the futuristic vision. Build a strong anti-fraud culture where corruption cannot thrive.

**(c) Training of staff** - The Employees background check should be one of the key bases of selection. Staff should be trained frequently through case studies and examples to avoid any misappropriations of fund. Deter fraud by giving clear guidance about what behaviour is expected from employees and enforcing form consequences for misconduct.

**(d) Whistle Blower Mechanism** - The culture of the NGO should promote absolute anonymity of whistle blowers and they should be able to reach out to the senior management in urgent

situations. Ensure that the management is effectively accessible and that the complaints are dealt with in time framed manner.

**(e) Maker-Checker System** - The NGO should aim at frequent rotation of staff and check any possible duplication of roles for the same employee that may lead to a possible chance of fraud.

**(f) Implement Zero Tolerance Policy** - The NGO should lay out policies that a proven misconduct on the part of any employee will lead to immediate termination.

**(g) Prevent, Detect and Respond to Fraud Immediately** - Prevent fraud before it happens. Gain insight from research with convicted fraudsters as well as assessing the fraud risk in NGO's programmes, and developing strict control measures. A fraud response team should be set up which can take firm and fair actions.

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## A Concise Review on Lean Management in Higher Education

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### ABSTRACT

*The motive of this review paper is to correlate the accumulated body of research on Lean in higher education, draw interpretations to help guide successful Lean implementations and bring forward future research directions to set up a rich base of knowledge that enlighten both practice and research. [10] Methodology used is Review of Literature for Lean in higher education. Conceptual framework for Lean Management has been developed. Findings showed that Lean has quantifiable value when used to enhance administrative and academic operations in higher education. Dedication is required on the part of University's top management to prosper the culture of Lean and adjust to the rapidly changing environment of higher education. There was an enhanced workflow, decrease in waste and undesired motion. Conclusion was that the Lean implementation will be impactful and effective if it will involve long term strategic planning, dedicated executive management, organizational learning covering all the levels and cultural changes in the workplace. There was a notable reduction in waste, waiting time, and optimal and ideal utilization of human resources was observed.*

**Keywords:-** Lean Management, Continuous improvement, Leadership, Quality, Efficiency, Lean, Lean higher education, higher education, Higher education institutes (HEIs), lean manufacturing, Lean thinking, service sector, education, implementation, work flow, process improvement.

### I INTRODUCTION

Lean is a collection and deposition of propositions and enactments evolved over various decades by the Toyota Motor Company to set up operational excellence as a strategic cornerstone. [10] Lean Management is a term which was emerged by Krafcik (1988) and was afterwards entitled "lean" in 1990s (Womack *et al.*, 1990). [14] The "Toyota Way" (Liker, 2004), highlighted continuous improvement and admiration for employees as a key to judicious business ideologies to strengthen product standard. [10] Toyota broadened Lean thinking to all the facets of its business, including product evolution, supply chain logistics, finance and customer assistance. Over the past decades, Lean propositions and enactments have been consolidated worldwide in public and private sector organizations. Lean Higher Education (LHE) (Balzer, 2010) has empowered post-secondary institutions to look for similar enhancements in reaction to the stipulation of the higher education marketplace: magnificent the presumptions of students, faculty and other components; minimizing expenses in an age of arising costs and diminishing financial resources; fulfilling demands for publicans' verability in terms of capability and efficacy; and, most primarily, strategically strengthening all available institutional assets to perform the educational, scholarship and excel missions of higher education. [10]

While it is recognized that the implementation of Lean Management principles can lead to considerable improvements and advantages, including decreased costs, improved effectiveness, preferable product flows, waste denunciation and improved consumer and employee's gratification, it is also acknowledged that many endeavors were malfunctioned to

accomplish the possible advantages, with many of the initiatives falling away. [14]

Lean emphasizes on maintaining, sustaining and balancing processes so that criticizing issues can be recognized and the workforce constructed re-proving thinking skills to settle those issues and enhancing workflow. In the last two decades, lean practices have been implemented beneficially in manufacturing (Alsmadi *et al.*, 2012). Application of Lean Management in the manufacturing sector has been very victorious and effective. Service industries have recently obtained much significance. Such service industries progressively follow lean methodologies and tools to enhance their achievement in providing outstanding services. Lean thinking needs an understanding of the concept of constantly recognizing methods to decrease waste through the application and execution of lean customer gratification instruments and methodologies. [13]

Higher Education Institutions (HEI) play a major role in society and economy. There has been a considerable shift in the Higher Education (HE) environment that have brought both challenges and advantages (Lu *et al.*, 2017) such as a reduction of budgets combined with increasing and varying numbers of student enrolments (Welch, 2017). Within the Higher Education Sectors, there is an increased struggling amongst Higher education institutes for financing of both operations and research budgets (Quinn *et al.*, 2009, Mitchell *et al.*, 2015).

Further, there is a necessity for Higher Education Institutes (HEIs) to do more with less and do superlative utilization of resources—advancement of new teaching and learning strategies so as to increase

the value proposition to students and acuminate their customer focus.

The Utilization of lean management concept is pendant and excellent in many organizations allover the world. It is also used to constantlyupgrade

subsisting production procedures andto turn down the problems ofadministrative procedures. Woefully, in highereducation institutes, the understanding regarding Lean management as a highly productive methodis low.[15]



**Fig 1. Lean house in higher education**  
(Source: Altered from Hofer, 2016, p.197)[15]

(a) **The Lean Principles-** Womack James and JonesDaniel(1997), p. 15, suggested five basic principles of Lean:

- (i) Cosumer and value inclination,
- (ii) Throughout value stream thinking,

- (iii) Solicitation of Flow principle,
- (iv) Prosecution of the Pull proposition,
- (v) Continuous chasing of excellence.[15]

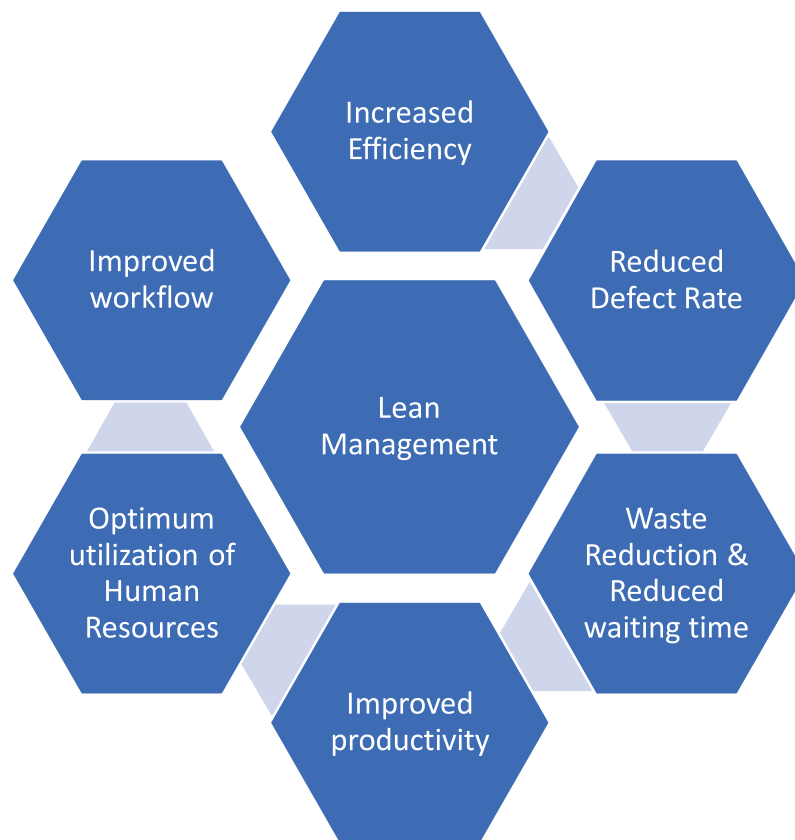
(b) **Lean Management Tools**



(Source: [www.manutan.com](http://www.manutan.com))[9]

(c) **Conceptual Framework-** A Conceptual framework was developed for Lean Management which includes: Increased efficiency, reduced

defect rate, waste reduction, reduced waiting time, improved productivity, optimum utilization of human resources, improved workflow.



## II OBJECTIVES AND METHODOLOGY

### (a) Objectives

- (i) To present a Literature review that examines the application of Lean Management in higher education.
- (ii) To arrange the gathered body of Research on Lean in Higher Education.

- (b) **Research Methodology-** This literature review explore and investigate the academic literature regarding the utilization of Lean in higher education.[10] Based on the literature review, five key lean principles are presented. The results were limited to peer reviewed journals, books, eBooks with Years ranging 2011-2021. The article title, subject and key words were reviewed and where required the abstract was appraised for relevance leaving a total of 40 literature review for consideration. Review of relevant literature is done.

## III REVIEW OF LITERATURE

- (a) Balzer William K., Francis David E., Krehbiel Timothy C. and Shea Nicholas (2016) did study in the title of “A review and perspective on Lean in higher education”. [21] The objectives of this research were to draw conclusion to help guide successful implementation of Lean, to synthesize body of research on Lean in higher education.

Survey review was used to collect the data. Literature review method or approach was used. In research methodology, EBSCO definitions were used to select all articles published. Findings showed that Lean has quantifiable value when used to enhance administrative and academic operations in higher education. It was concluded that Lean implementation will be impactful and effective if it will involve long term strategic planning, dedicated executive management, organizational learning covering all the levels and cultural changes in the workplace. Future research or research gap is to further develop evidence-based support for Lean higher education, widen prospects of Lean higher education research, expand measures of Lean impact on higher education.[1]

- (b) Kumar R Anand, Dinesh S N, A Pranav, M Nithish (2020) did study in the title of “Application of Lean Thinking for Effective Utilization of Resources in Education Sector”. [13] The objectives of this research were to apply Lean thinking for identifying and minimizing several wastes in educational institute, to implement Lean thinking and adopt continuous improvement. Chi square test was used as the method of Hypothesis testing. Gap analysis was used for data analysis. Cause and effect diagram was used for observation. Findings revealed that there was an improved workflow, decrease in waste and unwanted motion. Survey shows that successful

implementation of Lean practices in the service sector leads to improved customer satisfaction and financial returns. It was concluded that there was a noteworthy reduction in waste, waiting time, and ideal utilization of human resources was observed. Due to lack of engagement, it was difficult to promote a culture of continuous change.[2]

- (c) Hofer Stephan, Naeve Jorg (2017) did study in the title of “The Application of Lean Management in Higher Education”. The objectives of this research were to show how Lean management can be applied in university environment, to check how a higher education institute can move forward to become a Lean university, to know the difficulty level of implementing Lean in university environment. Case study method and Literature review were used to collect data. Multiple case analysis was used to analyze the data. Findings showed that commitment is required on the part of University’s top management to develop the culture of Lean and adapt to the rapidly changing environment of higher education. It was concluded that implementation of Lean management requires high persistency and staying power. Future Research/Research gap is to examine how application of Lean differs between private and non-private organizations in Higher education and to inquire how Lean can improve the learning process and creativity.[3]
- (d) Cano Michele, Moyes David, Kobi Abdessamad (2016) did study in the title of “A framework for implementation of lean management tools in the higher education institutes”. [14]The objective of this research was to present framework for the implementation of the operational and technical aspects of lean manufacturing in the higher education sector. Data was collected through Grounded theory approach by interview method. The interviews were selected on the basis of theoretical sampling. Data was analyzed through comparative analysis. It was found that identification of waste is a crucial tool in improving processes by eliminating value. Findings showed that projects need to be properly aligned with clear measurable objectives. Findings further identify key aspects of implementation to be, project selection and integration, tool selection and integration, adoption of lean principles, the importance of a good measurement system. It was concluded that Framework of Lean operations management is a new and holistic approach in the implementation of Lean manufacturing within the Higher education sector.[4]
- (e) Khairi M. Azim, Rahman Mohamed Abd (2018) did study in the title of “Implementing lean in Malaysian universities: Lean awareness level in an engineering faculty of a local university”. [10] The objectives of this research were to discover the extent of lean awareness among university’s

community and to identify the staff perception on lean benefits and the challenges in implementing it. Data was collected through Web based survey using questionnaires from educational and management staff. Statistical Package for the Social Science (SPSS) was used to analyze the data. It was found that the Lean awareness level among the university community was low. It was crucial to prepare an institution for Lean transformation by stressing importance of Lean concept. It was concluded that the most crucial Lean benefit is the reduction of waste and improved productivity. Lack of knowledge about Lean concept, lack of management commitment and budget were the major limitations and barriers in the successful implementation of Lean.[5]

- (f) Parv Luminita (2017) did study in the title of “Continuous improvement processes using Lean management tools: A case study”. [18]The objectives of this research were to know how Lean management can be applied in the university setting to improve the management process, to evaluate the implementation of Plan, Do, Study, Act cycle in the University. Questionnaire based survey tool was used to collect the data. Improvements were mapped through Standard Lean tools. The improvements were centered on the PDCA Improvement cycle and aligned with the students’ needs. It was concluded that standardizes the good practices towards continuous improvement. Positive results were obtained through strong academia-industry relationship, project-based learning, internships, capstone project and by providing students and faculty with real life projects.[6]
- (g) Nawanir Gusman, Binalialhaji Mohammed, Lim Kong Teong, and Mohd Ahmad Hanafiah (2019) did study in the title of “Becoming Lean: The Way towards Sustainability of Higher Educations Institutions”. [19] The objective of this research was to examine the implications of Lean implementation on sustainability performance of Higher Education institutes. Data was collected using a close ended questionnaire survey. Data was analyzed through Structural equation modeling approach with Smart PLS software. Findings showed that in order to be maintainable, university should employ more efforts in the implementation of Lean higher education practices. It was concluded that Lean Higher Education practices contributes in a positive manner to sustainability performance in terms of institutional, social, economic and environmental. This study contributes by providing the causes of high operating costs and creating methods to eliminate the waste and reducing the operating costs. The limitation was related to the context of the study, which focused only on a single technical university in Malaysia. Future study should focus on multiple institutions.[7]



- (h) Glushchenko Valery V., Presnukhina Irina A., Samodelova Ekaterina V. (2021) did study in the title of “Improvement of Service Quality in Higher Professional Education Institutes by Application of Lean Management techniques in Universities”. The objective of this research was to enhance the service quality of higher education institutes in universities. Scientific Research method was used. Data was collected through interviews and expert assessments. Data was analyzed through comparative and predictive analysis. Findings showed that creation of Lean manufacturing mechanism in universities acts as an effective tool for increasing service quality of domestic higher education without any extra costs. It was concluded that implementation and functioning of Lean mechanism in universities can have positive effect on social economic development of a university and can increase graduates’ competence.[8] [22]

#### IV FINDINGS

Findings showed that Lean management has quantifiable value when used to enhance administrative and academic operations in higher education.

Commitment is required on the part of University’s top management to develop the culture of Lean and adapt to the rapidly changing environment of higher education. There was an improved workflow, decrease in waste and unwanted motion. Survey shows that successful implementation of Lean practices in the service sector leads to improved customer satisfaction and financial returns. Projects need to be properly aligned with clear measurable objectives.

Findings identified key aspects of implementation like project alternative and consolidation, tool pick and incorporation, acquisition of lean principles, the significance of a good calculation system. Lean awareness level among the university community was low. It was crucial to prepare an institution for Lean transformation by stressing importance of Lean concept.

In order to be sustainable, university should exert more efforts in the implementation of Lean higher education practices. Creation of Lean manufacturing mechanism in universities acts as an effective tool for increasing service quality of domestic higher education without any extra costs.

#### V CONCLUSION

It was concluded that Lean implementation will be impactful and effective if it will involve long term strategic planning, dedicated executive management, organizational learning covering all the levels and cultural changes in the workplace. Optimum utilization of human resources, significant reduction in waste, reduced waiting time was observed. Implementation of Lean management requires high persistency and staying power. Framework of Lean operations management is a new and holistic approach in the implementation of Lean manufacturing within the Higher education sector. The most crucial Lean benefit is the reduction of waste and improved productivity. Lean Higher Education practices contribute in a positive manner to sustainability performance in terms of institutional, social, economic and environmental. Implementation and functioning of Lean mechanism in universities can have positive effect on social economic development of a university and can increase graduates’ competence.

#### VI LIMITATIONS

- (a) Due to lack of engagement, it was difficult to promote a culture of continuous change.
- (b) Lack of knowledge about Lean concept, lack of management commitment and budget were the major limitations and barriers in the successful implementation of Lean.
- (c) Lack of highly qualified professionals, Lack of interest in training, Lack of employees’ commitment are the barriers in Lean implementation in Higher education institutes.

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## “A Review Paper on Information Technology Intervention in Rural Areas: with Reference To Madhya Pradesh”

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### ABSTRACT

*Information communication technology provides us with information through telecommunication like the Internet, the cell phone, wireless networking and various other sources. It is equipped with problem solving ability comprising many forms of gadgets including electronic communication and computer systems based on hardware and software. It enhances the usefulness combined with traditional engineering performing the work efficiently and effectively at very high speed. ICT acts as a catalytic intervention system empowering rural population in Madhya Pradesh. It is accelerating economic development in rural India by helping the masses to access the information in order to bridge the gap. In a developing state like Madhya Pradesh, ICT revolution helps the rural populace to become active participants in growth of our country. There is no doubt that development of Indian villages is one of the important factors to usher growth of Indian economy. Combining ICT in rural development can hasten the process. Access to relevant information and knowledge is significantly important and ICTs can prove very beneficial in this process. Information Communication Technology is a procedure for empowering the village folk and it is fostering economic growth in rural Madhya Pradesh. It is doing so by providing the rural folk access to information so as to bridge the gap between the rural and urban masses. Accessibility to pertinent information and knowledge is of extreme importance. It can prove beneficial in this process to a large extent. This paper is based on secondary data and focuses on scope and role of ICTs in rural development in Madhya Pradesh.*

**Key words:** Rural India, ICT, Revolution, Information, Communication, Technology.

### I INTRODUCTION

Information and Communication Technology (ICT) is, today, a well-known service sector the world over. India can utilize it for acquiring Top position since the Indian mind has always been recognized for its capabilities of adaptability to technology. In order to achieve the targeted GDP of India it is necessary to accelerate rural development. This can be achieved by rendering the Indian rural society to become active participants in development of India in its entirety. Information and Communication Technology (ICT) represents a broad and continually evolving range of elements which includes not only computer hardware and software but also television, radio, mobile phones, personal computers, kiosks and policies that make these media and devices functional. ICT has helped in infusing knowledge with technology rendering easy means of approach to information in Madhya Pradesh.

ICT is not just about items like the internet, computers, or telecommunications but is an intersection of different electronic tools that facilitate the functions of information processing and communication, including transmission and display. Nowadays most devices like digital cameras, mobile telephones, personal digital assistants, slide projectors etc., can be linked with one another for sharing and exchanging information with them. Today, all these devices are categorized as integral and essential parts of ICTs. It is, non-the-less an established fact that access to information is the key for sustainable development. In today's scenario, improved communications and access to information

has a direct bearing on the socio-economic development of a nation.

In the Indian context, rural growth is an important factor for her economy to grow. There can be no denying the fact that Information Technology has emerged as one of the most important industries in the Indian economy. It is contributing significantly to the growth of Indian economy. The liberalization of Indian economy gave a major boost to the IT industry of Madhya Pradesh. The rural Information and Communication Technologies applications play an important role in extending the services of Central Govt. agencies to the rural masses at their door steps. Schools in rural areas are promoted to raise the level of education and literacy in rural India since Education is the primary right of every Indian citizen whether urban or rural.

The 1980s witnessed the onset of Information and Communication Technology. This raised hopes of complete transformation of society by way of greater transparency, reduced menial work, better employment opportunities and increased income levels. But it also increased fears and concerns about increasing Digital Divide. These apprehensions reflected in the form of divide among Rural and Urban backgrounds; Gender Divide and also Language Divide. There was also a fear that, like many other technologies and inventions, the IT industry too may benefit only the upper strata of Indian Society. It was also feared that it would bypass the large Indian population living in the villages of the country, and would deprive them from its benefits.

The need to amicably blend community needs, knowledge and inputs with inputs of other stakeholders in the rural sectors is satisfactorily met by the intervention of Information and Communication Technologies. The Governments are concentrating on the eradication of poverty. This is bound to result in development. In this matter, they are whole heartedly concentrating their efforts in rural areas. The impact of Information Technology is that, today, the whole world became a global village. It is very clear that, if tailored to the needs of the poor and if used in the right way for the right purposes and complemented with required reforms, Information and Communication Technologies can assist in reducing poverty.

The All India Society for Electronics and Computer Technology (AISECT) came into being with the noble perspective of bridging the information and communications technology gap between India's urban and rural areas. AISECT empowers youth with skill training and digital know-how; it also uses the franchise model to build an entrepreneurship network. Its improved governance can have a direct bearing on reducing poverty and improving the environment. It is being increasingly used by the governments to deliver their services at the locations convenient to the citizens.

## II OBJECTIVES AND METHODOLOGY

### (a) Objectives:

- (i) To review the impact of Information Communication Technology in Rural areas of Madhya Pradesh.

- (b) **Research Methodology:** For this review study, researcher reviewed the literature on ICT Intervention in Rural Areas: A study with reference to Madhya. This review paper is based on secondary data collected from different sources and work carried out by various people/researchers.

## III LITERATURE REVIEW

- (a) Ashwathnagar did a study entitled "Impact Assessment of Agriculture Interventions in Tribal Areas in Madhya Pradesh" in the year of 2009. The main objective of this work is to study the large number of initiatives taken by Madhya Pradesh to improve the agricultural and poverty situations in the State. The Govt. has implemented a number of schemes. The author wishes to understand and assess the impact of these interventions on the livelihood of the farmers in tribal areas and identify the specific constraints to understand their full potential and recommending measures to address the same.

- (b) Ankur Mani Tripathi, Abhishek Kumar Singh and Arvind Kumar, did study titled "Information and Communication Technology for Rural Development" in the year 2012. The main finding of this study is that information Communication Technologies are developing everyday but are less applicable in rural areas. It is not being entirely implemented by the government and non governmental organizations for rural and urban areas.
- (c) Amanuel Zewge, Yvonne Dittrich, did study in the title "Systematic mapping study of IT for development in agriculture the case of developing countries" in the year 2017. The main objective of this research work is to provide a comprehensive overview of what kind of interventions and research contributions have been achieved in Information Communication Technology.
- (d) Charru Malhotra, V. M. Chariar, L.K. Das, and P. V. Ilavarasan did a study in the title "Information communication Technology for Rural Development: An Inclusive Framework for e-Governance" in the year 2009. The main objective of this research is to guide a systems-based framework of e-Governance projects, and provide a brief of future directions. The framework of this paper follows a participatory approach with inclusion of relevant TKS. It has a bi-directional Citizen to Government interface and a feedback mechanism. The prime objective of this research work is that rural e-Governance projects provide as ways to attain good-governance for increased sustained rural growth and development.
- (e) Dr. Mohamed Hancefa K., Shyni K.G, Sujima A.P, performed a study under the title "Use and Services of Akshaya Community Information Centers in Kerala" in the year 2014. The studies found that majority of the entrepreneurs give various services at reasonable rates. E-literacy program is the main attraction for growth of the Akshaya Centers. It is revealed that the entrepreneurs are willing to diversify the Centers with more information technology related services.
- (f) Jasmine Bartolome, did study titled "How has India's Rapidly Growing ICT cluster Impacted its Rural Poor?" in the year 2014. The main objective of this research work is to show that majority of Indian population lives in rural areas, with little to no access to education; thus, they have major boundaries to participate in India's booming development. Through generalization of latest literature and linear regression analysis of primary sources from the Indian government, it concludes that it has a potential to reach out to the rural impoverished, but it unfortunately remains untapped. As a result, increasing its specialization continues to leave the rural behind.



- (g) Komathi Ale, Arul Chib, did a study entitled “Community Factors in Technology Adoption in Primary Education: Perspectives from Rural India” in the year 2011. The main aim of this research article is to address current gaps in research by concentrating on specific community factors that influence technology adoption. Community factors that affect the adoption of ICT in the rural education context can be translated into three claims, as suggested by the community dimension of the TCM model: a provision for unbiased technology access to children; requirement of application of local language within technology and content; and equipping teachers with technological skills while creating positive attitudes toward technology adoption.
- (h) Lila Simon, conducted a study under the title “A study on the Information Technology Policy of Madhya Pradesh and its seamless connectivity of Bhopal City” in the year 2015. The main purpose of this study is that the Government of Madhya Pradesh has laid great significance on computerization in government departments, which are profit earning and the departments where there is a large public interfacing. Information Technology has been oriented towards real empowerment and development of the millions of the masses but real question is whether the common man in Bhopal city of Madhya Pradesh in India are aware or are readily accepting these changes.
- (i) Meera Tiwari and Uma Sharmistha, did a study entitled “Information Communication Technology in Rural India: User Perspective Study of Two Different Models in Madhya Pradesh and Bihar” in the year 2013. The main objective of this research is to explore if it can be deployed to enable the development of rural human capital and increase participation in market opportunities. Second, to study which method of delivery maybe better suited for reaching the ICTs to the most disadvantaged groups for capacity building at the individual, community and societal levels.
- (j) Misra Harekrishna (2009)- Published A Research Study Entitled ‘Governance of Rural Information and Communication Technologies’ concludes that the Role of IT in rural development in India is quite appreciated. It has gained the status of infrastructure, and numerous approaches have been taken to exploit opportunities that information communication technology provides. In spite of phenomenal changes in the policy level improvements in rural (ICT) infrastructure, digital divide has still remained a challenge for national policy makers, state agencies and service providers. Several of the pilot projects are being examined for scale up at the national level under National e-Governance Plan.
- (k) Nidhi Vij, did her study entitled “Role of Information Technology in Policy implementation of Maternal Health Benefits in India” in the year 2016. The main objective of this study is to concentrate on the efforts made by the government of India to improve maternal health to reduce maternal mortality rate from 437 per 100,000 live births in 1990 to 140 per 100,000 in 2015. Moreover, estimates for maternal morbidity are three to four times that of the mortality rates with even more pronounced regional disparities. Universal access to free public healthcare for maternal health has been a national goal since 2005, but its quality of service and utilization rate of maternal healthcare remains an elusive dream for many of the rural women even after a decade of substantial efforts.
- (l) Nikita Yadav, V. B. Singh did their study under the title “E-Governance: Past, Present and Future in India” in the year 2012. The main aim of this research is to work on the latest trends of technology that the government of the country has adopted. While working on this project we have concluded that E-Governance has made the working of government more beneficial and transparent to its citizens and also presented an exhaustive list of E-Governance projects which is currently being used in India and in international scenario.
- (m) Reddy studied the “Implications of ICT and its Tools on rural societies of India” in the year 2017. He studied the implications of ICT and its Tools on rural societies of India. ICT gives huge possibilities to the government to increase its efficiency and meet challenges and objectives in all aspects of activities. The author also mentioned the benefit of IT applications in governance which includes access, storage, processing, organization and transfer of data to various levels of administration and increase the transparency and to provide cost effective and speedy discussions and meetings, quick and speedy action based on timely reliable information etc to the peoples.
- (n) Robert Chapman and Tom Slaymaker did their study entitled “Information Communication Technology and Rural Development: Review of the Literature, Current Interventions and Opportunities for Action” in 2002. The main aim of this research work is to investigate the role that it has to play in developing countries, focusing particularly on those rural areas that are currently least affected by the current advances in the ‘digital revolution’. Section one aims to look beyond the current ‘digital divide’ debate which focuses on information disparities to assess the potential role of ICTs in the context of current rural development paradigms.

- (o) Subhash Bhatnagar, did a study entitled “Information Technology and Development: Foundation and Key Issues”. The main objective of this research is to examine some of the problems that implementation of rural developmental programs have been afflicted with, and argues that information communication technology applications could overcome the weakness in implementation. It then goes on to assess the early efforts in use of ICT. This paper proposes a scheme for classifying the ICT applications and points out the key issues in implementing these applications.
- (p) Siriginidi Subba Rao did a study under the title “Role of ICT in Indian Rural Communities” in 2009. The main aim of this research work is to analyze the factors preventing rural communities from reaping the advantage of ICTs, Indian initiatives to overcome the factors, ways of poverty alleviation and sustainable development.
- (q) Sucheta Kak and Sunita Gond, did a study titled “ICT for service delivery in Rural India –scope, challenges and present scenario” in the year 2015. The main aim of this research work is to examine if its implementation can play an important role in their overall development in the sectors of health, education and government services. To supplement Information Communication Technology service delivery, Government of India has the National IT Policy in place and is also on the verge of launching the massive Digital India program.
- (r) Tauffiqu Ahamad, Jitendra Kumar Pandery, did a study in their title “A Study on Application and Role of ICT in Rural Development” in the year 2014. The main aim of the study is that ICT acts as a catalytic intervention for empowering rural India as it accelerates economic development in rural areas by helping the people to access information in order to bridge the gap. ICT revolution renders rural population to become an active participant in growth of our country. The purpose of this research is to access the relevance of ICT on rural growth.
- (s) Vankudothu Ravinder Naik, did his study under the title “Effectiveness and Impact Analysis of Innovative Information and Communication Technology Based Extension Models” in 2014. The main aim of the study is that ICT is rapidly gaining the centre stage for future world economic growth and development. While ICT is gaining prominence as an engine for economic growth it also promises to have far reaching potential for the delivery of social services and enhancing the efficiency of government organizations.
- (t) Vijay Singh, Sangeeta Jauhari did their study on the topic “An Analytical case study on AISECT and Skill Development Initiatives: A Journey from Pre to Post Globalization Era” in the year 2013. The main objective of this research is that All India Society for Electronics & Computer

Technology, with a mission to impart technological knowledge to the rural and semi urban and tribal areas of the country and to promote ICT-based training and services to empower people and generate employment for the youth and unfold entrepreneurship based initiatives to create an inclusive society.

#### IV CONCLUSION

In the conclusion of this review it can be said that the technological advances in ICTs have reduced the cost and increased the quantity and speed of information transfer dramatically. ICT in rural areas is the solution for gradual elimination of traditional barriers for development by increasing access to information, expanding their markets, increasing job opportunities and better access to the governmental services. It is found that absence of awareness and information about the facilities and schemes are the main causes of backwardness in rural areas. There is need to empower rural people in accessing and using the IT so that they could align with the fast moving economy of the country. Rural people are the most important asset of India as the Indian economy is an agrarian one, but rural people are far from its benefits. This paper highlights some ICT technologies specially designed for application in rural sector considering cost, connectivity and knowledge base of potential end user. This review paper also discusses the various applications of ICT in the fields concerning rural sector such as e-governance, telemedicine, agriculture, risk management, women empowerment. A survey of various initiatives taken by Indian government at centre and state levels to promote the use of ICT for socio-economic development in rural areas was also done for measuring the effectiveness of the schemes. The research work will bring out the best model worked to implement IT interventions in the regions of Madhya Pradesh.

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## English Language Teaching: Attitude towards Word Learning

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### ABSTRACT

*Its always been a prime problem for vocabulary extending to the learners especially for such teachers because memorizing and keeping the vast range of words in mind, are the some of the great challenges. In this research the main focus is been given to the strategy of memorizing the maximum words in the maximum range with contextualizing as well as de- and re contextualization in concern of learning stages. It also focuses on the methodology and attitude towards the learning approach of the various words. In this research 10-week intense strategy of word processing instruction program is involving. The results reflect that the strategy of teachers is based on instructional intervention which affected the basic changes in both the learners approach of learning the suitable vocabulary and also in the teachers and the learners' approach of word learning. These findings are the base of the specific issues which need to be in the considerations which also involved the inculcation of the future study.*

**Keywords:** learners approach, strategy, attitude, vocabulary

### I INTRODUCTION

Teaching and learning approach towards the vocabulary is a major issue for the instructors and learners of English, although it is an important factor to have an ample range of vocabulary in once knowledge and it plays a special contribution to these types of the basic traditional skills of learning English which are Listening, Speaking, Reading and Writing (Barrow, 1999) . Usually the proper way of learning and enhancing of the knowledge of vocabulary, mainly in classroom and commonly in the communication with the others in the classroom or outside the classroom.

However, as an outcome of such input-poor gaining ambience in India, which is mainly depending on the specific word learning and teaching in the classroom is mainly the single option. It's always been an olden as well as tiresome method to teach the words at first and then illustrate those particular words with the examples by the teachers which takes lot of time and energy while teaching and learning. One major thing which had been observed in this method that it become teacher – centered approach and learners remain passively active , only to feel low oriented while learning the frequent as well as seldom used word vocabulary and not knowing the proper channel to use these words in their routine life talking and communication in a very suitable manner.

To add in this, for extending English Language which including a various range of the families of the words which are more than 50,000 which is again a big challenge for the learners of English as well as for the learners of native speakers, to memorize and to keep the words in the mind for creating the everlasting impact as well as the storage which appears to be an immense and daunting task. In such manner the effective way of extending the teaching methodology of teaching and learning needs to be involved enjoyment learning position which is to be

essential for English Language Teacher as well as learner's intense attention.

### II OBJECTIVE

To study about the high potentially of words can enhance the learners' positive attitude towards the learning.

### III HYPOTHESES & RESEARCH METHOD

- (a) **Hypotheses of the study-** This intense learning planning works effectively for learning vocabulary? If yes then this will change the ever-lasting attitude towards vocabulary learning?
- (b) **Research Method -** Questionnaire is conducted among the 30 Colleges' students in the sequence to observe the methodology adopt by them for teaching and learning English Words.

### IV BACKGROUND OF THE STUDY

Here a gist can be taken from the reactions to all the questionnaire which is route knowledge is still in the topping list. All the four basic skills LSRW are mostly executed by the students. In that much emphasize is given on the pronunciation not on the meaning chiefly.

In opposite with these given high frequency used in the planning, learning by making ideas and even relating with these coding may be ignored up to some level. However, Craik & Lockhart (1972) proposed that the deeper a stimulus is executed, the various knowledge of target words is adapted, the more regular memory tracked, will be naturally the deeper sense will contain the actual meaning.



Also Zhang / Wu's in 2002 made their study on the deep learning of vocabulary execution which reflects that the intense deep encoding. The learners is able to collect and access the degree of learning and the information is processed and looking for the suggestive learning which will happen with the deeper level of semantic processing is executed , infinite yet simple repetition has no use.

To focus the specification; the learners through the semantic coding. The association will be focused , learners, by semantic encoding, may get or create an assistance, like equalities, distinctions or various types of connections, between information in small-term remembrance and information before in Long-term remembrance which deals as schema. That is why, learners come to learn to keep a web-like structure of association and want to have a rather logical and elaborative mental language; consist of a great number of wonderfully organized words kept in our minds.

Considering the model of Caro in 2000, the closer id is interconnected, the degree of accessibility of the words is decided by the two structural merits of taxonomic and considerations of the connection between the concern concepts. It can be reflected that the closer is the association moreover it's facilitation in the successful learning of the vocabulary.

## V ANALYSIS & INTREPRETATION

When the targeted word is taught by being put to the continuous network of correlated word based on any situation then it is more easily linger in the memory. In this study intense semantic encoding will be taken for fast learners to learn that what is actually full of meaning according to their perspective.

Constructivist believes in the active collection of the knowledge but actively built up by cognizing subjects, which is very much adaptive and can be fruitful for the organizational world. While in learning process this intense word learning process construct their self knowledge by inculcating new information to the early existing knowledge.

Except for contextualizing learning the words, the process of this study involves 2 more ones re and de – contextualization of learning of words, compared with “learning in text”—the best and famous teaching/learning strategy in today's scenario. No matter to say that learning never takes it's execution in aloofness. In the process of learning, various learners interact with their wit, learning ambience, and essentially, with our peers.

This continuous process led to a suitable condition based on all the various past events and the experiences based on the various learning section. If consider the outcome of this related segment; which

are need to be concerned with the links of words in a personal level. 5. Results and Analysis and for testifying Hypothesis one vocabulary learning skills are tested and executed twice previously and after treatment , every time 10 to 15 minutes been given to underline the known words.

The enlisted includes group of 10 words with individually having words range from Level one to Level six. For the thought process of time allowed a list of words around 100 items composed of meaningful words some from level one to the level three.

Also, for the surety of the facts of the study the word list includes the word list also includes a blend of real time words and non words which are formed by the changes of the situation more letters for example alleviate is now alleviate in National 1990 making the surety that are frequently measure with the exact level of the process which desire to measure. The final result of previous and final test are extended that reflect and proves the hypothesis of improving the learners' word power proved true which is the positive attitude of changes in all the teachers and also in their learning.

In text 2 at first I would prefer to learn these words mechanically and obvious felt a lot. It is really frustrating to learn or recall only few words at the of execution.

But at the time of understanding the working of any planning, it may be not a waste of time. The mentioned attitude is the result of various changes of the learners observation and it is the result of the advantages of the strategies of intense word processing brought about , which prove to be the increment of the learners all the basic spirit of support.

By using this way of instance processing, we can also connect new words with the other similar and relevant words, in this way to extend our lexical shape and aid us to involve and keep more words and have power to use the words very simpler manner. After the process of great group discussion new words enhanced the conversation.

Learning substitution of one word emphasize learning a series of appropriate words , how attractive it is and it's easier and supportive to learn more words for keeping them in mind for longer. According to the extract which is meaningful and based on speaking and writing skills the various words can be adapted. By the conversation; can observe that all the learners are very curious and willingly learnt the words in comparison of all the basic process, and tried to build their own connected linked words by various means of instance processing.

Some learners are badly engaged in the activities which are done in the classroom and achieve less than others. Some old and new concept based and

experienced based speaking or writing etc. which are shown in the given teacher log. The results are as expected. I'm encouraged a lot and have greater drive. Changes are happening unnoticeably.

It's reflected that the lack of confidence lies in the segment where the interest is extended to the activities which are including the maximum word power reflected in the activities to tackle the conversation. One more finding can be turned as during the break in class room which can be positively reflected in the activities.

Sometimes it is also very clear towards the real time strategy by giving the extra hints, looking of the hints and creating imaginative skills and also improvising the text related to the hints which can be reflected in the story line of the points to make the learners more understandable of the word vocabulary.

## VI CONCLUSION

Now if we talk about the basic hypothesis are reflected to be true, hence it is clarifies the powerful vocabulary can enhance the learners' positive attitude towards the learning. So the basic points to be taken into the kind consideration:

- (a) Intense vocabulary process can be extended to the learners in the classroom teaching into a subtle manner through the various activities.
- (b) Speaking and Writing skills to be practiced to make better learning which has to be understandable and enhanced the reading skills.

Though the research has its own limitation but definitely there are various issues which need to be reflected on the lexican usages of the languages for the future references.

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# An Integrative Review on Consumer's Risk Perception in Online Purchase with Reference to Uttar Pradesh (UP)

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## ABSTRACT

*The online shopping experience is closely related to the ideas of product risks and costs associated with online shopping or product category; but only reduce the privacy risk associated with the purchase. Interestingly, although both product and financial risks are negatively associated with the product's online shopping objectives, the understanding of the privacy risk is not associated with online purchasing intentions in any of the asset categories. This paper will provide a comprehensive review of the lessons related to assessing the impact of the online shopping experience in identifying specific types of risks associated with online shopping and how each type of risk perception affects online shopping objectives. The proposed research is empirical in nature and based on secondary data and information collected from the most important sources and according to the need for research.*

**Keywords:** Online Purchase, Consumer Perception, online Shopping, Perceived Risk, Experience.

## I INTRODUCTION

- (a) **Online Shopping:** A few years back, when online shopping was in its infancy, there were very limited sales and such as shopping on the web shopping mall. This has been due to a number of reasons such as the lack of online friendly people, low computer access and internet connection in India, low percentage of credit card and bank owners, and people's refusal to use their master card on the web for fear of fraud. But over time, the situation has improved greatly as people have become more confident about buying products online and have become an integral part of modern life around the world. In India, with the abundance and diversity of data, which is easily accessible and easily shared, the use of the Internet has grown exponentially by reshaping information and social needs. There are about 500 million Internet users in India (IAMAI, 2020). Consumers on the other hand have a choice, the luxury of buying a home and the kind of endless products, while saving time and money. Online purchasing is the process by which buyers directly purchase goods or services from the seller in real time, without the service of a mediator, on the web. e-commerce type. web store, e-shop, e-store, online store, web store, web store, online store, or virtual store evokes realistic likeness of buying products or services from a brick and mortar retailer or at a local location. this method is called business-to-consumer (B2C) online shopping. When a business buys another business, it is called business - to - business (B2B) online shopping.
- (b) **E-commerce:** According to Lu, Zulkiffli, and Hamsani (2016), E-commerce is defined as a business transaction with information transfer related to online trading sites, trading and more. Non-restrictive benefits in the range and location where the nation can buy products or services

worldwide and become an important channel for online retailers or retailers offer their products and services to consumers (Javadi, Dolatabadi, Nourbakhsh, Poursaeedi, and Asadollahi, 2012; Lu et al., 2016). However, consumers feel intimidated when online shopping puts at risk even online shopping websites that offer many greats that end up with the intention of buying (Morad& Raman, 2015).

- (c) **Risk:** According to Lu, Zulkiffli, and Hamsani (2016), E-commerce is defined as a business transaction through the transfer of information related to online trading sites, trading and more. Unlimited benefits to the extent and place where the nation can purchase products or services worldwide and become an important channel for online retailers or retailers who offer their products and services to consumers (Javadi, Dolatabadi, Nourbakhsh, Poursaeedi, and Asadollahi, 2012; Lu et al., 2016). However, consumers feel intimidated when online shopping puts at risk even online shopping websites that offer many greats that end up with the intention of buying (Morad& Raman, 2015).

## II TYPES OF RISK

- (a) **Active risk:** Active risk means risk related to the performance of the asset. For example, a consumer who enjoys baking cakes to his family and friends might think, "Will the oven be big enough to bake a lot of cakes?" The apparent active risk is related to product characteristics, operational and visual benefits and includes concerns about the level of sales. The Internet, like any other in-store purchase, makes it difficult to look at tangible goods; consumers should rely on limited information and images displayed on the pc screen. A practical risk is that the idea that a product can be purchased may not work as well as expected. And the losses



incurred when a product or product does not act unnecessarily, is actually thanks to the failure of consumers to accurately assess the level of online sales.

- (b) **Physical Risk:** Doubts about the safe use of the product are subject to physical hazards. The consumer may be confused about how safe it is to use a particular product or service and think twice before making a purchase. this type of risk detection is also intended to be addressed by the parent company as it will easily reduce the client's fears by providing information on the safety of the sale. A simple example at this point would be customer doubts about cooking inside the microwave. With so many types of research pointing to the harmful effects of radiation inside a microwave, it is only natural for consumers to stress whether cooking in a microwave is safe or not. to put this fear at rest, a production company can explain how food is safe when cooked during a particular event.
- (c) **Financial risk:** In addition to the growing growth and long-term prospects for online shopping, the negative aspects are also increasingly related to this alternative shopping method. consumers, for example, are concerned that the web may have little or no security about using their credit cards and disclosing personal information. Financial risk is the perception that a certain amount of money may also be lost or needed in order to perform the product function properly. Also, it is described as a potential financial loss, and includes consumer feelings of insecurity with respect to the use of the online mastercard, which has been proven to be a major obstacle to online shopping.
- (d) **Social / Psychological Risk:** It is an indisputable fact that a product works hard to create the identity and image that their customers can see. Customers also start with regard to a particular product and therefore hesitate to apply for a limited or low-cost product. Such perceived risks are often classified because they are a public risk. An example would be a consumer's reluctance to wear certain types of clothing because it affects their social channel. Another example of perceived social hazards is often the customer is concerned about whether a high-quality clothing will be approved by his or her parents or perhaps worried about whether certain types of dishes will help his or her high-end and expensive board.
- (e) **Time risk:** this type of risk refers to the consumer's concern about the use of time when purchasing a replacement product. the buyer here is concerned about the value of his time and because of the effort a new product would make to purchase it.

A common example here is when firms leave existing software for another. If it is using new complex software, the company will need to train its resources within the new software so it needs to invest its time and energy when making changes. Companies, therefore, deal with this type of concern by including their products as time-saving. As the perceived risk affects the consumer purchasing pattern, Retailers in all industries try to address consumer complaints in a variety of ways. Some common ways to deal with perceived risks provide a warranty or guarantee for their product, including a detailed description of each minor product or perhaps to seek the help of well-known celebrities to deal with the apparent risks associated with their product and encourage consumers to purchase their products.

### III RATIONALE OF THE STUDY

Online shopping opens up a world that replaces consumer opportunities and experiences. The many products and services offered online shopping at different prices make it an excellent market place. Most consumers are open to online transactions while others are afraid of various types of risks. These risks serve as a barrier to online shopping. A review of the literature reveals that much research has already been done on online shopping especially focusing on the perceived risk of consumers.

Previous work deleted certain methods such as; analysis of the various risks identified by online consumers; analysis of the potential risk impact on consumer purchases; analysis of various factors that contribute to the perceived risk of online users; the role of personality traits in perceived risk consumers. In addition, in a detailed study the researcher did not find many publications found in the Indian context especially in the Uttar Pradesh region that claim to be in significant danger and therefore various components of equality.

### IV OBJECTIVE OF STUDY

The main objective of this research paper is to present a comprehend review of the studies carried out in the field of consumer's risk perception in online purchase.

### V RESEARCH METHODOLOGY

The proposed study is mainly empirical in nature is based on secondary data & information which is collected from the concern sources and are as per the need of research. The relevant books, research journals, articles, paper & website are used in this study.



## VI LITERATURE REVIEW

Literature reviews are an important and important part of each study. It involves the mind. The review of high-quality literature reflects the researcher's grip on the field, the dominance of the researcher's process in discarding the learning efforts of others, is a sign of professional maturity in researchers and the breadth and depth of the researcher's learning. the subject is not sufficiently covered in the various articles and research papers published in journals and books. little or no work has been done with regard to detecting consumer risk in online shopping. Despite this, the researcher scanned the relevant publications and made an effort to provide an overview of the vast amount of material discussed by researchers, scholars, and other experts. The researchers reviewed the literature on consumer risk perception of online shopping that could provide insight into in-field research and research spaces that should be filled with ongoing research. A review of the submitted courses is presented below:

Suraju A. A. et. al. (2020) [1] Research has described the perception of consumer risk as an important obstacle to the growth of Internet purchases, apart from the growing number of Internet users in Nigeria. The study was conducted in Lagos State, Nigeria. Researchers in this study have tried to identify various barriers that consumers report when shopping online. The study was based on the responses of 262 respondents obtained from a questionnaire. In this study the researchers used a number of retrospective analyzes to analyze the hypothesis. The results of the study confirm that the intentions of online shopping were negatively affected by the perceived product risk, perceived time risk and perceived delivery risk.

Tatiana Marceda Bach et. al. (2020) [2] conducted a survey of consumers in South Brazil. The main purpose of this study was to examine the impact of various risks involved in online shopping that affect trust and consumer purchasing intentions. In this study the researcher did the research. The research is based on a quantitative and qualitative process of key data analysis. The objectives of the study were to determine the impact of factors affecting the consumer's intention to shop online; It also identifies the various risks associated with these factors and its impact on the reliability and process of consumer purchasing decisions. The study also looks at the need to review policies taken by online retailers to reduce these risks and as a result customers relying on online shopping forums will increase. Finally, the results of the study also show a significant moderate impact of these factors on consumer confidence and the decision-making process in online shopping.

AkinbodeMosunmola et. al. (2019) [3] examine the effect of quantitative value measures i.e. utilitarian and hedonic value on reliability, attitude, perceived risk and intention to purchase online purchases. The study also describes the role of individual

characteristics such as masculinity / femininity, avoiding uncertainty and independence / association and your impact on physical risk, the purpose of shopping online and the perceived value i.e. trust. The study ultimately concludes that the apparent value and characteristics of an individual greatly affect the trust, the perceived risks and the purpose of the online shopping experience.

HamedKhalfan et. al. (2019) [4] studied factors influencing the purpose of online shopping in Oman focusing on B2C performance. Using the four elements of web trust, virtual risk, privacy protection, and user information identified as indicators of online shopping intent revealed that all four factors determine consumers' intention to shop online.

NoorshellaCheNawi, et. al. (2019) [5] In this study the researcher uses the SOR model namely stimulus-organism- response to study past history and various risk factors that influence online shopping behavior in Malaysia. Here the researcher researched the details of 330 Malaysian respondents in a concise manner. The results of the study confirmed that consumer age and various risks such as post-sales risks, financial risks, mental risks, and social risks had a significant impact on the purpose of online shopping in Malaysia. In addition, the study also suggests a number of very important definitions that an online retailer and the Malaysian government can use for the growth of online shopping in Malaysia. The study also suggests that the government and the online retailer should take immediate steps to make the Malaysian public pay more attention to technology and ultimately reduce the various types of physical risks associated with online shopping.

Anam Bhatti, et. al. (2018) [6] conducted a study in Pakistan and studied the impact of perceived risk on online shopping intentions. The analysis of this study proves that the perception of the people of Pakistan is not good if there is an intention to buy online due to the high level of perceived risk.

Charu Panwar (2018) [7] studies the complex role of visual risk-taking risks, product risk, delivery risk, time risk and privacy risk in online shopping behavior. Here the researcher proves that human factors play a significant role in consumer perception in relation to online stores.

Gasper Jordan et. al. (2018) [8] In this study the researcher describes the representation of the concept. Here the researcher explains that there is a positive relationship between the perceived risk and the various risks associated with online purchases such as fear of identity theft, fear of financial loss and fear of dignified injury. In this case, the researcher proves that online shopping negatively affects the perceived risks, which means that when the perceived risk is cut off, the purpose of online shopping increases. Continuing the study helps online marketers identify themselves GerelbayarEnkhubayar et. al. (2018) [9] explains that product risk significantly affected online purchasing satisfaction

and online retail behavior with other risks, and satisfaction with operational risk and product risk. However, the risk of repurchase contributes to personal risk and product risk.

Sunita Guru, et. al. (2018) [10] this study attempted to understand the various risks associated with online purchasing and modeling with the help of quantitative design in order to understand the relationships between constructions. The study says the importance of operational risk cannot be underestimated because customers are more concerned about warranty and, without the policy of returning inquiries.

ParveenMaan (2018) [11] analyzes the student's perception of E purchases especially in the active phase using modern purchasing methods and seeing online purchases in a positive way.

Rudresha C. E. et. al. (2018) [12] studied the consumer's perspective on online shopping, to understand the various problems faced by consumers when shopping online. The study concludes that most people are in a good position to shop online, even if they experience some problems.

Sonya Zuelseptia et. al. (2018) [13] show that perceived risks have a positive and negative impact on consumers' attitudes toward online shopping. In addition, easy visual use has a positive and significant effect on the attitude of consumers in online shopping. Similarly, consumer situations have a positive and important effect on the purpose of online shopping.

Soodan, et. al. (2018) [14] research has attempted to investigate a novel and a growing area in consumer psychology known as 'Orientations'. Terminology direction, as defined by Kuhl, reflects the controls of the action control with distinct symbols. This study helps us to understand the impact of consumer focus on consumer purchasing behavior on the adoption of new technologies and raw products etc. The results of the study help the online marketer to follow the role of habit of influencing consumers to buy. Finally a study shows that as a psychological factor of consumers, familiarity is also one of the factors that contributes to creating a positive or negative impact on consumers who make decisions.

The results of a study by PawanGarga et. al. (2017) [15] confirmed that a single magnitude of the perceived risk and the perceived risk in general would adversely affect online shopping information.

Lu Man Hong, et. al. (2017) [16] conducted a study in Malaysia in which a researcher highlighted eight different types of risk associated with an online store namely financial risk, product performance risk, time risk, privacy risk, psychological risk, social risk, post-sales risk and delivery risk. Its main purpose was to study the impact of the perceived risks on the product image of online stores and their impact on consumer purchasing intentions. Research has shown

that Malaysian consumers are less interested in buying products online because they see online shopping forums as more risky, as a result in Malaysia only 9.3% of Internet users actually use online stores for shopping purposes. Finally, the study also found that the perceived risk has a negative relationship with the store image, which means that if the apparent risk increases then the image of the store will be cleared which greatly reduces consumer confidence in online shopping.

SamreenLodhi et. al. (2017) [17] This study has shown that consumers buy products mainly after watching an online ad rather than reading a newspaper, magazine or watching TV As today's customers become more and more unreliable so with the help of an online marketing company provide updates on products or services to maintain customer loyalty abo.

Continuously Vikash et. al. (2017) [18] attempted to obtain public opinion about online shopping and to know why consumers prefer to shop online or store stores and why. The results of the study supported customer perceptions of online shopping with a positive attitude and showed the emergence of various aspects of online shopping.

K. Rama Mohana Rao et. al. (2016) [19], the study focuses on identifying and analyzing the various factors that influence consumer perceptions regarding e-purchases in the different products available in the online retail market. The results show that six factors such as ease of use, website design, delivery, pricing, reliability, and responsiveness have had a significant impact on consumer perception in e-shopping.

Kanupriya, et. al. (2016) [20], this study aims to establish initial testing, testing and understanding of online shopping signs. Research has shown that the most inspiring thing seen during the study was the ease with which customers were able to make people shop online.

Muhammad Khyzer Bin Dost (2015) [21] focuses on the influence of the five major elements taken from the literature namely trust, time, product diversity, usability and confidentiality, in consumer purchasing behavior (reliable flexibility) to find that consumer buying behavior reflects online shopping trends.

P. Jayasubramanian et. al. (2015) [22] describes how today's market is changing traditional markets. This study identifies factors that can affect customer satisfaction in online shopping.

Pandey AkhileshChandraet. al. (2015) [23] examined the role of consumer contexts, beliefs and behaviors as a predictor of consumer behavior: proving that compliant values are also directly related to purchases. Consent practices will lead to the development of a positive intention in the consumer's mind to buy products, implying that there is a strong and important relationship between one's beliefs and

one's purchases. Strong belief about the product can lead to further purchases

## VII RESEARCH GAP

Online shopping opens up a world that replaces consumer opportunities and experiences. The many products and services offered online shopping at different prices make it an excellent market place. Most consumers are open to online transactions while others are afraid of various types of risks. These risks serve as a barrier to online shopping. A review of the literature reveals that much research has already been done on online shopping especially focusing on the perceived risk of consumers. NoorshellaCheNawi, et. al. (2019) [5] described a variety of risks such as post-sales risks, financial risks, mental risks, and social risks have had a significant impact on the purpose of online shopping in Malaysia. Tatiana Marceda Bach et. al. (2020) [2] The results of the study also show a significant moderate impact of these factors on consumer confidence and the decision-making process in online shopping.

## VIII LIMITATIONS

- (a) The study is limited to five major cities in Uttar Pradesh: Prayagraj, Lucknow, Kanpur, Agra, and Gaziabad only. This prevents further research.
- (b) Due to the Covid 19 epidemic, the researcher will collect data on online mode. As in the case of the existence of an online data collection researcher there will not be there, therefore, the chances of solving the respondent's question, if any, can also be one important limitation.
- (c) As this study is based on the perceptions of web consumers, it may change over time because they are said to be self-directed.

## IX CONCLUSION

This study highlighted the common situation within the study of consumer risk, attitude and behavior of online shopping. It seems to have a negative impact on perceived risks in the general consumer attitude. It means that when consumers rely on the web reseller, they will accept the issues associated with the return of the purchased product, and that they will use the tolerance point in the time it takes to deliver the product. To confirm the positive effect of the risks, it is suggested that future research be conducted to expand this study to include the many online retailers in Uttar Pradesh. Investigators may look at the inclusion of a wide range of perceived risks, such as psychological, privacy and social risks, to determine whether or not they will influence consumer online behavior of consumers.

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# Sweet and Sour Feelings of a Magnificent and Ferocious Animal: Tiger

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## ABSTRACT

*Human being is one of the most wonderful creations of the almighty God. It is special because it can express its emotion through various ways. There are visual as well as written ways of expressions are used by all of us. When we talk about written expression we cannot ignore the great literary personalities who have contributed their thoughts in various languages. Leaving the other languages apart when we focus on English language, which is the second language, we need to remember Mr. R.K. Narayan, a great writer. He is an architect of English language. His immense contribution in field of English literature is admirable. He brought revolution in English literature through his writing style. The fiction of R.K. Narayan brings the imagination to reality. As one goes into deep of the fictional stories, one realizes that each action narrated is happening around him. In his various novels and stories Narayan was successful to express the feeling, pain and thoughts of his characters with his magical words. The main thing which elicits our attention is that Narayan not only expresses the feelings of human beings but our national animal tiger. As we read the introduction of the book "A Tiger for Malgudi" we come across a conversation where the writer was asked that Why has he chosen a tiger and not a mouse? The writer replied to the smart journalist who had come to interview him, when he mentions the subject of his novel. , " so that the chief character may not be trampled upon or lost sight of its hole." (pg-8)"A Tiger for Malgudi" A king Penguin published by Penguin Books, reprinted 1987. This paper would be based on the book "A Tiger for Malgudi" A king Penguin published by Penguin Books, reprinted 1987.*

**Key Words:** Tiger, expression feeling, architect

## I INTRODUCTION

Reading has always been a staple food for the mind of a literature lover. When we explore the writing of English language in India contribution of R.K. Narayan elicits our attention tremendously.

At present everyone including an environmentalist or a common man is making a hue and cry to protect tiger the national animal of our country. When we look thirty six years back a book written by Mr. Narayan "A Tiger for Malgudi we find his deep concern about protection of animal as his primary concern. He has skillfully expressed the feelings of our national pride. The story starts with a scene where an aged tiger lying in its cage and thinking about its past. He thinks about its cub hood and wonderful days in the jungle and his life in captivity as a star performer of the circus. It even remembers how it attains freedom by escaping from a film shooting camp and wanders into the nearby town. The fear stricken public attempts to get it shot but how it was saved by an ascetic who appeared on the scene and protected it and adopted it as a companion for the further journey of life.

## II LOCATION

The journey of a cub starts from a forest where he leads a free life and enjoys freedom with all other animals. His early days were mixture of pleasure and shame .The lived in far end of the Mampi range which trails off into the plain. It lived in his cave on the edge of a little rivulet. It swelled and roared along when it rained in the hills. It was fordable in dry season with

the jungle stretching away on other side.. The cub hood is recalled by the tiger" I remember my cub hood when I frolicked on the sandy bank and in the cool stream, protected and fed by a mother. I had no doubt whatever that she would live forever to look after me: a natural delusion which afflicts all creature including human beings." (pg-12). )"A Tiger for Malgudi" A king Penguin published by Penguin Books, reprinted 1987.

The magnificent animal even expresses its pride that how every creature in the jungle trembled when it sensed that the ferocious tiger was approaching it. It even expresses its fear to see a porcupine Though it could scare most of the wild animals of the forest, it was extremely scared of the creature having quills on its body. The tiger recalls," I once tried to toss him about and received such a stab of quills over my nose, jaws and paws that I retreated to my cave and collapsed. I lay there starving for several days; I expected I would soon be dead."(pg14) A Tiger For Malgudi" A king Penguin published by Penguin Books, reprinted 1987.

The writing of Narayan describes each location beautifully. The movement of the cub from cave to jungle has been expressed nicely. While reading one would enter the virtual location. The forest, the behavior of the residents of the forest is described lively. It simply holds the interest of the reader and provides many opportunities to smile.

### III FROM FOREST TO VILLAGE

As the days passed the tiger had various experiences. He found that some of the tigers and cubs were taken away from the forest. So he followed them. He moved towards a village at night and found all the habitants were fast asleep. It moved around quietly. When the villagers realised that number of their cattle are reducing they decided to keep a watch. All the villagers were vigilant and took good care of their flocks. Due to those there was scarcity of food for the tiger for a few days but it found a way. Now it started visiting the village at night for the prey and somehow managed to survive.

### IV GREED: AN OPEN DOOR TO HELL

The tiger even narrates how his greed brought him to the world of human being. Through this the writer wants to convey that anyone who wants to lead a peaceful life should not be greedy. Though in the beginning it was little cautious and avoided negligence to keep itself safe from any trap laid by the human beings. Just once it could not stop its temptation that ended its freedom. Though it regretted for its deed but nothing on this world gave it a helping hand. This particular act changed its fate and forever it was taken to a circus.

### V FROM FOREST TO CIRCUS

The captured tiger was taken to a circus. The owner of the circus was extremely happy to see him. His happiness increased when saw the tiger was in pain.

The cruel nature of human being has been portrayed here "Now I saw a man with a long staff in hand standing close by, saying ,want to get out ? All right ....come on' and he poked with the staff and laughed when I protested. "pg40) A Tiger For Malgudi" A king Penguin published by Penguin Books, reprinted 1987.

### VI CONCLUSION

The novel portrays the unbearable truth which revolves around human beings. For our own greed and benefit we don't spare these speechless creatures. Though we have a super mind, we leave no chance to harm others for little benefit or survival. Through his writing Narayan has tried to communicate that like human beings the wild animals also have feelings. We need to take extra care to save nature and our national pride. If we give a thought and observe carefully we will certainly agree that the nature is supreme. Let's all of us come together to take care of the nature and develop the right spirit of being human.

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## Preparedness of Library & Information Services in New Normal

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### ABSTRACT

*This paper examines preparedness of our library system post Covid -19 pandemic. Covid-19 pandemic has brought in an uncertainty and threat to the existence of human life all around the globe in 2020. Even though this virus is not as dangerous as the viruses or bacteria that causes Pneumonia, Cholera, Tuberculosis, HIV, Typhoid or similar diseases to a healthy human being, its quick community spread has a blasting effect on the entire health system making it helpless to provide health services to large number of citizens at the same time resulting complete lockdown and making the world economy paralyzed for an indefinite period. We are living in a liminal moment where we are unaware as to what will happen next. This increased uncertainty is a challenge to all human activities including the activities of public libraries all around and in India the condition is comparatively worst as dependency on physical library services is more. It is the time for us to concentrate on what we need to adapt and bring transformation in response to the major challenges that have evolved from the COVID-19 pandemic as there is a little has been done in India in this direction till date. There is an immediate demand of service deviations to accelerate no-touch public access, extended loan limits and periods, shifting to online service delivery of reference materials and public programs, significantly increasing the collection of e-books, identifying and implementing direct channels of communication with readers and user communities, and setting-up home delivery of materials or improving click and collect facilities. There also need for a massive survey of the users to understand the depth of need that the users have for continuity of access to the public library services.*

**Keywords :-** Library, Human being, e-books etc

### I INDIA - PANDEMIC TIMELINE / CHRONOLOGY OF EVENTS

#### (a) The Beginning of the Trouble

- (i) By the end of December 2019, the World Health Organisation (WHO) receives reports of mass spread of a "pneumonia with an unidentified cause" from Wuhan city in Central China's Hubei province.
- (ii) By mid-January 2020, this unknown virus spreads globally, first to Thailand then to the United States, Nepal, France, Malaysia, Singapore, South Korea and then it also reached Australia.
- (iii) On 31st January, 2020, WHO again come out with new declaration the outburst of this unknown virus as a "public health emergency of global concern".
- (iv) On February 12, 2020, WHO formally and technically named the new coronavirus as COVID-19

#### (b) On set of Pandemic

- (i) On March 11, 2020: WHO declares it as a global pandemic.
- (ii) On 16 March: Government of India announces complete lock-down of all schools and colleges countrywide.
- (iii) On 18 March: the CBSE released its revised guidelines and schedule of examinations, along with protocol to be maintained during the conduct of examinations.
- (iv) On 19 March: the much important CBSE and JEE examinations were postponed till 31st March.
- (v) On 20 March: Government of Maharashtra took its decision to cancel examinations for classes 1 to 8 and to promote all students to

the next higher classes. They also postponed examinations for class 9 and 11 to 15th April.

- (vi) On 20 March itself, the Madhya Pradesh Board of Secondary Education also declared to postpone its examinations of Class 10th and 12<sup>th</sup>, asking all school principals to promote or detain students from class 5 to 8 reviewing their previous performance in lower classes.
- (vii) SLC (Class 10), HSLC (Class 12) exams in Kerala Board postponed due to COVID-19 lockdown.
- (viii) Assam State Government also cancelled all exams till 31st March.
- (ix) The Union Public Service Commission (UPSC) also postponed its interview for the Civil Services scheduled from 23rd March to 3rd April 2020.
- (x) The SSC exams rescheduled for 15<sup>th</sup> April 2020 in Tamil Nadu and Puducherry.
- (xi) March 22: The National Library of India situated at Kolkata was closed due to the spread of Covid-19 pandemic.
- (xii) On March 23, Prime Minister of India Mr. Narendra Modi came in public to make a resolution of a Janata Curfew which was carried throughout India with greatest sincerity by the citizen of India.

#### (c) The Lock down Begins

- (i) On March 24, 2020 Prime Minister Modi has announced a 21-day complete lockdown starting from midnight of 24th March 2020 as a significant measure in fighting the COVID-19 pandemic. For containment of Covid-19 epidemic, the Ministry of Home Affairs issues an Order with

guidelines to all Ministries / Departments, States and Union Territories in the Country. It also enlisted the penal provisions under Section 51 to 60 of the Disaster Management Act, 2005 and under Section 188 of the Indian Penal Code for Punishment for obstruction, false claim, misappropriation of money, materials etc., false warning, failure of officers on duty, contravention of any order regarding requisitioning, offence by companies etc. to combat the spread of covid-19 and to break the cycle of its spread.

- (ii) March 25: Mass movement by migrants across India. Mostly the urban poor headed towards their homes in rural areas.
- (iii) March 26: Finance Minister of India announced Rs 1.7 trillion economic stimulus plan as an immediate relief to millions of poor and migrants hit by the countrywide lockdown.
- (iv) March 27: Prime Minister Modi urges India's 1.3 billion citizens to switch off the lights in their homes, stand at their balconies, and light candles, traditional diyas, torches or mobile flashlights, at 9 pm on Sunday the 5<sup>th</sup> of April 2020 for nine minutes to inspire individuals to dispel the darkness of the coronavirus disease.
- (v) March 27: Reserve Bank of India announced that all banks, housing finance companies (HFCs) and NBFCs have been permitted to allow a moratorium of 3 months on loan repayments.
- (vi) March 31: Delhi's Nizamuddin area emerged as 'hotspot' of Coronavirus with a large number of participants of Markaz, of the Tablighi Jamaat have been tested positive.
- (vii) April 5: Responding to Prime Minister Modi's call to light lamps for nine minutes to 'harness the power of light' to fight against the coronavirus, people from around the country come out with candles lit and bursting crackers filling the entire country with positivity during Diwali festival.
- (viii) April 10: Prime Minister holds a digital conference with Chief Ministers of all states to discuss the lockdown extension issue primarily to get the consent of state heads.
- (ix) April 14: Amidst fear of mass spread, Centre extends lockdown till May 3, as 10,000 confirmed cases were recorded.
- (x) April 16: Government of India allows e-commerce, Agriculture industry to resume its activities from April 20
- (xi) April 20: Situation of pandemic became "especially serious" in Mumbai, Pune, Indore, Jaipur and Kolkata

(xii) April 24: Prime Minister Modi and Union Finance Minister Nirmala Sitharaman finalise a second stimulus package for the paralysed industry, the poor, and farmers.

(xiii) April 25: The government allows shops and commercial establishments, including those located in residential complexes within municipal areas, to function with 50 per cent strength as a relief to the citizen.

(xiv) April 30: The Central Government allows the movement of migrant labourers, students, pilgrims and tourists who do not have any symptoms, back to their home states.

#### **(d) Extended period of Lock down**

- (i) May 1: Lockdown further extended till May 17. Considerable relaxation given in the districts falling under Green and Orange Zones. Metros and most economically-important cities including Delhi, Mumbai, Bengaluru, Chennai and Ahmedabad, marked red zones and will stay under strict lockdown.
- (ii) May 4: Lockdown 3.0 - India entered third phase of lockdown. Total positive cases in the country touched 42,533 and 1,391 deaths recorded so far.
- (iii) May 7: Prime Minister's Vande Bharat Mission begins to bring back all stranded Indian citizens home from various countries like the UK, the UAE, the US, Maldives, Bahrain, and Singapore.
- (iv) May 16: India with 85,940 positive cases surpasses China in terms of the total number of Covid-19 cases reported.
- (v) May 17: Countrywide lockdown further extended till May 31, proving it as the longest lockdowns any country has imposed ever in the history.
- (vi) June 1: India becomes the seventh most-affected country in the global COVID-19 tally, with over 1.9 lakh positive cases and 5,400 deaths recorded so far.

#### **(e) Unlocking**

- (i) June 8: Unlock 1.0 guidelines come into force to relax the lockdown in a phased manner, as India records more than 2,50,000 positive cases and 7200 deaths. Government allows re-opening of malls, hotels, restaurants and religious places.
- (ii) July 1: Unlock 2.0 guidelines, with relaxations in night curfew, provision for more domestic flights and trains, and clearance for more than five people in a shop.
- (iii) July 17: International commercial flights resume as the Government establishes individual bilateral bubbles with France and the US. Total Covid-19 cases in the



country cross 10 lakh. Death toll stands at 25,600.

- (iv) August 1: Unlock Phase 3.0, government allows yoga centres and gymnasiums to function and revoked its night curfew order.
- (v) August 29: Unlock 4.0 guidelines - allows metro services to start from September 7, gatherings with 100 people allowed from September 21, senior students can attend schools on a voluntary basis.
- (vi) August 31: India's Gross Domestic Product (GDP) growth contracts 23.9 per cent in the April-June quarter, as per data released by the National Statistical Office (NSO).
- (vii) Unlock-4 guidelines - Commercial metro services stopped on March 24 resume in a graded manner across the country.
- (viii) September 12: the country breaks its own record in fresh Covid-19 cases, records another highest single-day spike in infections, with 97,570 people found positive in 24 hours.
- (ix) September 14: Monsoon session of Parliament kicks off under the shadow of the Covid-19 pandemic, with MPs occupying seats in both Houses ensuring social distancing. More than two dozen MPs tested positive.
- (x) September 19: The Drug Controller General of India approves India's first Clustered Regularly Interspaced Short Palindromic (CRISPR) Covid-19 test kit for commercial launch.
- (xi) September 21: Schools partially reopened in several states to enable students studying in Classes 9 to 12 to visit their institutions on a voluntary basis for seeking guidance from their teachers.
- (xii) September 30: Unlock 5.0 guidelines from Ministry of Home Affairs - allows cinemas and multiplexes to open with 50 per cent capacity from October 15; states and Union Territories can take a decision on whether to open educational institutions; removes limits on outdoor gatherings while allowing indoors gatherings with 50 per cent capacity. Swimming pools "being used for sportspersons" are also permitted to reopen.
- (xiii) Number of confirmed cases of coronavirus crossed the 63 lakh mark. India becomes the second worst coronavirus-hit nation.

## II CHALLENGES AND OPTIONS

- (a) **Status of National Library, Kolkata** - The National library of India situated at Kolkata was closed since March 22 and started reopening in a phased manner on Monday the 20th of April 2020 with skeletal staff as many of them could not join due to lack of transportation. Some of the staff requested through emails to the authorities pleading Covid-19 transmission fear. Gradually the pandemic fear has reduced and it resumed normalcy in its functions.
- (b) **Libraries are not "low-risk"**- Our temples of knowledge are not really "low-risk". We have really become community centres and gathering places. Libraries that incorporate community gatherings or social activities into their services are considered as medium to high risk, similar to restaurants and retail stores. School libraries in more than 50 countries have been worst affected by the closure of all educational institutions, while in others, at least some schools have been closed, according to figures from UNESCO. In many of these countries, university libraries have also been shut down.
- (c) **Measures required in place in Public Libraries to resume its normal function**
  - (i) More investment to increase digital resources for interactive book clubs
  - (ii) Social media presence to enable more direct interaction with users
  - (iii) Live streaming of events
  - (iv) More webinars and VC based learning sessions
  - (v) Presence with Online story-times, video crafts, promotions etc.
  - (vi) Inclusion of online programming/events in routine activities
  - (vii) Addition of some components of an online service or video streaming to reach broader audience.
  - (viii) Investing more in training, especially for our older Patrons especially in terms of use of digital resources
  - (ix) Ensuring portable Wi-Fi hot spots for disadvantaged people
  - (x) Focus on no-touch service delivery options – i.e. self-check and mobile printing
- (d) **Physical Change needs**
  - (i) Redevelopments of the library to increase space and size keeping in mind that social distancing will continue to be an inevitable aspect of human life.
  - (ii) To reduce the chances for risk, reduction of seating in the medium term is suggested.
  - (iii) Ensuring more space in computer section for users
  - (iv) Setting up larger libraries in hubs
  - (v) Providing sneeze guards and protective screens at service centres

- (vi) Installing hand sanitisation points and adopting such other measures to stop the transmission of through spread of virus.
- (vii) Avoiding face to face interactions especially in smaller sites
- (viii) Capacity of meeting rooms to be increased to maintain social distancing.
- (ix) Occupancy counters and prevention of crowd at entrances to libraries
- (x) Redesigning of information and circulation desk – a rotating round table is approachable from all angles supporting the social distancing protocols.
- (xi) Redesigning of toilets and change-rooms – installation of contactless soap/taps entry/exit
- (xii) Controlling of crowded activities and to have bookable sessions
- (e) Management & Access to Resources**
  - (i) Promotion of continued Click and Collect and more home & workplace deliveries
  - (ii) Adoption of devices to improve people's accessibility to e Resources
  - (iii) Addition of 24 / 7 vending machines
  - (iv) Increased investment in procurement of digital and e Resources
  - (v) Deviation in shelving to accommodate self-serve reservations
  - (vi) Change in opening hours
  - (vii) Revision / removal of reservation fees and penalties
  - (viii) Newspapers and magazines like physical collections must be reviewed because of the high risk of community spread of virus
  - (ix) Retractable control systems to manage crowd and to direct foot traffic and enforce social distancing
- (f) Information Service**
  - (i) Assistance through technology and support programs for unemployed (anticipating increase in unemployment)
  - (ii) Customer service reformation – more training to staff to work with screens and digital signage
  - (iii) Visual cues from staff for improving internal communication
  - (iv) Additional digital content associated with information services and supporting programs
  - (v) Wi-Fi hot spots in open places and community centres to improve accessibility to library services and e-Resources
  - (vi) Supplementary outreach programs to promote participation
  - (vii) Technical training to users to assist them accessing and adapt to online resources and services
- (g) Marketing and Promotion**
  - (i) Full-fledged promotion of online services
  - (ii) Adoption of innovative marketing strategies, making best use of the social media and exploring use of such other additional platforms
- (h) Financing, Staffing and Library Planning**
  - (i) Budget considerations - More budget for digital content, planning and development
  - (ii) Review and evaluating program delivery
  - (iii) Reserving more budget provisions on sanitisers and cleaning supplies
  - (iv) Readiness with Covid-19 response plan by reassessment of library strategy
  - (v) Redesigning roles to reduce transactional tasks
  - (vi) Investment in skill development and hiring more technically skilled human resources.
  - (vii) Developing the trend to work from home when human resources of the library are not rostered to desk
  - (viii) Adoption of new flexible working hours policy
  - (ix) Modification in staffing and rostering plans
  - (x) Need to keep lobbying for further resources financially
  - (xi) Promoting virtual workshops and online staff meetings
  - (xii) Moving to a online financial transactions and cashless, no-touch service dealings
  - (xiii) Skilling the staff to create and deliver virtual contents and digital services efficiently
  - (xiv) Hiring and engaging skilled consultants to perform an entire service review and come up with suggestions for improvement of service delivery
- (i) Remote pickup Services** - We have seen that the Government has relaxed eateries to continue serving the customers throughout the pandemic by offering pickup parcel services through online or telephone orders. As most of the libraries have suspended all borrowing of physical resources and alternatively often strengthening their digital collections to fill the gap. However, some libraries have opted pickup, and many are considering it as a first phase of reopening. Now, each library should make decisions that what work best for their individual circumstances and based on the users' demand. The libraries should make it possible to reach its resources to more local residents and support to expansion of local readers group.
- (j) Phased reopening of library buildings** - Reopening of Libraries should happen with more emphasis on hygiene and social distancing concerns. It would only be successful if we adopt a phased and well planned approach. We should adopt a people-counting technique to ensure that they do not exceed a safe capacity, proper distancing of people waiting in queues should be

taken care while using ground markings to assist those waiting in queues. We should also emphasis on using social media platforms to reserve a schedule to borrow materials. Visits can be limited to one or hours, and users may not be allowed to sit or read in the library as a short-term policy. Materials could be allowed to borrow a specific floor / area/ general collection only. The children's area should be banned for use until a certainty in the conditions is achieved. Inside the library, different routes have to be established for borrowing and returning of items.

- (k) **Protecting Staff and Users** - Certainly it is of prime importance to any institution to protect the health and well-being of staff and users preventing contact with those who are already sick. Visitors to establishments should be allowed only after proper screening through health questionnaires and temperature checks. Libraries will need to be sensitive to the tolerance levels on varied social norms of different communities across the globe. However, temperature checks and sanitization of hands of visitors must be made compulsory. Inside the library, care must be taken to limit direct contact between staff and users. Extra precautions like providing disinfectant for staff, accepting online payments and cards instead of currency transactions and regular cleaning of facilities etc. should be adopted in addition to providing masks and gloves to the operational staff.
- (l) **Use of UV sanitizers for sterilization** - Unlike restaurants, museums and such other distribution centres having limited quantum of high-touch articles to disinfect, libraries have thousands of resource materials, which cannot merely be wiped down with disinfectant to avoid spread of viruses. In this scenario, libraries have the best option to use UV sanitizers to sterilize and disinfect materials after return. Each library should develop their own protocols in accordance with their user groups. Multiple book drops. Building Plexiglas protected workspaces for staff is yet another solution to protect the staff from infections through contacts.
- (m) **More significance to self-service and touch less services** - Pre-Covid, almost 75% of the library users preferred self-service to handle their transactions. Almost the same number of users have changed their behaviour and prefer to opt robust self-service or touchless alternatives since the pandemic began. There should not have any doubts that this particular virus will persist to have a perpetual impact on people's perceptions about preferences for safety and limited contact, although its threat will gradually come-down and come to an end latter. However, touchless library activities and self-services will be more important in the future than ever in the past. Libraries should eliminate the need for excessive human interactions and encourage users to

borrow and return items through self-service kiosks and thereby reduce the risk to staff and users alike. Hand sanitizer installations at self-checkout can reduce contamination of touchable surfaces, however, our libraries can easily be configured for a completely touchless experience. Reducing the risk factors and fear or anxiety, users could also be facilitated to borrow and return resources directly from their own mobile devices.

- (n) **The future of libraries is 'Digital'** - During the Covid-19 pandemic, undoubtedly the librarians and library staff have exhibited extraordinary courage, creativity, and resilience. Resourceful libraries continuously offered e-resources, digital contents, book clubs, video-conference, recorded and broadcasted story-times, online consulting and webinars without the use of physical structures and infrastructure and constantly supported their reader communities.

Now, as the public libraries around the globe commenced to reopen, the new virtual means of connecting and communicating will indeed become an essential element of the library landscape. While the prospective users are swiftly adapting to cyber living and working atmospheres, they still have an inclination for human interventions and familiar in-person involvements. Libraries must request their users to maximise the use of resources and services that are Digital.

The public libraries should concentrate on what they have adopted in providing digital services to the users during the pandemic. They also should make efforts to address the challenges and implications for the professionals working in-house and remotely for the library.

### III CONCLUSION

Although there are a lot many restrictions put in place, they are being lifted slowly across the globe to resume a new normal. Libraries are struggling to embrace the best approaches to safely resume its normal routine activities and providing their best services to the readers.

There is a need now to emphasise enhancing relationship with users and stakeholders, on keeping the people associated with library services, as well as on developing employees' agility and skill with project work and effective delivery of new services.

As the library buildings began to open after the lockdown, these buildings should be altered to set up onsite facilities that are compulsory and complementary in compliance of Covid-19 Health Orders, while continuing with the remote and no-touch services and the communities should also be educated to adopt to it as quickly as possible.

Library staff should work hard to set up a phone-in facility for prospective clientele who were customarily taking part in regular functions and programs of the libraries as there may have a chance of them developing a sentiment of being socially isolated or having difficulty in accessing shopping, medical appointments etc.

Behavioural pattern of both users as well as the staff should be modified adhering social distancing norms. There is also a need to pivot and start developing high quality online content. Reopening or resuming work will not exactly mean going back entirely to the way things were in pre-Covid-19 but it should put in place a 'new normal' approach to library services."

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# An Analysis of Training and Development Methods in Public Sector Banks of Madhya Pradesh

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## ABSTRACT

*Financial development in India has hinged effectively on the development of banking system. Banking sector is continuously going through a process of transformation since nineties, due to the introduction of Liberalization, Privatization and Globalization, Information and Communication Technology. The Indian Banking sector, ever increasing competition, fast moving and complex world of latest technology have compelled banks to decide of and to adopt themselves to the changing banking environment. There is required to develop the competencies i.e. Skill, knowledge and attitude among the bank staff to make them more suitable to the changing conditions, through this research paper. The research paper based on primary data and finding of the study will suggest that training and development is inevitable and unavoidable in any sector*

**Key words:** Bank, Training & Development, Skill, Performance etc.

## I INTRODUCTION

In recent scenario, where every time the surroundings unfolds a new challenge in front of the companies, where every day is backed by a new invention, where nothing is static, implementing change is the sole solution to certain the existence of a company. “Implementing Change” itself, is a wide array stream that involves, taking up prompt actions to derive solutions as well as supplementing existing variable assets, within the company, with changes in such a manner that, it acts as a shield, not against rather, in the flow of the uncontrollable dynamic environment.

Training and development has become the first phase of each and every organization’s tactics and strategic journey. It is that vital medicine, which has been stretched far understood as well as, is now being ingested by the precious assets of these, as the companies have realized that the world is characterized by high competition and updated as well as upgraded skills and, training plus development is the initial investment for the future cover benefits of increased readiness of their blood streams towards the challenges as, they are paramount for the survival of the company. Thus, all of this holds true irrespective of which company or in which industry you operate in. As much as Human resource development stands salient in retail and IT industry, in the very same way, it is the valued essence in the banking industry wherein economic ups and downs confirms that training and development cannot be ruled out, ever.

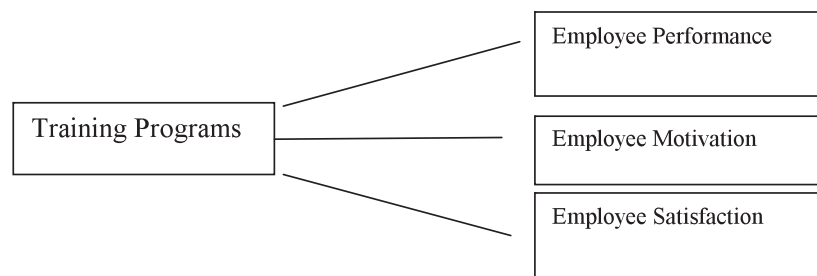
Further, in line with this, many scholars’ curiosity of indentifying the relationship between T&D and employees’ performance, satisfaction as well as motivation, can be read as an empirical study which tries to unveil the link between the two.

As majority of the researches presents a comprehensive picture of the industries in much developed countries, the extent of relationship shared between the two, in developing countries like India, is still underived and hence, opens the door for this research because, the T&D methods of developing nations are way too different from the one’s, which are being practised in the developed nations and therefore, there is an extensive need to discover, not only the link but also the intensity between them and accordingly, suggest ways of reformation for the same.

The study aims to draw sample from the employees of the two major, public sector banks in Madhya Pradesh, through an intense literature review of the past searches and through a self administered questionnaire, in order to understand the scope as well as extent of relationship between the training programs and their performance, motivation as well as the satisfaction. The attempt is to pin point the gaps in the training programs, if any, and to suggest remedies for evolving them in better ways.

## II CONCEPTUAL FRAMEWORK

It presents a comprehensive picture of identifying how training programmes affects the performance, motivation and the satisfaction amongst the employees at different levels of the banking sector, in Madhya Pradesh.



### III LITERATURE REVIEW

#### (a) Training – As a Concept

- (i) In the year 2005, Weil and Woodall concluded in their study that, Training is one of the eminent functions of the HRM department. It is a systematic process of conditioning the behaviour of an employee, through educational events, practices, which in turn adds on to the receptor's skills, knowledge and ultimately, boosts his productivity as well as efficiency.
- (ii) Buckley and Caple, in the year 2009, revealed that training can be associated with two types of needs: reactive needs and proactive needs. As the name suggests, Reactive ones arise out of an immediate and urgent on the job skill or knowledge requirement whereas, proactive ones are a systematic approach, by the company, toward upcoming technical advancement.
- (iii) HRM by Subbarao, in the year 2000, is an attempt to investigate deep down and identify the current trends of HRM department and accordingly, suggesting the forthcoming trends that are likely to join in the near future.
- (iv) V Kamath, SS Kohli, PS Shenoy, Ranjana Kumar, R M Nayak (July/September 2003). "Indian Banking Sector: Challenges and Opportunities", tried to identify the challenges as well as opportunities faced by the Indian Banking Sector. The paper encloses the suggestions from all ends including, the product design and engineering, product delivery and customer satisfaction, upcoming financial reforms and its impact, competitors' size and share, and last but not the least, HRD policies.
- (v) Sujatha, Krishnamacharyulu C.S.G. (January-March, 2008), Challenges of Human Resource Management in Public Sector Banks, has taken an initiative to comprehend the challenges being faced by the public banking industry since the time our banking industry has opened up its doors for private and international banking

services. Since then, the PSB's have been trying to maintain their market holding through intensive measures for improving on the efficiency and productivity of its employees.

#### **Employee Training and Performance– the Relation**

- (vi) As per the empirical analysis conducted on the banking sector of Pakistan in the year 2011, there exists a high correlation between T&D and employee's performance. The research clearly signifies the importance of HR department in an organisation. It is the backbone that organizes T&D sessions so as to improve upon the productivity of its assets.
  - (vii) Nassazi, in the year 2013, examined the effects of training on the performance of the employees working in the telecommunication industry of Uganda. The study focuses on the samples drawn through an administered questionnaire, from the three biggest telecom companies in Uganda. The data reveals that training programmes, conducted by the companies, have a positive impact on the overall output of the employees.
  - (viii) Kennedy, Virile (2007) in his paper titled "Do Human Resource Development Practices Differ among the Categories of Indian Commercial Banks?" confirmed that the T&D practices implemented in Private sector banks are far advanced and fruitful as compared to the conventional training programs of Public sector banks. Also, their findings emphasized on giving importance to Performance counseling sessions in Indian banks as it is one way to understand an employee's emotional attributes towards his/her job.
- #### **Employee Training and Satisfaction– the Relation**
- (ix) Bajpai Naval, Srivastava Deepak in their paper "Sectorial Comparison of Factors Influencing Job Satisfaction in Indian Banks", studied about job satisfaction within the employees of private and public sector banks and found out that the level of contentment of public sector employees is high er

than that of private sector because, employees in privates are bound with the sense of insecurity whereas policies like retirement, pension etc. are well executed in public sector banks.

- (x) Bedi, Monica; Job Satisfaction in Bank, recognized HRD as that pillar of the company which is responsible for the bank's performance as well as growth through effective as well as productive workforce recruitment and strategic T&D sessions.
- (xi) Sehgal (2012) published a paper entitled "Job Satisfaction of Bank Employees in Shimla- A Comparative Study of Private and Public Sector Bank wherein the scholar clearly signified the importance of job satisfaction for the growth and performance of an industry.

#### IV OBJECTIVES & HYPOTHESIS

##### (a) Objective

- (i) To evaluate the perception level of employee towards Current training programs on the basis of age and experience.

##### (b) Hypothesis

- (i) H<sub>0</sub> – There is no significant difference in employees' perception level towards current training methods on the basis of age and experience.
- (ii) H<sub>1</sub> - There is a significant difference in employees' perception level towards current training methods on the basis of age and experience.

#### V RESEARCH DESIGN

- (a) **Sample for the Study:** The research study has undertaken the employees of the Public Sector Banks (Central Bank Of India and Bank Of Maharashtra), situated in Madhya Pradesh as the study region.
- (b) **Data Source:** The study is based on primary as well as secondary data. The primary data has been assembled from the responses of employees belonging to the two above mentioned banks of Madhya Pradesh, while

various journals, magazines, e-books, websites and books have sourced the secondary data.

- (c) **Research Instrument:** In the research structured questionnaire is used as a research instrument to obtain data. Questions are used in it which the questions permitted only certain responses ranging from agreement to disagreement. All the questions asked were related to the research objective stated in the study.

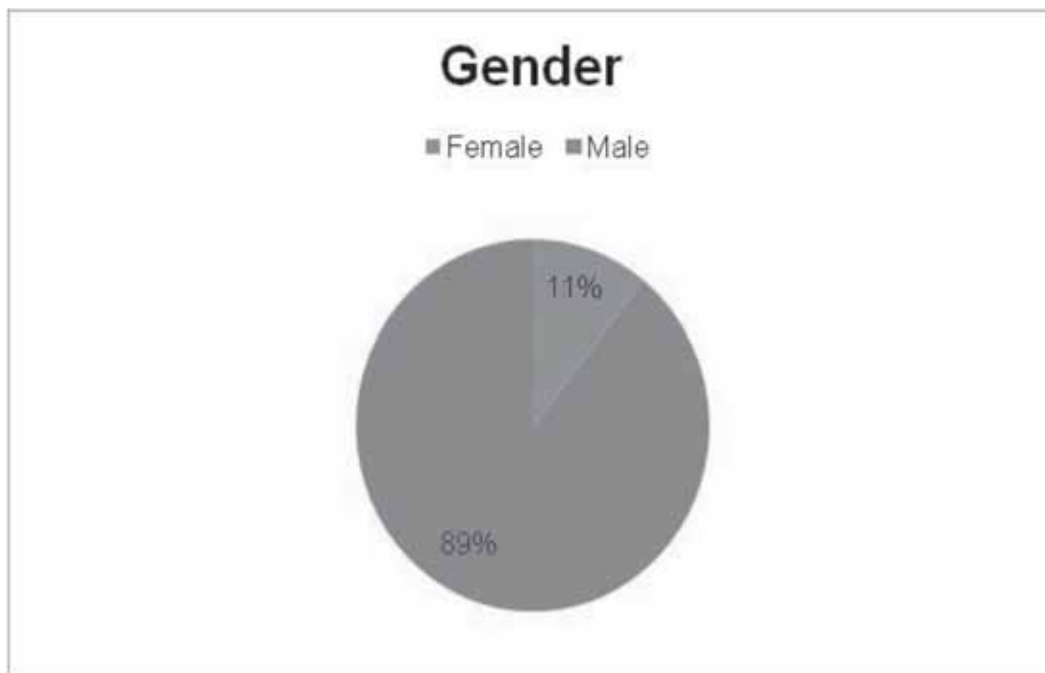
- (d) **Descriptive Analysis:** This section comprises of the representation of the demographic data pertaining to the 400 employees, who have filled the questionnaire for the study. This segment incorporates individual data, for example, sexual orientation, age, designation, experience and sort of worker. These factors may help in discovering relationship with different factors for future investigations. In any case, for the reason for the investigation just the relationship between the picked associations also, other theorized and un-estimated factors were set up.

- (e) **Inferential Analysis:** In this segment, the researcher has applied measurable strategies to demonstrate expressed speculation also, to dissect if the reactions shift based on association. For this Chi-Square (Goodness of Fit) Test and Pearson's Chi-Square Test were applied and the estimations of p were determined under trial technique. After that the qualities were contrasted with legitimize if the thing that matters was critical. Non-parametric trial of Kruskal-Wallis of K-Independent example test was utilized to test the independency of every speculation figured on the grounds that of the Ordinal and non-severe suspicions nature of information.

#### VI DATA ANALYSIS & INTERPRETATION

Background of the Respondents

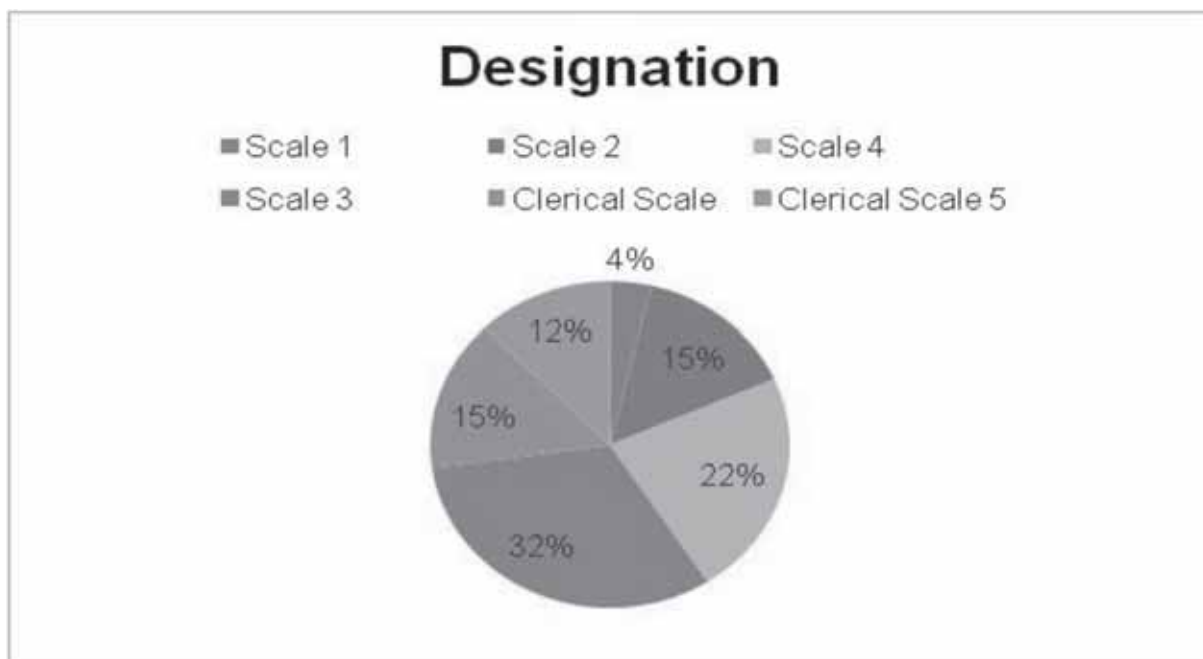
##### (a) Gender



**Respondent's gender**

Graph shows that 89% of the respondents were male and 11% female.

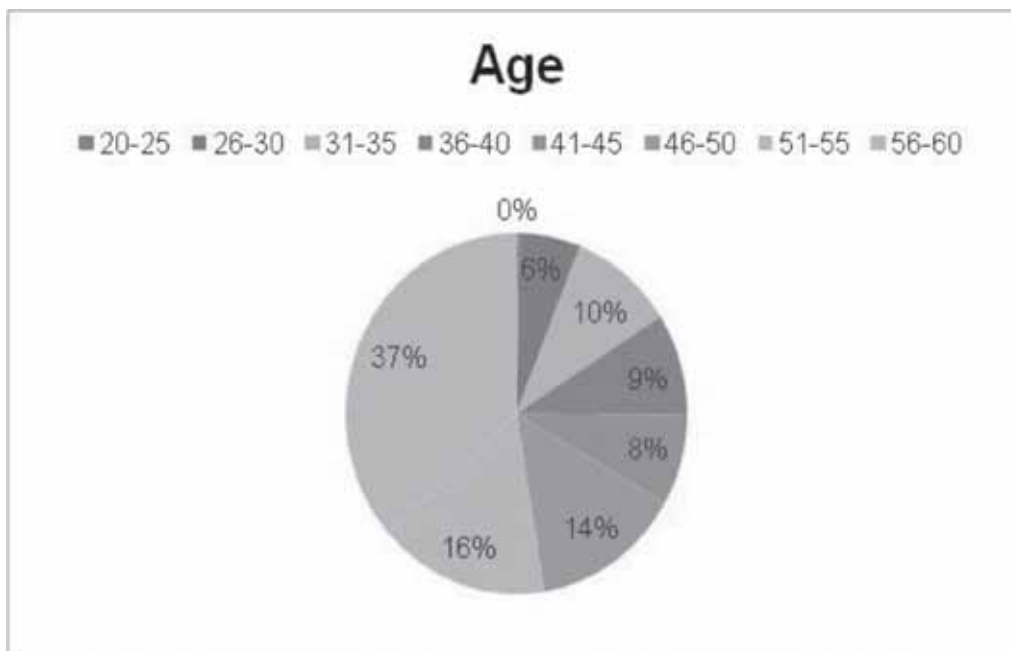
**(i) Designation**



**Respondent's Designation**

Graph shows that 4% of the respondents are classified as Scale 1 employees, 15% as Scale 2 employees, 32% as Scale 3 employees, 22% as Scale 4 employees and 27% as clerical employees.



**(ii) Age****Respondent's Age**

Graph shows that 0.29% of the respondents were of 20-25 age, 5.79% of the respondents were of 26-30 age, 9.86% of the respondents were of 30-35 age, 9.22% of the respondents were of 36-40 age, 8.09% of the respondents were of 41-45 age, 14.12% of the respondents were of 46-50 age, 16.14% of the respondents were of 51-55 age and 36.49% of the respondents were of 56-60 age.

Although 36% of the share lies above the age group of 56 but still 47% of the employees are within the bracket of 45 years thereby, the latter is expected to show more interest in developing new skills and knowledge, when trained, thereby contributing to the overall improvement of the organizational performance.

**(iii) Experience****Respondent's Experience**

Graph shows that at the time of study 2% of the employees had been associated with the respective banks for less than a year, 28% for 5-10 years, 6% for 10-15 years and 64% for more than 15 years. This data clearly shows that majority of the employees at the respective banks are reasonably experienced in their roles and so is their performance at the jobs.

**(iv) Background of the Respondents**

**Table 1**  
**Association of employees' perception level towards current training methods on the basis of age**

		N	Mean Rank	N	Mean Rank	N	Mean Rank	N	Mean Rank	N	Mean Rank
		Training Material		Mode of Training		Qualities of Trainer		Training Room		Food and Other Facilities	
Age	1="20-25"	6	193.00	6	186.50	6	220.50	6	213.00	6	165.50
	2="26-30"	59	196.90	59	210.40	59	184.87	59	214.63	59	192.82
	3="31-45"	67	242.73	67	238.34	67	242.02	67	225.30	67	248.16
	4="36-40"	47	154.70	47	164.16	47	196.15	47	165.34	47	192.38
	5="41-45"	33	231.06	33	200.05	33	156.80	33	245.00	33	176.06
	6="46-50"	48	152.38	48	214.56	48	176.22	48	189.67	48	188.06
	7="51-55"	47	190.32	47	184.65	47	190.12	47	141.51	47	188.54
	8="56-60"	93	215.13	93	187.15	93	214.69	93	210.25	93	198.53
	Total	400		400		400		400		400	

**Kruskal Wallis Test for the association between employees' perception level towards current training methods on the basis of age**

**Test Statistics<sup>a,b</sup>**

	Traning Material	Mode of Training	Qualities of Trainer	Training Room	Food and Amenities While Training
Chi-Square	35.102	19.054	22.705	32.402	23.117
df	7	7	7	7	7
Asymp. Sig.	.000	.008	.002	.000	.002

a. Kruskal Wallis Test

b. Grouping Variable: age

**(v) Interpretation:**

The above tables clearly represent that-

- Training material has a significant impact on the distinct age group buckets since all the significance values are lower than 0.05, hence rejecting the null hypothesis. Thus, it is concluded that when it comes down to worker preparing there is no "one-size-fits-all." You need to receive your preparation to fit the different learning styles, characters and even age. Older representatives see work uniquely in contrast to recent college grads and you ought to embrace your preparation program to oblige this distinction. With a more seasoned specialist you can slice through the pursuit and get right to meat of the work points of interest during preparing. The more established recruit is more intrigued with why you're a decent organization and the reasons they should work for you, yet not as much with colossal freedoms for self-improvement or fast advancement. Further, the training program for older age group must a package

of short lessons and every next lesson must be based on the previous as they the former tends to lose on the thread very easily.

- However, the more youthful age is well informed and they've spent their whole lives in modern times and are truly open to learning through innovation.

Hence, both the banks should focus on restructuring their training schedule more as per the needs of both the employed age groups.

- Mode of Training had no significant impact upon age groups since all the significance values are higher than 0.05, thereby accepting the null hypothesis. Thereby we can conclude that the passage of time and digitalization has enabled both the age groups to share same platform in terms of digital mode of training along with the conventional ways of classroom training.

- Qualities of trainer has a significant impact upon the age groups since all the significance values are lower than 0.05, thereby rejecting the null hypothesis. A few mentors are common all-rounders, others flourish when instructing certain abilities or working with explicit age gatherings. Like in case of most grown-ups, the formers are self-coordinated : They need to realize what they need, when they need, and how they need. Grown-up have their own way of learning. Regardless of whether you structure your preparation program to meet these components, notwithstanding, you may in any case run into hesitant ones. Mentors may here and there have to conquer

this opposition prior to learning can occur. Hence, both the banks must focus on identifying the trainer that suits best for training the different age groups.

- Training room and food along with other amenities have a significant impact upon the age groups since all the significance values are lower than 0.05, thereby rejecting the null hypothesis hence, deducing that training environment do pay an important role in defining the commitment towards the T& D program. Eventually, kitchening, room space, ventilation, seating arrangement, refreshment lighting and hardware overwhelmingly affects the effectiveness of a training program.

Table 2

**Association of employees' perception level towards current training methods on the basis of designation**

Ranks	N	Mean Rank	N	Mean Rank	N	Mean Rank	N	Mean Rank	N	Mean Rank
	Training Material		Mode of Training		Qualities of Trainer		Training Room		Facilities	
Designation 1="Scale 1"	47	242.66	47	191.26	47	218.02	47	190.19	47	192.38
2="Scale 2"	93	186.89	93	226.25	93	225.46	93	223.41	93	250.28
3="Scale 4"	95	150.37	95	123.34	95	139.61	95	145.63	95	144.63
4="Scale 3"	101	235.93	101	230.13	101	215.15	101	229.79	101	251.28
5="Clerical Scale"	38	217.95	38	213.50	38	217.34	38	210.47	38	141.42
6="Clerical Scale 5"	26	193.00	26	272.92	26	220.50	26	209.31	26	130.31
Total	400		400		400		400		400	

**Kruskal Wallis Test for the association between employees' perception level towards current training methods on the basis of designation.**

Test Statistics<sup>a,b</sup>

	Traning Material	Mode of Training	Qualities of Trainer	Training Room	Food and Amenities While Training
Chi-Square	43.596	81.043	42.738	39.411	121.299
df	5	5	5	5	5
Asymp. Sig.	.000	.000	.000	.000	.000

#### (vi) Interpretation

The above table clearly states that all the five elements within the training facilities do have a significant impact upon the designation an employee holds within the organization as all the significance values are lower than 0.05, thereby rejecting the null

hypothesis. Designations are critical for working environment correspondences and representative prizes and therefore, going by the above results, training and development programs must be devised in a way that every one of them employee needs, skill advancement as well diversification basis the

designation as each and every rank calls for an entirely different skill set, mindset and behaviour. Henceforth, along with the training material, mode of training and trainer's specifications should be dependable on the level to which the development is being cascaded as every level involves different set of complexities and challenges.

## VII CONCLUSION

The outcome also highlights that improved level of performance, results in increased commitment towards their job which in turn, expedites the productivity of the organization, as a whole. Hence, T&D programs should be an optimum mix of theoretical as well as practical knowledge, so that the practical outcomes are measured well against the set standards, in order to identify the effectiveness of training sessions.

Analysis of the each of the above pillars is focused on an extensive evaluation of each of the training and development parameters and its impact on the employees' perception.

Present study clearly emphasis that out of the four basis parameters of the training and development schedule, when analyzed with age as the base variable, Training material, qualities of trainer and training room plus the other amenities, exhibit a significant impact in determining the perception level at different buckets of the ages of the employees, clearly claiming that when it comes down to worker preparing there is no "one-size-fits-all." You need to receive your preparation to fit the different learning styles, characters and even age.

Moving forward, the present study clearly emphasis that out of the four basis parameters of the training and development schedule, when analyzed with designation as the base variable, all the four elements do have a significant impact upon the designation an employee holds within the organization. Hence, training and development programs must be devised in a way that every one of them employee needs, skill advancement as well diversification basis the designation as each and every rank calls for an entirely different skill set, mindset and behavior.

Further, all the policies must have set grounds, well communicated to the employees of the banks, so that whenever appraisal/performance/location changeover or any other factor, for that matter, takes place, employees have a crystal clear understanding as to on what attributes their future career sketch has been evaluated.

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# महिला सशक्तिकरण में शासकीय परियोजनाओं का उन्मूलन (इंदौर संभाग के विशेष संदर्भ में)

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## I शोध का परिचय

भारतवर्ष में प्राचिनकाल से ही महिलाओं को सर्वोच्च स्थान दिया गया है। भारतवर्ष को भारत माता की संज्ञा दी गई है नौ रात्री पर्व को स्त्रियों के गौरव का प्रतीक माना गया है। भारत के लगभग सभी त्यौहारों पर मा दुर्गा माँ सरस्वती की पूजा की जाती है। परंतु वास्तव में हमारे देश में महिलाओं की स्थिति दयनीय होती गई है। इसी दयनीय स्थिति को देखते हुए भारत सरकार द्वारा समय समय पर महिलाओं को सशक्त बनाने हेतु अनेक सामाजिक व शासकीय प्रयास प्रारंभ किए गए व निरन्तर जारी हैं।

महिलाओं की गरिमा प्रतिष्ठा एवं सामाजिक स्थिति को बेहतर बनाने के लिए हमारे देश में आजतक बहुत से विधान बने हैं, परन्तु महिलाओं की स्थिति में अपेक्षकृत सुधार अभी भी कम ही हैं। हमारे संविधान में महिलाओं को समानता का स्थान दिलाने के लिए प्रयास किया है। देश के विकास के लिए महिला को सशक्त किया जाना अत्यधिक आवश्यक है। महिलाओं को जागरूक व सशक्त बनाकर ही समाज को सशक्त बनाया जा सकता है। सशक्त समाज ही देश को मजबूत बना सकता है।

महिलाओं के उन्मूलन से तात्पर्य है। शिक्षा और स्वतंत्रता का समान अधिकार दिलाते हुए सामाजिक सेवाओं के समान अवसर, राजनैतिक और आर्थिक निर्धारण में भागीदारी, समान कार्य के लिए समान वेतन, कानून के तहत सुरक्षा एवं प्रजनन का अधिकार आदि मुद्दों को समाहित किया जाना है। महिलाएं जब तक स्वयं अपनी शक्ति, क्षमता व आत्मविश्वास को नहीं पहचानेगी तब तक किसी भी प्रकार की शासकीय योजनाएं महिलाओं की दशा में कोई सुधार नहीं कर सकती। महिलाओं द्वारा अपनी आन्तरिक शक्ति पहचान कर स्वयं उनके द्वारा ही उनकी दशा में परिवर्तन किया जा सकता है।

महिला उन्मूलन की प्रथम महत्वपूर्ण आवश्यकता महिलाओं को देश के विकास में भागीदार बनाकर ही संभव है। महिला उन्मूलन की दूसरी महत्वपूर्ण आवश्यकता महिलाओं की आर्थिक स्वतंत्रता है। महिलाओं के द्वारा प्रत्येक क्षेत्र में योगदान दिया जाता है परन्तु उन्हें उनके योगदान का पूर्ण प्रतिफल नहीं मिल पाता है। इस हेतु महिलाओं को शिक्षित करने के साथ ही प्रशिक्षित करना भी आवश्यक है, जिससे वे लघु एवं स्वयं का रोजगार स्थापित करने में सक्षम हो।

हमारा भारत गाँवों का देश है। देश की लगभग 50 प्रतिशत जनसंख्या गाँवों में निवास करती है इसलिए स्वाभाविक है कि देश की लगभग 50 प्रतिशत महिलाएँ ग्रामीण क्षेत्रों में निवास करती हैं। महिलाओं के शोषण एवं उत्पीड़न को रोकने के लिए आवश्यक है कि उनका बहुमुखी विकास किया जाए एवं निर्णय प्रक्रिया में

महिलाओं की भागीदारी को बढ़ाया जाए। महिलाओं की आर्थिक स्थिति को बेहतर बनाने के लिए शासन द्वारा विभिन्न रोजगार एवं वित्तीय योजनाओं द्वारा प्रयास किये गये हैं। महिला समृद्धि योजना, बालिका समृद्धि योजना, इंदिरा महिला योजना जैसे कार्यक्रम के अतिरिक्त राष्ट्रीय ग्रामीण रोजगार कार्यक्रम, रोजगार गारंटी योजना तथा अकाल राहत कार्यों में महिलाओं को रोजगार उपलब्ध करवाने के विशेष प्रयास किये गये।

## II शोध का औचित्य

### (क) शोध का चयन :-

शासकीय योजनाएँ सेवा प्रदान करने वाला एक ऐसा तंत्र है, जो महिलाओं की आवश्यकताओं को ध्यान में रखते हुए महिलाओं के विकास में योगदान तो प्रदान करता ही है, साथ ही साथ महिलाओं के हृदय में परस्पर सहयोग, समन्वयता और मिल-जुलकर कार्य करने की प्रेरणा भी देता है। वाणिज्य विषय से संबंधित होने के कारण स्वयं ही जिज्ञासा उत्पन्न होती है, कि महिलाओं के आर्थिक विकास के लिए शासन द्वारा कौन-कौन सी नवीन योजनाएँ शुरू की जा रही हैं। इसलिए मेरे द्वारा "मध्यप्रदेश शासन का सरकारी योजनाओं द्वारा महिला उन्मूलन में योगदान" लिया गया है।

### (ख) शोध का औचित्य :-

महिलाओं को उचित स्थान प्रदान कराने हेतु शासन द्वारा अनेक प्रयास किये जाते हैं, और इन्हीं प्रयासों में से एक प्रयास है। मध्यप्रदेश शासन द्वारा समय-समय पर महिलाओं के उन्मूलन हेतु विभिन्न योजनाएँ प्रारंभ की गई हैं। इस अध्ययन का औचित्य यह ज्ञात करना है कि योजनाओं का महिलाओं की आर्थिक स्थिति की दशा सुधारने हेतु मध्यप्रदेश शासन द्वारा कौन कौन सी योजनाएँ चलाई जा रही हैं, मध्यप्रदेश शासन द्वारा योजनाओं का क्रियान्वयन किस प्रकार किया जा रहा है एवं योजनाएँ किस रूप में उपयोग एवं महत्वपूर्ण सिद्ध होगी।

## III उद्देश्य तथा विधि

### (क) शोध का उद्देश्य :-

प्रत्येक कार्य की शुरुआत किसी विशेष उद्देश्य की प्राप्ति के लिए होती है। किसी भी कार्य को करते समय उसका उद्देश्य निश्चित होना चाहिए। क्योंकि बिना उद्देश्य के कोई भी कार्य सफलतापूर्वक संचालित नहीं हो सकता है।

- (i) उद्देश्य महिलाओं से संबंधित सरकारी योजनाओं का उनपर क्या व कितना प्रभाव होता है से संबंधित समस्त जानकारीयों एकत्रित करना
- (ii) महिला सशक्तिकरण में शासकीय योजनाओं का योगदान प्रभाव एवं महिलाओं की स्थिति का अध्ययन करना इसका प्रमुख उद्देश्य है।

#### (ख) शोध अध्ययन की परिकल्पना :-

प्रस्तुत शोध प्रबंध में निम्नलिखित परिकल्पनाएँ हैं:-

- (i) सरकार द्वारा निर्धारित दिशा-निर्देश के अनुरूप महिला सशक्तिकरण योजनाओं का क्रियान्वयन किया जा रहा है।
- (ii) महिलाओं के राजगार अवसरों में वृद्धि तथा उनका जीवन स्तर में महिला सशक्तिकरण योजनाओं द्वारा सुधार हुआ है।

#### (ग) शोध विधि :-

किसी भी शोध या अनुसंधान को पूर्ण करने के लिए समकों की आवश्यकता होती है। कोई भी शोध कार्य समकों के बिना संभव नहीं है क्योंकि समंक ही विश्लेषण का आधार होते हैं। किसी भी शोध की पहली आवश्यकता समंक संग्रह है। "मध्यप्रदेश शासन का सरकारी योजनाओं द्वारा महिला उन्मूलन में योगदान" के अंतर्गत योजनाओं की प्राप्त जानकारी के आधार पर अध्ययन किया गया है। प्रस्तावित शोध प्रबंध प्राथमिक व द्वितीयक समकों पर आधारित है।

- (i) योजना से संबंधित रिपोर्ट।
- (ii) प्रकाशित पत्र-पत्रिकाएँ।

प्रस्तावित शोध का क्षेत्र मध्य प्रदेश का इंदौर जिला है।

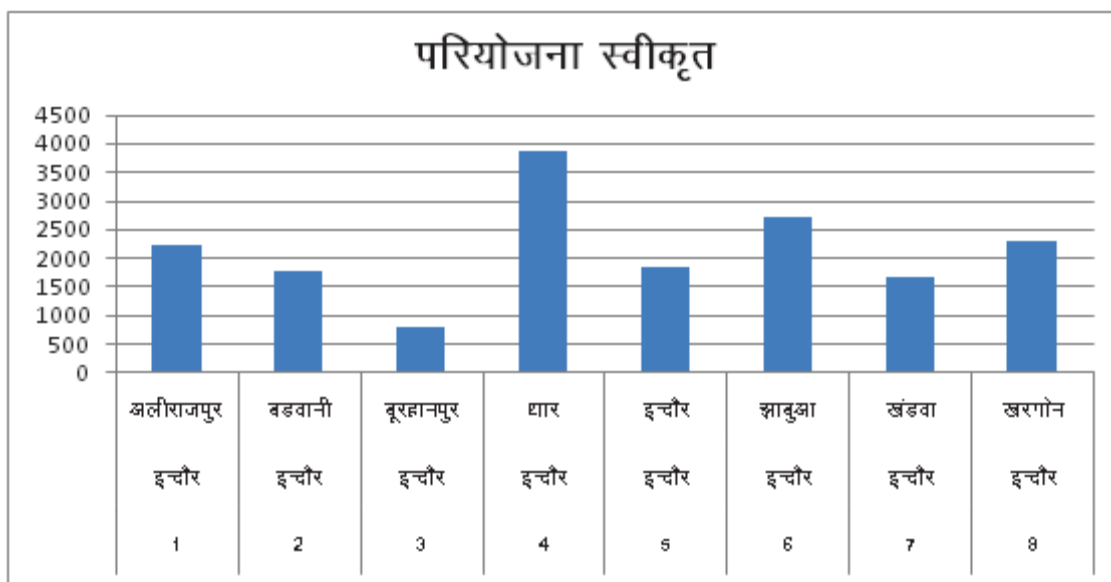
## IV समीक्षा

केन्द्र तथा राज्य शासन ने महिला उन्मूलन को ध्यान में रखते हुए ऐसे कार्यक्रम प्रारंभ किये जिनके द्वारा महिला कल्याण संभव हो सकें। अतः विभिन्न पंचवर्षीय योजनाओं में महिलाओं के कल्याण हेतु प्रवधान किए गए हैं। महिलाओं हेतु संचालित योजनाओं व कार्यक्रमों से महिलाओं की परम्परागत छवि को तोड़ने या बदलने में सहायता मिली है। भारत सरकार व केन्द्रीय सरकार के समान ही मध्य प्रदेश सरकार ने महिलाओं को सशक्त व आत्मनिर्भर बनाने हेतु कई शासकीय प्रयास किए हैं व कई योजनाएं प्रारंभ भी की हैं, जिसमें से कुछ प्रमुख योजनाएं निम्नानुसार हैं:-

- (क) आंगनवाडी योजना
- (ख) लाडली लक्ष्मी योजना
- (ग) गांव की बेटा योजना
- (घ) प्रतिभा किरण योजना
- (च) ग्राम्या योजना
- (छ) उषा किरण योजना
- (ज) समाजिक सुरक्षा पेंशन योजना
- (झ) तेजस्विनी ग्रामीण महिला सशक्तिकरण योजना
- (ट) स्वाधार आदि।

उपर्युक्त योजनाओं का उद्देश्य आर्थिक सहायता प्रदान कर महिलाओं और साथ ही साथ बालिकाओं का कल्याण करना है। इन योजनाओं के अतिरिक्त महिलाओं के उन्मूलन में शासन द्वारा समय-समय पर संशोधन कर महिलाओं हेतु आरक्षण का प्रावधान भी किया गया है।

परियोजनाएँ				
क्रमांक	संभाग	जिला	स्वीकृत	अस्वीकृत
1	इन्दौर	अलीराजपुर	2228	0
2	इन्दौर	बडवानी	1784	0
3	इन्दौर	बूरहानपुर	815	0
4	इन्दौर	धार	3858	0
5	इन्दौर	इन्दौर	1839	0
6	इन्दौर	झाबुआ	2706	0
7	इन्दौर	खंडवा	1682	0
8	इन्दौर	खरगोन	2294	0
		कुल	17206	0



उपर्युक्त तालिका के अध्ययन करने से ज्ञात होता है कि इंदौर संभाग के धार जिले में सर्वाधिक 3858 परियोजनाएँ स्वीकृत की गई हैं एवं बुरहानपुर जिले में सबसे कम 815 परियोजनाएँ स्वीकृत की गई हैं। इंदौर संभाग के कुल आठ जिलों में शासकीय योजनाओं के अंतर्गत कुल 17206 परियोजनाओं को स्वीकृत किया गया है एवं सभी जिलों में किसी भी परियोजना को अस्वीकृत नहीं किया गया है जो यह सिद्ध करती है कि मध्यप्रदेश में चलाई जा रही योजनाओं का विशेष लाभ महिलाओं को प्राप्त हो रहा है एवं यह महिलाओं के उन्मूलन में महत्वपूर्ण भूमिका निभा रही है।

### V निष्कर्ष

उपर्युक्त अध्ययन से ज्ञात होता है कि मध्यप्रदेश शासन द्वारा चलाई जा रही योजनाओं द्वारा महिलाओं की आर्थिक, सामाजिक और मनोदशा की स्थिति में सुधार के प्रयास तीव्र गति से चलाए जा रहे हैं। किंतु महिलाओं का विकास तब तक संभव नहीं है जब तक वे स्वयं अपनी दशा सुधारने के लिए दृढबन्ध नहीं होंगी। महिलाओं को अपनी शक्ति की पहचान स्वयं करनी होगी क्योंकि शासन महिला उन्मूलन की योजनाएँ संचालित कर सकती हैं किन्तु इन योजनाओं का लाभ उठाने के लिए महिलाओं को आगे आना होगा उन्हें अपने अधिकारों को समझना होगा साथ ही अपने हक के लिए आवाज उठानी होगी। तभी शासन के द्वारा चलाए जा रहे महिला उन्मूलन जैसे कार्यक्रम का उद्देश्य पूर्ण होगा।

### संदर्भ ग्रंथ सूची

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- [4] दैनिक जागरण – इन्दौर, भोपाल
- [5] नवभारत – इन्दौर
- [6] दैनिक भास्कर – इन्दौर
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- [1] Bowman, M. Peterson L. (1997). A Study on Video Browsing Strategies. *Technical Report*: 13(1), PP.8-12
- [2] Patil G., Forman M.J., (2004) *Handbook of Statistical Studies*, Himalaya Publishers, PP. 213.
- [3] Sannela M.,(2007) Constraint satisfaction & Debugging for Interface User Interfaces, Doctoral Thesis Doctoral Thesis. *UMI Order Number*: GAX95-09398. Univers it" of Washington.



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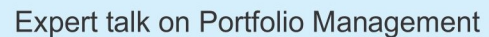
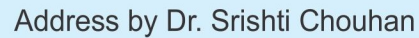
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