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Shri Ram Group of Colleges
Muzaffarnagar, U.P. (INDIA)

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Shri Ram Group of Colleges
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AN ANALYTICAL APPRAISAL OF NATIONAL EDUCATION POLICY 2020

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ABSTRACT

India is an incredibly versatile and cultured nation. After we were got freedom in 1947, India immensely growing. Education is a pillar of nation's growth. A growth of nation is depended on how people are educated system. An Indian economy growth is impossible without improving education. Hence, government of India announce National Education Policy 2020 (NEP 2020). New education policy intended to drastic change in education system for sustain and vibrant knowledge of society. New Education Policy 2020 providing high quality education to all.

The authors of this research paper intend to discuss vision of the National Education Policy 2020. Author focused new areas and principle guidelines of New Education Policy. This paper also expresses a planning, system and implementation of New Education Policy 2020. Mainly this paper emphasis a difference between old Education policy and New Education Policy and analyze impact of new education policy on our nation.

Keywords : *Nation Education Policy 2020, Higher Education System, Sustainable Development.*

INTRODUCTION

India is developing country hence; we need a perfect system of education which can takes India to success global competitiveness. A globally high-quality education is the essential for the enter on the global platform in terms of equality and economic growth. India needs to reforms a system and bring equality, integrity & quality. Hence, in this framework, India implemented 2030 agenda for Sustainable Development (SD), which seek for quality education. India education system is the second largest higher education system in the world. India has more than 800 universities and 39,000 colleges still 95% children attend primary school and only 40% student attend secondary school. India is 5th largest economy in the world behind Germany and it is predicted that India will be the 3rd largest economy in the whole world by 2030-2032, estimated GDP of 10 trillion dollars. Government of India decided to renew by introducing an inclusive National Education Policy

2020 (NEP 2020) for providing high quality education, sustainable and vibrant knowledge to all.

OVERVIEW OF NATIONAL EDUCATION POLICY 2020 :

National education policy, 2020 replace the previous National Education policy, 1986 in January 2015. The T.S.R Subramanian commenced the consultation process for National Education Policy, 2020. The Krishnaswamy Kasturirangan, chief of Indian Space Research Organization (ISRO) was submitted draft of New Education Policy (DNEP) 2019. Draft of New Education Policy (DNEP) 2019 announced by Ministry of Human Resource Development (MHRD), followed by a number of public consultations. After that New education Policy emerge and updated and finally approved by union cabinet of India on 29th July 2020. National Education Policy, 2020 has an inclusive outline for education to Higher education (HE) and Vocational Courses in both urban and rural India.

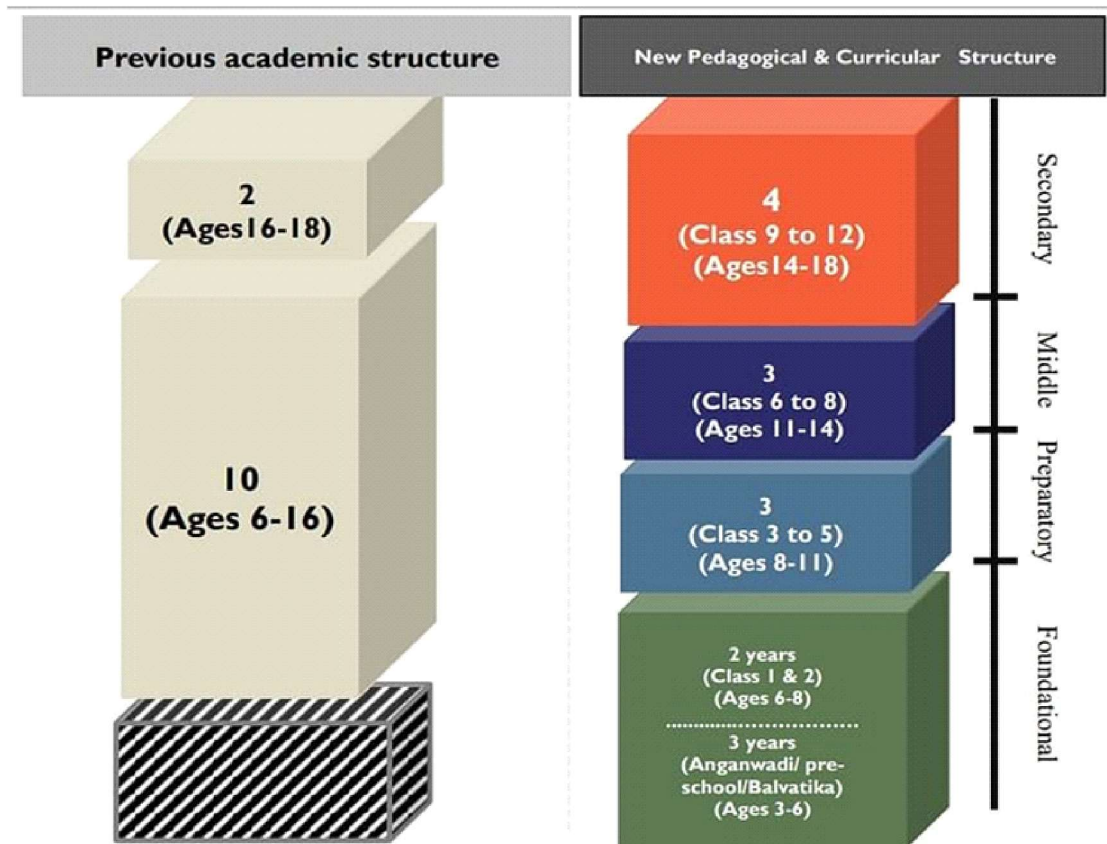
VISION OF NATIONAL EDUCATION POLICY 2020:

A main objective of National Education Policy 2020 is a set globally high standard of Education system. It targets to unbiased and vibrant knowledge society by providing high quality education to each one.

MAJOR POINTS FOCUSIN NEP 2020 :

a. School Education System:

The new education policy replaces 10+2 structure to 5+3+3+4 structure covering 3 to 18 age limits of students.



Source: (<https://www.newslandry.com/>, n.d.)

Current education policy not consider a child in the age group of 3 to 6 in 10+2 structure but new structure of National education policy 2020 5+3+3+4 consider a child in the age group of 3 to 6 with strong base of ECCE - Early Childhood Care and Education. A main aim of this criteria is promoting overall development, and learning of each and every child.

Foundation literacy and numeracy is necessary prerequisites to learning. This foundation focuses on develop basic ability to read and write because

In learning crisis there are large proportion of the students who are not literate and not able to read or write.

b. Language:

In New Education Policy remove language barriers. A student can learn at least till 8 standards in their mother tongue.

c. Higher Education System (HEs):

In India dropout ratio of higher education is continuously increasing and GER (Gross Enrollment Ratio) is decreasing. It means that students studied primary, middle and secondary school but they are not enrolling in higher secondary institution. Hence, this new education policy focuses on decreasing drop-out ratio and increasing GER in HEI (Higher Education Institution).

National Council of Education Research and

Training (NCERT) prepare an excellent curricular and pedagogical framework for early childhood education.

New education policy includes teacher training, remove language barriers, teachers' evaluation, childhood care, curriculum design. This policy form appraisal centre PARAKH means Performance, Assessment, Review, Analysis of Knowledge of holistic development is aimed to ascertain the standard for education.

d. Flexibility:

National Education Policy include flexibility for students that they choose their interesting subject according to their skills.

e. Vocational Courses:

For learner study extra vocational courses i.e., Arts, science student can also learn a commerce subject and design extra-curricular activities. These steps assure that integrity of knowledge.

f. Focus on Learning:

Conceptual understanding on creativity and thinking of logical decision making. On ethics and values i.e., empathy, cleanliness, etiquette, teamwork, courtesy, taking responsibility, equality and justice. This policy focus for increasing creativity of learner not only exam purpose but a improve their quality learner, so they can take their own decision.

g. Teachers Learning Process:

Learning process of teacher's accurate recruitment, professional development and qualitative working environment are require to be assured.

h. Research:

Research is a must for developing our education. Research is a prerequisite for growing our education system hence, policy mainly focus for outstanding research.

i. Education is not commercial activity as source of profit; it is public service.

so, government try to give quality education because education is a right of all citizen.

j. A substantial investment in a vibrant public education system as the encouragement and facilitation of true philanthropic private participation.

k. Technology:

New education policy aims to develop technology in education. In so many cities most of the teachers and professors use traditional way for learning and teaching. Still there are lots of another technical way for teaching. This policy focusses a develop new technologies for valuable education i.e., computers, smart board, machine learning. For technology development an autonomous body, the National Education Alliance for Technology (NEAT) will provide platform for use technology enhance learning, planning, assessment and so on.

Overall main objective of National Education policy 2020 has to followed in to process of implementation and for achieving target of the policy, bodies, universities & college has to work with synchronization.

Difference between old education policy and new education policy:

Sr. No.	Points	New Education Policy, 2020	Existing Education Policy, 1986
1	Ministry	Ministry of Education	Ministry of Human Resource Development
2	GER	Gross Enrolment ratio 50% (2035)	Gross Enrolment ratio 26.3% (2018)
3	Format	5+3+3+4	10+2
4	Age	Age: 3 to 8, 8 to 11, 11 to 14, 14 to 18	Age: 6 to 16, 16 to 18
5	Exam	Class 3,5,8,10,12	Every year up to 12th class
6	Board exam	Objective and descriptive, twice a year	Descriptive, once a year
7	Bag	Less days encouraged	-

8	Holistic report	360-degree holistic report card for students including skills	-
9	Coding	Coding to be taught from standard 6th	Not mandatory in existing format
10	Language	3 languages: by state, region and choice of the student	3 languages: Hindi, English and the regional
11	Qualified teachers	Preliminary teaching Balavatika for children below the age of 5 by ECCE qualified teacher.	Not mandatory in existing format
12	Report card	Report card evaluate by teacher and student.	Report card evaluate by teachers only.
13	NCC wings	Higher secondary and secondary schools	Higher secondary and secondary schools
14	GDP	Education sector get 6 % of GDP	Education sector get 4.5 % of GDP
15	B. ED	For teacher, minimum qualification: 4-year B. ED degree by 2030	-
16	Multidisciplinary	Multidisciplinary like art, humanities will add by IITs	-
17	NTA	NTA (National Testing Agency) will conduct aptitude test, exam in sciences, languages, arts and vocational subject twice every year for university entrance examination.	-
18	E- content	E- Content prepare in total 8 languages	Lack of regional language e-content.
19	Multiple entry-exit options	Provide Multiple entry-exit option for incomplete courses and credit will be transfer through Academic bank Credits.	Major difference between two policies with higher studies & credit storing.
20	Higher Education System (HEs)	4 options are given for Higher Education: (a) 1 year diploma (b) 2-year advanced diploma (c) 3-year graduation (d) 4-year graduation with research.	3 options were there (a) 1/2-year diploma (b) 3-year graduation (c) 4-year graduation with research
21	Research Option	After 4-year graduation, 1 year master degree and research option are given	After graduation, master degree 1 or 2 year.
22	M.Phil.	M.Phil. is discontinued. After get master degree can pursued Doctorate.	1st M.Phil. and then after Doctorate could be pursued.
23	Large multidisciplinary	Till 2030 at least 1 large multidisciplinary in or near every district. Higher Education Commission of India (HECI) except legal & Medical divide in to four parts: (a) National Higher Education	- AICTE for technical, UGC, ICAR for agriculture, BCI for legal purpose, CCIM for medical, ICAI, ICSI, CBSE, NCERT etc.

24	Controlling Authorities	Regulatory Council (NHERC) for regulation (b) General Education Council (GEC) for standard setting (c) Higher Education Grants Council (HEGC) for funding. (d) National Accreditation Council (NAC) for accreditation.	
25	Adult learning	Learn Through TV & application	Some programs are already continued.

Source: (<https://only30sec.com/>, n.d.)

A National Education Policy, 2020 has an immense scope for the multidisciplinary as it includes dance, art, music and other vocational courses which are not included NEP, 1986. A student is a centric in the Nation Education Policy 2020 and they will get multiple knowledge through vocational courses.

Government focusses on early childhood care education and higher education which will help to increasing GER ratio.

Mainly focus on teachers training and teacher appraisal.

CONCLUSION

We all know that education system we have to change for developing our country. We need well-design & well-define inclusive education system is necessary for India. Economic and social progress is based on education system at school, colleges and universities. We accept a fact that a valuable and good education system eternally leads to quality education in India. National Education Policy 2020 (NEP, 2020) is a pleasurable re-imagination of education of India. NEP, 2020 concept is progressive, equitable and modern. The policy builds pillars of Equity, Access, Quality and accountability. NEP, 2020 consist the 2030 Agenda for Sustainable Development (SD). A main object of Transform India to global and vibrant knowledgeable superpower by formulating school and colleges education more flexible, holistic and multidisciplinary as we need. The transformation will start from 2021-2022 and will maintain till 2030. 1st level of NEP 2020 implementation already started and visible there some vocational courses

design and focusing more in research but a success of this mission would be depended on implementation and synchronization of all bodies as well as overall commitment, acceptance, change in attitude, mindset.

Education policy reform 3 times- 1st national education policy 1968, 2nd National Education Policy 1986 was modified 1992 & 3rd National Education Policy 2020. A government take giant step for education. After many decades National Education Policy 2020 has built huge effort to design policy that includes diversification.

The authors conclude that main objectives of National Education Policy, 2020 are decent but policy implementation depends on how governments, universities, schools & colleges associated. India has to cope up various challenges and put steps forward for making sustainable development.

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NEW EDUCATION POLICY INDIA 2020 : THE HYBRID MODEL FOR EDUCATION

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National Education Policy :-

In the 20th year of the 21st century, a new education policy has come in India. In India, the first new education policy was made in 1968, then it was made in 1986, after which the new education policy was revised in 1992. After about 34 years, important changes have been made again in 2021 regarding the new education policy. In which many rules related to education have been changed. Recently, the Ministry of Human Resource Management has changed the name of its ministry along with changes in the education policy, the Ministry of Human Resource Management will now be known as the Ministry of Education. Professional development has been made necessary for teachers under the National Education Policy. And service training will also be organized for teachers, in which training will be given to teachers.

Objective of National Education Policy 2021

The main objective of the new National Education Policy is to make India an educational super power at the global level and to increase the quality of education by universalizing education in India.

What is the new education policy..?

Under the New Education Policy 2021, the educational system has been fixed by 2030 and the curriculum will be divided on the basis of 5+3+3+4 educational system in place of the present 10+2 model. A target of investment of the central and state government has also been set for the new education policy 2021, in which the central and state government will invest in the education sector equal to 6% of the country's GDP for education sector cooperation.

Objectives of New Education Policy

The objective of the New Education Policy is to make India a global super power in the educational sector and through the New Educational Policies for India, to provide proper level of education across India so that the quality of the educational sector can be high. The objective of the new education policy is to make children aware of the importance of quality of education on growth with technology and creativity in India so that the quality of education can be improved. To bring quality in education, this new education policy has been started under the central government.

Features of National Education Policy 2021

- The e-education policy is the third education policy of independent India in which fundamental changes have been made.
- Under the new education policy, the educational sector will also be linked with technology, in which maximum digital accounts will be given in all schools.
- In the new education policy, all types of educational content will be translated into the regional language of that region, so that the regional language can be promoted in the educational field.
- Vocational test internship will be given to the children from class VI onwards.
- Under the new education policy, now many other options will be given to the children in studies. Now other options will also be kept in class X, in which the student will not be able to choose any stream and choose the subjects as per his wish.

- Under the new education policy, students will be taught coding from class 6 itself.
- Virtual lab will also be made in the educational sector so that the quality of educational areas can be increased.
- Under the new education policy, the new educational pattern of 5+3+3+4 has been changed by changing the educational pattern of 10+2 which has been going on for years, in which 3 years free New Education Policy PDF (NEP) National Education Policy 2021 - New Education Policy | National education policy School education will be given to the children.
- Under the new education policy, education will be universalized, which excludes some educational fields such as medical and law.

Key Facts of New Education Policy 2021

" Academic Bank of Credit will be formed through the new education policy in which the credit obtained by the students in the examination will be converted into digital academy credit and these credits will be collected and transferred to the final year degree of the student through various higher education institutions. All credits will be added together.

- Under the National Education Policy 2020, every effort is being made to make the educational curriculum flexible. If a student wants to study a second course in the middle of that academic course due to lack of interest in any academic course, then he can join the second course by stopping from his first course for a certain period of time.
- Under the New Education Policy, the establishment of higher education institutions in every district by 2030 is included within the New Education Policy.
- The objective of the new education policy is to make all higher education institutions of multidisciplinary educational courses by 2040.

Under the new education policy, the undergraduate course can be extended from 3 to 4 years in which students will be provided with

multiple choices. The degree will be awarded to the students according to the proper certificate of all these multiple choices. Example if a student studies undergraduate course for 1 year then he will be given certificate of studies only for one year and after 2 years he will be given certificate of advanced diploma and after 3 years he will be given degree on the basis of proper proofs Finally, after 4 years, the student will be given a bachelor's degree as well as a research degree.

- National Testing Agency will conduct Common Entrance Test for admission of students in all higher education institutions so as to raise the standard of education.
- Under the new education policy, government and private institutions will be treated equally.
- Under the new education policy, the Higher Education Commission of India has been given 4 verticals. In which the National Higher Education Regulatory Council, Higher Educational Council, Journal Education Council and National Accreditation Council have been kept.
- Emphasis on e-learning so that dependence on books can be reduced.
- Changes have been made in the educational curriculum for persons with disabilities through the new education policy.

Benefits of New Education Policy 2021

What benefits will be provided to the beneficiaries through the National Education Policy 2021. The list of all those benefits is being given below in the article. You can get complete information about New Education Policy benefits from the list given below.

- Technology is being promoted in the educational sector through the New Education Policy.
- Through the new education policy, many options have been kept regarding languages in the educational curriculum. If a student wants to study his regional language or mother tongue in the academic course, then he can easily get it. In this educational course, the option of studying Indian ancient languages has also been placed before the students.

- In the new education policy, a national mission plan will be prepared to achieve numerical knowledge and literacy for all students up to class III in primary schools by 2025.
- Under the health policy, attention will also be given to the health of the students, along with which health cards will also be made for the students.
- Through the new education policy, promotion of teachers has also been kept from time to time on the basis of their performance.
- In the new education policy, the degree of b.ed has been included in the minimum degree qualification of 4 years for teaching by 2030. That is, by 2030, the course of b.ed has been of 4 years.
- Under the new education policy, the MPhil degree related to higher education is also being abolished.
- The National Council for Teacher Education will develop professional standards for teachers by the year 2022 and in consultation with NCERT, the subject matter of discussion of educational curriculum for teachers' education at the national level will also be prepared.
- Students will be promoted in the field in which the students are more interested such as sports, arts, boxing, etc.
- In the new education policy, special attention will be given to their skills along with the educational curriculum, while extra- curricular activities are also being included in the main syllabus.
- Every effort has been made in the new education policy to reduce the burden of studies on the students. In which Artificial Intelligence software will be used in the educational curriculum to make studies easier.
- To reduce the burden of board examinations on students, the structure of board examinations will also be changed in which examinations of students will be conducted twice in a year.
- Courses/courses will be made available to the students through online mode along with offline classes.
- Autonomy of colleges will end in 15 years. And a phased system will also be established for providing gradual assistance.
- The establishment of a multidisciplinary education and research university of global standards for the country's big institutions like IITs and IIMs will also be done under the new education policy.
- At the same time, the Higher Education Commission of India will be formed as a tomorrow body for the higher education sector except the legal and medical field.
- An autonomous body of National Educational Technology Forum will be established to evaluate the educational curriculum and to link it with technical means so that free exchange of ideas in the field of education and administration is possible.

Stages of National Education Policy 2021

The phases of the New Education Policy are divided into 4 phases. After abolishing the 10+2 formula of the old education policy, the government is going to implement the new education policy in the formula 5+3+3+4. 3 years of free schooling and 12 years of schooling have been included in the new pattern of this new formula. It has been made mandatory to follow this formula by government and non-government institutions. Let us know the four steps of the new formula of the new education policy :-

Foundation Stage :- Children from 3 to 8 years of age have been included in the foundation stage of the new education policy. In which 3 years of pre-school education has been included under which the language skills and educational level of the students will be assessed and the focus will be on its development.

Preparatory Stage :- In this stage children of 8 to 11 years have been included in which children from 3rd to 5th grade will be there. In this stage of the new education policy, special focus will be on strengthening the numerical skills of the students, while all the children will also be given knowledge of the regional language.

Middle Stage :- Within this stage, children from class 6th to 8th have been included, in which coding will be started from the children of class 6th. All the children will be provided vocational test as well as business internship opportunities.

Secondary Stage :- In this stage, students from class VIII to class 12 have been included. Within this stage, multiple elective educational courses have been introduced by eliminating the academic curriculum from class VIII to XII as well. Students can choose their subjects as per their choice and not within a specified stream. Under the new education policy, students have been given freedom to choose subjects, students can study science subjects as well as arts or commerce subjects simultaneously.

Important steps to be taken under New Education Policy 2021

For the smooth running of the new education policy, special attention will be given to the recruitment of teachers. The new education policy also covers the teaching of region and mother tongues for which there is a shortage of teachers within the ongoing academic curriculum. Regional language speaking teachers will be recruited under the new education policy.

Children will have many foreign language options from the secondary level itself

Under the new education policy, many foreign language options will be kept with the children from the secondary level itself. In which children can acquire knowledge of all types of foreign languages ??like French, Chinese, Japanese, Spanish and German etc. Within the new education policy, such efforts are being made to strengthen India's education at the global level.

Mother tongue and regional language will be included in the educational curriculum

Mother tongue regional language will also be included in the new education policy. Under the new education policy of 2021, a provision has also been made to teach children their mother tongue or regional language till the fifth standard. In which

regional languages ??will be included from text books to colloquial. Under the new education policy, two to three types of languages ??will be taught to children from class one so that the burden of education can be reduced and the quality of education can be made high in every way. If the text books are converted into scholastic language then the students can understand it easily.

Main emphasis on vocational studies

There is a special focus on vocational studies within the new education policy as the percentage of students pursuing vocational studies in our country is less than 5 percent. Under the new education policy, a target has been set to reach this percentage to 50% by the end of 2025, in which all students will be given vocational studies. Vocational studies include gardening, pottery making, electrical work, and teaching woodworking. Under the new education policy, vocational education will be provided to the students from class 6th to class 8th.

New skills will be included in the educational curriculum

Under the new National Education Policy, along with the studies of the students, skills will also be developed. In which the children will be given training in subjects like Yoga, Music, Dance, Sports and Sculpture etc. So that students can be proficient in other types of skills along with studies.

Why NEP India 2020 is Important?

The old education policy was good for the purpose of spreading awareness about studies, but in the competition of modernization of the present, the old education policy was only becoming a hindrance because in the old education policy, not only experience and knowledge, only Marx was being given importance.

Due to excess and imbalance in the curriculum of education, unnecessary burden was being created on the student. Where art and skill should have been the basis, there was competition to pass by any means. Children focused more on rote learning than on understanding the text, and as a result, a large amount of time and money was not

used properly.

Instead of learning something new and gaining experience, college students started considering jobs as the goal of their life, due to which competition in the field of jobs increased and unemployment had to be faced despite having a degree.

Efforts already made for successful implementation of NEP-2020 in Haryana. As per the New Education Policy about 4000 play way schools are planned to be open in the state focusing on early age education since the age of three. So far 1135 schools have been opened, 113 new Sanskriti Model Schools have been opened for imparting education in English. Also, 1418 schools are being upgraded to English medium bag free schools.

Kurukshetra University has already started preparing for admission to be given under KG to PG scheme from this academic session that is 2021-22. Ensuring Skill development from School to University the State Government started NSQF in schools, 'Pahal Yojana' in Colleges, setting up Incubation Centres in Universities and imparting Technical Institutions in Technical Institutes for training as per industry needs MoU with industries age some of the steps taken by Haryana Government. The State Government has opened a separate University 'Shri Vishwakarma Kaushal Vishwavidyalaya' for imparting skill development. The University has forged strong links with industries and 94 MoUs has been signed. A

new ambitious scheme 'Passport Sahayata' has been started in to make the students aware of employment opportunities abroad and in the Universities and colleges outside India, under which passports are being given free of cost to all final year students. 'Super-100 programme' has been started for the promising students of government schools. 25 youth trained in this programme have cleared JEE this year and had made it to the merit list to get admission in IIT. Similarly, 72 youth have cleared the NEET exam and got admission in good medical colleges.

CONCLUSION

The Prime Minister of India, Shri Narendra Modi, has explained in detail about the New Education Policy 2020 in his address. Hope this New Education Policy 2020 helps in making India's education system even easier and better. A new teaching-learning environment has now been created that facilitates learning anytime, anywhere and as per one's interest areas.

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ROLE OF PRE-PROCESSING IN SENTIMENT ANALYSIS OF TWITTER

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ABSTRACT

This paper examines the computational study of opinions, assessments, attitudes, and emotions regarding things and their properties is known as sentiment analysis. The basic aim of sentiment analysis is to determine the polarity of the feeling. Documents, statements, or aspects are all examples of this. In general, users offer their thoughts on a variety of topics. Blog postings, shopping sites, and review sites all feature products or services. Such the amount of opinion-related content is overwhelming and rising at a rapid rate. It is a time-consuming task for the maker to categorise these contents manually. Furthermore, people anticipate hearing people's thoughts on the entities in question. degree of considerations The impact of pre-processing approaches on twitter sentiment classification is investigated in this paper. We look at how URLs, negation, repeated letters, stemming, and lemmatization affect the results. Experiments on the Kaggle Sentiment1140 dataset reveal that using URLs with reservation, negation transformation, and repeated letters normalisation improves sentiment classification performance, whereas stemming and lemmatization decreases it.

Keywords : *Sentiment analysis, machinelearning, twitter, pre-processing*

INTRODUCTION

Social media are interactive Web 2.0 Internet-based applications. It is an online platform that allows several people to interact and exchange job interests, real-life connections or backgrounds, and activities. The early stages of social networking, which began with the World Wide Web (WWW) and grew into online organisations such as GeoCities in 1994, The Globe.com, and Tripod.com in 1995. The major goal of these communities is to encourage members to share ideas and personal information by allowing them to connect in chat rooms

The evolution of social networks has become an important and valuable component of human life in today's globe. As technology and expectations advance, a growing number of new types of social websites emerge, each with more advanced functionality. Several social media platforms, such as Facebook, Twitter, WhatsApp, WeChat, Instagram, Pinterest, Snapchat, LinkedIn, Qzone, and others, have created a fierce competition in terms

of user numbers. Business organisations use these social media platforms to reach out to customers and advertise their products.

Sentiment Analysis (SA), also known as opinion mining, is the process of classifying the emotions, conveyed by a text, as negative, positive or neutral. The data made available by social media has contributed to a lot of research activities within SA in recent times. Information gained by applying SA to social media data has many potential usages, for instance, to help marketers evaluate the success of an ad campaign, to identify how different demographics have received a product release, to predict user behaviour, or to forecast election results.

Microblogging websites like Twitter allow users to write textual entries of up to 280 characters. Commonly referred to as tweets, there have seen a significant increase in their popularity in recent years. Companies and media organisations are increasingly looking for ways to mine Twitter

for information about what people think and feel about their goods and services as a result of this development.

Though, a reasonable amount of research has been carried out on how sentiments are expressed in online reviews and news articles, very less research has been done on how sentiments are expressed in microblogging due to the informal language and message-length constraints.

RELATED WORK

Significant degree of researches have been conducted in the field of sentiment analysis over a period of time especially after the advent of Web 2.0

Samsudin et al., (2012) in this Malaysian online movie evaluations were detected using an Artificial Immune System (AIS) technique. Three string similarity functions were used in this opinion mining process: cosine similarity, Jaccard coefficient, and Sorensen coefficient. The performance of AIS was also compared to that of other classic machine learning approaches like Support Vector Machine (SVM), Naive Bayes, and the k-Nearest Network. The final results were dissected and analysed.

Xuan *et al.*, (2012) proposed a syntax-based pattern for extracting rich linguistic traits and enriching them with text syntactic information. Opinions based on the investigation and evidenced in the text. When these unique features are combined with traditional features from earlier studies, it is discovered that detecting subjective sentences on movie review data has a high accuracy (around 92.1 percent).

Kim et al., (2013) established a strategy to mine the public's opinion about a new movie trailer from a group of user comments that are widely accessible on social media. The next phase is to forecast whether the film will be a box office success based on public opinion and other factors such as the starring actor's casting, director, and past releases. It has been demonstrated through various

experiments that the strategy may deliver satisfactory results.

Liang & Dai (2013) offered a revolutionary architecture system that could analyse the sentiments of a given communication automatically. The authors combined their approach with manually annotated data from Twitter, one of the most widely used microblogging platforms for sentiment analysis. This technique teaches the computer to automatically extract the set of messages that contain opinion, filter out non-opinion messages, and ultimately determine the sentiment direction of those messages (i.e., positive, negative). The system's effectiveness in sentiment analysis in a real microblogging application was confirmed by the final results.

Habernal et al., (2014) For sentiment analysis, we used state-of-the-art supervised machine learning approaches. The authors experimented with various pre-processing approaches and used various characteristics and classifiers. They also tested five feature selection techniques and looked at the impact of named entity recognition and pre-processing on sentiment classification results. It also published results for a variety of popular categories, such as movie and product reviews, in addition to freshly produced social media datasets. This not only broadened the scope of current sentiment analysis research to include other languages, but it also encouraged competition, which could lead to the creation of high-end commercial solutions.

Sharma et al., (2014) The researchers looked into document-based opinion mining systems that can classify documents as favourable, negative, or neutral. In addition, the proposed technique takes into account negation. The effectiveness was demonstrated in an experiment with movie reviews. Ganeshbhai & Shah (2015) presented a self-contained text analysis and summarising system for online reviews. Opinion mining seeks to separate the emotions conveyed in reviews, categorise them as positive or negative, and summarise them so that they may be simply understood by users. Fine-

grained data is analysed using feature-based opinion mining, which recognises individual properties of an object about which a user has expressed an opinion. This method examines the limitations of existing works and the future scope of feature based opinion mining, as well as numerous techniques proposed in the realm of feature oriented opinion mining.

Agarwal & Mittal (2016) provided a text analysis and summarization method for online reviews that is self-contained. Opinion mining aims to isolate the emotions expressed in reviews, classify them as good or negative, and summarise them so that consumers may understand them easily. Feature-based opinion mining, which recognises individual properties of an object about which a user has expressed an opinion, is used to analyse fine-grained data. This method investigates the constraints of previous work, the future scope of feature-based opinion mining, and a variety of techniques presented in the field of feature-oriented opinion mining.

3.METHODOLOGY

For Twitter sentiment classification, we use the following approaches.

3.1 Machine Learning Approach

Machine learning approaches use a variety of training data to develop predictive models such as logistic regressions, neural networks, decision trees, and other models that construct forecasts on documents that aren't in the training set. This approach has the benefit of being based on a learning model. It's helpful for creating quick and accurate forecasts.

Furthermore, algorithms are capable of discovering previously unthinkable and complex patterns that are beyond human comprehension. However it has significant drawbacks to develop the model. For this we need training data. Validation of the model is difficult due to its complexity. It's difficult and time-consuming. It is important to give each of these documents a rating. If there are

document attributes, it is also necessary to assign a rating to them.

Another issue emerges when two separate reviewers give different ratings exactly to the same document. This can give rise to unexpected errors in the construction and measurement of the model performance. The approach starts with observations or data, such as examples, direct experience, or instruction, so that we can seek for patterns in data and make better decisions in the future based on the examples we provide.

3.2 Collection of Tweets

Standard twitter dataset is not available for related data domain so in this research we collect twitter datasets from Twitter API and create twitter Management application. The proposed work twitter Management application account generates Access key, Secret Key, Access Token and Application Authentication ID this credential used for fetching data from Twitter Account.

For collection of tweets from twitter following are the basic R Packages required library(twitteR), library(ROAuth), library(plyr), library(tm) etc.

3.3 Pre-Processing

Data pre-processing is needed because in proposed work we get raw data with 16 attributes of twitter datasets. We apply pre-processing for removingfavoured, favoriteCount,replyToSN, created, truncated, replyToSID, id, replyToUID, statusSource, screenName, retweetCount, isRetweet , retweeted, longitude , latitude and text attributes for text attribute more pre-processing is required. We apply both Twitter-specific and standard pre-processing on the collected twitter datasets. The specific pre-processing is especially important for Twitter messages, since the Twitter community has created its own unique phrases and forms to write messages. User-generated content in social media often contains slang and frequent grammatical and spelling mistakes. With Twitter-specific text pre-processing we try to handle these properties of the

Twitter language and improve the quality of features. In this we consider the following options for Twitter-specific pre-processing to better define the classification. Data pre-processing is done to eliminate the incomplete, noisy and inconsistent data. Data must be pre-processed in order to perform any data mining functionality.

3.4 Feature Selection

This step generates a word vector which includes occurrence of a token, binary token occurrence and the frequency of term related to the document known as TF-IDF (Term Frequency-Inverse Document Frequency).

These are based on the following values:

- 1) T_{xy} : Total number of existence of term x in document y .
- 2) T_{dy} : Total number of terms existing in document y .
- 3) T_{tx} : Total number of documents where term x occurs.

Term occurrence: defines the absolute number of occurrences of a term.

$$\text{Term occurrence} = T_{xy}$$

Term frequency: defines the relative frequency of a term in the document.

$$\text{Term frequency} = T_{xy} / T_{dy}$$

Binary term occurrence: term occurrence is defined as the binary value.

Binary Term Occurrence = 1 for $T_{xy} > 0$ and = 0 otherwise.

TF-IDF: it describes how important a word is for a document. It consists of two parts: term frequency (TF) and invert document frequency (IDF).

$$\text{TF-IDF} = (T_{xy} / T_{dy}) \log(1/T_{tx}).$$

3.5 Classification

In machine learning classification, a training dataset is provided to train the classifier, and a performance test dataset is provided to test the classifier's performance. It functions similarly to humans in that it can learn from past experiences and predict future decisions. These strategies are utilised in artificial intelligence as well as document classification. In order for a machine learning

classifier to work, it must go through two steps:

- 1) Use dataset to train the model
- 2) Use test dataset on the trained model to see the results and check accuracy of model

In this paper, the dataset was analysed using different classifier's such as Naive Bayes, Linear SVM, Logistic Regression, Decision Trees, Boosted Trees, Random Forest & K nearest Neighbour with the results from both techniques compared.

3.6 Performance Measure

Following are the evaluative measures of classifiers. These evaluative measures find the goodness of classifier and suitability of data.

- True Positives (TP) - These are the correctly predicted positive values which mean that the value of actual class is yes and the value of predicted class is also yes. E.g., if actual class value indicates that this passenger survived and predicted class tells you the same thing
 - True Negatives (TN): These are the correctly predicted negative values which means that the value of actual class is no and value of predicted class is also no. E.g., if actual class says this passenger did not survive and predicted class tells you the same thing. False positives and false negatives, these values occur when your actual class contradicts with the predicted class.
 - False Positives (FP): When actual class is no and predicted class is yes. E.g., if actual class says this passenger did not survive but predicted class tells you that this passenger will survive
 - False Negatives (FN): When actual class is yes but predicted class in no. E.g., if actual class value indicates that this passenger survived and predicted class tells you that passenger will die
- The proposed work used three parameters for calculate Accuracy, Precision and Recall
- Accuracy: is the most intuitive performance measure and it is simply a ratio of correctly predicted observation to the total observations

$$\text{Accuracy} = \frac{TP+TN}{TP+FP+FN+TN}$$
 - Precision: is the ratio of correctly predicted positive observations to the total predicted

positive observations.

Precision = $TP/TP+FP$

- Recall (Sensitivity): is the ratio of correctly predicted positive observations to the all observations in actual class

Recall = $TP/TP+FN$

4.EXPERIMENT AND RESULTS

In this part, we show the outcomes of using a variety of pre-processing procedures individually and in combo. The results are then compared to the existing methodologies.

4.1 Dataset Details

We used dataset of 1.6 million tweets in English coming from two sources: Kaggle and Sentiment140. It is composed of various columns that are ItemID, Sentiment, date, user and SentimentText. We are only interested in the Sentiment column corresponding to our label class taking a binary value, 0 if the tweet is negative, 4 if the tweet is positive and the SentimentText columns containing the tweets in a raw format

4.2 Data Pre-processing

As the dataset is huge, such a large dataset requires a lot of processing power when one wants to build complex classifiers like boosting and random forests, specifically. Hence, we obtained a random sample of 50000 tweets from this original dataset, with 24864 negative tweets and 25136 positive tweets.

- 1) Cleaning up the HTML entities, and any other HTML tags etc. Sometimes some HTML entities may be present in the text. E.g., < for < etc. We use BeautifulSoup Python library to get rid of such HTML.
- 2) Remove @mentions from the text. The @mentions correspond to usernames in twitter preceded by "@" symbol. It is used to address a tweet to someone or just grab the attention. But they are not very important for sentiment analysis.
- 3) Remove URLs from tweets.
- 4) Convert short forms of negation words to their full forms. "isn't":"is not", "aren't":"are not",

"wasn't":"was not", "weren't":"were not", "haven't":"have not" etc

- 5) Decode UTF8 encoded symbols.
- 6) Replace non-alphabetic characters to spaces.
- 7) Ignore words of size 1.
- 8) Remove punctuations
- 9) Perform word lemmatization: Lemmatization is the reverse process of making morphological changes to a word. It is the process of getting to the root form of the word which exists in the dictionary.

4.3 Approach

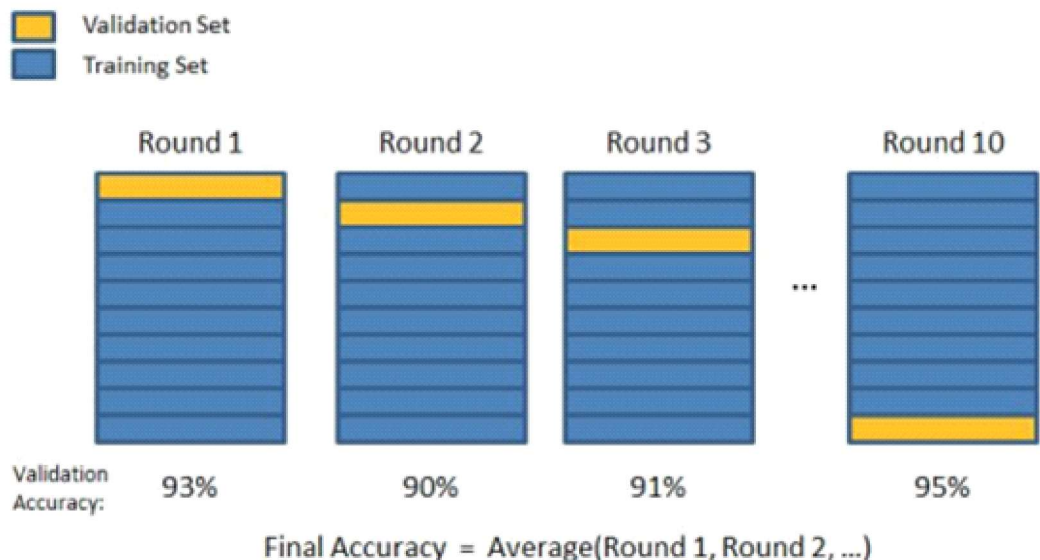
Once we have applied the different steps of the pre-processing part, we can now focus on the machine learning part. We start by splitting the data randomly into two parts: train and test. We use 80% data for training and the remaining for testing. We extract TFIDF features from tweets using TFIDF vectorizer. It converts a collection of raw documents to a matrix of TF-IDF features

Further, we use these features to learn multiple classifiers. For each type of classifier, we first train the classifier on train data and report the accuracy on test data. We also report cross validation accuracy with 10 folds.

The Kfold cross validation: We split the data set into k parts, hold out one, combine the others and train on them, then validate against the heldout portion. We repeat that process k times (each fold), holding out a different portion each time. Then we average the score measured for each fold to get a more accurate estimation of our model's performance.

4.4 Results

A confusion matrix helps to visualize how the model did during the classification and evaluate its accuracy. In following confusion matrix diagonal elements (TP & TN) presents the correctly classified data for each class whereas remaining data show incorrect classified data. We use the typical definition of accuracy to score our models. Accuracy is defined as the fraction of true positives+true negatives with respect to the total number of instances.



Classifier	Test Accuracy	Cross Validation Accuracy
Naïve Bayes	0.7623	0.7524
Logistic Regression	0.7776	0.7757
Linear SVM	0.7867	0.7842
Decision Trees	0.5663	0.5758
Boosted Trees	0.7284	0.7161
Random Forests	0.7637	0.7609
Nearest Neighbors	0.5347	0.5163

The above table shows the accuracy comparison across various classifiers both when tested using the train/test split method and using the 10-fold cross validation approach.

Note that we obtain the maximum accuracy using Linear SVM. However, also notice that logistic regression and random forests also lead to similar accuracy values. However, simple classifiers like decision trees and nearest neighbors somehow cannot provide good results at all.

5. CONCLUSION AND FUTURE SCOPE

Our research's overarching purpose was to

demonstrate a clear link between various aspects of emotion production. Given the large amount of data available on social media, a credible senti-score creation process is required. Sentimental analysis is the process of collecting and analysing public feedback on a specific issue, product, or service. To arrive at the opinions, this method entails gathering the available data, extracting the characteristics, selecting the required features, and lastly classifying them. Individuals and businesses are increasingly leveraging public opinions available in various media to make decisions, thanks to the rapid rise of e-commerce sites, public forums, and social media on the Internet. In addition, the amount

of information available to make a decision has grown.. Sentiment analysis process involves feature extraction, feature selection and finally sentiment classification. The feature selection step in sentiment analysis has high impact in determining the accuracy of sentiment classification.

English language tweets are only considered for identifying same wavelength communities. But the real time tweets may be multi lingual and may contain transliterated words from multiple languages. Sentiment analysis on multi lingual tweets may give more meaningful fraternity. Multilingual sentiment analysis requires further research and can be considered in the future work. The whole frame work to identify same wavelength communities can be extended to OSNs like Facebook, Google plus etc. if the extraction of user generated contents is allowed

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INDIA'S PUBLIC ENTERPRISES AND ITS PERFORMANCE

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ABSTRACT

The public sector in India, since then, has experienced a phenomenal growth both in terms of number and volume of investment. The government has made sustained efforts to break the vicious circle of poverty and underdevelopment by setting up public sector enterprises or by nationalizing certain key industries. The public sector enterprises in the Indian economy are to play an important role that needs no emphasis. A number of PSEs also serve critical functions of furthering the socio-economic objectives of the government and ensuring stability in prices of key products and commodities. The study is carried on with the objectives such as to study the rationale of public enterprises India, the role of public enterprises in India, to evaluate the performance of public enterprises in India and to identify the problems faced by public enterprises in India. The public sector in India has always played a dominant role in shaping the path of the country's economic development. Visionary leaders of independent India drew up a road map for the development of public sector as an instrument for self-reliant economic growth. The public sector has provided the much-required thrust and has been instrumental in setting up a strong and diversified industrial base in the country.

Keywords : *Public Enterprises, Performance of public enterprises*

INTRODUCTION

Public sector enterprises have been established, managed, and controlled by the Government of India as government companies (under the Companies Act or statutory corporations under the specific statutes of Parliament). In these enterprises, the Central Government holding in paid up share capital is more than 50 %. The government has used these public enterprises as an instrument for attaining self-reliant economic growth, and over the years they have played an eminent role in the sustainable growth of Indian economy. The importance of public sector in the Indian economy has been recognized since 1948. The public sector in India, since then, has experienced a phenomenal growth both in terms of number and volume of investment. The government has made sustained efforts to break the vicious circle of poverty and underdevelopment by setting up public sector enterprises or by nationalizing certain key industries. The public sector enterprises in the Indian economy are to play an important role that needs no emphasis. A number of PSEs also serve critical functions of

furthering the socio-economic objectives of the government and ensuring stability in prices of key products and commodities. The key factors contributing to stronghold of these enterprises are the need of rapid industrialization with equitable distribution of economic wealth and inadequacies of free market. India witnessed a greater degree of state ownership and increased regulation since second plan that envisaged industrialization as a development strategy. By 1980s the poor performance of government-owned companies was acknowledged and various efforts were made to improve performance. In an era of economic reform process initiated since 1991, privatization has become a key component of public sector policy of the government. The survival of PSEs now depends upon performance efficiency and profitability. PSEs contribute to the exchequer by way of dividend payment, interest on government loans and payment of taxes and duties.

Objectives Of Paper

The study is carried on with the following objectives.

- To study the rationale of public enterprises India.
- To study the role of public enterprises in India.
- To evaluate the performance of public enterprises in India.
- To identify the problems faced by public enterprises in India

RESEARCH METHODOLOGY

The study is based on secondary data. The data has been collected and compiled from public enterprises survey and economic survey reports and various books, journals and websites.

Rationale Of Pses In India

- Rapid Economic Development

The prerequisite of faster economic development is the creation of infrastructure and the growth of basic industries like power, steel transportation; communication, banking etc. These industries require huge capital investment and involve long-gestation period and so private sector may not be interested to undertake the development of such industries. Further, the private sector lack financial and technical skills to develop such industries. In other words, reluctance on the part of private entrepreneurs to develop key industries due to high risk and low returns necessitated the establishment of PSEs. Government with its capacity to mobilize huge economic resources can develop the industries that are significant for growth prospects of the country. Thus in the earlier phase of development heavy state spending on investment in basic infrastructural sectors and service facilities (for example financial institutions, telecommunication banking etc.) is essential for providing a congenial atmosphere to the private sector to facilitate the process of accelerated development of the economy.

- Reduction of Concentration of Economic Powers

PSEs reduce inequalities of income through welfare programmes, favourable pricing policy towards small industries and supply of cheaper goods to the consumer. Private sector may manipulate the price of essential goods and

indulge into quick profit-making by controlling the volume and price of such goods. PSEs prevent such concentration of economic power.

- Balanced Regional Growth

Private sector generally neglects backward regions that lack infrastructure and other basic facilities such as power, roads, telecommunication, skilled labour etc. PSEs set up large projects in these areas and spend huge cost to develop such areas. In this manner PSEs help to achieve balanced regional growth.

- Employment Generation

The adequate generation of employment opportunities is a major objective of the public sector enterprises. This sector has provided direct employment to more than 80 percent of organized labour.

- Import-Substitution and Export-Promotion

In the initial period of development foreign exchange constraints exist due to huge imports of capital goods and low exportable surplus. PSEs produce importable goods domestically which tend to save precious foreign exchange and facilitate exports.

- Resource Mobilization

PSEs mobilize savings through large network of banking and financial institutions. The profits of PSEs are ploughed back into developmental activities of the country. Further, PSEs contribute to the Government's exchequer through payment of tax and dividends.

Public Sector Reforms

The Industrial policy resolution of 1956 has been the guiding factor which gave PSEs a strategic role in the economy. Massive investments have been made over the past five decades to build public sector. These enterprises have successfully expanded production, opened up new areas of technology and built up a reserve of technical competence in various areas. Initially, public sector investments were in the key infrastructure areas, but later on it begun to spread in all areas of the economy including non-infrastructure and non-core areas. Since 1980's, the performance of state owned enterprises has been undergoing a close scrutiny in India. The existence of huge fiscal deficit made it

difficult to raise funds at home and abroad. It was felt that the PSEs were absorbing a large chunk of government funds in the form of subsidies, which has resulted in the misallocation of resources brought about by diversion of savings. In order to overcome these problems government allows relaxation in the controls over PSEs and the emphasis was put on efficiency and internal resource generation of these enterprises. The public sector reforms in India since 1991 involves structural changes that aim at increasing efficiency, decentralization, accountability and market orientation of these enterprises. The important reform measures introduced in the recent years are:

- Allowing Managerial Autonomy

Government has adopted empowerment of PSEs as a continuous process. The management of PSEs has been given operational autonomy in respect of human resource development decisions like recruitment, promotion and other service related decisions. The profit making enterprises which don't depend on the budgetary support of the government identified as Navratnas and miniratnas are given enhanced powers to take investment and project-related decisions such as decisions relating to capital expenditure, raising capital from the market, mergers and acquisitions etc. Board of Directors of PSEs exercises the delegated powers subject to the broad guidelines issued by Government. This would help PSEs to mitigate problems relating to delay in decision-making and help to improve the competitive strength of these enterprises.

- Performance-based Accountability through Memorandum of understanding (MOU) System

MOU is an instrument that specifies mutual responsibilities of two parties who sign it. It is signed between government and management of PSEs. MOU clarifies objectives and targets expected from the management and performance evaluation takes place with reference to these objectives. Thus it allows management by results and objectives rather than management by controls. Further an attempt is made to evaluate performance of

PSEs on the basis of financial and operational performance indicators such as sales, growth in sales and return on assets, dividend pay-out ratio and earning per share.

- Manpower Rationalization

PSEs for long have been suffering from over manning. Voluntary Retirement Scheme (VRS) has been introduced in a number of PSEs to shed the surplus manpower. In order to provide security net to those who opt for VRS, Counselling, Retraining and Redeployment (CRR) scheme has been launched. CRR aims at retraining employees who have opted for VRS so that the employees can adapt to new vocation after their separation from PSEs.

- Professionalism in Management

In order to improve efficiency, Board of Directors (BOD) of PSEs has been strengthened with the induction of professional managers. The number of Government nominated directors has been reduced. Management personnel are allowed greater operational autonomy in implementing the policies of the board. Efforts are being made to reduce political and bureaucratic interference in the working of public sector enterprises.

- Portfolio Management

The portfolio of the public sector investments has been thoroughly reviewed to focus the public sector on strategic, high-tech and essential infrastructure. The new industrial policy 1991 adopted the policy of de reservation that allowed the entry of private sector in the activities exclusively reserved for public sector. The list of industries reserved solely for the public sector which used to cover 18 industries, including iron and steel, heavy plant and machinery, telecommunications etc. has been drastically reduced to two: atomic energy generation, and railway transport. These reforms mainly aim at providing competition to the public sector.

- Transparency in Operations of PSEs

Corporate Governance Code has been formulated to bring greater amount of public accountability and transparency amongst PSEs

in an era of competitive environment. Corporate governance refers to ethical business and transparent conduct of management of organization so as to protect the interest of stakeholders (i.e. shareholders, employees, suppliers etc.). These are the guidelines that management is required to follow in their decision-making process. The code meet the regulatory framework, builds harmonious relations with the stakeholders, provide high degree of accountability to the parliament and the public and ensures transparency in decisions. Further, PSEs are also subject to Right to Information Act (RTI).

- Revival and Restructuring of Sick PSEs

Efforts are made to modernize and restructure PSEs and revive sick industries. The chronically sick industries have been sold off or closed. Companies having potential for revival have been allowed to be turned around by private sector. In 2004, Board for Reconstruction of PSE (BRPSE) has been created to take up restructuring and revival of PSEs. BRPSE is an advisory body which provides measures to strengthen, modernize PSEs. It advises government on disinvestment or closure or sale of chronically sick or loss making units that cannot be revived. It also monitors incipient sickness in PSEs so as to detect their problems at the initial stage that can result into sickness at the later stage.

- Allowing PSEs to Enter Capital Market

In an era of reduced budgetary support PSEs have been allowed to raise equity finance from the capital market. This has provided a market pressure on PSEs to improve their performance. As investors keep on monitoring the shares listed on stock exchange and market price movements reflect the performance of the company so management remain alert of their operational efficiency. Further, the listing of PSEs share in the market has offered new opportunities to the investors that have also improved the trading activity of the stock exchanges in India. In the year 2007, 44 central PSEs were listed on the stock exchange. Some

of PSE shares are enlisted on the international stock exchange (for example MTNL share is listed on New York stock exchange).

- Modernization

The new policy provided for modernization of plants, rationalization of productive capacity and changes in the product mix of PSEs. Further PSEs have been allowed to enter into technology joint ventures and have alliance to obtain technology and know-how. National Investment Fund has been established in 2005 to provide funds for revival and capital investment requirements of PSEs. The disinvestment proceeds will be channelized to this fund. This would help them to develop competitive strategy based on market needs.

- Disinvestment and Privatization

Disinvestment in India primarily aims at improving corporate efficiency, financial performance and competition amongst PSEs. It involves transfer of Government holding in PSEs to the private shareholders. Disinvestment introduces competition and market discipline on PSEs and depoliticizes the decision-making process.

Role Of Public Sector Enterprises In India

Public sector enterprises have laid a strong foundation for the industrial development of the country. Public sector units are 'the temples of modern India.' Since India's independence, public sector enterprises have contributed significantly towards the growth of the Indian economy. It has significant contribution to the country's economy by filling the gaps in the industrial sector, generating employment and balanced regional development.

The expansion of the public sector was aimed at the fulfillment of our national goals i.e. the removal of poverty, the attainment of self-reliance, reduction in inequalities of income, expansion of employment opportunities, removal of regional imbalances, acceleration of the pace of agricultural and industrial development, to reduce concentration of ownership and prevent growth of monopolistic tendencies by acting as effective countervailing power to the private sector, to make the country self-reliant in modern technology and create

professional, technological and managerial cadres so as to ultimately rid the country from dependence on foreign aid. But these motives could not be achieved up to the desired extent. That is why government is on the spree of privatization of these enterprises.

The Industrial Policy Resolution in 1956 gave the public sector enterprises a strategic role in Indian Economy and the public sector was thought of as the engine for self-reliant economic growth to develop a sound agricultural and industrial base, diversify the economy and overcome economic and social backwardness.

Public sector enterprises were set up to serve the broad macro-economic objectives of higher economic growth, self-sufficiency in production of goods and services, long term equilibrium in balance of payments and low and stable prices besides meeting certain socio-economic obligations. While there were only five Central Public Sector Enterprises (CPSEs) with a total investment of Rs. 29 crore at the time of the First Five Year Plan, there were 320 CPSEs (excluding 7 Insurance Companies) with a total investment of Rs. 11,71,844 crore as on 31st March, 2018. The CPSEs are key and strategic actors in the nation's economy providing essential goods and services and holding a dominant market position in critical sectors such as petroleum, mining, electricity and transportation. They also operate in competitive markets such as telecommunication, hospitality etc. The CPSEs are increasingly under pressure by both the government and competition to achieve their goals more effectively and efficiently. A large number of CPSEs have been set up as Greenfield projects consequent to the initiatives taken during the Five Year Plans.

Performance Of Public Sector Enterprises In India

The overall performance of CPSEs in India has shown improvement during the financial year 2018-19 over the previous year despite declining commodity prices in the global economic scenario. The overall net profit of the 244 operating CPSEs went up by 12.54% to Rs. 1,15,767 crore in 2018-19 from Rs. 1,02,866 crore in 2017-18. The CPSEs have been making a substantial contribution to the Central Government through payment of dividend,

interest, corporate taxes, excise duties etc. The contribution by the CPSEs through these avenues increased by 38.63% to Rs. 2,78,075 crore in 2018-19. CPSEs have a unique place amongst the State Owned Enterprises (SOE) of the world. Many of the 244 operating CPSEs are the leading companies of India. CPSEs are, moreover, spread over the length and breadth of the country, fulfilling various macro-economic objectives and are complex organizations dealing with wide stream of new technology, market and services and employ a large workforce. The CPSEs are categorized into 23 cognate groups. The CPSEs have been serving the various macro-economic objectives of higher economic growth, equilibrium in balance of payments, infrastructure development and lower prices. In this respect, they are a distinct entity of corporate India. Moreover the Maharatna and Navaratna CPSEs constitute the elite companies of India in sectors like, coal, petroleum, steel, heavy engineering, power supply, telecommunications and transportation services.

The total employee strength in CPSEs stood at 12.34 lakh (excluding contractual workers) in 2018-19 as compared to 12.91 lakh in 2017-18. The total strength of employees in CPSEs has gone down by 57,560 persons due to superannuation, voluntary retirement etc. The salary and wages in all the CPSEs, at the same time went up during the year from Rs. 1,26,777 crore in 2017-18 to Rs. 1,28,263 crore in 2018-19 showing a growth of 1.17%. However, the per -employee turnover of CPSEs has decreased from Rs. 1.55 crore in 2017-18 to Rs. 1.50 crore in 2018-19.

While CPSEs play a significant role in the growth of the Indian economy. They are also affected by the overall growth in the economy. The Gross Turnover of CPSEs has decreased in 2018-19 by 7.04% to Rs. 18,54,667 crore from Rs. 19,95,176 crore in 2017-18. The profit of profit making CPSEs increased by 10.86% to Rs. 1,44,523 crore in 2018-19 from Rs. 1,30,364 crore in 2017-18. The loss of loss making CPSEs increased by 4.57 % to Rs. 28,756 crore from Rs. 27,498 crore during the same period. Aggregate net profit reported by all 244 CPSEs is Rs. 1,15,767 crore as against Rs. 1,02,866 crore reported in the

year 2017-18, thus showing a growth in overall profit of 12.54% as against a reduction of 19.82% in 2017-18.

During the year 2018-19 the number of profit making CPSEs have increased to 165 from 159 CPSEs in previous year and the number of loss making CPSEs have increased from 76 to 78 during the same period. One CPSE, namely Food Corporation of India neither earned profit nor incurred loss during 2017-18 and 2018-19.

Problems Of Pses In India

- Defective Pricing Policy

The prices of goods and services produced by the PSE in India for long have been determined by Govt. under administered price regimes (APR). In post-91 era with intense market competition Government has dismantled the APR in most cases and PSEs have been given independence to fix their own price competitively. In the recent years various price regulatory commission for regulating prices in best interest of both consumers and producers have been established whose recommendations are applicable both for private and PSEs. Government on its part continues to be sensitive to the needs of the poor and price level in the economy. Any rise in price generally warranted by market conditions is avoided. Pricing of petroleum is an example in this respect. The rise in the international price of crude oil is hardly passed on to the consumers. The social approach set prices in PSE causes a lower returns and financial losses.

- Excessive Political Interference

There exists considerable political interference in the operational aspects of PSEs in terms of appointment in the management, pricing of products, location of projects. The decisions are guided by political considerations and not by economic factors.

- Delays in Decision-Making

The red-tapism and bureaucratic management causes delay in decision-making of these organizations. PSEs thus fail to take advantage of opportunities thrown open by the market.

- Over-Manning

The public sector enterprises are overstaffed.

It increases cost of production and inefficiency in the organization.

- Lack of Accountability

The appraisal system lack performance-based remuneration system. The system lacks incentives to improve and penalties for delays and failures. The security of service makes them lethargic and reduces creativity. This lack of accountability cause inefficiency and losses in the public enterprises.

- Under-Utilization of Capacity

The public enterprises operate at less than their full capacity and produce lower than potential output. This increase the cost of production as the fixed cost is distributed over small output.

CONCLUSION

The public sector in India has always played a dominant role in shaping the path of the country's economic development. Visionary leaders of independent India drew up a road map for the development of public sector as an instrument for self reliant economic growth. The public sector has provided the much-required thrust and has been instrumental in setting up a strong and diversified industrial base in the country. Keeping pace with the global changes over a period of time, the PSEs in India also have adopted the policies like disinvestment, self-obligation/MoU, restructuring, etc. PSEs undoubtedly, since inception, have extended their eminent contribution in bringing up the industrial base for the holistic development of Indian economy. For ensuring that the Indian economy continues to scale new heights and emerges as an economic superpower, it is imperative for the PSEs to continue to demonstrate global competitiveness and achieve market leadership.

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NEW ERA , NEW VISION , NEW INDIA : NATIONAL EDUCATION POLICY 2020

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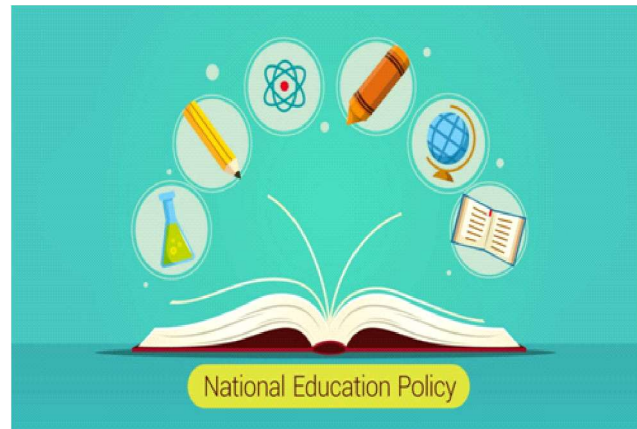
ABSTRACT

Recently Government of India announced its New Education Policy 2020 (NEP 2020), which intended to transform our nation sustainably into an equitable and vibrant knowledge society, by providing high quality education to all. It is an addition to the steps Government of India has been taking for the betterment of education. Resources to be made available for student learning. Extensive focus on changing and restructuring of syllabus has been given. Mother tongue / local language use has been emphasized. " Education is the most powerful weapon you can use to change the world " - Nelson Mandela.

INTRODUCTION

Education - a tool that helps in the making of a well-developed and progressive nation. In a developing country like India with a population approxing 140 crores, good education is the key to a better standard of living and a bright future. Education is the right of every citizen of India. In ancient India knowledge was considered to be sacred and was based on the teachings of Vedas, Upanishads and Dharmasutras. Education in new India is a combination of academic disciplines as well as enhancement of necessary skills such as critical thinking, problem-solving, decision making and essential life skills. In the current century, modern approach to education in India focuses on learning in innovative manner such as digital learning platforms, online education, short-term skill development courses, and usage of modern educational technology. Education is the most effective weapon used to make social, economic, and political change. Education enhances the value of human capital and thereby accelerates the development process. Thus, since independence, the Indian Government has given due importance to the education sector

National Policy on Education : Historical overview



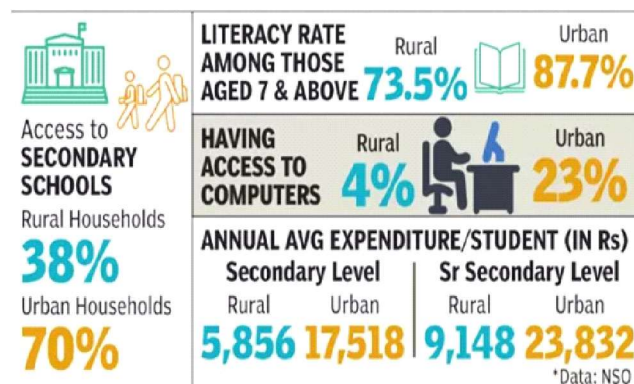
Maulana Abul Kalam Azad, India's first Minister of Education, proposed strong central government control over education throughout the country, with a uniform educational system. UGC, IIT's, NCERT, etc. were born to aid this thought. The report and recommendations of the Kothari Commission (1964-1966), directed the announcement of the first National Policy on Education in 1968, by Prime Minister Indira Gandhi which aimed at radical restructuring" and proposed equal educational opportunities in order to achieve national integration and greater cultural and economic development. The "three language formula" was applied to secondary education where

English was the instructing language, the official language of the state where the school was based and Hindi. The policy also encouraged the teaching of the ancient Sanskrit language.

Keeping in mind the development of Indian women, Scheduled Tribes (ST) and the Scheduled Caste (SC) communities, in 1986, the Rajiv Gandhi government introduced a new National Policy on Education. IGNOU was established during this time. The Policy on Education was modified in 1992 by the then P. V. Narasimha Rao government. Exams like JEE and AIEEE for admission to Engineering and Architecture/Planning programmes were launched during this time. A Draft New Education Policy 2019, was released by Ministry of Human Resource Development with focus on enhancement on essential learning, critical thinking and more holistic experiential, discussion-based and analysis-based learning.

Current Scenario :

The key to India's socio-economic progress is its literacy rate which for 2018 was 74.37%, a 5.07% increase from 2011 (<https://www.macrotrends.net/countries/IND/india/literacy-rate>). As per the 75th round of National Sample Survey (NSS) - from July 2017 to June 2018, India's country-wide female literacy rate is 70.3%, while the male literacy rate is estimated at 84.7%.



There are 1019 universities at present in the country (<https://www.ugc.ac.in/oldpdf/consolidated%20list%20of%20all%20universities.pdf>). Total number of schools in 2015-16 was 1522346 (<http://mospi.nic.in/statistical-year-book-india/2017/>

198). According to a report, almost 2 million graduates and half a million postgraduates are unemployed in India. Approx. 47% Indian graduates are unsuitable for any kind of industry job. Above all, the level of educated unemployment in India increases with higher education. while, at the primary level, youth unemployment is somewhere around 3.6%, it is 8% at the graduate level and 9.3% at the post-graduate level.

OBJECTIVES OF THE STUDY

- Understanding the National Education policy 2020.
- Analyzing the effect of NEP 2020 on the growth of Indian Economy
- Discussing the outcome of NEP 2020

Research methodology

The research paper is a result of a descriptive study. The data (secondary) has been collected from various websites including official websites of Government of India, magazines, journals, other publications, etc. This data was then analyzed and reviewed to arrive at the inferences and conclusions.

National Education Policy 2020

A committee under former Cabinet Secretary T. S. R. Subramanian, In January 2015, started the consultation process for the New Education Policy. Based on the committee report, in June 2017, the draft NEP was submitted in 2019 by a panel led by former Indian Space Research Organization (ISRO) chief Krishnaswamy Kasturirangan. The third NEP was released on 29th July 2020, Wednesday by the Prime Ministership of Narendra Modi. The policy aims to develop an India-centered education system which will transform India into a vibrant knowledge hub. This is inline with the 2030 agenda for SDG which aims to ensure inclusive and equitable quality education. The policy has tried to revise all aspects of education system including its governance. The policy also seeks to restore Indian traditional system and value system in young India.

Main features of the policy

- A) Guiding principles : The main focus of the policy is to lead to all round development of the student in both academic and non academic fields. This will be achieved by giving freedom of choice to the student between various fields of arts , sciences and vocational streams. Conceptual clarity and cultivating ethical , constitutional and human values will be given due importance. Teachers , considered to be the heart of learning process will be given continuous professional development .
- B) Policy Vision for quality universities and colleges : The higher education system should help in holistic development of students. The child should be prepared to rationalize his thoughts to mould himself for the betterment of the nation. The higher education institutes will be empowered to teach in local languages . There will be a single regulator for higher education.
- C) Institutional restructuring and consolidation : NEP 2020 focuses to make all higher education institutions multidisciplinary and to have at least one such institution in every district by 2030. Single stream institutions will be phased with time . Open distance learning and online learning will be fostered. The terms like deemed university , affiliating university , unitary university , etc. will disappear and simply the term university will exist.
- D) Holistic education : Flexible curricular approach and multiple entry and exit points will widen the learning outcomes of the student. Establishment of an academic bank of credit will facilitate to earn credits from various disciplines . Setting up of MERU (Multidisciplinary Education and Research universities) is also in track.
- E) Learning environment : To achieve global quality standards in education various innovative and flexible methods have been talked about. High quality support centers and counseling will be available for learners.
- F) Internationalization : Research / teaching collaborations and faculty / student exchanges with high quality foreign institutions will become a regular feature of the system.
- G) Financial support : The financial support system for students belonging to backward classes will be encouraged.
- H) Motivated and energized Faculty : Faculty will have freedom to design their own curriculum within the approved framework.
- I) Student participation : Opportunities for students to participate in sports / arts/ culture clubs , eco-clubs , community service projects will be taken care of.
- J) Equity and inclusion in higher education : Government and higher education institutes shall undertake various steps for better learning outcomes.
- K) Promotion of arts, culture , Indian languages will be done.
- L) The 10+2 structure is to be replaced by 5+3+3+4 curricular structure.
- M) A new National Assessment Centre , PARAKH (Performance ,Assessment , Review , and Analysis of knowledge for Holistic Development) will be started.
- N) National research foundation will be formed to fund research.

Steps Ahead :

Operation of Indian universities abroad and vice versa is an accelerating step which will boost quality in education. Vocational education and research will be given additional importance. Information Communication and Computation Technology (ICCT) & Nontechnology (NT) will be introduced at undergraduate education to increase the employability of youths. To be in pace with the increasing tech orientation around the globe , digital infrastructure and digital content development will be key focus areas. CBCS will be improved . Well qualified scholars only will be able to penetrate to the highest positions in the Sector.

The Golden points:

The higher education policies of NEP-2020 transforms the HE system from information centric

to new knowledge and innovation centric. Promotion of faculty will be based on their research performances. The increased levels of autonomy to the higher education institutions will improve student learning environment . To make accreditation status for higher education institutes effective for continuous improvement, NEP-2020 has simplified it and made it mandatory as a biennial accreditation process. An impartial agency National Research Foundation will fund for innovative projects in priority research areas of basic sciences, applied sciences, and social sciences & humanities

CONCLUSION

A well developed Higher Education system is the backbone of any country's rapid economic development. The improvement and effective application of good system of education is in the hands of whole country. NEP 2020, it is expected to revolutionize the education scenario in the coming future and this will certainly push India's claim towards becoming a superpower in the future.

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QUALITY EDUCATION THROUGH EFFECTIVE TEACHING

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ABSTRACT

For India to get transformed into a developed nation by 2020, Education is an important component. Our education policy should ensure that India is transformed into a developed Nation. . . Good teachers could generate enlightened minds and instill confidence and will power in students to help them realize their dreams and transform India into a developed nation. A.P.J. Abdul Kalam (Goel & Goel, 2010). It is rightly said that an effective teacher is the one whose effectiveness in the classroom is translated to his students' achievement in society. Such a teacher has several specific characteristics that contribute directly to effective teaching. To be effective certain effective teaching methods can be cultivated in a teacher and also unwanted ones can be eradicated by him, as detailed out under with reference to each aspect.

INTRODUCTION

For India to get transformed into a developed nation by 2020, Education is an important component. Our education policy should ensure that India is transformed into a developed Nation. . . Good teachers could generate enlightened minds and instill confidence and will power in students to help them realize their dreams and transform India into a developed nation.

A.P.J. Abdul Kalam (Goel & Goel, 2010)

It is rightly said that an effective teacher is the one whose effectiveness in the classroom is translated to his students' achievement in society. Such a teacher has several specific characteristics that contribute directly to effective teaching. To be effective certain effective teaching methods can be cultivated in a teacher and also unwanted ones can be eradicated by him, as detailed out under with reference to each aspect:

Qualities as a Person

A teacher through his pleasing manners and positive approach towards work makes not only an impression on administrators, colleagues, students and parents but also helps inappropriately shaping his/her students' behavior. Often a student links the preference of a particular subject to a teacher and the way the subject is taught. A teacher who exudes enthusiasm and competence for a content to be taught may transfer those feelings to the students. In addition, how a teacher relates to the pupils has

an impact on the students' experience in the class. A teacher who is always enthusiastic transfers his energy to the students and enables them to learn better. Personality is one of the first sets of characteristics to be looked for in an effective teacher.

Managing and Organizing the Classroom

A classroom is "the mirror holding to one's teaching" (West, 2009). Typically, a well-organized classroom has various instructional organizers such as rules posted on the walls. A teacher's effective plan for the environment, both the organization of the classroom and of students, allows the classroom to provide a better space for student and teacher interaction. A classroom should be well-equipped with books and other sources of information so that the students can easily access them. An effective teacher makes the best use of the space in the classroom by arranging the furniture properly so that he/she can approach the individual students when needed.

Having a Sense of Professionalism

As is rightly said a good teacher is a "beloved master of his craft who inspires students to excel" (Venkatasubramaniam, 2004). An effective teacher often communicates with students, colleagues, parents and administrators and consistently demonstrates respect, accessibility, and expertise. Finally, an observer who knows from all sources

that this person truly makes a difference in the classroom can sense the presence of an effective teacher. Such a teacher is easily recognized through his/her effective teaching methods, efficient classroom management and positive approach towards his/her work and duties. It would be very appropriate to quote Dr Sarvapalli Radhakrishnan, "A university is essentially a cooperation of teacher and students, and the relation between two is of sacred importance" (Kanniappan, 2007). A true teacher is a master of teaching and also leads to the all-round development of the students.

Planning Instructional Methodology

A well-crafted instructional method incorporating required objectives and activities is a must for effective teaching. It hardly matters where or how the teachers plan and organize for instruction, the result of effective work is seen as a magic created in the classroom. Further, a variety of effective activities designed as the follow-up catering to different learning styles and needs of the students, give the evidence of a teacher's mastery on designing instructional methodology. However, sometimes a pre-planned instructional method is required to be modified at the spontaneous demand of moment in the classroom and it is where a teacher's efficiency is tested.

Achieving Instructional Goals

A combination of good classroom management, good organization, effective planning and the desirable personal characteristics of a teacher leads to effective teaching. An effective teacher enlivens his/her teaching method by giving examples from real life experiences to make an authentic connection with the content being taught. An effective teacher facilitates the classroom like "a symphony conductor who brings out the best performance from each musician to make a beautiful sound" (Snaith et al., 2007). Also teaching is made more effective when the environment of the classroom is made conducive for the students so that they can learn well. An effective teacher builds rapport with the students to make them feel at ease while interacting with him/her. It has been rightly said that implementing instruction is like "the opening night at the theater where all the behind-the-scenes work is hidden and only the magic is

seen by the audience" (Stronge, 2013). A good teacher is one who teaches effortlessly and emphasizes with his/her students for their growth and development.

Tracking Students' Ability and Progress

An effective teacher keeps a track of each student's performance in the class. He/she uses different types of formal and informal methods to nurture skills and talents in the students. Also such a teacher takes remedial classes of the students who find any difficulty in grasping knowledge or acquiring skill. Also time-to-time communication with the parents and all concerned teachers should be carried out effectively to fill the gaps if any. Monitoring of students' progress and potential need not be solely the responsibility of a teacher; indeed, an effective teacher facilitates students' understanding of how to assess their own performance, that is, "assists them in meta-cognition" (Alexander, 2006). And such an effort not only improves his efficiency but also his personality.

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SKILL DEVELOPMENT FOR INDIAN YOUTH : ISSUES AND CHALLENGES

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ABSTRACT

The reality of today is a dynamic environment which is a dominant factor in the growth and development of a country. The increasing accumulation of practical knowledge has made it possible to provide a comprehensive education. The traditional pattern of education cannot equip the youth with required skills and expertise. Education and training keep youth more productive and creative throughout their career. It leads to a better job performance, job satisfaction and contributes to higher level of economic development. The need for developing knowledge and skills among youth is more evident because of the rapidly developing international economic relations and trade practices. This calls for the suitable strategies to carry out knowledge and skills updation programme for youth. In India this unavoidable need has been felt over recent years and the government and other organizations have made some notable efforts in this field. However, it has not yet achieved its desired status. The present study identifies the issues and challenges faced during skill development in India and also explain the different initiatives and strategies adopted by the government and other agencies to ensure skill development among Indian youth.

Keywords : Education, Training, Youth, Economic development, Job Performance etc.

INTRODUCTION

In the present age of applied science and technology, knowledge is changing very rapidly on account of continuous research and development in every field of study. Changes in knowledge cause modified technology or modified production process. So it has been imperative to keep working professionals in touch with the changes continuously. If these professionals are not in continuous process of learning or they are not under continuous training and development, their efficiency may decline with time. It is therefore, necessary to educate or to train youth and working professionals continually so that the level of their efficiency, capability and productivity could be maintained or even increased. They can also gain expertise in their field of interest.

Skills and knowledge are key drivers of macro economic growth and socioeconomic stability. Suitable policies for the skill development occupy a central place in the development of economy. According to five year plan, India has set aggressive

targets for quicker and sustainable economic growth of the country. With the demographic dividend, India requires to convey adequate skills to its workforce. Skill development has emerged as national priority for which a number of measures have been taken and in process for future.

India is exclusively placed in world due to its demographic dividend as compared to the developed countries. High population if properly employed, trained and productive can easily take the advantage of demographic dividend and lead to sustainable growth and development but same high unemployed, untrained and unproductive population can even turn demographic dividend into demographic liability. Majority of analysts expect the Indian economy to grow at sustained high rates during the coming decades and emerge as one of the largest economies in the world.

The increasing globalization and digital existence provide India an exclusive position to increase its share further in global market from

current share of around 37% in the global outsourcing market. Hence such a scenario necessitates skill development for the workforce. But before implementing any sort of skill development program, it is important to determine the present skill capacity, the major hindrances in the way of the skill development programs along with their possible solutions.

OBJECTIVES OF THE STUDY

1. To study the current status of youth in India.
2. To study the issues and challenges faced by skill development for Indian youth.
3. To examine various initiatives and strategies adopted by various agencies to overcome these challenges

RESEARCH METHODOLOGY

The present study is mainly descriptive in nature. It is solely based on secondary data and information which is collected from various sources as per the requirement of the research. The appropriate books, documents and reports from various ministries, departments and organizations, articles, papers and websites are studied for the present study.

FINDINGS AND RESULTS

The world is experiencing an ever widening gap between the demand and supply of skilled labour. The world's population is growing old. By 2050, the world population of people above 60 years will hit the 1.3 billion mark. This trend will lead to the widening of the demand-supply gap, especially in the developed nations like America, Germany and France. On the other hand, India is emerging with one of the youngest populations in the world comprising of a highly mobile, English speaking population. India will have a 2 billion sized English speaking work force by the end of 2020. Training such a workforce will imply that India can become the major exporter in the services sector as well as an exporter of manpower itself. It is estimated that by 2022, India will face a demand of 500 million skilled workers.

India could look at preparing the workforce for global opportunities so that it can utilize its premium position as the human resource reservoir. Given the dynamic labour markets it also important the workforce learns and readies itself as quickly as possible.

4.1 Status of Skills in Indian Youth

Skilling in India and the kind of strength that it can bring in to the Nation's economy has been one of most deliberated topics of the recent times, As per the reports by World Bank, India is one of the few countries in the world where the working age population will be far in excess of those dependent on them and this will continue for at least three decades till 2040. This huge potential is the propellant for India's move from being a developing nation to a "Developed nation" if we are able to equip and continuously upgrade the skills of the population in the working age group.

If we look at the current stock of the Skill landscape in India, the situation is alarming. As per India Skills Report 2015, we found out that of all the students entering the job market across the country, hardly 1/3rd meet the criteria of the employment set by the employers.

The severity of the situation is accentuated by many levels when the economy is looking up, new jobs are getting generated in ecommerce, energy, core engineering, retail, hospitality and banking; but there are not enough "skilled" people available. It is this gravity of the situation that has started various initiatives to combat this problem. In fact, the Government of India has adopted skill development as a national priority over the next 10 years.

India is one of the youngest nations in the world, with more than 54% of the total population below 25 years of age and over 62% of the population in the working age group (15-59 years). The country's population pyramid is expected to bulge across the 15-59 age groups over the next decade. This demographic advantage is predicted

to last only until 2040. India therefore has a very narrow time frame to harness its demographic dividend and to overcome its skill shortages.

For India, skill development is also critical from both socio-economic and demographic point of view. For the economy to grow at 8% to 9%, with the targeted growth rate of 10% for secondary, 11% for tertiary and 4% for agriculture sectors, a multi-faceted and highly efficient skill development system is imperative. Further, India is destined to be a contributor to the global workforce pool on account of demographic bonus, with the growth rate of higher working age population as compared to its total population and home to the second largest population (with a headcount of around 1.4 billion by 2025) in the world with distinct advantage of having the youngest population with an average age of 29 years as against the average age of 37 years in China and the US and 45 years in Western Europe (FICCI, 2014).

4.2 Issues and Challenges

India currently faces a severe shortage of well-trained, skilled workers. According to the report it is estimated that only 2.3 % of the workforce in India has undergone formal skill training as compared to 68% in the UK, 75% in Germany, 52% in USA, 80% in Japan and 96% in South Korea. Large sections of the educated workforce have little or no job skills, making them largely unemployable. Therefore, India must focus on scaling up skill training efforts to meet the demands of employers and drive economic growth. India's annual skilling capacity was estimated at approximately 7 million during the period 2013-2014. Apart from meeting its own demand, India has the potential to provide a skilled workforce to fill the expected shortfall in the ageing developed world. 1.5 The enormity of India's skilling challenge is further aggravated by the fact that skill training efforts cut across multiple sectors and require the involvement of diverse stakeholders such as: multiple government departments at the centre and state levels, private training providers, educational and training institutions, employers, industry associations,

assessment and certification bodies and trainees. All these stakeholders need to align their work together in order to achieve the target of 'Skill India'.

There is a clear mismatch between the skills required by employers and those that prospective employees provide. The key challenge of the skill development programs, whichever is implemented, is to address this inconsistency.

The skills v/s jobs mismatch often leads to economically inactive working age group people. This not only impacts the economy, it also has serious consequences for the society at large. Social unrest such as insurgency, red belt has been witnessed in several areas of India should be heeded with a measure of urgency.

As the GDP trends show, there is a transition of labour force from agriculture to industry and services. This exodus, which predicts the share of farming in the labour force to go down to 40%, results in an increase of untrained workers in the workforce. India's workforce, the second largest in the world after China, needs to be trained across four levels, from the 'White Collar' workers to the 'Rust Collar' workers, linking them to job opportunities and market realities. workforce giving the Indian Economy a 'Demographic Dividend'. Currently a major proportion of this population is not productively engaged in economic activities due to a 'skills v/s jobs requirement' mismatch.

The skills challenge becomes acute for India considering that the country has a large portion of its population below 25 years of age. This young population can be transformed into a productive.

As the world celebrates International Youth Day, India's biggest challenge remains having a young population that is unemployable due to lack of skills. For the ILO, this is a major focus area and much needs to be done before India's huge youth population goes into a crisis.

Youth unemployment and underemployment

is prevalent around the world because young people lack skills, work experience, job search abilities and the financial resources to find employment. In developing countries, this situation is exacerbated by poverty and the competitive pressures that result from a rapidly growing labour force. Moreover, the inadequacy of social protection schemes and active labour market policies means that young people in such economies have little support outside their family and friends. Globally, young people are, therefore, more likely to be either unemployed or employed on more precarious contracts and in the informal sector.

These challenges are prevalent in India, which has the largest youth population in the world. According to 2010 population figures, one in five young people in the world is an Indian. These young people are much more likely to be unemployed: looking at the age group 20-24 living in urban areas in India, 9.7 per cent of young men and 18.7 per cent of young women were unemployed in 2009-10. In comparison, the unemployment rate for Indians aged 30-34 reached only 1.2 and 3.4 per cent for men and women, respectively.

Considering the challenges of a growing economy and the need for skilled labour, these numbers are woefully inadequate. Training 250 million people is a significant burden on the government but one that can lead to huge benefits in the future. Rather than treating this as a challenge, the government should use this as an opportunity for growth.

4.3 Initiatives and Strategies by Government:

Though many of these initiatives are yet to show results for concrete employment for our youth, but they are certainly are in the right direction. Our dream is to create skilling for respect, honor, livelihood, self-employment and better remuneration, not restricting itself only for jobs. India must also identify future skills that will arise in next 10 years and prepare skilled teachers, syllabus, training capacity, learning material and map them to those opportunities.

For any skill development effort to succeed, markets and industry need to play a large role in determining courses, curriculum and relevance. To reap the benefits of "demographic dividend", the Eleventh Five Year Plan had favored the creation of a comprehensive National Skill Development Mission. As a result, a "Coordinated Action on Skill Development" with three-tier institutional structure consisting of (i) PM's National Council (ii) National Skill Development Coordination Board (NSDCB), (iii) National Skill Development Corporation (NSDC) was created in early 2008. Whereas, Prime Minister's National Council on Skill Development has given a Vision to create 500 million skilled people by 2022 through skill systems. NSDCB has taken upon itself the task of coordinating the skill development efforts of a large number of Central Ministries and States. The NSDC has geared itself for preparing comprehensive action plans and activities which would promote PPP models of financing skill development.

Skill development is a tricky field for the government to channel resources into. To justify investments, policies must be grounded in hard data. Technology can also play a great role in ensuring quality of delivery at scale. Business processes associated with planning and delivery can be managed better with the use of technology, as the experience of MIS portals developed by several ministries show. In addition, scientific monitoring and evaluation methods need to be incorporated in every programme to ensure just utilisation of resources.

The Union Budget 2015 also paved way for the launch of a much-awaited National Skills Mission to complement Prime Minister Narendra Modi's 'Skill India' and 'Make in India' exhortations. However, much work needs to be done on the ground for the government to prove that this step is a departure from rhetoric lip service.

The magnitude of the problem has been analyzed by numerous experts: for a country that adds 12 million people to its workforce every year,

less than 4 per cent have ever received any formal training. Our workforce readiness is one of the lowest in the world and a large chunk of existing training infrastructure is irrelevant to industry needs. This is not as much due to lack of monetary investment as it is a predicament about grossly inefficient execution. The government already spends several thousand crores every year on skill development schemes through over 18 different Central government Ministries and State governments. The need of the hour is to improve resource utilization and find solutions that can address the systemic and institutional bottlenecks constraining the sector.

Currently, there are at least 20 different government bodies in India running skill development programmes with no synergies and considerable duplication of work. For instance, both the Ministry of Labour and Employment (MoLE) and the Ministry of Human Resource Development (MHRD) created their own sector skill councils last year to identify skill development needs in the country, even as the National Skill Development Corporation (NSDC) has been setting up Sector Skill Councils since 2011. A Labour Market Information System (LMIS) that should have been one centralized resource has been developed in different forms by at least five government agencies.

Innovative E-learning Platforms have been gaining more popularity in recent times. They offer a greater mobile and flexible learning environment. Students can learn and attend classes and participate in discussion forums online, at their convenience, from their offices, homes and so on.

The Ministry of Human Resource Development (MHRD) has introduced multiple schemes that integrate skills training into the school curriculum in an innovative manner. 6800 schools have been covered under the vocationalization of Secondary Education programme, for students passing out of class 10. The National Program on Technology Enhanced Learning (NPTEL) gives

support for distance education and web based learning. These are prepared at the seven Indian Institutes of Technology (IITs). The National Institute of Open Schooling (NIOS) has distance vocational education programmes for students dropping out after the 5th, 7th, 8th and 10th standards. The Apprenticeship Act has vocational courses for students graduating from a 10+2 vocational stream.

As per the approach paper to the 12th five year plan the quality of employment in organized sector is generally high though the scope of additional employment generation in this sector is rather limited. Significant employment generation is taking place in tertiary sector, particularly, in services industries. Self-employment and small business continue to play a vital role in this regard. It is, therefore, necessary to promote main employment generation activities like (a) agriculture, (b) labor intensive manufacturing sector such as food processing, leather products, textiles (c) services sectors: trade, restaurants and hotels, tourism, construction and information technology and (d) small and medium enterprises.

4.3.1 Engaging the private sector

While the government itself is a large employer, the primary focus of skill development is essentially towards private sector employment and entrepreneurship. So far, private sector itself has not geared up for the challenge. The World Bank Enterprise Surveys 2014 reveal that the percentage of firms offering formal training programmes for its permanent, full-time employees in India is just 35.9, compared to China's 79.2. It is necessary to catalyze investments from the industry and support candidates in raising resources for training. This would need a functioning credit market with collateral guarantees for students, as well as planned coordination with the private sector. For any skill development effort to succeed, markets and industry need to play a large role in determining courses, curriculum and relevance. For this, employers need to be put in the driving seat, with the government acting as a regulator and not the

implementer. The government has its task cut out. What is needed is a willingness to act, and to take the difficult decisions that can help realize the 'Skill India' dream.

Private sector could work in greater coordination and come together to address this issue. And it is important that both sectors compliment each other's efforts. The corporate houses could participate actively in industry led skill development programmes and by channelizing funds allocated for corporate social responsibility into funding and supporting the skills development initiatives by the government. They could be instrumental in moulding and evolving the existing skills development infrastructure in India as per the changing market dynamics, which only the industry has the best knowledge about. International collaborations could help capture the learning's of the sector and also creating PPP models that are around the implementation of skills programs. The knowledge transfer focus on sharing the experiences of success as well as failures which has helped in the evolution of the skills systems in different countries.

The economic implications in terms of the opportunity cost of not timely training the swelling workforce will be very high. Lack of skilled workforce may slow down productivity, research and development and ultimately lead to reduced international market share, which may be very difficult to regain if we fall behind in the race. We may permanently lose momentum and the demographic dividend may end up becoming a demographic liability. However tapping this opportunity may not only have the potential of positioning us ahead in the race but can also position as game changers.

CONCLUSION

In conclusion, it can be said that to make India's evolution to one of the leading and top growing global economies during the last decade has been an incredible phenomenon. In order to sustain its growth path, an efficient and continuous

system of skill development for its workforce is critically essential for India. India needs to be internationally competitive and to enhance its economic growth further, a skilled workforce is necessary. As more and more India moves towards the knowledge economy, it becomes increasingly important for it to focus should be on development of the skills and these skills have to be significant to the emerging economic environment. For transforming its demographic dividend, a well-organized skill development system is required. Therefore in order to achieve its determined skilling target, it is vital to have holistic solutions of the challenges.

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SKILLS DEVELOPMENT CHALLENGES & FUTURE PROSPECTS: AN ANALYSIS

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ABSTRACT

India is blessed with huge reservoir of manpower but far from converting it into a skilled workforce. On the one hand, domestic economic growth has created huge employment demand and job opportunities, while on the other, a shortage of skills is making more people unemployable. What adds to the irony is that there are multiple central government ministries that offer skill development initiatives through school education, institutes of higher learning and specialized vocational training institutes. However, a major impact of the efforts and resources employed in the area of skill development is yet to be evident.

This is a descriptive paper about the current scenario of skill development, the initiatives adopted for the purpose and the challenges embedded in the issue.

Keywords: *Unskilled Workforce, Labour Shortage, Skills Development, Demographic Dividend*

INTRODUCTION

The Indian economy is expected to grow at sustained high rates over the next few decades and emerge as the second largest economy by 2050. These ambitious projections depend upon the demographic profile of the country. India is slated to have one of the youngest populations in the world, with the bulk of the population figuring in the working age. This huge reservoir of manpower put India at a strong comparative advantage vis-à-vis most major economies. However, in order to utilize this 'demographic dividend' effectively, India needs to impart adequate and appropriate skills to its workforce. In the absence of which, this 'demographic dividend' will turn into a 'demographic disaster'.

According to a Report published by FIICI "India's population is huge at 1.21 billion. It is fast expanding at a rate of 17% and integrating rapidly into the global economy. India is among the 'young' countries in the world, with the proportion of the work force in the age group of 15-59 years, increasing steadily.

However, presently only 2% of the total workforce in India have undergone skills training. India has a great opportunity to meet the future demands of the world, India can become the worldwide sourcing hub for skilled workforce. The challenges for India get magnified, as it needs to reach out to the million plus workforce ready population, while facing an ever increasing migration of labour from agriculture to manufacturing and services. With the government launching a number of schemes to empower the young workforce, the challenges magnify as there is a need for effective implementation of the schemes at the grass root level with equal participation from all the stakeholders concerned. "

At the International Labour Organization's (ILO) 2008 International Labour Conference (ILC), representatives of governments, employers and workers adopted a set of conclusions for using skills development to improve productivity, employment growth and development. The conclusions comprise a set of guidelines that can help sustain the competitiveness of enterprises and the employability of workers.

A Formidable Challenge

India's workforce, the second largest in the world after China, needs to be trained across four levels, from the 'White Collar' workers to the 'Rust Collar' workers, linking them to job opportunities and market realities. The skills challenge becomes acute for India considering that the country has a large portion of its population below 25 years of age. This young population can be transformed into a productive workforce giving the Indian Economy a 'Demographic Dividend'. Currently, a major proportion of this population is not productively engaged in economic activities due to a 'skills v/s jobs requirement' mismatch. The skills v/s jobs mismatch often leads to economically inactive working age group people.

Even today, one hears of a shortage of skilled workers across industries, which does not augur well for sustaining India's economic growth. For instance, the construction industry lacks sufficient plumbers and construction machine operators, resulting in a slowing of construction activity and increasing the overall cost of projects, posing a major challenge to India's infrastructure development plans (Heikkila 2012).

This not only impacts the economy, it also has serious consequences for the society at large. Social unrest such as insurgency, red belt has been witnessed in several areas of India should be heeded with a measure of urgency. Over 65% of India's large population is below 35 years of age; a robust skills training and certification system for these large numbers is a huge task.

The diplomas and certificates with which students graduate are usually out of sync with the needs of the industry, as a result, industry finds it difficult to recruit adequately skilled labour and is forced to undertake large training programs. The shortage of skilled workforce results in loss of productivity, while training programs imply high labour costs.

Top Indian IT companies such as Tata

Consultancy Services and Infosys have established partnerships with engineering colleges for training students on soft skills and decision-making techniques.⁸ By contrast, no such private sector training initiatives are seen in the informal sector, which means the absolute shortage of skills in such workers may be more acute compared to those in IT. It is also argued that despite the IT sector's increasing reach to smaller Tier II and Tier III towns, it does not have the capacity to employ the millions of workers from rural areas (Bennhold 2011).

Another common argument made for explaining the failure of vocational training initiatives in India is the lack of private sector participation due to stringent labour laws. It is argued that laws such as the Minimum Wages Act and the Industrial Disputes Act, which guarantee minimum wages and impose restrictions on downsizing workforces, create a disincentive for private firms from investing in training (Panagariya 2007) since they do not have the autonomy to retrench workers or alter their wages during unprofitable periods. This argument is problematic because of two reasons. First, labour is on the Concurrent list of India's Constitution, which means both the central and state governments regulate the sector. A study of industrial growth plans of a number of states reveals that, despite 'rigid' national level laws, state governments show an openness to 'reconsider' minimum wages depending on the needs of the industry and changing industrial environment.⁹ Second, most laws are applicable only to the regularized work sector where the government can monitor a firm's activities, whereas the informal sector that employs the majority of the total labour force is mostly unregulated.

In 2008, DLF, one of India's leading real estate developers, reportedly brought in skilled carpenters, steel fixers and electricians from China, Indonesia and Philippines as they were cheaper and more productive than their Indian counterparts (Dhall 2008). Reliance Industries, a major Indian business conglomerate, reportedly brought in 4,000 Chinese construction workers for the construction

of India's largest oil refinery at Jamnagar district in the state of Gujarat (Choudhary 2007). Large firms in the construction business have been vocal about the negative impact of the lack of skilled carpenters and masons on quality and delivery of projects (Pearson and Sharma 2011).

The need for skilled construction workers becomes more pressing for India as the increasing use of technology and mechanization is expected to reduce the requirement of unskilled workers on individual construction sites.

India's large geographical territory, difficult terrain and varying social economic conditions make the implementation of standardized, skill-based instruction a huge challenge. A very large geographical territory comprising of 6,38,365 villages, 4378 towns over 35 cities and 640 districts, with difficult terrain and varying social economic conditions make it difficult for all learners to have access to training.

States like Bihar, (with a population greater than that of Germany), Jharkhand, etc have little access to skills training and the population comprises of a large unskilled workforce. There is wide disparity in industrial development, and have little industrial activity, which makes it difficult for workers to find jobs.

Nearly 37 percent of the Indian population lives below the poverty line and lives on less than 1 Dollar a day. They cannot afford even basic amenities leave aside education and training.

Tangible Measures taken for Skills Development

By the Government

The Central Government has set up National Skill Development Coordination Board under the chairmanship of the Deputy Chairman of The Planning Commission, on the Public Private Partnership model (PPP). It performs the following functions:

1. Formulates strategies to implement the decisions of the Prime Minister's Council on National Skill Development.
2. Monitors and evaluates the outcomes of the various other schemes and programs for the Council.
3. Develops appropriate and practical solutions and strategies to address regional and social imbalances.
4. Ensures quality control in Vocational Training and Education.
5. Monitors private participation strategies and helps put in place sectoral action plans.
6. It has planned to set up 1500 new ITIs and 5000 skill development centres, across the country, as well as a National Vocational Education Qualifications Framework (NVEQF) for affiliations and accreditation of the vocational, educational and training systems.
7. The secretaries of Human Resource Development (MHRD), Ministry of Labour and Employment, Ministry of Rural Development, Ministry of Housing and Urban Poverty Alleviation and Ministry of Finance are members of The National Skill Development Coordination Board.

The National Council for Vocational Training (NCVT) advises the government on issues related to various vocational training schemes; similarly the State Council for Vocational Training (SCVT) carries out the same functions at the state level. The Ministry of Labour and Employment, Ministry of Human Resource Development (MHRD), Ministry of Rural Development and Ministry of Urban Development & Poverty Alleviation, along with 14 other ministries, have come up with various schemes on skill development.

The Modular Employable Skills (MES) and Skills Development Initiative Scheme (SDIS) adopted by the Directorate General of Employment and Training (DGET), Ministry of Labour and Employment, Government of India, provides a new strategic framework for skill development for early school leavers and existing workers, especially in

the un-organised sectors, in close consultation with industry, micro enterprises in the un-organised sector, State Governments, experts and academia. The main objective here is to provide employable skills to school leavers, existing workers, ITI graduates and similar others. Existing skills of the persons can also be tested and certified under this scheme. Priority is given to those above 14 years of age, who have or been withdrawn as child labourers. This will enable them to pick up employable skills in order to be gainfully employed. The Directorate General of Employment & Training (DGE&T) had initiated Craftsman Training Scheme in 1950 by establishing 50 Industrial Training Institutes (ITIs) for imparting skills in various vocational trades to meet the manpower requirements for technology and industrial growth of the country. Since then the demand for skilled manpower has increased substantially due to rapid economic growth, changes in technology and work process, and globalization of economy. As on 01-01-2007 there were 1896 Government ITIs in the country. Out of which 500 ITIs are being upgraded into Centres of Excellence under a Scheme launched in 2005-06.

The Up-gradation of the remaining 1396 Government ITIs has been done through Public Private Partnership since 2007-2008. This scheme was initiated with an objective of improving the quality of vocational training in the country to make it demand driven so as to ensure better employability of the graduates. However, Indian industry lobby organization FICCI has failed to meet its own targets of adopting ITIs under the reform plan and has attributed it administrative complexities arising from bureaucratic hurdles (Banerji and Bhuyan 2009).

The Ministry of Rural Development has launched schemes that aims at empowering young people from the poor and weaker sections of the society through schemes like "Special Projects for Placement Linked Skill Development of Rural BPL youth under SwarnaJayanti Gram Swarozgar Yojana (SGSY-SP) with an objective of ensuring

time bound training aimed at bringing a specific number of BPL families above the poverty line through placement services.

And Rural Development and Self Employment Training Institutes (RUDSETI) were launched with an objective of setting up a dedicated Skills development infrastructure in each district in the country aimed towards entrepreneurial development.

The Ministry of Urban Development and Poverty Alleviation had launched the Swarna Jayanti Shahari ROZGAR Yojana (SJSRY) in 1997 to address the Skill development issues of the urban poor. The Swarna Jayanti Shahari Rozgar Yojana (SJSRY), had been comprehensively revamped in view of addressing the drawbacks observed in implementation.

The revised guidelines had come into effect from 1.4.2009. The three key objectives of the revised Swarna Jayanti Shahari Rozgar Yojana (SJSRY) are:

- a. Addressing urban poverty alleviation through gainful employment to the urban unemployed or underemployed poor;
- b. Supporting skill development and training to enable the urban poor have access to employment opportunities provided by the market or undertake self-employment; and
- c. Empowering the community to tackle the issues of urban poverty through suitable self managed community structures and capacity building programmes.

By the Industry

The private sector has been taking various initiatives on its own and in collaboration with the government and international entities, to upgrade in-house training facilities and also to provide training to potential employees to make them job ready. Many large corporations like Larsen & Toubro, Bharti Group, Hero Group, Maruti, ITC, Infrastructure Leasing & Finance Services Ltd. Etc., have established training facilities that offer world class

training programs that create an environment of e-learning and innovation.

A lot of private sector companies are investing into the skill development of the work force Tata Motors contributes to skill development through a four pronged approach of upgrading existing technical training institutes while establishing New Technical training Institutes through public private partnership. They also provide special technical training to the economic and the socially disadvantaged, through social partnerships and in-house training.

IL&FS education has a joint venture with NSDC called the IL&FS Skills Development Corporation (ISDC), established with an objective to build and manage 100 multi skill schools across India. ISDC aims to train around 2 million people (over the next 10 years) across various skill sectors including textiles, engineering, construction, leather, auto and various service sectors. ISDC plays a major role in addressing India's demand for highly skilled workers. Fiat India has launched a social initiative, 'Diksha' for providing technical training and educational avenues for the Indian youth. The company came together with the Don Bosco VyawasaikPrashikshan Kendra in Pune for beginning this initiative. The main aim behind this programme is provide a respectable means of livelihood for the poor, disadvantaged and orphans who are deprived from having good educational amenities.

Bharti-Walmart in partnership with the Directorate of Employment Training and Karnataka Vocational Training and Skill Development Corporation had launched the Bharti Walmart Skill Centre at Bangalore. The skill centre will train 100 candidates every month and make them eligible for employment in the retail sector. The programmes are of 3-4 weeks' durations and will award certificates for floor assistants, sales assistants and team leaders to participants. Bharti-Walmart runs similar centres in Delhi and Amritsar in partnership with the Punjab and Delhi Governments.

OP Jindal Group gives the OP Jindal scholarship services for engineering and management institutes in India. The scholarships aims to identify meritorious post graduate/graduate students who emulate Shri OP Jindal's vision and values and have the potential to become leaders in entrepreneurial and innovation excellence.

The Mahindra Pride School provides vocational training to the youth from socially and economically disadvantaged communities, giving young people from scheduled castes and scheduled tribes access to skills that empower them to earn a livelihood for themselves and for their families. It offers three month training programs in hospitality, customer relationship management, and IT-enabled services. Each student also receives training in English, Life Skills, and Computer Applications. It coordinates its training programs with the skill manpower requirements of booming sectors with high growth potential to make sure that all the students find rewarding employment after completing the courses.

Hero Mindmine, part of the Hero Group, is one of the India's premier and leading organizations providing Training and Development services to multinational corporations, Indian blue-chip clients and Government. It brings in best practices and deep local knowledge to each of its engagements, through global alliances and partnerships with a reputed Indian training organization with decades of experience.

It is also seen that a few large firms in the construction sector have set up their own training schools to build a steady supply of skilled construction workers independent of the government training system.

For instance, engineering firm Larsen and Toubro has set up a chain of Construction Skills Training Institutes (CSTI) across six Indian states. Compared to ITIs, eligibility requirements at CSTIs are lower and course duration shorter. A person interested in trades like masonry or carpentry only

need to be able to read and write (unlike minimum class VIII criterion of ITI) and the course lasts three months (against three years at ITIs). Training is delivered in six local languages and people passing from the institute are subsequently employed by the company's sub-contractors. The CSTIs can train up to 8,000 people annually (Ghosh 2010). Leading corporate Reliance Industries has also set up a training institute in Gujarat to train plumbers and masons to meet the skilled worker requirements at its refinery in Jamnagar district.

About the Future Opportunities

The world (both developed and developing economies) is experiencing an ever widening gap between the demand and supply of skilled labour. The world's population is growing old. By 2050, the world population of people above 60 years will hit the 1.3 billion mark. This trend will lead to the widening of the demand-supply gap, especially in the developed nations like America, Germany and France.

On the other hand, India is emerging with one of the youngest populations in the world comprising of a highly mobile, English speaking population. India will have a 2 billion sized English speaking work force by the end of 2020. Training such a workforce will imply that India can become the major exporter in the services sector as well as an exporter of manpower itself. It is estimated that by 2022, India will face a demand of 500 million skilled workers. India could look at preparing the workforce for global opportunities so that it can utilize its premium position as the human resource reservoir. Given the dynamic labour markets it also important the workforce learns and readies itself as quickly as possible to reap the benefits of this 'demographic dividend'

As per the approach paper to the 12th five year plan the quality of employment in organized sector is generally high though the scope of additional employment generation in this sector is rather limited. Significant employment generation is taking place in tertiary sector, particularly, in

services industries. Self-employment and small business continue to play a vital role in this regard. It is, therefore, necessary to promote main employment generation activities like

- (a) Agriculture,
- (b) Labor intensive manufacturing sector such as food processing, leather products, textiles
- (c) Services sectors: trade, restaurants and hotels, tourism, construction and information technology and
- (d) Small and medium enterprises.

Private sector could work in greater coordination and come together to address this issue. And it is important that both sectors compliment each other's efforts. The corporate houses could participate actively in industry led skill development programmes and by channelizing funds allocated for corporate social responsibility into funding and supporting the skills development initiatives by the government. They could be instrumental in moulding and evolving the existing skills development infrastructure in India as per the changing market dynamics, which only the industry has the best knowledge about.

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PRIVATE SECTOR'S ROLE IN INDIAN HIGHER EDUCATION

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ABSTRACT

For the first 50 years since India became a republic, its education sector has been traditionally built on the core principle that it is the State's responsibility to educate its citizens. Government has continued to invest in creating new capacities as well as enhancing them in existing institutions. Progress has been made India has certainly come a long way from 28 universities and 578 colleges in 1950-51 to over 500 universities and more than 25,000 colleges at present. Today, the country has the largest number of higher education institutions in the world and close to 20 million students enrolled.

For all the progress made, even after India's independence, higher education faces challenges in the critical areas of Access, Equity and Quality. Privatization of higher education is especially noticeable in higher education professional courses such as engineering and Master of Business Administration (MBA), where majority of the institutions offering such programmes have been established by the private sector. A higher education institution in India can only be set up by a Trust or a Society. Policy-makers are opposed to setting up of higher educational institutions as for-profit corporate entities, ostensibly because education is a public good and hence should be outside the purview of commerce.

In India, it seems to be a case of one step forward and two steps back. Time has come to remove the stigma associated with profits in the education sector so that legitimate private enterprises can have access to capital and set up world-class institutions that the country needs so badly. A lot of debate has taken place on 'affiliation', 'accountability', 'autonomy', and so on. Everyone seems to agree that a radical overhaul of the higher education system is much needed. Time has now come to walk the talk. Or else India's youth will be left behind in the global race.

INTRODUCTION

'Our progress as a nation can be no swifter than our progress in education. The human mind is our fundamental resource'.

- John. F. Kennedy

For the first 50 years since India became a republic, its education sector has been traditionally built on the core principle that it is the State's responsibility to educate its citizens. Towards this purpose, a significant aspect of policy-focus over the last two decades has been on capacity creation. Government has continued to invest in creating new capacities as well as enhancing them in existing institutions. Progress has been made India has certainly come a long way from 28 universities and 578 colleges in

1950-51 to over 500 universities and more than 25,000 colleges at present. Today, the country has the largest number of higher education institutions in the world and close to 20 million students enrolled.

The present approach towards higher education is governed by the National Policy on Education (NPE) of 1986 and Programme of Action of 1992. Two landmark reports, Radhakrishnan Commission Report (1948-49) and Kothari Commission Report (1964-66), in fact laid down the basic framework for the National Policy on Higher Education in the country. The NPE document acknowledges the fact that 'higher

education has to become dynamic as never before' and to this effect outlines a series of steps including encouraging autonomy, specialization, vocationalisation, emphasis on research and development.

Challenges before Indian Higher Education

For all the progress made, even after India's independence, higher education faces challenges in the critical areas of Access, Equity and Quality.

Access

Presently the 15-35 years age bracket has a population of more than 350 million, which is expected to peak at about 485 million in 2030 (Altbach and Jayaram 2010). Providing Affordable, good quality, globally relevant higher education to such huge numbers remains one of the biggest problems facing this nation. Unless it is able to get its act together and put in place a wide range of mechanisms, India will be staring at a tsunami of young people approaching higher education and the system will not have the capacity to meet the demand. Such a situation, in the words of Narendra Jadhav, member of Planning Commission of India, would lead to a 'demographic disaster, just adding mouths to feed, not hands that can work' (this statement was made at a Penn State University meeting, see Lane and Kinser 2011).

Equity

Making matters worse, there is a wide disparity in higher education Gross Enrolment Ratios (GERs) across states, urban and rural areas, gender, and communities. According to Ernst & Young-FICCI (2011), the GER in urban areas is 23.8 per cent while in rural areas it is a poor 7.5 per cent. Delhi has a GER of 31.9 per cent whereas Assam lags behind at 8.3 per cent. India is already reeling under the rich-poor and rural-urban divide. Education can perhaps be the best tool to bridge the gap between the haves and the have-nots. Yet, as these statistics show, there are glaring inequalities in access to education which only further accentuates the divisions in the society.

Quality

Reports put out by National Assessment and Accreditation Council (NAAC) have time and again emphasized that most of the higher education institutions face an acute problem in terms of shortage of academic and physical infrastructure. Lack of innovation, redundant curriculum, an over-emphasis on theory, less importance to research and social sciences, de-motivated teachers and researchers, and no quality monitoring in the education system are prime reasons for such a dismal state of affairs. Hence, it was not at all surprising when a National Association of Software and Services Companies (NASSCOM)-McKinsey Report (2005) found out that a mere 25 per cent of technical and 10 per cent of non-technical graduates are actually employable. The fact that most companies have to spend huge amounts of time and money training fresh graduates can be seen as an indicator of the skill-set gap between what industry wants and quality of output emerging from the higher education institutions.

Indian higher education unquestionably faces huge challenges. While on one hand there is a need to bring as many young people as possible into the higher education fold, on the other it is required to significantly focus on building quality and global competitiveness. Quality of education has a wide-ranging impact on employability and labour productivity.

Government has Limitations

The government cannot provide all the solutions to India's higher education challenges. India's public expenditure on higher education as a percentage of Gross Domestic Product (GDP) is 0.6 per cent (Ernst & Young-FICCI 2009), which is less than what other nations such as United States (US), United Kingdom (UK) and China spend on a per-student basis. Most of the public expenditure on higher education is used up on salaries and maintenance of existing institutions. Majority of central government's spending on higher education is allocated to the University Grants Commission (UGC) (around 40 per cent), which in turn assists colleges, mainly in the form of grants for their

maintenance and development. Very little is spent on curriculum, research and technology. Only a few institutions, such as Indian Institutes of Technology (IITs) and Indian Institutes of Management (IIMs), stand as beacons of excellence amidst a sea of mediocrity. Entrance to these institutions is characterized by a mad rush leading to extreme stress among the aspirants.

Increasing Privatization of Higher Education

Over last two decades, a rapidly growing Indian economy has led to a huge demand for an educated and skilled labour force. To meet the manpower needs of a dynamic economy, not surprisingly, private enterprises have cropped up to complement public educational institutions, plagued as they are by capacity constraints. In fact, over the past few decades, it has been the private sector that has really driven capacity-creation in Indian higher education. Private presence in higher education got a fillip starting the mid-1980s, coinciding with the reducing investment by Government of India and the states. In 2001, when private unaided institutes made up 42.6 per cent of all higher education institutes, 32.8 per cent of Indian students studied there. By 2014, the share of private institutes went up to 63.2 per cent and their student share went up to 51.5 per cent.

Privatization of higher education is especially noticeable in higher education professional courses such as engineering and Master of Business Administration (MBA), where majority of the institutions offering such programmes have been established by the private sector. So much so, the share of private institutes in the field of pharmacy and engineering is more than 90 per cent. These statistics show that private education players are the norm rather than exception and that privatization of higher education is now an irreversible trend in India. Critics who argue that education is a social good and should remain exclusively in the hands of the government will find it hard to disagree that given the scale and complexity of Indian higher education challenges, the government on its own cannot single-handedly tackle all the issues.

Not For Profit Structure

A higher education institution in India can only be set up by a Trust or a Society. Policy-makers are opposed to setting up of higher educational institutions as for-profit corporate entities, ostensibly because education is a public good and hence should be outside the purview of commerce.

However, many of India's colleges and universities - both private and public - face acute shortages of faculty, ill-equipped libraries, outdated curricula, and poor infra-structure. Building a good educational institution requires great physical and soft infrastructure, i.e., infrastructure, faculty and research. In an era of soaring market-driven salaries in other sectors, how can there be hope to attract and retain talent if competitive compensation is not paid? All these require great deal of financial resources. Soaring land rates make it even more difficult to recoup investments. Hence, it is imperative that educational enterprises have access to fungible capital, which becomes well-nigh impossible given the 'Not-For-Profit' structure of the sector. The need of the hour is to make every possible effort to attract serious players with institutional funding who can enter the sector and build transparent and high-quality institutions.

No doubt the intentions behind having a 'Not-For-Profit' structure might be noble, yet the question one needs to ask is whether this is serving the desired purpose. The government must not equate 'profiteering' with the 'for-profit' legal structure of an organization to deliver education. On the contrary, it may actually be better for it to allow legitimate profits in higher education and derive revenues from service tax on tuition incomes and income tax on surpluses made by the institutions. The income made from these corporate education entities can then be ploughed back into education. As it is, the government is applying an 'education cess' on everybody.

The for-profit motive will also allow fungible capital to move into the higher education space to create different models for different needs. The

present structure in fact dissuades serious entrepreneurs from putting their equity into this sector.

On the other hand, there are enough loopholes that allow rampant profiteering to take place. It is indeed ironical that all the regulations have not really managed to keep out players who view education merely as a business with potential high returns. Nobody is surprised when confronted by facts such as many of the private universities and colleges are run by the dubious section of the political class in this country.

Question is, instead of making it mandatory for an educational institute to be set up as a Trust or a Society only, why cannot alternate models be allowed? These could be borrowed from the corporate sector. Just as all companies are required by law to publish annual reports providing their financial details - specifying their assets, liabilities, profits and losses, the profiles of the board of directors and the management, and various other financial information - every educational institution (whether public or private) should publish such reports at regular intervals, with details of the infrastructure and facilities available, profiles of the trustees and the administrators, the academic qualifications and experience of the staff, the courses offered, the number of students, the results of the examinations, the amount of funds available to the university and the sources of funding, and so on. In addition, every educational institution must get itself rated by an independent and specialized accreditation agency, such as Credit Rating Information Services of India Limited (CRISIL), Internet Content Rating Association (ICRA) or Child and Adolescent Resources and Education (CARE), and publicly announce its rating to prospective students to enable them to choose the institution they want to enrol in.

At one stroke, this will bring in transparency and ensure that every educational institution, whether public or private, is accountable not only to those students who are studying in the institution,

but to prospective students and the public at large. Public announcements of the financial and educational records of the institutions as well as their ratings by independent rating agencies will generate healthy competition between the various institutions. In fact, a public company/corporate entity are a lot more accountable to the many constituencies it serves as against a Trust. Whatever is the regime there should be accountability, which is presently not there in the case of Trusts.

Higher Education- An over- regulated Sector

Multiple regulatory agencies with overlap of functions and mandates govern almost every aspect of functioning of a higher education institution. Setting up a private university requires parliamentary approval. The system of affiliation in its current form leads to excessive control by a university on the individual functioning of a college. The affiliated college has to toe the university line on virtually every aspect, ranging from intake and syllabus to faculty and examinations. As a result, very little original work or innovation happens in private colleges.

Following is an example of how All India Council of Technical Education (AICTE) regulations impact the inputs and processes but have little to say on outcomes.

1. The AICTE norms state the maximum number of students that can be admitted per 'division' and maximum number of 'divisions' allowed in an institution. For example, Engineering & Technology Department can admit 60 students per division and can have a maximum of five divisions, that is, a maximum intake of 300 students in a year. There are similar norms for other areas such as pharmacy, architecture, applied arts, etc. While the intention behind such norms might be to ensure that colleges do not just keep recruiting more and more students, putting restrictions on capacity-intake acts as a big deterrent to private education providers. No genuine long-term private player would want to enter a sector where there are restrictions on

growth. Every institution should have the autonomy to decide for it-self as to what should be the ideal number of seats it can offer, provided it can prove that it has the requisite infrastructure to do so.

2. A new technical programme shall not be started in existing technical campus without prior approval of the Council. When universities in other nations are talking about cutting edge research and open source courseware, the very notion that here even things as basic as introduction of new courses or for that matter curriculum changes need approvals seems archaic and counterproductive.
3. Again, there are specific regulations governing the institution: right from land requirements, building plan and needs of instructional, administrative and amenities' area, to computers, software and even subscription of e-journals. In fact, the norms even prescribe how much area should be allotted for staircases, entrance lobby, and so on.

These are a few examples of how every aspect of higher education in this country is tightly governed. It appears that presently almost all rules seek to control the inputs and processes of an educational institution while there is very few that measure student learning outcomes. A lot more debate needs to take place on ways to judge institutions based on parameters such as quality of student outcomes.

CONCLUSION

In India, it seems to be a case of one step forward and two steps back. While the government has introduced various bills in the Parliament, each of these seems to be stuck at various levels. Bills, such as National Commission for Higher Education and Research, National Accreditation Regulatory Authority for Higher Educational Institutions, and Foreign Educational Institutions, if passed can bring

much needed structural changes. There is an urgent need to debate these bills and ensure that they are passed. Most importantly, a change in mindset is required. Perhaps, time has come to remove the stigma associated with profits in the education sector so that legitimate private enterprises can have access to capital and set up world-class institutions that the country needs so badly. A lot of debate has taken place on 'affiliation', 'accountability', 'autonomy', and so on. Everyone seems to agree that a radical overhaul of the higher education system is much needed. Time has now come to walk the talk. Or else India's youth will be left behind in the global race.

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ROLE OF RBI IN INDIAN HIGHER EDUCATION SYSTEM

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ABSTRACT

Reserve Bank of India (RBI) and the banking system in India in strengthening education system. Realizing the importance of education for the economic development and the overall living standards, the RBI is involved in formulating progressive and proactive policy guidelines for lending to education by the banking system.

In India, student- teacher ratio is very high as compared to certain comparable countries in the world. For example, while in developed countries this ratio stands at 11.4, in case of India, it is as high as 22.0. It is even low in CIS (10.9), Western Asia (15.3), and Latin America (16.6). This brings the necessity to recruit quality teachers and strengthen the teachers required to handle classes. I also feel that like in developed countries where students are given part-time teaching assignments, we can also explore such possibilities in technical/higher education to handle lower level classes. It is also expected to help the students in meeting their education expenses partially.

Need and importance of education

Education, as you are aware, is vital to the human resources development and empowerment in the stages of growth of a nation. In any education system, higher education encompassing Management, Engineering, Medicines etc., plays a major role in imparting knowledge, values, and developing skills and, in the process, increase the growth and productivity of the nation. While the Government is committed to providing primary education and certain facilities/subsidies for higher education, given the higher cost involved in the establishment of higher education institutes, we are witnessing the entry of private sector to run educational institutions.

On the need for education, I wish to quote our Father of the Nation, Mahatma Gandhi, who once said that education not only moulds the new generation, but reflects a society's fundamental assumptions about itself and the individuals which compose it. The famous philosopher Einstein while discussing the need for education has projected the following fundamentals:

- a. To educate the individual as a free individual; to understand and use critical thinking skills.
- b. To educate the individual as a part of society - virtually all our knowledge, our clothes, our food is produced by others in our society, thus, we owe Society and have responsibility to contribute back to Society.
- c. Through education, knowledge must continually be renewed by ceaseless effort, if it is not to be lost. It resembles a statute of marble which stands in the desert and is continually threatened with burial by the shifting sand. The hands of service must ever be at work, in order that the marble continue to lastingly shine in the sun.

While discussing the importance of education, I must state that schools have become the most important means of transforming wealth of knowledge and skills from one generation to another. However, the role of institutions becomes more challenging in the modern world with innovations and technological developments. Investment in education and educational institutions

should be viewed as an investment for economic prosperity.

In India, there are about 26,478 institutions providing higher education and accounting for the largest number in the world. In comparison, according to a report², in 2010, the U.S. had only 6,706 higher education schools and China had 4,000. It is important that given the large number of schools of higher learning in India, we must target to bring more students under the system. Investment in human capital, lifelong learning and quality education help in the development of society and nation.

Demographic Contour

According to the National Commission on Population, it is expected that the age profile of population of India will experience changes in the coming years. By 2016, approximately 50 per cent of the total population will be in the age group of 15-25 years. It is projected that a vast population would enter the working age group in the next 15 years, leading to increase in productive activities and also savings rate as witnessed in Japan in the 1950s and China 1980s. In other words, there would be a tremendous rise in the number of employable work force in the job market which would demand commensurate investment in education. In the literature, Demographic Dividend refers to population 'lump' in the working age group of 15-60 which can be described as a major advantage for pushing the economic growth. It suggests that the major challenge before India is how this advantageous demographic profile can be harnessed to reflect in the macro-economic parameters of the country.

Given the demographic profile advantage, the average Indian will be only 29 years old in 2020 as compared with 37 years for China and the U.S., 45 years for West Europe and 48 years for Japan. The global demographic profile, in future, would, therefore, lead to shortage of productive workforce globally but India will experience a surplus. We need to realize that this advantage for us will not be

automatically transformed into higher economic growth. Strategic interventions and foresight in terms of encouraging investments in education and skills development by policy makers are needed to reap maximum benefits of demographic dividend.

Issues and Challenges

Expenditure on Education

In terms of expenditure incurred on education, particularly on higher education, during the year 2013-14, the government spent around Rs.15, 440 crore which is about 85 per cent of the revised budget estimates for the year. The recent 66th round of NSSO survey reveals that between 2003 and 2013, spending on education in general jumped by 378 per cent in rural areas and 345 per cent in urban areas of the country. The survey further reveals that spending on children's education underlines sharp increase- 63 per cent for rural and 73 per cent for urban families. However, if we measure the expenses on education as a percentage to GDP, India lags behind some developed/ developing nations. We recognize that the gap in investments in education in India can perhaps be filled by private sector playing a crucial role.

Gross Enrolment Pattern

At present, in India, there are about 1.86 crore students enrolled in various streams of higher education including Business Management⁴. Despite the large number of students studying in various streams, we have not seen any major shift in the productivity as skills and talents are deficient to support economic activities and, hence, there is a serious concern on employability of these educated persons. The gross enrolment ratio (GER) for higher education in India was 12 per cent in 2014. However, the enrolment level varies across states. We also need to recognize that our enrolment level is far below several other countries. For example, according to a Report, GER is 23 per cent for China, 34 per cent for Brazil, 57 per cent for U.K., 77 per cent for both Australia and Russia and 83 per cent for the U.S. In this context, the attempt of Government authorities to increase the number

of students by 2020 so as to reach GER of 30 per cent becomes a big challenge. No doubt, the launch of new institutes like JRE School of Management can play a catalyst role in addressing the challenge of increasing GER in India. As a positive step, for the remaining duration of Eleventh Five Year Plan, the Government has taken initiatives to incentivise States for setting up/expansion of existing educational institutions, establishment of 8 universities, expansion of colleges to achieve a target of 1 lakh students enrolment and schemes for setting up model colleges in regions which are below national average of GER.

Capacity Utilisation

Another challenge to be addressed in strengthening the Indian education system is to improve the capacity utilization. For example, a recent study⁵ on capacity utilization in India for higher education indicates that the capacity utilization in case of MBA is about 57 per cent in Maharashtra and 72 per cent in Haryana. In case of certain states, there are a lot of unfilled seats in institutions. On the one hand, we need to improve our GER, and on the other, we need to ensure that institutions/ colleges/schools created for providing higher education fully utilize the capacity created.

Infrastructure Facilities

One of the factors why the capacity utilization is low in upcoming/new institutions/colleges (both in private and public sectors) is their inability to provide necessary physical infrastructure to run the institutions. The infrastructure facilities desirable to rank the institutions of better quality include real estate, state of the art class rooms, library, hostels, furniture, sports facilities, transport, commercial buildings, etc. We need to ensure apolitical private sector participation in the establishment of colleges for providing quality physical infrastructure.

PPP Model

The Government is making efforts to improve the education system in terms of various parameters like GER, quality, investments, infrastructure, etc. But we need to recognize the constraints for the

Government to make a big turnaround with huge investments in education. I believe that private sector has started playing a distinctive role in improving the education system in India. In this context, it is useful to explore the possibility of public private partnership (PPP) model in education. This is not only going to reduce the burden of the Government in incurring high cost of providing basic infrastructure facilities but also lead to construction of state of the art buildings, labs, libraries, hostels etc. Besides, the collaborative efforts between universities/colleges and corporates would help in organizing joint research and development, students getting exposure to industrial activities in terms of internships, corporate training during vacations and issuing of certificates by corporates for attending internship/training etc. and, thus, facilitating in image building and branding of institutions and making the students more job-worthy.

Student-Teacher Ratio

Another challenge for improving the Indian education system is to improve the student-teacher ratio. In India, this ratio is very high as compared to certain comparable countries in the world. For example, while in developed countries this ratio stands at 11.4, in case of India, it is as high as 22.0. It is even low in CIS (10.9), Western Asia (15.3), and Latin America (16.6). This brings the necessity to recruit quality teachers and strengthen the teachers required to handle classes. I also feel that like in developed countries where students are given part-time teaching assignments, we can also explore such possibilities in technical/higher education to handle lower level classes. It is also expected to help the students in meeting their education expenses partially.

Accreditation and Branding - Quality Standards

In order to improve the skills and talent of our large populace, there is a need for raising the quality and standards of our education system. It is well-known that many of our professionals (engineers/doctors/management professionals) remain unemployed despite lot of opportunities being open in the globalised world. One of the major

factors is the lack of quality education resulting in qualified but not employable category. We need to introduce/activate the mechanism for rating and ranking universities/colleges. At present, there is no compulsion for institutions/colleges to get accreditation in India. Government has already mooted a proposal to introduce accreditation. We, therefore, require standard rating agencies to give accreditation to universities/colleges/schools. In a recent ranking of Business Schools by Financial Times at global level, in the top fifteen, only two of the Indian premier Business Schools appeared at rank no. 11 and 13 for the year 2011. Most of the top ranking business schools were from the U.S. In this ranking, even China was ahead of India. In the same reporting, in respect of value for money of these two Schools, it is observed that it is not that high when compared with some of the best U.S. Schools. However, a positive development is that these high ranked Indian Schools possess faculties with doctoral qualifications and of global standards who can deliver quality education to the students. In the world ranking of universities by Quacquarelli Symonds in 2010, out of 200 world renowned universities, only one Indian educational institution appears in the list, while 53 institutions are in the U.S. According to Webometrics ranking for 2011, while no Indian university appears in the list, there are 99 U.S. universities included. This essentially shows that we need to develop Centre for excellence of global standards. Given the increasing role of private sector in the recent years in the development of higher education standards, we need more such institutions that meet certain global rating standards to come up in those areas where low GER prevails. I understand that the JRE School of Management has been established in collaboration with the largest private education group in Asia-Pacific and, hence, striving for quality education of global standards would be its principal aim.

Students studying abroad

As mentioned in the beginning of my address, India has the largest number of higher education institutions. Despite that, we find the number of students interested in pursuing higher studies abroad

is on the rise. In the year 2006, according to a Wikipedia report, 1.23 lakh students opted for higher education abroad, of which about 76,000 chose the U.S. as their destination, followed by U.K., Canada and Australia. However, in 2010-11, about 1.03 lakh students got admission to study in the U.S. In regard to Australia also, the number is on the rise. During 2004 to 2013, the number of students joining different courses rose from 30,000 to 97,000. Likewise, in the other sought after destination of U.K. for higher education, students studying abroad doubled between 2003 and 2013. In 2013, about 19,205 students were studying in U.K. Various factors encourage Indian students to seek admission abroad by taking loans from financial institutions including (a) quality of education, (b) increasing prosperity and aspirations and (c) social prestige and also exposure and experiences gained. We have to recognize these short-comings while building our educational institutions for reversal of trend.

Role of RBI and Commercial Banks

Now, I would like to dwell upon the role played by Reserve Bank of India (RBI) and the banking system in India in strengthening education system. Realizing the importance of education for the economic development and the overall living standards, the RBI is involved in formulating progressive and proactive policy guidelines for lending to education by the banking system.

- The RBI, in view of the importance of education and the need to bring more students under the category of 'education loans', has classified such loans and advances granted to individuals for educational purposes up to Rs. 10 lakh for studies in India and Rs. 20 lakh for studies abroad, under 'priority sector'.
- In June 2013, the scope of definition of 'infrastructure lending' was expanded to include construction of educational institutions. Accordingly, schools and colleges can now avail bank finance for improving their infrastructure. The available figures (covering about 63 per cent of banks under the category

of 'infrastructure'), indicate the share of outstanding loans to educational institutions in the total infrastructure lending of commercial banks was 1.5 per cent for end-March 2014.

- RBI has been liberalizing foreign exchange rules for acquiring education from institutions abroad. A student can draw foreign exchange equivalent to USD 10,000 under private visit quota at the time of going abroad. The limit of USD 30,000 for education abroad on declaration basis was enhanced to USD 1,00,000 since July 17, 2003. In addition, a student can also draw foreign exchange equivalent to USD 2,00,000 for education purposes under liberalized remittance scheme before leaving the country i.e. before he/she gains the status of non-resident. Students can avail loan from a bank abroad for study purposes on the basis of counter guarantee given by an Indian Bank under approval route.
- With a view to facilitate banks, the Indian Banks' Association has brought out a model scheme for educational loan in the year 2001 which was again revised in January 2010 and got circulated to all member banks for implementation. This would facilitate economically weaker sections of the society to avail educational loans from scheduled banks with modified easier norms. In recent years, there has been a remarkable spurt in the disbursal of educational loans by commercial banks. The educational loans outstanding amounted to Rs.27,709 crore as at end March 2009 which increased to up to Rs.42,808 crore as at end-March 2011.
- We have nominated a nodal officer at the Central office of the RBI for the purpose of all educational loan issues/grievances.
- Apart from policy formulation, as an institution also, RBI undertakes activities to educate students relating to central banking, banking and financial system. Illustratively, to educate young scholars, a scheme has been introduced in which every year RBI selects a good number of scholars from different region of the country. In addition, RBI has set up research and training institution for banking technology.

Way forward

Innovations required

The challenge of educating millions of young people implies that we need to scale up our educational efforts multi-fold despite having the largest number of higher education institutes in the world. Scaling up is not possible unless the students become successful, create value in the society and contribute back to their alma-mater or, better still, start new institutes of global standards themselves. The curriculum of some of the colleges/universities is more or less obsolete and do not equip students with the necessary skills or impart latest knowledge. If a student passes out of a chosen course, he or she should be employable as a work force. Unfortunately, given the phenomenal share of lack of technical knowledge in the courses of education, students are found wanting in the desired skills and technical soundness. To address this issue, we may think of strengthening the vocational streams in schools/colleges. I urge the universities/schools/colleges to regularly revisit their curriculum by involving experts from different fields so that the curriculum can lead to knowledge development. Further, why can we not use the available infrastructure more intensely? For instance, why cannot a second stream of courses, say vocational, be run in the evening/night so that the available / created infrastructure is better utilized.

Teachers are the most important factors for any innovative society because teachers' knowledge and skills not only enhance quality and efficacy of education, but also improve the potential for research and innovation. Given the higher level of GER to be achieved by 2020, a large number of teachers would be required to educate the growing young population. Maybe, students could be used as teachers, especially good students coming from lower income groups so that they can be partly be compensated. Further, barring some leading schools/universities/autonomous educational institutions, many of the teachers of colleges/universities need to hone their skills/talent. There is

a need to encourage teachers to participate by presenting research papers in seminars/workshops/conferences and receive periodic trainings for updation of knowledge/skills. It is equally important that a feedback mechanism from students is introduced in universities/colleges to assess and evaluate teachers' role in the institutional developmental process.

Quality of education

Given that we need to compete globally in the 21st century, our education system should adopt certain benchmarking techniques for improving instruction models and administrative procedures in universities/colleges to move forward. I suggest that we need a thorough study and evaluation of models implemented elsewhere and work out strategies to adopt such models in our system. Benchmarking in my opinion would provide benefits to our education system in terms of reengineering, setting right objectives, etc.

The country is showing consistency in economic growth pattern, leading the world in terms of information and technology, modernization various economic activities and pushing for higher share of industries and services sectors of the economy but there is one area which needs reform is 'education system'. While it is true that some investments are taking place in the country's higher education system, we are yet to establish world class research facilities, recruiting profound academicians in universities/colleges/research institutions, etc. to sustain and forge lead in economic development. It is important to understand that countries like China, Singapore, South Korea, etc. are moving fast in investing in education system. Therefore, it is imperative that our educational institutions are equipped with the desired quality and standards which are essentials for transforming the younger workforce into productive ones. Needless to reiterate that in the higher education system focus on use of technology for effective learning by students also need to be encouraged to have cutting edge over our competitors in the globalised world.

Making education affordable

In India, if education has to reach all deserving students, it should be made affordable. The fee structure in Government owned/sponsored institutions is inexpensive in India. However, in some private sector institutions, which have the freedom to prescribe fee structure and despite broad guidelines from certain state governments, fees are beyond the capacity of poor and deserving students. Ideally, the fee structure should vary for such economically weaker students. I would urge the educators to keep in mind that education should not become prohibitively expensive and ensure that no deserving candidate is denied admission just for the fact that he or she does not possess the necessary financial resources.

Ethics in education

In my opinion, the most important objective of any educational institution is to equip the students with ethical values besides imparting knowledge and skills. Today, I find that this basic human quality is slowly eroding. Illustratively, while the RBI as well as Government of India is formulating progressive policies to ensure funds do not pose a major problem for education, I observe some disturbing trend in respect of repayment of loans by students. It may be noted if the loans are not repaid after it falls due, the non-performing assets of banks will increase and in the process, banks are likely to be skeptical in sanctioning educational loans. It is, therefore, important that the repayment schedules are adhered to by those students who have taken loans. It is understood that to encourage banks to give educational loans to all deserving students, the Government is looking into the issue of setting up of a system of insuring educational loans. To reduce default of education loans, I strongly feel that the School Alumni Association of students can become active in inculcating ethics and values among students. They can provide the required synergies and linkages in addressing challenges relating to non-payment of outstanding education loans.

In the same coin, as education has to be made

affordable to all deserving and poor students, there is a strong need for educational institutions not to over-commercialize education but to uphold ethics in the business of education as well. It is not anyone's case that the business has to be run unprofitably but the business must be carried out with ethical values for sustenance of educational institutions. Over exploitation should be avoided. Profit cannot be the sole motive for undertaking this business. It must be driven by an unflinching commitment to society which in turn will benefit the business in the long run.

CONCLUSION

To sum up, we need to recognize that the knowledge, skills and productivity of our growing young and dynamic work force forms the backbone of our economy. To reap the benefits of such a young work force, we need to implement the reforms in the education system and also bring forth new factors of production, namely knowledge, skills and technology which have the ability to unleash the productive frontiers of the economy in the most efficient and dynamic way. Besides, taking a leaf

from the western hemisphere, India should try to become 'knowledge economy' to promote inclusive growth. I, therefore, would like underline three major areas to be focused to ensure that our education system is sustainable and meets global standards:

- i. Quality of Education - in terms of infrastructure, teachers, accreditation, etc.
- ii. Affordability of Education - ensuring poor and deserving students are not denied education.
- iii. Ethics in Education - avoiding over-commercialization of education system.

Thank you.

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FINANCIAL ASPECTS OF PRIVATIZATION OF HIGHER EDUCATION: ISSUES & CHALLENGES

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ABSTRACT

Higher education offers ample opportunities for participation by both private and public sectors. The inadequacies or rigidities arising from exclusive reliance on either sector or any one form of private initiative can and should be corrected by diversifying the mode of financing. Whether individual institutions of higher education are formally classified as public/private or not, the most sensible option under the prevailing conditions in India is not only to broaden the financial base of higher education, but also to restructure higher education in terms of courses and content in order to make it more relevant (without, of course, neglecting basic sciences and research). Under no circumstances, however, the entire cost of providing higher education should be recovered from the immediate beneficiaries who are exactly what the self financing colleges seek to accomplish. Instead, besides the students currently enrolled, as many supporting agencies as possible such as alumni, industry, philanthropists, foundations, trusts and endowments should be involved in financing education.

INTRODUCTION

EVER since education came to be imparted in a well organized fashion, schools and colleges were established in India both under public (government) and private auspices. While universities were set up exclusively under state auspices, colleges and schools were founded by both, state and private agencies. Their relative shares have, of course, varied from state to state. At one end of the spectrum we have states like Kerala where the role of the private sector is dominant; at the other there are states where the role of the private sector in education is relatively insignificant. If this is the reality, then why the debate on privatization of education now?

Basically the distinction between privatization and socialization is based on ownership and management. Practically every function with the exception of a few like defense, justice, law and order were provided by the private sector during the earlier stages of capitalist development. It was the Russian Revolution which reversed this trend and initiated an opposite process of socialization. Inspired by the example of economic planning in the erstwhile USSR, India, on attainment of

independence, opted for a system of planning where both public and private sectors were assigned their respective roles. Recently, however, with the adoption of a policy of structural adjustment and liberalization of the economy by the government of India in 1991 the private sector is being given a more important role and also greater freedom in its functioning. To be sure, the process of liberalization has nothing directly to do with the privatization of education in terms of ownership and management of educational institutions for, as we have observed, a large segment of the education sector in India is already under private ownership and management.

According to modern public finance theory, unlike in the case of private goods the market fails to supply social goods which are characterized by nonrivalry and nonexcludability; they have, therefore, to be provided for through the budgetary process. We are however, cautioned by fiscal experts that public provision and public production are entirely different. When we say that social goods have to be publicly provided, what we mean is that they are financed through the budget and made available free of direct charge. For

instance, social goods such as military hardware may be directly undertaken by the government in its own ordnance factories in accordance with the financial provision made in the budget. Alternatively, the production of the same equipment may be entrusted with a private firm on contract (as widely practiced in the US) and the cost met from the provision made in the budget. In fact if private production is more efficient, there is often a strong case for letting the private firm undertake the production on a contract basis (e.g., road maintenance undertaken by private contractors). In other words what is important is public provision (through the budget) and not public production. On the basis of this important distinction between financing and production, we can conceive of four different options all of which are relevant for our discussion: (1) public financing (through budgetary provision) and public production; (2) public financing and private production; (3) private financing and public production; (4) private financing and private production.

Applying the above categorization we note that institutions of higher education in India have in the past largely conformed to one or the other of the first two "options". Government colleges belong to the first category, namely, public financing and public production, and private-aided colleges to the second category, namely, public financing and private production. Except for the nomenclature there is no substantial difference between the two. The entire recurring cost of the private-aided colleges is borne by the concerned state government. In fact, at least in Kerala the terms and conditions of services of the teaching and non-teaching staff of private colleges are exactly the same as those of government colleges. Though in a formal sense government colleges are part of the public sector and private-aided colleges that of the private sector, both are the same as an economic category. Obviously, therefore, when we speak of privatization of higher education we are not referring to any further extension of the second type of institutions which represent public financing and private production. In fact under the

existing conditions in India as well as in other developing countries budgetary constraints are making it extremely difficult for the extension of the conventional type of educational institutions. While the negative trends in public expenditure on education are very likely to get further intensified in the near future, the social demand for education is most unlikely to fall significantly. It is, therefore, concluded that the growing demand for education can no more be met with public budgets alone and that greater reliance has to be placed on private financing. Thus privatization of higher education in the present context implies increasing privatization of the sources of educational finance. In a sense, therefore, it is redundant to speak of financial aspects of privatization of higher education as privatization itself refers to increasing private financing.

This brings us to the last two options mentioned above, namely private financing and public production, and private financing and private production, which constitute two major versions of private financing of higher education. Both are being currently tried in different parts of the country, the latter, of course, on a wider scale than the former.

Public Production and Private Financing:

Even while colleges are run by the government, attempts are often made to rely on private financing for specific purposes. Two variants of this mode of financing may be distinguished. First, it has become an accepted practice for existing government colleges (and secondary schools to a larger extent) in many parts of the country to approach the public through parent-teacher and alumni associations for donations to 'meet their developmental needs fully or partially. It goes without saying that there cannot be any 100 per cent private financing of government colleges. Nevertheless there can be no doubt that in the days to come greater efforts will be made to tap non-governmental sources of finance for the running of governmental institutions like colleges and hospitals. Second, the government itself may take the initiative to start self-financing colleges, mostly engineering and medical, to be run by trusts or charitable societies registered for the purpose. Such

private financing has not yet made any headway in India; a rather ambitious but controversial beginning, however, has been made in Kerala. The Pariyaram Medical College initiated by the state government, the B Tech courses started by the Cochin University of Science and Technology in Electronics and Communications Engineering, and Computer Science and Engineering and the College of Nursing (B Sc) started by the Mahatma Gandhi University, Kottayam, are notable examples of this variant. According to one view, the starting of such institutions by state governments and universities is bound to lead to conflicts between their regulatory and ownership roles out in the event of any such conflict it is the regulatory role that is most likely to suffer. Contrary to this approach, however, the Supreme Court has highly commended the initiative taken by the Mahatma Gandhi University, Kottayam, to start a self-financing college of Nursing (B Sc).

Private Production and Private Financing:

This alternative refers to a mode of financing of private institutions of higher education totally independent of the public exchequer. Under this alternative, the entire funds, capital as well as recurring, required for the establishment and running of the institution are raised by the agency concerned without recourse to governmental assistance. The institutions, are fully owned, managed and financed privately subject to guidelines laid down by the government or the university as the case may be.

From the foregoing discussion it is clear that privatization of higher education essentially means increasing reliance on private sources of educational finance in place of ever-increasing government subsidies. The concept is applicable to institutions under private as well as government management. It goes without saying that if the full cost of providing higher education is met from private sources, the need for subsidizing education will be eliminated altogether. Thus cost recovery is a major instrument of privatization of education.

METHODS OF COST RECOVERY

1. Enhancement of Tuition and Other Fees: The level of tuition and other fees prevalent in

colleges in India is generally too low to make such institutions financially viable. In most cases tuition fees form only a negligible proportion (often below 15 percent) of the recurring expenditure. The difference constitutes the subsidy component. We have earlier noted that social goods are financed through the budget and made available to the consumers free of direct charge. In the case of the purely private goods, on the other hand, the cost is borne entirely by the buyers. In between we have the case of mixed goods like education which are to be financed by a mix of private payments and of subsidies. It is rightly argued that the subsidy should be minimal in the case of higher education and that there should be greater correspondence between costs involved and fees charged. Such an approach favours enhancement of tuition fees and other related fees. Full-cost recovery, however, is ruled out; just as heavy subsidization of higher education is theoretically unsound, full-cost recovery of costs of higher education from the consumer is not favoured since all education, whatever is the level, generates external benefits of varying degrees. Instead, the aim should be partial but substantial cost recovery in higher education. In general we might caution that the upward revision should not be such that vast sections of students are forced to opt out of higher education. In economies like India which are characterized by high rates of unemployment, there is also the additional danger that very high fees at the university/college level might reduce demand for secondary education since most persons go for secondary education with a view to proceed to higher education as secondary education does not provide adequate employment opportunities. In order to reduce the adverse impact of a sudden hike in fees, it may be desirable to carry out the revision in a phased manner.

2. Student Loans: Any enhancement of tuition fee would surely make it impossible for some sections to go in for higher education. To enable such sections to get enrolled in institutions of higher education a liberal system of student loans

is often recommended. It is argued that the poor but well-motivated students could avail the loans, enrol themselves in the institutions of higher learning, get employed on successful completion of their respective courses and repay the loans as and when they are able to do so. The following advantages are claimed for student loans, namely (1) the loans would increase access to higher education; (2) they would increase diligence and efficiency of the students and (3) they provide for flexibility in the use of the loans. While much could be said in favour of student loans as a feasible option in the developed countries, two problems seem to stand out in developing countries. (1) The lending financial institutions might insist on security which the economically weaker sections among students may not be able to provide. (2) A more important limitation of student loans, however, relates to risk of nonpayment of the loans. In the Indian context student loans have an added disadvantage: when higher education does not guarantee employment and as repayment of loans becomes compulsory, young graduates from poor households will be the worst affected? This limitation, however, does not apply equally to all forms of higher education; professional graduates are not in the same predicament as ordinary graduates; the lot of commerce and business administration graduates is generally much better than that of arts and science graduates.

3. Earmarked Taxes: As noted already the case for cost recovery rests on the fact that governments are finding it extremely difficult to finance higher education out of general tax revenue. It is, therefore, suggested in some quarters that attempt may be made to recover costs of education through earmarked taxes specifically meant for education. Chiefly three forms of such taxes may be identified: (a) the payroll tax (also sometimes referred to as employer tax). It is an education-specific tax to be levied on those who use the educated manpower. (b) Graduate tax: Instead of the employer paying a tax on the graduates

employed, the graduates themselves may be made to pay a proportion of their income for a specified period as repayment of the costs of their education. Of course, like the income tax the graduate tax also can be made progressive. The graduate tax, however, is also not widely used, (c) Educational cess: This is an earmarked levy payable by all members in a given region or group irrespective of participation in higher education.

PRIVATE FINANCING VERSUS SELF-FINANCING

If privatization basically refers to private financing, what are its implications? A major issue that deserves serious attention is the role of self-financing institutions - a widely used term nowadays nevertheless highly misleading. Logically speaking, all colleges which do not depend on direct funding by the government are self-financing.

According to the scheme prescribed by the court, at least 50 per cent of the seats in any private professional college shall be filled as 'free seats' by students selected on the basis of merit. The remaining 50 per cent of the seats shall be treated as 'payment seats' and shall be filled by candidates who are prepared to pay the prescribed higher fee and who also comply with the rules regarding deposit, cash security, etc. The allotment of students against payment seats also shall be done on the basis of inter se merit determined on the same basis as in the case of free seats. Every state government shall forthwith constitute a committee consisting of a vice-chancellor, secretary to government for education and director of medical education/technical education to fix the ceiling on the fees chargeable by private unaided professional colleges. The bench justified differential pricing of professional education on the ground that a student "who is stealing a march over his compatriot on account of his economic power should be made not only to pay for himself but also to pay for another meritorious student". Interestingly, the bench ruled that whether a private educational institution is entitled to charge only that fee as is required to run the college or whether the capital cost involved

in establishing a college can also be passed onto the students and if so, in what manner, shall be decided by expert bodies like the UGC, AICTE, etc.

The reaction to the court ruling has been along expected lines. While the private managements have welcomed it, others feel that the fees charged by private unaided professional colleges must cover only the operating costs and not the capital costs which should be met from endowments and other sources. Many observers feel that while capitation fee as specific sum of money paid at the time of admissions may have been outlawed, the judgment has brought back the system of charging tuition fees much higher than what the state prescribed fees are. According to them this amounts to bringing in capitation fees by the back door (The Hindu, April 11, 1993). The verdict of the Constitution Bench of the Supreme Court raises many issues: (1) Is differential or dual pricing of higher (professional) education justified on moral and economic grounds? It seems that there is a strong case for charging only one rate of fee which may, from a practical point of view, be pegged at a reasonably high level, the meritorious poor students being provided scholarships from other sources; (2) Granted that some sections of the population can afford to pay the full cost of the education of their wards, should the community at large be completely freed from the responsibility of financially supporting higher education? It is well known that even in the most affluent societies like the US, students coming from rich homes are not made to pay tuition fees corresponding to full cost.

USER-FINANCING VERSUS COMMUNITY-FINANCING

It was pointed out earlier that all colleges which do not depend on funding by the government are self-financing. In other words, the core of self-financing consists of reliance on non-governmental sources of finance. If this is so, self-financing does not necessarily mean user financing; i.e., the entire finance required being provided by the students (users) in the form of high tuition fees. Since education is a 'mixed' good with considerable external benefits the community at large should assume a major responsibility in this regard and

provide a large share of the funds - capital as well as current - required for the purpose. Such funds could come from the alumni, wealthy and philanthropic families in the community (the term community is used in a broad sense here), private industry, foundations/trusts of different types, etc. Most private universities in the US, for example, have an annual fundraising campaign by their alumni associations. This system is not entirely a matter of resources; it is partly cultural. We have to develop a culture in which along with the pleasure of receiving, the virtue of giving is also equally emphasized. As someone has observed, "It is not what you possess in life that gives your worth, but what you pass along to others". India being a poor country, we cannot aspire to reach such a stage of community involvement in the field of higher education as prevalent in the US in the foreseeable future. Nevertheless earnest efforts need to be made to move towards that goal eventually. In the meanwhile we have to be content with a compromise arrangement under which there is uniform but substantial upward revision of tuition fees followed by a liberal scheme of scholarships for the meritorious poor students. While financial assistance from the government may not be continued at the existing high levels, it should not be ruled out altogether. Modest government assistance does not infringe upon private financing.

USER-FINANCING VERSUS STATE-FINANCING

Privatization is often misinterpreted to mean complete withdrawal of the state from financing higher education. Such a wrong dichotomy is fraught with serious implications. While one can appreciate the difficulties faced by the state in recent times in maintaining higher education subsidies at their present high level, it does not follow that henceforth the state should withdraw completely from any financial commitment towards this sector. Just as a given subsidy may vary from zero to hundred per cent private financing also may vary within such limits. The relevant issue is the extent of subsidy consistent with the fiscal goals of the government.

From an excessive degree of public subsidy one does not have to move towards the opposite extreme of zero subsidies in the name of privatization. This is exactly what the so-called self-financing colleges purport to accomplish. Under this dispensation the entire costs are sought to be realized from the users namely the students/parents. Such an approach conflicts with the welfare as well as the development roles of the state.

There are several reasons why state subsidization of higher education should continue, albeit at a reduced level. (1) Even where there is a strong case for reducing public subsidy to higher education, it is urged that the reduction should be carried out in a phased manner. (2) Subsidy is also favoured on equity grounds as education is considered to be a major source of inequality in developing countries. It is argued that well-to-do parents are apt to be better educated and that they presumably face lower costs than poor parents probably in absolute terms and certainly in relation to their income. (3) It may also be noted that in many countries where the private sector has come to play a predominant role in higher education, government support is an important source of funding even for the private sector. For instance, in many prestigious universities in the US such as Harvard, Columbia and Yale, state scholarships are a major source of funding. (4) More importantly, it is also pointed out that the state cannot simply surrender its responsibility by leaving the domain of higher education entirely to the private sector whose motivation in establishing self-financing colleges, especially in the medical and engineering fields, seems mainly to consist in their profitability. (5) Finally one often comes across the criticism that by concentrating on profit yielding, cheap career-oriented courses, the self-financing institutions provide vocational training under the name of higher education.

CONCLUSION

In sum, what emerges from our discussion is that higher education offers ample opportunities for participation by both private and public sectors. The inadequacies or rigidities arising from exclusive reliance on either sector or any one form of

private initiative can and should be corrected by diversifying the mode of financing. Whether individual institutions of higher education are formally classified as public/private or not, the most sensible option under the prevailing conditions in India is not only to broaden the financial base of higher education, but also to restructure higher education in terms of courses and content in order to make it more relevant (without, of course, neglecting basic sciences and research). Under no circumstances, however, the entire cost of providing higher education should be recovered from the immediate beneficiaries who are exactly what the self-financing colleges seek to accomplish. Instead, besides the students currently enrolled, as many supporting agencies as possible such as alumni, industry, philanthropists, foundations, trusts and endowments should be involved in financing education.

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CAPITAL INFLOW AND INEQUALITY FUTURE

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ABSTRACT

This paper is on the correlation between inequality of income and capitalism. The world has experienced that day by day problem of inequalities of income is becoming serious while bringing economic, social and political implications in the society. Though socialism had failed to establish any of its core principles, on one side it replaced capitalism providing solutions to some of the ills of socialism but on the other side, it aggravated some problems. There is a well-constructed system of generation of wealth in capitalism which this paper tries to reveal. The paper is worked under the hypothesis that capitalism increases inequalities.

Keywords : *capitalism, socialism, marginal propensity to consume, population distribution over the scale of income, income distribution and policy distribution, Gini coefficient, income inequality*

INTRODUCTION

In the spectrum of worldly great teachers, on one extreme is Charles Darwin a teacher of science undoing the God and on the other extreme is again an atheist Karl Marx, teaching godly morality of socialism. All the best teachers and their teaching lie between these two extremes. This paper has nothing to with both of them but will find its position somewhere at an undefined distance from both Charles Darwin and Karl Marx views.

Capital, no doubt, will increase the growth rate of the economy, the productivity of factors and well being of the people; but only for the present generation. In a very long period, it might bring immense poverty not only to the whole of mankind but also to the planet. The reasons for these grievances lie in the unequal distribution of income and wealth among the people.

The statistics of the whole world shows that there is an unequal distribution of income and wealth between and within countries. So far as the case is concerned with unequal distribution between the countries there is no platform to address the problem of inequality, as no international authority

enough competent to do this. When the case is intra-country inequality of income, the government of the respective countries can enact and implement laws to eradicate inequality i.e. there is an authority to attend to the problem and provide the solution. But this happened nowhere successfully.

The world economies slowly turned capitalist and ultimately the whole world, with few exceptions, is capitalist. Wherever, socialism is there, is devoid of the essence of socialism and only shelters an autocratic or a totalitarian power. No doubt, the invisible hand will take care of the running economy, while guaranteeing personal and therefore collective welfare. If one argues that ultimately the sum of personal welfare is nothing but collective welfare only. But in real life inequality, not equality in general, the invisible hand is visible only to the economically powerful people. The following figure shows three different distributions. The population distribution curve depicts the distribution of population as per income level. It shows that a large number of the people in the country is in the lower-income group, a countable few are in the middle-income group and a negligible number is in the high-income group.

This situation is turning more unfavourable as depicted by the Gini coefficient of most of the countries in the world.

The graph of income distribution graph shows that income is concentrated in the hand of few people. The larger lower-income group shares a nearly insignificant part of the national income and wealth, while the small higher income group enjoys a very large part of income.

The graph of policy target distribution shows that when the government follows any policies for economic growth, these will be planned in such a way that an average person (a common man in India) in the country will benefit the most. Therefore, the middle class will be able to reap the benefits of their share as they have an average bargaining and income pulling power. This is not true for the poor section of society. The share of the poor people in the benefits is being taken over by the richer class in the country and the poor will be the loser. The reason is that policy expenditure by the government is either on the demand side of the poor people, like PDS, which creates only short term living benefits instead of long-living productivity benefits or on the supply side to increase the productivity of poor people. But due to lower education, their capacity to adapt to a new environment is low. Taking the nature of developing economies into consideration, benefit either will be insignificant or will not be visible at all.

Moreover, wages are not smoothly spread out even through the middle of the distribution. The top 10% of earners make almost five times more than the median 10%, but this median 10% makes just 0.4 times more than the bottom 10%. Wage inequality has driven income inequality in the country. India has grown more unequal over the last two decades-India's Gini coefficient, the official measure of income inequality, has gone from 0.32 to 0.38, with 0 being the ideal score. In the early 1990s, income inequality in India was close to that of the developed countries; however, its performance on inequality has diverged greatly

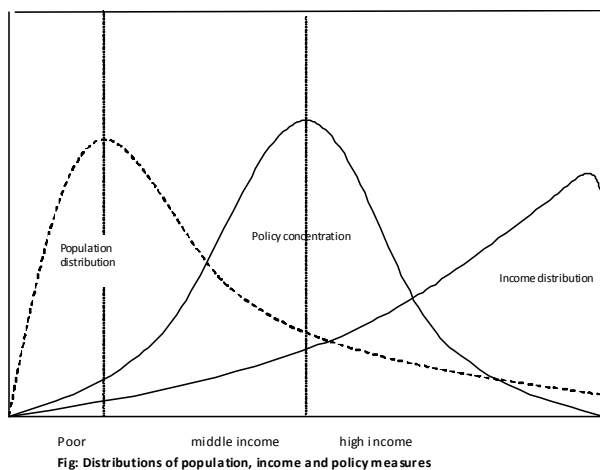
since then, bringing it closer to China than the developed world. There is evidence of a growing concentration of wealth among the elite. The consumption of the top 20% of households grew at almost 3% per year in the 2000s as compared to 2% in the 1990s, while the growth in consumption of the bottom 20% of households remained unchanged at 1% per year. The period since the economic reforms were introduced in India, has been one of dramatically increased income inequality. After all, you need only to see out onto the streets, to see the enormous increase in conspicuous consumption by the rich and even the urban upper-middle-income groups, and also to see side by side how the lives of the poor have become even more vulnerable and precarious. Jayati Ghosh People's Democracy 17 February 2004. India witnessed a widening of income inequality during the phase of acceleration in economic growth in the post-reform period (1993-94 to 2004-05).

There is no country in the world with zero Gini coefficients or where income and wealth are evenly distributed. Even very highly human developed countries like Norway, Sweden etc have a Gini coefficient not less than 25 and the United States like highly developed economies have a Gini coefficient of 45. The phenomenon of unequal distribution is worldwide. With time, in the globalised world, it is still becoming bad to worse. "Income and consumption inequalities have accompanied the globalisation, said a United Nations Conference on Trade and Development (Unctad) report, adding that this was particularly evident in the case of India within the South Asian region.

The growth rate of the economy is a weighted average of the growth rates of all the sectors of the country. The level of the growth rate of the economy is highly influenced by the marginal propensity to consume. The higher is the propensity to consume, the higher will be the growth rate of the economy. The lower is the income, the higher will be marginal propensity to consume. It means that the growth is contributed by the poor people in

the country on the demand side and by the richer on the supply side while accumulating wealth. Therefore, income will be distributed in the favour of the rich people in the form of returns on their investment.

Income growth power in the economy will be in the favour of rich people, as a result of wealth or ownership of means of production. Between the poor and the middle class, it will be the middle class who will be successful to grow income faster with the help of education and the skills they have acquired. Between the middle class and the rich capitalist class, it will be the capitalist class who gains in the game of growth of income. This will be because of their ownership of means of production and keeping wages lower in the presence of unemployment in the country which is a common feature of most economies. Thus, income growth will tend to flow from lower-income group to higher income group. As capitalism will become stronger this tendency will grow even more.

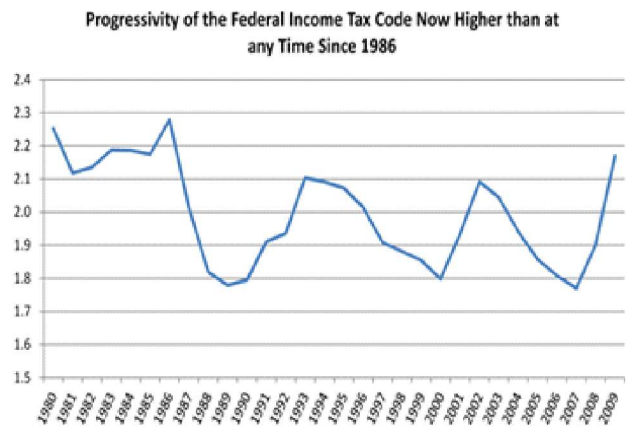


It means that three distributions have their averages (mean, mode and median) at different places. The policy for the poor people does not do much good to enhance productivity as they are supplied from the demand side instead of increasing productivity. Whatever expenditure is incurred for enhancing productivity they have leakages and are much weaker in the final effect. A good example, in this case, is the Indian Governments PDS. The same thing is on the supply side of the public

expenditure.

India spends less than 5% of its GDP on social protection schemes as compared to Brazil's more than 15%. Its tax revenue as the proportion of GDP is under 20%-the lowest of all emerging economies, and just half that of developed countries. Even after that in Brazil Gini coefficient is 56.7, in the US 45. Imagine what will be the new distribution of income in India.

Look at the American economy the top decile income share, went up from 31 per cent in 1973 to 42 per cent in 1997. The top 0.01 percent income share went up from 0.5% in 1973 to 2.6 % in 1998. With the maturity of capitalism income inequalities become more and more serious. Whenever capitalism was in the intricacy because of recession Progressivity of the Federal Income Tax in the US went up showing relatively more equal distribution and when there is a boom progressively went down making a more unequal distribution of income. This is shown in the following graph.



Year	Top 1% Income Share (A)	Top 1% Tax Share (B)	Progressivity (B/A)
1980	8.46%	19.05%	2.25
1991	12.99%	24.82%	1.91
2007	22.83%	40.41%	1.77
2008	16.93%	36.73%	2.17

Progressivity of the Federal Income Tax Code

The same will be experienced by the newly capitalist economies of the world in the new far

future. The above-discussed effect was capitalism without the free flow of capital. Income concentration was within the state. If under the globalisation capital allowed freely, this concentration of income will be at the international level. In that case, the income pooling power of rich countries with low population will be high and that of poor countries will be less. New world order will come with new equations. All these effects will not be visible in the process. Today developing countries are experiencing good growth but it is the growth of inequality. Capitalism is heap making process. As socialism failed because it was not able to manage itself, similarly, capitalism will continue so far as it can manage its heap of wealth. Ultimately, the solution will be provided by the abolition of this property and the world will have to come again to socialism.

The system of capitalism is similar to Darwin's natural system 'struggle for survival and survival of fittest. What about those who failed; no survival, no witness as they are never born. No one will bother about them, no one will regret and there is no question of admitting fallacies of capitalism. That is why, Karl Marx, who declared himself as an atheist, was talking about the noble, godly system, things where even god would have been happiest.

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EMERGING DIMENSIONS OF SOCIAL ENTREPRENEURSHIP DEVELOPMENT IN NAGALAND

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ABSTRACT

Social entrepreneurship has significantly progressed in India over the last decades and with through unrelated business activities initiated by non-profit organizations. It has been gaining ground in various sector of economy with more and more youth evincing interest in the field of social development.

The purpose of this study is to understand the role and challenges faced by the Social entrepreneurs of kohima district of Nagaland and based the study is based on the objective that how to tackle those challenges faced by the social entrepreneurship and how does it impact our society. The paper examines the different role played by social entrepreneurs and the different challenges faced by the social entrepreneurs in Kohima district.

INTRODUCTION

Social entrepreneurship is the venture of starting business in order to solve social problems. It is the ability to be an agent of change for various economic, environmental, social and political issues at local and global levels. It is a combination of traditional business with social impact. This business exists to "do good" and see measurable result in this endeavour. It begins with identifying a social problem such as inequalities, poverty, racisms, gender issues, lack of access to education, lack of access to resources like water and electricity, healthcare-related problems in a community or the world at the large and setting out to solve it by innovating products, providing employment or education, providing health-care facilities disrupting an industry or taking a new approach to failing methodologies.

Conceptual framework of social entrepreneurship

Social entrepreneurship is gaining momentum day by day. However there is no unanimously definition of social entrepreneurship. Some believes

business owners who work to solve social problem using grants or government money are considered to be social entrepreneurs. Interestingly, there has been a lot of debate over the definition of social entrepreneurship, with no unity of acceptance due to contextual forces.

Social entrepreneurs are individuals with innovative solutions to society's most pressing social among entrepreneurs, there are those who use innovation with risk to generate business profits primarily for society, to create social value. These entrepreneurs, symbolizing the altruistic version of entrepreneurship, have come to be known as social entrepreneurs. They are community based, with a dual mission of meeting social as well as economic goals. They start businesses because they had a desire to find solutions to social problems and affect positive change or social impact through their business venture.

Social entrepreneurship in India

Social entrepreneurship has significantly progressed in India over the last decades and with

through unrelated business activities initiated by non-profit organizations. India is a key player in developing in social entrepreneurs and with each passing days a great number of people are using entrepreneurial skill in building sustainable enterprises for profit and non-profit purpose. In India Social entrepreneurship has been gaining ground in various sector of economy with more and more youth evincing interest in the field of social development.

Social Entrepreneurship in Nagaland:

Even though "social entrepreneurship" is in its infancy stage in Nagaland, It is growing gradually and attracting increased attentions from many sectors. Social entrepreneurs are making a valuable contributions to society by filling a gap in social need and By providing services such as employment, health care facilities, education, skill development programmes etc. In order to give opportunities to promote entrepreneurs, some organizations have been providing institutional support to entrepreneurs and youth by providing skill development programmes, microfinance to start-up companies and encourage the future generation to be innovative and self-sufficient.

There are some organisation that work for the welfare of the organisation a brief description of some Social Entrepreneurs in Nagaland are as follow:

a) Youth Net

HekaniJakhaluKense 45 years old Social Entrepreneur and an Indian lawyer set up the Non-Government organization known as YouthNet with an objective to work in partnership with the Government, Community, grassroots, educational institution, Corporations and philanthropists in all aspect of development, livelihood, skill building and entrepreneurship programmes while actively engaging the youth in progress. It was launched on 1st of February and registered under the registration of societies Act 1860. Since its inception YouthNet has impacted around 1,01,266 beneficiaries and continues to be one of the primer youth organization in Northeast India that empower young people.

There are many services provided by the YouthNet such as YouthNet Entrepreneurship centre which was created in order to nurture the entrepreneurship community across the North east region, YouthNet job centre which aim to bridge the gap between job seekers and employers in the private sector, Launchpad Nagaland for providing proper guidance to students at an early stage regarding their career, YouthNet career Development Centre for training cell, Skill development like tourism & hospitality, electronics, telecom and Vocational Education etc.

b) Entrepreneurs Associates

NeichuteDoulo an awardee of 'Social Entrepreneur of the year 2016' given by Schwab Foundation and also the first Naga recipient of International Ashoka Fellow along with his friends founded Entrepreneurs Associates with a motive to promote entrepreneurship and develop sustainable livelihood in Nagaland and other North eastern states of India for economic development and increased participation of local people in the economic activities of the state. Founded in the year 2000 Entrepreneurs Associates has supported more than 25,000 beneficiaries including farmers, women street vendors and youth both in Nagaland and Manipur states. Entrepreneurs Associates provide numerous services like Livelihood for empowerment and training the first generation entrepreneurs and uplifting women street vendors, Incubation for training and mentoring the youth, Financial Linkages to enable entrepreneurs access financial institutions and set up their enterprise, Social Enterprises which seeks to provide a market linkage to farmers so that the cycle of their business complete with steady income generation, and Advocacy for school and colleges students to conduct different activities and workshops to encourage students to think about entrepreneurship as a credible career choice. .

c) Entrepreneurs development agency

The Entrepreneurs Development Agency (EDA) was started on September 20, 2005 with its base in Kohima. The agency was an initiative

committed for the development and growth of entrepreneurs. It invited deposits from entrepreneurs and public for a minimum period of one year. These deposits were then generated as loans for start-up and expansion of business to other entrepreneurs and businessmen. EDA provided loans to entrepreneurs at 15% per annum (1.25% per month) lending rates of interest depending upon the nature and amount sanctioned. EDA has provided micro finance to vegetable vendors on the roadside as well as other entrepreneurs, and thus, helped them add capital investment into their business.

d) North Eastern Development Finance Corporation

North Eastern Development Finance Corporation Limited (NEDFi) was incorporated on 9th August 1995 to provide a comprehensive package for the economic development of North-East India. It was supported by a host of all India Financial Institutions and banks. It contributed in the efficient formation of fixed assets by identifying, financing and nurturing eco-friendly and commercially viable projects in the North Eastern region. It rendered in-depth counselling to entrepreneurs, timely advices and assistance for building quality enterprises on a sustained basis. NEDFi also carry on and transact business of providing credit and other facilities for promotion of agro horticulture, medicinal and sericulture plantation, aquaculture, poultry, dairy and animal husbandry development.

e) Educational institutions

In Nagaland many Social entrepreneurs focus towards educational institutions since education programs in social entrepreneurship aims to provide knowledge and skills to address the social problems. As per statistical handbook of Nagaland 2020, there are 17 private colleges and 82 private schools being functional in Kohima district.

Scope and opportunities of Social Entrepreneurship in Nagaland

Social Entrepreneurs are the creators of Social change who build platforms for change to take place

pushing people and society to the path of development and transformation for future circumstances. They can either be an individual or an organization who take initiative to reform the society.

In Nagaland Social entrepreneurship is growing steadily. The Scope and Opportunities of Social entrepreneurship at present is seen largely in health and educational sector but there are massive opportunities in others sectors for starting your own social initiatives like handlooms, agriculture, crafts, dairy farming, sericulture, tourism industry, work in cane, work in wood which are yet to be explored. These areas of untapped sectors have massive scopes for economic, social and cultural benefits which can boost the society in employment generation and thrive the economy.

Review of Literature:

S. Mohan, R. Revathi in their study on "*impact of training on Entrepreneurial Development*" state that individuals can be developed, their outlook can be changed and ideas can be given true shape of enterprise through an organized and systematic training programmes. They state that entrepreneurial development can play an important role in influencing potential candidates to take advantages of new business. (Revathi, 2012)

Paratap Singh in his research paper title, "Social Entrepreneurship- A growing trend in Indian economy" underlines that "Social entrepreneurship is the recognition of a social problem and the uses of entrepreneurial principles to organize create and manage a social venture to achieve a desired social change. While a Business entrepreneur typically measures performance in profit and return, a social entrepreneur also measures positive returns to society. (Singh, 2012)

Brijesh Sivathanu in his research paper, "challenges for the social Entrepreneurship" finds out that the bottom of the pyramid is getting benefited due to social entrepreneurship. In his

findings he also suggested that social entrepreneurs need to be innovative, socially aware and be ready to take risk. There are many challenges faced by social entrepreneurship like getting funds, working remotely ,competitions, getting skill workers .he concluded in his findings that social entrepreneurs in India has lot of scope.(Sivathanu, Challenges for Social Entrepreneurship, 2013)

Joseph,lissamma in his research paper "*Emergence and practice of social entrepreneurship in the North east India a case study of selected organisations*" finds out that social transformation is the end result of social entrepreneurship endeavours this factors can be identified from the change in beneficiaries and the society at large experiences and perceive in their life with a better standard of living and increase means of income and opportunities. This study also points out the possible research area of research by focusing on the successful models of social entrepreneurship.(Lissamma, 2013)

BendangienlaAier "*Entrepreneurship in Nagaland: A gender perspective*" studied the socio demographic difference of male and female entrepreneurs .in her study she finds out that irrespective of gender, the Naga entrepreneurs usually start their business between the age of 26-35 and goes till 45. where most of the entrepreneurs were graduate. She also find out that only thirty percent of the survey attained any training program on entrepreneurship and thereason stated by the respondents during the informal interview they were unaware about the existence of such training/programmes.(Aier, 2019)

Oumar Diallo,Marie Daniel in their thesis on "The emergence of social entrepreneurship in Haiti" highlight the issue and challenges related to the emergence of social entrepreneurship in Haiti based on the culture of leadership and public policy where he finds out that women plays an important role in poverty reduction in Haiti although they are not really present in the decision spare. He also suggested in his study that in order to allow social

entrepreneurship to contribute effectively in both poverty reduction economic growth in Haiti the government should develop some public policy that can support social entrepreneurship.(Daniel, 2016) Subhanjansengupta, Arunaditya Sahayin their study on "social entrepreneurship research in Asia-pacific: perspective and opportunities" identifies three prominent themes in need of more research in Asia Pacific countries: contextual, institutional and personal factors surrounding social entrepreneurship ,usage of market orientation by social enterprise to generate economic and social values, and impact of social entrepreneurship education on generating talent pool for social enterprise.(sahay, 2017)

Hawaldar A.R. " *An evaluation of sustainable financing options for social entrepreneurs in India*" finds out that rising funds has been one of the most challenging problem of social enterprises. There are a limited number of investors in this space, leading to limited availability of funds. In his study he also finds out that not only external factors but also internal factors like disinterest of the management team in selecting or approaching a right investor, wrong business investors, working in remote locations etc. contributes equally to these challenges(AR, 2017)

Tripta Rawal in her thesis "*A study on social entrepreneurship in India*" study with the objective to find out the basic ideas regarding social entrepreneurship. In her research she finds out that social entrepreneurship in India has better prospect as the social problems are at full wings, where the growth of social entrepreneurship has reflected upon the unemployment and inferior of skills among people at the bottom level. Thelevel of education and health care also increased due to social entrepreneurship. Despite many challenges social entrepreneurship is growing and the government is realizing the worth and impact of social entrepreneurship.(Rawal, 2018)

Deb Raj deepin his study on "*social entrepreneurship in secondary education in Assam*" finds out that for developing social

entrepreneurs, social entrepreneurship education (SEE) is the best alternative through which a large cadre of competent social entrepreneurs can be developed. For developing a large cadre of competent social entrepreneurs, a comprehensive framework for social entrepreneurship education had been developed in the present study. (Rajdeep, 2018)

Research gap

Based on the objective of the research the research gap which is to be formed are Firstly, Social entrepreneurship can play an important role in solving the most intractable issues facing societies particularly in rural areas. Secondly, Despite the significant role that Social Entrepreneur play in the development of the society, limited research has been conducted. Finally, Nagaland has been chosen as the context of this research since the term social entrepreneurs is not too common and people are not aware of the services provided by social entrepreneurs. Therefore, to address this gap, the following research questions and objectives has been formulated so that through this research people will understand and avail the services provided by the social entrepreneurs and also to understand the role and challenges faced by the Social entrepreneurship.

Present study

According to the periodical labour force survey conducted by the National Statistical office (NSO), ministry of statistic and programme implementation, during 2017-18, Nagaland recorded the highest unemployment rate of 21.4% among the 8 northeastern states. While during 2018-19 the rate reduced to 17% but still remained the highest than any other north-eastern states, thereby leading to increase in pressure on employment prospects for the youth. The social, economic hardship and unemployment in Nagaland can be overcome through an innovation and promotion of Social entrepreneurs. Social entrepreneurship is an important term of social responsibility and a way to solve a verity of urgent societal problem. Nagaland needs people who are possessed by their ideas who

commit their lives to change.

Significance of the study:

The study is intended to understand the role of social entrepreneurship as well as to examine the problem faced by the social entrepreneurs. Through this paper it will help us understand how social entrepreneurship can impact and change the society. The study will also help the social entrepreneurs, Government and non-government organisation for the development and progress of Social entrepreneurship in Nagaland.

Objective of the study:

1. To study the role of social entrepreneurship in economic development of Nagaland.
2. To examine the socio economic factors which affect the social entrepreneurs.
3. To examine the problem faced by social entrepreneurs in Kohima district in Nagaland.

Research methodology

Area of study:

The research was conducted in kohima district of Nagaland.

Population and sample size of the study

The study includes the education institutions and entrepreneurs who provide micro finance for social development. There are 99 education institution in Kohima District out of which 21 educational institute has been selected for the study as well as 2 micro finance institute and 2 social enterprise.

Nature of data:

Primary data have been collected through personal interview and scheduled method whereas Secondary data have been collected from review of past literature from various published sources.

Statistical Tools and Techniques

Appropriate statistical tools and techniques have been applied for meaningful analysis and interpretation of the data collected.

Limitations of the study

1. Since the time period of the study was limited a small sample size was selected for study.
2. For the purpose of this study educational institute and hospitals were targeted but due to pandemic situation only educational institute have been selected for study.
3. Since the definition of Social entrepreneurship is not well defined finding the clear cut definition was not possible.

Data analysis and interpretation

For the purpose of this study various data are being collected and interpreted such as personal details of the respondents, business details, problems and challenges faced by the social entrepreneurs.

Personal details of respondents

Table-1 and Table-2 show the personal details of the respondents such as Age of the proprietors and gender of the proprietors who run social enterprises in Kohima District of Nagaland.

Table 1: Age of proprietors

Age	No.of respondent	Percentage of respondent%
Below 20	0	0%
20-30	0	0%
30-40	4	16%
40 & above	21	84%
Total	25	100%

Source: field study

The above Table- 1 shows the age of respondents. From the above table, it is evident that majority of the proprietors who own organizations, are 45 years and above. There is no youth between the ages of 20-30 owns any social enterprises.

Table 2: Gender

Gender	No.of respondent	Percentage of respondent%
Male	16	64%
Female	9	36%
Total	25	100%

Source: field study

Table 2 shows the percentage of gender who are the proprietors of an organization. From the above table we can observe that only 36% of female entrepreneurs own social enterprise and 64% of male entrepreneurs own a social enterprise. Through this table we can assume that there is no gender issue in establishing the social enterprise.

Business details

Table 3 shows that the distribution of business details of the social entrepreneurs in Kohima district of Nagaland. Business details include the factors such as reason for starting the business, forms of starting the business, initial investments and annual income.

Table 3: Business details

Reason for starting the business	Respondent	Percentage (%)
Profit motive	0	0%
Social motive	2	8%
Both jointly	23	92%
Total	25	100%
Forms of business		
Sole proprietorship	19	76%
Partnership	6	24%
Total	25%	100%
Initial investment		
Less than 1 lakhs	2	8%
1-5 lakhs	1	4%
5-10 lakhs	5	20%
More than 10 lakhs	17	68%
Total	25	100
Nature of organization		
Educational institute	21	84%
Financial institution	2	8%
Social enterprise	2	8%
Total	25	100%

Source: field study

From the above table we can observe that out of 25 respondents, 92% started the organisation with the motive to earn profit as well as to serve the society whereas 8% started the organization with an objective to serve the society.

The above table also shows that 16% of the respondents are from financial enterprises since there are less financial enterprises in Kohima whereas 84% of the respondents are from educational institutes. Out of 25 respondents, 76% of the enterprises are owned by a single person and 24% of the enterprises are either own by a family or more than one person. The table also shows the initial investment made by the organizations only 2% has less than 1 lakh initial investment because they don't

own any land and buildings. 68% of the organizations invested more than 10 lakhs which includes investment made on purchase of land and buildings.

It is also found that 84% of the enterprises that run for social benefits are from educational institutes. There are only about 8% financial institutes and social enterprises that work for social benefits.

Employment generation details

Table- 4 shows the distribution of employment distribution of the social entrepreneurs in Kohima district employment details such as employment generation, number of employment generated for the past five years has been studied.

Table 4: Employment generation details

Employment generated	Respondent	Percentage (%)
Within the organization	21	84%
Outside the organization	0	0
Both	4	16%
Total	25	100%
No. of employment generated for past five years	Number of beneficiaries	
Educational institute	5287	
Youth Net	3000	
Entrepreneurs associates	380	
North Eastern Development Finance Corporation	245	

Source: field study

Table 4 shows the number of employment generated by the organization. Out of 25 enterprises, only 16% enterprises generate employment within their organization as well as outside the organization. The organizations try to induct the trained persons in big malls, hotels etc whereas 84% of the employment are generated within the organization. The above table also shows the number of beneficiaries for the past 5 years. Since some of the organizations were established 2 to 3 years back, their number of beneficiaries are less than 1000 and also due to the Covid-19 pandemic some

organization didn't provide any employment opportunities in the year 2020.

Problems faced by Social entrepreneurs

There are numerous problem faced by the social entrepreneurs. The following table-5 shows the problems and challenges faced by social entrepreneurs in Kohima district of Nagaland. Problems such as financial problem, personal problem, and organizational problem, social and economic problem has been studied and discussed below:

Table 5: Financial problems

Statement	Strongly agree	agree	neutral	disagree	Strongly disagree
Financial problems					
Lack of capital	2(8%)	18(72%)	2(20%)	3(12%)	0
Non-availability of credit	12(48%)	11(44%)	2(8%)	0	0
Fear or risk taking	13(52%)	4(16%)	8(32%)	0	0
Less institution support	12(48%)	13(52%)	0	0	0
Higher rate of interest by Banks	7(28%)	18(72%)	0	0	0

Source: field study

Table 6: Personal problems

Statement	Strongly agree	Agree	Neutral	disagree	Strongly disagree
Personal problems					
Lack of training	2(8%)	12(48%)	6(24%)	4(16%)	1(4%)
Lack of Education	2(8%)	7(28%)	7(28%)	8(32%)	1(4%)
Lack of support from family	2(8%)	2(8%)	7(28%)	3(12%)	11(44%)
Health issue	13(52%)	8(32%)	2(8%)	1(4%)	1(4%)

Source: field study

Table 7: Organizational problems

Statement	Strongly agree	agree	Neutral	disagree	Strongly disagree
Organizational problems					
Hiring Employees	3(12%)	21(84%)	1(4%)	0	0
Increase in employee cost	3(12%)	15(60%)	7(28%)	0	0
Experience workers leaves after sufficient exposure	4(16%)	16(64%)	5(20%)	0	0

Source: field study

Table 8: Social and Economic problems

Statement	Strongly agree	agree	neutral	disagree	Strongly disagree
Social problems					
Lack of Support from society	2(8%)	4(16%)	5(20%)	2(8%)	12(48%)
Remote location	15(60%)	2(8%)	6(24%)	1(4%)	1(4%)
Economic problems					
Lack of Government support	1(4%)	18(72%)	6(24%)	0	0
Lack of Infrastructural facilities	2(8%)	11(44%)	7(28%)	3(12%)	2(8%)

Source: Field study

Findings:

1. From the above we can observe that majority of the respondents agree that they face problem due to lack of capital in their organization whereas, 12% of the respondents disagree that they face problem due to lack of capital. Out of 25 respondents, 48% respondents strongly agree that they face problem due to non-availability of credit and 52% of the respondents strongly agree that they fear to take financial risk for the organization. 52% of the respondents agree that there is less institutional support and 72% of the respondent agree that the bank charge high interest rate as compared to other financial institute.
2. 48% of the respondents agree that they face problem due to lack of training whereas, 16% disagree that they face problems due to lack of trainings. 28% of the respondents agree that they face many challenges due to lack of education in entrepreneurship skill whereas 32% disagree. Out of 25 respondents, 8% are agreed that they don't get any support from family members whereas 44% of the respondents get support from family members be it financially or mentally, 52% of the respondents strongly agree that due to health issue they face many challenges.
3. Hiring employee is one of the major problem within the organization. 60% of the respondents agree that due to increase rate in employee cost it become difficult to hire employee, whereas 64% of the respondent agree that experience workers leave the unit after sufficient exposure due to better job opportunities in different organization.
4. In order to run an organization, support from society plays a very important role. Out of 25 respondents, only 16% are agreed that they face problems due to lack of support from society whereas 48% of the respondents strongly disagree. It is also found that 60% of the respondents strongly agree that remote location is also one of the major problems that the entrepreneurs face. 72% of the respondents agree that due to lack of Government support

the entrepreneurs face many challenges and 44% of the respondents agree that they face problems due to infrastructural facilities.

Suggestions:

1. Government and other stake holders must work in the basic facilities towards social entrepreneurship.
2. More focus and attention to be made towards skill development.
3. Majority of the social enterprises specially school and colleges are operating only in Towns. Special attention should also be given to villages.
4. Social entrepreneurs should also focus more on establishing institutions that will help the differently able people.
5. Educational institutes should include Social entrepreneurship as a course in the syllabus.
6. Establishing of more financial institution that will provide financial assistant to social entrepreneurs.

CONCLUSION

Social entrepreneurship aims to contribute for the development of the society. Social entrepreneurs act as an agent of change which influences the people to contribute to the society. The paper helps to understand the different role that the social entrepreneurs play in Nagaland and how has it impacted the Society. There are many challenges that social entrepreneurs face like personal problems, financial problems, social economic problems and organizational problems. In Nagaland, Social entrepreneurship is growing at a slow pace but it has introduced an effective means for addressing societal concerns and has left diverse result on the way organizations can operate and benefit the society.

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राष्ट्रीय शिक्षा नीति-2020 : मुख्य विशेषताएं तथा अमलीकरण संबंधी चुनौतियों की दृष्टि से एक विश्लेषणात्मक अध्ययन

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परिचय

राष्ट्रीय शिक्षा नीति-2020 ने शिक्षण जगत को पुनः अपने गिरेबां में झांकने को विवश किया कि वह एक बार सोचे कि इस तथाकथित विकास यात्रा में हम आज शैक्षणिक उत्थान किस पायदान पर खड़े हैं और क्यों? इसके लिए कौन से कारण उत्तरदायी माने जा सकते हैं? इनसे कहीं हटकर यह चिंतन करना जरूरी हो जाता है कि इस विकास जहाँ हमें पहुँचाया है क्या वह हमें सच्चे विकास की गंजिल के नजदीक पहुँचने में कोई मदद करता है? हमारे नीति निर्धारकों ने अपनी स्वर्णिम शैक्षिक विरासत और उसकी सामाजिक-सांस्कृतिक तथा नैतिक उपादेयता को ध्यान में रखकर न सिर्फ शिक्षा के वास्तविक निहितार्थ को परिभाषित करने का प्रयास किया अपितु योजनाबद्ध रूप से उसे अमली बनाने की दिशा में यह मसौदा सामने रखा। इस विमर्श को आगे बढ़ाने से पूर्व बेहतर होगा कि हम शिक्षा के सही स्वरूप और सामाजिक-मानवीय अनुबंध को समझ लें तत्पश्चात् इस नवीन शिक्षानीति की लाक्षणिकताओं का विश्लेषण करते हुए अमलीकरण संबंधी चुनौतियों पर निष्पक्ष रूप से विचार करें।

शिक्षा वह है जो समाज को सशक्त बनाए, मानवीय सभ्यता का विकास करे ताकि समाज सुख के साथ, शांति के साथ वास्तविक समृद्धि की ओर गति कर सके। गांधीजी सभ्यता के इसी प्रतिमान को 3 "एच" के माध्यम से समझाते हुए कहते हैं कि वास्तव में शिक्षा वही है जो मानव को वर्तमान व भावी भूमिका निर्वाह के लिए तैयार करे तथा उसमें स्वावलंबन व अपनेपन की स्वदेशी भावना का विकास करे ताकि वह सभ्य तरीके से अपना जीवननिर्वाह कर सके। इन तीन-एच में प्रथम एच हैड अर्थात् मस्तिष्क का प्रतिनिधित्व करती है जिसमें शिक्षा के जरिए व्यक्ति में तार्किक क्षमता व विवेकपूर्ण व्यवहार

की अपेक्षा की जाती है तथा जिसकी फलश्रुति कुशल व सुयोग्य निर्णयन व क्रियान्वयन क्षमता के आत्मविश्वास के रूप में प्रकट होती है। द्वितीय एच हेण्ड अर्थात् हाथ है जिसमें शिक्षा के माध्यम से कौशल्यवर्धन व विकास को शिक्षण व्यवस्था का अभिन्न अंग बनाया जाता है अर्थात् उसके माध्यम सिखाया जाता है। अंतिम तृतीय एच हर्ट अर्थात् मानवीय अथवा हार्दिक संवेदनाओं की प्रतिनिधित्व करता है। यह समग्र शिक्षण व्यवस्था का वह केन्द्रीय व अहम् हिस्सा है जो समाजिक-सांस्कृतिक प्रतिमानों से सीधा सरोकार रखता है। संवेदना के स्पंदन रहित शिक्षा निर्जीव है, निर्मूल है तथा वह मानवता व राष्ट्र के संवांगीण विकास से वांछित योगदान नहीं दे सकती। इस प्रकार शिक्षा के जरिए गांधी ऐसे समाज के निर्माण की कल्पना करते हैं जिसमें सभी जीवनोपयोगी कौशल्यों का विकास, व्यवस्था संचालन की योग्यता के जरिए संपोषित आधार पर स्व-पर के विकास में तत्पर होते हैं। इसमें शिक्षा का वास्तविक निहितार्थ प्रकट होता है जो समाज व राष्ट्र निर्माण की आधार शिला रखता है तथा व्यवस्थाओं को सुनियोजित व न्यायोचित रूप से गतिमान रखता है।

आजादी से पूर्व शिक्षण प्रक्रिया के नियमन की दृष्टि से संगठित व असंगठित रूप से कई जगहों पर शिक्षा के लिए समर्पित महानुभावों द्वारा विविध प्रयास किए गए किन्तु किन्हीं कारणों से वे क्षेत्र विशेष तक मर्यादित रहे। किन्तु आजादी के पश्चात् सरकारों द्वारा इन समावेशीय शिक्षण प्रयोगों की उपेक्षा व अनदेखी की जाने लगी। शिक्षा अंग्रेजियत की होड़ में आगे बढ़ने लगी। कहीं यह गरीब अमीर का भेदभाव कर विकास के पथ को अवरुद्ध करने लगी। हालांकि आजाद भारत में शैक्षणिक सुधार हेतु समय समय पर विभिन्न आयोग व समितिया गठित कर शिक्षण व्यवस्था के ढांचे को सुगठित करने का समय समय पर प्रयास किया किन्तु उन

वांछित परिणामों दूर रहे जिसकी अपेक्षा सभ्य समाज के स्थायित्व की .ष्टि से की जाती है।

हमारे देश के विद्वानों, नीतिकारों ने गंभीरता से देश की वर्तमान शिक्षानीति चिंतन किया कि मात्रात्मक रूप से शिक्षा का इतना विस्तार होने के बाद भी शिक्षा से जुड़े पक्षकारों में अनकहा असंतोष व्याप्त है, शिक्षा सामाजिक सरोकारों से अपना तालमेल नहीं बैठा पा रही है। यहाँ तक कि आजीविका के क्षेत्र में भी युवाओं से यत्र-तत्र सुनने को मिलता रहता है कि जो हम क्लासरूम में पढ़ते हैं उसका आजीविका समुदाय की हकीकतों से दूर दूर तक का नाता दिखाई नहीं पड़ता। वहीं वैश्विक पटल पर जो परिवर्तन आ रहे हैं हमारी शिक्षा व्यवस्था उनसे भी तारतम्य स्थापित नहीं कर पा रही है। 21 वीं सदी दूसरे दशक के अंत में डिजिटलाइजेशन की बूम चल रही है वहाँ हमारी समग्र व्यवस्था इसके साथ चलने की तैयारी नहीं बता पा रही है। विद्यार्थी वर्ग सोचता है कि मुझे वह आजादी क्यों नहीं है कि मैं अपनी मर्जी के मुताबिक जो चाहूँ और जब चाहूँ वह पढ़कर डिग्री और अपना मुकाम हासिल कर सकूँ। शिक्षा के क्षेत्र में गुणवत्तायुक्त शोध, नवाचार के प्रयोगों के प्रति चिंतित शिक्षक समुदाय नियत पर्याप्त व्यवस्थाओं के अभाव में एक कसक सी महसूस करता रहा है। उसके लगभग शैक्षिक सुधारों के सुनियोजित प्रयास राष्ट्रीय शिक्षानीति-1986 के 35 वर्ष पश्चात ऐसी नवीन शिक्षानीति के निर्माण की आवश्यकता को महसूस किया गया जो आमूलचूल परिवर्तन के लिए तैयार हो।

शिक्षा जो बेहतर आजीविका व समग्र व्यक्तित्व निर्माण हेतु युवाओं को तैयार करने की प्रतिबद्धता व्यक्त करती है, उस दिशा में उसकी सफलता शंकास्पद बनती जा रही थी क्योंकि देश शिक्षित बेरोजगारों का प्रमाण निरंतर बढ़ता जा रहा था, शिक्षा कागजी शेर तैयार कर रही हो ऐसा लगने लगा क्योंकि जो जितना पढ़ लेता था वह अपने वतन व शारीरिक श्रमजन्य कार्य से उतना ही दूर हो जाता था। इसके अतिरिक्त शिक्षण जगत में गुणवत्तापूर्ण शिक्षण की चुनौतियां मुंहबाए खड़ी थी, विद्यार्थी समुदाय को समय के साथ ले जाने के लिए डिजिटलाइजेशन मोड के लिए तैयार करना उन्हें सही दिशा में मार्गदर्शन प्रदान करना कोई आसान कार्य नहीं था। इसके अतिरिक्त अंग्रेजी माध्यम की अंधी दौड़, ग्रामीण व पिछड़े क्षेत्रों के विद्यार्थियों में स्थानीय भाषाओं

के माध्यमों के प्रति व्याप्त भय तथा इसके चलते उदित हीनता का भाव, विषय पसंदगी संबंधी स्वतंत्रता, शिक्षण को बीच में छोड़ देने वाले आदि कई मुद्दे जो शिक्षण जगत को एक लंबे समय से व्यथित किए हुए थे।

राष्ट्रीय शिक्षा नीति – 2020 संभवतः इन उपरोक्त उलझनों का एक माकूल सा समन्वित जवाब के रूप में हमारे सामने है जिसका स्पष्ट व पारदर्शी विश्लेषण हमारे समझ को सुलझा सकता है। कोविड –19 महामारी काल में राष्ट्रीय शिक्षानीति-2020 का मसौदा शिक्षाविदों के बीच आया जो वर्तमान शिक्षानीति के ढांचे तथा कार्यप्रणाली में बुनियादी परिवर्तनों को समाहित किए हुए था जो एक समाधानपरक सोच के रूप में समाज के समक्ष रखा गया जिसका मुख्य उद्देश्य कर्मशील, कर्मठ, विवेकवान, संवेदनशील, आधुनिक, नवाचारयुक्त, सामाजिक-सांस्. तिक विरासत से समृद्ध समाज का निर्माण करना था तथा इसके लिए जड़ मूल से ही व्यवस्था को सुनियोजित रूप से सुधारने की कार्यनीति को राष्ट्रीय शिक्षानीति-2020 का प्रमुख आधार बनाया गया।

राष्ट्रीय शिक्षानीति-2020 के मुख्य लक्ष्य-

शिक्षा सामाजिक मानवीय सरोकार स्थापित कर सके, स्थानीय स्तर पर अपनी जड़े मजबूत कर सके, मानव को जीवनोपयोगी कुशलताओं से सुसज्ज कर सके, जीवन में नित नये उत्साह का संचार कर सके आदि बुनियादी अपेक्षाओं को पूरा करने के लिए जिस राष्ट्रीय शिक्षानीति . 2020 को समाज के समक्ष लाया गया उसकी विशेषताएं निम्न लिखित हैं-

1. सुसंगठित ढांचे का पुनर्गठन- पूर्व प्राथमिक शिक्षण के महत्व को समझते हुए सर्वांगीण शैक्षणिक विकास हेतु राष्ट्रीय शिक्षानीति-2020 में इसे संरचित ढांचे में लाया गया है। 10 + 2 पाठ्यक्रम की जगह 5+3+3+4 में परिवर्तित किया गया है जिसमें 3-18 वर्ष की आयुवर्ग के बच्चे शामिल होंगे। कक्षा 1-2 को प्राथमिक शिक्षण तथा 3-4-5 को उत्तर प्राथमिक शिक्षण की श्रेणी में वर्गी.त किया गया है। दो वर्षीय पूर्व प्राथमिक शिक्षण पूर्ण करने के बाद 5 वर्ष पूरे होने पर ही प्राथमिक शिक्षण हेतु विद्यालय में प्रवेश पाने की पात्रता तय होगी। कक्षा 6-7-8 उच्च प्राथमिक अथवा माध्यमिक शिक्षण की श्रेणी में रहेंगे जिसमें व्यावसायिक शिक्षण को सम्मिलित कर उनका रुझान कौशल्य सीखने की ओर किया जायेगा।

- कक्षा 9-10-11-12 सैकण्डरी स्तर पढ़ाए जायेंगे।
2. आंगनवाड़ी के माध्यम से पूर्व प्राथमिक शिक्षण- इस शिक्षणनीति में पूर्व प्राथमिक शिक्षण पर विशेष ध्यान दिया गया है जिसे आंगवाड़ी के माध्यम से सुनियोजित रूप से संचालित करने व समुन्नत करने पर विचार किया गया है।
 3. प्रयोगिक आधार प्राथमिक शिक्षण- प्राथमिक शिक्षण को प्रयोगिक आधार प्रदान कर शिक्षा को अधिक रुचिकर व कारगर बनाना शिक्षानीति का नूतन अंग बनाया गया है। कक्षा 3-4- 5 में विज्ञान आदि विषयों को प्रयोगों के आधार पर सिखाने का प्रावधान इस नवीन शिक्षानीति में किया गया है।
 4. मातृभाषा अर्थात् स्वभाषा शिक्षण को प्राधान्य- कक्षा 5 तक समग्र शिक्षण मातृभाषा में प्रदान किया जायेगा ताकि बच्चे स्वाभाविक रूप से आपने आसपास के वातावरण, नैतिक, सामाजिक व सांस्कृतिक मूल्यों से सहज रूप से भलीभांति परिचित हो सकें।
 5. कक्षा 8 और 10 में बोर्ड परीक्षा समाप्त करने का प्रावधान- नई शिक्षानीति में कक्षा 8 और 10 में बोर्ड व्यवस्था को समाप्त करने की सिफारिश की गई है ताकि विद्यार्थी भयरहित होकर सीखने की प्रक्रिया में अधिकाधिक मनोयोग के साथ सम्मिलित हो सकें तथा परीक्षालक्षी तनाव से बच सकें।
 6. प्राथमिक-माध्यमिक स्तर पर शिक्षण को कौशल्य विकास के साथ जोड़ना तथा कौशल्यों के उत्तरोत्तर विकास हेतु अवसर खड़े करना- विद्यार्थी में प्रारम्भ से श्रम के प्रति निष्ठावान बने, उसमें जीवनपयोगी कौशल्यों को सीखने की जिज्ञासा जगे तथा वे निपुणता की ओर उत्तरोत्तर अग्रसर होते रहें इस तरह की विभावना प्राथमिक से माध्यमिक स्तर के शिक्षण में रखी गई है। यदि कोई उच्चशिक्षण की तरफ जाने की बजाय इसी दिशा में आगे बढ़कर नियत सिद्धि हांसिल करन चाहता है तो उसके लिए संचालित आई.टी.आई., पॉलीटेकनिक तथा व्यावसायिक प्रशिक्षण संस्थानों में निपुणता प्राप्त करने के लिए निर्देशित करने की व्यवस्था इस शिक्षण नीति में की गई है।
 7. पाठ्यक्रमों में प्रायोगिक शिक्षण का समानुपातिक हिस्सा- शिक्षा को जीवनपयोगी बनाने तथा उसका सामाजिक-सांस्कृतिक सरोकार बनाए रखने की दृष्टि से इस नई राष्ट्रीय शिक्षानीति में सैद्धांतिक व प्रायोगिक शिक्षण को एक निश्चित अनुपात में पाठ्यक्रम का हिस्सा बनाया गया है ताकि विद्यार्थी अपने अर्जित ज्ञान की प्रायोगिक पृष्ठभूमि तलाश सकें, तैयार कर सकें तथा उसे यथोचित रूप से तराश कर बेहतर जीवननिर्वाह व समाजोत्थान / राष्ट्रोत्थान का सशक्त साधन बना सकें।
 8. स्नातक शिक्षा के हर स्तर को एक नियत सार्थक मूल्य प्रदान करना- उच्चशिक्षण जगत में अध्ययन करने वाले कतिपय कारणों से जहाँ कुछ लोगों को बीच में शिक्षण छोड़ देना पड़ता है उनके लिए उनके अर्जित ज्ञान का कोई औपचारिक मूल्य नहीं रह पाता था। इसमें नवीन सुधारात्मक पहल के साथ इस शिक्षण नीति में व्यवस्था की गई है कि स्नातक स्तर पर 1 वर्ष पूर्ण करने वाला सर्टिफिकेट, 2 वर्ष पूर्ण करने वाला डिप्लोमा, 3 वर्ष पूर्ण करने वाला सामान्य डिग्री तथा 4 वर्ष संशोधन के साथ पूर्ण करने वाला ऑनर्स डिग्री प्राप्त करने का अधिकारी बन जाएगा।
 9. सी.बी.सी.एस. पद्धति को चालू रखना- स्नातक डिग्री के नियत क्रेडिटों के तहत वह अपनी बदलती रुचि के अनुसार किसी भी विषय के क्रेडिटों का अभ्यास पूर्ण कर सकता है। उसे विषयों के चयन की स्वतंत्रता का एक विशाल फलक इस नवीन शिक्षा नीति में प्रदान किया गया है।
 10. पीएच.डी. शोध में गुणवत्ता का आन्धान- जिसने तीन वर्ष में स्नातक डिग्री ली है उसे स्नातकोत्तर पाठ्यक्रम दो वर्ष में पूरा करना करना होगा जबकि ऑनर्स डिग्री धारक इसे एक वर्ष में पूर्ण कर सकता है। एम.फिल को समाप्त कर दिया गया है जबकि पीएच. डी. नियत मानकों के आधार पर पूर्ण किया जा सकेगा।
 11. विद्यार्थी के हित में एकेडेमिक बैंक ऑफ क्रेडिट की स्थापना के साथ अध्ययन को कभी भी बंद एवं शुरु करने की स्वतंत्रता प्रदान करना- यदि कोई विद्यार्थी किन्हीं कारणों से बीच में शिक्षण छोड़ने के पश्चात पुनः उस अधूरे शिक्षण को पूर्ण करना चाहता है तो वह एकेडेमिक बैंक ऑफ क्रेडिट के तहत बिना किसी एकेडेमिक नुकसान के कभी भी वहीं से शिक्षण को शुरु कर सकता है जहाँ से उसने छोड़ा था। इसके परिणाम स्वरूप उसके पूर्व में अर्जित क्रेडिट व्यर्थ नहीं जायेंगे।
 12. शिक्षा में डिजिटलाइजेशन: समय के साथ चलने की अनिवार्यता- राष्ट्रीय शिक्षा नीति -2020 का एक अहम पहलू शिक्षा में डिजिटलाइजेशन है ताकि विद्यार्थियों को अधिक रुचिकर ढंग से शिक्षण

प्रदान कराया जा सके, उन्हें डिजिटल प्लेटफॉर्म पर उपलब्ध विविधलक्षी ज्ञान के साथ जोड़ा जा सके। कोविड जैसी महामारी काल के दरम्यान इसकी उपयोगिता को सभी वर्गों के द्वारा महसूस किया गया है। आज भी कई पोर्टलों—स्वयं आदि पर फैंकल्टी विकास के कार्यक्रम भी इसी माध्यम से पूर्ण कराए जा रहे हैं।

13. उच्च शिक्षण को गुणवत्तायुक्त बनाने हेतु संशोधन एवं नवाचार को प्रोत्साहित करती नई शिक्षानीति—उच्च शिक्षण को गुणवत्तायुक्त बनाने हेतु संशोधन एवं नवाचार की अभियोग्यता से युक्त करना नई राष्ट्रीय शिक्षानीति—2020 की अभिनव लाक्षणिकता मानी जा सकती है। जिसके तहत कई सारी स्वायत्तताएं व सुविधाएं प्रदान करने हेतु संबंधित निकायों को निर्देशित करने का प्रावधान इस शिक्षानीति में किया गया है।
14. राष्ट्रीय स्तर पर एक प्रवेश परीक्षा निकाय (National Testing Agency), उच्चशिक्षा के क्षेत्र में एक अखिल भारतीय स्तर का निकाय (भ्रूहीमत म्कनबंजपवद ब्बउउपेपवद व्पिदकप), नेशनल रिसर्च फाउन्डेशन की स्थापना के द्वारा शोध को बढ़ावा तथा अखिल भारतीय नियुक्ति निकाय की स्थापना जैसे विशिष्ट प्रावधान राष्ट्रीय शिक्षानीति—2020 में किए गए हैं।

राष्ट्रीय शिक्षानीति—2020 के अमलीकरण पक्ष पर विश्लेषणात्मक लचतन—

ऐसा पहली बार हुआ कि जब नीतिकारों द्वारा किसी नीति को अंतिम स्वरूप देने से पूर्व उस मसौदे पर संबंधित पक्षकारों से सुझाव आमंत्रित किए गए। कोविड काल दरम्यान इस विषय पर देश भर में स्वेच्छा से राष्ट्रीय स्तर की ई—संगोष्ठियां आयोजित की गईं तो कई जगह राज्य सरकारों के आदेश की अनुपालना में कार्यशाला व विमर्श का आयोजन किया गया। शिक्षण जगत से जुड़े चिंतकों ने कई पहलुओं को सराहा तो कई पहलुओं पर अस्पष्ट अमलीकरण नीति के संदर्भ में चिंता जताई।

- आज के आजीविका व्यवहार जगत में जिस तरह से अंग्रेजियत का बोलबाला है क्या उसमें स्वभाषा में शिक्षितों को समान मान मिल सकेगा? या इसके लिए समाज में परिवर्तन की, जागृति की कोई मुहिम की सोच है?
- पूर्व प्राथमिक शिक्षण हेतु आंगनवाड़ी संस्था को बालक के रचनात्मक शिक्षण की जो औपचारिक

जिम्मेदारी सौंपी जा रही है क्या उसके लिए वर्तमान संस्थागत संरचना, साधन—संसाधन व स्टॉफ आदि व्यवस्था उपयुक्त है? इसकी पूर्णता हेतु किस तरह की कार्ययोजना अमलीकरण पटल पर लाई जानी है? अन्यथा इसे लागू करने की जल्दबाजी में शिक्षा की जड़ों को खोखला होने से नहीं बचाया जा सकता।

इसी तरह प्राथमिक शिक्षण में प्रयोगात्मक रूप से शिक्षण देने की बात कही गई है तो यह सुनिश्चित करना अनिवार्य होगा कि क्या इसके लिए वर्तमान स्टॉफ प्रशिक्षित है तथा उपलब्ध साधन संसाधनों की स्थिति क्या है?

प्राथमिक व माध्यमिक स्तर पर व्यावसायिक शिक्षण प्रदान करने की प्रतिबद्धता व्यक्त की गई है लेकिन प्रश्न यह पैदा होता है कि यह शिक्षण किसके द्वारा प्रदान कराया जायेगा? यदि वर्तमान स्टॉफ के द्वारा ही यह खानापूर्ति कराई जाती है तो नतीजा वही ढाक के तीन पात रहने की संभावना से इंकार नहीं किया जा सकता। फिर भी अमलीकरण नीति को स्पष्ट करना अनिवार्य होगा।

एकेडेमिक बैंक ऑफ क्रेडिट के उपयोग में समुचित सावधानी व विवेक की आवश्यकता रहेगी वरना लंबे समय का अंतराल और डेटा तारतम्यता की जटिलता परेशानी का सबब बन सकती है।

इसी प्रकार शिक्षा में डिजिटलाइजेशन की स्थिति बनती है। कोविडकाल दरम्यान शिक्षण व्यवस्था के हर एक स्तर पर खट्टे मीठे अनुभव विविध शोध अध्ययनों में सामने आए हैं जिसके आधार यह निसंदेह कहा जा सकता है कि यह प्रत्यक्ष शिक्षण का विकल्प नहीं बन सकता। डिजिटलाइजेशन प्रभावकारी प्रस्तुतीकरण में एक असरकारक साधन अवश्य है किन्तु देखने में आया है इसके सतत अनुप्रयोग से विद्यार्थी में अध्ययन की गंभीरता कम होती चली जाती है जो कि सशक्त समाज के निर्माण की दिशा में घातक सिद्ध हो सकती है। इस अवयव के अमलीकरण हेतु शिक्षण जगत से जुड़े विविध पक्षकारों के प्रतिभावों को साथ लेकर चलना होगा तथा समायोजित प्रयास करने होंगे।

शिक्षण व्यवस्था में विद्यार्थी वर्ग महसूस कर रहा है विविध व्यावसायिक पेशगत पाठ्यक्रमों तथा प्रतिष्ठित संस्थानों की कमरतोड़ फीस संरचना है जिसके लिए ऋण आदि लेना पड़ता है। यदि हमारे नीति नियामक इस दिशा में ध्यान दें तो सर्व के हित में

देश के सक्षम कलेवर को बहुत आगे लाया जा सकता है।

शिक्षा के लिए सकल घरेलू उत्पाद का लगभग 6 प्रतिशत बजट खर्च किया जाता है जो वर्तमान शिक्षणनीति के यथोचित अमलीकरण हेतु अपर्याप्त साबित हो सकता है। इसके लिए यदि निजीक्षेत्र को आमंत्रित किया जाता है तो निजी क्षेत्र जनित अनुचित प्रभाव के दूषणों से शिक्षण व्यवस्था को विलग रखना दुष्कर हो जायेगा और वह अपने नियत उद्देश्यों से भटक सकती है।

मात्र राष्ट्रीय स्तर के शोध संस्थानों की स्थापना करके गुणवत्तायुक्त शोध कार्यों को आगे नहीं बढ़ाया जा सकता। जब तक महाविद्यालय व विश्वविद्यालयों का प्रशासन इस दिशा में पारदर्शी, भेदभावरहित, सहयोगी नहीं बनेगा, अपने प्राध्यापकों को प्रोत्साहित नहीं करेगा, उन्हें शोध कार्य हेतु स्वायत्तता प्रदान नहीं करेगा, अनुचित व छद्म दबाव डालकर हैरान करने से बाज नहीं आयेगा तब तक गुणवत्तायुक्त शोध व्यवस्था में एक बड़े क्षमतायुक्त समुदाय की भागीदारी दिवा स्वपन बनी रहेगी। निजी व सार्वजनिक क्षेत्र की शिक्षण संस्थाओं में यह मंजर आम है तथापि इस ओर से अपनी आँखें मूँद कर जिम्मेदार प्रशासन अपने कर्तव्य की इतिश्री मान लेता है जिसके भयानक दुष्परिणाम शिक्षण जगत को भोगने के लिए तैयार रहना होगा अथवा फिर निदानात्मक प्रावधानों पर व्यूहात्मक दृष्टि से विचार करना होगा। शोध कार्य संवर्धन हेतु अनुदान संस्थाओं को उदार व निष्पक्ष तथा कार्यक्षम बनना होगा ताकि इस दमिस्त शिक्षित वर्ग में ऊर्जा व उत्साह का संचार हो सके।

पाठ्यक्रमों में प्रायोगिक पक्ष को समानुपातिक रूप से सम्मिलित करने की बात की गई है किन्तु देश के सभी महाविद्यालयों व विश्वविद्यालयों में इसके अमलीकरण हेतु समान स्वायत्तता व साधन-संसाधन की उपलब्धता सुनिश्चित नहीं की गई है। जिसके अभाव में संकलित पाठ्यक्रम निर्माण होने के बाद भी इसकी ईमानदारीपूर्ण क्रियान्वित शकित प्रतीत होती है तदानुरूप परिणामों के चलते इस दिशा में चिंतन व चिंता अपरिहार्य है।

उपसंहार

नवीन शिक्षा नीति के 5 मूल स्तंभ हैं— सभी तक शिक्षा की पहुँच, सभी की समान भागीदारी, शिक्षा में गुणवत्ता, सभी के वहनीय (किफायती) शिक्षण तथा जबावदेह शिक्षण व्यवस्था जो समाज को सही दिशा में ले जाने की जिम्मेदारी से येन केन प्रकारेण पल्लू न झाड़े।

नीतिकारों का मत है कि यह शिक्षा आत्मनिर्भर भारत के निर्माण तथा स्वदेशी की अवधारणा के अमलीकरण में मील का पत्थर साबित होगी तथा ऐसे समाज का निर्माण करने में समर्थ होगी जो स्थानीयता से लेकर वैश्विक जगत पर मजबूती, आत्मविश्वास व गर्व के साथ अपनी विजय पताका फहरायेगा। नवीन राष्ट्रीय शिक्षा नीति—2020 का यह मसौदा वैश्विक संपोषित विकास ध्येयों की सिद्धि में महत्वपूर्ण योगदान सुनिश्चित कर सकेगा। लेखक सुझावों को विदित कराना चाहता है कि इस मसौदे की बुनियादी बातें कोई नई नहीं हैं क्योंकि लगभग 100—115 वर्ष पहले राष्ट्रपिता महात्मा गांधीजी ने अपनी 'हिन्द स्वराज'(1909) में शिक्षा की अन्तर्निहित आत्मा पर अपने निर्भीक विचार समन्वित स्वरूप में व्यक्त किए थे। वह शिक्षा ही सच्चा स्वराज लाने में मदद कर सकती है जो समाज को आत्मनिर्भरता की ओर ले जाए, स्वदेशी की जड़ों से जोड़कर रखे, भाईचारे—प्रेम, शरीरश्रम व नैतिक मूल्यों को बढ़ावा दे। आजादी से पूर्व देशभर में गुरुदेव रविन्द्रनाथ टैगोर, महर्षि अरविन्द, महर्षि दयानंद सरस्वती, महात्मा ज्योतिराव फूले, स्वयं गांधीजी द्वारा वर्धा में शिक्षा के प्रयोग, गुजरात विद्यापीठ की स्थापना तथा राज्य में इसी आदर्श पर संचालित विविध बुनियादी शालाएं वर्तमान में इस प्रणाली का जीवंत उदाहरण हैं जो विपरीत प्रवाह में अपना अस्तित्व टिकाए हुई थीं इन्हें गांधीजी की नई तालीम के विचारों का अनुसरण करने वाली संस्थाओं के रूप में पहचाना गया जहाँ छात्रावास को भी जीवननिर्माण की अलौकिक प्रयोगशाला के रूप में देखा गया। यह शिक्षा मजबूर के शोषण की जगह सर्व के पोषण की बुनियाद को मजबूती प्रदान करती है। ऋषि मुनियों के देश का गौरव पुनः स्थापित करने की दिशा में यह शिक्षा नीति दूरदर्शी निर्णय सिद्ध हो सकेगी तथा भारत विश्वगुरु के स्थान पर पुनः प्रतिष्ठित हो सकेगा।

राष्ट्रीय शिक्षा नीति—2020 उपरोक्त विश्लेषण के परिप्रेक्ष्य में सुसंगठित रूप से स्कूलपूर्व शिक्षण, शिक्षण के साथ उद्यमिता, विद्यार्थी समुदाय शिक्षा प्राप्ति के विविध प्रतिमानों में स्वायत्तता देकर उन्हें नियत समय में विविधतापूर्ण जीवनोपयोगी ज्ञान से सुसज्जित करने में महत्वपूर्ण भूमिका निभा सकेगी यदि इसका अमलीकरण समयसार

जरूरी प्रावधानों के साथ ही, सरकारें ईमानदारी व निष्ठा से शिक्षण से जुड़े पक्षकारों को जरूरी साधन-संसाधन व सुविधाओं के साथ पर्याप्त स्वायत्तता प्रदान करे तथा शिक्षा को निजीकरण के छद्म चुंगल से मुक्त रखने में अपनी प्रतिबद्धता व्यक्त कर हर संभव मदद करने की पहल करे। इसके साथ साथ समाज को भी अपना नजरिया व अपने मूल्यों में परिवर्तन करना होगा, उद्यमिता के प्रति श्रद्धा व मान विकसित करना होगा तभी हम अपनी जड़ों की ओर लौट सकते हैं और एक ऐसे भारत का निर्माण कर सकते हैं जिसकी हर इकाई एक टीम की तरह देश की वैयक्तिक, समाजिक व राष्ट्रीय आवश्यकताओं की बेहतर तरीके से संतुष्टि कर सके। जो अपूर्णताएं हैं उनकी पूर्णता के लिए समाज का सहयोग आमंत्रित व प्रोत्साहित किया जा कता है किन्तु उसे निजीक्षेत्र के प्रभाव से मुक्त रखना ही उचित होगा। प्राथमिक व माध्यमिक शिक्षण के साथ व्यावसायिक प्रशिक्षण हेतु यदि स्थानीय हुनरधारकों को पढ़ाने-सिखाने का गौरव सम्मान दिया जाता है तो यह प्रशिक्षण जरूरतलक्षी व वास्तविक

स्वरूप ले सकेगा जो प्रशिक्षणार्थी के कदमों को आत्मनिर्भर भारत के निर्माण पथ पर ले जायेगा। डिजिटलाइजेशन आदि पर समन्वित व समन्वित रूप से अमलीकरण नीति बनानी होगी और यह स्पष्ट रूप से समझना होगा कि ये साध्य नहीं साधन मात्र हैं जिनके विवेकपूर्ण उपयोग से ही निर्धारित ध्येय सिद्ध किए जा सकते हैं, शिक्षण जगत में अभिप्रेरण का वातावरण निर्मित कर इसके संभवित दुष्प्रभावों को अटकाया जा सकता है। ये मार्गदर्शक सुझाव शिक्षणनीति के अमलीकरण पथ पर शिक्षण जगत से जुड़े विविध पक्षकारों को समाधानपरक विमर्श को सही दिशा में आगे बढ़ाने में महत्वपूर्ण भूमिका अदा कर सकते हैं।

सन्दर्भ

1. राष्ट्रीय शिक्षा नीति-2020 ड्राट भारत सरकार
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