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THE FIMT MULTIDISCIPLINARY JOURNAL

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Objective: The most important objective is to give academicians and researchers a platform to submit their original research work for publication**.**

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CHAIRMAN'S MESSAGE

It is a matter of immense pleasure to put the latest issue of Educator; BI - Annual, Multidisciplinary Journal in the hands of our respectful and responsive readers. This step is towards enhancing the capabilities and enhancing skills of the upcoming talent in the field of research and serve as a platform for the young budding researchers to help them in enhancing research skills The Journal has received high-quality contributions from various researchers who present issue carrying entries on important aspects of the fields of Management, Commerce, Information Technology, and Education, focusing on the topics of Management Education, Organizational Behaviour, Environmental studies, and literature The journal is committed to publishing high-quality research and places a special emphasis on the originality of ideas, with proper consideration given to the objectivity and applicability of the research techniques employed by the authors. It strives to rank among the top journals in this field with the utmost commitment to quality and creativity. I wish the journal to contribute to nation-building as a rich think tank by the projection of well-researched factual situations and viable ideas and recommendations. I appreciate the hard work of the Editors, Authors and Editorial board of the journal for their efforts in bringing out issues Further suggestions from anyone for improvement are most welcome.

V. K. Nangalia Bhardwaj
Chairman-FIMT

FROM THE EDITORIAL BOARD

On behalf of our editorial team, we would like to offer a word of thanks to our readers, contributors, authors, editors, and anonymous reviewers, who volunteered to contribute to the success of the journal and also for its mission to improve the quality of care and research in the form of publication in different areas of education. We are publishing our journal with particular emphasis on quality, safety, and better outcome of the research. We are equally elated to inform you all that the Bi-Annual and Multidisciplinary journal has been contributing tremendously in improving the quality of research and education in the fields of management, commerce, information technology, education, economics, and media studies by publishing its issues regularly. An enormous amount of work has been done toward the development of this journal in the past few days.

FIMT educator is dedicated to the rapid dissemination of high-quality research papers. Given the dynamic nature of commerce and the business world, the best ideas are those that can stay abreast of changes in business and technology. Thus, we welcome contributions that can demonstrate near-term practical usefulness, particularly contributions that take a multidisciplinary/convergent approach.

We are thankful to the Patron, Honorable Shri V.K. Nangalia Bhardwaj and Co-Patron Dr. Nalini, who has always been a guiding spirit and prime inspiration to publish this journal. We are grateful for her continuous support and encouragement to bring out the journal in a proper form. We also appreciate Editorial committee members for their assistance, advice, and suggestion in shaping the journal in this form.

Finally, we always encourage contributions from different communities to ensure the continuity of a successful journal. Authors, Reviewers, and Guest Editors deserve appreciation and thanks. We also welcome comments and suggestions that could improve the quality of the journal.

We hope you will find our educator more informative and resourceful for the expansion of knowledge.

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CONTENTS

ARTICLE 1

Human Rights and Women

Prof. (Dr.) Saroj Vyas[1]

Abstract

Electronic, Print and social media are competing with each other for news coverage of brutal murder of Shraddha Walker allegedly by her live in partner Aftab Amin Poonawalla in Chhatarpur area of Delhi. The deceased (27 years) was killed, cut in to 35 pieces, stored inside the Refrigerator and the dismembered body parts were thrown/dumped past every mid night one by one in the forest area. While the deceased, only daughter of her parents when objected to her love affair, asserted her rights being adult, educated, abandoned her parents in the year 2019, snapped ties with family and friends, even did not look back when her mother died out of shock over this relationship and the alleged offender soon indulged in finding another girl after the killing and has no remorse at all over the incident which has stunned the national capital. It seems nothing has changed post 'Nirbhaya'. The Chawla Victim of gang rape still awaits justice and outcome of the present case will depend on the forensic evidence. The moot question is how and why such incidents of gender violence are happening unabated and where we the people of India have failed?

Violence against women is a problem that affects all societies. It is perpetuated by the failure or outright refusal of State authorities to recognize violence against women both as a criminal offence that is punishable under national laws and as a violation of the victims' human rights. Law enforcement officials are required to act whenever such violence occurs, just as they do when any other crime occurs in their jurisdiction. The violence against women occurs in almost every country of the world, where women are subjected to violence in the home, on the street, in the custody and in times of conflict. The universal declaration of human rights (UDHR, 1948) proclaims that it applies to all human beings unconditionally, "without distinction of race, colour, sex, language.... or other status". However, violation of human rights of women still continues to be ignored, overlooked, condoned, and abated by the state and non-state actors in every part of the world.

Violence against women is a problem that affects all societies. It is perpetuated by the failure or outright refusal of State authorities to recognize violence against women both as

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a criminal offence that is punishable under national laws and as a violation of the victims' human rights. Law enforcement officials are required to act whenever such violence occurs, just as they do when any other crime occurs in their jurisdiction. The violence against women occurs in almost every country of the world, where women are subjected to violence in the home, on the street, in the custody and in times of conflict. The universal declaration of human rights (UDHR, 1948) proclaims that it applies to all human beings unconditionally, "without distinction of race, colour, sex, language.... or other status". However, violation of human rights of women still continues to be ignored, overlooked, condoned, and abated by the state and non-state actors in every part of the world.

The gender violence has its root in unequal status of women right from its existence in the womb of her mother. The pervasive inequality is the basic gender issue which leads to deprivation of human rights for women. In India the ratio for 1000 men is 940 women and shockingly child sex ratio is 914, the lowest in last 65 years. The political boundaries have blurred due to advancement in information technology and communication networking. This has also led to free flow of capital across the geographical boundaries for global entrepreneurs. These developments have affected status of the women. It is irony to note that women constitute one half of the world population, contribute two third of world's working hours, but they receive only one tenth of world's income and own only one percent of world's wealth.

The discrimination against women takes several forms. From cradle to grave there is a record of preferential treatment to men in provision of food, healthcare, education and other facilities and a litany of violence against women. A large number of crimes against women go unreported due to social stigma attached to them. Again, a large number of cases reported to the police are also not registered. In every part of the world, women and adolescents bear the brunt of sexual and reproductive ill-health. Globally, it is women and girls in developing countries who are at most risk of reproductive-related disease, disability and death. Violence against women is closely related to but distinct from the concept of reproductive rights. Whereas violence against women refers to violence directed against a woman because she is a woman, or which affects women disproportionately, reproductive rights refer to a whole package of rights related to the capacity and right of women and men alike to make free and responsible decisions concerning reproduction, and the right to the sexual and reproductive health.

Sexual harassment is a social evil and a rights issue. It presents yet another example how men in positions of power (physical, political and economic) coerce women and violate their bodily integrity. The law in this area has developed largely through the work of human rights activists and feminist movements. The power theory of sexual harassment explains both as a tool and a result of male dominance in the society. Sexual violence is the most graphic and visceral tool of women's subordination and sexual harassment is a tool of operation. Harassing words are meant to instil fear, heighten bodily discomfort, and diminish the sense of self-respect. The fear so experienced invades nearly all aspects of their public and private lives. The Supreme Court of India has laid down detailed guidelines to be observed by the employers. It has been recognised (Vishakha v/s State of Rajasthan AIR 1997 SC 3011) that every incident of sexual harassment results in violation of fundamental rights of gender equality and right to life and liberty.

Domestic violence which is also known as family violence, spouse abuse, battered wives has been recognised as a major source of violation of women's rights. It is a wide concept covering everything from threats or dowry demands to more gruesome forms like murder. It refers to violence against women within four walls of the home. It is perpetrated by private actors often in the privacy of the home. It has been estimated that eleven percent of women report some degree of physical violence in their relationships. According to the studies conducted by National Family Health Survey of India at least one in five of all married women above the age of fifteen years experienced physical violence. Domestic violence also appears to be 'democratic' in that it cuts across religion, community, rural urban divide, even women's' employment status. Domestic violence has traditionally been recognised as family violence. It is identified with incidents of physical attacks where it may take the form of physical and sexual violations such as, pushing, pinching, spitting, kicking, biting, punching, stabbing, throwing, boiling water, or acid and setting fire. Young girls and children are often the victims of sexual assault within the family. The focus of criminal laws on violence against women is largely centred on acts which occur outside the home.

CONCLUSION

What we are seeing around us...Poly- cystic ovarian disease, depression, work blues, home blues, weight gain, weight loss. All synonyms of stress!!!!

You would have thought, with emancipation, a woman would not be weighed against dowry, but dowry deaths claim women from across social groups. Just as female infanticide and feticide do. The work place is still fraught with wolves, despite the verdict in 'Visakha vs. State of Rajasthan', that land mark victory against sexual harassment at work place. You do not need statistics for that. The daily newspaper has stories about how the women on night shifts are carted off in trucks and raped on the way. Equal pay for equal work, did someone say? Violence against women is partly a result of gender relations that assumes men to be superior to women. Given the subordinate status of women, much of gender violence is considered normal and enjoys social sanction. These expressions of violence take place in a man-woman relationship within the family, state and society. Usually, domestic aggression towards women and girls, due to various reasons remain hidden.

Cultural and social factors are interlinked with the development and propagation of violent behavior. With different processes of socialization that men and women undergo, men take up stereotyped gender roles of domination and control, whereas women take up that of submission, dependence and respect for authority. A female child grows up with a constant sense of being weak and in need of protection, whether physical social or economic. This helplessness has led to her exploitation at almost every stage of life. The home, which is supposed to be the most secure place, is where women are most exposed to violence. There needs to be an attitude change in our society and we as a society need to realize that women are no less than men and, in some cases, they may be much better than men. There is a need for greater participation at all levels of society to eradicate and remove evils such a gender bias and violence which comes with it.

ARTICLE 2

Digital Learning vs. Face-to-face Learning Outcomes and Gaps: A Survey-based Analysis

Dr. Mani Jindal[1]

Abstract

In the wake of the COVID-19 pandemic, universities, institutes, and schools have shifted their focus from face-to-face classroom learning to an innovative, technology-enabled virtual mode of education. To make teaching easier, researchers are combining creative methodologies with digital learning. Higher education institutions today use web platforms (Zoom, Microsoft teams, Google meet, Facebook, WhatsApp, WebEx, and many others) for electronic learning. These platforms may be used to offer e-content and give a variety of options for developing asynchronous digital learning courses on the web. From the unique perspective of higher education students, this paper aimed to understand the positive and negative factors for online learning prior to and after Covid 19, as well as the adoption of effective methods in the long run in the education system. The goal of this study has to see how traditional vs. online learning affected students' learning outcomes.

In the Indian context, the hurdles and positive aspects of the new learning environment have also been highlighted. For evaluation of this objective, a questionnaire has designed and collected from the undergraduate and master's students from the institute. This study discovered that in the long run, quality learning experiences favoured face-to-face learning, but that online learning has insufficient to deliver a good quality experience from the students' perspective.

Keywords: Face-2-Face Learning, Digital Learning, Blended Learning, Undergraduate and Master's Program, Higher Education and COVID-19.

JEL Classification: A2, I21, and O3

For Code: A22, A23, I230 and O32

INTRODUCTION

The worldwide widespread due to the Corona Infection has commuted the working and preparation of the complete world much sooner than anybody may have expected. In India, the inconvenience of lockdown within the country in Walk 2020 gigantically affected the complete economy together with the worldwide associations.

It has driven the closure of instructive establishing that has brought a sudden move within

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the students' learning design and the way of conveying information. A change has taken put from the face-to-face and conventional learning method of learning to a web kind through the Internet. It was the reply coming from a few generalized and overwhelming open arrangements that needed to be versatile and prepared to offer an electronic mode of face-to-face learning. As such, the Web got to be the most instrument utilized.

[5]Gherhes, V. et. al. (2021) Amid the COVID-19 widespread, digital learning has turned into a vital elective for transforming the whole conventional instruction framework. Both instructors and students have had to alter their behaviours, their teaching/learning method, appraisal strategies, and so forward. This change has brought approximately a few benefits but has caused pressures and dissatisfactions among both the recipients of the educating act and the instructive performing artists.

[1]Agarwal, S. and Sharma, N. (2021) In conjunction with the time limitation, having no other prompt cure to manage such an uncommon flare-up, delayed closures of educational education, the short-term impact on the learning results from students was anticipated to make unsatisfactory results for long term. To manage the circumstance and to proceed with the learning handle among students, the instruction framework has slanted towards inventive and innovation arranged online or mixed learning strategies. Be that as it may, the execution of mixed learning requires orderly arranging of educational modules, planning, and definition to attain points and targets for successful learning.

[12]Shahzad, A. et. al. (2021) this COVID-2019 event drew people from all over the world. COVID-2019 has had a critical effect on the financial matters of a few nations. Besides, within a month of the plague, the working conditions around the world had changed. For numerous businesses around the world, the suggestions of a widespread are irreversible and unpredictable. COVID-19 has affected the instruction of around a billion students around the world, and about 120 nations have ceased educating face-to-face.

[7]Hoang, Q. L et al. (2019). As a result of the Internet, digital learning is boosting students' knowledge, as well as academic staff, professionals, and industrial personnel's abilities. While some people think of electronic learning as merely computerized teaching and learning in a wide sense. Learning and utilizing technology are the two elements of digital learning.

[6]Hayward, S. and Pjesky, R. (2012) digital learning are subordinate to innovation, the Web, and different gadgets that not all potential recipients can get to. Students' encounter of quality learning isn't as it was related to the teachers' abilities and capacities to capture consideration amid the digital learning handle but moreover to their claim preparation, characteristics, and advanced aptitudes. This paper examines the scope of the electronic learning strategy to investigate whether the learning results are more palatable from the students' point of view when compared with the learning results from the conventional design of instruction.

REVIEW OF LITERATURE

[13]Smith, V. N. (2013) distinguished the effect of confront-to-confront learning in connection to mixed learning in Schools of Auckland. For this investigation, the analyst collected essential information from 30 schools that were experienced with both strategies. After collection of the study, found the contrast of recognition of learning, connectedness, delight and support of teachers to the

students. Too, teachers felt less associated with their students whereas online classes were due to specialized obstructions and students were not taking their ponders or exams truly. [14]Wang et al. (2015) "Encourage a more profound, more precise understanding of the energetic and versatile nature of mixed learning," agreeing with this CABLS system. Teachers' self-efficacy in terms of innovation, subject information, and substance progress have an effect on students' demeanours toward them. [3]Arias, J. J. et. al. (2018) studied the effectiveness of online delivery in colleges compared to face-to-face delivery. Researchers found that students got better exam scores in face-to-face instruction compared to online instruction. [9]Paul, J. and Jefferson, F. (2019) reason for this study was to decide the impact of online and confront to confront education strategies over 8 a long period. This study collected essential information from 548 students where 401 students favoured conventional learning strategy and 147 students were positive towards the online learning strategy. [10]Razeeth, M.S.S. et. al. (2019) discussed digital learning system and their benefits by collecting 100 previous research papers which were expressing the practice of both learning techniques. and concluded that mixed learning methods were found higher effective than adopting one learning method.

[4]Elumalai, E. V. et al. (2020) e-learning is a cost-effective, learner-centred, time and location flexible method that may be used by a global audience. Every effort must be taken to ensure that learners succeed in all educational parameters. This study included pedagogical considerations, as well as an understanding of student backgrounds, learning styles, teacher's ability and module design. This widespread has had a worldwide effect on instruction. The education sector has remained closed for the time being. As a result, the selection of e-learning is expanding throughout the scholarly segment. Even though online learning can help in educating or learning amid a widespread, a well-planned and organized online learning framework is required for a fruitful e-learning framework. [11]Sahu, P. (2020) many colleges have started using open-source software for e-learning and teaching platforms, such as classroom app, teach mint, Zoom, Microsoft team, Google meet, WebEx Cisco, Youtube streaming, Facebook, WhatsApp, Telegram, LinkedIn, Solo Learn, and many others, during the pandemic to broaden academic exposure.

[2]Amir, L. R. et. al. (2020) assessed the effect of computerized learning compared to classroom learning in students. For this, primary information was collected from 301 students examining the Staff of Dentistry Universitas Indonesia. This study found that classroom learning was more favoured by students than computerized learning in terms of bunch talk. Within the setting of the learning strategy, computerized learning was found more viable than classroom learning due to students got more time to ponder. 8Nasution, A. K. P. et. al. (2021) recorded a comparison of confronting to confront and online learning scenarios. And students were favoured to memorize confront to confront than online learning. For this conclusion, a survey strategy and a quantitative approach were utilized.

RESEARCH GAP

The current study was an attempt to comprehend the learning patterns followed by education institutes pre and post-pandemic. It aimed to investigate the potential for mixed learning techniques adoption and determine whether such an innovative technology-enabled method of teaching-learning will have a similar impact on learners' learning outcomes as traditional teaching methods. The study focused on the following research goals:

Objectives of the Study

- To identify the effect of the digital learning method on the traditional learning method (F-2-F).
- To identify the expected learning outcome among students from the digital method in comparison to the traditional method (F-2-F).

METHODOLOGY

Sampling Procedures, Participants and Questionnaire

The attitudes and perceptions of undergraduate and master's students at the Mangalmay Institute of Management and Technology in Greater Noida were captured in this study. To follow the criteria of social distance during a pandemic, the institute shifted its concentration from face-to-face study to a digital learning platform. Primary data has acquired from students using a non-standardized questionnaire having closed-ended questions to assess the impact of online learning in the month of February and March 2022 at the end of the semester from first, second and third-year undergraduate students and first and second-year master's students.

This survey has created using Google Forms and sent to undergraduate and master's students through WhatsApp groups. They are strongly encouraged to participate in the survey, but it has entirely voluntary. The participants' names and other personal information have been kept private. The google form has been forwarded to 100 students and got 66 responses. The questionnaire items' response options represent a five-point Likert scale (1=strongly agree, 2=agree, 3=neutral, 4=disagree, and 5=strongly disagree). There are 14 statements in all, divided into two parts: (A) demographic information and (B) questions based on preferences, learning attitudes, effectiveness, and learning satisfaction among students.

ANALYSIS

The research has based on a blended learning pattern with 66 students and analysis based on the various factors like the internet, technology, communication through digital learning and face-2- face learning, regular exams and assignments. The results collected by this study as 77.3 percent of whom are master's students and 22.7 percent are undergraduates.

The Internet (69.7% having proper access), technology (77.3 percent of students using mobile phones for online classes), communication (71.2 percent students comfortable), regular exams and assignments (53.1 percent submitted on time), and teacher support have identified as the five main factors based on the responses (68.2 percent favourable).

In addition, seven limitations have been identified in the online classes technique during Covid-19: technological challenges (52%), future uncertainty (78%), unproductive (76.4%), absence of engagement (81.9), less interest (82.7%), and less understanding of themes (51.9 percent).

Table 1: Distribution of Students who Attended Online Classes

Gender	Attended online classes regularly	Not attended regularly
Male	11	22
Female	26	7

The percentage of students who attended online classes regularly against those who did not attend their lessons genuinely is shown in this table. And it has been discovered that 37 students attended their classes regularly, whereas 29 students have not interested in doing so. The students have found lean toward their studies and attending classes.

Table 2: Distribution of Students' Preference for Face-to-Face Mode and Online Mode

Course	Face to Face Mode	Online Mode
Undergraduate	10	5
Master	34	17

This table shows the student's preferences of learning in which 44 students have favourable for face-to-face learning and only 22 students wanted to study through online mode. This result depicted that students have not interested to learn from the online platform due to technical glitches and barriers that happen during classes.

Table 3: Distribution of Students' Communication with Teachers among Face-to-Face and Online Platform

Course	Face to Face Mode	Online Mode
Undergraduate	17	9
Master	37	3

From the above table, represented that students are not comfortable communicating with teachers through the online method but the majority of students accepted face to face mode for interacting and communicating with their teachers for learning. Hence it is clear that they submitted their exams and assignments on time but they are not inclined towards understanding the concepts.

Table 4: Distribution of Students who spend their time for Online Class

Course	Below 1 Hour	1-3 hours	3-5 hours	5-7 hours	Above 7 hours
Under-graduate	1	12	6	2	0
Master	2	22	15	5	1

This table demonstrated that, despite having internet and sufficient access, students are not interested in attending all of the lectures in a single day. The bulk of students only spent 1 to 3 hours in class. Twenty-one students devote three to five hours per day to their online programmes. No one could commit to 7 hours of online schooling.

Due to their attention to studies, curiosity, comprehension of issues, and interaction with teachers and peers, students chose face to face learning over online learning for their studies, according to this analysis. Online learning has been determined to be a less effective strategy, and the learning outcome from this mode has likewise been poor. Face to Face learning is a compelling way and way to realize learning results in comparison to online stages in long run.

CONCLUSION

The current study highlighted the importance of face-to-face learning in the higher education sector. Even though it is a new normal, it is necessary to follow the established routine. Students, on the other hand, are more inclined to choose face-to-face education, and the experience received through the online method has both positive and bad aspects. It has allowed students to continue their education, skills, and experience, but it has also hurt them in a variety of ways.

The majority of the studies noted that the students are quite happy with adopting e-learning strategies but teachers are not familiar with the new e-teaching pedagogy and face difficulty in tackling the barriers while taking classes due to poor connectivity. It is vital to actuate college students' interface in learning in arrange to make strides in their e-learning propensities, as intrigued is the most excellent driving constrain that guides them to pick up a few dynamic learning procedures within the online learning preparation. The contention given has basic: teachers have utilized utilizing WhatsApp in their day by day lives, and it is moreover helpful for students to utilize at any time. Furthermore, due to inadequate internet availability, professors opted to use WhatsApp instead of the institute's provided LMS platforms to upload and download study materials.

However, learners' learning experiences during the pandemic are boosted by adopting creative learning styles, which resulted in more effective material delivery. The majority of students indicated that they preferred face-to-face learning over online or mixed methods learning. Attendance has higher on online platforms, but they are only connected and went somewhere else from the class, which is why they were unable to understand the themes and clear their problems. Face-to-face learning is the technique they will choose in the long term to convey academic information and experience. When students choose to learn online, they miss out on extracurricular activities, sports, attending competitions with friends, and cultural festivals.

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ARTICLE 3

Impact of Positive Organizational Behaviour on Job Satisfaction

Anjali R Meena[1] & Dr. Geetanjali Batra[2]

Abstract

Positive Organisational Behaviour (POB) is a means of gaining competitive edge. As a result of the changing and competitive nature of enterprises, corporations place a greater emphasis on POB. In psychology and organisational behaviour, it becomes a primary emphasis area for theory development, research and implementation. This research defines the link between job satisfaction and the emerging notion of POB and its function in organisational work-related performance.

The statistical population of this study includes employees of public and private institutions in India, of whom a sample (N=126) was tested for the POB's various states of efficacy, hope, resilience and optimism, as well as total POB. The results show that POB has a significant association with job satisfaction. This research contributes to our knowledge of the critical role of good organisational behaviour in organisational and work-related performance.

Keywords: Positive Organizational Behaviour (POB), Job satisfaction, Efficacy, Hope, Resilience, Optimism.

INTRODUCTION

Luthans and his colleagues created Positive Organizational Behaviour, which is based on positive psychological and organisational understanding (Seligman and Csikszentmihaly, 2014). It is a psychologically positive attitude that may be assessed, cultivated, and used to improve performance (Fred Luthans and Yousef, 2004). POB is distinct from the other types of human capital, such as human and social capital. Human capital refers to the information, skills, and talents that increase as a result of education, training, and investment, whereas social capital is the number of potential resources connected in a network of relationships (Newman, 2014). Human capital refers to what people know, whereas social capital refers to who they know. Positive organisational behaviour is linked to who people are and will be in the future (Fred Luthans and Yousef, 2004).

LITERATURE REVIEW

Positive Organizational Behaviour (POB)

POB or psychological capacities are positive, relatively unique to OB, measurable, and capable of being produced and managed for

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performance enhancement in today's workplace, the following concepts fit the criteria for inclusion in POB.

1. Efficacy: Belief in one's (confidence) in one's ability to complete a task successfully in a given situation. Participation, effort, and perseverance in the performance process, Sources include mastery experiences, vicarious learning/modelling, social persuasion, and physiological/psychological factors. arousal in the mind

2. Hope: A person who sets objectives, determines how to reach them (identifies paths), and is self-motivated to do so, i.e., has willpower and path strength. Things will work out for the best, regardless of how you feel. A brand-new OB concept with significant performance possibilities laid measures reveal a positive relationship between goal expectations, perceived control, self-esteem, and happy emotions.

3. Resilience: Resilience is an emotional stamina term that has been used to characterise those who show fortitude and adaptability in the face of adversity (Wagnild& Young, 1990).

4. Optimism: It is about positive result expectation and/or a positive causal attribution that is emotional and associated with happiness, perseverance, and achievement.

JOB SATISFACTION

E. A. Locke describes job satisfaction as, "the pleasurable emotional state resulting from the appraisal of one's job as achieving or facilitating the achievement of one's job values"

A worker's sentiments or affective responses to things such as the job itself, work experience, and the working environment are referred to as job satisfaction. It refers to a worker's overall pleasure or discontent with their employment. If a person is content with their job, they may feel more optimistic about it. Job satisfaction's major goal is to comprehend employees' present needs, and while it isn't the only element influencing organisational members' behaviour, it is a significant factor. An in-depth examination of work satisfaction may assist businesses in performing organisational diagnostics, which can then be used to enhance present operations and management. positive and negative work characteristics mediate the relationship between emotional regulation and job satisfaction (Konstantinos and Zampetakis, 2008). Males were more impacted by favourable job aspects, hence this effect was stronger. As a result, the link between job happiness and work performance has long piqued the curiosity of scholars.

Studies have different theoretical frameworks depending on their viewpoints and goals. As a result, work satisfaction may be characterised using a variety of concepts, which are commonly classified as follows:

1. Total satisfaction is described as a unified notion in which employees can balance their job satisfaction and unhappiness across many job characteristics to attain overall job satisfaction. This notion stresses workers' attitudes about their work settings and in the process of a worker's happiness with their employment changing psychologically. It excludes the various aspects, causes, and processes that contribute to job satisfaction.
2. The gap between an individual's expected value and the actual value they receive in a certain workplace is known as expectation discrepancy. In other words, job satisfaction may be defined as the disparity between the real value an individual receives from their workplace and the expected reward based on this disparity. This method, on the other hand, ignores the level of happiness that the job itself provides workers and instead

focuses on the workers' contentment. The difference between expected and perceived real values determines job satisfaction. When the gap is considerable, the level of satisfaction is poor, but measuring the gap is difficult.

3. In the frame of reference notion, employees would discuss and compare their job characteristics based on components such as job aspects, personal motivations, and the job itself. This notion focuses on a worker's emotive reaction to job aspects. The subjective impressions and interpretations that workers have about their job qualities, rather than concrete facts inside the job or organisation, are the most essential factors that impact their attitudes and behaviours. Working conditions, remuneration, and working groups are all similar features.
4. Job satisfaction is defined in this study as "the perceived agreement of an employee's expectations with their actual work process, duties, and job setting," based on the study's aims and the viewpoints of the aforementioned literature. If the majority of their expectations are satisfied, job satisfaction is high, and vice versa. Because work satisfaction is such a wide notion, this study focused on the unitary idea of overall satisfaction, which refers to an employee's overall emotion or affective reaction to their employment. As a result, this study focused on employees' attitudes and perceptions about their jobs and working environments. It was not possible to conduct a multidimensional study of job satisfaction, as well as to determine the reason and process of job satisfaction formation.

JOB SATISFACTION AND POB

Job satisfaction, according to Locke (1976), is "a happy or good emotional state arising from an evaluation of one's job or job experiences." Job satisfaction, he claims, is an internal state with some external factors degree of favour or disfavour based on evaluating the job and job-related experiences (Mehboob & Bhutto, 2012) and JS are made up of task satisfaction, job satisfaction, and market satisfaction. As JS levels rise, work performance rises as well; as a result, JS plays a key role since it influenced employee behaviour, which in turn influenced the performance and operation of the company and the corporation (Swaminathan & Jawahar, 2013).

Several elements have been discovered to have a moderating influence on work satisfaction. Job satisfaction is impacted by both inner and extrinsic motivating variables. Herzberg classifies these elements as motivational and hygienic factors (Chiboiwa et al., 2011). Furthermore, the conduct of a positive-inclined firm has an impact on job satisfaction. Employees, for example, with a greater level of Positive Organizational Behaviour, people may be happier at work and with their bosses (Luthans et al., 2007)

Positive Organizational Behaviour, rather than quantitative human and social capital, was a greater predictor of worker satisfaction and commitment (Larson & Luthans, 2004). According to the findings of the research (Youssef & Luthans, 2007). There is a link between Positive Organizational Behaviour and work happiness and performance. On one hand, the workers' positive feelings of hope, optimism, and resiliency, both individually and when the three are combined. Positive Organizational Behaviour, which was highly connected with their performance, was merged into a core concept Luthans et al. (Luthans et al., 2005) These four aspects, on the other hand, are projected to work as a composite higher-order component performance and contentment (Luthans et al., 2007).

The POB of all four components was linked to work satisfaction. It was discovered that managers' levels of Factory employees' resiliency were connected to their job happiness, and hope was associated with their unit's financial success, staff retention, and job satisfaction. (Luthans, 2003), Furthermore, Youssef and Luthans found a link between employee optimism and performance ratings, job satisfaction, and work pleasure (Avey,2007). organization's psychological ownership was equally important. Employees' degrees of organisational commitment, work satisfaction, and organization-based motivation are all positively associated with job conduct and performance, as well as self-esteem.

Employees with greater levels of hope were shown to be happier in general, maybe because their professions allowed them to have both the desire and the strategy to make the best of their position (Youssef & Luthans). When such hope is accompanied by optimism., it may lead to even greater happiness and/or self-efficacy in accomplishing that work, as well as the fortitude to bounce back from setbacks. Owing to Positive Organizational Behaviour should be linked to employees because of the higher-order nature of the four components when taken collectively above and above the bivariate connections between each component and performance and satisfaction performance and contentment (Luthans et al.,2007).

As a result, Positive Organizational Behaviour is another essential element in predicting organisation success, which leads to work satisfaction, and companies with more satisfied employees are more productive than those with less satisfied employees (Whaitman and colleagues, 2010).

RESEARCH METHOD AND DATA ANALYSIS

Development of Hypotheses

The study's empirical findings on the association between Positive Organizational Behaviour, job efficiency, and job satisfaction by (Luthans et al., 2007) corroborated the favourable benefits of Positive Organizational Behaviour on job satisfaction according to (Judge et al., 2001), the confidence (self-efficacy) construct in Positive Organizational Behaviour increases job satisfaction, and (Peterson and Luthans, 2003) agreed that the degree of hope influences managers' and workers' job happiness and work performance (Luthans and Youssef, 2004). Recent research has also demonstrated a link between Positive Organizational Behaviour and job happiness or performance. A review of the research reveals that, regardless of career field, the degree of Positive Organizational Behaviour of professionals and employees is positively associated with their job happiness, i.e., the better the Positive Organizational Behaviour, the greater the job satisfaction. Employees who increase their Positive Organizational Behaviour may be able to establish more feasible work goals and are less prone to give up after failures. They will be more motivated to tackle challenges at work while managing their stress and anxiety, commit themselves to solve issues while working tirelessly, and not give up quickly or feel powerless, resulting in increased job efficiency and overall job satisfaction. Based on the discussions above, the following hypothesis (H1) was derived in this study:

Hypothesis 1: Job satisfaction is influenced by Positive Organizational Behaviour

Measurement Items

Positive Organizational Behaviour was examined in this study using the (Firdous Khanum,

2017) questionnaire, which includes the four Positive Organizational Behaviour constructs: self-efficacy (six items), optimism (six items), resilience (six items), and hope (six items). Job satisfaction was measured using items created by (Bindu Menon, 2014). The questionnaire was graded on a five-point Likert scale, with 1 indicating “strongly disagree”, and five indicating “strongly agree”.

Sample Structure

Employees were recruited from diverse departments and organisations across a variety of sectors for this study. To improve the external validity of the study results, statistical hypothesis testing was done on 126 valid samples. Male respondents made up 77% while female respondents made up 23 per cent. The respondent in the public organization is 77%, the private sector is 18.3% and the joint sector is 4.8%.

Table 1: Reliability of Scales

Serial no.	Scale	N	CRONBACHALPHA
1	Positive organizational behaviour	24	.902
2	Job satisfaction	26	.951

MEASUREMENT MODEL

The ordinary least squares (OLS) regression was used as the analytical approach in this study to investigate the causal effects between construct variables. The major goal of this study was to look into the causal relationships between Positive Organizational Behaviour and job satisfaction.

Cronbach’s alpha was utilised to examine the internal consistency of each construct in this study’s reliability analysis. If Cronbach’s alpha is 0.7 or higher, the reliability is satisfactory (Fornell and Larcker, 1981).

Table 3: Regression analysis between POB and job satisfaction

Model	B	Standarderror	β	t	Significance
Constant	0.234	0.352		0.665	0.507
POB	0.883	0.087	0.672	10.112	0.000
R^2	0.452				
Adjusted R^2	0.447				
F value	102.243				
Durbin-Watson	2.259				

Correlation between variables is significant as shown in Table 2. R^2 value and adjusted R^2 values shows that model is significant showing positive association between POB and job satisfaction. F value is significantly high. Durbin-Watson value is 2.259 which is well within the range of 1.5 to 2.5.

CONCLUSION

POB has a substantial association with work satisfaction, according to the study’s findings. The findings back up those of Larson and Luthans (2004), who found that psychological capital was a far stronger predictor of worker satisfaction and commitment. Relationship

Table 2: The correlation coefficient among variables

Variables	Mean	Standarddeviation	Efficacy	Hope	Resilience	Optimism	Jobsatisfaction
Efficacy	4.15	.590	1				
Hope	4.12	.531	0.538	1			
Resilience	3.86	.599	0.409	0.476	1		
Optimism	3.90	.565	0.405	0.647	0.634	1	
Jobsatisfaction	3.77	.590	0.436	0.477	0.513	0.625	1

between Psychological Capital, Job Satisfaction, and Performance Employee optimism was linked to performance assessments, job satisfaction, and work pleasure, according to Youssef and Luthans (in press). Our conclusions are backed up by recent studies. Because workers who showed signs of greater levels of POB were associated with higher levels of job satisfaction, suggesting that POB is a predictor of job satisfaction. It is critical for improving job satisfaction. People's psychological strengths were discovered using positive psychology concepts in the field of positive organisational behaviour, and the Positive Organizational Behaviour of individuals was postulated as an innate mental resource that transcends economic, human, and social capital. Positive Organizational Behaviour has been linked to job performance (Avey et al., 2011), positivity (Avey et al., 2008), in empirical investigations (Rego et al., 2012). This suggests that people with a high Positive Organizational Behaviour are capable of not just surviving adversity and achieving larger organisational successes, but also of overcoming obstacles and transitions and becoming effective employees, managers, or entrepreneurs.

Limitations and Future Research Directions

The current study has numerous possible limitations, which we see as possibilities for further research. First, the current study's sample was tiny; rather than a more representative sample of employees, the study's sample was small. The explanation for this is that they were unavailable (due to distance) and there was insufficient time to distribute questionnaires to all of them. Including a big sample size in our research might be beneficial, in the current study respondents widely belong to the public sector and only 18.3% & 4.8% belong to the private and joint sectors respectively. A further investigation should be conducted. Another constraint that this investigation faces is time.

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ARTICLE 4

Groundwater Exploration in Thar Desert of India

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Abstract

Thar desert is the most densely populated arid region among all desert of the world. The Jaisalmer basin as a part of the Thar desert, is one of the water-scarce regions in India in which sand dunes and desert are major landforms of the area. The lack of moisture due to very low and highly variable rainfall, along with high evaporation conditions makes the desert a draught-prone area. Due to the lack of surface waterbody, the area has in dire need of exploration of groundwater aquifers. Remote sensing along with a resistivity survey was incorporated for groundwater exploration.

Keywords: Jaisalmer Basin, Remote Sensing, Groundwater Exploration, ALOS PALSAR, Resistivity Survey.

INTRODUCTION

Optical and microwave images along with secondary data were used to generate thematic maps of all the parameters controlling groundwater development. Slope, elevation, and drainage density maps were made using SRTM DEM data. Landsat-8 and ALOS-PALSAR data were found helpful for lineament density and dunes mapping. Secondary data such as Geology, Geomorphology and hydrogeology map along were integrated into the GIS platform. From the geological and hydrogeological point of view, the resistivity survey was carried out at thirty-seven locations in the study area. Apart from resistivity and depth of the layer, three other parameters, total longitudinal conductance, total transverse resistance, and the total thickness of the formation demonstrate the state of an aquifer. Eighteen probable sites were identified for groundwater extraction.

Groundwater is a dynamic and replenishable natural resource for a continuous supply of clean water for drinking, domestic, irrigation as well as industrial purposes. However, its usage is limited by slow recharging capacity. The term “Groundwater” is used to represent all the water below the earth’s surface (Bear et al., 2012). It is an integral part of nature that supports the health, development and diversity of plants and animals.

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Groundwater has constant temperature, vast and continuous availability, low cost and limited vulnerability and is an important source of water supply in both urban and rural areas of developed as well as developing countries (Todd & Mays, 2005). Both quality and quantity are important aspects of water. However, the problem is finding the desired quality and quantity of water which should be economically exploitable. Further, increasing population, industrial development excess usage of groundwater has caused water scarcity in many places. The demand for groundwater for industrial, domestic, and irrigation purposes has led to an increase in the number of drilled wells. The bore well technology has led to extensive extraction of groundwater beyond its recharge capacity. Water pollution and contamination have further aggravated scarcity to another level. The discharge of untreated or unscientific disposal of waste and polluted surface water leaches out contaminates into the groundwater. In India, environmental degradation and improper management of water resources result in the lack of access to safe potable water supply to millions of people. India has 53.5 million hectares of irrigable land, 32 percent of which is irrigated through surface water, whereas 56 percent is through groundwater (Bobba et al., 1997).

The Jaisalmer basin as a part of the Thar desert is one of the water-scarce regions in India built with sand dunes and desert as the major landform of the area. Droughts faced by the area frequently result in a lowering of the water table, reduction of water storage in reservoirs and crop failure. The erratic rainfall conditions with very few rainy days along with very high aridity make the land even more dry due to high variability in runoff and stream flows. Most of the formations present in the region have very poor water-yielding capacity. The temperature in the region is very high providinga high evapotranspiration rate. All these factors make the area highly drought-prone resulting in a dire need forthe exploration of groundwater aquifers. In addition to water scarcity, the region also suffers from water quality problems. Jaisalmer basin has highly saline groundwater, thus making fresh drinking water requirement a basic concern in the villages of the basin. Increasing urbanization, industrial development, irrigation and tourism have put even more pressure on this land to yield water as the demand increases manifold (Mukhopadhyay et al., 2018; Shiklomanov, 2000; Mishra et al., 2010). This condition of potable water even worsens in summer promoting drought conditions. To overcome the water scarcity conditions through groundwater exploration, remote sensing and GIS along with geophysical data are found useful for surface and subsurface signature of groundwater respectively.

Remote sensing is an important tool for exploring, evaluating and managing groundwater resources at spatial, spectral and temporal scales. It provides valuable baseline information about all the controlling factors that influence the hydrogeology of groundwater. Ground water locations can be identified using a single sensor such as a microwave or a combination of multiple sensors such as thermal, visible and infrared (Mukherjee et al., 2008). Microwave dual polarization sensor is also found useful in geological mapping, surface roughness, feature orientation, electrical properties like dielectric constant, lineament extraction and geomorphological studies (Carver et al., 1985). Resistivity studies have been widely used in recent days to study groundwater exploration. Resistivity is the volumetric property determining the resistance of current flow in a medium. The resistivity of geological formations varies with density, porosity, the shape of the aquifer materials, quality of water present in the aquifers, presence of water in between the rocks holding various structural and textural characters and temperature of the subsurface setting (Telford et al., 1990, Jaiswal et al., 2003). The high ionic strength of groundwater that is found in geological formations encounters very low resistivity values (Gilkeson& Wright, 1983), but that does not mean that these regions are water-bearing zones. It is possible that anomalies or discontinuities can be mistakenly chosen as water-bearing zones. Dry geological formations have high resistivity values as compared to ones saturated with water. The massive rocks having minute interconnected pore spaces present in them show high resistivity values, whereas rocks with saturated pore spaces show lower resistivity values. Apparent resistivity maps and profiles are used to demarcate the groundwater-bearing zone (Zohdy et al., 1974; Todd, 1980). In the present study, the sub-surface geological investigation was carried out to infer fracture zones and lithology by using a resistivity survey. The basic aim of this study is to delineate low resistivity settings as well as to infer the changes in resistivity values along the geological structures to determine the possibilities of the aquifers. Schlumberger array was used for the resistivity survey. Geoelectric parameters were further quantified to overcome the differences between lithological boundaries and resistivity layers.

The primary objective of the work is to the delineation of groundwater potential zones using an integrated approach of satellite data and resistivity survey method.

STUDY AREA

The study area lies in the western Thar desert in the Northwestern part of Jaisalmer district along the India-Pakistan international border extended from 69°54'57.47" E to 70°20'30.12" E and 27° 31'44.79" N to 27°17'14.50" N. It extends starting from the Mari region of Pakistan and then forms a fraction of the Indus basin (Sharma, 2007). The Kishangarh – Ranau - Longewala to Ghotaru makes northeast to southwest approachability from Jaisalmer to Ramgarh. There are two depressions in the region, namely Kishangarh shelf on the northern side and the Sahahgarh depression on the southern side. The area lies in the Jaisalmer basin of the Thar desert. These two depressions are divided by Jaisalmer-Mari high along the northwest-southeast direction (Datta et al., 2022). Widespread sanddunes/loose sands make the area highly unapproachable except along the tar roads. The study area is almost barren covered with sand with no rivers or perennial streams. Only some small seasonal and ephemeral nallas are present in the name of drainage in the region (Bakliwal et al., 2003). The region is thinly populated as compared to other parts of India; however, it is one of the most densely populated arid regions of the world.It experiences a unique ecosystem, developed to evolve the symbolic relationship between man and environment over the past thousands of years in which all life forms: humans, animals, and vegetation survived even in fragile ecosystems. Though all conditions are very hostile to the existence of life, a large human and livestock population inhabits the area.

LITHOSTRATIGRAPHY

Jaisalmer basin is overlaid by a concretized gritty conglomerate, coarse sand with lateral and vertical variation to mottled finer sand and

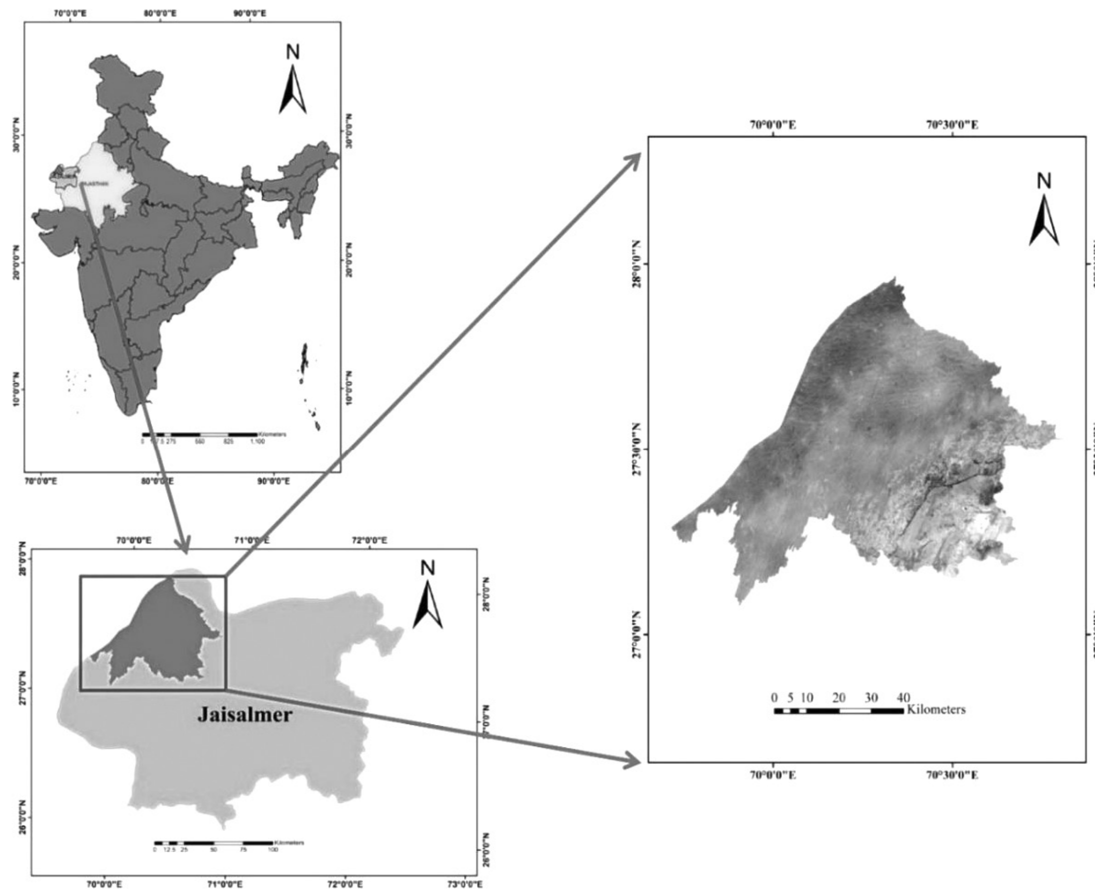

Figure 1: Satellite data showing location of Groundwater Exploration in Thar Desert.

clays.Over this layer, well-sorted consolidated calc-sedimented sands, impersistent calcareous concretions, and coarse subangular and fluvial sands are found. This layer is further overlaid by Marly clays, calcareous sand, and silt with massive indurated calcrete over it. Coarse sand sheet flows and run-off deposit, kankar pans, calcareous and non-calcareous fine sand and silt and rolled kankar clast overlay the massive calcrete. On top of this layer, calcareous/ non-calcareous fine sand with kankar, crossbedding and bioturbation structures are present. It is overlaid by calcareous sand and silt along with a weakly developed kankar pan. The uppermost layer comprises of non-calcareous, loose fine sand mixed with alluvium (Zadan and Arbab, 2015; Pandey et al., 2012).

MATERIAL AND METHODS

Geospatial and geophysical analysis were carried out to infer the groundwater exploration sites.The dataset of Landsat-8 (resolution 15-30 m), ALOS-PALSAR dual polar (HH, HV) (20m resolution), IRS- LISS III (resolution 23m), SRTM DEM (30 resolution) was used for lineament extraction, sand dunes terrain mapping, digital elevation model (DEM), slope, and drainage using ArcGIS 10.8.Lineament extraction was done using PCI Geomatica8.2. Geology (Wadhwan, 1988, GSI, Jaipur) and geomorphology (Bhuvan thematic services) mapping wereplotted to get the basic idea of the topography and possibilities of water flow and water yield. A resistivity survey in the Schlumberger arraywas carried out to extract all the possible locations for groundwater zones.

$$\rho_A = \frac{V}{I}\pi\frac{b\left(b+a\right)}{a} \approx \frac{V}{I}\pi\frac{b^2}{a} \quad \text{if } a << b$$

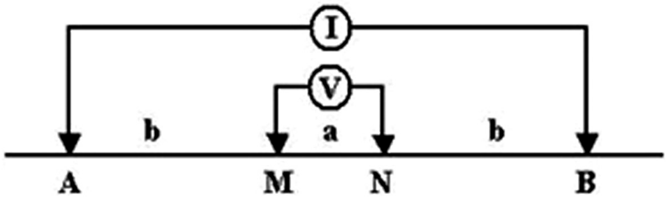

Figure 2: Schlumberger_Array of resistivity survey. (https://openei.org/wiki/DC_Resistivity_Survey_ (Schlumberger_Array)

The total longitudinal conductance, total transverse resistance and total thickness of the formation were calculated using ArcGIS 10.2.

RESULT AND DISCUSSION

Thematic Layers of the Study Area

Several parameters influence subsurface hydrology and groundwater development (Mukherjee, S. 2005). These parameters are proportional to groundwater development either directly or inversely but with different weightages. Satellite images provide information about the parameters of groundwater, even in inaccessible areas (Mukherjee, S. 2008). Geologically, most of the area is covered by abur/fatehgarh series and alluvium formation. Pariwar and tertiary sandstone are found in Jaisalmer/Lathi series (Asjad et al., 2021) (figure).Lithostratigraphically, the Jaisalmer basins have been grouped into Jaisalmer and Lathi formations (Singh et al., 2006). The Precambrian Malani rhyolite and Jodhpur sandstone constitute the basement of overlying successions of the Jaisalmer basin. The basin was formed in Jurassic time after the breakup of Gondwana in the southern margin of Tatheyan sea with a considerable possibility of hydrocarbon in the sedimentary stones. The study area is entitled with ramgarh fault, ghutaru fault, LONG structure, Barhritibba structure, ghuturu structure along with mari-Jaisalmer arc (after Das Gupta, 1975). Aeolian plain of aeolian origin with some denudational patches in the southern side are the major geomorphological features

The Resistivity of Geological Formations

A resistivity survey was carried out at thirty-seven locations in the study area. From the geological and hydrogeological point of view, both qualitative and qualitative analysis was done to delineate potential groundwater zones.

Isoelectric Maps Depicting Changes in The Resistivity Values In the Area

Apparent electric resistivity maps were analysed to understand the quantitative interpretation of Vertical electric sounding (VES) data (Venugopal, 1988; Aravindan, 1999). This method gave a brief idea about the geological structures and the variation in geo-electric cross-section. The resistivity value was highest from the northeast to southeast direction in the first two layers of resistivity and also had maximum thickness in this region too. Ghotaru (GHO3) showed maximum resistivity in all the layers of resistivity layer. The third layer of resistivity had higher resistivity in the southwest to southeast direction and an abnormality high in the northeast area. The fourth layer of resistivity has higher resistivity values in the southwest area of the study area.

QUANTITATIVE INTERPRETATION

Most of the area encounters sand dunes. Some parts in the southwest side comprise unconsolidated to consolidated alluvial deposits and rocky terrains. The subsurface information of the depth of bedrock aids in the interpretation of resistivity data. Low resistivity values may encounter clays, saline sand, or fractured rocks (CGWB 1989). It is not necessary that the fractured zone is a water-bearing zone. A low resistivity value and thickness of the layer to the bedrock is an indicator of a groundwater prospect zone (Balakrishna et al., 1984; Balasubramanian et al., 1985).

Discussion

It was already established that a region having a resistivity value between 20-60 ohm-m is a suitable site for potable water, water quality degrades when go below 20 ohm-m(Sharma, 1982; Prasad, 1984; Balasubramanian, 1986; Venugopal, 1988; Chandrashekar, 1988; Indira, 1988; Siddaraju, 1996; Nagaraju, 1996; and Mastan Rao, 1998).

Total transverse thickness (T) measures the resistance in the direction transverse to the bedding.Whereas the total longitudinal unit conductance (S) measures the conductance parallel to the bedding. Total thickness can be interpreted in qualitative and quantitative manner. The increase in the T value shows the high thickness of a high resistivity value (Balasubramanian, 1986). S has been used for qualitative estimation of vertical electric sounding changes with total thickness. (Zohdy, 1969; Henriet, 1975; Worthington, 1977; Galin, 1979). A higher T value is associated to the high transmissivity and permeability of water. High 'S' values show deeper and more resistive basement. The transverse resistivity is found to be higher than longitudinal resistivity in heterogeneous medium. The increase of both T and S has a similar trend in high transmissivity aquifers with resistive base (Matzner, 1983).

The value of Aquifer anisotropy lies between 1.00 and 2.00 (Zohdy et. al., 1989). The high value of coefficient value of anisotropy shows the hardness and compaction of rock in the study area. A value between 1 to 1.5 is associated to be with the prospective groundwater zone. The low value of the coefficient of anisotropy is considered to be with a low water table fluctuation region (Keller et. al., 1966).

The study area foundanisotropicvalue between 1.0 and 1.5 in GHO2, GHO5, RAG4, KOL5, SEU7, SAD1, GHA, RAM4, RAG1, LON, GHO4, KOL1, SEU11, SEU3, HAN, RAM6, SEU6, RAG3at thickness is to be associated with potable aquifer zone.

CONCLUSION

Geospatial and geophysical methods work almost everywhere. Geospatial methods provided surfaces like DEM, drainage density, and slope as well as subsurface information (to a meter) such as lineaments to infer possible sites for resistivity survey. Geophysical methods such as the resistivity method gave deep penetration into the subsurface for geoelectric anomaly further providingaresistivity layer with its depth. most of the region is covered with a thick layer of sand over a silt or clay layer. Most of the groundwater is developed around an impermeable clay layer.

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ARTICLE 5

Reflection on Background, Content, and Expectation of National Education Policies, 1968 and 1986 and Its Impact in Post-Independence Era

Prof. (Dr.) S.P. Singh[1]

Abstract

In this article, in the beginning effort has been made to trace the educational scenario with regard to the intent, concept, and strategy about the education of people of India by the British colonial rulers.

In subsequent part we have thrown light on educational development in post independent period with particular reference of NEP 1968 and NEP 1986 on the basis of various committees and commission's recommendation and contemporary environment and requirement. Constitutional concern and commitments have also been referred to examine the context. Many priority areas of NEP 1968 and NEP 1986 also have been referred here.

INTRODUCTION

In order to present and understand the educational scenario in pre independence and post-independence era, I think it is necessary to analyse the meaning of education in perspective because education has been understood differently in different phases of human history by the thinkers and philosopher of that particular period. Plato considered education as a vehicle of moral and intellectual development of man. He advocated state-controlled education and made it as mean of screaming the society for putting the people in different sections of the society.

To Herbert Spencer the real aim of education is not only knowledge but action.

To Albert Einstein, "Education is not the learning of facts but the training of mind to think."

Aurobindo and Vivekanand emphasized the spiritual aspect of education.

Tagore and Gandhi emphasized the moral aspect of education.

Gurudev Tagore spoke that, "We must know for certain that there is a future before us and that future is waiting for those who are rich in more ideals and not in more things."

To Gandhiji real education consists indrawing the best out of yourself. What better book can there be than the book of humanity. This is also reflection in Gandhi's concept of Basic Education when he told that ultimate objective of education is all round development of man.

All these definitions and understanding about education give us direction to shape the education system in time to come. Hence here

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we are trying to understand the educational scenario in colonial period of pre independent India and post independent India.

EDUCATIONAL SCENARIO IN PRE INDEPENDENCE INDIA

When in 1600 AD East India Company came, India was socially and educationally backward. Colonial rulers brought the western education and culture in India influencing the Indian society. Arrival of British educators brought the advent of social and educational reform in India. This process was called as Indian Renaissance because social and political thinkers were also influenced by educational culture. India came under the influence of French resolution and American war of independence also in the beginning of 19th century Britishers administration began to organize a modern system of education for India.

By the charter act of 1813 British East India Company was made responsible for the educational development of the people of India.

In the beginning there existed Hindu as well as Muslim elements and higher learning which led to the conflict between the indigenous educational institution partially with regard to medium of institutions. There was dispute between the Indian languages like Hindi, Sanskrit, Urdu, and Arabic and British language i.e., English. In the beginning East India company started charity schools and missionary schools in south India.

Charter Act 1813 is a turning point in the history of Indian education, which introduced a downward filtration theory which was evolved between 1780 and 1833. According to the theory an attempt was made to educate only higher classes of Indian society to divide the Indian society.

In this era Anglicists and Orientalist controversy also dominated the educational scenario. This controversy referred to Law Macaulay who was Law member of GG's executive council. In this minute Macaulay came out with his real imperialistic design of creating a class of persons, Indians in blood and colour but English in Tastes, in opinions in morals and intellect.

Lord William Bantick accepted the Macaulay views on 17th March 1835 and issued the order to the effect. All funds will be given for the purpose of education on English education also. It was first official policy statement and turning point of history of education in India.

The words, design and spirit of this British policy of education for India is still having its imprint on Indian society and Indian educational system.

After William Bantick resolution of various committees and commission Lord Auckland 1839, Lord Hastings (1844), Sir Charles Wood (1854), Hunter commission (1882) came but their contents and morals were the same to implement the design of Lord Macaulay.

Lord Curson also played a decisive role in shaping the educational system of India. He tried to improve the primary and secondary education.

In the period of (1918-1950) the educational constitution was restructured with the participation of Indian political leaders and educationist.

Herteg committee 1929 devoted for more attention to mass education, secondary and unity education. In October 1937, All India Educational Conference held in Wardha discussed the ideas of Gandhi Ji about basic education.

Constitutional Concerns and Commitment towards Educational System in Post-Independence Era

Justice is the core value of the constitution given in the preamble which implies that, "every individual must have equal opportunity of upliftment, development and progress this education." Similarly, Liberty and equality have some implications for education. From educational point of view, the directive emphasis on free and compulsory education for all children within the age group 6 to 14.

Art. 45 of Indian constitution reads, "The state shall endeavour to provide within a period of ten years from the commencement for free and compulsory education for all children until they complete the age of 14 years.

It is joint responsibility of both union and state government. Art. 343 of the constitution provides that hindi in devnagiri script would be the official language of Union. However, English will also be continued as official language.

Article 350 (4) emphasises on Mother's tongue; Art. 15 emphasize on women education and Art. 39 seeks to promote education for minority.

Educational Administration and development in post independent India with special reference to University Education commission 1948, Mudalian commission 1962, Kothari commission 1964-66, NPE 1968 and NPE 1986 with NPE 1992.

When the new constitution of India came into force on 26th Jan. 1950, education received added importance. It became the responsibility of the government. High priority was given to the programmes of universalisation of elementary education which is reflected in the Art 45 of the constitution. Primary of elementary education is considered to be the first stage of the entire super-structure of educational set up in India. Structure of primary education system is referred in national five-year plans also as five years course for the age 6-11, a three-year course for the age of 11-14.

Kothari Commission (1964-66) occupies a very significant place in the history of educational development of India.

Kothari Education commission propagated the concept of Universalization of primary education in three stages:

1. Universal Provision
2. Universal Enrolment
3. Universal Retention

Recognising the desirability of an all India Policy on secondary education, the Govt. of India set up secondary education commission on 23rd Sept. 1952 under the chairmanship of the Mudalian to suggest measures for development of secondary education suited to our needs and resource. This stage is considered not only to upgrade education but very crucial for the development of habits, attitudes and character making which will also promote democratic culture among the citizens. Besides this emphasis was also placed in polling areas in secondary education system.

1. Technical Education
2. Vocationalisation of education
3. Infrastructure development of schools
4. Problem of language
5. Improving the quality of textbook
6. Curriculum
7. Teaching Methodology
8. Moral Education
9. Physical Education
10. Teachers Training

During the 1961-66 third five-year plan, the famous education commission was appointed by the government on 14th July 1964 to advise the government on national pattern of education and general principles and policies for the development of education in all stages, commission recommended formula is

1. Pre School stage of one to three years
2. Primary stage of seven to eight years
3. A lower secondary stage or high school stage of two to three year
4. Higher secondary stage of two years
5. Higher education having course three or more years

Education commission gave its recommendation in higher education in India also giving 4 criteria

1. Public demand for education
2. Development of national ability
3. Capacity of the society to provide educational facilities
4. Man Power Rejuvenation

Norms were suggested to open new colleges and university under the supervision of UGC:

Keeping in view of the above objectives in mind, New Education Policy was evolved in 1968 which emphasized in falling areas.

1. Fulfilment of directive principles under Art. 45 of Indian constitution.
2. Educational Qualification and Emoluments of teachers
3. Development of language (Three language formula)
4. Equal opportunities in Education
5. Identification of Talent
6. National Service
7. Part time education and correspondence course
8. Adult Education

A task force for NPE submitted their report in July 1986 which was discussed in series of meetings taken by HRD minister with states education secretaries on July 20th 1986. A program of action was prepared with reference to the main areas of NPE 1986. Central Advisory Board of Education met at New Delhi on 1st and 2nd August 1986 and discussed the document on the programme of Action.

The NPE 1986 made the following recommendation for the reconstruction of Education in India.

1. Women Education
2. Education of Scheduled Castes and Scheduled Tribes
3. Minorities Education
4. Education of the handicapped
5. Adult Education
6. Higher Education
7. Open Education
8. Delinking of degrees from Jobs
9. Research and development
10. Development of Language
11. Media and Educational Technology
12. Sports and Physical Education
13. Examination Reforms and Evaluation Reforms
14. Teachers Training
15. Management of Education

The National Policy on Education 1986 in its program of action made a pointed reference to the crucial link between Teacher motivation and Quality of education. For this it proposed following steps:

a. To organize specially designed orientation program in teaching methodology, pedagogy, educational psychology.
b. Refresher courses for serving teachers.
c. To encourage teachers to participate in seminars and symposiums.

With a view to implement this part of programme of action in respect of national policy on education, the UGC in 1987 formulated the academic staff college scheme and established 48 academic staff colleges in different universities all over the country to plan, organise on regular basis orientation programme for university and college teachers with following components:

a. Awareness of linkage between society and education.
b. Philosophy of education.
c. Subject upgrade
d. Management of education and personality development

CONCLUSION

Through this writing, we have tried to throw light on various contents, design and priorty areas of NPE 1968 and NPE 1986 in particular. We have also linked this period with educational scenario in pre independence period to know the mindset and design of British rulers about the education development of the people of India.

Here we have also referred the constitutional concern and commitment for the educators and also follow up action in five-year plan system to promote primary, secondary and higher education on the basis of recommendation and reports of various committees and commission.

On the basis of survey and study of this period we can safely conclude that in spite of various efforts to promote the education in India at different level, lot of ground is to be covered in all areas of national education is still far away. We will have to make the necessary infrastructure, culture and management to achieve the goal. We need to shed away the British Legacy in our educational system. We need to make mass-oriented education rather than enitistic.

It is a matter of satisfaction that NEP 2020 seems to be reflecting the previous missing links by making it more inclusive, holistic and participative.

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ARTICLE 6

Book Review - The Untold Vajpayee Politician and Paradox

Jeetendra Kumar[1]

The identity of the party system in India initially marked by the 'congress system' by the political scientist Rajni Kothari arguably meant the dominance of the congress party that encompassed the diversity and spirit of India, weaned in course of time attributed to numerous factors- from personalization of power to disarray among the masses. The General Election 2014 and electoral fate and feat saw the rise of Bharatiya Janata Party (BJP), from scare entity to a mammoth Party, the first government since 1989 with the full majority at the centre and forming government in nearly most of the federal unit. This ascendency has been christened as the BJP dominance system in writings of Suhas Palshikar, Pratap Bhanu Mehta, Ramchandra Guha and others. One the towering leader who was wielding brick by brick, from the inception to evolution of BJP (erstwhile BharatiyaJansangh), Atal Bihari Vajpayee crowned as the first non-congress government of the centre becoming thrice PM of India at different Occasion.

The ongoing book is a quest that unravels Vajpayee's political and personal capacity, his positivity and paradoxes running into 16 chapters ranging from 1924 marked with his birth to the 2004 till his retirement from active politics in December 2009 suffering from Alzheimer disease. Chronologically, chapters captures the evolution of Vajpayee, his birth, his education, sponsorship by Scindhia family replied with reverence for Raj Mata Scindhia, oft-contested and polemical communist connection with membership of All India Student Federation(AISF) as per insider RSS view (p.13) for a shorter period, followed with his early association with Rashtriya Swayamsevak Sangh (RSS), jail during 1942 (Quit India Movement) proudly claimed by the BJP as a fighter in the freedom struggle of 1942, his denouncing entanglement in 1942 in Quit India Movement by chance, allegedly charged with being informant to the Britishers, his two sided love and separation story at school. These narratives constitute the initial section of the book.

The book maps the larger contours of Indian political process and situates Vajpayee under it elucidating for the beginners: the Internal dynamic and politics of RSS, Golwalkar and ban on RSS in aftermath of assassination of Mahatma Gandhi. It demystifies the role of Shyama Prasad Mukherjee on Kashmir politics, his affirmative to move Jammu and Kashmir issue to United Nations, DeenDayalUpadhaya philosophy and his contradiction and dynamics. Such diving deep historical

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veracity around Vajpayee becomes monotonous. Tracking Vajpayee's political career, to begin with as an assistant to Mukherjee writing Speeches to Post-Shyama Prasad era marked with vacuum in the leadership and mysterious death of Deen Dyal Upadhaya, links of death controversy allegedly attributed to Vajpayee by Madrok, a RS Scomrade. The book brings forth infighting in the RSS over leadership, even he being regarded as a planted 'Congress agent' in the Party has been scripted in the book.

The Varicosity of emergency and Jayaprakash Narayan (JP) movement, Vajpayee's thundering address to masses to the imposition of emergency, an opportunity for RSS and Jan sangh to back JP, even a deal between the RSS members and Indira Gandhi with assurance of implementation of 20-point programme and in return their release from imprisonment during emergency are some of the revelation of the book. Besides, during emergency Vajpayee's meet with Om Mehta, minister in the government and tete-a-tete between Akhil Bharatiya Vidyarthi Parishad (ABVP) secretary, Ram Bahadur Rai and Vajpayee with allegation over ABVP organization's hooliganism and refutal by Rai in strong words has been scripted. These incidents have been captured in the book.

The post-emergency periods have been crucial for Vajpayee and the BJP. The election of 1977, the book captures political competition and hiccups within Janta party stalwarts: Moraji Desai, Charansingh and Jagjivan Ram in the race of PM and bickering, growing fear among Janta Party that RSS would outmaneuver party and alienate the Muslim vote. Efforts of Vajpayee to support Jagjivan Ram installation as PM. It captures some of the feats of him as an External Affairs Minister vividly, with his worldview of the 1962 China war and 1965 and 1971 Indo-Pakistan war. His understanding marks a contrast as far as diplomacy officially understood with Pakistan thus emphatically urged for improvising trade relations, free flow of people and trade between both Pakistan and China. His china policy marks a departure from official stance emphasized on cultural delegations marking a thaw in relations, his address to UN General Assembly in Hindi for the first time was high moment of his life. His humility towards Indira Gandhi, suggestion to Janta Party government not to work with a vengeance against her or party members'. This criticism to congress government for Bhindranwale monstrous rise and Punjab crisis and personal incident of saving a taxi driver during communal riot 1984 after assassination of Indira Gandhi finds space in the book.

The book intertwine Vajpayee with the decade of 1980s that was crucial for growth of right wing politics withthe formation of Bharatiya Janta Party (BJP) in 1980. Several decisions of both Indira Gandhi and Rajiv Gandhi benefitted the Hindutava politics; VHP demand for temple construction in Ayodhaya, Meenakshipuram conversion of Hindus to Islam, Shah Bano case, soft Hindutava politics under Rajiv Gandhi with unlocking the gates of Ramjanambhoomi- Babri Masjid in Ayodhaya, inaction in case of 1989 Bhagalpur Riot, controversy around Bofors Gun deal, support of V.P. Singh government countering Rajiv Gandhi, the politics of Mandal and Kamndal has been scripted in the book. The portrayal of the RSS-Vajpayee tussle found room at several era in the work. For instance, RSS and Vishva Hindu Parishad (VHP) attributed the dismal performance of BJP in General Election 1984 to Vajpayee detachment from Hindutva ideology and his secularism card. Secondly, Vajpayee's disenchantment arose because of confrontist and divisive politics at times country reeling in parts of Punjab, J&K and Maoist threat, dislike of the temple movement and RSS warming with Rajiv Gandhi. Besides, interplay of Nanaji Deshmukh-Vajpayee internal competition for top post within party and Advani better choice of the BJP. These descriptions form the part of the book. The personality differences of the two BJP stalwart: L.K. Advani and Vajpayee finds mention here. The former is identified with hardliner, workaholic, skillful organizer, twice President of the Party and RSS loyalist. The later with moderate outlook, outspoken, master of oratory and his absence from the proximity of Babri Masjid demolition.

His tenures as PM have found enough room in the book. It unearths an environment leading to declaration of Vajpayee as PM candidate for General Election 1996. Some of these include: the alleged involvement of Advani Jain-Hawala case, Advani's own calculation Vajpayee being the most charismatic leader of the party, some argued Advani hate for Narshmiha Rao, as he wished to fix him has been described in this work. Vajpayee becoming Prime Minister and his government lasting for 13 days at first tenure. The second tenure saw a watershed development with nuclear Proliferation (Pokhran II) feat despite all hurdles. Simultaneously, it reflects the coalition compulsion that different government at centre was grappling with and Vajpayee government was no better. The Jayalalithaa's All India Anna Dravida Munnetra Kazhagam (AIADMK) pull and push tactics and several attempts to manage her found enough attention in the book.

The book takes note of controversies swirling around Rajan Bhattacharya, Vajpayee's son-in-Law virtually wielding power in Prime Minister's Office (PMO) along with N.K. Singh and Brajesh Mishra. Several embarrassments for the government include: misuse of President Rule in Bihar, reversal in 1998 states poll in Delhi, Rajasthan, MP, removal of Vishnu Bhagwat, attacks on christen tribals Graham stains have been allotted place in the book. The description of foreign policy front, in aftermath of nuclear test, Delhi-Lahore Bus diplomacy and USA mediation militarily and diplomatically to ward off confrontation between India and Pakistan, increased proximity between the India-USA has been elaborated reflecting changes in India's foreign policy.

His third term as PM followed by General Elections 1999 brings out few daunting challenges in his tenure. Hijacking of IC 184 and response, chaos and confusion with regard to the incident and release of militants in exchange, the Kargil war and its retaliation has been cited in the book. At foreign affairs front, the visit of Clinton, the USA president in 2000, lifting of sanction imposed post nuclear test, re-engagement with Pakistan culminating into Agra Summit between Musharraf and Vajpayee and its failure has been narrated in the work. The shocking incident of terrorist attack of 13 December 2001 on the Indian Parliament and finally, Post-Godhra Riot (2002), the book reflects dilemmas with regard to leadership of the Gujrat, Vajpayee-Advani restrained discussion, connivance to remove Narendra Modi as CM later denied by Advani in Goa session of BJP, brewing resistance among members being a major embarrassment for Vajpayeehas been captured in the book. The book concludes with 2004 defeat of BJP ascribed to soft political stance, reform- oriented approach disliked by the RSS, rural distress, minority consolidation post-Gujrat riot and poor performance of its allies. It also saw diseased and ill Vajpayee bed ridden after a stroke in 2009 with symptoms of Alzheimer.

The ambit of the book does not encompass some of the facets that become high profile discussion. For instance, Jaswant Singh-Tablot controversy; projects like Golden Quadrilateral and instance of murder of whistle blower been given scarce mention. But in gist, the book is good read at time when debates swirl around rise of BJP dominance in political arena. Vajpayee being the forunner of the mammoth BJP today. The insight of the book would provide reference point to comparatively analyse what has changed in BJP in terms of leadership, its outlook, its working dynamics, and relationship with RSS, its treatment to opposition and other dynamics.

ARTICLE 7

Medium and Small Enterprises in Kapashera New Delhi: Problems and Prospectus

Dr. Suman Yadav[1], Mr. Manish Jha[2], Ms. Ipsa Saxena[3] and Ms. Akanksha Yadav[4]

Abstract

The study was carried out in the southern area of Delhi. The main purpose of the study was to make an effort to contribute towards the identification of the problems which are being faced by the entrepreneurs in the study area. The study was also carried out with an intention to create awareness among the people in the study area about the potential growth of the small and medium enterprises which are operative in the area. Since the area is a remote area where almost no study confined to this sector has been carried out hence an effort was made albeit in an incremental basis to help the sector grow in the said area. Certain problems were traced in the study and accordingly remedial suggestions were put forth to help the owners to overcome them.

Keywords: Entrepreneur, Small and Medium Enterprises, Awareness.

INTRODUCTION

Small and medium enterprises have gained huge importance in the past decade or so. The reason for this escalated importance of SMEs could be attributed to the decline in the various sectors which were leaders in the employment creation. World has seen an emergence of the sector due to its vast potential to be a leader in the employment creation and making people self-independent. It is not possible for the government of any country to provide jobs to everyone; hence it has become imperative to focus on the alternative. The sector has fulfilled the role of being the second-best alternative for employment generation. A person who starts his or her own enterprise is capable of not only making oneself independent, but also provides employment to other people who are required to manage the enterprises. Thus, it could be asserted that the sector has a huge potential to become one of the most prominent sectors in the world. With the same view, the study was carried out as an initiative to contribute towards the growth of the sector. An attempt was made to analyze the various problems being faced by the entrepreneurs of these small and medium enterprises in the Kapashera village located in the southern Delhi area.

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STATE WISE DISTRIBUTION OF PRINCIPAL CHARACTERS OF MSME

The table below presents the distribution of small and medium enterprises in India and their respective contribution towards the employment generation, gross output and the market value of fixed assets.

REVIEW OF LITERATURE

Birkinshaw (2005) highlighted the importance of project formulation at the beginning of the start-up of new enterprises. The study advocated for the determination of project feasibility as one of the main factors for the success of enterprises in the long run. Further the paper also highlighted the risk-taking ability of entrepreneurs as a major factor in the process of entrepreneurship and advocated for the enhancement of this ability in the future besides advocating for the proactive rather than reactive approach of the entrepreneurs in the long run. According to him, the en/trepreneurs should be more adaptive in their approach while carrying out the process of entrepreneurship. This article also gives

Table 1.

S.No.	State/UT	Enterprises) (lakh)	Employment (lakh)	Market Value of Fixed Assets (Rs. Crore)	Gross Output (Rs.Crore)
1	Delhi	1.78	6.52	10164.54	29672.34
3	Punjab	10.14	18.31	37126.69	81625.05
3	Himachal Pradesh	1.72	2.92	5599.25	17247.20
4	Uttrakhand	2.23	4.42	6014.98	16187.64
5	Haryana	5.20	12.23	25998.80	53198.68
6	Rajasthan	25452.90	18.42	9.68	50004.43
7	Uttar Pradesh	24.21	59.30	56161.03	111089.69
8	Bihar	8405.45	17.45	7.98	16709.30
9	J&K	1.33	3.07	8475.28	16035.39
10	Sikkim	72.16	0.57	0.07	189.76
11	Arunachal Pradesh	0.25	0.88	937.48	1101.73
12	Nagaland	0.18	1.17	1273.67	2845.03
13	Manipur	0.49	1.58	646.03	1094.70
14	Mizoram	0.13	0.56	403.14	677.21
15	Tripura	0.28	0.76	661.73	1177.84
16	Meghalaya	0.50	1.17	468.55	1150.80
17	Assam	2.34	6.58	6941.15	13403.27
18	West Bengal	21.23	58.53	39433.22	78880.05
19	Jharkhand	4.43	8.99	5020.72	10040.29
20	Orissa	9.97	23.67	12284.89	29075.42
21	Chhattisgarh	3.01	5.43	3303.41	8437.34
22	Madhya Pradesh	12.57	20.30	10530.40	34388.44
23	Gujarat	15.32	34.42	166753.68	55306.91
24	Daman & Diu	0.02	0.28	1881.53	7735.73

the concept of proper management in utilising the available resources and get adequate knowledge of risk involved in the business. **Easterly,** (2006) carried out a study to highlight the financial problems being faced by the SMEs in developing nation. According to the study, although developing nations and international agencies are aiding the enterprises in the small developing nations with adequate funds, but still the performance of these MSMEs in developing nations is not up to the level where it should be. The study recommended that the development should occur at the local level and proper business methods should be followed for efficient utilisation of the resources. The study also argued for the enforcement of quality management techniques in the process of managing these enterprises. The SMEs should focus more on enhancing the quality of their processes which will in turn lead to the creation of better MSME sector even in these developing nations.**Harney (2005)** in his study emphasized the role of appropriate technology adaptation in the success of firms in the long run. According to him, the SMEs should emphasize more on adaptation of updated technology as it will help these enterprises to gain competitive advantage over the others in the market. According to the study, technology is the main engine behind the success of these enterprises and act as catalyst in improving the standard and performance of these SMEs. Moreover, Small businesses are looking for innovations that will help them to achieve the new distinctions. Adaptation of the updated technology helps these enterprises in reducing the costs and enhance their savings, besides helping them in keeping track of the inventories and stocks in the better way. **M. Yaqub (2010)** while carrying out a study on the motivation, challenges and success factors of micro enterprises from Bahawalpur Pakistan, they asserted that the main factor which motivated these entrepreneurs to start their own ventures is the economic aspect. i.e., they feel by starting their own business, they will be able to earn handsome revenues from the ventures. Customer service, past experiences of the entrepreneurs and the knowhow of the sector are the main success factors for the entrepreneurs. The main hindrances/problems traced by them which these entrepreneurs are facing are inadequate start-up capital, political and economic unrest and inadequate competition by governmental institutes. **McKenna** (2005) carried out a study in Singapore where the data was collected from the 100 entrepreneurs. The study highlighted the fact that enterprises in Singapore were being managed by the professionals with high level of training and information. They highlighted the role of business commitment and dedication for successful business operations. They advocated for increasing role of entrepreneurs in managing their business processes in more diversified form. Entrepreneurs should encourage their employees to go for training and mock drills pertaining to sharpening their skill sets while delivering their products and services and should focus more on retention process. **Naldi et al. (2007)** carried out the study in small and medium enterprises in Sweden. The study used stratified random sampling technique to assess the impact of risk-taking ability on entrepreneurship orientation and performance of family firms. The results of the study showed that there was a significant impact of risk-taking ability on the entrepreneurial orientation of the Sweden entrepreneurs. However, the study revealed that the risk-taking ability of entrepreneurs didn't enhance the performance of the enterprises in the study area.**Siddarth, Sharma (2007)** studied how financial development affects innovation in small firms. The data for the study was collected through 21000 manufacturing units selected on the basis investment on R&D from 57 countries, the information of which was supplied by World Bank. Enterprise survey was carried out between 2003&2006. it was found in the study that there exists association between innovation/R &D and firm size across different countries. The study revealed that greater the size of the firm and more aged the firm, more it spends on innovation and research development accordingly. They argued that firms should spend a part of their finance on the research and development part to cope with competing firms in the betel. In this competitive environment, the similar kind of challenges were faced by the two different firms and an effective TII can contribute for enhancing manufacturing performance in MSMEs in India. (Singh, D. (2019).

"Make in India" is an initiative taken by the government of India which is encouraging the MSME to achieve the target of manufacturing sector to contribute 25% in India's GDP by 2022 under the Nation Manufacturing policy (Zanjurne, P. (2018).

Shaik, M., Ramesh, K. V., Kumar, K. A., & Babu, G. S. (2017) described that MSME must be provided accessibility for raising credit through government sponsored agency to promote the skill development in MSME which will ultimately increase the productivity and contribute to economic growth.

Jha, S. K., & Kumar, A. (2020) elucidated in his study that criticism was given to the relief packages that were announced by the government for the relief of MSME, the main reason was lack of sensitivity towards the specific needs of micro and small enterprises. Moreover, the new classification of MSME was also not appreciated by some of the stakeholders of the enterprise.

OBJECTIVES OF THE STUDY

1. To identify the problems being faced by small and medium enterprises in the study area.
2. To suggest remedial measures for the traced problems of the enterprises in the study area.
3. To identify the potential entrepreneurs in the study area and to guide them accordingly.

HYPOTHESIS

1. Credit facility is one of the prime problems in the development of MSMEs in Kapashera.

DATA SOURCES

Data has been collected by using the research instrument with five-point Likert scale. The list of the MSMEs registered in the study area was collected from the respective district industries centre. Besides primary data, various secondary sources like journals and magazines and publications from the Ministry of industries of government of India was also analyzed to extract the information needed.

150 respondents were interviewed for the study by personally contacting them. Questionnaires were distributed to them, and information was gathered accordingly. Their suggestions and viewpoints were helpful in framing the suggestion part of the study.

PROFILE OF THE RESPONDENTS

1. **Age:** Maximum respondents were in the age group of 36- 40 years and minimum respondents were in the age bar of 20-25 years.

Age Groups	Frequency	Percent
20-25	7	4.6
26-30	30	20
31-35	47	31.3
36-40	39	26
41 and above	27	18
Total	150	100

2. **Sex:** Majority of the respondents were male entrepreneurs and only a few were the female respondents. So, there was a male dominance in the study area as far as entrepreneurship development is considered.

Sex	Frequency	Percent
Male	118	79
Female	32	21
Total	150	100

3. **Income levels:** It was found that almost 29% of the respondents were having monthly income of 6-10k, followed by 24% having an income level of 11-15k. respondents were little hesitant in declaring their income levels when they were asked to fill this parameter.

Income Lakhs	Frequency	Percent
0-5k	17	11.3
6-10 k	43	28.6
11k-15k	36	24
16-20 k	32	21.3
21-25 k	22	14.6
Total	150	100

4. **Type of Enterprise:** During the study, it was found that the majority of the enterprises which are operational in the study area are small enterprises. The percentage of small enterprises in the area was 58% and the remaining 42% are medium enterprises.

	Frequency	Percent
Small enterprises	87	58
Medium enterprises	63	42
Total	150	100

RESULTS AND DISCUSSIONS

Age and Problems

Variable	Age	N	Mean	Std. Deviation
Constraints Confronted by Entrepreneurs	18-20	7	33.05	3.566
	21-25	30	34.84	3.617
	26-30	47	37.98	4.669
	31-35	39	34.51	4.865
	36-40	27	34.40	3.415
	Total	150	35.40	4.491

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
Constraints Confronted by Entrepreneurs	Between Groups	573.680	4	143.420	8.129	.000**
	Within Groups	3440.320	145	17.643		
	Total	4014.000	149			

When ANOVA was applied to check the constraints faced by entrepreneurs of different age groups, it was found that maximum problems were confronted by entrepreneurs at the age group of 26-30 years followed by 21-25 age group. The average mean value calculated was found to be 35.40 and standard deviation was found to be 4. 491.

Sex and Constraints:

ANOVA						
Variable	Sex	N	Mean	Std. Deviation	t-value	p-value
Constraints Confronted by Entrepreneurs	Male	101	36.11	4.295	3.271	.001**
	Female	49	33.95	4.566		

The above table predicts that the entrepreneurs in the study area faced so many problems during the process of management of their enterprises. The p value of 0.001 shows that both male and female entrepreneurs were confronted with various constraints which tend to hinder their progress in the forward direction.

PROBLEMS DURING INCEPTION

1. Lack of adequate information about the proper management of Enterprises as they don't know whom to contact and where to get the information about the same.
2. Lack of training is another drawback which hinders their progress. This lack of training makes them susceptible to various issues which could have been resolved by adequate training programmes.
3. Legal issues associated to the process are another issue which they have to face. There are so many legal aspects which have to be sorted out before the start-up of the process. At the inception, it is another hurdle which de motivates the aspiring entrepreneurs as the process is time consuming and tedious.
4. Profits during this phase are almost negligible as the overhead costs are very high during this phase. Hence entrepreneurs have to cope with that and due to same reasons, maximum units started tending to get blocked at this phase.

Hence, we can say here that this is the most difficult phase in the process of starting up of new enterprises as most difficult barriers are present at this stage.

FUND RAISING

As has been discussed earlier, fund raising is another constraint or we can say a major constraint which these enterprises have to face. There are many sources which are available in the market from where these SMES can raise the funds for their enterprise creation. But here also proper guidance is required to get the finances form the desired source by considering the various aspects like rate of interest, process of returning the borrowed funds, feasibility of an enterprise, borrowing capability of an enterprise and other terms and conditions of term loans. Hence proper planning is to be done to raise the funds from the various sources available in the market. Hence lack of adequate financial awareness among the owners of these SMEs is another drawback which is being observed in today's market.

In fact, it is the availability of finance that facilitates an entrepreneur to bring together land, labour, machinery, and raw material to combine them to produce goods. The significance of finance in production is elucidated as a lubricant to the process of production. Finance is the life blood of enterprise.

HYPOTHESIS TESTING

1. Credit Facility is one of the major problems being faced by entrepreneurs in the study area:

   In order to test this hypothesis, descriptive statistics were employed with five-point Likert scale. Based on the mean and standard deviation value calculated, it was found that lack of adequate and timely credit facility is one of the major constraints being faced in the study area. The mean value calculated for this statement was found to be 3.59, which is higher than the mean value score of 3.31, hence it has been proved that lack of credit facility is one of the major hindrances in the growth of the sector in the area. Hence our assumed hypothesis gets accepted accordingly.

Problems Faced by the SME's

	Mean	Std. Deviation
You did not receive government support as you expected	2.90	1.29
Problems associated with trade fairs and exhibitions	3.28	1.05

Problems in acquiring appropriate technology	3.53	1.12
Awareness is not adequate among the people	3.48	1.18
Lack of well trained employees is a problem.	3.32	1.23
Legal aspects associated with business are also instigating difficulty.	3.22	1.16
You feel that credit facility needs to be improved	3.59	1.19
Overall	3.31	1.16

Raw Material:

1. Poor quality of raw materials available in the market.
2. Selection of the best supplier from the various suppliers available in the market.
3. Conditions and terms of procurement prevailing in the market.
4. Optimal use of the resources which are scarce rather than present in abundance.

Other Problems:

1. Lack of human resource management,
2. quality control and smuggle effect.
3. Marketing assistance
4. Inventory management.
5. High competition.
6. Legal issues.
7. Land availability.

CONCLUSION AND SUGGESTIONS

After analyzing the data gathered for the study, it was found that there is a huge potential of small and medium enterprises in the area. Although government has been very supportive for the promotion of the sector in the area, but still there is a scope for improvement. Credit facility is being observed as one of the main problems in the path of development of the sector in the area. Hence government should play a facilitator's role in this aspect. More emphasis should be placed on the awareness part as people in the study area are not very much aware about the various schemes of the central and state government for the promotion and development of the sector.

LIMITATIONS OF THE STUDY

The study is area specific. There are certain factors which tend to vary from area to area. Hence the present study advocates for the provision of the same. Besides there were certain apprehensions being exhibited by the entrepreneurs while answering the questions. hence raters bias could not be eliminated from the study.

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ARTICLE 8

Changes in Biochemical Parameters as an Effect of Covid-19

Dr. Anita Mukherjee* & Zamshed Alam*

Abstract

In this single centered study, records of 100 patients hospitalized with covid-19 were studied for biochemical marker. Records of patients with laboratory confirmed COVID-19 disease hospitalized between 15th December 2021 to 31st January 2022 were included in this analysis. With the continuous spread of COVID-19 cases worldwide and different speculation in its effect on the human body are also flashing every day, we are still inexperienced in understanding few aspects of COVID-19. This study analyzes few biochemical markers for COVID-19 which can help clinicians to evaluate the effect of disease on liver and kidney function.

Keywords: Pandemic, CFR (Case fatality rate), Outbreak, Genome, RdRp (RNA-dependent RNA polymerase), Transcription, Translation, UN773, Sanitizer, CDC (Centers for Disease Control and Prevention), Influenza, Hypoxia, Anorexia, Ventilation, Vaccine, Dialysis, Mortality, Hypertension, Vasopressin, Hematuria, Severe, Acute, SPO^2, FIO^2, PO^2.

INTRODUCTION

COVID -19 (china originated virus disease in 2019) was first reported in seafood and live animal market in Wuhan city, china in December 2019. Virus that causes this disease is named as SARS-CoV-2 (severe acute respiratory syndrome corona virus 2), previously referred as 2019 novel corona virus. The disease reported in a cluster of atypical pneumonia cases and primarily transmitted through respiratory system via droplets and body contact. On 30th January 2020 the world health organization declared the outbreak a public emergency of international concern and Pandemic on 11th march 2020. Adults, children with obesity, diabetes, asthma or chronic lung disease, sickle cell disease, or immunosuppressant can also be at increased risk for severe illness from COVID- 19. Coronaviruses are a large family of coronaviridae viruses that cause illness ranging from the common cold to more severe disease such as Middle East Respiratory Syndrome (MERS-CoV) and Severe Acute Respiratory Syndrome (SARS-CoV). Coronaviruses are zoonotic (meaning they are transmitted between animals and people). Detailed investigations found that SARS-CoV was transmitted from civets cats to humans and MERS-CoV from dromedary camels to humans.

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TIMELINE OF COVID-19

- First case identified in December 2019.
- On January 2020 Wuhan seafood market closed.
- 07th January 2020 Chinese authority identify novel corona virus.
- 09th January 2020 1st death in Wuhan, China.
- 13th January 2020 Thailand reported first case.
- 30th January 2020 India reported 1st case.
- 05th February 2020 WHO admitted no known effective treatment.
- 11th February 2020 new corona virus is called COVID 19.
- 15th February 2020 China admit knowing threat of virus before public alarm.
- 11th March 2020 official declaration of COVID 19 as pandemic.

FROM 01st DEC 2019 TO 21st MAR 2020

- Total cases – 471,125,027, Total death – 6,101,634, Total recover – 407,366,786 were recorded worldwide.
- Median of incubation period - 5.1 days (2-11days).
- Age group - all age group.
- Overall case fatality rate (CFR) - 2-3.7%
- 1% CFR IN AGE 50+.
- 10% CFR IN AGE 80+.
- CFR increase if co existing morbidity are there (diabetes mellitus, hypertension and cardiovascular disease).

MORPHOLOGY OF COVID-19 VIRUSES

- Enveloped, carrying petal/crown shape peplomer spikes giving appearance of "solar corona".
- It is large in size (120- 140 nm)
- Has helical symmetry.

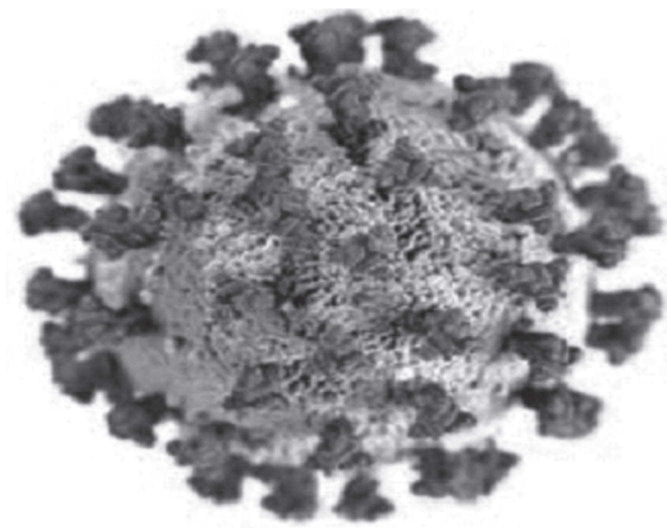

Illustration of a coronavirus

Red: spike proteins (S)
Grey: lipid bilayer envelope
Yellow: envelope proteins (E)
Orange: membrane proteins (M)

- Linear, positive sense single stranded rna.
- Non segmented

CLASSIFICATION

Coronavinae

- ALPHA - infect animals
- BETA - infect animals
- GAMMA - infect birds
- DELTA - infect animals

Torovinirae

Human infection is caused by 6 recognizes viruses.

- HUMAN CORONA VIRUS 229 E (ALPHA VIRUS)
- HUMAN CORONA VIRUS NL 63 (ALPHA VIRUS)
- HUMAN CORONA VIRUS OC 43 (BETA VIRUS)
- HUMAN CORONA VIRUS HK UN (BETA VIRUS)
- SARS (BETA VIRUS)

- MERS (2003) (BETA VIRUS)
- SARS COV 2 (2012-2018)
- COVID 19 (2019)

Pathogenesis and Viral Replication on Host Cell

- After entering into host cell,
- Virus particle with uncoated genome enters cell cytoplasm.
- Corona virus RNA genome has 5' methylated cap and 3' polyadenylated tail which allows RNA to attach to host cell ribosome for translation.
- Corona virus also have RdRp enzyme which allows viral genome to transcribe into new RNA COPIES using host cell machinery.
- RdRp is 1st protein to be made.
- After RdRp gene coding translation stops.
- Stop canclon is called as NESTED TRANSCRIPT.

Fact about Covid-19	Influnza	Covid-19
Median Incubation Period	2 Days	55 Day's
Spike Intervel	3 Day's	5-6 Day's
Mortality	0.1%	3%

Influenza spread faster than COVID-19.

- Reproductive number is 2-2.5.
- Prone position for ventilation (used in china).
- ACUTE DISTRESS SYNDROME - in sever hypoxia.
- Low level ventilation - tidal volume = 12 ml/kg (lean body weight).
- Extra cordial membrane oxygen (ECMO, used in Italy).
- In ECMO endothelial cells become leaky.
- Which leads to sever hypoxia die to low level of Po^2.

RISK FACTORS

- Old age
- Black race
- Hypertension
- Diabetes mellitus
- Vasopressin
- Need of ventilation

CONTROL

- Low salt condition in food
- Limited protein intake
- Control sugar

SYMPTOMS

Very mild symptoms

- Fever
- Fatigue
- Respiratory symptom
- Cough
- Sore throat
- Shortness of breath
- Loss of sense (smell and taste).
- Skin rash.

Chronic symptoms

- Pneumonia
- Organ failure
- Death

Asymptomatic

The name "coronavirus" is derived from Latin corona, meaning "crown" or "wreath". Corona viruses are group of RNA viruses. Coronaviruses are large, roughly spherical particles with unique surface projections. In mammals and birds, they cause respiratory tract infections that can range from mild to lethal.

Examples

- Sars cov 1 (China 2003 from cat)
- Mers cov (Saudi Arabia 2012 from camel)
- Sars cov 2 (China 2019 not confirmed)

TRANSMISSION

Experts believe the virus that causes COVID-19 spreads mainly from person to person.

There are several ways this can happen:

- Droplets or aerosols: This is the most common transmission. When an infected person coughs, sneezes, or talks, droplets or tiny particles called aerosols carry the virus into the air from their nose or mouth. Anyone who is within 6 feet of that person can breathe it into their lungs.
- Airborne transmission: Research shows that the virus can live in the air for up to 3 hours. It can get into your lungs if someone who has it breathes out and you breathe that air in. Experts are divided on how often the virus spreads through the airborne route and how much it contributes to the pandemic.
- Surface transmission: A less common method is when you touch surfaces that someone who has the virus has coughed or sneezed on. You may touch a countertop or doorknob that's contaminated and then touch your nose, mouth, or eyes. The virus can live on surfaces like plastic and stainless steel for 2 to 3 days. To stop it, clean and disinfect all counters, knobs, and other surfaces you and your family touch several times a day.
- Fecal-oral: Studies also suggest that virus particles can be found in infected people's poop. But experts aren't sure whether the infection can spread through contact with an infected person's stool. If that person uses the bathroom and doesn't wash their hands, they could infect things and people that they touch.
- The virus most often spreads through people who have symptoms. But it is possible to pass it on without showing any signs. Some people who don't know they've been infected can give it to others. This is called asymptomatic spread.

PREVENTION

Practice Wuhan to Prevent Spread

- W - Wash your hand properly with sanitizer as well as with water.
- U - Use of proper mask.
- H - Have temperature check regularly.
- A - Avoid direct contact with people without mask.
- N - No touching of unclean surface or face without hand wash.

Material and methods: - In this single-center study, records of 100 patients hospitalized with COVID-19 were studied for biochemical markers. Records of patients with laboratory-confirmed COVID- 19 disease hospitalized between 15th December 2021 to 31st January 2022 were included in this analysis.

Review to the literature:-Earlier laboratory-confirmed corona virus cases reported changes in the patients' biochemical parameters, including lymphocyte count, neutrophil count, and D-dimer, C-reactive protein (CRP), erythrocyte sedimentation rate (ESR), and Interleukin-6, high lactate dehydrogenase (LDH) in more COVID-19patients.

In this study observation has been made on some more biochemical like AST; ALT; urea; creatinine; sodium; potassium. This study performed a profile evaluation of 100 patients with COVID-19 hospitalized at a one of a Batra hospital in Northern India. The study retrospectively reviewed the Case files of patients with COVID-19 and observed biochemical characteristics in various age groups which may guide clinicians to identify and facilitate appropriate supportive management.

ETHICAL CONSIDERATION

The medical record department was informed before reviewingthe record.

Data Collection

All the records of patients with laboratory-confirmed COVID-19 disease hospitalized in one of the Batra Hospital in Northern India were extracted for a detailed review. Data available included biochemical markers measures in the record of patients hospitalized with COVID- 19.

Clinical characteristics based on biochemical finding in patient with COVID-19

Clinical Characteristics	Biochemical Findings	
	UNIT	MEAN ± SD
Urea	mg/dL	27.9 ± 32.5
Creatinine	mg/dL	0.90 ± 0.99
Sodium	mmol/L	138.0 ± 3.8
Potassium	mmol/L	4.1 ± 0.56
SGOT	U/L	37.4 ± 42.75
SGPT	U/L	36.75 ± 61.5

PREVIOUS STUDIES SUGGESTS, EFFECT OF COVID-19 ON LIVER

- It is commonly known as covid-19 damages lungs.
- It increases liver enzymes than normal.
- It also leads some effect on liver.
- More severe case inhibits increased levels of liver enzymes.
- COPD, CAD, Asthma were the main co morbid condition.

Abnormal liver function parameters - at the time of hospitalization

- ALT 13.2%
- AST 8.5%
- ALP 2.0%
- GGT 7.4%
- LDH 37.6%
- TBIL 4.0%
- DBIL 7.8%
- Albumin 10.1%

And peak hospitalizations

- ALT 29.4%
- AST 17.5%
- ALP 2.6%
- GGT 13.4%
- LDH 49.4%
- TBIL 10.1%
- DBIL 18.0%
- Albumin 30.6%)

In patients with COVID-19 compared with non-severe patients alanine aminotransferase (ALT) and aspartate aminotransferase (AST)) was about 14.8-53.1%. The elevation in serum bilirubin was mostly mild in case of covid positive patients.

EFFECT OF COVID-19 ON KIDNEY

- 40% cases of **Protein Urea** is reported in Covid-19.
- 26% have **Hematuria**.
- 19% have **Acute Kidney Disease**.
- Chronic disease stage, patient on dialysis are also vulnerable group because of their existing co morbidity.
- **Pneumonia** related mortality in kidney disease patients is 14-16 times higher than general population.
- Minimal change disease **FGHS** (Focal Segmental Glomerulosclerosis) cause membranous Nephropathy & diagnosed by immunosuppressive medication.
- Biochemical markers can play a meaningful role for early prognosis evaluation in patients with COVID-19.

Statistical Analysis

Data are analyzed using Microsoft Excel spreadsheet and Descriptive statistics; Mean and standard deviations were used for the comparison of continuous variables ensuring normal distribution.

Case Definitions

This study undertakes symptomatic and biochemical changes among patients hospitalized with COVID-19. In the study, included patients hospitalized with COVID- 19 and discharge after undergoing supportive management at intensive care unit.

Demographic and clinical characteristics of SARS-COV- 2 patients (N=100).

Characteristics	Total; Range
No	100
Age years	
<30	23; 12-30
≥30	77; 31-75
Gender	
Male	63
Female	37
Co-morbidity^	33%
CKD	3%
CAD	3%
HTN	7%
DM	11%
Characteristics	Total; Range
COPD	3%
AGI	1%
Signs-symptoms	
Cough	46%
Sore throat	75%
Headache	28%
Body temperature	
Hypothermia	12% ; below 95.4oF
Normal	43%; 95.4<normal>98.7
Hyperthermia	55%; above 98.7oF

Co-morbidity (yes); CKD-Chronic kidney disease; CAD-Coronary artery disease, COPD- Chronic obstructive pulmonary disease; HTN- Hypertension; DM- Diabetes mellitus; AGI- Acute gastritis

RESULTS

As per the investigations reports states that,

- Only 33 % people out of 100 have co morbidity like (diabetes mellitus, htn ,ckd, cad)
- 46% have cold like symptoms.(cough soar throat)
- 43% have normal body temperature (asymptomatic)
- No death records.
- Patient required oxygen ventilation (Those who have co morbidity).
- Viruses not transmitted to other's from patient to their family members no such case observed.
- All patients are of different age groups.
- 50+ age group required oxygen ventilation Whole study shows that no one died during treatment or after treatment.

DISCUSSIONS

With the continuous spread of COVID-19 cases worldwide and different speculation in its effect on the human body are also flashing every day, we are still inexperienced in understanding few aspects of COVID-19.

However, we still have lot to know about the effect of COVID-19 on different biochemical profiles. Therefore, summarized analysis of some biochemical characteristics of 100 patients, this study is useful in the clinical setting to support clinical decisions and improving the treatment planning in severely ill patients. This study showed that the median age of the patient who is severely ill was vulnerable than the less severely ill patients.

Biochemical findings show that severely ill patient or patients with co morbidities have higher urea concentration in blood, higher liver enzymes as compared to less severe patients.

Besides there is no significant variation in the electrolytes and creatinine concentrations.

As per this study finding concern, patient characteristics including age, in blood urea, creatinine, sodium and potassium, SGOT and SGPT concentrations, may be significant predictors for developing critical illness SARS- COV-2 patients. However, these parameters need further evaluation in a larger number of cases and should be used only for risk stratification purposes.COVID-19 is unpredictable, viral attack and may take rapid turn to develop a severe illness.

Therefore, high risk patients need strict monitoring round the clock and supportive management timely.

CONCLUSION

As per our investigation of biochemical changes in the liver and kidney we have came to the conclusion of:

- 20% patient out of 100 was seen as High urea in their body serum.
- 7% were seen as High creatinine level in their serum.
- 83% have High sodium levels.
- 12% have high potassium levels.
- 38% have high SGOT levels.
- 31% have high SGPT levels.

The clinician may consider these biochemical parameters in the COVID positive patient in future for decision making in future.

These indicators might be helpful for clinical results to diagnose fatality cases and poor diagnosis at the time of patient admission.

We recommend co morbidity (D.M, CKD, CAD, HTN). Kidney liver and arterial blood gases monitoring for potential progression to critical illness.

LIMITATIONS

The study should be seen under many limitations.

First, a retrospective cross-sectional study is limited to a single center and provides no information on a cause to effect relationship.

Secondly, only a limited number of biochemical markers are studied, limiting the findings implications. These markers and clinical characteristics need further investigations and should be used for risk stratification in patients with COVID-19.

This will further help to formulate a robust plan to control and mitigate the pandemic at large.

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ARTICLE 9

Emerging Ways to Develop Management Education in India

Avik Sanyal[1] & Priyanka Chakraborty[2]

Abstract

Management education is in craze now a days not only in India but worldwide. It has occupied a huge space in the minds of the budding professionals throughout. Be it a graduation level courses such as Bachelor of Business Administration (BBA), Bachelor of Business Management (BBM) or alike; or post-graduation courses such as Master of Business Administration (MBA), Master of Business Management (MBM) or alike all needs a specific structure, curriculum to make sure that the students are ready for the industries. A developed and well skilled management student is always the first preference of the industries. So, to create a developed and a skilled management student, the education system followed also must be developed. Rapidtechnological and theoretical changes in the management field is occurring to make the students cope up with the changing demands of the industries worldwide. Huge changes are occurring in the management education and development area, geared by the call for accountability, an increase in experimental techniques, the availability of educational technology, and a recognition of the need for lifetime learning. Management education has grown immensely. From the areas of Marketing, Finance and Systems it has now reached to areas of Human Resources, Operations, International Business, Supply Chain Management, Customer Relationship Management, Retail and many more. Globalization and rapid technological changes have increased competition at a much greater pace. Therefore, the need of management education has increased. The objective of this very study is to find the emerging ways to develop management education and also to find the issues faced by management institutes in current times with focus on the industries or the corporates. Also, to identify the factors to be considered which will ensure that the management institutes are well or very much developed from the industries' point of view. The methodology applied in this paper is totally descriptive and empirical. The study will give an insight on the emerging areas of management education. This study will suggest the critical factors for developing management institute and making it a centre for excellence and how the students can be made corporate ready. Management education has been discussed in the past researches. However, there is hardly any research which indicates the problems faced by management

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students and institutes. This study clearly focuses on all the critical factors which, if taken care of, then the development of management institutes shall be done on the correct path, keeping students' view point in consideration. This study will help the management institutes to design their curriculum in such a way that the students learn the basics as well as the advanced techniques of getting into and sustain for a longer period of time in an industry or corporate. Simply by mugging a mere management book or learning some theories of management is not enough for any student, but they must keep in their fingertips the applications of various management modules being taught to them. The management institutes should incorporate in their syllabus or course structure various instruments such as regular field projects, industry interactions, industry visits and many other such instruments which will provide the students with a better insight of the industries. Through this paper, we will look into those emerging ways which if followed by any management institutes will help grow the management students as well as the institute itself.

Keywords: Management Education, Management Institutes, Budding Professionals, Development, Corporates, Industry Ready.

INTRODUCTION

The history of Indian Management education is more than 100 years old. India's top industrialists and businessmen, successful entrepreneurs have completed their management courses from prestigious colleges in and around India. The thing which made them successful was not only the regular study materials but the application of those things or materials which these people studied. So, for these inculcating these applications into real life i.e, to make these would be industry ready professionals development of the management education system is very much necessary. The management education in India is engulfing or one can say incorporating numerous ways such as real-life case studies, live projects, industry visits and many more in the curriculum to make these students fit for the industries. These emerging ways as mentioned, are being incorporated in the modern-day course curriculum and yes, lot of changes are being found in the students as compared to earlier days.

Need of the study: Management education, it demands a great consideration towards socio-economic development of the country in the form of developing entrepreneurs, managers, business men etc. But in reality, these transformations are not so easy. The answer is simple. Lack of curriculum which is based on the quality improvement of the students studying the management course. More theory based and less practical based course structure creates an obstacle for the transformation of the students into prospective entrepreneurs, managers or business men. Our need for this study is to search for the emerging trends which are now buzzing around to develop the management education in India. We will have a deep insight that how these emerging trends have a positive impact for the development of the students in the long run.

Objectives of the study: The objective of this studyis to:

- To find the issues and challenges faced by management institutes in current times

- Find the emerging ways in the development of management education
- To identify the factors to be considered by the B-Schools which will makethat the management students are industry ready.
- To suggest measures that will help the students to improve their knowledge, skills and attitudes so that they can prepare themselves for the industries well in advance.

RESEARCH METHODOLOGY

The study is totally an empirical by its nature. Information and data are collected from various journals, articles, websites etc.

Issues and Challenges Faced by Management institutes in India in Current Time

Higher education including management education has expanded over the period of time, even though there are issues related to quality, equity, commercialization, bankruptcy etc.

1. **Quality:** It is the responsibility of government bodies like Directorate of Management Education of various states, AICTE and universities in maintaining desired quality standards of Management institutes. Unfortunately, they are not doing this. The quality of education of management institutions varies from excellent to poor. Many institutes suffer from different degrees of faculty shortages, deficiencies in infrastructure, obsolescence of curricula, lack of autonomy in academic, financial problems, poor administration and management, lack of involvement in knowledge creation and dissemination, and lack of interaction with community and economy.
2. **Commercialization:** The colleges and universities in India are forced to adopt strategies for increasing revenues and decreasing cost. Most of the institutes are in the motive of profit-making profit motive and there is a lack of proper control of government due to lack of law. In today's world, education has become a centre for international business
3. **Evaluation Process:** Management institutes are unable to conduct virtually continuous evaluation of the students. The traditional examination process has suffered great loss in achieving its objectives on account of various reasons resulting in a assessment. Students of management education may pass examinations securing good marks with hard work and proper preparation, mostly done just before the examination. This system creates the quality problem in the present examination system. Quality of Teachers has also become a big question in management institutions of the country. Demand for teachers has increased day by day on the other hand there is shortage of well qualified teachers. The management appoint even fresh management graduates as faculty on low salary without proper training who engage classes immediately. This causes decline in quality of teaching in management institutions.
4. **Cost of Education:** Since, last few decades the government has withdrawn support of finance to private higher education institutes. At the same time, private institutions have been allowed to take over the responsibility of imparting education to all. This cause developed the model of self-financing which escalated the cost of management education. Government has instructed to banks to make available easy education loan to the needy students, still the terms and conditions imposed by banks in terms of guarantee and criteria

most of the students are away from this facility which restricts the talent coming from the poor families to go for management education.

5. **Global Competition:** Management Education is different in nature, many challenges are responding to societal, technological and economic changes in the local and global environment are faced by management institutes. India is one of the members of WTO which bound to open up its market for trade in services including education. But India doesn't have clear policy for strengthening its education sector to compete with the giants in the world. Thus, it is the need of the hour to free the higher management education system from unnecessary constraints and provide academic and administrative system set-up which is accountable, transparent and equitable.
6. **Role of B-schools:** It is a high time to redesign the academic curriculum for facing the current challenges in the present business environment by business schools. The course curriculum should be highly designed to accept new perspectives for building managerial and leadership skills.
7. **Role of Faculties:** Role of faculties in management education is very important; hence the faculties should be from excellent academic background with an industry experience. They are required of special attitude, driven by passion rather money. Preference should be given to those faculties who have industry experience in a reputed organization as well as research experience in management along with consultancy and teaching.
8. **Management Education at Cross Roads:** The era of knowledge is expanding at an unprecedented rate. For developing core competencies, theoretical and practical business skills among the real beneficiaries of business education programme is indispensable. The basic object of good management education is to train people for managerial positions in corporations. India is one of the developing countries which requires well qualified managers and administrators, for economic and social development. In times of recession Industry requires competent managers to revive the economy; and in the times of growth, to frog-leap the competition. Management education, therefore, is ever-green with job opportunities. However, the question is raised that whether management graduates are getting right management education? Because survey reports says that only 15% management graduates have got job and 85% are unemployable, this is the serious issue regarding management education.
9. **Impact of Globalization on Business and Management Education:** The large population of India has created a heavy unsaturated market of consumers. Doing a business in India is solely a public arena. Therefore, global companies are very much interested in doing business in India. In the present scenario of globalization newer challenges, newer opportunities are day-by day in front of Indian industries, which are profitable and prospective.
10. **Lack of proper curriculum to make the students industry ready:** Many B-schools focus on theoretical knowledge, rather than focusing on inculcating practical knowledge to the students. Practice of case study-based papers, regular industry-academia interactions, regular sessions with industry experts are somehow missing from the curriculum of the B-schools

Challenges Faced by Management Education in India

1. **Impact of Globalization on Management Education in India:** A nation or economy must be careful about globalization. On the impact of globalization, there are two major concerns. Under each major concern there are many related anxieties. The first major concern is that globalization leads to a more iniquitous distribution of income among countries and within countries. The second fear is that globalization leads to loss of national sovereignty and that countries are finding it increasingly difficult to follow independent domestic policies. These two issues have to be addressed both theoretically and empirically.
2. **B-school focus on engineering students hurts gender agenda in company management:** Management education institutions' focus on admitting students from engineering background is hurting the gender diversity agenda in company management. Nearly 90 per cent of admissions to business schools are from engineering colleges, which in turn have very adverse gender ratio.
3. **Employability of management graduates on a decline:** Recruitment avenues for management graduates are on a decline, considering the fact that the economy is growing at the lowest pace in nine years, besides the financial sector is also witnessing sluggish growth rate. Moreover, there are serious questions being asked about the quality of some B-schools.
4. **Costs of Management Education:** For the last decade or so the management education institutes have seen a tremendous hike in their fee structure. This is barring the brightest students to continue with their higher education even if they are interested.
5. **Campus recruitments:** B-schools are losing their shine when it comes to campus recruitment. Only 10% of the graduates are actually employable despite the robust demand for MBAs, according to a paper by The Associated Chambers of Commerce and Industry of India (Assocham). Since 2009, the recruitments at the campus have gone down by 40%, reveals the paper titled, 'B-schools and Engineering colleges shut down – Big Business Struggles'.

Emerging Ways in the Development of Management Education

India is one of the largest countries in the globe and is considered not just a potential market but is also a place with an exceptional talent pool. It has one of the world's largest and youngest populations. India is progressing much further beyond establishing itself as a low-cost, medium- to high-quality talent base with needs being met along different stages of the skill continuum. India has long generated keen interest among business leaders worldwide. The world is looking forward to explore the potential of this country. But the question arises, who are responsible for creating these future level managers, entrepreneurs, leaders? These future leaders, managers, entrepreneurs can literally bring a change not only in India but worldwide. The change which is fuelled by globalization of economies, technological developments, policy shift from regulation to deregulation, from domestic to global focus, us, growing consumer awareness and continuous innovations in product designs etc. creating challenges in the façade of corporate landscape; which call for both industry and academia have to be at the cutting edge of the business research and emerging trends.

As a result, the importance of management education in a contemporary and interdisciplinary world has been increased many folds because education, specifically business education is a dynamic process which is meant for moulding the personality, character and behaviour of the students who are the future business executives and potential business managers and help them to acquire proper blend of knowledge and skills for attaining excellence in management on the one hand and for shouldering tough responsibilities in this growing competitive national and international business world on the other.

And here comes the role of management institutions engaged in supplying the future managers. Because it is only management education institutes providing business education which can produce and supply proficient manager with solid strength to corporate houses for their survival on the one hand and fulfilling the prevailing need on the other. This could only be possible if education programme of any B-school covers all the ingredients of theoretical knowledge and practical skill in their curriculum. It is particularly important for the business schools to take a more balanced approach and offer business education curricula which contain a blend of diversified business area and exercises for grooming the personality and communication skills. In fact, it is their moral duty to think how they can deliver their best to the business arena may be in the form of a 'Dynamic Personality'. They are responsible to educate future leaders of business organizations, need to understand the challenges faced by the organizations.

Now a days it is therefore, obligatory that business curriculum should be redesigned for bringing the entire deprived component which can be strong base for preparing prospective managers and instil appropriate skill and knowledge within them so that they perform anywhere in this cosmos. In short, management teaching pedagogy should be designed in such a way where international business contents and concepts, technology and current affairs, skill-building and communication exercises should be infused as an integral part of MBA syllabus. B-Schools should put down extra focus on driving multiple linkages of academics with industries to understand the pain points and more weight must be given to research, teaching and training which consequently fabricate an awareness of international and national corporate implications into the learning process of the budding managers.

Hence, a B-School should offer a 'Complete Package' of business education comprising of proper blend of theory and practical skills so that they know how to make people feel their presence in this mammoth crowd and rather would be able to prove fruitful for shouldering tough business responsibilities and providing the organizations an edge. Although much has been done but still more is required to be done in this regard and there is a incessant need to rethink and redesign the course work for MBA aspirants who are "Would be Managers" to match the global expectations.

As already mentioned earlier Case Studies, industry visits, industry expert talks, Memorandum of Understanding (MoU) with industries and many more should be practiced by the B-schools to make their curriculum a positive one. By practicing all these, by getting this practical knowledge the students would be future ready and can face any unknown situations like interviews or any issues in the industries they are working with.

In the recent time, during the Covid-19 period e-learning/e-education, mobile education/learning, online or web-based education, blended learning and alike are playing a vital role in shaping the career of the students. One can very easily say, these above-mentioned tools are now in some educational institutes have become a part of the curricula. The students have the access to all the lectures be it video lectures or class notes or something related to the topic being studied, or say they want to prepare themselves for an interview or they are planning to design their own curriculum vitae, they can without hesitation do it. Many reputed management institutions in the recent times have introduced "Flip Learning" in their course curriculum. That is the professor is supplying all the relevant notes, lectures, videos, quizzes, assignments, presentations which the students can view, learn, practice at his comfort. He can prepare himself very well for the class even if he is a slow learner because he has an access to all the lecture notes the teacher is providing. That is therefore a plus point from the teachers' as well as the student's point of view. The teaching-learning process becomes fruitful. The objectives of the course are met.

The Factors to be Considered by The B-Schools That Will Make The Management Students Industry Ready

The students of the B-Schools spend hundreds and thousands of rupees in getting a degree with the aim to earn a livelihood. The management institutes also spend a lot of time and effort in delivering a quality education to the students. The industries want those students who are industry ready, and those who meet the criteria and specifications of those industries. The management institutes (B-schools) should follow the following factors as discussed below to make the students industry ready-

1. Practical Knowledge of Doing Things

If the B-schools really want that their students to get absorbed by a company soon after completing their studies, they should give due weight age to the practical aspect of the theoretical knowledge they acquire. It is not sufficient just to cram up things without knowing how things are done practically. If they can demonstrate how to implement the theoretical knowledge you have then your chances of getting hired will improve significantly. At IIMs, XLRI, IISWBM (Kolkata) and many such prestigious institutes students are given adequate practical exposure.

2. Sharpen their Communication Skills

This is the main point in almost every article written to provide tips on increasing the students' chances of getting employed. Regardless of how good one particular student's educational background is, if he is not able to communicate himself properly, his knowledge will be of little use to him. He may be hired because of his technical prowess, but moving up the progress ladder will be difficult for him. The B-schools should therefore encourage the students to participate in various activities both inside the classroom and outside, which improves their communication skills.

3. Inculcate the Habit of Innovation

The management institutions should encourage the students to think out of the box, try to find an easier and more competitive way of performing a task. If he can provide a company with a method to save on expenditure or increase their profit, he has got better chances of getting hired and finding your way up the ladder. In this competitive world, the secret of survival and growth of any company is to find and implement efficient ways of doing things. Many institutes now a days nurture this innovative power of the students by setting up an Incubation Centre, E-Cell to make the students have a habit of innovation.

4. Encourage students to pursue online courses to hone their skills

The institutes should encourage the students to utilize their time by learning something online. This will not only result in multi-dimensional development of your personality, but it will also make them more competent in the job market, and a ready prospect to be hired. So if you want to make yourself industry ready, it is better to learn some new skill online.Courses like Swayam NPTEL, Coursera should find a way in the course structure of the students so that on one hand they can learn and on the other they can be industry ready.

5. Work on the students' weak areas

It is quite difficult to remove a habit, so, in place of hiding it, the management schools should try to bring it out and showcase it. It is about presenting their weak areas in a way that it looks positive to their prospective employer. The B-schools should help the students to work on these areas and guide the students and prepare them with appropriate reasons to convince the prospective employer that your weak areas will benefit the company ultimately. The trick here is to present their weaknesses in a way that it looks profitable to the company for whom they want to work for. The institutions should make sure that its students work and improves on their weakness and pass out as a complete professional.

6. Institutes should teach its students to organize and manage their time

It is about getting the maximum output in a given amount of time. The business schools should teach the students to organize and manage things as this is the only way that will help them to utilize their talent and get the maximum benefit out of it. Many people have the talent but they are too lazy and for such people, their talent is of no use and neither for the company they are employed in. Productivity matters a lot when they are working for a company and will ultimately determine your progress there.

7. Work on giving students international exposure

Sooner or later, every company may feel the need to move overseas as part of its expansion plan. To accomplish their objective, they want to have employees who have international exposure and can contribute readily to the objective of the company. If the student has attained international exposure during college time through a student exchange program or credit transfer program then they will be in a better position to accomplish these tasks. So, it is necessary for the business schools to make sure that every student of it must have an international exposure.

Suggestions to Help Students to Improve Their Knowledge, Skills and Attitudes so that They Can be Industry Ready

1. Consider Professional Development Courses

Professional development courses can help the student expand their professional skill set, learn something new, or even earn academic credit to put towards a degree. Online courses are particularly convenient because they are affordable and flexible.

2. Make Use of Online Resources

The Internet is a limitless source of free information and educational resources. The students have to attend educational webinars, follow the blogs or social media accounts of industry experts, or bookmark and regularly check industry news sites and online forums to stay current on the latest trends.

3. Sign Up for Professional Events

Professional events are valuable ways to learn about growth and development in the industry. Local companies, business associations, and professional groups often host seminars, forums, or workshops that can give you direct access and insight to experts in your profession. The students have to treat these events as constructive networking opportunities to brainstorm and share ideas with colleagues who can provide fresh insight and perspective

4. Read White Papers and Case Studies

Top companies, consulting organizations, agencies, and think tanks regularly publish white papers and case studies on industry trends and often offer them for download at no cost. The students have to stay up to date on industry and business trends by taking advantage of these resources.

5. Continue Your Education or Get a Certification

While continuing education and certification programs typically require a more intensive time and financial obligation, they can help boost reliability, and demonstrate a commitment to your profession. Becoming proficient in a new software platform before it becomes mainstream, committing to upholding industry standards through a certification program, or staying on top of market trends by taking a class can increase ones' income and position.

6. Improve and work upon their soft Skills, Hard Skills and Communication Skills

The students must work upon their soft skills, hard skills as well as communication skills. These are very much important not only in cracking an interview but also to sustain in the long run. Conducting a self-assessment test to determine r hard and soft skills and target those you want to develop should be a core activity in your professional development. A self-assessment test will help them measure their natural ways of thinking, feeling, and behaving, and you'll get access to personalized reports that help you better understand what makes you unique and how to use your strengths to reach your full potential.

CONCLUSION

Management education across the globe is facing a unique crisis of relevance in the contemporary scenario.To play a dynamic role in private sector a large number of globally competitive professional managers should be required. The demand for professional & skill managers is expected to be increase in the upcoming years. In this situation, the management institutions in India have major task to meet this increasing demand. The developing holistic framework for management education should be based on modern research. To meet the requirement of talented, professional and skill managers, collaboration between industry and management institutes is essential to make the management education relevant to global context. At the same time ethical and value- based education should be provided by management institutes. India is a demographic country in the form of large number of young people. To make them best and capable to accept present challenges in competitive world, it is need to provide opportunities for accessing quality higher management education. All the aspects of Business education such as quality of MBA aspirants, curriculum, business research, quality of research publications, industry-institute interface, management development programmes, faculty development programmes, placements, compensation packages of B-school graduates, career development trajectory of alumni, diversity among faculty as well as students, governance and accountability, etc. are under critical scanner. B-schools in India need to revitalize Management education, follow the emerging ways in the country in order to meet the expectations of all the key stakeholders such as students, faculty, society, industry, government and global community at large.

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ARTICLE 10

A Study of Positive Psychology in Teacher Preparation

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Abstract

Positivity in education comes when the prospective teacher is well oriented to her/his upcoming journey into the professional world. This will prepare the prospective teacher in advance to tackle the stress, challenges, changes, expectations of the job profile, prospective growth in specific sector, etc in the future course of action.That is why this study is important to know about the positive psychology of pupil teachers. A Google questionnaire was made to conduct the study and a sample of 53 pupil teachers were taken among five B.Ed. colleges. The findings show that average percentage of pupil teachers shows positive psychology in teacher preparation. The result help B.Ed. programme designers in inculcating happiness, well-being i.e., positive psychology in B.Ed. curriculum.

Keywords: Positive Education, Pupil Teachers, School Curriculum, B.Ed., Happiness, Wellbeing.

INTRODUCTION

Education is considered as the roots to develop the mankind and is the adhesive that can rectify the damage from the core. To impart education in a planned systematic way we have educational institutions in which teachers are the medium through which the link between student and knowledge is developed. Therefore, it becomes important to have strong foundation of teachers building programme and to plan and administer the proper and judicious flow of development of prospective teachers in the professional course of teacher's development.

POSITIVE EDUCATION

Positivity in education comes when the prospective teacher is well oriented to her/his upcoming journey into the professional world. This will prepare the prospective teacher in advance to tackle the stress, challenges, changes, expectations of the job profile, prospective growth in specific sector, etc in the future course of action. When the prospective teacher is well informed about the scope of the professional course opted by them it will make capable of taking best decision to select the right option out of various fields one can explore after completing the professional course. As for every school teacher quality matters, in fact, it is the most important school-related factor influencing student and school achievement. According to Martin E. P. Seligmana, Randal M. Ernstb, Jane Gillhamc, Karen Reivicha and Mark Linkinsd, positive

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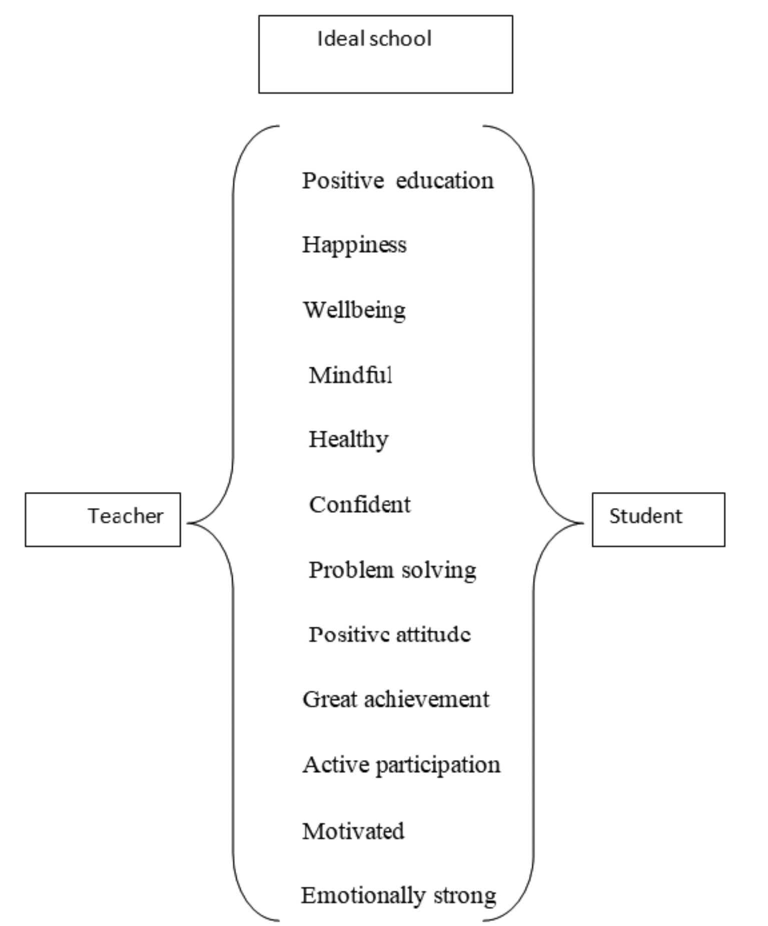
education is defined as education for both traditional skills and happiness. They also mentioned that there is high prevalence worldwide of depression among young people which made the small rise in life satisfaction, therefore it is necessary that the skills for happiness should be taught in school. They emphasised on positive education will form the basis of a 'new prosperity', a politics that values both wealth and well-being. Many parents are concerned that school courses will teach values that are determined by educators or society and that is same to the values they hope to instill in their children (Arthur, 2005).So there is a growing need for understanding positive emotion, its engagement and its meaning. The positive education is valuable in its own right, it help in fighting depression (Seligman et al., 2005), positive education makes life more satisfied (Peterson, Park, & Seligman, 2005; Seligman et al., 2005), and it promote learning, particularly creative learning (Fredrickson, 1998). Positive education is not only for the students or not only student happiness be the aim of education, but the teacher's happiness should also be the aim of education (Noddings, 2003). This author also mentioned that the happy teachers will tends to happy students, by helping them in relating education with happiness, as the teachers do.

We can see the impact of positive education as in figure shown below:

Impact of positive education on teachers and students which in turn, makes an ideal school:



This figure described that if the positive education will include as a part of school curriculum it will make teachers happy, mindful, healthy, confident, problem solving, active, motivated and emotionally strong which directly leads to their students and which in turn leads to an ideal school of happy environment.

RELATED LITERATURE

Following related literature is reviewed by the researcher to support the study.

Aydin Balyer, et.al., (2014), “Choosing Teaching Profession as a Career: Students’ Reasons”- The calibre and effectiveness of instructors are a necessity for educational change to be successful. Therefore, it is vital for educational systems to hire professors of high calibre. Making teaching a desirable job hinges on finding talented and dedicated individuals. It is believed that there are a few factors that influence student instructors’ decision to pursue a career in teaching. Numerous studies show that while some students chose this career for altruistic intrinsic and extrinsic motives, others do so as a result of peer pressure. This study tries to identify the factors that influence student teachers’ decision to pursue a career in teaching. 1410 student instructors engaged in this quantitative investigation, which was conducted. The findings showed that students primarily selected teaching for intrinsically altruistic motives.

Bhattacharya, Sweta. (2015), “A Study on the Higher Education System in India and Factors Affecting the Choice of Teaching Career in IT Education ”- India is a nation that places a high importance on education and is recognised for having a strong student body that is technically proficient, motivated, and hard-working, as well as devoted staff personnel. However, there is a shortage of such qualified professors in India’s various universities and affiliated institutes. The paper’s research goal is to identify the most important aspects that influence the career choices of IT engineering graduates and post-graduates by analysing the various factors that influence teaching decisions. The survey of graduate and post-graduate students at a private university in India served as the foundation for the statistical analysis reported in this work. Motivation, Perception, Interest, Professional and Financial Security, Career Choice Based on Knowledge and Skill, and Finally, Inclination towards Research are the elements taken into consideration in the study. The study illustrates how gender influences how people perceive their choice of a teaching career and that there are substantial differences in how the semester or year of study affects several aspects of a teaching career. The study also examines the state of higher education in India today and correlates the elements that, from an Indian perspective, influence career choice and faculty scarcity. The report offers a list of suggestions based on the findings of the statistical analysis that would be helpful and inspire more people to pursue careers as teachers.

LOW, E., NG, P., HUI, C., & CAI, L. (2017),”Teaching as a Career Choice: Triggers and Drivers”- One major area of research has been why people are drawn to teaching. The standard conceptualizations of intrinsic, altruistic, and extrinsic motivations, as well as some other comparable categorizations, appear to be the focus of earlier investigations, though. In order to approach the topic from a different conceptual perspective, this study proposes a differentiation between the “triggers” and the “drivers.” 26 student teachers participated in in-depth interviews to learn more about the factors that influenced their decision to become teachers. According to the findings, student teachers in Singapore may have very different reasons for becoming teachers than their colleagues elsewhere. More crucially, the findings emphasised the distinctions between “triggers” and “drivers” as well as their interdependence. There are several useful conclusions for Singapore’s teacher education.

Mahfud. et.al., (2019), "The Effect of Teaching Quality on Student Career Choice: The Mediating Role of Student Goal Orientation"- This study helps to clarify the reciprocal links between profession choice, performance goal orientation, goal-oriented learning, and teaching quality. This study also supports the idea that both internal and external facilitators have a significant impact on whether learning outcomes are successfully attained. Finally, encouraging students' goal orientation in the learning goal orientation is advised for practitioners of vocational education to enhance the quality of learning and teaching.

Sumanta Kumar Khanra & Dr. Dipak Kumar Sarkar (2018), "A Study on Deciding Factors Regarding Career Choice of the Students in Higher Secondary Level"- Due to increased competition for a small number of openings in the chosen job profile, completing college successfully has become more crucial. Some objectives have grown so well-established that they are now the most popular and attainable goals for the majority of pupils. By virtue of their success, fields that are already well-known to people are more convincing than other off-bit streams. Due to the increased number of seekers, these circumstances narrow those scopes. On the other side, if someone is experienced enough to recognise all the hazards associated with a new off-bit scope and wise enough to foresee how to reduce them, they are more likely to succeed while up against less competition. As a result, selecting a career is an important strategic move to decide eventual success in the name of a successful career. The choice of a vocation is influenced by a variety of elements, including academic success, economic situation, interest, family educational history, teacher advice, financial stability, etc. In this study, I looked for some key variables that affected profession choice and also examined how those variables affected the career decisions of high school students. In this study, 200 students from ten different high schools were selected as the sample using the non-experimental survey approach. The Random Sampling Technique is used to select the schools and samples. Data for this study were gathered using a survey sheet and a self-made "Career Factor" questionnaire.

Tillmann, T, et.al., (2020), "The Relationship Between Student Teachers' Career Choice Motives and Stress-Inducing Thoughts: A Tentative Cross-Cultural Model"- The motivations behind student teachers' career decisions are compared in this study, along with how they relate to stress-producing thoughts in five different European nations. The self-determination hypothesis was supported in a factorial structure for job choice motives that had previously been constructed. The elements include extrinsic reasons like financial security as well as internal motives like interest in working with children in educational settings. Additionally, disparities in these characteristics' weighting for selecting the teaching profession between nations were discovered. Additional findings provided support for a relationship between extrinsic motives and stress-inducing thoughts. The discussion includes conclusions and implications for teaching practice.

Ulrika Bergmark, et.al., (2018), "Why become a teacher? Student teachers' perceptions of the teaching profession and motives for career choice"- The study›s objective is to discursively identify student instructors› early career opinions of the teaching profession and their career choice motivations. Students expressed in writing their reasons for wanting to become teachers, their opinions of the teaching field, and whether or not anyone had an influence on their decision to pursue teaching as a career. 259 student texts from three Swedish teacher preparation programmes make up the empirical data. The study used a qualitative method suggesting distinct categorizations from other research, highlighting the notion of diverse profession choice motives and the connection to student teachers› developing pedagogical identity. The programmes can be differentiated by their significant differences, which highlight their various primary goals and evolving pedagogical identities. The findings highlight the need of structuring teacher education programmes around a variety of goals, which is anticipated to positively impact both teacher retention and degree completion.

NEED OF THE STUDY

Positive Education, according to Seligman et al., 2009's study, is a response to the discrepancy between what parents desire for their children and what schools teach. That is to say, while most parents want their kids to be successful, disciplined, and self-assured, schools only place an emphasis on these things. Positive outcomes for mental health are just as significant as these, of course.Positive education is suggested as a solution to this problem, where schools instruct students in mental health skills based on positive psychology as well as achievement and accomplishment. In other words, positive psychology's objectives of wellness and support for everyone's mental health are what positive education seeks to bring to the classroom. Many research asserts that by assisting their pupils in associating education with enjoyment in the same way that the teachers do, content teachers will always result in content students.

When a prospective teacher is prepared for their forthcoming journey into the professional world, education can be positive. The future teacher will be better equipped to handle stress, problems, changes, expectations for the job profile, potential growth in a particular area, etc. in the future. From literature review it has seen that there is a huge gap in research related to psychology of pupil-teacher. That is why this study is crucial in order to understand the optimistic psychology of student teachers.

DELIMITATION

Due to lack of time-

1. Only five B.Ed. colleges of Delhi were taken.
2. Among which 100 samples were choose to respond.

RESEARCH QUESTIONS

1. Are B.Ed. students opt B.Ed. course as per their interest?
2. Are B.Ed. students well known about B.Ed. scopes other than school teaching?

RESEARCH METHODOLOGY

The qualitative research approach was utilized to examine teachers' perspectives on their professional self-understanding in its entirety.A self-made google questionnaire which consists 10 items was executed to the sample chose by random sampling. Each item has 5 scale i.e., from strongly disagree to strongly agree. 53 Pupil-Teachers attempt the questionnaire.

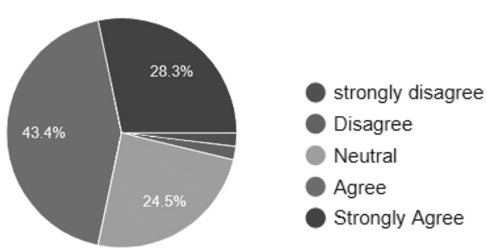
RESULT

On the basis of responds submitted for Google form questionnaire which considered five point rating scale, following result was made in a tabular form as shown below:

S. NO.	ITEMS	Strongly disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly agree (%)
1	I opted B.Ed. programme as per my interest.	1.9	1.9	24.5	43.4	28.3
2	After B.Ed. programme I will opt teaching job.	1.9	0	13.2	56.6	28.3
3	After B.Ed. programme I will opt other higher education programmes.	1.9	17.3	38.5	28.8	13.5
4	I have knowledge about various scopes of B.Ed. programme other than school teaching.	3.8.	28.3	18.9	47.2	1.9
5	I am clear about the working demands, salary and growth as a: (choose from given list of B.Ed. programme scopes)	0	8.5	22	32.2	3.4
6	I am confident about my selection of scope of B.Ed. programme.	1.9	7.5	22.6	52.8	15.1
7	I am clear about the work culture of various scope completing B.Ed. (working hrs, working days, working requirements, job location)	0	9.4	20.8	62.3	7.5
8	I am confident about my professional growth along with personnel life.	0	5.7	15.1	62.3	17
9	I am happy with my decision of choosing B.Ed. programme and related scope as my career.	1.9	3.8	13.2	56.6	24.5
10	This scope of B.Ed. programme provides me opportunity (social, economic, intellectual and emotional) to grow to my fullest.	1.9	0	13.2	58.5	26.4

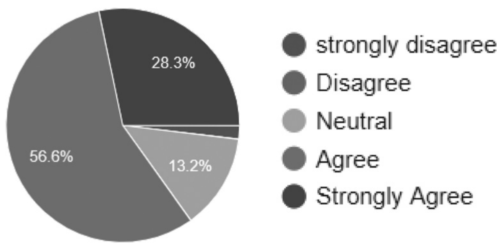
DISCUSSION OF RESULTS

ITEM NO. 1: It asked that the B.Ed. students choose B.Ed. programme as per their interest



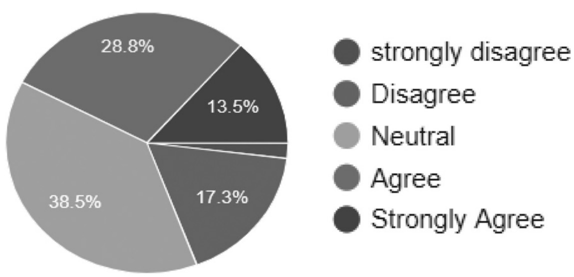
28.3% respondents were strongly agree, 43.4% respondents were agree, 24.5% respondents were not interested in respond i.e. neutral, 1.9% respondents were disagree and another 1.9% were strongly disagree.

ITEM NO. 2: It asked that after B.Ed. programme B.Ed. students will opt teaching job.



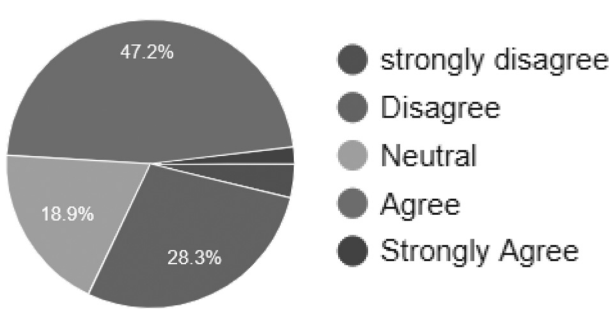
28.3% respondents were strongly agree, 56.6% respondents were agree, 13.2% respondents were not interested in respond i.e. neutral, 0 respondents were disagree and 1.9% were strongly disagree.

ITEM NO. 3: It asked that after B.Ed. programme B.Ed. students will opt other higher education programmes.



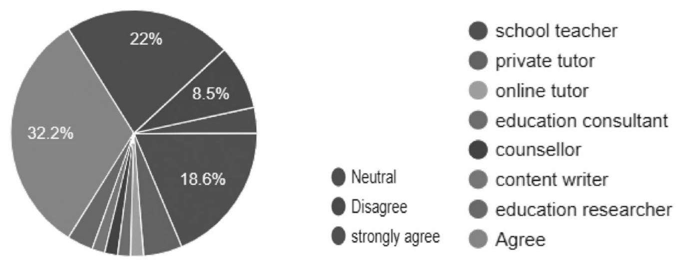
13.5% respondents were strongly agree, 28.8% respondents were agree, 38.5% respondents were not interested in respond i.e. neutral, 17.3% respondents were disagree and 1.9% were strongly disagree.

ITEM NO. 4: It asked that B.Ed. students have knowledge about various scopes of B.Ed. programme other than school teaching.



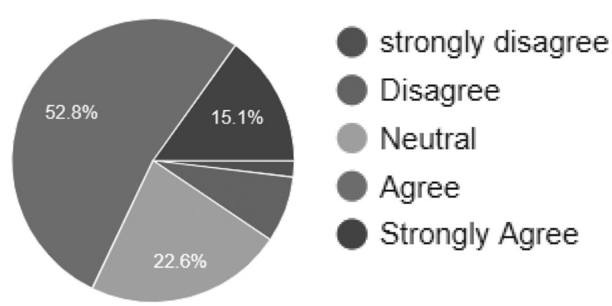
1.9% respondents were strongly agree, 47.2% respondents were agree, 18.9% respondents were not interested in respond i.e. neutral, 28.3% respondents were disagree and 3.8% were strongly disagree.

ITEM NO. 5: It asked that B.Ed. students were clear about the working demands, salary and growth as a: (choose from given list of B.Ed. programme scopes i.e. school teacher, private tutor, online tutor, education consultant, counselor, content writer, education researcher)



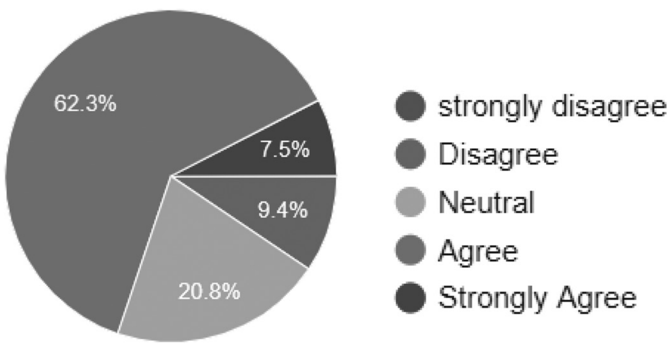
3.4% respondents were strongly agree, 32.2% respondents were agree, 22% respondents were not interested in respond i.e. neutral, 8.5% respondents were disagree and 0 were strongly disagree. 18.6% responds for school teacher, 5.1% responds for private tutor, 1.7% responds for online tutor, 1.7% responds for education consultant, 1.7% for counselor, 1.7% for content writer and 3.4 % for educational researcher.

ITEM NO. 6: It asked that B.Ed. students were confident about their selection of scope of B.Ed. programme.



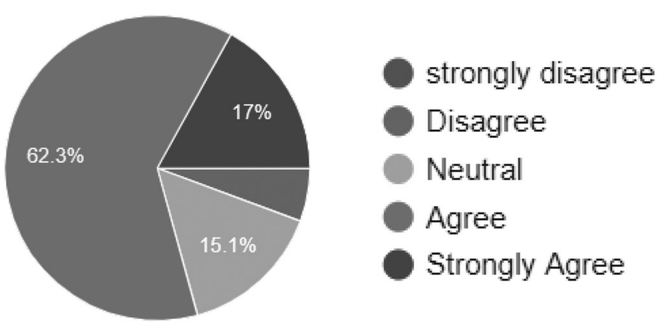
15.1% respondents were strongly agree, 52.8% respondents were agree, 22.6% respondents were not interested in respond i.e. neutral, 7.5% respondents were disagree and 1.9% were strongly disagree.

ITEM NO. 7: It asked that B.Ed. students clear about the work culture of various scope completing B.Ed. (working hrs, working days, working requirements, job location)



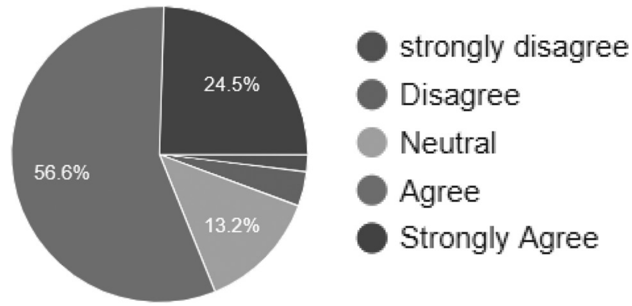
7.5% respondents were strongly agree, 62.3% respondents were agree, 20.8% respondents were not interested in respond i.e. neutral, 9.4% respondents were disagree and 0 were strongly disagree.

ITEM NO. 8: It asked that B.Ed. students were confident about their professional growth along with personnel life.



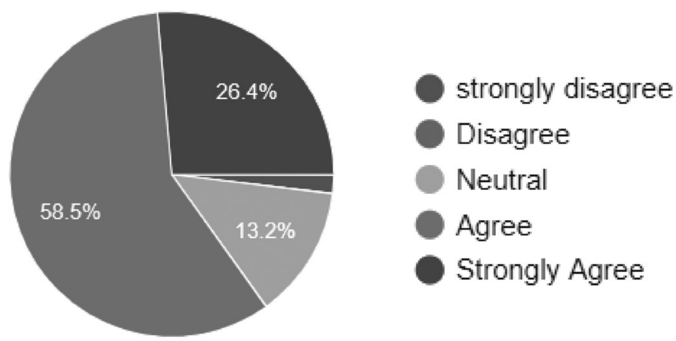
17% respondents were strongly agree, 62.3% respondents were agree, 15.1% respondents were not interested in respond i.e. neutral, 5.7% respondents were disagree and 0 were strongly disagree.

ITEM NO. 9: It asked that B.Ed. students were happy with their decision of choosing B.Ed. programme and related scope as their career.



24.5% respondents were strongly agree, 56.6% respondents were agree, 13.2% respondents were not interested in respond i.e. neutral, 3.8% respondents were disagree and 1.9% were strongly disagree.

ITEM NO. 10: It asked that chose scope of B.Ed. programme provides B.Ed. students opportunity (social, economic, intellectual and emotional) to grow to their fullest.



26.4% respondents were strongly agree, 58.5% respondents were agree, 13.2% respondents were not interested in respond i.e. neutral, 0 respondents were disagree and 1.9% were strongly disagree.

CONCLUSION

The findings of the study showed that average students of B.Ed. were confident and happy with their career and below average were know about the other scopes of B.Ed. and will opt higher education. The result help B.Ed. programme designers in inculcating happiness, well-being i.e., positive psychology in B.Ed. curriculum. So, that pupil teachers will be trained for bearing working stress and other problems happily and also made their students compatible for problem solving.The advantages of teaching as a preferred vocation were given in terms of a fulfilling job, better job security, higher pay, longer holidays, and high social standing, while the disadvantages of teaching preferences were explained in terms of a boring job and tedious work. There is a suggestion that more extensive research in this area is needed.

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ARTICLE 11

A Descriptive Study on Interface between Management Education and Social Media

Ms. Jyoti Gupta[1]

Abstract

Students in the millennial age are digital natives who have substantial exposure with social media when they enter higher school. Business and other organisations require their new hires to be highly skilled in this technology, as well. This paper provides an overview of how to use the most popular social networking platforms in the classroom. Facebook, blogs, YouTube, Twitter, Myspace, and Second Life are all explored, along with instances of how they can be used to create strong collaboration among management students. The transition to richer media, such as video blogs (vlogs), is evaluated. There are certain cautions about using social media in higher education settings.

Keywords: Social Media; Collaboration; Management Education; Networking

INTRODUCTION

At the start of the twenty-first century, management educators are discovering that their students are digital natives, also known as "millennial students" (Reinhardt et al., 2009), who have been using computers since they were toddlers. They used to play computer games like Putt Saves the Zoo while they were in preschool (Humongous Entertainment, 1995). They grew up with games like World of Warcraft and The Sims Online, which are online virtual worlds and simulations. As a result, they are often at ease with computer-based collaborations, such as those involving social media. Students and professors can use social media because it is essentially free. These collaborative platforms are referred to as Web 2.0 technologies, and they are characterised by a high level of involvement that has far-reaching educational consequences practice (Selwyn, 2007). Students that use computer-mediated communication can have more in-depth conversations than they would in a face-to-face (F2F) classroom. Students' attitudes and outcomes may improve as a result of this sometimes-intensive experience (Mazer et al., 2007). Students should learn more about social networking sites like Facebook because they are rapidly being used by businesses for marketing, recruitment, and other activities (Hagel and Brown, 2008). This article will provide an introduction of teaching methods and issues using social media platforms such as Facebook, blogs, YouTube,

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Twitter, and MySpace, as well as virtual worlds like Second Life.

Facebook

Facebook is currently the most popular social networking platform among students in higher education (Selwyn, 2007). Users of Facebook have personal websites called "Profiles," which they create using simple menus. Users can limit access to their Facebook profiles by adjusting their account's privacy settings. "Friend" status normally grants full access to a person's profile, including the ability to view and comment on all of the images in that person's albums. To connect up, one can send "Friend Requests" to other Facebook members and accept friend requests from others, allowing them to read each other's profiles and write on each other's "Walls," which are interactive journals of their activities with comments from others.

Leading scholarly management associations have Facebook groups, which is not well known. The Organizational Behaviour Teaching Society and the Academy of Management, for example, both have them. These groups provide fast access to links to other management instructors' Facebook profiles, allowing for more in-depth interactions with them.

Blog

A "blog," sometimes known as a "web log, journal, or chronicle," is a web-based log, journal, or chronicle created by an individual or group with continual updates that include diary-style commentary, frequently with critiques of and links to other articles and related news. Blogs can be a terrific way for students and instructors to share content in a course. The instructor could start a blog to track the course's progress, session by session. Learners and others (assuming this is openly accessible on the web) may be able to examine PowerPoint slides, lecture notes, videos of lectures or class sessions, and other materials. There are also opportunities for students to contribute notes on articles, interviews, and other resources relating to class assignments. This, in theory, will allow bloggers to cover far more stuff than they could previously. An instructor can construct a "vlog" (video blog) that includes videos of major class portions, report directives, and comments on the class's progress. Students may create vlogs to convey highlights from project team meetings, articles they've been reading for the course, or multimedia reports they've created for the course.

Youtube

As we reach the second decade of the twenty-first century, video is becoming increasingly popular in a variety of fields, including higher education. New pocket-sized camcorders with one-touch digital zoom and high-definition resolution, such as those supplied by Flip, Creative Labs, Kodak, Sony, Sanyo, Samsung, and others, encourage this.

Some new cameras, for example, are the size of an iPod and can shoot hours of footage, plug into a USB port for easy downloading, come with free software for easy editing (which took the author all of five seconds to get started with), have image stabilisation, and cost around $130 in the US and EUR 160 in Europe. As a result, instead of textbooks, a class of students may purchase such affordable pocket-camcorders and be given a protocol of interview questions and accompanying video training.

Students may be requested to interview managers at companies they are familiar with or that they find through looking for alumni as subjects on LinkedIn. They may be told to ask productive inquiries in order to unearth intriguing and useful business cases. “Would you share the most fascinating strategic activity your organisation has taken?” they can be asked if the course is Strategy. The highlights of such an interview might be shared with other students for ten minutes on a course website or in a face-to-face class session. Students may also be asked to upload them to free public platforms such as YouTube, Facebook, or Vimeo. “Post to Facebook” or “Post to YouTube” are output options on some of these new cameras.

Twitter

Twitter, the most well-known free microblogging application, is especially useful for quick exchanges of ideas, information, and thoughts (Ebner, 2009; Reinhardt et al., 2009). Reinhardt et al. (2009) suggest that it can be used to reframe dialogue between students and instructors about curricular and co-curricular subjects. “Tweets” are Twitter messages of up to 140 characters in length. Twitter is great for sending out quick and easy notifications to individuals or sharing anything like a link right when you need it (McFedries, 2007). Tweets are typically about what the sender is doing or thinking right now, or to alert followers to an upcoming event or particularly noteworthy resource. They will be received by other Twitter users who have been accepted as followers of a certain person’s tweets. Twitter has been dubbed the poster child for Mobile 2.0, as a communication tool that is accessible anywhere and at any time (Griswold, 2007)

Formative Evaluation of Twitter

One of Twitter’s advantages is the rapid feedback it can provide, which might be positive or negative. A university that provides a Twitter interface for students to post complaints and suggestions for improvement should try to respond quickly and often with agile solutions in order to boost student happiness and retention. However, it’s feasible that some students may take advantage of such a Twitter interface and demand services that are above their means (Manjoo, 2009). “Think before you tweet,” is a final word of advice. The majority of tweets now end up on the Internet, where they can be Googled indefinitely! Galagan (Galagan, 2009). In late 2009, Twitter expanded its editing capabilities for existing tweets.

Virtual Worlds: Second Life

Second Life is the educational virtual environment of choice (Warburton, 2009). It creates an immersive experience in its virtual realm by providing visual, auditory, and tactile realism, as well as a strong sensation of cohabitation when other avatars (characters chosen by Second Life members to represent them) are present (Warburton, 2009). It’s a three-dimensional simulated world where students can engage with one another, the instructor, and various audio and visual items (O’Hara, 2009).

It also correlates with millennial students’ learning preferences (Jarmon et al., 2008), who desire to be involved with non-channelized, interactive, collaborative, multinational, unpredictable, thrilling, and novel multimedia.

Multi-user virtual worlds both replicate and transcend well beyond actual classrooms in some ways (Haycock and Kemp, 2008). Students create avatars in Second Life that may or may not resemble their real-life appearances.

Indeed, during a meeting in Second Life, an avatar’s face can transform from that of a man to that of a woman, a Jedi knight to an octopus, and finally to that of a meteor. Learners in

Second Life can collaborate in groups to share documents, PowerPoints, movies, and comments in both natural voice and text media.

Learners can visit existing businesses and organisations in Second Life, interview their owners, employees, and customers, assess their business and revenue models, learn about different marketing strategies, consider a virtual business's facility development plans, develop human resource management plans, and so on.

Students may be assigned to work in groups to establish enterprises in a virtual world. A new textbook, Management through Collaboration: Teaming in a Networked World (Wankel and Global Team, 2011), will include a slew of exercises and projects that will allow students from all over the world to participate in Second Life. Instructors can determine the length and depth of Second Life projects, just like they can with any other assignment.

Games, Role-Plays, Simulations, and Virtual Internships

For many years, real-life role playing or other simulations have been used in university and industry training and sensitization for a variety of job categories and functions, including businesspeople, transportation operators such as pilots, medical personnel, lawyers, teachers, nuclear power plant operators, dangerous material processors, and soldiers. Multiuser virtual environments, such as Second Life, are particularly well-suited media for the creation and implementation of entertaining role-playing situations for educational purposes. Role-playing and improvisation are examples of performative action-based activities that are developed through a series of steps or scaffolding. Using social media to teach management 257 Charles Wankel Journal activities promote experiential learning in organisations (Jarmon et al., 2009).

Teachers can use Second Life to build games and activities that interest pupils in studying material. Learners could, for example, take true or false quizzes in which a true response would be signalled by leaping into the air and a false response by spinning around (Oishi, 2007).

Virtual workplaces can be built where students can learn about a range of processes and do some of them in conjunction with others. Perhaps an outline of the activities of an expensive resort hotel could be offered to them. Alternatively, they may be shown the numerous tasks that go into running a seafood restaurant in Manhattan. Because the time, cost, and other logistics of travel are reduced, learners may be able to participate in far more virtual internships than would be possible in real-life internships. Library Science students at San Jose State University's School of Library and Information Science are given opportunities to increase their competency and comfort interacting with library patrons through Second Life (Haycock and Kemp, 2008).

In virtual worlds, IBM offers new employee orientations and mentoring. IBM's new virtual world employee orientation and mentorship programme is based on a robust Second Life application (Frauenheim, 2006).

Similarly, many portions of university student affairs offices' new student orientations might be held in virtual reality settings. For example, parents of international students who are unable to accompany their children to on-campus orientation activities may be able to attend informal meetings and receptions with other parents, as well as sit in various replicas of campus venues to hear presentations on financial aid, housing and residence life, student club opportunities, the structure of the curriculum and its logic, and various welcomes from deans and other administrators.

Many types of people must be trained in the second decade of the twenty-first century to have the best emergency responses. For example, instances involving violent perpetrators from the student body, such as the Virginia Tech tragedy, or terrorists, such as the Russian school incident, have occurred at all levels of education. Catastrophic fires have occurred at some colleges, including Seton Hall University. Gunmen, explosions, and other emergencies can be simulated in Second Life, which would be impossible and perhaps inadvisable to do in a real-world setting. So, students and instructors might be given material on emergency procedures, and then they might go into a Second Life simulation of one to observe how these processes work.

CONCLUSION

Digital natives (Palfrey and Gasser, 2008; Tapscott, 2009) are students entering management education who have substantial familiarity with social and other new media. This capability is increasingly being used by businesses and other groups. This article has presented an overview of the usage of social media for collaborative projects in management education, including Facebook, blogs, YouTube, Twitter, MySpace, and Second Life.

Web 2.0 is now known for its mobile and virtual world collaboration platforms. Social media is still evolving. Web 3.0 will emerge during the next decade. Students who use social media will: (1) interact ubiquitously, in the sense that they will be able to collaborate on projects using their mobile devices wherever they are; (2) regularly use heterogeneous smart (artificial intelligence) interfaces with a variety of people, often through automatic translation interfaces; and (3) engage in massive groups, with class assignments frequently requiring the collaboration of hundreds of other students in disparate settings. The gap between physical and virtual reality will be bridged by new platforms (Quitney and Rainie, 2008). The internet will be dramatically transformed. Using social media to teach management Charles Wankel is a 260-person organisation.

This author is currently crowdsourcing a management textbook with around 1000 management professors in 90 countries (Wankel and global team, 2011). Over the next decade, distributed problem solving and coproduction will become increasingly significant in a wide range of enterprises. It's likely that crowdsourcing will be employed in management education to provide students hands-on experience working on collaborative projects with peers from all around the world. Online 3.0 will assist management students in determining which of their classmates have the background and know-how to best cooperate with them on a project, reflecting the rise of smarter web agents who will provide recommendations based on the context of the responses they provide over the next ten years. For example, if a student is researching a business plan for starting a surfboard rental business in a Chinese resort, Web 3.0 applications may suggest specific relevant firms that could be suppliers or competitors in the region that the student is focusing on in his or her report (Ohler, 2008). Indeed, the social media platforms outlined in this article will likely play a key part in the worldwide future of management education.

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ARTICLE 12

Power, Race and Subjugation of Woman in J.M.Coetzee's Disgrace

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Abstract

J.M.Coetzee's Disgrace (1999) is preoccupied with the notion of power (how power controls the identity of postcolonial subjects), race (how black considered as others and white holds the power to subjugate) and subjugation of woman (how woman has been suppressed by the history of her existence). This novel echo various themes such as social and economic tensions which are related with the roles of class, age, race and gender which further, exemplify the fulcrum of Coetzee's oeuvre of writing. Coetzee through his works invokes the cardinal arguments of postcolonialism and cultural studies along with race theory in order to adumbrate the phenomenon of identity formation in postcolonial reality. Woman is doubly suppressed by the history of her existence. The condition of class struggle and sexual politics are used to perpetuate the hegemonic reality of power in order to construe or interpellate one as an object. The present research paper intends to focus upon the diachronic realities of the world have been replaced by the synchronic socio economic, linguistic, sexual, gender and race-based realities. It is these realities which now construct and control the texture of the text of identity.

Keywords: Subjugation, Postcolonialism, Identity, Subject, Disgrace.

J.M.Coetzee's *Disgrace* (1999) is preoccupied with the notion of power (how power controls the identity of postcolonial subjects), race (how black considered as *others* and white holds the power to subjugate) and subjugation of woman (how woman has been suppressed by the history of her existence). This novel echo various themes such as social and economic tensions which are related with the roles of class, age, race and gender which further, exemplify the fulcrum of Coetzee's oeuvre of writing. Coetzee through his works invokes the cardinal arguments of post colonialism and cultural studies along with race theory in order to adumbrate the phenomenon of identity formation in postcolonial reality. His novels also deal with the authorship of writing, language, domination, marginalization and silence. A candid and graphic account of his novels may divulge the role of different hegemonic apparatuses in the interpellation of one as a subject with the identity of the other. As Kailash C.Baral

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(2008) enunciates that self-consciousness in Coetzee's novel depicts the context of South Africa from the historical, political, and social perspective which further nurture the fulcrum of consciousness of language. Therefore, Coetzee's writings give new light to the metropolitan tradition and complex post coloniality.

> [...] he is not the radiance of fiction but for its starkness; not to protect the being but to ensure becoming; not to make writing fiction an end in itself but a means to explore the unexplored; going beyond the real to have the grasp of the unreal in presenting the unpresentable. (12)

This paper intends to focus upon how power, race and subjugation of women affect the realities of postcolonial identity in the contemporary discourse. It will explore how postcolonial subjects can be controlled by the historical, political, social, cultural, economic and linguistic realities. Because these factors control the rubrics in which the postcolonial identity are constructed. Therefore, present paper in the context will conceptualize the phenomenon of power in Foucaultian sense, racial tension by Ashcroft and subjugation of women in the context of G.C. Spivak which will deal with the fulcrum of postcolonial identity.

Power as Foucault articulates, has authority to subjugate and turn one into a subject. It has capacity to impose a new identity by transplanting the law of truth. He talks about the truth of power that is totally controlled by the hegemonic realities which further affects the social, economic, cultural and historical realities of an individual. Power is exploitative in nature one who holds power he/she will exercise the power to control others. The phenomenon of Foucault's works always focused upon how modern civilization creates and controls human subjects through institutions such as prisons, hospitals, education and knowledge system. How these different factors exercise the execution and distribution of power. Similarly, as Althusser (1971) avers the fact that it is the texture of socio-political factors which constitutes the identity of a person and he explains it through "Repressive State Apparatuses" or RSA's "the police, the courts the prisons; but also the army... and above this ensemble, the head of state, the government and the administration" (137). Further, "Hegemony" is the term used by the theorist Antonio Gramsci (1891-1937) to convey 'the extent to which belief systems are thoroughly naturalized that dominates the consciousnesses of individuals. Power as a discourse in Foucault's (1982) view:

> This form of power applies itself to immediate everyday life which categorizes the individual, marks him by his own individuality, attaches him to his own identity, imposes a law of truth on him which he must recognize and which others have to recognize in him. It is a form of power which makes individuals subjects. There are two meanings of the word "subject": subject to someone else by control and dependence; and tied to his own by a conscience or self-knowledge. Both meanings suggest a form of power which subjugates and makes subject to. (781)

Concept of power in Foucaultian sense is juridical which is based on the law and taboo, and can be seen as restrictive and repressive. In his seminal text *The History of Sexuality* (1978) he states that subjects can be operated not "by right but technique, not by law but by normalization, not by punishment but by control" (87). He insists that power "power is everywhere; not because it embraces everything, but because it comes from everywhere". It is "simply the over-all effect that emerges from all these mobilities" (93).

It depicts that not only state apparatuses but economic reality also controls the identity of postcolonial subjects. As Marx and Engels in 'Manifesto of the Communist Party' argued that "Man's ideas, views, and conceptions, in one word, man's consciousness changes with every change in the condition of his material existence, in his social relations and his social life" (489).

Marx also coined the term "economic determinism" which stands for the identity which can be determined by the economy. Thus "it is not the consciousness of men that determines their existence, but their social existence that determines their consciousness" as Marx articulated in "Preface" (1859). Further, power according to Foucault can be exercised on the free subjects. As Donald E.Hall (2004) articulates power in Foucaultian sense

> […] power is never exercised in a top-down fashion. Power circulates, is appropriated and deployed, and requires a multidimensional model to grasp it in its complexity. (93)

Foucault states that freedom disappears where power is exercised and power relations are rooted deep in the social nexus. In *The History of Sexuality, Volume I*, (1990) he asserts

> Discourses are not once and for all subservient to power or raised up against it…we must make allowance for the complex and unstable process whereby discourse can be both an instrument and an effect of power, but also a hindrance, a stumbling-block, a point of resistance and a starting point for an opposing strategy. Discourse transmits and produces power; it reinforces it, but also undermines and exposes it, renders it fragile and makes it possible to thwart it. (100-01)

Vickie Dailey in his entitled essay 'A review and Commentary on *Disgrace* by J.M.Coetzee' commented that it is the story of about the powerful and powerless. David Lurie was powerful in the beginning but later when he disgraced his position and Melanie then he becomes powerless. Rape has been the instrument to subjugate the power of woman. The powerlessness of David and Lurie has come to parallel the racial condition in South Africa. Abovementioned discourse very well explicates that how postcolonial identity can be controlled through different structures of power and apparatuses. It can be seen that how these factor controls the historical, cultural, social, political, psychological, linguistic, physical and economic realities of postcolonial subjects. It can be explored in the novel by Coetzee which narrates the story of prof. David Lurie (white), divorced twice and professor of modern languages in Cape Technical University. How he disgraced himself by raping one of his students MelaineIssac (black). In the beginning when Lurie tried to make relationship with Melaine he defended his instincts by stating that:

> A woman's beauty does not belong to her alone. It is part of the bounty she brings into the world. She has a duty to share it (16).

David Lurie has been expelled from the university so he moved to his daughter's place. Lucy is gardener and independent girl, though not independent fully she is dependent on his male partner Petrus. She was raped by three black men but instead of complaining she kept quiet and stated:

> The reason is that, as far as I am concerned, what happened to me is a purely private matter. In another time, in another place, it might be held to be a public matter. But in

> this place, at this time, it is not. It is my business, mine alone."
> 'This place being what?'
> 'This place being South Africa.' (112)

David Lurie was powerful in the beginning because white is the symbol of power and it represents the dominant class in South Africa. But he soon his misfortune comes when he become powerless when he was expelled from the university because he didn't apologize for his hideous crime. Another aspect of power can be looked from the condition of Lucy how brutally she was raped and asked to marry Petrus for an alliance of security to live between *his people*. Further, Rabinow (1984) explicate power as

> The important thing here, I believe, is that truth isn't outside power, or lacking in power… It's not a matter of emancipating truth from every system of power (which would be a chimera, for truth is already power), but of detaching the power of truth from the forms of hegemony, social, economic, and cultural, within which it operates at the present time. (72-75)

It can be seen that truth and power is intertwined and all the hegemonic power which has been constituted by power, is under the control of power.

This novel can be exemplified with different notions of **Critical Race Theory**. The CRT movement is collection of activists and scholars who is trying to transform the relationship among race, racism, and power. This theory argued that identity is social construction and not equal. It can also be looked upon by racial emancipation and anti-subordination. Derrick Bell major figure of this theory was committed to the colorblindness and his focus was on intentional discrimination. The relationship between white and black can be seen through the love affair of David Lurie with one of his students who is black and powerless. Lucy's friendship with Petrus who was her helping hand in farm but he betrayed her when she was raped by his relatives. Lucy depicts her rapists as

> They see me as owing something. They see themselves as debt collectors, tax collectors. Why should I be allowed to live here without paying? Perhaps that is what they tell themselves. (158)

David wants to teach them lesson instead of accepting Petrus's proposal for marriage to protect her. But Lucy accepts his proposal by saying that he wanted to remind her that she is without protection and 'fair game' for him.

> 'If they had been white you wouldn't talk about them in this way,' he says. 'If they had been white thugs from despatch, for instance.'…but it is something new you are talking about. Slavery. They want you for their slave. Not slavery. Subjection. Subjugation…Yes. He is a child. He is my family, my people. So that is it. No more lies. *My people*. As naked an answer as he could wish. Well, Lucy is *his people*. (159,201)

Betty Friedan in her famous work *The Feminine Mystique* (1963) which was eminent in the second wave of feminism encapsulates the unhappy life of American housewives during 1950-60s. This work was based upon the interviews and surveys she took and she was inspired by the reunion in Smith College in 1957. She interrogates the femininity which is only restricted to the family, husband and children:

> For over fifteen years there was no word of this yearning in the millions of words written about women, for women, in all the columns, books and articles by experts telling women their role was to seek fulfillment as wives and mothers. Over and over women heard in voices of tradition and of Freudian sophistication that they could desire no greater destiny than to glory in their own femininity…they were taught to pity the neurotic, unfeminine, unhappy women who wanted to be poets or physicists or presidents. They learned that truly feminine women do not want careers, higher education, political rights, the independence and the opportunities that the old-fashioned feminists fought for. "If I have only one life, let me live it as a blonde". (15-16, 17)

Betty Friedan was criticized by bell hooks (2000). She criticized the social system which is corrupted and she cannot desire to achieve equality. In the preface of second edition *Seeing* the Light: Visionary Feminism (2000) she states that:

> Living as we did—on the edge—we developed a particular way of seeing reality. We looked from both the outside in and the inside out. We focused our attention on the center as well as the margin. We understood both. This mode of seeing reminded us of the existence of a whole universe, a main body made up of both margin and center. (xvi)

She states that how the wave of feminism can divert from sisterhood to individual subjects and the condition of white women is not same as black women. She further, intricate that the "emphasis on sisterhood was often seen as emotional appeal masking the opportunism of bourgeois white women." (44) She also criticized this second wave because its excluded poor, working class women and especially non-white women. She was against men participation in feminist movement because the empowerment of women should not depend at the expanse of men. Women cannot explicate the goals of feminism because in her view:

> Men are the primary agents maintaining and supporting sexism and sexist oppression, they can be eradicated if men are compelled to assume responsibility for transforming their consciousness and the consciousness of society as whole…Men who actively struggle against sexism have a place feminist movement. They are our comrades. (82, 83)

Similarly Julia Kristeva said women is an allusion because two woman cannot be similar therefore she accepts the notion of woman. Further, Frantz Fanon on race explored that on one hand how the white Africa is thought to have cultural tradition and on the other hand Black Africa has been looked as 'inert, brutal, and uncivilized' (161). In addition Fanon's *Black Skin and White Mask*s (1967) reinstates the fact that the translation of the repression and trauma that the colonized marginals have experienced can only be the endeavor of the process of translation. Further, Young expounds:

> In *Black skin, White Mask*s, he argues that black man and woman have been translated not only as colonial subjects in the regime of French imperialism, but also internally, psychologically: their desires have been changed into another form, carried across into the desire for whiteness through a kind of metempsychosis…they have black skin with white mask (144).

M.T.S.C. Mattos's 'Racial Tension in Post-apartheid South Africa: A Reading of *Disgrace*'

(2012) this work examines the historical background of South Africa with its early disputes between European colonizers and its native inhabitants of the Cape. It holds the idea of fraternity which comes with liberty and equality that can be enjoyed once the structure of power and inequality that which defined the apartheid state have been dismantled. This novel is about shame, truth and attempts and reconciliation both for South Africa and the characters. *Disgrace* echoes the subjugation of women in Africa and it can be through Lucy's rape.

This novel also depicts the **subjugation of woman into postcolonial** realities. It should initiate the empowerment of subjugated subjects which can be transformed in the exploration of Homi Bhabha (1994):

> [a] range of contemporary critical theories suggest that it is from those who have suffered the sentence of history-- subjugation, domination, diaspora, displacement—that we learn our most enduring lessons for living and thinking. There is even growing conviction that the affective experience of social marginality…transforms our critical strategies. (172)

Melanie's molestation can be seen through feminist perspectives. She is doubly suppressed and marginalized for two reasons, one she is woman and she belongs to black community in South Africa. Blacks are thought to be powerless from the time immemorial and especially in the African context. Judith Butler in her two famous interventions (1990) and (1991) have made the distinction between Sex and Gender, sex is biological but gender is culturally constructed and it is based on the cultural performances also.Shulamith Firestone (1970) articulates about the "gender inequality is the ramification of the complex power structure of patriarchy. Sex and its biological relation that controls and subjugates women, therefore it must be subverted for the emancipation and empowerment of woman (225). Similarly G.C.Spivak in her famous intervention "Can the Subaltern Speak?" (1988) tries to voice the subalterns because they cannot voice for themselves. The term 'subaltern' as articulated by Antonio Gramsci anything which is suppressed on any dimension. It can be based upon sex, class, race, language, and gender dimensions. She articulates that West has always been represented as a source of power and it has been controlling the East by the law, politics, economy and ideology. Eurocentric model also controlled the language of East because language is the major instrument to control the identity of subaltern. Subalterns may copy the language of power but not the language of intellect. Therefore she introduced the term 'epistemic violence' it introduces the western discourse of knowledge to control the mind of colonized. This can be seen in the view of Lord Macaulay (1935) when he states that

> We must at present do our best to form a class who may be interpreters between us and the millions whom we govern; a class of persons, Indian in blood and colour, but English in taste, in opinions, in morals and in intellect. To that class we may leave it to refine the vernacular dialectics of the country, to enrich those dialects with terms of science borrowed from the western nomenclature, and to render them by degrees fir vehicles for conveying knowledge to the great mass of the population. (29)

They introduce the intellectual knowledge system to control their mind and to exercise power. Spivak also introduced two terms for subalterns (a) *verterten*- speaking for (b) *darstellen* – re-present, in the process of 'speaking for' they cannot voice themselves and in 're-presentation' their capacity to represent themselves is completely neglected. She takes up the process through which the metanarrative (powerful) controlled the local narrative (marginal) and did not allow to write for themselves instead they were given a representation of object by those metanarratives. Therefore, the complexity of thought is not understood by the marginals and the object of the production of knowledge never becomes the subject of it. Subalterns can be object of desire for others but they cannot desire for themselves and they can't hold power rather power control them. The study of subalterns intends to document the reality of different communities with all internal differences so that a different yet authentic voice can be registered and documented. It also intends to discover some identities which have been suppressed by the power structure that is not only on the basis of economic conditions but by social, linguistic and cultural realities. First part of this essay talks about the subjugation and dissemination of the subaltern and second part deals with the process through which the subaltern has been constructed by power and controlling the consciousness by controlling the knowledge system. They have muted the indigenous, native or aboriginal tradition of knowledge through misappropriation, distortion or fact and misinterpretation. They have installed or posited their thought process or ideas onto general consciousness of the colonized. The system of education like family, religious organizations and educational institutions; school, college, university etc. are controlled by those elite Indians who are the representatives of the English education system distribute the ideology and the consciousness among the masses. Who have been colonized which are very helpful in enslaving their mind. The penal codes which regulate the life of people in society have also been controlled and constructed by the colonial masters who have been very instrumental in controlling the consciousness of the marginal. The very discourse of postcolonialism is a product of foreign land and whenever a discourse about colonial emancipation comes into being there is always the controlling self which guides the entire discourse. Enhance the idea of attaining liberation from epistemic violence appears to be a mirage. Subaltern can be understood when they write from within not without them. Spivak argues to give them power of *wording* through which they will be able to represent them and original history can be documented. By this process they can present their own theoretical framework which may end the process of epistemic violence and the imperialism of knowledge. Abovementioned discourse delineates the fact that colonized subject cannot voice for themselves until colonizer give them freedom to voice. It can be possible when their knowledge system and language will be free from the control of colonizer. Subaltern is not only concerned with the colonized subjects but woman as well because she has been suppressed by her existence in three ways that is poor, black and being female. Spivak argues that woman have been controlled by the patriarchy and always seen as a object. She gave the example from*Dharmasastra* and *Rg-Veda* that how these scriptures fabricate the identity and consciousness of female in third world. Because one's identity can be controlled by religious institutions and to some extent it constructs our identity. She took up the example of imperialism that how extension of empire was hidden in the subjugation of women in the postcolonial realities:

> Imperialism's image as the establisher of the good society is marked by the espousal of the woman as *object* of protection from her own kind. How should one examine the dissimulation of patriarchal strategy, which apparently grants the woman free choice as *subject*? In other words, how does one make the move from Britain to Hinduism? Even the attempt shows how imperialism is not identical with chromatism, or mere prejudice against people of colour. To approach this question, I will touch briefly on the *Dharmasastra*(the sustaining scriptures)and*Rg-Veda* (Praise Knowledge) by a postcolonial woman, of the fabrication, of repression, a constructed counternarrative of woman's consciousness, thus woman's being, thus woman's being good, thus the good woman's desire, thus woman's desire. (94, 95)

Spivak tried to voice for *Satee*because she was against this system in which according to Hindu tradition woman was asked to be set on funeral fire with her husband after his death or to commit suicide by other means. But according to "Heidegger's meditation on Being. *Sati*, the feminine of this word, simply means 'good wife' "(101). S☺o Spivak made the assumption that 'subaltern cannot speak'. The subalterns (inferior or secondary) were subjugated or suppressed through 'epistemic violence' which makes them voiceless and they can't voice for them. Finally, she made an assumption that

> The subaltern cannot speak. There is no virtue in global laundry lists with 'woman' as a pious item. Representation has not withered away. The female intellectual as intellectual has a circumscribed task which she must not disown with a flourish. (104)

Michael S. Kochin (2004) examines in 'Post-metaphysical Literature Reflections on J. M. Coetzee's *Disgrace*' that novel is about endings: the end of rape, the end of morality and, end of humanity. Colonial presence is temporary in Coetzee's views "to South Africans, white as well as black, a settler is transient, no matter what the dictionary says." Petrus is a settler in the novel because he knows that presence of white is temporary in the countryside that's why he wants to own land of Lucy. Petrus represents the future of the South African countryside; Melaine Isaacs represents the future of the city. David tries to control the situation by asking Lucy to abort her child but she didn't listen to him and makes him clear that

> 'But here', says Petrus, 'it is dangerous, too dangerous. A woman must be married'… but this is preposterous, Lucy! He is already married! In fact, you told me there are two wives. How can you even contemplate it?'… he is offering an alliance, a deal. I contribute the land, in return for which I am allowed to creep in under his wing. Otherwise, he wants to remind me, I am without protection, I am fair game.'…objectively I am woman alone. I have no brothers. I have a farther, but he is far away and anyhow powerless in the terms that matter here. To whom can I turn for protection, for patronage? To Ettinger? It is just a matter of time before Ettinger is found with a bullet in his back. (202-3, 4)

The above-mentioned discourse which delineates the subjectification and objectified treatment of those who do not hold the power structure but are controlled by the oppressive system of power structure. Lucy is helpless due to her present condition by carrying a baby by her rapists and she doesn't have any option apart from marrying Petrus. Woman is doubly suppressed by the history of her existence. The condition of class struggle and sexual politics are used to perpetuate the hegemonic reality of power in order to construe or interpellate one as an object.

The present research paper intends to focus upon the diachronic realities of the world have been replaced by the synchronic socio economic, linguistic, sexual, gender and race-based realities. It is these realities which now construct and control the texture of the text of identity. Therefore, present study depicts that how these factors which control the bewildering arrays of identity formation affects the self and subjectivity of oneself in the postcolonial world.

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ARTICLE 13

Green Human Resource Management: A Review and Research Agenda

Uma Khari[1]

Abstract

The united Nation's report "our common future" contributed to underlining the crucial. Role of human resource management in strategically greening the organization and, in turn, economies and society at large. Green human resource management has as of late pulled in the consideration of scholastic specialists and experts. The required data for this study were collected from various research papers and websites. This study aims to highlight green Human Resource Management through various HRM functions in companies. The finding of the review suggests that understanding how Green Human Resource Management practices influence employee motivation to become involved in environmental activities lags behind that of how organizations develop Green abilities and provide employees with opportunities to be involved in organizing efforts. The purpose of the study is that Green Human Resource Management is also affected employee performance, and the higher employee performance will be. Organizational identification on employee performance is also proven to have a significant impact, the higher the organizational identification, the higher the employee performance will be improved.

Keywords: Green HRM, Performance, Environment, Management, Green functions.

INTRODUCTION

Nowadays, many organizations take a keen interest in the environment and social management systems, and there is a need for an active approach to environmental management. In the current context, many organizations are adopting green business practices. They believe that the environmental needs of organizations can directly affect corporate outcomes. Green human resources management is a global environmental concern and the development of environmental standards that are creating the need for businesses to adopt formal environmental strategies and programs. The main objective of going green is to attain a level of sustainability through the proper utilization of available resources within the organizations through the adoption and implementation of environmentally friendly practices. The eco-friendly practices adopted by an organization should coincide with the organization's goals and objectives. Green HRM is the

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use of HRM policies to promote the sustainable use of human as well as capital resources in an optimized manner in a country like India which is at its developing stage. Green HR policies focus on collective and individual capabilities to bring about green behavior.

OBJECTIVES OF THE STUDY

- To bring to the fore various green HRM practices.
- To analyse the status of Green HRM practices in Indian organizations on the based on the other researchers' work.
- To provide suggestions to the organizations for successful implementation of these green HRM practices.
- To know the awareness among the employees about green HRM.

RESEARCH METHODOLOGY

The current research is theoretical and based on secondary data. Secondary data was gathered from a variety of publications, research papers, articles, and websites. The data was analyzed to determine the most common behavioral biases are identify on the bases of previous research.

REVIEW OF LITERATURE

Daily, Bishop & Steiner (2007 examines empirically the relationship between the HR factors and employee perceptions of the environmental performance of 437 employees of a large organization in the aerospace field South Western U.S. Which was ISO 14001 certified. Management support, EMS training, EMS rewards, and Empowerment are related to perceived environmental performance. EMS teamwork plays a mediating role between some of the independent variables leaving top management support & employee empowerment which was perceived to be related to their jobs. Where, another purpose that organizations look at is the development of innovative tools and initiatives of environmental management which will significantly impact the sustainability of the firm and promote a competitive advantage (Hart,1997; Lin, jones & Hsieh, 2001). Therefore, to expand such a framework, it becomes definitive to have effective human resource management practices including the presentation of strict recruitment strategies (Grolleau, Mzoughi, &Pekovic,2012). Extent literature has frequently analyzed the extent to which HRM is green on a continuum of all conventional HR practices, viz.., job analysis, recruitment and selection, induction, training, performance, evaluations, and rewards (Jabbour,2011; Mathapati,2013). (Wehrmeyer,1996; Renwick et al, 2008 and 2013) this author practices Incorporating several environmental protections related to tasks, duties, and responsibilities in each job and put them into effect. The purpose of this study is to explore the Green Human Resource Management practices (GHRM), implementation, and benefits to WIPRO TECHNOLOGY COMPANY for improving employee performance.

Wipro Technologies adopted by Green HRM

GREEN JOB DESIGN AND ANALYSIS

There are 5 steps involved in the job analysis process: -

- Time for Conducting job analysis.
- Collection of information relating to jobs.
- Preparing job description Forms.
- Preparing job Specifications.
- Preparing report.

Green Recruitment and Selection

The project report is all about the recruitment and selection process that's an important part of any organization. “There are great differences in development between countries which seem to have roughly equal resources, so it is necessary to enquire into the difference in human behaviors”Human Resource is a basic need of any work to be done. According to ARTHUR LEWIS: Recruitment highlights each applicant’s skills, talents, and experience. Their selection involves developing a list of qualified candidates, identifying qualified candidates, and selecting the most qualified candidates. It is said if the right person is appointed at the right place the half work has been done.

Green performance Management and Appraisals

Although performance management and performance appraisal are often used interchangeably. Performance management is a continuous process that focuses on aspects like planning, monitoring, and evaluating employee objectives in an attempt to enhance employee performance WIPRO SACKS 600 EMPLOYEES POST performance appraisal NEW DELHI: The country’s third largest software services WIPRO is learned to have fired of employees as part of its annual “performance appraisal”. According to a source, Wipro has shown the door to about 600 employees, while speculation was rife that the number could go as high as 2,000. When contacted, Wipro undertakes a “rigorous performance appraisal process” regularly to align its workforce with business objectives, strategic priorities of the company, and client requirements. The performance evaluation process includes mentoring, re-training, and upskilling employees. The company is scheduled to report its fourth quarter and full year on April 25. Employees, mid-level executives, and top managers needed to be more accountable for the company’s performance, which in recent years has lagged behind larger peers such as Infosys, and TCS US-based Cognizant Technology solutions. Wipro is now implementing a new evaluation system where feedback will be more frequent and quarterly, as opposed to a one-time annual process. “Traditionally, elements include bell curves, building differentiation, categorization, etc. We wanted to make the process of giving feedback more frequent and our performance management system to be an ongoing coaching-based process one–time annual exercise.

Green Leadership

In the green leadership mindset, leaders become equipped to create and act upon sustainable practices. Engagement with employees, customers, partners, and our supply chain on defined sustainability outcomes. Wipro’s social and community initiatives are focused on responsible and deep engagement with all stakeholders. Eco Eye represents the way focuses on the engage and influencing policy-making and direction-setting on critical sustainability issues by working closely with government and industry networks. The company engages with our employees, focusing on topics such as ‘sustainability Awareness’ Health and Safety, ‘People development’, and diversity and inclusivity in the workplace. Wipro’s diverse workforce is highly aware of sustainability through Eco-chapters the employee engagement program focused on sustainability. Employees are involved in programs and are actively supporting them. We have 10 chapters with a registered member base of nearly 5,000 employees. The chapters work on awareness building through talks and curated shows, community outreach programs on environmental issues, and in participate theme-based programs.

Green Employee Relation

Employee relations are that aspect of HRM which is concerned with establishing amicable employer-employee relationships. Whilst working with incompetent HRM, worker relations and union strain may also face up the implementation of environmental management activities. Encouraging worker involvement and participation in green schemes, trouble fixing, producing, and keeping thoughts inexperienced and maintenance can dispose of the trouble of resistance (Renwick et al.,2008 & 2013).

Wipro Review Rating in Categories and Vork Culture by Employees

- **4.2** Job security
- **3.9** Skill Development
- **3.8** Company culture
- **3.7 Work**- Life Balance
- **3.6** Work Satisfaction
- **3.6** Career growth
- **3.3** Salary& Benefits

While our company has transformed many times over years, the spirit of Wipro, our core values, has been the only constant. It is our true north that connects us with the past as and guides us into the future. As we embark on a journey of cultural transformation, these values are put those actions through the five habits, which are essential to driving a growth mindset. The five Habits are being Respectful, Being Responsive, always communicating, Demonstrating Stewardship, and Building Trust.

EMPLOYEE WELLBEING

Employee wellness programs encompass the three areas of employee well-being, name physical, emotional and financial well-being.

- **Physical Wellbeing:** We are always actively coming up with programs to enhance the physical well-being of our employees. Some of our initiatives include:
- **Health and Safety Risk Assessment:** We conduct periodic as well as annual assessments of our campuses/offices, employees, stakeholders, and service providers as a part of this process. Environment, occupational, health & management (EHS) management systems in our campuses conform to international standards such as 14001/OHSAS 18001 and are certified by an accredited third-party agency.
- **Safety and Security:** Wipro has voluntarily committed to providing best-in-class 'duty of care' support to our global workforce of over 180,000 employees and 100,000 unique business travellers spanning over 230 cities worldwide. Wipro has a dedicated global security command centre, run by the global security Group, to mitigate risks and ensure safety for a globally mobile workforce.

Any company can achieve its goals by using Green HRM because make them aware of their practices. Through this process, employees are rewarded for their environmentally friendly performance. Wipro has rewarded nearly one in five employees with a 16% Salary increase, a move India's third-largest software company believes will help it retain its best-performing employees as overall attrition rates increased during the first quarter of the year. "The account is the nucleus. If the account is doing well, then employees get rewarded. If the account does not reach minimum performance threshold of customer satisfaction, revenue, profitability, and employee satisfaction (measured through attrition), then nobody gets rewarded, "said Saurabh Govil, senior VP, of HR, at Wipro. "This includes doing–of–turn Retention, Bonuses, Project change, etc. Wipro has reportedly given bonuses to the tune of Rs 1 lakh each to its junior employees with experience of up to three years who have worked with the firm since the time of their campus placement. The Bangalore-based firm has given a 10% hike to employees with three to four years of experience in the company.

CONCLUSION

Based on this review, it is possible to conclude that by understanding the scope and depth of green HRM practices, organizations can improve their environmental performance more sustainably than before. As last, we observed how Green HRM can help or affects the employee and their organization's practices against environmental issues. Employees learn it from professional life and private life. Green HRM is all set to play an important role in the company to promote environment-related issues by adopting it, in management philosophy, HR Policies, and practices, training people, and implementation of laws related to environmental protection.GHRM incorporates environmental. The relationship facilities motivation and morale of the employees as well as, increase productivity. Employee relations involve employee participation and empowerment activities. It also helps prevent and resolve problems arising at the workplace that may affect the work. Finally, it is concluded that the GHRM is an environment-friendly initiative towards better work efficiency, lesser cost, and heightened employee engagement levels.

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ARTICLE 14

A Descriptive Study on Challenges, Problems and Relevance of Management Education in Contemporary Scenario

"The Development of Management Education in India"

Puneet Kumar[1]

Abstract

In today's rapidly changing corporate environment, management education around the world is experiencing a crisis of relevance. The purpose of this article was to evaluate the current paradigms of management education in India, their relevance or irrelevance, and the concerns and challenges that management education faces in today's world.. External environmental forces and stakeholders continue to exert pressure on business schools to adapt to changes in the corporate world in today's age of globalization. In today's competitive environment, corporations are finding it challenging to keep up with the rapid pace of globalization and technological progress. Due to rapid changes in the external world, the importance of management education has expanded several times. As a result, corporate executives must upgrade their abilities. Business schools must maintain their standard of excellence by paying attention to performance measurement in order to tackle the demands of higher education. It calls for paradigm adjustments in management pedagogy in order to generate internationally competitive professional managers who can satisfy the needs of the rising Indian economy's industries. The study also identifies bottlenecks and offers some insight into future issues.

Keywords: Paradigm, Pedagogy, Holistic Management, Globalization

INTRODUCTION

In today's dynamic business climate, management education is critical, yet it is challenging for firms to remain in a competitive world marked by rapid globalisation and technological change. Its expansion in terms of the number of institutes that provide management education, commonly referred to as business schools in India. Due to rapid changes in the external environment, the importance of management education has increased in many industries, making it vital for corporate executives to upgrade their abilities. The goal of this article is to identify some of the developing

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fields of business and management education, as well as their extent.. It studies the importance, trends, challenges and issues in prevailing management education in India, and tries to find out proper implication of management education in India as well as suggest possible direction and policy towards improvements of management education.

With the world's third-largest technical manpower, India's economy will emerge as a knowledge economy. To achieve operational, managerial, professional, behavioural, interpersonal, and inter-functional skill, India requires a flexible education and training system that will lay the groundwork for learning to develop require competencies with mortality, creditability, and accountability through spirituality.

It is necessary to open the mind's windows through a spiritual revolution that transcends denominational divisions. Globalization, as well as localization and individualization, are critical in education in order to optimize students' prospects for management education development. The most pressing concerns in this field are how to build research-focused institutions, career-focused institutions, and foundation institutions in India that will benefit the entire population. The most difficult task is to build a regulatory framework and solid governance. in India.

IMPORTANCE OF MANAGEMENT EDUCATION IN INDIA

Management education encourages students to think beyond the box and adds value to their existing qualifications. It improves managerial and leadership abilities by encouraging the exchange of ideas through healthy, meaningful, and case-based debates. Management education provides the necessary skills and talents to get started in the business sector easily; it also provides an opportunity to network with others and foster cross-cultural diversity. Management education helps leaders develop talents and capacities that enable them to face corporate difficulties with confidence. We live in a time where knowledge is expanding at an exponential rate. The goal of effective management education is to prepare people for corporate management jobs. Since the early 1990s, the government of India has pursued twin policies of liberalization and privatization, which have created a multitude of opportunities for the enormous pool of young educated Indians. The business sector's high demand for management specialists has resulted in a proliferation of management institutes in India. In the post-independence era, the Indian economy was growing at a rate that necessitated the development of bureaucratic management skills. However, the Indian economy has matured after 50 years of independence, and we now require entrepreneurial management abilities. Even today, our management schools are unable to tackle this challenge. As a result, we need to change our management education. Many people have built educational institutions to train students in the fields of commerce and management in order to capitalise on this need. Over time, management education has advanced dramatically. Despite the fact that there are some issues in management education that must be addressed through adequate policy creation and implementation. With research and development in terms of balancing quality and quantity, we have concentrated on higher education in general and management education in particular.

ISSUES IN MANAGEMENT EDUCATION IN INDIA

Higher education including management education has expanded over the period of time, even though there are issues related to quality, equity, commercialization, bankruptcy etc.

Quality

It is the role of government authorities such as the Directorates of Management Education in various states, the AICTE, and universities to ensure that management institutes meet the appropriate quality requirements. They are unable to do so, unfortunately. Management education is of varying quality, ranging from good to poor. Some institutes compete with the best in the world, but the majority suffer from varying degrees of faculty shortages, infrastructure deficiencies, curricula obsolescence, academic autonomy, financial issues, poor administration and management, lack of involvement in knowledge creation and dissemination, and lack of interaction with the community and economy.

Commercialization

India's colleges and universities have been obliged to implement revenue-generating and cost-cutting methods. Because of legal loopholes, the majority of institutes are profit-driven, and government regulation is lacking. Today, education has morphed into a multibillion-dollar industry.

Equity

There are large variations among the various categories of population based on gender, urban or rural habitation and rich and poor. There are regional disparities in economic development as well as uneven distribution of institutions of management education. The management education is not equally available to the different categories of the society of India.

Evaluation Process

Management schools are essentially unable to perform continual student evaluations. Due to a variety of factors that result in a rating, the traditional evaluation procedure has had a significant setback in fulfilling its aims. Students in management education can pass exams with good grades if they study hard and prepare properly, which is usually done right before the exam. This system contributes to the current examination system's quality issues. In the country's management institutions, teacher quality is a major concern. The demand for teachers is growing every day, but there is a shortage of well-qualified teachers. The management hires even new management graduates as professors on a low wage and without sufficient training, and they start teaching classes right away. As a result, the teaching quality in management schools has deteriorated.

Cost of Education

The government has been withdrawing financial funding for private higher education institutes during the previous few decades. At the same time, private institutions have been given permission to assume responsibilities for providing universal education. This cause spawned the self-financing model, which drove up the cost of management education. The government has directed banks to make easy education loans available to needy students, but due to the terms and conditions imposed by banks in terms of guarantee and criteria, most students are unable to access this facility, limiting the ability of talent from poor families to pursue management education.

Global Competition

Management Management institutes encounter a variety of problems in response to cultural, technological, and economic developments in the local and worldwide environment.

India is a member of the World Trade Organization (WTO) and is obligated to open up its market for trade in services, including education. However, India lacks a clear programme for developing its education sector in order to compete with the world's heavyweights. As a result, it is imperative that the higher management education system be free of unnecessary restraints and that an accountable, transparent, and equal academic and administrative structure be established.

Role of B-schools

It is the time to redesign academic curriculum for facing the current challenges in the present business environment by businessschools. The course curriculum should be designed to accept new perspectives for building managerial and leadership skills

Role of Faculties

The importance of faculty in management education cannot be overstated; therefore, faculty members should have a strong academic background as well as industry experience. They must have a unique mentality that is motivated by passion rather than money. Faculty having industrial expertise in a reputable organisation, as well as research experience in management, consultation, and teaching, should be given preference.

Management Education at Cross Roads

Knowledge is expanding at an unparalleled rate in the modern period. It is essential to establish core competencies, theoretical and practical business skills among the true beneficiaries of business education programmes. The primary goal of effective management education is to prepare people for corporate management jobs. For economic and social growth, India is one of the emerging countries that requires well- qualified managers and administrators. In times of recession, industry requires capable managers to resuscitate the economy; in times of boom, it requires competent managers to leapfrog the competitors. As a result, management education is evergreen in terms of job chances. However, it is questioned if management graduates are receiving appropriate management training. According to survey results, just 15% of management graduates have found work, while the remaining 85% are unemployed. This is a severe issue in management education.

Impact of Globalization on Business and Management Education

India's vast population has resulted in a large, untapped consumer market. In India, doing business is primarily a public affair. As a result, international corporations are keen to do business in India. In the current globalised climate, numerous problems and opportunities are presented to Indian industry on a daily basis, many of which are profitable and promising.

CHALLENGES AND DRAWBACKS IN MANAGEMENT EDUCATION

The biggest challenge of the management institutions is to produce efficient managers. We are in an era when knowledge is expanding at an unprecedented rate. The essence of good management education is to train people for managerial positions in corporations, says Dr *Daviender Narang.*

In economic, social, cultural, technical, political, and educational elements, several countries around the world are undergoing globalization. Every day, new technologies emerge, and everything is moving in the direction of globalization. Young managers with a management degree emerge as survivors in this difficult circumstance. The most difficult task facing management schools is to generate efficient and competent managers capable of taking full responsibility for firms in today's competitive world. Some of the most significant obstacles and disadvantages of Management Education in India are listed below.

Challenges

- The current syllabi of management education do not teach students how the problems are braved in changing business environment.
- Due to globalization privatization and liberalization there is uncertainty and complexity in business sector it is not taught in business schools how this situation is to be faced?
- In management subject most of the concepts are thought with case studies which are too old and not suitable for references incurrent scenario.
- Management education does not focus on the challenges arising out of rapid growing new technology and the challenges involved in day to day running of an enterprise.
- The best talented management graduates have joined industries where salaries are attractive. For most of the Indian companies it is not possible to give better salary package to employees with comparison to other Multinational companies.
- The ratios of employment of management graduates with creation of management graduates is too high therefore every management graduate could not be absorbed in the industry or those who come to this profession by chance are not capable to accept the challenges in business sector.

Drawbacks

Along with challenges there are certain drawbacks in the system of Management Education:

- Inadequate availability of specialized, talented experts and qualified faculty.
- The syllabi of Management Education lack Industry based specializations.
- Lower and inadequate infrastructure in the management schools.
- Heavy Burden with irrelevant and traditional subjects.
- No proper guidance to the students due to insufficient qualified faculty.
- Lower response for admissions in Management Research.
- Lack of Inter-disciplinary approach in overall management educationSystem.
- For quality research in management studies absence of specified authorities
- Most of the management schools are on non grant basis hence no sufficient grant is available for research.
- The course contents are too theoretical and do not equip students with the right Attitudes, Skills and Knowledge to make them employable immediately after completion of the course
- In the present system of examination students are not properly educated to fit them as per industry requirements or to be businessman to start and grow up small and medium business enterprise. Students only get a degree without industry-required qualifications.
- No institutions or students are clear as to what type of "product specification" is achieved at the end of the completion of the course.
- More than 85% of the students who complete their MBA/PGDM degree are not ready for industry.

- Industry would like to know and be assured of the product specification (Quality) of the Graduates as like customers to know about the specifications and quality before buying the product.

REMEDIES AND STRATEGIES TO INCORPORATE COMPETITIVENESS IN INDIAN MANAGEMENTEDUCATION SYSTEM

- To improve the Infrastructure as per the standards of global level
- Government should take initiatives to advertise opportunities in different field to attract Foreign Direct Investment and Foreign Portfolio Investment.
- Making direct link of educational institutes with business organizations to provide direct industry interference in large scale with practical approach to students and get easy employment.
- Organization should be formed of specific industries to discuss, analyze advantages, disadvantages and opportunities with different dimensions of that particular sector standing on a common platform and find out concrete requirement from management Institutes.
- Proper collaboration and Co operation among domestic and foreign companies is required to explore new opportunities in several fields of operations

CONTEMPORARY RELEVANCE

The contemporary relevance of what is taught and the methodology used is critical issue to be looked into in management education. The business scenario is changing rapidly all over the world. The business models, organizational structure, business strategies required and decision making process adopted in the past became outdated and irrelevant. It is essential that the curriculum is is constantly adapted to cope up with the changes in the business world and meet the aspirations of the industry. world also became more technology based and competitive. This wouldrequire different focus of business organization and management system. With this ever changing business scenario, the corporation organizations have to come up with imaginative products and services, new business models and innovative ways of meeting market needs and people's expectations. The management education has to be therefore dynamic driven by changes in the business world, globalization, technological revolution and pressing economic and social imperatives. If the management education hasto become relevant, it has to adjust to the prevailing dynamics of the business world. It should be flexible to incorporate changing business models and knowledge. The fundamental transformation of Indian management education is therefore both necessaryand inevitable in the present dynamics of the Indian business world.

CONCLUSION

In the twenty-first century, India is establishing itself as an economic force. In the age of globalization, liberalization, and privatization, the private corporate sector is a prominent role. A high number of globally competitive professional managers should be required to play a dynamic role in the private sector. In the next years, the demand for professional and skill managers is likely to rise. In this context, India's management institutions face a tremendous challenge in meeting the rising demand. It's difficult to imagine an Indian economy if management education is based on out-of-date Western ideas and curriculum in order to satisfy the demands of a competitive corporate environment. Modern research should be used to establish a holistic framework for management education. Collaboration between industry and management colleges is necessary to address the demand for talented, competent, and skilled managers and to make management education relevant to the global context. At the same time, management institutes should provide ethical and value-based education. India has a significant population of young people, making it a demographically diverse country. It is necessary to create possibilities for them to acquire quality higher management education in order to make them the best and most capable of accepting current difficulties in a competitive environment.

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