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3.3.2 Number of research papers per teachers in the Journals notified on UGC website during the last five years (10)

Sr.No	Name of faculty and author	Name of other contributed guide	Title of paper	Name of journal	ISSN NO	Volume	Year of publication	Is it listed in UGC Care list/Scopus/ Web of Science/other, mention	Dept.
1	Dr. Sunil Losarwar		INCREASING TRENDS OF NON-PERFORMING ASSETS IN INDIA - ECONOMIC GROWTH PERSPECTIVE	BENGAL, PAST & PRESENT Journal of the Calcutta Historical Society	OOO5 - 8807	Vol.140,Issue:(I)	8/4/2022	UGC Care	M.B.A
2	Dr. Sunil Losarwar		STUDY OF WORKING CAPITAL MANAGEMENTY.	NIU International journal of Human Rights	2394 - 0298	vol.8(XIX)	10/12/2021	UGC Care	M.B.A
3	Dr. Sunil Losarwar		IMPACT OF TECHNOLOGY IN EDUCATION	Kanpur Philosophers certificate of publication	2348 - 8301	vol.VIII Issue 3	1/12/2021	UGC Care	M.B.A
4	Dr. Sunil Losarwar		MANAGEMENT EDUCATION IN DEVLOPING COUNTRIES A STUDY OF INDIAN SCENARIO	The journal of oriental research madras	0022 - 3301	vol.XCII-XIII	12/8/2021	UGC Care	M.B.A

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Sunil
Director
Sharadchandra Pawar Institute of Management
Otur (Dumbarwadi), Tal. Junnar. Dist.- Pune

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5	Dr. Sunil Losarwar		DEVLOPMENT GOALS THROUGH NGOS UNDER PUBLICATION	Journal of education Rabindra bharti university	0972 - 7175	Vol.XXIV No:7	6/8/2021	UGC Care	M.B.A
6	Dr.Ramesh Kakad	Prof. Suverna Matale	PREVENT THE MISUSE OF POCSO ACT OF CHILD ABUSE BY SOCIETY AND FAMILY MEMBERS	Kalyan Bharati	0976 - 0822	Vol.36(VII I)	12/1/2021	UGC Care	M.B.A
7	Prof. Suverna Matale	Dr.Ramesh Kakad	PREVENT THE MISUSE OF POCSO ACT OF CHILD ABUSE BY SOCIETY AND FAMILY MEMBERS	Kalyan Bharati	0976 - 0822	Vol.36(VII I)	12/1/2021	UGC Care	M.B.A
8	Dr.Ramesh Kakad	Prof. Suverna Matale	SMALL SCALE BUSINESS IN RURAL INDIA, OPPORTUNITIES AND CHALLENGES	Kalyan Bharati	0976 - 0822	Vol.36(VII I)	12/1/2021	UGC Care	M.B.A
9	Prof. Suverna Matale	Dr.Ramesh Kakad	SMALL SCALE BUSINESS IN RURAL INDIA, OPPORTUNITIES AND CHALLENGES	Kalyan Bharati	0976 - 0822	Vol.36(VII I)	12/1/2021	UGC Care	M.B.A

Sharadchandra Pawar Institute of Management 1050 Otur (Pune)

Sunil
Director
Sharadchandra Pawar Institute of Management
Otur (Dumbarwadi), Tal. Junnar. Dist.- Pune

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10	Dr.Ramesh Kakad		UNDERSTANDING MEASUREMENT OF CUSTOMER SATISFACTION: A REVIEW	International journal of research and analytical reviews	2348 - 1269	Vol.6 Issue-2	20/5/2019	UGC Care	M.B.A
11	Dr.Tariq Imamdar		A STUDY OF EFFECTIVE LEADERSHIP DEVELOPMENT IN HIGHER EDUCATION INDIVIDUAL AND GROUP LEVEL APPROACHES	Ajanta Prkashan	2277 - 5730	Vol-VIII Issue-1	9/2/2019	UGC Care	M.B.A

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Sunil
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NGOs CONTRIBUTE TO THE ACHIEVEMENT OF THE MILLENNIUM DEVELOPMENT GOALS

Authored By

Dr. Saunil Losarwarr
Director, Sharadchandra Pawar Institute of Management, Otur, Tal. Junner, Pune.

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IMPACT OF TECHNOLOGY IN EDUCATION

Dr. Suunil Losarwarr Director Sharadchandra Pawar Institute of Management, Otur, Tq. Junner, Dist. Pune, sglosarwar69@gmail.com

Abstract:
'Covid19'- pandemic has been a watershed event for the world in every aspect. IT is playing a vital role during the lockdown by enabling business continuity. It has changed mind set towards digitization, which has demonstrable benefits for business continuity, ease of working, and collaboration capabilities. Education is also not an untouched sector, in fact it is the most highly impacted sector. Delay in entrance examination, admission, classes etc. are the subsets of this impact. This paper is an attempt to address these issues. The paper foresee is an attempt to identify the factors affecting student learning through online mode and further check the impact of these factors on students satisfaction level. The result focus upon the acceptance of students in this totally changed environment and problems encountered. Given the changing dynamic environment, the present study which is descriptive in nature attempts to understand the need, problems, challenges faced by students in adopting this new mode of learning focusing upon students undergoing higher education. Purposive sampling was used to arrive at a sample size of 300.
Keywords: Higher education, technology, online mode, student satisfaction and learning.

Introduction

The Covid-19 crisis has resulted in a tectonic shift in our education system. Major universities and higher education institutions have partially or fully shifted to online mode of teaching and are reporting considerable success in their endeavours.

The role of technology in shaping the current Education and its future vistas is the buzzword today. in earlier few years attention was usually focused on how technology was changing the way we live and work, and how 'game changer' ideas such as smart phone revolution, artificial intelligence (AI), augmented reality (AR), robotics, block chain technologies and Internet of Things (IOT) would usher changes at a much faster pace than ever before, but this sounds like a dream come true the next day when seen. The situation has been transformed so dramatically, so quickly. Role of technology has become predominant and its impact will be felt much more comprehensively in the field of education.

Tech enabled learning can not only bring transformational change in online education experience, it can also enhance and supplement regular classroom based pedagogy. it could offer more flexibility and learning support than the traditional formats. Technology offers teachers the opportunity to become more collaborative and extended learning beyond classrooms. Educators could crate learning communities comprising students, fellow educators and experts in various disciplines around the world.

Across the country, the government of India is encouraging several e-learning projects under the National Mission on Education through ICT initiatives such as Swayam, Swayam-Prabha, National Digital Library, e-Yantra, Virtual Lab that are helping students as well as teachers in upskilling as well as providing them quality resources. In addition, these efforts are leading to creation of knowledge tools which encourage creativity and innovation, particularly among young students.

The New Education Policy (NEP) 2020 was announced in last week of July 2020. it replaces the earlier policy introduced 34 years ago, and envisages major reforms in the education system. It

Sharadchandra Pawar Institute of Management
1050
Otur (Pune)

Suunil
Director
Sharadchandra Pawar Institute of Management
Otur (Dumbarwadi), Tal. Junnar. Dist.- Pune

focusses a real deal on technology use and integration. NEP recognises that India is a global leader in information and communication tech and cutting edge domains, such as space. The Digital India campaign is helping to transform the entire nation into a digitally empowered society and knowledge economy. While education will play a critical role I this transformation, technology itself will play an important role in the improvement of education is bi-directional.

It is proposed to set up an autonomous body, the National Educational Technology Forum (NETF) to provide a platform for free exchange of ideas and use of technology to enhance learning, assessment, planning, administration and so on both for school and higher education. The government will also set up the National Research Foundation (NRF), to initiate and expand research efforts in technology. NRF will play an important role in advancing core AI research, developing and deploying application-based research and advancing international research efforts to address global challenges.

The covid-19 crisis has resulted in a techtonic shift in our education system. Major universities and higher education institutions have partially or fully shifted to online mode of teaching and are reporting considerable success in their endeavours. Further, availability of world-class tech platforms has enabled them to smoothly transition to online delivery mode.

Our understanding of Covid-19 continues to evolve. The need of social distancing will continue to affect traditional learning processes. A "new normal" in education might emerge which will possibly have a lasting influence on pedagogy and assessment. Online education also has challenges. Conducting remotely proctored exams s perhaps the most important challenge. Replacing exams by project or take-home challenges can provide some viable and cost effective alternatives. For conducting laboratory classes and hands on exercises for remote students, there may be a need to design and deploy a tool box of online, virtual and remote labs that can be used in different courses to bridge this gap. Another limitation is lack, or absence of, human touch. Blended learning, using a mix of online and on-campus sources could be an option.

In a multi-lingual country like ours, language barriers create complexities. Cutting edge research in text translation and machine learning aims to create deep-learning systems that can translate English lectures into a student's native language. Similar technologies in voice recognition and text summarisation can transcribe an entire lecture and reduce paragraphs of text into relevant bullet points. Capacity building of teachers will be crucial to the success of use of technology in education.

In a recent report by the World Economic Forum, that over a century ago, at the time of the Spanish Flu with when people were isolating themselves, many (mostly Americans) turned to telephone to get in touch with friends and family. The Spanish flu underscored how essential the technology of telecom was to modern society. Possibly we are at a similar inflection point in time today. Prime Minister Narendra Modi has given a clarion call for Atmanirbhar Bharat. It goes much beyond being a self-reliant nation; it envisages India's leading role in the global arena

As a leader in technology and global supply chain of goods and services At the same time, it is also a social change paradigm where every individual is encouraged to strive for excellence and realising national potential.

Literature Review

Basilaia, G., &Kvavadze, D. (2020) in their paper Transition to Online Education in Schools during a SARS-CoV-2 Coronavirus (COVID-19) Pandemic in Georgia, highlighted in their paper that the capacities of the country and its population to continue the education process at the schools in the online form of distance learning, study reviews the different available platforms and indicates the ones that were used by the support of the government, such as online portal, TV School and Microsoft teams for public schools and the alternatives like Zoom, Slack and Google Meet, EduPage platform that can be used for online education and live communication and gives examples of their usage.

In a seminar on 16th June 2020, Synthesis Report, Dr. MahraMutaiwei suggested that in past, education systems around the world were used to a certain pattern in which change was only superficial. This pandemic situation of Covid has definitely pushed the education systems around the

Sharadchandra Pawar Institute of Management Otur (Pune) 1050

Sunil
Director
Sharadchandra Pawar Institute of Management
Otur (Dumbarwadi), Tal. Junnar Dist.-Pune

world to move out of their comfort zone and find out creative and innovative strategies and solutions and adopt a new teaching and learning platform for students.

ElfakiNahid. et.al. (2019) in their paper indicated that E-learning has significantly improved the performance academically and even the learning process. The grades of students proved to be better and improvised as compared to traditional mode. They also stated that it has a positive impact on student's achievements. E-portfolio has resulted in improvement of attitude and student motivation and has a positive impact on student's attitude towards E-learning.

WahibAli(2020) in his research highlighted the need of face to face classes globally due to the spread of Covid-19. He also revealed the vulnerabilities in education systems across the world. He emphasized the change demanded by the environment through online mode of learning. The findings of the study revealed that universities and colleges across the globe have adopted online learning and E-learning. Apart from availability of resources, readiness of the staff, confidence, accessibility of internet with the students and motivation played a very important role in adapting this new tech environment of education. The study was exploratory in nature and proposed the use of technology and hi-tech gadgets by teaching staff will enhance learning in this exceptional times.

Objectives of the study

- To identify the factors for effective learning in online mode
- To study the impact of identified factors affecting the satisfaction level of students.

Hypotheses:

- H_{01}: There is no significant impact of effectiveness of Teaching resource on student level of satisfaction
- H_{02}: There is no significant impact of online skill development on student level of satisfaction
- H_{03}: There is no significant impact of continuous assessment on student level of satisfaction
- H_{04}: There is no significant impact of availability of resources with students on student level of satisfaction
- H_{05}: There is no significant impact of traditional/offline teaching on student level of satisfaction
- H_{06}: There is no significant impact of efficiency of software on student level of satisfaction

Research Method:

The current study is descriptive in nature. This study examines the factors responsible for effective learning in online mode. It explores the relationship between the identified factors and the satisfaction level of students. The results drawn from this study may assist in designing an effective strategy for the next phase of education that is online teaching and learning.

The Study

The study provides a good number of reasons as to why students are likely to learn effectively through online studies. According to the study, students have more control over their studies and have more opportunities at their disposal for reflection. It is reported that successful online students tend to be organized and are self-starters who can accomplish their work without close supervision (Picciano, 2017; Wang & Hu,2019). The study was an attempt to investigate the impact of online teaching on student learning.

The Sample

The sampling unit was constituted of the university students taking higher education. Total 300 responses were obtained through Purposive sampling. Quantitative Research design was used for the study.

Sharadchandra Pawar Institute of Management 1050 Otur (Pune)

Sunil
Director
Sharadchandra Pawar Institute of Management
Otur (Dumbarwadi), Tal. Junnar Dist.-Pune

The Tool for Data Collection

The study used formal methods like surveys for obtaining quantitative information with the help of structured questionnaire which were subjected to statistical tests of significance. Key variables from the review of literature were elaborately combined with the aim of developing an effective questionnaire to be used in this survey. Comrey and Lee's (1992) advise regarding sample size: 50 cases is very poor, 100 is poor, 200 is fair, 300 is good, 500 is very good, and 1000 or more is excellent. The data was collected from 300 students of private university taking higher education for various courses like Engineering, Management, Science, Journalism, Commerce and Humanities. The items used to measure the student's level of satisfaction and level of learning through online teaching and extracted scale items from the literature were modified according to the requirement.

The collected data further analysed using Factor analysis and regression.

Reliability of instrument

The concept of reliability suggests both stability and consistency of measurement. The reliability of the instrument was determined by the Cronbach's alpha which was found to be 0.927 the details are given in Table 1.

Reliability Statistics

Cronbach's Alpha	N of Items
.927	37

Table 1

Results and Discussion

The break-up of the sample being: 44.9% respondents are females and 55.1% respondents are Male. The main purpose of this research phase was to examine the appropriateness of the items and the internal structure of the constructs that the instrument measures. For these reasons, the exploratory factor analysis was first conducted on the 37 items with a varimax rotation using SPSS. Exploratory factor analysis is a statistical method employed to increase the reliability of the scale by identifying inappropriate items that can be removed and the dimensionality of constructs by examining the existence of relationships between items and factors when the information of the dimensionality is limited (Netemeyer, Bearden, & Sharma, 2003).

In this study, the seven factors (i.e., Teaching Resource, Effectiveness of online learning, Online Skill development, Continuous Assessment, Availability of Resources for Online learning, Offline/Traditional Teaching learning and Efficiency of Software) were used to determine the impact of online teaching on student learning.

An initial analysis was run to obtain eigenvalues for each factor in the data. The Kaiser Meyer-Olkin (KMO) Measure verified the sampling adequacy for the analysis; KMO=.922 which is above Kaiser's recommended threshold of 0.6 or this measure varies between 0 and 1, and values closer to 1 are better. (Kaiser, 1974). The details of KMO and Bartletts Test given in Table 2

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.922
Bartlett's Test of Sphericity	Approx. Chi-Square	6747.678
	df	666
	Sig.	0.000

Table 2

The Seven-factor structure in this study was composed of 37 items. Eleven items of factor 1 represent Teaching Resource, Six items of factor 2 represent Effectiveness of Online learning, Four items of factor 3 represent Online Skill development, Five items of factor 4 represent Continuous Assessment, Four item in the factor 5 represents Availability of Resources for Online learning, Four item in the factor 6 represents Offline/Traditional Teaching learning, and one item in the factor 7 represent Efficiency of Software. The details of the factors are provided below.

Table of factor Analysis

Factor 1: Teaching Resource

1	Skill and responsiveness of the instructor [Instructor was available and helpful]	0.887
2	Skill and responsiveness of the instructor [Instructor effectively used time during class periods]	0.87
3	Skill and responsiveness of the instructor [Instructor stimulated student interest]	0.868
4	Skill and responsiveness of the instructor [Grading was prompt and had useful feedback]	0.86
5	Skill and responsiveness of the instructor [Presentations were clear and organized]	0.853
6	Skill and responsiveness of the instructor [Presentations were clear and organized]	0.835
7	Course content [Course content was organized and well planned]	0.761
8	Course content [Course organized to allow all students to participate fully]	0.748
9	Course content [Course workload was appropriate]	0.711
10	Course content [Learning objectives were clear]	0.707
11	I like the idea of not having to drive/commute to the University / Institute.	0.037

Factor 2: Effectiveness of Online Learning

1	I feel that using this online mechanism for teaching and learning is more effective.	0.787
2	I dont mind if I never actually meet my instructor or classmates in person.	0.738
3	I believe that high-quality learning can take place even without face-to-face interaction.	0.725
4	I believe I can complete all my courses online without difficulty	0.642
5	I find online learning effective	0.628
6	I am comfortable with spending several hours of time on a computer/Phone.	0.583

Factor 3: Online Skill Development

1	Online teaching-learning has improved the following Skills [Soft skills]	0.787
2	Online teaching-learning has improved the following Skills [Employability Skills]	0.774
3	Online teaching-learning has improved the following Skills [Core skills]	0.765
4	Online teaching-learning has improved the following Skills [Critical thinking]	0.713

Factor 4: Continuous Assessment

1	I am able to manage my study time effectively and easily complete assignments on time	0.787
2	I am self-disciplined while attending classes (Attention and retention capacity)	0.665
3	I am motivated by the online content provided by my Professors.	0.599
4	I can collaborate with other students during online activities outside of class for group assignments.	0.565
5	I am willing to actively communicate with my classmates and Professors electronically.	0.443

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Sunil

Director

Sharadchandra Pawar Institute of Management

Otur (Dumbarwadi), Tal. Junnar. Dist.- Pune

Factor 5: Availability of Resources for Online Learning

1	I am able to access the Internet from my computer/ Phone, without any difficulty.	0.764
2	Access to the Internet is easily available	0.713
3	I am comfortable with downloading and installing software on my computer / Phone	0.689
4	I feel comfortable composing text on a computer in an online learning environment	0.378

Factor 6: Offline/Traditional teaching learning

1	I would like to take a class where I get regular personal feedback from my instructors.	0.676
2	I am facing eyes irritation and health issues because of long hour seating for online learning.	0.626
3	I like new technologies that may require new approaches to learning and problem-solving	0.564
4	I possess sufficient computer keyboarding skills for doing online work	0.482

Factor 7: Efficient Software

1	Which Software/ Application you find easy to operate	0.893

As a result of exploratory factor analysis (EFA), Seven-factor structure of the instrument of student readiness in online learning explained 64.48 percent of the variance in the pattern of relationships among the items.

Regression Analysis

The main purpose of this analysis is to understand the extent of the satisfaction level of students influenced by the six independent variables and suggest the measures that should be taken based on the results obtained by using SPSS 16.00 - Statistical Package for Social Sciences. The table below provides the data needed to perform the linear regression analysis. The model summary table suggested that the set of independent variables has moderate correlation (0.6) with dependent variable and is able to explain 40.7 percent of variation of the dependent variable.

Model Summaryb

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.638a	.407	.395	4.15280	2.058

a. Predictors: (Constant), Efficient Software , Teaching Resource , Offline/Traditional Teaching Learning, Availability of Resources for Online Learning, Continuous Assessment , Online Skill Development

b. Dependent Variable: Satisfaction level of students for Online Learning

The findings indicate relationship between student satisfaction and online learning. The R value 0.638 reveals high correlation. The R2 value 0.407 indicates that Efficient Software, Teaching Resource, Offline/Traditional Teaching Learning, Availability of Resources for Online Learning, Continuous Assessment and Online Skill Development contributes about 39.5% of the variation in satisfaction process.

ANOVAa

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3546.796	6	591.133	34.277	.000b
	Residual	5173.719	300	17.246		
	Total	8720.515	306			

a. Dependent Variable: Satisfaction level of students for Online Learning

b. Predictors: (Constant), Efficient Software , Teaching Resource , Offline/Traditional Teaching Learning, Availability of Resources for Online Learning, Continuous Assessment , Online Skill Development

In order to test the null hypothesis the paper turn to F test that requires an analysis of the variance identified in the ANOVA table above. There is a significant impact seen by Efficient Software, Teaching Resource, Offline/Traditional Teaching Learning, and Availability of Resources for Online Learning, Continuous Assessment and Online Skill Development on student satisfaction through online learning.

Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	-1.988	1.870		-1.063	.289
	Teaching Resource	.029	.039	.043	.736	.462
	Online Skill Development	.341	.087	.228	3.933	.000
	Continuous Assessment	.604	.086	.394	7.051	.000
	Availability of Resources For Online Learning	.373	.109	.179	3.422	.001
	Offline/Traditional Teaching Learning	-.184	.105	-.085	-1.760	.080
	Efficient Software	.122	.338	.016	.362	.718

a. Dependent Variable: Satisfaction level of students for Online Learning

Based on the nonstandard coefficients we obtain the regression equation:

$y = -1.988 + 0.029\,x1 + 0.341\,x2 + 0.604\,x3 + 0.373\,x4 - 0.184\,x5 + 0.122\,x6$

Satisfaction level of students for Online Learning(Y)= Efficient Software + Teaching Resource + Offline/Traditional Teaching Learning + Availability of Resources for Online Learning + Continuous Assessment + Online Skill Development

- H_{01}: There is no significant impact effectiveness of Teaching resource on student level of satisfaction

  It can be seen that the p-value from the coefficient table is 0.462 which is greater than 0.05. The null hypothesis is not rejected, which means there is no significant relationship seen between effectiveness of teaching resource with student level of satisfaction.

- H_{02}: There is no significant impact of online skill development on student level of satisfaction
  It can be seen that the p-value from the coefficient table is 0.000 which is less than 0.05. The null hypothesis can be rejected, which means there is significant relationship between online skill developments with student level of satisfaction.

- H_{03}: There is no significant impact of continuous assessment on student level of satisfaction
  It can be seen that the p-value from the coefficient table is 0.000 which is less than 0.05. The null hypothesis is rejected, which means there is significant relationship is seen between continuous assessments on student level of satisfaction.

- H_{04}: There is no significant impact of availability of resources with students on student level of satisfaction

  It can be seen that the p-value from the coefficient table is 0.001 which is less than 0.05. The null hypothesis can be rejected, which means there is significant relationship between availability of resources with students on student level of satisfaction

- H_{05}: There is no significant impact of traditional/offline teaching on student level of satisfaction

  It can be seen that the p-value from the coefficient table is 0.080 which is greater than 0.05. The null hypothesis is not rejected, which means there is no significant relationship seen between traditional/offline teachings on student level of satisfaction

- H_{06}: There is no significant impact of efficiency of software on student level of satisfaction
- It can be seen that the p-value from the coefficient table is 0.718 which is greater than 0.05. The null hypothesis is not rejected, which means there is no significant relationship seen between efficiency of software on student level of satisfaction

Conclusion

The findings of the study reveals no significant impact of teaching resource, efficiency of software and traditional teaching Learning on student level of satisfaction whereas online skill development, availability of resources with students for learning and continuous assessment has significant impact on students satisfaction. Taking into consideration this devasting pandemic situation of Covid and measures adopted to avoid its spread across, like social distancing, lockdowns etc., which have triggered the educational institutions to choose the mode of online learning. The study has definitely revealed the fact that students are favouring this mode of learning, but expect a refined strategy to avoid the technical glitches. A systematic plan needs to be designed to involve fun-loving activities so as to make the mode of learning more effective and attention catching. However planning to conduct and educate the students out of the traditional physical classroom setup really requires a systematic thought process, coordination and effective decision making. a learning transformation can be enhanced by a climate of trust and support. Student's satisfaction on this point of time is essentially attention catching and necessary to prove the judiciousness of this mode of learning. This digital revolution can streamline the ambitions and anxiety of students regarding their career. In essence, COVID-19 has provided us with the opportunity to adopt online learning as education systems need to be abreast with the rapid emergence of new technologies, thus making online, blended and remote learning a necessity at tertiary level

It is further recommended to follow the below practices to enhance a better environment and culture of learning among the students:

Basic ICT enabled infrastructure to carry out this mechanism of learning in a smooth manner

Access to the teaching fraternity for various online platforms of learning.

Systematic training to utilize these platforms.

Limitation of the study

A larger sample size will help us to understand and provide a better view of reality towards online classes and online mode of learning. At this time of crisis where everyone is trying hard to win against the situation (Covid 19) it is vital to have a continuous education system which students will enjoy and at the same time it will enhance their knowledge.

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Sharadchandra Pawar Institute of Management Otur (Pune) 050

Sunil
Director
Sharadchandra Pawar Institute of Management
Otur (Dumbarwadi), Tal. Junnar Dist.-Pune

"MANAGEMENT EDUCATION IN DEVELOPING COUNTRIES A STUDY OF INDIAN SCENARIO"

Dr. Suunil Losarwarr Director Sharadchandra Pawar Institute of Management, Otur, Tq. Junner, Dist. Pune, **sglosarwar69@gmail.com**

Abstract

Management education in India has come a long way from the 1960s when there were limited number and types of business schools in the country. With the increase in the number and types of business schools there are growing concerns about maintaining the quality of management education in the country. In the process of globalization, management education in India is playing key role in coping up with the rapid changes taking place in all types of business activities. The focus is on maintaining good quality of education in thousand plus management institutions in India. These institutes are operating in almost all corners of the country. They are diverse in nature, size and structure. The disparity is because of several socio-economic and regional factors influencing working of these institutions. There is no doubt that Indian educated managers are in good demand in both developed and developing countries. But something is missing within this, so this fact should be identified to eradicate a gap of management education in developed and developing countries.

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Correspondence Author: Dr. Suunil Losarwarr

I-INTRODUCTION:

Management education in India is fast undergoing a radical change. The two current developments sweeping India, namely liberalization and globalization, have had a considerable impact on management education. Today there are a large number of management institutions in the country. This vast number of Business Schools needs to satisfy a series of questions. This being so, the other side of the story shows the concern for the Business School professors is how to produce good managers with the attributes of increased efficiency and effectiveness, ethics, knowledge, fluency to apply management concepts, theories and tools.

Management Institutes in India from 1950 to 2010

Period	No. of Institute Increased	Avg. Increase
1950 to 1980	118	4.00
1980 to 1995	304	20.00
1995 to 2000	322	64.00
2000 to 2010	1073	107.30

Source: Dayal.I. "Developing Management Education in India"

II-OBJECTIVES OF THE STUDY:

The main objectives of this study are as follows

1. To study about the relevance of Management education in India
2. To study about the various situations under which management education is imparted in India
3. To study about the quality concerns of management education in Indian scenario.
4. To study the situation of Indian management education with developed countries management education

III-METHODOLOGY OF THE STUDY:

Secondary data is widely used from all the available sources i.e. published and unpublished literature related to the present study.

IV-MANAGEMENT EDUCATION IN INDIAN SCENARIO:

- Non-availability of qualitative teachers in most of the parts of India due to various reasons
- Lack of proper motivation/ reorganisation to efficient/qualitative teachers if available
- Lack of case study pattern of study as compared to developed countries education
- Inadequate Library and Lab facilities in most of the parts of India
- Poor placement record in many management institutions due to non- employability of students and no proper initiation from management of institutions
- Lack of awareness to students about the future and prospects of management education because they only seek degree/diploma
- Excessive burden on management teachers which leads to non-creativity in them in day to day activities
- Competition to increase management education institutions and students intake no interest in improving infrastructure by most of the management institutions
- No industrial exposer to students which does not create entrepreneurs ability or interest among them
- No linkage between industry and institution which leads to interest towards academic sectors only they do not go for industrial side
- No proper motivation to management teachers for their academic achievements and research orientation among management teachers
- Lack of professionalism in management institutions from top to bottom due to unawareness of quality/standards of management education

V-SUGGESTIONS TO IMPROVE THE PRESENT SCENARIO IN INDIA:

Following are the important suggestions to strengthen management education in India which is a fast developing country in the world

- Recruitment of efficient/qualitative management teacher to get good output from institution for matching the industrial requirements
- Creation of professionalism in management institutions for better results
- Restriction of number of institutions and students intake by AICTE/UGC for better service and quality of management education
- Conducting more number of placements so as to employ students in right time
- Improvement of infrastructure in the institute for teachers and students to enhance knowledge of both to compete the world
- Motivating management teachers for research and industry interactions for good output from their end to students
- Organizing more number of industrial tours within and outside the country to make aware students about practical management skills and their practices in different situation
- Establishment of entrepreneur development cell in management education institutions
- One semester should be designed for practical exposer by making practical training compulsory before the award of management degree.
- Encouragement for MOU between institute and industry/universities/foreign universities or institutions
- Providing digital library and latest journals/books/case studies to students and teacher to update their knowledge and improve standards of teaching and learning
- Provision of relevant specializations as per employment demand at institute level to make students available for right requirement in industries

Sharadchandra Pawar Institute of Management
1050
Otur (Pune)

Suunil
Director
Sharadchandra Pawar Institute of Management
Otur (Dumbarwadi), Tal. Junnar Dist.-Pune

- Creation of Alumni association of management students and frequent interaction with them and updating them about the present and future prospects available to them

VI-CONCLUSIONS:

Management education imparted by IIMs is on one hand and management education imparted by other institutions in on other hand. There is a big gap between these two. So this gap must be filled first to come on par with developed countries. Following are the major conclusions.

- ✓ The existing system of Management Education is alienated from real life. There is a gap between the subjects and the objectives and this cannot achieve such goals as national development, building an ethical, religious and spiritual values in business etc.,
- ✓ Professionalism in MBA Education –by creating an individual body by an Act of Parliament like for ICAI/ICWAI/ICSI - this will assure balance of management education with developed countries.
- ✓ The infrastructure and facilities must include classrooms with multimedia and projection facilities, latest computers and peripherals and a good library with collection of books on all management subjects of world class, this will lead to standards on par with developed countries

In short every management institution in India must feel it is their responsibility to impart quality education, this will lead their students to compete other management students in the world especially developed countries. This will bring the greatest satisfaction among all

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INCREASING TRENDS OF NON-PERFORMING ASSETS IN INDIA - ECONOMIC GROWTH PERSPECTIVE

Authored By

Dr. Suunil Losarwarr

Director, Sharadchandra Pawar Institute of Management, Otur, Tal. Junner, Dist. Pune, Pune, M.S

ज्ञान-विज्ञान विमुक्तये

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Sharadchandra Pawar Institute of Management

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Sharadchandra Pawar Institute of Management 1050 Otur (Pune)

Suunil
Director
Sharadchandra Pawar Institute of Management
Otur (Dumbarwadi), Tal. Junnar. Dist.- Pune

STUDY OF WORKING CAPITAL MANAGEMENT

Dr. Suunil Losarwarr Director Sharadchandra Pawar Institute of Management, Otur,Tq. Junner, Dist.Pune :: sglosarwar69@gmail.com

Abstract:

Working capital is an important part of the capital of firm which helps to carry out day to day avtivities. A neat designed and implemented working capital management is predicated to contribute positively to the creation of a firm's value " Working Capital" is that the capital invested in serval items of current assets needed for the business.viz,inventory,debtors,cash and other current assets such as loans & advances to theird parties. Those current are essential for smooth business operations and properutilization of the fixed assets .Variables used in this study include return on assets and return on equity for profitability and Debtors Collection Priod (DCP), Inventory Holding Period (IHP), Creditor's Payment Period (CPP), Cash Conversion Cycle (CCP), and Current Ratio (CR) for working capital management.The firm should maintain sufficient level of working capital to supply upto given capacity and maximize the return on investment in fixed assets. Shortage of wotking capital results in lower capacity utilization,lower turnover and hence lower profits.The study concentrates on the main components of working capital like inventory management,account receivable management and cash management of firm. The tools used in this study includes ratio analysis,trend analysis and percentage method. For the analysis ratios indicating working capital performance and a few statistical techniques are employed.

Keywords: Working capital management, Current Assets, Liquidity, Firm performance, Ratios, Analysis

Introduction:

To start any business, first of all we need finance and the success of that business entirely depends on the proper management of the day-to-day finance and the management of this short-term capital or finance of the business is called working capital.Working capital is the money used to pay for the everyday treading activities carried out by the business stationery needs,staff salaries and wages, rent, energy bill,payments of suppliers and so on.

Working capital refers to the funds that are used to meet short-term responsibilities or the funds used to carry out the day-to-day activities of an organization. The management of the working capital if fundamental in making sure that the operations of the organization are smooth.

In every business working capital is an important and critical part of an investment because it is impossible for an organization to run without these funds.organization requires adequate raw materials,finances to pay for labour,funds to create a stock to meet the demands of the consumers and the ability to provide goods on credit for its customers. All these are financed by working capital subsequently, working capital can be defined as the major determinant of the organizations survival or it can also be defined as the lifeblood of an organization operations. Business are unable to oprate without adequate working capital . working capital is important it allows the organization to maintain a production schedule and maintain sales,which are the major concern of an organization these are also the major determinants of an organization survival.

Research Methodology

Research is the systematic process of collection and analyzing data in order to increase our understanding of the phenomenon about which we are concerned or intrested. It is the indepth search for knowledge. It is a careful investigation or inquiry espically through search for new facts in any branch of knowledge. The study exhibits both descriptive and analysis the secondary data in order to arrive at approprivate conclusion, it is also analytical in character. The intrepretation of data is done is based on ratio percentage.

Sunil

Director
Sharadchandra Pawar Institute of Management
Otur (Dumbarwadi), Tal. Junnar Dist.- Pune

Research Design:-

Research Design is the strategy for the study and the plan by which the strategy is to be carried out. It is the set of decision that make up the master plan speifiying the methods and procedure for the collection, measurement and analysis of the data. Research has used descriptive research . Descriptive studies are fact finding investigation with adequte interpretion. It focuses on particular aspects of in the study. It is designed to gather descriptive information and priovides information for formulating more sophisticated studies.

Data Source:-

1.Primary Data:-

Any information which is collected a fresh and for the first time is called primary data the primary data happen to be be orginal in character. The information is gathered from concerned employess.

2.Secondary Data:-

Information which has already been collected by somebody else or some other agnecy with definiate purpose which has already been processed is cleared secondary data. The secondary data for the study have been gathered from the balance sheet. The wmployees and manager of the financial department have provide the information needed for the study.

Following are the sources of secondary data of the marketing research.

- Book, magazines and newspaper
- Company booklet and leaflet
- Internet

DATA ANALYSIS:-

Total Current Assets

Table –Total Current Assets **(Rs. In Lakh.)**

Sr. No.	Particulars	2014-15	2015-16	2016-17	2017-18	2018-19
1	Inventory	44.88	45.39	49.39	26.31	66.07
2	Sundry Debtors	4.38	9.27	11.46	12.08	14.44
3	Cash & Bank	24.64	51.51	31.04	24.63	30.44
4	Loans & Advances	28.75	33.23	34.41	36.05	33.41
	Total C A & loans & Adv	**102.65**	**139.4**	**126.3**	**149.07**	**144.36**

Proportion of each Asset to Total Current Assets

Table – Proportion of each Asset to Total Current Assets **(In%)**

Sr. No.	Particulars	2014	2015	2016	2017	2018
1	Inventory	43.72	32.56	39.11	51.19	45.77
2	Sundry Debtors	4.27	6.65	9.07	8.10	10.00
3	Cash & Bank	24.00	36.95	24.58	16.52	21.09
4	Loans & Advances	28.00	23.84	27.24	24.18	23.14

Interpretation:-

As the proportion table shows, the major part of the current assets is covered by the Inventory every year. The proportion of Inventory to Total Current Assets is very high so there is a need to manage them properly. The percentage of Inventory is continuously on a rise because the previous year's Inventory are carried on to the current year. After Inventory the major portion is covered by loan& advances. The proportion of Sundry Debtors to total current Assets if fairly good.

Total Current Liabilities

Table –Total Current Liabilities **(Rs. In Cr.)**

Sr. No.	Particulars	2014	2015	2016	2017	2018
1	Current liabilities	41.50	74.12	80.67	95.01	100.41
2	Provisions	4.00	2.22	0.00	7.60	6.08
	Total C L & provisions	**45.5**	**76.34**	**80.67**	**102.61**	**106.49**

Proportion of Liabilities to Total Current Liabilities

Table – 6.4: Proportion of Liabilities to Total Current Liabilities **(In %)**

Sr. No.	Particulars	2014	2015	2016	2017	2018
1	Current liabilities	91.21	97.09	100	92.59	94.29
2	Provisions	8.79	2.91	00	7.41	5.71

Interpretation:- As the proportion table shows current liabilities form about 88 percent of total current liabilities of the company. Provisions are less than the current liabilities. The reason for increase in the current liabilities proportion could be because of good negotiations with its suppliers. This can help the company in reducing its working capital and also make full utilisation of cash. This could save interest cost on working capital.

Total Working Capital

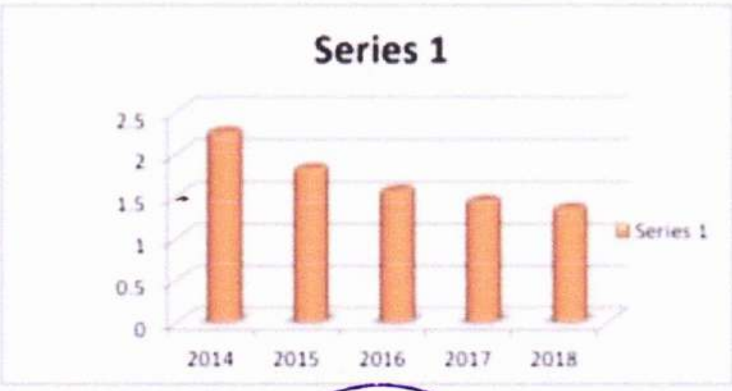
Table – Total Working Capital **(Rs. In Cr.)**

Sr. No.	Particulars	2014	2015	2016	2017	2018
A	**Current Assets**					
1	Inventory	44.88	45.39	49.39	26.31	66.07
2	Sundry Debtors	4.38	9.27	11.46	12.08	14.44
3	Cash & Bank	24.64	51.51	31.04	24.63	30.44
4	Loans & Advances	28.75	33.23	34.41	36.05	33.41
	Total (A)	**102.65**	**139.4**	**126.3**	**149.07**	**144.36**
B	**Current Liabilities**					
1	Current liabilities	41.50	74.12	80.67	95.01	100.41
2	Provision	4.00	2.22	0.00	7.60	6.08
	Total (B)	**45.5**	**76.34**	**80.67**	**102.61**	**106.49**
C	**Net Working Capital**					
	(A - B)	**57.15**	**63.06**	**45.63**	**46.46**	**37.87**

1)Currrent Ratio :

Table – Current Ratio **(Rs. In Cr.)**

Particulars	2014	2015	2016	2017	2018
Current Assets	102.65	139.4	126.3	149.07	144.36
Current Liabilities	45.5	76.34	80.67	102.61	106.49
Current Ratio	**2.26**	**1.83**	**1.57**	**1.45**	**1.36**



Sunil
Director
Sharadchandra Pawar Institute of Management
Otur (Dumbarwadi), Tal. Junnar Dist.- Pune

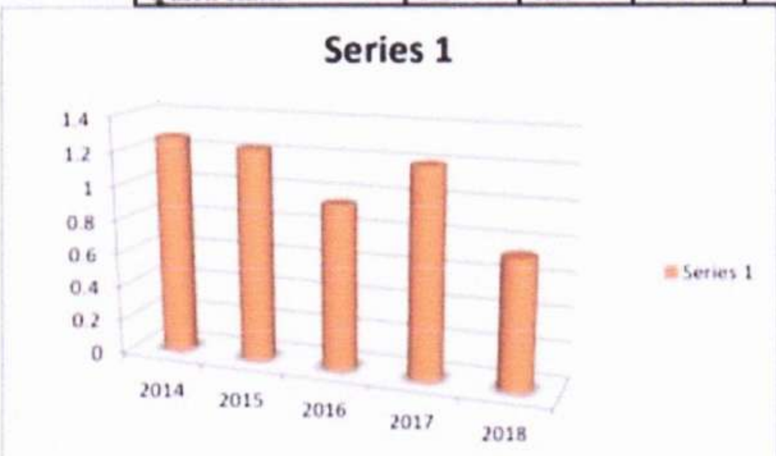
Sharadchandra Pawar Institute of Management
1050
Otur (Pune)

Interpretation:-The Current Ratio from 2014 – 2018 is favourable i.e. it is in line with the general ratio of 2:1.A current ratio of 2:1 indicates a highly solvent position. a current ratio of 2018 considered by banks as the minimum acceptable level of for providing working capital finance. This indicates that the company's resources are invested in productive assets yielding good returns.

2) Acid Test Ratio:

Table – Acid Test Ratio **(Rs. In Cr.)**

Particulars	**2014**	**2015**	**2016**	**2017**	**2018**
Quick Assets	57.77	94.01	76.91	122.76	78.29
Quick Liabilities	45.5	76.34	80.67	102.61	106.49
Quick Ratio	**1.27**	**1.23**	**0.95**	**1.20**	**0.74**



Interpretation:- The Quick Ratio from 2014 -2018 is favourable and in line with the general ratio of 1:1. It gives the short term liquidity position and the company's ability to honour the short term obligations. the ratio is above the ideal ratio of 1:1 as in the years 2014,2015 & 2017 .A Quick ratio of 1:1 indicates highly solvent position. This ratio serves as a supplement to the current ratio in analysing liquidity.

Conclusion:-

1] Concept of Working Capital :

It refers to the difference between current assets and current liabilities. It can also be defined as that portion of a firm's current assets which is finance with long term funds.Current liabilities are those claims of outsiders that are expected to mature for payment within an accounting year and include creditors, bill payable and outstnading expenses. Above working capital assets is covered by the inventory every year & provision are less than current liabilities.

2] Calculate ratios related to working capital and from that determine financial position of the company:

In working capital analysis there are various ratios are calculated i.e current assets ratio,acid test ratio indicator in 2014 to 2018 is 2.26 to 1.36 solvency position, current assets turnover ratio in 2014 to 2018 indicates productivity of the company,debtors turnover ratio indicates rise in overall turnover of the company, inventory turnover ratio indicates improvement in inventory, creditors turnover ratio indicates the positive sign og the company.

3] The analysis of ratio:

Current ratio from 2014-2018 is favourable i.e it is in line with the general ratio of 2:1 a current ratio 2:1 indicates a highly solvent position a current ratio of 2018 and the qick ratio from 2014-2018 is favourable and in line with the general ratio of 1:1 . It gives the gives short term liquidity position and the company ability to honour the short term obligation. Working capital turnover ratio indicates good acheving sales of the company which is 0.06 to 28.95 in 2014 to 2018, current assets turnover

Sharadchandra Pawar Institute of Management 1050 Otur (Pune)

Sunil
Director
Sharadchandra Pawar Institute of Management
Otur (Dumbarwadi), Tal. Junnar. Dist.- Pune

ratio indicates efficient utlisation of resources i.e is 3.37 to 7.59 in 2014 to 2018,inventory turnover ratio indicates the improvement in inventory i.e 7.81 to 27.73, debtors,turnover ratio indicates the rapid debt collection of the company in 2015 to 2018 which is positive sign of the company.

4] The analysis of the current position:

The analysis of current position of the company through the working the working capital analysis with the help of current ratio & acid test ratio indicates the solvent position of the company in 2014 to 2018 is 2.26 to 1.36 & acid test ratio is 1.27 to 0.74 in 2014 to 2018 working capital turnover ratio indicates high turnover it is increasing in 0.06 to 28.95, current assets turnover ratio indicates efficients utilisation of resources i.e it is 3.37 to 7.59 in 2014 to 2018, inventory turnover ratio indicates the improvement in inventory i.e is 7.81 to 27.73 ,all this ratio position shows the good position of the company. It shows company is utilising their resources very well & its performance is very good.

Suggestion:-

1) As the proportion of inventory has increased it indicates that inventory control techniques adopted by the company are not satisfactory. The company management should continue with the efforts of lowering the proportion of idle inventory within the current assets so on improve the working capital management.

2) The proportion of inventory to total current assets is high.

3) Company's investment in current assets is increasing so proper contol should be exercised , so that funds will not get blocked in current assets.

4) Efforts should be made to fully utilise the production capacity to meet thegrowing damand.

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Sharadchandra Pawar Institute of Management 1050 Otur (Pune)

Sunil

Director

Sharadchandra Pawar Institute of Management

Otur (Dumbarwadi),Tal. Junnar. Dist.- Pune

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Authored By

Dr. Suunil Losarwarr

Director Sharadchandra Pawar Institute of Management, Otur, Tq. Junner, Dist. Pune

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NGOs CONTRIBUTE TO THE ACHIEVEMENT OF THE MILLE GOALS

Dr. Suunil Losarwarr

Director, Sharadchandra Pawar Institute of Management, Otur,

Abstract

In August 2000, 189 United Nations member nations opined on "Globaliza Enjoyment of Human Rights" in light of several staggering issues confro world population of 6 billion, ozone layer depletion, rapid climate chang security, and disarmament, human rights, development, and poverty er currently exists tends to enrich the "haves" while further marginalisin aforementioned difficulties are the impetus for the establishment of Volu Governmental Organizations (NGOs), which are formed by members improving society in some way. Despite their accomplishments in a variet variety of challenges that vary by organisation and region. In this context, address some of the most prevalent challenges encountered by NGOs and resolving them.

Keywords: Non-Government Organization, MDG, Partnership and collab

The Road Ahead to Achieve Millennium Development Goals through

Introduction

In September 2000, 189 countries signed the United Nations Millenn themselves to eradicating extreme poverty in all its forms by 2015. To he commitments, a set of time-bound and quantified goals and targets, called Goals, were developed for combating poverty in its many dimensions - poverty, hunger, disease, environmental degradation and gender discrimin resources and capitalizing on all available actors. NGOs have been highlighted by governments and global leaders as an important actor, but without better understanding of their potential, roles, and challenges to their effectiveness, we are not likely to fully tap their contribution and thus will be further challenged in achieving the MDGs.

"A well-thought out and ambitious attempt to place the roles of NGOs within the multi-faceted and often muddled challenge of achieving Millennium Development Goals (MDGs).The NGOs in our contemporary, globalized society makes clear what roles they are playing now and can do more of in our collective call against poverty."

Objectives

- To analyze the role of NGOs in promoting development in India.
- To understand the limitations in the functions of NGOs

Global application of Millennium Development Goals

"Globalization and continuing rapid technological advances offer unprecedented opportunities for social and economic development. At the same time, they continue to present serious challenges, including widespread financial crises, insecurity, poverty, exclusion and inequality within and among societies. Considerable obstacles to further integration and full participation in the global economy remain for developing countries.....Unless the benefits of social and economic development are extended to all countries, a growing number of people in all countries and even entire regions will remain marginalized from the global economy."

Consequently, the UN laid down the Millennium Development Goals (MDGs) in the year 2000 and set the year 2015 as the deadline for achieving them. The MDGs were also meant to act as a wide framework for the entire international community to work together towards a common end – making sure that human development reaches everyone, no matter to which nationality he/she belongs to. Some of the actors in the Millennium Development Initiative include such as Governments, Bilateral agencies (e.g. SIDA, USAID, DFID, DANIDA, JICA) and Multilateral Agencies (WTO, OECD) and Civil Society organisations (in their multitude) and Trade Unions. To date, documenting progress on MDGs has not been easy from a global point of view. What come out are country specifics about some sectors of the development goals. Progress incountries' income such as China and India has been registered. There is also commitment of resources by the corporate e.g. Bill and Melinda Gates to a tune of US $ 4.9 Billion in Global Health programmes. Countries such as Uganda have made significant progress in the area of universal primary education.

Some of the challenges that have beset the MDGs to date include: decline in average income of some countries; lack of knowledge on MDGs by one-third of respondents in 75 countries (World Federation of UN Associations); government suspicion of CBOs on the level of their commitment to the people they serve. DFID Report (2006) notes that unfortunately, while some significant progress is being made towards meeting some of the targets in some of the affected countries, in many cases progress is patchy, too slow or non-existent. Although improvements have been made in many areas in Sub-Saharan Africa, for example, the number of people living in poverty there is still greater now than it was in 1990.

Sunil

Director
Sharadchandra Pawar Institute of Management
Otur (Dumbarwadi), Tal. Junnar Dist.-Pune

The rest of the developing world has outstripped Africa in most if not all areas. The World Bank report (2004) notes the following challenges: Regional trends show the greatest progress in East Asia and the Pacific, but malnutrition rates remain high in South Asia and are rising in Sub-Saharan Africa. Three regions –East Asia and the Pacific, Europe and Central Asia, and Latin America and the Caribbean – are on track to achieve the goal. But the other three regions, the Middle East and North Africa, South Asia and Sub-Saharan Africa, which have 150 million children of primary school age, are in danger of falling short. Sub-Saharan Africa lags farthest behind, with little progress since 1990.

South Asia also has chronically low enrolment and completion rates eliminating gender disparities in primary and secondary education by 2005- and at all levels of education by 2015. Progress has been particularly slow in Sub-Saharan Africa, where civil disturbances and HIV/AIDS have driven up rates of infant and child mortality in many countries. But in Africa, where skilled attendants and health facilities are not readily available, it is very high. The MDG Progress Report (2005) sub Saharan Africa is lagging behind on many of the goals and targets. Maternal morality outcomes are difficult to measure, and the lack of reliable data across countries and over time limits the ability to track progress towards this goal. But current trends suggest that the goal will almost certainly not be met. According to UNAIDS (2006) Report today, an estimated 38.6 million people world-wide are currently infected with HIV, with roughly 4.1 million new cases reported in 2005.

Most African countries have taken on the MDGs as conduits to addressing extreme poverty within their populations, although the performance is varying depending on the specific goals they are trying to address. This is a significantly positive shift in Africa's quest for development with 90% of its population enmeshed into deprivation trap2. Some Goals such as Universal Primary Education, as with Uganda have been undertaken with remarkable resilience.

NGOs in India

NGOs or Voluntary Organizations are not a new phenomenon and the concept of voluntary action is very ancient. According to Inamdar, "During ancient and medieval times, voluntarism operated freely and exclusively in the fields of education, medicine, cultural promotion and even acted as succour in crises like droughts, floods, epidemics and foreign invasions" (1987).

In the early years of 19th century, voluntary agencies provided services to the under-privileged and weaker sections of the society. The areas of operation were largely in the fields of religion and social reforms. Raja Rammohan Roy (1772 -1833), Ishwar Chandra Vidyasagar (1820-1891), Sasi Pada Banarjee (1842-1925), Keshab Chandra Sen (1838-1884), Swami Dayanand Saraswati (1824-1883), Swami Vivekanand (1863- 1902), Mahatma phule (1827-1888), Pandit Ramabai (1858-1922), Maharshi Karve (1858-1962), Sir Sayyed Ahmed Khan (1817-1898), Behramji Malbari (1853-1912) were the people who worked with dedication towards removal of caste restrictions, improving conditions of widows, women education, orphans and destitute women etc., In the latter part of 19th century, Christian Missioners also did pioneering work in the field of social welfare. They also took interest in spreading education among women, tribal, and others, and in improving their health and living conditions.

In the early decades of 20th century besides relief and rehabilitation programmes in times of natural calamities like earth quakes, floods and famines, NGOs were also engaged in various fields like education, health and labour welfare. According to Chowdhry, "After Independence, leadership in India was provided by social workers who had worked under the leadership of Gandhi. As a matterfact, they were the ones who started the movement of voluntary action, both in urban and rural areas in the fields of health, education, social welfare, adult education, rural development etc.," (1987). The government undertook welfare schemes under various plans and policies, besides encouraging voluntary organizations to undertake social welfare programmes under the grant-in-aid programme and set up autonomous bodies like Central Social Welfare Board, Indian Council of Social Welfare etc.,

Non-Government Organizations (NGOs) have become an irresistible global force today. The non-governmental sector, also known as voluntary sector, is growing in relation to its presence in developmental activities. Its role in the sphere of human development is now widely recognized and accepted in most parts of the universe. Basically, an NGO or voluntary organisations are non-profit making agencies that are constituted with a vision by a group of like-minded people, committed for Non-governmental organisations are playing an increasingly decisive role in shaping the economy and facilitating inclusive growth at the grassroots level in a large, multi-ethnic and highly populated country like India, where it is not always possible for the government to ensure that its development schemes and policies reach the backwaters of society.

NGOs in India attempts to highlight the activities of these organisations in the region and educate people on the role played by these in facilitating inclusive growth, thus ensuring development in every strata of society.

Role of Non-government Organisations (NGOs) in the development process in the third world countries like India is very crucial, especially in the 21St Century. They have a greater role to play in the lives and livelihoods of the tribal and backward communities of India today. An attempt has been made in this paper to see the role of an NGO in the development of acountry. It is also attempted to understand how the information and support from the agency (NGO) helped the community to become self-reliant.

As development actors, NGOs have become the main service providers in countries where the government is unable to fulfill its traditional role. Optimal development requires the harnessing of a country's assets, its capital, human and natural resources to meet demand from its population as comprehensively as possible. The public and private sectors, by themselves, are imperfect. They cannot or are unwilling to meet all demands. Many argue (Elliott 1987, Fernandez 1987, Garilao 1987) that the voluntary sector may be better placed to articulate the needs of the poor people, to provide services and development in remote areas, to encourage the changes in attitudes and practices necessary to curtail discrimination, to identify and redress threats to the environment, and to nurture the productive capacity of the most vulnerable groups such as the disabled or the landless populations.

Achieving Millennium Development Goals through NGOs

During the past two decades, relevance of the role of voluntary sector has been in focus in India. In fact, the initiatives taken by the United Nations and its agencies in involving the voluntary sector for capacity building and contributing towards the speedier and less expensive processes of development has gained worldwide acceptance. As a consequence, the developed countries in particular and those which are still developing or are less developed have taken the idea of involving the voluntary sector responding to the complex processes of development at various levels. India has a large network of voluntary organizations working in the fields of Health, Education, Rural and Urban spheres. A large number of such organizations are making significant contributions in this direction in the State of Punjab.

Sunil
Director
Sharadchandra Pawar Institute of Management
Otur (Dumbarwadi), Tal. Junnar. Dist.- Pune

With the objective of associating voluntary organizations in development and social welfare activities in an appropriate manner, the State Government is providing sizeable monetary assistance to such organizations to enable them to play a notable role in the development process. The target sectors for voluntary organizations are elementary and adult education; vocational training of adolescent girls and women from poor and needy families, Reproductive and Child Health Programme, animal care, National Health Programme, development of women and children in the rural areas and environmental improvement of urban slums and welfare of SCs/BCs etc. The emphasis is on encouraging self-employment through skill formation. Leading institutions in specific areas are suitably involved in providing gainful employment to the unemployed/under employed youth. While adopting the neglected segments of the society, the endeavor is to encourage community participation to the optimal extent both in planning and implementation with the help of mass-based self-reliant organizations and to take up projects to sustain the achievements already made. The aim of the Government is to reach the neediest in the society through innovation and experimentation of the NGOs.

In order to systematize the voluntary efforts in development, the State Government have issued policy guidelines in which special attention has been given to the idea of having a mother unit. The only mother NGO in Punjab at present is the 'Society for Service to Voluntary Agencies (SOSVA) (North)' for the Department of Health and Social Welfare. The funds are placed at the disposal of the concerned Administrative Departments which further release the same to the field NGOs through SOSVA(N). At present, the maximum Government support to an NGO in a single financial year for one project is Rs.10.00 lac per annum. The remaining amount, if required, is raised by the NGO concerned from its own sources and other local agencies. In no case, the grant to an NGO with more than one project should exceed Rs.15.00 lac in a single financial year. However, this condition does not apply to the projects under service sector, the nature of which is to create awareness among masses.

It is quite evident from the myriad of the activities carried out by the NGOs at a local level that their very purpose is welfare of the humanity, be it in any form. Exactly that is the aim of MDGs which were laid down by the UN. To support this view, the researchers put forth few characteristics that all the NGOs share in common irrespective of their area and scale of operations. They are:

1. Grass root approach: any NGO is more than welcomed amongst the general public, as they are not having profit motives at their core. This facilitates development of trust between the NGO and their beneficiaries.

2. Adaptation and Innovation: majority of the NGOs do not work on set patterns and systems. Their systems are dynamic and customized in nature. Also their basic aim being to serve humanity they are capable to undertake vast and varying nature of tasks in-line with their objectives.

3. Cost efficient and effective: They generally take charity and donations from the business houses, public and private funds, which makes them productive with almost negligible inputs. As they do not have profit motives, chances of internal corruption and frauds are less. Also people from the society itself are a part of these NGOs which are there due to the complaints from the existing system, hence they themselves act as watch-dogs making NGOs quite effective in their purpose.

4. Integrity and Sincerity of Purpose. At occasions NGOs are blamed to have secondary objectives of self-propagation. In certain cases it might be true, however, the basic purpose to serve humanity remains in-built to any NGO. People look towards them as their spokesperson, which possess resources, infrastructure and the courage to opposeany wrong doing by a public or private enterprise or individual. NGOs are looked upon as dedicated bodies for the cause, possessing sincerity and integrity by general public.

Sharadchandra Pawar Institute of Management 1050 Otur (Pune)

Sunil
Director
Sharadchandra Pawar Institute of Management
Otur (Dumbarwadi), Tal. Junnar. Dist.- Pune

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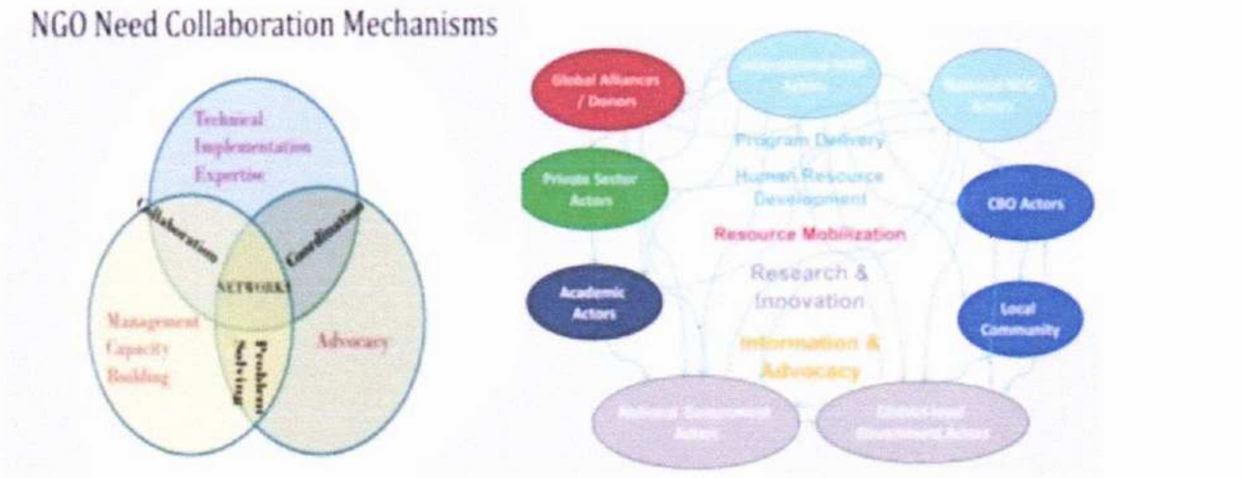
5. Expert management: NGOs are mostly well trained and possess the required skill set and expertise needed in their field of operation. Their man power and technical knowledge is up to date and they know who-and-where of the related field. Also they have mastered the art of measuring the effectiveness of their efforts. It is in the light of above characteristics and profile that NGOs seem to be appropriate instrument which can serve as a road to achieving Millennium Development Goals laid down by the UN in September 2000

Linking Partnership and collaboration



Road Map.....

After conducting this study, the researchers are of the opinion that there should be a slight shift in the paradigm to enable these NGOs work efficiently and effectively.

- Demands collaboration between government and non- governmental actors Calls for coordination at the national, intermediate and community levels requires a robust response to areas that have been neglected, such as child and maternal mortality, and strengthening comprehensive primary health care.
- The Ministry of Foreign Affairs bring to a public-private partnership and perform some activities like Raise awareness of what the private sector can do to help achieve the MDGs, Support cooperation with local authorities and local NGOs, Bring together private-sector parties and act as go-between, Help to replicate and scale up effective partnerships, Provide access to local networks and international platforms, Support local authorities' efforts to improve the local business climate, Provide funding (directly or through partners in the Ministry's network),Technology transfer, Innovation, Communication and marketing , Access to international and local value chains and markets, Product knowledge, services and expertise, Market-oriented approach, Financial resources
- For better development in MDG there is a great need of intervention of NGO for that more funds should provide to NGO to make formative research.
- While preparing policies and regulations at global and local level for MDG coordination of NGO could be motivated.
- Try to invest more money on NGO integrated approaches.

Conclusions

NGOs are the only organisations that truly care for the uncared for and those at the bottom of the social ladder. Ours is an encircling country that demands organisations that are passionate, devoted, and dedicated to the country's progress. Thus, the government, leaders, funders, lawmakers, and the general public should support these organisations and assist them in resolving their grassroots concerns. Then and only then are their services unquestionably commendable in terms of rural poverty alleviation.

Countries will not achieve the MDG targets unless they place a greater emphasis on community-level interventions and strengthen the link between micro and macro levels. NGOs are well-positioned to play a significant role in scaling up community participation and interventions, as well as in connecting (Inform / Support) the micro and macro levels. There is an urgent need for NGOs to advocate for more integrated and equitable MDG targets.

In the context of the MDGs, Goal 8 lacks a precise target that adequately captures the several aims and activities required in the domain of global finance, including the issue of debt, capital flows, and a healthy system of development funding. As a result, more comprehensive targets should be set in this subject, as well as more and better indicators. Most critical, however, is the need to flesh out in greater detail and precision the many measures, policies, and frameworks necessary to transform the financial system into a critical component of a "global partnership for development," rather than the problem it is today.

We feel that we have been extremely effective in lobbying for and obtaining pro-poor laws, and as a result, India today has an excellent policy framework. We have sound legislation in place, including the National Rural Employment Guarantee Scheme, the Right to Information, the Right to Education, and the Domestic Violence Act.

However, when one examines implementation on the ground, and particularly implementation from the perspective of India's most marginalised populations, one notices a significant disconnect between what is written and what is really given to impoverished people. Thus, that is the bridge, if you will, that we are attempting to fill, which is to enhance awareness of impoverished people's rights.

Thus, it is truly about information, organisation, and ultimately, demanding those rights, but doing so community by community requires a tremendous amount of effort. And if the government could be more proactive in disseminating information, as they are currently doing with the Right to Education - there is a massive effort on to educate the public about this law. If they were truly committed to, at the very least, raising awareness, that would be a positive thing.

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Sharadchandra Pawar Institute of Management 1050 Otur (Pune)

Sunil
Director
Sharadchandra Pawar Institute of Management
Otur (Dumbarwadi), Tal. Junnar. Dist.- Pune

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Otur (Dumbarwadi), Tal. Junnar Dist.-Pune

Sharadchandra Pawar Institute of Management Otur (Pune) 1050

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SMALL SCALE BUSINESS IN RURAL INDIA, OPPORTUNITIES AND CHALLENGES

Mrs. Matale Suvarna Shankar
B.com, MBA, LLB, Assistant. Professor, Sharadchandra Pawar Institute of management

Dr. Ramesh Kakad
Ph.D., MBA, MMM, Associate Professor, Sharadchandra Pawar Institute of Management

Abstract
The paper focuses on information flows and the need for challenges in Small businesses in rural areas in India. The reference for small-scale business entrepreneurs has changed dramatically during the last decade of economic liberalization and crisis. Emerging market opportunities, as well as national and international competition, now challenge local businesses in their different geographical place settings, and new information is necessary for survival and growth. The principal question in the paper is whether small-scale agribusiness and non-Agribusiness which Challenges they are facing entrepreneurs are able to identify and utilize existing knowledge for the purpose of improving their competitive strength. Today in India many business opportunities are available in rural areas if challenges can handle properly get more benefited. Rural areas have their own infrastructure.

Object of Study

- To Study on Rural business opportunities
- To analyses Challenges for small scale Business Entrepreneurs
- To Find out Opportunity in Agriculture & Non Agri- Business
- To overview Improving Competitive Strength.
- A Step towards to enhance the agricultural and non-agriculture Entrepreneur and economic growth in India.

Introduction:-

In the early years of the India Entrepreneurship monitored researchers were analyzed by the unexpectedly high rates of entrepreneurial activity in developing countries, rates which were much higher than those of the most developed countries. People from the poorest developing countries are driven by poverty and survival, and lack of choice in work to start business ventures, while in developed countries it is opportunity and innovation that is the primary motivator for starting businesses. The greater the poverty, the more necessity entrepreneurship there is, thus resulting, in high rates of entrepreneurial activity. India has rural areas in large proportion. When we want develop to nation we require firstly focus on develop to Rural areas.

Walk to the village 'is an innovative movement that deals with rural life. This movement etc. It was started in 1916 and is considered to be the originator of the concept of Father of the Nation Mahatma Gandhi As the vision of real India was taking place in the village, Gandhiji called for ' go to the

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village'. In which the empowerment of the villagers was an important objective. Even today, the usefulness of this innovative campaign is felt and due to the growing employment problem in the city, the growing crowd, Gandhiji's motto suggests a way to solve the economic problem. This highlights the importance of productivity, investment, employment generation, etc. in the rural areas of agriculture. Every village should be self – sufficient. There should be a conscious effort for rural development. This was stated by Mahatma Gandhi in the pre- independence period.

Major problems faced by the small scale industries in rural areas are: Finance, Raw Material, Idle Capacity, Technology, Marketing, Infrastructure, Under Utilization of Capacity, Project Planning, Skilled Manpower, managerial

Agriculture has emerged as one of the most evergreen sector. Moreover, this sector is gradually growing across the globe and there are hundreds of agriculture related business ideas that one can easily start.

Agriculture is one of the major sources of livelihood for the people of rural and sub-rural areas of the country. This sector used to depend much on the climate for its flourishment but with the introduction of technology and science, this field too has witnessed huge development. Moreover, agriculture is a very vast field which includes forestry, animal husbandry, and fishery too. The businesses related to agriculture are quite profitable and demanding but requires passion and dedication.

Grocery shopping portal , Tree farm, Organic fertilizer production, Business of fertilizer distribution, Dry flower business, Mushroom farming, Poultry farming, Hydroponic retail store, Organic greenhouse, Beekeeping, Fruit and Vegetable export , Dairy business, Fertilizer Distribution Business, Become a florist, Broom production, Groundnut processing , Quail farming, Tea plantation, Hydroponic Retail Store, Farming of medicinal herbs.

Coffee shops, Food truck, Tutoring, Auto repair shop, Retail shops, Agarbatti Making, Paper Cup Making, Bakery, Banana Wafer Making, Bed sheet With Pillow Cove, Biodiesel Production, Bridal Store, Coconut Based Business, Ginger Garlic Paste Making, Hair Band Making, Papad Making, Paper bag Making, Catering services, Website Design, Courier Services, Mobile shop, Hairdresser Services, Cleaning Services, Online Tutoring, IT Support, Marketing Services, Legal Services, Gardening, etc. Handmade candles, Pickles, Incense sticks (agarbatti), Buttons, Designer lace, Handmade chocolates, Cotton buds, Papad, Disposable plates and cups, Jute bags, Paper bags,etc., Selling Healthcare Products, Doorstep Delivery Business, Food Delivery or Tiffin Service, Online Tuition Classes, Becoming a You Tuber, Mobile Recharge & SIM card selling, Tuition, Breakfast Shop, etc., Vegetable or grocery shop.

Before starting a business, it is advisable to do a feasibility study. Try to understand the competition and the demand for the place to plan accordingly. Also, funds and location are equally important to start the business. Rural areas has an own infrastructure their own feasibility as compare to urban areas. If can manage properly all things also can start small scale business and manage properly can be sustain for long term.

The Tool for Data Collection

SECONDARY DATA

Data collected from a source that has already been published in any form is called as secondary data. The review of literature in any research is based on secondary data. It is collected by someone else for some other purpose (but being utilized by the investigator for another purpose). For examples, Census data being used to analyze the impact of education on career choice and earning. Common sources of secondary data for social science include censuses, organizational records and data collected through qualitative methodologies or qualitative research. Secondary data is essential, since it is impossible to conduct a new survey that can adequately capture past change and/or developments. Sources of Secondary Data: Records, Published censuses or other statistical data, Internet articles, Research articles by other researchers (journals), Databases, etc.

Conclusion

In rural areas many small scale business opportunities are available if found properly manage in proper way. Rural areas has an own infrastructure their own feasibility as compare to urban areas. Understand the competition and the demand for the place to plan accordingly. Also, funds and location are equally important to start the business. Find out Major problems faced by the small scale industries in rural areas. Agriculture and Non- agriculture has many of business opportunities.

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Sunil
Director
Sharadchandra Pawar Institute of Management
Otur (Dumbarwadi), Tal. Junnar. Dist.- Pune

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Sunil

Director

Sharadchandra Pawar Institute of Management

Otur (Dumbarwadi), Tal. Junnar Dist.- Pune

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UNDERSTANDING MEASUREMENT OF CUSTOMER SATISFACTION: A REVIEW

Dr Ramesh Bandu Kakad
Associate professor
Sharadchandra pawar Institute of management
Otur, Pune

Abstract

Customer satisfaction and measurement issues are critical for businesses in gaining and retaining a competitive advantage. It is recognized that businesses that form components of the marketing mix by acknowledging the expectations of their customers receive customer loyalty and profit in return. Organizations gain not only customer knowledge but also competitor knowledge in the market by measuring customer satisfaction.

Keywords: Measurement, competitive advantage, customer satisfaction

INTRODUCTION

In an increasingly competitive environment, companies must be customer oriented and customer satisfaction represents a modern approach for quality in business life and serves the development of a truly customer-oriented culture and management.

Modern management science's philosophy considers customer satisfaction as a baseline standard of performance and a possible standard of excellence for any business organization. To reinforce customer orientation on a day-today basis, a growing number of companies choose customer satisfaction as their main performance indicator.

Total Quality management is the culture of an organization committed to customer satisfaction through continuous improvement. This culture varies both from one country to another and between different industries, but has certain essential principles which can be implemented to secure greater market share, increased profits and reduced costs.

Business management and marketing are concerned with ways of satisfying and retaining customers for the purpose of generating profits, improving companies' competitiveness and securing market share. Some of the major themes in the business management domain include studies of customer relationship marketing, which analyses how customer satisfaction relates to competitiveness and profits, methods for measuring customer satisfaction. After all, the underpinning of the marketing concept is that identification and satisfaction of customer needs leads to improved customer retention. A growing body of empirical work supports the fundamental logic that customer satisfaction should positively influence customer retention. It is argued that by increasing retention, customer satisfaction secures future revenues and reduces the cost of future customer transactions, such as ones associated with communications, sales, and service. As a consequence, net cash flows should be higher. At the same time, greater customer retention indicates a more stable customer base that provides a relatively predictable source of future revenue as customers return to buy again, one that is less vulnerable to competition and environmental shocks.

The customer satisfaction or dissatisfaction a ``cognitive or affective reaction" emerges as a response to a single or prolonged set of service encounters. Satisfaction is a ``post consumption" experience which compares perceived quality with expected quality, whereas service quality refers to a global evaluation of a firm's service delivery system.

Director
Sharadchandra Pawar Institute of Management
Otur (Dumbarwadi), Tal. Junnar Dist.- Pune

DEFINITON OF CUSTOMER SATISFACTION

There is growing managerial interest in customer satisfaction as a means of evaluating quality. High customer satisfaction ratings are widely believed to be the best indicator of company's future profit. Satisfaction can be broadly characterized as a post-purchase evaluation of product quality given pre-purchase expectation.

Customer satisfaction can be experienced in a variety of situations and connected to both goods and services. It is a highly personal assessment that is greatly affected by customer expectations. Satisfaction also is based on the customer's experience of both contact with the organization and personal outcomes. Some researchers define a satisfied customer within the private sector as "one who receives significant added value" to his/herbottom line—a definition that may apply just as well to public services.

In today's competitive business environment marketing managers are more influenced from customer expectation and meeting the demand for customer satisfaction is very important for them. Every organization must define customer satisfaction regarding their market. So, customer satisfactioncould not be defined only standard or quality of product. Customer satisfaction is about relationships between the customer and product orservice and the provider of a product or service.

Customer satisfaction is a highly personal assessment that is greatly influenced by individual expectations. Some definitions are based on the observation that customer satisfaction or dissatisfaction results from either the confirmation or disconfirmation of individual expectations regarding a service or product. To avoid difficulties stemming from the kaleidoscope of customer expectations and differences, some experts urge companies to"concentrate on a goal that's more closely linked to customer equity." Instead of asking whether customers are satisfied, they encourage companies to determine how customers hold them accountable.

Customer satisfaction is the degree to which a customer perceives that an individual, firm or organization has effectively provided a product orservice that meets the customer's needs in the context in which the customeris aware of and / or using the product or service. Satisfaction is not inherent in the individual or the product but is a socially constructed response to the relationship between a customer, the product and the product provider /maker. To the extent that a provider / maker can influence the various dimensions of the relationship, the provider can influence customer satisfaction. Although definition of customer satisfaction has been widely debated as organizations attempt to measure it, definition of customer satisfaction could be summarized as follows.

The customer satisfaction definitions listed below are arranged in chronological order by Millana and Esteban (2004). For further readings about development of customer satisfaction concept articles of listed authors' can be useful for researcher.

All the definitions of customer satisfaction describe the formation of satisfaction as a process; they define the key variables and the mechanisms of interaction of those variables and they recognize that satisfaction is the final step of a psychological process. It is perceived as the final result of all activities carried out during the process of purchase and consumption and not only of observation and or direct consumption of the product or service. All the reviewed definitions maintain, in one way or another, that satisfaction implies:

1) The existence of an objective that the consumer wishes to reach.
2) The attainment (satisfaction) of this objective can only be judgedby taking a standard of comparison as a reference.
3) The evaluation process of satisfaction implies the intervention of at least two stimuli: a result and a reference or standard of comparison.

Sharadchandra Pawar Institute of Management Otur (Pune) 1050

Sunil
Director
Sharadchandra Pawar Institute of Management Otur (Bumbarwadi), Tal. Junnar. Dist.- Pune

MEASURING CUSTOMER SATISFACTION

From the beginning of the "customer service revolution" almost 20 years ago, a body of business research has focused on customer satisfaction and customer-focused organizations. All customer satisfaction studies share the same underlying principle: to assess the performance of an organizations' products or services on the basis of how they are perceived by the customer. Whether those perceptions are misplaced, lag behind current performance or are a very accurate interpretation, customer perceptions matter. Indeed, understanding these perceptions provides a critical understanding of future customer behavior.

In the 'new economy' knowledge is a resource as well as, increasingly, a product: with tangible goods becoming globally standardized and best practices travelling fast, companies gain competitive advantages through constant innovation, better targeting of customers and additional services. Those strategies cannot be applied to the arm's length type of customer relations. The higher the innovative and service component, the more the customer becomes part of the performance equation. Customer relations then constitute an important asset that should be monitored just like physical assets. Most emerging approaches to the measurement of intellectual capital agrees on the importance of customer capital, as expressed in sales, satisfaction and reputation. Accordingly, those approaches distinguish between reference customers (reputation), new customers or firsttrial customers (new sales) and repeated customers (satisfaction, sales). Independently of approaches to the measurement of intellectual capital,marketing literature has suggested a wide array of industry-specific models to monitor customer satisfaction.

Measuring customer satisfaction is beyond the constitution happy customers. Measuring customer satisfaction is about profit and competitive advantage. To achieve long term success in the market, firm should monitor the customer satisfaction signals regarding product, service and relationship. Measuring customer satisfactions provide a comprehensive insight to the customer pre and post purchase behavior. Without this approach understanding, improving and developing better customer services could not be possible.

Thus, business consultants, corporations and others have worked to identify the characteristics of organizations that consistently please their customers, to develop tools for monitoring customer satisfaction, and to build continuous, quality improvement systems that respond to consumer feedback.

Measures allow business to: 1) know how well the business process is working 2) know where to make changes to create improvement, if changes are needed; 3) determine if the changes led to improvement. Knowledge of customer perception and attitudes about an organization's business will greatly enhance its opportunity to make better business decisions. These organizations will know their customer requirements or expectations and will be able to determine if they are meeting those requirements.

Before measure something it must be known what will measure and why. The measurement program must answer the who, what, when, where, how and why questions that are essential for success:
Customer satisfaction measurement and marketing research activities marketing research and customer satisfaction measurement is being confused with each other. There are many differences between customer satisfaction measurement and marketing research. Table 2 shows the differences between marketing research and customer satisfaction measurement.

There are several different types of Customer Satisfaction research exercises, which can be differentiated by both the scope and scale of customer satisfaction measurement. Ideally, the customer satisfaction measurement program should be based on the assessment of the full product and service range, including issues of branding, product and price, distribution and service. On other occasions the assessment will focus on narrower performance criteria, such as customer service performance or a sub set of it, such as the performance of a helpdesk function.

Sunil
Director
Sharadchandra Pawar Institute of Management
Otur (Dumbarwadi), Tal. Junnar Dist.- Pune

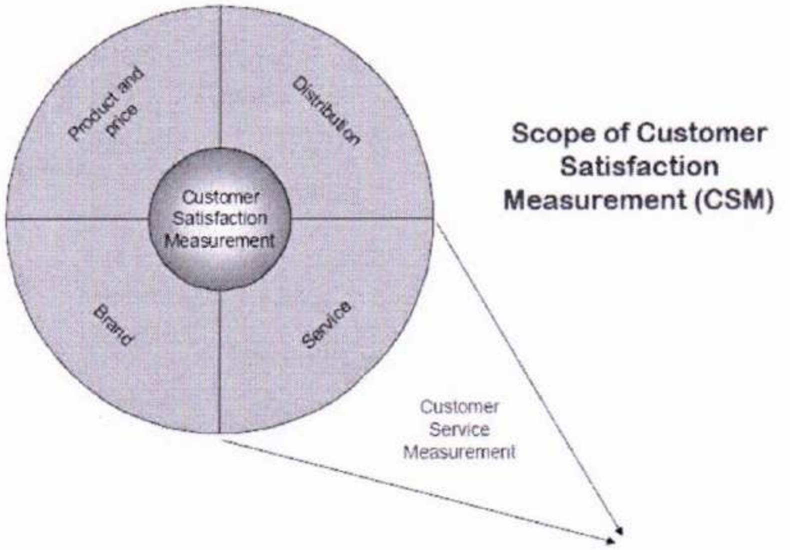

Figure 1. Scope of Customer Satisfaction Measurement
Source: "Customer Satisfaction Research", January 2001, http://www. benchmark.research.co.uk, 17.02.2010

CSM programs can also be differentiated by the scale of program. If the focus of the survey is only with the immediate customer base (e.g. does not include performance comparisons with competitors) it is a Customer Perceptions Survey (CPS). If, however, the survey includes competitor organizations and seeks to provide benchmarks of customer satisfactionperformance across an industry as a whole, it is a Customer Benchmarking Survey (CBS).

CONCLUSSION

There is no doubt that customer satisfaction has vital role for everyorganization among business life. It can be said that measuring customer satisfaction in this competitive business environment is "must". Organizations which want to meet customers' expectations should use this marketing tool properly. This paper has aimed to illustrate the importance of customer satisfaction and customer satisfaction measurement. This studyhas conceptually defined what is customer satisfaction and customer satisfaction measurement regarding the related literature.

Without any obvious target set before measuring customer satisfaction, the process is not very useful for researchers and organizations. Thus, every customer satisfaction measurement process has clear objectives to reach. One thing that has to be kept in mind is measuring customer satisfaction is not one time process. To achieve life time success, organizations must learn customer expectations 7/24/365 period and try to meet them by customized marketing mix.

The target of the satisfaction measurement effort has identical role for the process. Relationship between customer and product or service and relationship between customer and provider can be the target of measurement process. Therefore, limited vision for customer satisfaction issue cannot generate meaningful information to make strategic decision.

Sharadchandra Pawar Institute of Management * Otur (Pune) * 1050

Director
Sharadchandra Pawar Institute of Management
Otur (Dumberwadi), Tal. Junnar. Dist.-Pune

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Authored By

Dr. Ramesh Kakad

Ph.D., MBA, MMM, Associate Professor, Sharadchandra Pawar Institute of Management

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Sunil

Director

Sharadchandra Pawar Institute of Management

Otur (Dumberwadi), Tal. Junnar. Dist.- Pune

Sharadchandra Pawar Institute of Management 1050

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Director
Sharadchandra Pawar Institute of Management
Otur (Dumberwadi), Tal. Junnar Dist.- Pune

Sharadchandra Pawar Institute of Management * Otur (Pune) * 1050

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PREVENT THE MISUSE OF POCSO ACT OF CHILD ABUSE BY SOCIETY AND FAMILY MEMBERS

Dr. Ramesh Kakad

Ph.D., MBA, MMM, Associate Professor, Sharadchandra Pawar Institute of Management

Mrs. Matale Suvarna Shankar

B.Com, MBA, LLB, Assistant. Professor, Sharadchandra Pawar Institute of Management

Abstract

Child Sexual Abuse is the most detestable of all sexual crimes that can be perpetrated against children. Most of them suffer silently and often bear the mental and emotional scars for their entire life. Pediatricians and allied medical professionals are often the first point of contact with abused children and their families the few who build up courage to complain about the abuse are not taken seriously; they are often disbelieved and many times silenced especially if the perpetrator is a close family member or a well-known member of society. Child abuse is the most sensible issue in our society people not agreed speak openly but many time times child abused their family member and people not agree to talk to this topic due to slander, bad reputation and so called respect. People not accepted easily to these things. But now days some people take wrongly benefit of this act. Take revenge of each other their own selfishness for the purpose take the benefit of this act.

Objective of Study

- To aware to people about Child abuse
- To study people mentality about child abuse
- To study support too suffered child
- To analyses another side misuse of this act.

Introduction

India has one of the largest populations of children in the world – Enactment Date - June 19, 2012 adequate provisions are made to avoid re-victimization of the Child at the hands of the judicial system. The Act assigns a policeman in the role of child protector during the investigation process. Census data from 2011 shows that India has a population of 472 million children below the age of eighteen. Protection of children by the state is guaranteed to Indian citizens by an expansive reading of Article 21 of the Constitution of India and also mandated given India's status as a signatory to the UN Convention on the Rights of the Child. Before the implementation of the POCSO Act, the Goa Children's Act, 2003, was the only specific piece of child abuse legislation.

The Parents and family very often do not want report sexual violation against their child some of the reason includes.

- Parents think about child future society will be get negative impact on look this child in our country arrange marriage big issue of virginity and many parents are worried about this things.
- Sometime abuser may family member like aunt, father, grandfather, cousine family member don't want to expose to them in front of society.

- Fear may sometime offender may came from more powerful economically, politically or socially.
- Family member they don't want media exposure
- Fear about lack of report and response system to which all have access.
- Even where system exist lack of awareness or confidence in the system.
- Long process of investigation and justice in courts

This above discuss about the actually abuse child and those parent and child are suffered who really affect and should be get justice to those child and get punishment to offender from this act. The Act stipulates that such steps must be taken which makes the investigation process as child-friendly as possible and the case is disposed of within one year from the date of reporting of the offence. The Act provides for the establishment of Special Courts for the trial of such offences and matters related to it.Adequate provisions are made to avoid re-victimization of the Child at the hands of the judicial system. The Act assigns a policeman in the role of child protector during the investigation process. Sexual assault is deemed to be "aggravated" under certain circumstances such as when the child is mentally ill. Also when the abuse is committed by the person in a position of trust such as a doctor, teacher, policeman, family member.

Even for a false case under POCSO, there has to some nexus. It seems police must have applied section 8 or 10 of POCSO act. IN the event you are not able to procure FIR from police, approach some lawyer, he can get copy of FIR from the court, as copy of every FIR is sent to Concerned Magistrate. People filled false FIR for revenge to each other. Misuse of their own child and in this situation actually abused people don't get justice educated people also get wrongly benefit of this act.

to sum up, everything that has been stated so far, the main issue which needs more attention is to prevent the misuse of the POCSO Act by the society and the family members of adolescents, some essential amendments should be made in the Act in such a way that it clearly signifies those actions which may be taken under this Act. It's high time to make vital changes in the law that will acknowledge those actions which will be considered under this Act and merely not make consenting teenage relationships an offense. It needs to be conveyed to the people that misusing the Act against adolescent boys and treating them like criminals, was never the aim of the POCSO Act and this act by the families and the society at large can't be allowed to go on any further.

Conclusion

In India when introduced act of POCSO in 2012 main aim of this act protect to child but many child abused from their family member. People are not easily accepted to expose them in family issue, media and due to the reason for people mentality not easily agreed for this abused child not gets justice. Parents of child not agreed to expose to offender. When we talk about another side some people take wrongly benefit of this act and exploit to their own child. People also misuse of this act.

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1050

Sunil
Director
Sharadchandra Pawar Institute of Management
Otur (Dumbarwadi), Tal. Junnar Dist.- Pune

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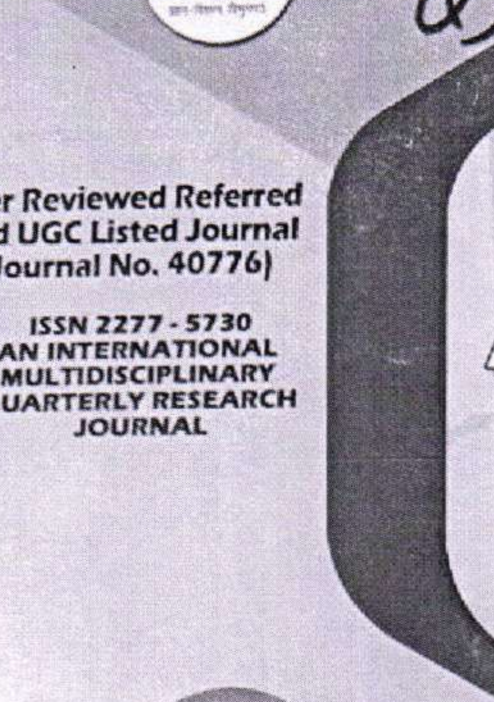

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Sunil
Director
Sharadchandra Pawar Institute of Management
Otur (Dumbarwadi), Tal. Junnar. Dist.- Pune

Sharadchandra Pawar Institute of Management * Otur (Pune) 1050

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"Role of Higher Education in Development of Entrepreneurship and Leadership"

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from Research Scholar (Ph.D) *College has*

participated/Presented a Paper/Worked as a Resource Person/a Member of Organizing Committee at the Seminar on **" Role of Higher Education In the Development of Entrepreneurship and Leadership"** *organized by the Department of Commerce, H.R. Mahavidyalaya, Rajgurunagar and sponsored by Savitribai Phule Pune University, Pune.*

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Director
Sharadchandra Pawar Institute of Management
Otur (Bumberwadi), Tal. Junnar. Dist.- Pune

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7. A Study of Effective Leadership Development in Higher Education Individual and Group Level Approaches

Mr. Inamdar Tariq Bashir Khan
Research Scholar (Ph.D).

Abstract

Research in commercial organizations has provided a multitude of examples on how leadership development can effectively foster employees' performance and work-related attitudes such as commitment or satisfaction. In contrast, to date systematic leadership development is largely lacking for employees in higher education. However, I suggest that the positive effects of leadership development in commercial organizations also apply to the academic context. Thus, the purpose of this applied article is to present two approaches to the development of leadership in higher education. More specifically, I provide a detailed description of two different programs offered to researchers at a large College. The first program constitutes a leader development initiative for junior faculty on an individual level, whereas the second focuses on the development of leadership within College departments on a group level. I provide recommendations for establishing and evaluating effective leadership development in higher education.

Keywords Effective Leadership, Leadership Development, Leadership Style

Introduction

A Effective leadership is central to an organization's success. Several studies have shown the positive effects of leadership development on a variety of organizational variables such as follower's satisfaction, commitment, and performance (Barling, Weber & Kelloway, 1996; Dvir, Eden, Avolio & Shamir, 2002; Popper, Landau & Gluskinos, 1992). As Arsenault (2007) suggests, "Colleges are definitively not immune to this need for effective leadership as they face similar challenges as any other organization". However, leadership development in higher education is still an under investigated field of research and application (Bryman, 2007; Castle & Schutz, 2002). To date, faculty are appointed to a senior rank based upon their deep subject knowledge, experience, and scientific accomplishment (e.g., number of publications in international journals), not based on leadership skills. Subsequently, senior faculty members hold leadership positions without adequate preparation. Moreover, to strengthen organizational effectiveness the expectations placed on senior faculty are often excessively high (Beck-Frazier, White & McFadden, 2007). Often academic leaders address the resulting work-overload inadequately (Rowley & Sherman, 2003). However, few authors have taken into consideration the specific challenges faced by academic leaders, such as the complex and dynamic social, economic, and political contexts most colleagues and universities are operating in, as well as the consequences of effective or rather ineffective leadership in higher education (Smith & Hughey, 2006). In spite of the enormous importance of effective leadership in higher education, concrete suggestions for specific development programs are scarce (e.g., Arsenault, 2007). This is the challenge in leadership education we will address.

According to Day (2000), the approaches to facilitate effective leadership can be differentiated into "leader" and "leadership" development. To be more specific, he defines leader development as a "purposeful investment in human capital" that typically emphasizes "individual-based knowledge, skills, and abilities" of (future) leaders.

In contrast, Day (2000) contends that leadership development incorporates the expansion of "the collective capacity of organizational members to engage effectively in organizational roles and processes" and is specifically directed towards "groups of people to learn their way out of problems that could not have been predicted". I agree with this differentiation and apply it to the development programs introduced in this article. Consequently, the purpose of the article is to present two approaches that facilitate effective leadership in higher education, with the first program focusing on the individual level (leader development) and the second program aiming at the development of leadership on a group level (leadership development). Initially, I introduce the general concept of the Center for Leadership and People Management, which offers these programs for senior and junior faculty at Shri Shiv Chhatrapati College Junnar.

Objectives of Study

1) To Study the Concept and Conceptual Background of Leadership.
2) To Study of Effective Leadership Development in Higher Education.
To Give some Suggestions and Conclusions on Effective Leadership Development in Higher Education.

Sunil
Director
Sharadchandra Pawar Institute of Management
Otur (Dumbarwadi), Tal. Junnar Dist.- Pune

Conceptual Study

The S.S.C College Junnar, Center for Leadership and People Management

The **S.S.C College Junnar,** Center for Leadership and People Management aims to promote researchers' scientific excellence by facilitating effective leadership and teamwork. The underlying premise of the center is that academic excellence depends not only on researchers' scientific knowledge and skills, but also on their ability to motivate and lead their staff effectively (Peus & Frey, 2009). Consequently, the center offers a variety of courses for senior and junior faculty. Course contents as well as methods applied are grounded in scientific evidence. Furthermore, individual coaching sessions are offered to (future) academic leaders. This multilevel approach meets the requirements for creating "good leaders" proposed by Stech (2008). A combination of theoretical education, practical training sessions, and individual developmental activities are recommended (e.g., coaching; Stech, 2008). The contents taught in our courses specifically address the challenges faced by researchers, such as restructuring and internationalization of study programs, financial constraints, or lack of long-term career perspectives. For example, I offer a four-hour introductory course on leadership and motivation for junior and senior faculty to improve their abilities in promoting innovation and academic excellence. The course is followed by a moderated exchange of experiences, which enhances the transfer of the theoretical content into one's daily work environment.

The program of the **S.S.C College Junnar,** Center for Leadership and People Management is based on three pillars.

(a) All activities are designed in line with the strategic goals of the College:

- Academic excellence.
- Development of young academics.
- Interdisciplinary cooperation.
- Internationality.
- Gender equality.

We maintain and advance the College reputation by reinforcing its goals as a core target of our developmental programs.

(b) Our activities correspond to the educational demands of university academics.

To ensure that our courses meet the specific needs of junior and senior faculty we conducted an interview-based needs analysis.

Sunil
Director
Sharadchandra Pawar Institute of Management
Otur (Dumberwadi), Tal. Junnar Dist.- Pune

(c) All teaching contents and methods are grounded in theories and results from scientific research.

The application of evidence-based concepts for the purposes of practical training and coaching is a unique characteristic of our approach.

In the following section, I present two programs offered by the **S.S.C College Junnar**, Center for Leadership and People Management, including an individual level approach for leader development of junior faculty and a group level approach for leadership development within university departments.

Development for Future Leaders

Junior faculty as future leaders are a particularly relevant target group for development activities as they profoundly affect tomorrow's Colleges. According to the definition provided by Day (2000), junior faculty development can be seen as one specific approach to leader development that is directed towards young talent on an individual level. However, most universities have left the field of developing future leaders untouched and existing programs are rarely based on sound theoretical background such as transactional and transformational leadership (Bass, 1985, 1998; Judge & Piccolo, 2004). Additionally, the evaluation of leadership development activities faces specific challenges (Hannun Craig, 2008) and as a result, the programs are often not evaluated according to scientific standards (Elmuti, Minnis, & Abebe, 2005). Multilevel evaluation criteria and multiple methods for data collection are lacking, however, they are necessary to improve the validity of evaluations (Hannun & Craig, 2008). Our program, therefore, includes: (a) an examination of individual development over time, (b) evaluation according to multi-level criteria, and (c) the use of multiple methods for data collection. We designed this program with the aim of supporting promising junior faculty with regard to their leadership skills. The program comprises two group workshops and up to three individual coaching sessions per person. All interventions were developed based on theories such as transactional and transformational leadership (Bass, 1985, 1998), justice in teams (Colquitt, Noe, & Jackson, 2002), goal setting (Locke & Latham, 2002), and negotiation and conflict management (Fisher, Ury, & Patton, 1991).

Leader Development Program

Based on the findings from previous workshops, qualitative needs assessments, and a review of research findings, we identified three main areas important to leader development for

Sunil
Director
Sharadchandra Pawar Institute of Management
Otur (Dumbarwadi), Tal. Junnar. Dist.- Pune

junior faculty: (a) setting goals and priorities, (b) interpersonal relations, communication, and conflict, and (c) career planning and work-life balance.

A small group of high performing individuals (about 10 persons) were selected to participate in this program based on several inclusion criteria (e.g., publications, relevant work experiences, and previous grants or scholarships).

The leader development program consists of two workshops. The first one-day workshop focuses on the following issues:

- identification of basic work-related and private values,
- targeted vs. actual involvement in various areas of life,
- identification of resources, potential, and strengths,
- successful work relationships with supervisor and colleagues,
- self-marketing, and
- setting short-term, medium-term, and long-term goals and priorities.

The primary objective of the first workshop is analyzing the participants' current status, as well as identifying areas for improvement. Additionally, participants are acquainted with knowledge about some work- and time-management tools. Methodological focus in the workshop is on group discussions and peer coaching.

The first workshop is followed by up to three individual coaching sessions. According to Arsenault (2007), individual coaching sessions should be part of academic leadership development programs to help participants implement course content in their day-to-day work. Issues discussed during coaching sessions are: individual decision-making, leading and motivating student assistants, and conflict with colleagues. The experienced coaches, all trained team members from **S.S.C College Junnar,** Center for Leadership and People Management, use various methods such as behavior modification or systemic coaching tools.

The second one-day workshop covers additional issues around career planning and serves as a wrap-up for remaining questions.

Evaluation Concept

The evaluation of the leader development program is challenging because individual characteristics, situational constraints, and post-training motivation influence transfer of training (Cannon-Bowers, Salas, Tannenbaum, & Mathieu, 1995). As a result, we based our evaluation on the revised version of Kirkpatrick's model for training evaluation (cited in Alliger et al.,

Sharadchandra Pawar Institute of Management Otur (Pune) 1050

Sunil
Director
Sharadchandra Pawar Institute of Management
Otur (Bumbarwadi), Tal. Junnar. Dist.- Pune

1997). It comprises four levels of evaluation criteria: (a) affective and utility reactions, (b) learning – including immediate knowledge, knowledge retention, and behavior/skill demonstration, (c) transfer – indicating on-the-job performance, and (d) results – comprising productivity gains

In my evaluation of the program the main outcome variables are goal attainment, emotional and behavioral functioning of participants, as well as their satisfaction with the program. Additionally, the relevance of several personality traits such as procrastination, self-efficacy and perseverance is tested as potential moderators of the program's effectiveness. In addition to self-report data, we also include 360 or 180 degree feedback and qualitative data from interviews with the participants two months after the second workshop. Participants who signed up for the program's waiting list are used as one control group. In addition, we add a second control group taking part in different courses. The launch of the leader development program was accompanied by great interest among young researchers. The first evaluation results indicate its practical relevance and effectiveness on a variety of evaluation and career measures.

Leadership Development within College Departments

Bensimon and Neumann (1992) state the challenge for an academic leader is to "mold a group of people so that they lead, act, and think together". Taking into account Day's (2000) definition of "leadership development" as applying to "groups of people", I emphasize the idea that development on a group level is crucial for the facilitation of effective leadership in higher education. As a result, the program is specifically directed towards the improvement of academic performance through the integrated development of leadership and teamwork among College departments.

Leadership Development by "Cooperation Culture"

The program "Cooperation Culture" offers its participants a unique opportunity to implement specific, empirically derived developmental activities designed to strengthen the department's leadership and teamwork. The starting point is a thorough, scientifically based analysis of the department's leadership and teamwork processes. The goal of this analysis is to identify particular strengths and potentials for improvement within the department. A broad range of [illegible] related to leadership and teamwork are examined, such as:

- leadership style
- communication

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Sunil
Director
Sharadchandra Pawar Institute of Management
Otur (Dumberwadi), Tal. Junnar. Dist.- Pune

- conflict management,
- workload and stress,
- job motivation and satisfaction, and
- strategies for dealing with change.

In addition, the analytical focus is thoroughly adapted according to the needs of the participating department. When the diagnostic phase is completed, the department is assisted with the implementation of improved leadership and teamwork structures with scientifically based development methods.

Underlying Theoretical Concepts

A unique feature of this program is that leadership development is based on well established scientific concepts. Although the content of the analysis may vary according to the individual needs of a department, certain concepts are always included:

Transformational and transactional leadership (Bass, 1985, 1998)

Transactional leadership describes leadership as a transaction between a leader and a follower based on the clarification of expectations and the rewards for one's performance. Transformational leadership is assumed to have an effect on performance beyond a leader's expectations (Judge & Piccolo, 2004). It is directed towards the individual needs and values of the followers.

Team climate for innovation (Anderson & West, 1996)

The team climate for innovation is based on four aspects: participative safety, support for innovation, vision, and task orientation. It is assumed that the climate for innovation is especially important for team success and satisfaction.

Intra-group conflict (Jehn, 1995)

Intra-group conflict is not necessarily counterproductive: Moderate levels of task conflict, especially in groups with non-routine tasks, can encourage group members to present dissenting viewpoints. However, in the case of relationship conflict, work performance can decline.

Commitment to change (Herscovitch & Meyer, 2002)

This concept considers whether employees actually support the implementation of change processes in their working environment or whether they feel pressured to adapt to new standards.

Analysis and Leadership Development

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Sunil
Director
Sharadchandra Pawar Institute of Management
Otur (Dumbarwadi), Tal. Junnar. Dist.- Pune

In the first step of this program (see Figure 1), the department's members receive detailed information about the theoretical background and scientific methodology. During this meeting particularly relevant issues are discussed and subsequently included in the analysis. The second step involves the administration of two questionnaires (online or paper-pencil). The measurement is split up into two test intervals to ensure the scientific basis of the results by limiting single source and single method bias (Avolio, Yammarino & Bass, 1991). This is followed by the third step, *data analysis*. Subsequently, the results are presented and discussed with the department head and the team (fourth step). The presentation gives evidence-based suggestions for leadership and teamwork development within the department. For all department heads evaluated by five or more of their team members, individual leadership profiles are prepared. Building on the results, but also considering the expectations of the department's members, specific methods for the development of leadership and teamwork are implemented as the fifth step (e.g., individual coaching, team workshops, or moderated exchange of experiences).

Figure 1. Process of analysis and leadership development

Step 1: Information and adjustment

Of concept, contents, and implementation

Step 2: Data collection

By questionnaires at two times of measurement

Step 3: Data analysis

According to underlying theoretical concepts

Step 4: Results and discussion

General presentation and individual leadership profile

Step 5: Leadership development

Coaching, team workshops, exchange of experiences etc.

Sharadchandra Pawar Institute of Management 1050 Otur (Pune)

Suunil
Director
Sharadchandra Pawar Institute of Management
Otur (Dumberwadi), Tal. Junnar. Dist.- Pune

Conclusions: How to Facilitate Effective Leadership in Higher Education

The purpose of this article was to present two approaches for the facilitation of effective leadership in higher education. The first program focuses on leader development on an individual level, whereas the second program focuses on leadership development on a departmental level.

From the experience we have gathered in implementing these programs, we derive four major recommendations for leadership educators in higher education:

Exact fit of teaching content.

The specific challenges of higher education (Smith & Hughey, 2006) ask for an exact adjustment of teaching content. We suggest that leadership educators should integrate the specific topics relevant to (future) academic leaders (e.g., long-term career planning, goal setting, or work-life balance), and adapt their teaching content accordingly.

Use of multiple training methods.

In line with Stech (2008), we suggest the combination of various intervention methods, e.g., individual and group approaches (Day, 2000), as well as theoretical and applied learning to facilitate transfer into daily leadership practice.

Scientifically-based program evaluation.

We strongly recommend more research on evaluation procedures in the field of leadership development in higher education. This includes the use of multi-level evaluation criteria and multiple methods for data-collection (Hannun & Craig, 2008).

Strategic cooperation of leadership educators in higher education.

To date, systematic leadership development plays only a minor role in higher education (Bryman, 2007). We strongly recommend leadership educators to share their present practical experience and empirically based knowledge with each other in order to facilitate systematic leadership development in higher education area around the world.

The development of effective leadership is crucial for performance and success not only in commercial organizations, but also in academia (Bensimon & Neumann, 1992). Many of the methods presented here can be applied in leadership development initiatives in various types of organizations including commercial and non-profit organizations as well as public administrations. Hence, we would like to encourage leadership developers at universities as well as in the business setting to experiment with the application of the described approaches in their specific areas.

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Sharadchandra Pawar Institute of Management Otur (Pune) 1050

Sunil
Director
Sharadchandra Pawar Institute of Management
Otur (Dumbarwadi), Tal. Junnar. Dist.- Pune

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Sharadchandra Pawar Institute of Management • Otur (Pune) • 1050

Sunil

Director
Sharadchandra Pawar Institute of Management
Otur (Dumbarwadi), Tal. Junnar. Dist.- Pune