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# Parichay Maharaja Surajmal Institute Journal of Applied Research

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## RESEARCH PAPERS

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Your “Idea” of today may become a “thought” of tomorrow. A “flash of truth” envisioned by you today may prove to be a “Law” of tomorrow, therefore let them not slip away into darkness, show them the light of the day; get them published.

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# A Study of Effect of Interactive Power Point Presentation on the Understanding of Action Research Topic in Teaching of Social Science Subject of B.Ed. Students

Dr. Jyoti Tiwari\*

**Abstract:** Current Covid-19 situation bring the paradigm shift in education. As social distancing is the only measure to control its giant spread and for the safety concerns of children around 188 countries announced the closure of schools and nearby 1.6 billion students were affected through it. Schools and teachers did tremendous job and started the education through online modes and shared the online content with students. In this paper I tried to cover the analysis of my small study through which I studied the effect of interactive Power Point Presentation on the understanding of B.Ed. students that whether it is effective in comparison of simple Power Point Presentation. The result was analyzed through the mean scores of pre-test and post-test.

**Study concluded that the Interactive Power Point Presentation was found to be significantly helpful in improving understanding of students on the topic of Action Research.**

**Keywords:** Pandemic, Interactive Power Point Presentation, Pre-test and Post-test.

## 1. INTRODUCTION

*"We need to bring learning to people instead of people to learning."*  
- Elliot Masie

Online learning is the future of education and in the situation of Covid-19 pandemic it is the need of the hour. Through E-learning, Mobile learning and distance learning we can easily access new skills and information which was earlier available to only selected few. Hence, people in the countries where traditional learning is facing various obstacles can take advantage of online learning and even find the ways to enhance the online learning.

Fateme Samiei Lari of Islamic Azad University, Larestan, Iran did a study in 2014 on The Impact of Using PowerPoint Presentations on Students' Learning and Motivation in Secondary Schools. He took a sample of 56 female students of a secondary school and divided in to two groups. Each group was taught English subject differently, one group was taught by

using technology like PowerPoint presentation and the second group was taught through a traditional method like textbooks. The analysis of results represented that the students learned through the technology or Power Point Presentation (Experiment Group) scored much better than the students who learned through text books (Control Group). Means we say that the use of technology had a remarkable productive impact on learners' scores.

**Purpose/Need of the study-** Currently world is facing pandemic situation due to COVID 19. The World Health Organization (WHO) announced Covid-19 as a pandemic because of its giant spread and the only way to control or defeat this pandemic was social distancing. From closing of school to destroying the industrial structure and millions of jobs lost makes the social economic cost of this pandemic much severe.

To control the spread of Covid-19, Government of India announced the complete lockdown from 22 March 2020 and from that day onwards all schools of India were closed and students attending their classes through various online platforms, Radio telecasts and Television Channels. The pandemic has converted the centuries old traditional chalk-talk classroom teaching to online teaching which is based on technology.

As per the UGC guidelines, our college notified us to send online content to students and asked to take online classes. I have shared a PowerPoint presentation on the topic Action Research to B.Ed. Second semester, teaching of social science students of Army Institute of Education, Greater Noida through Google classroom and took an online assessment. I found that some students have scored less marks and noticed that most of them had connectivity issues and have not attended the online class. So they were dependent only on PPT shared by me. I analyzed the situation and thought to share an interactive power point presentation in which my recorded audio, video and some practice questions was inserted. I conducted a posttest after the 15 days and found that the mean score of the same class was raised.

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This research aims to examine if using interactive power-point presentations in the classroom can improve the efficiency of Action Research topic in B.Ed. students of Army Institute of Education, Greater NOIDA, UP.

So the study addresses the following questions:

**Does teaching Action Research Topic using interactive power-point presentations contribute to better learning compared to simple power point presentation?**

***Explanation of Terms (Major areas suggested in my research topic):***

**Interactive Power Point Presentation:** Power-Point Presentation programme was developed by Microsoft. It is widely used by Students, Business people, teachers, teacher educators, professionals and trainees. According to Segundo & Salazar it is a complete programme for presentation which allows you to construct appealing Power Point Presentation to teach English as a Foreign language subject. Microsoft also gives features like inserted audio and video to make your PowerPoint presentation interactive. Here simple power point Presentation means Presentation with text and diagrams whereas interactive power point presentation means presentation with inserted audio, video and questions.

B.Ed.: Bachelor of Education is the full form of B.Ed. It is an under graduate professional degree which prepares students for teaching profession. Action research topic comes under most of the pedagogy subjects included in the second semester to make them able to conduct an action research.

***Review of related research and literature on the study topic***

Stepp-Greany (2002), concluded, in her study that she finds numerous benefits of using technology in the classroom like enhanced motivation, betterment in self-concept and proficiency in basic skills. She finds that it is more students centric approach and it enhance the student's engagement in the learning process.

Corbeil's study (2007), concluded that students who were exposed to Power Point Presentations and preferred them over the textbook, scored better. She convinced that the students were performed better when their attention was grabbed by different fonts, color, visual effects and animations.

Segundo & Salazar (2011), reported in their study that Power Point Presentation is an effective tool of teaching language. It could be utilized for presenting new language structure to students, drilling and practicing and evaluating the language structure which have been already taught to them.

Ozaslan & Maden (2013) resulted in their study that Power Point Presentation made the content more captivating and able

to hold the students' attention. In result learning was enhanced when the course material was presented through Power Point Presentation and used some visual tools.

Linda Cornwell (2014), indicates through her study that PowerPoint has no impact on learning but students like it, and the way it is used affects learning.

Yukiko Inoue Smith (2015) reexamined PowerPoint's potential to enhance traditional pedagogical practices in higher education. The findings of this study suggests that using PowerPoint meets students' needs, as well as the professor's needs. It is a shift from a passive, teacher-centered classroom to an interactive, student-centered classroom.

***Objectives of the study***

To compare mean score of achievement of Action Research Topic of B.Ed. students before and after using Interactive power point presentation.

***Hypotheses of the study***

There will be no significant difference in mean scores of achievement in topic of action research of B.Ed. students before and after using interactive power point presentation.

**2. RESEARCH DESIGN**

**Research Method:** Pretest Posttest Single Group Design will be used. Simple power point presentation (with text and figure) is shared with student and achievement test was taken. It will be taken as a pretest. After sharing interactive power point presentation (with audio, video and questions) posttest will be taken and mean score will be compared.

**Tools for data collection:** Self-made questionnaire (Objective questionnaire)

A self-made objective questionnaire is developed through google forms and shared with students as a pretest. After giving treatment of interactive power point presentation, posttest was conducted through same self-made questionnaire. The gap between pretest and post-test was 15 days.

**Statistical techniques for data analysis:** The data will be analyzed with the help of correlated t-test

The objective of this Action Research is to compare mean scores of achievement in topic action research to B.Ed. students before and after using interactive power point presentation.

**Procedural steps for conducting research:** pretest and posttest score was compared with the help of t-test and co related t value was analyzed on the 0.01 significance level. On the basis of result Null hypothesis was selected or rejected.

**Results and Interpretation-**

Testing	Mean	SD	N	Correlated t test	Remarks
Pre test	6.57	0.97	30	10.89	P<0.01 Value of P should be lesser than table value of 0.01 level for selection of Null Hypothesis. But here The P value is higher than the table value at 0.01 level so the Null Hypothesis is rejected.
Post test	8.87	0.63	30		

From Table 1, it is visible that the correlated t-value is 10.89 which is significant at 0.01 level with df=58. This means that there is a significant difference in mean scores of Achievement in action Research topic before and after using Interactive Power Point Presentation. Thus the Null Hypothesis that there is no significant difference in mean scores of achievement in Action Research Topic before and after interactive power Point Presentation is rejected. Further the mean score of Achievement in Action Research Topic before giving Interactive Power Point Presentation is 6.57 which is significantly lower than after giving Interactive Power Point Presentation whose mean score of Achievement is 08.87. It may, therefore, be said that Understanding of the topic Action Research topic improved after giving interactive Power Point Presentation. In other words, Interactive Power Point Presentation was found to be significantly helpful in improving understanding of students on the topic of Action Research.

**Educational implication-**

1. Study will help the teachers to make them understand the importance of Interactive Power Point Presentation.
2. Study will help the teachers to deal with the individual differences of the classroom.

**suggestions for further studies-**

1. Research can be conduct on large population to make the result generalize.
2. Research can be conducted to check the impact of other online educational applications like insert learning, quizzes, Edmodo, Kahoot and many more.

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# Life Skills as a Strategy to deal with Psychological Impact of Online Teaching Learning

Dr. Arti Bhatnagar\*, Neha Madan\*\*

**Abstract:** *The emergence of Corona Virus disease (COVID-19) has led the world to an unprecedented public health crisis. (Saha et al. 2020) Emergency protocols were implemented in India to control the spread of the virus which resulted in restrictions on all non-essential public movements and with the closure of educational institutions, the need for a rapid transition from physical learning to the digital sphere of learning emerged and Online learning has been observed as a possible alternative to conventional learning. Though technology has been a harbinger of change yet it has its own effect on the psychology and behavior of its user.*

*The increased usage of technology is causing behavioral and technological changes including less physical activity, social isolation, and lack of peer to peer and face to face communication, irritability, physical changes, stress and lethargy especially among students. These effect of technology on its user especially the students and teachers led us to study the impact technology have on the behavior and psychology of the students and teachers .The study also tried to use life-skills as a strategy to cope with these effects . The life skills included for the study included psychosocial abilities and interpersonal skills decision making skills, problem solving, critical thinking , effective communication, empathy, and coping with the stress and strain of life in a healthy and productive manner.*

*As Life skills are also part of B.Ed curriculum, the present study was conducted on teacher trainees of B.Ed College affiliated to GGSIP University, Delhi. The Objectives of the study is to identify and analyze potential of Life skills in overcoming behavioral problems faced by learner due to online teaching and learning during pandemic. The tool used in study is a self designed online questionnaire and Focus Group Discussion. The findings of the study shall focus on the impact of life skills have in improving the ill effects of too much usage of technology by student and teachers. The study shall also focus on implications for making life skills as a compulsory component for all learners' programmes.*

**Keywords:** *Pandemic, online learning, learner psychology-behaviour, life skills*

## 1. THEORETICAL BACKGROUND

The emergence of the new corona virus disease 2019 (COVID-19) in December 2019 in Wuhan, China, and a global outbreak of the COVID-19 pandemic in March 2020 have resulted in an unprecedented lockdown of national economies and social distancing restrictions, which had far-reaching economic, political, and social (Bretas and Alon, 2020; Nicola et al., 2020) but also educational consequences. The nationwide closures of educational institutions in 143 countries (UNESCO, 2020) have led to the transition from the conventional to the online learning mode, which dramatically changed studying and working patterns (de Haas et al., 2020).

Hence it is an acceptable fact that the emergence of Corona Virus disease (COVID-19) has led the world to an unprecedented public health crisis. (Saha et al. 2020) Emergency protocols were implemented in India to control the spread of the virus which resulted in restrictions on all non-essential public movements. According to the United Nations Educational, Scientific, and Cultural Organization (UNESCO), the pandemic has interrupted the learning of more than one billion students in 129 countries around the world.

With the closure of educational institutions, the need for a rapid transition from physical learning to the digital sphere of learning emerged (Kapasia et al. 2020) Lockdown and social distancing measures due to the COVID-19 pandemic have led to closures of schools, training institutes and higher education facilities in most countries. There is a paradigm shift in the way educators deliver quality education—through various online platforms. The online learning, distance and continuing education have become a panacea for this unprecedented global pandemic, despite the challenges posed to both educators and the learners. Transitioning from traditional face-to-face learning to online learning can be an entirely different experience for the learners and the educators, which they must adapt to with little or no other alternatives available. The education system and the educators have adopted “Education in Emergency” through va E-learning tools have played a crucial role during this pandemic, helping schools and universities facilitate student learning during the closure of universities and schools (Subedi et al.,

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2020). various online platforms and are compelled to adopt a system that they are not prepared for.

Though technology has a lot of potential and has been integrated into every aspect of modern life. It is not possible in all but the most remote cultures to not be exposed to some sort of technology on a daily basis. Technology allows humans to connect without the limitations of geography, it makes processes more efficient and it supplements the intellect and effectiveness of the human brain. Online learning also allows physically challenged students with more freedom to participate in learning in the virtual environment, requiring limited movement (Basilaia & Kavadze, 2020). But with positive aspect of technology which provided pave for online learning certain danger sign also included. It resulted into psychological impact on learners. The burden of online lecture tasks is one of the contributing factors to students' stress levels, which requires them to use online media that they have just learned and must immediately understand. This is reinforced by research that found that public health emergencies can have many psychological effects on students, which can be expressed in the form of anxiety, fear, and anxiety (Sharp & Theiler, 2018).

In terms of study experience, students are often dissatisfied with remote learning, as they miss interactions with peers and teachers (de Haas et al., 2020). They perceive their academic experience as difficult and worse than before the pandemic due to the chaotic organization of online learning and a lower quality of online classes as compared to traditional ones (Wilczewski et al., 2020). Moreover, a lack of Internet infrastructure in some underdeveloped locations or unfavorable study conditions in the household prevents students from full engagement in online learning (Kapasias et al., 2020).

Hence, impact of online learning was found over entire education system from primary to higher education level. Even in Teacher Preparation Programmes at Pre-Service Level it was experienced that student became bore feel isolated due to lack of physical interaction, no interaction with peers which led to anxiety, stress among them. All these situations lead to exploration for strategy which could help to overcome psychological impact of online learning with this view point.

## 2. LIFE SKILLS AND ITS IMPACT ON TEACHER TRAINING PROGRAMS

“The impact of the pandemic on people’s mental health is already extremely concerning. Social isolation, fear of contagion, and loss of family members is compounded by the distress caused by loss of income and often employment.”

Several studies have demonstrated a positive relationship between teachers’ well-being and their efficacy in teaching. However, practical and applied research on training programs to improve teacher well-being and efficacy is still needed, particularly in light of the extreme challenges posed by the COVID-19 crisis. Furthermore, even if teachers do receive

training in educational methodologies to manage stress, classroom-level implementation can remain low

It is important to consider in order to support and design efficient training programs like this and according to previous researches, that the resources that can mitigate or reduce teacher stress and burnout are internal (managing classroom self-efficacy and instructional self-efficacy) and external (school support resources). Both (internal and external resources) have shown a negative effect on job stressors. For example, as Doménech-Betoret and Gomez-Artiga pointed out, there is a strong and significant association between self-efficacy and the coping strategies used by teachers, and coping strategies act as moderator on burnout dimensions.

Appropriate training can mitigate work-related stress among teachers by furnishing them with the skills, strategies, and resources needed to manage stress, improve efficacy, and increase workplace satisfaction. The key to the effectiveness of such training is to provide teachers with useful strategies and resources and facilitate effective transfer of these skills to the classroom to buffer against teacher stress in everyday school life, as the program developed in the present study does.

On this way, teacher burnout is a serious problem in schools, with links to impoverishment of the teaching occupation, frustration and dissatisfaction with teaching, and job absenteeism. It is critical to train teachers to face this difficulty, safeguard themselves, and achieve optimal psychological development at work. Training to prevent teacher burnout plays a protective role and improves the psychosocial environment and health of teachers’ work life. It also increases teachers’ engagement, resilience, perception of their teaching value, self-efficacy, and ability to thrive within their. Thus, a positive relationship exists between teachers’ well-being and their efficacy in teaching.

Similarly, preventing teacher burnout has been linked to decreases in disruptive behavior among students and greater general stability of the classroom as well as student motivation and academic commitment. Teachers with low stress levels and no burnout symptoms and classes with high coping skills have been associated with enriched student outcomes. **The Life Skills and Citizenship Education (LSCE)** initiative provides a transformative vision to re-imagine education for better (life) outcomes for children and young people. The conceptualization of this vision is based on four essential premises:

- A holistic approach to learning considering the whole learner by acknowledging the multidimensionality of education for cognitive, individual, social and economic development.
- A humanistic and rights-based approach to learning with a transformative effect and a strong ethical foundation, recognizing that education fosters human dignity and promotes human rights-based values.

- A lifelong learning approach understood as a cumulative investment from an early age onwards throughout life to learn through multiple opportunities and fulfill personal potential.
- A multiple pathways approach to learning in formal and informal settings of learning, fostering learning and individual empowerment for creating an environment enabling social inter-connectedness. Aiming at higher-order life outcomes, life skills and citizenship education aims at equipping individuals with a set of skills allowing them to learn, to work, to be personally empowered, and to be active citizens.
- Understood as higher-order, transversal and transferrable skills, life skills enabling individuals to develop knowledge, attitudes and behaviours to deal with everyday life and enable them to be and act in a constructive way, while taking into account the context and being able weight in choices.
- The LSCE Framework (see Figure 1) sets out 12 core life skills (thereafter known as ‘the 12 Life Skills’): creativity, critical thinking, problem solving, cooperation, negotiation, decision making, self-management, resilience, communication, respect for diversity, empathy and participation (UNICEF and partners, 2017). These skills have been selected as those most needed for the life outcomes of learning, employability, personal empowerment, and active citizenship (UNICEF and partners, 2017).



Fig. 1. The 12 Life Skills of the LSCE Framework

Life skills are also part of B.Ed curriculum also. Hence the present study on the basis of responses of student about online learning on their behavioural aspects through questionnaire life skills were considered as a strategy which was used during

classes to help students overcome impact of online learning. Hence title of the study **Life Skills as a Strategy to deal with Psychological Impact of Online Teaching Learning**. The findings from study would reveal potential with hold in Life Skills in enhancing psychology of learner in positive manner.

### 3. REVIEW OF RELATED LITERATURE

This pandemic carries not only the risk of death from a viral infection but also psychological stress for people throughout the world (Xiao, 2020). Continuous dissemination, strict isolation measures, and online learning problems at all levels of education are expected to affect mental health, including students. **According to the Council on Communications in Media (2011)** media use is associated with “sleep issues, aggressive behaviour and attention issues in preschool and school age children” (p. 1,042).

### 4. PSYCHOLOGICAL IMPACT ON STUDENTS DURING COVID-19

As stated by Sutarto et al. (2020) the learning process, initially was conducted face-to-face in the classroom, but has been shifted to home learning using the online system or distance learning (Nasiret al., 2018) through the use of various existing media. The online learning was used for their daily lesson and to assess their academic performance and it somehow causes the students to get stressed. It is supported by Irawan et al. (2020) where they mentioned one of the contributing factors to students’ stress rate is the pressure of online lecture tasks, which requires them to use online media that they have only learned and must comprehend instantly.

This pandemic does not only mentally affect adults but also students. Corresponding to Chang et al. (2020a) and Chang et al. (2020b), they pointed out the psychological effect of the public health crisis is long lasting. The worries about pandemic usually will dissolve after a period of time. However, the impact of normalizing new things and it might affect students’ academic achievement as well.

Kamaludin et al. (2020) stated that fear and the risk to the health of a person can gradually dissipate as the pandemic reaches its tail end. Nevertheless, the idea of the disease itself and the desire to switch to a “new normal” will have a long-term psychological effect on the students. In exchange, this can influence the academic performance of the students.

In the feedback of the online classes in India, 97% of the students (among which 87% were of the post-graduate class) were satisfied with this new mode of learning and suggested it to be a part of their curriculum [27]. Another study reported that most of the students in the **Philippines** were facing connectivity issues and were not ready for this mode of learning On the contrary, in **Georgia**, the experience of online learning was successful. The factors behind this success were that almost 79% of their homes have easy access to the internet and almost

62% of homes have computers which were substituted by smartphones in rural areas. Recently, in a study conducted in **Pakistan** on a small number of such students (126), it has been reported that the majority of the students (71.4%) found online learning non-motivating, 50.8% of students were reported to have difficulty in completing courses and 78.6% students were of the view that there should be mandatory physical presence of the teacher in class for learning [25]. Therefore, the students' feedback regarding satisfaction from online classes was important.

**Training preservice teachers** toward effective integration of online environments. Researchers (Holmes et al., 2018; Kennedy, 2016; Lampert, 2010; Tsai & Tsai, 2019; Zilka, 2020; Zilka et al., 2018; Zilka et al., 2019) claim that the key to effective use of digital environments is to choose meaningful pedagogy, appropriate for the content and the needs of the learners. They claim further that effective teacher training programs should be based on learning experiences, with an emphasis on the use of pedagogical models for the effective integration of digital environments in teaching. Training programs should address the needs of different learners and build collaborative learning communities, enabled by identification of the obstacles that preservice teachers encounter in the online teaching and learning processes in digital environments. The goal is for the preservice teachers' training process to increase their e-readiness for effective integration of digital environments.

## 5. RESEARCH METHODOLOGY

### *THE AIM OF THIS STUDY*

The aim of this study was:

- To shed light on the productive, challenging, and thwarting factors that pre-service teachers encountered during their studies and in the course of their student teaching during the COVID-19 period, from the perspective of pre-service teachers.
- To examine which factors promote and which ones hinder learning in an online environment for pre-service teachers; the social and emotional aspects of preservice teachers' experience; identified critical elements and frustrations in stressful situations; identified positive and negative elements in the learning experience;

*This study examined the following questions:*

- What are the factors that advance or hinder learning in an online environment for preservice teachers?
- What are the critical elements that cause preservice teachers' stress, frustration, and overload?
- Which tools and digital skills were used, and were these tools and skills appropriate?

- Which skills were used for teaching and collaborative learning, and how?

### *METHOD*

This was a mixed-method study. The questionnaire and FGD contained closed and open-ended questions. The data were collected in 2020-2021. The study was both quantitative and qualitative, based on triangulation to verify and validate findings. Wining and thick description are two common practices in this research method. In this study a great deal of winnowing was used to highlight the main findings. Winnowing allows one to focus on what is most important and present what is most meaningful and convincing (Ely et al., 1997; Wolcott, 2001). All participants were adults who consented to participate in the study and completed a questionnaire.

### *Sample*

The present study was conducted on a group comprising of 50 Pre-service teacher Trainees of B.Ed college affiliated to GGSIPU, Delhi who opted Life Skills as an optional subject in final year of their B.Ed course.

Pre-service teachers experienced learning in online courses at the teacher training institution where they studied, and also experienced teaching students in schools in an online environment, coached by their own teachers.

### *Research Tool*

1. **Self designed online questionnaire:** Researcher developed questionnaire to know the perception of Teacher Trainees about online learning mechanism.
  2. **Focus Group Discussion:** Researcher conducted online FGD with Life Skills Group to know the impact of different life skill strategies used during classroom interaction process on psychological behaviors.
  3. **Analysis of Data:** Data was analysed both quantitatively and qualitatively.
- **QUALITATIVE METHODOLOGY.** Discourse analysis was conducted on the findings obtained from the answers to open-ended questions, based on the approach described by Adler and Adler (2008), Atkinson and Delamont (2006), and Hammersley (2008). The students' answers were analyzed, coded by themes, and classified into factors. Distinct elements were identified, and contrasting, complementary, and explanatory themes were formulated. The frequency with which themes were addressed by respondents was mentioned. Zilka 147 Emphasis was placed on analyzing the contextual discourse regarding the complexity of the experience in the online environment, and in the learning and teaching process, with the aim of creating a comprehensive mapping of the factors that promote, challenge, and hinder learning in the shadow of COVID-19.

**6. RESULT AND DISCUSSIONS:**

- Perception of pre service Teacher Trainees about transaction of context in online mode.

On the basis of responses of students through **self designed questionnaire** following perspectives were analysed :

*TABLE 1: Perception of pre service Teacher Trainees about transaction of context and interaction with students in online mode.*

ITEM	SUB ITEMS	PERCENTAGE
Technical conditions	• Technical problems while learning online (frequently and very frequently)	65
	• Use of multiple online platforms (depending on the teachers' preferences)	15
	• Lack of student's adequate technologies	20
Technical conditions	• Lack of teacher's technical skills (lack of interest for improving their skills, disorganization)	72
Teaching style	• Lack of adaptation of teaching style for the online environment (which generated difficulties of assimilation and understanding)	58
	• Unbalanced teaching style (theory versus-practical tasks) (either just theory or just practical tasks)	12
	• Unbalanced task allocation (students either have too little free time or too much) Imbalance regarding the assignment of tasks that should be completed in a specified time	30
Interaction with students/teachers	• Lack of support from teachers in the learning process	78
	• Lack of interaction with peers/teachers	22

**7. INTERPRETATIONS OF THE DATA COLLECTED:**

From the table No 1 it can be analyzed that students suffered lot of technical difficulties while attending online classes as 65% of the reported that they used to face lot of stress due to technical errors which used to make them aggressive, frustrated and many of them faced difficulties 15% due to multiple platforms used by teachers.

Another major perspective which revealed that students were not satisfied with teaching style as there was imbalance among theory and practical components and too much focus on theory perspective make students boreded them and lack of interest in the classes. Moreover behaviour of student got disturbed as no interaction like in physical mode of classes amng students and teachers so they felt isolated

**TABLE2: The perception of students about the ability to learn and assimilate information in the context of exclusively online learning.**

Item	Sub items	Percentage
How satisfied are you with your experience with the	1. Not at all satisfied	75
		15
		10

online teaching system on the E-learning platform	2. Fairly satisfied	
	3. Very satisfied	

The table 2 revealed that 75%studets not satisfied with online mode of learning and only 10% very satisfied with online learning.

**8. FOCUS GROUP DISCUSSION ANALYSIS :**

On the basis of analysis of questionnaire researcher conducted FGD with students in online mode from which it was analysed that psychological well being of students have been affected due to numerous factors discussed above which lead to negative impact on their developmental aspects.

Researcher during FGD with trainee teachers asked how come Life skills period help them on the basis of their responses it was analysed that through different strategies used in life skills classes they felt relaxed their mood changes and they become lively.

Analysis of reflected that strategy of Group discussion, storytelling, online games , Art work, music Dance in activity mode in class help students to overcome psychological impact of online learning due to pandemic. .

- **Implications for use of Life Skills as continuous part of Educational curriculum :**

**Online Teaching Learning Psychological Implications for enhancement of life skills among youth.**

- **Parents are the best ‘role model’** for children and home is practically the best place to learn the ‘life skills’. Hence, this is the best time for parents to model the most important life skills i.e. coping with stress, coping with emotions, and problem-solving with their children
- This is an opportunity for older children to **learn responsibility, accountability, involvement, and collaboration**. By taking some responsibilities at home on an everyday basis, for instance maintenance of their belongings and utility items
- In such conditions taking up **creative pursuits** like art, music, dance and others can help to manage mental health and well-being for everyone. Inculcating self-driven reading by making them select books of their choice and discussing about them helps in adolescent development.
- They can **conduct creative online** academic and non-academic sessions by making their classes more interactive, engaging students in the form of quizzes, puzzles, small competitions, and giving more creative home assignments to break the monotony of the online classes
- Teachers have a role to play in the **promotion of mental health among students**. They can discuss what is wellbeing and how it is important for students. They can assist in teaching simple exercises, including deep breathing, muscle relaxation, distraction, and positive self-talk. Virtual workshops can be conducted in which ‘life skills’ related to coping in stress can be in focus by using more practical examples.
- Teachers can make children understand the importance of **prosocial behavior** and the importance of human virtues like empathy and patience among others. This can help them to understand their role in the society and understand how social distancing is not equivalent to emotional distancing.
- The teachers need to **interact with parents** online or through phone regarding feedback about students and their mental health. Because of the digital divide they can call parents, make their contact available to parents and devote a time slot when they can be available to parents to communicate.
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## 9. CONCLUSION

The present study revealed that Life skills have lot of potential to deal with psychological problems can enable to lead a positive life. Hence they should be one of the main component of curriculum.

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# Indian Foliage Exports Economy: A Case Study of Flory Agro Exports LLP

Dr. Parashram J. Patil\*

## 1. INDIAN FOLIAGE EXPORTS ECONOMY

India is agricultural dominated economy even though India's agricultural export share is only 2% in world market. Indian agricultural economy cannot flourish unless increase its presence in export market. India has world's best agro climatic conditions to produce fresh greens but our export is zero in international market. India can produce very well Cordyline Fruticosa, Cordyline Red-edges, Cordyline Thai-Choco, Cordyline Compacta, Dracaena Messangerana, Calathea Lutea, Heliconia, Variegated, Philodendron Xanadu and Murraya Paniculata. These all varieties of fresh greens have tremendous export potential and in great demand in European market. There is need to develop fresh green export supply chain to tap the business potential of ornamental foliage. Cultivation and export of decorative greens is a good remunerative business. Columbia, Ecuador, Guatemala, Costa Rica are market leaders in the export of decorative greens to Europe. But if these countries can, why can't India? With this basic germ in mind, Flory Agro Exports LLP was born.

## 2. FLORY AGRO EXPORTS LLP

Flory Agro Exports LLP is a young Agricultural-Export start up. We are cultivating Murraya Paniculata Plants on our own land at Chandgad, Kolhapur, for the purpose of Exports of foliage to Europe. We will be the first Exporters from India in this field. Flory Agro Exports LLP a fresh, young green company in the field of ornamental foliage. Cultivation and export of decorative greens is a good remunerative business. Columbia, Ecuador, Guatemala, Costa Rica are market leaders in the export of decorative greens to Europe. But if these countries can, why can't India? With this basic germ in mind, Flory Agro Exports LLP was born. And then after studying this business from all angles, we decided to plunge into it. In Nov 2020, at Gudewadi village near Chandgad Kolhapur region in India, we planted 4000 saplings of Murraya Paniculate ornamental foliage plants and launched this project. It is the first project of its kind in India to cultivate and export decorative greens to Europe.



Pilot of 4000 plants

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And we are now looking forward to taking a big leap ahead. Demand for these greens in European market is huge. Presently Guatemala, Costa Rica, Israel Kenya and Ethiopia supply these to the Netherlands. However, their supplies are inconsistent because of political and economic instability in these countries. Demand is so huge that supplies from these countries are not able to meet the demand; whereas India has got solid competitive advantages for these products, because of tropical weather, strong and growing economy and stable political conditions. Additionally, Flory Agro Export LLP too has strengths to make this a successful venture. To name a few – our expertise as mentioned above; location of our land, which climatically and geographically is one of the best locations in India; and our proximity to India’s largest international sea port and airport, which means good connectivity with Europe. Our Core team consists of an expert from International Trade, veteran horticulturist and guidance of APEDA officials. This business model has got very low risk, extremely good growth potential, very good upward scalability and huge market demand throughout the year.

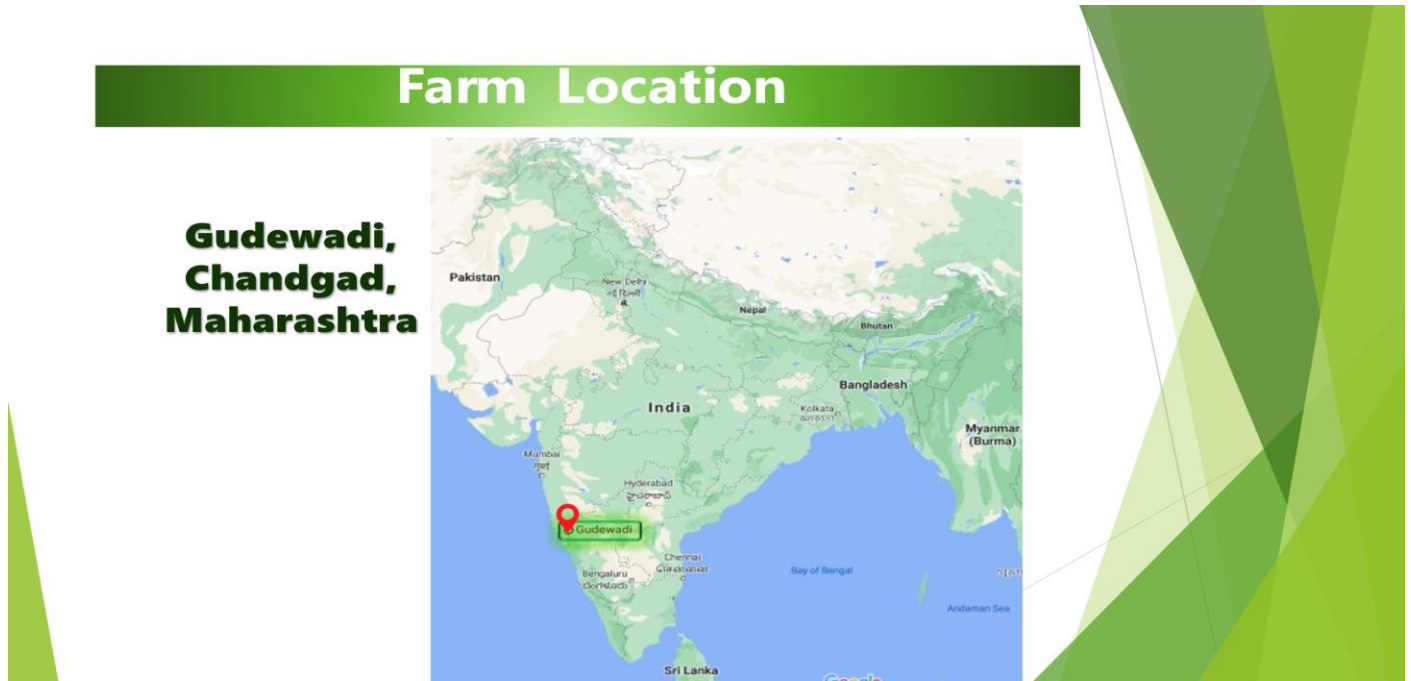
**Foliage Exports Supply Chain**



**3. PRODUCT INOVATIONS**

There is good demand in Royal Flora Holland Market for fresh greens like Cordyline Fruticosa, Cordyline Red-edges, Cordyline Thai-Choco, Cordyline Compacta, Dracaena Messangerana, Calathea Lutea, Heliconia, Variegated, Philodendron Xanadu and Murraya Paniculata. The Flory Agro Export LLP has stated with Murraya paniculata and planted 2000 plants as a piolet. This piolet plantation has been successful. Further, Flory Agro Export LLP will cultivate all the fresh greens varieties like Cordyline Fruticosa, Cordyline Red-edges, Cordyline Thai-Choco, Cordyline Compacta, Dracaena Messangerana, Calathea Lutea, Heliconia and it will be exported to the Europe through Royal Flora Holland. Our Farm locations is perfectly suitable for cultivation of above mentioned exportable fresh green which has tremendous demand in developing countries especially Europe. Flory Agro Export LLP aspires to become exporter of above mentions exportable items and contribute into the mission of doubling farmers income and doubling agricultural exports.

#### 4. FARM LOCATIONS



#### 5. ROYAL FLORA HOLLAND

Our target customer is Royal Flora Holland. They brought together growers and buyers and meet supply and demand of horticultural products. They intensive collaboration between all parties in the horticultural sector, they provide the gateway to international trade. Once become the member of Royal Flora Holland Flory Agro Exports can send all fresh green to the Royal Flora Holland auction house at Aalsmeer near Amsterdam. The Royal Flora Holland take the guarantee of

timely payments of his members. This the readymade platform fresh green exports worldwide.

#### 6. REVENUE MODEL

The revenue model for Flory Agro Exports LLP through export of fresh greens (branches and leaves) in Royal Flora Holland auction market and they will guarantee timely payment of the sale proceeds of the members. The total Revenue Projections per acre is Rs12,00,000.

##### *Per month per acre revenue projections*

Cultivation holding	Total plantations	Total cost of sale	Total harvesting of leave per plant is 2 per month (10000*2)	Market price per leave	Total revenue
1 Acre	10000	Rs 10 per leaf	20000	Rs 5	100000

Source: Author calculation.

#### 7. ENVIRONMENTAL IMPACT

To cut our carbon footprint, we employ sustainable agricultural processes. These processes include the use of organic fertilizers and pesticides. Because of use of organic fertilizers and pesticides our farm run offs during monsoon rains and not hazardous to nature. It restricts deforestation and promotes biodiversity. Hence, we able to product exportable quality green leaves which can be exported worldwide. With this quality product we will participate in the auction of Royal Flora Holland.

#### 8. SOCIAL IMPACTS

1. Flory Agro Exports LLP will stand as trend setter and motivate other young agri entrepreneurs to inter into agricultural exports business.
2. Flory Agro Exports LLP aspires to convert ordinary village into agricultural exports hub.
3. It will be induced farmers to change cropping pattern which more economically viable and environment friendly.
4. It will provide alternative source of income to the farmers.

5. It will promote environment friendly organic agricultural practices.
6. It will generate employment opportunity at village level.
7. Doubling farmers income and doubling agricultural exports.
8. Promotes afforestation.

9. Contributes in sustainable economic development of the village.

### 9. FARMERS INCOME

There is huge potential in this project to increase farmers income manifold as compare to its existing cropping pattern.

#### Income comparison of farmers

Cultivation of Sugarcane	Total Production	Cost of Production	Market price per tone	Total Profit
1 Acre	40 tones	Rs 40000	Rs 3000	80000
Cultivation of foliage	Total Production	Cost of sale per leaves	Market price per leave	Total profit
1 Acre	20000 leaves	Rs 10	Rs 15	100000*12=1200000

Source: Author calculation

The table shows with existing cropping pattern of sugarcane farmers gets Rs 80000 profit annually however through cultivation of foliage farmers will get Rs 120000 profit annually.

### 10. MARKET RISK DIVERSIFICATION

This business model has got very low risk, extremely good growth potential, very good upward scalability and huge market

demand throughout the year. Once become the member of Royal Flora Holland, they assure sale of foliage in their auction center and they take guarantee of payment within 7 days from the sale proceed. This business need not to depend only international market. It has very good demand in domestic market too, especially Mumabi market. The farmers can earn about Rs 2 per leaves in domestic market. This product has demand in both the market international as well as domestic.



## 11. CONCLUSION

The time has come to shift production-based agriculture economy to market based economy with utilizing potential of non-traditional agricultural products and non-traditional agricultural export markets. There is a little scope to farmers in traditional agriculture to earn higher income. India has world's best agro climatic conditions to produce fresh greens but our export is zero in international market. India can producer very

well Cordyline Fruticosa, Cordyline Red-edges, Cordyline Thai-Choco, Cordyline Compacta, Dracaena Messangerana, Calathea Lutea, Heliconia, Variegated, Philodendron Xanadu and Murraya Paniculata. These all varieties of fresh greens have tremendous export potential and in great demand in European market. Here, farmers have huge opportunity to participate in modern trade and commerce of agriculture and earn higher income.

### Plantation of Murraya Paniculate



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# Exploring Students' Anxiety Level in relation to Mathematics Learning

Sunita Kathuria\*

**Abstract:** *What is Mathematics?? If it is to be defined, there is no universally accepted definition but when it is seen as a whole, through the use of abstraction and rationality, it is observed that this discipline is developed from numbers, calculations, measurements which includes a well systematic study of the physical objects. This discipline has a multidisciplinary approach and shares its' boundary with several other disciplines like physics, philosophy, science, humanities, etc. It has been reported in several studies that the demand for accuracy, procedural approach, logic, and emphasis on problem-solving makes this subject anxiety-provoking among the learners. Some researchers have also documented the undesirable impact of maths anxiety or phobia on academic performance and achievement. This research dealt with exploring the anxiety level pertaining to mathematics and intended to know the reasons behind the anxiety faced by the students. For this, the researcher conducted a small survey and administered a Maths Anxiety Scale on the sample of 200 students along with the interview schedule to gather the qualitative data. The study revealed that Mathematics anxiety was higher in the students of the secondary stage as compared to students of the upper primary stage. Gender-wise analysis revealed that the female students had high anxiety levels as compared to the male counterparts. The school-wise analysis revealed that the students of government schools had high anxiety levels as compared to the students of private schools. On exploring the reasons behind high anxiety, it was found that rote learning behaviorist approach for teaching maths, difficulty in accommodating different learning styles in Maths teaching, the inability of the teachers in designing positive experiences, undesirable classroom experiences, too much emphasis on justification and explanation without positive and supportive atmosphere, fear due to glorification of maths as a subject, non-conducive learning environment (imposed authority), abstract nature of mathematics, Scoring pressure-High expectation (subject considered to be high scoring), lack of humor in maths, focus more on procedural knowledge rather than on concept development, etc were some of the reasons. The research suggests that to counter this unproductive tension, several relaxation techniques, different teaching methods, and good teacher-taught relations shall be practiced in schools to reduce maths avoidance behavior amongst the students.*

**Keywords:** *Maths Anxiety, Maths Phobia, Psychological pressure in Maths, Stress and Mathematics Education.*

## 1. INTRODUCTION

Mathematics anxiety is intense emotional feelings of anxiety that people have about their ability to understand and deal with numbers. People who suffer from mathematics anxiety feel that they are incapable of doing activities that involve calculations (Ashcraft & Faust, 1994). Some math-anxious people even have a fear of mathematics; it's called 'math phobia'. Mathematics anxiety is considered a psychological rather than an intellectual issue because it interferes with the learning ability of the individual. According to Dreger and Aiken (1957) "Mathematics anxiety is the presence of a syndrome of emotional reactions to arithmetic and mathematics". According to Ashcraft (2002) "Mathematics anxiety is a feeling of tension, apprehension, or fear that interferes with math performance". Brady and Bowd (2005) defined mathematics anxiety as a combination of "debilitating test stress, low self-confidence, fear of failure, and negative attitudes toward mathematics learning".

### 1.1. Anxiety and its relation with Mathematics:

Anxiety is an overpowering feeling of uneasiness, panic, and distress. It is the situation when one starts getting a feeling of pressure about the future and experiences various physical and psychological changes in the body. Generally, an increased heart rate, rapid breathing, restlessness, sweating, dry mouth, chills or hot flashes, numbness, difficulty in concentrating, and sleepless nights are a few of the anxiety-related signs. The plethora of researches on anxiety revealed that anxiety provokes constructive and sometimes adversative effects among individuals. The positive effect is termed facilitative anxiety whereas the negative effect is termed as debilitating effect. It is said to be positive anxiety or facilitative effect when the anxiety has some motivational consequences or due to anxiety when an individual starts putting in some extra efforts. On the other hand, it is said to be negative anxiety or debilitating anxiety, when the individual expresses negative affective reactions.

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### 1.2. *Mathematics Anxiety: Major Reasons contributing to Developing Anxiety*

Although there are many reasons for mathematics anxiety, usually mathematics anxiety stems from unpleasant experiences in mathematics. According to Greenwood (1984), "evidence suggests that mathematics anxiety results in more from the way the subject is presented than from the subject itself". Unfortunately, mathematics anxiety is often due to poor teaching and poor experiences in Mathematics. There are many reasons for the development of mathematics anxiety in a student. On conducting a meta-analysis of the previous researches on anxiety-related Mathematics, it was found that maths anxiety can be related to:

1. Attitudes of parents, teachers, or others towards Mathematics.
2. The Learning environment.
3. Impact of some specific incident in a Student's mathematics history, which was frightening or embarrassing.
4. Teaching techniques that emphasize time limits, the right answer, speed in getting the answer, competition among students, working in isolation, memorization rather than understanding.
5. Personal factors of the learner like attitudes, distrust of ability, negative self-talk, giving up before beginning, depression, and feelings of failure, expectations of divine intervention.
6. Nature of mathematics itself, which requires students to think, cleanly, and often abstractly.
7. Mishandling of any of the mathematics disabilities like difficulty with basic math facts and memory, weakness in doing calculations, inability to apply mathematics concepts, and struggles with the visual and spatial relationship.
8. Existence of learning disability like dyscalculia or poor learning styles.

### 1.3. *Mathematics Anxiety: Related theories*

#### 1.3.1. Traditional Arousal Theory

The proponents of the traditional arousal theory stated that there exists an optimal level of arousal around the middle of the arousal dimension. This idea is graphically represented as an inverted U-curve depicting a curvilinear relationship between anxiety and performance. Thus this arousal theory indicates that some anxiety is beneficial to performance, but after a certain point, it undermines performance (Ma, 1999).

#### 1.3.2. Interference model

Based on the work of Liebert and Morris (1967); Mandler & Sarason (1952) and Wine (1971) researchers have described

mathematics anxiety as a disturbance of the recall of prior mathematics knowledge and experience. Consequently, a high level of anxiety causes a low level of achievement (Ma, 1999).

#### 1.3.3. Deficit model

The poor performance in mathematics in the past causes high anxiety (Tobias, 1985). According to this model, a student's low level of math achievement is attributed to poor study habits and test-taking skills instead of to mathematics anxiety (Ma, 1999). Within this model math anxiety does not cause poor performance, the reverse is true; an awareness of poor past performance causes mathematics anxiety.

## 2. REVIEW OF RELATED LITERATURE

Pletzer et.al. (2016) highlighted the complex emotions involved in anxiety-like pressure, uneasiness, high arousal, and physiological reactivity which interferes in manipulation skills and problem-solving in maths. The study discussed the five-factor model, based on two general factors i.e. Mathematics Test Anxiety and Numerical Anxiety. And, a gender-based difference was found in the research. On the other hand, Ihechukwu N.B. and Ugwuegbulam N. C. in 2016 explored Mathematics phobia among students and elaborated on the strategies adopted by the teachers. The use of abusive words and student-teacher relationships were found to be some of the major causes of mathematics phobia among the students. The study emphasized the regular in-service training of Mathematics teachers. In the year 2015, Bieg M, Goetz T, Wolter I and Hall NC investigated whether Gender stereotype endorsement differentially predicts girls' and boys' trait-state discrepancy in math anxiety.

It was revealed that gender stereotype endorsement plays a significant role in describing gender differences in relation to math anxiety beyond academic self-concept. It was also revealed that when controlling for self-concept in mathematics, ladies who acknowledged the gender stereotype of math being a male domain more strongly overestimated their trait math anxiety as compared to their state anxiety whereas this effect was not significant for males. In the study conducted by Newstead (2014) it was found that the traditional approach used to teach mathematics creates stress and anxiety among the students. The experiment revealed that the students who were taught through the traditional approach in mathematics experienced more anxiety as compared to those who were taught through alternative strategies. Hlalele (2012) carried out a study on 403 learners of mathematics. It was researched that all learners occasionally, frequently, or constantly experience mathematics-related anxiety in academic settings. No participants indicated that they never experienced mathematics anxiety in academic settings. Hence, it was found that irrespective of intelligence and interest, mathematics anxiety exists among the learners at one or the other stage of life. Bekdemir (2010) engaged in the study to examine whether negative classroom experiences impact anxiety-related to

Mathematics among pre-service teachers. Mixed –method explanatory approach was employed. The findings revealed that many pre-service teachers had mathematics anxiety and the classroom experiences were directly proportional to mathematics anxiety in pre-service teachers. The study also highlighted the teacher's behavior and teaching approach as the substantial cause of increased anxiety.

*The trend observed in Literature reviewed:* Mathematics learning and factors affecting mathematics learning including Mathematics Anxiety is a well-analyzed area in India as well as abroad. Many case studies, surveys, experimental studies, longitudinal and cross-sectional studies had been conducted related to mathematics anxiety on a variety of samples, using a variety of methodologies and utilizing various techniques of analysis. Quantitative, qualitative, and triangulation studies were located which had studied mathematics anxiety in relation to variables like mathematics achievement, self-concept, test anxiety, general anxiety, gender, age, mental ability, various teaching methods, etc. Some studies tried to explore the reasons and consequences of mathematics anxiety while some others tried to clarify and define the construct. Besides this, one major thing was noticed that Mathematics Anxiety is a common phenomenon all over the world and must not go unnoticed. The academic anxiety level measurement of the students would help the teachers to provide the interventions at the earliest. Hence, the researcher attempted to explore the current situation of Mathematics learning and related anxiety among the students in the Indian classrooms so that necessary actions could be planned by the teachers to evoke and maintain the interest of the learners in mathematical thinking and application.

### 3. OBJECTIVE OF THE STUDY

The objective of the study was:-

- To explore the Anxiety level of students in relation to the learning of Mathematics concepts and compare the Anxiety level based on:
  - Gender: Girls v/s Boys
  - Stage: Upper Primary Stage v/s Secondary Stage
  - Type of School: Private School v/s Government School

### 4. RESEARCH METHODOLOGY

#### 4.1. Sample

The Maths Anxiety scale was administered on a sample of 200 students, 100 students of government schools, and 100 students of private schools of Delhi.

#### 4.2. Tool

Maths Anxiety Scale: The scale developed by Musthafa and Sunitha (2012), was used in the study. The reliability of the scale

was established by the test-retest method. The reliability coefficient of the tool was 0.75. The internal consistency of the scale was established by calculating Cronbach's alpha. The obtained Cronbach's alpha of the scale was 0.9 suggesting a very high internal consistency of the scale. The tool included the following components in the tool:- Problem-solving anxiety, Application anxiety, Performance anxiety, Worries about learning Mathematics, Negative affect towards Mathematics, Test/ Evaluation anxiety, Apprehension of Mathematics courses and lessons, Social or public aspects of doing Mathematics, Anxiety due to nature of Mathematics, Self-efficiency for Mathematics and Physical arousal in Mathematics situations. The scoring of the tool is as follows:-

**TABLE 1.1**

*Scoring Range Depicting Anxiety Level*

SCORING RANGE	ANXIETY LEVEL
0-11	High Anxiety
12-23	Average Anxiety
24-35	Low Anxiety
36-45	No Anxiety

Interview Schedule: The interview schedule had 12 questions. The tools used in the study were well consulted and validated by the experts. The content validity of the interview schedule was established by 5 experts.

### 5. ANALYSIS AND FINDINGS OF THE STUDY:

Tool wise analysis is as follows:-

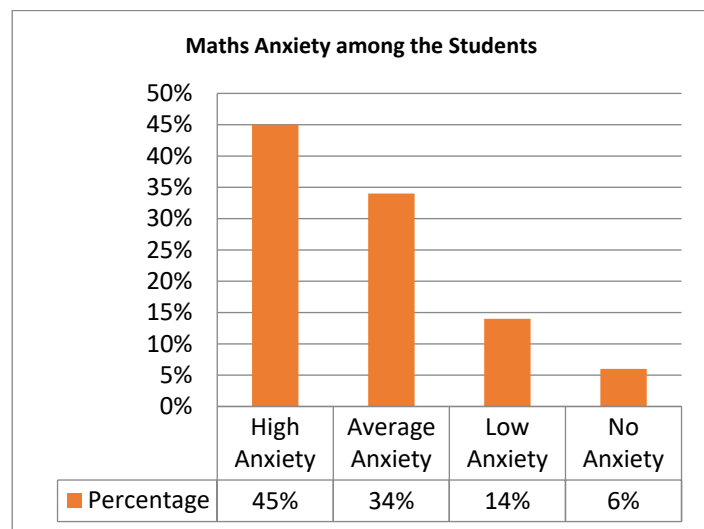
*Findings:* On analyzing the Maths Anxiety Scale, it was found that 90 students out of 200 had high anxiety with respect to learning mathematics. It came out to be 45% of the sample. 68 students out of 200 had average anxiety levels and it came out to be 34% of the total sample. 28 students had low anxiety levels and represented the 14% of the entire sample. 12 students were found to have no anxiety in maths. This represented only 6% of the whole sample. The same findings have been shown through graphical representation below:-

*Interpretation:* Figure 1.1 revealed that approximately half of the students experience anxiety when they deal with Mathematics calculations. On the other hand, there were very few students who reported anxiety-related issues in Mathematics. Since, Mathematics is considered as one of the advanced and technology supporting subject, a subject of everyday life, it is a matter of concern and very important for the teachers, parents and all other stakeholders to bring some

revision in the course of instruction, curriculum and teaching strategies to deal with the stress and anxiety. The gender basis comparison of Maths anxiety revealed the following details:-

Boys v/s Girls:- Total sample: 200, Boys: 126 and Girls: 74

Out of 74, 48 girl students showed high anxiety which is 64% of the total girl sample. This showed that more than half of the girl students had anxiety problems in dealing with maths subjects. Out of the total count of boys i.e. 126, 44 boys reported high anxiety, and 23 boys reported average maths anxiety. Based on these statistics, it was concluded that girls had more anxiety as compared to boys.



**Fig. 1.1: Mathematics Anxiety Level of 200 students on the Anxiety Scale**

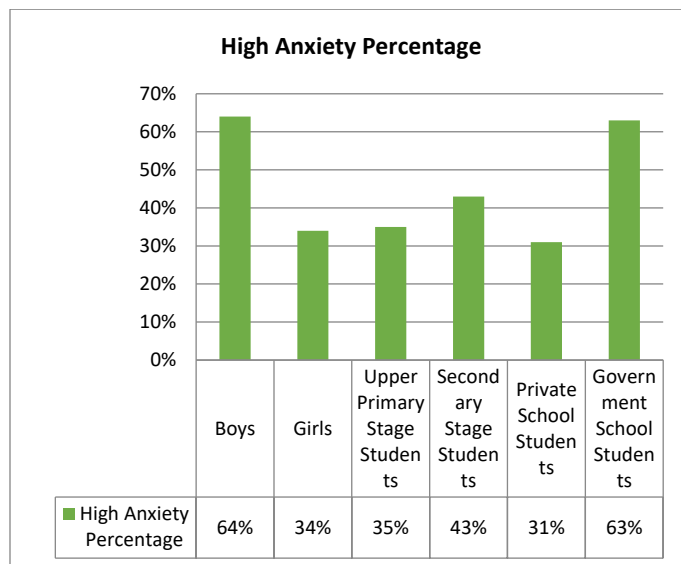
The academic stage-wise comparison of Maths anxiety revealed the following details:-

Upper Primary Stage v/s Secondary Stage:- Total sample: 200, Upper Primary Stage: 100 students, and Secondary Stage: 100 students

It was found that only 35 students of the upper primary stage reported having high maths anxiety, which is only 35% of the total sample of students of the upper primary stage. However, 43 students of the secondary stage reported having high maths anxiety, which is 43% of the sample of secondary stage students. Hence, it is concluded that students of the secondary stage experience more anxiety with respect to Maths subject as compared to students at the upper primary stage.

When comparison was done based on the type of school where 100 students were selected from private schools of Delhi and 100 students were from Government schools of Delhi, it was found that private school students reported less anxiety as compared to their counterparts. 31% of students of private schools reported anxiety in maths whereas 63% of students of

government schools reported maths anxiety. Hence, it was concluded that students of government schools experience more anxiety with respect to Maths subject as compared to students of private schools of Delhi. Figure 1.2 depicts the combined comparison through graphical presentation.



**Fig. 1.2 Comparative Analysis: Representing High Anxiety of Students**

*Analysis of Interview Schedule:* 50 students with high Mathematics anxiety were selected for the interview. Content analysis was done on the data collected through interviews. On analyzing, it was found that there were the following reasons behind mathematics anxiety among the students which was presented here in two major categories:-

**a) Personal reasons:**

- *Rote Learning Behaviouristic Approach:* It was reported by half of the sample that their teachers expect the students to memorize the formulae and rote learn the theorems and concepts of Mathematics.
- *The teacher-Student relationship, Imposed Authority:-* 3/4<sup>th</sup> of the sample acknowledged that the teacher-student relationship is one of the most important pillars in creating interest and removing fear in the classroom. Most of the students agreed that an environment of imposed authority by the Maths teachers was felt in the classrooms. During the interview, one of the students commented that:-

*“Even if I know the answer, I feel afraid when I am called on to blackboard to solve a question in my Maths class and also I feel happy when my Maths teacher is absent on any given day”*

- *Abstract nature of the subject:* 1/4<sup>th</sup> of the sample stated that they find maths abstract and it is difficult for them to understand it. It was revealed during the interaction that most of the teachers still teach through the chalk and talk



method which is considered as a traditional approach and is not as successful as other teaching strategies are in school education.

- **Poor Basic Knowledge:** It was found in the interview that approximately 4/5<sup>th</sup> of the sample accepted that their basic knowledge of maths is not good due to which they feel afraid in attending the class. It was also accepted by the students that they find difficulty in even simple multiplication and division questions. One of the students of the secondary stage said that:-

*"I become careful and more conscious when someone watches me when I do even simple calculations. Even the easiest calculations, puts me under pressure."*

*"I dream about failing in my Mathematics exam, I try to find excuses and feel like taking a leave on my Maths Exam day."*

- **Lack of Humour:** 1/5<sup>th</sup> of the sample indicated the uninteresting aspect of Mathematics and acknowledged that the element of humor is always missing in the teaching of mathematics in class which makes this subject quite serious and boring.
- **Difficulty in accommodating different learning styles:** 1/10<sup>th</sup> of the sample commented on the style of learning. Few of the students mentioned that they like the visual and auditory style of learning whereas mathematics requires more practice or doing (kinaesthetic).

#### **b) Psycho-social reasons:-**

- **Fearful environment:** 4/5<sup>th</sup> of the students acknowledged that the mathematics teacher appears to be quite strict due to which the opportunity of expressing the doubts and concerns reduces. The fearful classroom environment hinders in concept understanding of the subject.
- *"At times I feel scared of Maths and avoid picking up a Maths book for practice. The thought of completing the home assignment, stresses me a lot and I try to postpone it in the best possible manner."*
- **Undesirable Classroom experiences:** 1/3<sup>rd</sup> of the sample stated that few undesirable classroom experiences which occurred in their past never let their interest be created in this subject.
- *"I wonder why my Maths teacher gives us Maths surprise test and most of the students of our class get poor marks. When we are to get low marks then why do teachers take the test, they are already aware that we will score badly."*
- **Risk of public harassment (Association of mathematics with high IQ) and Fear due to the excessive glorification of the subject:** It was revealed in the statements of half of the students who were interviewed that most of the times mathematics and science are excessively glorified by the elders which develop an apprehension towards performing good in mathematics. The researcher noticed that this

glorification had also created a negative attitude in the minds of the secondary stage students towards the subject.

- *"Because everyone associates Maths subject with high intelligence level, I don't like this subject at all. If I don't perform well in maths, I am considered to be an average or below-average student in the class. Subjects like Maths and Science create discrimination in the class."*
- *"While solving the Maths question, I feel as if I am making many mistakes in solving it and would not reach the final result."*
- **Peer Pressure:** 1/3<sup>rd</sup> of the students stated that they feel peer pressure in this subject. They also want to perform better in maths like their friends but they are not able to make it up because they feel themselves be under stress due to competition.
- **High Scoring Subject:** It was found in the statements of 3/5<sup>th</sup> of the students that Maths is considered as a high scoring subject and this notion creates tension among the students. Such a situation built up a kind of pressure among the students.

## **6. CONCLUSION**

Knowledge of Mathematics arouses curiosity, fosters creativity, and prepares the learner for the life beyond school. Day-to-day transactions, real-life situations, and various careers require skills and proficiency in a wide range of basic mathematical applications. Mathematics offers children a powerful way of communication. However, it is concluded in this study that the anxiety with respect to Mathematics among the students is still found to be common and quite high. The study revealed that Mathematics anxiety was higher in the students of the secondary stage as compared to students of the upper primary stage. Gender-wise analysis revealed that the female students had high anxiety levels as compared to the male counterparts. The school-wise analysis revealed that the students of government schools had high anxiety levels as compared to the students of private schools. Therefore, the curricular experiences must be provided in a sequentially arranged, cognitively, and chronologically optimized manner so that the anxiety is managed at the right time.

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# Application of Total Quality Management in Education

Dr. Usha Rani Malik\*

**Abstract:** *The plan of this paper is to analyze the concepts of today's "Total Quality Management" (TQM) management system and its application in the field of education. The basic theme of TQM is a participatory approach to address the question(s) of quality in education. Quality in education is a significant concern in many fields all over the world. In a very high competitive education sector, academic institutions' success depends on the quality of education. Educationalists, policymakers, scholars, and researchers show their sincere interest in total quality management (TQM). It is recognized as a practical management philosophy for customer satisfaction, organizational excellence and continuous improvement. As this concept was developed in the manufacturing sector hence, there is a great deal of concern if this philosophy is applicable in education or not. For us, the main objective of this study is to analyze the compatibility of TQM with schooling. Also, this paper will try to uncover key challenges and concerns in implementing TQM in education. We have assumed that this study will draw a meaningful and effective result regarding the application of TQM in education and hence able to create an awareness regarding the challenges that may create hurdles in implementing TQM in education.*

**Keywords:** *TQM, participatory approach, Educationists, practical management philosophy*

## 1. INTRODUCTION

Total Quality Management i.e TQM is recognized as an very effective management philosophy which is used as a strategy for business excellence. The concept of total quality management was promoted by Dr. W. Edwards Deming in the late 1950's in USA; however, Japan was the first nation globally who accepted this concept to recover and reboots their economy after the World War II. The huge success of TQM in Japan made this concept very famous in many similar countries across the globe. Initially, this concept was developed for manufacturing organizations; later, it gained popularity to other institutions like insurance, bank, healthcare, non-profit organizations, and so on. In this era of intense competition within and outside industry, quality of education is becoming a major concern. With increasing demand, all relevant parties of the education institutions are actively considering implementing TQM in education because this is to be believed that quality education is one of

the fundamental building blocks of economic development of any nation. There is always two-way discussion regarding the idea of implementing of TQM in education as this concept was originally developed for manufacturing industries. It should be the priority to resolve this debate. While conducting an initial investigation it was uncovered that there are some critical challenges in implementing TQM in education. It is very crucial to understand the depth of nature of those challenges so that academic institutions can take appropriate measures proactively while implementing TQM in education.

## 2. OBJECTIVES & SCOPE OF THE STUDY

The core objective of study is to analyse the compatibility of TQM along with the education.

At the very same time, this study would identify those challenges which may delay the application of TQM. This study will focus on the TQM so that the characteristics and the potential benefits of adopting TQM can be visualized to all. In this section education refers to primary, secondary and tertiary level education, including professional and vocational education.

## 3. TOTAL QUALITY MANAGEMENT CHARACTERISTICS AND BENEFITS

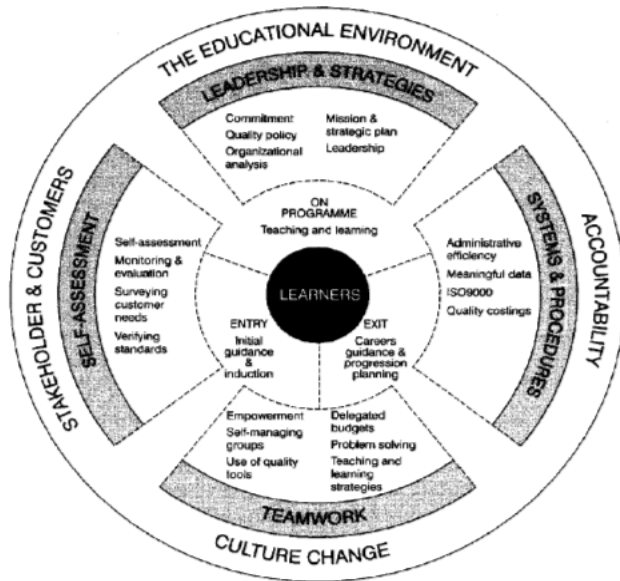
**Definition:** Total Quality Management is a management approach that was instigated in the 1950s and has eventually become popular from early 1980s. The term 'Quality' is the core of this philosophy concept. While explaining total quality management, researchers took this opportunity to present their perceptions regarding this in various ways and hence as a result, a huge definition appear before us with numerous connotations. Crosby states that quality management is a structured method of ensuring that organized activities happen the way they are planned to do. Short & Rahim define TQM is a energetic approach, to confirm quality into the product, design and service of the process and then to continually improve it.

According to the above definitions, TQM is a planned, systematic approach to ensure quality and continuous improvement. Deming describes TQM is a infinite cycle of progress in the system of production should change into gaining improved performance and quality standards for the

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product and services. Yang explains TQM as a set of practices that focuses on the systematic improvement, satisfying the customer's needs, and decreasing rework. Total Quality Management (TQM) is a bundle of practices and programs that aim for continuous quality improvement and better business performance.



TQM explains as an organization of a group of interrelated processes. This approach allows managers and employees in the continuous improvement of the production of goods and services. Goetsch and Davis prefer that TQM contains designated improvement functions, including everyone in the business with a concerted effort to improve performance at each level. Vinni notes that TQM creates an environment where all assets are used efficiently and effectively to provide a quality institutional service that needs to adapt to this fast-paced world.

According to researcher Witcher, TQM is the combination of terms—

#### **Total + Quality + Management**

Total related with one is involved, including customers and suppliers;

Quality relates to whether customer needs are met exactly or not;

Management indicates that senior executives are committed.

Oakland expresses TQM as an organization that involves the whole organization to understand all the activities of all of them on each side of management. TQM strives to accommodate all organizational functions like finance, engineering, marketing, design, production and customer services which focus on meeting organizational objectives and customer's needs.

Escrig acknowledges TQM as a key action that focuses on managing the whole organization to provide products and services that fulfill their customer requirements by utilizing all resources. TQM is the comprehensive management approach that incorporates all the organizational activities to satisfy customers' need and achieving overall organizational objectives.

Spanbauer identifies TQM as a pragmatic model that focuses on service to others. Yudof and Busch-V indicate that TQM grasps the norm that organizations should admit to their customers, regularly classify how well they are responding to their needs and institute change in order to meet the desires of the customers. The directive is very clear that business is enhanced by the fulfilled customers and it is ruined by the disappointed customers as expressed by Anderson and Zemke. Lee and Hwan explain customer satisfaction is highly associated to service quality and it is an important aspect for service organizations. Wani and Mehraj observed is very philosophical; TQM is a management philosophy which builds a customer-driven continuously learning organization, dedicated to total customer satisfaction through continuous improvement in the effectiveness and capability of the organization and its processes.

In TQM customer is a special issue and customer satisfaction is considered a major source of business success. TQM clearly promotes human development because the effectiveness of a business depends largely on the level of competence of the organization's employees in their fields. TQM applies staff skills to all tasks and processes and makes collaboration possible and realistic as intended by Schargel. It leads to continuous improvement of staff skills. TQM promotes quality culture because it can ensure improved product quality. Gaither believes that TQM is a process of changing the organization's culture and directing it to a higher product or service quality. Yusof and Aspinwall say that TQM helps to build a culture of quality thinking, trust, participation, collaboration for continuous improvement, continuous learning and as a result, a culture that works for the success and life of the company. In an effort to TQM, all members of the organization contribute to improving the processes, products, services and cultures in which they operate. Ishikawa emphasizes the importance of overall quality control to maximize organizational performance; according to him, high-end programs should go beyond product and function; every organization has a TQM capability that will lead to improved business performance.

As defined by the British Standard Institution, TQM is built on "management theory and corporate patterns aimed at strengthening human resources and organizational resources in the most effective way to achieve the organization's purpose".

From these definitions, it is easily possible to identify key features and significant contributions of TQM, such as: continuous improvement; integration of people, jobs and resources; systematic and systematic approach; quality control at various levels of the organization and at all stages of the process; developing human and organizational abilities; efficient use of resources; public participation; customer satisfaction; creating a culture of quality and so on. To enjoy these benefits educational institutions tend to support TQM in its process.

Juran's three aspects are divided into these components

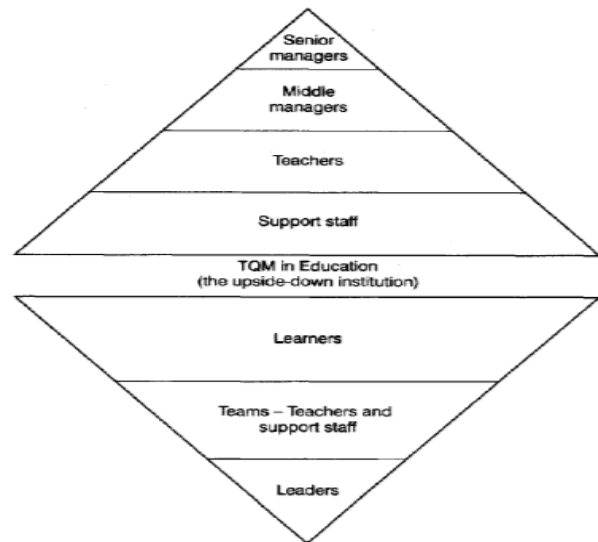
- **Quality Planning**  
For quality planning managers must identify the customer. Their needs must be properly determined and addressed accordingly. Those needs must be in an understandable language and the product must be able to respond to customer needs. Customize product features to meet our needs and customer needs.
- **Quality Improvements**  
There should be a process which is able to produce the product. Optimization of this process is very essential for the improvement of quality of goods or service.
- **Quality Control**  
For the purpose of quality control, it is needed to develop a process that can produce the product under operating conditions. All the process for quality control should be operative. Juran (1988) focuses not only on the end customers, but also cares the internal and external customers. Everyone in the organization must consider the fitness for use of entire product at each stage of production.  
Crosby (1992) another guru in TQM gave two very appealing and powerful ideas as in quality. The first idea is that quality is free. It means that there is no need to prevent the waste and inefficiencies in the system because it costs equal.

### **Key Challenges in Implementing TQM in Education**

There is no doubt that TQM has huge ability to serve education. It should not be assumed that there are no challenges or barriers in implementing TQM in education. Some educators believe that business-oriented philosophy may not be as effective for a service organization as for educational institutions. Schools or any other type of educational institution are very different in terms of different values and characteristics that have made it difficult, even difficult, to implement a philosophy taken from the industry. Rosa et al. state that the terms such as product, client, empowerment, or even strategy, reengineering do not easily correspond in higher education institutions.

A major obstacle can be the commitment of the parties involved in the education system, especially the senior management and teachers. Brown et al. noted that the lack of

high commitment adversely affects TQM efforts, which is major reason for the failure of TQM efforts. According to Muss, the extreme resistance to quality process progress comes from experts who see it as just another business-focused indicator; a common mindset can undermine the effectiveness of TQM in education.



The role of individuals, especially teachers, is often illegal and unorganized in the traditional education system. On the other hand, Koch and Fisher see that the TQM approach seems to be more manageable and more efficient; there is a tendency to produce endless meetings, to produce large quantities of paper, and to delay or escape critical decisions. Sarrico et al states that quality can have numerous meanings in higher education and this contributes significantly to the development of quality measuring methods and instruments; and this variability can create different stakeholders for higher education institutions. Houston points out that the way quality information is provided in terms of customer needs and expectations in business and industrial environments is not entirely appropriate for education. Overall, this term (quality) can create a complex situation in educational institutions.

The word customer can be very easy to define in production or in business organizations.

However, defining and identifying a customer is a challenge in education. Aliand Shastri noted that the ambiguity of customer identification also creates barriers to the use of TQM. According to Houston, the definition (customer) is found in an industry or business based on the idea of satisfying customer needs and expectations, is a problem in education. Education has a lot of people who are interested. In the case of high school level and elementary education, it is easy to explain; parents are customers and students are customers. Youssef et al. find that the clients of higher education are very

diverse and not easily defined. This situation is complicated by the issue of higher education. The student can become both a consumer and a customer if he or she pays his or her tuition fees. In the labor market, employers' organizations are also clients. Sponsors are normally clients in case of scholarship students. The state is also a customer. According to Srivanci, without a clear customer definition and customer focus, quality efforts can easily spread.

Rosa and Amaral also mention several barriers in implementing TQM in education: the absence of effective communication channels; the problem in measuring higher education institutions results; the co-existence of multiple purposes and objectives for higher education institutions; the emphases in the individualism and significant degree of internal competition; the bureaucratic decision-making process; and the lack of a strong leadership, highly committed to the ideas and principles it wants to apply and capable of involving all the institution's members. Dale, et al. noticed some critical obstacles such as: ineffective leadership; obstruction to change; contradictory policies; inappropriate organizational structure; and poor management of the change process are other shortcomings in implementing TQM. Kosgeidetests a number of challenges in this regard, too; these are: lack of commitment by the management and some workforce, school's organizational culture, poor documentation, in adequate training of staff, and ineffective communication.

#### 4. CONCLUSION

This study does not provide any framework or guidelines that will make the use of TQM effective in an organization; rather it is involved in defining what can motivate an educational institution to accept TQM in its process; to assess the relevance of TQM to education; and what can hinder the effective use of TQM in education. For TQM to be successful, it is important to create a quality culture, that is, a transition is needed from a traditional management culture to a full-fledged culture.

According to researcher Deming, TQM is a management philosophy that requires a radical change in culture from traditional management to a management style of continuous improvement in the organization. The same idea is proved by Sallis; states that (TQM) requires cultural change; requires a change in attitudes and practices, as well as a change in institutional management. A quality setup is a system of shared prices, beliefs, and practices that focus on customer satisfaction and continuously improve the quality of products and services. A quality culture can promote TQM principles

such as continuous development, open communication, factual-based problem-solving and decision-making, etc. In addition, educational institutions should adopt a customer-focused approach to dealing with their student.

Normal teacher-student relationships are no longer important to anyone. It is necessary to disseminate professional management systems in educational institutions. TQM provides variety of tools and techniques. Random selection of TQM tools, strategies and concepts will not provide any beneficial benefit. It is advised that to select tools and strategies that are relevant to the institution.

- A holistic approach is a slow and consistent process; it takes time, this change can be achieved with patience, cooperation, and help. In addition, each institution should be a learning organization focused on the growth of each student, as well as the upliftment of all staff as emphasized by Spanbauer.

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# New Farm Laws 2020: Critical Analysis

Dr. Bhoomika Saroha\*

**Abstract:** In September 2020 Government of India approved & notified 3 farm laws – The farmers Produce Trade and Commerce (Promotion & Facilitation) Bill 2020 and The farmers (Empowerment and Protection) Price Assurance and Farm Service bill 2020 and the Essential Commodities (Amendment Act 2020) as legislation. The very purpose of these 3 farm laws is to assist the small & marginal farmers by removing the middleman & allowing farmers to sell anywhere in the country even outside “mandis”. But these laws are opposed by farmers. The Supreme Court of India stayed the implementation of these farm acts and constituted a committee to make recommendation. But there is tussle between the farmers who are protesting against these laws and the Government of India. All eyes are on way forward.

**Keywords:** Farmers, Trade and Commerce, Assurance, Essential, Commodities.

## 1. BRIEF HISTORY

India is predominantly an agrarian economy. Initially farmers used to sell directly to the consumer but due to the prevailing system of zamindars or money lenders, the farmers are trapped in vicious circle of debts as farmers depend on money lenders for money to buy seeds, fertilizers etc for which they charge a very high rate of interest. Further zamindars used to buy the whole produce of the farmers at a very less price as the farmers do not have bargaining power viz - a – viz zamindars or money lenders. To put an end to this exploitation, the government of India introduced APMC (Agriculture Produce Market Committee) Act. At present more than 7000 APMCs are functional in India. Now the farmers are selling their produce to the middleman or Arhatiya’s who act as a link between farmers & big traders. Further the produce which is not purchased by middlemen is bought by the government at MSP (Minimum Support Price)

### Objective of the study

1. To have in-depth insight into 3 farm laws:
  - (i) The farmers Produce Trade & Commerce (Promotion and facilitation) Act 2020
  - (ii) Farmers (Empowerment and Protection) Agreement on Price Assurance and Farm services Act, 2020.
  - (iii) Essential commodities (Amendment Act, 2020)

2. Positive and negative impact of farm laws in general and particularly on agriculture during COVID crisis.

**Introduction:** The 3 Farm laws are passed to reform the farm economy- price assurance, farm services like contract farming and stock limits for essential commodities. The laws enacted are.

1. The farmers Produce Trade & Commerce (Promotion and facilitation) Act 2020.
2. Farmers (Empowerment and Protection) Agreement on Price Assurance and farm services Act, 2020.
3. Essential Commodities (Amendment Act, 2020).

### 1. The Farmers Produce Trade and Commerce (Promotion and facilitation) Bill 2020.

#### Key Provision

- Allows the farmers for intra state & inter state trade outside APMC (Agriculture Produce & Marketing Committee) .
- Prohibits collection of any market fee or cess under State APMC Acts.
- State government has given power to frame & regulate under the Act.

#### Issues

- Difficult for small & marginal farmers to transport their Produce to large distances.
- No adequate demand for the produce at MSP (Minimum Support Price) in the local market.
- Therefore farmers will be forced to sell below MSP in the local area itself.

The farmer’s Produce Trade and Commerce (Promotion & Facilitation) Bill 2020

Arguments For	Arguments Against
<ul style="list-style-type: none"> <li>• Full autonomy to farmers to sell</li> <li>• Addressing the shortcoming of APMC Act</li> <li>• One Market for entire country.</li> </ul>	<ul style="list-style-type: none"> <li>• Fears with regard to MSP Regime.</li> <li>• Middle man working with APMC are affected eg Adhartis.</li> </ul>

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<ul style="list-style-type: none"> <li>Better Price realisation for farmers</li> </ul>	<ul style="list-style-type: none"> <li>Aderve impact on state as there are no mandis to bring in revenue.</li> <li>Against the spirit of co-operative fedratism.</li> </ul>
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**2. THE FARMERS ( EMPOWERMENT AND PROTECTION ) AGREEMENT ON PRICE ASSURANCE AND FARM SERVICES BILL, 2020**

**Key Provision**

- Creation of legal framework for contract farming in India.
- Written farming agreement entered in to prior to the production contining all terms & conditions like quality, grade, price etc.
- Also defines 3 level dispute resolution Mechanism Concilitaion Board, Sub- divisional Magistrate and Appellate Authority.

**Issues**

- Negotiating Power of 2 parites involved in the contract.

Farmers (Empowerment and Protection ) Agreement on Price Assurance and farm services Act, 2020.

Arguments For	Arguemnts Against
<ul style="list-style-type: none"> <li>Contract farming started.</li> <li>Increased farm productivity.</li> <li>Participation of private sector.</li> <li>Protection of farmers interest</li> <li>Effective dispute resolution mechanism.</li> </ul>	<ul style="list-style-type: none"> <li>No mechanism of price fixation.</li> <li>Exploitation of farmers in contract farming.</li> <li>Lack of bargaining power of farmers.</li> <li>Difficul for farmers to face the legal battle with private corporate entities in care of dispute.</li> </ul>

**3. Essential Commodities (Amendment ) Act 2002**

**Key Provision**

- It regulate the supply & sector limit of certain specified agricultural produce under special circumstances such as war & natural calamity.
- It requires that imposition of any stock limit on agricultural produce be based on price rise.

**Issues**

- Stock limits are imposed on the basis of price trigger.
- Not applicable to exports.

Essential Commidities (Amendment) Act 2020

Arguments For	Arguemnts Against
<ul style="list-style-type: none"> <li>Better forward linkages</li> <li>More private investment.</li> </ul>	<ul style="list-style-type: none"> <li>Increased volatility of food items.</li> <li>No clear cut guidelines.</li> <li>Increased threat of food insecurity.</li> </ul>

**3. FARM LAWS & COVID CRISIS**

India is in a complicated situation because of COVID-19 & simultaneous agitation against 3 farm laws by farmers.(1)

If the situation of pandemic continues in future also, there will not be any food stock left with the government and there the private players will keep their selfish motive high leading to a situation wherein in they will purchase at a lesser price and charge extra ordinarily high price farm the public.

This study in under taken to know about the strategies and policies for food safety during & past COVID-19 pandemic. And also the long terms like strengthening of the food supply is also the need of hours. (2)

**4. LITERATURE REVIEW**

Kumar et al (2020) revealed the weak points of Indian agriculture & food systems and also suggested that reforms are needed so as to connect farmers to markets directly, better price for produce & innovations in agriculture sector.(9)

Tolero (2020) surfaced that due to COVID fear & hygiene issues people changed their eating habits and they prefer the home cooked good(11). Timilsina et al (2020) analysed that the income of farmers is badly hit by COVID-19 few of them have shifted to the regular produce crop which are consumed by the masses. He also highlighted that the agriculturalists are equally important as police & health care workers.(21)

Rama Kumar (2020) brought in to notice the issue of migrant labour as the agriculture sector faced labour shortages across the world. (15)

Sarma (2020) highlights that during & after Pandemic , many people have lost their jobs. At the same time , environmental factors such as soil, air & water have improved considerably. (19)

Dev (2021) says it's the Agriculture sector which save Indian economy & its people during the crises time of COVID-19.(20)

**5. METHODOLOGY**

The secondary data is used to know about the impact of COVID-19 on agriculture in particular reference to 3 farm laws. For this purpose various news letters, reports, journals, literature are used to gather the most recent updated information. To deal with secondary data descriptive research is done.

According to Borg & Gall,(17) Descriptive studies answers "what is," therefore it is the observational and survey methods are frequently used to collect data. Descriptive studies highlights the characteristics/ feature of the sample. In it the data is simply collected about the units under the study with regard



to sample. Then various tools are used to gather, analyze or summarize the data.(20)

In Descriptive research various measures of central tendency including the mean, median, mode, variation, percentage, and correlation between variables. To draw inferences descriptive research is done.(12)

The cardinal feature of the specific group is brought out to the surface and for this the following steps are to be undertaken:

1. Identify a phenomenon.
2. features of the phenomenon are considered
3. Identify the constructs (measures) that best represent these features.
4. Measurable & observable patterns in the data.
5. Communicate the patterns in the data that describe the realities of the phenomenon.
6. Rethink and repeat when required

**6. RESEARCH ANALYSIS**

There is multifold impact of COVID-19 on agriculture sector directly as well as indirectly. On one hand purchasing power is decreased considerably because of job loss, reduced salary & lockdown etc. on the other hand retailers stored the food (i.e hoarding) leading to food accessibility & affordability issues. Above it the non availability of transport during COVID-19 resulted in shortage of food & price rise.

Under the descriptive research on secondary data used analysis can be Univariate or Bivariate.(13) In univariate analysis the

independent single variables are studied with regard to the measures of central tendency such as the mean , median and mode. Along with it dispersion and standard deviation is also calculated. It can be depicted in a graphical or tabular form like histogram , pie chart, bar diagram etc.(16)When it comes to Bivariate analysis it studies large number of dependent and related variables and the relationship among them. This type of research helps in:

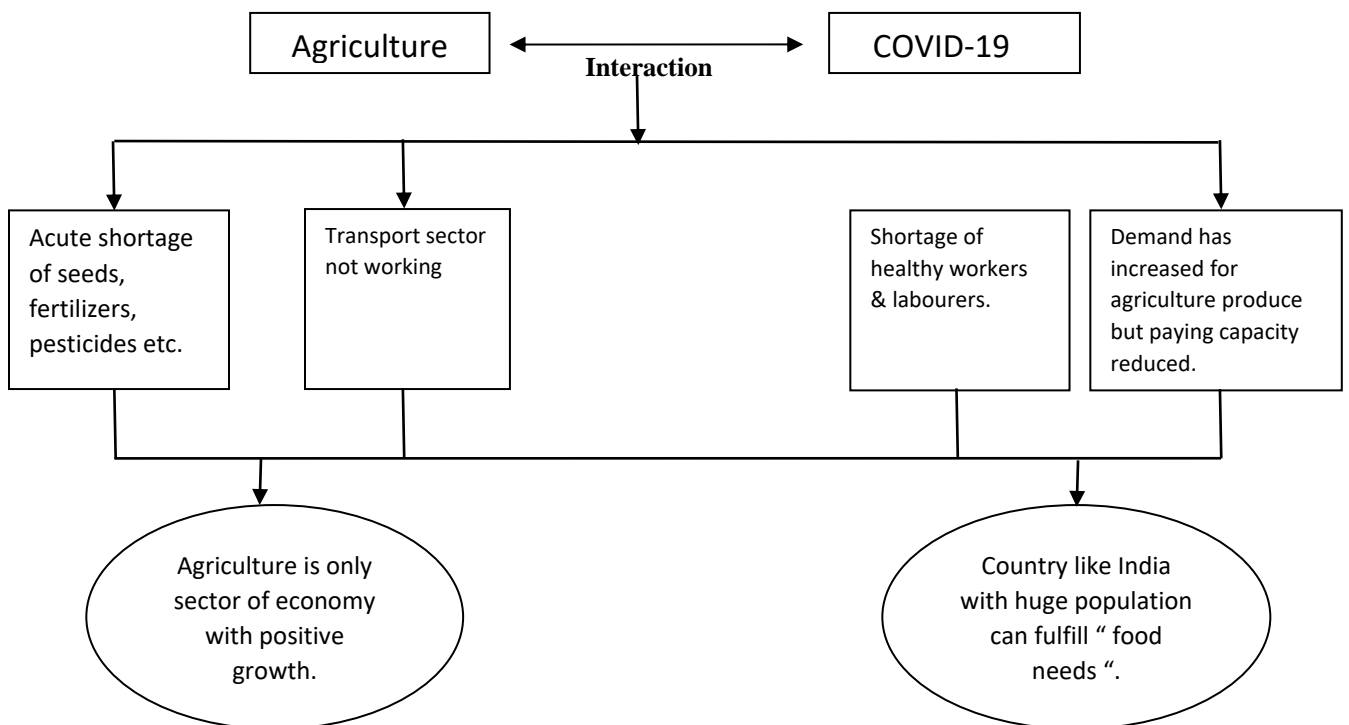
1. Collection and summarization of data in condensed form.
2. Easily to convert into simple quantitative data such as percentage , average etc.
3. Deals with simple and raw data.
4. Foster future research.
5. Act as a base foe complex statistical operations.

Cross-tabulations and contingency tables

- Graphical representation via scatter plots
- Quantitative measures of dependence
- Descriptions of conditional distributions

Government has also made announcements with regard to agriculture sector(5&6) during COVID-19 pandemic such as

- 800 million poor people will be given food grains during COVID crises ( eg Pulses, Rice, wheat, etc)
- For the survival of migrant labourers, food & money was made available.
- E-commerce was used for groceries delivery during COVID-19



It is clearly evident that it's the Agriculture sector only which acts as the saviour for our country during COVID-19 fulfilling requirements of large population of India. Therefore, any reform in this sector be launched after due caution because any negative impact on it will adversely effect the entire country.(14)

For the analysis of secondary data used , simple methods like averages , percentages , mean , median, mode are used. With the help of research we are able to conclude in quantitative term from the qualitative data. Here we could identify the deep impact farm laws have on the entire country as it affects all aspects may it be social ,political , economic and psychological directly or indirectly.(23)

## 7. CONCLUSION

Almost around 50% of India's population is engaged in agriculture & even a higher percentage of it is poor. Therefore, India's economic and social development depends upon the empowerment of the farmers which evidently requires "AGRICULTURAL REFORMS" These reforms are initiated in form of 3 farm law viz- The farmer's Produce Trade and Commerce (Promotion and facilitation ) Bill 2020, The farmers (Empowerment and Protection) agreement on price assurance and farms services bill, and Essential Commodities ((Amendment) Act 2020.

But these farm laws lack farmer's faith & confidence. These farm laws are opposed from knock & corner of the country by the farmers on one hand and the government of India on other hand is adamant on implementation of these farm laws. what is required is mid-way keeping in view the reformist approach of government as well as farmers concern regarding MSP & contract farming. The underlying thrust is that every farmer be given due credit for their hard toil investment and the vision of these farm laws be widened as it not only effects farmers but each & every individual of the country directly or indirectly.

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# Consumer buying Behaviour and Preference towards FMCG

Harshit Sethi\*, Dr. Asha Chaudhary\*

**Abstract:** *Consumer behaviour is the study of how individual customers, groups or organizations select, buy or use goods, and services to satisfy their needs and wants. It is affected by many factors and is dynamic in nature as needs & wants of a consumer keeps changing. Consumer behaviour and preference plays a very important role in the marketing of FMCG sector. The FMCG companies that adapt to this changing behaviour perform much better in the market as compared to others. This paper highlights the factors that influence consumers' buying behaviour towards FMCG products and, finally, the implementation of the decision-making process. The data for this study has been collected by means of questionnaires. The paper points out that the consumer behaviour is, to a large extent, influenced by location, product, price, and promotional factors.*

**Keywords:** *Fast Moving Consumer Goods, Consumer Behaviour, Factors Influencing, Consumer Preference, Buying Behaviour.*

## 1. INTRODUCTION

FMCG stands for Fast-moving consumer goods; they are also known as CPG (consumer packaged goods). These are the goods that are sold quickly and are priced at a low cost. For examples, non-durable goods such as foods, cosmetics, Medicines, toiletries and other consumables. It is the fourth largest industry in India. There are three main SECTORS, the food and beverage sector (19%); healthcare (31%) and household and personal care (50%). The competition in this industry is quite high. There are a lot of competitive tactics that the companies do not back off from using and time to time they keep introducing new tactics to hold off their competitors. Some of the major rivals are AMUL & Kwality, Colgate & Pepsodent, HUL & P&G. In the Indian economy, some of the biggest players OF FMCG are HUL, Nestle, ITC, Britannia Industries, Godrej Consumer, AMUL.

The rapid growth of consumer goods industries includes food and non-food for daily consumption records. They are usually procured as a result for small-scale consumer resolution, so they are advertised and marketed by the companies. Typical

purchases of those items appear in the grocery stores, supermarkets, hypermarkets, etc. All of us, use the fast-moving consumer goods each and every day. This activity is based on the view of building strong brands in order to achieve a high level of distribution. The Global energy trademarks are the preferred choice of multi-national companies. In order to achieve the ideal deployment, requires a strong supply chain which provide you with products that are available from anywhere. A FMCG supply chain management is a set of inter-related processes, and the related resources as well as suppliers, manufacturers, distributors, logistics services, warehouses, distributors, retailers, and other organizations, which will lead to the final delivery to the customer. Pursued in market through the activities of the sales team, this may help you to have a high level of distribution. Marketing research, consumer research, product market segmentation and positioning, is an obligatory completion by all of the companies in this industry. Advertisements and promotions, POS activities are conducted to promote the awareness of a brand, and, to test and to purchase are the most basic of operations. Television advertising is the most common solution but nowadays the advertising on the internet is in vogue. One will need a high budget, creativity, and a plan for more stipulation.

The covid-19 pandemic has had both positive and negative impact on the FMCG industry. Different sectors of the industry have faced different effects. Sectors like indoor paints, ethnic clothes, etc. have faced a negative effect in the form of reduction of sales. On the other hand, it also acted as an opportunity for cleansing products, sanitizers, ready-to-eat food, health related goods etc. Other than this COVID pandemic has also given us an opportunity to digitalize the whole nation.

In the short-to-medium term, we see a lot of changes in the behavior of consumers, because of this FMCG companies will need to adapt their strategy in order to attract and serve customers. The composition of the consumer basket is changing as a result of the COVID. Some of these changes are going to be more stable than the others. Special attention will be paid to the health and hygiene. The demand for discretionary categories is likely to revert back slow, but not immediately.

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For the average consumer, we're seeing an increase in the demand for products that can improve the personal hygiene rules in the home and in the workplace. Products such as soap, hand wash, disinfectant, wipes, masks, and home cleaning products such as floor cleaner, kitchen cleaner, dishwasher, toilet cleaner, is experiencing a surge in demand, and this trend is expected to continue in the future, because of the cleanliness and hygiene is going to be the new mantra. The FMCG companies to satisfy these requirements is most likely to be successful. The same thing is going to be aspects of the companies of the basic food products and semi-finished products, such as instant noodles, biscuits, frozen food, flour, vegetable oil, instant food mix. The products, which is conducive to the formation of immunity against the disease, and are in great demand among the consumers.

However, some of the categories in the FMCG sector is likely to take a back seat for a while. It's going to be a good idea for companies to shift their focus away from categories such as deodorants, perfumes, skin care and other personal care products, dishes, etc, and it is also very important, in order to better manage the resources, in order to prevent problems related to the freshness and shelf life of the product.

## 2. OBJECTIVES OF THE RESEARCH

The present research makes an attempt to study following objectives:

- To study the consumer preference about few top FMCG brands.
- To understand the buying habits and decision- making process of consumer.
- To identify the factors affecting consumer buying behavior.

## 3. RESEARCH METHODOLOGY

The present study has descriptive research design. It is based on primary data. The data has been collected from 195 respondents through structured questionnaire. The survey was conducted through online means only. It was distributed among the respondents using emails, SMS and social media. The data has been analyzed through IBM SPSS Statistics software.

## 4. LITERATURE REVIEW

Dr. Syed Tabrez Hassan, Apoorv, Rajdeep Kaur Bhatia, Malvika, Preety Mohanta (2021) did a research on "A Study of Factors Affecting Buying Behaviour of Indian Consumers towards Online Purchase of FMCG Product". The fast moving consumers goods are available offline as well as online. FMCG products are consumed by every home in India. The present study made an attempt to identifying and analyzing varied factors which would affect the buying decisions of consumers when purchasing FMCG products through online mode. From the data analysis, it is concluded that consumer still hesitate to buy such goods through online mode due to reasons like

transactional security and items return policy. The researcher studied six factors which would impact buying decisions: "Efficiency, Fulfilment, System Availability, Privacy, Responsiveness and Contact". The six factors selected to understand their impact on buying decisions seemed to be effective. The researcher suggested that marketers should try to grab the opportunity by bringing more consumers towards online purchase of FMCG product.

R. Vijayalakshmi and Dr. T.R. Gurumoorthy (2019) did a research on "buying decision process of fast moving consumer goods". The objective of the research is to find out the consumer behaviour towards FMCG. The aim of the study is to investigate the consumer behaviour (selecting and using products) towards Fast Moving Consumer Goods in order to satisfy wishes and requirements. The data has been collected through 200 respondents and used convenience sampling method. The data has been analysed through descriptive statistics and Chi-Square. The research concluded that consumer stimulus is the factor which make them to buy products or services that would satisfy their needs or wants. Thus, execution of those desires or wants can then stimulate consumers to repeat purchase or to find special goods and services to better fulfil those needs.

Rambabu Gopiseti and G.Linganna (2017) did a research on "Consumer Buying Behaviour towards Fast Moving Consumer Goods"- A Study of Selected Personal Care Products in Nizamabad District of Telangana State. They have studied the factors that affect consumers' purchasing behaviour in relation to certain personal care products, and the impact of all these factors, too, play a vital role in making the purchase decision. The factors that are related to the selection of personal care brand, the products and the consumers are all included. Research has found that consumers are captivated by TV advertisements, the quality and brand loyalty are also the most important factors that influence the consumers' buying behavior more, even if they belong to the middle and low-income people. In addition, they are considering the possibility of supplying qualified products to the end consumers with the help of the print media and the incentive plan, and recommended that the marketer to constantly monitor the end-consumers, and the use of the electronic media.

Mahaboob Basha (2016) did an investigation on "A Study on Consumer Behaviour towards FMCG Goods"- An Empirical Study with Special Reference to Nellore District of Andhra Pradesh". The purpose of this study is to examine the behavior of consumers at the time of purchase, as well as to analyze the factors that affect the purchase of the fast-moving consumer goods. For the study, they have selected for 50 respondents in the city, Nellore, through the stratified random sampling method. The author comes to the conclusion that, to create awareness about the product is important in order to capture the market and to compete in the world. The researcher believes that, as a customer, being happy with the level of their purchase is going to be a gradual increase, which means that the company

and the revenue will continue to increase. In this paper, the researcher will try to find the differences, in the views of consumers, based on their age, education, location, and gender, on consumers' behaviour in relation to the fast-moving consumer goods. In the present study, it is concluded that the success of many companies depends on their ability to secure and retain customers.

Shashank Singh Chauhan and Singh (2016) did analysis on "A Study of Indian Consumer Buying Behaviour of FMCG Products (With Special Reference of Bathing Soap)". Soap is a fast-moving consumer goods, which have seen an increase in sales over the last few decades in India. This study is an attempt to cover the various factors that affect the purchase decision, consumers are planning what, are they going to purchase and use the soap. The author of this, saw that, in spite of the fact that customers usually buy a soap every month and especially women, from the point of view of customers, are "the leader of the market". From the analysis it is concluded that the brand image, price, quality and hygiene are the most important attributes in order to attract the customers to buy a particular product. And the most important influencing factors are the TV and newspapers promotions. Celebrities and family members, with experience of working as a thought leader, also influence the consumer's purchase decision.

### 5. ANALYSIS OF THE RESEARCH

**In the present scenario the customers are not the blind devotee of a product. Now days people look for all the features of a product (price, quality, availability etc.) before buying it. After these features, consumer look for the brand of a product because it gives the complete identification of product so it is also becomes an important part of the product. So, it is essential to study the behavior of consumer and adapt according to that.**

#### • Demographic Profile of respondents

The demographic profile of the respondent gives an overall information of about personal life of the respondent. It consist of Gender, Age, Salary, Education and Size of family. The table is as follows-

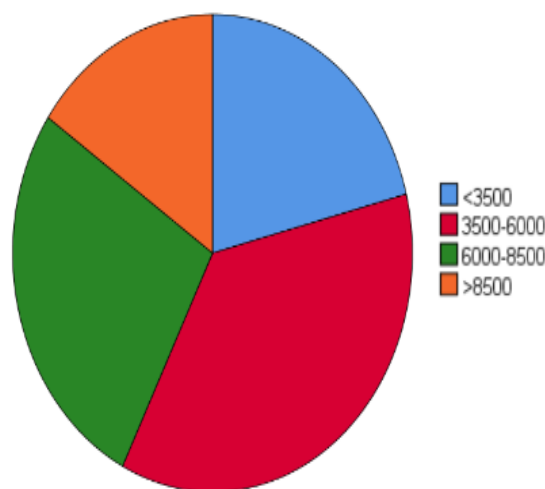
Variable	Frequency
<b>Gender</b>	
Male	103
Female	92
<b>Total</b>	195
<b>Age</b>	
<20	57
20-35	82

35-50	47
>50	9
<b>Total</b>	195
<b>Education</b>	
Under graduate	88
Graduate	68
Post Graduate	32
Ph.D	7
<b>Total</b>	195
<b>Size of family</b>	
Below 3	31
3 to 5	127
above 5	37
<b>Total</b>	195
<b>Salary</b>	
<20000	100
20000-40000	47
40000-60000	29
>60000	19
<b>Total</b>	195

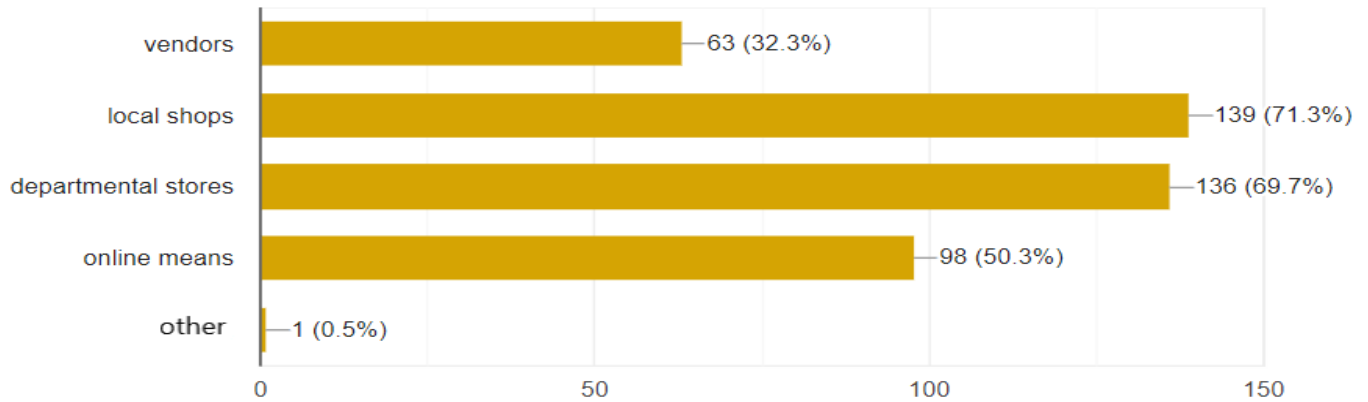
#### • Buying Habits of consumer

For studying the buying behaviour the consumer, data was collected through the structured questionnaire, the analysis is shown below:

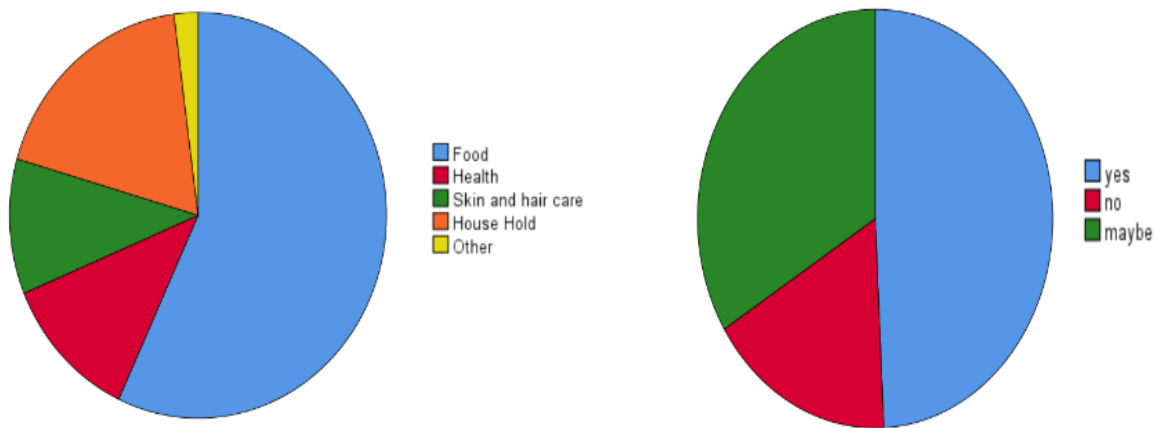
How much money do you spend on these goods per month?



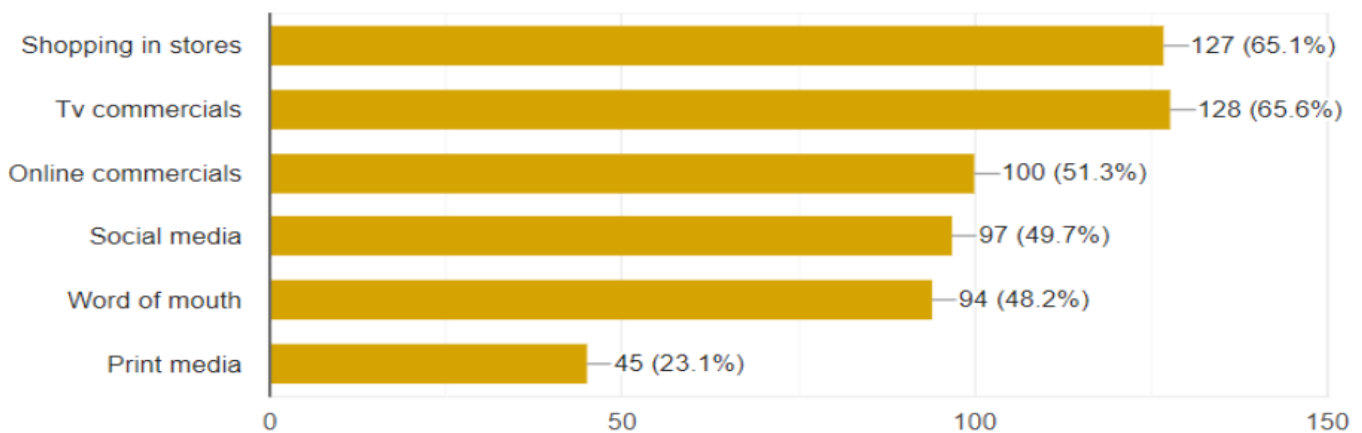
### How do you usually buy these goods?



### On which of the following category do you spend the most? Do you think branded goods are better than loose goods ?



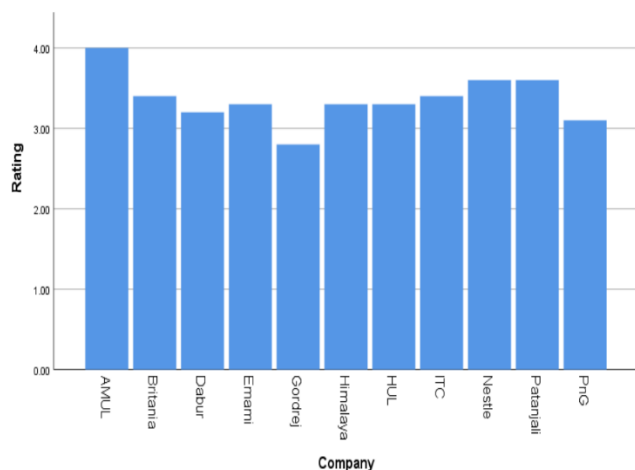
### How do you usually find about a product/brand ?



From the data collected through questionnaire following interpretation has been drawn:

- Most people spend 3500-6000 on FMCG & the average amount spent by all the people is 5400.
- The category on which the people most spend is Food item which is followed by House hold , health, hair and skin care and others
- 49% of people believe that the branded goods are better than unbranded or local goods 34% people are not sure about it and 17 % people disagree to this.
- Most people buy goods from local stores & departmental stores which is followed by online stores and street vendors.
- People get to know about the new products while shopping in stores, talking about advertisement the best option was TV commercial.

**BRAND PREFERENCES OF CONSUMER**



Companies	Average rating
AMUL	4
Nestle	3.6
Patanjali	3.6
ITC	3.4
Britannia	3.4
HUL	3.3
Emami	3.3
Himalaya	3.3
Dabur	3.2
P&G	3.1
Godrej	2.8

The consumers were asked to rate few of the top FMCG producing companies on scale of 1-5 on an overall basis that included product, pricing packaging, promotion etc. The most preferred company was AMUL which got an average rating of 3.9, which was followed by Nestle & Patanjali which got an average rating of 3.6. While the least preferred company was Godrej which got an average rating of 2.8. The rest of the companies were rated between 3-3.5 these companies were- ITC (3.4), Britannia (3.4), Dabur (3.2), Hindustan Unilever (3.3), P&G (3.1), Himalaya (3.3) & Emami (3.3).

**Factors Affecting Consumer Behaviour**

A consumer is exposed to the 4Ps ( i.e. Place, Product, price, promotion ) which effect the decision of consumer of what to buy , when to buy and why to buy. These factors affect the different consumer on different levels. The consumers were asked to rate these four factor on a scale of 5on the basis of how much they affect them and the results are as follows:

The 5 points represent the following-

- 1-Doesn't matter at all
- 2-Doest effect much
- 3-Average
- 4-Priority
- 5- High priority

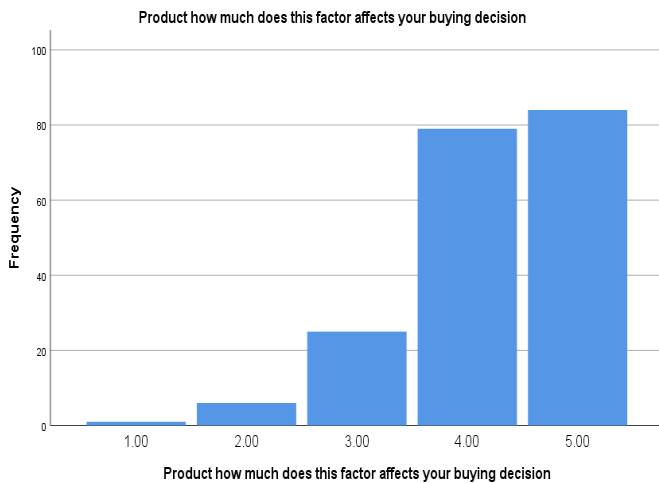
Rating	Frequency
1.00	12
2.00	25
3.00	62
4.00	60
5.00	36
Total	195



**1. Place**

Place factor basically affects the availability of product. This affects the consumer’s convenience to buy a product. The average rating given by consumer is 3.4 and most of consumer rated 3 points so this falls in the average category. So we can say if a consumer want to purchase a specific product the place factor will affect their decision but not at a high amount.

Rating	Frequency
1.00	1
2.00	6
3.00	25
4.00	79
5.00	84
Total	195

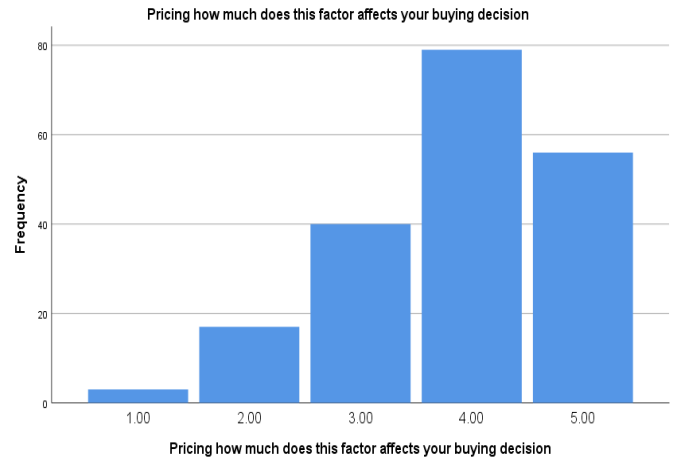


**2. Product**

The product is one of the major factors that affect a consumers buying behavior. The average rating given to this factor is 4.2 and most of people rated it 5 so it comes high priority. So we can say that while shopping the main concern of consumer is the product factors i.e. quality, brand, packaging etc. All these factors affect a consumer at high amount.

Rating	Frequency
1.00	3
2.00	17
3.00	40

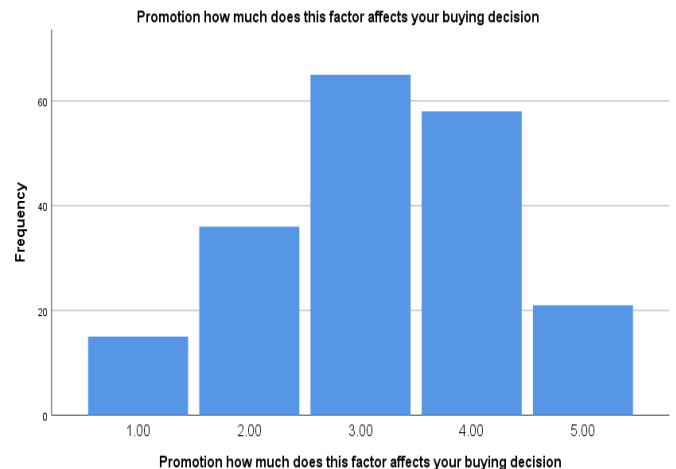
4.00	79
5.00	56
Total	195



**3. Price**

The price factor is another one of major factor that affect a consumer. The average rating given by consumer is 3.8 and most of consumer rated 4 points so this comes in priority. A basic reason that we can think of is the different level of income but according to the data we gave collected there is no such relation between the two.

Rating	Frequency
1.00	15
2.00	36
3.00	65
4.00	58
5.00	21
Total	195





#### 4. Promotion

Promotion factor includes advertisements, discounts and all such things that help a company to promote their goods. The average rating given by consumer is 3.1 and most of consumer rated 3 points so this comes in average. So we can say if a consumer want to purchase a specific product the place factor will affect their decision but not at a high amount.

#### 6. CONCLUSION

Fast moving consumer goods sector (FMCG) is India's fourth largest accountant with 50% accounting for FMCG sales in India. The growth of awareness, easy access and changing lifestyles have been the main drivers of industry growth. The urban sector is the largest contributor to the FMCG sector in India. However, in the last few years, the FMCG market has grown at a faster rate in rural India compared to urban India. Urban and rural areas are growing rapidly and FMCG products account for 50% of total rural expenditure.

The buying behavior of customer is transient i.e. it keeps on changing & the completion in FMCG industry is quite high, so it very important for the companies to understand the buying habits of the consumer. According to the research we have done we can say-

- Majority of people spend ₹3500-6000 on FMCG per month
- Consumer spends most on food category among the FMCG.
- Majority of consumer purchase these goods from local & departmental stores but the online shopping platforms are also making their way up.
- Majority of people believe that branded goods are better than unbranded goods
- The top 5 FMCG companies preferred by consumers are AMUL , NESTLE , PATANJALI,ITC & BRITANNIA.
- The factor that effect a consumers buying behavior is product factors i.e. Quality of product, Brand, Packaging etc. After product the next most effecting factor is pricing factor

Even in the current days we are witnessing a paradigm shift in consumer behaviour, businesses and business models, wherein there will be a decline of certain businesses, and slow down in others. A pandemic of this nature has opened our eyes to how vulnerable human life can really be – these are those rare times when every human being is on a quest for survival. Those who come out of this victorious, businesses and people alike, will be the ones who would have adapted to the new normal faster than others. The impact of Covid-19 on the FMCG sector can be felt – organisations which can adapt quickly to the changing demand

patterns and show agility in thought and execution will be the ones who gain market advantage.

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# Employing an Innovation at Workplace

Dr. Sarita Rana\*

**Abstract:** *It is an exploration of the influence of racial diversity and problem solving at workplace. The benches are used for personal reasons or for reasons of competence, but also for reasons of quality. Description of the social and financial identity that have direct effects, positive and negative, respectively, on racial diversity in the organization.*

**Keywords:** *diversity; firm, performance; innovation, strategy*

## 1. INTRODUCTION

The choice of basic strategies for the development of society and the association of the various racial groups with the choice of the students is superior to the level of the innovation of the companies. Specifically, racial diversity and rendering for the institutes and companies that remain an innovation strategy, the reasons why the council innovated, the rendering, the least.

## 2. CONCEPTUAL BACKGROUND AND THEORY

As part of a growing interest in the diversity of the workforce and its effects within the organization, researchers have developed diverse perspectives and theories to frame and guide diversity research. In other words, theories of diversity and racial organization suggest that there may be positive and negative effects on increasing the heterogeneity of the workforce.

### 3. SOCIAL IDENTITY THEORY AND THE NEGATIVE EFFECTS OF RACIAL DIVERSITY

As previously discussed, social identity theory serves as a foundation for explaining the negative effects of racial diversity. According to this theory, belonging to a group, such as a racial group, creates a psychological state that confers social identity or a collective representation of self-identity and behavior.

### 4. RESOURCE-BASED THEORY AND THE POSITIVE EFFECTS OF RACIAL DIVERSITY

In contrast to social identity theory predictions, the resource-based view of the firm provides a theoretical rationale for predicting a positive relationship between diversity and organizational performance. Resource-based theory proposes that organizations can achieve a sustainable competitive

advantage by selectively obtaining and effectively utilizing physical, human, and organizational resources. Diversity and strategic human resource management scholars, however, suggest that competitive advantage gained through technological and/or physical resources have become easier to imitate and thus offer no relative advantage (e.g., Pfeffer, 1994; Richard, 1999). Thus, human resources may serve as a critical differentiating factor for organizations intent on achieving a sustainable competitive advantage. To do so, however, resource-based theory suggests that the sources of sustainable competitive advantage must be valuable, imperfectly imitable, and rare.

As argued next, racial diversity meets these requirements and thus may serve as a source of advantage. Racial diversity provides several opportunities for an organization to achieve a sustainable competitive advantage. Empirical studies have shown, for example, that heterogeneity in race is valuable to the firm because it can lead to increased creativity, flexibility, and better decision making and problem solving (e.g., Elsass & Graves, 1997; McLeod et al., 1996). Additionally, according to the marketing argument proposed by Cox and Blake (1991), organizations that can successfully attract a diverse workforce will obtain value by matching the demographic characteristics of the markets they serve, positioning them to sell to a broader and more diverse customer base and, subsequently, potentially increasing their organizational performance.

### 5. INNOVATION STRATEGY AS A CONTINGENCY VARIABLE

An organizational focus on innovation can serve as a key facet of firm strategy (Miles & Snow, 1978; Richard & Johnson, 1999). The resource based view considers business strategy part of the social context within which resources are embedded (Oliver, 1997). For a firm to take advantage of its resources, however, it must be in a position to exploit and benefit from them (Richard, 2000).

## 6. RESEARCH METHOD

The scenario for this study was the banking sector. Only one industry was chosen for several reasons. First, federal regulation requires banks to publicly disclose the same types of financial

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data. So, objective and comparable financial data are readily available. Second, the effects of the industry are controlled for a single sample of the industry. Finally, a variety of competitive strategies, customers and market coverage are used in the banking sector.

We use logistic regression analysis with dummy variable, if human resources independent variables included: size of bank, affiliation of holding company, seniority of bank, number of branches, performance of assets, and ROE None of the variables were significant, indicating a lack of support for response bias in the frame.

## 7. ANALYSIS AND RESULTS

Hierarchical regression analysis was used to test hypotheses. In the first step, the control variables were entered. In the second step, we entered the contingency, the innovation strategy, racial diversity as the main effect. The interaction variable used to testing the fit between racial diversity and variable contingency was then introduced in next step. The test of an interaction effect follows the concept. Using two variables for predicting a third variable is a statement of an interaction affects between the first two variables. This is consistent with recent studies of the theory of contingency.

TABLE 1: provides descriptive statistical information (for example, averages, deviations and correlations) for all variables.

**TABLE 1**  
**Means, Standard Deviations, and Correlations**

Variable	M	SD	1	2	3	4	5	6	7
1. Bank size	11.7	1.25	—	—	—	—	—	—	—
2. Holding company	0.87	0.34	.19**	—	—	—	—	—	—
3. Bank age	77.6	40.13	.11	-.07	—	—	—	—	—
4. Gender diversity	0.33	9.37E-02	.04	.02	.06	—	—	—	—
5. Geographic scope	4.32E-05	5.61E-05	-.41***	-.02	-.00	.06	—	—	—
6. Innovative strategy	5.08	3.5	-.03	-.02	-.01	.05	.16	—	—
7. Racial diversity	0.12	0.16	.31***	-.15	-.06	.21**	-.11	.02	—
8. Return on equity	12.54	10.38	.23***	.02	.10	.01	.09	-.30***	.08

\*\**p* < .05. \*\*\**p* < .01.

TABLE 2

**Results of Hierarchical Regression Analysis: Return on Equity**

Hypothesis Tested	Variable	Standardized Beta Coefficient	p Value
	Step 1—Controls ( $\Delta R^2$ )	(.06*)	
	Bank size	.22	.037
	Bank age	-.01	.942
	Holding company	.06	.479
	Gender diversity	-.01	.915
	Geographic scope	-.01	.490
	Step 2—Moderator ( $\Delta R^2$ )	(.46****)	
	Innovation strategy	-.68	<i>ns</i>
	Step 3—Main effect ( $\Delta R^2$ )	(.00)	
1, 2	Racial diversity	.00	.994
	Step 4—Interaction ( $\Delta R^2$ )	(.07****)	
3	Racial Diversity $\times$ Innovation	.84	<i>ns</i>
	Total $R^2$ (adjusted $R^2$ )	.59 (.56)	
	Full model <i>F</i> value	22.16****	

\**p* < .10. \*\*\*\**p* < .001.

Table 2 shows the results of the hierarchical regression analysis.

Assumption 1a stated that racial diversity at the organizational level would be negatively associated with the performance of the company, while its competing hypothesis 1b affirmed that racial diversity is positively associated with the performance of the firm. As shown in Table 2, no hypothesis has been confirmed ( $\beta = .00$ ,  $p = .994$ ).

Hypothesis 2 postulates that racial diversity and an innovation strategy; it would affect the performance of the business through a positive interaction effect.

### 8. LIMITATIONS

Some limitations are inherent in this study. First, it was limited in the banking sector. As a result, the results cannot be generalized to other industries. Several responses preferred the survey responses. In addition, the transversal nature of the data and the use of regression analysis exclude any inference of causality between the variables.

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# Reforming Indian Teacher Education

Dr. (Mrs.) Rajesh Gill\*

*Abstract: Parents in India are more concerned about the type of school their child is going to instead of being concerned about the professional preparedness of individuals who will be teaching in that school. Instead of being professionally advanced and efficient the teacher education has rather been affected by the age old education policy which still governs the present education system both on the school front as well as on the front log of the teacher training institutes. We can discuss about many issues that need to be addressed by our teacher education in present time. The article primarily focuses on the three prime issues of the teacher education which deeply affect our present education system. These issues are teacher education curricula, learner-centered pedagogy, and inclusive education because these stand out as relatively more important. The article also discusses about the pedagogical task of teaching, an aspect though largely neglected is no less important.*

## 1. INTRODUCTION

In India, teacher education is neither current nor realistic; parents should be concerned about the preparation of individuals who will teach their children. In India, however, this has not occurred. Middle-class parents are concerned about selecting a school for their children, but they are unconcerned about the professional preparedness of individuals who will be teaching in that school. This lack of interest on the part of parents, particularly middle-class parents, does not bode well for teacher education.

Historically, teacher education has long been plagued by "congenital malaise" (Goodlad, 1999); its sloppy knowledge-based and thinly grounded theoretical instruction, non-alignment of theory and practice, lack of a professional gradient, and unique constraint of being organized around multiple school subjects have turned it into what many see as sleepy backwaters of the academe.

The last two decades have seen India in the midst of a massive transformation. Information and communication technologies (ICTS) have made India leapfrog in its development. The nation is now heading for e-governance. ICTs are now driving engine of our economy and distance education. Information technology is now a part of our school education; even government schools

are now seen setting up computer labs to provide hands – on experience to their students. But teacher education institutions have hardly bothered to harness ICT to improve their programmes or their reach. The sleepy backwaters of yesteryears continue to be the sleepy backwaters of today.

Teacher education in India faces significant challenges in preparing teachers who can respond to the talents and the needs of a growing and increasingly diverse student population. Students of today and tomorrow must prepare for the thinking job worldwide and global economy built on information technology. "Is our teacher education responding to these challenges?" is a vital question that Indian teacher educators should ask them. Is it leading by example in school education or is it nearing the conclusion of this magnificent process?" The bottom line is that our teacher education must transform; modification or a little tweaking here and there will not enough. India will only be able to sustain its lead if teacher education institutes are able to develop competent, innovative, and compassionate teachers who demand the best from themselves and their pupils.

Teacher educators must become competent, creative, and caring in order to do this, and demand the best from themselves and their pupils. In short, teacher education must become more equitable and focused on excellence; otherwise, it would support widespread mediocrity in teacher education on the one hand, or the formation of an undemocratic elitism on the other. To the question 'what is excellence'? I would like to quote the following from 'A Nation at Risk' (1983):

"We define excellence to mean several things. At the level of the individual learner, it means performing on the boundary of individual ability in ways that test and push back personal limits in school and in the workplace. Excellence characterizes a school or college that sets high expectations and goals for all learners and then tries every way possible to help students reach them."

I am of the firm view that teacher education in India should set its sight on excellence and pursue it. For this, teacher educators need to formulate appropriate responses to the following crucial questions:

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1. What should teachers know and be able to do?
2. Who should be selected for teacher education i.e. professional preparation?
3. What knowledge and skills should be taught to trainee teachers?
4. What values, attitudes, and convictions should they have?
5. How should a teacher education programme be organized? Should it be predominantly school-based or teacher education institution-based?
6. What pedagogy should be used?
7. What inputs should be provided to trainee teachers to enable them to work effectively with other professionals who work with their students?
8. How should teacher education programmes be designed, implemented, and evaluated?

The answers to these questions cannot be a one-off. This is because education (For that matter teacher education as well) has a social context to which it must respond. If the social context changes, so should education, and teacher education should take the lead and, if possible, act as a catalyst for change.

One can talk about many issues that need to be addressed by our teacher education. One has to be, of necessity, selective. I have therefore selected just three VIZ; teacher education curricula, learner-centered pedagogy, and inclusive education because these stand out as relatively more important. Besides these, I have briefly dealt with what Van Manen calls the pedagogical task of teaching, an aspect though largely neglected is no less important.

## 2. TEACHER EDUCATION CURRICULA

Teacher education curricula in India are in some cases outdated by as many as fifty years. They are far from contemporary; it would be futile to expect them to be futuristic. There is a perception that the failure to appropriately adapt curricula over the years sends troubling signals about the capacity and vision of our country's teacher educator fraternity. The major consumers of teacher education courses are those who enroll in these programmes and the following sample of their comments about the programme should make us sit up:

1. The standards are low enough, one wonders if those who joined the programme did so because they had nothing better or nothing else to do. (A trainee teacher)
2. I find the courses utterly useless, I hardly practice what I was taught, and I feel teacher education courses and real classroom teaching in school do not belong to the same universe. (A school teacher)
3. Teacher education programmes are indeed queer. A poorly stocked library or no using library resources hardly makes any difference so far as the results are concerned, teacher

education blunts the edge that merit has; almost everyone gets first-class. (An above-average student after the declaration of result)

4. A student of a leading TEI (Teacher Education Institute) in the national capital had this to say: "I am a B.Com graduate. I did not study English as my subject for graduation. Nevertheless, I opted for the teaching of English as one of my school subjects and trust me I secured first-class marks in this paper as well" (A student of GGSIP University)

These remarks demonstrate (if proof were needed) that teacher education curricula are neither relevant nor sufficiently demanding. When it comes to curriculum building, it should never be used as an excuse to force one's main academic discipline through, since this happens all too often and sometimes against the grain of programme objectives. The main thrust of teacher education curricula should be on the development of core competencies that have contemporary flavor and knowledge that is at the cutting edge of school curricula.

Besides, the intended curriculum and the transaction curriculum should overlap as far as possible and the transaction strategies should be geared to the development of skills and competencies. Viewed in this perspective, lecture must be used sparingly rather than as the main or the only transaction strategy. Those who join teacher education programmes are adults with above 20 years of learning experience (after all one starts learning long before joining the school). Transaction strategies for teacher education curricula must be based on how adults learn, these should be interactive, group-based and these must gradually shift the onus of learning on trainee teachers. Besides, these transaction strategies should lay a firm foundation for self-directed learning, critical thinking, and professional development.

## 3. LEARNER-CENTERED PEDAGOGY

**National Policy on Education (1986, revised in 1992)** recommended the use of learner-centered pedagogy sixteen years ago but teacher education has neglected to promote it so far. The worst part is that most teacher educators believe that only using a few interactive approaches for curriculum transaction will suffice to develop learner-centered pedagogy. Of fact, the circumstance necessitates a shift in mindset. Promoting learner-centered pedagogy would imply that trainee teachers be enabled to develop mastery in effortless use of such techniques as would help young learners learn as best as they can in whole class and socially interactive settings through one's preferred style of learning.

According to **Keefe (1979)**, "Learning styles are characteristic cognitive, affective and psychological behaviors that serve as relatively stable indicators of how learners perceive, interact with and respond to the learning environment". Psychologists are of the opinion that sensory modalities are a major component of learning style. Even though every learner uses eyes, ears, and

hands to support ones learning, one may be predominantly a visual, an auditory, or a motor learner. Difficulties are bound to arise when a student who has a strong preference for one modality is expected or made to learn through another i.e. different modality. **Leaver (1997)** vividly brings out the differences related to these modalities through the below example of how three students with different sensory modalities may write about the first day of the spring:

- A blue jay appeared outside my window this morning. A glimpse of its broad, blue wings spread under the early rays of the sun caught my eye in the dim ether between sleep and wakefulness. It watched as it landed on the barren ground, its head cocked and its eyes seeking out anything that it might see in the grass for breakfast.
- The lilting song of a bird rang in my ears this morning, its melody waking me gently from a quiet sleep. I heard the slot folding of its wings, as it plopped onto the quiet earth, cocking its head, and listening for sounds in the grass- a potential breakfast.
- A bird swept past my window this morning. The flash of light that slid over its wings as it glided past the window grabbed my attention, jolting me to full wakefulness. I walked to the window, just as it alit on the ground, its eyes darting across the grass in search of the sudden movement the slithering away of a potential breakfast.

These three small essays admirably reflect learners' different sensory modalities. In view of learners' differences in terms of their preferred sensory modalities, it should be impressed upon every trainee teacher that

1. All students can learn.
2. Not all students can learn in the expected or prescribed way or in equal measure.
3. Non-motivated learners do not exist.
4. Students' success may be more a function of how students are taught than of their innate ability.

Constructivism is not a part of educational psychology in the syllabi of most universities and in the few where it is, its tenets remain mostly confined to theory textbooks and class lectures. They do not percolate down to classroom practice. According to **UNESCO**, "learner-centered education serves the individual learner and consequently the whole society. It can check stagnation as well as dropout two problems that have plagued Indian education for a number of years. Learner-centered education negates instruction based on a 'one size fits all' approach. It expects teachers to teach each learner according to one's interests, abilities, and preferred learning style. Learner-centered education at the secondary stage can lead to cooperative learning and help create a people-oriented society wherein differences are accepted and respected learner-centered education takes the learner as he/she respects him/her and is based on a concern for the learner's rights and welfare."

Learner-centered education becomes all the more important in the context of Howard Gardner's theory of multiple intelligences. According to **Howard Gardner**, "human intelligence can be predominantly linguistic, musical, logico-mathematical, spatial, bodily-kinesthetic, or personal. The implications for the education of children of diverse intelligence are consequently different and far-reaching. Learner-Centered secondary education can provide customized learning experiences so that learners' "unique potentials" are developed optimally to serve society and enrich human life."

#### 4. INCLUSIVE EDUCATION

**The National Policy on Education (1986, revised in 1992)** took a well-considered view that whenever feasible; the education of children with motor handicaps and other milder handicaps will be common with of others. It recommended that teacher training programmes will be re-oriented, particularly for teachers of primary classes, to deal with the special differences of the handicapped. When one keeps in mind that this recommendation was made in 1986, one becomes skeptical about the sanctity of the recommendations in **NPS(1986)**.

It's important to remember that inclusion isn't only about schools; it's also about society. Why should mainstream school education do the same and be a contributor to educational apartheid if families with impaired children do not dump them?

**UNESCO (1994)** in the Salamanca Statement advocated, "Schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. This should include disabled and gifted children, street and working children, children from remote and nomadic populations, children from linguistic, ethnic, or cultural minorities and children from other disadvantaged or marginalized groups". The core of this statement was that children with special educational needs should be welcomed and accommodated in the mainstream educational system for the majority of students. It's easy to see how inclusive education and learner-centered education are mutually beneficial. According to **Mittler (2000)**, "Inclusion is a vision, a road to be traveled, but a road without ending and a road with all kinds of barriers and obstacles, some of them invisible and some of them in our own heads and hearts."It is indeed sad that teacher education in India has failed to respond properly to the challenge of inclusive education. We would do well to remember that both teachers, as well as students, come from society, when they come to school, they do not leave behind their values, beliefs, attitudes, biases, and prejudices. The task of developing curricula for inclusive education is no doubt important, more important perhaps is the challenge of developing a favorable mindset to inclusive education. Most Indian Universities have developed a course on "Special Education", or "Education of Learners with Special Needs," but have made the mistake of keeping it as an optional course.

Consequently, what was intended to be central has been downgraded as optional. As a result only a few may opt for this course while the majority may not. Even the NCTE in its "Curriculum Framework (1998)" made this mistake and failed to give the expected lead. To me, it is obvious that skills and competencies related to providing individualized learner-centered teaching in integrated settings must be made the core of every teacher's repertoire of professional competencies. Unless this is taken as a non-negotiable principle, inclusive education will continue to be neglected. The success of Sarva Shiksha Abhiyan will remain a pipedream without the needed thrust on inclusive education by Indian teacher education.

## 5. PEDAGOGIC TASK OF TEACHING

In the context of the contemporary policy perspective of result-driven and career-dominated schooling, it is imperative to ask ourselves "What is the pedagogical task of teaching?"

Almost all teachers would respond to this question by saying, "Well, the pedagogical task of teaching is to teach. What else could it be? It is so obvious." Admittedly, teaching involves many tasks. The crucial question is 'Why and how is teaching a pedagogical task?' this question indeed merits close attention.

Like other professionals, teachers too have a routine. This routine too often focuses on the general than on the unique. "The teachers would do well to remind themselves that their ongoing concerns are less with the institutional problems than with personal problems, less with school productivity than with the success of their students, less with system infrastructure than with personal relational concerns, less with political educational issues than with emotional and moral issues. The focus of the teacher should be on what we here call the pedagogical task, i.e. the complexity of relational, personal, moral, emotional aspects of teacher are everyday acting with children or young people they teach." (Van Manen, 2002, 135)

When viewed from this point, teaching is quintessentially a caring profession; it involves helping, encouraging, admonishing, prodding, and worrying about the individual learner and his progress. Teaching is not and cannot be a depersonalized activity. How can it be so when teachers are keen to provide their students with positive experiences, make them feel safe and relaxed during learning activities and treat them as persons, each with a unique name and personality? This

is the pedagogical task teachers' work is concerned with. Teacher education programmes focus mostly on the formal, the ritualistic, and the general and in the process ignore the unique. Working with the unique and facilitating its development is what I consider the heart of teaching. Teacher educators have thus this sacred duty to perform, the duty of sensitizing each trainee teacher to the unique in each learner and fostering it. This surely is not an easy task but true teaching is not an easy job; it never has been easy and never ever will be. Teacher education programmes need to lay emphasis on developing a caring attitude towards each learner and empathy among trainee teachers. This will prepare them, as teachers, to do justice to the pedagogic task of teaching. It is for teacher educators to decide how best this can be achieved, through what inputs and which combination of strategies.

## 6. CONCLUSION

One may now ask, "What next"? Admittedly, these aspects of and issues in teacher education are important and while accommodating these and providing for these, teacher education will be transformed for the better. To the question, "How can the process of change in this direction be started and with whom should it start"? I would respond, "You", at the earliest and with oneself and with one's institution. I would like to conclude by highlighting the power of the teacher as described by Pat Conroy in his novel 'Beach Music'. In this novel Jack McCall, the hero thinks of his friend Ledare, who teaches Jack's young daughter, Leah. Observing Leah grow and develop under Ledare's tutelage, Jack remarks, "One can do anything, anything at all, if provided with a passionate and gifted teacher". How true. I am convinced that India would indeed become a top rung nation if our teacher education institutions could groom such passionate and gifted teachers who care for their students as unique individuals. Any takers?

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# Domestic Violence: A Curse Logical and Critical Analysis

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**Abstract:** Domestic violence has now become a common problem affecting more than one fourth section of women. This is an intricate area that needs to be researched. Observations often focus on preferred populace and display heterogeneity of design, making comparisons intricate. This study pays attention to corporeal violence by men and by others against their partners or former associates, kids and guardians. Domestic violence is often not detected in time. Despite societal restrictions, women crave to be frequently asked about corporeal abuse and seek instant counsel and information about its alternatives. Women facade an assortment of domestic violence, including substance abuse, anxiety, depression, and pregnancy complications along with harassment. Therefore, doctors should recurrently ask undeviating questions about ill-treatment to all women. This recommendation could be incorporated into guidelines to improve care for women facing domestic violence, which should be widely implemented in India. More research is needed to ascertain the dominance of familial violence in society and to examine how the quandary is presently being addressed. If advancement is to be made in tackling familial violence, action has to be taken within primary care. An elementary change in the behavior of men towards women is desired. Research Study results on familial violence advocate that children who are exposed to violence in their homes facade tiny- and long-term consequences. These children are at superior risk of being fatalities of psychosomatic problems, child cruelty, have amplified learning difficulties and more partial societal skills, larger risk for ruthless anxiety or hopelessness, greater risk for presentation, aggressive, hazardous and offending behavior. Familial violence affects these children till maturity and more. This research helps us to find out the possibility of familial violence and evaluates rudiments that amplify a woman's vulnerability for being a casualty of familial violent behavior. These fundamentals include unemployment, deficiency, and essence abuse. This research also tells what children are obliged to cultivate in a habitat free of familial violence and what steps imperative makers should take to guarantee this. These steps embrace awareness of the impact of domestic violence on society, children, and women and suggest to create public policies and laws that protect society, children, and women.

## 1. INTRODUCTION

If we try to understand in simple language, then the abuse or violent behavior done by other members of the household against any member of the household is called domestic violence. In other words, one or more members of the household are harassed mentally and physically by the other members that are also considered under domestic violence. The main purpose of domestic violence is to control the other person or get the act done according to his wishes and fulfill his desires against his will also comes under domestic violence. Mainly its victims are the women community. According to the National Commission for Women, if a person harasses the woman of the family, physically, mental and other types, then that woman will be considered a victim of familial violence.

Familial violence beside women has now taken a formidable form and along with it has become a matter of deep contemplation all over India. The constitution has also made provisions to end this and the present judicial system has also made provision for strict laws to improve it. Domestic violence is not limited to women only, now domestic violence is happening to men also in some western countries domestic violence is happening on a very large scale. At present, domestic violence against men is also very big in India. Few years ago in contemporary cities like Chandigarh and Shimla many male gathered and raised their voice against domestic violence being done by their wives and other household members and also recommended to enact a law for domestic violence against men. Along with these, children are also becoming victims of domestic violence, in which parents, teachers, neighbors and relatives have an important role. By these, children have to go through physical mental torture, which remains a big obstacle in their development. Apart from this, the elderly are also not untouched by domestic violence, due to the greed of property, under pressure of work and other types of reasons, the elders of the house are also becoming victims of mental, physical and other types of domestic violence. Keeping all these aspects in mind, it is quite clear that the most adverse effect of domestic violence is on women.

## 2. DOMESTIC VIOLENCE ACT 2005

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To protect against domestic violence, the Government of India has also enacted the Domestic Violence Act 2005. This Act came into force with effect from 26 October 2006. The Domestic Violence Act 2005 is governed by the Commission for Women and Development. Many incidents of atrocities against women continue to occur due to the practical forms of gender inequality. Most cases of execution are due to domestic violence. Dowry has been the main cause of domestic violence, along with increasing material amenities, the demand for dowry greedy people is also increasing. Women are also abused verbally or emotionally, such as "neglecting, discriminatory or humiliating her for not bringing dowry, taunting or humiliating a daughter when she is born." Making unrespectable derogatory remarks, laughing, slandering, etc., are included in many things. Women are not safe in the family itself. Often they have to be victims of assault on small things. Cases of mental and physical harassment in police stations are increasing rapidly. The cases of harassment are more among the poor uneducated sections. Although provisions have been made for women's equality in our Indian Constitution, the irony is that in a democratic country, most of the women do not get democracy within the home. Before the Domestic Violence Act, a married woman had a provision to make a complaint under IPC (Indian Penal Code) sec.498(A) in case of mental and physical harassment by the family. Section 498-A was added to the Dowry Prohibition Act, 1961 after the amendment made in the year 1983. This is a non-bailable section, under which the defendants can be arrested but the provision of providing facilities like maintenance or residence to the victim woman is not included. While there is no arrest of the defendants under the Domestic Violence Act, provision has been made for the provision of maintenance, residence and temporary protection for children to the victim woman.

### **3. REASONS OF DOMESTIC VIOLENCE**

In this era of modernity, there are many reasons for domestic violence, due to which this evil is hollowing our society; we should pay special attention to these reasons and their solutions to save our society. Many thinkers and social reformers have given various reasons for domestic violence. Keeping all this in mind, according to me, the following reasons play an important role in promoting domestic violence, which are as follows.

Social cause, economic reasons, political reasons, personal reasons, Being illiterate, Lack of knowledge of the law, Gender discrimination, Lack of confidence, Not being independent etc.

The caste system also makes a significant contribution to domestic violence. Our society has adopted the caste-varna system so deeply that now if a lower caste girl or boy marries a higher caste girl or boy, she is also socially boycotted and domestic violence also reaches its peak. Is. Dowry system can be considered as the main reason among these social reasons, such a practice like dowry system has made such deep penetration in our society that it is constantly being tried to end

it through laws and other efforts. It mainly troubles those women and their families on such a large scale that due to non-payment of dowry, the woman has to face so much torture that she sacrifices her life. There will hardly be a day when we read in the newspapers that women have been burnt alive or thrown out of their homes because of dowry. We also read, hear and see many types of news related to this through social media. Boycott of widows is also a living example of frustration towards women in the society, we should try that widows should get their due respect in the society and the misbehavior towards them should be stopped. The caste system also makes a significant contribution to domestic violence. Our society has adopted the caste-Varna system so deeply that now if a lower caste girl or boy marries a higher caste girl or boy, they are also socially boycotted and domestic violence may also reach its peak.

### **4. ECONOMICAL REASONS**

In today's modern era, where there has been an immense increase in the desires of man and for the fulfillment of these desires, man wants to be more and more financially empowered. Most of the domestic violence in families that are not financially strong is due to financial constraints and other conflicts caused by it. Where women have been adopted as duodenum, due to financial constraints, they have to face extreme difficulties in running the household, sometimes these problems increase so much that they take the form of violence.

### **5. POLITICAL REASONS**

Here the meaning of politics is taken from moral actions. When a person commits immoral acts, he somewhere starts misbehaving with his family members as well. When it indulges in extreme immorality, he resorts to violence. It can be domestic violence as well as other types.

### **6. PERSONAL REASONS**

One of the most prominent reasons for domestic violence is personal reasons as well, through this we can try to understand how deeply a person's privacy affects other members of the family. For personal reasons, physical, mental, family, social and other aspects have a very important contribution. It is unreasonable for a person to act violently on any other member because of his personal reasons and it is also an offense punishable under the Indian Penal Code.

### **7. LITERACY**

The importance of education has been clearly told in our old texts and its importance cannot be denied even in the present times, there is no question mark on what will be the importance of education in the progress of any person, society, country or world. . Illiterate society is also one of the main reasons for domestic violence in India. Due to which a person does not hold back from misbehaving with his family and other members. In modern times, if we crave to save our family from domestic

violence, then every person in the society should be erudite so that he can make ethical decisions.

### 8. DEPENDENCY ON OTHERS

The most important role in the increasing domestic violence against women has been played by women's dependence on others. Where our society calls women home Lakshmi and shows respect to them, it also has a negative effect that women have been confined within the boundary wall of the house. Because of this, their privacy or rather their personal This is a major obstacle in development. The direct meaning of dependence on another is to act according to the will of the other and to lose all powers to oppose his inhuman activities. Gradually it emerges as the biggest cause of domestic violence for women. Therefore, we should give maximum publicity about these laws so that whoever needs it can use it in time.

### 9. LACK OF KNOWLEDGE OF THE LAW

There is a general mindset towards the law in India that the legal process is very complex and expensive. On the other hand, if we talk about the Domestic Violence Act, then it is a simple legal process through which any member of the household who is a victim of domestic violence can take advantage of these legal provisions very easily. Basically these laws have been made for the safety of women.

### 10. LACK OF CONFIDENCE

The most important and most powerful weapon a man has is his self-confidence, if a man's woman's self-confidence is weak or rather that one who does not have self-confidence, somewhere

he runs away from the difficulties in life. One of the reasons why women are the most harassed by domestic violence, if seen directly, is also lack of self-confidence. All kinds of important steps should be taken by other family members to increase the confidence of women, children and elders so that they can face the difficulties, evils and misbehavior faced by them in today's life.

### 11. GENDER DISCRIMINATION

It is a universal truth that God has created us all on the basis of the human race, but man is a wise and selfish creature along with being knowledgeable. In order to fulfill his selfish interests, man has oppressed the weaker creatures by using gender discrimination and varna system. On the basis of gender discrimination, the elite and powerful sections of the society have adopted various tactics to monopolize their weaker sections. One of them is domestic violence through which he treats women very cruelly and does not hesitate to do so. When God has made everyone equal, then man has no right at all to discriminate against gender on the basis of his selfishness and do any such work which is against nature and the human race. This can happen only when we make the society aware and understand all sections equally and respect every class.

### 12. DIFFERENT FACES OF DOMESTIC VIOLENCE

Domestic violence itself encompasses a very broad definition i.e. any type of violence that takes place inside the home. Many scholars and lawmakers have explained many categories of domestic violence, those types, according to me, domestic violence can be mainly of three types. These are as follows.



Pic. 1. (Different types of familial violence)

### 13. EMOTIONAL OR MENTAL VIOLENCE

An attempt to emotionally harass a woman or any other member of the household is called mental violence or emotional violence. Under this, pointing fingers at the character of the woman, making mental pressure to bring dowry, insulting, making derogatory remarks, troubling not having a child, not letting out of the house, forcing to work or leave. Forced marriage and other forms of verbal abuse that cause mental agony can all be counted as causes of emotional violence.

### 14. PHYSICAL VIOLENCE

Physical injury by any member of the household to any other member is considered under physical violence. The impact of physical violence is the most in domestic violence in India, in which women are the most victims, physical violence against women is the most, in this, harming the body of the woman, doing such a behavior that causes physical pain to the woman is known as physical violence.

### 15. ECONOMICAL VIOLENCE

The direct meaning of economic violence is that no member of the household should be financially empowered. In India, the mother power is most affected by this violence, under this; women, children and the elderly are not able to meet even the primary needs. Not being able to arrange for the education of the children, not being able to meet even the primary needs like clothes, food and medicines. Allowing a new job, forcibly taking away the income, even withholding the useful items of the house is considered under economic violence.

### 16. GENDER VIOLENCE

Its direct relation with sex, tarnishing social reputation, humiliating rape, watching and forcing obscene things, etc. is considered under gender violence. Gender discriminations are one of the most effective reasons for gender violence. When a person thinks that he or she is weaker than him or her this weaker section faces much violence at domestic level.

### 17. EFFECTS OF DOMESTIC VIOLENCE

Many effects of domestic violence have been seen, women are the most victimized by domestic violence and they have a very bad effect on the condition of women. We can divide the effects of domestic violence on the following basis

#### 18. PSYCHOTIC EFFECTS

It has often been seen that a person suffering from domestic violence becomes prone to relapse, his thinking becomes negative. The most adverse effect of domestic violence falls on the mental state of the person, problems like panic, anxiety and

loneliness arise in him. This fact is not hidden from anyone that a person suffering from domestic violence does many types of work which is very harmful for the society, family labor, such as consuming drugs, stealing etc. In such a situation, the person commits suicide due to depression. can also take action.

#### 19. PERSONAL EFFECTS

In the personal effects of domestic violence, we mainly add or see those effects which directly affect the individual, affecting both his direction and condition, the most effect in the personal effect is the change in the behavior of the person. The most effect falls on the mental state of man, due to which he loses his mental balance. Due to domestic violence, the personal development of man stops, the children who are victims of domestic violence are unable to develop their physical development and the duodenum, which is the victim of domestic violence, is also unable to do their personal development properly.

#### 20. SOCIAL IMPACT

A person who is a victim of domestic violence fails to maintain his prestige in the society due to the abuse and he avoids attending the programs in social establishments. Due to domestic violence women are afraid to speak in the society due to which they lose their social dignity and dignity.

#### 21. ACCORDING TO THE LAW

Giving dowry is a crime, taking dowry is a crime, it is an offense to assist in taking or giving dowry; Dowry demand is an offence; It is an offense to advertise or advertise for dowry. If there is a complaint, the police can investigate the matter without the order of the magistrate. Gifts can be given at the time of marriage by parents, friends, relatives or any other person.

#### 22. MAIN PROVISIONS OF THE DOWRY ACT

- Dowry is a non-bail able offense i.e. the accused cannot be released on bail without the order of the magistrate.
- The offenses in this cannot be settled by mutual agreement.
- It is the responsibility of a person accused of a dowry offense to prove that he has not committed such an offence;

The money / goods or property received voluntarily at the time of marriage by a married woman who brings with her from her maternal home is considered as Streedhan; Gift property received at the time of marriage should be given to the bride within 03 months of the marriage. If the gift/property is received at the time of marriage or after, the gift/property should be given to the bride within 03 months from the date of receipt. Dowry harassed woman living below poverty line, through whom F. If

the IR is registered and the case is going on in the court, then there is a provision to provide the amount fixed by the government for the prosecution of the case by the District Probation / Dowry Prohibition Officer; \* Dowry harassed women living below poverty line, through whom F.I.R. There is

a provision to provide financial assistance per month as determined by the government, by the District Probation Dowry Prohibition Officer, whether the case is registered or the case is going on in the court.



Fig. II (Dowry demand and punishment)

Penal provisions under the Dowry act

S. No	Act	Punishment
1	Taking or giving or abetment of dowry	Imprisonment up to 05 years and Rs. 15000/- or the value of dowry whichever is higher
2	Dowry of any kind to demand	Imprisonment from 06 months to 02 years and fine of Rs.10000/-
3	Dowry death	Punishment of minimum 07 years to life imprisonment or fine

If a person does not return the gift to the girl within the time prescribed by law, her complaint can be lodged. Those who do

not return the gifts can be punished with imprisonment from 06 months to 2 years or fine from 5 to 10 thousand rupees, or with both. If the girl or woman dies for any reason before the gift is returned from such a person, then the woman's heir or her son/daughter or her parents can ask for the gift from the person with whom it is kept. The amount of fine may be paid to a dowry victim woman as compensation on the orders of the court. The woman can apply for alimony and expenses within 02 months after the husband is found guilty. If the married woman dies within 7 years of marriage, then all her property will be given to her children. In the absence of a child, all his property can be handed over to her parents.

### 23. LITERATURE REVIEW ON DOMESTIC VIOLENCE

Many researchers, thinkers and philosophers have done many researches on familial violence and continuing. They have made many statements and give many definitions regarding domestic

violence. All over the world many organizations are working on domestic violence. In India many international and national NGO's are working for the development of the society along with govt. Indian government also did many works for the betterment of the society. As we know women are suffered at large due to domestic violence. Indian government constituted many commissions and organizations under constitutional roof, for the safety of women and children. To stop violence against women govt. also constituted National Commission for Women (NCW) In January 1992 as a statutory body under the National Commission for woman act 1990. It is helpful to advise to the

govt. in all strategy matter that effects and affects women. Its objective is representing woman rights and raising voice for their issues and concern. A monthly bulletin named "Rashtra mahila" is in print in bilingual languages (Hindi/English) by the Commission. Equal representation for women in Politics, religion, and other societal activities, exploitation of women for job, labor and police abuse are the main subjects of their campaign on which Commission works. It's situated in New Delhi; it helps the women all over India who faced discrimination in any field. We find out some important works done by NCW to resolve controversies over rights, such as;

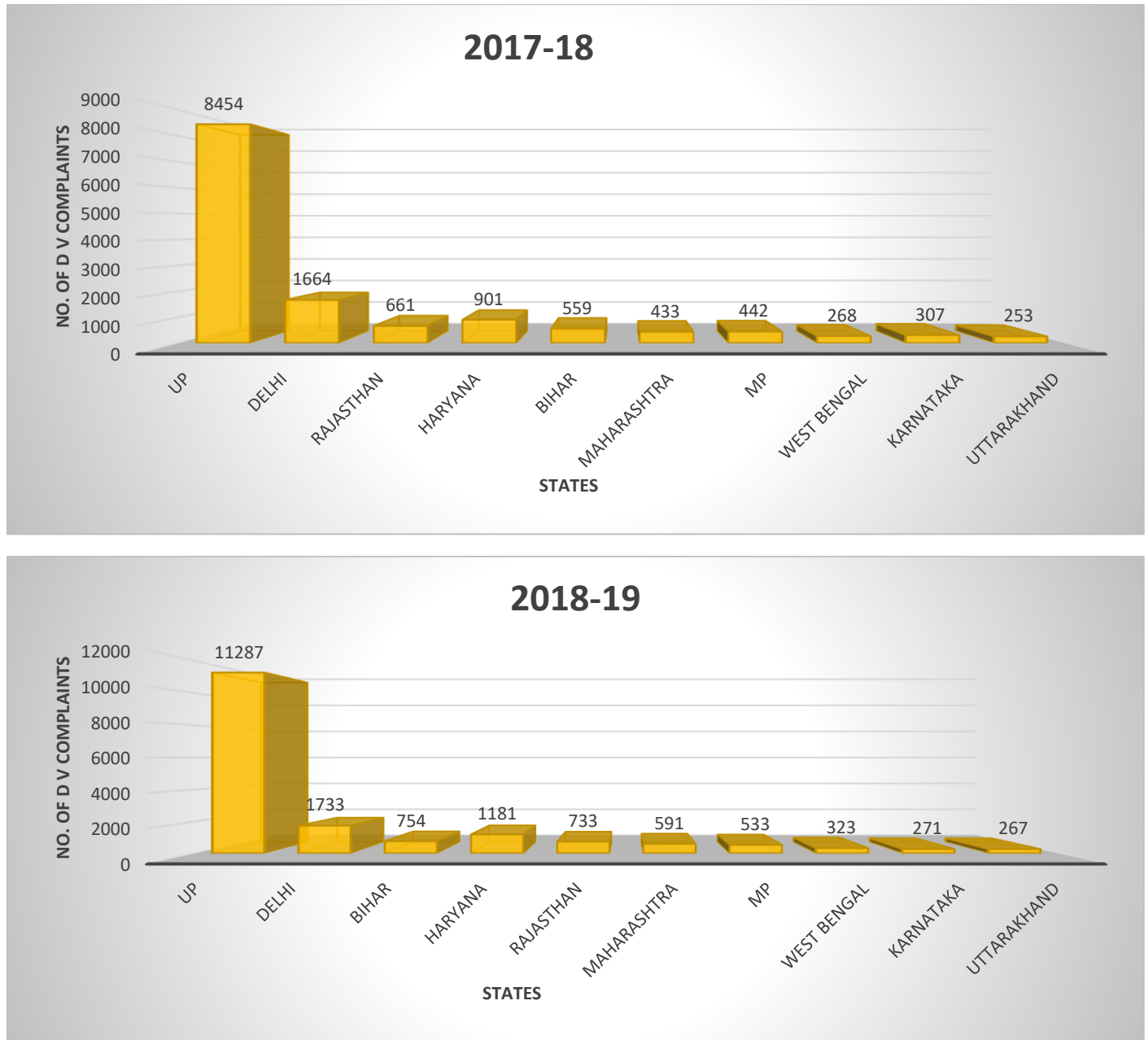


Fig. 2. These histograms showing increasing domestic violence cases in India (Top ten states) as per <http://ncw.nic.in/>

## 24. CONTROVERSIES

### • Mangalore pub attack controversy

By 40(forty) men Of Hindu right -wing Sri Ram Sena in Mangalore punched, pulled 8 (Eight) women by their hairs and threw them out from the pub. Nirmala Venkatesh a member of NCW was sent to grip the condition after assessing her she said that “Pub didn’t have enough security and women must be secluded themselves. If girls felt that, they didn’t do anything wrong, no need to be scared, be gallant and give a declaration?”

### • Badaun rape and murder controversy

A woman was raped in Uttar Pradesh inside the temple. Two NCW members were sent to assess the situation . But 1 member Chandramukhi Devi stated to press that it was the victim's fault only because she visited alone at odd late time in the evening.

### • Guwahati molestation controversy

A 17seventeen year old girl was molested by a gang in which NCW Alka Lamba Leaked the name of the victim. In this context NCW chairperson Mamta Sharma made remarks signifying that, “women must be vigilant how to dress”

### • Sabrimala temple entry case

This issue was in lime light due to social discrimination women approached to Supreme Court for justice. Many NGOs and government organizations are helping them at all levels.

Mainly women are highly effected and affected by domestic violence in this regard we made a comparative study that in India Domestic violence cases were increasing day by day total 23722 complaints were raised according to NCW portal against women in 2020. Following study also describe the same;

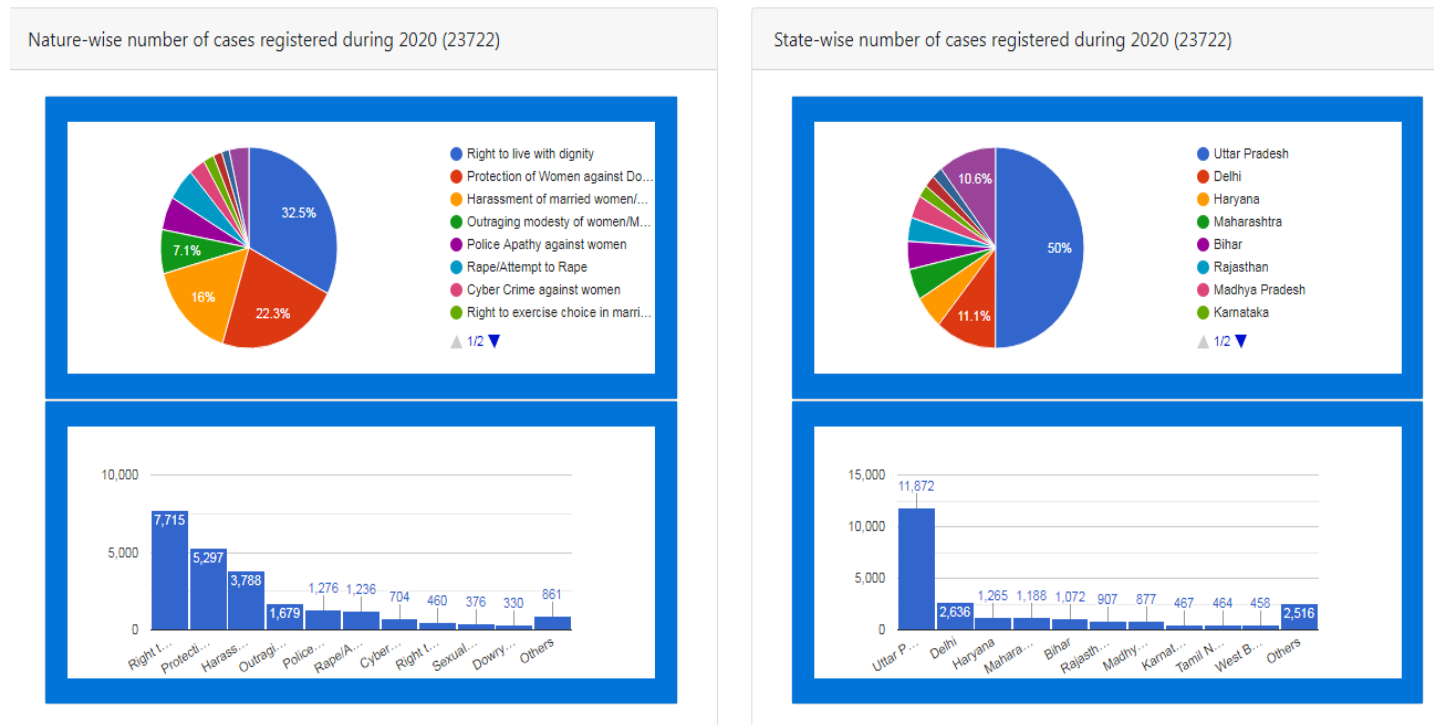


Fig. 1. Statistical overview of complaints nature wise and state wise. [http://ncwapps.nic.in/frmComp\\_stat\\_Overview.aspx](http://ncwapps.nic.in/frmComp_stat_Overview.aspx)

## 25. DOMESTIC VIOLENCE SOLUTIONS

The research results that have been obtained through many researchers and law scholars make us understand that not every victim is aggressive; we can get them out of the mental disorder of domestic violence by providing them the right environment. The research being done on domestic violence around the world India lags behind in conducting such research In order to truly end domestic violence against women and children and the

elderly, we should not look at men as a problem, but as an integral part of the solution to this issue. Or rather, instead of keeping men against women, men should be considered an integral part of the solution to this problem. Another solution to domestic violence can also be done by eliminating many types of evil practices inherent in the society, such as the end of dowry system, the end of gender discrimination, the end of feticide, etc. Many laws have been made by the Government of India to prevent domestic violence; we can stop domestic violence by

making the public aware of them by promoting them as much as possible. The Government of India has made many types of schemes for the protection of women, children and the elderly, by giving maximum publicity to the schemes run by them and making those facilities accessible to the general public, somewhere, domestic violence can be ended to a great extent. Can do. The Government of India has started effective schemes like Mahila Thana and One Stop Center; we can limit domestic violence to a great extent by connecting more and more women to these schemes. Along with government schemes, with the help of NGOs and private organizations, if we work together with the Human Rights Commission, Women and Child Protection Commission and other commissions together, then we can overcome domestic violence to a great extent. The most important task to prevent domestic violence is through mental therapists, we can balance mental disorders and the mindset used against women to become a mindset in their favor.

## 26. CONCLUSION

Mainly discrimination between women and men in the society, such as considering women weaker than men, inferior ideology towards women and the burden of household chores, all these contribute to increasing domestic violence somewhere. If this ideology of the society changes, then surely domestic violence will be seen working in India. And a major reason which is responsible for increasing violence against women is the dowry given in marriage. Although there are laws in India against dowry, even today this practice has not been completely taken out of the society, but if it is said that it has taken a more violent form then it will not be wrong. If the practice of dowry is removed from society, then many cases of domestic violence will be reduced. If the income of man increases, then there will be a decrease in the cases of violence against men. Children are always compared with other children, who lowers the morale of the children and this is the main reason that there is violence against children. If children are allowed to study according to their interest without making such comparisons, then they will

definitely be successful in the future. Due to ignorance and social evils like dowry, many daughters commit suicide. We want no one to repeat such a mistake. There is a very old saying that “the problem is the solution itself”. When we talk about domestic violence, its solution is also inside the house. Man is a social animal; society has a very important impact on his life and his behavior affected by ill-effects. If it happens then he starts doing bad deeds. We all know that violence of any kind is not right. The house where every person along with his people wants to live a life of peace in every situation, because of greed, he indulges in domestic violence with his loved ones today. If you want to live in peace and comfort and peace in life, then first of all, remove the wrong things like greed, anger, arrogance and pride from yourself. Sometimes good moments pass and then we regret later. Therefore, make you laugh in life and keep laughing at yourself and others, so that there is no need for a law like domestic violence and it ends.

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# Trade in Share Market with Mathematical Models

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## 1. INTRODUCTION

The stock market broadly refers to the collection of exchanges and other venues where the buying, selling, and issuance of shares of publicly held companies take place. Such financial activities are conducted through institutionalized formal exchanges (whether physical or electronic) or via over-the-counter marketplaces that operate under a defined set of regulations [1]. Stock Market stocks exchange in India are National Stock Exchange, also known as NSE and Bombay Stock Exchange, also known as BSE. Though BSE is oldest Exchange of Asia, NSE is now more famous in India.

Shares are units of equity ownership in a corporation. For some companies, shares exist as a financial asset providing for an equal distribution of any residual profits, if any are declared, in the form of dividends. Shareholders of a stock that pays no dividends do not participate in a distribution of profits. Instead, they anticipate participating in the growth of the stock price as company profits increase [1]. Example –Suppose there are 100 tradable shares of company “ABC” available on stock exchange and you are holding 10 shares of this company. It means you hold 10% ownership of this company; you may have not founded this company or may not even be an employee of this company still you can become an owner of any publicly traded company.

## 2. BACKGROUND

Charles Dow conceived the concept of technical analysis for share market in the late 1800s. There are many other researchers viz. William P. Hamilton, Robert Rhea, Edson Gould, and John Magee further who contributed significantly to develop the Dow Theory concepts. Over a period of years of research, the technique of technical analysis has evolved to include hundreds of patterns and signals. Technical analysis is a tool to speculate price movement of any tradable instrument or securities. With the help of mathematics various traders have developed various type of technical analysis tool. It became popular in late 90s, even many Mathematicians have contributed a lot to this field of financial speculation. Traders with the help of technical analysis try to observe and trade various price patterns which forms due to different human emotions like greed and fear [2].

Like last year in 2020 there was corona crash in share market because of extreme fear among investors. While many sold all

their investment during the crash out of fear. While a lot of smart investors bought a lot of shares during the crash. Now in year 2021, market has recovered and even gone beyond previous high and all those smart investors are sitting with handsome profit in just a year time. Technical analysis uses a lot of tools like resistance, support, trend line, Fibonacci retracement and various patters like rectangle, cup handle, triangle, wedge, flag etc. Some analyst just relies on the macroeconomics model called demand and supply. It based on the very simple principal that when there is a lot of demand for any shares, its price increases. And when there is a lot of supply of a stock, its price goes down.

## 3. MATHEMATICAL MODEL

By simply observing price chart of a share, we periodically can see many simple geometric figures like Triangle, Rectangle, Flag, wedge, Tea cup and handle, Head and Shoulder. These figures are made due to Human emotions and emotions of a person living in India or USA is same. Main emotions which drive a market is fear, Greed, and fear of missing out, these basic emotions are the reason behind repetition of geometric figures mentioned above [3].

## 4. TRIANGLE

Triangle price patterns form with the help of two trend lines. An upper trend line and lower trend line, both converge on the right side with passage of time. Upper trend line is formed by joining all the new highs of price and lower trend line if formed by joining all the lows of price. In simple terms price of a share oscillates such that it forms a triangular structure, so traders who study and trade the market observe the triangle and trade the stock if it breaks the triangular structure in upward or downward direction. Here, upward direction means share price is going up and downward means share price is going down [1]. For example, Relaxo footwears is one of the best footwear companies in India.

Relaxo share price on 17<sup>th</sup> November 2020 was just around 740, you can see in the Figure 1, price of relaxo is oscillating between two lines which is converging on a single point thus forming a triangular structure.

Traders wait for decisive breaking of downward or upward sloping line. If price breaks in the direction of downward slope

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line, then it means there is good probability of stock going up and vice versa for upward slope line. So, trader buy just after breaking of the downward slope line and holds till their target price.

Many traders see the same pattern and most enter around same price after breaking of the structure. This much participation of so many traders provide a good momentum to the stock and stocks then moves toward the target price at fast pace.



**Fig. 1. Share Price of relaxo, oscillating between two lines which is converging on a single point thus forming a triangular structure**

Now, let's see the Relaxo Share price on 6<sup>th</sup> December 2021 exactly after one year and 18 days, as shown in Figure 2.



**Fig. 2. Relaxo share price on December 06, 2021**

On 6<sup>th</sup> December 2021, Relaxo current price is 1252 rupees. If a person had invested some amount in Relaxo last year, he will be getting 71% profit in 1 year.

This is the power of mathematical modelling of share prices, we can get unprecedented profit in relatively short period of time.

### 5. RECTANGLE

A rectangle is one of the simplest technical analysis price pattern that can form on chart. A rectangle represents confined range of price movement for a period of time. In this pattern, price forms an upper ceiling resistance line and a support line at lower-most part. This pattern is formed on the very basic concepts of

technical analysis i.e. Resistance and support. Resistance line is a line which provides resistance to price movement, above that line it is hard to sustain due to increased number of people selling the stock at that price.

A support line is a line which provides support to price movement, on this line there is increased number of values

buying of stock thus most often stock gives a bounce at support price. With the help of resistance line at top and a support line at bottom a rectangle form. For example, the price could break out of the rectangle to the upside and fall back into the rectangle shortly after. That is called a failed break [1].



**Fig. 3. Share Price of State Bank of India following Rectangle pattern**

Since the last Financial crisis in 2008 till 2020. Price of SBI bank share was confined between a rectangular shape, as shown in Figure 3, whose lowest part was 150 and upper most part was at 350. For last 12 years price of it was oscillating between high point of 350 rupees and low point of 150 rupees.

**Future predicted price of SBI Bank on the basis of Rectangle**

The target price of SBI Bank after breakout of 350 rupees level will be equal to the top level of rectangle minus the lower level of rectangle plus 350.

I.e. Target Price =  $350 + (350 - 150) = 550$ .

Where 350 level was top of rectangle and 150 level was lower most part of rectangle. Now, let's look at SBI Bank Price on 6<sup>th</sup> December 2021, as shown in Figure 4.



**Fig. 4. Share Price of State Bank of India on December 06, 2021**

SBI Bank had given breakout of upper range of 350 this year in April. Since then in 8 months it has given upmove of 35% which is great. Whereas a Fixed deposit in SBI Bank will fetch max 5-6% per annum and investment in it's share has given 35% that too in just 8 months. The difference is huge.

## 6. CONCLUSION

Trading on the basis of Mathematical models or say technical analysis is all based on probability and having an edge. There is no certainty that even after breakout of geometric figure a stock price will reach our desired price. Stock market is too random to predict exactly.

Still, with the help of these geometric figures our odds of being right and making profit increases. If we will implement the same model again and again say for 10 times and we exit at desired profit or loss. We just need to be right 6 out of 10 times to make an overall profit in our investment. With proper risk

management and these mathematical our chance of winning increases greatly against the people who are just buying and selling share randomly.

Mathematical modelling of Share Market provides us an edge against common people and with enough practice and observation we can implement this again and again to gain experience. With experience and building muscle memory we can make good money out of share market down the line in our life. Share market requires persistence, perseverance and most importantly mental toughness to make big money in the market.

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