

ISSN 2277-7733

Voice of Research

Volume 9 Issue 2, September 2020

ICV - 66.11



*An International Peer Reviewed & Referred
Journal for Change and Development*

Impact
factor
3.522

Chief Editor
Avdesh S Jha



Voice of Research

*An International Peer Reviewed Journal for
Change and Development*

ISSN 2277-7733
Volume 9 Issue 2,
September 2020

Dr. Varesh Sinha (IAS)
Ex. Chief Secretary, Gujarat.
Dr. Vinod Kumar Mall (IPS)
A. D. G. Police, Gujarat.
Shri U. S. Jha
Sr. DOM, Indian Railways
Dr. Arbind Sinha
Retd. Professor, MICA
Dr. C. N. Ray
CEPT University, Ahmedabad
Cao Chenrui
*HOD, Hindi Department, YMU,
China*
Dr. R. S. Patel
*Professor and Head, Gujarat
University*

Advisory Committee

Dr. M. N. Patel
*Ex. Vice-Chancellor, Gujarat
University*
M. M. Goel
*Vice-Chancellor, Jagan Nath
University*
Dr. G. P. Vadodaria
*Principal, L. D. College of
Engineering*
Dr. Rupesh Vasani
*Executive Member, World Dean
Council*
Minesh S. Jha
Management Consultant

Kanhaiya Chaudhari
*Director (Agricultural Ext.), ICAR,
New Delhi*
Dr. C. P. Bhatta
Professor, IIM, Calcutta
Dr. Rajul Gajjar
Director, GTU
Dr. G. S. Parasher
*Ex. Pro Vice-Chancellor, RTMU,
Nagpur*
Dr. Maithili R. P. Singh
*Professor, Central University
Rajasthan*
Ajay Patel
Project Scientist, BISAG
Dr. Rajneeshsingh Patel
Director, T.D. Campus, Rewa

Chief Editor

Dr. Avdhesh S. Jha, *Ahmedabad.*

Issue Editors

Dr. Nilesh Jha
Dr. Bharti Venkatesh
Dr. Asha Thokchom

Editorial Committee

Dr. Deepak Sharma
California State University, USA
Dr. Deepanjana Varshney
*Senior faculty, King Abdulaziz
University, Ministry of Higher
Education, Saudi Arabia.*
Prof. Kim Fam
Victoria University New Zealand
Dr. M. S. Meena
Principal Scientist, ICAR-ATARI
Dr. A. K. Kulshreshtha
DEI Agra.
Dr. Kalpana Modi
SNDT University, Mumbai
Dr. Uma Shrivastava
Professor and Head, Jabalpur

Dr. Beena Sukumaran
*Prof. & Head, Civil & Env. Engg.
Dept. Rowan University, USA*
Dr. Hiren Karathia
University of Lleida, Spain
Dr. S. Ahmed Khan
BIT, Dubai.
Dr. Veena Jha
*Chanhan College of Education,
Bhopal*
Renisha Chainani
Consultant & Expert, Finance
Dr. Madhura Kesarkar
SNDT University, Mumbai.
Ana Marcela Paredes
*Consultant - Slutsker Center for
International Students - Syracuse
University*

Dr. Ramanjeet Singh
*Director, ADMAA,
Amity University*
Dr. Rajshri Vaishnav
*Education Department, RTM
University*
Dr. Vivekanand Jha
Editor and Consultant, Gwalior
Dr. Lalima Singh
*S.S. Khanna Girls Degree College,
Allababad*
Dr. T. V. Ramana
*Andhra University Campus,
Kakinada*
Dr. Anjana Bhattacharjee
Tripura University, Tripura
Dr. Sony Kumari
SVYAS University, Bangalore

Ms. Shobha A. J.

Ahmedabad

EDITORIAL

The impact of pandemic has yet its effect on the human mind but human is no less to refrain and restrict himself with any odds. Thus, even when the pandemic is at its peak the human efforts are also at the peak to prove their worth the best and thus diminish the impact of the pandemic. Although the inflation, ignorance, illiteracy, unemployment is widening its reach and expanding itself, the researchers are just throbbing for their researches. Infact they added the pandemic and its impact as a research area. When the whole world is shattered with this pandemic, how can education and the teaching learning process remain beyond its reach? Infact the education as a whole and especially the teaching learning process is highly impacted with the effect of the pandemic and thus each pillar of education whether the teacher, students, curriculum and its output is highly affected. The live classrooms were replaced with the online classes and this brought about several new problems but yet the researchers are onn and the teaching whether effectively or otherwise but it has remained unhindered. With the introduction of National Education Policy (NEP) 2020 in India, as if it added to the wings of research, today, even in this time of pandemic the number of enrolments for Ph.D. has increased. This clearly indicates, research is the all-time season for the researchers. In this issue, voice of research is privileged as usual to publish itself on time. The current issue focussing on the NEP comes up with the social, educational and economic issues as such the psychological consequences during COVID-19, population explosion and its impact, green-blue stimulus and investment climate of Uzbekistan.

To add to the education and society Singh analyses psychological consequences on human during COVID-19; and Jha presents the effect of population explosion and its impact. To add and strengthen the idea about NEP Goel, Sharma and Jha conducts review of New Education Policy 2020. Shah presents about Green-Blue Stimulus whereas to add to the clarity in economics Saidkamalovna talks about investment climate of Uzbekistan.

In this pandemic, with so many researchers throbbing with their research, I am thrilled with the idea of the human endeavour to any threat. It depicts the integrity of the individual with his society and presents the value, ethics and cultural richness of society to survive against any odds. Only such a society can create a history otherwise it takes no time to turn itself as history. With a hope of best for the mankind, I am sure this issue will enlighten the potential researchers and the society as well it will help us all think about development.

With the hope of best for mankind,
Avdhesh Jha
Chief Editor
Voice of Research

LIST OF CONTENTS

1.	PSYCHOLOGICAL CONSEQUENCES OF LOCKDOWN AND QUARANTINE DURING COVID-19 Priyanka Singh.....	1
2.	POPULATION EXPLOSION AND ITS IMPACT Vivekanand Jha	5
3.	NEW EDUCATION POLICY 2020: PERCEPTIONS ON HIGHER EDUCATION M.M. Goel.....	14
4.	REVIEW OF NATIONAL EDUCATION POLICY 2020, WITH SPECIFIC REFERENCE TO TEACHER EDUCATION Rajesh Sharma	17
5.	GREEN-BLUE STIMULUS Falguni Anish Shah.....	20
6.	NEP: A Review Avdhesh S. Jha	23
7.	INVESTMENT CLIMATE OF UZBEKISTAN Saidkarimova Saodat Saidkamalovna	27
8.	SOCIETAL INCLUSION OF TRANSGENDER IN THE CONTEXT OF THE TRANSGENDER PERSONS (PROTECTION OF RIGHTS) ACT, 2019 Upasana Ghosh & Poulami Ghosh	30

1. Call For Papers

Voice of Research calls for unpublished articles, research papers, book review, case study for publication.

Guidelines to Authors

- No processing fee is charged for the review of the papers. Further, the plagiarism check is not done but the papers submitted for the Journal should be original contribution by the author or researcher. In other case, it shall be the responsibility of the author(s).
- A declaration uploaded on the website, duly filled and signed by the author along with covering letter that the paper is original and has not been published or submitted for publication elsewhere should be mailed to the editor.
- Research papers should be typed in double-space with 11 font size in Garamond and one inch margin on all sides on A4 size paper. Tables with appropriate number and title on the top in single space 9 font size and references (in APA style) in 10 font size.
- Research paper with the abstract containing tables, figures and reference should be restricted to 3000-4000 words.
- The cover page should contain the title of the paper, author's name, designation, official address and address for correspondence, contact, phone/fax number and e-mail address.
- Publication of the article or paper rests with the Editorial committee and it depends entirely on its standard and relevance. Authors may also be requested to revise their manuscript before they can be accepted for publication. Correspondence in this regard will be done with the first named author unless otherwise indicated.
- All the papers undergo double blind peer review. Minimum time taken for processing the paper 21 days. Maximum time taken for processing the paper is 45 working. Contributors are free to send the material to any other publication after this period if they don't receive any intimation from Editor, Voice of Research.

Research papers should be mailed to the editor at editor.vor11@gmail.com; editor@voiceofresearch.org

Subscription Form

I Prof. /Dr. /Mr. / Mrs. /Ms. _____ wish to subscribe the journal "VOICE OF RESEARCH" for one year for individual/institution/library. The prescribed contribution of journal subscription is sent herewith by Demand Draft No _____ for Rs 1500 (Fifteen Hundred Only or as applicable in multiples of nos. of years) dated _____ in favour of "Editor, Voice of Research" payable at UCO Bank, Ahmedabad.

Details of Subscriber Individual/Institute/University

Name (in Block Letters):

Flat/ Bungalow no.:

Street:

City:

State:

Country:

Pin/Zip code:

Telephone / Mobile No.:

E-Mail Address:

Signature

Note:

1. Individual Contributors and subscribers from India may pay their subscription fee in Indian Rupee amounting to Rs. 1500.00 through **Direct Deposit into Bank Account** in or through demand draft favouring **The Editor, Voice of Research** payable at Ahmedabad. ***The Draft can be sent in the name of Chief Editor at E/I, Samay Apartments, Beh. NID, Paldi, Ahmedabad- 380007***
2. **Information of Bank Regarding Direct Deposit:**

In the Name of: "Editor, Voice of Research"

Bank Name: UCO Bank

A/c No.: 03340210001387

Micr Code: 380028008

Branch Code: 334

IFSC: UCBA0000334

Bank Branch: Maninagar, Ahmedabad Gujarat (India).

Subscription charges

Period of Subscription

Rate of Subscription

1 year
2 years
3 years
Lifetime

Individual
Rs. 2500
Rs. 4800
Rs. 7000
Rs.20000

Institutional
Rs. 3000
Rs. 5500
Rs. 8000
Rs. 40000

PSYCHOLOGICAL CONSEQUENCES OF PANDEMIC
**PSYCHOLOGICAL CONSEQUENCES OF LOCKDOWN AND
QUARANTINE DURING COVID-19**

Priyanka Singh

Researcher, Jawaharlal Nehru University, New Delhi

ISSN 2277-7733

Volume 9 Issue 2,

September 2020

Abstract

Currently, across the world, the people are experiencing unexpected situation, emotions and thought during COVID-19 pandemic. Whereas the pandemic has affected and impacted every part of human life and activities, this paper specifically focusses on the pandemic situation whereby many people face psychological consequence in their daily life.

Keywords: COVID -19, pandemic, psychological consequence, lockdown and quarantine.

Currently, we all are experiencing unexpected situation, emotions and thought during COVID-19 pandemic. Pandemic has not happening first time. We have experienced earlier such as plague pandemic, cholera pandemic, Spanish Flu, SARS, MERS and Ebola etc. However, pandemic COVID-19 is on a completely different picture. It has been traumatized entire world and created global panic.

Novel coronavirus emerge in Wuhan (China) by December 2019 and that time has created many controversies. In January 2020 the WHO declared the outbreak of anew coronavirus disease (COVID-19). COVID -19 to be a public health emergency of international concern. WHO stated that there is a high risk of COVID-19 spreading to other countries around the world. On 11th March 2020, WHO declared COVID-19 a pandemic. (Rajkumar 2020, <http://www.euro.who.int/en/health-topics/health-emergencies/coronavirus-covid-19/technical-guidance/mental-health-and-covid-19>) Director-general of WHO, Dr. Tedros Adhanom Ghebreyesus said “This is not just a public health crisis, it is a crisis that will touch every sector” “So every sector and every individual must be involved in the fights.”

COVID-19 has affected psychosocial and economic. Owing to this India suffered from a massive mental health crisis due to uncertainty of disease, essential socially disruptive measures like lockdown and quarantine, stigma, unemployment, alcohol abuse, economic hardship, domestic violence and indebtedness. It affected most of the population but it disproportionately affected the poor, most vulnerable and marginalized groups. According to a survey conducted by the Indian Psychiatry Society, within a week of the start of the lockdown, the number of reported cases of mental illness in India had risen by 20%. This paper discussed about psychological consequences of lockdown and quarantine during COVID-19. <http://www.weforum.org/agenda/2020/05/indias-lockdown-ends-mental-health-crisis-beginn>

Psychological Consequences of Lockdown and Quarantine: Lockdown and quarantine have increased fear and anxiety in people. Due to lockdown has changed life style of people and they have to live with limited sources and this is big cause of anxiety, adjustment problem and aggression. People with mental health problem do not access proper medication and mental health care services due to lockdown and they face withdrawal symptoms. Withdrawal symptom is a big cause of suicidal ideation or attempts both.

PSYCHOLOGICAL CONSEQUENCES OF PANDEMIC

Dr A Jagadish, consultant psychiatrist at Abhaya Hospital in Bangalore, said that "A psychotic patient attempted suicide because they could not access the medication due to the lockdown. The sudden withdrawal of medicines caused resumption of their symptoms, including auditory hallucinations. The patient heard voices which were nudging them to resort to self-harm". Due to withdrawal symptoms a rickshaw driver in Nagpur set himself ablaze because he was unable to manage his alcohol withdrawal symptoms.

Loneliness is also creating anxiety and fear, which force to people for self-harm. During the lockdown many people feel loneliness because they are very far their family. For evidence Indian express news says- a 26years old girl studying in Ranchi killed herself because she was unable to go back to her parents' home during the lockdown.

Unemployment affects mental health During Lockdown:The national mental health survey in 2016 publicized that people from lowest income groups were the most vulnerable when it comes to mental disorders. Now in a pandemic, when they are also the economically worst-hit, most media-reported suicide deaths of migrant labourers resorting to self-harm out of financial desperation. Loss of jobs, pay cuts, and financial distress force to anxiety about daily and necessary needs such as food security etc. It also adds to their aggression because they can do nothing for themselves and their love ones as well fear about how they will fulfill their basic needs. Lockdown has made a huge section of our population unemployed and vulnerable to the point of contemplating self-harm. These days news and newspapers presented cases that people committed suicide due to loss of job and unemployment. Also it was seen that people committed suicide due to unemployment before the COVID-19. However lockdown has increased unemployment and suicide cases due to unemployment. Everyday news channels and newspaper shows suicide cases of migrants labors because they lost their job.

According to India.com news 20-year-old migrant labor from Assam, who was stuck in Surat city of Gujarat after losing his job due to the coronavirus lockdown committed suicide by hanging at a slum. <https://www.india.com/news/india/coronavirus-lockdown-20-year-old-labourer-from-assam-commits-suicide-in-surat-4034998/>

Psychological impact of Domestic Violence: The National Commission for Women (NCW) has raised an urgent alert about the increasing number of domestic violence cases since the national lockdown began. NCW has received 250 domestic violence complaints between March 25 and April 22. These were only the number of cases that reached them. Its well known that most cases are not reported and thus actual number would be higher. <https://www.hindustantimes.com/india-news/domestic-violence-during-covid-19-lockdown-emerges-as-serious-concern>.

Domestic violence involves a pattern of psychological, physical, sexual, financial and emotional abuse. <https://indianexpress.com/article/lifestyle/life-style/lockdown-rise-of-domestic-violence-how-to-tackle-situation-if-locked>

In addition, victims of domestic violence can face several physical and mental health difficulties such as risk of chronic disease, depression, sexual disorders, PTSD (post-

PSYCHOLOGICAL CONSEQUENCES OF PANDEMIC

traumatic stress disorder) and substance abuse. Cutting off from social support systems is one of the reasons for an increased risk of domestic violence during these times. As a result, there are fewer options to find safety or help for victims. Normally, the victim could escape a violent situation by staying elsewhere but that option is not available due to lockdown. Now days children also face domestic violence because these days' parents face increased stress levels, anxiety, job insecurity and financial difficulties which leads to aggression and frustration.

At this juncture, quarantine is also a matter of concern. Quarantine is defined as restricting the movement of normal people who may have been exposed to infected people. Quarantine also helps limit the spread of communicable diseases like COVID-19. Apart from this quarantine have increase negative psychological impacts, confusion, anger, fear, depression and post-traumatic stress symptoms due to contracting the illness, monotony, loneliness, loss of personal freedom, change in daily routine and lack of social togetherness. During quarantine most common condition comes in front of quarantine people that how people treat with them after their report will be positive because this disease is communicable and still remains without actual treatment. This kind of fear is true in these days, only not for the quarantine people, it is also face by the front line worker.

News present that front line workers and patients face social rejection face bywhom dealing with COVID-19 patients and the cured or suspected patients <https://www.weforum.org/agenda/2020/05/indias-lockdown-ends-mental-health-crisis-beginning/>. In many cities, healthcare workers, who are treating COVID-19 patients, have been forcefully evicted from their homes out of fear that they may be bringing the virus. People who tested positive are being shunned in apartment complexes by their resident associations. Suspected and confirmed patients suffer the most in feeling stigmatized by the community for carrying an infection that may unintentionally affect other people. Therefore they are unable to meet their family and love to remain in isolation which increases their suffering. Uncertain nature of disease, severity of infection and no guarantee for sure and effective treatment makes this disease more stigmatized. (Dubey, et al 2020)

Conclusion and Suggestion: COVID -19 has increase many hazards for everyone. This disease affected personal, social and economic life. COVID-19 has increase psychological consequences for people in community, patient and their family, health providers and front-line worker. Here government has to make good strategies to get rid of COVID-19 and psychological consequences. Because of COVID-19 psychological consequences increased and people harmed their life. Therefore government has to see both problems together. Again, these days health care system being overloaded and distressed, it needs to be ensured to prevent it from crumbling down through good strategies. Government should be strengthening health care system through increase of personnel, volunteers and equipment for health providers and patients. For psychological problems government should think more strategically because people are already facing many challenges in mental health care because lack of mental health facilities, people does not access mental health services due to stigma and lack of awareness. For psychological problem, government should set up support

PSYCHOLOGICAL CONSEQUENCES OF PANDEMIC

line for doubts about lockdown and quarantine during COVID-19 and clarification of misinformation, provide online counselling and tele counselling for those who face anxiety and fear due to lockdown& quarantine and also encourage for indoor exercise, routine yoga, meditation, music and stretching exercises for those currently in quarantine or under lockdown. Study and researches conducted on these issues could provide clear picture. Based on this outcome government can make good intervention for minimized long term psychological consequences.

Acknowledgment

I would like to thank my supervisor Dr. Ramila Bisht. I am grateful to my little baby Adharv. Last but not the least, I extend my thanks to my parents.

References

- Dubey,S. et al (2020), “Psychological impact of COVID-19”, *Diabetes & metabolic syndrome:clinical research & reviews*, No:14, pp 779-788
<https://www.weforum.org/agenda/2020/05/indias-lockdown-ends-mental-health-crisis-beginningas> accessed on 4 May 2020
<https://www.hindustantimes.com/india-news/domestic-violence-during-covid-19-lockdown-emerges-as-serious-concern>. as accessed 15 April 2020
<https://indianexpress.com/article/lifestyle/life-style/lockdown-rise-of-domestic-violence-how-to-tackle-situation-if-lockeas> accessed on 6 June 2020
<https://www.india.com/news/india/coronavirus-lockdown-20-year-old-labourer-from-assam-commits-suicide-in-surat-4034998/as> accessed on 6 June 2020
<http://www.weforum.org/agenda/2020/05/indias-lockdown-ends-mental-health-crisis-beginnas> accessed on 18 July 2020.
- Rajkumar, R.P. (2020),“ COVID-19 and mental health: a review of existing literature”, *Asian Journal psychiatry*, Vol:52,pp.1-7

POPULATION EXPLOSION AND ITS IMPACT

Vivekanand Jha

Assistant Professor and HOD, Department of English,
Government Model College, Jhabua (M.P.)ISSN 2277-7733
Volume 9 Issue 2,
September 2020**Abstract**

In the last few decades, growth-rate of population is phenomenal and the environment is not in a position to sustain the extra load being imposed on it. Thus the study was conducted to focus on the effect of population explosion on air pollution, water pollution, deforestation, depletion of ozone layer, extinction of different species and global warming. The study comprised of 100 college teachers selected by cluster multistage sampling. Survey was conducted to collect the data by the self-made tools. The data was grouped and analysed by F-test. The paper clarifies the effect of population explosion on air pollution, water pollution, deforestation, depletion of ozone layer, extinction of different species and global warming. The resources of the environment are limited and they are urgently required to be preserved which is not feasible residing in the areas without checking the present growth rate of population.

Keywords: *air pollution, water pollution, deforestation, depletion of ozone layer, extinction of different species, global warming, soil degradation, climate change, pollution, deforestation, birth control, education.*

It is generally thought that rapid growth of population is only one of many factors adversely affecting the environment. If examined minutely it can be found that several other factors negatively affecting the atmosphere and earth's surface are resulting from the limitless rise in the population. It has direct as well as indirect bearing on the ecosystem. The relation between them is often mysterious, interlinked, compound and complex. Besides its undesirable effects on the environment, it also poses a serious threat to the success story of economic planning and development. When environmental ethics and human health are talked about, main attention is focused on the burning issues like industrial pollutants, greenhouse gases, land and soil degradation, global warming, climate change, air pollution, water contamination, deforestation, cycling, recycling, renewable and non-renewable resources, depletion of ozone layer, extinction of species and host of many other impending concerns. But the sources of all these hazards emanate from the disproportionate demands arising out of day to day needs of galloping population. The issue is alarming and needs to be readdressed before the consequences get more and more dismal, disastrous and catastrophic.

Environment is under unbearable pressure of overpopulation. Higher birth rate is the root cause of its degradation. Rise in the population brings more pollution, more toxic wastes and damage to biosphere and ecology. As days pass, the world is running acute shortage of resources for its survival. Resources are limited but demands are leaping. Non-renewable resources are on the verge of depletion. Developing countries make use of all available means of exploiting the atmosphere in order to compete with the developed countries. In fact, both developed and developing countries exploit the climatic conditions. Yet research reveals that air quality of the developed countries is better than most developing countries. As the former use advance technology as means of production while the latter lack such upgraded means.

Population explosion gives rise to a number of social problems too. The rural and urban areas witness top-sided imbalance. People from rural areas migrate to urban

POPULATION EXPLOSION

areas in the search of livelihood, employments, better educations and cozy lives. Such indiscriminate migration causes the growth of slum areas where people have to live in the most unhygienic and insanitary conditions. This puts the urban areas under severe ecological crisis. With the rapid invention of computer, science and technology, the crisis of unemployment is already escalating. Unemployment and poverty lead to desperation, frustration and anger among the both - educated and uneducated people. The rise of population leads to shortage of food, problem of healthcare, lack of public services, overcrowding, pollution and many other day-to-day and long term troubles.

The previous and the present century have witnessed the largest increase of world's population in the history of human. The world has consumed more resources in the last five decades than the whole of humanity before that. As the population increases, more food is required. To meet these demands, intensive farming is required which is achieved by creating new lands through deforestation. To have enough crops, alarming amount of fertilizers and pesticide are used. Some commodities are essential and required to produce for basic requirements and survival. But there are many goods which are produced for the sake of comfortable and cozy life style. Production of such things involves huge amounts of energy and investment and at the same time they also generate excess pollution and waste.

The paper postulates many of the problems that are given birth by the population explosion. These problems unite together and give rise to some other dangers which are hollowing the environment like termites do with wood. The paper thus focusses to find the impact of population explosion on the environment.

Air Pollution: Air pollution is caused by solid, liquid and gas particles that are suspended in the air. These suspended particles are called aerosols. These are emitted by exhausts of motor vehicles, chimneys of factories, volcanoes, wildfires and many other sources. Air pollution has long-term and hazardous effects on health which include heart disease, lung cancer, and other respiratory diseases. It can also result in malfunctioning of nerves, brain, kidneys, liver, and other vital organs.

Water Pollution: Water bodies are contaminated as a result of various human activities. There are numerous causes of water pollution. Prominent among them are industrial waste, sewage, wastewater, mining works, leakage from sewer lines, accidental fuel leakage, fossil fuels burning, abundant uses of chemical, fertilizers and pesticides.

Deforestation: Deforestation is another side-effect of overpopulation. As the number of people increases, their demands for using the timber for fuel, wood products, firewood, agriculture, construction and other works are also proportionately raised. When it comes to talk about it residing in the areas with respect to the environment, it is definitely a big contributor to greenhouse gas emissions and it covers one fourth share of total greenhouse gas production. Forests are supposed to store more than twice amount of carbon dioxide that is found in the atmosphere but due to large scale of deforestation the given ratio keeps on changing and disturbing.

Depletion of Ozone Layer: Ozone layer depletion is caused by the reduction of ozone quantity in the atmosphere. Depletion of ozone mainly takes place due to emission of Chlorofluorocarbons (CFCs). Air-conditioners, refrigerators, smoke, dust, pesticides, fire-extinguishers, packing materials, etc are the major sources of CFCs.

POPULATION EXPLOSION

Ozone layer depletion causes harmful Ultra Violet radiation to reach at the Earth's surface. It has frightening effects on human health including skin cancers, eye cataracts, immune deficiency disorders and many other disabilities and diseases.

Extinction of Species: Ecosystem remains healthy by its plants and animals. When species get endangered, it is an indication of an ecological imbalance. A well-balanced ecosystem cleanses the environment. It gives fresh air to breathe and pure water to drink. When ecosystem falls ill, our own health is at risk. The loss of one species may result in the loss of others. The saving of scarce species is significant for the survival of humans. When one is saving endangered species, one is finally saving oneself. Some of the major causes of extinction are hunting, habitat loss, pollution, population growth, limitation of expansion of vegetation, international trading of animal body parts and some other kinds of overexploitation of species for human use.

Global Warming: Global warming is the gradual rise in the average temperature of the Earth's atmosphere and surface. Global warming occurs when gases in the Earth's atmosphere trap the Sun's heat and this phenomenon is known as the greenhouse effect. The primary sources of greenhouse gases in Earth's atmosphere are water vapor (H₂O), carbon dioxide (CO₂), methane (CH₄), nitrous oxide (N₂O), and ozone (O₃).

Miscellaneous Problems: Besides environmental pollution, overpopulation causes physical, moral and spiritual pollution too. It causes more mouths to feed, lower standard of life, poverty, overcrowded cities. The entire population runs short of qualitative education. Youth suffers from unemployment as a result acts of crime escalate due to unequal distribution of wealth and scarce financial resources. Woods and trees are cut to meet the housing and agricultural requirements of entire population. Life expectancy is reduced due to malnutrition, starvation, unhygienic conditions, sickness and spreading of diseases. The cases of child labor are very common. Rather than sending their children to school, parents force their wards to child labour to sustain the livelihood. All these burning issues have very ill effects on the well beings of the environment.

Objective

To study the effect of population explosion on environment; To study the effect of population explosion on air pollution; To study the effect of population explosion on water pollution; To study the effect of population explosion on deforestation; To study the effect of population explosion on depletion of ozone layer; To study the effect of population explosion on extinction of species; To study the effect of population explosion on global warming.

Hypothesis

H₀₁ To study levels of air pollution, water pollution, deforestation, depletion of ozone layer, extinction of different species, global warming and population explosion according to the college teachers of Madhya Pradesh.

H₀₂ There will be no significant difference among the mean scores of environment in the population explosion inventory for the college teachers of Madhya Pradesh with different level of population explosion.

H₀₃ There will be no significant difference among the mean scores of air pollution in the population explosion inventory for the college teachers of Madhya Pradesh with different level of population explosion.

POPULATION EXPLOSION

Ho₄ There will be no significant difference among the mean scores of water pollution in the population explosion inventory for the college teachers of Madhya Pradesh with different level of population explosion.

Ho₅ There will be no significant difference among the mean scores of deforestation in the population explosion inventory for the college teachers of Madhya Pradesh with different level of population explosion.

Ho₆ There will be no significant difference among the mean scores of depletion of ozone layer in the population explosion inventory for the college teachers of Madhya Pradesh with different level of population explosion.

Ho₇ There will be no significant difference among the mean scores of extinction of different species in the population explosion inventory for the college teachers of Madhya Pradesh with different level of population explosion.

Ho₈ There will be no significant difference among the mean scores of global warming in the population explosion inventory for the college teachers of Madhya Pradesh with different level of population explosion.

Research Design

The study is limited to college teachers of Madhya Pradesh. In the present research the science, commerce and arts faculty college teachers of Madhya Pradesh form the population of the study and the 100 college teachers selected by cluster multistage sampling form the sample of the study. In the present research, population explosion is the independent variable whereas environment and its factors as such air, water, forests, ozone layer, different species and global warming are dependent variables. To collect the data from the sample the self-made tools were used. Looking to the economy of time, money and energy the survey method was used. The data was collected by pre-decided tools residing in the areas with cautiousness. The data was grouped and analysed by F-test.

Analysis and Interpretation

Results and Discussion

Ho₁ To study levels of air pollution, water pollution, deforestation, depletion of ozone layer, extinction of different species, global warming and population explosion according to the college teachers of Madhya Pradesh.

Table 1

	Air Pollution	Water Pollution	Deforestation	Depletion of Ozone	Extinction of Species	Global Warming	Population Explosion
Mean	15.28	14.94	15.22	14.26	15.63	14.78	90.11
S.D.	5.77	5.84	5.36	4.96	5.92	5.89	30.15

Table 2

	Air Pollution	Water Pollution	Deforestation	Depletion of Ozone	Extinction of Species	Global Warming	Population Explosion
M1	20.83	20.53	19.80	16.77	20.33	19.10	117.37
SD1	2.78	2.54	2.25	2.28	2.75	3.59	7.13
M2	15.13	14.51	15.56	16.03	16.33	15.28	92.85
SD2	2.91	2.40	3.29	3.38	4.34	3.92	14.23
M3	10.10	10.06	10.35	9.61	10.19	9.97	60.29
SD3	5.75	6.56	5.54	5.38	5.60	6.28	31.99

From the table 1 and table 2, it is evident that the mean scores of population explosion inventory of the college teachers of Madhya Pradesh is 90.11. Further the

POPULATION EXPLOSION

mean scores of air pollution, water pollution, deforestation, depletion of ozone layer, extinction of species and global warming is respectively 15.28, 14.94, 15.22, 14.26, 15.63, and 14.78. Table 2 presents the mean scores of air pollution, water pollution, deforestation, depletion of ozone layer, extinction of species and global warming by the teachers from urban area with high population explosion, semi-urban area with medium population explosion and rural area with low population explosion.

Ho₂ There will be no significant difference among the mean scores of air pollution in the population explosion inventory for the college teachers of Madhya Pradesh with different level of population explosion.

Table 3 ANOVA Table of Population Explosion * Air Pollution

			Sum of Squares	df	Mean Square	F	Sig.
Population Explosion * Air Pollution	Between Groups	(Combined)	47.500	20	2.375	13.909	.000
	Within Groups		13.490	79	.171		
	Total		60.990	99			

From table 3, it is evident that the $F_{cal} = 13.9$ which is significant. Thus it can be said that the hypothesis may be rejected. Thus the hypothesis that there will be no significant difference among the mean scores of air pollution in the population explosion inventory for the college teachers of Madhya Pradesh with different level of population explosion may be rejected.

Ho₃ There will be no significant difference among the mean scores of water pollution in the population explosion inventory for the college teachers of Madhya Pradesh with different level of population explosion.

Table 4 ANOVA Table Population Explosion * Water Pollution

			Sum of Squares	df	Mean Square	F	Sig.
Population Explosion * Water Pollution	Between Groups	(Combined)	45.346	19	2.387	12.204	.000
	Within Groups		15.644	80	.196		
	Total		60.990	99			

From table 4, it is evident that the $F_{cal} = 12.204$ which is significant. Thus it can be said that the hypothesis may be rejected. Thus the hypothesis that there will be no significant difference among the mean scores of water pollution in the population explosion inventory for the college teachers of Madhya Pradesh with different level of population explosion may be rejected.

Ho₄ There will be no significant difference among the mean scores of deforestation in the population explosion inventory for the college teachers of Madhya Pradesh with different level of population explosion.

Table 5 ANOVA Table Population Explosion * Deforestation

			Sum of Squares	df	Mean Square	F	Sig.
Population Explosion * Deforestation	Between Groups	(Combined)	41.500	20	2.075	8.411	.000
	Within Groups		19.490	79	.247		
	Total		60.990	99			

From table 5, it is evident that the $F_{cal} = 8.441$ which is significant. Thus it can be said that the hypothesis may be rejected. Thus the hypothesis that there will be no significant difference among the mean scores of deforestation in the population

POPULATION EXPLOSION

explosion inventory for the college teachers of Madhya Pradesh with different level of population explosion may be rejected.

Ho₅ There will be no significant difference among the mean scores of depletion of ozone layer in the population explosion inventory for the college teachers of Madhya Pradesh with different level of population explosion.

Table 6 ANOVA Table Population Explosion * Depletion of Ozone

			Sum of Squares	df	Mean Square	F	Sig.
Population Explosion * Depletion of Ozone	Between Groups	(Combined)	37.517	20	1.876	6.313	.000
	Within Groups		23.473	79	.297		
	Total		60.990	99			

From table 6, it is evident that the $F_{cal} = 6.313$ which is significant. Thus it can be said that the hypothesis may be rejected. Thus the hypothesis that there will be no significant difference among the mean scores of depletion of ozone layer in the population explosion inventory for the college teachers of Madhya Pradesh with different level of population explosion may be rejected at 0.05 level of significance.

Ho₆ There will be no significant difference among the mean scores of extinction of different species in the population explosion inventory for the college teachers of Madhya Pradesh with different level of population explosion.

Table 7 ANOVA Table Population Explosion * Extinction of Species

			Sum of Squares	df	Mean Square	F	Sig.
Population Explosion * Extinction of Species	Between Groups	(Combined)	38.551	22	1.752	6.013	.000
	Within Groups		22.439	77	.291		
	Total		60.990	99			

From table 7, it is evident that the $F_{cal} = 6.013$ which is significant. Thus it can be said that the hypothesis may be rejected. Thus the hypothesis that there will be no significant difference among the mean scores of extinction of different species in the population explosion inventory for the college teachers of Madhya Pradesh with different level of population explosion may be rejected at 0.05 level of significance.

Ho₇ There will be no significant difference among the mean scores of global warming in the population explosion inventory for the college teachers of Madhya Pradesh with different level of population explosion.

Table 8 ANOVA Table Population Explosion * Global Warming

			Sum of Squares	df	Mean Square	F	Sig.
Population Explosion * Global Warming	Between Groups	(Combined)	40.027	19	2.107	8.040	.000
	Within Groups		20.963	80	.262		
	Total		60.990	99			

From table 8, it is evident that the $F_{cal} = 8.040$ which is significant. Thus it can be said that the hypothesis may be rejected. Thus the hypothesis that there will be no significant difference among the mean scores of global warming in the population explosion inventory for the college teachers of Madhya Pradesh with different level of population explosion may be rejected.

Findings

There exists significant difference among the mean scores of air pollution in the population explosion inventory for the college teachers of Madhya Pradesh with

POPULATION EXPLOSION

different level of population explosion; There exists significant difference among the mean scores of water pollution in the population explosion inventory for the college teachers of Madhya Pradesh with different level of population explosion; There exists significant difference among the mean scores of deforestation in the population explosion inventory for the college teachers of Madhya Pradesh with different level of population explosion; There exists significant difference among the mean scores of depletion of ozone layer in the population explosion inventory for the college teachers of Madhya Pradesh with different level of population explosion; There exists significant difference among the mean scores of extinction of different species in the population explosion inventory for the college teachers of Madhya Pradesh with different level of population explosion; There exists no significant difference among the mean scores of global warming in the population explosion inventory for the college teachers of Madhya Pradesh with different level of population explosion.

Discussion

There exists significant difference among the mean scores of air pollution in the population explosion inventory for the college teachers of Madhya Pradesh with different level of population explosion. This is possible because those who are suffering maybe very concerned about the situation. The urban people suffer of these problems and thus are very much concerned whereas those in the semi urban and rural areas being not much affected by the air pollution are less concerned about it.

There exists significant difference among the mean scores of water pollution in the population explosion inventory for the college teachers of Madhya Pradesh with different level of population explosion. This is possible because those who are suffering maybe very concerned about the situation. The urban people suffer of these problems and thus are very much concerned whereas those in the semi urban and rural areas being not much affected by the water pollution are less concerned about it.

There exists significant difference among the mean scores of deforestation in the population explosion inventory for the college teachers of Madhya Pradesh with different level of population explosion. This is possible because those who are suffering maybe very concerned about the situation. The urban people being aware of these concepts, terms and its impact are very much concerned whereas those in the semi urban and rural areas being not much aware of the impacts of the deforestation are less concerned about it.

There exists significant difference among the mean scores of depletion of ozone layer in the population explosion inventory for the college teachers of Madhya Pradesh with different level of population explosion. This is possible because those who are suffering maybe very concerned about the situation. The urban people being aware of these concepts, terms and its impact are very much concerned whereas those in the semi urban and rural areas being not much aware of the impacts of the depletion of ozone layer are less concerned about it.

There exists significant difference among the mean scores of extinction of different species in the population explosion inventory for the college teachers of Madhya Pradesh with different level of population explosion. This is possible because those who are suffering maybe very concerned about the situation. The urban people being

POPULATION EXPLOSION

aware of these concepts, terms and its impact are very much concerned whereas those in the semi urban and rural areas being not much aware of the impacts of the extinction of different species are less concerned about it.

There exists no significant difference among the mean scores of global warming in the population explosion inventory for the college teachers of Madhya Pradesh with different level of population explosion. This is possible because those who are suffering maybe very concerned about the situation. The urban people being aware of these concepts, terms and its impact are very much concerned whereas those in the semi urban and rural areas being not much aware of the impacts of the global warming are less concerned about it.

Some Solutions to population explosion

Governments too need to instigate shifts in environmental policy to protect and enhance natural areas, reduce CO₂ and other greenhouse gas emissions, invest in renewable energy sources and focus on conservation as priorities.

To enjoy a sound health and clean environment, it is essential to eliminate those hurdles which come in their way. Putting a check on population explosion can be proved a milestone in this regard. Instead of enforcing one or two child legislation as a solution to birth control, all possible measures should be taken to inculcate a sense of awareness among the people. Women should be empowered and educated. They should be given opportunities to participate in social, political and professional life. Boys and girls are encouraged to study about sexual and reproductive healthcare at the primary level.

Conclusion

The paper focusses on the effect of population explosion on air pollution, water pollution, deforestation, depletion of ozone layer, extinction of different species, global warming and population explosion. The resources of the environment are limited and they are urgently required to be preserved which is not feasible residing in the areas without checking the present growth rate of population. The world is in the dire need of taking remedial measures against ongoing global warming, deforestation, pollution, extinction of species, depletion of ozone layer and the air pollution. One or few persons alone cannot control the population and lead the movement of preserving the sanctity of the environment. It demands concerted efforts and should be the responsibility of every person dwelling on this earth. The world has only two ways to control the overpopulation – either people should take adequate actions or let nature takes its own course which may appear to the world in the guise of famines, droughts, flash floods, misery and other natural calamities.

References

- Abernethy, V.D. (1993a) *Population Politics* New York: Insight Books, Plenum Press, pp. 245-257.
- Appleman, P. (1976) *An Essay on the Principles of Population by Thomas Robert Malthus, Text, Sources, and Background Criticism*, New York: W.W. Norton & Co.
- Bartlett, A. A. (1994), Reflections on Sustainability, Population Growth, and the Environment, *Population & Environment*, 16,1,5-35.

POPULATION EXPLOSION

- Committee for the National Institute for the Environment, (1993), Washington D.C:
Proposal for a National Institute for the Environment
- Daly, H.E. (1994) *Sustainable Growth: An Impossibility Theorem*, Clearinghouse Bulletin, Washington D.C: Carrying Capacity Network
- Ehrlich, P.R., Holdren, J., (1971) The Impact of Population Growth, *Science*, 171, 1212-1217.
- Giampietro, M., Bukkens, S.G.F., Pimentel, D., (1992), Limits to Population Size: Three Scenarios of Energy Interaction Between Human Society and Ecosystems, *Population and Environment* 14, 109-131.
- Malthus, T.R. 1798 *Essay on the Principle of Population as It Affects the Future Improvement of Society*. New York: Kelley.
- Meyer, W.B., and B.L. Turner II (1992) Human population growth and global land-use/cover change. *Annual Review of Ecology and Systematics* 23,39-61.
- Population Reference Bureau (PRB), 2001, World population data sheet, Washington, D.C.
- UNDP, (1998), Unequal Impacts of Environment Damage, Human Development Report New York: Oxford University Press

NEW EDUCATION POLICY 2020: PERCEPTIONS ON HIGHER EDUCATION

M.M. Goel

Former Vice Chancellor and Needonomist Professor
Kurukshetra.

ISSN 2277-7733

Volume 9 Issue 2,
September 2020

Abstract

To revamp all aspects of the Indian education system for bringing it closer to the best global standards, the Government of India has approved the much-awaited New Education Policy (NEP)2020- a document of 66 pages developed in 27 headings on July 29, 2020. After all, education is the most effective medium of progress and development with the critical and mathematical thinking among the students.

Keywords: *NEP, Education, Policy, Indian Education, Education policy*

Being needonomist academician, I welcome the renaming of the Ministry of Human Resources Development (HRD) as the Ministry of Education as none of the 28 States have HRD ministries but ministry of education and education is on concurrent list. We should be ready to implement it with quickness as we have taken sufficient time to conceive with lot of discussions with the stakeholders. The new curriculum structure for inculcating scientific temper is welcome step in the right direction. The proposal of National Research Foundation is well received but calls for encouraging policy implication oriented research. There is need of research on the educational products and the students as consumers in the educational industry. There should be complete ban on private coaching in Kota and elsewhere. We have to ensure stopping non attending classes by the private players. Common Entrance test for admissions in the universities and colleges can do wonders in achieving the targets and objectives. The e –courses in 8 Languages is fine.

The NEP 2020 is necessary but not sufficient for transforming Bharat into a global Knowledge economy. To make it sufficient, we must have a time frame for the implementation of comprehensive, holistic and learner centred NEP with flexible system by adopting well defined Public -Private –Partnership (PPP) model. There is a need of the cooperation of the State Governments without any politics as education is on the concurrent list. At the same time, we should be vigilant of the bureaucracy to put hurdles in quick implementation. To strengthen infrastructure, we must have necessary commitment to spend judiciously 6 percent of the Gross Domestic Product (GDP) on education. This calls for adopting the Ambedkar's canons of public expenditure in terms of 'faithfulness, wisdom and economy in execution.

The implementation of NEP also calls for honest, hardworking and humane teachers who are respected, retained and recruited with morality, credibility and accountability.

The conversion of careless into careful and useless into useful Indian youth is the greatest challenge in implementation of New Education Policy 2020 with the greatest limitation of overpopulation in Bharat. The permission to foreign universities to setup their campus may lead to unhealthy competition with policy implications for increasing inequalities. I have no hesitation to confess that we may be weak but we are unique to prove our mettle in the global knowledge economy of today. To compete with the foreign universities, we need to accept the challenge with spiritual training of teachers based on sermons from Gita and Anu-Gita for enlightened global citizenship.

NEP aims to increase gross enrolment ratio (GER) to 50 percent by 2035 from the current level of about 25.8 percent calls for strengthening infrastructure in all its dimensions. The objective of converting all higher educational institutions into multi faculty by 2040 is too ambitious. It needs to be noted that 5 of 7 targets of sustainable development goals (SDGs) 2030 on quality education and learning outcomes which calls for fine tuning and continuous monitoring. For efficiency, sufficiency and equity in the system of higher education, we must link fee structure and user charges with inflation rate based on retail prices so that high cost recovery be ensured smoothly.

The issue of examinations require reforms by adopting odd even formula. The odd examinations can be conducted by the institutions internally by replacing internal assessment. The even semester examination by the universities/boards will reduce the burden and declare the results on time. The online education is complementary to class room teaching and learning and cannot be ignored in digital India even in examinations. The three tier government should not poke its nose at every level of education. The central government must take the responsibility of providing secondary education to the entire nation free of cost as a public good. The primary education is required to be looked after by the local governments with freedom to generate resources including proper pricing policy of birth, marriage and death certificates. The domain of higher education including professional and technical education can be left to the states with PPP model which will bring efficiency, sufficiency and equity.

I foresee the challenges in higher education for making the students useful and careful who are otherwise useless and careless as unemployable by the employers in the world of uncertainties in post covid era. The online system of education will deteriorate the standards which are desirable for the Indian economy. There is always a trade-off between quantity and quality and in the name of quantity we forego quality. As a teacher, I have firm faith that online education cannot be substitute of offline education in institutional setup. Both can coexist but cannot survive long in isolation. The related issues are to be resolved at all levels with healthy discussions is the most practical approach to be adopted. As teachers, we have to decide what to do and what not to do with the said problems and challenges for survival, existence and excellence in post pandemic era.

NEP2020 has recommended a single regulatory authority for higher education, Higher Education Commission of India (HECI) with several verticals to fulfil different roles is the right step in the right direction. The first vertical of the Higher Education Commission of India (HECI) would be the National Higher Education Regulatory Council (NHERC). It would be functioning as the common and single point regulator in the higher education sector consisting of teacher education. However, it would exclude medical and legal education. The second vertical of HECI will be National Accreditation Council (NAC). It would be a meta-accrediting body. The accreditation of all the institutions will be based mainly on basic norms, public self-disclosure, good governance, and outcomes. This accreditation will be carried out by an independent ecosystem which will be supervised by NAC.

The third vertical of HECI according to New Education Policy 2020 will be carrying out funding and financing of colleges and varsities. The fourth vertical of Higher Education Commission of India (HECI) would be the General Education Council

(GEC). It will frame expected learning outcomes for higher education programmes which are also referred to as 'graduate attributes'. The GEC will formulate a National Higher Education Qualification Framework (NHEQF).

Currently, the higher education bodies are regulated by the University Grants Commission (UGC), All India Council for Technical Education (AICTE) and National Council for Teacher Education (NCTE). The autonomous umbrella body of Higher Education Council of India (HECI), Regulation (NHERC), Accreditation (NAC), Funding (HEGC), and Academic Standard Setting (GEC) and its functioning will be based on transparent public disclosure. The focus would be on using extensive technology and reduce human interface which will ensure efficiency and transparency in their work. The separation of all the functions in different verticals would mean that each vertical within HECI will be taking on a new and single role which will be relevant meaningful and important as conceived in NEP 2020.

To create and maintain democratic values is another challenge which calls for motivation of intelligent ethical youth to accept politics as a career. To implement NEP smoothly, we need the revival of National Population Commission for the control of population.

We need empowered educational governance as street SMART (simple, moral, action oriented, responsive and transparent). It has to be based on SIMPLE (SQ development, intuition development, mental level development, , love oneself attitude, physical development, EQ development) model developed in the book 'Economics of Human Resource Development in India' (2012). We have to adopt SMART and SIMPLE models for effective leadership at all levels of education. We need Glocalization (think globally and act locally) as a development strategy for becoming self-reliant India (Atamnirbhar Bharat). Enjoy surfing the website www.needonomics.com

References

Government of India: National Education Policy 2020

Professor Madan Mohan Goel: 166 blogs on 'The Speaking Tree' of Times of India www.needonomics.com

M. M. Goel (2020): A View on Higher Education in New Education Policy 2020, TheRise.co.in, August 04 also on eduvoice.in

M. M. Goel(2019) :Perceptions on Draft National Education Policy-2019, University News, Vol. 57 No 29 ISSN -0566-2257 July 22-28

M.M. Goel (2020): Relevance of Needonomics for Revival of Global Economy, Dailyworld, July 09 also Needonomics for Revival of Global Economy, <https://theasianindependent.co.uk/> on July 07

M.M. Goel (2020): Common Sense Approach needed for facing Covid created Challenges, <https://theasianindependent.co.uk/> on May 30

M.M. Goel (2012) : Economics of Human Resource Development in India

M.M. Goel(2013) : Challenges and Relevance of Economics as Queen of Social Sciences in Present Scenario, European Scientific Journal (ESJ) ISSN: 1857 - 7881

M.M. Goel (2011) : Relevance of Bhagavad Gita, Korean-Indian Culture Vol.18

M.M. Goel(2014) : Old Text, Modern Relevance on 'Anu-Gita' in Spectrum, Sep.21,

M.M. Goel (2015) : Worship is Work and Vice Versa, Daily Post on April 12

M.M. Goel(2012) : Work is Worship and Vice Versa , The Korea Times, April 30

NATIONAL EDUCATION POLICY

**REVIEW OF NATIONAL EDUCATION POLICY 2020, WITH SPECIFIC
REFERENCE TO TEACHER EDUCATION**

Rajesh Sharma

Sheth C N College of Education, Gujarat University, Ahmedabad

ISSN 2277-7733

Volume 9 Issue 2,

September 2020

Abstract

Government of India constituted a committee to draft a policy for Education in India. The committee was chaired by Dr. Kasturirangan, former Chairman of ISRO. The committee was composite of other 8 members from different branches of Education. Around 2 lakh suggestions were received and reviewed to draft National Education Policy. A report / draft was prepared for National Education Policy 2020. This NEP 2020 report is divided into four part 1) School Education, 2) Higher Education 3) other key areas of focus and 4) Making it happen. The current paper is an attempt to review the NEP.

Keywords: NEP, Education, Policy, Indian Education, Education policy

In this report, Teacher Education is considered as a part of Higher Education. There are two occasions when ‘Teacher Education is talked about, one, in chapter 5 and the other one in chapter 15. The text below will enlighten the readers about all the points that pertain to teacher education.

This report suggest that all universities and colleges must have ‘House’ Education Department that will offer B.Ed., M.Ed. and Ph.D. in Education. This means that the policy expects that all universities should have an Education department which will ensure to update all faculty members of other department with various curriculum designs, pedagogical understanding and various reliable evaluation methods and techniques. Many educationists have expressed their reservations for this thought. There is no reasonable reason to turn all universities and colleges to multidisciplinary in nature. It also proposes different format for B.Ed. degree. It emphasizes on to have ‘Integrated B.Ed.’ course of 4 years. The understanding of having this primarily believe that candidate attempting for integrated will be coming to teaching profession by choice not by chance. This course will provide opportunity of intense training and subject mastery. It keeps the doors opens for those as well who may not be interested in 4 years format and have completed their graduation from some Universities. Such candidates can apply for 2 years program. The only difference is that such candidates will have to spend 5 years of education to obtain, graduation with bachelor degree in Education. The third one is B.Ed. course for one year. Candidates who have completed their Master’s in any discipline can opt for one year B.Ed. course. The core objective of all of these formats is, the candidate must be prepared with good content knowledge and pedagogical skills and educational understanding. NEP 20, also recommends B.Ed. programs to be run by Open Distance Learning mode, provided they have accreditation. Further on NEP 20 demands, the teacher training curriculum framing agencies and Universities to make the curriculum as inclusive as possible and as advance as possible. It also suggests including the subjects like environment education and sustainable development topics for the study. It proposes BITE(Block Institute of Teacher Education) and DIET (District Institute of Education and Training) to conduct short term courses or training programs for service teachers. It

makes an appeal to in service teachers to obtain certificate courses post B.Ed. to attain specialty in specific areas of teaching such as 'teaching students with disability, leadership and management or curriculum designs and other foundational subjects. But, it does not mention the provision of any incentive provided to such teachers who successfully complete such certificate courses. Then why should one attempt to do so. The entire NEP does not provide any morale booster dose to teacher community. All educationists know the significance of teachers in quality enhancement of learning and education in whole. They repair the body and structural changes on a vehicle but do not service the engine and fill fuel in it. Eventually, the vehicle looks shiny and beautiful which does not run and take the passengers to its destination.

NEP 20 takes NCERT and NCFTE on tasks. It proposes NCERT to research the best pedagogical practices across the world, document them and share it with the teachers in India, so they could practice best in their teaching. It warns, in its point no. 5.29, of stringent action against teacher education institute who do not comply with the norms and standards of NCTE.

Chapter 15, entitled as 'Teacher Education', is expected to be the chapter exclusively speaking about teacher education. But, most of the points are repetition of those which are mentioned in chapter 5. Other points are not so specific and not based operational based guideline. There are 11 points guidelines to follow for teacher education and related organizations.

First point, as usual, a teacher is expected to be grounded in Indian Values, Languages knowledge, ethos, and tradition including tribal traditions, while being well versed in the latest advances in education and pedagogy. It mentions revitalization through radical action, in order to raise standards and restore integrity, credibility, efficacy, and high quality to the teacher education system. The issue is have we not been doing so to retain integrity and credibility of high quality of teacher education. If not, then why? NEP 20, then certainly proposes a regulatory system empowered to take stringent action against standard and dysfunctional teacher education institutions that do not meet basic educational criteria. By 2030 only educationally sound multidisciplinary and integrated teacher education program shall be in force. Again, why 2030, why can't we filter out such institutions within three-four years from now? Further, it repeats the B.Ed. course format as described in chapter 5. It explains 4 years B.Ed., by 2030 will become the minimal degree qualification for school teachers. Integrated B.ED., will be a dual major Bachelor's degree – in education as well as a specialized subject. 4 yrs., 2 yrs., and 1 yr. B.Ed. program may be offered by HEI. Scholarship for meritorious students will be established for all type of B.Ed. students. Proposing to release scholarship for meritorious students is a good move but who will do it whether state government, institution itself, central government or NCTE or other organization.

HEI offering B.Ed. programme will have network of government and private schools to work with potential teachers and student teacher for community service, adult and vocational education. Etc. Again, there is not a clear picture about how and when teachers can engage themselves for community services, adult education and programs of vocational education. Secondly, it contradict with the idea of engaging

NATIONAL EDUCATION POLICY

teachers other than their primary task, this has been the major cause of poor learning outcome of students in primary schools.

NEP 20, recommends admission to teacher education program shall be through subject and aptitude tests conducted by NTA and shall be standardized keeping in view the linguistic and cultural diversity. With this recommendation, it is not clear that the teacher education is a matter of state government or central government or an independent central agency governing all educational institutes across India. I think all educational institutions are under a university, thus the matter of admission should be left to Universities itself. Admission in some institution that are directly governed by central government or Ministry of Education (Regional Institute of Educations) may have policy of admission through a test conducted by NTA. To my understanding centralized admission norms are in place, in no way it helps to raise quality of teacher trainee. What matter is, the kind of inputs and exposure a trainee encounters during its training.

In point no. 15.8, the faculty profile in department will aim to be diverse with teaching/field/research experience. Faculties with training in the area of social science, that are relevant to school education be attracted and retained in teacher education institutions. Well, this refers to basic qualification of a faculty member that already exists. The merits of faculty member for the selection, are teaching experience, field work and research experience such as Ph.D., writing of research papers etc.

NEP 20, suggests for all fresh Ph.D. entrants will be required to take credit –based courses in teaching education/ pedagogy/ writing related to their chosen Ph.D. subject, during their doctoral program. Exposure to pedagogical practices, designing curriculum, credible evaluation systems and communication will be ensured. Ph.D. scholars will go through minimum number of hours of actual teaching experience. Ph.D. in all Universities will be re-oriented. This is another good move; it will make all Ph.D. holders more competent in teaching along with their hold on the content of teaching. Some suggestions are laid down for in-service teachers to avail the online educational services provided by the government. Engaging retired faculty members and other senior in the process is a matter to study. How supportive they could be in terms of real training of teachers.

NEP 20 widens the role of teacher education, from ECCE to College Teacher Education. It presents B.Ed. Course in different format. It takes all necessary measures to raise the quality of teachers but how far quality of teachers and teaching is going to improve that the time will only unfold.

Reference

Government of India: National Education Policy 2020

Falguni Anish Shah

Asst. Professor, R.R. Educational Trust's
College of Education and Research, Mumbai

ISSN 2277-7733

Volume 9 Issue 2,

September 2020



Abstract

The coronavirus pandemic has brought each one's life to a standstill and has created a havoc across the globe. This virus has entered our lives as a furor in our lives and has literally rattled our life which was once upon a time 'normal.' Together we anticipate seeing the brighter days for the light in our dark lives. But if we look at the B-side, we must not ignore the silver lining in the dark cloud. Despite the panic and human loss our mother earth is on its travel to heal. While people all over the world grovel down in the safety of their homes to avoid catching COVID-19, the earth and its components are stretching their legs in the absence of humans.

Keywords: *pandemic, corona, virus, covid-19, lock down*

Nature: A mystery to unravel 'Ecstasy during a quiet period'

The trenchancy of life!

So suddenly:

Often it is we who travel long distance to see the caged animals,

But now it is we who are caged and animals are on the streets.

Irony, today they are watching us in our 'cages'.

Sunrises and I wake up with those chirps. The sky from my window looks like a picturesque frame. I hear the chorus of chirping passerine birds- Myna and of the green and red creatures- Parrot. I hear the chirpy chatter of those little one: Sparrows. Though they are tiny but their symphony fills the skies with a typical 'Chi-Chi' These birds come each morning to wake me and each evening to say 'see you' tomorrow again.

And by the day the playful squirrel hangs out from the trees walk through my window seal. Days ago, as soon as they saw me, they use to exhibit aggressive behaviour but today since they see me more frequently, we both are now living in harmony.

Yes! By expressing my very own experience I would like to say that the....

“Orb is rebounding

Orb is reclaiming

Orb is rejuvenating”

Is it true that the nature has *triumphed*? Earth is *healing*?

The coronavirus pandemic has brought each one’s life to a standstill and has created a havoc across the globe. This virus has entered our lives as a furore in our lives and has literally rattled our life which was once upon a time ‘normal.’ Together we anticipate seeing the brighter days for the light in our dark lives. But if we look at the B-side, we must not ignore the silver lining in the dark cloud. Despite the panic and human loss our mother earth is on its travel to heal. While people all over the world grovel down in the safety of their homes to avoid catching COVID-19, the earth and its components are stretching their legs in the absence of humans. It has been seen that flora and fauna and sometimes even the rare species are notices on the streets in various parts of the world. The fauna is walking and strolling in the cities, it seems they are visiting their encroached homes.

None of us ever dreamt that there would be a time and a day when we would come across a scene in which nature recovering from its fatal condition. But the lockdown and the quiet period has turned the tables. Not just the water, but also the flora and fauna, including the skyline is becoming clearer and the nature is coming back to its normal life. Here’s a glimpse of how the Earth has healed itself amid the lockdown....

This 22nd of April 2020 the 3rd stretch of lockdown was going on. This day is celebrated as ‘earth day’, it was felt that after decades earth celebrated its day with its favourite colours green and blue. Yes, just because there is a noticeable reduction in the pollution all over; say it noise, water, air. Speaking about air quality India experienced a healthier Air Quality Index which falls under ‘satisfactory’ category. This shut down has cleared the air pollution to such an extent that people in Punjab could catch a sight of Himalayan ranges from some of its cities.

Along with air quality both the known and the forgotten animals are seen where today human live. Jotting down a few; Mumbai Marine Drive has been observed and due to the absence of water traffic people witnessed a school of dolphins playing in the water. It was an awe-struck scene when the pink flamingos returned in huge numbers to Mumbai beach and for a moment it was felt as if a pink bedspread was rolled out all over. Indian National bird, peacock in a ‘full bloom’ position was also seen on the streets of Mumbai. A specific species of turtles called as Olive Ridley came across the shore of a beach in Odisha. Nilgai was spotted in Noida and Sambhar deer in Uttarakhand. To talk about the foreign land, Deer were seen in a town in Poland walking around. Paris saw some wild pigs on its streets, Wild turkeys were seen in California. Looking and knowing about all this I feel like expressing that, “World belongs to everyone.”

GREEN-BLUE STIMULUS

Lockdown has also done wonder to the curb the impurities of water. Due to absence of various industrial activities and domestic activities it seems water of river Ganga has been classified as 'fit for drinking', the sacred ritual of 'sipping water of river ganga' popularly known as 'achaman' in Sanskrit is also possible now. Waters of river Yamuna also seems to be much cleaner than before. Similarly, the waters of Venetian canals are also looking clearer.

Further, due to lockdown the lullabies sung by vehicular honking has subdued and finally the chirps are loud, winds are whistling. And to the wonder according to the scientists less seismic noise or vibrations are reported in the earth's crust.

Thus, while we all are tackling the coronavirus panic mother earth has got a space to breathe and to recover and to heal a bit.

It is so that our planet would breathe a sigh of relief if we all humans vanish one day? but this is not how it should be. Instead we all should grab this opportunity to reflect and ponder on the tips to live with our own nature in harmony and in an organized way. This is an ideal time for all human fraternity to brainstorm and come out with an attitude with more environmental conscious.

COVID-19 a mysterious malady- has caused enormous human sufferings, destroyed the world economy and ripped apart the very fabric of our daily life.

This Mysterious malady taught each one of us to reflect, introspect and analyse what nature wishes to communicate to us through this pandemic. If we try to connect the dots, mother nature is giving us a message that it's a need of the hour that we should reflect, ruminate and sit back think about our 'way of life.'

Thus, we should stop our ceaseless pursuit of happiness in the outside world. Mother nature is indicating the mankind to better mend it way of life for its own sake and for the sake of all beings prevailing in this globe.

Reference

<https://www.mainepublic.org/post/nature-during-pandemic-observing.>

<https://lanatureforall.org/2020/08/05/enjoying-nature-during-the-pandemic>

<https://scroll.in/article/970145/the-pandemic-reminds-us-of-our...>

Avdhesh S. Jha

Faculty, EDI of India

ISSN 2277-7733

Volume 9 Issue 2,

September 2020

Abstract

Recently, the Government of India launched the National Education Policy (NEP) 2020 approved by Union Cabinet of India on 29th July, 2020. The new policy that aims to transform India by 2030 replaces the National Policy on Education (1986). The present paper is the review of the NEP 2020

Key words:

When the future of the country is nourished and nurtured in the four walls of classrooms, how can one develop if the future of the country is supposed to sit for five to six hours in the over-crowded classes of the schools with rigid structure? This rigid structure includes the fixed timetable; stress on course completion; lack of novel teaching techniques, approaches and methods; stress on convergent thinking depriving the child of divergent thinking; lack of motivation and discussion which kills creativity and innovation etc. In fact these are the reasons that turns the classes suffocating and uninteresting for the students, the impact of which is observed in the society. Here, it doesn't mean that the teacher is a culprit. In fact whereby it is difficult for parents to handle one or two children at home it's really something out of box to think of getting worthy and tangible output of the teachers teaching a class of 50 to 80 students within 40-45 minutes. Education has always been at the core for any society, state and country because education reflects its development. As is the education, so will be the development of the society in any aspect whether science, technology, social, mental, moral, emotional, ethical, spiritual or economic development. Even in 21st century, when there is knowledge explosion, our education chiefly depends upon textbooks. The same textbooks that should serve the potential subjects have turned their master. It's not the problem of the lifeless textbooks which bears the potential to add to the life of the prospects but the problem of the system that failed to understand the utility and the limitations of the text books. Whatever it is, the fact is that the textbooks are the mirror of the development of that society. Look at any textbook and you can gauge the development of that society. Thus education turns an invincible weapon. Infact it is a key to unlock any door. To add to the education and the nation, the government came up with the National Education Policy (NEP). Not restricting only to the NEP even the marketing of NEP was astonishing and the government successfully came up with a new address, in a new dress that is claimed to satisfy the aspirations of the society which shall be proven with passage of time.

No education can work on its own as a single entity. The students, teachers, curriculum and evaluation are considered to be the pillars of the society and thus each of them needs to be addressed in the NEP. No doubt the NEP turns new with respect to the addition of the new concepts, terms and words but it remains to check if it adds to what the potential prospects are applying today. No education policy could prove its worth if it fails to address the students, teachers and their needs and thus if NEP 2020 aims to satisfy the objectives of education, it is necessary to address

the potential prospects of education viz. the students and teachers and their needs. Education, in fact should not be restricted to these pillars rather should be extended to the society because it is this society that needs these young minds to transform itself and add to its development and thus any NEP should be based on the actual needs of the society. The output of the education is thus most important and couldn't be undermined.

The output of any policy depends upon the vision and mission and thus it becomes important to check the vision statement. At a glance, whereas the vision of the NEP claims of contribution to an equitable and vibrant knowledge society by high quality education and presents its rich and enthused goal, the same NEP is demarcating itself by declaring *Board exams will be made 'easier'* as well indicates to offer certificates at any level of education. This claim and demarcation of NEP certainly enables the country to be compared with the developed countries but noteworthy that the development of the developing countries indicate that quality education comes through rigorous efforts and whereby the country is suffering of unemployment of highly educated people, it is simply optimistic that these certificates may certainly add to the number of qualified and certified youths beyond quality education. Education cannot be effective unless, its vision stands to develop the thinking skill. Whereas the numbers of suicides are increasing, the crime rate is increasing, indiscipline is rupturing, values are vanishing, differences, unemployment and poverty is increasing and the autocracy is spearheading, the vision of NEP visualizes itself with distinctive features turning it unique and beyond quality as suggested by many people. Unemployment is the major problem of the country and the fact is that the education hardly adds to the practical experience required by the market which further remains to check if the vision of NEP and its application enables the prospects with the ability to enable its prospect earn their bread and butter.

The NEP adds to itself with *new pedagogical and curricular structure of school education (5+3+3+4): 3 years in Anganwadi/pre-school and 12 years in school*. With this it ensures compulsion for the parents to admit their child in a pre-school at the age of three. Hereby this structure will enable opportunity to those children also whose hard working and enthusiastic parents once enjoyed the liberty to teach their child with the play way techniques and admit their child directly in class 1. Maybe the NEP undermined inculcating values and discipline till 10 years of age but it boasts of liberal education and turns equality for all by insisting on admitting a child at the age of three. This is likely to add to the revenue of the government as well add to the formal structure without any relaxation.

The best part of the NEP lies with existence, inclusion and explanation of liberal education but where the mindset of the society (parents of students and even teachers) is inclined towards medical and engineering, it remains to see if students will accept or it adds to the problems of the parents and their ward. Again, the NEP adds to itself and thus boasts that anyone can learn anything of their choice but with the limited infrastructure, instructional facility and lack of human resources; its worth remains questionable. In the densely populated cities, where the schools don't even have a

parking place, it's beyond imagination to think of a playground. Again, the attraction of NEP comes with celebration of *bagless days* but only if the poor infrastructure without playgrounds, library and laboratories doesn't turn it a daydream.

The NEP turns special when it talks about the Municipality/government schools where still it remains to check if those students and their career are at risk. With this special feature and association of schools, the NEP has added new terms to add to itself but it remains on the management, schools and teachers to find ways and measures to add value to the schools having less than 30% results in board. With the basis of Gandhian philosophy of selfless action, although the idea of association and support of schools sounds good but looking to the human instinct in this modern era, it seems strange to think of any institute to help other institutions especially with the same infrastructure, instructional facility and human resources. Whereas with the craze for medical and engineering, even the good and reputed schools run short of students and the spurring craze for highly charged classes keeps them flooded with students, the NEP remains to assure about the ways to add to the presence of the students in the schools and colleges.

In last ten years, multidisciplinary education has spurred and the NEP establishes it in black and white by suggesting that multidisciplinary education is to be promoted which is the most special feature of NEP. This can be pretty attractive only with the job prospects, absorption of the candidate etc. especially when most of the job advertisements are rigid with the requirement of specialization. With this feature, its noteworthy that most of the institutions that didn't even count the teaching experience earned in different faculty will now have to frame new rules and regulations to accept it. Apart of these many issues related to the need of the society will have to be addressed now.

It won't be an exaggeration to assert that not only the marketing of NEP but even the NEP is pretty good, attractive, likely to add to the government revenue and turn the education more formal and structured. Maybe for some people, at a glance the six years efforts seem to be the same skeleton with a minor plastic surgery or an old lady in a new dress with a veil on her face but the fact is if the NEP is driven with strong efforts, appropriate support, and placements it is likely to change the face of the society. With the restructuring of the stages of education, it may seem as if the old wine in new bottle but the fact is not the same. It may work as a booster if appropriate placements are available. With the addition of liberal education, it is special but looking to the existing system and the mindset of the society, it is just uncertain to say, if it will work. Thus, there are opportunities of social change, reforms and transformation of the society. The NEP framed after 36 years with the efforts of the indigenous people for 6 years could prove to cater and carve the human resources, if the government is able to create equal number of jobs and employment. The NEP promotes the structure as well infrastructure and instructional facility but it can add to itself and its beauty if it is capable to care for the human resources which are the heart of education. For it is the fact that education can progress only with understanding of the importance of human resources. With practical experience to the students through

compulsory internship in the area or faculty of their graduation or post-graduation, NEP could have added to its potential to increase the chances of an individual for appropriate selection of job as well could have benefitted the employer to select appropriate candidate. Maybe the NEP remains to present it but still it presents many aspects of education and the fact remains that only if the needs of teachers, students and society are addressed then the educational policy would serve the country. Education can be successful only if it adds to the novel thinking and application of learned theories. It's pity that merit base selection of the system turned the society as a mark oriented society that strives more towards knowledge than for application of that knowledge which affects the creativity and innovation adversely. Hope the NEP is able to cope up with these delimitations of society.

INVESTMENT CLIMATE & UZBEKISTAN

INVESTMENT CLIMATE OF UZBEKISTAN

SaidkarimovaSaodatSaidkamalovna

Director of Educational center

“Megapolis Education” Uzbekistan, Tashkent

Abstract

Every country wants to develop its economic status in the world. Both developing and developed countries need investment. Bringing foreign investment is one of the best ways to enhance the degree of economic growth. As increased globalization in business has occurred, it has become very common for big companies or affluent people to invest money in other companies located in own country or in the other. The current article stresses on the investment climate in Uzbekistan.

Keywords: *investment, Uzbekistan, finance, economy, foreign investment*

Local and foreign investments provide the country with modern technologies, help reaching its economic potential by providing capital to finance new industries and enhance existing ones, boosting infrastructure, productivity, and employment opportunities in the process. Foreign investment has other benefits beyond injecting new capital. By bringing in new businesses with connections in different markets, it opens up additional export opportunities, boosting overall export performance. It also encourages competition and increased innovation by bringing new technologies and services to the country. As more foreign investment comes into a country, it can lead to even greater investments because others see the country as economically stable. [1] Uzbekistan also needs foreign investment. What benefits does Uzbekistan obtain from foreign investment? Foreign investment fills the gap between what Uzbekistan saves and invests every year. Domestic savings fund total investment and foreign investment makes up the difference.

After a sharp decrease in Foreign Direct Investment (FDI) in 2011 (-35%), Uzbekistan decided to review the country's restrictive commercial policy (temporary closure of the border, increase in customs tariffs, heavy import procedures) and implemented new rules such as fiscal exemptions and administration reforms. More than 58 mixed companies work in Tashkent. This change in investment attraction policy had borne results until 2011, as investment influx grew steadily from 1 billion USD to nearly 3 billion USD in a span of 4 years. Foreign investment to Uzbekistan reached 1.2 billion USD in the first half of 2016 and USD 2.7 billion in total, according to preliminary findings. The volume of used direct and other foreign investments in fixed assets in Uzbekistan exceeded USD 2.4 billion in 2017.

Table 1 The amount of Foreign Direct Investment [2]

Foreign Direct Investment	2014	2015	2016
FDI Inward Flow* (million USD)	632	65	67
FDI Stock** (million USD)	8,825	8,890	8,957
Number of Greenfield Investments***	16	19	23
FDI Inwards (in % of GFCI****)	3.2	0.3	0.3
FDI Stock (in % of GDP)	14.0	13.6	13.5

Source: UNCTAD(United Nations Conference on Trade and Development) – Latest available data.

Note:

*The UNCTAD Inward FDI Performance Index is Based on a Ratio of the Country's Share in Global FDI Inflows and its Share in Global GDP.

**The UNCTAD Inward FDI Potential Index is Based on 12 Economic and Structural Variables Such as GDP, Foreign Trade, FDI, Infrastructures, Energy use, R&D, Education, Country Risk.

***Green Field Investments Are a Form of Foreign Direct Investment Where a Parent Company Starts a New Venture in a Foreign Country By Constructing New Operational Facilities From the Ground Up.

****Gross Fixed Capital Formation (GFCF) Measures the Value of Additions to Fixed Assets Purchased By Business, Government and Households Less Disposals of Fixed Assets Sold Off or Scrapped.

The provided analysis of investment shows that the rate of FDI appeared to be almost stable during several years only including tiny changes. Without support of the government or state-affiliated entities, foreign investors have limited business opportunities in Uzbekistan. The government generally welcomes investors and investment projects that are in line with its importsubstitution and export-oriented industrialization policy, and discourages investments in import-consuming sectors by controlling access to currency exchange.

Formally, foreign investors are welcome in all sectors of the Uzbekistan economy. According to law, the government cannot discriminate against foreign investors based on nationality, place of residence, or country of origin. However, the government control of key industries can have discriminatory effects on foreign investors. The government closely scrutinizes all foreign investment, with special emphasis on sectors of the economy that it considers strategic, such as mining, cotton processing, oil and gas refining, and transportation. There is no standard and transparent screening mechanism, and some elements of the legal framework are designed to protect domestic industries and limit competition from abroad.

The government also uses licensing as a tool to control enterprises in several important sectors such as energy, telecommunications, wholesale trade businesses, and tourism. In January 2018, the GOU launched pilot projects for a new integrated value chain system in the industry to allow private investors to independently manage cotton cultivation, harvesting, processing, and exports.

The state still reserves the right to export some commodities, such as nonferrous metals and minerals. In theory, private enterprises may freely establish, acquire, and dispose of equity interests in private businesses, but in practice, this is difficult to do because Uzbekistan's securities markets are still underdeveloped.

Private capital is not allowed in some industries and enterprises. The Law on Denationalization and Privatization (adopted in 1991, last amended in 2017) lists state assets that cannot be privatized, including land with mineral and water resources, the air basin, flora and fauna, cultural heritage sites, state budget funds, foreign and gold reserves, state trust funds, the Central Bank, enterprises that facilitate monetary circulation, military and security-related assets and enterprises, firearms and

INVESTMENT CLIMATE & UZBEKISTAN

ammunition producers, nuclear research and development enterprises, some specialized producers of drugs and toxic chemicals, emergency response entities, civil protection and mobilization facilities, public roads, and cemeteries.

There are several other official limits on foreign investment. Foreign ownership and control are prohibited for airlines, railways, power generation, longdistance telecommunication networks, and other sectors deemed related to national security. Foreign nationals cannot obtain a license or tax permission for individual entrepreneurship in Uzbekistan.

Restrictions also apply to media, finance, and insurance. Foreign investment in media enterprises is limited to 30 percent. In finance, foreign investors may operate only as joint venture partners with Uzbek firms, and banks with foreign participation face minimum fixed charter funding requirements (100 billion Sum for commercial and private banks, and 7.5-30 billion Sum for insurance companies – equivalent to USD 12.2 million and USD 1-3.7 million respectively), while the required size of charter funds for Uzbek firms is set on a case-by-case basis.[3]

Therefore, government should reduce the control and regulating policies for producing and other fields of economy to increase the amount of Foreign Investment. A set of following activities should be carried to increase attractiveness of Uzbekistan to investors: to know the potentials and perspectives of its industry well; to make realistic projections as well as forecasts and then fight to exceed those projections (investors will not be impressed by unrealistic numbers); to use the country's strong points while doing business (for instance, Uzbekistan is the most populated country in Central Asia with more than 33 million populations. Moreover, its population is young with an average age of 24,7 years. The country is rich in raw materials (copper, zinc, gold, silver, tungsten, lead and natural gas). In terms of consumption, it is potentially the largest market in the region. In addition, the Uzbek State had been careful to strengthen the commercial banks, especially eight of the most important ones, before the financial crisis. To organize special events to inform investors more about our country and make them show interest to our business. To make special "investor portal" to give more information and announce daily news, good chances created by authority for foreign investors. [4]

To conclude, foreign investment helps country's economy to increase both manufacturing and infrastructure, develop existing potentials of a country. It leads to the increase in the living standards of the population. By tackling the obstacles in accordance with the foreign investment, high economic results will be reached in Uzbekistan.

References

UNCTAD (United Nations Conference on Trade and Development)

www.lex.uz (materials)

State Statistics Committee of the Republic of Uzbekistan

cbu.uz (Central Bank of the Republic of Uzbekistan)

SOCIETAL INCLUSION OF TRANSGENDER IN THE CONTEXT OF
THE TRANSGENDER PERSONS (PROTECTION OF RIGHTS) ACT, 2019

Upasana Ghosh

Advocate, Howrah District Judge's Court, West Bengal,

Poulami Ghosh

Advocate, Hooghly District Judge's Court, West Bengal,

ISSN 2277-7733

Volume 9 Issue 2,

September 2020

Abstract

All human beings without any discrimination should get equal rights. However, the rights of the transgender persons are often been denied. Often they are subjected to hatred, torture, cruelty, physical injury, abuse. Due to lack of social, economic and educational rights, they get engaged in dangerous professions and are exploited. Very little research work has been done till now to enhance the social and legal rights of the transgender people. Thus, in this study, our attempt is to find out the social acceptance of the transgender persons, whether the laws are adequate in safeguarding their rights and to create public awareness to accept them as a part of the society by adopting a friendly attitude towards them.

Keywords- transgender community, law, rights, society, acceptance, awareness.

We all are acquainted with the term 'hijra' or 'transgender' and nowadays known as the 'third gender' after the passage of 'The Transgender Rights Bill, 2014'. They are different biologically from normal male or female gender. We often come across the regular scenarios of them in our daily life- begging for money, which often results in extraction of money, and out of coercion and exasperation they execrate and persecute people if their requisites are not met with. They can be regularly seen on local trains, parks, at big crossings in Kolkata, whether its Rashbehari crossing, Ballygunge Phari, Esplanade or Rabindra Sadan in glaring clothes with loud makeup on, going from cars to cars waiting at signals, tapping on the window-panes, clapping their hands and begging for alms and also can be seen collecting money in the house of a newly born baby and marriage.¹ For having different biological structure, they are often forced to beg or get into prostitution and often ill-treated by the 'so-called' civilized society of ours. Often they are denied access to health and welfare services which leads to high rates of HIV among transgender.² Though people with progressive mind are now accepting them as a part of the mainstream of the society, a large number of people are still against them. In this study, we argue that the rights are not given to the transgender persons completely. The Transgender Persons(Protection of Rights) Act, 2019 has been done in a haste manner and should be revised so that the flaws and issues pertaining to the Act get removed. We will also discuss the social issues experienced by them regularly to find out their real position in today's society and how much people are ready to accept them.

Literature review

Literature review acts as a major part of any research. It is very essential for every researcher to conduct a literature review of previous works done on a particular topic to

¹Sangita Laha, "Journey from marginal to Mainstream- The Woes of Transgender in India", Dr. Ram Manohar Lohiya University Journal, Vol. 11(2019)

²Sreoshi Sinha, "Social Exclusion of Transgender in the Civil Society: A Case Study of the Status of the Transgender in Kolkata", Internal Journal of Humanities & Social Science Studies (IJHSSS), Published by Scholar Publications, Karimganj, Assam, India, 788711

identity the gaps so that he or she can work on it keeping in mind the present situation. It is a complete summary of previous research on a certain topic. It portrays an idea about scholarly articles, books and other resources relevant to a particular area of research. An article on 'Historical Evolution of Transgender Community in India' by M. Michelraj, an article on 'Journey from Marginal to Mainstream' by Sangita Laha, and various books, legislation, statutes, case laws, websites have been referred and cited in this study.

Rationale of the study

The exploitation, abuse of the victims of the third gender has compelled the authors to go ahead with this study. The scope of this study is to find out whether people are ready to welcome them as part of their community and whether The Transgender Persons (Protection of Rights) Act, 2019 has done justice in safeguarding their legal and social rights.

Research Methodology

Research methodology is the path through which researchers conduct their research. It allows the reader to critically evaluate a study's overall validity and reliability. A research can be classified on the basis of the nature of data, tools of data collection, interpretation of already available data, purpose and other such criteria. In this study, partly doctrinal method and partly empirical method has been used by the authors while shaping this. In the doctrinal part, information has been taken from primary and secondary sources. Primary sources include statutes, legislation, case studies and the secondary sources include books, journal, articles and websites. For the close observation of the societal acceptance of the transgender persons in hands, the authors have done the empirical study. A case study was done in Kolkata in the state of West Bengal, India. While doing empirical study we gathered primary data by sending questionnaires to 38 common people who are residents of Kolkata through digital platforms like mail, whatsapp and face book messenger to the common people to evaluate the acceptance of the third gender by them. Accordingly, 38 common people from Kolkata gave their opinion. The data collected from the survey is analyzed and presented in a table by calculating percentage to draw logical conclusion.

Historical Background and occupation

The Vedas, the Kama Sutra and various texts suggest that the third sex individuals were well known in the pre-modern India. We also find evidence of the hijras or transgender in the epic Ramayana, where Lord Rama authorized them the power to confer blessings on people on fortunate occasions like birth of a child and marriage where they are supposed to sing, dance and confer blessings. During the British colonial administration, they were denied civil rights. The British criminalized the hijra community and considered them to be separate caste or tribe in different parts of India. The Criminal Tribes Act, 1871 included all hijra who were engaged in kidnapping and committing unnatural offence and dresses like woman to dance in public places. They were penalized for such activities. After independence, the Karnataka Police Act, 1964, amended in 2012, was enacted to register the names and places of all hijras who were engaged in kidnapping or committing unnatural offences.³

³M. Michelraj, 'Historical Evolution of Transgender Community in India, Asian Review of Social Sciences', Vol. 4 No.1, 2015

Their occupation is not only to collect alms on streets, parks, local trains but also collecting money by singing and dancing in the house of a newly born baby. They are also engaged in prostitution. Due to their distinct behavioral nature, they are regularly harassed by the common people both physically and mentally. There are certain exceptions where the transgender persons made an extra effort to become successful in their career by becoming lawyers, professors, judges, military officers after 2013. In this background, this study makes a meek attempt to highlight the injustice done to the victims both socially and legally because the society is still not ready to accept them and certain legal rights are denied to them.

Laws relating to Transgender in India:

Mainly two genders are recognized everywhere i.e. Male and Female. Transgender persons face many problems due to their different sexual orientation from male and female. That is the reason why legal recognition is very important for them to get equal rights like male or female. Recently, to protect their rights and thinking about their welfare the legislature has passed one Act named “The Transgender Persons (Protection of Rights) Act, 2019.” Now the question is how much this Act is serving the purpose for which it was enacted.

Background of “The Transgender Persons (Protection of Rights) Act, 2019”⁴

Before critically analyzing this Act we can discuss the background of it in short. In the case of *NALSA v. Union of India*,⁵ the Supreme Court of India in its judgment recognized the rights of transgender people in India and for the purpose of securing their rights it has mentioned a series of measures like prohibiting discrimination and recommended the formation of welfare policies and recommended for reservation of those third gender persons in educational institutions and jobs. Further, in the case of *Justice K.S. Puttaswamy (Retd.) and anr v. Union of India and ors*⁶ (2017) and *Navtej Singh Johar v. Union of India*⁷ (2018) the Supreme Court of India affirmed the 2014 judicial mandate. However, before enactment of this Act some bills were introduced like the Rights of Transgender Persons Bill, 2014. During the pendency of this Bill, 2016 Bill was tabled. After that the Transgender Persons(Protection of Rights) Bill, 2018 also lapsed and finally in the light of the lapse of the 2018 Bill the 2019 Act was introduced in the Lok Sabha by the Minister of Social Justice and Empowerment on July 19,2019.

Salient features of this Act:⁸

The Transgender Persons (Protection of Rights) Act, 2019 consists of total nine chapters. This Act is applicable in India. This Act prohibits discrimination against transgender people, acceptance of gender identity through certificate issued by the District Magistrate, option to change gender either as a male or female through surgery subject to satisfaction of the District Magistrate on receipt of an application

⁴[https://en.wikipedia.org/wiki/Transgender_Persons_\(Protection_of_Rights\)_Act,_2019#cite_note-th2-2](https://en.wikipedia.org/wiki/Transgender_Persons_(Protection_of_Rights)_Act,_2019#cite_note-th2-2), visited on 15-08-2020 at 07:30 p.m.

⁵*National Legal Services Authority v. Union of India*, AIR 2014 SC 1863

⁶*Justice K.S. Puttaswamy (Retd.) and anr v. Union of India and ors*, W.P. (Civil) No. 494 of 2012

⁷*Navtej Singh Johar v. Union of India*, W.P. (Crl) No. 76 of 2016

⁸[https://en.wikipedia.org/wiki/Transgender_Persons_\(Protection_of_Rights\)_Act,_2019#cite_note-th2-2](https://en.wikipedia.org/wiki/Transgender_Persons_(Protection_of_Rights)_Act,_2019#cite_note-th2-2), visited on 15-08-2020 at 07:30 p.m.

and certificate issued by the Medical Superintendent or Chief Medical Officer, adequate steps by the Government for their protection, equal rights of them in educational institutions, health facilities, National Council for Transgender Persons for the enforcement of their rights and penalties for sexually abusing or exploiting them.

Analytical study of this Act:⁹

Now the question is that how much this Act is effective to protect the rights of transgender persons practically because there are so many oppositions against this Act already. In this regard we may highlight some points to critically analyze this Act. First of all very few people are aware of this Act. We also found out that the common people are mostly ignorant of this Act. This Bill was passed on 5th August, 2019 but it did not come in the news properly because on that day, Art 370 of the Indian Constitution which used to providespecial status to the State of Jammu and Kashmir was abrogated and the attention of the whole country was on that issue. However, after passing of this Act how much people are aware of it and how much the society is ready to accept the transgender persons as a part of them or the legal and social rights provided by this Act is a million dollar question. However, this Act has some area of controversy like this Act requires a transgender person to get certified as a transgender person and in this process of certification their gender will also be checked. So they may feel awkward if the District Magistrate check them physically to ascertain their gender. It may hamper their dignity to some extent. It seems like that this Bill is not accepting the gender as a spectrum. In this Bill punishment for sexual offence to a transgender person is six months to years whereas in case of female it may be 7 years or more and may extend to life imprisonment so it seems like that sexual offence against transgender people is too less in comparison. This Act does not provide any kind of reservation for transgender persons in educational institutions and public employment, which is a clear violation of the NALSA judgment. There is also a common scenario of people giving weird look at them in any public office or public places. Most of the time they face problems to get education and employment and also harassment from their peer group. From this point of view they should get reservation in different aspects of the society while some people opine that reservation will never give them the opportunity to come into the mainstream of the society. It will always push them backward.

For example, in the case of SwatiBidhan Baruah, she challenged the constitutional validity of this Act.¹⁰She alleged that the Act violates the transgender persons' right to privacy, life and security. She also said that Section 14 of this Act is not even clear in providing welfare schemes to support the community. The Parliament should have provided in the Act. The Act is not only discriminatory but also humiliating to the entire transgender community living in the country. Thus, the loopholes of this Act should be looked into.

⁹Ibid

¹⁰<https://m.economicstimes.com/news/politics-and-nation/sc-notice-on-plea-against-transgender-act/articleshow/73685247.cms>, visited on16-08- 2020 at 09:15 pm

Result of the empirical study¹¹

We have already made a survey based on some questions to find society’s consideration regarding them. The data is as follows:

Table 1: Opinion given by the common people of Kolkata (Total no. of respondent: 38)

Sr. no.	Item	Agree (%)	Disagree (%)
1	Do you have any idea about transgender?	100	0
2	Do you know there is an Act named The Transgender Persons (Protection of Rights) Act, 2019?	57.89	42.10
3	Do you think they need to get a certificate to prove their gender identity?	47.36	52.63
4	Under section 7 of the aforesaid Act it is said that if any transgender person undergoes surgery to become male or female it will not affect the person’s right as a transgender person. Do you think it is just?	57.89	42.10
5	Do you think they should be given equal rights in educational institution and in employment as given in the statute to get socially recognized?	100	0
6	Will you accept if they use either of the male or female public urinals?	81.57	18.42
7	Do you think their parents should give them moral support and a proper upbringing so that they can live with them just like other male or female children?	100	0
8	Do you think their rights are protected under Article 15, 19 and 21 of the Constitution of India which recognizes gender identity, right to life, privacy and equality of a transgender person?	31.57	68.42
9	Do you think they should get reservation in different aspects of the society as they still do not belong to the mainstream of the society?	42.10	57.89
10	Do you think they should have the right to adopt a child?	81.57	18.42
11	In case of sexual harassment to them punishment is 6 months to 2 years. Do you think this should be enhanced?	100	0

From the age group 25-60, 21 female respondents gave their opinion regarding their acceptance of transgender persons in the society whereas we got opinion from 17 male respondents. Table 1 presents the analysis of the data of the opinion given by the respondent within the study area. The outcome of this table 1 is further elaborated in the Figure 1.

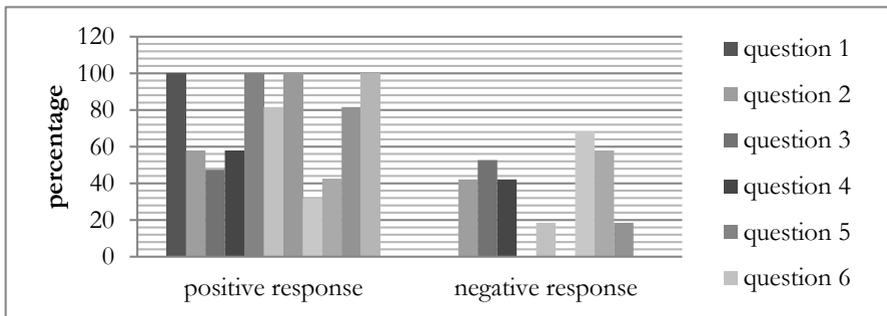


Figure 1 : Pictorial presentation of the responses of respondents

Figure 1 presents the percentage of the positive and negative responses of 38 respondents which includes both male and female respondents with respect to the questions as asked by the authors within Kolkata.

¹¹Source : Authors

Suggestions

Following are some measures to improve the condition of the most ignored and marginalized community so that they can surmount their problems—Unbiased attitude of the common people, They should be encouraged in starting businesses like selling clothes, books, toys, work in medicine shops etc. to earn their livelihood so they do not have to beg on streets, Awareness in the workplace to take necessary steps to prevent sexual harassment against them and a complaint mechanism for the redress of complaint by the victim, Equal rights in schools and colleges for them, guidelines for prohibition of harassment, torture and abuse, accommodation for transgender students, allot gender neutral washrooms for them to secure their privacy and allow participation and membership of co-curricular activities, Establishment of gender-neutral urinals in all public places so that they are free from any harassment, abuse and torture, Moral support from family, siblings and friends, Enhancement of imprisonment term for sexual abuse against them, Gender-neutral laws for right to marriage, inheritance, adoption, rape, Global awareness of their rights through media.

Conclusion

The main aim of the study was to find out how much the society is ready to accept the transgender persons as a part of them and gender as a spectrum. From the above discussion and by questioning different types of people it can be concluded that society is still not ready to accept them completely. Present generation people gave positive opinion towards acceptance of transgender persons as a part of their society but overall study revealed that society is not ready to accept them entirely. Even some people were so hesitant and ignorant to give their opinion on transgender just because they personally do not like them. There is also lack of awareness of the Transgender Persons (Protection of Rights) Act, 2019 and this Act has some major loopholes and controversial provisions which need to be modified.

There are some serious problems faced by the transgender community which needs immediate action by the Government and supplement necessary measures for them regarding their health, education, employment, basic amenities etc. Amelioration of the mentality of the people is also needed to bring the transgender persons to the mainstream of the society.

References

- Pandey J.N, (2019) Constitutional Law of India, Central Law Agency.
Jain M.P, 8thedition, Indian Constitutional Law,Nagpur.
DebabrataBasu, “The Role Played by the Indian Pharmacopoeia Commission in Today’s Era: A Critical Study”, Voice of Research, Vol. 9, Issue 1, June 2020.
Sreoshi Sinha, “Social Exclusion of Transgender in the Civil Society: A Case Study of the Status of the Transgender in Kolkata”, Internal Journal of Humanities & Social Science Studies (IJHSSS), Published by Scholar Publications, Karimganj, Assam, India, 788711.
[https://en.wikipedia.org/wiki/Transgender_Persons_\(Protection_of_Rights\)_Act,_2019#cite_note-th2-2](https://en.wikipedia.org/wiki/Transgender_Persons_(Protection_of_Rights)_Act,_2019#cite_note-th2-2)
<https://m.economictimes.com/news/politics-and-nation/sc-notice-on-plea-against-transgender-act/articleshow/73685247.cms>

Reg. no: GUJENG/2012/48984



website: www.voiceofresearch.org

Printed, published and owned by Dr. Avdhesh S Jha, Printed at Rudrax Printers, 48, Laxmi Estate, Nr. Nagarvel Hanuman Temple, Amraiwadi Road, Ahmedabad-380026 and Published at E/1, Samay Appartments, Behind NID, Paldi, Ahmedabad-380007. Gujarat, India. Ph. No. 079-26623727 Chief Editor Dr. Avdhesh S Jha