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A STUDY ON WORKING AND PERFORMANCE OF DISTRICT CONSUMER DISPUTES REDRESSAL COMMISSIONS OF LUCKNOW, VARANASI AND PRAYAGRAJ MANDAL OF UTTAR PRADESH

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ABSTRACT

This paper attempts to study working and performance of 15 District Consumer Disputes Redressal Commissions working in Lucknow, Varanasi and Prayagraj Mandal of Uttar Pradesh. Although overall disposal percentage of cases is satisfactory in case of District Consumer Disputes Redressal Commissions working in Lucknow, Varanasi and Prayagraj Mandal but, if we make one to one analysis of all 15 District Consumer Disputes Redressal Commissions working in Lucknow, Varanasi and Prayagraj Mandal of Uttar Pradesh then we came to know that performance of District Consumer Disputes Redressal Commissions of Lucknow, Kaushambhi, Jaunpur, Prayagraj Lucknow Second, Hardoi and Unnao need improvement and U.P. Government must take necessary steps like filling vacant post of presidents and members in these District Commissions and starting of Lok Adalats to ensure quick justice to consumers.

KEYWORDS

CDRC, CPA, Uttar Pradesh, consumer protection.

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INTRODUCTION

Government of India enacted number of laws for protection of aggrieved consumers but, Consumer Protection Act, 2019 was one of the landmark law which facilitated setting up of Consumer Disputes Redressal Agencies at District, State and National level for providing simple, speedy and inexpensive redressal to aggrieved consumers and accordingly U.P. Government has established Uttar Pradesh State Consumer Disputes Redressal Commission in state capital Lucknow and 79 District Consumer Disputes Redressal Commissions in 75 Districts of Uttar Pradesh. Agra, Bareilly, Lucknow and Moradabad district have two District Consumer Disputes Redressal Commissions.

TABLE 1.1: DETAIL OF LUCKNOW, VARANASI AND PRAYAGRAJ MANDAL OF UTTAR PRADESH

| Sr. No. | Name of Mandal | Name of Districts under this Mandal |
|---------|-----------------------|---|
| 1 | Lucknow | Lucknow, Hardoi, Lakhimpur Kheri, Raebareli, Sitapur, Unnao |
| 2 | Varanasi | Varanasi, Chandauli, Ghazipur, Jaunpur |
| 3 | Prayagraj (Allahabad) | Prayagraj, Fatehpur, Kaushambhi, Pratapgarh |

Source: State Portal, Government of Uttar Pradesh

TYPE OF RESEARCH

The present study is descriptive cum exploratory in nature. It describes and explores state of affairs of 15 District Consumer Disputes Redressal Commissions at Lucknow, Hardoi, Lakhimpur Kheri, Raebareli, Sitapur, Unnao, Varanasi, Chandauli, Ghazipur, Jaunpur, Prayagraj, Fatehpur, Kaushambhi and Pratapgarh under Lucknow, Varanasi and Prayagraj Mandal of Uttar Pradesh.

OBJECTIVES OF THE STUDY

It attempts to elaborate the state of affairs of the cases filed/disposed of at the 15 District Consumer Disputes Redressal Commissions working in Lucknow, Varanasi and Prayagraj Mandal of Uttar Pradesh. The study points out various problems being faced by these Consumer Disputes Redressal Agencies and suggest their possible solutions.

RESEARCH METHODOLOGY

The study is based on the secondary data collected through various journals, website and other unpublished sources.

RESULTS AND DISCUSSION

The statement showing the cases filed/disposed of at the 15 District Consumer Disputes Redressal Commissions working in Lucknow, Varanasi and Prayagraj Mandal of Uttar Pradesh as on March 31,2019 is given in Table No. 1.2.

TABLE 1.2: STATEMENT OF CASES FILED/DISPOSED OF IN DISTRICT CONSUMER DISPUTES REDRESSAL COMMISSIONS OF LUCKNOW, VARANASI AND PRAYAGRAJ (ALLAHABAD) MANDAL OF UTTAR PRADESH (AS ON 31-03-2019)

| Sr. No | Name of District Commission | Name of Mandal | Cases Filed since inception | Cases Disposed of since inception | Disposal Percentage | Pending Cases | Pendency Percentage |
|--------|-----------------------------|-----------------------|-----------------------------|-----------------------------------|---------------------|---------------|---------------------|
| 1 | Prayagraj (Allahabad) | Prayagraj (Allahabad) | 3955 | 3325 | 84.07 | 630 | 15.93 |
| 2 | Chandauli | Varanasi | 3651 | 3311 | 90.69 | 340 | 9.31 |
| 3 | Fatehpur | Prayagraj (Allahabad) | 6734 | 6194 | 91.98 | 540 | 8.02 |
| 4 | Ghazipur | Varanasi | 7263 | 6669 | 91.82 | 594 | 8.18 |
| 5 | Hardoi | Lucknow | 4226 | 3685 | 87.20 | 541 | 12.80 |
| 6 | Jaunpur | Varanasi | 11896 | 9860 | 82.89 | 2036 | 17.11 |
| 7 | Kaushambhi | Prayagraj (Allahabad) | 10020 | 8252 | 82.36 | 1768 | 17.64 |
| 8 | Lakhimpur kheeri | Lucknow | 5760 | 5324 | 92.43 | 436 | 7.57 |
| 9 | Lucknow First | Lucknow | 19005 | 14789 | 77.82 | 4216 | 22.18 |
| 10 | Lucknow Second | Lucknow | 4730 | 4053 | 85.69 | 677 | 14.31 |
| 11 | Pratapgarh | Prayagraj (Allahabad) | 9740 | 9277 | 95.25 | 463 | 4.75 |
| 12 | Raebareli | Lucknow | 8566 | 8229 | 96.07 | 337 | 3.93 |
| 13 | Sitapur | Lucknow | 8353 | 7696 | 92.13 | 657 | 7.87 |
| 14 | Unnao | Lucknow | 11732 | 10251 | 87.38 | 1481 | 12.62 |
| 15 | Varanasi | Varanasi | 20470 | 18873 | 92.20 | 1597 | 7.80 |
| | | Total | 136101 | 119788 | 88.01 | 16313 | 11.99 |

Source: Unpublished Record of Uttar Pradesh State Consumer Disputes Redressal Commission (2022)

INTERPRETATION

- The study examined the statement of cases filed/disposed of at the 12 District Consumer Disputes Redressal Commissions working in Lucknow, Varanasi and Prayagraj Mandal of Uttar Pradesh as depicted in Table 1.2. Analysis of Table 1.2 reveals that 136101 cases have been filed out of which 119788 (88.01%) has been disposed of.
- The overall disposal rate of 88.01 percent reflects that disposal rate of the cases at 15 District Consumer Disputes Redressal Commissions working in Lucknow, Varanasi and Prayagraj Mandal of Uttar Pradesh is satisfactory.
- Out of 15 District Consumer Disputes Redressal Commissions working in Lucknow, Varanasi and Prayagraj Mandal of Uttar Pradesh 8 District Consumer Disputes Redressal Commissions at Lakhimpur Kheri, Raebareli, Sitapur, Ghazipur, Fatehpur, Varanasi, Chandauli and Pratapgarh have disposal rate higher than overall disposal rate of 88.01%.
- Out of 15 District Consumer Disputes Redressal Commissions working in Lucknow, Varanasi and Prayagraj Mandal of Uttar Pradesh 7 District Consumer Disputes Redressal Commissions have pendency rate higher than overall pendency rate of 11.99%.
- As per statistics released by National Consumer Disputes Redressal Commission post of president and members were vacant in various District Consumer Disputes Redressal Commissions so, U.P. Govt. should take necessary steps to solve this problem and to ensure that no post remain vacant at any level.
- Analysis of Table 1.2 clearly shows that pendency percentage of cases is highest in District Commission of Lucknow at 22.18%. It is followed by District Commission Kaushambhi (17.64%), Jaunpur (17.11%), Prayagraj (15.93%), Lucknow Second (14.31%), Hardoi (12.80%) and Unnao (12.62%). U.P. Govt. should allow starting of Lok Adalats in these District Commissions to solve the issue of pendency of cases.

CONCLUSION

This paper attempts to study working and performance of 15 District Consumer Disputes Redressal Commissions working in Lucknow, Varanasi and Prayagraj Mandal of Uttar Pradesh. Although overall disposal percentage of cases is satisfactory in case of District Consumer Disputes Redressal Commissions working in Lucknow, Varanasi and Prayagraj Mandal but, if we make one to one analysis of all 15 District Consumer Disputes Redressal Commissions working in Lucknow, Varanasi and Prayagraj Mandal of Uttar Pradesh then we came to know that performance of District Consumer Disputes Redressal Commissions of Lucknow, Kaushambhi, Jaunpur, Prayagraj Lucknow Second, Hardoi and Unnao need improvement and U.P. Government must take necessary steps like filling vacant post of presidents and members in these District Commissions and starting of Lok Adalats to ensure quick justice to consumers.

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NEW EDUCATION POLICY 2020 HIGHLIGHTS AND SUSTAINABLE DEVELOPMENT IN INDIA

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HYDERABAD

ABSTRACT

The New Education Policy 2020 in India aims to transform the education system and make it more equitable and inclusive. The policy emphasizes on the development of critical thinking, creativity, and problem-solving skills among students. It also seeks to promote multilingualism and aims to introduce coding and vocational education from the early stages of schooling. The policy also focuses on the use of technology in education and encourages the development of digital infrastructure and the creation of digital resources for learning. It aims to promote a shift from rote learning to experiential and holistic learning, with an emphasis on hands-on and practical learning. The policy recognizes the importance of education in achieving the SDGs and aims to promote education that is relevant to the needs of the society and the economy. It seeks to promote education that fosters responsible citizenship and promotes sustainable lifestyles. The policy also recognizes the need for education to be responsive to the changing needs of the society and the economy and aims to promote flexibility and adaptability in the education system. The backbone and basis of any society's development in the world is the quality of its Education. Education provides knowledge, skills, and information to people in order to provide them employment opportunities, reduce poverty, improve health standard, and promote lifelong learning. Revitalizing the framework of the education system in India is imperative for transforming the future generation of the country. The way society affects the environment led to the idea of sustainable development. Sustainable development advocates believe that people should be able to live comfortably and take care of their basic requirements without jeopardizing the ability of future generations to do the same. The 2030 Agenda for Sustainable Development has education at its center, emphasizing educational quality, and ensuring comprehensive and equal access to quality education. New Education Policy 2020 in India aims to promote a more inclusive, equitable, and sustainable education system that prepares students for the challenges of the future. By integrating the SDGs into the policy, it recognizes the critical role of education in achieving sustainable development and aims to promote education that is relevant, responsive, and fosters responsible citizenship.

KEYWORDS

new education policy 2020, higher education.

JEL CODES

I20, I21, I28.

INTRODUCTION

The Government of India realizing the importance of education did formulate the National Policy on Education (NPE) to promote the same amongst its people. The framework of the National Policy on Education does cover the education system from the elementary level to the university level suitably accommodating students both in the rural areas as well as the urban areas. The first official and structured National Policy on Education was implemented in the year 1968 by the Government of India with late Mrs. Indira Gandhi as the Prime Minister. The second National Policy on Education was implemented in the year 1986 by the Government of India with late Mr. Rajiv Gandhi as the Prime Minister. Owing to the short comings of above-mentioned National Policies on Education, the Government of India with Shri. Narendra Modi as the Prime Minister of India with the approval of the Union Cabinet of India on 29 July 2020 implemented the new National Education Policy – 2020. The NEP – 2020 is a comprehensive framework encompassing the elementary, higher education as well as the vocational training both in rural India as well as urban India with an aim to achieve 100% gross enrolment ratio in school education by 2030 and transform the education system of India by the year 2040. The NEP – 2020 is aiming at increasing the expenditure of any state in India from the existing 4% to 6% of the GDP. When it comes to the states of India, the regional languages spoken becomes an impediment in implementing the NEP-2020.

The National Education Policy (NEP) 2020 was approved by the Indian government in July 2020, with a focus on transforming the education system in India to meet the challenges of the 21st century. The policy emphasizes the need for an inclusive, equitable and quality education system that can enable all learners to reach their full potential. This paper will discuss the implications of NEP 2020 on sustainable development in India. Sustainable development is a key priority for India, with the government aiming to achieve a sustainable and inclusive growth path. Education is a critical component of sustainable development, as it can enable individuals to acquire the knowledge and skills needed to contribute to sustainable development. The NEP 2020 recognizes the role of education in sustainable development and aims to promote sustainable practices in education. Implications of NEP 2020 on sustainable development Emphasis on holistic development The NEP 2020 emphasizes the need for holistic development of learners, including cognitive, social, emotional, and physical development. This can enable learners to develop a deeper understanding of sustainable development and promote sustainable practices. Focus on experiential learning, the policy emphasizes the need for experiential learning, which can enable learners to develop practical skills and knowledge that can contribute to sustainable development. This can include activities such as environmental education, community service, and project-based learning. Integration of sustainable development in the curriculum The NEP 2020 aims to integrate sustainable development across the curriculum, including subjects such as science, social studies, and mathematics. This can enable learners to develop a deeper understanding of sustainable development issues and promote sustainable practices. Emphasis on vocational education: The policy emphasizes the need for vocational education, which can enable learners to acquire practical skills and knowledge that can contribute to sustainable development. This can include vocational training in areas such as renewable energy, sustainable agriculture, and environmental management. Promotion of research and innovation The NEP 2020 aims to promote research and innovation in education, including research on sustainable development. This can enable the development of innovative solutions to sustainable development challenges and promote sustainable practices. Inclusion of marginalized communities, the policy emphasizes the need for inclusion of marginalized communities, including girls, children with disabilities, and children from disadvantaged backgrounds. This can enable all learners to acquire the knowledge and skills needed to contribute to sustainable development.

REVIEW OF LITERATURE

Dr. Kuldeep Kaur Juneja in the paper titled NEP: 2020- Innovation and educational Technology in 21st Century concluded that a collaborative learning environment is necessary for effective innovations in teaching and Learning.

Maharaj, G. M. S. G., Ahuja, M., & Malhotra, A. K. (2021), in their article titled Implementation of National Education Policy (NEP) 2020 of India: A perspective on pedagogy from Bhagwad Gita concludes that the NEP 2020 can be successfully implemented by drawing learning with respect to pedagogy from our ancient treatise Shrimad Bhagwat Gita, which still stands ahead of times. This implies that in order to achieve the objectives of the new education system as laid down by NEP-2020, it is imperative to pay special attention to the pedagogical aspect of teaching, which in turn can be adopted from Bhagwad Gita. This is the first study of its kind where a mix of desktop and Hermeneutics analysis has been used while drawing inference and relevance from Bhagwad Gita.

OBJECTIVES OF THE STUDY

The prime objective of the research paper

1. The key highlights of the new education policy in India.
2. To Understand it's contribution towards sustainable development in India.

RESEARCH METHODOLOGY

This research is a descriptive study. The data required was collated from secondary sources, viz., the Government websites, renowned journals and other publications.

NEW EDUCATION POLICY 2020 HIGHLIGHTS IN INDIA

The New Education Policy (NEP) 2020 in India was introduced by the Ministry of Education in July 2020. The policy aims to bring significant changes in the Indian education system from school to higher education level. Some of the key highlights of the NEP 2020.

1. **5+3+3E+4 STRUCTURE:** The NEP 2020 replaces the 10+2 structure with a new 5+3+3+4 structure. This means that the first five years of education will be foundational, followed by three years of preparatory education, three years of middle education, and four years of secondary education.
2. **MULTIDISCIPLINARY APPROACH:** The NEP 2020 promotes a multidisciplinary approach to education, which means that students will have the freedom to choose the subjects they want to study. This approach is expected to provide students with a broader understanding of various subjects.
3. **TECHNOLOGY INTEGRATION:** The NEP 2020 promotes the integration of technology in education, which means that digital classrooms and online teaching will become more prevalent.
4. **MOTHER TONGUE AS THE MEDIUM OF INSTRUCTION:** The NEP 2020 emphasizes the use of mother tongue or local language as the medium of instruction until at least Class 5. This is expected to help students understand the concepts better and improve their learning outcomes.
5. **HIGHER EDUCATION REFORMS:** The NEP 2020 proposes several reforms in higher education, such as the establishment of a single regulatory body for higher education, multiple entry and exit options for students, and the introduction of a four-year undergraduate degree program.
6. **HOLISTIC AND MULTIDISCIPLINARY EDUCATION:** The policy aims to promote a multidisciplinary approach to education and provide a broad-based, holistic education that goes beyond mere academic learning. The policy emphasizes the need for experiential learning, critical thinking, and problem-solving skills to be developed in students.
7. **EARLY CHILDHOOD CARE AND EDUCATION:** The policy focuses on early childhood care and education and aims to ensure that all children in the age group of 3-6 years have access to quality early childhood education.
8. **UNIVERSALIZATION OF EDUCATION:** The policy aims to ensure that every child in the country has access to education from the foundational level to higher education. The policy emphasizes the need for inclusive education, with special emphasis on socio-economically disadvantaged groups.
9. **VOCATIONAL EDUCATION:** The policy emphasizes the need to promote vocational education and aims to integrate vocational education into mainstream education. The policy aims to provide vocational education from Class 6 onwards and to ensure that all students have access to vocational education by 2025.
10. **TECHNOLOGY IN EDUCATION:** The policy recognizes the importance of technology in education and aims to promote the use of technology to enhance the learning process. The policy emphasizes the need for online education and digital literacy and aims to create a digital infrastructure for education.
11. **TEACHER EDUCATION:** The policy emphasizes the need for high-quality teacher education and aims to create a robust and comprehensive teacher education system. The policy aims to provide continuous professional development opportunities to teachers to enhance their skills and knowledge.
12. **HIGHER EDUCATION:** The policy aims to create a flexible and multidisciplinary higher education system that can cater to the needs of students from diverse backgrounds. The policy emphasizes the need for research and innovation in higher education and aims to create a conducive environment for research and innovation.
13. **REGULATION AND ACCREDITATION:** The policy aims to create a robust regulatory framework for education and to ensure that all institutions of higher education are accredited. The policy emphasizes the need for a single regulator for higher education.
14. **FINANCIAL SUPPORT:** The policy aims to increase public investment in education and to ensure that education is accessible and affordable for all. The policy aims to increase the public expenditure on education to 6% of GDP.
15. **INTERNATIONALIZATION OF EDUCATION:** The policy aims to promote internationalization of education and to create a global education ecosystem. The policy emphasizes the need for collaboration and partnership with foreign universities and institutions.

UNDERSTAND ITS CONTRIBUTION TOWARDS SUSTAINABLE DEVELOPMENT IN INDIA

India has made significant progress towards sustainable development in recent years, and technology has played a crucial role in this regard. Here are some of the ways in which technology has contributed towards sustainable development in India:

1. **RENEWABLE ENERGY:** India has set an ambitious target of generating 175 GW of renewable energy by 2022, and technology has played a significant role in achieving this target. From solar panels to wind turbines, technology has made it possible to harness renewable sources of energy on a large scale, making India one of the world's largest producers of renewable energy.
2. **WATER MANAGEMENT:** Technology has also played a crucial role in managing water resources in India. From rainwater harvesting to wastewater treatment, technology has enabled the efficient use and conservation of water resources in various parts of the country.
3. **AGRICULTURE:** Technology has transformed the agricultural sector in India, making it more sustainable and efficient. From precision farming to the use of drones for crop monitoring, technology has helped farmers increase their yields while reducing their reliance on harmful pesticides and fertilizers.
4. **WASTE MANAGEMENT:** Technology has also played a critical role in managing waste in India. From waste segregation to the use of bio-degradable plastics, technology has enabled the efficient disposal of waste, reducing the burden on landfills and the environment.
5. **E-COMMERCE:** The rise of e-commerce in India has also contributed towards sustainable development. Online shopping has reduced the need for physical retail space, reducing the carbon footprint of the retail industry. Additionally, e-commerce platforms have made it easier for consumers to purchase eco-friendly products and make sustainable choices.

CONCLUSION

The New Education Policy 2020 is a comprehensive policy document that aims to transform the education system in India. The policy recognizes the changing dynamics of the education system and aims to create a modern, dynamic, and robust education system that can prepare students for the challenges of the 21st century. India has made significant progress towards sustainable development in recent years, and technology has played a crucial role in this regard. Here are some of the ways in which technology has contributed towards sustainable development in Indian technology has played a crucial role in promoting sustainable development in India, and there is a lot of potential for further innovation and growth in this area.

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