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EVALUATION STUDY OF A PROJECT FOR TALENT GROOMING OF STUDENTS IN ORPHANAGES (STEP)

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Introduction:

Orphanages are residential institutions devoted to the care of orphan children whose natural parents are expired or otherwise unable or unwilling to care them. Natural parents and sometimes natural grandparents are legally responsible for supporting children, but in the absence of these or other relatives willing to care for the children, they become a ward of state and orphanages are one way of providing for their care, housing and education. All the children institutionalized in orphanages may not be an orphan always. Out of five children in orphanages having at least one living parent and most having some extended family. The UN estimates that up to 8 million children around the world are living in care institutions.

India has a very large number of orphans as well as destitute child population. Governments and vast numbers of private charity organizations, religious groups, Individual citizens, NGOs etc. running orphanages into thousands spreading across the country. While some of these places endeavour to place the children for adoption a vast majority just care and educate them till they are of legal majority age and help place them back on their feet.

The trend of providing institutionalized care to orphans or destitute children started in Kerala during the beginning of 20th Century. It was actually initiated by various religious groups and charity movements. The emergence of Muslim orphanages in Kerala is rightly connected with the socio political scenario of 1920's. Struggles against British imperialism like Malabar Rebellion and the dominance of feudal lords brought the social life in to the midst of various menaces and threats, spread of communicable diseases and natural calamities made this situation more complex. Many children became orphaned; mothers were made to take begging bowls. This social scenario made the philanthropists to think about a system for protecting & marginalized ones. It led to the establishment of a few Muslim orphanages.

These orphanages commenced functioning as a system with the intention to shelter, feed and care for these unfortunate children, now it has spread in to more than 250 orphanages only among Muslim community in Kerala. Now a day Kerala society survived from all these social turbulence, But most orphanages made no progress from the plight at the beginning. While a lot of developments occurred in the process of children's rehabilitation, most of Muslim orphanages are still rendering the same service par with demands of 1920's ie food and sheltering only.

Majority of the Muslim Orphanages provide care to their ward till they reach legal age. No supplementary supports and care are provided to the children's' education more than sending them schools or educational institutions. Orphanages provide support for social re-integration and employment are also very few.

Understanding this change gap, Centre for Information and Guidance India (CIGI) designed and implemented a project for identifying and grooming the talents of orphanages.

The Project:

The project STEP (Student Training for Excellent Performance) aimed at fine tuning the inherent skill of the children, enriching their scholastic abilities, helping them to win admissions in reputed institutions for the courses suiting their aptitude and interest, guiding them towards better career prospects and developing their life skills.

The project was a five year long training and follow up service for the selected group children. A Screening test comprising the components of abstract reasoning, logic, numerical ability and scholastic skill was administered among the 7th standard qualified students admitted in different orphanages in Kerala. The students selected through this selection a test was gathered for orientation camps and residential workshops in one center five times in a year. The programs were conducted during school vacation times. They were provided hands on trainings on achievement motivation, goal setting, career planning, career guidance, competency development, leadership skills, creativity development, public speaking skills, special coaching on academic subjects and on 10 core life skills recommended by WHO. The trainings were conducted in a conducive, learner centered manner with the techniques of role play, group discussion, participants' initiatives, group dynamics etc. The facilitators were rich with knowledge in education, psychology, social work and sociology and highly experienced in training activities. Each participant was assigned to a mentor who was entrusted to provide the continuing support even when they are off to orphanages.

Four batches that was selected respectively 2004-2005, 2005-2006, 2006-2007, 2007-2008 were successfully completed the project. The study evaluate their success in education and career through the declared objective of the project

Evaluation Purpose and Objective:

Evaluation is very important component of any social project. It helps to understand whether the project is successful or failure and objectives of the project are met or not. Evaluation involves the systematic collection of information about the activities, characteristic and outcomes of an activity or action, in order to determine its worth or merit. It is a major part of learning, and can provide a wealth of useful information on the outcomes of a project or action, and the dynamics of those who undertook the work. Through the identification of the highlights and lowlights of the project, evaluation draws conclusions which can inform future decision making, and assist to define future projects and policies.

Similarly, evaluation of STEP project is carrying out to know objectives of the project are fully achieved or not, what modifications are to be done to become the project more successful, productive and optimum result bounded one.

Objectives of the Evaluation are;

- To analyze whether the academic supporting trainings and guidance provided by the project have influenced their academic performance and growth
- To measure how does the career guidance supports that the participants have been getting resulted in their career attainment s
- To know the competent students of orphanages enrolled national universities, premier institutions, or leading courses
- To study how does the life skills and other personality development training benefited by the participants
- To understand the paradigm shift occurred in foster care concept of orphanages after implementing the project

Evaluation Methodology:

The universe of the study is Kerala state and the population is selected participants undergone the trainings under the project in between 2004 and 2008

The primary data was collected randomly from the sample size of 70 participants who have completed the project before 2008. A questionnaire comprising socio demographic details, education status, and

involvement in academic leadership and competency programme and employment attainment, was used to collect the data. The primary data was collected from literatures, project documents and enrolment details.

Feedbacks from the heads of orphanages whose children benefited by the project was also undergone the data collection process. An interview schedule was used to collect the data. campus managers, care givers and other staffs of different orphanages.

The data was collected from participants by contacting them over phone and direct interviewing from institution head.

Analysis and Findings:

Educational Status:

The educational details of the participants give delight and pleasure to some extends. The 44% of the beneficiaries have qualified graduation or above and the 37% are still continues their education. Only 19 % of the beneficiaries stopped their education either by secondary of higher secondary school.

Those participants completed their education and those discontinued together constitute 63% of the total respondents. The table given below gives educational qualification of the participants with course and percentage

Majority of the students – 22% has gone for traditional degree while 8% have qualified graduation in different engineering branches. The next 8% of the students have qualified non graduate professional course like diploma in engineering branches and nursing. 19% of them chose short term technical labour courses like electrician, plumber etc. 6% preferred primary teacher training courses. 36% of them were very unfortunate to discontinue their studies before reaching any degree of job oriented education even though they have trained in career planning.

The beneficiaries stopped their education and chose short term courses recognize their destiny is made by the orphan background. They were forced to take up the responsibilities of their dependents and thus the education was pushed back.

A bigger population- 37% of beneficiaries are still continues their education. The table given below shows their distribution

Traditional graduation courses like Bachelor of Arts, Science and commerce are the attraction or fortune for the majority. 43% are learning these courses in different colleges. 22% have obtained admission for engineering degree courses and 9% in medical science. 9% are doing graduation courses in different paramedical disciplines and next 9% are preparing for entrance tests of Chartered Accountant.

Among the total population a 4% has reached in the premier institutes and central universities which was a declared objective of the project. 2% are in NIT's and other 2% are in central universities. 17% are perusing their education in government colleges.

Career Status:

Only the first batch of the students has crossed the age of reaching to career at the time of evaluation. The students enrolled in the project during 2004-2005 have crossed the age of 23 or 24 years. They are not supposed to enter into career by this age. Majority of them are currently pursuing their education, but a fewer population has reached into career.

The percentage of beneficiaries obtained some careers constitutes 33% at the time of evaluation

The major portion of them have been employed as salesmen in shops or companies and the next bigger population have been working as technician labours such as electrician, plumber, welder etc. 10% of them are working either as guest teachers in government or aided school or in unaided schools. They are

educationally qualified people and in search of permanent jobs. Another 10% of beneficiaries are working as accountants in private companies.

The most remarkable result found in the analysis table is that 7% of them have been entered into government jobs within this early period. 3% of them have qualified batchlor degree in engineering and 3% in pharmacy and employed.

Those who opted short term courses or discontinued their studies in spite of having good academic records in school level, opined that the financial burdens and responsibilities over their shoulders blocked them from going for higher studies.

Many of the beneficiaries are striving to get good career position in Government service. 23.3% are reported with regularly attending competitive examinations for government jobs and 31.4% has started preparation for attending competitive examinations. There is one most hopeful news from the beneficiaries that one students has qualified preliminary examination of civil serviced test conducted by Union Public service Commission in the last year.

Participation in Academic Leadership and Competency Programme during Education:

The table given below analyses the involvement of beneficiary students in academic leadership and competency programs during their education. The data shows that more than 90% of the beneficiary students have participated in any kind of leadership and competency program at school and collegiate level. 26% of them have been actively participated in scholastic clubs like science club, social club, language club etc at school level. 23% of the students could develop their competency by participating scholarship examination and science fairs. 34% have participated in youth festivals and athletics in both school level and inter school levels. 8.5% students participated in leadership programs like NSS, Redcross etc.

The table describes the percentage of student engaged in each item during their education.

Institutional Development

The project was only aimed at grooming the talents of selected students from different orphanages. But the case works, counseling, mentoring etc with the beneficiary children threw the attention of the organizers into the environment of orphanage where students are deprived of getting proper care and conducive living exposure. Majority of the orphanages are headed by the people who are totally ignorant about the foster care management. Wardens appointed to take care of the children were non-professionals and majority of them were even not properly educated. No support for scholastic and behavioral development of children was provided. Sometime children were undergone unprofessional treatment for disciplinary reasons. Their psycho-social development was left without any re-inforcement.

This learning motivated the project team to think for intervention which is resulted in a new project for environment modification of orphanages in Kerala. As a pilot work the project was done in 20 selected orphanages for a two years and the project was met with great success in Mukkam Muslim Orphanages, Kozhikkode and Wayanadu Muslim Orphanage, Wayanadu where more than 1000 children find their safe haven. Five professionally qualified social workers were appointed in the orphanages. With the support of the social workers the orphanage made some significant changes in their environment and policy. All ineligible wardens were replaced with right people and they were oriented with a course in child care and guidance. They conducted many activities for academic development, career guidance, social and psychological wellbeing and rehabilitation of the orphanage children, all these efforts could bring tremendous changes in the orphanage environment and students' productivity. In the words of Dr. Abdul Gafoor, Academic director, Mukkam Muslim Orphanage "the project was really a catalyst for our orphanage, Social Work Professionals indentified backward students and arranged them special remedial programs for them, organized many workshops and camps and conducted counseling sessions for needy students and some of

them were referred to psychiatrists and psychologists” he continues “ now our children doing their higher studies in many of India’s leading universities like Aligrah Muslim University, Hyderabad Central University, Pondicherry University and many more. It is for the first time our children are going outside for higher education”

Now many orphanages have been showing a tendency to cope with the strategies materialized by these orphanages. Social Workers have been started to be appointed for the psycho social care of inmates.

Participants’ feedback:

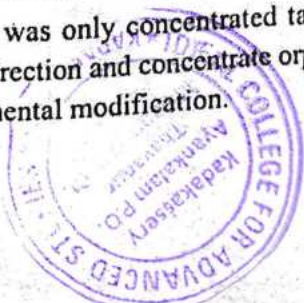
The project holds high regards from beneficiary participants. Every participants demands these like activities should be extended with wider ambience to more students in future. Everyone are agreeing the project has helped them to make any kind of positive changes in their life. 93% of them have opined that the project played vital role in developing personality and strengthening their passion towards life, while 66% thinks the trainings under the project has made some positive effects on their academic success. Many of them still recollect the memories of camps and workshops with a smile on face. Attending those programs was a joy of picnic out of the confined walls of the orphanages. Noushad Ali (2004-2005 Mufeed STEP batch) graduated B.tech from Palakkad Govt Engineering College talks “I was an introvert in my orphanage days. I got a chance to participate in STEP camps and I interacted with friends from came different orphanages. As a process of the camp, every participant was paired with a friend from another orphanage. I also got a friend. Really, I started talking to an unknown from that day. Today even, I maintain relationship with the friends I got in those days. It was really the motivation and career planning awareness I got from the STEP camp made me an engineer, which fuel of inspiration still burn in me, now I am attending Public Service Commission Examination.” This is not a story of a single beneficiary; everybody have some similar experience to share

Abdul Nasar, father of Na’az Bintah Abdul Nasar who was destitute girl admitted to one of the orphanages says “my daughter Na’az is a orphanage groomed girl, now she is preparing for Chartered Accountant tests, she is brilliant in studies. She passed 10 th with 88 percentage marks and 12th with 84 percentage. She has been attending training programs under STEP project from her 7th standards onwards. The career planning training really prepared her to dream high”

Conclusion and Recommendations:

As we discussed the project was a catalyst in orphanages for higher education and molding their behavior. Even though, more interventions are needed for maximum development of orphanages. Some recommendations are adding below.

- Even above sixty percentage of the participants enrolled for higher degree courses, above thirty percentage of the participants can’t enroll for degree courses because poverty, family burden and lose of motivation by environmental factors. There has more emphasis for such students in the project by introducing scholarships, availing bank loans and changing pattern of training for sustaining motivation to higher education among such students.
- In more orphanages, after completions of tenth standard (SSLC) students return to their home while their parents are not aware of the project, career planning of the students and important of higher education. If one parenting and counselling sessions included every year in the project it will be reflected good improvement in result.
- The project was only concentrated talented students in orphanages in Kerala. The project has to change its direction and concentrate orphanages for holistic development of all students in orphanages by environmental modification.




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A STUDY ON THE EFFECTIVENESS OF FIELD WORK PRACTICUM AMONG SOCIAL WORK TRAINEES IN COIMBATORE

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Introduction:

Social Work:

Man lives in society. It is the collection of individuals united by certain relations or mode of behaviour which mark them off from others who do not enter into these relations or who differ from in behaviour. It is also a complex web of social relations. This relation is the result of interaction of social people. Society is changeable. When social people can't keep pace with social change properly, they face, especially in industrialized society, multifarious problems which require professional, knowledge based & sustainable solution. To meet these problems effectively, social work has been emerged.

Field Work:

Field work is a platform for all Social Work Students to put the theory into practice. Field Work helps to enhance their passion for the profession that they have chosen. Field Work is a tool that makes all students to become effective professionals in their life. "Where there is will, there is a way". Students need a place where they can put their learning into practice. For which, this field work training would be the best option. That's why all the educational Institutions who offer the course Master of Social Work (MSW) choose this kind of field work training as a part of their curriculum. Field work is very essential for social work students. Field work makes everyone to feel different, to think different and to act different. Field work changes the lives of the social work students as they get more practical knowledge. Field work paves way for bright future for the social work students. It gives lots of opportunities for the social work students. Students get marvelous benefits out of Field Work Training.

Objectives of Field Work:

- **Seeing geography and theories come to life:** improving your knowledge of geography and understanding
- **Developing your skills:** giving you a chance to learn skills in data collection and analysis, map work, observational and investigative skills, computer and technology skills, communication and mathematical skills
- **Appreciating environments:** giving you a chance to experience and enjoy a wide range of environments and landscapes
- **Opinions and views:** it helps you to understand other peoples and cultures, and your own views about social, political or environmental issues
- **Taking responsibility for your learning, gaining confidence and develop your skills:** such as leadership and teamwork

Review of Literature:

George, (1982) investigated that Mary Richmond, an early social work practitioner, teacher and theoretician, advocated for complementing field learning with academic education.

Else (1983) who studied it as, "a consciously planned set of experiences occurring in a practice setting designed to move students from their initial level of understanding, skills and attitudes to levels associated with autonomous social work practice."

Austin (1986) who observed that early in social work education, students spent about half of their academic time in field settings.

Kaseke (1986) asserted that, "there is very little written on this subject matter, thus leaving social work educators, students and field supervisors without any meaningful and comprehensive guide to field instruction".

Kaseke (1986) in a study related to field work stated that fieldwork is an instrument of socialisation since it prepares the student for a future role as a social work practitioner. He further asserted that, "a meaningful fieldwork placement is one that enhances the students understanding of the social work profession.

Shardlow and Doel (1996) studied and observed in a study, "...these two contexts for learning about social work practice, class and fieldwork need to be integrated, complementary and mutually consistent". They further point out that the challenge for the student and agency supervisor, is to make this a reality".

Research Methodology:

Objectives of the Study:

1. To study the socio demographic details of the respondents
2. To find out the effectiveness of the field work practicum among the social work students
3. To measure the level of the effectiveness of the field work practicum
4. To analyze the association between socio demographic variables and key variables.

Universe of the Study:

The aggregate of all the units pertaining to the study is called the population of the universe. Researcher selected the social work students in Coimbatore as the universe of the study.

Research Design:

The study is descriptive in nature. Descriptive research design includes surveys and fact finding enquiries of different kinds. The major purpose of descriptive research is the description of the state of affairs as it exists at present.

Sampling Design of the Study:

A sample design is a definite plan for obtaining a sample from a given population. It refers to the technique or the procedure the researcher would adopt in selecting items for the sample. The researcher has used snow ball sampling method for the research.

Tools for data Collection:

The researcher used questionnaire method to collect the data from the respondents. The questionnaire consist of two parts

- Part I - Socio Demographic Profile.
- Part II - Effectiveness of the Field Work Practicum.

The question pertaining to effectiveness of field work practicum is a self-constructed questionnaire which consists of 24 items.

Research Findings:

- Majority 97.1% of the respondents belong to 20-25 years.
- Majority 55.8% of the respondents belong to Rural Community.
- Majority 88.8% of the respondents belong to Nuclear Family.
- Majority 79.7% of the respondents have 20001-50000 as their family income.
- Majority 70.3% of the respondents have chosen HRM as their specialization.
- Majority 69.6% of the respondents go to manufacturing for their field work training.

Findings related to Training Effectiveness:

- ❖ Majority 67.4% of the respondents agree to the agency is favorable to learn
- ❖ Majority 76.1% of the respondents agree on the agency helps to put theory into practice
- ❖ Majority 65.2% of the respondents agree opinion on preparing well for field work training in advance
- ❖ Majority 51.4% of the respondents strongly agree opinion on like to recommend the field work training for juniors.
- ❖ Majority 57.2% of the respondents agree opinion on field work training widens professional skills

Chi - Square Findings:

- There is no association between gender and the effectiveness of field work training.
- There is no association between UG and the effectiveness of field work training.
- There is no association between residence and the effectiveness of field work training.

Suggestions:

The Researcher has given the following suggestions based on the findings:

- ✓ The department can give an orientation about field work practicum to the social work students.
- ✓ Various training programmes, guest lectures, seminars, conferences can be organized to improve the professional skills of the social work students.
- ✓ To improve the effectiveness of the field work practicum, the department can use some motivational techniques on the specialization chosen by the social work students.
- ✓ The department can send the social work students to field work practicum to only the qualified professionals.
- ✓ The faculty members can take effort in updating the knowledge on the specialization of the social work students.
- ✓ The department can insist the field work instructor to utilize the skills of the social work students.
- ✓ The faculty members can visit the agency periodically and help the social work students to learn more about their specialization.
- ✓ The social work students can attend the field work conference regularly.
- ✓ The social work students can share their field work experiences to their friends and update the knowledge.

Conclusion:

Field work practicum is an integral part of social work practice which plays a vital role in enriching and expanding the theoretical knowledge at practical work. It gives opportunity to the students to prepare coping with problematic person, group and community by using the method and approach of social work. The study examined the effectiveness of the field work practicum among social work trainees in Coimbatore. The level of effectiveness of the field work practicum was found to be medium. So that the department of social work from various colleges in Coimbatore can implement certain motivational techniques and training to enhance the effectiveness of the field work practicum among social work trainees in Coimbatore. Thus the Social Work Trainees can put their theory into practice effectively and improve their profession.

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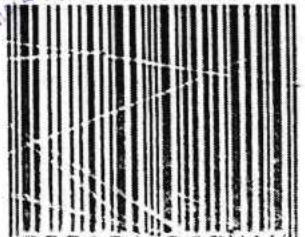
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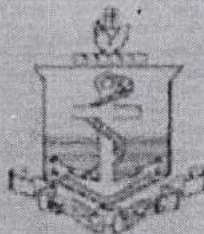
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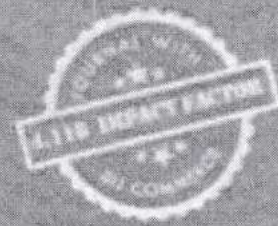
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A Study on Neo Banking Trends in India

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Abstract

The Banking industry is facing so many challenges today. Many banks in the public sector are in trouble with the increase in Non Performing Assets. Neo Banks is the type of banks which provide digital services. Some banks have started their own neo banking operations. Many start-ups have collaborated to a banking licensee to launch digital start-ups. The neo bank market is growing at a Compound Annual Growth Rate (CAGR) of 50.6% during the period 2017-2020. So, this study aims to have an understanding of the new trend in the banking industry- Neo Banks.

Keywords: Neo Banks, Fin Tech enterprises, banking.

Introduction

Neo bank is a type of direct bank that is 100% digital and reaches customers on mobile applications and personal computer platforms only. They are Fin-Tech enterprises which provide banking services in collaboration with an existing bank. They do not have a banking license. They are also known as challenger banks.

According to a survey conducted by Tech Foliance (a business intelligence service provider), there are about 50 Fin-Tech organizations all over the world.

Atom Bank (Britain), Buddy bank (Italy), Civilized Bank (Britain), Go Bank (USA), Loot bank (USA), We bank (China), N26 (Europe) Yono by SBI (India), Open (India) are major neo banks operating in the world.

Objectives of the Study

- To understand the concept of Neo Banking
- To understand the new trends in neo banking in India.

History of Indian Banking Sector

The banking system has drastically changed, leaving no trace of the old ways. Fourteen major commercial banks accounting for 70 percent of the resources of the banking system had been nationalized in 1969. In the second phase, six banks were nationalized. Today 91 commercial banks with 141756 branches are functioning in India.

Conference on Innovation-A Tool for Sustainable Business Development

The nationalization brought tremendous changes in the banking industry of India. The loans and advances which are available only for the socially forwarded people had become available for lower sections, including rural areas. Pradhan Mantri Jandhan Yojana is the World's largest financial inclusion program; where 36.06 crore new accounts were opened (28.65 in the public sector and 1.25 in the private sector). Many banks in the public sector are in trouble with the increase in Non Performing Assets. Small banks are merging with big ones. All the subsidiary banks of State Bank of India and Mahila Bank were amalgamated with State Bank of India. The new industrial policy of 1991 has increased competition in the banking industry. Public sector banks are facing high competition with private sector new generation banks. Government is taking measures to reduce participation in public sector banks. Government participation in State Bank of India is only 57.88% now.

Neo Banking

As per Global Fin-Tech Report, 28% of the traditional banking transactions are now carrying through Fin-Tech companies. The term Neo Bank first became prominent in 2017 to describe Fin-Tech based financial service providers that were challenging the traditional banking system. There were two main types of neo banking companies, that provide the services digitally and applied for their banking license; and companies that have a partnership with a traditional bank to provide those types of financial services.

Today, major global banks have been experimenting with neo banking.

Venture capitalists are investing in this sector by understanding the trends in new generation neo banks. The funds in 2018 are four times higher than that of 2017.

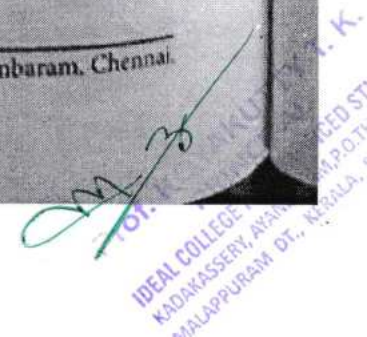
Neo bank has been started by the author of the book named "Breaking Banks" Bright King; he started a neo bank named 'Moven'.

Major Functions of Neo Banks

A Neo-Bank is a digital bank which offers a different and, most of the time, broader user experience than traditional banks. Although the financial product offered is often similar, the interaction with it is different. It is the main value proposition for the client.

Neo-Banks are real competitors to the "traditional" banks on the market due to their reduced costs, advanced features, very user-friendly interfaces, user customization, and new technologies. Following are the innovative components of Neo-Banks.

- Fast Account Opening: - Most of the neo banks provide an account opening about 3 to 10 minutes; starting from a simple form to a video call.
- Free debit card: - Most of the neo banks offer a free debit card to the customer, and it can be managed by a mobile application fastly; blocking, changing passwords, etc.
- International Payment: - Neo banks offer to use their debit cards abroad for no fees and with a live exchange rate.
- Instant payment: - Most of the neo banks offer instant payments among their customers.
- Crypto currencies: - Some of the neo banks offer to open an account with Crypto currencies.
- Multicurrency accounts: - Some of the neo banks offer to operate an account with multiple currencies and transfer within these accounts.
- User-friendly interfaces: - Neo bank applications are user-friendly, responsive, and well designed.
- 24/7 support: - Most of the neo banks offer 24/7 international support through their app instant message system.



- Expense analytics: - Neo bank applications provide expense analytics for their customers; such as spending habits, advice on future spending, changes taken in the plans, spending meter, etc.
- Instant balance:- On the application the customer will always see an up to date balance.
- Vaults: - Neo bank helps the customer to save money for an objective. The customer can round up all the transactions and put the spare change in the vaults.

Challenges

The customer's acquisition is quite a challenge because it can be hard to convince someone to change from a regular bank to a new kind of bank. The marketing to overcome is very expensive. A lot of customers are not interested in a mobile solution and would rather have a face to face interaction or a telephone call. The major challenge for the Neo-Banks is revenue. Most if not all of the services provided by a Neo-Bank are free. Consequently, they have to find their earnings elsewhere.

Neo banks in India

1. NIYO

It offers digital banking solutions especially for salaried employees. Presently, it claims that the fin-tech start-ups cater to over five lakh customers and has partnered with 3000 corporate. Last year, the start-up launched a global card canceling the need to buy a forex card during international trips. Last month, it was collaborated with a technology-enabled financial advisory start-up, to provide investment solutions for its customers. The neo bank has also raised a little over 14 million from Prime Ventures and other investors.

2. 811 by Kotak

It is a digital bank account product by Kotak Mahindra Bank and was launched in March 2017 and is named after the day demonetization was announced in India on 8th November 2016. It is a zero maintenance bank account, along with a virtual card. The customer can earn a 6% interest on their savings. The bank has doubled its customers to 16 million with-in two years.

3. Open

Open was founded in 2017 by Mr. Anish Achuthan and Mr. Mabel Chacko with the idea of serving the underserved especially in the SME segment. The neo-bank launched its services in collaboration with ICICI bank. Now it has almost 11 banks as partners.

4. Yono by SBI

YONO (You Only Need One) is State Bank of India's digital banking platform. It was launched in November 2017. It provides not only banking services, but also lifestyle services like cab booking and online shopping. Yono launched a card less cash withdrawal facility recently. The process can be initiated using the mobile app by using a pin. Once the process is initiated from the phone, the customer can visit any of the SBI's ATM which is marked as YONO Cash and withdraw within 30 minutes of receiving the reference number on your mobile phone.

5. Instant Pay

It has started in the beginning of the Financial Year 2019-20. Instant Pay launched its neo banking solutions targeting to the SMEs sector. It will help SMEs to manage their payments, collections and financial requirements on a single interface.

Conclusion

There is a tremendous change in the banking industry in India after the entry of Neo banks. Old bankers are transferring to this type of new generation banking system by understanding the fact that there will be a changing storm in all the aspects of traditional banking. Merging and takeovers are increasing in the field of banking too, so as in the case of Whatsapp- Facebook and Flipkart- Amazon. Vadal committee appointed by Government of India recommended that the mainstream banks have to level the playing ground for the Fin- Tech Companies.

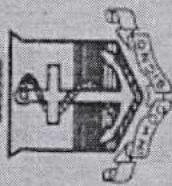
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Presented a paper titled A STUDY ON NEO BANKING TRENDS IN INDIA
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